



Ministry of Education, Science and Technology

**Accelerated Teaching Syllabi for  
Junior Secondary I,II & III Language Arts  
(2015 – 2016)**

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## Learning Outcomes

## Language Arts

1. By the end of JSSI, pupils should demonstrate ability to use correct and appropriate use of English, both oral and written, for promotion to the next level – JSS II
2. By the end of JSSII, pupils should demonstrate abilities in correct and appropriate use of English, both oral and written, for promotion to the next level – JSS III
3. By the end of JSS III, pupils should demonstrate abilities in correct and appropriate use of English, both oral and written forms, for middle level employment and for continued work at the Senior Secondary School.

### Junior Secondary 1 Language Arts Scope and Sequence

1 <sup>st</sup> Term Oral	1 <sup>st</sup> Term Reading	1 <sup>st</sup> Term Writing	1 <sup>st</sup> Term Language Grammar
<ol style="list-style-type: none"> <li>1. Consonant and vowel sounds.</li> <li>2. Consonant dusters.</li> <li>3. Listening comprehension short passages read at slow speed.</li> <li>4. Short talks about self, home, former school, etc.</li> <li>5. Conversation using basic functional expressions of courtesies: thanks you, excuse me, introducing friends, etc.</li> <li>6. Simple word and sentence stress.</li> </ol>	<ol style="list-style-type: none"> <li>1. Basic reference skills use of reference books- encyclopaedia, dictionary, textbooks, directory, thesaurus</li> <li>2. Parts of a books and their uses</li> <li>3. Basic reading and understanding of simple passages, i.e. short simple prose passage of different types – local newspapers, textbooks, magazines, etc.</li> <li>4. Inferring the meanings of words and phrases in context.</li> </ol>	<ol style="list-style-type: none"> <li>1. Copying accurately from the blackboard textbook.</li> <li>2. Planning and writing a short paragraph, e.g. controlled, guided and free.</li> <li>3. Keeping a diary to record daily events.</li> <li>4. Planning and writing short informal letters to close relatives and friends expressing thanks, apologies, requests, etc.</li> <li>5. Dictation and spelling (short passages).</li> </ol>	<ol style="list-style-type: none"> <li>1. Language as a form of communication. How language is acquired. The languages of Sierra Leone and why English is used for education.</li> <li>2. The uses of the simple present terms               <ol style="list-style-type: none"> <li>a. Positive statements; subject verb agreement, e.g. she likes playing ludo</li> <li>b. Questions using who/do, does, e.g. who do you know among the boys? Who does not know her left elbow?</li> <li>c. Using the negative in the simple present</li> </ol> </li> <li>3. Present continuous terms for ongoing events contrasted with simple present for habitual events</li> <li>4. Simple past tense for past events.</li> <li>5. Pronouns personal, possessive, reflexive, emphatic. Agreement between pronoun and what it refers to.</li> </ol>

### Junior Secondary I Language Arts

<b>2<sup>nd</sup> Term Oral</b>	<b>2<sup>nd</sup> Term Reading</b>	<b>2<sup>nd</sup> Term Writing</b>	<b>2<sup>nd</sup> Term Language Grammar</b>
<ol style="list-style-type: none"> <li>1. Listening to the radio (local and international programmes)</li> <li>2. Observing and reporting events orally.</li> <li>3. Asking simple questions and procedure in discussion</li> <li>4. Listening to and conveying simple messages. Listening to and telling short stories.</li> </ol>	<ol style="list-style-type: none"> <li>1. Exercises in faster reading</li> <li>2. Different genres of literature and their basic characteristics: simple prose, poetry, drama (short plays and short simple stories)               <ul style="list-style-type: none"> <li>- Simple figures of speech</li> <li>- Simile</li> <li>- Metaphor</li> <li>- Personification</li> </ul> </li> <li>3. Extensive reading. Introduction to individual private reading of simple texts in the class/school/public library and keeping records of what is needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Planning and writing a short and simple report about a visit or observation, 1 paragraph</li> <li>2. Planning and writing a narrative essay, 2 – 3 paragraphs, taking special note of sequence of events</li> <li>3. Writing short notices describing lost articles, paragraphs describing people/places</li> <li>4. Creative writing               <ul style="list-style-type: none"> <li>- Short rhymes</li> <li>- Poems</li> <li>- Stories</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Countable and uncountable nouns with determiners expressing quantity; some/many/much and articles, e.g. How much salt did you buy? How much money do you have?</li> <li>2. Punctuation – capital letters, comma, full stop, apostrophe.</li> <li>3. Expressing the future with shall/will, going to positive statements e.g. I shall/will listen to the new cast. I shall not be present for the meeting. When will you stop coming late to school?               <ul style="list-style-type: none"> <li>- Questions</li> <li>- Negatives</li> </ul> </li> <li>4. Adjectives – comparative and superlative: many, more, most beautiful, more beautiful, most beautiful</li> <li>5. Adverbs of manner/place/time He entered the room quietly. He travelled abroad. He arrived late.</li> </ol>

### Junior Secondary II Language Arts, Scope and Sequence

1 <sup>st</sup> Term Oral	1 <sup>st</sup> Term Reading	1 <sup>st</sup> Term Writing	1 <sup>st</sup> Term Language Grammar
<ol style="list-style-type: none"> <li>1. Consonant contrasts</li> <li>2. Vowel contrasts</li> <li>3. Consonant clusters medial and final</li> <li>4. Listening comprehension slightly longer passages at a faster speed including stories.</li> <li>5. Listening to local/international radio programmes</li> <li>6. Speeches increasing in length.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reference skills               <ol style="list-style-type: none"> <li>a. Dictionary – selecting the right meaning out of many</li> <li>b. Encyclopaedia – finding information about authors and topics</li> <li>c. ICT</li> </ol> </li> <li>2. Intensive reading slightly prose passages of different types – newspaper articles, letters narratives describing a process/ person/ place/ instruction/charts/graphs etc.</li> <li>3. Reading the lines, between the lines, and beyond the lines.</li> <li>4. Inferring the meanings of words (phrases).</li> <li>5. Faster reading skimming and scanning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Making short notes from textbooks/encyclopaedi a about people or topics</li> <li>2. Writing a paragraph with topic sentence and expanding on topic sentence.</li> <li>3. Planning and writing informal letters of 3 – 4 paragraphs including apologies, regrets, asking for information about somebody or something, sympathizing with someone, writing a letter on behalf of an illiterate person.</li> <li>4. Dictation and spelling of longer passages, key spelling words.</li> <li>5. Creative writing – short stories poems and plays</li> <li>6. Completing application and other forms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Past continuous positive statements, e.g. I was singing when the phone rang. Negative statements – Dora wasn't sleeping when I arrived Question – Were you writing a song?</li> <li>2. Past perfect, e.g. The thief had escaped before the lady opened the door. Negative – The window had not been broken before you arrived. Question – Had the dog barked before the thieves left?</li> <li>3. Basic sentence patterns SVO – He kicked the ball SVC – He is a doctor SV – She smokes</li> <li>4. Present Passive Voice - Questions with 'which inversion,' e.g. Which of the pens is yours?</li> <li>5. Sequence of tenses in the past, revising all past tenses.</li> </ol>

### Junior Secondary II Language Arts, Scope and Sequence

2 <sup>st</sup> Term Oral	2 <sup>st</sup> Term Reading	2 <sup>st</sup> Term Writing	2 <sup>st</sup> Term Language Grammar
<ol style="list-style-type: none"> <li>1. Conversation using functional expressions. e.g. expressing feelings, attitudes.</li> <li>2. Intonation: rising and falling tones</li> <li>3. Discussion of topical issues</li> <li>4. Observing and reporting orally</li> <li>5. Listening to and conveying/carrying longer messages and instructions</li> <li>6. Word and sentence stress</li> </ol>	<ol style="list-style-type: none"> <li>1. Summary – outlining, picking out topic sentence from paragraphs. Supplementary text, e.g. Sisi Aminata - making wise choices</li> <li>2. Plot, setting in prose, plays, and short stories</li> <li>3. Character analysis</li> <li>4. Simple figures of speech in poem – rhymes, and rhyme scheme, simile, alliteration</li> <li>5. Extensive madding. Simple/slightly difficult texts from class/school/public library. Texts based on Emerging Issues, e.g. HIV/AIDS, gender Civic Education, Human Rights, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Editing written work for wrong spelling, punctuation, tense</li> <li>2. Editing written work an improving on the edited work.</li> <li>3. Planning and writing longer narrative essays e.g. autobiographies. How to include conversation in essays.</li> <li>4. Writing a report on a process that has been observed in 1 – 2 paragraphs</li> <li>5. Writing semi – formal letters to school authorities</li> <li>6. Planning and writing simple instruction or directions in 1 – 2 paragraphs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expressing the future:               <ol style="list-style-type: none"> <li>a. He leaves tomorrow.</li> <li>b. We are having a party next week.</li> </ol> </li> <li>2. Noun groups with determiners of quantity, e.g. Add a little salt to the same. A few/few a little/little any/some, all, every, several, e.g. several boys ran past the marching women.</li> <li>3. Features of direct speech. Difference between written and spoken English. The use of abbreviations or contracted forms. e.g. Isn't eating a good thing? I'll do my work before lunch.</li> <li>4. Reported speech – Reporting statements and questions. e.g. Sorie said that he'll be going for holiday. Did Karim say he'd be going for holiday?</li> </ol>

