

INTRODUCTION TO THE LEARNING ACHIEVEMENT TARGETS (LATs) HANDBOOK

The Learning Achievement Targets (LATs) booklet is an important source of reference material for teachers in the preparation of teaching and learning guides or notes. This version has been aligned with the revised syllabi and course textbooks for the Upper Basic, in the Core Subjects (English, Mathematics, Science and Social and Environmental Studies). Similar targets have been developed for the Lower Basic and shall in due course be developed for the Senior Secondary level as well. In addition, the revised booklet lays great emphasis on the three domains of teaching and learning, namely: **knowledge, skills and attitudes**. Hence, for effective lesson preparation and delivery, LAT booklets should not be used in isolation but alongside with the syllabi, textbooks and teachers' guides.

As the Ministry of Basic and Secondary Education strives to achieve its policy objectives of Quality Education by the year 2015, we call upon all stakeholders at school level particularly teachers in the classroom to effectively use this LAT booklet to adequately prepare our children who are our future generation, for responsible citizenship. Teachers should acquaint themselves with the content of the booklets and endeavour to see that pupils achieve the targets stated therein at the end of each term and school year respectively. This is because items/questions for the National Assessment Tests (NAT) are developed from the LATs and failure to achieve the targets may pose a problem for pupils during NATs.

In a similar vein MOBSE calls on both internal monitors such as head teachers and senior teachers/heads of department and external monitors including Cluster Monitors and Regional Officers to familiarise themselves with the LATs in order to ensure their proper usage in the classroom. In addition, we urge monitors to closely monitor the impact of the LATs on pupils' performances, as well as provide support to teachers wherever needed. In fact, this is the main route for the Quality Assurance of Teaching and Learning in schools as encapsulated in the MoSBSE Quality Assurance Framework (QAF). Stakeholders at different levels i.e. classroom teachers, head teachers, deputies, senior teachers/heads of departments and SMCs, cluster monitors and regional officers are expected to provide support to those who work under them to achieve quality education. Furthermore, the LAT booklets can also serve as an important source of reference material for professional development activities of teachers at school, cluster and regional levels.

On a final note, MOBSE wishes to acknowledge with sincere gratitude, the effort, commitment and input of all partners who in one way or the other, took part in the development and validation of the LATs for the Upper Basic Schools.

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Permanent Secretary

ENGLISH LANGUAGE
GRADE 7
ATTITUDES

By the end of grade 7 students should be able to:

- Demonstrate awareness that listening, speaking, reading and writing are important tools for communication.
- Appreciate the importance of understanding and being understood when one uses language.
- Acknowledge diversity and difference of opinions by showing respect for other people's viewpoints during dialogues, discussions and debates.
- Show willingness and develop confidence in using English in a variety of contexts and situations, more so in transacting daily activities.
- Appreciate that reading and writing are enjoyable and can impart knowledge as well.
- Appreciate the importance of neat and legible hand writing as a tool for effective communication.

SKILLS		KNOWLEDGE
LISTENING AND SPEAKING	<p>By the end of the year; students Should be able to:</p> <p>Use communicative and functional language in seeking permission; apologising, giving approval, and making requests, etc; e.g.</p> <ul style="list-style-type: none"> • May I go home? • I am sorry for breaking your pencil • Yes, you may go home. (• Please can you erase the blackboard? 	<p>By the end of the year students should be able to :</p> <p>Demonstrate ability to make requests and apologies using functional and communicative language appropriately in writing, e.g.</p> <ul style="list-style-type: none"> • Could you help me sweep the classroom please? • I am sorry for coming late.
	<p>Use correct pronunciation (of syllables), intonation (rising and falling) and stress patterns. e.g.</p>	

	<ul style="list-style-type: none"> • Com/for/ta/ble • Read! • Has she read her book? 	
	<p>Use tenses appropriately in relation to time e.g.</p> <ul style="list-style-type: none"> • I am late. • He was in school yesterday. • We will be in school tomorrow 	<p>1. Demonstrate ability to use the simple past tense appropriately in writing, e.g.</p> <ul style="list-style-type: none"> • I talked to Fatou on the phone. • The PTA chairperson came to our school yesterday. • Were you in school yesterday? • I was in school yesterday. <p>2. Demonstrate ability to use the simple present tense appropriately in writing, e.g.</p> <ul style="list-style-type: none"> • I like mangoes. • Aminata goes to school every day.

