

BASIC 9

(ENGLISH LANGUAGE)

TERM THREE

MOCKS & REVISION



**ONE VISION EXAMINATION CENTRE  
(OVEC)**

*(A Credible Private Examinations Consortium)*



**ENGLISH LANGUAGE**

2026/27 ACADEMIC YEAR

**SCHEME OF LEARNING**

**FOR BASIC 7, 8 & 9**

**BASIC EDUCATION TERMINAL  
EXAMINATIONS**

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**NOTE THE FOLLOWING**

1. The Scheme of Learning has been prepared from the new GES Curriculum for Basic Schools. It is therefore advisable for teachers to be guided by the details given by the revised curriculum for effective teaching and learning.
2. Details of the sub-strands (previously called topics) have been expanded under indicators (previously called sub-topics) in the new curriculum.
3. The Scheme of Learning has been divided into three terms which ensures teachers complete the curriculum by the end of the academic year.
4. Pupils shall be examined based on the Scheme of Learning for that particular term. Therefore, teachers are advised to follow the Scheme of Learning provided.
5. At the JHS level it shall include questions from previous classes.
6. Teachers should make sure that the general aims of teaching the various subjects outlined in the curriculum are achieved at the end of the academic year.

<b>STRAND: GRAMMAR USAGE</b>	
<b>Sub-Strand 1:</b> Grammar	<ul style="list-style-type: none"> <li>◆ Use the knowledge of the adverbial phrase and its functions</li> <li>◆ Use conditional sentences in communication to indicate an impossible condition in the past and its probable result</li> <li>◆ Use defining and non-defining relative clauses appropriately in speech and writing</li> <li>◆ Identify and use subject and predicate in texts</li> <li>◆ Use passive forms appropriately in speech and in writing</li> <li>◆ Demonstrate command of the use of reported speech</li> </ul>
<b>STRAND: WRITING</b>	
<b>Sub-Strand 1:</b> Production and Distribution of writing	<ul style="list-style-type: none"> <li>◆ Develop a paragraph to show paragraph unity and completeness using supporting details (e.g. explanation, elaboration, definition, examples)</li> </ul>
<b>Sub-Strand 2:</b> Text Types and Purposes	<ul style="list-style-type: none"> <li>◆ Write a well-organised persuasive piece (e.g. argumentative) that states and defends a position</li> <li>◆ Write an informative, explanatory text on a familiar or unfamiliar topic</li> <li>◆ Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format</li> </ul>
<b>Sub-Strand 1:</b> Production and Distribution of writing	<ul style="list-style-type: none"> <li>◆ Compose more complex paragraphs using appropriate strategies</li> </ul>
<b>Sub-Strand 2:</b> Text Types and Purposes	<ul style="list-style-type: none"> <li>◆ Compose short text (flyers, posters, invitation cards, email, etc.) for different purposes and audiences</li> <li>◆ Write articles (short reports, letters and case studies) on given issues for publication</li> <li>◆ Compose speeches for different purposes and occasions.</li> </ul>
<b>Sub-Strand 3:</b> Building and Presenting Knowledge	<ul style="list-style-type: none"> <li>◆ Use literary devices (imagery) in texts</li> <li>◆ Analyse common themes in texts</li> </ul>
<b>STRAND: LITERATURE</b>	
The Cockcrow	<ul style="list-style-type: none"> <li>◆ <b><u>REVISION [LITERARY DEVICES AND TERMS]</u></b></li> <li>(1) PROSE</li> <li>(2) POETRY</li> <li>(3) DRAMA</li> </ul>

BASIC 9	(ENGLISH LANGUAGE)	TERM ONE	cont'd
STRAND: <b>WRITING</b>	<b>INDICATORS</b>		
<b>Sub-Strand 3:</b> Building and Presenting Knowledge	<ul style="list-style-type: none"> <li>Conduct short research projects based on focused questions, and present key findings in writing.</li> <li>Analyse the use of language to convey characters in film/ media, narratives and play scripts</li> <li>Create monologues and dialogues narratives in play scripts</li> <li>Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama</li> </ul>		
STRAND: <b>LITERATURE</b>			
The Cockcrow	<ul style="list-style-type: none"> <li><b>REVISION [LITERARY DEVICES AND TERMS]</b></li> </ul> <p>(1) PROSE                      (2) POETRY                      (3) DRAMA</p>		