### Junior Secondary III Language Arts, Scope and Sequence

1 <sup>st</sup> Term Oral	1 <sup>st</sup> Term Reading	1 <sup>st</sup> Term Writing	1 <sup>st</sup> Term Language Grammar
<ol style="list-style-type: none"> <li>1. Consonants and vowels</li> <li>2. Diphthongs</li> <li>3. Listening comprehension – Longer passages and faster speed</li> <li>4. Listening to locally international radio programmes – West Africa BBC/VOA</li> <li>5. Some expressions used in conversations</li> <li>6. Speeches – procedure in public speaking e.g. as chairman or giving a vote of thanks.</li> </ol>	<ol style="list-style-type: none"> <li>1. More reference skills               <ol style="list-style-type: none"> <li>a. Dictionary – selecting the right meaning, looking up phrases, verbs and idioms</li> <li>b. Gathering information about people/topic from texts, encyclopaedia and ICT.</li> </ol> </li> <li>2. Intensive reading longer and different types: international articles and magazines/descriptions/biographies/instructions/written speeches/letters/charts graphs etc.</li> <li>3. Reading the lines – distinguishing fact from fiction</li> <li>4. Reading between the lines</li> <li>5. Inferring the meanings of words/idioms from context</li> <li>6. Faster reading of longer passages – skimming and scanning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Making notes from reference materials</li> <li>2. Narrative essays of 4 paragraphs on biographies and making use of paragraphs</li> <li>3. Planning and writing letters of application based on advertisement in the newspaper or radio.</li> <li>4. Dictation and spelling – longer passages, faster speed putting in punctuation.</li> <li>5. Writing short speeches for formal occasions, e.g. vote of thanks, welcome, introduction of chairman.</li> </ol>	<ol style="list-style-type: none"> <li>1. Regional variations in English – British English/North America/West Africa, e.g. spelling, intonation, etc.</li> <li>2. i) Order of several adverbs, e.g. he travels <u>abroad quite often</u>. ii) Order of several adjectives e.g. The <u>tall dark handsome</u> gentleman smiled</li> <li>3. Conditionals – if and unless</li> <li>4. Phrasal verbs/idioms, e.g. Cock and bull story, to put off</li> <li>5. Modals – ought//need/must/dare/used to</li> <li>6. Punctuation: quotation marks, semicolon, colon.</li> </ol>

### Junior Secondary III Language Arts, Scope and Sequence

2 <sup>st</sup> Term Oral	2 <sup>st</sup> Term Reading	2 <sup>st</sup> Term Writing	2 <sup>st</sup> Term Language Grammar
<ol style="list-style-type: none"> <li>1. Interview somebody for information and reporting on the interviews.</li> <li>2. Interview for a job/scholarship.</li> <li>3. Weak and strong stress on articles and pronouns in sentence</li> <li>4. Intonation – question tags</li> <li>5. Debates on important current issues</li> <li>6. Listening to short lectures/speeches and making notes on important points.</li> </ol>	<ol style="list-style-type: none"> <li>1. Summary – whole passages in a number of sentences.</li> <li>2. Plot, setting, themes in prose, plays, short stories.</li> <li>3. Character analysis</li> <li>4. More figures of speech – personification</li> <li>5. Paraphrasing poems, dramas.</li> <li>6. Extensive reading slightly difficult texts from class/school/public library, keeping record of what is read. Reading aloud and reproducing episodes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Creative writing planning and writing short poems/stories or plays based on texts studied or folk tales.</li> <li>2. Planning and writing agenda for a meeting. Writing minutes of meeting from notes.</li> <li>3. Writing a letter to the editor of a newspaper on topical issues in the papers.</li> <li>4. Writing reports on club activities or visits.</li> <li>5. Writing a simple book report</li> <li>6. Editing written work.</li> </ol>	<p>Week 1: Complex clauses expressing course/reason/purpose. More participial phrases/gerunds.</p> <p>Week 2: Active and passive voice.</p> <p>Week 3: Question tags. Revision of present tenses, e.g. You are here, aren't you?</p> <p>Week 4: Concord in sentences: subject/verb/pronoun/ referents, e.g. Sorie and Regina are singing.</p> <p>Week 5: Sequence of tenses in the past with longer paragraphs.</p> <p>Week 6: Comparison of English, Krio, or community language of your area.</p>



**Junior Secondary I: Language Arts (Oral), Term: 1**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
<p>Week 1: Sounds in English</p> <p>Week 2: Comprehension</p>	<p>Consonant clusters,</p> <p>Listening comprehension - short passages read at slow speed</p>	<ul style="list-style-type: none"> <li>- To pronounce initial consonant clusters, particularly those absent in their first language. e.g. /ch/th/,/sh/etc</li> <li>- To listen and recall main points of a piece of spoken English</li> </ul>	<p>Pupils pronounce initial consonant clusters correctly.</p> <p>Pupils recall main points of a piece of spoken English.</p>	<ul style="list-style-type: none"> <li>- Teacher writes sentences of words containing initial consonant clusters. E.g. she sells sea shells on the sea shore.</li> <li>- Teachers reads the passage while pupils listen attentively</li> <li>- Teacher asks questions based on the passage</li> <li>- Teacher and pupils read the passage aloud.</li> </ul>	<p>Word cards with initial consonant clusters.</p> <p>Sentences with words containing initial consonant clusters.</p> <p>Passage copied on a chart or black board.</p>
<p>Week 3: Comprehension</p>	<p>Listening comprehension - short passages read at slow speed</p>	<ul style="list-style-type: none"> <li>- To listen and recall main points of a piece of spoken English</li> </ul>	<p>Pupils recall main points of a piece of spoken English.</p>	<ul style="list-style-type: none"> <li>- Teacher reads the passage while pupils listen attentively.</li> <li>- Teacher asks questions based on the passage.</li> <li>- Teacher and pupils read the passage aloud.</li> </ul>	<p>Passage copied on a chart or black board.</p>

**Junior Secondary I: Language Arts (Oral), Term: 1**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 4: Comprehension	Short talks about self, home, former school, etc.	To express themselves through short talks.	Pupils express themselves fluently and confidently when speaking with others.	Teacher puts guided questions/points on the blackboard on which talk should be based e.g. myself, name, age, address, etc. – pupils talk on the points outlined on the blackboard	
Week 5: Comprehension	Conversation using functional expressions of courtesies: thank you, excuse me, introducing friends, etc.	To use the right types of expression for the appropriate occasion.	Pupils express themselves using the right type of expression for the appropriate occasion.	Teacher leads conversation among pupils using polite expressions such as. 'Thank you', 'May I', 'please' etc.	Flashcards with expressions of polite requests
Week 6: Sounds in English	Simple word and sentence stress	To pronounce words with the correct stress.	Pupils pronounce words of the same form, but mean differently when the correct stresses used.	<ul style="list-style-type: none"> <li>- Teacher uses words that have different meanings although with the same.</li> <li>- Teacher uses words in sentences.</li> </ul>	Flashcards with words and sentences

**Junior Secondary I: Language Arts (Reading), Term: 1**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 7: Reference skills	Use of reference books	- To identify and use different types of reference materials.	Pupils use reference materials appropriately.	- Arrange words in alphabetical order. - Look up words in a dictionary.	- Dictionary - A chart consisting a list of words
Week 8: Reference skills	Parts of a book and their uses	- To identify the parts of a book and their uses.	Pupils explain the parts of a book and their uses.	- Display a book and ask pupils to identify the parts.	- Textbooks in various subjects
Week 9: Reading comprehension	Basic reading and understanding of simple passages e.g. short simple prose passages of different types – local newspapers, textbooks, magazines, etc.	- To read and identify main points in a passage.	Pupils read and answer questions on passages correctly.	- Teacher guides pupils to read passage and answer questions on the passages.	- Comprehension passages from various textbooks or newspapers

**Junior Secondary I: Language Arts (Reading), Term: 1**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 10: Reading comprehension	Inferring the meaning of words and phrases in context	- To infer the meanings of words and phrase in context.	Pupils discover the meanings of words and phrases as used in the passage.	- Pupils read the passage silently. - Teacher selects key words and by skilful questioning and guidance gets pupils to infer meanings.	Comprehension passages from various textbooks or newspapers

**Junior Secondary I: Language Arts (Writing), Term: 1**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 1: Handwriting skills	Copying accurately from the blackboard/text book	- To write legibly and accurately	Pupils write out words and sentences legibly.	- Pupils copy words, sentences, etc., in cursive writing from the blackboard and texts. - Pupils read each other's exercise books to observe clarity and neatness of writing.	Word cards or charts with lines
Week 2: Continuous writing	Planning and writing a short passage, e.g. controlled,	- To write short passages legibly and accurately.	Pupils write short passages legibly and accurately.	- Pupils copy a simple passage filling in blanks. - Pupils arrange	Sentence and short passage

**Junior Secondary I: Language Arts (Writing), Term: 1**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
	guided and free			jumbled sentences in their correct forms.	
Week 3: Continuous writing	Keeping a diary to record daily events.	- To record important daily events.	Pupils record important daily events accurately.	- Give examples of important daily events at home, school, community, etc.	A diary of important events.
Week 4: Continuous writing	Planning and writing short informal letters to close relatives and friends expressing thanks, apologies, requests, etc.	- To plan and write short informed letters.	Pupils communicate to relatives in writing.	- Exercises in planning short informal letters. - Introduce layout of an informal letter.	A chart displaying the layout of an informal letter
Week 5: Continuous writing	Dictation and spelling	- To write accurately what is dictated.	Pupils write out short dictation passage accurately.	- Teacher dictates a passage and pupils write down the passage.	Dictation passage. List of words in the passage.