		<p>3. Demonstrate ability to use the past form of verbs as an adjective appropriately in writing, e.g.</p> <ul style="list-style-type: none">• I ate battered bread this morning.• They listened to the recorded speech of the president. <p>4. Demonstrate ability to use the simple future tense appropriately in writing, e.g.</p> <ul style="list-style-type: none">• They will take part in the quiz.• Shall I take part too? <p>5. Use 'going to' to talk about future plans, e.g.</p> <ul style="list-style-type: none">• What are you going to do next week?• We are going to James Island on
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		<p>an excursion.</p> <p>6. Demonstrate ability to use the present continuous tense appropriately in writing, e.g.</p> <ul style="list-style-type: none"> • We are going to school. • The child is playing with a toy. • I am dancing in the class. <p>7. Demonstrate ability to use the present perfect tense appropriately in writing, e.g.</p> <ul style="list-style-type: none"> • We have finished our work. • Lala has gone to the library. • The boys have eaten their breakfast.
	Oral comprehension – listen to	Listening comprehension – Demonstrate

	and identify main points from oral stories and speeches	ability to listen to, identify, and write down main points from stories and speeches presented orally.
	<p>Recite poems, dramatise plays, appreciate/analyse poems, plays and prose using figures of speech, e.g. similes, metaphors and personification.</p> <ul style="list-style-type: none"> • As hot as the midday sun. (simile) • My uncle is a Drogba. (metaphor) • The moon smiled at us as we walked along the beach. (personification) 	<p>Demonstrate ability to use figures of speech: idioms, similies, metaphors, personification, etc appropriately in writing, e.g.</p> <ul style="list-style-type: none"> • He passed the exam with flying colours. (idiom) • Hawa is as gentle as a lamb. (simile) • She is a lamb. (metaphor) • The sun opened its eyes. (personification)
	Listen to, and retell/summarise	Demonstrate ability to listen to, identify

	stories, recordings on TV, radios, films etc	and summarise stories, recordings on TVs, radios, films etc through writing.
READING	Read prose, poetry and drama fluently with accuracy	Demonstrate ability to read prose, poetry and drama, discuss, and answer comprehension questions through writing.
	Skim and scan a variety of texts, e.g. short stories, passages, newspapers, poems, etc for information	Demonstrate ability to skim and scan a variety of texts, e.g. short stories, passages, newspapers, poems, etc for information.
	Read, comprehend and answer questions on various types of literature, e.g. prose, poetry and drama.	Demonstrate ability to read, understand and write answers to comprehension questions on different types of literature.
	Use a range of vocabulary appropriately in reading.	Demonstrate ability to use a wide range of vocabulary for proper word meanings, e.g. antonyms, synonyms, prefixes, suffixes, homophones.

		<ul style="list-style-type: none"> • The place was wet after the rain last night. (dry) (antonym) • She agreed to go with me. (accepted) (synonym) • The baby is unhappy. • A kitten is a playful animal. • After spending a week in the hospital she became weak.
	Search for information from libraries, dictionaries, advertisements, encyclopaedias etc	<p>Have ability to arrange words in alphabetical order, e.g.</p> <ul style="list-style-type: none"> • Flour, float, flood, flower, flock. • market, owl, pen, queen, rat.
WRITING	Write dictation passages, cloze exercises, etc legibly using correct spelling and	Ability to listen to and write dictation passages, cloze exercises etc, legibly using correct spelling and punctuation.

	punctuation.	
	Use parts of speech, e.g. phrasal verbs, verbs, nouns, plurals of regular and irregular nouns, compound nouns, complements and the definite, indefinite articles appropriately, prepositions, adjectives, present simple and position of time adverbs.	<p>1. Demonstrate ability to use phrasal verbs appropriately in sentences, e.g.</p> <ul style="list-style-type: none"> • You should give up smoking because it is bad for your health. • Parents look after their children. • I was brought up by my grandmother. <p>2. Demonstrate ability to use compound nouns (single, separated, hyphenated) appropriately in writing, e.g.</p> <ul style="list-style-type: none"> • The exam timetable is out. • Our head teacher lives in Abuko. • We went on a country-wide tour after our exams. <p>3. Ability to use complements</p>

		<p>appropriately, e.g.</p> <ul style="list-style-type: none">• She is a shy girl.• It made him happy and proud. <p>4. Demonstrate ability to use articles (definite and indefinite) correctly in sentences, e.g.</p> <ul style="list-style-type: none">• I had an apple for breakfast this morning.• She wants to buy a pencil.• The principal was absent from school last week. <p>5. Demonstrate ability to use the plural forms of regular and irregular nouns correctly in writing, e.g.</p>
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- Party – parties, box – boxes, candidate – candidates, station - stations.
- Man – men, mouse – mice, furniture – furniture, sheep – sheep.

