

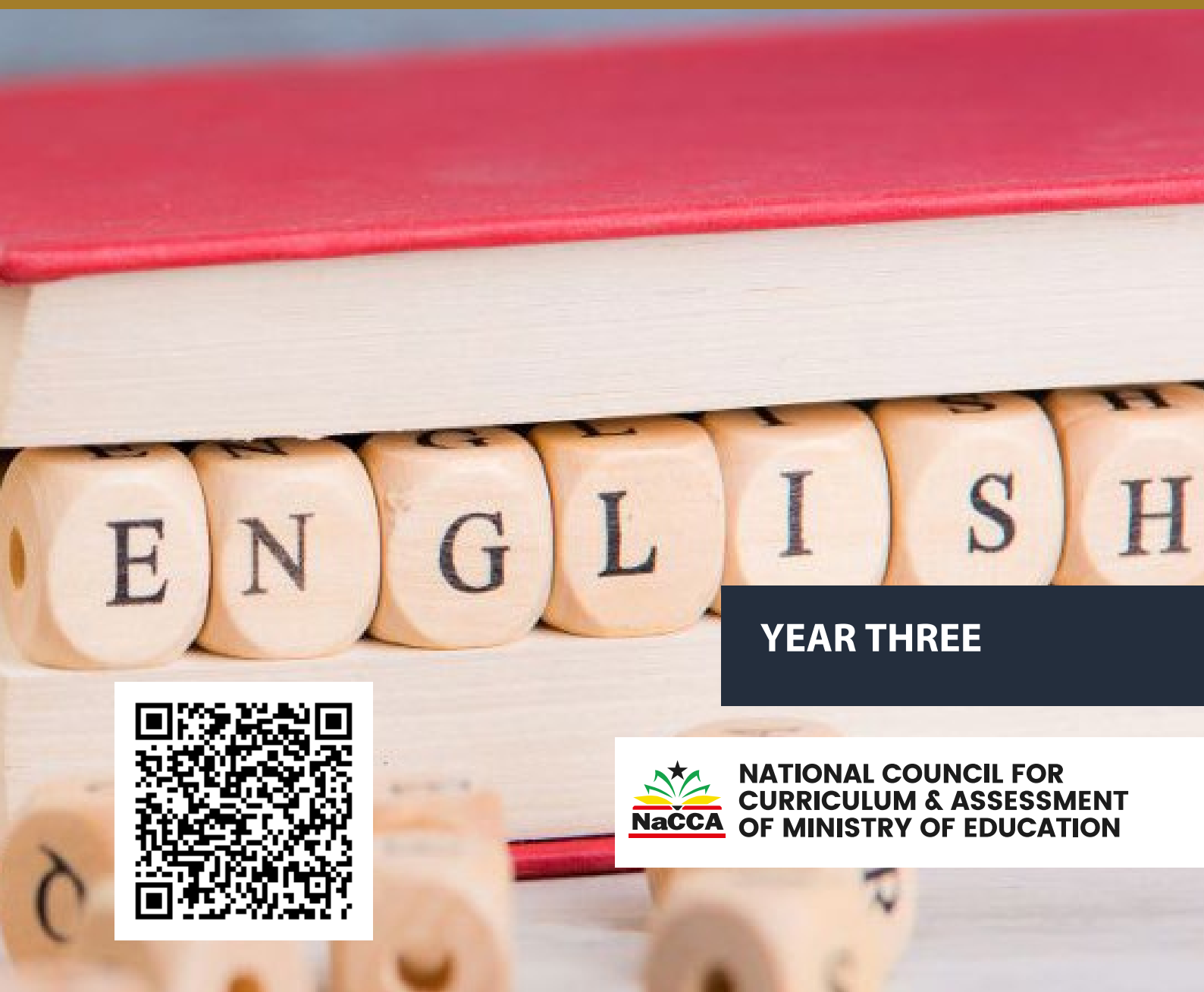


MINISTRY OF EDUCATION

ENGLISH LANGUAGE

For Senior High Schools

TEACHER MANUAL



YEAR THREE



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

English Language For Senior High Schools

Teacher Manual

Year Three



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

ENGLISH LANGUAGE TEACHER MANUAL

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Introduction for the Year Three Teacher Manual

The National Council for Curriculum and Assessment (NaCCA) has developed the third and final set of curriculum materials to support the implementation of the new Senior High School curriculum.

This Year Three Teacher Manual for covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively support learners in their final year of Senior High School. All the necessary information for the Student Assessment Portal has been included in the Year Three Teacher Manual to simplify the development of weekly learning plans, meaning that teachers have a single reference document.

The Year Three Teacher Manual has two main objectives:

- To support learners to consolidate and deepen their understanding of the content, pedagogy, and assessment across all three years of the new Senior High School curriculum in preparation for the West Africa Senior Secondary Certificate Examination (WASSCE).
- To equip teachers with the tools and resources needed to deliver revision-focused, assessment-led lessons that build on the knowledge learners have acquired from Year One to Year Three.

In this third year, teachers will be supporting learners to prepare for the WASSCE. Each section of the Teacher Manual is therefore structured around the highest Depth of Knowledge (DoK) levels, allowing learners to build progressively on knowledge acquired from Year One to Year Three. For each week, learning tasks and pedagogy are built around the assessment, ensuring that classroom activities directly prepare learners for the demands of the examination. Two sets of sample examination papers are also provided; one administered by Week 12 as a first semester practice examination, and one by Week 20 as a mock examination, to gauge learners' competencies and identify areas requiring remediation.

To further support teachers in delivering Year Three, NaCCA, working with the Ghana Education Service, has developed a subject specific App for each subject.

The Year Three PLC sessions have been revised in response to findings from the 2025 annual evaluation survey. The survey confirmed that teachers have made strong progress in lesson planning, use of varied instructional methods, ICT integration and modes of assessment. To address the identified gap in explaining concepts clearly using examples familiar to learners, each PLC session now includes a dedicated Content Exploration segment. This ten-minute segment brings the subject group together to work through one challenging problem or concept from the week's Teacher Manual content, not to plan how to teach it, but to ensure that every teacher in the group fully understands it.

The PLC sessions in Year Three also place particular emphasis on connecting the week's content to equivalent topics taught in Years One and Two. Teachers are encouraged to note the recap weeks signposted throughout the Teacher Manual and to use the App to explore how content across all three years links together.

As in previous years, teachers are expected to integrate National Values, Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), and 21st-century skills into their learning activities, assessment tasks, and rubrics and mark schemes. The subject-specific App will support teachers in doing this throughout the year.

Ghana Education Service acknowledges the dedication of the teachers who have implemented the new curriculum across Years One and Two and recognises that Year Three represents both the culmination of that effort and a critical moment for learners. The Year Three Teacher Manual and its

accompanying resources have been developed to ensure that every learner, regardless of background, ability, or school context, is fully prepared to demonstrate what they know and can do in the WASSCE and to progress confidently to further studies, the world of work, and adult life.

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WEEK 1: ORAL LANGUAGE AND READING

STRAND: ORAL LANGUAGE

Sub-Strand: English Speech Sounds

Learning Outcome: Articulate paralinguistic features (stress, intonation) effectively in oral communication

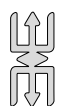
Content Standard: Demonstrate knowledge and understanding of speech in oral communication

STRAND: READING

Sub-Strand: Reading Comprehension

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

Content Standard: Demonstrate understanding of different types of reading strategies and use them to interact with a variety of level appropriate texts



Note

Deaf learners may be exempted from oral language and reading. Where applicable, learners may go through the aspect of reading through the use of sign language.

INTRODUCTION AND WEEK SUMMARY

Welcome to **Year 3** of English Language Teacher Manual. The **Year 1** and **Year 2 Teacher Manuals** gave room for varied pedagogical approaches and corresponding tasks and/or assessments for teaching and learning English Language with regard to the SHS/SHTS/STEM Curriculum. This manual will build on the knowledge, understanding and skills acquired from these concepts and more importantly, provide opportunities for a lot of hands-on activities and exercises. This is to prepare the learners for their summative assessment - WASSCE, especially, and enable learners to fine-tune and further develop the knowledge and skills required to function in higher levels of education and the world of work.

This week's lessons focus on Oral Language and Comprehension. The lessons will expand learners' knowledge on the appropriate use of stress through active listening and speaking. In comprehension, learners will expand their knowledge and explore more advanced texts to enhance comprehension.

These will help them to build effective communication and comprehension skills. It is expected that the lessons this week will build on what learners already know and explore more opportunities for them to further advance their listening and speaking as well as reading and writing skills.

The lessons and the indicators covered by the week are:

Lesson 1: Learning Indicator: Use stress appropriately in sentences and in disyllabic words

Lesson 2: Learning Indicators: Explore more advanced comprehension text strategies to enhance comprehension and interaction with a variety of complex texts

Recap weeks

Year 1	Week 1: Focal Area 2 LI 2: Retrieve specific information and interpret a variety of simple texts Week 9: Focal Area 2 LI 2: Use a variety of text comprehension strategies to analyse fiction and non-fiction texts
Year 2	Week 1: Focal Area 2 LI 2: Explore advanced comprehension text strategies to enhance understanding of a variety of increasingly complex texts Week 13: Focal Area 1 LI 1: Listen to and identify speaker intended meaning in level appropriate oral texts

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week's lessons require that learners work collaboratively through class discussions or talk for learning as well as participate in experiential learning activities. The lessons allow for learners to work together in mixed-ability groups as they discuss and analyse texts and pre-recorded videos or audios and make deductions from them. This is to enhance learners' use of intonation in communication and be cautious of their choice of intonation when communicating to achieve specific effects and interpretations of meaning. As learners learn from one another and work independently to explore more advanced comprehension texts, it will enhance their understanding, help them make inferences and justify their interpretations. This will prepare them for higher levels in education and the world of work. This is also to allow them to help one another as they prepare for more ambitious heights in academics and the world of work.

ASSESSMENT SUMMARY

The assessment strategies for the week have been carefully pitched to levels two and three for oral language and comprehension respectively. This will ensure that the learners demonstrate their skills of conceptual understanding in oral language through exercises on stress in words and sentences. The comprehension lessons will compel learners to think strategically as they interact with higher or more advanced comprehension texts. This will enhance learners' preparation towards the comprehension component of their final WASSCE examinations. It is expected that the teacher will help the learners travel smoothly through these assessment tasks to enable them bring out some challenges which need to be addressed prior to the learners' final examinations.

WEEK 1

Learning Indicators

1. Use stress appropriately in sentences and in disyllabic words
2. Explore more advanced comprehension text strategies to enhance comprehension and interaction with a variety of complex texts

Focal Area 1: Stress and Disyllabic words (Use in Sentences)

In oral communication, **stress** refers to the emphasis placed on certain **syllables within words** or on **particular words within sentences** to convey meaning, emotion or importance.

The Two Types of Stress in Oral Communication are:

1. **Word Stress:** Emphasis on a specific syllable in a word.
E.g: 'PREsent (noun or adjective) vs. pre'SENT (verb).
2. **Sentence Stress:** Emphasis on key words in a sentence (usually content words like nouns, verbs, adjectives, adverbs).

E.g., I didn't **say** he stole the **money**.

Importance of Stress

Stress can change the meaning depending on which word is emphasised.

1. **Stress clarifies meaning. E.g.**
 - a. I didn't say **he** stole the money. (Someone else did.)
 - b. I didn't **say** he stole the money. (Maybe I implied it.)
 - c. I didn't say he **stole** the money. (He might have borrowed it.)

Each sentence uses different stress to shift the meaning.

2. **Stress expresses emotion or intent. Example**
 - a. You **really** did that? (Surprised)
 - b. You really **did** that? (Doubtful or impressed)
 - c. You really did **that**? (Disbelief at the specific action)

3. **Stress improves listener comprehension. E.g.**

- a. The **meeting** is in the main hall at **three** o'clock.
- b. Stress on **meeting**, **three** and **main** highlights the key details.

Without stress, it is harder to process sentences or utterances quickly. E.g.

The meeting is at three o'clock in the main hall. (spoken flatly, it's harder to process quickly)

4. **Stress enhances rhythm and natural flow of speech. E.g.**

- a. I'll **call** you at **six** when I'm **home**.

Stressing **call**, **six** and **home** creates a natural, rhythmic pattern. Compared to:

- b. I'll call you at six when I'm home (monotone and robotic)

Stress and disyllabic words

Disyllabic words are words that have two syllables. These words can be nouns, verbs, adjectives or adverbs and they often have a distinct rhythm or stress pattern.

Examples of Disyllabic Words

Table, Happy, Present, Folder, Pencil, Summer, Pocket, Gentle, Taken, Maker and Party.

Why Disyllabic Words Matter in Oral Communication

1. Stress Patterns

In English, disyllabic words often have stress on **either the first or second syllable** and this stress can affect the word's **meaning or part of speech**. E.g.

'REcord (noun) vs. **re'CORD** (verb)

PROduce(noun) vs. **proDUCE** (verb)

CONtract (noun) vs. **conTRACT** (verb)

IMport (noun) vs. **imPORT** (verb)

REbel (noun) vs. **reBEL** (verb)

2. Pronunciation Clarity

Correct stress helps the listener to understand the word properly, especially when two meanings exist. E.g.: They sub**J**ECT sub**J**ects to pro**J**ECTS PROject which im**P**ORT im**P**ort.

Other examples of disyllabic words whose syllables can be stressed to affect meaning and understanding

a. CONtract (noun) vs conTRACT (verb)

i. He signed the CONtract yesterday. (noun – an agreement)

ii. They will conTRACT a builder to finish the job. (verb – to hire or shrink)

b. REcord (noun) vs reCORD (verb)

i. She broke the world REcord in swimming. (noun – achievement)

ii. Please reCORD your answer on the sheet. (verb – to capture)

c. PREsent (noun/adjective) vs preSENT (verb)

i. He gave her a lovely PREsent. (noun – a gift)

ii. Let me preSENT my findings. (verb – to show/introduce)

d. INsult (noun) vs inSULT (verb)

i. That comment was an INsult to her. (noun – rude remark)

ii. Don't inSULT your teammates. (verb – to offend)

3. Intonation and Rhythm

Understanding syllables helps with the natural rhythm and flow of speech.

Common Stress Rule (not absolute)

a. **Nouns/adjectives** → usually stressed on the **first syllable**: e.g., *Table*, *Happy*

b. **Verbs** → often stressed on the **second syllable**: e.g., *reLAX*, *report*

Differentiating Word Classes by Stress

Word	Noun/Adjective (1st syllable stress)	Verb (2nd syllable stress)
Present	PRE sent (gift, noun)	pre SENT (to offer, verb)
Record	RE cord (noun – a disk)	re CORD (verb – to capture)
Permit	PER mit (noun – a license)	per MIT (verb – to allow)

Proper stress ensures listeners know whether you're talking about an object or an action. Misplacing stress may cause confusion. Nevertheless, stress in such words can be difficult to notice in rapid speech. You should be aware too that stress in a disyllabic word can vary according to the accent of the speaker.

4. Rhythm and Fluency in Sentences

British English tends to follow a **stress-timed rhythm**, where stressed syllables occur at roughly regular intervals.

E.g.

- "She gave me a **PRE**sent." (noun – first syllable stress)
- "She will **pre****SENT** the award." (verb – second syllable stress)

Correct stress improves rhythm, making speech sound more natural and fluent.

5. Emphasis and Intent

Using stress on the correct syllable can reflect **intent or emotional tone**, especially in formal or public speech.

E.g.

- "You need a **PER**mit to park here." (noun)
- "They won't **per****MIT** us to enter." (verb)

This is important in debates, presentations and academic or professional settings where clarity is crucial.

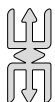
Learning Tasks

- Learners identify stress patterns on the following words: pity, happy, butter, lawyer, factory, border, sinner.
- Learners indicate stress on the following words to indicate nouns/verbs: Finger, export, convict, extract and contact
- Learners use given words in sentences using stress to create meaning.
- Learners practise sentences with disyllabic words indicating emphasis and contrast.
E.g.:
 - He **bought** the newspaper.
 - He** bought the newspaper.

Pedagogical Exemplars

Collaborative Learning

1. Learners work in mixed ability groups to discuss stress in oral communication.
2. Learners form groups to discuss the importance of stress in oral communication.
3. Guide learners in whole class discussion to differentiate between word classes by stress placement.
4. Learners in pairs take turns to mark stress on given disyllabic and polysyllabic words.
5. Learners in mixed ability group practise sentences with disyllabic words indicating emphasis and contrast.



Note

- *Necessary accommodations should be provided for learners with communication disorders who have difficulty understanding and identifying word and sentence stress. Visual aids such as charts, pictures and diagrams may be useful in helping learners identify word and sentence stresses visually.*
- *For learners who are hard of hearing, ensure that they are provided with good microphones to aid close hearing of pronounced words and to identify word and sentence stresses.*
- *The application of the principles of Universal Design for Learning (UDL) should aid learners to have multiple means of engagement, representation and action and expression.*

Key Assessment Level 2: Individual Class Exercise

Form five sentences with disyllabic words to indicate emphasis and contrast.

Task description

In this assessment, learners will demonstrate their understanding of stress patterns in disyllabic words in English. They will create sentences that show how changing stress pattern in disyllabic words can change their meaning or grammatical function.

The task can be accomplished through group presentation, group class exercise, etc.

Focal Area 2: Comprehension Text Strategies

Comprehension text strategies (in accessible format) are the different methods or techniques that good readers use to help them understand, remember and respond to what they read. These strategies are like mental tools that help you to understand what you are reading.

Importance of comprehension text strategies – these allow you to:

1. Understand difficult texts.
2. Find the main idea and important information.
3. Answer comprehension questions accurately.
4. Connect the reading to your own experiences.
5. Improve your reading skills in exams and in real life.

Comprehension Text Strategies

1. **Skimming:** Quickly reading to get the general idea or overview.
E.g.: Skim a passage to find out it's about plastic waste in Ghana.
2. **Scanning:** Looking through the text to find specific facts or details.
E.g.: Scan a text to find a date or name mentioned.
3. **Prediction:** Guessing what might happen next, based on the clues in the text.
E.g.: "The sky grew dark..." → You predict a storm is coming.
4. **Inferring:** Understanding something that is not directly stated (reading between the lines).
E.g.: A character says, "I'm fine," but is crying → They are not truly fine.
5. **Summarising:** Restating the main ideas in a few sentences.
E.g.: A 3-paragraph story summarised as: "The story is about a boy who overcame poverty to become a doctor."
6. **Making Connections:** Linking what you read to:
 - a. Your life (text-to-self)
 - b. Another book or story (text-to-text)
 - c. World issues (text-to-world)
7. **Clarifying:** Stopping to look at the context to make the meaning clearer.
E.g.: When you see an unfamiliar word, you use the sentences around it to understand it.

How To Use These Strategies

1. Before Reading
 - a. Skim the text.
 - b. Predict what it might be about.
2. While Reading
 - a. Use scanning to find key points.
 - b. Infer meaning from clues.
 - c. Clarify confusing parts.
3. After Reading
 - a. Summarise the main ideas.
 - b. Make connections to your life or knowledge.
 - c. Answer comprehension questions.

Learning Tasks

1. Learners in pairs brainstorm and discuss what comprehension strategies are in an accessible format.
2. Learners discuss the importance of comprehension strategies.
3. Learners discuss the various comprehension strategies.
4. Learners role-play (if possible) on how to use the comprehension strategies.

Pedagogical Exemplars

1. Group Work/Collaborative Learning

In mixed ability/mixed gender groups of four, learners work collaboratively to analyse a text (in an accessible format) with each group member assigned a specific task:

- a. The predictors (responsible for guessing what might happen next based on the clues in the text)
- b. The ‘inferreds’ (responsible for understanding something that is not directly stated (reading between the lines))
- c. The summarisers (responsible for drawing a picture that represents the main idea of the text)
- d. The clarifiers (responsible for finding two unknown words or ideas in the text)

2. Talk for Learning

Learners share their work with other members of the class for peer feedback (to enable learners to develop problem-solving competencies)

3. Experiential Learning

Learners read a variety of texts (fiction or nonfiction) in an accessible format, ranging from simple to complex and more complex structures silently using a combination of text comprehension strategies learnt earlier to enhance their comprehension.

Key Assessment Level 3: Class Exercise

Read the passage below using text comprehension strategies to answer the questions that follow:

For those who have never experienced it, being a refugee is difficult to comprehend. In the security of your home, even if it is the modest hut, you cannot fully imagine what it means to be homeless. As you read this passage, you might not get the full import of what it means to be a refugee. In fact, by the time you get to the end, many more people will have become refugees in various parts of the world.

There are basically two types of refugees: those who flee their homes as a result of social factors and those forced to relocate because of natural disasters. Social refugees are those who seek asylum in some other countries in order to escape what they consider victimization because of political and religious differences in their countries. Sometimes however, they may remain in some other parts of their own countries. At other times, a sudden and volatile eruption of violence may push them to leave, especially where humans are being butchered like goats.

And there are those in the second category: those who are forced to flee on account of some physical disruption in their environment. For instance, when a flood, a volcanic eruption, a hurricane, sweeps across an area, those who are lucky enough to be alive have to leave. In recent years, tornadoes, tsunamis and earthquakes have become fairly common. As a result, thousands of homes are swept off, leaving the residents suddenly not only homeless but also deprived of their farmlands and other sources of livelihood.

Whichever type we might be referring to, the effects are usually devastating. Imagine a close-knit family which has existed in the security of their home for decades, suddenly discovering that there is nothing to call a home any longer. Imagine the head of the family who had always found it easy to cater for dependents suddenly having to rely on the generosity of his new lost community in a strange location, very far from his roots. Imagine having to accommodate all one’s family’s belonging in a tent not too much larger than just one of the rooms in one’s old home. Above all, a refugee invariably loses his sense of self-esteem and independence. The very thought of it could be simply traumatic.

Yet, these are what social disturbances and natural disasters inflict on humanity. As this phenomenon is becoming more and more common, just pray that it will never be your lot.

1. According to the passage who is a refugee?
2. What two factors that can make one a social refugee?
3. State the main factor that forces people to become refugees under the second category
4. Mention two consequences of becoming a refugee.
5. As this phenomenon is becoming more and more common. Considering the above statement, what do you think the future holds for mankind?

Task Description

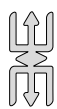
This assessment evaluates learners' ability to comprehend, analyse and respond to questions based on comprehension passages. They will demonstrate their understanding of explicit and implicit information, make inferences and engage in critical thinking.

Pair work can be used to accomplish this assessment task.

PLC Session 1

45 minutes Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



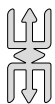
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **individual class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 1 Review

The lessons in this week are a review of all lessons taught in Years 1 and 2 on Oral language and Comprehension. They aimed to enhance learners' knowledge and skills on stress and comprehension as this will build effective communication and comprehension skills among learners. The lessons incorporated the principles of UDL in pedagogical strategies such as discussions and experiential learning to enhance communication and comprehension. The assessment tasks also helped learners to exhibit their skills of conceptual understanding and strategic thinking as they prepare for their examinations and world of work. Having been taught these, learners are expected to be adequately prepared to face their exams and the world beyond SHS.



MARKING SCHEMES FOR THE KEY ASSESSMENT

WEEK 1

FOCAL AREA 1

Criteria	Excellent (5 marks)	Very Good (4marks)	Good (3marks)	Satisfactory (2 mark)	Needs improvement (1 mark)
Word selection	Any 5-word pairs correctly selected with clear stress contrast. e.g. 'increase (noun) vs. in'crease (verb) 'import (noun) vs. im'port (verb) 'rebel (noun) vs. re'bel (verb)	Any 4-word pairs correctly selected with clear stress contrast. e.g. 'increase (noun) vs. in'crease (verb) 'import (noun) vs. im'port (verb) 'rebel (noun) vs. re'bel (verb)	Any 3-word pairs correctly selected with clear stress contrast. e.g. 'increase (noun) vs. in'crease (verb) 'import (noun) vs. im'port (verb) 'rebel (noun) vs. re'bel (verb)	Any 2-word pairs with correct stress patterns. e.g. 'increase (noun) vs. in'crease (verb) 'import (noun) vs. im'port (verb) 'rebel (noun) vs. re'bel (verb)	Fewer than 2-word pairs with correct stress patterns. e.g. 'increase (noun) vs. in'crease (verb) 'import (noun) vs. im'port (verb) 'rebel (noun) vs. re'bel (verb)
Stress marking	stress marks correctly placed in all 5 words	Stress marks correctly placed in 4 words	Stress marks correctly placed in 3 words	Stress marks correctly placed in fewer than 3 words	
Sentence construction	5 sentences are grammatically correct and clearly demonstrate the meaning contrast	4 sentences are grammatically correct and demonstrate meaning contrast	3 sentences are grammatically correct and demonstrate meaning contrast	Fewer than 3 sentences correctly demonstrate meaning contrast	

FOCAL AREA 2

QUESTION A: e.g., 2MARKS

2 marks: Clear, accurate definition of a refugee as someone who has been forced to flee their home (either due to social factors or natural disasters).

1 mark: Partially correct definition or imprecise explanation.

0 marks: Incorrect or no response.

QUESTION B: e.g., 4MARKS

4 marks: Correctly identifies both factors (political and religious differences/persecution) with clear explanation.

3 marks: Identifies both factors with minimal explanation.

2 marks: Identifies only one factor with explanation.

1 mark: Identifies only one factor with minimal explanation.

0 marks: Incorrect or no response.

QUESTION C: e.g., 3MARKS

3 marks: Clearly identifies physical/natural disasters (floods, volcanic eruptions, hurricanes, tornadoes, tsunamis, earthquakes) as the main factor.

2 marks: Identifies natural disasters with limited explanation.

1 mark: Partially identifies physical disruptions without clarity.

0 marks: Incorrect or no response.

QUESTION D: e.g., 4MARKS

4 marks: Clearly identifies and explains two consequences (loss of home, reliance on others' generosity, living in cramped conditions, loss of self-esteem and independence, psychological trauma, etc.).

3 marks: Identifies two consequences with minimal explanation.

2 marks: Identifies only one consequence with explanation.

1 mark: Identifies only one consequence with minimal explanation.

0 marks: Incorrect or no response.

QUESTION E: e.g., 7MARKS

6-7 marks: Thoughtful, well-reasoned response that clearly connects to the passage content, demonstrates critical thinking and considers broader implications.

4-5 marks: Good response with some critical thinking and connections to the passage.

2-3 marks: Basic response with limited analysis or connection to the passage.

1 mark: Minimal response lacking clear reasoning or connection to the passage.

0 marks: Irrelevant, incorrect or no response.

WEEK 2: GRAMMAR AND WRITING

STRAND: GRAMMAR

Sub-Strand: Grammar Usage

Learning Outcome: *Identify and use the different types of phrases/clauses in speech and creative writing*

Content Standard: *Apply the knowledge of Phrases and Clauses and their functions in communication*

STRAND: WRITING

Sub-Strand: Production and Distribution of text

Learning Outcome: *Compose paragraphs with varying content related to a specific subject*

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

INTRODUCTION AND WEEK SUMMARY

Welcome to Week Two. This session is a build-up on the work and practice that has been done on phrases, clauses and paragraph development from Year One and Year Two. The lessons this week will continue to build on the foundational language and conceptual understanding required from previous years with particular emphasis on using a wider range of phrases and clauses appropriately in various contexts. Through guided and independent activities, learners will practise combining ideas more effectively. This will help them express thoughts with greater clarity and variety.

In writing, the lessons will support learners in consolidating their knowledge and skills in well-structured paragraphs on selected topics. This will include attention to topic sentences, supporting details and logical flow. The overall aim of this week's lessons is to strengthen learners' ability to communicate effectively.

The lessons and the indicators covered by the week are:

Lesson 1: Learning Indicator: Use a wider range of phrases and clauses appropriately in context

Lesson 2: Learning Indicator: Consolidate the knowledge and skill in composing paragraphs on selected topics

Recap weeks

Year 1	Week 2: Focal Area 2 LI 2: Use an extended range of cohesive devices (connectors or linking expressions) to improve paragraph coherence Week 8: Focal Area 2 LI 2: Compose introductory and body paragraphs on a given topic
Year 2	Week 1: Focal Area 3 LI 3: Identify and use the grammatical forms accurately in speech and writing Week 2: Focal Area 1 LI 1: Identify and use the grammatical forms accurately in speech and writing Focal Area 2 LI 2: Use an extended range of cohesive devices (e.g., connectors to show contrast, results,) to improve inter-paragraph linkage and coherence Week 4: Focal Area 2 LI 2: Develop a paragraph focusing on the elements of coherence – direct references and transitional words Week 6: Focal Area 2 LI 2: Critically analyse and compose concluding paragraphs on a given topic

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week's lessons will adopt a range of interactive and learner-centred approaches to support mastering the use of phrases and clauses in context, as well as developing coherent paragraphs. Through experiential learning, learners will take part in meaningful tasks to allow them to identify phrases and clauses in real-life contexts. Collaborative learning will be encouraged through activities where learners write short paragraphs on selected themes/topics and identify which phrases or clauses they have used in these contexts, among others. In addition, problem-based learning tasks will challenge learners to identify phrases and clauses and determine their grammatical names and functions. Opportunities for talk for learning will allow learners to communicate their ideas as they examine sample materials and identify their structure.

Critical thinking skills will be fostered as learners use specific or given cohesive devices appropriately in paragraph development, while individual work will give each learner the chance to apply what they've learned independently, enabling the teacher to assess progress and provide targeted support. Altogether, these approaches aim to build on prior knowledge from Years 1 and 2, while deepening learners' understanding and confidence in constructing accurate and effective written texts.

ASSESSMENT SUMMARY

Assessment for this week's lessons will focus on learners' ability to apply strategic thinking in their use of language. At Level 3, learners are expected to demonstrate a deeper understanding by composing well-structured paragraphs that clearly convey meaning and naming underlined phrases and clauses in given texts. Learners will be given opportunities to compose **well**-structured paragraphs or essays that clearly convey meaning. Assessment will be both formative and summative, involving observation during collaborative tasks, oral responses during discussions and written exercises completed individually. Learners should be assessed on their ability to plan and present their writing with attention

to clarity, coherence and the purposeful use of grammatical structures. Feedback should focus on how effectively learners are making linguistic choices to enhance their communication, both orally and in writing, with opportunities provided for self and peer-assessment to support metacognitive growth and independence in learning.

Indicators	DOK Levels	Assessment strategies and/or modes
Use a wider range of phrases and clauses appropriately in context	3	Homework
Consolidate the knowledge and skill in composing paragraphs on selected topics	3	Individual class work

WEEK 2

Learning Indicators

1. Use a wider range of phrases and clauses appropriately in context
2. Consolidate the knowledge and skill in composing paragraphs on selected topics

Focal Area 1: Types of Phrases and Clauses

Phrase

A phrase is a word or group of words that functions as single grammatical unit in the context of a sentence.

Examples

1. The blue sky looks beautiful.
2. They were lost in the forest.
3. The woman inside the office is the new headmistress.

Types of Phrases

1. Noun Phrase: This is a word or group of words that functions as a noun in context. The head word in a noun phrase is a noun.

Examples

- a. The bell rings each morning.
 - b. They gave the teachers some oranges.
 - c. Madam Selasi, my counsellor left the country yesterday.
2. Verb Phrase: This refers to the verb structure (single or series) of the clause or sentence. It functions as a single verb.

Examples

- a. The athlete will be running at the Olympic events today.
 - b. The learners are in the library.
 - c. They have been walking for hours.
3. Adjectival Phrase: Adjectival phrase is a phrase that functions as an adjective in context. It qualifies or provides more information about a noun or pronoun in a sentence.

Examples

- a. The melodiously singing bird is my pet.
 - b. Ghana experienced the most destructive storm in decades.
 - c. It was a deliciously sensational storyline.
4. Prepositional Phrase: This is a phrase that begins with a preposition (like “on”, “in”, “at”, “by” “with”, “about”, “around” “into”, “under” and so on) and ends with a noun/noun phrase or pronoun. The noun/noun phrase or pronoun in a prepositional phrase structure becomes the object of the preposition. Prepositional phrases function as adjuncts (adverbials or adjectival) in context.

Examples

- a. During the rainy season, the farm flourished.
 - b. The learners studied in the library.
 - c. The man under the tree is very noble.
5. Adverbial Phrase: This is a word or phrase that functions as an adverb. It typically modifies a verb, an adjective or another adverb in a sentence.

Examples

- a. She dances beautifully.
- b. The weather was extremely clear.
- c. They sang extremely well.

Clause and Types

A clause is a group of words that contains a subject (a noun or pronoun) and a predicate (a verb). There are two major types of clauses - the independent (principal/main) clause and dependent (subordinate) clause. The independent clause can express a complete thought whereas the dependent clause relies on the independent clause to express complete meaning.

Example

- a. Although it was raining, Orrison attended the birthday party.

Subordinate Clause-SC Main Clause- MC

- b. We finished the meal before she arrived.

MC

SC

Types of Subordinate/Dependent Clause

1. Noun Clause: A noun clause is a dependent clause that functions as a noun in a sentence. It is also called a nominal clause. The noun clause functions as a subject, object and complement. It usually begins with subordinating conjunction (such as “that”, “what”, “who”, “why”, “whom”, “whose” and “how”).

Examples

- a. Whatever they said in the court room was fabricated.
 - b. She gave the boy who came to the party some gifts.
 - c. They were the people who sold the land.
 - d. What he does each morning is choir-singing.
2. Adjectival (Relative) Clause: An adjectival clause is a type of dependent clause that functions as an adjective. It provides more information in a sentence about the noun or pronoun. An adjectival or relative clause begins with a relative pronoun such as who, which, whom or that and qualifies the noun or pronoun in the main clause.

Examples

- a. The bottle which is on the table is empty.
- b. Mr. Kuma, who won the best teacher’s award, has been given a car.
- c. The chair that my father bought is inferior.

3. **Adverbial Clause:** This is a subordinate clause that functions as an adverb in a sentence. An adverbial clause modifies a verb, an adjective or another adverb. It provides information about time, place, manner, frequency or condition of the verb in the main clause. It is normally introduced by subordinating conjunctions like *although*, *because*, *after*, *before*, *while*, *until*, *if*, *unless*, *since*.

Examples

- I have been waiting here since I arrived.
- Although she was late for the interview, the company employed her.
- She couldn't play because she was sick.

Learning Tasks

- Learners discuss the types of phrases and clauses in context (in selected accessible texts)
- Learners develop short paragraphs on selected topics and identify phrases and clauses
- Learners identify phrases and clauses in varied sentence structures

Pedagogical Exemplars

- Experiential Learning:** In mixed-ability groups, learners work together to identify phrases and clauses using sampled literary texts, essays, newspapers and classify them according to their types. During this exercise, they should be reminded of the importance of showing respect for varied opinions.
- Collaborative Learning:** Learners collaborate with one another to write short paragraphs on selected themes/topics and name the phrases and clauses used and consolidating with activities to practise more with examples.
- Problem-Based Learning:** Learners individually identify the phrases and clauses in varied sentence structures determining the grammatical names and functions.

Key Assessment Level 3: Homework

- Read the passage below carefully and name the underlined phrases and clauses with their corresponding grammatical function.

