

**PRACTICAL**  
**ENGLISH LANGUAGE**  
*for Basic Schools*

**Teacher's Guide**

**Book 4**

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## Preface

The Practical English Course for Basic Schools series are activity based books which have been developed in conformity with the current standard based curriculum and Assessment (NaCCA) 2019. The series consist of six graded books targeting Basic 1 -6 of the first cycle of Ghana's educational system.

Each is a thirty-unit book that has a wide variety of reading texts, as well as interesting and fun-filled activities and exercises that enable learners to have fun as they learn. In addition each book provides for revision and self assessment exercises that fit well into the School Based Assessment (SBA) policy of the Ghana Education Service (G.E.S)

Each unit of the Teacher's Guide is organised, as the Learner's Book, into sections, strands and sub-strands according to the aspects of the language covered as follows:

**Section A (Strand 1)** – Oral Language consisting of:

- Rhymes and Songs
- Conversation
- Story Telling
- Dramatisation and Role-play

**Sections B, C & D (Strand 2)** – Reading consisting of:

- Phonics
- Comprehension
- Vocabulary

**Section E (Strand 3)** – Grammar

**Section F (Strand 4 & 5)** – Writing/Writing Convention

**Section G (Strand 6)** – Extensive Reading

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## **Introduction**

The Practical English Language for Basic Schools series have been developed in full compliance with the new standards based curriculum (2019) of the National Council for Curriculum and Assessment (NaCCA).

The series, consisting of six graded books targeting Basic 1 – 6 of the first cycle of Ghana’s educational system, provide a practical and comprehensive course that gives the learner a firm foundation in the four basic language skills, namely, Listening, Speaking, Reading and Writing in the English Language. Each of the six books in the series is accompanied with a Teacher’s Guide (T.G) and a Learner’s Workbook (WB).

### **2.0 Aims**

The aims of teaching English at this level are clearly spelt out in the curriculum in simple terms. You must remember that competence in a language includes being able to listen to and understand what is said, speak and be understood by others; read and comprehend what is written and write such that others can read and understand what is written. You must also remember that these are more easily attainable when learners are encouraged to develop interest in reading.

### **3.0 Organisation**

#### **3.1 Organisation of the Learner’s Book (LB)**

The Learner’s Book is basically an activity book and the content is organised into thirty (30) units. Each unit has material to last for a week of teaching. The units are organised into strands and sub-strands according to the aspects of the language and the topics to be covered

At the Basic 4 – 6, the curriculum makes provision for the teaching of five of six strands. These are:

Strand 1– Oral Language

Strand 2 – Reading

Strand 4 – Writing

Strand 5 – Using Writing Conventions and Grammar Usage

Strand 6 – Extensive Reading

The Sub-strands are the components of the main areas or strands listed above and are numbered in the Learner’s Book.

As can be seen above, the material in each section is designed to teach a specific strand, topic, substance or skill in a specific order and also, because the content of each section is graded, it is important to follow the sequence in the Learner’s Book. Thus for example, you must begin with Section A, followed by Section B in that order.

### **3.2 Organisation of the Learner’s Workbook.**

An important feature of the series is that each Learner’s Book comes with a Workbook (WB). In the workbook are exercises, activities including language games that complement what is in the Learner’s Book. The learner thus enjoys the benefit of engaging with additional and wider variety of exercises thereby ensuring consolidation of work done in the LB.

### **3.3 Organisation of the Teacher’s Guide (TG).**

Each Learners Book is also accompanied with a Teacher’s Guide (TG)

Like the workbook, the Teacher’s Guide is organised along the same lines as the Learner’s Book. There are thirty units which correspond to the units in the LB. The units are organised into strands and sub-strands as in the LB and provide guidelines in the form of highly scripted step by step notes for teaching each of the thirty units of the LB. At the end of each unit, answers to the questions and exercises in the LB as well as the WB are provided. The TG also has sections that provide additional information, language teaching games, rhymes and songs for the teacher.

## **4.0. Methodology**

### **4.1 Skills and Competencies**

At the heart of the new curriculum for basic schools are the skills and competences which learners must be assisted to acquire namely:

- Critical Thinking and Problem Solving
- Communication and Collaboration
- Cultural Identity and Global Citizenship
- Creativity and Innovation
- Digital Literacy
- Leadership and Personal Development

These, to a large extent, have determined the choice of methods, approaches, strategies and activities employed in the various sections of each of the books in the series.

### **4.2 Integration of Skills**

In addition, a key concept that has guided the choice of methods and strategies is the integration of the four basic language skills namely Listening, Speaking, Reading and Writing. Thus within each unit of this TG, for example, while material is presented for the practise of each of these skills in separate sections, they are presented such that the skills are combined to complement one another. You are, therefore, encouraged to view the various aspects of the language as treated in the various sections of a unit as the parts of a whole and treat them as such.

## **Methods**

### **4.3 Approaches, Strategies and Techniques**

The methods, strategies and teaching techniques employed in the various sections of this TG are geared towards the following:

- a. Guiding learners with good models
- b. Providing wide and varied awareness for teacher-led and independent practise of the four language skills appropriate to the level.
- c. Having learners work in pairs and groups to offer them opportunities for interaction and to enable you have time to monitor their performance and also offer individual assistance according to their needs.

### **5.0 Oral Work**

5.1 The fundamental principle that children normally listen and speak before they learn to read and write must of necessity be borne in mind. Further, considering the vital role of English Language across the curriculum, the competence of upper primary child in the language is still rudimentary. It is essential; therefore, that thorough oral preparation must precede reading and writing activities.

### **5.2 Oral Lessons**

In Basic 2, oral lessons include activities such as Rhymes and Songs, Stories, Conversation, Grammar and Dramatisation. Other sections of each unit are also mainly oral based and such activities and strategies as dialogue, discussion, role-play and mini drama are used. These are activities in which you must make sure each child fully participates.

### **5.3 Basic Procedure for Oral Work**

In this second year course, a simple three - stage procedure of

- Listening
  - Practise
  - Independent production
- has been followed.

**Listening:** At this stage, the pupil is provided with models of the target language to listen to.

**Practise:** The pupil is then taken through various types of activities for practise including drills.

Finally, opportunity is provided for independent production or use of the vocabulary or structural item.



#### **5.4. Poems, Rhymes, Songs and Language Games**

Poems, Rhymes, Songs, Stories and Language Games are activities that children love, especially when they are accompanied with actions that they have to perform. Engaging in these activities enables them to practise the sounds, sound patterns and rhythm of the language. It also enables them to acquire important vocabulary, and subconsciously, they are introduced to important structural patterns of the language.

Some songs, rhymes and games have been introduced. You are, however, encouraged to complement these with others from various sources, including those composed or written by yourself.

#### **5.5. Story Telling**

Listening to and telling stories are another favorite of children. Your learners will enjoy carefully selected and well delivered level-appropriate stories.

It must be remembered though that the way a story is told determines the extent to which children of this level will understand and enjoy it. You must therefore support the verbal delivery of stories with pictures, sketches, gestures, actions, demonstration, etc.

Stories may also be read to learners and you should encourage them to listen to radio programmes that feature stories and also watch story telling programmes on television.

### **6.0 Reading**

#### **6.1 Reading Methods**

In this course, your learners will learn to read mainly through the Look and Say and the Phonic methods. In the Look and Say method, the child learns to recognise words by their shape and associating the words with particular actions or pictures. By constant repetition and revision of words learnt in this way, the child gradually acquires a stock of words that he can read.

In the Phonic Method, the child learns to read by recognising the sounds of letters and then blending or putting the sounds together. Thus, for example, the child learns the sounds /b/, /a/ and /g/. He is taught to put them together (b - a - g) into the word, 'bag'. Constant practise enables the child to learn several words in this family, like cat, mat, hat, fan, man, can, fat, tap, rat', etc. More importantly, the child learns to “attack” words and thus develops into an independent reader relatively fast

You may complement these two methods with others that have worked for you but bear in mind that reading is a complex skill to acquire and your learners will learn if you are patient and give them lots of practise and encouragement.

## 6.2. The Reading Lesson

In the TG, reading lessons are organised into three stages:

- **Before Learners Read**

In this initial stage, children are thoroughly prepared for the main reading task they have to perform. This includes discussion of background knowledge, discussion of the topic/title of the reading passage, talking about accompanying pictures, prediction of the content of the reading passage and vocabulary work.

- **While Learners Read**

At this stage, the children perform the main reading task which may include listening to a model, echo-reading, group/pair reading aloud, individual reading aloud, silent reading, etc.

- **After Learners Have Read**

Follow - up activities are introduced at this stage. They include discussion of the passage, answering of questions, comprehension exercise, additional reading tasks etc.

The stages may not be labeled as above but the activities are sequenced to correspond to these stages. You are encouraged to teach your reading lessons following this structure. Particular situations may require you to use other methods or modify this structure; you are encouraged to introduce any innovations that will enable your learners to become good readers.

## 7.0 Grammar

7.1 At the Upper Primary, the child begins to learn Grammar as an aspect on its own rather than a component of oral language.

### 7.2 The Grammar Lesson

7.2.1 The grammar lesson at the primary/basic school level remains basically an oral lesson focusing on getting learners to use the target items of grammar or structural items.

The series adopt and strongly recommend the four-stage approach of

- Revision
- Introduction
- Practise
- Exercise

#### 7.2.2 Revision

At this initial stage, background knowledge is activated and topics or items of relevance to the new topic are reviewed.

### **7.2.3 Introduction**

This stage provides opportunities for learners to listen to and observe the new structure or item in context. It may take the form of a story, role play, pictures, a dialogue etc.

### **7.2.4 Practise**

At the practise stage, what has been observed, listened to or experienced at the previous stage is put into practise. Useful activities for this stage are language drills, creation of situations and group work.

Two levels of practise are identifiable. The first is practise which aims at achieving accuracy in the use of a specific language item. Useful activities for this level are language drills. The next level of practise aims at fluency in the use of the target structure or item of language. Pair and group activities are effective means of developing fluency.

## **7.3 The Writing Lesson**

- Before they Write

For each writing task, your learners must be thoroughly prepared. This preparation must take the form of explaining the task fully

- Oral discussion of the task
- Demonstration of the task on the board
- Practise on the board, on arm boards or on sheets of paper.

### **As Learners Write**

As learners are engaged in their writing task, you need to visit individuals to encourage and support them in various ways. This is also the time to ensure correct practises including the placement of the writing materials, the gripping of the writing instrument, sitting posture during writing, etc.

### **After Writing**

- Encourage learners to cultivate the habit of reading through whatever they write to correct errors that may be present. They may also engage in peer editing.
- It is important to provide feedback on each writing task performed by learners. Encourage them to always look back at their work to satisfy themselves that they have done the activity as required.

## **8.0 Writing / Composition**

As a result of learners' kindergarten and lower primary background, it is expected that they have learnt to form the letters of the alphabet correctly and can write and copy words and simple sentences correctly. It is important however not to take these for granted. There is the need to consolidate these basic skills through frequent and regular practise.

## **11.0 The Language to Use**

11.1 Once again the need for you to bear in mind the level of your learners and the fact that some of them have really limited exposure to English language cannot be over-emphasised. You will help them to understand your lessons if the words you speak are accompanied with actions, gestures, facial expressions, and such materials as pictures, sketches and real objects.

Remember also that a phrase or two of the L.1 to enhance comprehension is not a bad idea.

## **12.0 Classroom Organisation**

12.1 When children sit and work in groups, they have opportunity to interact a lot and also learn from one another. Group and pair activities also enable you to have time for Learners who may need individual attention.

Pair and group activities form key parts of the teaching and learning activities planned in the various strands and sub-strands of the units in this TG. It is recommended that you make working in groups a permanent feature of your classroom.

It may also be necessary to change the normal seating arrangement to suit particular lessons, like Story Telling and Dramatisation.

## **13.0 Creating a Print-Rich Environment**

Your children will learn English faster and better if they learn in a print rich environment. A print rich environment is one in which there is easy access to suitable printed materials in the form of books, pictures, charts, sketches, diagrams. A print-rich environment is created in the classroom when there are level appropriate books such as text books and picture books of various kinds, word and sentence cards, reading cards, etc. The walls are covered with suitable pictures, diagrams and charts. Also, classroom objects are labelled. This makes the classroom attractive and appealing to the child.