6. Ability to Identify and classify nouns (common, proper, concrete and abstract)

common	proper	concrete	abstract
town	Brikama	chair	beauty

7. Ability to identify verbs in sentences, e.g.

- **Bring** your books now.
- Our teacher **encouraged** us to work hard.

		<ul style="list-style-type: none">• Show me the way please. <p>8. Demonstrate ability to use prepositions (at, in, on, under, around, during, of, off, etc) appropriately in writing, e.g.</p> <ul style="list-style-type: none">• Musa is looking at his watch.• The teacher is in the classroom.• We saw our class on TV.• They sat under the tree to do their homework.• We walked around the whole day.• They went to the library during lunch break.• One of the boys is my brother.• He was sent off the pitch by the
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		<p>referee.</p> <p>9.. Demonstrate ability to use the present simple and position of time adverbs correctly in writing, e.g.</p> <ul style="list-style-type: none">• Does your brother go to school early?• Ali often goes to bed late.• I always brush my teeth in the morning. <p>10. Ability to identify and use adjectives (quality and quantity) appropriately in writing, e.g.</p> <ul style="list-style-type: none">• Our teacher is a kind person.• She is a shy girl.• We have twenty story books in our class library.
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		<ul style="list-style-type: none"> • I received several letters from my friends abroad.
	<p>Use topic sentences to develop paragraphs i.e. introductory, developing, and concluding paragraphs</p>	<p>Demonstrate ability to develop topic sentences into paragraphs i.e. introductory, developing and concluding paragraphs.</p>
	<p>Use connectives and sequencers appropriately in writing, e.g. Although, but, meanwhile, however, in addition, firstly,</p>	<p>Ability to use connectives and sequencers (furthermore, as well as, moreover, however, firstly, fourthly, finally, etc appopriately in writing, e.g.</p> <ul style="list-style-type: none"> • Peter, as well as Simon, enjoys

	<p>next, finally, etc.</p>	<p>playing football.</p> <ul style="list-style-type: none"> • Peter is a skillful player however he could not score a goal during the world cup. • After wandering in the forest all day, we finally found our way home.
	<p>Write simple letters i.e. friendly and semi-formal using appropriate format and language level</p>	<p>Demonstrate ability to write simple letters i.e. friendly and semi-formal using appropriate format and language level.</p>
	<p>Write descriptive and narrative essays using appropriate format and language level.</p>	<p>Demonstrate the ability to write descriptive and narrative essays using appropriate format and language level.</p>

		<p>Ability to use punctuation marks (quotation, exclamation, apostrophe, colon, question mark, comma and full stop) correctly in writing, e.g.</p> <ul style="list-style-type: none">• “I like reading,” Lamin said.• Be quiet!• That is Penda’s uniform.• These are the boys’ uniforms.• We went to the supermarket to buy ice-cream, toothpaste, biscuits and sweets.• Have you done your homework?• The lion is king of the jungle.

		<p>Ability to use direct and indirect speech appropriately in writing, e.g.</p> <ul style="list-style-type: none">• “Are you hungry?” my mother asked.• My mother asked if I was hungry.
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ENGLISH LANGUAGE GRADE 8

ATTITUDES

By the end of grade 8 students should be able to:

- Demonstrate awareness that listening, speaking, reading and writing are important tools for communication.
- Appreciate the importance of understanding and being understood when one uses language.
- Acknowledge diversity and difference of opinion by showing respect for other people's viewpoints during dialogues, discussions and debates.
- Show willingness and develop confidence in using English in a variety of contexts and situations, more so in transacting daily activities.
- Appreciate that reading and writing are enjoyable and can impart knowledge as well.
- Appreciate the importance of neat and legible hand writing as a tool for effective communication.

- Demonstrate maturity and respect for education and its value as a means of empowerment and survival.