BASIC 9	(ENGLISH LANGUAGE)	TERM TWO
STRAND: <b>ORAL LANGUAGE</b>	<b>INDICATORS</b>	
<b>Sub-Strand 1:</b> Conversation/ everyday discourse	<ul style="list-style-type: none"> <li>Use appropriate language and open-ended questions to discuss grade-level national and global issues</li> <li>Demonstrate appropriate turn taking and use techniques for effective argument (debating)</li> </ul>	
<b>Sub-Strand 2:</b> Listening Comprehension	<ul style="list-style-type: none"> <li>Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others' ideas and expressing their own clearly and persuasively</li> </ul>	
STRAND: <b>READING</b>		
<b>Sub-Strand 1:</b> Comprehension	<ul style="list-style-type: none"> <li>Read given text, within a specific time, for specific information</li> <li>Make predictions, identify patterns and relationships of ideas to analyse texts</li> <li>Make generalisations from text and link to real life situations</li> <li>Compare the language, style, structure and purpose, as well as the ideas/information from different types of texts</li> <li>Read silently and answer more complex comprehension questions on texts /passages</li> <li>Show the effect a text has on the reader</li> <li>Interpret use of words/ phrases (figurative, symbolic, sensory) in complex texts</li> <li>Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context</li> <li>Make conceptual connections between known and unknown words/phrases and analyse nuances of words/ phrases in texts</li> </ul>	

BASIC 7	(ENGLISH LANGUAGE)	TERM ONE
STRAND: <b>ORAL LANGUAGE</b>	<b>INDICATORS</b>	
<b>Sub-strand 1:</b> Conversation/ everyday discourse	<ul style="list-style-type: none"> <li>Using appropriate register in everyday communication (informal and formal)</li> <li>Asking questions that elicit elaboration and respond to other questions in conversation.</li> <li>Using appropriate language orally to describe experiences about oneself and others.</li> <li>Listening to and giving accurate directions to familiar places.</li> <li>Using techniques (voice modulation and eye contact) for effective oral communication.</li> </ul>	
<b>Sub-strand 2:</b> Listening Comprehension	<ul style="list-style-type: none"> <li>Listen to a level appropriate text attentively and identify key information.</li> <li>Listen to discuss ideas and share opinions from a level appropriate text.</li> </ul>	
STRAND: <b>READING</b>		
<b>Sub-strand 3:</b> Comprehension	<ul style="list-style-type: none"> <li>Read and understand a range of texts using monitoring and mental visualization strategies.</li> <li>Using prediction to assess and improve understanding of texts.</li> <li>Generating and answering questions to increase understanding and independent reading of fiction texts.</li> </ul>	
STRAND: <b>GRAMMAR</b>		
<b>Sub-strand 4:</b> Grammar Usage	<ul style="list-style-type: none"> <li>Command and application of <b>nouns</b> in texts and in speaking.</li> <li>Using <b>types of pronouns</b> accurately in texts and in speaking.</li> <li>Use <b>adjectives</b> accurately texts.</li> <li>Relate <b>forms of verbs</b> to everyday activities (<b>Tense and Aspects</b>).</li> <li>Use <b>adverbs to modify verbs</b> accurately at the phrase and sentence level.</li> <li>Using <b>conjunctions</b> accurately to link ideas in everyday discourse.</li> </ul>	
STRAND: <b>WRITING</b>		
<b>Sub-strand 5:</b> Production and distribution	<ul style="list-style-type: none"> <li>Using <b>cohesive devices</b> (pronouns and basic conjunctions) to link sentences.</li> <li>Organising information in a logical manner.</li> </ul>	
<b>Sub-strand 6:</b> Text (Types and purposes)	<ul style="list-style-type: none"> <li>Writing personal <b>narratives</b> of experiences and past events with descriptive details and sequences.</li> <li>Use <b>precise (technical) vocabulary, phrases</b> and <b>sensory</b> language to convey a vivid mental picture of people and experiences</li> <li>Create <b>advertisements</b> to persuade a given audience to take decisions on products and services.</li> <li>Compose a paragraph to explain a process, social and natural phenomena (how to do or use something, how something works)</li> </ul>	
STRAND: <b>LITERATURE</b>		
<b>Sub-strand 7:</b> Narrative, Drama and Poetry	<ul style="list-style-type: none"> <li>Demonstrate understanding of oral literature (narratives, poetry, drama) and how the different genres contribute to meaning</li> <li>Analyse the elements of written literature (narrative, drama, or poetry)</li> </ul>	
The Beacon of Light	<ul style="list-style-type: none"> <li><b>Introduction to Literature:</b> Plot, characters, setting, suspense, conflict, biography, point of view, theme, folktales, myths, legends, lullaby, alliteration, assonance, title, rhyme scheme, simile, dirge, metaphor, verse, stanza, ballad, lyrics.</li> <li><b>PROSE:</b> Kisiwaa the Heroine (pg. 1) A Beacon of Light (pg. 31)</li> </ul>	