Such an environment ensures the early development of print awareness and the cultivation of interest in reading.

## **14. Different Ability Groups**

For all learners and for your children in particular, recognising that children come with different levels of ability is important. This enables you to plan and cater for the needs of all the children. This must always be evident when you plan specific lessons for your class.

## **15. Children with Special Needs**

Children who suffer from one form of disability or another deserve your special attention, and you need to introduce such measures as will minimise the negative impact of their disability on their learning. For example, children who are near sighted must not be made to sit far from you or the chalkboard. Children who are hard of hearing must sit at the front of the class.

Similarly, some children may be slow learners and they must not be rushed along but made to go at their own pace. Others who are fast learners must be provided for so that their progress is not unduly retarded.

### **16.1 School Based Assessment (SBA)**

The need for learners' performance to be regularly assessed is of paramount importance. The revision units of this course, (that is, every fourth unit) have exercises and activities that may be used for both revision and assessment purposes. You may select from these as required to conduct S. B. A. tests.

### **17. Teaching and Learning Materials (TLMs)**

One of the prominent features of the series is the use of teaching and learning materials. You will observe that for every section of a unit in this TG, you are required to use one material or another. These range from pictures and sketches to word cards, sentence cards, sentence holders, letter cards, IT based materials, real objects, etc.

You may have to produce most of these using manila cards, brown paper, markers and felt pens, color and glue, etc. Most of the time, however, such commercial items cannot be easily procured by many schools. Should you face any such problem, most of these items can be easily improvised. For example, cement paper and used cartons can be cut into the required sizes and shapes to prepare word, picture and sentence cards. You can also use starch instead of glue while charcoal, white and red clay can be used in the place of color.

Also, you may cut pictures from old magazines, newspapers and posters. Used rice and grain sacks can be used to store such materials as word cards, number cards, counters, etc.

### **Conclusion**

Undoubtedly, your children will learn much in this fourth year if you painstakingly guide them through the activities planned in the various units of the LB, TG and the Workbook. Of course, even though they contain all that are required by the curriculum, your initiative as the professional on the spot will be welcome if such initiative promotes effective learning.

### **Diagnostic Assessment**

While it is crucial for the learner's performance to be constantly and regularly assessed, it is equally important for the teacher to constantly reflect on his/her teaching and its impact on learning.

Each Teacher's Guide in the series therefore provides for regular self-diagnosis, which takes the form of deep reflection by the teacher on his/her work over the immediate past, that is, the week just ending. This places the teacher in good stead, as the facilitator of learning, to make critical decisions regarding the approaches, strategies, methods etc. to continue to use, which to change or modify and which to replace, so as to ensure effective learning.



*Learner's Book (LB 4, Unit 1, Pages 1 - 9)*

*Work Book (WB 4, Unit 1, Pages 1 - 5)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	CORE COMPETENCIES
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.1.1.1: Listen attentively to song and sing appropriate stress, rhythm and actions.	Listening and speaking Communication and collaboration
<b>STRAND 2 - READING</b>	
B4.2.2.1.1: Match sounds to their corresponding letters/letter patterns on the board. E.g. initial/final consonants – m, j, s, etc. initial short vowels – a, e, i, o, u, final y as vowel, silent letters, etc.	Communication and collaboration Personal Development and Leadership
B4.2.7.1.1: Construct meaning from texts read.	Creativity and Innovation; Communication and Collaboration.
<b>VOCABULARY</b>	
B4.2.6.1.1: Use level appropriate content and words (nouns, verbs, adjectives, adverbs) and functional words (prepositions) appropriately in spoken and written communication.	Creativity and Innovation Communication and collaboration
<b>STRAND 3 - GRAMMAR</b>	
B4.3.1.1.2: Identify and use: proper nouns – refer to cities and countries and common nouns.	Communication and collaboration; Critical thinking

<b>STRAND 4 - WRITING</b>	
B4.4.2.1.1: Write clearly using joined letters of consistent size.	Personal Development
<b>STRAND 6 - EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of age appropriate books and present a two-paragraph summary of each.	Reading Skills; Personal Development and Leadership; Communication and Collaboration.

## **STRATEGIES**

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### **Strand 1**

Oral Language:

Modelling, demonstration, picture reading/description, Question/Answer technique.

### **Strand 2 – Reading**

Modelling, repetition, questions and answers, drilling, read aloud, prediction, dictionary practise.

### **Strand 3 – Grammar**

Filling the blanks, sentence construction, recall.

### **Strand 4 – Writing**

Demonstration, copying

### **Extensive Reading**

Read aloud, silent reading

## **TEACHING /LEARNING RESOURCES**

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### **Oral Language:**

Pictures

### **Reading**

Pictures, letter/sound cards, group work

### **Grammar**

Charts for completion, incomplete sentences for completion.



**Writing**

Chalk/white board marker, learner's writing materials

**Extensive Reading**

Age-appropriate story books, poster stories, Aesop's Fables, downloaded stories from the internet, teacher-made stories.

**TEACHING AND LEARNING ACTIVITIES****A: Strand 1: ORAL LANGUAGE****Sub-strand 1: Songs**

Let learners look at the picture on page 2 and talk about it. Who are in the picture? What are they doing? Yes, they are playing as we all do when we come to school.

Tell the class they are also going to learn a song which they can use to play. If you know the song already you can teach them or use the tune of any song they know. First, lead them through reading of the lines of the rhyme a couple of times.

Perform the actions as they are reciting and let them join in.

Let learners make circles in their groups and recite the rhyme while performing the actions. Go through the questions with them.

**B1. Strand 2: Reading****Sub-strand Strand 2 – Consonants: Phonics**

First revise learners' knowledge of the letters to be learnt. Write the various letters on the board. Ask learners to produce the sounds as you point to the letters. Show them the letter cards and ask individual learners to match letter cards with their corresponding letters on the board.

Guide learners to make the correct sound of each letter: Allow learners time to practise making the correct sound and identify the letter that it represents. Let learners form words using the sounds by following your example.

Group Work: Put learners in groups to produce words that have the sounds they have learnt in initial, medial and final positions, e.g. ball, able, dub, etc.

Let all groups come out with at least five words for each sound or letter. Give the groups the chance to read out their words.

Let the groups use the words in sentences of their own.

This can be made competitive. The group that has the most words and are able to read them is the winner.

Teach the correct pronunciation of the word through drilling. Teach the meaning.

Ask learners to mention the name of their siblings. Get them to use the word in a sentence before you write it on the board.

Do the same for all key words.

## Strand 2: Reading

### Sub- Strand 7: Reading

#### Comprehension

Teach the word class of each word.

Siblings is a noun because it is the name of children of the same father and mother. Instead of always saying 'my brothers and sisters', you can simply say, 'my siblings'.



Younger in this context is an adjective. It is describing the noun 'years'. It helps us compare the ages of Mawuli and Kafui. LB page 4

Sunny: is an adjective. It describes the noun 'country'. It means full of the sun. We all know how brightly the sun shines in Ghana, so we say it is always sunny in Ghana.

Electricity: this is a noun because it is the name of a thing. We all enjoy the benefits of electricity. It is power that is used for many things.

Ask learners to point out evidence of electricity in the classroom and the school, e.g. the light and fan in the classroom.

Ask learners to predict the message of the passage. Let them read the words from the word cards.

Ask learners to listen to you while they follow in their textbooks.

Put learners in groups to read the passage around the groups. Let a member from each group read aloud until the whole passage has been read.

**C.** Lead learners to get answers to the questions and direct the class to where the answers are in the passage. LB Page 5.

- (1) Two types of family (3) four  
 (2) Mawuli has two siblings (two) (4) Akosombo
1. (Akosombo Dam is so important to Ghanaians) because it produces electricity for our factories, shops, offices and homes.
  2. (This question needs critical thinking skills. Use Leading Questions to help learners arrive at the correct answer. E.g. How old is Mawuli's sister? How old is Mawuli? Note that Mawuli is in P.4., what is the average age of a P.4 child?)
  3. Let learners mention the name of an aunt in real life.

An aunt is the sister of my father or of my mother.

I am related to my cousins through my aunts and my uncles.

(In real life) Invite learners to talk about their real life experiences of relating to their cousins. E.g. visits, parties on birthdays, naming ceremonies, funerals, etc.

#### **D. Vocabulary**

How do families grow?

Refer learners to LB page 6. Use the chart to explain and discuss with learners how a nuclear family becomes an extended family.

- Mr. and Mrs. Adom had four children, they make a nuclear family. By the time the four children grow and marry, the family is extending. The children of the four children are cousins and the fathers and mothers are now uncles and aunties. Who are the grandparents? etc.

#### **D2. Matching words with their meaning**

People – persons

A way of life – how people live and do things

Siblings – brothers and sisters from one nuclear family. Brothers and sisters in the extended family are cousins.

Produce – create

## E. Strand 3/5: Grammar

### Sub-Strand 1: Nouns

Write two of the sentences on the board and help learners identify the nouns in them.

Let learners work in their groups to underline the various nouns in the sentences. Discuss each sentence to be sure every child understands the correct answers in each sentence. They should identify everything in the sentences that are considered nouns; whether they are humans, things, animals, days, months, events.

#### What nouns are underlined in these sentences?

1. Mawuli goes to school with his bag.
2. Every person celebrates a birthday.
3. The shopping was done at Melcom.
4. Ghanaians depend on the Akosombo Dam.
5. Dogs make good pets.
6. Cats love milk.
7. My parents celebrated their tenth wedding.
8. We went to watch Akan Drama on tv.
9. Lemon grass makes excellent tea.

Take learners to page 7 of their textbook. Let them answer the questions there.

## F. Strand 4: Writing

### Sub-Strand 1: Penmanship

#### Procedure

1. Demonstrate the exercise on the board.
2. Give practise by inviting learners to the board to practise.
3. Give learners exercise – let them write individually into their exercise books.

Go round the class to help learners by correcting learner's sitting posture and their grip of the pen/pencil.

#### Exercise F2

Each sentence must start with a capital letter and end with a full stop.

1. The crow is a clever thief.
2. Earthquakes are natural disasters.
3. They occur without notice.
4. The fox is a cunning animal.
5. They wash away whole cities.

6. Parts of Accra are earthquake prone.
7. It pays to work hard.

## **G. Strand 6: Extensive Reading**

### **Sub – Strand 1: Building the Love and Culture of Reading**

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Children, even adults love to listen to stories. It is your duty as the facilitator of a B4 class to help learners develop a love for reading. Once your class begins reading on their own, your task is drastically reduced. This is because the learners can read notices and instructions for themselves without you telling them all the time. Information only needs to be written on the board and everyone gets it. This makes your task lighter.

The first step to arousing learners' interest is by reading to them. Make it a point to gather a few good/interesting stories to read to learners. By the time you read a couple of interesting stories to your class, they would be wishing to read stories themselves. Choose a story that has identical theme to the reading passage for the week. The first reading passage in the LB is about the family so choose a story about the family. Prepare them by telling them the gist. Make the learners active listeners; involve them by stopping from time to time and asking them to predict what would happen next; by asking them to infer and to analyse. Also ask personal response questions e.g. who is your hero in the story? Tell us why he/she is. Bring it down to learners' personal life experiences. Share your own experience(s) and encourage learners to share theirs too.

Start a Reading Journal with the learners. Let each of them use an exercise book. In this, they must record new words, phrases, sentences and expressions they learn from the reading lessons. The journals provide a quick reference for learners as well as the facilitator.

Use the first lesson to expose learners to the variety of book/reading material. Pick a very interesting story to read to them. Stop from time to time to ask for recall of parts read and ask for prediction as to what will happen next.