SKILLS		KNOWLEDGE
LISTENING AND SPEAKING	<p>By the end of the year, students should be able to:</p> <p>Use functional and communicative language to express admiration, disapproval, seek permission, make requests and apologies, e.g.</p> <ul style="list-style-type: none"> • What a beautiful dress! • Don't eat in class again; it is against the school rules. • May I go home now? • Do you mind lending me your pen please? • I regret coming to school late, please forgive me. 	<p>By the end of the year, students should be able to :</p> <p>Use functional language in expressing admiration and approval, e.g.</p> <ul style="list-style-type: none"> • What a lovely baby! • That was a very interesting movie. • Penda, that was an excellent essay, keep it up!
	Use verb tenses (present, past,	1. Demonstrate ability to construct

	<p>future) in different speech situations, e.g.</p> <ul style="list-style-type: none">• Kebba speaks Spanish fluently.• We met at the theatre last night.• Shall I go with you to the beach?	<p>sentences using the simple present tense, e.g.</p> <ul style="list-style-type: none">• I walk to school.• She drives to work.• We don't eat in class. <p>2. Demonstrate ability to construct sentences using the simple past tense, e.g.</p> <ul style="list-style-type: none">• I went to Banjul last month and bought a pair of shoes.• He invited us to the party last night. <p>3. Demonstrate ability to construct sentences using the present continuous tense, e.g.</p>
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		<ul style="list-style-type: none">• Omar is drinking tea.• The students are writing an essay.• I am watching TV. <p>4. Demonstrate ability to construct sentences using the present perfect and the past perfect tense, e.g.</p> <ul style="list-style-type: none">• When I reached the field, the match had already begun. <p>5. Ability to construct sentences using the present perfect tense, e.g.</p> <ul style="list-style-type: none">• The caretaker has cleaned the principal's office.• The English teachers from our
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		<p>school have begun a day's workshop.</p> <p>6. Ability to construct sentences using the simple future tense, e.g.</p> <ul style="list-style-type: none">• Omar will drink tea later.• The students will write an essay next week.• I shall watch TV tonight.• We shall go to the concert next week. <p>7. Ability to construct sentences using modal auxiliary verbs, e.g.</p> <ul style="list-style-type: none">• I can read but I can't write.• Would you mind carrying this bag for me?
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		<ul style="list-style-type: none"> • You must come to school on Monday. • I used to run when I was young.
	<p>Use parts of speech (nouns, verbs, conjunctions, adjectives, pronouns, adverbs)</p>	<p>1 Ability to identify and use pronouns (personal, possessive, reflexive, indefinite, relative) correctly in writing, e.g.</p> <ul style="list-style-type: none"> • The police inspector came to our school; he talked to us about good citizenship. (personal) • The little bird perched on the tree; it shook its little tail and flew away. (personal) • That red book is mine. (possessive) • Yours is brown. (Possessive)

		<ul style="list-style-type: none">• His is white. (possessive)• Binta threw the ball herself. (reflexive)• No one was in the room when I came in. (indefinite)• He could hear nothing. (indefinite)• The player who scored the goal is my brother. (relative)• The ball which my sister bought for me is lost. (relative) <p>2.Ability to recognise and use possessive adjectives appropriately in writing, e.g.</p>
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		<ul style="list-style-type: none">• His bag is new.• Mr Ceesay came to our school.• Is this your book? <p>3. Ability to construct sentences using adverbs of time, manner, and frequency, e.g.</p> <ul style="list-style-type: none">• You must see a doctor immediately. (time)• We are currently being trained on Information Technology.(time)• The chief spoke solemnly to the crowd.(manner)• He left hurriedly for the airport.
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		<p>(manner)</p> <ul style="list-style-type: none">• I usually wake up early on week days. (frequency)• Agnes does her weekly shopping at the Lumo. (frequency)• Our teacher never comes to school late. (frequency) <p>4. Ability to construct sentences using countable and uncountable nouns appropriately in writing, e.g.</p> <ul style="list-style-type: none">• Four mobile phones have been bought from the shop.(countable)• The children went to fetch water from the well. (uncountable)
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5. Demonstrate ability to identify and use regular and irregular verbs correctly in writing, e.g.

Present	Past	Perfect
talk	talked	talked
start	started	started
come	came	come
begin	began	begun
run	ran	run

6. Demonstrate ability to use phrasal verbs (look up, show up, run into, break up, etc) correctly in writing, e.g.

- We all **look up** to our parents for guidance.
- Bintou will **show up** for the meeting.