Education in our society has seen significant growth over the past few years. With the introduction of the Free Senior High School policy, more students from rural and urban areas now have access to secondary education. However, improving the quality of teaching remains a challenge, especially in underserved regions or communities. Teachers, motivated by passion for work, often go the extra mile to support their learners. Because some schools lack resources, learners are sometimes forced to share textbooks. Still, many succeed when they are given the right support, showing that education can transform lives in many ways.

Task Description

This assessment evaluates learners' ability to identify and classify phrases and clauses in a text and to determine their grammatical functions within sentences.

Homework as an assessment mode can be used to complete this task.

Focal Area 2: Structure of an Essay and Paragraph Development

Structure of an Essay (Revision)

The structure of an essay serves as a general guideline in developing or composing essays. It includes the introduction, body and conclusion. However, this structure can vary depending on the kind or type of essay. This structure provides only a general framework for writing a clear and coherent essay.

1. Introduction: This structure performs the following functions.
 - a. It orients the reader on the essay
 - b. Identifies the focus/context or purpose of the essay
 - c. Outlines the background of the essay
 - d. Clearly states the thesis statement
2. Body: This structure forms the main part of the essay and it has series of paragraphs based on the scope of the essay. Each of the paragraphs in the body has the following features:
 - a. Topic sentence- introduces the main idea in the paragraph.
 - b. Supporting details- give evidence and examples to support the topic sentence.
 - c. Analysis and explanation- analyses and explain the evidence.
 - d. Concluding sentence- summarises and closes the paragraph.
3. Conclusion: This is the final component of the essay. The conclusion performs the functions below:
 - a. It restates the thesis statement.
 - b. It summarises the main points raised in the essay.
 - c. Provides a final thought or call to action.

Paragraph Development

A paragraph refers to a group of related sentences that discusses a single idea. It is an essay writing tool that helps writers to organise their ideas into a meaningful unit.

Key Features of a Good Paragraph

1. Unity: All sentences should support one idea in a paragraph. For example, a paragraph discussing “causes of flooding in Accra” should not shift to effects or solutions.
2. Coherence: Ideas in a paragraph must flow logically and be connected. The use of transitional words like however, therefore, for example, in addition and furthermore can help achieve paragraph coherence.

Example:

One major cause of flooding in Accra is poor drainage systems. Also, indiscriminate dumping of refuse worsens the problem.

3. Topic Sentence: It is usually the first sentence and introduces the main idea in the paragraph.

Example: *Public education is one way we can address the causes of flooding in Accra.*

4. Supporting Sentences: Related sentences that explain or elaborate on the topic sentence. Supporting sentences use evidence, examples or explanation to expand the topic sentence.
5. Concluding Sentence: Sums up a paragraph or links to the next paragraph.

6. **Varied Sentence Structure:** Sentences in a paragraph should vary in structure. This comprises simple sentence, complex sentence and compound sentence.

Types of Paragraphs (with examples)

Based on the structure of an essay, there are three main types of paragraphs. These paragraphs include:

1. **Introductory Paragraph:** The introductory paragraph is the first paragraph of an essay and introduces the thesis statement (the main argument or the question to answer). Introduction paragraph provides the:
 - a. General statement about the thesis statement
 - b. Context or background of the essay
 - c. Thesis statement
 - d. Outline of the core points

Example of introductory paragraph

The Impact of Social Media on Teenagers (thesis)

In today's digital age, social media platforms have become an integral part of our daily life, especially for teenagers. With constant access to content, communication and online resources, young people have become more connected than ever before. However, this connectivity comes with both benefits and drawbacks. This essay will explore the influence of social media on teenagers, focusing on mental health, social skills and academic performance.

2. **Body Paragraph:** It consists of a number of main-stream paragraphs, each discussing one main/core idea at a time to help elaborate the thesis statement. It has the following features:
 - a. Topic Sentence- Introduce the main idea of the paragraph
 - b. Supporting Sentences- Provides additional information/explanation/examples and analytical evidence to link the main idea to the thesis statement.
 - c. Connect to the next body paragraph.

Example of Body Paragraph (Refer to the thesis)

One significant effect of social media is its impact on the mental health of teenagers. According to a 2022/23 study by a student of Koforidua Technical University, adolescents who spend more than three hours a day on social media are at a greater risk of experiencing symptoms of anxiety and depression. This may be attributed to online cyberbullying or the pressure to maintain a certain image. These findings highlight the importance of monitoring online activity of teenagers and promoting their digital wellbeing. Therefore, social media can affect the ability of teenagers to interact socially in real world.

3. **Concluding Paragraph:** This is the final paragraph of an essay. It brings the essay to an end. It performs the following purposes:
 - a. Restates the thesis statement.
 - b. Summarises the core points discussed in the body paragraphs.
 - c. Provides final thought or recommendation.

Example of Concluding Paragraph (Refer to the thesis)

Finally, social media has a profound influence on teenagers, particularly in relation to mental health, social development and academic success. Although it offers opportunity for learning and interaction, its abuse can lead to serious challenges. Hence, it is essential that young people are educated about responsible online behaviour to promote a healthy life.

Learning Tasks

1. Learners discuss sample materials to identify the structure of an essay.
2. Learners use cohesive devices to compose an introductory paragraph.
3. Learners compose coherent paragraphs on varied essay topics.

Pedagogical Exemplars

1. **Talk for Learning:** In mixed-ability groups, learners collaborate with one another to examine sample materials (sample essay, passages from books, journals, sample texts from social media) and identify the structure such as introduction, body and conclusion. Learners discuss the features of a well-developed paragraph.
2. **Collaborative Learning:** Learners in groups use cohesive/connective devices (e.g., and, before, since, while, as, until, besides, in addition, moreover, again and furthermore) to compose an introduction paragraph on a given topic (e.g., *The Importance of Agriculture to the Ghanaian Economy*). Learners should ensure unity and logical flow of ideas/sentences. Communication skills are acquired as learners share their ideas with peers and accept constructive feedback through communication and collaboration in order to achieve the basic required skills.
3. **Individual Work:** Learners individually compose an introduction paragraph containing the central idea, supporting sentences linked with appropriate cohesive devices. Learners design story maps in accessible formats as guides and compose body paragraphs and concluding paragraphs. Learners apply paragraph development techniques on varied essay topics.

Key Assessment Level 3: Group Project

1. Compose an introduction paragraph of 5 – 7 sentences on any essay topic of your own.
2. Write an essay on any of the following topics:
 - a. Causes of violent behaviours in senior high schools in Ghana.
 - b. The role of the youth in economic development of Ghana.
3. Write a story to illustrate the expression “Lazy Man Goes to Bed Hungry”.

Task Description

This task will expect learners to write an original story that illustrates the proverb “The Lazy Man Goes to Bed Hungry.” The narrative will enable learners to demonstrate their knowledge on the Structure of an Essay and Paragraph Development. The story is expected to show the consequences of laziness and the importance of hard work well written in paragraphs.

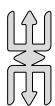
Individual class work can be used to complete this task.

HINT

Assign Group Project to learners and give them reasonable time to complete it. Use the SS App to generate the project as well as the rubric. Learners' projects should be marked immediately and scores entered into the SAP.

PLC Session 2**45 minutes****Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).

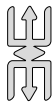
**Note**

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is **group project**. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the project (NTS 3k-3q).

10 minutes**Content Exploration**

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not ‘How do I teach this?’ but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes

Enactment

- Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?
 - were the examples grounded in contexts familiar to Ghanaian learners?
 - did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

- Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
- Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
- Remember to
 - transfer your chats into your learning planner template.
 - read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 2 Review

The lessons this week aimed to build on learners’ knowledge of phrases and clauses as well as paragraph development from Years 1 and 2. The lessons were tailored towards strengthening learners’ ability to communicate effectively in speech and writing. The lessons adopted a wide range of learner-centred approaches such as experiential learning, collaborative learning, talk for learning or discussions. Their role in shaping learners to be able to function in various spaces of future prospects cannot be overemphasized. To crown this, learners were given assessments which were intentionally pinned to specific levels to allow them to think strategically. These aimed to help learners as they refresh their knowledge on what they have been taught and find opportunities for self-improvement and practice. It is expected that learners be given the room to explore, if the need arises in order to deepen their understanding of speech and writing.



MARKING SCHEMES FOR THE KEY ASSESSMENT

WEEK 2

FOCAL AREA 1

Sample Marking Scheme

- Award 2 marks each for accurate identification of phrase/clause type and grammatical function
- Award 1 mark when students correctly identify only the phrase/clause type or only the grammatical function

e.g.

With the introduction of the Free Senior High School policy - prepositional phrase - adverbial modifier.
motivated by passion for work - participial phrase – adjectival phrase modifies “Teachers”.
Because some schools lack resources - adverbial clause - shows reason
when they are given the right support - adverbial clause - shows condition/time.

FOCAL AREA 2

Sample rubric

criteria	Excellent (5-4 marks)	Very good (3 marks)	Good (2marks)	Needs improvement (1 mark)
Relevance to Proverbs	The story illustrates the proverb with depth and insight	The story clearly illustrates the proverb	The story somewhat relates to the proverb but not strong.	The story has minimal or no connection to the proverb
Plot Development	Well-structured plot with engaging beginning, conflict, climax and resolution	Good plot structure with identifiable elements	Basic plot structure with some elements underdeveloped	Disorganised or incomplete plot structure
Character Development	Characters are well-developed and demonstrate clear growth	Characters are developed with some depth	Characters are basic with limited development	Characters are flat or undeveloped
Setting & Context	Vivid and detailed setting that enhances the story's message	Clear setting that supports the narrative	Basic setting with minimal details	missing setting details
Expression	Rich vocabulary, varied sentence structure and engaging style	Good vocabulary and adequate style	Basic vocabulary and straightforward style	Limited vocabulary and undeveloped style

Grammar & Mechanics	Few or no errors in grammar, spelling and punctuation	Some minor errors that don't impede understanding	Several errors that occasionally affect clarity	Numerous errors that significantly affect readability
Moral/Message	thought-provoking moral that deeply explores the proverb	Clear moral that effectively conveys the proverb's meaning	Basic moral that somewhat relates to the proverb	Unclear or missing moral

WEEK 3: GRAMMAR AND LITERATURE

STRAND: GRAMMAR

Sub-Strand: vocabulary

Learning Outcome: *Employ appropriate vocabulary in communication*

Content Standard: *Demonstrate the appropriate use of vocabulary in communication*

STRAND: LITERATURE

Sub-Strand: Narrative (Poetry and Drama)

Learning Outcome: *Explore different literary texts to create meaning and convert into other genres*

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

INTRODUCTION AND WEEK SUMMARY

This week's lessons focus on strengthening learners' ability to use language purposefully and creatively through two key areas: registers and vocabulary in context and converting narratives to play. Building on the vocabulary knowledge and foundational writing skills developed in Years 1 and 2, these lessons will support learners in interpreting and using words and expressions appropriately within more complex and varied contexts. The week places more emphasis on how word choice can change depending on the situation, audience or purpose, helping learners understand and apply formal and informal registers in both speech and writing.

In addition, learners will explore how to transform narrative texts into play scripts. Through guided activities, they will examine key features of both forms such as dialogue, stage directions and structure and practise adapting stories while preserving meaning and character. This process will encourage creativity, critical thinking and a deeper appreciation of how language functions across genres.

Together, these lessons aim to enhance learners' confidence and competence in communicating effectively and adapting their language use to suit different contexts and purposes, while also developing their ability to think more strategically about how meaning is conveyed through both vocabulary and form.

The lessons and the indicators covered by the week are:

Lesson 1: Learning Indicator: Interpret and use vocabulary appropriately in more complex contexts

Lesson 2: Learning Indicator: Convert narratives to play scripts and vice

Recap weeks

Year 1	Week 4: Focal Area 3
	LI 3: Use language to describe characters in movies, narratives and play scripts to make meaning
	Week 6: Focal Area 3
	LI 3: Create monologues and dialogues in narratives and plays to make meaning
	Week 10: Focal Area 3
	LI 3: Develop the sequence of events across texts and how it contributes to meaning

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week employs experiential learning and talk-for-learning to help learners build on their knowledge of registers and vocabulary as well as converting narratives to plays. The session aims to give room for teachers to help learners to bring their real-world experiences into use as they take turns to use registers that are appropriate in specific contexts and practice after listening to/watching videos of demonstrations of the use of registers. That's not all: the session gives learners the room to brainstorm, create and convert narratives to plays, all while being guided by the teacher. The aim is to give learners enough hands-on practice and the room to fine-tune these skills as they prepare for their WASSCE exams and future prospects. These pedagogical strategies are tailored towards learner-centred learning and must be employed as such. However, should there be the need for assistance, the teacher can then come in to offer it.

ASSESSMENT SUMMARY

This week's assessments are all in level 3. The aim is to allow learners think strategically while they work. Learners will have to select the appropriate words or vocabulary in creating passages or paragraphs and articles using the appropriate registers. Learners again are expected to create and convert narratives into play scripts. This will not only help them bring their knowledge of narrative writing to the fore but also enable them to brainstorm on how best to convert these narratives to play scripts. Learners will have to rely on their knowledge of specific places or contexts and drama in order to achieve the requirements of this level of assessment. This will also give room for learners to build on their knowledge of essay writing and paragraph development. It should also build on their imagination as they reflect on how to incorporate certain dramatic features they may have seen in drama or movies. This does not only prepare the learners for higher academic levels but also the world of work.

Indicators	DOK Levels	Assessment strategies and/or modes
Interpret and use vocabulary appropriately in more complex contexts	3	Oral presentation
Convert narratives to play scripts and vice versa	4	Role play

WEEK 3

Learning Indicators

1. Interpret and use vocabulary appropriately in more complex contexts
2. Convert narratives to play scripts and vice versa

Focal Area 1: Registers /Vocabulary in Context

In the study of English Language, **register** refers to the variation of language used in different contexts, depending on factors like purpose, audience, and situation. Registers can range from **formal** to **informal** and they often change based on the **field (topic)**, **relationship** and **mode (spoken/written)** of communication.

1. Entertainment

Below are examples of formal and informal registers used in the context of entertainment.

Formal Register	Informal Register
The performance was a compelling exploration of identity and belonging.	That film was absolutely brilliant – I loved every minute of it!
The cinematography was executed with exceptional precision and artistry.	He totally nailed that role – proper gave me goosebumps.
The programme offers a critical perspective on contemporary social issues.	This show's a bit mad, but it's seriously addictive.

2. Sports

Formal and Informal registers commonly used in the **field of sports**:

Formal Register (used in journalism, official commentary, coaching reports)

Situation	Formal Expression
Commentary	The player demonstrated exceptional control and composure under pressure.
Reporting	The team secured a decisive victory with a scoreline of three goals to nil.
Coaching	The objective is to maintain possession and exploit spatial opportunities
Interview	We are optimistic about our performance and will endeavour to improve further

Informal Register (used in everyday conversation, fan talk, casual interviews)

Situation	Formal Expression
Commentary	He kept his cool and smashed it into the back of the net!
Reporting	They totally smashed the other team, 3–0!

Coaching	Keep the ball and look for gaps, guys.
Interview	We're feeling good about the game and hope to do even better next time.

3. Education

Formal Register (used in academic writing, official communication and professional contexts):

- "Pupils are expected to submit their assignments by the stated deadline."
- "The institution provides a range of extracurricular opportunities to enhance learning."
- "It is imperative that students maintain academic integrity."

Informal Register (used in conversations amongst peers, in casual settings or when building rapport with students):

- "Make sure you hand in your homework on time."
- "Don't cheat — it's not worth it."
- "Can everyone turn their phones off before we get started?"

4. Media

Formal Register (used in newspapers, documentaries, news broadcasts, press releases)

- "The Finance Minister addressed the nation regarding the economic crisis."
- "The documentary examines the socio-political ramifications of the legislation."
- "An investigation has been launched into the alleged misconduct."

Informal Register (used in blogs, tabloids, social media, vlogs)

- "The Finance Minister had a word with the country about the money mess."
- "Looks like the two companies are finally tying the knot."
- "Some big names got caught up in the scandal — and the internet went wild!"

5. Journalism

Registers used in journalism highlight how tone, vocabulary and structure differ depending on the context and publication style.

Formal Register (Used in Broadsheets and News Outlets like The Guardian, The Times, BBC News)

- The Health Minister pledges 5 million Ghana cedis to revitalise NHIS services amid mounting pressure.
- The Chancellor announced a comprehensive fiscal strategy intended to stabilise the economy following a period of protracted inflation. Analysts remain cautiously optimistic, citing early indicators of recovery.

Informal Register (Used in Blogs, Metro or lifestyle sections)

- Students Say 'No Thanks' to 8 am classes
- Food Prices Drop (Finally!) - But Is It Enough?

Learning Tasks

1. Learners classify excerpts to their correct field of study.
2. Learners role-play (if possible) different scenarios of registers used for sports commentary and registers used for media broadcasts.
3. Learners plan a register diary for sports, education, media and journalism

Pedagogical Exemplars

Experiential Learning:

1. In pairs, learners roleplay (if possible) being the teacher and take turns to teach using appropriate educational registers.
2. In mixed ability/gender groups, learners take roles as reporters and news anchors to create short news broadcasts.
3. Learners watch or listen to a short clip of a sports match and prepare a commentary.

Key Assessment Level 3: Oral Presentation

Create a short commentary on a football match.

Write a short article about the operation of a Media house.

Task Description

Learners are to write a short article about the operation of a media house. The task will enable learners use appropriate registers /vocabulary in Context. Learners' article should inform readers about how media houses function, the various departments, roles and processes involved in producing and distributing media content.

Focal Area 2: Converting Narratives to a Play

A narrative is a written or spoken account of events, often told in paragraphs, with a narrator guiding the story. A play is written in the form of dialogue and stage directions, meant to be performed rather than read silently.

Example

Narrative

Ama walked into the room; her face filled with anger. She shouted at Kojo for breaking her phone.

Play Script

(Ama storms into the room)

Ama: Kojo! How could you? You broke my phone!

Key Features of a Play Script

1. Characters: A list of characters involved in the play.
2. Dialogue: The actual words spoken by the characters.
3. Stage Directions: Instructions for movement, expression and setting (usually written in brackets or italics).
4. Acts and Scenes (Optional): Longer plays are divided into these sections.

Steps to Convert a Narrative to a Play

1. Read and Understand the Narrative.
2. Identify the Characters and Setting.
3. Break the Story into Scenes.
4. Convert Narration to Dialogue.
5. Add Stage Directions.

Learning Tasks

1. Learners brainstorm the difference between a narrative and a play.
2. Learners explain the key features of a play.
3. Learners convert a short paragraph narrative into a short play script.

Pedagogical Exemplars

Talk for learning: guide learners in mixed ability group to brainstorm the features of a play.

Experiential Learning: Learners in groups create a short narrative while other groups convert the narrative to a play.

Key Assessment Level 3: Role Play

Convert the following narrative into a play script:

Narrative: The Unexpected Guest

It was nearly dusk when Clara spotted the figure by the garden gate. She hesitated, her hand still resting on the kitchen sink. The figure didn't move. The wind tugged at the ivy on the stone wall, but the gate remained closed. Curious and slightly anxious, Clara wiped her hands on her apron and stepped outside.

The man was dressed in a long coat, muddy at the hem. His hat cast a shadow over his eyes and a worn satchel hung from his shoulder. Clara hadn't seen him before, yet something about him felt strangely familiar.

"You're Clara Grey, aren't you?" he asked, his voice low but steady.

"I am," she replied cautiously. "And you are?"

He smiled faintly. "You wouldn't remember me. I was just a boy when you left the village."

Clara's breath caught. She looked closer. There, behind the weary expression and years of absence, was a glimpse of the child she once knew — Tom Ashby, the baker's son.

"But that was over twenty years ago," she whispered.

"I've come back for answers," he said. "About what happened the night your brother disappeared."

The gate creaked open.

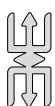
Task Description

In this assessment, learners are to demonstrate their ability to transform a narrative text into a dramatic play script. They are expected to convert the provided narrative, "The Unexpected Guest," into a properly formatted play script that could be performed on stage.

PLC Session 3

45 minutes Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



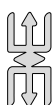
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **role play**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the role play (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.

- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 3 Review

The lessons this week reviewed what has been taught for the past two weeks. The lessons have looked at registers in different fields and contexts. Learners have been taken through a series of activities so they become more aware of the kind of registers to use in given contexts such as education. The use of role playing and ICT (where applicable) were to make the lessons livelier and more straightforward to retain. On the other hand, opportunity was given to learners to brainstorm and consolidate their knowledge on plays by converting narratives into one. These lessons will help deepen learners' love and interest for the arts, especially drama as well as role playing. Learners needed to think strategically in order to sail through these focal areas successfully, hence the use of Level 3 assessments.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 3

FOCAL AREA 1

Criteria	Excellent (8-10marks)	Good (6-7marks)	Satisfactory (4-5marks)	Needs Improvement (1-3 marks)
Content & Media Knowledge	Comprehensive, accurate information about media house operations with specific details about multiple departments and processes	Good information about media operations covering most key aspects	Basic understanding of media operations with limited details	Minimal or inaccurate information about media operations
Structure & Organization	Well-structured with compelling headline, clear introduction, logically organized body and effective conclusion	Good structure with appropriate headline and organized paragraphs	Basic structure with some organizational issues	Poor organization lacking journalistic structure
Expression	Excellent journalistic style with engaging language, appropriate tone and varied sentence structure, appropriate use of vocabulary	Good journalistic style with clear language and appropriate tone	Basic journalistic style with some inconsistencies	Limited journalistic style with inappropriate tone
Critical Analysis	Insightful analysis of media operations, challenges and trends	Good analysis of some aspects of media operations	Limited analysis of media operations	Minimal or no analysis
Technical Accuracy	Few or no errors in grammar, spelling and punctuation	Some minor errors that don't impede understanding	Several errors that occasionally affect clarity	Numerous errors that significantly affect readability

FOCAL 2

Criteria	Excellent (8-10)	Good (6-7)	Satisfactory (4-5)	Improvement (1-3)
<i>Script Format</i>	<i>Perfect adherence to play script conventions with title, character list, dialogue format and clear stage directions</i>	<i>Good adherence to most play script conventions with minor format issues</i>	<i>Basic play script format with several inconsistencies</i>	<i>Poor format that doesn't follow play script conventions</i>
<i>Dialogue Conversion</i>	<i>All dialogue accurately converted with appropriate attribution and enhanced for dramatic effect where needed</i>	<i>Most dialogue accurately converted with appropriate attribution</i>	<i>Basic dialogue conversion with some inaccuracies or missed opportunities</i>	<i>Poor dialogue conversion with significant omissions or alterations</i>
<i>Stage Directions</i>	<i>Comprehensive, detailed stage directions that effectively convey setting, character movements, emotions and atmosphere</i>	<i>Good stage directions that convey important movements and emotions</i>	<i>Basic stage directions with limited detail</i>	<i>Few or inadequate stage directions</i>
<i>Setting & Atmosphere</i>	<i>Vivid, detailed setting descriptions that effectively establish place, time and mood</i>	<i>Good setting descriptions that establish basic elements of place and time</i>	<i>Basic setting information with minimal atmosphere</i>	<i>Vague or missing setting information</i>
<i>Character Development</i>	<i>Characters effectively developed through dialogue and stage directions that convey personality and emotions</i>	<i>Characters adequately developed with some personality shown</i>	<i>Basic character representation with limited development</i>	<i>Minimal character development</i>

WEEK 4: ORAL LANGUAGE AND READING

STRAND: ORAL LANGUAGE

Sub-Strand: Listening Comprehension

Learning Outcome: Evaluate key information from level appropriate oral texts, form judgements and share opinions on varied interactive texts with other speakers in class.

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

STRAND: READING

Sub-Strand: Summarising

Learning Outcome: Engage advanced strategies to summarise a variety of texts (with simple and complex structures)

Content Standard: Demonstrate in-depth understanding of texts of varied lengths

INTRODUCTION AND WEEK SUMMARY

It is week 4 already. The lessons in this week will evaluate key information from level appropriate oral texts and apply strategies for summarizing a variety of texts. The first focal area for this week looks at intonation in conversation and how this affects meaning or interpretation. In the second focal area, learners will again build on what they know about summaries and writing techniques. Here, learners will be taken through key summary writing techniques to enhance their summarizing skills. These lessons will help clarify doubts and address unresolved challenges which may have arisen during previous years of studying oral language and summary writing. Learners should be given the help they need in order to understand and perform tasks confidently.

The lessons and the indicators covered by the week are:

Lesson 1: Learning Indicator: Evaluate key information from level appropriate oral texts

Lesson 2: Learning Indicator: Apply strategies for summarising a variety of texts

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars for this week employ a range of such strategies as pair work, group discussion and talk for learning. These will improve learners' speech and comprehension as they will be encouraged to work in mixed-ability groups or pairs while reciting poems with varied voice pitches to convey intonation and meaning. Pair work will make learners listen attentively to audio clips and identify the differences in intonation with different pitch patterns. Group discussions will enable

learners to read short dialogues, mark intonation patterns with arrows and practise reading aloud, distinguishing between phrases based on intonation. Talk for learning activities will involve students performing scripted dialogues using different intonations to express politeness, sarcasm, enthusiasm or certainty. Additionally, teachers will have to allow learners to discuss general and main ideas in mixed-ability groups.

By integrating these strategies, teachers can create a more engaging and interactive learning environment that fosters student participation and enhances language skills.

ASSESSMENT SUMMARY

This week's assessments are from Levels 2 and 3. They are to give learners enough practice on rising and falling intonation to ascertain their understanding. There is also a step-by-step guide for the practice test to be given to learners. Learners will also be given the opportunity to apply what they have learned on summaries. These assessment tasks will give learners the opportunity to develop their skills of conceptual understanding and to think strategically while preparing for their final examinations.

Indicators	DOK Levels	Assessment strategies and/or modes
1. Evaluate key information from level-appropriate oral texts	2	Dialogue
2. Apply strategies for summarising a variety of texts	3	Summary writing

WEEK 4

Learning Indicators

1. Evaluate key information from level appropriate oral texts
2. Apply strategies for summarising a variety of texts

Focal Area 1: Listening and conversation: Interviews/ Disk Jockeying/ News Casting/

Conversation – intonation

Intonation in conversation refers to the *rise and fall of pitch* in speech. It plays a key role in conveying meaning, emotion and intention beyond the actual words spoken. In conversations, intonation helps listeners understand:

1. Sentence Types

- a. Rising intonation ↗: Often used in *yes/no questions*

Examples: Are you coming? Have you eaten? Will you be at the programme?

- b. Falling intonation ↘: These are commonly seen in *statements* or *wh-questions*.

Examples: Where are you going? Who is there? What are you doing here?

- c. Rise-fall intonation ↗↘: These can signal *certainty, interest, politeness* or *surprise*.

Examples: Really? Sure?

2. Emphasis and Emotion

- a. Intonation can stress certain words to show *importance, emotion* or *contrast*.

Example: I **didn't** say he stole the money.

Stress on different words can completely change the implied meaning.

3. Turn-Taking

- a. Falling intonation often indicates the *end* of a turn.

- b. Rising or level intonation may signal that the speaker wants to *continue* or is *inviting a response*.

4. Attitude and Politeness

- a. A warm, rising intonation might show friendliness.

- b. A flat or falling tone might sound bored, serious or angry.

Intonation and casual Conversation

In relaxed, informal settings (chatting with friends), intonation tends to be more expressive, varied and emotional.

Example 1: Showing excitement

You got the job?! ↗↘

Rise-fall intonation shows surprise and excitement.

Example 2: Friendly suggestion

Maybe we could grab lunch later? ↗

Rising intonation keeps the tone light and open to discussion.

Example 3: Casual disagreement

I don't think that's right. ↘

Falling intonation signals a more definite opinion but tone can stay soft to avoid sounding harsh.

Intonation in business Conversation

In professional settings, intonation is often more controlled, measured and neutral but still crucial for clarity and tone.

Example 1: Making a statement

We'll deliver the report by Friday. ↘

Falling intonation shows certainty and professionalism.

Example 2: Asking for clarification

Could you clarify that point? ↗

Rising intonation signals a polite question.

Example 3: Emphasising a key point

What's important is the timeline. ↘

Stress and fall on "timeline" signals emphasis and importance.

Learning Tasks

1. Learners recite poems varying the voice pitches to indicate intonation and meaning.
2. Learners listen to pairs of audio clips and identify differences in intonation.

Example: Audio A: You're here? ↘ Audio B: You're here? ↗

3. Learners read short dialogues and mark the intonation patterns with arrows. Then practise reading aloud.

Example: Is it ready yet? ↗

Yes, it is. ↘

4. Learners perform scripted dialogues/conversations using different intonation to show politeness, sarcasm, enthusiasm, certainty

Example:

Oh, really? ↘ = serious, ↗ = sarcastic surprise

5. Learners sort a list of sentences into rising, falling or rise-fall intonation categories.
Example sentences:

Where are you going? ↘

Do you want tea? ↗

Well, I suppose so... ↗ ↘

6. Learners watch a short sitcom or interview clip noting how intonation conveys meaning.

Pedagogical Exemplars

1. **Collaborative Learning:** Learners work in mixed-ability groups to recite poems varying the voice pitches to indicate intonation and meaning.
2. **Pair-work:** Learners listen to pairs of audio clips and identify differences in intonation.
Example: Audio A: You're here? \ Audio B: You're here? /
3. **Group work/Group discussion:** Learners read short dialogues and mark the intonation patterns with arrows. Then practise reading aloud.
Example: Is it ready yet? / Yes, it is. \
4. **Talk for Learning:** In pairs/groups, learners perform scripted dialogues/conversations using different intonation to show politeness, sarcasm, enthusiasm, certainty
Example: Oh, really? \ = serious, / = sarcastic, surprise

Key Assessment Level 2: Dialogue

Practice using rising (/), falling (\) and rise-fall (/ \) intonation patterns in real conversation contexts.

Instructions

1. Pair up with a classmate.
2. Choose a scenario.
3. Each person takes a role card and reads their lines using the indicated intonation.
4. Rehearse and perform your short conversation.
5. Listen to your classmates and try to identify their intonation patterns.

Scenario 1: In a Café

Student A: You want *tea* or *coffee*? [/]

Student B: I'll have tea, thanks. [\]

Student A: Again? [/ \ (surprised)]

Scenario 2: Planning a Trip

Student A: We could go to Bremen? [/ (suggestion)]

Student B: That sounds nice. [\]

Student A: Or stay home...? [/ \ (uncertain)]

Scenario 3: At School

Student A: You did your homework? [/ (questioning)]

Student B: Of course I did. [\ (confident)]

Student A: Really? [/ \ (sceptical)]

Task Description

This assessment evaluates learners' ability to recognise and produce the three main intonation patterns in English (rising, falling and rise-fall) in conversation contexts.

Learners will work with a partner to create and perform a 5-minute dialogue that incorporates all three intonation patterns. Learners are expected to create a real-life scenario (e.g., at a restaurant, job interview, meeting a friend) that allows for the use of various intonation patterns.

Focal Area 2: Summary Writing Techniques

A summary should be like looking at a map of a long journey; it is not the full trip but all the important stops are captured. It must be brief and concise.

Here are some key **summary writing techniques** to help students condense information effectively while retaining essential meaning.

1. Skim and Scan to understand the general idea and for key points, topic sentences and supporting details.

Example: The man who practised law in my village died without making a will.

Summarised as: The lawyer died intestate.

2. Identify the Main Idea by finding the central theme or purpose of the text.

Example: The act of spacing out birth in order to have a healthier and happier lifestyle has been accepted by the people who live in the Republic of Ghana.

Summarised as: Ghanaians have accepted birth control OR Family planning has been accepted by Ghanaians.

- a. Extract Key Points by focusing on who, what, where, when, why and how.
 - b. Write concisely -Stick to the point.
 - c. Avoid any wordy or unnecessary phrases, examples, repetitions, minor details, personal opinions, copying full sentences unless quoting briefly for clarity, use of sequence and transition words such as *first, then, next, however, finally, in conclusion*.
3. Use your own words to restate the main ideas. Review for accuracy, grammar and completeness. Make sure it reflects the author's original intent, just more briefly.

Learning Tasks

1. Learners read the passage below carefully.
2. Learners identify the main idea and key supporting details.
3. Learners write a summary of the passage in their own words (3–5 sentences).

The Importance of Bees

Bees play a crucial role in maintaining a healthy ecosystem. As pollinators, they help plants reproduce by transferring pollen from one flower to another. This process is vital for the growth of fruits, vegetables and other crops that humans and animals rely on for food. Without bees, many plant species would struggle to survive, leading to a reduction in food supply and biodiversity. Unfortunately, bee populations around the world are declining as a result of factors such as pesticide use, habitat loss and climate change. Protecting bees is essential not only for agriculture but also for the environment as a whole. Simple actions like planting bee-friendly flowers or reducing chemical use in gardens can make a big difference.

Pedagogical Exemplars

1. **Collaborative learning:** Learners in mixed ability/gender groups read and discuss the general ideas of given passages/texts.

2. **Group discussion:** Learners brainstorm the main ideas in the passages/texts. Learners discuss the importance of bees and write out their summaries following the techniques.

Key Assessment Level 3: Summary Writing

The Benefits of Reading Regularly

Reading is more than just a hobby—it has many benefits for the mind and body. It improves vocabulary, strengthens focus and develops critical thinking skills. People who read often are usually better at understanding complex ideas and expressing themselves clearly. In addition, reading can reduce stress and provide a healthy escape from everyday worries. Whether it's fiction or non-fiction, reading regularly can lead to better academic performance and lifelong learning.

In three sentences, summarise the benefits of reading regularly.

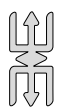
Task Description

This assessment evaluates learners' ability to identify, condense and communicate main ideas from a given text. Learners will read a paragraph about the benefits of reading and summarise these benefits in three sentences. Learners are to read the paragraph carefully to identify all the benefits of reading mentioned, ensuring their sentences capture all the main benefits mentioned in the original texts and are grammatically correct and clearly expressed.

PLC Session 4

45 minutes Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



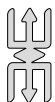
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **dialogue and summary writing**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessments (NTS 3k-3q).

10 minutes **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).


Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes **Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 4 Review

The lessons in this week engaged learners through collaborative pedagogical strategies to build their knowledge and understanding on the use of intonation in speech and communication. The lessons also deepened learners' understanding on summary writing. The carefully selected Depth of Knowledge (DoK) level for assessments is meant to help learners to address whatever issues or challenges with intonation and summary writing. While doing this, learners' skills of conceptual understanding and strategic reasoning skills was enhanced, as they worked collaboratively and independently.