### **E. Answers**

1. Mawuli – person; school – place; bag – thing
2. Every person – person Birthday – event
3. The shopping – an activity Melcom – a place
4. Ghanaians – persons

- The Akosombo Dam – a thing  
5. Dogs – animals Pets – animals  
6. cats – animals Milk – a thing  
7. parents – persons  
Their tenth wedding anniversary – event  
8. Akan Drama – event Tv – thing  
9. Lemon grass – a thing Tea – a thing

**E2. Answers**

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. University of Cape Coast      | 2. Horse                          |
| 3. play                          | 4. Teacher; Madina School Complex |
| 5. stones                        | 6. University of Cape Coast       |
| 7. Tei, doctor, Korle Bu Teacher |                                   |

**Workbook Exercises**

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Explain each set of exercises carefully to learners with several examples. Where necessary, demonstrate the activity before assigning it to learners. As they work, be available to offer encouragement and assistance where necessary. It is also important to provide feedback on learners’ performance and consider remediation should the need arise.

**Diagnostic Assessment**

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This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
- Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 2, Pages 10 - 17)**Work Book (WB 4, Unit 2, Pages 6 - 11)***LEARNING INDICATORS AND CORE COMPETENCIES**

<b>INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of this unit, learners will:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.3.1: Recite the poem with stress, rhythm and action and interpret in their own words.	Communication and collaboration, Personal Development, Creativity and Innovation
<b>STRAND 2 - READING</b>	
Phonics B4.2.5.1.1: Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.	Communication and collaboration; Creativity and Innovation; Personal Development
Reading B4.2.7.1.3: Skim for main ideas in texts. B4.2.7.1.1: Construct meaning from texts read.	Reading skills Creativity and Innovation
Vocabulary B4.2.6.2.1: Develop a rich vocabulary stock through extensive reading of age-appropriate texts.	Personal Development and Leadership
<b>STRAND 3 - GRAMMAR</b>	
B4.3.1.1.2: Identify and use proper nouns (refer to cities and countries) and common nouns.	Personal Development and Leadership Critical thinking and Problem Solving



<b>STRAND 4 - WRITING</b>	
B4.4.2.1.1: Write clearly using joined letters of consistent size.	Personal Development Communication and Collaboration
<b>STRAND 6 - EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of appropriate books and present a two-paragraph summary of each book read.	Reading skills Personal Development and Leadership

## **STRATEGIES**

Oral Language Demonstration, Imitation, Repetition, Recitation, Picture description

Field trip

Reading: drilling, repetition, re-telling, picture description, word cards

Grammar: spelling, copying, recall, reading analysis

Writing: imitation practise, copying

## **RESOURCES**

Oral Language: Pictures

Reading: Letter/sound cards, phonic song, word cards

Grammar: Map of West Africa/Africa

Writing: writing materials

**A.** Let learners turn to page 10 of their reader and talk about the picture there. Lead a discussion of the questions on that page. Encourage personal response – no answer is totally wrong – learners are simply expressing their feelings/opinions, don't judge them.

## **Strand 2 Reading**

### **B1. Sub-Strand 2: Phonics**

Begin by revising the name and sound of the letters. Play the alphabet sound song and let learners sing along.

Point to the letters on the board and ask learners to mention the letter names and the corresponding sounds. Use the letter/sound cards to be matched to the letters written on the board. Let learners do the matching individually.

Write all the words on the board for learners to read. Read each word and let learners repeat after you. Ask learners which of the sounds on the board is found in the individual words. These sounds can be at the initial, medial and final positions of words.

e.g. leg, milk, girl  
man, Ama, ram  
name, any, run  
pan, open, cup  
run, airy, core  
sun, essay, cause  
team, eaten, eat

Lead learners to underline the main sound in each line. Let them show by underlining where the common sound is at the initial, medial and final positions.

## Strand 2: Reading

### Sub-Strand 7: Comprehension

Remember that vocabulary items must be taught, a word at a time – pronounce the word clearly, let learners pronounce the word after you, drill the class, groups and individuals in the correct pronunciation. Teach the meaning of the word before you write it on the board. By the time you finish, you will have the full list of key words on the board.

Teach meaning through demonstration, realia, pictures, etc. Let learners look at the picture on LB page 10 and predict the story.



Give learners the gist of the story to arouse their interest. Tell them they are all going to get the other details. Read and the class read after you, sentence by sentence (choral reading). At the end of each paragraph, ask recall questions to establish the events in learners' mind. Do this until the whole passage is read.

Ask learners to retell the story briefly.

Lead the class through answering of the questions.

**Group Work**

Retelling of story. Let each group rehearse and take turns to retell the story to the whole class.

**Ask the following questions.**

What values have you learnt from this story?

What title will you give to the story?

Encourage and guide learners to find and read more fables on the internet and report on them to their groups and the class.

**D1.** Use pictures to teach

Paws – the hand of a lion is a paw just like the cat’s.

Tied – to bind.

Wagon – a cart drawn by a horse for carrying goods.

Ropes – a cord for binding things.

**D2.**

- |         |           |
|---------|-----------|
| 1. upon | 4. lion   |
| 2. home | 5. bound  |
| 3. turn | 6. beasts |

**D3.**

“Caught in a trap”

The two meanings of the expression.

- (1) When an enemy sets a trap for you he means to harm you.
- (2) When your friends ‘set a trap’, they do something for mischief.

**E. Strand 3: Grammar****Sub-strand 1: Nouns****Proper Nouns: Countries, Cities, Towns, etc.**

Show learners the map(s) you have and let them look up the countries and their capitals.

Let learners read the sentences and underline the nations and their capital cities.

Draw learners’ attention to how the names of the countries and cities are written. Each begins with a capital letter. This is because they are proper nouns.

**E1.**

Revise the previous lesson using these sentences

Name of persons, animals and objects.

1. Adwoa
2. Mathematical set
3. Anniversary
4. hospital
5. pen

**E2.** Write the following sentences on the board.

- (1) Ghana is a country in West Africa.
- (2) To the eastern border is Togo.
- (3) The capital of Togo is Lome.
- (4) Accra is the capital city of Ghana.
- (5) To the northern border of Ghana is Burkina Faso.
- (6) The capital of Burkina Faso is Ouagadougou.
- (7) To the west of Ghana is Cote D'Ivoire.
- (8) Abidjan is the capital town of Cote D'Ivoire.
- (9) To the south of Ghana is the Atlantic Ocean.
- (10) It is called the Gulf of Guinea.

All names of countries and cities fall under Proper nouns.

All others fall under common nouns. Let learners read and take note.

**E4. Writing**

1. .... beat the troublesome boys.
2. .... ate all the food.
3. The choir travelled to .....
4. The doctor works at .....

**Answers:** Encourage learners to use their own names for 1 and 2.

For 3, any town or city will be good.

For 4, any hospital or clinic name will fit.

**Note:** All the answers are Proper Nouns and so should be written with capital initial letters.

Lead learners to page 17 of their reader. In Section F is the letters for practise. Use the board to demonstrate step by step how the two letters should be written.

**Strand 4: Writing****Sub-Strand 1: Penmanship****F2.**

Stage 1 show them to write the first letter.

Stage 2: show how the second letter is added in joint script.

Let learners practise on the board and in their jotters.

Let learners now write/copy the words on page 17 into their exercise books.

**G. Strand 6: Extensive Reading****Sub – Strand 1: Building the Love and Culture of Reading**

Start the lesson by reviewing the story of the previous lesson. Ask learners to recall what happened at the beginning, middle and end of the story. Let a few recall their personal response. Tell them they will be reading on their own. Get them to the class library or school library to choose their own story books for reading. Let each learner settle down and read silently. For weak/slow learners who cannot read yet, continue to read to them. Involve them through prediction questions, inferential and analysing questions. Let them repeat words, phrases and sentences they have learnt. Let them write some of these into their reading journals too.

**ANSWERS****C. Comprehension LB page 14**

1. What is true about the lion?
  - i. False
  - ii. True
  - iii. True
2. The mouse was simply enjoying itself. / The mouse was not aware of the danger.
3. Because the lion just wanted to show kindness. / The lion was amused at what the mouse said.
4. The mouse saved the lion to reward the lion for saving its life earlier on.
5. These are personal response questions. Some may tell of episodes involving themselves or others.

**E3 Answers**

1. The lion forgave the mouse.
2. They became great friends.
3. John's trap caught a lion.

## Workbook Exercises

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Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

### Diagnostic Assessment

---

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

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E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 3, Pages 18 - 23)*

*Work Book (WB 4, Unit 3, Pages 12 - 16)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	CORE COMPETENCIES
By the end of this unit, the learners will be able to;	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.9.1.1: Give and respond to commands, instructions and directions.	Personal development and Leadership
<b>STRAND 2 - READING</b>	
B4.2.2.1.1: Match sounds to their corresponding letter patterns and final 'y' as a vowel.	Communication and collaboration, Personal development
Silent Reading	
B4.2.8.1.1: Read silently and reasonably for meaning from level appropriate texts.	Critical Thinking and Innovation; Personal Development and Leadership; Communication and Collaboration
B4.2.8.1.2: Find meaning of words as used in context.	
Vocabulary	
B4.2.6.3.1: Deduce meaning of words from how they are used in context e.g. near synonyms: cool – cold – freezing  Homonyms: flour, flower	Critical thinking and Problem Solving
<b>STRAND 3 - GRAMMAR</b>	
B4.3.1.1.2: Identify and use common nouns	Personal Development, Critical thinking and Problem Solving
<b>STRAND 4 - WRITING</b>	
B4.4.2.1.2: Use simple sentences clearly.	Personal Development  Communication and collaboration

<b>STRAND 6 - EXTENSIVE READING</b>	
B4.6.1.1.1 Read a variety of age and level appropriate books and present a two-paragraph summary of each book read.	Personal Development and leadership communication and Collaboration.

**STRATEGIES****Strand 1 - Oral Language:**

Turn taking, pair work, question and answer drill, imitation, dialogue

**Strand 2 - Reading:**

Letter cards, drilling, model reading, prediction, spelling, group work, reading aloud.

**Strand 3 - Grammar:**

Recall, sentence construction, group work.

**Strand 4 - Writing:**

Sentence formation

**RESOURCES****Oral Language**

Word cards, pictures, labelling

**Reading:**

Word cards, picture reading

**Grammar:**

List of words from given passage

**Writing**

Writing materials

**TEACHING/LEARNING ACTIVITIES****A. Strand 1: Oral Language**

Look at the picture on page 18 of LB 4 and get them to talk about what they see. Let them answer the questions. This a picture of people relaxing at a beach resort. Through questions and answers, let learners talk about every detail in the picture.



**Sub-Strand 9: Giving Directions****Listen and Do: LB Page 19**

Let learners take partners and do pair work. One person gives the orders and the other one responds. Let them change over to do the same thing.

**A3.** For the directions to be accurate, take learners out to watch the direction to the school library. If there is no library, create one in the classroom. To do this, write the word 'Library' boldly on a sheet of paper or cardboard and paste it at a place in the classroom. From wherever the pairs are sitting, they will direct one another to the library. This may compel you to move the classroom furniture around a bit to make room for easy movement.

**Teach the correct expressions to be used.**

- i) Can you show me the way to the library, please? OR
- ii) Please, where can I find the school library?

The Response: It is not far, just turn left/right and you are there.

"Thank you". Do the same for the canteen, staff room, etc.

Teach the expressions, drill the class until they can say the exchange well. Put them in groups and let them practise in pairs.

To conclude the lesson, let pairs of learners from the groups demonstrate the conversation to the class.

**B1. Strand 2: Reading****Sub-Strand 2: Phonics****Learning Activities Reading**

Letters/sounds of the day: v, w, y, z.

Begin the class with the phonic song / letter-sound rhyme.

Do choral reading of the letters/ sound on the board.

Make up words and ask learners to say which of the sounds of the day they hear in the word and the positions they are found. E.g. van, Vivian, slave, etc.

Note that reading is not strictly phonetics so the final sound in 'slave' is /v/ not /e/. In the same way, when we see 'y' at the end of words, the sound is /i/ as in boy /bɔi/, tally /tali/.

Let learners write their own words in each category and share in their groups. The teacher must regulate the work. Mention one letter/sound and let learners work on it to the end before the next one.