		<ul style="list-style-type: none">• He ran into trouble due to poor planning.• Mariama broke up with her friend after a bitter dispute. <p>7. Ability to differentiate main clause from the subordinate, e.g.</p> <ul style="list-style-type: none">• Although our team played well, we lost the match. (<i>main clause</i>)• The caretakers swept the hall while the students stood outside. (<i>subordinate clause</i>) <p>8. Ability to identify and use conjunctions (and, but, or) appropriately in sentences, e.g.</p> <ul style="list-style-type: none">• Peter and Simon are twins.
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		<ul style="list-style-type: none"> • They are good friends but they sometimes quarrel. • What do you prefer, cassava or beans? <p>9. Ability to identify and use transitive and intransitive verbs correctly in writing, e.g.</p> <ul style="list-style-type: none"> • The lion killed an antelope. (transitive) • The patient coughed loudly. (intransitive)
	<p>Use intonation patterns to ask and respond to questions, e.g.</p> <ul style="list-style-type: none"> • Do you go to school on Saturdays? 	

	<ul style="list-style-type: none"> • No, I don't • Does he ride a bicycle? • Yes, he does. • Don't they help their mother? • Yes, they do. • No, they don't. 	
	Identify vowels, consonants, sounds as well as diphthongs and use them properly in speech situations.	Ability to identify vowels, consonants sounds as well as diphthongs and use them properly in writing.
	Participate actively in class discussions and debates.	Demonstrate ability to write out notes on class discussions and debates.
	Use functional language appropriately in different speech	Demonstrate ability to use functional language appropriately in speech and

	situations.	writing.
	Listen to, and and give an oral summary of speeches, presentations, news items, etc; using formal and informal language.	Demonstrate ability to summarise (in writing) speeches, presentations, news items, etc; using formal and informal language.
	Communicate appropriately using both formal and informal language in dialogues, debates, speeches, etc.	
READING	Read grade level texts fluently and accurately.	Demonstrate ability to read, comprehend and answer questions from grades level texts, both orally and in writing.
	<ul style="list-style-type: none"> • Skim and scan a variety of texts, e.g. short stories, passages, newspapers, poems, etc for information. 	Demonstrate ability to skim and scan a variety of texts, e.g. short stories, poems, newspapers, etc for information ; as well as read intensively for written comprehension exercises and text

	<ul style="list-style-type: none">● Intensive reading (comprehension texts, prose, poems plays and stories :<ul style="list-style-type: none">- Read, comprehend and answer questions on given texts.-Analyse and express opinion on given texts.-Read and analyse texts through character sketch, plot, setting and theme.● Extensive Reading:<ul style="list-style-type: none">– read a variety of texts, e.g. magazines, newspapers, novels, etc for pleasure,	analysis.
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	education and information.	
	<p>Vocabulary development :</p> <ul style="list-style-type: none"> • Deduce meaning of new words in contexts. • Increase knowledge of vocabulary through library research, use of dictionaries and encyclopaedias. 	
	<p>Read poems with emphasis on rhythm, etc. Demonstrate knowledge of various literary devices.</p>	<p>Ability to use literary devices (idioms, similes, etc) appropriately in writing, e.g.</p> <ul style="list-style-type: none"> • In my country, as far as education is concerned the sky is the limit. • My father often advises me to strike while the iron is hot.

		<ul style="list-style-type: none"> • Kebba was given the lion's share of the work to do. • Musa is as slippery as an eel. • He is short like a dwarf.
WRITING	Use suitable punctuation in writing.	<p>Ability to use punctuation marks (semi – colon, apostrophe, comma, exclamation, quotation and the hyphen) correctly in writing, e.g.</p> <ul style="list-style-type: none"> • He could not carry the box; Musa had to help him. • These are the farmers' horses. • Our country's name was derived from the River Gambia. • I can't see the blackboard because I'm short sighted.

		<ul style="list-style-type: none"> • I had bread, jam and butter for breakfast. • You are Ghanaian, aren't you? • Oh dear! • What a brilliant performance! • "Do your work," the teacher said. • The newly – married couple left for England. • An antelope is a four- legged animal.
	<p>Identify the different parts of a sentence and state their functions.</p>	