**BASIC 7**

**(ENGLISH LANGUAGE)**

**TERM TWO**

STRAND: <b>ORAL LANGUAGE</b>	INDICATORS
<b>Sub-strand 1:</b> Listening and Comprehension	<ul style="list-style-type: none"> <li>Using <b>cohesive devices</b> (pronouns and basic conjunctions) to link sentences.</li> <li>Organizing information in a logical manner and organizing parts (introduction, body, and conclusion) of a paragraph in a logical order.</li> </ul>
<b>STRAND: READING</b>	
<b>Sub-strand 2:</b> Comprehension	<ul style="list-style-type: none"> <li>Using text structure to understand and reading texts independently.</li> <li>Identify the main text features of a non-literacy texts</li> <li>Interpret non-fiction texts pointing out attitudes, opinions, biases and facts.</li> <li>Interpret a non-literacy text showing personal response and supporting responses with textual evidences.</li> </ul>
<b>STRAND: GRAMMAR</b>	
<b>Sub-strand 3:</b> Grammar Usage	<ul style="list-style-type: none"> <li>Demonstrate command of the use of <b>prepositions</b> in daily discourse (TV, radio, social media, news, home, role play)</li> <li><b>Identify and use determiners</b> in text and in speaking.</li> <li>Identify and use subject and predicate in text.</li> <li>Command and use of <b>compound sentences</b>.</li> <li>Using <b>dependent and independent clauses</b> appropriately in writing and speaking.</li> <li>Using <b>conditional sentences in communication</b> to indicate a possible condition and its possible results.</li> <li>Using <b>passive sentences</b> for a range of functions.</li> <li>Command and use of <b>reported speech</b>.</li> <li>Using <b>question tags</b> accurately.</li> </ul>
<b>STRAND: WRITING</b>	
<b>Sub-strand 4:</b> Text (Types and Purposes)	<ul style="list-style-type: none"> <li><b>Compose informal letters</b> on varied topics using appropriate format.</li> <li>Compose formal writing (application, invitation, email, media texts) on given topics using appropriate format.</li> <li>Take notes for academic and other purposes.</li> <li>Design notices and posters for different purposes and audiences</li> <li>Write articles on given issues for publication in class and club magazines</li> <li>Create dialogues between two interlocutors on different themes.</li> </ul>
<b>STRAND: LITERATURE</b>	
<b>Sub-strand 5:</b> Narrative, Drama and Poetry	<ul style="list-style-type: none"> <li>Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)</li> </ul>
The Beacon of Light	<ul style="list-style-type: none"> <li><b>PROSE</b> (1) Fly like an Eagle – (pg 51) (2) A Medal from Grandpa – (pg 73)</li> <li><b>POETRY</b> (1) The Monday Breeze – (pg 28) (2) A Mystic Figure from Ghana – (pg 168)</li> </ul>