**Strand 2: Reading****Sub-Strand 7: Comprehension****Let learners talk about the picture on LB page 18**

Teach each new vocabulary word through before writing it on the board. Write the words the way they are written in the passage.

aware – to be ‘aware’ of events .... means to know (It is a verb). I am aware of everything.

current – (in this context, current is used as a verb) It means to know things that are happening now. e.g. Your answers to the questions shows that you are not current with latest information because they are all wrong.

profitable: a thing which gives us benefits is said to be profitable. Profitable things give us advantage. (adjective)

It is profitable to finish your homework before you play. Profit – able

spiritually: (adverb) refers to your spirit’s growth. God is a spirit. So if we want to connect with God, we must allow our spirit to grow. Then we are growing spiritually.

Spirit – ual – ly

Encourage learners to read through the words and use them in sentences.

Encourage them to also confirm the meaning of the words on the internet or in the dictionary.

Discuss the new vocabulary and ask learners to predict what the reading passage is about.

Do model reading or give learners the gist of the passage.

Let learners read the first two paragraphs silently and find out answers to these while reading questions: (1) Mention 2 things we can do during our leisure time.

(2) The last sentence of paragraph 2 begins with ‘These’, what is it referring to? Mention them.

‘These’ refer to i) listen to radio

ii) listen to the news

iii) watch a documentary on television

Things to watch out for while reading silently (i) Readers should not move their lips.

(ii) Readers should not point to the words with anything (iii) Should not move their heads along with the lines.



Continue to the next two paragraphs While reading Questions:

In the third paragraph, the second sentence begins with the word ‘This’. What is ‘This’ referring to? ‘This’ refers to the whole of ‘broadens your knowledge about things you may not get from books’.

The fourth paragraph begins with the word ‘You’. Who is ‘You’? ‘You’ refers to the reader. What are some of the things we can learn from the internet?

Continue to the last 3 paragraphs. Let them read silently and find out answers to these while reading questions: i) What two books are we to read? ii) Why does the second sentence begin with the word, ‘if’? iii) The next paragraph uses the word ‘too’. What does it mean? (In the first sentence) iv) Explain these two proverbs, “Time and Tide wait for no man”, “Little drops of water make a mighty ocean.”

Discuss the “While Reading Questions” with the class at the end of each paragraph before they continue reading. Let learners read the whole passage through a second time. Lead learners to answer the comprehension questions.

## Strand 2: Reading

### Sub-Strand 6: Vocabulary

#### D1. Matching

profitable	present
current	know about
spiritually	happenings, events
aware	beneficial
issues	not in the body but bringing us close to God

#### D2. Correct words

Practise, knowledge, require, suggestions, leisure

The sentences must explain the words in context so be mindful of the word class in the passage. Ask learners to look for the words in context so that they can be sure of its word class.

1. mighty (adjective) The ocean is a mighty body of water.
2. knowledge (noun) comes from the word ‘know’; whatever you know has become knowledge to you. e.g. Though he had no knowledge about cooking, he has become a chef/cook.
3. broaden (verb) from the root word ‘broad’ which means ‘wide’ or ‘spread out’ to broaden means to make wide or to spread it out.

Reading of many books broadens our understanding of the world.

**Suggestions (noun)** Ideas that one is given to solve a problem. A suggestion can be taken or not taken. It is not a command. I suggested that we cook before leaving the house but nobody listened.

**leisure (noun/adjective)**

My leisure times are on Sundays after church.

### **E. Strand 3: Grammar**

#### **Sub-Strand 1: Nouns**

##### **Common Nouns**

Write the names of two countries and cities on the board. Also, write four common nouns.

Ask learners to say how the writing differ –

(1) Proper nouns begin with capitals.

(2) Common nouns don't begin with capital letters. They are names which are general but proper names belong to specific persons or places.

Write the short passage of LB 4 page 23 on the board.

I met a lady who said she was a doctor. Her husband ..... the town in which they live.

##### **Group Work**

Let learners work in their groups to find out and write all the common nouns in the passage:

The common nouns – lady, a doctor, husband, a lawyer, firm, children, a school, the town.

Let the groups read out the words to the class.

Let them use the words orally in sentences. Write some of the sentences on the board to further explain how common nouns are written – they are always written with small letters, but when they begin a sentence, then we use a capital letter.

### **F. Strand 4: Writing**

#### **Sub-Strand 2: Writing Penmanship**

Let learners look at the pictures. In their groups, let them discuss what they see and say why they would like to stay in that place.

Put the topic on the board – A place I would like to visit in Ghana.

Let every group name the place they are watching. (If there is only one picture then the whole class will do this together).

Answer the following to produce a short composition.

What is the name of the place?

Where is this place found?

What will you go there to see?

What time will you go there?

What will you do when you get there?

### **Penmanship**

Let learners write their sentences in joint script. Focus on ascenders and descenders. Let them watch you demonstrate it on the board.

## **G. Strand 6: Extensive Reading**

### **Sub – Strand 1: Building the Love and Culture of Reading**

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Today, let learners continue to read their books. But set a time two weeks ahead for a story telling time. On this day, individuals and groups will retell the stories they have read. Put the class into groups according to the story books they are reading. From today, let them start reading as groups so that they can plan the story retelling time.

Let the groups sit together and first retell the stories so that the whole group will be abreast. Each group is made up of learners reading the same story book. Groups plan how to do their delivery – retelling or role play or drawings.

They continue to read and discuss the books while at the same time getting ready to present their story in two weeks' time.

Tell them they will all be writing a two-page summary of the story they are reading. Explain to them that a summary is simply a compilation of the main points of the story. (The two pages may be less, depending on the size of the book.)

### **ANSWERS**

1. The period when we have nothing to do because all our duties are done.
2. Reading, cycling, games (allow any good activity because the question is about personal activity)
3. We grow spiritually.
4. Leisure enables us to relax.
5. Knowing current events make us know which points we need explained to us more.

6. Reading through the notes helps us know those things we do not understand well, then we can ask for further explanation.
7. This is a personal response question. The teacher should make her own example so that the learners will follow her example to narrate their own experiences. Answers may be positive or negative. E.g. I spend my time watching movies.

It has helped me by making me happy and learn some useful things in life. On the other hand, I realise it wastes time because it takes more time than I should use.

### Workbook Exercises

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Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

### Diagnostic Assessment

---

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
- Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

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G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 4, Pages 24 - 30)*

*Work Book (WB 4, Unit 4, Pages 17 - 24)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	CORE COMPETENCIES
By the end of this unit, the learner will be able to:	
<b>STRAND 1 (ORAL LANGUAGE)</b>	
B4.1.3.1.2: Identify and discuss values in poems	Communication and collaboration, Personal Development.
<b>STRAND 2 (READING)</b>	
Phonics B4.2.2.1.1: Match sounds to their corresponding initial, medial and final short vowels.	Personal Development and Leadership Communication and collaboration.
Reading aloud B4.2.7.3.1: Determine the contextual meaning of words and phrases.	Critical Thinking
Vocabulary B4.2.6.1.2: Use the following terms compound word, idiom, simile, synonym, antonym, prefix, suffix, phrasal verb, etc. in spoken and written expressions.	Critical Thinking and Problem Solving, Personal Development and Leadership.
<b>STRAND 3 (GRAMMAR)</b>	
B4.3.1.1.3 Identify and use collective nouns to refer to a group of objects and people	Critical thinking and problem solving.
<b>STRAND 4 (WRITING)</b>	
B4.4.2.1.2: Use simple sentences clearly and correctly.	Penmanship and Handwriting Personal Development and Leadership



**EXTENSIVE READING**

B4.6.1.1.1 Read a variety of age-appropriate books and present a two-paragraph summary of each book read.	Reading Skills  Personal Development and Leadership; Communication and Collaboration
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**STRATEGIES****Oral Language**

Demonstration, imitation, picture description, memorising, drilling group work, discussion

**Reading:**

Drilling, model reading, watching, think-pair-share, group work, pictures

**Grammar**

Map reading, group work

**Writing**

Copying/writing

**RESOURCES****Oral Language:**

Pictures, word cards

**Reading:**

Letter/sound cards, dictionary/thesaurus

**Grammar**

Test items for practise, dictionary

**Writing**

Storybooks, story from the internet

**TEACHING AND LEARNING ACTIVITIES**

**A1.** Turn with learners to page 24 of LB4. Let them say what they see and answer the questions on the page.

**Continue to page 25 of LB**

Before teaching the poem, teacher must make time to read through and work out a good rhythm to clap and tap with learners.

Let learners look at the picture on page 25 of LB 4 and talk about it. What will happen if this act of the mouse continues?

**Recite the poem to learners.**

Let learners repeat after you using correct stress, tone and actions several times. Let learners recite it on their own with actions. Let pairs and then individuals recite it.

**B. Strand 2: Sub-Strand 2 Phonics**

Write the vowels on the board, one at a time and ask learners to give their names. Let learners make the vowel sounds.

**THINK PAIR SHARE:** Let learners work in pairs to think-write words that have the sounds. At the end of 3 minutes, let them share what they have written with their partners and compare. Let them edit each other's work and read to the class.

Teacher leads in reading the words lined up in the LB page 26, line by line. Ask learners to say whether the sound is in the initial, medial or final position.

Explain with examples to learners that the vowel 'o' has the sound /ɔ/ in reading and you also is not common at the beginning of words.

use      useful                  ooz                  oops

Let learners correct mistakes they have discovered in their own writing.

Let learners write sentences with the words and read to the class.

ate, best, socks, foot, and, city

**Strand 2: Reading**

**Sub-Strand 7: Comprehension**

Teach new words separately, one at a time.

- Correct pronunciation drill
- Teach meaning of the word – use pictures, real objects, demonstration, etc.
- Use word in sentence and get learners to do same.
- Write the word on the board.

Earthquake: this word is a compound word, i.e. two words put together. What two words can you identify in the word? Earth and quake – a prefix and suffix.

When we put the individual meanings together;

earth is what we live and walk on

quake means to move or shake.

So earthquake means the earth shaking. It is a noun, the name of a type of natural disaster.

Restless – another compound word.

What two words are here? Rest and less.

Rest means to relax, to have no care or fear

Less means minus or without

So the two meanings together mean without rest.

When a person is restless, it means the person cannot relax or rest. The person has no peace. This is an adjective.



Landslide is also a compound word. Give learners more opportunity to explain this word through the question and answer technique following the same trend of the earlier words. At the end, the teacher summarises up (show picture)

A landslide is also a natural disaster in which huge masses of land on a high land moves towards a lower land or valley.

Richter (pronounced rikter)

The Richter scale is the system by which earthquakes are measured.

### **Reading Aloud (read and discuss)**

Tell learners to listen attentively while you read so that they can tell you what they heard in the paragraph – the main idea. i.e. Earthquakes are greatly feared by all.

Read the second paragraph. Ask questions that will bring out the message. E.g. Why did people come out of their homes that night?

Ask series of questions to generate a discussion of the facts in the passage. Lead the answering of the questions.

Assign learners to look for additional information about earthquakes on the internet.

**Strand 2: Reading****Sub-Strand 6: Vocabulary****D1. Vocabulary/Spelling/Dictation**

Personally, find out the correct pronunciation of the words from the dictionary.

Mention each word and ask learners to look it up; whoever sees it first reads it to the class.

Let all agree on the correct meaning to choose from the dictionary because there are usually more than one meaning found there. Let learners write the words and their meaning in their notebooks.

**D2.**

Pronounce the phrases and ask learners to repeat after you. Look up the meaning of each from context first; use the dictionary only when it becomes really necessary.

False alarm: when you are told that something that you fear has happened, you will be alarmed – afraid. If later you come to know it did not happen at all, then you being alarmed is a false alarm.

All night long: throughout the night.

Crushed cities: after an earthquake most houses go down broken so the whole city or town or village now looks flat as if crushed.

The cost of the damage was \$550: another way of saying that things that got damaged amounted to \$550.

**D3. Correct Spellings**

Suspicion, courage, streets, landslides

**Strand 3: Grammar****Sub-Strand 1: Nouns: Collective Nouns**

Begin the lesson with a song or any suitable ice breaker.

Ask learners to mention some common nouns.

Ask what name is given to several keys on the same ring. Show the pictures of groups of items and how they are named. Read the examples from the LB Page 29. Let learners read through and add other things they know the collective forms for.