	(consult pupils' book for e.gs)																																					
	<p>Use comparative forms of adjectives in writing, e.g.</p> <table border="1" data-bbox="430 427 1142 959"> <thead> <tr> <th data-bbox="430 427 619 545">positive</th> <th data-bbox="619 427 894 545">comparative</th> <th data-bbox="894 427 1142 545">superlative</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 545 619 604">easy</td> <td data-bbox="619 545 894 604">easier</td> <td data-bbox="894 545 1142 604">easiest</td> </tr> <tr> <td data-bbox="430 604 619 722">beautiful</td> <td data-bbox="619 604 894 722">more beautiful</td> <td data-bbox="894 604 1142 722">most beautiful</td> </tr> <tr> <td data-bbox="430 722 619 781">good</td> <td data-bbox="619 722 894 781">better</td> <td data-bbox="894 722 1142 781">best</td> </tr> <tr> <td data-bbox="430 781 619 899">many/ much</td> <td data-bbox="619 781 894 899">more</td> <td data-bbox="894 781 1142 899">most</td> </tr> <tr> <td data-bbox="430 899 619 959">little</td> <td data-bbox="619 899 894 959">less</td> <td data-bbox="894 899 1142 959">least</td> </tr> </tbody> </table>	positive	comparative	superlative	easy	easier	easiest	beautiful	more beautiful	most beautiful	good	better	best	many/ much	more	most	little	less	least	<p>Use comparative forms of adjectives in writing, e.g.</p> <table border="1" data-bbox="1171 427 1908 959"> <thead> <tr> <th data-bbox="1171 427 1360 545">positive</th> <th data-bbox="1360 427 1635 545">comparative</th> <th data-bbox="1635 427 1908 545">Superlative</th> </tr> </thead> <tbody> <tr> <td data-bbox="1171 545 1360 604">easy</td> <td data-bbox="1360 545 1635 604">easier</td> <td data-bbox="1635 545 1908 604">easiest</td> </tr> <tr> <td data-bbox="1171 604 1360 722">beautiful</td> <td data-bbox="1360 604 1635 722">more beautiful</td> <td data-bbox="1635 604 1908 722">most beautiful</td> </tr> <tr> <td data-bbox="1171 722 1360 781">good</td> <td data-bbox="1360 722 1635 781">better</td> <td data-bbox="1635 722 1908 781">Best</td> </tr> <tr> <td data-bbox="1171 781 1360 899">many/ much</td> <td data-bbox="1360 781 1635 899">more</td> <td data-bbox="1635 781 1908 899">most</td> </tr> <tr> <td data-bbox="1171 899 1360 959">little</td> <td data-bbox="1360 899 1635 959">less</td> <td data-bbox="1635 899 1908 959">least</td> </tr> </tbody> </table>	positive	comparative	Superlative	easy	easier	easiest	beautiful	more beautiful	most beautiful	good	better	Best	many/ much	more	most	little	less	least
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many/ much	more	most																																				
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	<p>Use connectives, linking expressions and sequencers appropriately in writing, e.g.</p> <p>Although, but, meanwhile, however, in addition, firstly, next, finally, etc.</p>	<p>Ability to use connectives, linking expressions and sequencers appropriately in writing; e.g. although, but, meanwhile, however, in addition, firstly, next, finally, etc appropriately in writing.</p>																																				

	Write formal and informal letters using appropriate structures and formats.	Demonstrate ability to write formal and informal letters using appropriate structures and formats.
	Take minutes of meetings (peer, groups).	Demonstrate ability to take minutes of meetings accurately.
	Produce variety of texts, e.g. projects, reports, diaries, short stories, dialogues, etc.	Ability to produce variety of texts, e.g. projects, reports, diaries, short stories, dialogues, etc.
		<p>Ability to use direct and indirect speech appropriately in writing, e.g.</p> <ul style="list-style-type: none"> • “I don’t like coming to school late,” said Fatou. • Fatou said that she doesn’t like

		<p>coming to school late.</p> <ul style="list-style-type: none"> ● “We are going home,” said the students. ● The students said that they were going home. ● “Stop writing!” shouted the teacher. ● The teacher shouted at us to stop writing.
		<p>Ability to use determiners (a, an, the, any, many, much, some, few, a few, a little, etc) appropriately in writing.</p> <ul style="list-style-type: none"> ● An apple a day keeps the doctor away. ● The party started late.

		<ul style="list-style-type: none"> • They brought a few books to our class. • Most people go to the beach during Ramadan.
		<p>Demonstrate knowledge of concord (subject/verb agreement) e.g.</p> <ul style="list-style-type: none"> • Everyone knows the answer to the question. • I have many gifts for my birthday. • Nyima has a laptop at home.
		<p>Ability to identify and construct sentences in both the active and passive voices, e.g.</p> <ul style="list-style-type: none"> • My friend wrote the essay. (active)