**Junior Secondary I: Language Arts (Grammar), Term: 1**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 1: Uses of language	Language as a formal communication. How language is acquired	<ul style="list-style-type: none"> <li>- To explain the use of language as a means of communication.</li> </ul>	Pupils use language in daily communication.	<ul style="list-style-type: none"> <li>- Teacher and pupils discuss how language is used to enhance communication.</li> </ul>	
Week 2: Tenses	<p>The uses of the simple present tense</p> <p>a. Positive statements subject – verb agreement</p> <p>b. Questions using who/do, Who do you know among the boys? Who does not know her left elbow?</p> <p>c. Using the negative in</p>	<ul style="list-style-type: none"> <li>- To identify the form of the simple present tense.</li> <li>- To use the simple present tense in sentences.</li> <li>- To use the positive and negative statements in the simple present tense.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils identify and use the simple present tense in sentences to express habitual actions, eternal tenths, and permanent states.</li> <li>- Pupils construct sentences in the positive and negative forms.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher introduces the use of the simple present tense in familiar contexts.</li> <li>- Teacher asks pupils to construct sentences in the simple present tense.</li> </ul>	Sentences on charts with examples of sentences in the simple present tense, positive and negative statements in the simple present tense.

**Junior Secondary I: Language Arts (Grammar), Term: 1**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
	the simple present.				
Week 3: Tense	Present continuous tense for ongoing events contrasted with simple present for habitual events	<ul style="list-style-type: none"> <li>- To distinguish the uses of the simple present and the present continuous tense.</li> </ul>	Pupils use the simple present tense and the present continuous tense correctly.	<ul style="list-style-type: none"> <li>- Teacher revises statement form of simple present and contrast with present continuous.</li> <li>- Teacher gives some examples of sentences in the present continuous.</li> <li>- Teacher asks pupils to construct sentences in the present continuous tense.</li> </ul>	<ul style="list-style-type: none"> <li>- Word cards with verb in the present continuous tense.</li> <li>- Chart with short sentences in the present continuous tense.</li> </ul>
Week 4: Tenses	Simple past tense for past events	<ul style="list-style-type: none"> <li>- To identify the form of the simple past tense.</li> <li>- To use the simple past tense.</li> </ul>	Pupils identify and use the simple past tense to express events or actions in the past.	<ul style="list-style-type: none"> <li>- Teacher introduces the suffixes used to indicate the past tense.</li> <li>- Teacher introduces few examples of irregular verbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Word cards with verbs in the present and past tense</li> <li>- Chart with short sentences with verbs in the past tense</li> </ul>
Week 5: Pronouns	Types of pronouns and agreement	<ul style="list-style-type: none"> <li>- To use pronoun correctly.</li> </ul>	Pupils use pronouns correctly and	<ul style="list-style-type: none"> <li>- Teacher draws the attention of pupils to the use of</li> </ul>	<ul style="list-style-type: none"> <li>- Chart with types of pronouns</li> </ul>

<b>Junior Secondary I: Language Arts (Grammar), Term: 1</b>					
<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
	between pronouns and what it refers to		make pronouns agree with what they refer to.	<p>pronouns in reading passages.</p> <ul style="list-style-type: none"> <li>- Teacher uses different kinds of drills to practice the use of pronouns, first orally, and then written exercises, to help pupils practice use of pronouns</li> </ul>	

<b>Junior Secondary I: Language Arts (Oral), Term: 2</b>					
<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 1: Aural comprehension	Listening to the radio (local and international programmes)	<ul style="list-style-type: none"> <li>- To recognize the importance of listening to radio programmes in English.</li> <li>- To develop the habit of listening to the radio.</li> </ul>	Pupils discuss issues or events they have listened to over the radio.	<ul style="list-style-type: none"> <li>- Teacher asks pupils to listen to a radio programme in English, e.g. news broadcast.</li> <li>- Pupils report about the radio programme.</li> <li>- Teacher records news broadcast, replays in class and questions the pupils on the news broadcast.</li> </ul>	<ul style="list-style-type: none"> <li>- Radio</li> <li>- Recorded news items</li> </ul>



**Junior Secondary I: Language Arts (Oral), Term: 2**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 2: Aural comprehension	Observing and reporting events orally	- To observe and report events or activities orally	Pupils report events or activities they witnessed	- Pupils move out and report what they can see - Teacher displays pictures of different scenes and asks pupils to explain what they can see e.g. market scene, street fight etc.	Chart of different scenes
Week 3: Conversation	Asking simple questions and procedure in discussion	- To ask questions and use correct procedure in discussion	Pupils ask questions and use correct procedure in discussing issues or events.	- Teacher introduces a topic from any subject area and poses simple questions for pupils to answer using the correct procedure.	Flash card or chart of key words in conversation procedure.
Week 4: Conversation	Listening to and conveying simple messages	- To pass on simple messages to their parents, class, teacher, friends, etc.	Pupils convey simple messages to their parents teachers and friends.	- Teacher uses the game "passing on the message" and facilitates the game.	- Game involving pupils

Junior Secondary I: Language Arts (Oral), Term: 2					
Theme/Concept	Topic	Objectives	Learning Outcome	Teaching/ Learning Activities	Teaching and Learning Aids
Week 5: Conversation	Listening to and telling short stories	- To listen well and tell short stories of their own.	Pupils tell short stories of their own.	- Teacher first tells a story and asks pupils to tell their own story on any event, activity or idea.	- Diagrams of different scenes that pupils can use to build up a story, e.g. an accident, a car crash, thieves breaking into a store.

Junior Secondary I: Language Arts (Reading), Term: 2					
Theme/Concept	Topic	Objectives	Learning Outcome	Teaching/ Learning Activities	Teaching and Learning Aids
Week 6: Reading skills	Exercises in faster/speed reading	- To increase their reading speed with understanding.	Pupils read and understand what they read at a faster rate/speed.	- Teacher selects a fairly simple passage. - Pupils read silently on their own. - Teacher asks questions on what they have read.	- Different passages
Week 7: Literature	Different types of writing and their basic characteristics: simple prose, poetry, short stories	- Identify the basic characteristics of different types of literature.	Pupils name the basic characteristics of different types of literature.	- Teacher provides copies of texts in prose, poetry and drama. - Pupils identify differences between the	- Texts in prose, poetry and drama

**Junior Secondary I: Language Arts (Reading), Term: 2**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
	(drama), simple short stories.			different texts.	
Week 8: Literature	Character analysis in texts. Simple figures of speech like simile, metaphor, personification	<ul style="list-style-type: none"> <li>- To describe characters in texts.</li> <li>- To identify simple figures of speech like simile, metaphor and personification.</li> </ul>	Pupils describe characters in text and identify figures of speech in texts such as simile, metaphor and personification.	<ul style="list-style-type: none"> <li>- Teacher leads discussion on character analysis.</li> <li>- Teacher gives examples of figures of speech such as simile, metaphor and personification.</li> </ul>	<ul style="list-style-type: none"> <li>- Texts</li> <li>- Chart with examples of simile, metaphor and personification</li> </ul>
Week 9: Reading	Extensive reading	<ul style="list-style-type: none"> <li>- To use the library in order to read books outside their prescribed texts.</li> </ul>	Pupils present oral or written review on books they have read.	<ul style="list-style-type: none"> <li>- Pupils visit the library and read novels of their choice.</li> <li>- Pupils do an oral presentation of the book they have read.</li> <li>- Teacher listens to pupils and guide them in the presentation</li> </ul>	-

**Junior Secondary I: Language Arts (Writing), Term: 2**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 10: Writing	Planning and writing a short and simple report about a visit or observation – 1 paragraph	<ul style="list-style-type: none"> <li>- To write a simple report about a visit or an observation.</li> </ul>	Pupils write clearly on a scene or a place they visited.	<ul style="list-style-type: none"> <li>- Divide pupils in groups.</li> <li>- Ask each group to observe a scene and write a report of what they observe.</li> <li>- Ask each group to visit a place in the school compound and write a report of what they observe.</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures of different scenes, e.g. market, a car crash, etc.</li> <li>- Library, laboratories, principal's office, etc.</li> </ul>
Week 11: Continuous writing	Planning and writing a narrative essay 2 – 3 paragraphs, taking special note of sequence of events	<ul style="list-style-type: none"> <li>- To write slightly longer narrative essays.</li> </ul>	Pupils write an essay of 2 – 3 paragraphs about an event they have witnessed or taken part in using the correct sequence of events	<ul style="list-style-type: none"> <li>- Teacher asks pupils to name events they have witnessed or taken part in, e.g. wedding birthday, thanksgiving, etc.</li> <li>- Ask pupils to write sentences about the event they have witnessed.</li> <li>- Ask the pupils to write the sentences in an orderly way and in paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>- Flash card with key words on various events</li> </ul>