MARKING SCHEMES FOR THE KEY ASSESSMENT

WEEK 4

FOCAL AREA 1

Criteria	Excellent (4-5 marks)	Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
Accuracy of Rising Intonation	Correctly uses rising intonation in all instances with appropriate pitch movement	Correctly uses rising intonation in most instances with appropriate pitch movement	Some correct usage of rising intonation but with inconsistent pitch movement	Frequently misuses rising intonation
Accuracy of Falling Intonation	Correctly uses falling intonation in all instances with appropriate pitch movement	Correctly uses falling intonation in most instances with appropriate pitch movement	Some correct usage of falling intonation but with inconsistent pitch movement	Frequently misuses falling intonation
Accuracy of Rise-Fall Intonation	Correctly uses rise-fall intonation in all instances with appropriate pitch movement	Correctly uses rise-fall intonation in most instances with appropriate pitch movement	Some correct usage of rise-fall intonation but with inconsistent pitch movement	Frequently misuses rise-fall intonation
Context Appropriateness	All intonation patterns are used in appropriate contexts	Most intonation patterns are used in appropriate contexts	Some intonation patterns are used in appropriate contexts	Intonation patterns are frequently used in inappropriate contexts

FOCAL AREA 2

Criteria	Excellent (3marks)	Good (2marks)	Satisfactory (1 mark)	Needs Improvement (0)
Content	Identify any three (3) of the sample sentences below from the original text 1. vocabulary improvement focus critical thinking, Understanding complex ideas	Identifies any two (2) of the sample sentences below from the original text 1. vocabulary improvement 2. focus 3. critical thinking,	Identifies any (1) of the sample sentences below from the original text 1. vocabulary improvement 2. focus 3. critical thinking,	identifies none of the sample sentences below from the original text 1. vocabulary improvement 2. focus 3. critical thinking,

	<i>self-expression, stress reduction, escape from worries academic performance, lifelong learning)</i>	<i>4.Understanding complex ideas 5.Self-expression, 6.Stress reduction, 7.Escape from worries 8.academic performance 9. lifelong learning</i>	<i>4.Understanding complex ideas 5.self-expression, 6.stress reduction, 7.escape from worries academic performance 8. Lifelong learning</i>	<i>4.Understanding complex ideas 4.self-expression, 5.stress reduction, 6.escape from worries academic performance 9.lifelong learning</i>
<i>Grammar & Language</i>	<i>No grammatical/ spelling errors with appropriate sentence structure</i>	<i>Minor grammatical/ spelling errors with appropriate sentence structure.</i>	<i>Some grammatical/ spelling errors with basic errors in sentence structure</i>	<i>Multiple grammatical/ spelling errors with multiple errors in sentence structure</i>

WEEK 5: GRAMMAR AND WRITING

STRAND: GRAMMAR

Sub-Strand: Grammar Usage

Learning Outcome: *Identify and use the different types of phrases/clauses in speech and creative writing*

Content Standard: *Apply the knowledge of Phrases and Clauses and their functions in communication*

STRAND: WRITING

Sub-Strand: Text Types and Purposes

Learning Outcome: *Craft captivating prose to express concepts, emotions and vivid mental landscapes*

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

INTRODUCTION AND WEEK SUMMARY

The lessons this week have been tailored to meet and resolve whatever issues learners still have with phrase usage and narrative essays. Learner will be able to identify phrases in context and refresh their knowledge on narratives during the lessons in this week. The lessons aim to help learners use phrases to convey specific meanings in certain contexts. Moreover, learners will be allowed to create imaginative texts to convey ideas, feelings and mental pictures. These will add variety to learners' speech and writing.

The lessons and the indicators covered by the week are:

Lesson 1: Learning Indicator: Use phrases and clauses to convey specific meanings in contexts adding variety and interest to speech and writing

Lesson 2: Learning Indicator: Create imaginative text to convey ideas, feelings and mental pictures

Recap Weeks

Year 1	Week 6: Focal Area 2 LI 2: Write short stories using precise words and phrases to convey a vivid picture of experiences
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Year 2	Week 1: Focal Area 3
	LI 3: Identify and use the grammatical forms accurately in speech and writing
	Week 2: Focal Area 1
	LI 1: Identify and use the grammatical forms accurately in speech and writing
	Week 5: Focal Area 3
	LI 3: Apply the knowledge of clauses in sentences for communicative purposes
	Week 8: Focal Area 2
	LI 2: Write short stories using sensory language (imagery) to convey a vivid picture of experiences, events, setting and/or characters

SUMMARY OF PEDAGOGICAL EXEMPLARS

In this week, pedagogical strategies such as talk for learning, mixed-ability groupings, pair work and individualised learning will be used. These will make learners brainstorm to identify and classify phrases and also help learners to create their own short stories using given phrase types. In addition, learners will be required to brainstorm the elements of narrative essays and consolidate their knowledge and understanding of narrative writing into creating stories. Individually, these pedagogical strategies will allow learners to write their own stories based on their personal experiences. All of these exemplars are to make the lessons learner-centred in order to allow learners to boost their knowledge and creativity skills.

ASSESSMENT SUMMARY

This week's assessments have been crafted to assess learners' strategic thinking as they navigate through the process of identification and giving examples of types of phrases to reach the DoK level of assessment required in this week. To establish this, learners will then have to create a coherent paragraph that is descriptive and uses at least four different types of phrases. Learners' extended critical thinking skills will be assessed as they will be given the opportunity to write a story to illustrate their personal experiences or a saying. The assessments will help achieve the learning indicator for the week and help learners prepare adequately.

Indicators	DOK Levels	Assessment strategies and/or modes
1. Use phrases and clauses to convey specific meanings in contexts, adding variety and interest to speech and writing	3 4	Concept map Informal essay writing
2. Create imaginative text to convey ideas, feelings and mental pictures		

WEEK 5

Learning Indicators

1. Use phrases and clauses to convey specific meanings in contexts adding variety and interest to speech and writing
2. Create imaginative text to convey ideas, feelings and mental pictures

Focal Area 1: Use of Phrases in context (Review)

A phrase is a word/group of words that works together as a unit but does not contain a full subject and verb.

Examples:

1. *Under the old bridge* (prepositional phrase)
2. *Filled with fear* (adjectival phrase)
3. *Running through the forest* (verb/participle phrase)

Identifying Phrases in Context

The boy with the torn jacket ran across the field. (two prepositional phrases)

Here are some more examples of phrases in context, across different types. In each sentence, the phrase is underlined.

1. Prepositional Phrase

The explorers huddled around the flickering campfire.

2. Adjectival Phrase

The sculpture, covered in moss and ivy, looked centuries old.

3. Verb (Participle) Phrase

Smiling broadly, she accepted the award on behalf of her team.

4. Noun Phrase

A chorus of excited voices filled the school hall.

5. Adverbial Phrase

He drove at breakneck speed down the winding road. (*Describes how he drove*)

6. Prepositional Phrase

The letter was tucked inside the old wooden box.

7. Adjectival Phrase

The child, exhausted from the long journey, fell asleep instantly.

8. Verb (Participle) Phrase

Straining to hear, I leaned closer to the door.

9. Noun Phrase

The sight of the snow-covered mountains took her breath away.

10. Adverbial Phrase

They chatted for hours on end about everything and nothing.

Learning Tasks

1. Learners identify and classify phrases in context.
2. Learners expand simple sentences by adding phrases.
3. Learners use phrases in creative writing.

Pedagogical Exemplars

1. Talk for Learning: Learners in mixed ability/gender groups brainstorm phrases from given texts/passages identifying and classifying them into types.
2. Learners in groups expand given simple sentences by adding phrases. Learners peer review their work.
3. Pair work: Learners work in pairs using given phrases in creative writing. Learners create their own short stories using phrase types.

Key Assessment - Level 3

1. Identify and label the following types of phrases from the passage:

Prepositional phrase, Participial phrase, Adverbial phrase, Noun phrase

The sun was setting over the ocean, casting a warm golden light over the sandy beach. The sound of the waves crashing against the shore was soothing. A group of children were playing happily in the distance, laughing and shouting with joy.

2. Write a short descriptive paragraph (5–7 sentences) using at least **four different types of phrases**.
3. Write single sentences with each of the following types of phrases:
 - a. Noun phrase
 - b. Prepositional phrase
 - c. Adjectival phrase
 - d. Verb (participle) phrase
 - e. Adverbial phrase

Task Description

This assessment evaluates learners' understanding of different phrase types in English and learners' ability to use them correctly in sentences.

Focal Area 2: Narrative Essay

A narrative essay is an essay that begins gradually, builds up and ends in a sequential manner. In the narrative essays, the story can be based on imagination, observation or personal experience. The narrative essay follows the structure:

1. Exposition – rising action/plot exposition
2. Introduction of characters
3. Setting
4. Climax
5. Falling action
6. Resolution or denouement.

Key Features

1. Storytelling: Narrative essays tell a story or recount an experience.
2. Personal perspective: Narrative essays are often written in the first person and reflect the writer's personal perspective.
3. Descriptive language: Narrative essays use descriptive language to create vivid images and engage the reader.
4. Emotional connection: Narrative essays often aim to create an emotional connection with the reader.

Types of Narrative Essays

1. Personal narrative: A personal narrative essay tells a story about a personal experience.
2. Autobiographical narrative: An autobiographical narrative essay tells a story about a significant event or experience in the writer's life.
3. Imaginative narrative: An imaginative narrative essay tells a fictional story.

A sample narrative essay

The Day I Learned to Ride a Bike

I'll never forget the day I learned to ride a bike. I was six years old and my dad had finally agreed to teach me how to ride without training wheels. I was nervous but excited as we headed to the park on a sunny Saturday morning.

As we walked to the park, my dad explained the basics of balancing and pedalling. He held the back of the bike seat and I climbed onto the bike. With a push, I started pedalling and my dad ran alongside me, holding onto the seat. At first, I wobbled and stumbled but with each try, I gained more confidence.

Suddenly, my dad let go of the seat and I was riding on my own! I felt a rush of excitement and freedom as I pedalled faster and faster. My dad cheered me on and I beamed with pride.

Looking back, learning to ride a bike was more than just a skill – it was a rite of passage. It taught me the value of perseverance and the joy of independence. To this day, riding a bike remains one of my favourite activities and I cherish the memory of that sunny day when I learned to ride.

Learning Tasks

1. Learners brainstorm the elements of narrative essays – title, setting, characters, conflict etc.
2. Learners use story maps to create narrative essays
3. Learners peer review stories and discuss moral lessons.

Pedagogical Exemplars

Talk for Learning

1. Learners in mixed ability/gender groups brainstorm the elements of narrative essays – title, setting, characters, conflict etc. using sample narrative essays.
2. Learners in groups use story maps to create stories. Learners peer-review stories and discuss moral lessons.

Individual Work: Learners write out their own stories based on their personal experiences.

Key Assessment Level 4: Essay Writing

1. Write a story to illustrate your personal experience on the day everything went wrong.
2. Write a story to illustrate the saying... 'it was true after all'

Task Description

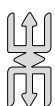
Learners are expected to write a story that illustrates the saying “it was true after all.” The story should demonstrate a situation where something initially doubted or disbelieved is eventually proven to be true.

PLC Session 5

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.

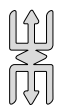
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app

- The key assessment for the week is **essay writing**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the essay (NTS 3k-3q).

10 minutes Content Exploration

- As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - all teachers in the group work through a similar problem individually for 3–4 minutes
 - the group then works through the problem together step by step
 - highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

- Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?
 - were the examples grounded in contexts familiar to Ghanaian learners?
 - did any misconceptions surface and if so, how were they addressed?

5 minutes Reflection

- Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
- Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 5 Review

This week provided targeted support to strengthen learners' understanding and application of phrases and narrative writing. Through well-structured lessons, learners identified phrases in context and refreshed their knowledge of narrative elements. They explored how different phrase types contribute to meaning and variety in communication. The lessons encouraged the creation of imaginative texts, helping learners express thoughts, emotions and vivid imagery effectively. Pedagogical strategies such as talk for learning, mixed-ability group work, pair activities and individual writing tasks enabled learners to identify, classify and use phrases purposefully. They also developed their own stories based on narrative features and personal experiences, enhancing both creativity and language use. At Depth of Knowledge Level 3, assessments required learners to identify phrase types and use them in a descriptive paragraph. Learners also wrote full narrative texts that reflected personal experiences or interpreted sayings. These tasks promoted strategic thinking and creativity, aligning with the week's learning objectives.



MARKING SCHEMES FOR THE KEY ASSESSMENT

WEEK 5

FOCAL AREA 1

Criteria	Excellent (5)	Very Good (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Noun Phrase	Noun phrase correctly formed and underlined, with appropriate complexity <i>e.g. <u>The intelligent student</u> answered all questions correctly.</i>	Correct noun phrase with good structure, properly underlined	Basic but correct noun phrase, properly underlined	Attempts a noun phrase with minor errors	Incorrect or missing noun phrase
Prepositional Phrase	Prepositional phrase correctly formed and underlined, with appropriate complexity <i>e.g. The book was left <u>on the wooden shelf</u></i>	Correct prepositional phrase with good structure, properly underlined	Basic but correct prepositional phrase, properly underlined	Attempts a prepositional phrase with minor errors	Incorrect or missing prepositional phrase
Adjectival Phrase	Perfect adjectival phrase correctly formed and underlined, with appropriate complexity <i>e.g. The <u>extremely talented</u> musician performed at the concert.</i>	Correct adjectival phrase with good structure, properly underlined	Basic but correct adjectival phrase, properly underlined	Attempts an adjectival phrase with minor errors	Incorrect or missing adjectival phrase
Verb (Participle) Phrase	Perfect participle phrase correctly formed and underlined, with appropriate complexity	Correct participle phrase with good structure, properly underlined	Basic but correct participle phrase, properly underlined	Attempts a participle phrase with minor errors	Incorrect or missing participle phrase
	<i>e.g. <u>Running quickly</u> through the park, the athlete broke her previous record</i>				

Adverbial Phrase	<i>Perfect adverbial phrase correctly formed and underlined, with appropriate complexity</i> <i>e.g. The child completed his homework <u>with great care</u>.</i>	<i>Correct adverbial phrase with good structure, properly underlined</i>	<i>Basic but correct adverbial phrase, properly underlined</i>	<i>Attempts an adverbial phrase with minor errors</i>	<i>Incorrect or missing adverbial phrase</i>
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FOCAL AREA 2

Criteria	Excellent (5-4 marks)	Good (3marks)	Satisfactory (2marks)	Needs Improvement (1mark)
<i>Relevance to Theme</i>	<i>Story perfectly illustrates the saying with detail and depth; the revelation that something "was true after all" is powerful and meaningful</i>	<i>Story clearly illustrates the saying: the truth revelation is effective</i>	<i>Story somewhat relates to the saying but the truth revelation lacks impact</i>	<i>Story has unclear connection to the saying</i>
<i>Plot Development</i>	<i>Compelling and original plot with clear exposition, rising action, climax (truth revelation) and resolution</i>	<i>Well-structured plot with all key elements present</i>	<i>Basic plot structure with some elements underdeveloped</i>	<i>Disorganised or incomplete plot structure</i>
<i>Character Development</i>	<i>Characters demonstrate meaningful reactions to the truth revelation</i>	<i>Characters are adequately developed with believable reactions</i>	<i>Characters are basic with limited development and reactions</i>	<i>Characters are flat or undeveloped</i>
<i>Setting & Description</i>	<i>Vivid, detailed setting that enhances the story's message with sensory details</i>	<i>Clear setting with good descriptive elements</i>	<i>Basic setting with minimal descriptive details</i>	<i>Vague or missing setting details</i>
<i>Expression</i>	<i>Appropriate use of vocabulary in context, varied sentence structure and engaging narrative voice</i>	<i>Good vocabulary and adequate style</i>	<i>Basic vocabulary and straightforward style</i>	<i>Limited vocabulary and undeveloped style</i>

WEEK 6: GRAMMAR AND LITERATURE

STRAND: GRAMMAR

Sub-Strand: Vocabulary

Learning Outcome: *Employ appropriate vocabulary in communication*

Content Standard: *Demonstrate the appropriate use of vocabulary in communication*

STRAND: LITERATURE

Sub-Strand: Narrative, Poetry and Drama

Learning Outcome: *Explore different literary texts to create meaning and convert into other genres*

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

INTRODUCTION AND WEEK SUMMARY

The lessons this week are a revision of what was done in Week 3 on registers and converting narratives to plays. This week also has content that could address any challenges that may have not been resolved in Week 3. The different pedagogical exemplars are to be applied to the advantage of learners as they as they work together and independently to internalize the lesson. These will help learners develop their 21st century skills and competencies. Learners will then be assessed on what they have been taught during the week. Interactive teaching approaches could be applied where necessary to assist learners to comprehend the lessons appropriately. In all, there needs to be more room for practical and real-life applications of what will be taught.

The lessons and the indicators covered by the week are:

Lesson 1: Learning Indicator: Interpret and use registers, proverbs, complex phrasal verbs, idioms and idiomatic expressions in more complex contexts to enrich communication

Lesson 2: Learning Indicator: Convert narratives to play scripts and vice versa

Recap weeks

Year 1	Week 7: Focal Area 3 LI 3: Use appropriate vocabulary in specific contexts. (Formal and informal situations.) Week 16: Focal 1 LI 1: Develop the sequence of events across texts and how it contributes to meaning
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Year 2	Week 14: Focal Area 2
	LI 2: Use appropriate vocabulary in speech and writing in specific contexts
	Week 15: Focal Area 2
	LI 2: Use appropriate vocabulary in speech and writing in specific contexts
	Week 22: Focal Area 1
	LI 1: Use appropriate vocabulary in speech and writing in specific contexts

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical strategies in this week will foster collaboration as learners will be made to brainstorm, discuss and bring their experience and creativity to light. While in mixed ability groups, teachers need to guide learners to analyse, examine, discuss and interpret different types of registers and use them appropriately as should be in given contexts. Teachers will also have to strategise the activities such that learners' experiences and creativity skills are tapped into for the creation and conversion of plays to narratives. Together, these strategies will shape learners' skills while being given the help and guidance needed.

ASSESSMENT SUMMARY

During this week's assessments, learners will be required to navigate different registers of communication and use complex reasoning to justify registers used in specific contexts. Again, learners' ability to analyse texts will be assessed as they in addition rewrite a paragraph to fill in the missing vocabulary. Learners will be asked to discuss and write essays which will compel them to use vocabulary that will be applicable to the school environment. All these will help the learners attain the highest DoK level that learners are supposed to achieve in this indicator. Moreover, learners will be tasked to convert dialogues or folktales into narratives. These tasks would become integral to developing communication, analytical and creativity skills.

Indicators	DOK Levels	Assessment strategies and/or modes
1. Interpret and use registers, proverbs, complex phrasal verbs, idioms and idiomatic expressions in more complex contexts to enrich communication	3 4	Question and answer session Dramatisation
2. Convert narratives to play scripts and vice versa		

WEEK 6

Learning Indicators

1. Interpret and use registers, proverbs, complex phrasal verbs, idioms and idiomatic expressions in more complex contexts to enrich communication
2. Convert narratives to play scripts and vice versa

Focal Area1: REGISTERS- (REVISION- Week 3)

Register

Register refers to a variety of language used in a particular setting for a specific purpose. Registers can range from formal to informal and they often vary based on the field/topic, relationship and mode of communication. For example:

1. WhatsApp message to a friend
2. Asking for permission from a class prefect
3. A news broadcast or journalism
4. A speech at a parliament house
5. WAEC instruction to candidates
6. Sporting activities

Types of Registers

1. Formal Register: Language used in academic, official and ceremonial contexts.
Example- a speech on a school's prize-giving day anniversary or legal argument in court.
2. Informal Register: Language used in casual or personal contact. For example, a message to a friend about a birthday party attended.

Learning Tasks

1. Learners analyse/interpret varied types of registers in complex contexts
2. Learners discuss the use of formal registers across varied fields
3. Learners appropriately use specific registers to enrich oral and written communication

Pedagogical Exemplars

Collaborative Learning

1. Learners in mixed-ability groups collaborate to analyse/interpret different types of registers from sampled materials/texts (e.g., newspapers, students' articles or magazines, news report, interviews, sketches).
2. Learners in groups examine a short paragraph with missing vocabulary and rewrite it using the appropriate registers.
3. Learners in groups discuss the use of formal registers giving situational examples in communication.

4. Learners in pairs role play (if possible) the use of formal and informal registers in real-life context across different fields (e.g., journalism, entertainment, aviation, law, photography).

Individualised learning: Individually, learners appropriately use registers to compose oral and written communication (on given topics) to convey specific meaning.

Key Assessment Level 4: Question and Answer

1. Analyse and rewrite the paragraph below filling in the missing vocabulary appropriately.

In modern agriculture, keeping accurate -1- of farm activities is very vital. Farmers use various types of -2- to monitor crop production, animal health and machinery use. A -3- register helps track when and where seeds are planted, the type of fertiliser applied and the yield collected at harvest period. Similarly, a -4- register is essential for recording animal vaccinations and bleeding dates. Using these registers ensures that farmers remain compliant with -5- regulations and enables better decision-making. Some farmers now use digital platforms to update their records in -6-, making data access easier and more accurate.

2. Make an oral (or a written) presentation on any of the following situations:
 - a. A speech during a cultural day celebration in your school.
 - b. A group discussion on causes of indiscipline
3. Write a letter to the assistant headmaster academics of your school, discussing at least three ways to improve the academic performance of students.
4. Identify and justify the kind of register used in the following contexts:
 - a. A letter from WAEC to the headmistress
 - b. A conversation between the school prefect and first year student
 - c. A doctor's report to a law court
 - d. A student's manifesto
 - e. A job interview at a bank

Task Description

This assessment evaluates learners' understanding of language registers (formal, semi-formal, informal) in various communicative contexts. They are to identify the appropriate register for different situations and provide justification for their choices.

Focal Area 2: Converting Play Scripts to Narratives

Play Script: Refers to a written form of play that includes the dialogue between characters and stage directions. It is mostly written in scenes and usually follows a specific format including character names, speech, setting, plot and instructions for movement.

Narrative: A narrative is a spoken or written account of events or people. It has elements such as narrative perspective, setting, characters and plot.

Key Features of Play and Narrative

Play	Narrative
Character's voice and dialogue	Narrator's voice and dialogue tags
Stage directions	Descriptive language
Make use of the present tense of the verb	Often use the past tense of the verb
Involve minimal inner thoughts	Involve internal thoughts and flashbacks
Use direct speech	Use both direct and reported speech

Steps to Convert Play Scripts to Narratives

1. Read the play script and identify the subject matter, contexts, settings, characters and conflicts. Take notice of characters and their actions.
2. Choose a narrative perspective or techniques such as first person or third person omniscient.
3. Convert dialogue into narrative form combining spoken lines with actions and thoughts.
4. When applicable, include stage directions as descriptions focusing on sensory details like sights, sounds and atmosphere.
5. Use internal monologue or emotional description to deepen the character's feelings, which are often not present in scripts.
6. Maintain logical sequence and ensure the narrative flows smoothly with appropriate transitions (use time markers such as then, suddenly and meanwhile).
7. Use correct grammar to enhance language and style. Incorporate literary devices (like imagery, simile, personification, metaphor) where necessary.

Practical Example: Read the play script below carefully and convert it to narrative.

(At the market square. Owuraku enters looking disturbed.)

Owuraku: (frantically) Have you seen Asiedua? She left the shop at noon and hasn't returned.

Amina: (calmly) Don't worry, Owuraku. She said she was going to buy some oranges from Ayikuma in the next community.

Narrative Version of the play script

Owuraku burst into the market square, his face marked with fear and panic. "Have you seen Asiedua?" he asked frantically, scanning the crowd. "She left the shop at noon and hasn't returned". Amina, seated under the opened market shed, looked up with a reassuring smile. "Don't worry" she said gently. She went to buy some oranges from Ayikuma in the next community.

Learning Tasks

1. Learners compare and contrast the features of drama scripts and narratives
2. Learners convert a dramatic scene to a well-structured narrative
3. Learners incorporate elements of narrative into written scenes

Pedagogical Exemplars

Experiential Learning: In mixed-ability groups, learners work together to compare and contrast features of sampled dramatic and narrative texts. Have learners write down the features and discuss it.

Collaborative learning

1. In groups, learners rewrite the scene of a given dramatic text (prescribed text) into narrative form incorporating elements such as setting, character, context, imagery and emotional content. Encourage learners with special learning needs to participate fully in the writing process.
2. Learners in pairs select one scene from any prescribed drama texts they have studied and convert the story to a 150–200word narrative, maintaining character intentions.
3. Learners present their written narrative text and have room for them to explain themselves for feedback, respecting one another's views. Have learners evaluate how converting drama scripts to narratives change their understanding of characters, events and themes.

Key Assessment: Mid-Semester Examination

1. Read the extract below carefully and convert it into a narrative text:
(*At the lab. Hajara rushes in, holding a broken jar.*)
Hajara: (*angrily*) Appiah! You promised to help me, but now everything is ruined!
Appiah: (*defensively*) I didn't know it would break. I thought it was strong enough.
2. Critically analyse how the use of stage directions in a drama text can be converted into vivid narrative imagery. State examples of two stage directions and how you would build them effectively into the narrative.
3. Select any short oral folktale you know (when applicable) and write a play script and its narrative version (150 – 200 words).

Task Description

This comprehensive assessment evaluates learners' ability to transform an oral folktale into a play script format to include characters, dialogue, stage directions and scene descriptions, ensuring the script has a clear beginning, middle and end. Learners are expected to perform the script within 5-7 minutes.

HINT



Conduct **Mid-semester Examination**. It should cover contents taught from Week 1 to 5. Refer to the **Table of Specification and Structure of the Paper**. Learners' papers should be marked immediately and scores entered into the SAP.

Structure

Section A: 25 Multiple-choice questions

Section B: 2 Essay Questions

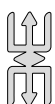
Table of specification for item construction for section A and B

Week	Learning Indicator	Types of questions	DoK Levels				Total
			1	2	3	4	
1	Use stress appropriately in sentences and in disyllabic words Explore more advanced comprehension text strategies to enhance comprehension and interaction with a variety of complex texts	MCQs	2	2	-		4
		ESSAY	-	-	-		-
2	Use a wider range of phrases and clauses appropriately in context Consolidate the knowledge and skill in composing paragraphs on selected topics	MCQs	2	2	2		6
		ESSAY	-	-	1		1
3	Interpret and use vocabulary appropriately in more complex contexts Convert narratives to play scripts and vice versa	MCQs	-	2	1		3
		ESSAY	-	-	-		
4	Evaluate key information from level appropriate oral texts Apply strategies for summarising a variety of texts	MCQs	3	2	1		6
		ESSAY					
5	Use phrases and clauses to convey specific meanings in contexts adding variety and interest to speech and writing Create imaginative text to convey ideas, feelings and mental pictures	MCQs	1	3	2		6
		ESSAY			1		1
		Total	8	11	8		27

PLC Session 6

45 minutes
Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).

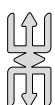

Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is **mid-semester examination**. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the mid-semester examination (NTS 3k-3q).

10 minutes
Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).


Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.

- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 6 Review

This week has effectively strengthened learners' understanding of registers and the conversion of narratives into plays. Through engaging pedagogical approaches, students collaborated to analyse and apply various registers in appropriate contexts, refining their ability to justify language choices with confidence. Interactive learning facilitated the accurate completion of vocabulary exercises and enhanced essay writing with relevant terminology. Creative expression flourished as learners transformed dialogues and folktales into narrative formats, sharpening both analytical and storytelling skills. The assessments provided a structured evaluation, ensuring learners reached the highest Depth of Knowledge (DoK) level. By integrating practical applications, students gained valuable 21st-century skills and competencies, equipping them for real-life communication and literary endeavours. With these accomplishments, learners are now prepared to apply their knowledge in diverse academic and professional settings.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 6

FOCAL AREA 1

Criteria	Excellent (5 marks)	Good (4 marks)	Satisfactory (3 marks)	Needs Improvement (1–2 marks)
<i>Register Identification</i>	<i>All 5 registers correctly identified</i>	<i>4 registers correctly identified</i>	<i>3 registers correctly identified</i>	<i>Fewer than 3 registers correctly identified</i>
<i>Justification – Context (A)</i>	<i>Comprehensive justification with specific language features of formal register in official correspondence; explains institutional relationship</i>	<i>Good justification with some specific language features of formal register</i>	<i>Basic justification with limited mention of language features</i>	<i>Inaccurate justification</i>
<i>Justification – Context (B)</i>	<i>Comprehensive justification with specific language features of semi-formal/informal register; explains hierarchical but school-based relationship</i>	<i>Good justification with some specific language features of appropriate register</i>	<i>Basic justification with limited mention of language features</i>	<i>Inaccurate justification</i>
<i>Justification – Context (C)</i>	<i>Comprehensive justification with specific language features of formal/technical register; explains legal and professional context requirements</i>	<i>Good justification with some specific language features of formal register</i>	<i>Basic justification with limited mention of language features</i>	<i>Inaccurate justification</i>
<i>Justification – Context (D)</i>	<i>Comprehensive justification with specific language features of persuasive semi-formal register; explains audience and purpose considerations</i>	<i>Good justification with some specific language features of appropriate register</i>	<i>Basic justification with limited mention of language features</i>	<i>Inaccurate justification</i>

<i>Justification – Context e</i>	<i>Comprehensive justification with specific language features of formal register in professional settings; explains power dynamics and professional context</i>	<i>Good justification with some specific language features of formal register</i>	<i>Basic justification with limited mention of language features</i>	<i>Weak or inaccurate justification</i>
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FOCAL AREA 2

Criteria	Excellent (5marks)	Good (4marks)	Satisfactory (3marks)	Needs Improvement (1–2)
<i>Play Script Format & Structure</i>	<i>Excellent dramatic format with comprehensive stage directions, well-structured scenes and effective dialogue</i>	<i>Good format with appropriate stage directions, clear scenes and suitable dialogue</i>	<i>Basic format with some stage directions and dialogue</i>	<i>Poor format with minimal dramatic elements</i>
<i>Dramatization</i>	<i>Outstanding performance with excellent expression, voice modulation, gestures and interpretation</i>	<i>Good performance with appropriate expression, clear delivery and suitable interpretation</i>	<i>Basic performance with some expression and adequate delivery</i>	<i>Poor performance lacking expression and clarity</i>
<i>Narrative Version Content</i>	<i>Excellent narrative that captures the essence of the folktale with rich description and engaging storytelling within word limit</i>	<i>Good narrative that effectively tells the story with appropriate description within word limit</i>	<i>Basic narrative that conveys the main story with limited description within word limit</i>	<i>Poor narrative that misses key elements or exceeds/falls short of word limit</i>

WEEK 7: ORAL LANGUAGE AND READING

STRAND: ORAL LANGUAGE

Sub-Strand: Conversation/Communication

Learning Outcome: *Use effective strategies to engage in extensive talk on both local and global issues*

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

STRAND: READING

Sub-Strand: Reading Comprehension

Learning Outcome: *Exhibit increasing confidence and interest in independent reading and text analysis*

Content Standard: *Demonstrate understanding of different types of reading strategies and use them to interact with a variety of level appropriate texts*

INTRODUCTION AND WEEK SUMMARY

Welcome to Week 7. This week focuses on interview sketches and answering comprehension questions. The lessons seek to build on what learners already know on interviews and answering comprehension questions. During the lesson on interviews, learners firstly will have to identify and then go on to discuss the various styles and strategies of speech delivery; they will also extensively read and analyse a variety of texts in comprehension. The pedagogical strategies and assessments must meet these learning indicators to give learners what they need in order to tackle what lies ahead of them. The role of the teacher in these lessons cannot be overestimated or overlooked.

The lessons and the indicators covered by the week are:

Lesson 1: Learning Indicator: Identify and discuss various styles and strategies of speech delivery

Lesson 2: Learning Indicator: Extensively read and analyse a variety of texts

Recap week

Year 2	Week 3: Focal Area 2 LI 2: Use understanding of text at literal, inferential and critical levels to evaluate a variety of level- appropriate texts
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SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical strategies have been carefully selected and tailored towards meeting the learning needs of learners in their academic studies and future prospects. The role of learner-centred learning in the achievement of these together with the plethora of skills that learners are supposed to develop as they go through corresponding tasks is complex, but manageable with care and preparation. The teacher must make these lessons engaging and relatable in order to bridge the gap between now and learners' future or higher levels of academic and professional development.

ASSESSMENT SUMMARY

Both lessons in this week have their assessments pinned to level three. Learners are expected to use complex reasoning to consolidate their knowledge on interviews by creating one and performing it. Again, learners will have to respond appropriately to comprehension questions. This will strengthen learners' understanding and give room for remediation if necessary.

Indicators	DOK Levels	Assessment strategies and/or modes
1. Identify and then discuss various styles and strategies of speech delivery	2	Performance
2. Extensively read and analyse a variety of texts	4	Discussion

WEEK 7

Learning Indicators

1. *Identify and discuss various styles and strategies of speech delivery*
2. *Extensively read and analyse a variety of texts*

Focal Area 1: Interview Skits (Sketches)

Interviews

It is a formal or informal conversation where questions are asked to gain information, clarify understanding or to entertain.

Speech delivery styles

1. **Formal: Structured, polite, standard English**

A formal speech style uses precise vocabulary, complete sentence structures and a respectful tone. It avoids slang, contractions and colloquial expressions.

Features:

- a. Use of academic or professional language
- b. Full sentences with correct grammar and punctuation
- c. Politeness markers (e.g., please, may I, thank you)
- d. Passive voice may be more frequent (e.g., It is suggested...)
- e. Objective tone

Purpose and Context

- a. It helps convey professionalism and credibility
- b. Used in job interviews,
- c. academic presentations,
- d. speeches at official events or in written applications.

2. **Informal: Conversational, relaxed tone**

Informal style mimics natural, everyday conversation. It is friendly, casual and personal.

Features

- a. Use of contractions (e.g., I'm, you're)
- b. Slang or idiomatic expressions
- c. First-person pronouns (I, we) and direct address (you)
- d. Shorter sentences or sentence fragments
- e. A more relaxed pace and tone

Purpose and Context

- a. Ideal for casual conversations
- b. Interviews for creative roles

- c. Storytelling among peers
- d. It makes the speaker seem approachable and relatable.

3. **Persuasive: Influencing the interviewer or audience**

Persuasive speech is designed to convince the listener to accept a viewpoint, take an action or see the speaker positively.

Features

- a. Strong rhetorical devices (e.g., repetition, rhetorical questions, emotional appeals).
- b. Confident tone and body language.
- c. Use of logic and emotion.
- d. Clear arguments supported by evidence or examples.

Purpose and Context

- a. The goal is to persuade the audience.
- b. Used in debates
- c. Job interviews (especially when selling oneself)
- d. Political speeches
- e. Sales pitches.

4. **Narrative: Telling a story to support answers**

Narrative speech style revolves around storytelling. It brings a personal or illustrative story into the conversation to explain or support an idea.

Features

- a. Chronological structure (beginning, middle, end)
- b. Use of sensory and emotional language
- c. Relatable characters or events
- d. Dialogue and reflective comments

Purpose and Context

- a. Stories engage the audience and help clarify points.
- b. Common in interviews (e.g., STAR technique: Situation, Task, Action, Result)
- c. TED Talks
- d. Teaching.

5. **Descriptive: Giving vivid explanations**

Descriptive speech provides detailed, appropriate imagery and sensory language to help the listener visualise or understand something clearly.

Features

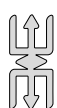
- a. Use of adjectives and adverbs
- b. Sensory details (sight, sound, touch, taste, smell)
- c. Similes and metaphors
- d. Precision in nouns and verbs to paint a clear picture

Purpose and Context

- a. It helps the audience experience or conceptualize something vividly
- b. Useful in creative writing
- c. art critiques
- d. storytelling or technical descriptions

Strategies for effective speech delivery

- a. Clear articulation
- b. Appropriate volume and tone
- c. Eye contact and gestures
- d. Listening actively and building on responses



Note

Encourage learners to note these strategies.