Use the internet to provide more examples for learners to study.

Let learners work in groups to find out the collective word for;

- |          |           |         |
|----------|-----------|---------|
| 1. cars  | Cards     | Kittens |
| 2. eggs  | birds     | puppies |
| 3. cubs  | mountains | houses  |
| 4. taxis | directors | books   |

**ANSWERS**

A fleet of cars	A pack of cards
A litter of kittens	A nest of eggs
An aviary of birds	A litter of puppies
A litter of cubs	A range of mountains
A hamlet of houses	A fleet of taxis
A board of directors	A library of books

Let learners write these into their exercise books.

**Strand 4: Writing****Sub-Strand 2: Penmanship/ Handwriting**

Indicators: B4.4.2.1.2 Use simple sentences clearly and correctly

(Core Competencies: Personal Development and Leadership, Communication and Collaboration)

Strategies: Demonstration, imitation, good posture

Background Knowledge: Learners know the difference between capital and small letters.

TLM: Writing materials – pen, exercise books

Revise capital and small letters with learners – write capitals on the board and let learners add the small letters vice versa. Give learners further reminders. How do we write proper nouns? When do we use capital letters for common nouns? How do we begin a sentence? How do we end a sentence?

Let learners take their exercise books and turn to page 30 of LB. Let them copy the sentences neatly into their exercise books.

**G. Strand 6: Extensive Reading****Sub – Strand 1: Building the Love and Culture of Reading**

Learners sit in groups to continue planning for the presentation that will take place in a week's time. The groups should be given the freedom to practise their presentation. The teacher should be around to offer any form of assistance necessary.

The weak learners should still listen to the teacher read and answer questions that are asked. Allow individuals to also read. Do shared reading with them to give them opportunity to read too. They should also prepare to do their own presentation as well. They can role play parts of the story. As soon as any of them begins to read, he should be allowed to join a group.

### A1. Answers

1. It took the mouse all of his life time.
2. He was always busy working at bringing the oak tree down.
3. Yes
4. A personal response question (I will be determined when I set a goal)
5. a) indiscriminate felling of trees kills other people and destroys farms.  
b) galamsey destroys farmlands and water bodies.  
c) sand winning renders the land useless because the land surface is removed.
6. A personal response question. Let learners provide their answers.

### Answers

1. People fear earthquakes because they are very dangerous/ because they are deadly / they destroy cities.
2. People's fear of earthquakes is justified because of what it is able to do to life and property.
3. It was a false alarm because, nothing happened / there was no earthquake.
4. They came out of their houses to avoid their houses falling on them OR Because it is safer outside their homes)
5. The sea wave was 30 feet high.
6. Because houses and very tall buildings crash to the ground.
7. Yes, I agree (though this is a personal opinion or response question the answer is obviously, yes)
8. Display the world map or the map of the regions mentioned; let learners express their opinions based on what they see. E.g. the distance between Chile and Hawaii and Japan. Show the power that an earthquake can wield.
9. \$550 million in Ghana Cedis  
- help to calculate this amount. Check the current dollar rate and use it to multiply 550 million.

### Workbook Exercises

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Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

## Diagnostic Assessment

---

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

## REVISION 1

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*Learner's Book 4. Pages 31 - 33*

### **Sing the song with learners.**

“if you are happy and you know it”

Download this from the Google Play store and learn it ahead of time.

Help learners choose words to replace some of the lines – e.g.

If you are happy and you know it

Dance around

Ask each group to produce a new line to the song.

Let them sing it to the class.

### **B. Words for the letters**

b c d g l p  
a e i o u

Think-pair-share

In pairs, learners write down their words. After a few minutes, let the pair share what they have written with one another. Let them help each other to edit their work.

Let them continue bit by bit until all the letters have been used for words.

bat cat day gate limp play

ant egg ill old use

**C)** Let learners read the three passages in their spare time before the activity.

Let them answer the questions within the time you'll give them.

### **Answers**

- (1) The two types of family are the nuclear and the extended families.
- (2) Mawuli and his family live in Ghana.
- (3) River Volta
- (4) The mouse woke the lion up from sleep.
- (5) Because the lion had pity on the mouse.
- (6) The mouse fulfilled his promise by getting the lion out of the trap.
- (7) I can go for a walk; I can play a video game, etc.
- (8) By reading the Bible or the Qur'an.
- (9) Spellings, names of objects, mathematics and every subject.
- (10) Because earthquakes destroy everything.



**(D1)**

- |                    |              |            |
|--------------------|--------------|------------|
| 1. Extended family | 2. Cowardice | 3. Narrows |
| 4. carnally        | 5.           | 6.         |

**D2.**

- |               |                  |            |
|---------------|------------------|------------|
| 1. Century    | 4. tickled       | 7. parents |
| 2. gnawed     | 5. siblings      | 8. bird    |
| 3. landslides | 6. documentaries |            |

**Nouns**

Proper Nouns	Common	Collective
Joseph	table	crew
Togo	independence	staff
Takoradi	day	flock
Amoako	goat	fleet
Ho	house	pack
St. Monica's Senior	polio immunisation	nest
High School	programme	litter
Lagos	bed	hamlet
Ibrahim	kitchen	board
Tanko	bowl	
	mother's day	aviary

**E2.**

Make this exercise interactive. Use question and answer technique to get answers from them.

These are possible alternatives to fit the blanks.

(1) ... meat/fish/chicken ..... grass/cassava/corn

(2) Mr./Mrs./Miss (any name) .....

(3) ...church....Sundays

.....mosque .....Fridays

.....school ..... on weekdays

(4) Our school team .....

The Black Stars .....

(5) ..... the market .....Sundays

.....church.....Mondays

.....the mosque.....Saturdays

(6) shop/uniform/school .....

(7) .....women/children.....the aged/the sick

(8) ..... (any schools' name will do)

## **F. The Ghana National Pledge**

*Learner's Book (LB 4, Unit 5, Pages 34 - 41)*

*Work Book (WB 4, Unit 5, Pages 25 - 30)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	CORE COMPETENCIES
By the end of this unit, learners will be able to:	
<b>STRAND 1 (ORAL LANGUAGE)</b>	
B4.1.3.1.2: Identify and discuss values in poems	Communication and collaboration, Personal Development
<b>STRAND 2 (READING)</b>	
Phonics B4.2.3.1.2: Read words with digraphs to make meaningful sentences	Critical thinking, Personal Development,
Reading B4.2.7.1.4: Read level appropriate texts silently and closely for comprehension	Reading skills; Creativity and Innovation
Vocabulary B4.2.6.3.1: Deduce meaning of words from how they are used in context e.g. near synonyms: cool-cold-freezing Homonyms: flour/flower	Communication and collaboration; critical thinking and problem solving
<b>STRAND 3 (GRAMMAR)</b>	
B4.3.1.1.4: Identify and use abstract nouns to refer to concepts and ideas.	Personal Development and Leadership; Critical thinking and Problem solving
<b>STRAND 4 - WRITING</b>	
B4.4.2.1.2: Use simple sentences clearly and correctly	Communication and collaboration

**STRAND 6 - EXTENSIVE READING**

B4.6.1.1.1 Read a variety of age-appropriate books and present a two-paragraph summary of each book read.	Personal Development
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**STRATEGIES**

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**Strand 1 - Oral Language:**

Repetition, pair work, discussion

**Strand 2 - Reading:**

Blending, demonstration, picture reading

**Strand 3 - Grammar**

Blank filling

**Strand 4 - Writing**

Labelling, copying

**RESOURCES**

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**Oral Language****Picture Reading**

Word cards, sound/letter cards, regional map of Ghana

**Grammar:**

Sentences with blanks

**Writing:**

Regional map of Ghana

**LEARNING ACTIVITIES**

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**Strand 1: Sub-Strand 6 Building Love for Country**

Listening and Speaking

Let learners say the national pledge.

Write the words on the board.

Ask learners to read through the lines to the end. Let them identify words they cannot pronounce. Teach them the correct pronunciation; drill them until they can pronounce them correctly.

Let them mention the words they don't understand. With the use of the dictionary, questions and answers, help learners to understand the words.

The purpose of this is to let learners now recite the pledge with understanding and feeling.

### Pair Work

- i. A faithful person will do exactly what he promises to do.
- ii. I will show loyalty by supporting my country in everything (This is a personal response question so allow learners to express their personal convictions)
- iii. Personal response.
- iv. Yes (this is the expected answer). Let learners explain why. Note: someone may say No; let him/her explain why.
- v. "the blood and toil of our fathers" refers to the hard work of our fathers. Anyone who works, works because he has blood in him to live to work. Some also shed their life's blood during the struggle for independence, being put in prison like Kwame Nkrumah was his way of shedding blood for the nation.
- vi. (Personal response) to uphold means to maintain. So to uphold Ghana's good name means not to do anything that will bring down the name of Ghana.
- vii. To defend the good name of Ghana is to make sure people do not talk bad about Ghana. If they do, we correct them.
- viii. The pledge wants us to be good citizens.

Let learners look at the pictures on pages 35 – 36 and answer the questions.

### Ask them these questions.

- Is it good to litter, leave taps running? Why?
- What will happen if we do such things?
- So what do you intend about it?

Tell your friend and let him/her tell you.

Tell the class your intention.

### Pair Work

Learners work in pairs to discuss the questions based on the poem in LB page 35. Take answers from various pairs of learners.

### The Answers

- i) A pledge is a promise made with seriousness, and a determination to go by it.

## B1 Strand 2 Reading: Sub-Strand 2 Phonics

### Learning Activities

Write the word store boldly on the board.

- i. Ask learners to listen attentively while you mention the word several times.
- ii. Ask learners to make the initial sound they heard - /st/
- iii. Let a few learners give words with /st/ at initial position.
- iv. Pronounce words that have /st/ at the initial position. Refer learners to LB Pg 36 to complete the words they get.

Stick, step, stamp, stem, stall, straw.

Move the words with /st/ in medial position. Follow the same procedure until you take words with /st/ at the medial position.

Rusting, plaster, crusted, fasting, monster, duster, etc.

In the same way, go through the same procedure for words with /st/ at the final position. E.g. rust. The words to be completed: du-, ma-, bu-

Dust, mast, bust, crust, trust

Let learners read the words: cast, past, just, fast, poster, steal

Let them use each word in sentences orally.

## Strand 2: Sub-Strand 6 Vocabulary

Explain to learners the need of them building their vocabulary portfolios. This is a book they need to have in which they will always write new words they discover. Words they learn when they read their story books and during lessons.

Teach new vocabulary

Independent

This word has 3 parts; in depend ent

What is the root word? Depend. 'depend' means to take from or to rely on something or somebody for your needs. in means not; ent makes the word an adjective. in and ent have no real meaning on their own.

'depend' is the only part that has meaning. So to get to understand, start from depend and in. These two add up to mean not rely on.

Now ask learners to say what it means in simple language. Remember ent only makes the word an adjective.

If the word should end with -ence it will make the word a noun.

Let us say here that the word

Independent is an adjective.

Independence is a noun.

Look at what makes the difference in the words. Draw learners' attention to these.

### **Symbol**

An object or sign that represents something else. It could be colours as we see in the Ghana flag. Show learners the Ghana flag. Has the school a flag? It is a symbol. Ask what the colours represent?

### **Political**

This is an adjective from the noun 'politic' which means the use of wisdom, shrewdness and cunning to rule people carefully

al makes it an adjective.

Ask learners questions about whether political activities are ongoing. This will help to establish the meaning.

### **Rural**

Rural areas are places that are outside the big towns and cities.

Ask learners what things can be seen in the rural areas.

### **Administrative**

The act of managing a place is to administer. To minister (verb) means to serve. A minister is also a noun. So the root word is minister → administer → administrate → administration

How many words do we have now?

The units and pieces of letters ad, trate, are all affixes through which new words are formed.

As the lesson progresses, show learners what new words to write. When sentences are made, let them write these in their vocabulary portfolios against the new words.