**BASIC 9**

**(ENGLISH LANGUAGE)**

**TERM ONE**

STRAND: <b>ORAL LANGUAGE</b>	INDICATORS
<b>Sub-strand 1:</b> Conversation/ everyday discourse	<ul style="list-style-type: none"> <li>Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issue</li> <li>Ask questions that link the ideas of several speakers and respond to others' questions in a discussion</li> </ul>
<b>Sub-Strand 2:</b> Listening Comprehension	<ul style="list-style-type: none"> <li>Listen to audio-visual texts attentively and support ideas with vocabulary/ language/figures</li> </ul>
<b>Sub-Strand 3:</b> English Sounds	<ul style="list-style-type: none"> <li>Produce /r/ and /l/ sounds in different positions in word</li> <li>Produce consonant clusters in context</li> <li>Produce mono-syllabic and di-syllabic words with accurate stress in speech</li> </ul>
<b>STRAND: READING</b>	
<b>Sub-Strand 1:</b> Comprehension	<ul style="list-style-type: none"> <li>Read a variety of grade level texts and demonstrate understanding</li> <li>Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility)</li> <li>Evaluate ways that the media helps to disseminate information via different text types</li> <li>Expand various ideas and perspectives in texts</li> </ul>
<b>Sub-Strand 2:</b> Summarising	<ul style="list-style-type: none"> <li>Analyse critically a given text in entirety and provide an objective summary</li> </ul>
<b>STRAND: GRAMMAR USAGE</b>	
<b>Sub-Strand 1:</b> Grammar	<ul style="list-style-type: none"> <li>Use noun phrases accurately in context</li> <li>Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing</li> <li>Use more complex phrasal verbs accurately in speech and writing</li> </ul>
<b>Sub-Strand 2:</b> Punctuation and Capitalisation	<ul style="list-style-type: none"> <li>Identify and use punctuation marks (dash, hyphen, bracket) in context</li> </ul>
<b>Sub-Strand 3:</b> Vocabulary	<ul style="list-style-type: none"> <li>Interpret vocabulary appropriately in more complex texts</li> </ul>
<b>STRAND: WRITING</b>	
<b>Sub-Strand 1:</b> Production and Distribution of writing	<ul style="list-style-type: none"> <li>Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures</li> </ul>
<b>Sub-Strand 2:</b> Text Types and Purposes	<ul style="list-style-type: none"> <li>Create effective descriptive sentences when describing characters, settings or mood.</li> <li>Use different narrative techniques to manipulate time in a story. Compose narrative essays showing the following: Backstory, Flashback and flash forward, Foreshadowing, Express feelings and thoughts through free writing on self-selected topics, using emotive/ sensory details</li> </ul>

BASIC 8	(ENGLISH LANGUAGE)	TERM THREE
STRAND	INDICATORS	
<b>ORAL LANGUAGE</b> Sounds (vowels, consonants and intonation)	<ul style="list-style-type: none"> <li>◆ Produce consonant sounds in context (plosives)</li> <li>◆ Produce consonant sounds in context (fricatives)</li> <li>◆ Produce consonant sounds in context (nasals and affricatives)</li> </ul>	
<b>READING</b> Summarizing	<ul style="list-style-type: none"> <li>◆ Determine the central idea in paragraphs and analyze to identify supporting ideas</li> </ul>	
<b>GRAMMAR USAGE</b> Vocabulary	<ul style="list-style-type: none"> <li>◆ Use vocabulary appropriately in speaking and writing.</li> </ul>	
<b>WRITING</b> Building and Presentation knowledge	<ul style="list-style-type: none"> <li>◆ Use information from non-text sources (figures, tables graphs and maps) to support ideas in writing</li> </ul>	
<b>LITERATURE</b> Narrative, Drama and Poetry	<ul style="list-style-type: none"> <li>◆ Analyse the types of characters in texts.</li> <li>◆ Examine the features of different types of poems.</li> <li>◆ Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama).</li> <li>◆ Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts</li> <li>◆ Analyse the sequence of events in film/media, narratives and play scripts (drama).</li> </ul>	
The Beacon of Light	<ul style="list-style-type: none"> <li>◆ <b>SUPPLEMENTARY BOOKLET</b></li> <li>◆ <b>PROSE</b> (1) Oliver Asks for More - (pg 1)</li> <li>◆ <b>DRAMA</b> (1) Mark Antony Mourns Caesar – (pg 18)</li> </ul>	