**Junior Secondary I: Language Arts (Writing), Term: 2**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 12: Continuous writing	Writing 2 – 3 paragraphs describing articles, people and places.	- To write paragraphs describing articles, people and places	Pupils describe various articles, people and places using appropriate adjectives	<ul style="list-style-type: none"> <li>- Teacher gives samples of descriptions of article , people and place e.g. bag, pain of shoes, my mother, my best teacher a bank, a museum</li> <li>- Teacher gives a list of adjectives used to describe articles, people and places</li> </ul>	<ul style="list-style-type: none"> <li>- List of adjective on charts. Names of places, people and articles.</li> </ul>
Week 13: Writing	Creative writing: short rhymes, poems, stories.	- To compose short rhymes, poems and stories.	Pupils write short rhymes, poems and stories.	<ul style="list-style-type: none"> <li>- Teacher introduces nursery rhymes pupils have learned before.</li> <li>- Teacher gives examples of rhymes and encourages pupils to write their own.</li> <li>- Teacher encourage pupils to write poems out of rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>- A chart with few nursery rhymes</li> <li>- Flash card with rhyming words</li> </ul>

**Junior Secondary I: Language Arts (Language Content), Term: 2**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 1: Grammar	Countable and uncountable nouns with determiners expressing quantity – some, many, much and articles	- To distinguish between countable and uncountable nouns.	Pupils identify countable and uncountable nouns using determiners.	<ul style="list-style-type: none"> <li>- Teacher gives as list of nouns in a jumbled manner.</li> <li>- Teacher asks pupils to identify the countable and uncountable nouns in the list.</li> <li>- Teacher introduces articles and asks pupils to place them before the appropriate nouns.</li> </ul>	<ul style="list-style-type: none"> <li>- Chart with nouns in a jumbled manner</li> <li>- Flash cards with determiners and nouns separately</li> </ul>
Week 2: Punctuation	Capital letters, comma, full stop, and apostrophe	- To use capital letters, full stop, comma and apostrophe correctly.	Pupils use capital letters, full stop, comma and apostrophe correctly in sentences on their own.	<ul style="list-style-type: none"> <li>- Teacher writes a short passage on the board containing capital letters, full stop, comma and apostrophe.</li> <li>- Teacher draws the pupils attention to the correct use of these punctuation marks in the passage.</li> <li>- Pupils do short written exercises.</li> </ul>	<ul style="list-style-type: none"> <li>- Flash cards for each punctuation mark</li> <li>- Sentences on charts showing correct use of capital letters, full stop, comma and apostrophe</li> </ul>

**Junior Secondary I: Language Arts (Language Content), Term: 2**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 3: Tense	Expressing the future with 'shall'/'will' and 'going to'	- To express an action in the future correctly, using 'shall'/'will' and 'going to'.	Pupils express future events or action in the future correctly, using 'shall'/'will' or 'going to'	- Teacher introduces the use of the future tense by asking pupils to make sentences using 'tomorrow.' - Oral drills for pupils to practice using the future tense.	-
Week 4: Parts of speech	Adjectives comparative and superlative	- To describe people places or things accurately and to use the comparative and superlative forms of adjectives correctly.	Pupils describe people and objects using adjectives appropriately.	- Introduce the use of adjectives with pupils and objects in the classroom. - Teacher uses classroom objects to demonstrate the use of comparative and superlative forms.	- Classroom objects and pupils
Week 5: Parts of speech	Adverbs of manner, place and their correct uses.	- To discuss the functions of adverbs and their correct uses.	Pupils identify and use different types of adverbs correctly.	- Teacher introduces adverbs using a short passage. - Pupils identify adverbs in the passage. - Pupils make sentences using	- Flash cards with adverbs of time, place of time, place and manner

**Junior Secondary I: Language Arts (Language Content), Term: 2**

Theme/Concept	Topic	Objectives	Learning Outcome	Teaching/ Learning Activities	Teaching and Learning Aids
				adverbs.	

**Junior Secondary II: Language Arts (Oral), Term: 1**

Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching/ Learning Activities	Teaching and Learning Aids
Week 1: Sounds of English	Consonant contrasts	- To identify and pronounce consonant sounds clearly.	Pupils pronounce the consonant sounds clearly.	- Use the minimal pair test to contrast consonant sounds, e.g. tin and thin.	- Flash cards with consonant sounds
Week 2: Sounds of English	Vowel contrasts	- To identify and pronounce vowel sounds clearly.	Pupils pronounce the vowel sounds clearly.	- Teacher uses words showing vowel contrast, e.g. bit and beat.	- Flash cards with vowel sounds
Week 3: Sounds of English	Consonant clusters – medial and final	- To pronounce consonant clusters in medial and final positions clearly.	Pupils clearly pronounce words with consonant clusters at medial and final positions.	- Drills using words with consonant clusters at medial and final positions.	- Flash cards with words containing consonant clusters



**Junior Secondary II: Language Arts (Oral), Term: 1**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Leaning Activities</b>	<b>Teaching and Learning Aids</b>
Week 4: Aural comprehension	Listening comprehension, slightly longer passages at a faster speed, including stories	- To listen to and remember the main points of a passage or short story.	Pupils report main points of the passage or short story.	- Teacher reads passage or story alone and pupils listen attentively. - Teacher asks pupils questions on passage/story read.	- Passage or short story
Week 5: Aural comprehension	Listening to local and international radio programmes in English	- Listen to and retell main points in a radio programme.	Pupils discuss issues or events they have listened to over the radio.	- Teacher asks pupils to listen to a radio programme in English, e.g. news broadcast or school broadcast. - Pupils report about the radio programme. - Teachers records news broadcast, replays in the class and ask pupils questions on it.	- Radio - Recorded news items
Week 6: Speaking	Speeches increasing in length	- To compose speeches clearly.	Pupils plan and make a speech on an appropriate occasion.	- Teacher plans speech with pupils. - Pupils make speech and the class discusses it.	

**Junior Secondary II: Language Arts (Reading), Term: 1**

Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching/ Leaning Activities	Teaching and Learning Aids
Week 7: Reference skills	a) Dictionary use - selecting the right meaning b) Using reference books, encyclopaedia – finding information about various topics	<ul style="list-style-type: none"> <li>- To look up meanings of words in a dictionary and select the right meaning of a word from among many.</li> <li>- To make use of the encyclopaedia, finding information about various topics studied.</li> </ul>	Pupils arrange words in alphabetical order and find the meanings of words in a dictionary.	<ul style="list-style-type: none"> <li>- Teacher gives jumbled words for pupils to arrange in alphabetical order.</li> <li>- Pupils select meanings of words from a dictionary.</li> <li>- Class visits the school library.</li> <li>- Teacher demonstrates the use of the encyclopaedia.</li> </ul>	<ul style="list-style-type: none"> <li>- Dictionary</li> <li>- Encyclopaedia</li> <li>- Jumbled word list</li> </ul>
Week 8: Reading	Intensive reading – slightly longer prose passages of different types	<ul style="list-style-type: none"> <li>- To read slightly longer and difficult prose passages.</li> </ul>	Pupils read and interpret passage on newspaper articles.	<ul style="list-style-type: none"> <li>- Teacher provides newspaper articles or narratives describing a person, process, or giving instructions.</li> <li>- Pupils read silently on their own within time frame.</li> <li>- Teacher asks questions based on passages using who, what, where, when and how, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Newspaper articles</li> <li>- Passages from various texts</li> </ul>

**Junior Secondary II: Language Arts (Reading), Term: 1**

Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching/ Leaning Activities	Teaching and Learning Aids
Week 9: Reading comprehension	Reading the lines, between the lines, and beyond the lines	<ul style="list-style-type: none"> <li>- To make personal judgment based on a text and get more meaning from the passage and relate it to their personal experience.</li> </ul>	Pupils read and discuss issues from passages and relate them to their personal experience.	<ul style="list-style-type: none"> <li>- Teacher reads aloud to pupils as reinforcement and for correct pronunciation.</li> <li>- Pupils go into groups and discuss the passage.</li> <li>- Teacher discussion by asking questions of, what would you do if it were you?</li> </ul>	<ul style="list-style-type: none"> <li>- Selected passages from various texts</li> </ul>
Week 10: Reading comprehension	Inferring the meanings of words/phrases from context	<ul style="list-style-type: none"> <li>- To infer the meanings of words and phrases from context.</li> </ul>	Pupils infer the meanings of words and phrases correctly from context.	<ul style="list-style-type: none"> <li>- Pupils read the passage carefully.</li> <li>- Teacher selects key words from the passage and by skilful questioning and guidance gets pupils to infer meaning of words and phrases from context.</li> </ul>	
Week 11: Reading comprehension	Faster reading skimming and scanning	<ul style="list-style-type: none"> <li>- To read and pick out relevant information.</li> </ul>	Pupils read and pick out relevant information from a passage,	<ul style="list-style-type: none"> <li>- Teacher gives pupils passages, which they should read within a limited time.</li> <li>- Teacher selects key words from the passage and through questioning get pupils to infer meanings.</li> </ul>	<ul style="list-style-type: none"> <li>- Passages from selected texts</li> </ul>