### **Strand 2: Sub-Strand 7: Reading and Comprehension**

Do a picture walk through pages 34, 35, and 36. Ask learners to show from the pictures evidence of citizenship and patriotism. On page 37, let each child identify their home regions and mention their hometowns. Let learners predict what the lesson is about. Take learners through the passage paragraph by paragraph.

When the time comes to explain a paragraph, ask learners to identify what the details of the paragraph from the map or flag. For example, let them identify the regions by name. Also let them identify the colours of the Ghana flag, touch and respond personally to the various colours of the flag.

## Strand 2: Sub-Strand 6 Vocabulary

### D1. Pair Work

Learners sit in pairs to find out answers. Allow them to go back to the passage to read and find out the meaning of the words in context. Let them also use their dictionaries to cross check their answers. Teacher should help learners pick the correct alternatives from the dictionary.

Independent – not relying on anyone

Natural resources – things given by nature

Symbol – sign

Colonial –



### D2

Possible answers to fill the blanks.

Ghana

Accra

West

Sixteen

(Upper West, Upper East, North East, Greater Accra, Volta, Central, Western, Eastern, Oti, Ashanti, Western North, Ahafo, Brong Ahafo, Bono East, Savannah, Northern)

Capital

Districts

District

(Let learners pick their home region from the list above)

List names of districts around the learners' home region to pick from.

Let learners state their reason for loving Ghana.

## Strand 3: Grammar

### Sub-strand 1:

#### E1. Abstract Nouns

Go through the commentary on page 40.

The nouns we have studied so far are easy to see, touch, etc.



Use the sentences on that page to explain the concept and identify the abstract nouns in them. Let them also do the exercise to close the lesson.

**E2.**

- |               |            |          |
|---------------|------------|----------|
| 1. friendship | 3. courage | 5. peace |
| 2. hatred     | 4. freedom |          |

**F. Strand 5: Using Writing Conventions****Sub-Strand 2: Punctuations**

Using Punctuations

Write sentences on the board to show the use of the full stop, the comma and the question mark. Use these to explain to learners when each punctuation mark is used and what meaning they add to sentences.

Every sentence begins with a capital letter. When a sentence ends with a full stop, it shows the end of a thought.

A comma in a long sentence shows where the reader can shortly pause.

Let learners practise reading the sentences on page 40 LB with the correct tone of voice.

Let them copy the sentences into their exercise books correctly.

**Strand 4: Writing****Sub-Strand 2: Penmanship**

**F2.** The poem is quite long.

Give learners what they can do conveniently within the time allocated.

Demonstrate the first two lines on the board for learners to see. Write clearly and invite learners to practise on the board.

Draw lines on the board to show clearly the ascenders and descenders for learners to see.

**G. Strand 6: Extensive Reading****Sub – Strand 1: Building the Love and Culture of Reading**

This is the day we all have been waiting for – the first day of the story retelling. By now every group is ready. Let the class decide on how the session should be controlled. Write whatever they want to prevail on the board. No one should go against any of the by-laws. If it happens there should be a penalty.

Let the first group do their presentation. After that let the whole class critique the presentation. End the class and let them know that it will be continued the next week.

### Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

### Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

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B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

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E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 6, Pages 42 - 50)*

*Work Book (WB 4, Unit 6, Pages 31 - 38)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	CORE COMPETENCIES
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.4.1.1: Retell stories sequentially, including key details.	Creativity and Innovation Cultural Identity and Global Citizenship
<b>STRAND 2 - READING</b>	
Phonics B4.2.2.1.2: Read single-syllable words with taught consonant digraphs (sh – ship, ch – rich, ck - lock) and when reading continuous texts.	Communication and Collaboration Personal Development and Leadership; Reading Skills
Reading Aloud B4.2.7.2.2: Make connections between a text and personal experiences/real life.	Creativity and Innovation Personal Development and Leadership
Vocabulary B4.2.6.4.1: Expand vocabulary stock through affixation.	Communication and Collaboration Critical thinking and problem solving
<b>STRAND 3 - GRAMMAR</b>	
B4.3.2.1.1: Identify and use the definite and indefinite articles ‘a’ and ‘an’ to refer to a person, animal, event, time or objects in general.	Critical thinking and problem solving Communication and Collaboration;

<b>STRAND 4 - WRITING</b>	
B4.4.2.1.2: Use simple sentences clearly and correctly	Personal Development Communication and Collaboration
<b>STRAND 6 - EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of age-appropriate books and present a two-paragraph summary of each book read.	Reading skills Personal Development and Leadership

## STRATEGIES

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### Strand 1: Oral Language

Demonstration, listening and speaking, drilling, imitation, discussions.

### Strand 2: Reading

Drilling, Dramatisation, critical reading, Think-Pair-Share, dialogue, Group Work

### Strand 3: Grammar

Fill-in

### Strand 4&5: Writing

Imitation

## RESOURCES

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**Oral Language:** Folk song, anecdote, pictures, demonstration

**Reading:** letter/sound cards, pictures, demonstration

**Grammar:** Fill in/sentence completion

**Writing:** writing materials

## TEACHING AND LEARNING ACTIVITIES

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### Strand 1: Oral Language

#### Sub-Strand 4: Story Telling

You and your Time

#### A1. Learning Activities

Turn learners to page 42 of the LB. Let them talk about the picture on the page. What they say must include the scene or setting, what each of the characters is doing and why.

- A2.** 1. A folk song is the type of song people sing as they go about their daily tasks. Learn a local one if you don't know any because you are new in the area where you are teaching. They are about people and animals.
2. Tell a good spicy story about time and its importance. Use pictures and demonstration to drive in your point.
3. Ask learners questions about the events in the story in a chronological order, one learner begins it and the next learners add the next details. It follows until the whole story is told.
4. Let learners mention the main events in the story.
5. Group work. Each group should discuss and find out the message of the story. Let groups share what they have with the class. They should explain why they think that is the message of the story.

## Strand 2: Reading

### Sub-Strand 2: Phonics

#### B1. Digraphs: ph gh

graph, cough, phone

Do a Think-Pair-Share activity. Learners sit in pairs. Let each read the words on page 43 individually and tell what sound is repeated in each row, and share with his/her partner. Let the pair share with another pair. Let the two pairs share with another two pairs. By now there are eight learners to form a group.

Let each group now find out which letters make that common sound in the words and underline them.

<u>sh</u> elf	ca <u>sh</u> ier	fin <u>sh</u>
	kn <u>o</u> ck <u>ing</u>	bl <u>o</u> ck
<u>ch</u> ild	se <u>ar</u> ch <u>ing</u>	te <u>ach</u>

Explain why ck has no word at the initial position – because in English, no word begins with ck.

Let learners underline the sounds – digraph on the board.

Write the words on the board

photo	phonic	phrase
enough	cough	tough

Read as you point to them row by row. Let learners read after you in their groups. Ask learners to tell you the common sound in all the words.

Lead learners to discover that the common sound in both rows of words is /f/ but they are spelled differently i.e. 'ph' and 'gh'.

Let each pair of learners work together again. With their dictionaries, let them find out more words with the ph and gh spellings that are read /f/. Let them write the words in their notebooks to share with the class. Make a list of the words on the board so that learners can copy them into their notebooks. They may also go on the internet to find more information about digraphs and also get more examples.

## Strand 2: Reading

### Sub-Strand 7: Comprehension

**B2.** Let learners talk about the picture on page 44. Still using their dictionaries, let learners look up the meaning of the new words on page 44.



#### **Dreaming (v)**

Ask learners what the root word is – dream – the part of the word that carries the meaning of the word. The suffix ‘-ing’ shows that the action of the dream is still ongoing.

#### **Midnight (n)**

The root word here is ‘night’. Explain the prefix ‘mid-’. ‘mid-’ is short for middle. In the same way we have midday. Ask learners what the time is at mid-day and midnight.

#### **Last chance (n)**

Explain ‘chance’ – opportunity. The phrase ‘last chance’ means the ‘final opportunity’ to do something; there will not be another opportunity to do that again.

#### **Sacrifice (vb/n)**

To give up something you love so much in order to do something else either for yourself or someone.

Reading: This is a drama passage. Let a good learner read the character of Kuma and read with you. Ask the rest of the class to listen attentively. Practise with the learner before the class so that you can make a smooth presentation. Ask learners to follow in their books and read the part of the class.

Let learners read aloud in their groups.

Do a choral reading with the class. Use this opportunity to explain the difficult areas.

e.g. Teacher: Will you kill your education .....

When Kuma said: "I am benevolent for your advice". What was he trying to say?

Why did the class say: Eieeeih?

Let them use the dictionaries to find out the meaning of 'benevolent'. What is the correct word in this context? Let learners write these two words and their meanings and write a sentence to show their meaning.

Benevolent means .....

What word should Kuma use instead?

Grateful, thankful

Let learners do the final reading in pairs before answering the questions.

## **Strand 2: Reading**

### **Sub-Strand 6: Vocabulary**

#### **D1.**

1. All the learners started laughing at the same time. It is sudden and loud.
2. The final opportunity (after, there should not be another one)
3. Achievers – those who achieve great things, i.e. the great men/women in the world.
4. To laugh mockingly means to laugh at a person in a way that makes them appear stupid.

## **E. Strand 3: Grammar**

### **Sub-Strand 2: Definite and Indefinite Article**

Definite and Indefinite Article

Further explanations

We use 'the' or 'a/an' before every count singular noun. So it is not right to say, 'Give me pen' or 'Take broom and sweep here'.

It should be: Give me a pen and

Take a broom and sweep here.

Without the definite and indefinite article before a non-count singular noun, we make the noun appear like a proper noun or a verb.

Set this exercise for learners to do.

Read these sentences by choosing the correct alternative.

e.g. She is a/the secretary to the principal.

Ans. She is the secretary to the principal.

Do these:

1. A/The teacher saw Kuma sleeping.
2. This was not a/the first time.
3. Teacher asked him why a/the boy like him should be sleeping in class.
4. He said he was watching a/the film.
5. Teacher asked when a/the film ended.
6. Kuma said a/the film ended at midnight.

## **Strand 5: Using Writing Conventions**

### **Sub-Strand 2: Punctuations**

#### **F1.**

The Importance of Punctuations

The lesson on page 49 is very explanatory. Read through with learners, giving demonstration to show how the various punctuations affect language.

A full stop brings the tone down.

A question mark has a rising tone.

A comma is shown by a pause, the voice going down.

Do a few examples as a whole class. Write on the board and ask learners to punctuate it.

**F2.** Let learners do the exercise on LB page 50 in their exercise books.

Answers:

1. I am in Class Four.
2. Are you sure you are in Class Four?
3. She bought milk, sugar, sardines, pepper and yam.
4. Please, I would like to go home.
5. Are your parents at home? Yes, they are.

## **G. Strand 6: Extensive Reading**

### **Sub – Strand 1: Building the Love and Culture of Reading**

Do some activities to alert all learners – a rhyme, song, or any ice breaker. (Large as an elephant, small as an ant), etc.

Guide learners to select the appropriate books at their level.

Remind learners to note the following about the book they read.



1. The type of book (on which subject is the book written as exemplified in learner's book).
2. The title, author and illustrator.
3. Study the pictures in the book and tell a brief story out of them.

Ask learners to begin reading their books.

### Answer to questions

1. There are three characters in the play.
2. The main character is Kuma.
3. True
4. True
5. True
6. Rome was not built in a day.

(7) It is because he did not sleep early the previous night.

8. Through leading questions, let learners work this out. Everybody is expected to have about 8 hours of sleep. You can only achieve this if you get to bed by 9 pm and get up by 6 am.

Kuma went to bed after 12 am, he has already lost 3 hours of sleep.

Discuss this on group basis.

9. The proverb, 'Rome is not built in a day' means every great thing takes time to accomplish. It is a personal response question; let learners answer in the groups and share the best answer with the whole class.

10. a. Things to do at home to prevent one sleeping in class (Take as many answers as possible, e.g. sleeping early, finish homework early, etc.)

b. Things to do in school to prevent sleeping in class. Get as many learners as possible to contribute to this. Use leading questions to prompt them to think in your expected ways.

11. Before learners answer the question, ask them what they would like to be in future. Then let them answer the substantive question.