Learning Tasks

1. Learners brainstorm what an interview is.
2. Learners discuss the different speech delivery styles, features, purpose and context of usage.
3. Learners discuss strategies for effective speech delivery.
4. Learners engage in extensive talk on given topics of both local and global relevance and present their thoughts on issues that span across different fields, including STEM.
5. Learners pick topic cards from a group of cards and speak to the issue written on the card using appropriate speech delivery style and strategy.
6. Learners question given structures in society and meaningfully interact with their peers on such local and global issues.
7. Learners create and perform an interview skit (sketch).
8. Learners create and present different types of speeches on different topics.

Pedagogical Exemplars

1. Talk for Learning

- a. Learners in groups brainstorm what an interview is.
- b. Learners in mixed-ability/gender groups discuss the different speech delivery styles, features, purpose and context of usage.
- c. In groups, learners discuss strategies for effective speech delivery.

2. Talking Circles

- a. Learners in their mixed-ability groups engage in extensive talk on given topics of both local and global relevance and present their thoughts on issues that span across different fields, including STEM.
- b. Learners in pairs/groups pick topic cards from a group of cards and speak to the issue written on the card using appropriate speech delivery style and strategy.

3. Building on What Others Say

- a. In dialogues, learners question given structures in society and meaningfully interact with their peers on such local and global issues.
- b. Learners, individually/in pairs, create and present different types of speeches on different topics.
- c. Learners in pairs create and perform an interview sketch.

Key Assessment Level 3: Performance

Create and perform an interview skit on a given topic.

Task Description

This assessment tasks expect learners to create and perform an interview skit on a given topic that demonstrates their creative writing oral communication and dramatic performance skills.

Focal area 2: Answering comprehension Questions (Sampled Standard Texts)

Revision of Types of Comprehension Questions

(Week 3 focal area 2 of year 2 TM and Session 3 of year 2 LM focal area 2)

Types of Comprehension Questions

1. Literal questions
2. Inferential questions
3. Critical level questions:
 - a. Figures of speech questions
 - b. Vocabulary questions
 - c. Literary questions
 - d. Attitudinal questions (i.e., questions which explore the stance taken in the writing)

Revision of Comprehension Text Strategies and How to Use Them

(Week 1, focal area 2)

Comprehension text strategies

1. Skimming
2. Scanning
3. Prediction
4. Inferring
5. Summarising
6. Making connections
7. Clarifying

Learning Tasks

1. Learners review and discuss comprehension question types.
2. Learners give examples /differentiate between comprehension question types from given examples.
3. Learners review and discuss comprehension text strategies.
4. Learners review and discuss how to use comprehension strategies in answering comprehension questions.
5. Learners read varieties of given comprehension texts.
6. Learners analyse a variety of given comprehension texts.

Pedagogical Exemplars

Group Work/Collaborative Learning

1. In mixed ability/gender groups, Learners review and discuss comprehension question types.
2. Learners in groups give examples /differentiate between comprehension question types from given examples.
3. Learners in pairs review and discuss comprehension text strategies.
4. Learners in whole-class discussion review and discuss how to use comprehension strategies in answering comprehension questions.
5. Learners read individually/groups varieties of given comprehension texts.
6. Learners in groups of 4 analyse a variety of given comprehension texts using different assigned types of comprehension questions.

Key Assessment Level 3: Discussion

Read the following passage carefully and answer the questions on it

For those who have never experienced it, being a refugee is difficult to comprehend. Even in the security of your home, even if it is a modest hut, you cannot fully imagine what it means to be homeless. As you read this passage, you might not fully grasp what it means to be a refugee. In fact, by the time you get to the end, many more people will have become refugees in various parts of the world.

There are basically two types of refugees: those who flee their homes as a result of social factors and those forced to relocate because of natural disasters. Social refugees are those who seek asylum in some other countries in order to escape what they consider victimization because of political and religious differences in their countries. Sometimes however, they may remain in some other parts of their own countries. At other times, a sudden and volatile eruption of violence may push them to leave, especially where humans are being butchered like goats.

And there are those in the second category: those who are forced to flee on account of some physical disruption in their environment. For instance, when a flood, a volcanic eruption, a hurricane, sweeps across an area, those who are lucky enough to be alive have to leave. In recent years, tornadoes, tsunamis and earthquakes have become fairly common. As a result, thousands of homes are swept away, leaving the residents suddenly not only homeless but also deprived of their farmlands and other source of livelihood.

Whichever type we might be referring to, the effects are usually devastating. Imagine a close-knit family which has existed in the security of their home for decades suddenly discovering that there is nothing to call a home any longer. Imagine the head of the family who had always found it easy to cater for dependents suddenly having to rely on the generosity of his new lost community in a strange location, very far from his roots. Imagine having to accommodate all one's family's belongings in a tent not too much larger than just one of the rooms in one's old home. Above all, a refugee invariably loses his sense of self-esteem and independence. The very thought of it can simply be traumatic.

Yet, these are what social disturbances and natural disasters inflict on humanity. As this phenomenon is becoming more and more common, just pray that it will never be your lot.

1. According to the passage who is a refugee?
2. What two factors can make one a social refugee?
3. State the main factor that forces people to become refugees under the second category.
4. Mention two consequences of becoming a refugee.
5. As this phenomenon is becoming more and more common, what do you think the future holds for mankind as a result?
6. humans are being butchered like goats.

What figure of speech is used in the expression above? Is this an effective image? Explain your views on the effectiveness or otherwise.

7. For **each** of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage:
 - a. comprehend;
 - b. basically;
 - c. on account of;
 - d. devastating;
 - e. generosity
 - f. lot

Task Description

This assessment evaluates your reading comprehension skills through analysis of a passage about refugees. You will demonstrate your ability to extract explicit information, make inferences, analyse figurative language and understand vocabulary in context. This assessment evaluates reading comprehension skills of learners through analysis of a passage about refugees. learners will demonstrate their ability to thoroughly discuss and extract explicit information, make inferences, analyse figurative language and understand vocabulary in context.

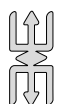
PLC Session 7

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand

- b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

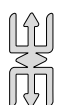
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **performance & discussion**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessment (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 7 Review

This week provided learners with practical experiences in interview skits (sketches) and comprehension skills, building on their existing knowledge while deepening their understanding. Learners explored various speech delivery styles and strategies, while also developing their ability to read, analyse and respond to a range of texts. These lessons were designed to equip learners with skills relevant to both academic and real-life communication contexts. Through learner-centred activities, including role-play, discussion and text analysis, learners actively engaged with the content. Teachers played a key role in guiding learners to make connections between the lesson content and their future academic or professional needs, making the learning more meaningful and applicable. The Level 3 assessments required learners to apply complex reasoning by creating and performing an interview skit and responding to comprehension questions. These tasks allowed learners to demonstrate their understanding in practical ways and provided opportunities for reinforcement and support where necessary.



MARKING SCHEMES FOR THE KEY ASSESSMENT

WEEK 7

FOCAL AREA 1

Criteria	Excellent (5 marks)	Good (4marks)	Satisfactory (3marks)	Needs Improvement (1–2 marks)
Content	<i>In-depth knowledge of the topic chosen, as demonstrated by questions and answers, dialogue and detailed stage directions shows thorough research and insight.</i>	<i>Good knowledge base of topic chosen, dialogue and detailed stage directions questions and answers Mostly accurate but with minor lapses.</i>	<i>Basic knowledge; questions and answers are generally clear but with some inaccuracies. simple dialogue</i>	<i>Limited knowledge; minimal evidence of research, Lacks clear relevance, contains many inaccuracies with weak dialogue</i>
Creativity	<i>Original and engaging; audience interest is sustained.</i>	<i>Some originality; mostly engaging.</i>	<i>Somewhat predictable; limited engagement.</i>	<i>Lacks creativity; fails to engage audience.</i>
Expression	<i>Clear, fluent and appropriate vocabulary and grammar. excellent articulation, pacing, tone variation and emphasis</i>	<i>appropriate pacing and some tone variation Mostly clear with minor errors.</i>	<i>Understandable but with frequent errors and limited variation</i>	<i>Poor voice control with issues in articulation, pacing, difficult to understand due to major errors.</i>
Team Collaboration & Preparation	<i>Clear evidence of teamwork; well-rehearsed.</i>	<i>Mostly well-coordinated.</i>	<i>Uneven participation or preparation.</i>	<i>Little coordination; seems unprepared.</i>

FOCAL AREA 2

Question	Excellent (4-5marks)	Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1mark)
Q1. Definition of refugee	Complete, accurate definition capturing homelessness and displacement aspects	Mostly accurate definition with key elements	Partial definition with some understanding	Inaccurate or very limited definition
Q2. Social refugee factors	Correctly identifies both political and religious persecution/differences	Identifies both factors with minor inaccuracies	Identifies only one factor correctly	Incorrect or irrelevant factors identified
Q3. Main factor in second category	Clearly identifies physical/ environmental disruptions with examples e.g. floods, volcanic eruptions, hurricanes, tornadoes, tsunamis and earthquakes.	Identifies physical disruptions generally	Partial or imprecise identification	Inaccurate or very vague response
Q4. Consequences of becoming a refugee	Identifies two specific consequences with clear details from the passage e.g. loss of home/ homelessness, dependency on others' generosity, cramped living conditions, loss of self-esteem and independence, psychological trauma, loss of livelihood/farmland.	Identifies two consequences with some detail	Identifies only one consequence correctly	Vague or incorrect consequences
Q5. Future implications	Thoughtful, well-reasoned prediction that directly connects to the passage content; considers multiple perspectives e.g. answer relating to increasing refugee crises and humanitarian challenges	Logical prediction with clear connection to the passage	Basic prediction with some connection to the passage	Minimal or disconnected prediction with little reference to the passage
Q6. Figure of speech analysis	Correctly identifies simile; provides insightful analysis of effectiveness with reference to emotional impact and connotations	Correctly identifies simile; provides good analysis of effectiveness	Correctly identifies simile; provides basic analysis of effectiveness	Incorrectly identifies figure of speech OR provides minimal analysis

WEEK 8: GRAMMAR AND WRITING

STRAND: GRAMMAR

Sub-Strand: Grammar Usage

Learning Outcome: *Identify and use the different types of phrases/clauses in speech and creative writing*

Content Standard: *Apply the knowledge of Phrases and Clauses and their functions in communication*

STRAND: WRITING

Sub-Strand: Building and Presenting Knowledge

Learning Outcome: *Incorporate and acknowledge data from various print and digital sources through proper referencing and citation*

Content Standard: *Research to build and present knowledge*

INTRODUCTION AND WEEK SUMMARY

Welcome to week 8. This week will build on grammar and writing. In grammar the lesson will look at the use of subordinate clauses in context as a way of reviewing what has already been taught from the previous years. If learners are able to use phrases and clauses to convey specific meanings in context, adding variety and interest to speech and writing then the purpose for this week or learning indicator has been achieved. If learners are equally able to reference and cite information from multiple prints and digital sources, then the learning indicator for the lesson has also been achieved. The pedagogical strategies and assessments must conform to the requirements of these indicators. Because these lessons are for revision purposes more tasks and assessments should be given.

The lessons and the indicators covered by the week are:

Lesson 1: Learning Indicator: Use phrases and clauses to convey specific meanings in contexts adding variety and interest to speech and writing

Lesson 2: Learning Indicator: Referencing and citing information from multiple print and digital sources

Recap weeks

Year 2	Week 4: Focal Area 1
	LI 3: Apply the knowledge of noun clauses in sentences for communicative purposes
	Week 6: Focal Area 1
	LI 1: Demonstrate command of relative/adjectival clauses in sentences for communicative purposes
	Week 7 Focal Area 3
	LI 3: Demonstrate command of adverbial clauses in sentences for communicative purposes
	Week 8: Focal Area 1
	LI 1: Demonstrate command of adverbial clauses in sentences for communicative purposes
	Week 21: Focal Area 1
	LI 1: Retrieve information from print and digital sources using in-text referencing and citation to organise and present in writing

SUMMARY OF PEDAGOGICAL EXEMPLARS

There are a number of specific, pin-pointing strategies that will help to attain the learning indicators for this week. Learners will have to work collaboratively and individually As they think critically to perform giving tasks or activities. This will foster their communication and collaboration skills as they work together to enhance their speech and writing. The teacher should guide learners towards the achievement of these indicators and where needed more supportive tasks should be given.

ASSESSMENT SUMMARY

To assess learners at the end of this week, they have to be made to think strategically (level 3). That is why they have been assigned to analyse sentences and also to give accurate responses to given questions. Furthermore, learners will be assessed for Level 2 to develop their skills of conceptual understanding as they answer comprehension questions. Assessment as a means of taking feedback on how many how much learners know and understand the lesson will be key in determining the success of what has been taught and a means to provide remediation.

Indicators	DOK Levels	Assessment strategies and/or modes
1. Use phrases and clauses to convey specific meanings in contexts adding variety and interest to speech and writing	3	Critiquing
2. Referencing and citing information from multiple print and digital sources	2	Poster presentation

WEEK 8

Learning Indicators

1. Use phrases and clauses to convey specific meanings in contexts adding variety and interest to speech and writing
2. Referencing and citing information from multiple print and digital sources

Focal Area 1: Use of Subordinate Clauses in Context (Revision)

Subordinate Clause: Refers to a clause that cannot stand alone and depends on a main/principal clause to make complete meaning.

Examples (italicised):

1. *Although it was raining*, the children played football.
2. *That she won the race* is good news.
3. The president sacked the minister *who stole the money*.

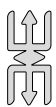
Types and Functions of Subordinate Clauses

1. **Noun Clause:** Group of words that contains subject and predicate and functions as a noun. Grammatically, the noun clause can be use as subject, object and complement.
 - a. Noun clause as subject of a verb:
 - i. *How he responded to the questions* surprised everyone.
 - ii. *What the teacher said* confused the learners.
 - iii. *Whatever the lawyer told you* was the truth.
 - b. Noun clause as object of a verb
 - i. Ms. Kukua believes *that discipline is key to success in SHS*.
 - ii. The headmaster explained *what the examination would entail*.
 - c. Noun clause as complement (in relation to subject)
 - i. The truth is *that they didn't work hard for the test*.
 - ii. Her wish was *that she would become a medical doctor*.
2. **Adjectival/Relative Clause:** This is a subordinate clause that functions as an adjective. It is often introduced by relative pronouns such as *who*, *which*, *what*, *whose* and *that*. Adjectival clauses modify/qualify/describe nouns or pronouns by providing detailed information.

Examples:

- a. The man *who sells fish* is my father.
 - b. The teacher presented books to the girl *who won the maths quiz*.
 - c. The table *that he bought* is inferior.
3. **Adverbial Clause:** This is a type of subordinate or dependent clause that functions as an adverb. The adverbial clauses are mostly introduced by subordinating conjunction such as *before*, *until*, *if*, *as*, *since*, *because*, *as if* and *while*. It grammatically functions as modifier. It modifies a verb, an adjective or another adverb.

- a. Adverbial clause modifying verbs in the main clause
 - i. We used candles *because the lights were out*.
 - ii. *Until he scored the last-minute goal*, my team was losing.
- b. Adverbial clause modifying adjectives (adjective in bold)
 - i. The students were **anxious** *since the results had been delayed*.
 - ii. They were so **excited** *because they had passed the exam*.
- c. Adverbial clause modifying another adverb (adverb in bold)
 - i. They ran **more** *quickly than I had expected*.
 - ii. He completed the assignment *as carefully as his teacher had instructed*.



Note

Encourage more practical work in speech and writing

Learning Tasks

1. Learners construct sentences indicating types of clauses
2. Learners explain functions of subordinate clauses in contexts
3. Learners use subordinate clauses in meaningful complex sentences
4. Learners analyse subordinate clauses in short paragraphs

Pedagogical Exemplars

Collaborative Learning

1. Learners in mixed-ability groups collaboratively work to construct sentences indicating types of clauses and explaining their functions.
2. Learners in pairs use subordinate clauses to form meaningful complex sentences and explain their functions in contexts.

Problem-Based Learning

1. Learners in their mixed ability groups analyse the use of types of subordinate clauses in speech and writing.
2. Learners individually analyse effectively the functions of subordinate clauses in short paragraphs

Key Assessment Level 3: Critiquing

1. Read the short passage below carefully and answer the question that follows it.

Although Chedar had rung the bell, Faustina continued writing her test. The teacher, who noticed her walked over slowly. Because she was focused, Faustina didn't see him coming. That she couldn't finish the test on time surprised her friends.

- a. Analyse the types and functions of the subordinate clauses used in the context of the passage.
2. Rewrite each sentence by changing the noun clause's function from an object to a subject complement or vice versa.

Example: I believe that she will come late. (Object of the verb believe)

The belief is that she will come late. (Subject complement)

- a. The learners hope that the rain would stop before the match.
 - b. The concern is that the candidates have not finished syllabus.
 - c. He said that he would attend the meeting.
 - d. The rumour is that the school will organise a cultural festival.
 - e. We know that Ms. Selasi teaches English.
3. Analyse the type of subordinate clause underlined in the following sentences and state their function in the contexts used.
- a. I know that she loves waakye.
 - b. The woman who fetched the water is from the palace.
 - c. Whenever the chaplain speaks everyone listens.
 - d. Orrison stayed home because he was feeling ill.
 - e. I believe that she will pass the exam.

Task description

This assessment evaluates the ability of learners to critique by identifying, classifying and explaining the function of subordinate clauses in English sentences. Understanding subordinate clauses will help learners develop writing skills and comprehend complex texts.

Focal Area 2: Referencing and Citation

Referencing: Referencing is the process of showing acknowledgement to the sources one has used in writing. It helps prevent plagiarism and gives credit to the original authors. The commonly used referencing style in academic writing is the APA (American Psychological Association- the 7th is the most current).

Citation: Refers to a specific instant referencing, where a source is cited in the text. It comes in the form of author(surname) and date (2002)

1. In-text citation Format

APA in-text citation style uses the author's last name (surname) and the year of publication.

Example: (Field, 2005). Or (Aidoo, 1992)

For direct quotations, include the page number as well, e.g. (Field, 2005, p. 14). Or (Aidoo, 1992, p. 34)

2. Reference List Format (APA 7th Edition)

- a. **Book:** Author (surname), Initials of other names- A. A., (Year), Title of book in italics. and Publisher.

Examples:

Aidoo, A. A. (1992). *Changes: A love story*. Heinemann.

Smith, J. (2020). *The history of science*. Random House.

Smith, J., Johnson, K., Thompson, R., & Lee, S. (2020). *The impact of climate change*. Routledge.

- b. Journal Articles: Examples include the following:

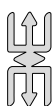
Owusu, G. (2018). *Youth empowerment and urban development in Ghana*. *Journal of African Studies*, 56(2), 45-61

- c. Website: Author or organisation. (Year). Title. Website name. URL.

Example: Ministry of Education. (2022). *Senior high school policy reforms*. <https://moe.gov.gh/shs-policy>

Key APA Rules

1. Use initials for authors' first names.
2. Only the first word of the title and proper nouns are capitalised.
3. Italicise book and journal titles.
4. Include URLs (Uniform Resource Locators) for online sources without hyperlinks.



Note

There are four widely used referencing styles or conventions. They are called the MLA (Modern Languages Association) system, the APA (American Psychological Association) system, the Harvard system and the MHRA (Modern Humanities Research Association) system.

Learning Tasks

1. Learners discuss and identify features of referencing and citation.
2. Learners use concept map to illustrate multiple print and digital sources.
3. Learners write referencing of a literary work using APA style.

Pedagogical Exemplars

1. **Talk for Learning (TfL):** Learners in small groups discuss the name of author, date/year, title, the publishing institution/house/company and other information of a literary work in print or electronic media.
2. **Critical-Thinking Skills:** Learners in their mixed ability groups use concept maps to illustrate information from multiple print and digital sources. Encourage online resources.
3. **Individual Work:** Learners individually write a referencing of a literary work using APA (American Psychological Association) system style. E.g., Derwing, T. M., Rossiter, M. J., & Munro, M. J. (2002). *Teaching native speakers to listen to foreign-accented speech*. *Journal of Multilingual and Multicultural Development*, 23(4), 245-259.

Key Assessment Level 2: Poster Presentation

1. Use the details below to write correct APA-style reference entries.
 - a. Abena Yeboah; Digital Literacy in Ghanaian Classroom; Year- 2021; Ghana Journal of Education, Volume 12(1), Pages 22 – 35
 - b. Kofi Asare; English for Academic Purposes; Year- 2015; Publisher- Ghana Publishing.

Ghana Education Service; Curriculum Reforms for SHS; Year 2023: URL- <https://ges.gov.gh/shs-reform>

2. Choose two sources (one book and one website) you have used in your studies. Write:
 - a. One sentence using an in-text citation for each.
 - b. A correctly formatted APA reference for both sources.

Task description

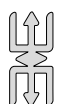
This assessment evaluates learners' ability to correctly format APA references and create an effective academic poster based on educational research materials. These skills are essential for academic writing, research presentation and scholarly communication.

PLC Session 8

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

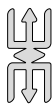
4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **critiquing & poster presentation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessment (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)

- b. all teachers in the group work through a similar problem individually for 3–4 minutes
- c. the group then works through the problem together step by step
- d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about ‘How do I teach this?’ but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 8 Review

This week is for review of all the lessons taught for the last eight (8) weeks. It focused on grammar and writing, specifically the use of subordinate clauses in context and referencing from various sources. Lessons were designed to reinforce prior knowledge while helping learners apply clauses and phrases to express specific meanings. Learners also practised how to reference and cite information from both print and digital texts, a key skill in academic writing. These activities aimed to improve clarity, coherence and variety in learners' speech and writing. Through collaborative and individual tasks, learners developed critical thinking, communication and teamwork skills. Teachers played a central role in guiding learners and ensuring they received sufficient practice and support, especially as this week served as a revision phase. The Level 3 assessments required learners to analyse and construct complex sentences, demonstrating strategic thinking. Learners also engaged in Level 2 tasks such as answering comprehension questions to develop deeper conceptual understanding. These assessments served both to measure learning and to identify areas needing further attention, supporting longer-term learning goals.



MARKING SCHEMES FOR THE KEY ASSESSMENT

WEEK 8

FOCAL AREA 1

Criteria	Excellent (5 marks)	Good (4marks)	Satisfactory (3marks)	Needs Improvement (1–2 marks)
Content	<i>In-depth knowledge of the topic chosen, as demonstrated by questions and answers, dialogue and detailed stage directions shows thorough research and insight.</i>	<i>Good knowledge base of topic chosen, dialogue and detailed stage directions questions and answers Mostly accurate but with minor lapses.</i>	<i>Basic knowledge; questions and answers are generally clear but with some inaccuracies. simple dialogue</i>	<i>Limited knowledge; minimal evidence of research, Lacks clear relevance, contains many inaccuracies with weak dialogue</i>
Creativity	<i>Original and engaging; audience interest is sustained.</i>	<i>Some originality; mostly engaging.</i>	<i>Somewhat predictable; limited engagement.</i>	<i>Lacks creativity; fails to engage audience.</i>
Expression	<i>Clear, fluent and appropriate vocabulary and grammar. excellent articulation, pacing, tone variation and emphasis</i>	<i>appropriate pacing and some tone variation Mostly clear with minor errors.</i>	<i>Understandable but with frequent errors and limited variation</i>	<i>Poor voice control with issues in articulation, pacing, difficult to understand due to major errors.</i>
Team Collaboration & Preparation	<i>Clear evidence of teamwork; well-rehearsed.</i>	<i>Mostly well-coordinated.</i>	<i>Uneven participation or preparation.</i>	<i>Little coordination; seems unprepared.</i>

FOCAL AREA 2

Question 1

Question	Excellent (4–5marks)	Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1mark)
Q1. Definition of refugee	<i>Complete, accurate definition capturing homelessness and displacement aspects</i>	<i>Mostly accurate definition with key elements</i>	<i>Partial definition with some understanding</i>	<i>Inaccurate or very limited definition</i>

Q2. Social refugee factors	Correctly identifies both political and religious persecution/differences	Identifies both factors with minor inaccuracies	Identifies only one factor correctly	Incorrect or irrelevant factors identified
Q3. Main factor in second category	Clearly identifies physical/environmental disruptions with examples e.g. floods, volcanic eruptions, hurricanes, tornadoes, tsunamis and earthquakes.	Identifies physical disruptions generally	Partial or imprecise identification	Inaccurate or very vague response
Q4. Consequences of becoming a refugee	Identifies two specific consequences with clear details from the passage e.g. loss of home/homelessness, dependency on others' generosity, cramped living conditions, loss of self-esteem and independence, psychological trauma, loss of livelihood/farmland.	Identifies two consequences with some detail	Identifies only one consequence correctly	Vague or incorrect consequences
Q5. Future implications	Thoughtful, well-reasoned prediction that directly connects to the passage content; considers multiple perspectives e.g. answer relating to increasing refugee crises and humanitarian challenges	Logical prediction with clear connection to the passage	Basic prediction with some connection to the passage	Minimal or disconnected prediction with little reference to the passage
Q6. Figure of speech analysis	Correctly identifies simile; provides insightful analysis of effectiveness with reference to emotional impact and connotations	Correctly identifies simile; provides good analysis of effectiveness	Correctly identifies simile; provides basic analysis of effectiveness	Incorrectly identifies figure of speech OR provides minimal analysis

Question 2

Criteria	Very good (4-5 marks)	Good (2-3 marks)	Satisfactory (1 mark)
Accuracy of APA Format	<i>All elements of APA format are correctly applied with no errors in punctuation, italics or spacing.</i>	<i>Most elements of APA format are correct with minor errors in punctuation, italics or spacing.</i>	<i>Significant errors in APA formatting; missing elements or incorrect order</i>
Poster presentation	<i>Content is logically organized with clear sections; Excellent use of colour, font and space; visually appealing; enhances understanding of content; professional appearance.</i>	<i>Content has adequate organization; most sections are clear Adequate use of colour, font and space; reasonably attractive; generally supports understanding of content.</i>	<i>Disorganized content; unclear sections Poor use of colour, font and space; visually unappealing; design distracts from content.</i>

WEEK 9: GRAMMAR AND LITERATURE

STRAND: GRAMMAR

Sub-Strand: Vocabulary

Learning Outcome: *Employ appropriate vocabulary in communication*

Content Standard: *Demonstrate the appropriate use of vocabulary in communication*

STRAND: LITERATURE

Sub-Strand: Narrative, Poetry and Drama

Learning Outcome: *Explore different literary texts to create meaning and convert into other genres*

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

INTRODUCTION AND WEEK SUMMARY

This week is on grammar and literature. The grammar lesson will look at complex phrasal verbs in given context in their meanings. As usual the focal area has learning tasks pedagogical examples and assessment tasks that will collectively aim to achieve the learning indicator for the lesson. Additionally, learners will know more about style in prose drama and poetry. The lessons will look at the elements of style and how to analyse them in these genres as well as the different types of style. The pedagogical exemplars guarantee collaboration, creativity and innovation. If they are used appropriately in teaching the lessons, learners will then be prepared for their immediate and near future academic and professional responsibilities.

The lessons and indicators for this week are:

Lesson 1: Learning Indicators: Interpret and use registers, proverbs, complex phrasal verbs, idioms and idiomatic expressions in more complex contexts to enrich communication

Lesson 2: Learning Indicators: Analyse how writers use descriptions to create setting

Recap week

Year 2	Week 14: Focal Area 1 LI 1: Use varied communicative strategies in all speech situations
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SUMMARY OF PEDAGOGICAL EXEMPLARS

In the lessons of this week learners are to be given the opportunity to work in mixed ability/gender groups and pairs in order to fulfil the learning indicators for the week. The teacher is expected to ensure that learners are guided through activities to achieve this. As a clearly stated goal of the curriculum, learners will be prepared for both their upcoming exams and life beyond the Senior High School environment. Opportunities to incorporate the national values into the lesson should be embraced to also mould learners into the kind of citizens who uphold the virtues of our country Ghana.

ASSESSMENT SUMMARY

This week's assessment will focus on learners' ability to think strategically and make purposeful language choices in both spoken and written tasks. At Level 3, learners are expected to interpret and apply complex phrasal verbs in context to enrich their communication. They will also analyse how writers use descriptive language to create mood or reflect emotions. Assessment will be carried out through, written responses. Feedback should highlight the clarity, precision and appropriateness of learners' language choices with opportunities for self and peer review to build independence and confidence.

Indicators	DOK Levels	Assessment strategies and/or modes
1. Interpret and use registers, proverbs, complex phrasal verbs, idioms and idiomatic expressions in more complex contexts to enrich communication	3 3	MCQ Research
2. Analyse how writers use descriptions to create setting		

WEEK 9

Learning Indicators

1. Interpret and use registers, proverbs, complex phrasal verbs, idioms and idiomatic expressions in more complex contexts to enrich communication
2. Analyse how writers use descriptions to create setting

Focal Area 1: Proverbs: (Formation, Meaning & Usage), complex Phrasal Verbs and Idiomatic Expression

Complex phrasal verbs are multi-word expressions made up of a **verb + one or more particles** (prepositions or adverbs), where the overall meaning is **not obvious** from the individual words.

They often have idiomatic meanings and can be more difficult to understand than basic phrasal verbs because:

- a. They involve **more than one particle** (e.g., *put up with*, *come up with*)
- b. Their meaning is **figurative or abstract**, not literal
- c. They are often used in **formal, academic or advanced** English

Examples of Complex Phrasal Verbs

Phrasal Verb	Meaning	Example
Put up with	Tolerate	I can't put up with this noise anymore.
Come up with	Think of (an idea/solution)	She came up with a brilliant plan.
Look forward to	Anticipate with pleasure	I look forward to seeing you again.
Get away with	Do something bad without punishment	He got away with cheating.
Live up to	Fulfil expectations	The book didn't live up to the hype.

Structure of the complex phrasal verb

Most complex phrasal verbs follow this general structure:

- a. **Verb + adverb + preposition**
(e.g., *put + up + with*)
- b. **Verb + preposition + noun/gerund**
(e.g., *look forward to + meeting you*)

Examples of **complex phrasal verbs** by topic, including meanings and examples

Education / Learning

Phrasal Verb	Meaning	Example
Brush up on	Review or improve skills/ knowledge	I need to brush up on my maths before exams.

Catch up with	Reach the same level after falling behind	She missed class and had to catch up with the rest.
Keep up with	Stay at the same level or pace	It's hard to keep up with all the assignments.

Business / Work

Phrasal Verb	Meaning	Example
Come up with	Think of (an idea/solution)	He came up with a new strategy.
Follow through with	Complete something you've started	We need to follow through with our plans.
Back out of	Withdraw from a commitment or agreement	They backed out of the deal at the last moment.

Communication / Emotions

Phrasal Verb	Meaning	Example
Open up to	Share personal thoughts or feelings	She finally opened up to her therapist.
Talk (someone) into	Persuade someone to do something	He talked me into joining the gym.
Let (someone) down	Disappoint someone	I don't want to let my parents down.

Everyday life

Phrasal Verb	Meaning	Example
Put up with	Tolerate something annoying	I can't put up with this traffic.
Run out of	Use up a supply of something	We've run out of coffee.
Look forward to	Be positive about a future event	I'm looking forward to the weekend.

Social / Relationships

Phrasal Verb	Meaning	Example
Fall out with	Have a disagreement or fight with someone	She fell out with her best friend.
Get along with	Have a good relationship	I get along well with my coworkers.
Make up for	Compensate for something	He made up for his mistake by apologising to the members.

Learning Tasks

1. Learners match phrasal verbs with the correct meaning.
2. Learners use the correct phrasal verb from a given list to complete sentences.
3. Learners choose the best phrasal verb from given options to complete sentences.

Pedagogical Exemplars

1. **Collaborative Learning:** In mixed- ability/gender groups learners brainstorm and review simple phrasal verbs (e.g., get up, turn on) and transition to more complex ones (e.g., put up with, come up with)
Making use of **visual aids** or **mind maps** to show how verbs combine with particles to change meaning.
2. **Pair work:** In pairs, learners match phrasal verbs to meanings or situations.
Example: Match 'get away with' to the sentence: 'He cheated and wasn't punished.'
Use short paragraphs where learners insert the right phrasal verb
Example: She _____ a great excuse for being late.
3. **Group work:** Give learners a situation (e.g., planning a birthday party) and a set of phrasal verbs to use in a conversation. Learners use real-life scenarios (e.g., arguing, making up, suggesting ideas) to act out using specific phrasal verbs and their meaning in context. In each of the following assessment questions, make use of time in class discussion about the answers. All of the 'wrong' phrases used have validity in other contexts.

Key Assessment Level 3: Multiple-Choice Questions

1. **I couldn't _____ the noise from the construction site.**
A. put up with
B. catch up with
C. come up with
D. fall out with
2. **She finally _____ her best friend after their big argument.**
A. looked forward to
B. made up with
C. ran out of
D. lived up to
3. **I'm really _____ our school trip to Scotland next week.**
A. putting up with
B. looking forward to
C. falling out with
D. coming down with
Correct answer: b) looking forward to
4. **We need to _____ a new idea for the science project.**
A. run out of
B. make up for
C. come up with
D. catch up with

5. **I missed two days of lessons and now I have to _____ my classmates.**
- A. catch up with
 - B. get along with
 - C. fall out with
 - D. back out of
6. **He tried to _____ cheating on the test, but the teacher noticed.**
- A. get away with
 - B. keep up with
 - C. live up to
 - D. come down to
7. **They _____ the deal at the last minute, disappointing everyone.**
- A. caught up with
 - B. backed out of
 - C. ran out of
 - D. put up with
8. **I didn't study hard enough, but I'll try to _____ it by revising more this week.**
- A. come up with
 - B. make up for
 - C. fall out with
 - D. put up with
9. **That film didn't really _____ the reviews I read.**
- A. talk into
 - B. live up to
 - C. run out of
 - D. fall out with
10. **He managed to _____ his friend into trying skydiving.**
- A. make up for
 - B. look forward to
 - C. talk
 - D. talk into

Task description

This assessment evaluates learners' ability to analyse, identify and correctly choose and use common English phrasal verbs in context. Understanding phrasal verbs is essential for developing fluency in English communication, both written and spoken.

Focal Area 2: Style of Prose, Drama and Poetry - Diction, Figures of Speech

What Is Style in Prose?

In prose (fiction or nonfiction), **style** refers to the **distinct way a writer uses language**. It includes **word choice**, **sentence structure**, **tone** and use of **literary techniques**. Style is what makes one writer's work different from another's.

Key Elements of Style in Prose

Element	Description	Example
Diction (word choice)	The type of vocabulary used — formal, informal, simple, complex, descriptive	"He strolled into the room" vs "He barged in"
Syntax (sentence structure)	The length, variety and rhythm of sentences	Long flowing sentences for reflection; short, sharp ones for tension
Tone	The writer's attitude toward the subject or audience	Humorous, serious, sarcastic, sympathetic
Imagery	Descriptive language that appeals to the senses	"The sky bled crimson as the sun dipped below the horizon."
Figurative language	Use of simile, metaphor, personification, etc.	"The wind whispered secrets through the trees."
Punctuation and grammar	Creative or unconventional use of punctuation or grammar	Fragmented sentences to mimic thought or chaos
Voice	The writer's personality or unique perspective coming through the text	Could be playful, cynical, romantic, analytical, etc.