		<ul style="list-style-type: none">• The essay was written by my friend. (passive)• The class prefect collected our books. (active)• Our books were collected by the class prefect. (passive) <p>Ability to identify and use synonyms, antonyms and homophones correctly in writing, e.g.</p> <ul style="list-style-type: none">• The door was closed; my mother asked me to shut it.• Pardon me, I didn't mean to interrupt, please forgive my rudeness.• To descend a hill is easier than to ascend it.
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		<ul style="list-style-type: none">• My brothers approve of my participation in the beauty pageant however my parents disapprove of it.• Raise your hand.• The sun's rays reflect on the classroom window.• I missed the weather forecast on TV; I don't know whether it'll rain tonight.
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ENGLISH LANGUAGE GRADE 9

ATTITUDES

By the end of grade 9 students should be able to:

- Demonstrate awareness that listening, speaking, reading and writing are important tools for communication.
- Appreciate the importance of understanding and being understood when one uses language.
- Acknowledge diversity and difference of opinions by showing respect for other people's view points during dialogues, discussions and debates.
- Show willingness and develop confidence in using English in a variety of contexts and situations, more so in transacting daily activities.
- Appreciate that reading and writing are enjoyable and can impart knowledge as well.
- Appreciate the importance of neat and legible hand writing as a tool for effective communication.

- Demonstrate maturity and respect towards education and its value as a means of empowerment and survival.

SKILLS		KNOWLEDGE
LISTENING AND SPEAKING	By the end of the year students should be able to: Produce sounds in English with minimal first language (mother tongue) interference, using correct intonation.	By the end of the year students should be able to:
	Extend knowledge of vocabulary to include prefixes, suffixes and phrasal verbs and use them in appropriate contexts.	Demonstrate ability to use prefixes and suffixes (affixes) as well as phrasal verbs appropriately in writing, e.g. <ul style="list-style-type: none"> • I don't like dishonest people. • A kitten is a playful animal. • Teachers are expected to live up to expectations. • We all look forward to seeing you at our party.

	Participate actively in discussions, dialogues and debates.	
READING	Skim and scan a variety of texts, e.g. short stories, passages, newspapers, poems, etc for information.	Demonstrate ability to skim and scan a variety of texts for information.
	Develop comprehension skills through reading a variety of texts silently.	Demonstrate ability to read silently for comprehension.
	Read, discuss and recount events in a variety of texts, e.g. novels, plays, short stories, etc.	Demonstrate ability to read and make written summaries of a variety of texts, e.g novels, short stories, plays, etc.
	Identify literary devices and use them to analyse a variety of texts.	Demonstrate ability to identify and use literary devices/figures of speech (idioms, similes, metaphors, personification, pun, alliteration, assonance, hyperbole, and

		<p>understatement/litotes) appropriately in writing, e.g.</p> <ul style="list-style-type: none">• Criminals dance to their own tune for breaking the law. (idiom)• The advice that some parents give to their children fall on deaf ears. (idiom)• Binta is the apple of her father's eye. (idiom)• The suspect acted as innocently as a child. (simile)• After the rain has washed the dust from my roof, it shone like diamond in the sunlight. (simile)
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		<ul style="list-style-type: none">• He is my Romeo and I am his Juliet. (metaphor)• Mr Ceesay is a lion.(metaphor)• The moonlight peeped through the window as I lay reading on my bed. (personification)• Death laid its cold hands on the old man. (personification)• Seven days without water makes one week and weak. (pun)• She sells sea shells at the sea shore. (alliteration)• Poor Polly Porter ordered a pie.
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		<p>(alliteration)</p> <ul style="list-style-type: none"> • She shed a river of tears when she failed her exam. <p>(hyperbole)</p> <ul style="list-style-type: none"> • She achieved no little success. <p>(litotes)</p>
	Increase knowledge of vocabulary through reading a variety of texts and use of libraries, dictionaries and encyclopaedias.	Increase knowledge of vocabulary through reading a variety of texts and use of libraries, dictionaries and encyclopaedias.
WRITING	Apply the rules guiding the use of nouns, pronouns, verb tenses and subject/verb agreement in writing.	<p>1. Demonstrate ability to recognise and use noun numbers correctly in writing, e.g.</p> <ul style="list-style-type: none"> • I bought some mangoes from the old woman.