BASIC 7	(ENGLISH LANGUAGE)	TERM THREE
STRAND: ORAL LANGUAGE	INDICATORS	
<b>Sub-strand 1:</b> Sounds (Vowels, Consonants and intonation)	<ul style="list-style-type: none"> <li>◆ Produce <b>pure vowel sounds</b> in context (short vowels).</li> <li>◆ Produce <b>pure vowel sounds</b> in context (long vowels).</li> <li>◆ Produce <b>diphthongs</b> in context (centering and closing).</li> </ul>	
STRAND: <b>READING</b>		
<b>Sub-strand 2:</b> Summarizing	<ul style="list-style-type: none"> <li>◆ Using <b>summarizing to understand</b> key ideas in a range of texts.</li> <li>◆ Determining and analyzing <b>central supporting ideas</b> of texts.</li> </ul>	
STRAND: <b>GRAMMAR</b>		
<b>Sub-strand 3:</b> Punctuation and capitalization	<ul style="list-style-type: none"> <li>◆ <b>Identifying and using punctuation marks</b> (question, exclamation, full-stop, and comma) in given texts.</li> </ul>	
<b>Sub-strand 4:</b> Vocabulary	<ul style="list-style-type: none"> <li>◆ Using <b>vocabulary appropriately</b> in specific contexts.</li> <li>◆ Using <b>proverbs</b> to enrich communication.</li> </ul>	
STRAND: <b>WRITING</b>		
<b>Sub-strand 5:</b> Building and presenting knowledge	<ul style="list-style-type: none"> <li>◆ Identify and record information from non-text sources (figures and tables), organise and present it in writing.</li> </ul>	
STRAND: <b>LITERATURE</b>		
<b>Sub-strand 5:</b> Narrative, Drama and Poetry	<ul style="list-style-type: none"> <li>◆ Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)</li> </ul>	
The Beacon of Light	<ul style="list-style-type: none"> <li>◆ <b>PROSE</b> (1)The Family That Cared (pg 92) (2) A Calabash of Saha (pg 136)</li> <li>◆ <b>POETRY</b> (1) The Unseen Painter – (pg 211)</li> </ul>	