How to Analyse Style in Prose

When analysing style, ask:

1. What kind of words does the author use? (Simple? Complex? Harsh?)
2. Are the sentences long and descriptive or short and blunt?
3. How does the tone affect the reader's understanding of the story or characters?
4. What mood or atmosphere is created through the language?

Example Analysis

Text

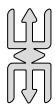
"The house was silent. Shadows hung in the corners like cobwebs. A chill slid down her spine."

Analysis

The writer uses short, sharp sentences and vivid imagery to create a tense and suspense. The simile "shadows hung... like cobwebs" builds a sense of neglect and fear, while the verb "slid" gives the chill a sinister, almost physical presence.

Different Types of Style (Examples)

Style Type	Features & Effect
Descriptive	Rich imagery and detail; creates mood and setting vividly
Narrative	Focuses on storytelling; may use casual tone, direct speech or flashbacks
Persuasive	Strong voice, rhetorical devices, emotive language
Reflective	Thoughtful, personal, introspective tone
Minimalist	Sparse detail, simple sentences; leaves much to reader interpretation



Note

It might be helpful to track down and use with a class any short story by the American writer Ernest Hemingway. The sentences appear simple, even abrupt; the vocabulary also can be very simple, but just so very accurate. The distinctive style of the writer, the unique voice, comes across very clearly.

What Is Style in Drama?

In **drama**, **style** refers to the **distinctive way** a play is written, performed and staged. It's how the playwright and director **communicate mood, meaning and character** through language, structure, performance and visual elements.

Key Features of Style in Drama

Element	What to Look For	Example (Shakespeare, modern drama)
Language & Dialogue	Formal or informal? Poetic or realistic? Slang, dialect, imagery?	Shakespeare's poetic iambic pentameter vs. slang in a modern play
Structure	Linear or non-linear? Flashbacks? Use of scenes and acts?	Scenes out of order in a memory play like "Blood Brothers"
Characterisation	How are characters revealed? Through actions, speech, stage directions?	Stage directions show mood in "An Inspector Calls"
Tone & Mood	Is the overall feel serious, comic, tragic, ironic, suspenseful?	Dark tension in "Macbeth" vs. humour in "The Curious Incident..."
Performance Style	Naturalistic (realistic) or stylised? Symbolic or exaggerated?	Naturalism in "A Taste of Honey" vs. expressionism in "Metamorphosis"
Stagecraft (visual elements)	Lighting, sound, costume, set design — do they enhance a certain mood?	Red lighting in a tense scene, minimal sets for focus on character

How to Analyse Style in Drama

When analysing a play's style, ask:

1. What kind of **language** do characters use and what does it tell us?
2. Is the performance or dialogue **realistic or exaggerated**?
3. How does **structure** (e.g., scene sequence, use of monologues) affect the audience?
4. What kind of **atmosphere** or **tone** does the play create?
5. How do **stage directions** or **stagecraft** help create meaning?

Common Drama Styles Learners can Recognise

Style	Description	Example Play
Naturalism	Realistic characters, dialogue and settings	<i>A Taste of Honey</i> (Delaney)
Expressionism	Stylised, symbolic, often emotional rather than realistic	<i>The Metamorphosis</i> (from a short story by Kafka)
Epic Theatre	Breaks the "fourth wall", uses narration and placards, encourages thinking; actors sitting on stage ready to make an entry. You know you are not watching 'real-life' but actors participating in Drama.	<i>The Caucasian Chalk Circle</i> (Brecht)
Tragedy	Serious tone, downfall of the protagonist	<i>Macbeth</i> (Shakespeare)
Comedy	Humour, satire, irony	<i>The Importance of Being Earnest</i> (Wilde)
Physical Theatre	Emphasises movement and physical expression over words	<i>Frantic Assembly</i> performances

What Is Style in Poetry?

In poetry, **style** refers to the distinctive way language is used to express ideas, emotions and imagery. It shapes **how the poem sounds**, **how it looks** and **how it affects the reader**. Understanding poetic style means looking closely at choice of **words (Diction)**, **structure**, **tone** and **the use of literary techniques**.

Key Features of Style in Poetry

Element	Description	Example
Diction	The poet's word choice — formal, informal, simple, complex, archaic	Heaney's 'earthy' language in "Digging"
Tone	The poet's attitude — serious, reflective, angry, playful	Sarcasm in Carol Ann Duffy's "Stealing"
Form and Structure	How the poem is organised — stanza shape, rhyme, rhythm, line breaks	Sonnets, free verse, ballads, haikus

Imagery	Descriptive language appealing to the senses	"I wandered lonely as a cloud..." – Wordsworth
Sound Devices	Alliteration, assonance, onomatopoeia, rhyme	"Life loves the liver of it" Maya Angelou
Figurative Language	Similes, metaphors, personification	"Hope is the thing with feathers" – Dickinson
Enjambment & Caesura	Line breaks or pauses to control pace and emphasis	Enjambment in Wilfred Owen's "Exposure"
Voice	Who is speaking? Personal, detached, ironic, confessional	"Checking Out Me History" – Agard

How to Analyse Style in a Poem

1. What kind of language is being used?
2. Is the poem formal or informal, structured or free-flowing?
3. What kind of tone or mood is created?
4. How do techniques (e.g., imagery, sound, rhythm) reflect the poem's message?
5. How does the style suit the subject matter?

Sample Analysis (Model Paragraph)

In "*Ozymandias*", Percy Bysshe Shelley uses a formal, elevated style through precise diction and a tightly structured sonnet form. Words like "antique," "colossal," and "decay" give the poem a timeless, solemn tone. The poem's ironic message (the fall of powerful rulers) is reflected in its carefully controlled structure and rhythm, which mirror the rigidity of power yet subtly undermine it through the image of ruins. Shelley's use of enjambment also helps the poem flow, reinforcing the idea that time and nature outlast human control.

Common Poetic Styles in Context

Style	Description	Example
Lyric poetry	Personal feelings and emotions	"Valentine" by Carol Ann Duffy
Narrative poetry	Tells a story – often with other psychological undertones	"The Raven" by Edgar Allan Poe
Sonnet	14 lines, often about love or philosophical ideas	"Sonnet 18" by Shakespeare
Free verse	No regular rhyme or meter	"Blessing" by Imtiaz Dharker
Dramatic monologue	Single speaker addressing a silent listener	"My Last Duchess" by Robert Browning
Elegy	A mournful or reflective poem, often about death	"O Captain! My Captain!" by Whitman

Learning Tasks

1. Learners **identify** and label features like diction, tone, sentence structure and imagery from given texts/extracts.
2. Learners **rewrite** given paragraphs written in formal or descriptive style in different styles (e.g. casual, humorous, suspenseful).
3. Learners choose a theme (e.g., identity, conflict, love) and compare how different **genres** treat it in **different styles**.

Pedagogical exemplars

1. **Collaborative learning:** In mixed-ability/gender groups, learners **identify** and label features like diction, tone, sentence structure and imagery from given texts/extracts.
2. **Creativity & Innovation:** in convenient groups learners rewrite given paragraphs written in formal or descriptive style in different styles (e.g., casual, humorous, suspenseful).
3. **Pair work:** Learners in pairs, choose a theme (e.g., identity, conflict, love) and compare how different **genres** treat it in **different styles**.

Key Assessment Level 3: Research

1. Write a paragraph of critical analysis how the writer's stylistic choices (tone, vocabulary, sentence structure, figurative language) create a particular mood or reflect a character's emotions.
2. Research and compare how style is used to convey emotion in any two African poems.

Task description

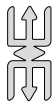
In this assessment, learners will research, analyse and compare how two African poets use stylistic elements to convey emotion in their work. This task requires you to demonstrate your understanding of poetic devices, your ability to analyse texts critically and your skills in comparative literary analysis.

PLC Session 9

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app

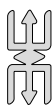
- The key assessment for the week is **MCQ & research**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessment (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- all teachers in the group work through a similar problem individually for 3–4 minutes
- the group then works through the problem together step by step
- highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?
 - were the examples grounded in contexts familiar to Ghanaian learners?
 - did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 9 Review

This week focused on grammar and literature, specifically exploring complex phrasal verbs in context and the elements of style in prose, drama and poetry. Learners examined the meanings and usage of complex phrasal verbs while also revisiting and learning further to identify and analyse different types of style across literary genres. The lessons aimed to develop learners' ability to interpret and express meaning more effectively, both in grammar and literary analysis. Pedagogical exemplars encouraged collaboration, creativity and innovation, with learners working in mixed-ability and gender-based groups as well as in pairs. These strategies supported learners in applying concepts practically, preparing them for both exams and real-life communication. Teachers were expected to guide learners purposefully and integrate national values to promote responsible citizenship. The Level 3 assessments required learners to use complex reasoning and evidence to analyse style and compare elements across texts. Grammar tasks similarly demanded a deep understanding of phrasal verbs in context. These assessments ensured learners were challenged and supported, with feedback and remediation provided to meet the curriculum's learning goals.



MARKING SCHEMES FOR THE KEY ASSESSMENT

WEEK 9

FOCAL AREA 1

Sample marking scheme

1 mark for each correct answer

1. A
2. B
3. B
4. C
5. A
6. A
7. B
8. B
9. B
10. D

FOCAL AREA 2

Criteria	Excellent (5 marks)	Very Good (4 marks)	Good (3 marks)	Satisfactory (1– 2 marks)
<i>Identification and Analysis of Stylistic Devices</i>	<i>Precisely identifies three (4) stylistic devices and thoroughly analyses the devices (e.g., imagery, diction, rhythm, figurative language, tone, structure) with understanding of their function. Uses literary terminology appropriately.</i>	<i>Correctly identifies three (3) stylistic devices and effectively analyses the devices with clear understanding of their purpose.</i>	<i>Identifies two (2) basic stylistic devices with adequate analysis of their function. Some appropriate use of literary terminology.</i>	<i>Fewer than two stylistic devices identified. Analysis is absent or incorrect. Literary terminology missing or misused.</i>
<i>Analysis of Emotional Impact</i>	<i>Provides insightful, detailed analysis of how the 4 stylistic choices evoke complex emotions. (e.g., sad emotions, happy emotions, indifferent emotions)</i>	<i>Explains how the 3 stylistic choices create emotional impact. Shows good understanding of emotional elements (e.g., sad emotions, happy emotions, indifferent emotions)</i>	<i>Explains some connections between the 2 styles and emotion with basic understanding. (e.g., sad emotions, happy emotions, indifferent emotions)</i>	<i>Minimal or no connection made between stylistic choices and emotional impact. Emotional elements misidentified or overlooked.</i>

<i>Comparative Analysis</i>	<i>Comparisons between the two poems, highlighting significant similarities and differences in stylistic approaches to emotion. Analysis is balanced, detailed and generates meaningful insights.</i>	<i>Presents effective comparisons between poems with clear points of similarity and difference in stylistic approaches.</i>	<i>Provides basic comparisons between poems with some points of similarity and difference. Analysis may favour one poem and offers some insights.</i>	<i>Little to no comparative analysis. Poems are treated separately or comparisons are irrelevant/ inaccurate.</i>
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WEEK 10: ORAL LANGUAGE AND READING

STRAND: ORAL LANGUAGE

Sub-Strand: English Speech Sounds

Learning Outcome: *Articulate paralinguistic features (stress, intonation) effectively in oral communication*

Content Standard: *Demonstrate knowledge of speech in oral communication*

STRAND: READING

Sub-Strand: Summarising

Learning Outcome: *Engage advanced strategies to summarise a variety of texts (with simple and complex structures)*

Content Standard: *Demonstrate in-depth understanding of texts of varied lengths*

INTRODUCTION AND WEEK SUMMARY

It's a week 10 already! You are welcome to another week of the English language teacher Manual. This week adds on to what learners have already been taught and assessed on - on stress and polysyllabic words as well as on summary writing. The first lesson will look at both word and sentence stresses which have already been studied. In addition to this, the lesson will provide or refresh learners' memories on summary writing with the necessary techniques. As expected, there are tasks and pedagogical exemplars to guide the teaching and learning of these lessons with appropriate learner-centred activities. Together, these will play an essential role in the lives of learners as they will brainstorm and discuss in order to give satisfactory responses to tasks and assessments. Learners will then be assessed based on the highest DoK level required for the particular lesson (Level 2 and Level 4 for focal areas 1 and 2 respectively). These must be adhered to and the required feedback with remediation should also be given.

The lessons and the indicators covered by the week are:

Lesson 1: Learning Indicator: Use stress appropriately in sentences and in polysyllabic words

Lesson 2: Learning Indicator: Answer a variety of summary questions on texts of varied lengths

Recap week

Year 2	Week 13: Focal Area 1 LI 1: Listen to and identify speaker intended meaning in level appropriate oral texts
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SUMMARY OF PEDAGOGICAL EXEMPLARS

This week's pedagogical strategies or exemplars span from whole class discussion to paired work. This is to help learners to consolidate their knowledge and understanding on what they have been taught on stress and polysyllabic words and summary writing. Teachers need to incorporate these varied pedagogical strategies in their lessons so learners can develop the necessary skills and competencies.

ASSESSMENT SUMMARY

The week will assist understanding of stress and polysyllabic words from level two as this is the highest DoK level of assessment for this lesson. To add to this, learners must be assessed using Level-4 appropriate questions to make them think deeply as they transfer, use and share what they have learned in a different context. The lesson should be assessed as such and the necessary feedback or remediation should be provided.

Indicators	DOK Levels	Assessment strategies and/or modes
1. Use stress appropriately in sentences and in polysyllabic words	2	Group demonstration
2. Answer a variety of summary questions on texts of varied lengths	3	Summary

WEEK 10

Learning Indicators

1. Use stress appropriately in sentences and in polysyllabic words
2. Answer a variety of summary questions on texts of varied lengths

Focal Area 1: Stress and polysyllabic words (Use in Sentences)

Stress in polysyllabic words and sentences

Not all syllables or words are pronounced with the same force in English. Some parts of a word or sentence are said more strongly than others. This is called stress. Stress is the extra emphasis placed on a syllable or word when speaking. Stress can occur at two main levels:

- a. Word level (Word Stress).
- b. Sentence level (Sentence Stress)

Word Stress in Polysyllabic Words

A polysyllabic word is a word with more than one syllable. In such words, one syllable is pronounced more strongly than the others. This is called the stressed syllable.

Example Words (clap for each syllable and identify stress):

Word	Syllables	Stressed Syllable
comfortable	COM-fort-a-ble	1st syllable
electricity	e-lec-TRI-ci-ty	3rd syllable
education	ed-u-CA-tion	3rd syllable
intelligent	in-TEL-li-gent	2nd syllable
development	de-VE-lop-ment	2nd syllable

Stress placement is not always predictable and may change the word's function or meaning. In some word pairs, stress distinguishes nouns from verbs.

Examples:

- a. 'record (noun) vs. re'cord (verb).
- b. 'import (noun) vs. im'port (verb).
- c. 'present (noun) vs. pre'sent (verb).

Sentence Stress

In sentences, some words are stressed more than others. These are usually the content words (words that carry meaning).

Content Words usually stressed: Nouns, main verbs, adjectives, adverbs. Generally, articles ('a' and 'the'), prepositions and the like are not stressed.

Example Sentence: Quite surprisingly, she has just bought a new car.

Bought, **new** and **car** are content words and are stressed.

Learning Tasks

1. Learners identify stress patterns on the following words: beautiful, president, yesterday, information, celebration, responsibility, communication, opportunity.
2. Learners mark stress on the following words to indicate nouns/verbs: beautiful, president, yesterday, information, celebration, responsibility, communication.
3. Learners use given words in sentences using stress to create meaning.
4. Learners practise sentences with polysyllabic words indicating emphasis and contrast

Example:

The **animal** escaped from the zoo during the night.

The animal **escaped** from the zoo during the night.

Pedagogical Exemplars

1. Guide learners in whole-class discussion to differentiate between word classes by stress placement.
2. Learners in pairs take turns to mark stress on given polysyllabic words.
3. In groups, learners listen to model oral texts (oral tape recording, YouTube video and so on) to observe stress-marking in natural conversation.
4. In pairs, learners take turns to read out model texts, emphasising the stressed syllable in polysyllabic words.

Key Assessment Level 2: Group Demonstration

1. Identify and mark stress on polysyllabic words from a list of words (celebration, information, responsibility, beautiful, yesterday)
2. Read out model texts, emphasising the stressed syllable in polysyllabic words.
3. Create sentences with polysyllabic words to indicate emphasis and contrast.

Task Description

Learners are expected to create two sets of sentences that demonstrate their understanding of how polysyllabic words can be used to create emphasis and contrast in English. This assessment will evaluate their vocabulary knowledge, ability to use complex words appropriately and skill in crafting sentences that communicate emphasis and contrast effectively.

Focal Area 2: Answering Summary Questions

Revision of summary writing techniques

(Week 4 focal area 2)

Summary writing techniques

1. *Skim and Scan* to understand the general idea and for key points, topic sentences and supporting details.
2. Identify the *Main Idea* by finding the central theme or purpose of the text.
3. Extract *Key Points* by focusing on who, what, where, when, why and how.

4. Write *Concisely* -Stick to the point.
5. Avoid any wordy or unnecessary phrases, examples, repetitions, minor details, personal opinions, copying full sentences unless quoting very briefly for clarity, use of sequence and transition words such as *first, then, next, however, finally, in conclusion*
6. Use your own words to restate the main ideas. Review for accuracy, grammar and completeness. Make sure it reflects the original intent of the passage, just more briefly.

Learning Tasks

1. Learners read the introductory and concluding paragraphs of a given text to predict what the text is about.
2. Learners critically read the whole text closely to gain a better understanding of the text.
3. Learners analyse and filter the silly details of each paragraph from the important details.
4. Learners summarise paragraphs into several sentences.
5. Learners read a variety of texts and answer summary questions on them.

Pedagogical Exemplars

Experiential Learning

1. Learners in mixed ability/gender read the introductory and concluding paragraphs of a given text to predict what the text is about.
2. Learners in pairs critically read the whole text closely to gain a better understanding of the text.
3. Learners in pairs/individually analyse and filter the silly details of each paragraph from the important details.
4. Learners in pairs/individually summarise paragraphs into several sentences.
5. Learners in pairs/individually read a variety of texts and answer summary questions on them.

Key assessment Level 4: Summary

Read the following passage carefully and answer the questions on it:

It has been acknowledged that Africa has the capacity to produce enough food to feed its population. Unfortunately, the continent has not been able to build on this potential. As a result, its citizens suffer from insufficient food supply. Yet many studies show that it is possible to reverse the trend.

Government must be committed to boosting food production in Africa and to increasing food crops for domestic consumption. They can subsidise farming inputs such as improved seeds, fertilizers and mechanized farming tools. If the cost of obtaining these inputs is made reasonably affordable, farmers can receive a boost in producing food crops like cereals and grains, root and tuber crops like yam, cassava and cocoyam.

Infrastructure in most farming communities is in a deplorable state. This makes farming unattractive and unprofitable. There is, therefore, a need to construct new roads and rehabilitate existing ones to link these communities to market their produce which can be made available to purchase. What gain will there be if farm produce is left to rot in the village because there are no storage facilities and they cannot be easily transported to urban centres for those who need them?

Most farmers do not have access to loans and other financial aid and this hampers the farming activities. Governments must thus create an environment where it should not be too difficult to access loans from banks. Such loans should attract low-interest rates and their repayment terms should not be prohibitive.

Governments must also turn their attention to agriculture research institutes where agriculture innovations are generated. These institutes develop improved crops that have traits such as higher yield, pest resistance and adaptability to changing climatic or desired colouration. Farmers often favour such crop varieties as they guarantee more yield per hectare and this means more profit for them. Such research requires enormous funding and this is where government intervention is necessary to ensure that these institutes can continue in their research work.

Apart from the consequent effort of providing ready access to food, if agriculture is given the needed boost, there are some tangible gains which government can enjoy. For a start, increased investment in agriculture can lead to higher employment rates in a country. Farming is a labour-intensive enterprise. Thus, the more incentive offered to farmers, the more it is likely that more people will be engaged.

Proceeds gained from exporting agriculture produce increases governments' foreign earnings. This will translate into an improved revenue base. In other words, the higher the export earnings, the higher governments' revenue. This will help governments to provide the needed social services for the benefit of the people.

1. In four sentences, one for each, summarize the measures governments can put in place to improve food production.
2. In two sentences, one for each, summarize the benefits of investing in agriculture.

Task Description

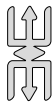
This assessment evaluates the ability of learners to comprehend a passage and summarise key information in concise, well-constructed sentences, ensuring each sentence is grammatically correct, complete and contains the main idea without unnecessary details. They will demonstrate their skills in identifying main ideas, distinguishing between supporting details and key points and expressing these ideas clearly and concisely.

PLC Session 10

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

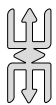
4. Plan the week's key assessment with your app

- The key assessment for the week is **group demonstration & summary**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessments (NTS 3k-3q).

10 minutes

Content Exploration

- As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - all teachers in the group work through a similar problem individually for 3–4 minutes
 - the group then works through the problem together step by step
 - highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

- Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?
 - were the examples grounded in contexts familiar to Ghanaian learners?
 - did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

- Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 10 Review

This week reinforced learners' understanding of word and sentence stress as well as summary writing, building on prior knowledge from earlier lessons. Learners revisited polysyllabic words and stress placement, then applied their knowledge through structured discussion and practice. In summary writing, they explored key techniques to condense information effectively while maintaining accuracy and clarity. These lessons aimed to sharpen learners' listening, speaking and writing skills through guided, learner-centred activities. The pedagogical strategies used in this week ranged from whole class discussions to pair work, enabling learners to engage actively and consolidate their understanding. Teachers were encouraged to use varied strategies to help learners grasp the content, develop critical thinking and communicate ideas effectively.

Assessment in this week reflected Depth of Knowledge Level 2 for stress and polysyllabic words and Level 4 for summary writing. Learners were challenged to transfer and apply their learning in new contexts, encouraging deeper reasoning. Teachers were expected to provide timely feedback and remediation to support progress and mastery of the learning indicators.



MARKING SCHEMES FOR THE KEY ASSESSMENT

WEEK 10

FOCAL AREA 1

Criteria	Excellent (5 marks)	Very good (4 marks)	Good (3 marks)	Satisfactory (2marks)	Needs Improvement (1mark)
<i>Appropriate Use of Polysyllabic Words</i>	<i>Uses (5) varied polysyllabic words that are contextually appropriate and demonstrate advanced vocabulary knowledge.</i>	<i>Uses (4) adequate polysyllabic words that generally fit the context with some variety.</i>	<i>Uses 3 basic or repetitive polysyllabic words with limited vocabulary range or inappropriate word choice.</i>	<i>Uses 2 basic or repetitive polysyllabic words with limited vocabulary range or inappropriate word choice</i>	<i>Uses fewer than 3 basic or repetitive polysyllabic words with limited vocabulary range or inappropriate word choice</i>
<i>Effectiveness in Creating Emphasis</i>	<i>All 5 sentences demonstrate emphasis through polysyllabic words with sophisticated sentence structure.</i>	<i>4 sentences adequately demonstrate emphasis through polysyllabic words with appropriate structure.</i>	<i>3 sentences effectively demonstrate emphasis; word choice doesn't create the intended effect.</i>	<i>2 sentences effectively demonstrate emphasis; word choice doesn't create the intended effect.</i>	<i>Fewer than 2 sentences effectively demonstrate emphasis; word choice doesn't create the intended effect.</i>
<i>Sentence Construction</i>	<i>5 Sentences are grammatically correct, varied in structure and flow naturally.</i>	<i>4 Sentences are mostly grammatically correct with some structural variety.</i>	<i>3 Sentences contain grammatical errors but with varied structure</i>	<i>2 Sentences contain grammatical errors with limited varied structure</i>	<i>Fewer than 2 sentences contain grammatical errors with no varied structures</i>
<i>Explanations</i>	<i>5 explanations demonstrate insightful understanding of how polysyllabic words create emphasis or contrast.</i>	<i>4 explanations show adequate understanding of how polysyllabic words create emphasis or contrast.</i>	<i>3 explanations show limited understanding of how polysyllabic words create emphasis or contrast.</i>	<i>2 explanations show limited understanding of how polysyllabic words create emphasis or contrast.</i>	<i>Fewer than 2 explanations show limited understanding of how polysyllabic words create emphasis or contrast.</i>

FOCAL AREA 2

Criteria	Excellent (5marks)	Very good (4 marks)	Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
Accuracy of Content	5 summary points are accurate and reflect the key ideas from the passage without distortion.	4 summary points are accurate with minor misinterpretation of content.	3 summary points are accurate with minor misinterpretation of content.	2 summary points are accurate with minor misinterpretation of content.	Fewer than 2 summary points contain significant inaccuracies or misrepresentations of the original text.
Comprehensiveness	5 required points are identified and summarised (4 measures and 1 benefits); captures the most significant ideas from the passage.	4 required points are identified and summarised (3 measures and 1 benefits); captures the most significant ideas from the passage.	3 required points are identified and summarised (3 measures and 1 benefits); captures the most significant ideas from the passage.	2 required points are identified and summarised (2 measures and 1 benefits); captures the most significant ideas from the passage.	Fewer than 2 required points are identified (fewer than 2 measures or missing benefits); major ideas from the passage are omitted.
Conciseness	5 summary points are expressed in one clear, concise sentence without unnecessary information.	4 summary points are expressed in one clear, concise sentence without unnecessary information.	3 summary points are expressed in one clear, concise sentence without unnecessary information.	2 summary points are expressed in one clear, concise sentence without unnecessary information.	Fewer than 2 summary points are either too brief to capture the main ideas or its with excessive supporting details.
Grammar and Mechanics	No errors in grammar, punctuation or spelling; sentences are well-constructed.	Minor errors in grammar, punctuation or spelling that don't interfere with meaning.	Multiple errors in grammar, punctuation or spelling that do not interfere with meaning.	Multiple errors in grammar, punctuation or spelling that affect clarity.	Undeniably errors in grammar, punctuation or spelling that affect clarity.

WEEK 11: GRAMMAR AND WRITING

STRAND: GRAMMAR

Sub-Strand: Grammar Usage

Learning Outcome: *Identify forms and use phrasal verbs to create meaning in speech and writing*

Content Standard: *Demonstrate mastery of the use of phrasal verbs*

STRAND: WRITING

Sub-Strand: Text type and purpose

Learning Outcome: *Craft captivating prose to express concepts, emotions and vivid mental landscapes*

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

INTRODUCTION AND WEEK SUMMARY

This week promises engaging and impactful teaching and learning experiences as it looks at two essential areas of English language development. Firstly, the lessons will once again explore the world of phrasal verbs, with students learning to identify and determine their meanings within various contexts - an invaluable skill for enhancing both spoken and written communication. Secondly, we will revisit the art of persuasive writing, with a focus on strengthening learners' abilities to justify their opinions by using clear reasons and supporting evidence. These focal areas not only deepen linguistic competence but also empower learners to express themselves more effectively and confidently. Teachers are encouraged to guide learners through practical activities that link language usage with real-life situations, fostering critical thinking and communication skills that will serve them well beyond the classroom.

The lessons and indicators covered by the week are:

Lesson 1: Identify and determine the meaning of phrasal verbs in context

Lesson 2: Justify opinions using reasons and evidence

Recap weeks

Year 1	Week 10: Focal Area 2
	LI 2: Write a persuasive piece that states and defends a position

Year 2	Week 12: Focal Area 2
	LI 2: Write a persuasive text (e.g. debate) that states and defends a position and responds to objections raised about it.
	Week 24: Focal Area 1
	LI 1: Retrieve information from print and digital sources using in-text referencing and citation to organise and present in writing

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week's lessons are grounded in collaborative, experiential and problem-based learning approaches. Learners will work in convenient or mixed ability/gender groups to identify and revise simple and complex phrasal verbs, understand their meanings in context and apply them in constructing sentences and paragraphs. Through problem-solving tasks, learners will analyse phrasal verb patterns and apply them meaningfully. In persuasive writing, learners will engage in debate preparations—discussing motions, selecting roles, drafting arguments and presenting structured speeches using persuasive language and rhetorical devices. The use of concept maps and structured talk will help learners visualise and refine their ideas. These strategies promote teamwork, critical thinking and active engagement, enabling learners to internalise language use effectively.

ASSESSMENT SUMMARY

This week's key assessments are designed to reflect the most advanced level of Depth of Knowledge (Level 3), ensuring learners apply their understanding in meaningful contexts. For **Learning Indicator 1**, learners will write a short paragraph about their favourite sport using at least two simple and two complex phrasal verbs. They will also write a 150 to 200-word story about a hometown festival, using and underlining at least five different phrasal verbs. For **Learning Indicator 2**, learners will craft a well-structured debate speech for or against a given motion. They are expected to use persuasive techniques, provide clear reasons and supporting evidence and present logical arguments that reflect critical thinking and language mastery.

Indicators	DOK Levels	Assessment strategies and/or modes
1. Identify and determine the meaning of phrasal verbs in context	3	Essay
2. Justify opinions using reasons and evidence	4	Dabate

WEEK 11

Learning Indicators

1. Identify and determine the meaning of phrasal verbs in context
2. Justify opinions using reasons and evidence

Focal Area 1: Understanding and Using Phrasal Verbs in Context

Phrasal Verb

A phrasal verb refers to a group of words that is made up of a combination of a verb and one or more elements (an adverb or a preposition) that create a new meaning different from the original verb. Phrasal verbs have the following patterns:

Verb + adverb- take/took off, look/looked into, put up, sit up

Verb + adverb + preposition- put up with, look/looked up to, run out of, keep up with

Examples in sentences:

1. We can **make for** the cinema later.
2. The judge was asked to **look into** the issue before passing judgement.
3. He **turned down** the opportunity to study abroad because of family.
4. We have to **put up with** the manager's attitude.

Types/Forms of Phrasal Verbs

Phrasal verbs can be classified into simple and complex.

1. Simple Phrasal Verb: It has the pattern- Verb +Adverb. Examples are indicated in the table below.

Simple Phrasal Verb	Meaning
Get up	Rise from bed or chair
Turn on	Activate a device
Go out	Leave a place
Sit down	Take a seat
Break down	Stop working (machines) or lose control emotionally (people)
Put up	Raise, accommodate, display
Turn down	To reject or reduce(volume)
Look after	To take care of
Give in	To surrender or stop resisting

2. Complex Phrasal Verb: The pattern of a complex phrasal verb is-

Verb + Adverb + Preposition/Verb + Prepositional phrase. Look at the table for examples.

Complex Phrasal Verb	Meaning
Look forward to	To anticipate something happily
Put up with	To tolerate something unpleasant
Come up with	To produce (an idea or plan)
Get away with	To avoid punishment
Run out of	To have no more of something
Keep up with	To stay at the same place as someone
Do away with	To get rid of or abolish
Catch up with	To reach someone or something ahead
Get on with	To continue doing something
Make up for	To compensate for something

Meaning and Usage of Phrasal Verbs

Phrasal verbs are commonly used in everyday communication. They play the following roles:

1. Make language natural and conversational.

E.g., Please **turn down** the volume (better than: Please **reduce** the volume.)

2. Replace formal verbs in informal contexts.

E.g., The football match was **called off** (formal verb- **cancelled**).

I can't **put up** with the noise (formal verb- **tolerate**).

3. Express actions more clearly

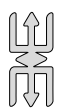
E.g., He **gave up** smoking (gave up- **quit**).

The **looked into** the matter (looked into- **investigated**)

4. Write narratives/dialogue/essays

E.g.

Last Saturday, Kuwornu **woke up** early to help his mother **set up** a stall at the Akorabo Market. As they were arranging the goods, he realised they had **run out of** tomatoes and quickly **went out** to buy more. On his way, he **came across** an old friend who had **put up with** a lot of hardship during the recent floods. They **caught up with** each other briefly before Kuwornu **got back** to the stall. By the end of the day, they were tired but happy and Kuwornu promised to **look forward to** helping again next week.



Note

- The meaning of phrasal verbs is generally different from that of the individual words that form it.
- In some instances, the elements of a phrasal verb can be separated by the object (especially in simple phrasal verbs). Example: He **turned** the radio **off**

Learning Tasks

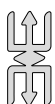
1. Learners discuss simple/complex phrasal verbs and their meaning
2. Learners use phrasal verbs to form meaningful sentences and paragraphs
3. Learners brainstorm the patterns of complex phrasal verbs

Pedagogical Exemplars

1. **Experiential/Collaborative Learning:** Learners in convenient groups work collaboratively to revise the components of the simple/complex phrasal verbs and their meanings in texts.
(E.g., Verb + Adverb- look into, take off and V + ADV + PREP- look up to, come up with, stand up to, look up for)
2. **Collaborative Learning:** Learners in gender groups collaboratively team up to identify phrasal verbs in given texts, determine what they mean and use them in developing meaningful sentences and paragraphs.
3. **Problem-Based Learning:** Learners work in convenient groups to brainstorm the complex patterns of phrasal verbs, giving examples in sentences and short paragraphs.

Key Assessment Level 3: Essay

1. Write a short story (150 – 200 words) about a festival in your hometown. Use at least five (5) different phrasal verbs and underline them.
2. Write a short two-paragraph essay about your favourite sport. Use at least three simple phrasal verbs and two complex phrasal verbs in your paragraph. Underline the phrasal verbs.



Note

Some learners here might suspect that this will be a complex task. With support and focus on writing fluently on a familiar subject, all should become more straightforward.

Task Description

This assessment evaluates the ability of learners to correctly use and identify phrasal verbs in written English while expressing their thoughts about a familiar topic. They will demonstrate their understanding of both simple and complex phrasal verbs by incorporating them into a coherent, well-structured essay.

Focal Area 2: PERSUASIVE WRITING (REVISION)

Debate: Debate is a formal and structured argument in which two opposing sides express and defend their opinion on a particular topic, using logic, evidence and persuasive language to convince an audience or judges.

Key Terms Commonly Used in Debate

1. **Motion:** This refers to the topic or statement on which a debate is written.
E.g., “*Mobile phones should be banned in senior high schools*”.
2. **Argument:** A reason or point given to support or oppose the motion.

E.g., *Mobile phones improve learning through access to online resources.*

3. Proposer/Proposition: The person or team for the motion- they argue for the it.

E.g., *An individual or group of individuals (team) supporting the use of mobile phones.*

4. Opposer/Opposition: The person or team against the motion- they argue against it.

E.g., *An individual or group of individuals opposing the use of mobile phones in schools.*

5. Rebuttal/Counter-Argument: A statement that responds to and refutes the argument of an opponent or either of the sides.