		<ul style="list-style-type: none">• The child ate a mango <p>2. Ability to recognise and use tenses (simple present, simple past, past continuous and past perfect of both regular and irregular verbs) appropriately in writing, e.g.</p> <ul style="list-style-type: none">• He speaks well. (simple present)• They often smile at the clown.• He spoke well.• They smiled at the clown.• I was playing football when my sister called• We were writing an essay when the head teacher walked in.
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		<ul style="list-style-type: none">• I had finished marking long before he arrived.• They had eaten already before their mother returned from work. <p>3. Ability to recognise and use the different types of pronouns (personal, demonstrative, reflexive, possessive, interrogative, relative) appropriately in writing, e.g.</p> <ul style="list-style-type: none">• I am a football player.• The dog is barking; it is barking at the stranger.• Those are my father's sheep.• That is her football jersey.• They themselves told us the
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		<p>news.</p> <ul style="list-style-type: none">• Did you do the work yourself?• That book is theirs.• I have a pet dove. This is its cage.• Who was with you when the accident happened?• Whose book is this?• The dog which was abandoned died yesterday.• The man who gave me the money is my uncle. <p>4. Demonstrate ability to use pronouns (nominative and objective cases) appropriately in writing, e.g.</p>
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		<ul style="list-style-type: none"> • I saw him, but he didn't see me. • We went with them, and they served us food. <p>5. Demonstrate knowledge of concord (subject/verb agreement) and use it appropriately in writing, e.g.</p> <ul style="list-style-type: none"> • James as well as Tony is good at acting. • Both the farmer and his children were at the trade fair.
	<p>Use appropriate connectives (conjunctions) and cause and effect adverbs (consequently, as a result of, so that, etc) to produce coherence and unity in writing.</p>	<p>Demonstrate ability to use appropriate connectives (conjunctions) and cause and effect adverbs (accordingly, consequently, as a result of, so that, etc) to produce coherence and unity in writing, e.g.</p>

		<ul style="list-style-type: none"> • As a result of his poor performance, James was withdrawn from school to learn a skill. • Had you done the work accordingly, the teacher would not have cause to report you to your parents. • However hard I tried I still could not make it to the finals.
	<p>Demonstrate ability to use comparison of adjectives, adverbs and phrasal verbs appropriately in writing.</p>	<p>Demonstrate ability to use comparison of adjectives and adverbs appropriately in writing, e.g.</p> <p>Adjectives :</p> <ul style="list-style-type: none"> • A bar is (quiet) than a restaurant. (quieter)

		<ul style="list-style-type: none">• Kumba is the (tall) of the twins. (taller)• This is the (wonderful) song I have ever heard. (most wonderful)• This year's drought is (bad) than last year's. (worse) <p>Adverbs :</p> <ul style="list-style-type: none">• The students go to school early, but their teacher goes earlier than them.• I carefully read through the exam questions however Modou read more carefully so he answered all the questions correctly.
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	<p>Use conditional clauses correctly in writing.</p>	<p>Ability to recognise and use conditional clauses appropriately in writing, e.g.</p> <ul style="list-style-type: none"> • Unless you wake up early, you wouldn't be able to catch the bus. • If we all read well we will be able to pass our exam with good grades.
	<p>Use figurative expressions (similies, metaphors, personification, idioms, etc) appropriately in writing.(ref to page 42 - 43)</p>	
	<p>Demonstrate skills in writing paragraphs (introductory, developing/body and concluding) as well as letters of different types (informal, semi-formal and formal) and essays.</p>	<p>Demonstrate skills in writing paragraphs (introductory, developing/body and concluding) as well as letters of different types (informal, semi-formal and formal), Curriculum Vitae (CV) and essays.</p>

	Demonstrate skills in summarising different texts.	Demonstrate skills in making written summaries of different texts.
	Demonstrate ability to use the correct register(using words in the right contexts) in writing.	
		<p>Ability to Identify and use (homophones and homonyms) correctly in writing, e.g.</p> <ul style="list-style-type: none"> • The conductor collected my fare. • We lost the match because the referee was not fair. • The members of our area council are meeting tomorrow.

		<ul style="list-style-type: none">• Doctors usually counsel patients on dietary issues.• We stood at the river bank to wait for the ferry.• My mother went to the bank to cash her cheque. <p>Ability to use punctuation marks (apostrophe) correctly in writing, e.g.</p> <ul style="list-style-type: none">• The baby's doll is wet.• The babies' dolls are wet.• The women's dresses are colourful.• James' bicycle is new.
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		<p>Ability to recognise and use prefixes and suffixes correctly in writing, e.g.</p> <ul style="list-style-type: none">• The student interpreted the head teacher's statement correctly.• The student misinterpreted the head teacher's statement which annoyed the head teacher.• The boys help their parents.• Some boys are very helpful to their parents.