3. Dramatisation: Make this an intergroup competition. You can give learners some days up to a week to memorise the parts. For costume, they are already in school uniforms. Only the teacher's costume. Any decent dress will do. Agree with the class what prizes should be given to the winners (if this is not possible, let teacher make arrangements for something special. The prize should move from winner to winner in subsequent events.

### D2. Answers

1. teacher
2. (learner's own preferred name)
3. shouted
4. jumped
5. nervously/quickly
6. class
7. looked
8. confused
9. Let each child choose a title

Mimi's/Kofi's/Dede's Day of Confusion. Do not sleep in class, etc.

### Workbook Exercises

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Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

### Diagnostic Assessment

---

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 7, Pages 51 - 58)*

*Work Book (WB 4, Unit 7, Pages 39 - 46)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	CORE COMPETENCIES
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.3.1.3: Compose four-line poems	Creativity and Innovation
<b>STRAND 2 - READING</b>	
Phonics	
B4.2.3.1.1: Use common/ending words to decode words, e.g. pat, mat, fat, etc.	Critical thinking and Problem Solving; Communication and Innovation.
Silent Reading	
B4. 2.8.1.3: Answer questions based on the passage read.	Critical thinking; Personal Development and Leadership
Vocabulary	
B4.2.6.4.3: Use words suitable for purpose, audience, context and culture in relation to type of text.	Personal Development and Leadership
<b>STRAND 3 - GRAMMAR</b>	
B4.3.2.1.2: Identify and use quantifiers to show quantities – Numerals, Cardinals: one, two, some/few/little, etc; no, all/every	Critical thinking and Problem Solving; Communication and Collaboration
<b>STRAND 4 - WRITING</b>	
B4.4.6.1.1: Choose appropriate ways and modes of writing for a variety of purposes, audience, and contexts, organise facts, ideas and points of view in a way appropriate to the mode of delivery, using appropriate text features.	Communication and Collaboration; Creativity and Innovation; Personal Development; Critical thinking and Problem Solving

**STRAND 6 - EXTENSIVE READING**

B4.6.1.1.1: Read a variety of age-appropriate books and present a two-paragraph summary of each book read.	Communication and Collaboration
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**STRATEGIES****Oral Language:**

Repetition, discussions, vocabulary practise.

**Reading**

Group work, letter, matching, Look-Cover-Write-Check

**Grammar****Writing**

Reading

**RESOURCES**

**Oral Language:** Dictionary/Thesaurus

**Reading:** Letter/sound cards, phonic slide, a computer (laptop, desktop, hand set)

**Grammar:** Real objects to illustrate quantity, some liquids, e.g. water.

**Writing:** Sample paragraphs of four writing modes, narrative, expository, argumentative, descriptive

**TEACHING AND LEARNING ACTIVITIES****Strand 1: Oral Language****Sub-Strand 2: Poems**

Let learners recite a familiar poem/rhyme.

Refer them to Pg 51 of the LB 4.

Let them talk about the picture.

Learners predict the lesson.

Read through the poem or recite it (which is better)

Ask learners to mention words and phrases they heard.

Let them read through with you a couple of times, then join in with action/gestures. With

learners, provide answers to the questions.

### Answers

1. Let learners point to the nests.
2. No, it is not possible.
3. Yes/No. Such women are not common and the beards are not plenty or so long.
4. The rhyming words: beard – feared  
hen – wren

**A2.** Do one example with the class by changing one or two words in the original poem. E.g.

There was an old man with a beard who said:

“It is just as I hoped.

One sparrow and a hen

Two pigeons and a wren

Have made their nests on my head.

The new words have been underlined.

Let learners do similar changes in their groups. Make room for innovative ideas. Let groups read their poems to the class. If anyone has written a story let him/her share it.

## Strand 2: Reading

### Sub-strand 2: Phonics

#### Revision

Let learners pronounce the words out clearly. Allow opportunity for every child to read them out loud on pages 52 - 53.

Today’s lesson is about words that rhyme with ‘am’, ‘at’ and ‘an’.

Group Work: Let learners work in groups reading the words in the phonic slides. Let different groups read different slides and change to a different one after some time. Make sure every group reads every phonic slide.

Finally, allow individuals to arrange letter cards to form words and read the words out to the class.

**B1 - B3: Strand 2: Reading****Sub-Strand 7: Comprehension**

Teach new vocabulary one word at a time before writing it on the board. Precede this by finding out what learners have been able to learn about the words on their own.

For the meaning of the words, use real materials – a handset or a laptop will be good.

Laptop – real object

Gadgets – show examples from the laptop.

Download – you can demonstrate this for learners to see. Prepare something for this purpose ahead of the lesson.

Quicken: It is an app. Show the app to the learners. Show other apps and tell them what they can be used for.

Reading – Explain to learners that every writer writes for a purpose and for an audience. Your purpose is the reason for writing your message. The audience is those you expect to hear the message. Your duty as a writer is to make sure those you intend to hear your message understand it and receive the message you have for them.



Today's passage is an expository passage. Expository passages give us information and explain how a thing operates. Today's passage tells us some things the computer does.

Model read the first paragraph to learners. Ask learners to read the rest of the passage in their groups and find out:

- i) The name of some apps mentioned.
- ii) What the app called Quicken is used for.

At the end of the reading time, discuss the passage with the class. Allow questions so better questions will develop. Use the laptop to show them some examples of apps and what they do.

**D1** Pronounce words clearly for learners to repeat after you.

Let them use their dictionaries to find out the meanings of the words. Let them read the meanings out loud when they find it. Help them choose the right meaning of the word according to the passage/context.

**Dictation**

Let learners practise the spelling of the words as a class. Use the Look Cover Write Check strategy.

Pronounce each word for learners to write into their exercise books. Give space between the words to allow time for learners to write first word before pronouncing the next word. Make sure you do not allow too much time or else learners will not pay attention. Also, do not pronounce a word more than once.

**D2.**

Some of the words from behaviour.

be, hour, our, have, bar, or, hare, ear, hive, air, etc.

**E. Strand 3: Grammar****Sub-Strand 2: Determiners****Quantifiers**

Quantifiers describe quantity/amount/number of things/people.

Read the sentences on page 56 of LB and let learners read after you. Help learners underline the quantifier and the noun they quantify in the underlined words.

Let learners write the sentences with the given words into their exercise books for marking – some, few, all, every.

e.g. (1) I bought some oranges yesterday.

(2) All of the oranges tasted good.

(3) I had only few hours of sleep last night.

(4) We want every student to be present at assembly.

**F. Strand 4: Writing****Sub-Strand 6: Paragraph Development**

Modes of Writing

Types of Writing

Read the explanations given on LB page 57 with further explanations about the modes of writing.

Gather sample of writing showing the four modes. Give one to each group, let them read and decide which mode of writing was applied in writing it. Junior Graphic is a good source of material for this lesson.

- Identify the main ideas in the write-up.
- How many paragraphs make up the passage – the structure and what it says.
- The purpose of the writer, i.e. why did the writer write the passage? Is it to give information? Is it persuading the readers to convince them about something?
- Who are the audience? Students? teachers, nurses, etc.?

## G. Strand 6: Extensive Reading

### Sub – Strand 1: Building the Love and Culture of Reading.

Ensure learners clean their hands before taking their books. Remind them of the importance of keeping the title, author and illustrator in mind.

Have them read their books silently to look for what the book they are reading is about; the main events (ideas) in the text. Go round asking learners few questions about what they have read so far.

### Answers to comprehensive questions

#### C.

1. the computer
2. A software that is used for specific tasks on the computer.
3. Microsoft Word
  1. Microsoft Word is full features, which means, it can do a lot of other works but quicken can do only one task.
  2. Quicken is used for tracking one's income and expenditure.
  3. Other applications include;

Youtube

Facebook

Show the varieties of apps on your phone or on the laptops at school and explain to learners what they do.

4 things to use a computer for

Write letters

Research for information

Draw

pictures



Play games

Watch films, etc

### Workbook Exercises

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

### Diagnostic Assessment

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

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- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 8, Pages 59 - 71)*

*Work Book (WB 4, Unit 8, Pages 47 - 52)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	CORE COMPETENCIES
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.4.1.2: Tell own stories	Creativity and Innovation
<b>STRAND 2 - READING</b>	
Phonics  B4.2.3.1.1: Use common rhyming ending words to decode words e.g. at, pat, mat, etc.	Critical Thinking and Problem Solving
Reading Aloud  B4.2.7.2.1: Respond to a text with reasons.	Creativity and Innovation; Personal Development and Leadership;
Vocabulary  B4.2.6.3.1: Deduce meaning of words from how they are used in context, e.g. near synonyms: cool-cold-freezing; Homonyms: flour/flower	Critical Thinking and Problem Solving
<b>STRAND 3 - GRAMMAR</b>	
B4.3.3.1.1: Identify and use different types of pronouns – Personal to identify people, activities and objects; Interrogative – who, what, to find out a person, time, objects or events.	Communication and Collaboration  Critical Thinking and Problem Solving

<b>STRAND 4 - WRITING</b>	
B4.4.6.1.1: Choose appropriate ways and modes of writing for a variety of purposes, audience and context and organise facts, ideas and /or points of view in a way appropriate to the mode of delivery, using appropriate	Communication and Collaboration, Creativity and Innovation  Critical Thinking and Problem Solving.
<b>STRAND 6 - EXTENSIVE READING</b>	
B4.6.1.1.1 Read a variety of age and level-appropriate books and present a two-paragraph summary of each book read	Communication and Collaboration

## STRATEGIES

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### Strand 1 - Oral Language

Picture; Group work

### Strand 2 - Reading

Drill, word building, role-play, Look-cover-write and check, Reading Aloud

### Strand 3 - Grammar

Group work

### Strand 4 - Writing

## RESOURCES

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**Oral Language:** Pictures

**Reading :** Picture

**Grammar:** Sentences

**Writing:** Jumbled sentences

## TEACHING AND LEARNING ACTIVITIES

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### Strand 1: Oral Language

#### Sub-Strand 4: Story Telling

Begin the lesson with a poem, rhyme or song about obedience or disobedience.

Turn learners to the picture on page 59 and ask them to talk about it. Let them talk in pairs first; let them talk about it as a class.

## **A2.**

Talk about the elements of the story

- Setting – where the story occurred
- Characters – people/animals in the story.
- Plot – the beginning, middle and end of the story.

Teacher-mode story: Tell a story about the theme. Make it spicy with a simple cause and effect plot which learners can follow with no difficulties. Follow the guidelines under A2 for demonstration.

Group Work: Let learners sit in their groups and retell the story around the group. Tell them to listen to all and pick the most interesting story teller to tell the class, groups.

Go through the guide line on pages 61- 62 for all stories to follow.

Let each group plan their role-play. Give them time to rehearse.

## **REPORT BACK TIME**

Let each group pick members to role play. Each group has the same length of time to role-play their story. (Think about prizes to give for group work like this)

Activities like this can be very exciting for learners and so can generate a lot of noise. Agree with the class on how to maintain order at reporting back time like this.

## **B1. Strand 2: Reading**

### **Sub-Strand 2: Phonics**

Word Families ot in ut

Teach members of each family separately; complete one before moving to the next so that learners do not get confused.

Provide letter cards for learners in groups to help form words and read them out to the class. Let them write out the words they have formed to read to the class after the teacher has checked them out.

e.g. cot, dot, got

but, cut, hut

bin, din, fin

Let learners try and add to the word family in each case, after forming words using the samples in the book.

Still in groups, let learners form sentences with the words to read to the class. Write some of these sentences on the board.

Let learners write the sentences into their exercise books for marking.

## Strand 2: Reading

### Sub-Strand 7: Comprehension

#### Before - Reading Stage

New vocabulary before a reading lesson must always be done in context – the meaning of the word must always be done in context – the meaning of the word that will suit it in the passage. So the teacher must always read the passage ahead of time to acquaint him/herself with the message of



the passage. Remember to teach each word separately; pronunciation → meaning → usage; before you write it on the board. Check the correct pronunciation from a dictionary if you are not sure about it.