E.g., *Although our opponents say mobile phones distract, studies show that regulated use enhances focus.*

Structure or Features of a Debate

A good debate follows the structure below:

1. **Introduction:** The introduction should cover the following:

- a. Formal introduction of the vocatives or a conventional greeting.

e.g., *Mr. Chairperson, Panel of Judges, Accurate Timekeeper, Co-debaters, Ladies and Gentlemen...*

- b. Clearly state the motion or topic for the debate and declare your official stance on it.

e.g., *I stand here to argue for/against the motion that "Mobile phones should be allowed in schools".*

- c. Define any relevant or controversial words in the motion to clarify your argument.

e.g., *By "allowed", we mean officially permitted by school authorities.*

2. **The Body:** Present the main arguments through:

- a. Two – three (2 – 3) well-developed points using logic, examples and evidence. Use linking words such as *firstly, moreover, in addition, furthermore, however...*

- b. Rebuttal or counter argument (refute a common point from the other side):

e.g., *Some may argue that mobile phones distract students, but with proper rules, they can be effective learning tools.*

3. **Conclusion:** End by summarising your core points and strongly restating your position.

e.g., *In conclusion, the evidence shows that mobile phones are useful learning tools and should be embraced in our schools, not banned. We therefore strongly support the motion.*

Language of a Good Debate

1. Use persuasive language:

Controlled emotional language: e.g., *It is unfair to deny students access to learning tools.* Rhetorical question: e.g., *Shouldn't students be prepared for the digital world?*

Repetition for emphasis: E.g., *We must act now. We must choose wisely.*

2. Avoid slang or casual language. Use precise respectful and formal vocabulary.

3. Speak clearly and confidently.

Learning Tasks

1. Learners analyse motions to write down key ideas
2. Learners present a debate on given motion/topic
3. Learners use concept maps to illustrate ideas for and against a given topic

Pedagogical Exemplars

Experiential Learning

1. Learners in mixed-ability groups analyse a given motion/debate question and write key ideas for and against the topic (argument).
2. Learners in groups choose their own stance on the motion, speakers and judges.
3. Each group writes out the speeches for the debate based on the given topic, with suitable vocatives, persuasive language and rhetorical questions. The ideas are well arranged, systematically, from the beginning to the end.
4. The winning group of each round meets another group until the best group emerges.

Talk for Learning/Structuring Talk for Learning

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

Key Assessment Level 3: Debate

1. Write your argument or debate for or against any of the motions below:
 - a. “Boarding schools are better than day schools”.
 - b. “Social media does more harm than good among Ghanaian youth”.
 - c. “Promoting agriculture in Ghana is the surest way of solving unemployment problem in Ghana”.
 - d. “The use of mobile phones in senior high schools should be allowed”.

Task Description

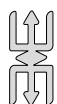
Learners are expected to construct a well-organised, persuasive debate on a contemporary educational issue: “The use of mobile phones in senior high schools should be allowed”. Learners will demonstrate their skills in argument development, evidence-based reasoning and persuasive writing techniques.

PLC Session 11

45 minutes
Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week’s concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week’s content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to

- a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
- b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



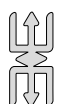
Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **essay & debate**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessments (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group

- i. was the concept explained in a way that a learner with no prior knowledge could follow?
- ii. were the examples grounded in contexts familiar to Ghanaian learners?
- iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 11 Review

This week's lessons allowed learners to explore and apply both simple and complex phrasal verbs in context through collaborative and experiential activities. Learners revised phrasal verb structures and used them meaningfully in sentences and short paragraphs. In persuasive writing, they discussed motions, selected roles and developed arguments using persuasive language and rhetorical devices. Activities such as debates, group discussions and concept mapping encouraged critical thinking and teamwork.

At Depth of Knowledge Level 3, learners wrote original texts that showcased their understanding of phrasal verbs and persuasive techniques. These included short stories and well-structured debate speeches supported with reasons and evidence. The lessons built the learners' confidence in communication and language use.



MARKING SCHEMES FOR THE KEY ASSESSMENT

WEEK 11

FOCAL AREA 1

Criteria	Good (5-4)	Satisfactory (3)	Needs Improvement (2-1)
Content & Organization	Essay is well-organised with two clear paragraphs; ideas flow logically; topic is thoroughly explored with specific details about the favourite sport.	Essay has adequate organisation; ideas generally flow well; provides sufficient information about the favourite sport.	Essay lacks organisation; ideas are disconnected; provides minimal or irrelevant information about the sport.
Use of Simple Phrasal Verbs	Includes 3 or more simple phrasal verbs, all used correctly within the context of the paragraph.	Includes at least 2 or more simple phrasal verbs with mostly correct usage, though some may seem forced.	Includes fewer than 2 simple phrasal verbs or uses them incorrectly.
Use of Complex Phrasal Verbs	Includes 2 or more complex phrasal verbs, all used correctly and naturally within the context.	Includes at least 1 or more complex phrasal verbs with mostly correct usage, though some may seem forced.	Includes 1 complex phrasal verb or uses them incorrectly.
Identification (Underlining)	All 5 phrasal verbs are correctly identified and underlined.	At least 3 phrasal verbs are correctly identified and underlined with minor errors.	Many phrasal verbs are not identified or non-phrasal verbs are incorrectly underlined.
Grammar & Mechanics	No errors in grammar, spelling or punctuation; varied sentence structure enhances readability.	Few minor errors in grammar, spelling or punctuation that don't interfere with meaning.	Multiple errors in grammar, spelling or punctuation that affect clarity.

FOCAL AREA 2

Criteria	Excellent (5 marks)	Very Good (4mark)	Good (3marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
Argument Development (Content)	5 well-developed arguments that are logical, relevant and compelling; arguments show depth of thought and insight on the issue of the use of mobile phones by SHS Students.	4 well-developed arguments that are logical, relevant and compelling; arguments show depth of thought and insight on the issue of the use of mobile phones by SHS Students.	3 well-developed arguments that are logical, relevant and compelling; arguments show depth of thought and insight on the issue of the use of mobile phones by SHS Students.	2 adequate arguments that are generally logical and relevant to the motion; demonstrates basic understanding of the issue.	1 argument but has weak, illogical or irrelevant to the motion; shows limited understanding of the motion.
Introduction & Position Statement	Engaging introduction with proper debate salutation, position (for or against) clearly and convincingly stated; overview of arguments effectively presented.	Engaging introduction with good debate salutation, position (for or against) clearly and convincingly stated; overview of arguments effectively presented.	Engaging introduction with adequate debate salutation, position (for or against) clearly and convincingly stated; overview of arguments effectively presented.	Adequate introduction with proper salutation; position stated; basic overview of arguments provided.	Weak or missing introduction; unclear position statement; little or no overview of arguments.
Evidence & Support	All arguments are substantiated with specific, accurate and relevant evidence (facts, statistics, examples, expert opinions); sources appear credible.	4 arguments are substantiated with specific, accurate and relevant evidence (facts, statistics, examples, expert opinions); sources appear credible.	3 arguments are substantiated with specific, accurate and relevant evidence (facts, statistics, examples, expert opinions); sources appear credible.	2 arguments are substantiated with specific, accurate and relevant evidence (facts, statistics, examples, expert opinions); sources appear credible.	1 evidence to support arguments; evidence provided is inaccurate, irrelevant or vague.
Counter-argument Consideration	Effectively anticipates and addresses 4 potential counterarguments; thoughtfully refutes opposing viewpoints with evidence.	Effectively anticipates and addresses 3 potential counterarguments; thoughtfully refutes opposing viewpoints with evidence.	Effectively anticipates and addresses 2 potential counterarguments; thoughtfully refutes opposing viewpoints with evidence.	Addresses 1 counterargument; attempts to refute opposing viewpoints with some success.	Fails to address counter-arguments, little awareness of opposing viewpoints.

Organization & Structure	Exceptional organisation with clear introduction, body and conclusion; effective transitions between points; logical progression of ideas.	Organisation with clear introduction body and conclusion; few transitions between points; logical progression of ideas.	Generally organised with identifiable introduction, body and conclusion; adequate transitions; mostly logical flow of ideas.	Disorganised; weak or missing introduction or conclusion; abrupt transitions; ideas presented randomly.
Language & Persuasive Techniques	5 excellent uses of persuasive language and rhetorical devices; formal debate terminology used appropriately; compelling tone throughout.	4 excellent uses of persuasive language and rhetorical devices; formal debate terminology used appropriately; compelling tone throughout.	2 adequate uses of persuasive language; some appropriate debate terminology; generally appropriate tone.	1 use of persuasive language; little or no debate terminology; inappropriate or inconsistent tone.
Conclusion	Memorable conclusion that effectively summarises 4 key points and reinforces position; ends with strong call to action or final appeal.	Conclusion that effectively summarises 3 key points and reinforces position; ends with strong call to action or final appeal.	Memorable conclusion that effectively summarises 2 key points and reinforces position; ends with strong call to action or final appeal.	Weak or abrupt conclusion; fails to effectively summarise points or reinforce position.

WEEK 12: GRAMMAR

STRAND: GRAMMAR

Sub-Strand: Grammar Usage

Learning Outcome: *Apply the knowledge and use idiomatic expressions in speech and writing*

Content Standard: *Demonstrate command of knowledge of idiomatic expressions in specific contexts*

INTRODUCTION AND WEEK SUMMARY

This week introduces learners to the rich and expressive world of idiomatic expressions, focusing on their definition, structure, form, meaning and usage. Idioms play a vital role in both speech and writing, often carrying figurative meanings that cannot be understood from the individual words alone. Learners will explore the fixed nature of idioms, understand their metaphorical and symbolic bases and examine how they function within standard grammatical patterns. Through engaging activities, learners will identify and explain idiomatic expressions in context, enhancing their comprehension and communicative skills. This week provides teachers with structured learning tasks, pedagogical exemplars and a Level 3 assessment to guide and evaluate learner progress effectively.

The indicator covered by the week is: Learning Indicator: Identify and explain idiomatic expressions in speech and writing.

Recap week

Year 2	Week 14: Focal Area 1 LI 1: Use varied communicative strategies in all speech situations
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SUMMARY OF PEDAGOGICAL EXEMPLARS

This week uses collaborative learning strategies to help learners engage with idiomatic expressions in meaningful ways. Working **in** mixed-ability groups, learners identify idiomatic expressions in given passages and analyse their meanings within context. Through pair or group work, learners practise using idioms appropriately in speech and writing to convey specific meanings, add variety and enrich their language. These activities promote peer interaction, improve comprehension and encourage learners to apply idiomatic expressions confidently in real communication situations.

ASSESSMENT SUMMARY

This week's key assessments target Depth of Knowledge Level 3, requiring learners to apply their understanding of idiomatic expressions in context. Learners will identify idioms within a given paragraph and explain their meanings in their own words, demonstrating comprehension and interpretation skills. Additionally, they will compose a short story using at least five correctly applied idiomatic expressions, underlining each and providing brief explanations. These tasks assess learners' ability to recognise, interpret and use idiomatic expressions accurately in extended writing, supporting clear and effective communication.

Indicators	DOK Levels	Assessment strategies and/or modes
Identify and explain idiomatic expressions in speech and writing.	3	Gamification Practice Paper 1

WEEK 12

Learning Indicator: *Identify and explain idiomatic expressions in speech and writing*

Focal Area: Idiomatic Expression:(Definition, Structure & Form, Meaning & Usage)

Idiomatic expression

An idiomatic expression (or idiom) is a group of words whose overall meaning is different from the literal meanings of the individual words. Idioms are a type of figurative language and are common in both spoken and written English.

Example

“It’s raining cats and dogs.”

Literal meaning: Cats and dogs are falling from the sky.

Idiomatic meaning: It’s raining very heavily.

Structure and Form of Idiomatic Expressions

Idioms come in fixed forms and often have a figurative basis (metaphors, similes, symbolism). They usually follow standard grammatical patterns but are not always open to substitution or change.

Structure	Example	Notes
Verb + object/complement	Break the ice	Start a conversation in a social setting
Verb + preposition + noun	Go through the roof	Become very angry
Prepositional phrase	In hot water	In serious trouble
Simile	As cool as a cucumber	Very calm under pressure
Full clause	The ball is in your court	It’s your responsibility to act now

Meaning of Idiomatic Expressions

Idioms are used to:

1. Convey figurative meanings more colourfully or memorably.
2. Reflect cultural references, traditions and history.
3. Add style to both speech and writing.
4. They can express emotions (e.g., blow your top = get very angry)
5. Opinions (e.g., barking up the wrong tree = making a wrong assumption)
6. Situations (e.g., back to square one = start again).

Usage of Idiomatic Expressions

Idioms are very common in informal spoken English, but many are also used in journalism, fiction and even formal writing (especially in rhetorical contexts).

1. In Speech:

Idioms help make language natural and expressive.

Example: “I’m feeling under the weather today.” (Meaning: feeling unwell)

2. In Writing:

Idioms are used to create tone, humour or emphasis.

Example: “The new policy is a double-edged sword.”

Best Practices in the use of idioms.

- Ensure the idiom fits the context and register.
- Don’t translate idioms literally from other languages.
- Use idioms you understand well to avoid misuse.

Common idiomatic expressions

Idiom	Meaning	Example Sentence
Break the ice	To start a conversation in a social setting	The teacher told a joke to break the ice.
A piece of cake	Something very easy	The test was a piece of cake.
Hit the nail on the head	To describe exactly what is causing a situation	You hit the nail on the head with your analysis.
Under the weather	Feeling unwell	I'm feeling a bit under the weather today.
Let the cat out of the bag	Reveal a secret by accident	He let the cat out of the bag about the surprise party.
Once in a blue moon	Something that happens very rarely	We go to the cinema once in a blue moon.
Burn the midnight oil	Stay up late working or studying	She burned the midnight oil before her exams.
Cost an arm and a leg	Very expensive	That designer bag cost an arm and a leg.
Bite the bullet	To do something unpleasant that is unavoidable	I had to bite the bullet and go to the dentist.
Kill two birds with one stone	Achieve two things at once	I killed two birds with one stone by doing homework on the train.

Learning Tasks

- Learners identify and analyse the meaning of idiomatic expressions in given passages.

Example

It was a cold Monday morning when Selasi decided to bite the bullet and finally hand in her resignation. She’d been unhappy at the office for months and the constant overtime was driving her up the wall. Her boss, Mr Orrison, was a stickler for rules and rarely offered praise. Selasi knew she was burning the candle at both ends, trying to keep up with deadlines and still have time for her family.

On her way to the office, he bumped into Kukua, a former colleague who had left the company last year. “You look exhausted,” she said. “Why don’t you join my team? We’re hiring and the environment is much better.” It was the first time in weeks Selasi had smiled. Maybe this was her chance to turn over a new leaf. At the office, she took a deep breath, walked into Mr Orrison’s office and handed in her letter. To her surprise, Mr Orrison simply nodded and said, “I had a feeling this was coming. You’ve been working hard, Selasi. It’s time to follow your heart.” Selasi left the office feeling lighter than ever, ready for a new beginning.

Meanings of the Idioms used in the passage above

- a. Bite the bullet: To do something difficult or unpleasant that you have been putting off or avoiding.
 - b. Driving her up the wall: Making someone feel very irritated or annoyed.
 - c. Burning the candle at both ends: Working too hard or staying up late and getting up early, usually leading to exhaustion.
 - d. Turn over a new leaf: To start behaving in a better or more positive way; to make a fresh start.
 - e. Follow your heart: To do what you truly feel is right, rather than what others might expect or what is logical.
2. Learners use idiomatic expressions appropriately to convey specific meanings, adding variety and interest to enrich communication.

Pedagogical Exemplars

Collaborative Learning

1. Learners work in mixed ability groups to identify and analyse the meaning of idiomatic expressions used in given passages.
2. Learners in pairs/groups use idiomatic expressions appropriately to convey specific meanings, adding variety and interest to enrich communication.

Key Assessment: Practice Paper

1. Create a short story using at least five idiomatic expressions correctly. Underline each idiom and briefly explain its meaning after the story.
2. Read the paragraph below. Identify idiomatic expressions and explain their meanings in your own words.

Paragraph

After working around the clock, Perfect was finally ready to throw in the towel. But just when she was about to give up, her team pulled out all the stops to help her beat the deadline.

Task Description

This assessment seeks to identify learners’ ability to recognise idiomatic expressions in written text and demonstrate their understanding of their figurative meanings. Idiomatic expressions are phrases whose meanings cannot be determined from the literal definition of the words used.

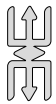
HINT

Conduct Practice Paper 1. It should cover contents taught from Year 1 to 3. Refer to the Table of Specification and Structure of the Paper at the end of this section. Learners' papers should be marked immediately and scores entered into the SAP.

TABLE OF TEST SPECIFICATION

Paper 1: Lexis and Structure

Sub-Strand	Learning Indicator	DoK Levels				
		1	2	3	4	Total
Grammar Usage	Use nouns accurately in speech and writing	3	2	2	-	7
Grammar Usage	Use forms of verbs in everyday activities (Tense & Aspects)	3	2	2	-	7
Grammar Usage	Use minor word classes in speaking and writing	2	3	2	-	7
Grammar Usage	Identify and determine the meaning of phrasal verbs in context	2	4	3	-	9
Grammar Usage	Explain and identify idiomatic expressions in speech and writing	1	3	3	-	7
Vocabulary	Use appropriate vocabulary in specific contexts. E.g., Formal and informal situations	2	3	1	-	6
Vocabulary	Interpret and use vocabulary appropriately in more complex contexts	2	3	2	-	7
Narrative, Drama and Poetry	Explore common themes in poems	2	2	1	-	5
Narrative, Drama and Poetry	Use language to describe characters in movies, narratives and play scripts to make meaning	1	1	-	-	2
		1	1	1	-	3
		1	1	1	-	3
Narrative, Drama and Poetry	Use Imagery (expressive and figurative language) in texts	1	2	-	-	3
		1	2	2	-	5
		1	1	2	-	4
Narrative, Drama and Poetry	Analyse how writers use descriptions to create setting	1	1	1	-	3
		-	1	1	-	2
Total		24	32	24	-	80



Note

Key for literature indicators:

- Poetry
- Prose
- Drama

Table of Test Specification

Paper 2: General and Functional Essay, Reading Comprehension and Summarising

Sub-Strand	Learning Indicator	DoK Levels				
		1	2	3	4	Total
Text Types and Purposes	Write short stories, using precise words and phrases to convey a vivid picture of experiences	-	-	-	1	1
Text Types and Purposes	Write a persuasive piece that states and defends a position	-	-	-	1	1
Text Types and Purposes	Compose an informal letter to a friend	-	-	1	-	1
Text Types and Purposes	Compose texts to compare and contrast given issues or situations	-	-	-	1	1
Text Types and Purposes	Write articles on given issues for publication in national newspapers and magazines	-	-	1	-	1
Text Types and Purposes	Compose email, memo, programme agenda, application (job, services etc.) and acceptance letter on given topics using appropriate format	-	-	1	-	1
Text Types and Purposes	Compose curriculum vitae/resume, business proposal and personal statement/statement of purpose on given topics using appropriate format	-	-	-	2	2
Reading Comprehension	Retrieve specific information and interpret a variety of simple texts	2	1	1	-	4
Reading Comprehension	Use a variety of text comprehension strategies to analyse fiction and non-fiction texts	-	3	1	-	4
Summarising	Apply innovative strategies in summarising short but familiar stories	2	1	-	-	3
Total		4	5	5	5	19

Table of Test Specification

Paper 3: Listening Comprehension

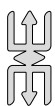
Sub-Strand	Learning Indicator	DoK Levels				
		1	2	3	4	Total
English Speech Sounds	Use pure vowel sounds (short vowels) in connected speech	5	2	-	-	7
English Speech Sounds	Use pure vowel sounds (long vowels) in connected speech	5	2	-	-	7
English Speech Sounds	Use diphthongs (closing and centring) in connected speech	3	3	-	-	6
English Speech Sounds	Use consonant sounds in connected speech (Plosives, Fricatives and Nasals)	3	3	-	-	6
English Speech Sounds	Use consonant sounds (affricates and approximants) in connected speech	3	2	-	-	5
English Speech Sounds	Identify patterns of consonant clusters occurring at syllable initial and final positions in connected speech	-	5	-	-	5
English Speech Sounds	Use intonation appropriately for different communicative functions	2	2	-	-	4
Listening Comprehension	Listen to and identify speaker intended meaning in level appropriate oral texts	-	5	-	-	5
Conversation/ Communication	Use stress appropriately in sentences and in disyllabic and polysyllabic words	-	5	-	-	5
Total		21	29	-	-	50

PLC Session 12

45 minutes
Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).

- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



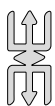
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is **practice paper 1**. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the practice paper (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 12 Review

This week offered learners a comprehensive exploration of idiomatic expressions, focusing on their definition, structure, figurative meaning and correct usage. Learners examined how idioms function within standard grammatical patterns and how they enrich communication in both speech and writing. Through practical and interactive activities, learners developed the ability to identify, interpret and use idiomatic expressions appropriately in various contexts. Pedagogical strategies such as collaborative learning, mixed-ability grouping and pair work were effectively employed to enhance understanding and encourage active participation. These methods supported learners in applying idioms meaningfully while building confidence and improving overall language fluency. At Depth of Knowledge Level 3, assessments required learners to demonstrate depth of understanding by identifying and explaining idiomatic expressions in context and composing original stories incorporating idioms. These tasks promoted higher-order thinking and allowed for practical application, with feedback and remediation guiding learners towards mastery of this learning indicator.



MARKING SCHEME FOR THE KEY ASSESSMENT

WEEK 12

Criteria	Very good (4marks)	Good (3marks)	Satisfactory (2 marks)	Needs improvement (1mark)
Identification of Idiomatic Expressions	Correctly identifies 4 idiomatic expressions in the paragraph with complete accuracy. e.g., throw in the towel	Identifies most 3 of the idiomatic expressions in the paragraph.	Identifies only 2 idiomatic expressions or misidentifies non-idiomatic phrases as idiomatic.	Identifies only 1 idiomatic expressions or misidentifies non-idiomatic phrases as idiomatic
Accuracy of Meaning	4 explanations demonstrate precise understanding of all identified expressions; meanings are completely accurate within the context.	3 explanations demonstrate adequate understanding of most identified expressions; meanings are generally accurate but may lack precision.	2 explanations show limited or incorrect understanding of the identified expressions; significant misinterpretation of meanings.	1 explanation show limited or incorrect understanding of the identified expressions; significant misinterpretation of meanings.
Clarity of Explanation	All explanations are clear, concise and well-articulated using students' own words.	3 explanations are mostly clear with some original wording, but occasional vague language.	2 explanations are mostly clear with some original wording, but occasional vague language.	Explanations are unclear, overly wordy or rely heavily on dictionary definitions rather than own words
Contextual Understanding	4 explanations clearly relate to how the expressions function within the specific context of the paragraph.	3 explanations show some awareness of the context but may focus more on general meanings.	2 explanations show some awareness of the context but may focus more on general meanings.	Explanations show little or no awareness of how the expressions function in context.
Language Use	No grammatical or spelling errors; precise vocabulary enhances explanations.	Few minor grammatical or spelling errors; adequate vocabulary in explanations.	Multiple spelling errors but does not affect clarity of explanations.	Multiple grammatical or spelling errors that affects clarity of explanations.

WEEK 13: ORAL LANGUAGE

STRAND: ORAL LANGUAGE

Sub-Strand: Listening Comprehension

Learning Outcome: *Evaluate key information from level appropriate oral texts*

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

INTRODUCTION AND WEEK SUMMARY

This week introduces learners to the use of questioning techniques as a powerful tool to engage with oral texts, such as interviews, conversations and narratives. The goal is to build learners' capacity to listen critically, respond thoughtfully and develop meaningful discussions using both literal and inferential questions. Through structured pre-listening, during and post-listening activities, learners are guided to make predictions, take focused notes, analyse language use and tone and evaluate spoken texts. These lessons aim to sharpen listening comprehension and communication skills, encouraging learners to explore deeper meanings and respond with clarity and confidence. The week is designed to help learners draw on prior knowledge from earlier years, reinforcing the importance of active listening and critical questioning in academic and everyday contexts.

The indicator covered by the week is: Learning Indicator: Use question techniques to discuss level appropriate oral texts

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical strategies in this week are grounded in learner-centred, collaborative and interactive approaches. Teachers are encouraged to use group work, pair activities and guided listening tasks to help learners engage deeply with oral texts. Learners will predict content, take guided notes, answer structured questions and reflect on tone, purpose and message using the question ladder technique. These strategies are designed to move learners from surface understanding to deeper analysis and evaluation. Activities like recreating dialogues, ordering story events and predicting outcomes allow learners to apply questioning techniques in real-time. By encouraging learners to build on one another's responses and reflect critically, teachers help them internalise questioning as a lifelong skill in communication and comprehension.

ASSESSMENT SUMMARY

The assessments for this week are anchored at Depth of Knowledge Level 2, in line with the expectations of the learning indicator. Learners are required to listen attentively to short oral texts such as conversations and varied narratives and to respond accurately to comprehension questions that assess both literal understanding and inferential thinking. The focus is on enabling learners to recall key details, interpret meaning and analyse vocabulary in context. These tasks encourage learners to apply questioning techniques to demonstrate understanding and to build on listening skills developed from previous years. Teachers are expected to provide appropriate feedback and support to ensure learners meet the required standard and make meaningful progress.

Indicators	DOK Levels	Assessment strategies and/or modes
Use question techniques to discuss level-appropriate oral texts	2	Discussion/questioning

WEEK 13

Learning Indicator: Use question techniques to discuss level appropriate oral texts

Focal Area: Conversation: Interview/ Listening Comprehension/Narrative

Using **questioning techniques** to discuss **level-appropriate oral texts** is a powerful strategy to promote **critical thinking, comprehension and communication skills**. Below are activities to structure this process effectively, be it conversations/narratives.

1. *Pre-Listening / Pre-Watching*

- a. Learners predict: What do you think the speaker will talk about based on the title?
- b. Activate prior knowledge: What do you already know about this issue?

2. *While Listening*

Guided note-taking using a focus question:

- a. What rhetorical devices are used?
- b. How does the tone shift throughout the text?

3. *Post-Listening Discussion (Question-Based)*

Use a **Question Ladder** to move from surface to deeper questions:

- a. What was said? (recall)
- b. How was it said? (tone, style)
- c. Why was it said that way? (purpose, impact)
- d. What do you think of the approach? (evaluation)
- e. What would you change or ask next? (extension)

Example:

Short Listening Narrative: The Missed Bus

Narrator

It was exactly 7:34 a.m. when Maame realised, she'd forgotten her science project. Panic shot through her like lightning. She dashed back into the house, grabbed the poster board from the kitchen table and raced out again, only to see the bus pulling away from the stop.

The driver didn't see her waving desperately. Maya stood there, heart pounding, watching the tail lights disappear around the corner. For a moment, everything went quiet, except for the rustle of the wind and the distant honking of traffic.

She considered running to school, but it was nearly three miles away. Then she spotted her neighbour, Mr Patel, packing groceries into his car. Without thinking twice, she rushed over.

"Mr Nyarkoh, would you mind giving me a lift to school? I just missed the bus," she said, breathlessly.

He looked surprised, then smiled. "Of course! Hop in."

By the time they pulled into the school parking lot, Maame had caught her breath. She was still on time and most importantly, her science project was safe. As she walked into school, she promised herself never to forget it again—even if that meant taping it to the front door.

Listening Comprehension Questions

A. Literal Understanding

1. What time did Maame realise she had forgotten her project?
 - A. 7:00 a.m.
 - B. 7:15 a.m.
 - C. 7:34 a.m.
 - D. 8:00 a.m.
2. What item did she forget at home?
 - A. Her homework diary
 - B. Her lunch
 - C. Her school bag
 - D. Her science project

B. Inference

3. What does the phrase “panic shot through her like lightning” suggest about Maya’s feelings?
 - A. She felt sleepy
 - B. She was confused
 - C. She was excited
 - D. She was nervous and alarmed
4. Why did Maame ask Mr Nyarkoh for help?
 - A. Her project was too heavy
 - B. She missed the bus and needed a lift
 - C. She was lost
 - D. She was not thinking straight

C. Critical Thinking

5. What is the main theme of the story?
 - A. Forgetfulness
 - B. Friendship
 - C. Responsibility and problem-solving
 - D. Science projects

Listening Comprehension Conversation: After School Plans

Emma: Hello, Alex. Are you doing anything after school today?

Alex: Not really. I was planning to just go home and chill. Why?

Emma: Well, I was thinking of going to the new café near the park. Want to come?

Alex: The one that opened last weekend? I heard it’s a bit expensive.

Emma: Yeah, it is but they have a student discount if you show your school ID.

Alex: Oh, that’s good to know. What time were you thinking?

Emma: Around 4? That way we can walk there after school without rushing.

Alex: Sounds great. I'll let my mum know I'll be a bit late.

Emma: Cool. And maybe afterwards, we can pop into the bookshop next door. I need a new notebook.

Alex: Deal. Café and bookshop—best combination ever.

Listening Comprehension Questions

A. Multiple Choice

- What is Alex planning to do after school at the beginning of the conversation?
 - Go to the gym
 - Relax at home
 - Study at school
 - Visit a friend
- Why does Emma suggest going to the café?
 - It's new and offers a student discount
 - She forgot her lunch
 - She wants to try their sandwiches
 - She's meeting another friend there
- What time are they planning to go to the café?
 - 3:30
 - 4:00
 - 4:30
 - 5:00
- What does Emma plan to do after going to the café?
 - Buy a new phone
 - Go home
 - Meet her mum
 - Visit the bookshop

B. Short Answer

- What does Alex need to do before going to the café?
Answer: He needs to let his mum know he'll be a bit late.
- What item does Emma want to buy at the bookshop?
Answer: A new notebook.

Learning Tasks

- Learners listen to short narratives, news reports, everyday conversations and answer questions.
- Learners listen to a story or process and arrange events or steps in order.

3. Learners listen and predict the outcome of a story (Pause halfway through a recording and ask questions)
4. Learners recreate the conversation/narrative or continue it in character.

Pedagogical Exemplars

1. Building on What Others Say: Using building on what others say strategies, learners in groups listen to short narratives, news reports, everyday conversations and answer questions.
2. Group work: In mixed – ability/gender groups learners listen to a story or process and arrange events or steps in order.
3. Pair work: Learners in pairs, listen and predict the outcome of a story/conversation (Pause halfway through a recording and ask questions)

Key Assessment Level 2: Discussion & Questioning

The Forgotten Umbrella

Narrator

It had been raining all morning when Jake finally left the library. He paused at the door, hoping the storm had passed. But no luck—the rain was still falling in thick, grey sheets. He reached into his rucksack for his umbrella and sighed. It wasn't there. He had left it in the café where he'd had lunch an hour earlier. He considered going back, but the café was a fifteen-minute walk in the opposite direction.

With a deep breath and a resigned shrug, Jake pulled up the hood of his jacket and stepped out into the wet. His trainers soaked through in seconds and his hair stuck to his forehead. Still, as he passed the fountain in the town square, he smiled to himself. "At least I remembered to return my books," he thought.

Here are listening comprehension questions with an answer key based on the short extract, "The Forgotten Umbrella." These questions target literal understanding, inference and vocabulary in context and are ideal for secondary school learners.

Listening Comprehension Questions

A. Multiple Choice (Choose the correct answer)

1. Where was Jake before he stepped outside?
 - A. At home
 - B. At the library
 - C. In a café
 - D. On a bus
2. What had Jake forgotten?
 - A. His library books
 - B. His umbrella
 - C. His jacket
 - D. His lunch

3. Why didn't Jake go back for his umbrella?
 - A. He didn't care about it
 - B. It was broken
 - C. It was too far away
 - D. He had no time
4. How did Jake feel as he walked through the rain?
 - A. Angry and frustrated
 - B. Sad and cold
 - C. Cheerful despite being wet
 - D. Scared of the storm

B. Short Answer

5. What small achievement made Jake smile in the rain?
Answer: He remembered to return his library books.
6. What happened to Jake's trainers in the rain?
Answer: They got soaked/wet.

C. Vocabulary in Context

7. What does the phrase "resigned shrug" suggest about Jake's attitude?
 - A. He had given up resisting
 - B. He was excited
 - C. He was full of energy
 - D. He was very angry

Task Description

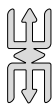
This assessment evaluates learners' ability to understand spoken English, extract key information from an audio passage and engage in meaningful discussion about the content. They will demonstrate their listening comprehension skills, critical thinking abilities and oral communication competence through this two-part activity.

PLC Session 13

45 minutes
Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.

- b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

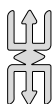
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **discussion and questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessment (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 13 Review

This week gave learners the opportunity to develop their listening comprehension and questioning skills through carefully structured oral texts, including conversations, interviews and narratives. By using questioning techniques before, during and after listening, learners built their ability to think critically, respond accurately and engage meaningfully with spoken texts. The activities promoted active listening and encouraged learners to explore tone, purpose and deeper meaning beyond the surface of what was said.

Pedagogical strategies such as pair work, group tasks and guided discussions helped create interactive and supportive environments for learners to practise and apply these skills. These approaches enabled learners to reflect on their listening habits and build confidence in responding to oral texts.

The Level 2 assessments allowed learners to demonstrate their understanding through a combination of multiple-choice and short answer questions, targeting both recall and inference. By drawing on prior knowledge and using questioning as a tool for comprehension, learners strengthened their listening and communication skills—skills that are essential for academic success and real-life interactions.



MARKING SCHEME FOR THE KEY ASSESSMENT

WEEK 13

Criteria	Excellent (5 marks)	Very good (4marks)	Good (3marks)	Satisfactory (2 marks)	Needs Improvement (1mark)
<i>Listening Comprehension Accuracy</i>	<i>Accurately answers 5 questions; demonstrates thorough understanding of both explicit and implicit content.</i>	<i>Accurately answers 4 questions; demonstrates thorough understanding of both explicit and implicit content.</i>	<i>Accurately answers 3 questions; demonstrates thorough understanding of both explicit and implicit content.</i>	<i>Accurately answers 2 questions; demonstrates adequate understanding of main content.</i>	<i>Accurately answers fewer than 2 questions; demonstrates limited understanding of content.</i>
<i>Discussion Participation</i>	<i>Actively contributes throughout with 5 thoughtful comments; asks insightful questions; effectively responds to others.</i>	<i>Actively contributes throughout with 4 thoughtful comments; asks insightful questions; effectively responds to others.</i>	<i>Actively contributes throughout with 3 thoughtful comments; asks insightful questions; effectively responds to others.</i>	<i>Makes 2 required minimum contributions; asks and responds to questions with reasonable relevance.</i>	<i>Limited participation; comments lack substance; minimal interaction with other group members.</i>
<i>Critical Thinking</i>	<i>Demonstrates insightful analysis; makes 5 meaningful connections to personal experience/ knowledge; considers multiple perspectives.</i>	<i>Demonstrates insightful analysis; makes 4 meaningful connections to personal experience/ knowledge; considers multiple perspectives.</i>	<i>Demonstrates insightful analysis; makes 3 meaningful connections to personal experience/ knowledge; considers multiple perspectives.</i>	<i>Shows some analysis; makes 2 basic connections; acknowledges different viewpoints.</i>	<i>Shows minimal analysis; makes few than 2 connections; considers only one perspective.</i>
<i>Active Listening</i>	<i>Consistently demonstrates active listening during group discussion; builds on others' points; references 5 specific comments from peers</i>	<i>Consistently demonstrates active listening during group discussion; builds on others' points; references 4 specific comments from peers</i>	<i>Consistently demonstrates active listening during group discussion; builds on others' points; references 3 specific comments from peers</i>	<i>Sometimes demonstrates active listening; occasionally references 2 others' points.</i>	<i>Rarely demonstrates active listening; responds without reference to what others have said.</i>

WEEK 14: READING

STRAND: READING

Sub-strand: Reading Comprehension

Learning Outcome: *Exhibit increasing confidence and interest in independent reading and text analysis.*

Content Standard: *Demonstrate understanding of different types of reading strategies and use them to interact with a variety of level appropriate texts.*

INTRODUCTION AND WEEK SUMMARY

Welcome to **WEEK 14**. In this week, we will explore the art of text extension. The lesson will provide a comprehensive guide to creating meaningful extensions that maintain the original tone, style and themes of the text. This will enable learners to engage deeply with literature and encourage them to think creatively and critically. The lesson will help learners to create extensions, whether in the form of an alternative ending, a character's diary entry or a reflective monologue. Learners will demonstrate their understanding and personal connection to the material or text used. Additionally, the assessment will serve as an evaluation of how learners understood the lesson and how creative they can get while at that. The lesson should be treated to accommodate that and the needed guidance or remediation should be given where needed.