**Junior Secondary II: Language Arts (Writing), Term: 1**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 1: Writing skills	Making notes from textbooks or encyclopaedia about people or topics	<ul style="list-style-type: none"> <li>- To pick out relevant materials from textbooks and reference books.</li> </ul>	Pupils make notes accurately on important points in the passage.	<ul style="list-style-type: none"> <li>- Teacher gives pupils a passage to look at and asks pupils to pick important or relevant points on the topic,</li> <li>- Teacher guides pupils on making notes from the relevant materials</li> </ul>	<ul style="list-style-type: none"> <li>- Passages from various text books</li> </ul>
Week 2: Continuous writing	Writing a paragraph with a topic sentence and expanding on the topic sentence	<ul style="list-style-type: none"> <li>- To discuss the structure of a paragraph to write a topic sentence and expand on it to form a paragraph.</li> </ul>	Pupils identify topic sentences in various paragraphs.	<ul style="list-style-type: none"> <li>- Teacher gives examples of paragraphs</li> <li>- Teacher gets pupils to pick out the topic sentence in each paragraph.</li> <li>- Teacher explains how the topic sentence has been elaborated on or expanded.</li> </ul>	<ul style="list-style-type: none"> <li>- Paragraphs prepared by the teacher</li> </ul>
Week 3: Continuous writing	Planning and writing informal letters of 3 – 4 paragraphs including apologies, regrets, asking for information about somebody or something,	<ul style="list-style-type: none"> <li>- To write a variety of informal letters using functional expressions.</li> </ul>	Pupils layout and compose an informal letter correctly.	<ul style="list-style-type: none"> <li>- Teacher presents examples of informal letters.</li> <li>- Teach pupils the layout of an informal letter.</li> <li>- Get pupils to do written exercise on the board based on the layout of an informal letter</li> </ul>	<ul style="list-style-type: none"> <li>- Examples of informal letter from textbook</li> </ul>

**Junior Secondary II: Language Arts (Writing), Term: 1**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
	sympathizing with someone, and writing a letter on behalf of an illiterate person.			- Pupils write an informal letter correctly based on topics supplied by teacher.	
Week 4: Dictation and spelling	Dictation and spelling of longer passages, key spelling words	- To write out a piece of dictation exercise correctly.	Pupils write out the passage dictated to them correctly.	- Teacher reads out the passage clearly and pupils listen attentively. - Teacher dictates the passage for pupils to write down.	- Prepared dictation passage
Week 5: Creative writing	Short stories, and poems	- To write short stories and poems.	Pupils write short stories and poems of their own.	- Teacher calls pupils attention to examples of stories and poems in their literature texts. - Teacher motivates pupils to write other poems and stories of their own.	- Literature texts
Week 6: Writing	Completing application and other forms	- To complete application and other forms.	Pupils complete an application form correctly.	- Teacher prepares a layout of an application form. - Teacher explains how pupils should complete form giving all information asking for.	- Sample of application form

**Junior Secondary II: Language Arts (Language Content), Term: 1**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Leaning Activities</b>	<b>Teaching and Learning Aids</b>
Week 1: Tenses of verbs	Past continuers tense	- To express ongoing events in negative and positive statements and questions.	Pupils can express ongoing past events or actions in the negative, positive, and in questions.	<ul style="list-style-type: none"> <li>- Teacher revises present continuous tense.</li> <li>- Teacher introduces structure of the past continuous tense i.e. past simple and main version.</li> <li>- Teacher introduces negative, positive and question form, e.g. he was sleeping during the film show (positive). He was not sleeping during the film show (negative). Was he sleeping during the film show? (question)</li> <li>- Drills to practices structure.</li> </ul>	<ul style="list-style-type: none"> <li>- Chart with sentences in the past continuous tense</li> </ul>
Week 2: Tenses of verbs	Past perfect tense, e.g. The thief had escaped before the lady opened the door.  Negative – The	To express events and active in the past using the past perfect tense.	Use the past perfect tense in sentences correctly.	<ul style="list-style-type: none"> <li>- Teacher revises the present perfect tense.</li> <li>- Teacher gives structure of the past perfect with some</li> </ul>	<ul style="list-style-type: none"> <li>- Word cards with words in the past perfect tense</li> <li>- Chart with short sentences in</li> </ul>

**Junior Secondary II: Language Arts (Language Content), Term: 1**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching/ Leaning Activities</b>	<b>Teaching and Learning Aids</b>
	<p>window had not been broken before you arrived. Question – Had the dog backed before the thieves left?</p>			<p>examples of sentences using the past perfect tense.</p> <ul style="list-style-type: none"> <li>- Teacher asks pupils to construct sentences in the past perfect tense.</li> </ul>	<p>the past continuous tense</p>
<p>Week 3: Sentence structure</p>	<p>Basic sentence patterns</p>	<ul style="list-style-type: none"> <li>- Use basic English sentence patterns correctly.</li> </ul>	<p>Write sentences using the basic sentence patterns correctly.</p>	<ul style="list-style-type: none"> <li>- Teacher introduces the structure of English sentences by giving some examples.</li> <li>- Pupils write sentences of their own using the sentence patterns taught.</li> </ul>	<ul style="list-style-type: none"> <li>- Sentences on charts showing the basic sentence patterns in English</li> </ul>
<p>Week 4: Sentences</p>	<p>The active and passive voice, e.g. The dog ate the bone.  The bone was eaten by the dog.</p>	<ul style="list-style-type: none"> <li>- Changes sentences from the active to the passive voice.</li> </ul>	<p>Write sentences in both the active and passive voice in expressing themselves.</p>	<ul style="list-style-type: none"> <li>- Teacher revises SVO sentence pattern.</li> <li>- Teacher gives some examples of sentences using the active voice.</li> <li>- Passive transformation.</li> </ul>	<ul style="list-style-type: none"> <li>- Chart with sentences in both active and passive voice</li> </ul>

**Junior Secondary II: Language Arts (Language Content), Term: 1**

Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching/ Leaning Activities	Teaching and Learning Aids
Week 5: Verb tenses	<p>Sequence of tenses in the past – revising all part tenses e.g. She <u>had borrowed</u> from her friend.</p> <p>He <u>was chasing</u> the ball across the road when a car hit him.</p>	<ul style="list-style-type: none"> <li>- Express a series of past events or actions using the past tense.</li> </ul>	<p>Make sentences in which pupils express a series of events or actions using the past tense.</p>	<ul style="list-style-type: none"> <li>- Teacher revises all the past tenses, i.e. simple past, past continuous and past perfect.</li> <li>- Teacher gives suitable examples of sentences in which a series of events or actions are used with the past.</li> <li>- Pupils make sentences of the past events or actions using the past tense.</li> </ul>	<ul style="list-style-type: none"> <li>- Chart with sentences of events or actions in the past</li> </ul>



**Junior Secondary II: Language Arts (Oral), Term: 2**

Theme/ Concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
<p align="center">Week 1: Comprehension</p>	<p>Conversation using functional expressions feelings and attitude, e.g. I hope to see you soon.</p> <p>I look forward to seeing you again.</p> <p>I'm rather disappointed that ....</p> <p>It's amazing that ....</p> <p>I'm concerned that...</p>	<p>To use functional expression correctly and appropriately</p>	<p>Pupils express themselves using the right type of expression for the appropriate occasion.</p>	<p>Teacher creates a situation and pupils practice the use of the right functional expressions for the situation – role play.</p>	<p>Flash cards with functional expressions of feelings and attitude</p>
<p align="center">Week 2: Sounds in English</p>	<p>Intonation rising and falling</p>	<p>To use intonation in sentences correctly.</p>	<p>Pupils distinguish between rising and falling intonation and use them in sentences</p>	<p>Teacher presents examples of sentences showing using and falling intonation. Teacher asks pupils to repeat sentences in groups, pairs and</p>	<p>Charts with sentences of rising and falling intonation</p>

**Junior Secondary II: Language Arts (Oral), Term: 2**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
			correctly.	individually.	
Week 3: Conversation	Discussion of topical issues, e.g. health, environment, transportation problems, Ebola epidemic, etc.	To discuss other subject areas or topic issues including topics on emerging issues like corruption, climate change, pollution, etc.	Pupils discuss topical issues on current issues.	<ul style="list-style-type: none"> <li>- Teacher presents some topics for brainstorming.</li> <li>- Teacher leads discussion on particular topical issues.</li> </ul>	Flash cards with topical issues
Week 4: Aural comprehension	Observing and reporting orally	To observe and report events or activities orally.	Pupils report events or activities they observed or witnessed.	<ul style="list-style-type: none"> <li>- Teacher leads pupils to observe a scene and asks the pupils to report orally on what they observe.</li> </ul>	Chart of different scenes
Week 5: Conversation	Listening to and conveying/carrying longer messages and carry out instruction	To pass on longer messages to parents, teacher and friends.	Pupils convey longer messages to parents, teacher, and friends, and carry out instructions properly	Teacher and pupils plan simulation and role-play in delivering messages and carrying out instructions.	
Week 6: Sounds in	Word and sentence stress	To identify and use word and	Pupils distinguish	Teacher presents examples of words in	<ul style="list-style-type: none"> <li>- Flash cards with words and</li> </ul>

**Junior Secondary II: Language Arts (Oral), Term: 2**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
English		sentence stress correctly.	words and sentences based on their stress in every day conversation.	English that are distinguished by stress.	sentences of different stress

**Junior Secondary II: Language Arts (Reading), Term: 2**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 7: Reading comprehension	Summary outlining and picking out topic sentences from passages	To tell the differences between main points and other details, such as illustrations and examples.	Read and identify topic sentences from among other sentences. Give a suitable title to the passage.	<ul style="list-style-type: none"> <li>- Teacher states differences between comprehension passage and summary.</li> <li>- Pupils read the passage silently.</li> <li>- Teacher asks pupils to suggest a title for the passage.</li> <li>- Teacher and pupils go through the passage to pick out topic sentences from among other sentences.</li> </ul>	- Passage from text
Week 8: Literature	Plot, setting and themes in plays	To identify plot, setting, and	Read and identify plot setting and	- Teacher introduces texts such as prose,	- Prescribed texts.