BASIC 8	(ENGLISH LANGUAGE)	TERM ONE
STRAND AND SUB – TRAND	INDICATORS	
<b>ORAL LANGUAGE</b> Conversation/ everyday discourse	<ul style="list-style-type: none"> <li>Use appropriate register in everyday communication (informal and formal) with diverse partners on grade – level topics/ texts/ issues.</li> <li>Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topic under discussion</li> <li>Use appropriate language orally to describe familiar places and events</li> <li>Listen to and give accurate directions of complex routes to different locations</li> <li>Demonstrate appropriate turns taking for effective oral communication</li> </ul>	
<b>READING</b> Comprehension	<ul style="list-style-type: none"> <li>Use monitoring and mental visualization to enlarge and understand non – fictional texts</li> <li>Use prediction to assess and improve engagement and understand of non – fiction texts</li> <li>Generate and answer questions to increase confidence and independent reading of non – fiction texts of various kinds</li> <li>Identify the main text features of non – fiction texts</li> <li>Use contextual clues (topic sentence, vocabulary knowledge, cohesive devices, text features) to analyze text</li> </ul>	
<b>GRAMMAR USAGE</b> Grammar	<ul style="list-style-type: none"> <li>Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences</li> <li>Demonstrate use of relative pronouns (who/ whom, which/ that, whose) correctly in speaking and writing</li> <li>Demonstrate command of adjectives in discourse</li> <li>Use verb forms correctly when talking about future events.</li> <li>Demonstrate command of the knowledge of adverbs</li> <li>Demonstrate command of use of prepositions in writing and speaking.</li> <li>Demonstrate command of the use of reported speech.</li> <li>Demonstrate command of question tags.</li> </ul>	
<b>WRITING</b> Production and distribution of writing	<ul style="list-style-type: none"> <li>Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices (e.g. connectors, pronouns, repetition of vocabulary or grammatical structures)</li> <li>Record and use different techniques to capture the reader’s attention in introductory paragraphs</li> </ul>	
<b>LITERATURE</b> Narrative, Drama and Poetry	<ul style="list-style-type: none"> <li>Analyse the types of characters in texts.</li> <li>Examine the features of different types of poems.</li> <li>Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama).</li> <li>Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts</li> <li>Analyse the sequence of events in film/media, narratives and play scripts (drama).</li> </ul>	
The Beacon of Light	<ul style="list-style-type: none"> <li><b>PROSE</b> (1) Forest Gold – (pg 168)</li> <li><b>DRAMA</b> (1) Dawuni’s Dream – (pg 109)</li> </ul>	

BASIC 8	(ENGLISH LANGUAGE)	TERM TWO
STRAND	INDICATORS	
<b>ORAL LANGUAGE</b> Listening Comprehension	<ul style="list-style-type: none"> <li>Listen to a level – appropriate dialogue/ discussion by more than one speaker attentively and identify key information</li> <li>Listen to and discuss ideas and share opinions from a level appropriate</li> </ul>	
<b>READING</b> Comprehension	<ul style="list-style-type: none"> <li>Read silently and answer more complex comprehension questions on texts/ passages.</li> <li>Provide evidence and show mastery to support understanding (meaning) of text.</li> <li>Generate simple themes from a text and apply to different situations.</li> <li>Examine the connections between a text and other points of view.</li> <li>Use derivation to expand vocabulary to new contexts (historical, cultural, political)</li> <li>Integrate appropriate grade level vocabulary in different contexts.</li> <li>Determine the central idea in paragraphs and analyse to identify supporting ideas.</li> </ul>	
<b>GRAMMAR USAGE</b> Punctuation and capitalization	<ul style="list-style-type: none"> <li>Use punctuation marks (colon, semi – colon, apostrophe) in context.</li> </ul>	
<b>WRITING</b> Text (types and purposes)	<ul style="list-style-type: none"> <li>Write personal narratives using effective techniques incorporating descriptive details and logical event sequences.</li> <li>Use precise words phrases and sensory language to convey a vivid mental picture of places and events.</li> <li>Write shorter transactional texts to convince an audience to accept an opinion.</li> <li>Compose paragraphs that identify an issue, give details about it and suggest solutions.</li> <li>Compose formal writing (business letters, email) on given topics using appropriate format</li> <li>Compose notes brochures, flyers for different purposes and audiences</li> <li>Write articles on given issues for publication in school magazines</li> <li>Create dialogues among multiple interlocutors on different themes</li> <li>Compose speeches for different purposes and occasions</li> </ul>	
<b>LITERATURE</b> Narrative, Drama and Poetry	<ul style="list-style-type: none"> <li>Analyse the types of characters in texts.</li> <li>Examine the features of different types of poems.</li> <li>Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama).</li> <li>Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts</li> <li>Analyse the sequence of events in film/media, narratives and play scripts (drama).</li> </ul>	
The Beacon of Light	<ul style="list-style-type: none"> <li><b>PROSE</b> (1) Beyond Light and Shadow – (pg 233)</li> <li><b>POETRY</b> (1) Real Illusioned Beckley - (pg 218)</li> <li><b>DRAMA</b> (1) Spreading Light - (pg 185)</li> </ul>	