The indicator covered by this week is: Create extension for a variety of texts (L4).

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week explores pedagogical strategies that enhance students' ability to create meaningful extensions of texts. These strategies include collaborative learning which encourages critical thinking and allows students to engage deeply with the material. This will promote diverse interpretations and a richer understanding of the text. As learners work in groups, they will fine tune their 21st century skills through discussion, reading and presentation. These strategies not only enhance comprehension but also promote essential skills like communication and collaboration as well as critical thinking and teamwork, preparing students for academic success and lifelong learning.

ASSESSMENT SUMMARY

In this week, the assessment tasks are designed to evaluate students' ability to extend narratives creatively while demonstrating a deep understanding of the original text. The first task involves reading the story "The Ancestral Pot of Wealth" and writing an extension that stays true to the original themes, characters and tone. This exercise assesses students' comprehension and their ability to maintain consistency in narrative voice.

The second task invites students to select any Ghanaian folktale and write a creative extension. These stories offer rich cultural contexts and themes for students to explore. By engaging with these texts, learners can demonstrate their ability to extend narratives meaningfully and thoughtfully.

Indicators	DOK Levels	Assessment strategies and/or modes
Create extension for a variety of texts	4	Essay

WEEK 14

Learning Indicator: *Create extension for a variety of texts (L4)*

Focal Area: Creating Extension for Varied Texts

Creating an Extension

Creating an extension involves adding to or modifying a given text in a way that maintains the original content. This means adding new information to a story, poem or passage without changing its original meaning, characters or theme. Therefore, the extension must remain faithful to its original content, style and tone/mood while also showing or revealing creativity and deeper understanding of the text. In this case, the story is expanded in a way to make sense and add value. Creating an extension shows that you understand the original text deeply, can think creatively and critically, know how to maintain the same tone/mood, style and voice and can use your own ideas while keeping true to the message.

Types of Extension One Can Write

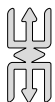
S/N	Type of Extension	Description
1	Alternative Ending	Writing or creating a new way the story could end. That is, what if the story ended differently from the original one?
2	Epilogue	Creating a short section revealing what happens later. This provides information on what happens to the characters after the story ends.
3	Letter	Writing from one person to another expressing hidden feelings or talking about events or incidents.
4	Diary Entry	This reflects a character's private thoughts before, during or after events or incidents.
5	Monologue	This is a speech that reveals a character's inner thoughts or a character reflecting aloud on events or incidents.
6	Flashback	This shows a scene from the past that adds new meaning. It introduces or brings in missing events or moments that add meaning to the story.

How to Create an Extension to a Given Text

To create an extension of a given text, the following ideas should be considered:

1. Understand the original or main text: Identify the main characters, setting, plot, conflict, theme, tone/mood and point of view.
2. Decide on the type of extension: Choose the appropriate type of extension such as alternative ending, epilogue, letter, diary entry, monologue or flashback.
3. Stay true to the original tone/mood and style: Use similar diction or vocabulary, maintain the form and keep character voices consistent with the original text.
4. Include context and cultural relevance: Ensure that your extension reflects the setting, beliefs or customs where appropriate. You should incorporate cultural and social values that reflect the original text.

5. Use evidence and inference: Provide clues from the text and ensure your ideas included in the extension do not contradict the original plot or characters.
6. Show critical thinking and creativity: Explore hidden motives, outcomes or consequences in the original text and add something new.
7. Revise and edit carefully: Proofread your extension to maintain language coherence.



Note

Revise elements of a story such as character, conflict, point of view, theme and background.

Guidelines/Strategies to Teach Creating Extension of Texts

The strategies below can help teach how to create extension of texts effectively:

1. Share the learning outcomes: Let learners know how the lesson will impact their life.
2. Connect learners to familiar texts: Select familiar local folktales or relatable texts.
3. Model a short familiar story to help learners analyse character traits and themes.
4. Break the task into manageable steps as indicated below:
 - a. Understand the original text (Who? Why? How?)
 - b. Choose a type of extension
 - c. Plan (using a story map or outline)
 - d. Write (in their voice keeping tone consistent)
 - e. Review (self-check and peer feedback)
5. Encourage creativity among learners in relation to task performance.
6. Incorporate reflective activities to deepen understanding and encourage confidence.
7. Provide real-life situations to connect the skill to writing in journalism, creative writing and literature.
8. Celebrate learners' effort by allowing them to share their extensions to the whole class through gallery walk.

Summary of Teaching Tips

What to do?	Why it works?
Model your thinking	Helps learners see the process step-by-step
Scaffold tasks	Supports different ability levels
Use relevant texts	Makes the lesson culturally meaningful
Encourage choice	Increases motivation
Provide feedback	Improves quality and confidence
Reflect on learning	Reinforces skills and insights

Guidance for Assessment on Creating Extension of Given Texts

1. Review the story or text with learners beforehand to ensure comprehension.
2. Clarify expectations and assessment criteria before they begin.
3. Encourage use of graphic organisers (story maps, character charts) for planning.
4. Allow for peer review and self-reflection as part of the process.

Learning Tasks

1. Learners read sampled varied texts to identify themes.
2. Learners discuss key elements of a given text.
3. Learners create an extension to a given text.

Pedagogical Exemplars

Group Work/Collaborative Learning

1. In mixed-ability groups, learners read story excerpts or poems and identify various themes or the main message, events or incidents from the text.
2. In groups, learners identify and discuss the key elements such as main character, conflict, themes and narrative styles of the stories read. Groups should be encouraged to tolerate and respect each member's views.
3. In groups, learners discuss what happened in the story, what questions remain unanswered and which character's perspective could be explored.
4. Working in pairs, learners brainstorm and collaboratively create an extension for the story. Give learners the opportunity to create an extension for a variety of literary works (prose, drama or poem) in a similar manner.
5. Each pair shares their story with another pair and together they review their ideas and revise the extension to make it better. Each group pastes their extension on the classroom walls for a gallery walk.
6. Learners critique one another's work positively (constructively) after the gallery walk.

Key Assessment Level 4: Essay

1. Read any Ghanaian folktale of your choice and write a creative extension of it.

Examples:

- a. *The Dilemma of a Ghost* by Ama Ata Aidoo
- b. *Ananse and the Pot of Wisdom*

2. Read the story below carefully and write an extension of it.

The Ancestral Pot of Wealth

Adwoa who had been battling with poverty for many years, one day, discovered a mysterious pot of gold in her grandmother's room and decided to free her ancestral hometown immediately...

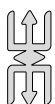
Task Description

Learners are required to write a creative extension to the story starter “The Ancestral Pot of Wealth” about Adwoa who discovers a mysterious pot of gold in her grandmother’s room and decides to free her ancestral hometown. This assessment task expects learners to write standard narrative composition which aims to evaluate their skills in character development, plot construction, thematic exploration and language use.

PLC Session 14

45 minutes Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week’s concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week’s content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week’s concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



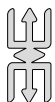
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week’s key assessment with your app
 - a. The key assessment for the week is **essay**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the essay (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week’s content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about ‘How do I teach this?’ but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 14 Review

Week 14 provided a comprehensive approach to enhancing students’ reading comprehension through the creative exercise of extending texts. Building upon foundational skills developed in earlier years, this week encouraged learners to learn more about narratives. The lesson promoted critical thinking and imaginative writing. The carefully designed assessment tasks evaluated learners’ ability to extend narratives while maintaining consistency with its tone. The week offered an overall framework for learners to develop and enhance their comprehension skills, needed for higher educational levels, lifelong learning and the world of work.



MARKING SCHEME FOR THE KEY ASSESSMENT

Criteria	Excellent (5 marks)	Very Good (4 marks)	Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
Content	A good imaginative continuation with 5 original ideas; thoughtful exploration of themes (e.g., wealth and responsibility); ; unexpected but logical plot development	Creative continuation with 4 good ideas; clear theme exploration; logical plot development	Creative continuation with 3 creative elements: simple theme exploration, predictable plot	Basic continuation with 2 creative elements: simple theme exploration, predictable plot	1 Minimal creativity; weak connection to the story starter; undeveloped theme
Organisation and Structure	Excellent story structure (plot) with clear beginning, middle and end; use of dialogue	Good structure with evident beginning, middle and end; good connection to starter.	Basic structure present; reasonable connection to starter; use of dialogue	Basic structure present; reasonable connection to starter with few consistencies	Poor structure; weak connection to starter.
Language Use	Rich vocabulary; 4 varied sentence structures; effective use of 5 literary devices (e.g., metaphor, simile, imagery, symbolism, personification).	Good vocabulary; some 3-sentence variety; adequate use of 4 literary devices; minor grammar errors	Good vocabulary; some 2-sentence variety; adequate use of 3 literary devices; minor grammar errors	Basic vocabulary; 2 sentence variety ; attempted use of 2 literary devices; some grammar errors	Limited vocabulary; repetitive sentences; missing literary devices; frequent grammar errors
Mechanics	Appropriate spelling, punctuation and paragraphing, error-free grammar (e.g., correct use of tenses).	Few errors in spelling, punctuation, tenses and paragraphing	Several errors in spelling, punctuation, tenses and paragraphing but does not interfere with the message	Several errors in spelling, punctuation, tenses and paragraphing which interfere with the message	Numerous errors that impede understanding

WEEK 15: GRAMMAR

STRAND: GRAMMAR

Sub-strand: Grammar Usage

Learning Outcome: *Apply knowledge of rules when converting indirect speech to direct speech and vice versa.*

Content Standard: *Understand and use direct and reported speeches appropriately.*

INTRODUCTION AND WEEK SUMMARY

In this week, learners will explore the transformation between direct and indirect speech, a fundamental aspect of effective communication. They will understand how to accurately report what others have said, both by quoting their exact words and by conveying the essence of their message. Through engaging pedagogy, learners will practice converting sentences from direct to indirect speech and vice versa, paying close attention to changes in pronouns, verb tenses and time expressions. By the end of this week, learners will be equipped with the skills to use both forms of speech appropriately, enhancing their ability to communicate clearly and effectively in various contexts.

The indicator covered by the week is: Determine and use direct/indirect speech forms in context (L2).

SUMMARY OF PEDAGOGICAL EXEMPLARS

In this week, teachers are encouraged to employ a variety of interactive and collaborative teaching strategies to help learners grasp the nuances of direct and indirect speech. Through collaborative learning, learners work in mixed-ability groups to identify and distinguish between direct and indirect speech in given sentences. Experiential learning is also emphasised with learners participating in role-play activities that simulate real-life scenarios. By integrating these pedagogical strategies, teachers can create an engaging and supportive learning environment that enhances learners' proficiency in using direct and indirect speech.

ASSESSMENT SUMMARY

In this week, the assessment task is designed to evaluate learners' ability to determine and appropriately use direct and indirect speech forms within context. This aligns with Depth of Knowledge (DOK) Level 2, which requires learners to engage in skills and concepts that involve some mental processing beyond recalling or reproducing a response. This will allow learners to demonstrate their understanding by accurately converting sentences between direct and indirect speech, paying attention to changes in pronouns, verb tenses and time expressions. This task assesses learners' comprehension and application of the rules governing direct and indirect speech, ensuring they can use these forms effectively in various contexts.

Indicators	DOK Levels	Assessment strategies and/or modes
Determine and use direct/indirect speech forms in context	2	Individual class work

WEEK 15

Learning Indicator: Determine and use direct/indirect speech forms in context (L2)

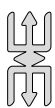
Focal Area: **SPEECH FORMS: Direct and Indirect Speech**

Direct Speech

Direct speech refers to the exact words spoken by a person or speaker. It is written inside quotation marks (“...”) and usually introduced by a reporting verb such as *told*, *asked*, *promised* and *said*.

The structure of direct speech: [Reporting clause], + “[Exact words of the speaker]” or “[Exact words of the speaker]” + [Reporting clause].

Example: Adabang said, “I’m going to the farm.” Or “I am going to the farm” Adabang said.



Note

- The sentence indicates exactly what the speaker (Adabang) said with no changes.
- The speaker’s words are put into quotation marks.
- The tense of the verb remains the same as when the speaker spoke.

Other Examples of Direct Speech

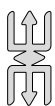
1. Kukua said, “I forgot my car keys at home.”
2. The teacher asked, “Have you submitted your homework?”
3. “We will go to the market after school,” Selasi said.
4. Father said, “You must sweep the kitchen before evening.”
5. Orrison shouted, “There is no water in the tank.”

Indirect Speech

Indirect speech is reporting what a speaker has said without using quotation marks. It does not report the exact words of the speaker but the intention is retained. In indirect speech, the sentence is often changed to fit into the speaker’s perspective, usually shifting tenses, pronouns and time expressions but the intent remains the same. Indirect speech is also known as reported speech.

The structure of indirect speech is: [Reporting clause] + that (could be omitted) + [reported clause (without quotation marks)].

Example: Adabang said that he was going to the farm.



Note

- No quotation marks are used.
- The tense of the verb in the reported speech often changes or shifts from present to past.
- The pronoun also changes sometimes. E.g., “I” (first person) could change to “he/she” (third person) because we are reporting what the speaker (Adabang) said.

- *Time expressions like today, tomorrow, here and now may also change (sometimes) to that day, the next day, there and then respectively.*

Other Examples of Indirect Speech

1. Kukua said that she had forgotten her car keys at home.
2. The teacher asked if we had submitted our homework.
3. Selasi told her brother that they would go to the market after school.
4. Father said that I had to sweep the kitchen before evening.
5. Orrison shouted that there was no water in the tank.

Some Basic Principles for Changing Direct Speech into Indirect Speech and vice versa

Direct Speech into Indirect Speech

1. Remove quotation marks and use words such as ‘that’, ‘if’ or ‘whether’ after reporting verb.
E.g., Abena said, “I am tired.” [direct]
Abena said that is was tired. [indirect]
2. Change the pronouns to match the speaker and listener in the reporting context.
E.g. Kumah said, “I love mathematics.” [direct]
Kumah said he loves mathematics. [indirect]
3. Change the verb tense of the quoted speech into the past tense or from simple past to past perfect.
E.g., “We are late”, she said. [direct]
She said they are late. [indirect]
4. Time and place words in direct speech usually change in indirect speech.
E.g. Kwabena replied, “My mother will work tomorrow.” [direct]
He replied that his mother would work the next day. [indirect]
5. Use verbs such as said, told, explained, replied, asked in the reporting speech. Use “told” only when you mention the listener.
E.g He told me that he was hungry. [indirect]
6. Change question marks and commands in the reported speech.
E.g. “Are they here”, the teacher asked? [direct]
The teacher asked if they were there. [indirect] or
The teacher asked if they were here. [indirect]
Also: “Sweep the classroom”, the prefect said. [direct]
The prefect told us to sweep the classroom. [indirect]

Indirect Speech into Direct Speech

1. Put the speaker's exact words inside quotation marks ("...") and start the quoted speech with a **capital letter**.

E.g., She said that she was tired. [indirect]

She said, "I am tired." [direct]

2. Change the verb tense in the reported speech back to the original form (present/future tense) to reflect the words of the speaker.

E.g. He said that he was polite. [indirect]

He said, "I am polite." [direct]

3. Replace pronouns to match the original voice of the speaker.

E.g. Kabutey said that he loved fruits. [indirect]

Kabutey said, "I love fruits." [direct]

4. Adjust time and place references to reflect the moment the exact words were spoken.

E.g. Asiedua said that she would visit her grandma the next day. [indirect]

Asiedua said, "I will visit my grandma tomorrow." [direct]

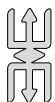
5. Restore question and imperative forms appropriately.

E.g. They asked where I lived. [indirect]

They asked, "Where do you live?" [direct]

Also: She told me to open the window for ventilation. [indirect]

She said, "Open the window for ventilation." [direct]



Note

Make conscious effort to connect direct and indirect speech to real-world applications, such as summary writing, report writing, news reporting, narrative writing, dialogues and answering comprehension questions.

Learning Tasks

1. Learners identify direct and indirect speech in a sentence
2. Learners distinguish between direct and indirect speech in context
3. Learners convert sentences from direct to indirect speech and vice versa
4. Learners role-play scenarios reporting on direct and indirect speech

Pedagogical Exemplars

Collaborative Learning

1. In mixed-ability groups, learners work collaboratively to identify direct and indirect speech in given sentences.
2. Learners distinguish between direct and indirect speech in the given sentences.

3. In small groups, using conversion drills, learners use dialogue to convert direct speeches to indirect speeches and vice versa. Learners then discuss principles of changing direct speech to indirect speech and vice versa.

E.g.

Razak: I'm tired. [direct]

Aku: Razak says he is tired [indirect] or

Razak said he was tired. [indirect]

Experiential Learning: Using role-play ensuring tolerance for one another's views, learners work in mixed ability groups collaborating and communicating verbally using materials from journalism and literature to report on direct and indirect speech.

Talk for Learning: Learners use pair conversation drills to distinguish and change samples of direct speeches into indirect/reported speeches encouraging active participation and tolerance

Key Assessment Level 2: Individual Classwork

1. Convert sentences **a - c** into indirect speech and sentences **d and e** into direct speech:
 - a. Esther said, "My mother is baking bread."
 - b. Anane asked, "Are you going to the durbar tomorrow?"
 - c. "We love to watch GTV on weekends," the children said.
 - d. The judge said that she would hear the case the next day.
 - e. Kwasi mentioned that his uncle had travelled to Brehman.

Task Description

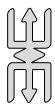
This assessment evaluates learners' ability to apply knowledge of rules when converting between direct and indirect speech, a key grammatical skill required to improve their communication proficiency as well as their confidence.

PLC Session 15

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

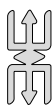
4. Plan the week's key assessment with your app

- The key assessment for the week is **individual classwork**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the classwork (NTS 3k-3q).

10 minutes

Content Exploration

- As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - all teachers in the group work through a similar problem individually for 3–4 minutes
 - the group then works through the problem together step by step
 - highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes

Enactment

- Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?
 - were the examples grounded in contexts familiar to Ghanaian learners?
 - did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 15 Review

This week provided a comprehensive approach to teaching direct and indirect speech, an essential component of effective communication. The week explored a wide range of pedagogical exemplars to help achieve the outcome and indicator for the week. The carefully developed assessment tasks evaluated learners' ability to determine and use direct and indirect speech forms within given contexts. This aligned with DoK level 2. In all the week promoted critical thinking, communication and collaboration and also inspired confidence as teachers created engaging and supportive learning environments to enhance learning.



MARKING SCHEMES FOR THE KEY ASSESSMENT

Sample Marking Scheme/Rubric (10 marks total)

For each correct conversion (2 marks per sentence)

Criteria	Mark allocation
1. <i>Direct to Indirect Speech (Sentences 1–3):</i> a. <i>Correct reporting verb structure</i> b. <i>Correct pronoun changes</i> c. <i>Correct tense changes</i> d. <i>Correct time/place reference changes</i>	<i>Half mark (1/2) each</i>
2. <i>Indirect to Direct (Sentences d and e):</i> a. <i>Correct quotation marks placement</i> b. <i>Correct pronoun changes</i> c. <i>Correct tense changes</i> d. <i>Correct punctuation within quotation marks</i>	<i>Half mark (1/2) each</i>

Model Answers

Direct to Indirect Speech

1. Esther said that her mother was baking bread.
2. Anane asked if/whether I/we/they were going to the durbar the next day/the following day.
3. The children said that they loved to watch GTV on weekends.

Indirect to Direct Speech

4. The judge said, "I will hear the case tomorrow."
5. Kwasi mentioned, "My uncle has travelled to Breman."

WEEK 16: WRITING

STRAND: WRITING

Sub-strand: Text Types and Purposes

Learning Outcome: *Generate a curriculum vitae/resume, business proposal and personal statement based on assigned subjects, employing the suitable structure and format*

Content Standard: *Apply writing skills to specific life situations*

INTRODUCTION AND WEEK SUMMARY

Welcome to Week 16. This week, learners will learn to compose curriculum vitae (CV) or resume. The week will guide teachers with strategies to teach CV writing and the components of a good CV. There are pedagogical exemplars that aim to draw from learners' experiences and encourage them to work collaboratively and individually. The assessments which are pinned to level three (L3) are to ensure that learners think strategically as they answer questions on CV writing. The importance of a good CV and its relevance to learners as they leave the Senior High School space into the world of work especially cannot be overemphasised. The lesson should be tailored to meet the learners' learning needs.

The indicator covered by the week is: Compose curriculum vitae/resume, business proposal and personal statement/statement of purpose on given topics using appropriate format (L3)

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week's lessons focus on experiential, collaborative and individual learning, where learners explore the structure and purpose of CVs through active engagement. Learners could be tasked to work in mixed-ability groups to analyse examples and identify key features and critique strengths and weaknesses. Through guided collaboration, they could improve poorly written CVs, creating posters for peer feedback to build confidence and refine their understanding. Individually, learners could create their own CVs in response to real-world adverts or scholarship opportunities, ensuring alignment between their personal details and the role's requirements. Teachers are to emphasise clarity, formal tone and relevance while guiding learners to evaluate their work using agreed criteria. These activities help prepare learners for academic progression and future employment.

ASSESSMENT SUMMARY

The assessments for this indicator are pitched at level three to encourage strategic thinking and real-world application. Learners are required to independently compose a curriculum vitae or resume, using appropriate formats and aligning content to specific prompts or contexts. These tasks demand that learners make purposeful decisions about structure, tone and relevance while showcasing their personal strengths, academic background and career aspirations. The emphasis is on producing coherent, persuasive and well-organised documents that meet conventional standards. Through these assessments, learners will be prepared to engage meaningfully with academic and professional opportunities beyond the classroom.

Indicators	DOK Levels	Assessment strategies and/or modes
Compose curriculum vitae/resume, business proposal and personal statement/statement of purpose on given topics using appropriate format	3	Individual presentation

WEEK 16

Learning Indicator: *Compose curriculum vitae/resume, business proposal and personal statement/ statement of purpose on given topics using appropriate format (L3)*

Focal Area: COMPOSING CURRICULUM VITAE / RESUME

Curriculum Vitae (CV) / Resume

A Curriculum Vitae, also known as Resume refers to a formal written document that outlines a person's educational background, work experience, skills, achievements and personal details. It is often used when applying for internships, jobs, scholarships and further studies.

The Components of a Good CV / Resume

1. **Personal Details:** This includes full name, address, phone number and nationality.
2. **Profile/Career Objective:** It is a brief paragraph summarising your background, skills and career goals aligned with the role you are applying for.
3. **Education Background:** Provides a list of schools attended and qualifications obtained starting with the most recent.
4. **Work Experience:** Gives details of past jobs, internships or voluntary work, including the organisation, role, dates and responsibilities you were assigned to.
5. **Skills:** Information on specific abilities such as ICT proficiency, languages, communication and leadership, i.e., any other relevant skill.
6. **Achievements and Awards:** Any notable achievements like academic awards, certificates and leadership positions.
7. **Referees:** Often two people (e.g., teachers, community leaders) who can vouch for your personality or character and abilities. It includes their full names, titles and contact information (phone number and/or email address).

Sample CV /Resume Template

[Your Full Name]

[Town/City/Region/Nationality]

[Phone Number]

[Email Address]

Profile / Career Objective

A highly motivated and disciplined SHS graduate with excellent communication and organisational skills. Eager to contribute effectively to a professional environment while gaining practical experience. Seeking an opportunity where I can apply my academic knowledge, take on new challenges and learn new skills.

Education Background

Senior High School Certificate (WASSCE)

[Name of School], [Town/City]

September 2020 – June 2023

- Elective Subjects: [e.g., Elective Mathematics, Management, Accounting, Economics]
- Core Subjects: English Language, Mathematics, Integrated Science, Social Studies

Junior High School Certificate (BECE)

[Name of School], [Town/City]

September 2017 – June 2020

- Subjects: [e.g., English Language, Mathematics, Science, Religious Studies, Creative Art]
-

Work Experience

Intern – Administrative Assistant

[Organisation Name], [Town/City]

July 2022 – August 2023

- Filed documents and organised records.
- Assisted with preparing reports and managing schedules.
- Provided support for visitors and staff.

Volunteer – Community Clean-up Project

[Local Assembly or NGO Name], [Location]

April 2023

- Participated in organising and leading a sanitation campaign.
 - Educated residents on proper waste disposal methods.
-

Skills

- Proficiency in Microsoft Word, Excel and PowerPoint
 - Excellent written and oral communication skills
 - Good leadership and teamwork abilities
 - Time management and attention to detail
-

Achievements and Awards

- Best Student in English Language – 2023
 - Certificate of Participation – 2023 Ghana National Essay Competition
 - Assistant School Prefect – 2022/2023 Academic Year
-

Referees

Mr. Benjamin Orrison Akrono

English Tutor, Islamic Girls' SHS, Suhum

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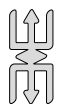
Jamin15@gmail.com

Mrs. Perfect Selasi Quashie

Assembly Member [Community Name]

024XXXXXXX

perfqselas123@gmail.com

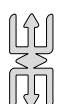


Note

A CV or Resume varies according to function. For example, a CV for employment differs from a CV for scholarship. However, the variation can be only a modification of certain information based on the purpose of the CV or resume.

Strategies to Teach Curriculum Vitae / Resume

1. Use real-life examples.
2. Model the writing process.
3. Role play with job adverts or admission for further studies.
4. Encourage peer review activities for constructive feedback.
5. Use the appropriate template (British format) and teach how to make modifications to suit different purposes (e.g. academic and employment).
6. Emphasise the use of formal language and accuracy.



Note

Integrate technology- guide learners to type their CVs/resume using word processor and teach formatting skills: fonts, spacing, bold headings and bullet points.

Learning Tasks

1. Learners analyse the structure and features of a CV / resume.
2. Learners evaluate sample CVs and identify strengths and weaknesses.
3. Learners compose a well-organised CV / resume for a specific job opportunity.

Pedagogical Exemplars

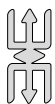
Experiential Learning

In mixed-ability groups, learners analyse printed or projected sample CVs / resume and identify the key features/components such as personal details, profile/objective statement, education, work experience, skills and references of a good CV / resume.

Group Work/Collaboration

1. In mixed-ability groups, learners evaluate sample CVs / resume (well-written and poorly written) to identify the strengths and weaknesses. Each group shares key findings with the class.
2. In mixed-ability group, learners rewrite the poorly written CVs / resume using the well-written ones as a guide/standard. Each group makes a poster of their written CV / resume for constructive feedback.

Individual Work: Learners individually compose or write their own CVs / resume based on a local job advert or admission scholarship.



Note

Emphasise alignment of personal information, qualifications and experiences with the role. Evaluate the work using the rubrics such as structure, clarity, grammar and relevance. Encourage the use of formal tone.

Key Assessment Level 3: Individual Presentation

1. You are applying for a National Service posting at a district assembly in your country. Write a Profile Statement (3 – 4 sentences) for your CV/resume that summarises your skills, background and professional goal.
2. You are applying for a university scholarship admission in one of the universities in your country. Write a good CV for the opportunity.
3. A local NGO has put up the advert below for a job opportunity. Compose a good CV / resume aligned to the position. Ensure your CV / resume includes all the standard weeks.

Vacant Position: Administrative Assistant- A local NGO in Walewale is seeking a smart and organised SHS graduate for a 1-year administrative role. Applicants must be proficient in Microsoft Office and have good communication skills.

Task Description

Learners are required to write a good CV that demonstrates their academic excellence, leadership potential and community involvement. Their task is to create a compelling and professional CV that makes them suitable for the scholarship. This task evaluates learners' ability to create a functional writing that effectively showcases their qualifications and achievements. CV writing is an essential skill that demonstrates learners' ability to apply writing skills to specific life situations.

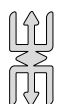
PLC Session 16

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to

- a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
- b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



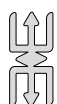
Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **individual presentation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the essay (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?

- ii. were the examples grounded in contexts familiar to Ghanaian learners?
- iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 16 Review

This week offered an in-depth focus on formal writing, particularly the composition of curriculum vitae (CV). The lessons have been fashioned to help learners understand and produce CVs with confidence and clarity. The week aimed to build learners' ability to align format with purpose while drawing on their personal strengths, interest and goals. The teaching approaches encouraged both group-based collaboration and independent reflection, ensuring learners engaged meaningfully with real-world tasks. On the whole, this week's focus prepared learners for life beyond the classroom, helping them to navigate opportunities in further education, employment and personal development.



MARKING SCHEME FOR THE KEY ASSESSMENT

WEEK 16

Criteria	Very Good (5marks)	Good (4 marks)	Satisfactory (2marks)	Needs Improvement (1mark)
<i>Format and Structure</i>	<i>Excellent format with clear professional layout; excellent use of headings and spacing; well-organised information</i>	<i>Well-formatted with good layout; appropriate headings and spacing, good organisation</i>	<i>Basic format with adequate headings; reasonable organisation with some inconsistencies</i>	<i>Poor formatting; confusing organisation; missing key structural elements</i>
<i>Content Relevance</i>	<i>Exceptional selection of relevant content; outstanding emphasis on achievements applicable to scholarship; excellent prioritisation of information</i>	<i>Good selection of relevant content; appropriate emphasis on achievements; proper prioritisation of information</i>	<i>Adequate content selection with some irrelevant information; basic emphasis on achievements</i>	<i>Mostly irrelevant content; fails to emphasise key achievements; poor prioritisation</i>
<i>Expression</i>	<i>Convincing presentation of qualifications; compelling case for scholarship selection</i>	<i>Good presentation of qualifications; makes a reasonable case for selection</i>	<i>Adequate presentation of qualifications; basic case for selection</i>	<i>Weak presentation of qualifications; unconvincing case for selection</i>

WEEK 17: ORAL LANGUAGE

STRAND: ORAL LANGUAGE

Sub-strand: Conversation/Communication

Learning Outcome: *Use effective strategies to engage in extensive talk on both local and global issues*

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

INTRODUCTION AND WEEK SUMMARY

Welcome to this week. This week, learners will engage in meaningful discussions centred on current issues shaping both their immediate communities and the wider world. The focus is on asking and responding to critical questions about topics such as climate change, youth unemployment and education policy. These lessons are designed to help learners think beyond the surface, examining causes, consequences and possible solutions. Through structured dialogue and debate, they will learn to support their ideas with evidence, listen to differing viewpoints and communicate with respect and clarity. The week builds essential skills in reasoning, empathy and informed expression—tools that are vital for academic growth and responsible global citizenship.

The indicator covered by the week is: Ask and respond to critical questions about topical issues happening both locally and globally (L3)

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week's lessons encourage thoughtful dialogue and critical engagement with both local and global issues. Learners build on one another's ideas by discussing real-life situations such as flooding in Accra, youth unemployment and climate change, using newspaper articles and audio-visual clips to ground their views. In paired tasks, they draw topic cards and pose analytical questions to peers, encouraging deeper thinking and reasoned responses. Emphasis is placed on respectful communication, considering differences in gender, ethnicity and background. Through structured debates in mixed-ability groups, learners defend their perspectives while remaining open to alternative views. These activities develop learners' confidence, reasoning skills and awareness of how to communicate thoughtfully and sensitively in varied contexts.

ASSESSMENT SUMMARY

The assessment for this indicator is purposefully aligned to level three, requiring learners to engage in strategic thinking as they interrogate and respond to complex, real-world issues. Learners are tasked with critically analysing topical matters—such as Ghana's Free SHS policy—by examining its broader socio-economic impact. The assessment compels learners to support their viewpoints with relevant evidence while anticipating and addressing counterarguments. This goes beyond surface-level discussion, demanding careful reasoning, informed judgment and the ability to weigh multiple

perspectives. Through this assessment, learners sharpen their analytical and evaluative skills, preparing them for thoughtful engagement in academic discourse and informed citizenship in both local and global contexts.

Indicators	DOK Levels	Assessment strategies and/or modes
Ask and respond to critical questions about topical issues happening both locally and globally	3	Group discussion

WEEK 17

Learning Indicator: Ask and respond to critical questions about topical issues happening both locally and globally (L3)

Focal Area: Critical Questions on Topical Issues (Local and Global)

Topical Issues: They are current and important events or problems that are widely discussed or debated in society at a particular time. These can be local, national and global in nature and often affect people and attract public attention. Topical issues often relate to governance, health, the economy, the environment, education and social matters.

Examples: *Youth and drug related issues*
Illegal mining
Flooding in Ghana
Food security
Migration and refugee crisis
Artificial Intelligence and job automation

Critical Questions: Refer to questions that go beyond basic information and require analysis, inference and justification.

Examples: *Examine the long-term effects of poor sanitation on tourism in Ghana.*
How is climate change affecting agricultural production in Ghana and across Africa?

Strategies to Teach the Lesson Effectively

1. Select relatable topical issues (e.g., galamsey, flooding, economic hardship)
2. Begin with an engaging question or real-life scenario (e.g., Imagine your community is affected by illegal mining - what would you ask your MP if given the chance?). Emphasise the relevance of asking thought-provoking questions.
3. Make clear distinction between literal, inferential and critical questions (model the process).
4. Guide question development through scaffolding.
5. Encourage peer learning.
6. Use formative feedback techniques.
7. Have post-lesson reflection in relation to real-life application.

Learning Tasks

1. Learners identify local and global issues from credible sources.
2. Learners formulate analytical and interpretative questions on issues.
3. Learners respond appropriately to questions using logical reasoning and evidence.

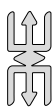
4. Learners discuss viewpoints and consider alternative perspectives.

Pedagogical Exemplars

Building on What Others Say: In dialogues, learners identify relatable situations such as flooding in Accra, youth unemployment in Ghana, military government in Africa, climate change and conflicts in the Middle East and meaningfully interact with their peers on such local and global issues. Support the activity with newspaper articles and audio-visual clips (from JoyNews, Al Jazeera).

Collaboration: In pairs, learners pick topic cards from a set of cards, speak to the issue written on the card, asking analytical and interpretative questions for another pair of learners to respond appropriately using logical reasoning and evidence. Learners communicate using words carefully by considering the gender, ethnicity, status and preferences of other speakers.

Debate: In mixed-ability groups, learners discuss critical issues, defending their viewpoints and considering alternative perspectives from other groups.



Note

- Reinforce critical thinking and problem-solving skills.
- Encourage communication, collaboration and global citizenship.

Key Assessment Level 3: Group Discussion

How does the Free SHS policy in Ghana reflect the country's priorities and what are the long-term implications for the economy?