**Junior Secondary II: Language Arts (Reading), Term: 2**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
	prose and short stories	themes in plays and short stories.	theme in plays, prose, and short stories.	plays and short stories. - Teacher puts pupils in groups. - Pupils read, dramatize, mime, role-play, etc. - Teacher asks leading questions to identify plot, setting, and themes.	
Literature	Simple character analysis in prose drama and narrative poetry	Identify and describe characters in prose, drama, and poetry.	Read, identify, and write character sketches on prescribed texts.	- Teacher introduces techniques of character analysis. - Teacher and pupils read set text carefully. - Teacher and pupils discuss character mentioned in the text. - Pupils discuss the use of language. - Teacher guides pupils in writing character sketches	- Prescribed texts for prose, drama and poetry
Week 9: Literature	Simple figures of speech in poems – rhymes and rhyme scheme,	Recognize and interpret simple figures of speech.	Read, recognize, and interpret simple figures of speech in poems.	- Teacher explains the meaning of figures of speech. - Teacher introduces	- Chart with poems - Prescribed poems

<b>Junior Secondary II: Language Arts (Reading), Term: 2</b>					
<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
	simile, alliteration, etc.			<p>simple figure of speech such as simile, metaphor, alliteration, and personification.</p> <ul style="list-style-type: none"> <li>- Pupils read poems to identify figures of speech.</li> </ul>	
Week 10: Reading skills	<p>Extension reading simple/slightly difficult texts from class, school, public library. Texts based on Emerging Issues, e.g. HIV/AIDS, Gender, Civic Education, Human Rights.</p>	Use the library to develop the habit of reading for pleasure out of school.	Present oral or written review on books they have read.	<ul style="list-style-type: none"> <li>- Pupils go to the library and read slightly difficult texts apart from the prescribed texts.</li> <li>- Pupils do an oral presentation of the book they have read.</li> </ul>	<ul style="list-style-type: none"> <li>- Books, novels, short plays, poems</li> </ul>

<b>Junior Secondary II: Language Arts (Writing), Term: 2</b>					
<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 11: Writing skills	Editing written work for wrong spellings, punctuation, tense	Teach pupils how to edit a piece of writing.	Edit a piece of writing correctly.	<ul style="list-style-type: none"> <li>- Teacher introduces the concept of editing.</li> <li>- Teacher gives pupils an un-edited piece of writing and asks them</li> </ul>	<ul style="list-style-type: none"> <li>- Short passage on charts</li> </ul>

**Junior Secondary II: Language Arts (Writing), Term: 2**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
				mistakes. - Pupils edit or correct the mistakes in the passage. - Teacher reviews common mistakes, e.g. punctuation spelling, tense, etc.	
Writing Skills	Editing written work and improving on the edition work	Edit a piece of written work and improve on it	Improve on a piece of written work by editing correctly	- Pupils edit their own written exercise - Pupils edit written exercises of others - Pupils pick out errors in spelling and simple aspects of grammar - Pupils rewrite edited exercise	- Short passage written by pupils
Week 12: Continuous writing	Planning and writing longer narrative essays, e.g. autobiographies. How to include conversation in essays.	To plan and write longer narrative essays.	Write well planned narrative essays .	- Teacher exposes pupils to examples of good narrative essays. - Plan essays in paragraphs together with pupils. - Pupils write narrative essays.	- Guided narrative essay by the teacher

**Junior Secondary II: Language Arts (Writing), Term: 2**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
Continuous writing	Writing a report on a process that has been observed in 1 – 2 paragraphs	To observe and report on process.	Record accurately the steps involved in a process.	<ul style="list-style-type: none"> <li>- Teacher asks pupils to name processes they have observed, e.g. soap making etc.</li> <li>- Teacher asks pupils to mention the steps they observed in the process.</li> <li>- Teacher discusses steps with pupils.</li> <li>- Pupils write a report on processes observed.</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures or illustrations of different processes</li> </ul>
Week 13: Continuous writing	Writing semiformal letters to school authorities	To write semiformal letters.	Write semiformal letters correctly.	<ul style="list-style-type: none"> <li>- Teacher exposes pupils to different types of semiformal letters.</li> <li>- Teacher discusses features of semiformal letter with pupils.</li> <li>- Teacher plans letter with pupils.</li> <li>- Pupils write samples of semiformal letters.</li> </ul>	<ul style="list-style-type: none"> <li>- Chart with a layout of semiformal letter</li> </ul>
Continuous writing	Planning and writing simple instruction or	To write simple instructions or directions.	Write out simple instructions or directions	<ul style="list-style-type: none"> <li>- Teach pupils the features of writing instructions and</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>

**Junior Secondary II: Language Arts (Writing), Term: 2**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
	directions		correctly.	directions. - Pupils give oral instruction of how to carry out some activities, e.g. cook rice, going to mu local market. - Plan with pupils and guide in writing instruction or directions	

**Junior Secondary II: Language Arts (Language Contents), Term: 2**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 1: Verb tenses	Expressing the suture using the present continuous tense	To express the future using the present continuous tense	Express the future using the present continuous tense correctly	- Revise future tense using 'will/shall' and 'going to' - Teacher introduces the present continuous tense to express the future - Pupils construct sentences in the future using the present continuous tense	- Chart with sample sentences in the future using the present continuous tense
Week 2: Parts of speech	Noun groups with determiners of quantity	Use noun groups with determiners	Use nouns groups with determines	- Revise countable and uncountable nouns with	- Flash cards with determiners and nouns



**Junior Secondary II: Language Arts (Language Contents), Term: 2**

Theme/ Concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
			correctly in sentences	a/an/many/much/some - Teacher introduces use of determiners - Teacher explains when each is used - Drills to practices use of determines in pairs/groups etc.	

**Junior Secondary III: Language Arts (Oral), Term: 1**

Theme/ Concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
Week 3: Sounds of English	Consonant and vowels	To pronounce consonants and vowels correctly.	Pronounce all consonant and vowel sounds correctly.	- Teacher revises difficult consonant and vowel sounds. - Teacher drills pupils on difficult consonant and vowel sounds. - Teacher and pupils read sentences and short paragraphs containing sounds they have learned.	- Flash cards with consonant and vowel sounds
Week 4: Sounds of English	Diphthongs	To pronounce diphthongs correctly.	Pronouns diphthong correctly.	- Teacher introduces diphthongs through reading.	- Flash cards with

**Junior Secondary III: Language Arts (Oral), Term: 1**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
				- Pupils listen, recognize and, produce diphthong in isolation and in words.	diphthongs
Week 5: Aural comprehension	Listening comprehension longer passages and faster speech	To listen to and remember the main points of a passage.	Report main points of the passage.	- Teacher reads passage aloud and pupils listen attentively. - Teacher asks pupils questions on passage read.	- Passages from a variety of text
Week 6: Aural comprehension	Listening to local and international radio programmes	To listen to and understand local and international radio programmes.	Listen to and interpret local and international radio programmes.	- Teacher divides class into groups, assigns each group to listen to a local or international programme. - Groups report on programme listened to. - Pupils answer questions based on programme listened to.	- Radio - Recorded - New items
Week 7: Conversation	Some	To use mare	Choose correct	- Teacher divides	-

**Junior Secondary III: Language Arts (Oral), Term: 1**

Theme/ Concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
	expressions used in conversation, e.g. request, advice, or suggestions	functional expressions in appropriate situations.	functional expressions and use them in the appropriate situations.	pupils into groups. - Teacher creates a situation for each group to practice.	
Week 8: Conversation	Speeches – procedure in public speaking	To teach the right procedure in public speaking.	Use the right procedure in formal public speaking.	<ul style="list-style-type: none"> <li>- Teacher exposes pupils to formal public ceremonies, e.g. prize-giving or debates.</li> <li>- Teacher leads discussion on formal public ceremony that pupils have witnessed, e.g. prize-giving</li> <li>- Pupils role-play, e.g. chairman, guest speaker, principal, senior prefect.</li> <li>- Teacher guides pupils in using the right procedure for formal public speaking.</li> </ul>	-

**Junior Secondary III: Language Arts (Reading), Term: 1**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 1: Reading skills	<p>More reference skills,</p> <p>Dictionary work selecting the right meaning, looking up phrases, verbs and idioms, etc.</p> <p>Gathering information about idioms, etc.</p> <p>Gathering information about people, topic from texts.</p>	To make better use of reference materials, e.g. dictionary and encyclopaedia.	Use a dictionary and encyclopaedia effectively.	<ul style="list-style-type: none"> <li>- Teacher asks pupils to look up for the meaning of words or phrases in a dictionary.</li> <li>- Pupils practice using the encyclopaedia to gather information about people or subjects.</li> </ul>	<ul style="list-style-type: none"> <li>- Dictionary</li> <li>- Encyclopaedia</li> </ul>
Week 2: Reading skills	Intensive reading longer and difficult passages of topics different	To read longer and difficult passages and to distinguish between fact and fiction.	Read and distinguish between fact and fiction in various forms of writing.	<ul style="list-style-type: none"> <li>- Teacher provides article from newspapers, magazines, written speeches, or text books.</li> <li>- Pupils read silently on their own.</li> <li>- Teacher and pupils read together.</li> <li>- Teacher guides pupils to distinguish</li> </ul>	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- Magazines</li> <li>- Written speeches</li> <li>- Textbooks</li> </ul>

**Junior Secondary III: Language Arts (Reading), Term: 1**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
				between fact and fiction.	
Week 3: Reading skills	Reading the lines	To interpret the plain sense of various reading materials.	Reading and interpret various reading materials.	<ul style="list-style-type: none"> <li>- Pupils read passages from different texts.</li> <li>- Teacher asks pupils to give the meanings of the sentences they have read.</li> </ul>	- Selected passage from various texts
Week 4: Reading skills	Reading between the lines	To make personal judgment based on a text and get more meaning from the passage and relate to their personal experience.	Read and discuss issues from passage and relate them to their personal experience.	<ul style="list-style-type: none"> <li>- Teacher reads aloud to pupils with emphasis on pronunciation.</li> <li>- Pupils go into groups and discuss the passage.</li> <li>- Teacher leads group discussion by asking questions, e.g. what would you do if it were you?</li> </ul>	- Selected passages from various texts
Week 5: Reading skills	Inferring the meaning of words/idioms from context	To infer meanings from context.		<ul style="list-style-type: none"> <li>- Teacher and pupils read longer passages.</li> <li>- Teacher leads discussion by asking</li> </ul>	- Selected passage from various texts.