Use specific evidence to support your answer and discuss possible counterarguments.

Task Description

Learners are expected to prepare and make an oral presentation analysing how Free Senior High School (SHS) policy in Ghana reflects the country's priorities and the long-term implications of this policy on Ghana's economy. Their presentation must include specific evidence to support their arguments and address potential counterarguments. This assessment evaluates learners' oral communication and critical thinking, requiring them to demonstrate both content knowledge and effective presentation skills while engaging with complex policy issues in a formal speaking context.

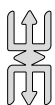
PLC Session 17

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.

- b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
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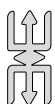
Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **group discussion**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the discussion (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
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 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 17 Review

This week focused on helping learners ask and respond to critical questions about topical local and global issues. Through class discussions, paired activities and debates, learners engaged with real-life topics such as climate change, youth unemployment and education policy. They learned to support their views with evidence, consider opposing viewpoints and communicate respectfully across differences. The lessons promoted reasoning, empathy and critical thinking. Assessment tasks at level three required learners to analyse complex issues and present well-argued responses. Overall, the week prepared learners to engage thoughtfully with real-world matters and express informed opinions with clarity and confidence.



MARKING SCHEME FOR THE KEY ASSESSMENT

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
Content Knowledge and analysis	Demonstrates exceptional understanding of Free SHS policy; detailed analysis of national 4 priorities and economic implications with insightful connections	Demonstrates good understanding of policy; effective analysis of 3 priorities and implications with clear connections	Demonstrates adequate understanding; basic analysis of 2 priorities and implications	Demonstrates limited understanding; bare analysis with few connections	Demonstrates minimal understanding; weak or absent analysis
Evidence and Support	Presents extensive, 4 specific evidences from multiple reliable sources (e.g., online articles, journals); exceptionally well-integrated to support arguments	Presents 3 specific evidence from reliable sources (e.g., internet sources); well-integrated to support arguments	Presents 2 specific evidence; adequately integrated	Presents 1 evidence; poorly integrated	Presents irrelevant evidence
Counterargument Engagement	Presents excellent 4 counterarguments fairly; addresses them thoroughly with compelling responses	Presents 3 good counterarguments effectively; addresses them with thoughtful responses	Presents 2 basic counterarguments; addresses them adequately	Presents 1 weak counterarguments; addresses them partially	Fails to present counterarguments or addresses them inadequately
Organisation and Structure	Well-organised with compelling introduction, logical progression and strong conclusion; excellent transitions	Well-organised with clear introduction, logical progression and effective conclusion; good transitions	Adequately organised with basic introduction, progression and conclusion; functional transitions	Somewhat disorganised; weak introduction or conclusion; clumsy transitions	Poorly organised; confusing structure; ineffective introduction and conclusion
Language Use	Uses 5 formal registers or vocabulary and varied sentence structure; excellent grammar (tense, subject-verb agreement (concord)); adequate rhetorical techniques	Uses 4 formal registers or vocabulary and good sentence variety; very good grammar; effective rhetorical techniques	Uses 3 adequate vocabulary and some sentence variety; mostly correct grammar; some rhetorical techniques	Uses 2 vocabulary and repetitive sentences; several grammatical errors; few rhetorical techniques	Uses poor vocabulary; numerous grammatical errors; ineffective communication

WEEK 18: ORAL LANGUAGE

STRAND: ORAL LANGUAGE

Sub Strand: English Speech Sounds

Learning Outcome: *Articulate paralinguistic features (stress, intonation) effectively in oral communication.*

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

INTRODUCTION AND WEEK SUMMARY

Welcome to this week. This week, learners will explore how intonation shapes meaning in spoken communication. The focus is on understanding and using rising and falling intonation appropriately across different sentence types and situations. Through guided listening and collaborative tasks, learners will develop a deeper awareness of how tone affects interpretation, clarity and emotional impact. The lessons are designed to build learners' spoken language skills, encouraging active listening, confident speech and meaningful interaction. By the end of the week, learners should be able to recognise and apply appropriate intonation patterns in varied contexts, enhancing both their fluency and communicative effectiveness.

The indicator covered by the week is: Use intonation appropriately for different communicative functions. (L2)

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week's lessons focus on collaborative learning, where learners work in mixed-ability and mixed-gender groups as well as in pairs to investigate patterns of intonation in speech. Through guided listening activities, learners engage with audio recordings, identify rising and falling tones and generate their own examples. In groups, they examine how intonation changes meaning across different sentence types, while in pairs, they practise interpreting these variations through spoken tasks. The aim is to deepen learners' awareness of how vocal tone influences interpretation and clarity in communication. These activities not only support learners in developing their spoken language skills but also encourage teamwork, active listening and confident expression. The lesson should be taught to reflect these.

ASSESSMENT SUMMARY

The assessment for this indicator is pitched at level two, focusing on learners' conceptual understanding of intonation and its role in communication. Learners are required to complete dialogues by selecting or constructing responses that reflect specific intonation patterns linked to communicative functions such as uncertainty and excitement. This task goes beyond simple recall, as it requires learners to interpret the context and apply their understanding of rising and falling tones appropriately. With the support of digital practice tools, learners are encouraged to explore variations in tone and their impact on meaning. This assessment strengthens learners' speaking skills and help them communicate more effectively in varied social and academic contexts.

Indicators	DOK Levels	Assessment strategies and/or modes
Use intonation appropriately for different communicative functions	2	Dialogue Practice Paper 2

WEEK 18

Learning Indicator: Use intonation appropriately for different communicative functions

Focal Area: INTONATION: Forms & Patterns – Intonation and Meaning of Utterance

Intonation in speech refers to the rise and fall of the voice while speaking. It plays a vital role in conveying meaning, emotion and structure in spoken language.

Types of Intonation Patterns

1. Rising Intonation (↗)

The pitch of the voice rises at the end of the sentence. It is common in **yes/no** questions or when expressing uncertainty.

E.g.: *Are you coming?* ↗
2. Falling Intonation (↘)

The pitch falls at the end of the sentence. It is mostly used in statements, commands and wh-questions.

E.g.: *I'm going home.* ↘
3. Rising-Falling Intonation (↗↘)

The voice here rises and then falls. It is often used in lists, conditional sentences or to show interest and enthusiasm.

E.g.: *I bought apples, oranges and bananas.* ↗↘
4. Falling-Rising Intonation (↘↗)

The pitch of the voice falls and then rises. It can show uncertainty, doubt or contrast.

E.g.: *Well... maybe.* ↘↗

Functions of Intonation

1. Grammatical: Intonation helps to indicate sentence types (e.g., question, command, statement).
2. Pragmatic: It helps to express speaker attitudes, emotions or intentions.
3. Discourse-related: It helps to signal topic changes, emphasises important information or manages turn-taking in conversation.

Examples in Context

- a. Statement (falling): *He's a doctor.* ↘
- b. Yes/No Question (rising): *Is he a doctor?* ↗
- c. Uncertainty (fall-rise): *I think so...* ↘↗
- d. Emphasis (rise-fall): *Absolutely not!* ↗↘
- e. Contrast and Focus (rising): *I didn't say he stole the money* ↗
- f. Politeness and Softening (fall-rise): *I think it's okay...* ↘↗

Learning Tasks

1. Learners brainstorm intonation patterns in conversational drills.
2. Learners identify intonation patterns in given sentence structures.
3. Learners discuss the meaning of utterance in relation to intonation.

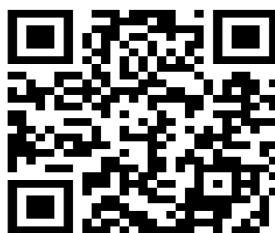
Pedagogical Exemplars

Collaborative Learning

1. In mixed ability/ gender groups learners listen to audios on intonation and brainstorm the patterns. Learners form examples on their own.
2. Learners collaborate in groups to identify patterns of intonation in given sentence structures.
3. Learners in pairs, use intonation to interpret varied sentence structures.

Key Assessment: Level 2

1. Fill in each blank with a line that fits the intonation cue.
 A: Are you joining us for lunch? ↗
 B: _____ ↘ ↗ (Uncertainty)
 A: I thought you were hungry. ↘
 B: _____ ↗ ↘ (Excitement)
2. Scan the QR code or click on the link to practice more on intonation.



<https://www.youtube.com/watch?v=jIPb2nVbvlc>

3. Read the following short dialogue. Mark the appropriate intonation patterns (↗ for rising and ↘ for falling) at the end of each sentence. Then explain how changing the intonation pattern would change the meaning or function of two of the sentences.

Teacher: Where is your homework

Student: I left it at home

Teacher: You left it at home

Student: Yes I'm sorry

Teacher: Please bring it tomorrow

Task Description

This task assesses learners understanding of English intonation patterns and how they affect meaning in conversation. They will analyse a short dialogue between a teacher and student, mark the appropriate intonation patterns and explain how changing intonation would alter meaning or function in selected sentences.

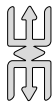
HINT

Conduct **Practice Paper 2**. It should cover contents taught from Year 1 to 3. Refer to the **Table of Specification and Structure of the Paper** at the end of this section. Learners' papers should be marked immediately and scores entered into the SAP.

Table of Test Specification

Paper 1: Lexis and Structure

Sub-Strand	Learning Indicator	DoK Levels				
		1	2	3	4	Total
Grammar Usage	Use pronoun types accurately in speech and writing	1	1	-	-	2
Grammar Usage	Use various forms of Adjectives correctly in contexts	1	1	-	-	2
Grammar Usage	Use forms of verbs in everyday activities (Tense & Aspects)	1	1	-	-	2
Grammar Usage	Use minor word classes in speaking and writing	1	1		-	2
Grammar Usage	Analyse the appropriate use of Subject and Verb in everyday communication	1	1	-	-	2
Vocabulary	Use appropriate vocabulary in speech and writing in specific contexts	4	7	7	-	18
Vocabulary	Interpret and use registers, proverbs, complex phrasal verbs, idioms and idiomatic expressions in more complex contexts to enrich communication	6	8	8	-	22
Narrative, Drama and Poetry	Explore common themes in poems	1	-	-	-	1
Narrative, Drama and Poetry	Use Imagery (expressive and figurative language) in texts	2	3	2	-	7
		1	1	1	-	3
		1	1	1	-	3
Narrative, Drama and Poetry	Use language to describe characters in movies, narratives and play scripts to make meaning	1	2	1	-	4
		1	2	1	-	4
Narrative, Drama and Poetry	Analyse how writers use descriptions to create setting	1	1	1	-	2
		1	1	1	-	3
			1	1	-	3
Total		24	32	24	-	80



Note

Key for literature indicators:

- Poetry
- Prose
- Drama

Table of Test Specification

Paper 2: General and Functional Essay, Reading Comprehension and Summarising

Sub-Strand	Learning Indicator	DoK				
		1	2	3	4	Total
Text Types and Purposes	Compose an informal letter to a friend	-	-	1	-	1
Text Types and Purposes	Compose texts to compare and contrast given issues or situations	-	-	-	1	1
Text Types and Purposes	Write short stories, using sensory language (imagery) to convey a vivid picture of experiences, events, setting, and/or characters	-	-	-	1	1
Text Types and Purposes	Write a persuasive text (e.g. debate) that states and defends a position and responds to objections raised about it	-	-	-	1	1
Text Types and Purposes	Write articles on given issues for publication in international newspapers and magazine	-	-	-	1	1
Text Types and Purposes	Compose email, memo, programme agenda, application (job, services etc.) and acceptance letter on given topics using appropriate format	-	-	1	-	1
Text Types and Purposes	Compose minutes and reports on given topics using appropriate format	-	-	1	-	1
Text Types and Purposes	Compose curriculum vitae/resume, business proposal and personal statement/ statement of purpose on given topics using appropriate format	-	-	-	1	1
Reading Comprehension	Use understanding of text at literal, inferential and critical levels to evaluate a variety of level-appropriate texts	2	4	2	-	8
Summarising	Answer a variety of summary questions on texts of varied lengths	2	1	-	-	3
Total		4	5	5	5	19

Table of Test Specification

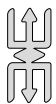
Paper 3: Listening Comprehension

Sub-Strand	Learning Indicator	DoK				
		1	2	3	4	Total
English Speech Sounds	Use pure vowel sounds (short vowels) in connected speech	5	2	-	-	7
English Speech Sounds	Use pure vowel sounds (long vowels) in connected speech	5	2	-	-	7
English Speech Sounds	Use diphthongs (closing and centring) in connected speech	3	3	-	-	6
English Speech Sounds	Use consonant sounds in connected speech (Plosives, Fricatives and Nasals)	3	3	-	-	6
English Speech Sounds	Use consonant sounds (affricates and approximants) in connected speech	3	2	-	-	5
English Speech Sounds	Identify patterns of consonant clusters occurring at syllable initial and final positions in connected speech	-	5	-	-	5
English Speech Sounds	Use intonation appropriately for different communicative functions	2	2	-	-	4
Listening Comprehension	Listen to and identify speaker intended meaning in level appropriate oral texts	-	5	-	-	5
Conversation/ Communication	Use stress appropriately in sentences and in disyllabic and polysyllabic words	-	5	-	-	5
Total		21	29	-	-	50

PLC Session 18

45 minutes Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



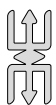
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

- Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - The key assessment for the week is **practice paper 2**. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the practice paper (NTS 3k-3q).

10 minutes Content Exploration

- As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - all teachers in the group work through the problem individually for 3–4 minutes
 - the group then works through it together the problem, step by step
 - highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes Enactment

- Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?
 - were the examples grounded in contexts familiar to Ghanaian learners?
 - did any misconceptions surface and if so, how were they addressed?

5 minutes Reflection

- Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 18 Review

This week re-introduced learners to the use of intonation in spoken communication, focusing on how tone influences meaning, clarity and emotional expression. Lessons encouraged collaboration through listening tasks, group discussions and pair work, helping learners explore rising and falling intonation in different sentence types. These activities aimed to build confidence in speaking and improve learners' ability to interpret spoken language effectively. The assessment, set at level two, required learners to apply their understanding of intonation in context, selecting or creating lines that reflect specific communicative cues. Overall, the week's lessons deepened learners' awareness of spoken English and enhanced their fluency and listening skills.



MARKING SCHEMES FOR THE KEY ASSESSMENT

(5 marks)

Correctly marked intonation for each sentence 1mark

Teacher: Where is your homework ↘

Student: I left it at home ↘

Teacher: You left it at home ↗

Student: Yes I'm sorry ↘

Teacher: Please bring it tomorrow ↘

Sample Rubric

Level	Description	Marks
<i>Excellent</i>	<i>Comprehensive explanation showing thorough understanding of how intonation affects meaning (e.g., statement, command, question); precise analysis with specific reference to dialogue context; exceptional insight into communication functions</i>	5
<i>Very Good</i>	<i>Clear explanation showing good understanding of intonation effects; specific analysis with reference to context; good insight into communication functions</i>	4
<i>Good</i>	<i>Basic explanation showing some understanding of intonation effects; general analysis with some reference to context</i>	3
<i>Satisfactory</i>	<i>Limited explanation showing minimal understanding; vague analysis with little reference to context</i>	2
<i>Needs Improvement</i>	<i>Inaccurate or missing explanation; no valid analysis</i>	1

WEEK 19: WRITING

STRAND: WRITING

Sub Strand: Text Types and Purposes

Learning Outcome: *Generate a curriculum vitae/resume, business proposal and personal statement based on assigned subjects, employing the suitable structure and format*

Content Standard: *Apply writing skills to specific life situations*

INTRODUCTION AND WEEK SUMMARY

Welcome to Week 19. Learners will engage in practical and collaborative activities centred on developing business proposals that address real needs within their communities or schools. Through guided discussions and evaluations of sample proposals, learners will learn to distinguish between a business proposal and a business plan. They will work together to generate ideas, refine their thinking and present persuasive proposals using visual aids. The lessons aim to foster creativity, confidence and clear communication, equipping learners with essential skills for entrepreneurship and future academic pursuits.

The indicator covered by this week is: Compose curriculum vitae/resume, business proposal and personal statement/statement of purpose on given topics using appropriate format (L3)

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week's lessons centre on experiential and collaborative learning, where learners work in mixed-ability and mixed-gender groups to explore real-life needs within their school or community. Through discussion of relatable examples such as a school canteen or small business ideas, learners distinguish between a business proposal and a business plan. Using guided checklists, they evaluate sample proposals, focusing on clarity, feasibility, format and persuasiveness. In pairs, learners brainstorm business solutions to identified problems and share their ideas for peer feedback. They then present their refined proposals to the class, simulating a pitch to investors and using visual aids to support their ideas. These tasks aim to build confidence, creativity and real-world communication skills.

ASSESSMENT SUMMARY

The assessment for this indicator is set at level three, challenging learners to apply strategic thinking in composing purposeful and well-structured texts. Learners are expected to craft a concise business proposal that responds to a real or relevant need within their school or community. The task demands clear articulation of a problem, a practical solution, identification of the target market and an estimated budget. This requires logical organisation and alignment of ideas. It goes beyond formatting since learners must demonstrate coherence, relevance and an understanding of audience and purpose. Through this assessment, learners refine their ability to communicate persuasively and professionally, key skills for both academic advancement and real-world entrepreneurship. The lessons should be taught to reflect these.

Indicators	DOK Levels	Assessment strategies and/or modes
<i>Compose curriculum vitae/resume, business proposal and personal statement/statement of purpose on given topics using appropriate format</i>	3	Research

WEEK 19

Learning Indicator: *Compose curriculum vitae/resume, business proposal and personal statement/ statement of purpose on given topics using appropriate format (L3)*

Focal Area: Writing Business Proposals

A business proposal can be thought of as a detailed plan or pitch for a business idea or project. Imagine you want to start a small business, like selling handmade crafts or offering tutoring services. A business proposal would outline your idea, how you plan to make it work and why it could be successful.

Key Components of a Business Proposal

1. **Business Idea:** Describe your business idea such as what product or service you'll offer.
2. **Target Market:** Identify who your customers will be such as classmates, teachers or community members.
3. **Marketing Plan:** Explain how you'll promote your business, such as through social media, posters or word of mouth.
4. **Financial Plan:** Outline your startup costs, pricing and projected income.
5. **Operations Plan:** Describe how you'll run your business, including any necessary equipment, supplies or personnel.

Importance of a Business Proposal

1. A business proposal clarifies your idea: Writing a business proposal helps one to think through the business idea and identify potential challenges.
2. It helps you to prepare: A business proposal forces one to plan and prepare for the business, increasing its chances of success.
3. It persuades others: A well-written business proposal can convince others to support or invest in your business.

Example of a Simple Business Proposal

Let's say you want to start a business, selling homemade baked goods at school. Your proposal might include:

1. **Business Idea:** To sell homemade baked goods such as cupcakes and cookies at school or home(neighbourhood)
2. **Target Market:** Classmates, teachers and/or neighbours
3. **Marketing Plan:** Create posters and flyers to advertise and use social media to promote the business.
4. **Financial Plan:** Estimate startup costs for ingredients and supplies and set prices for each item.
5. **Operations Plan:** Bake goods at home and sell them during lunch or snack breaks.

How to write a business proposal

1. **Define Your Business Idea**
 - a. Clearly articulate your business concept, product or service to be provided.
 - b. Identify your target audience and their needs.
 - c. Determine the unique value proposition of your business.

2. Conduct Market Research

- a. Gather data and insights about your target market, competition and industry trends.
- b. Analyse your findings to identify opportunities and challenges.

3. Outline Your Proposal

Create an outline that include sections such as Executive Summary, Company Description, Problem Statement, Solution Overview, Market Analysis, Financial Projections, Implementation Plan and Conclusion.

4. Write Your Executive Summary

- a. Provide a concise overview of your business proposal.
- b. Highlight the key points and benefits of your proposal.

5. Write Your Company Description

- a. Introduce your company including its mission, vision and values.
- b. Describe your company's history, structure and leadership.

6. Write Your Problem Statement

- a. Describe the problem or opportunity your business addresses.
- b. Explain the impact of the problem on your target audience.

Learning Tasks

1. Learners identify a local problem or need (e.g. lack of snacks at school, need for student transportation).
2. Learners brainstorm business ideas that can solve the problems
3. Learners write simple one-page business proposals using a template provided by the teacher.
4. Learners discuss the essential sections to be included as Title, Objective, Description, Target Market, Budget Estimate.

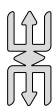
Pedagogical Exemplars

Experiential Learning

1. In mixed ability/gender groups, learners identify local needs.
2. Learners discuss real-life examples (e.g. school canteen proposal, proposal for a small school-based business) and identify differences between a business proposal and a business plan.

Group Work/Collaboration

1. In groups, learners evaluate sample business proposals (realistic or simplified) using a checklist for clarity, feasibility, grammar, format, persuasiveness and discuss strengths and weaknesses.
2. Learners in pairs, brainstorm business ideas that can solve the problems stated and share with the class for feedback.
3. Learners then present their proposals to the class as if pitching to investors.



Note

Encourage use of visual aids (posters, slides) as Class and teacher give constructive feedback.

Key Assessment Level 3: Research

Research and write a short business proposal for a small business you would like to start in your school or community. Include at least four key sections:

- a. Problem
- b. Solution
- c. Target Market
- d. Estimated Budget

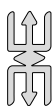
Task Description

Learners are to write a concise business proposal for a small business they would like to start in their school or community. The proposal should identify a problem, present a business as a solution, analyse the target market and provide a realistic budget estimate. This assessment requires learners to demonstrate strategic reasoning in identifying problems, proposing solutions, analysing markets and planning budgets—skills essential for entrepreneurship and business development.

PLC Session 19

45 minutes Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



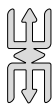
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **research**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the research (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 19 Review

This week's lessons focus on learners developing business proposals that address real needs in their communities or schools. Pedagogical exemplars such as communication and collaboration will allow learners to use discussions in evaluating sample proposals and distinguish between business proposals and plans. They brainstorm ideas, refine them through peer feedback and present their proposals using visual aids. These lessons build creativity, confidence and communication skills. The assessment, pitched at level three, requires learners to compose clear, well-structured business proposals outlining a problem, solution, target market and budget. This task encourages strategic thinking and effective communication, preparing learners for both academic progress and real-world entrepreneurship.



MARKING SCHEME FOR KEY ASSESSMENT

Criteria	Excellent (5 marks)	Very Good (4marks)	Good (3mark)	Satisfactory (2marks)	Needs Improvement (1mark)
<i>Problem Identification</i>	<i>Clear and compelling problem identified; strong evidence provided; consequences thoroughly explained</i>	<i>Clear problem identified with good supporting evidence; consequences well explained</i>	<i>Adequate problem identified with some evidence; basic explanation of consequences</i>	<i>Vague or general problem with limited evidence; unclear consequences</i>	<i>Problem poorly defined or irrelevant; no supporting evidence</i>
<i>Solution Viability</i>	<i>Highly innovative and practical solution; exceptionally well-aligned with the problem; compelling explanation of effectiveness</i>	<i>Practical solution with good alignment to the problem; clear explanation of effectiveness</i>	<i>Workable solution with adequate alignment to the problem; basic explanation of effectiveness</i>	<i>Solution partially addresses the problem; limited explanation of effectiveness</i>	<i>Solution poorly conceived or misaligned with the problem; ineffective</i>
<i>Target Market Analysis</i>	<i>Comprehensive and precise market identification; excellent justification with specific evidence; thoughtful marketing approach</i>	<i>Well-defined market with good justification and evidence; clear marketing approach</i>	<i>Adequately defined market with some justification; basic marketing approach</i>	<i>Vaguely defined market with limited justification; underdeveloped marketing approach</i>	<i>Poorly defined or inappropriate market; lacks justification</i>
<i>Realistic Budget</i>	<i>Detailed and realistic budget; comprehensive cost categories; thoughtful revenue projections; well-justified break-even timeline</i>	<i>Detailed and realistic budget with appropriate cost categories; good revenue projections; reasonable break-even timeline</i>	<i>Adequate budget with basic cost categories; simple revenue projections; mentioned break-even point</i>	<i>Incomplete budget with missing categories; unrealistic projections; vague break-even point</i>	<i>Severely inadequate or unrealistic budget; missing essential elements</i>

<i>Organisation and Structure</i>	<i>Well-organised with perfect section balance; excellent flow; professional formatting</i>	<i>Well-organised with good section balance; clear flow; appropriate formatting</i>	<i>Adequately organised with reasonable section balance; functional formatting</i>	<i>Somewhat disorganised with imbalanced sections; inconsistent formatting</i>	<i>Poorly organised with illogical structure; inappropriate formatting</i>
<i>Language and Communication</i>	<i>Exceptional business language; error-free grammar and spelling; highly persuasive tone</i>	<i>Appropriate business language; minor grammatical errors; persuasive tone</i>	<i>Adequate business language; some grammatical errors; somewhat persuasive tone</i>	<i>Limited business language; numerous grammatical errors; weakly persuasive tone</i>	<i>Inappropriate language; severe grammatical errors; unpersuasive tone</i>

Sample model answer

Business Proposal

Business Name: *Smart Print & Stationery Hub*

1. Problem

Many students struggle to find a convenient and affordable place to print, photocopy or purchase essential stationery items within or near the school. This often results in delays in submitting assignments and high costs at external shops.

2. Solution

We propose setting up a small printing and stationery business on school grounds, operated by student volunteers under teacher supervision. The business will offer low-cost printing, photocopying and sales of basic stationery items such as pens, pencils, exercise books and rulers. We will offer services before classes, during break time and after school hours.

3. Target Market

Our target market includes:

Students (primary users)

Teachers (for document printing and copies)

Administrative staff (occasional use for office needs)

4. Estimated Budget

Item	Estimated Cost (GHS)
<i>Printer/Photocopier</i>	<i>1,500</i>
<i>Paper (A4 reams x 5)</i>	<i>150</i>
<i>Stationery stock</i>	<i>350</i>
<i>Table and Setup</i>	<i>200</i>

<i>Miscellaneous</i>	<i>100</i>
<i>Total</i>	<i>2,300</i>

We plan to request seed funding from the school’s PTA and reinvest profits to grow the business over time.

WEEK 20: WRITING

STRAND: WRITING

Sub Strand: Text Types and Purposes

Learning Outcome: *Generate a curriculum vitae/resume, business proposal and personal statement based on assigned subjects, employing the suitable structure and format*

Content Standard.: *Apply writing skills to specific life situations*

INTRODUCTION AND WEEK SUMMARY

This week focuses on learners crafting personal statements that showcase their strengths and aspirations. Through reflective and collaborative activities, learners explore the key features and purpose of personal statements, analysing successful examples to understand tone and structure. With guided peer feedback, they draft and refine their own statements, developing clear and coherent writing skills. These lessons aim to build learners' self-awareness and confidence, preparing them to express themselves effectively for academic scholarships or professional opportunities. The focus is on purposeful, strategic writing that aligns personal experiences with audience expectations.

The indicator covered by this week is: Compose curriculum vitae/resume, business proposal and personal statement/statement of purpose on given topics using appropriate format (L3)

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week's lessons focus on reflective and collaborative learning, with an emphasis on crafting personal statements. In mixed-ability and mixed-gender groups, learners explore the purpose and features of a personal statement, drawing on their own strengths, goals and interests. With teacher support, they begin generating relevant ideas. Through experiential learning, learners analyse well-written examples from successful college or programme applications to understand effective structure, tone and language. Working in pairs, learners draft their own personal statements, offering and receiving peer feedback. Teachers guide them in giving constructive, specific and supportive responses. These activities aim to develop learners' self-awareness, writing skills and readiness for academic and professional opportunities.

ASSESSMENT SUMMARY

The assessment for this indicator is designed at level three to foster strategic thinking and purposeful self-expression. Learners are tasked with composing a personal statement in response to a scholarship or award opportunity, requiring them to thoughtfully reflect on their achievements, aspirations and suitability for the opportunity. This task demands clarity, coherence and a strong sense of audience, as learners must present a compelling narrative that aligns their personal experiences and goals with the values of the awarding body. The focus is on structure, tone and relevance, helping learners develop confidence in presenting themselves formally and effectively in academic and professional settings.

Indicators	DOK Levels	Assessment strategies and/or modes
Compose curriculum vitae/resume, business proposal and personal statement/statement of purpose on given topics using appropriate format	3	Individual presentation

WEEK 20

Learning Indicator: *Compose curriculum vitae/resume, business proposal and personal statement/ statement of purpose on given topics using appropriate format (L3)*

Focal Area: Personal Statement/Statement of Purpose

A Personal Statement or Statement of Purpose (SoP) is a document typically required for university admissions, scholarships, internships or professional programmes. It highlights the background, goals, experiences and motivations of the individual. It is a formal essay where students describe **who they are, what they've done** and **what they want to do in the future**. It is often used for scholarships, university applications or exchange programmes.

To write a personal statement, one must know the following:

1. What is the purpose of the statement? (e.g., undergraduate/graduate programme, scholarship, internship, etc.)
2. Which field of study or programme are you applying to?
3. Any specific school or institution?
4. Your academic background and relevant experiences.
5. Your career goals or what you hope to achieve through the programme.

Sample Statement of Purpose

My name is [Your Full Name] and I am writing to express my strong interest in pursuing [Programme Name] at [University/Institution Name]. With a solid academic foundation and a passion for [Your Field/Area of Interest], I am eager to advance my education and contribute meaningfully to the academic community.

I completed my [Level of Education] in [Your Major/Field] from [Your School/Institution] with a strong performance in subjects such as [List **Key** Subjects]. During my studies, I developed a keen interest in [Specific Area or Topic] which led me to undertake [Project/Research/Internship] where I gained practical insights and hands-on experience.

Beyond academics, I have been actively involved in [Clubs, Volunteer Work or Jobs] which strengthened my leadership, teamwork and problem-solving skills. These experiences have shaped my commitment to [Your Future Goals or Contribution to the Field].

I believe the [Programme Name] at [Institution] will provide the ideal environment to deepen my knowledge, engage in meaningful research and work alongside distinguished faculty. I am particularly interested in [Mention Specific Faculty, Research Areas or Facilities].

My long-term goal is to [Career Ambition] and I am confident this programme will be a vital step toward achieving it. Thank you for considering my application.

Sincerely Yours,

[Your Name]

Learning Tasks

1. Learners brainstorm to explain the personal statement and its features.
2. Learners analyse sample personal statements and identify the features.
3. Learners brainstorm the usefulness of the personal statements.
4. Learners practise writing personal statements for specific purposes.

Pedagogical Exemplars

Group Work/Collaboration: In mixed ability/gender groups learners brainstorm to explain the personal statement and its features. Teacher helps learners to generate ideas for their personal statements encouraging them to think about their strengths, passions and goals.

Experiential Learning: Provide examples of well-written personal statements from students who have successfully applied to colleges or programmes for learners to analyse the structure, tone and language used in these examples.

Pair work: Guide learners in pairs to work on drafting their personal statements while providing guidance and feedback to help students refine their writing. Encourage learners to review and provide feedback on each other's personal statements. Guide learners on how to give constructive feedback that is specific, supportive and actionable.

Key Assessment Level 4: Individual Presentation

Imagine you are applying for scholarship or award. Write a personal statement that showcases your achievements and goals.

Task Description

Learners create a compelling personal statement for a scholarship or award application that effectively showcases their achievements, experiences, aspirations and suitability for the opportunity. Their personal statement should persuade the selection committee that they are deserving candidates who will benefit from and make good use of the scholarship/award.

This assessment implores learners to demonstrate strategic reasoning and critical thinking in self-presentation for a specific purpose and audience.

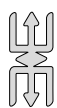
PLC Session 20

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.

- b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



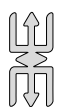
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **individual presentation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentation (NTS 3k-3q).

10 minutes Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Week 20 Review

This week centres on developing learners' ability to compose effective personal statements that reflect their strengths, goals and aspirations. Through collaborative and reflective activities, learners explore the purpose and key features of personal statements, analyse successful examples and draft their own with peer and teacher feedback. The focus is on building self-awareness and writing skills essential for academic and professional success. Assessment tasks at level three challenge learners to produce coherent and persuasive personal statements tailored to scholarship or award applications. These activities equip learners with confidence and clarity in formal self-expression, preparing them for future opportunities.



MARKING SCHEMES FOR THE KEY ASSESSMENT

Sample Rubric

Criteria	Excellent (5 marks)	Very Good (4 marks)	Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
Content Relevance and Depth	Good selection of 4 relevant achievements and experiences; outstanding depth of reflection; compelling connection between past, present and future	Thoughtful selection of 3 relevant achievements, good reflection, clear connection between experiences and goals	Adequate selection of 2 achievements, some reflection, basic connection between experiences and goals	Limited relevance of 1 selected content; minimal reflection; weak connections between experiences and goals	Irrelevant content; lacks reflection; disconnected from the scholarship's purpose
Personal Voice and Authenticity	Highly distinctive personal voice; exceptional authenticity; compelling and genuine self-representation	Clear personal voice; authentic self-representation; convincing narrative	Adequate personal voice; generally authentic; reasonable self-representation	Weak personal voice; limited authenticity; generic self-representation	Absent personal voice; inauthentic presentation; clichéd approach
Organisation and Coherence	Exceptional organisation with seamless flow; perfect balance between sections; outstanding transitions; compelling structure	Well-organised with good flow, appropriate balance, effective transitions and strong structure	Adequately organised; reasonable balance; functional transitions; clear structure	Somewhat disorganised; imbalanced sections; inappropriate transitions; basic structure	Poorly organised; severely imbalanced, confusing transitions, weak structure
Language Use and Expression	Very rich vocabulary; 4 varied sentence structures; error-free writing; highly effective rhetorical techniques	Strong vocabulary; 3 good sentence variety; minimal errors; effective expression	Adequate vocabulary; 2 sentence variety; few errors that don't impede understanding; clear expression	Limited vocabulary, repetitive sentences, numerous errors, basic expression	Poor vocabulary, confusing sentences, significant errors that impede understanding, ineffective expression

Sample model answer

Personal Statement

As a dedicated student with a passion for environmental science, I am thrilled to apply for the prestigious Green Earth Scholarship. Throughout my academic journey, I have consistently demonstrated a strong commitment to academic excellence, leadership and community service. My experiences have not only deepened my understanding of environmental issues but also instilled in me a sense of responsibility to contribute to sustainable solutions.

In school, I have been an active member of the Environmental Club where we organise initiatives such as tree planting, waste reduction campaigns and awareness workshops. These experiences have enhanced my leadership skills and taught me the importance of teamwork and community engagement. Additionally, I have participated in regional science fairs where I showcased projects focused on renewable energy and sustainable agriculture. These experiences have not only enhanced my research skills but also fuelled my passion for environmental innovation.

My academic achievements include maintaining a high GPA while taking advanced courses in science and mathematics. I have also been recognised for my academic excellence through awards such as the Science Achievement Award and the Principal's Award for Outstanding Student.

Looking ahead, I aim to pursue a degree in Environmental Science, with a focus on sustainable development and conservation. I am particularly interested in exploring innovative solutions to address climate change and promote environmental sustainability. This scholarship will enable me to further my education and equip me with the knowledge and skills necessary to make a meaningful impact in my community and beyond.

I am confident that my academic achievements, leadership experiences and passion for environmental science make me an ideal candidate for the Green Earth Scholarship. I am committed to using this opportunity to contribute to a more sustainable and environmentally conscious future.

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