<b>Junior Secondary III: Language Arts (Reading), Term: 1</b>					
<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
				inference questions to elicit information and meanings of words/idioms.	
Week 6: Reading	Faster reading of longer passages skimming and seaming	To read and pick out relevant information quickly from longer passages.	Read and pick out relevant quickly from longer passages.	<ul style="list-style-type: none"> <li>- Teacher gives pupils passages, which they should read within a limited time.</li> <li>- Teacher selects key words from the passage and through questioning gets pupils to infer meanings.</li> <li>- Teacher discusses the techniques of skimming and seaming longer passages.</li> </ul>	- Passages from selected texts.

<b>Junior Secondary III: Language Arts (Writing), Term: 1</b>					
<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 7: Writing Skills	Making notes from reference materials or textbooks	To pick out relevant materials from reference materials or	Making accurate notes from textbooks and reference	<ul style="list-style-type: none"> <li>- Teacher guides pupils on note making.</li> <li>- Pupils note</li> </ul>	- Text books Dictionaries

**Junior Secondary III: Language Arts (Writing), Term: 1**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
		textbooks.	books.	essential points from reference materials or textbooks.	
Week 8: Continuous writing	Narrative essays - 2-4 paragraphs making use of paragraph connectors.	To write a good essay with well structured paragraphs using effective linking expressions.	Compose well-structured essays, using effective connectors.	<ul style="list-style-type: none"> <li>- Teacher introduces pupils to biographies.</li> <li>- Teacher points out characteristics of biographies.</li> <li>- Teacher and pupils plan sample essay.</li> <li>- Teacher introduces and explains the use of connectors to link paragraphs.</li> <li>- Pupils encouraged to write paragraphs using effective connectors.</li> </ul>	- Charts with connectors.
Week 9: Continuous writing	Planning and writing letters of application based on advertisement in the newspaper or radio.	To write letters of application.	Writing letters of application accurately.	<ul style="list-style-type: none"> <li>- Teacher and pupils discuss characteristics of formal letters, e.g. address, salutation, title, and subscript.</li> <li>- Teacher and pupils examine samples</li> </ul>	- Cut outs of advertisements from newspapers

**Junior Secondary III: Language Arts (Writing), Term: 1**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
				of advertisement to understand the information necessary for a letter of application - Teacher guides pupils to plan and write a sample letter of application.	
Week 10: Writing	Dictation and spelling –longer passages at faster speech, putting in punctuation.	To write dictation exercises correctly.	Write a dictation passage using punctuation marks correctly.	- Teacher reads passage while pupils listen. - Teacher dictates at normal speed and pupils take it down using base punctuation marks correctly.	
Week 11: Writing	Writing short speeches for formal occasions, e.g. vote of thanks, welcomes or introducing a guest speaker.	To write short speeches for formal occasions .	Compose short formal speeches correctly and appropriately.	- Teacher and pupils discuss sample written speeches people make on real formal occasions. - Teacher and pupils discuss and plan speeches. - Pupils write	- Samples of written speeches.



**Junior Secondary III: Language Arts (Writing), Term: 1**

Theme/ Concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
				speeches for various occasions, e.g. vote of thanks, welcome, and introducing a guest speaker.	

**Junior Secondary III: Language Arts (Language Content), Term: 1**

Theme/ Concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
Week 1: Varieties of English	Regional variations in English British English/West African English of spelling, introduction.	To recognize the basic regional differences in English.	Differentiate basic regional variations in English.	<ul style="list-style-type: none"> <li>- Teacher uses recordings of radio programmes of these varieties, e.g. AOA, BBC, SLBC.</li> <li>- Pupils identify similarities and differences.</li> <li>- Pupils discuss similarities and differences.</li> </ul>	Recorded varieties of spoken English
Week 2: Parts of speech	Order of several adverbs and adjectives in sentences.	To use two or more adverbs or adjectively correctly.	Place two or more adverbs and adjectives correctly in sentences.	<ul style="list-style-type: none"> <li>- Teacher gives pupils several samples of sentences with two or more adverbs and adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>- Flash cards with adverbs and adjectives.</li> <li>- Sentences with adverbs and adjectives.</li> </ul>

**Junior Secondary III: Language Arts (Language Content), Term: 1**

Theme/ Concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
				<ul style="list-style-type: none"> <li>- Pupils do written descriptions using two or more adverbs or adjectives correctly.</li> </ul>	
<p align="center">Week 3: Grammar (Conditionals)</p>	<p>Conditionals – if and unless</p>	<p>To express open and hypothetical conditions with if.</p> <p>To express negative conditions with unless.</p>	<p>Express themselves correctly using if /unless in hypothetical and negative conditions.</p>	<ul style="list-style-type: none"> <li>- Teacher gives meaningful examples of sentences expressing open and hypothetical conditions with if and negative conditions with unless.</li> <li>- Teacher draws pupils attention to main features of conditional clauses and introduces clauses within/unless.</li> <li>- Pupils do exercises in which they express open and hypothetical conditions with if.</li> <li>- Pupils do exercises in which they</li> </ul>	<ul style="list-style-type: none"> <li>- Chart with sentences</li> </ul>

**Junior Secondary III: Language Arts (Language Content), Term: 1**

Theme/ Concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
				express the use of negative conditions with unless.	
Week 4: Idiomatic expressions	Phrasal verbal/Idioms	To identify phrasal verbs and idioms in sentences.	Use phrasal verbs and idioms correctly.	<ul style="list-style-type: none"> <li>- Teacher revises preposition with pupils.</li> <li>- Teacher gives some examples of verbs used with preposition to form phrasal verbs.</li> <li>- Pupils do written exercise on phrasal verbs and idioms</li> </ul>	Flash cards with phrasal verbs and idioms
Week 5: Auxiliary verbs	Modal	To use modals in sentences correctly.	Identify and use modals in sentences correctly.	<ul style="list-style-type: none"> <li>- Teachers give meaningful examples of modals in sentences.</li> <li>- Pupils do drills to practices the use of modals.</li> <li>- Pupils practice using modals in oral conversation and written exercises.</li> </ul>	- Chart with modals

**Junior Secondary III: Language Arts (Language Content), Term: 1**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 6: Punctuation	Punctuation: Quotation marks, semi-colon, colon	To teach the correct use of quotation marks, semi colon and colon.	Use quotation marks, semi-colon and colon correctly in sentences in their own.	<ul style="list-style-type: none"> <li>- Use pupils written exercises to revise punctuation marks already done.</li> <li>- Explain with examples the uses of quotation marks, semi-colon and colon.</li> <li>- Pupils practice correct punctuation marks in essays, dictation and other written works in other subjects.</li> </ul>	<ul style="list-style-type: none"> <li>- Flash card for each punctuation mark</li> <li>- Sentences on charts showing correct use of quotation marks, semi-colon and colon.</li> </ul>

**Junior Secondary III: Language Arts (Oral), Term: 2**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 1: Speaking Skills	Interviewing for information and reporting on the interview	Learn to interview people and report on the interview.	Conduct interview and report accurately.	<ul style="list-style-type: none"> <li>- Teacher explains techniques used in interviewing.</li> <li>- Role-play different characters.</li> <li>- Homework pupils interview some</li> </ul>	

**Junior Secondary III: Language Arts (Oral), Term: 2**

Theme/ Concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
				personalities,	
Week 2: Speaking Skills	Interview for a job/scholarship	To prepare for an interview.	Demonstrate good ethics at an interview .	<ul style="list-style-type: none"> <li>- Teacher discusses purposes and how to prepare for an interview with pupils.</li> <li>- Pupils role-play manner of behaviour art job interviews.</li> </ul>	
Sounds of English	Weak and strong stress on articles and preposition in sentence	To pronounce weak and strong forms of stress on articles and preposition.	Use weak and strong forms of stress correctly.	<ul style="list-style-type: none"> <li>- Teacher records weak and strong stresses.</li> <li>- Teacher drills pupils in pronouncing weak and strong stress.</li> </ul>	Flash cards with words of different stresses
Week 3: Sounds of English	Intonation of question tags	To pronounce question tags with correct intonation.	Pronounce question tags with correct intonation.	<ul style="list-style-type: none"> <li>- Teacher introduces pupils to correct pronunciation of question tags.</li> <li>- Teacher drills pupils in correct pronunciation of question tags .</li> </ul>	Flash cards and charts with question tags

**Junior Secondary III: Language Arts (Oral), Term: 2**

Theme/ Concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
Week 4: Speaking skills	Debates on important issues, e.g. Ebola is a dangerous disease	To debate on an important current issues.	Defend their position in a debate.	<ul style="list-style-type: none"> <li>- Teacher and pupils discuss the art of debating.</li> <li>- Teacher introduces topic for debate.</li> <li>- Teacher selects two teams to debate on an issue.</li> </ul>	
Week 5: Listening skills	Listening to short lectures/ speeches and making notes on important points	To listen to lectures or speeches and make notes on important points.	Make notes on important points from a lecture or speech.	<ul style="list-style-type: none"> <li>- Teacher explains how to make notes.</li> <li>- Teacher reads short paragraphs to jot down important points.</li> <li>- Teacher examines notes for correctness.</li> </ul>	Passages

**Junior Secondary III: Language Arts (Reading), Term: 2**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 6: Writing skills	Summary writing whole passages in a number of sentences	To identify the main points of a passage.	Summarize a given passage accurately.	<ul style="list-style-type: none"> <li>- Teacher reads the passage aloud.</li> <li>- Pupils read the passage silently.</li> <li>- Teacher guides pupils to identify the main points of the passage.</li> <li>- Teacher guides pupils to summarize the main points.</li> </ul>	Passage
Week 7: Literature	Plot, setting themes in prose plays, poems and short stories	To identify plot themes and setting and their relationship to each other.	Identify and discuss plot, setting, and theme in poems and short stories.	<ul style="list-style-type: none"> <li>- Teacher and pupils discuss plot, setting, theme, etc.</li> <li>- Teacher guides pupils to identify plot, setting, and theme.</li> <li>- Pupils read and identify plot, setting, theme, etc. in poems and short stories.</li> </ul>	Prescribed text
Week 8: Literature	Character analysis	To describe and appreciate characters in prescribed texts.	Analyze characters from texts.	<ul style="list-style-type: none"> <li>- Pupils read and study closely all the characters they come across in their set texts.</li> <li>- Pupils are exposed to a</li> </ul>	

**Junior Secondary III: Language Arts (Reading), Term: 2**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
				wide range of reading materials so that they meet different types of characters. - Pupils recall behaviour and what is said about characters they come across. - Discuss and write about characters in their texts.	
Week 9: Literature	More figures of speech – personification, metaphor, hyperbole and irony	To identify figures of speech and appreciate the style and attitude of the poet.	Analyze poems using figures of speech	- Teacher reads the poem aloud. - Teacher and pupils analyze a poem paying attention to figures of speech, direction, tone and style.	- Prescribed poems
Week 10: Literature	Paraphrasing and simplifying poems /drama	To rewrite in simple language what they have read in a Shakespearean text or poem for better understanding.	Paraphrase extracts of poems and plays clearly.	- Teacher and pupils read texts. - Teacher guide pupils in simplifying and paraphrasing texts - Teacher gives each pupil a short extract to paraphrase.	Prescribed texts
Week 11:	Extensive	To read slightly	Develop the skills	- Teacher encourages	Books from



**Junior Secondary III: Language Arts (Reading), Term: 2**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
Reading Skill	reading slightly difficult texts from class, schools, public library	difficult texts for pleasure and information.	of reading outside their prescribed text.	<ul style="list-style-type: none"> <li>- pupils to read outside their prescribed texts.</li> <li>- Pupils select books from school or public library to read.</li> <li>- Pupils keep record of what they read.</li> <li>- Teacher encourages oral presentations or discussion on book read.</li> </ul>	school or public library

**Junior Secondary III: Language Arts (Writing), Term: 2**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 1: Creative Writing	Planning and writing short poems, stories or plays based on texts studied or folk tales	To write short stories, poems or plays.	Compose short stories, plays or poems.	<ul style="list-style-type: none"> <li>- Teacher introduces folk tales in the community.</li> <li>- Teacher gives pupils examples of creative writing.</li> <li>- Teacher relates folk tales to creative writing.</li> <li>- Pupils write short poems, plays or stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Examples of folk tales</li> </ul>
Week 2: Writing skills	Planning and writing an agenda for a meeting and writing minutes of	To write an agenda and minutes of a meeting.	Write an agenda and minutes of a meeting	<ul style="list-style-type: none"> <li>- Teacher discusses the meaning of (i) Agenda and (ii) Minutes</li> <li>- Teacher presents samples</li> </ul>	Samples of agenda and minutes

**Junior Secondary III: Language Arts (Writing), Term: 2**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
	a meeting		correctly.	<ul style="list-style-type: none"> <li>- of an agenda and minutes.</li> <li>- Pupils write out an agenda for a particular meeting.</li> <li>- Pupils write out minutes of a meeting.</li> </ul>	
Week 3: Continuous writing	Writing a letter to an editor of a newspaper on a topical issue	To write a letter to the editor of a newspaper on a topical issue.	Plan and write a letter to the editor on a topical issue.	<ul style="list-style-type: none"> <li>- Teacher revises format for a formal letter.</li> <li>- Teacher introduces letter written to a editor off a newspaper.</li> <li>- Teacher discusses some topical issues with the pupils.</li> <li>- Pupils discuss, plan, and write a letter to an editor</li> </ul>	Sample letters to an editor
Week 4: Continuous writing	Writing reports of club activities/visits	To write periodic reports of the activities of clubs or report on visits.	Report activities of clubs accurately and report on visits clearly.	<ul style="list-style-type: none"> <li>- Teacher and pupils discuss samples of reports or visits.</li> <li>- Teacher discusses formal reports to enable pupils plan and write similar report.</li> <li>- Teacher leads discussion on visits made by pupils.</li> <li>- Pupils write essays.</li> </ul>	Samples of report
Week 5: Continuous writing	Writing a simple book report	To write simple book reports.	Write simple reports on books read.	<ul style="list-style-type: none"> <li>- Teacher and pupils discuss the meaning of a book report.</li> <li>- Teacher and pupils discuss</li> </ul>	Chart with steps on writing a book report

<b>Junior Secondary III: Language Arts (Writing), Term: 2</b>					
<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
				<p>the formal steps for writing book report.</p> <ul style="list-style-type: none"> <li>- Teacher guides pupils to write simple reports on books read.</li> </ul>	
Week 6: Writing skills	Editing written work	To teach pupils the habit of editing.	Find errors in an essay and make necessary corrections.	<ul style="list-style-type: none"> <li>- Teacher asks pupils to write an essay on any topic of their choice.</li> <li>- Teacher and pupils pick out errors in their writing, pupils correct and rewrite the essay.</li> </ul>	Essays written by pupils

<b>Junior Secondary III: Language Arts (Language Content), Term: 2</b>					
<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 7: Clauses	Complex clauses expressing cause/reasons/purpose	To teach complex clauses to show cause, reason, purpose.	Use complex clauses expressing cause, reason, or purpose correctly.	<ul style="list-style-type: none"> <li>- Teacher draws pupils attention to the use of clauses expressing cause, reason, or purpose.</li> <li>- Teacher gives pupils various examples.</li> <li>- Pupils practice using expression in groups.</li> <li>- Pupils do written exercises.</li> </ul>	Chart with different clauses of cause reason or purpose

**Junior Secondary III: Language Arts (Language Content), Term: 2**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
Week 8: Grammar	Active and passive voice	To identify sentences in the active and passive voice.	Distinguish and use sentences in the active and passive voice correctly.	<ul style="list-style-type: none"> <li>- Teacher revises the sentence structure with S+V+O.</li> <li>- Teacher emphasizes the active voice in the SVO order.</li> <li>- Teacher explains the process of changing sentences from active to passive.</li> <li>- Teacher drills pupils in pairs or group in changing sentences form active to passive.</li> </ul>	Chart with sentences in the active and passive voice
Week 9: Grammar	Questions tags requesting conformation, e.g. He likes school doesn't he? Yes he does. It's hot, isn't it? Yes it is.	To teach the correct use of question tags requesting confirmation.	Use question tags requesting confirmation correctly.	<ul style="list-style-type: none"> <li>- Teacher revises yes/no and who questions.</li> <li>- Teacher gives meaning full examples of question tags requesting conformation with examples.</li> <li>- Pupils do drills in groups/pairs to practice use of question tags.</li> <li>- Pupils do written exercises.</li> </ul>	Charts with sentences using question tags
Week 10: Grammar	Concord in sentences subject/verb/pronoun	To explain subject – verb	Construct sentences with	<ul style="list-style-type: none"> <li>- Teacher draws pupils attention to the subject</li> </ul>	<ul style="list-style-type: none"> <li>- Chart with sentences</li> </ul>

**Junior Secondary III: Language Arts (Language Content), Term: 2**

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
	referents	agreement and pronouns and what they refer to.	correct subject verb agreement.	and verb in simple sentences. - Revise pronouns and use various exercises practicing using the right pronoun for what it refers to. - Pupils do written exercises on the above.	subject – verb agreement
Week 11: Tense	Sequence of tenses	To teach the correct use of the past tense to record events.	Record events properly using the past tense.	- Revise past tense in the active and passive and gives examples of passage using different tenses. - Pupils do exercises in which they record events using the past tense.	Passages from text
Week 12: Varieties of language	Comparison English with Krio or the community language	To discover the differences between English and local language.	Translate from their local language to English intelligently.	- Through examples and discussion compare English and Krio/local language. - Compare vocabulary items in English and Krio/local language. - Pupils tell short stories in their local language and translate into written English.	

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