Teach the words' meaning by putting them in context. E.g. Kofi could not write the exercise because he forgot his pen at home. Explain further that when we forget something it is not an intentional act. Forgot is the past tense of forget so they mean the same thing. Use leading questions to get learners to explain the words in a way that shows that they understand it well.

Warned; past tense of warn.

The teacher warned the learners about coming to class late.

Amazing: The dolphin is an amazing animal; it can jump and dance and do a lot of tricks.

Choice: Between staying in Accra and the village, Accra is my choice.

For each of the words, let the learners also make sentences.

These they may write into their exercise books or jotters/notebooks.

### **During - Reading Stage**

This is a drama passage. It can be role-played if there is time for that. There are only 3 characters – Dad, Kofi and friends. The play is quite short so it can be read over and over. For the first reading, the teacher will take the role of Dad and a good reader will take the role of Kofi. The whole class will take the role of friends.

After reading through once, break the class into groups. Let each group pick characters and pass the role on to another person, to be sure everyone reads a part.

### **After Reading Stage**

At the end of this, let them answer the questions.

## **Strand 2: Sub-Strand 6 Vocabulary**

### **D. Spelling**

Write the words on word cards.

Raise a card and let the class pronounce the word and spell it, and then write it on the board.

Do the same for all the words, until all the words are on the board.

Drill the class in the pronunciation for some time.

Rub out two letters in each word.

Now let the class write each complete word in their exercise books for marking.

Ask learners to make sentences with the words orally.

### **E. Strand 3: Grammar**

#### **Sub-Strand 3: Pronouns**

##### **E1. Pronouns – Personal Pronouns**

Explain the idea of pronouns. Read the information on page 64 with the class. Explain further whatever they do not understand. E.g.

Explain subjective – i.e. subject of the sentence. Subject will usually come before the verb in the sentence. The object comes after the verb.

##### **E2. Personal Pronouns showing Subjective (s) and Objective (o) case**

1. I am sorry about that. s

Afi told me she was sorry. o

2. You cannot do that. s  
I can give you a present. o
3. She is not here. s  
Philip can call her. o
4. He is coming. s  
You can wait for him. o
5. They left suddenly. s  
Don't let them go. o
6. It is too late to. s  
Take it to the kitchen. o
7. We are going for a walk. s  
The gateman will not let us out. o

**E3.** Sentences for Homework using: he, we, I.

He is the head of this school.

We are all in school.

I am not able to go out.

## **F. Strand 4: Writing**

### **Sub-Strand 6: Paragraph Development**

#### **F1 Expository Writing**

Expository writing is used to explain how a thing is done. Let learners sit in their groups. Explain what they are supposed to do to them – brainstorm about how plain rice is cooked. Let all groups write out what they know about cooking plain rice. As they present their processes, write them on the board.

After you have got a well laid out procedure, jumble the sentences. Ask learners to rearrange the process the correct way.

#### **F2.**

Let learners turn to pages 65 – 66

It has a 5-step process for cooking plain rice.

Let learners use these sentences to write an essay on ‘How to Cook Plain Rice’.

Let them write this essay into their exercise books for marking.

## **G. Strand 6: Extensive Reading**

### **Sub – Strand 1: Building the Love and Culture of Reading.**

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Ask learners to continue to read their books. Tell them they will share with their group members what they have read so far.

**C. a. True**

b. Not true

1. Not true

2. Not true

3. Because they had done what he expected to be done.

1. Yes. He did that to show that he appreciated what they did/to show he loves obedient children.

2. The lesson I have learnt is that obedience is good.

3. Kofi forgot to weed the backyard.

I think he forgot because he was playing with his friends.

### **Workbook Exercises**

---

Explain each set of exercises carefully to learners with several examples.

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It is also important to provide feedback on learners’ performance and consider remediation should the need arise.

### **Diagnostic Assessment**

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Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

- Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

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G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

## REVISION 2

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*Learner's Book 4. Pages 67 - 71*

### Story Telling

To make your story sequential, use words that mark time - the next day, later, soon, the following afternoon, etc.

Allow learners to re-tell the story, asking them what happened at the beginning, in the middle and at the end.

Let learners mention all the characters – this is a simple recall activity which should be easy for learners to do. The rest of the questions are more of personal response questions; make allowance for learners to express their recalled feelings and explain themselves.

#### **B1.** Other words that can be

- |          |          |
|----------|----------|
| 1. phone | physical |
| 2. laugh | rough    |
| 3. bin   | gin      |
| 4. mat   | bat      |
| 5. steam | store    |

#### **B2 Answers**

1. Three children
2. Abena woke up when the first cock crowed (Explain to learners that this is about 1 am. This was the way our forefathers read the time before the watch was invented).
3. Because she was anxious to go to school or she was excited to get to the school.
4. Her father /Their father
5. Miss Mawunya
6. Because the teacher embraced her warmly, took her hand and introduced her to the other learners.
7. Personal response question but being her first day any of the following could have happened. Her father greeted the Headmistress. She was welcomed, her father left her with the Headmistress, etc.
8. Her class teacher – Miss Mawunya

9. Personal Response – any title that suits should be accepted.

**D1.**

Promise

Ghana

Esteem

Pledge

Honour

Service

Motherland

Faithful

**D2.**

1. forget

2. cook

3. crowd

4. before

5. drove

6. Headmistress

7. embraced

8. because

9. introduced

10. immediately

11. warmly

12. ready

**A. Personal Pronouns**

1. She, her, her

2. his, They

3. you, You, you, they, you

**B.**

1. a, the

2. a, the, the

3. an, The

**C.**

1. none

2. few

3. any/some

4. any

**F1**

1. four

2. Drafting

3. It has a beginning, a middle and an end.

Put the groups together. Give them specifically what to do. Allow them time within which to write the story.

At the end, it is report back time.

Let groups read their stories and award marks and declare the winner.

**Nouns**

**Common Nouns**

School

Church

Market

Shop

Filling Station

University

Holiday

**Proper Nouns**

Accra Presby Basic

Zongo Community School

Hohoe E.P JHS

AME Zion Church

Roman Catholic Church

Presbyterian Church of Ghana

Agbogbloshie Market

Madina Market

Mankessim Market

Melcom

Shoprite

Nukomeko Shop

Allied Oil

GOIL

Shell Oil

U.C.C

University of Ghana, Legon.

U.E.W

Farmer's Day

Christmas

Easter

Farm

Farm Vivian  
Afariwa Farms

Political Party

PNC  
NDC  
NPP

First, take examples from the learners by letting them do the test first before adding these ones.

*Learner's Book (LB 4, Unit 9, Pages 72 - 81)*

*Work Book (WB 4, Unit 9, Pages 53 - 59)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>LEARNING INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of this unit, learners will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.6.1.1: Describe/talk about objects, events, dates and time.	Communication and Collaboration; Personal Development and Leadership
<b>STRAND 2 - READING</b>	
Phonics B4.2.3.1.2: Read words with digraphs to make meaningful sentences.	Creativity and Innovation, Communication and Innovation  Creativity and Innovation; Personal Development and Leadership
Reading B4.2.7.2.1: Respond to a text with reasons	
Vocabulary B4.2.6.4.2: Recognise the playful use of words in spoken and written language.	Creativity and Innovation; Personal Development and Leadership
<b>STRAND 3 - GRAMMAR</b>	
B4.3.3.1.3: Identify and use possessive pronouns to show possession	Critical Thinking and Problem Solving
<b>STRAND 4 - WRITING</b>	
B4.4.1.4.1.1: Write words giving information about family.	Creativity and Innovation
<b>STRAND 6 - EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of age and level appropriate books and present a two-paragraph summary of each book read.	Reading Skills  Personal Development and Leadership

## STRATEGIES

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### Strand 1: Oral Language

Recall, discussion, turn taking

### Strand 2: Reading

Group work, silent reading

### Strand 3: Grammar

Matching

### Strand 4: Writing

Group work

## RESOURCES

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### Oral Language

Picture of a calendar

### Reading

Dictionaries, word cards

### Writing

Sentences

## TEACHING AND LEARNING ACTIVITIES

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### A. Strand 1: Oral Language

#### Sub-Strand 6: Conversation

Begin the lesson with a song e.g. “Happy Birthday to you”. Ask learners to say the time when we sing this song. Continue with.

Has this song ever been sung to you?

When was that?

Why did they sing this song to you?

The obvious answer to this is: It was my birthday. Everybody has a birthday. It is celebrated on the day we were born. Continue by telling learners your own birthday (contrived) and write it on the board.

13th April, 2010 or April 13, 2010

Explain the components of the date. It is shown in each one but the style is different.

13 is the thirteenth day of April, in the year 2013.

Ask learners to take note of where the commas have been placed, and the use of capitals.

13th April, 2010 – Thirteenth April, 2010.

April 13, 2010 – April the thirteenth, two thousand and ten.

Let learners practise the two different forms of date reading around the class. Write some days of birth on the board for practise. E.g.

4<sup>th</sup> March, 2000; March 4, 2000

20<sup>th</sup> May, 2000; May 20, 2000

Continue with the discussion on pages 73 – 74 of LB 4. Read through with the learners explaining the important points. Give your own birthday name and ask learners to give their days of birth and names. Make sure everyone speaks.

Lead learners to answer the questions on page 74 and read the dates correctly.

## Strand 2: Reading

### Sub-Strand 2: Phonics

Digraphs – ch sh

Revise word/sounds families rhyming with ot ut in et

Give your own examples and ask learners to give examples too.

pot rot dot

but cut put

pin bin tin

vet met get

Introduce the digraphs ch and sh. Do this one at a time. Ask the learners to listen as you pronounce the words.

Chair chair chair

Ask learners to say the initial sound – ch

Make a sentence.

The chair you chose is changed.

Ask learners to say which words have the sound ch.

Ask for other words with ch in them. Take as many as possible.



Introduce sh

Pronounce the words: shed      shark

Ask learners to reproduce the common sound – sh. Make a sentence: Shake the shoe and shove it out.

Repeat the sentence and ask learners to reproduce the sh words that they heard. Ask them to give more words with the sh sound.

### Group Work

Let groups work to produce words with the ch and sh sounds. Continue with activity on page 75 of LB. They may use their dictionaries or go on the internet for assistance.

### Strand 2: Sub-Strand 7 Reading & Comprehension

Begin the lesson with an ice-breaker. Turn learners to page 76 and talk about what they see in the picture. Ask learners if they also do things like that. Answer questions on the page.

Teach new vocabulary.

Follow the laid down procedure –

1. Pronunciation (drill learners)
2. Teach meaning (Use TLM)
3. Usage (help learners use the word in sentences)
4. Write the word on the board.

This way, each word is taught on its own merit, not as part of a number of words.

Supper – use recall and explanation

Rules – give examples of the school rules

Refuse – (has two meanings; teach the meaning according to the passage context)

Obey – demonstrate this by role-play.

Show the word cards and let learners identify and read the words. Let them identify the word on the board.

Do model reading while learners follow in their books. At the end of it, put while reading questions on the board. Ask learners to find out the answers to the question as they read.



1. Who are the people (character) at the beginning of the passage?
2. Why were Ami and Fofo leaving?
3. What are some of the rules they have at home?

At the end of the reading time, go through the whole reading questions with learners to answer the question.

1. The people are Sammy, Ami and Fofo.
2. Because it was almost time to begin preparing supper and they have to be there to help.
3. Some of the rules are 1) cleaning up their room 2) throwing out the rubbish 3) washing hands before meals.

Allow learners to ask questions if they have any.

## **Strand 2: Sub-Strand 6 Vocabulary**

**C2.** Make this a class discussion time.

1. Allow as many learners as possible to talk.
2. Those in charge of a home make the rules most of the time; sometimes it comes as a consensus when something happens.
3. Let learners state some of the rules they live by – e.g. not coming late to school.

‘To get out of doing’

Refer to page 77 of LB 4

## **Continue with D3 – Oral Exercise**

Let the class sit and listen while you explain the exercise to them.

Now in groups, let them match the A to B correctly, and write their correct answers out clearly on sheets of paper you will give them.

## **REPORTING BACK**

Let each group read out their answers to the class.

(If there is no time for this, then they can publish it, i.e. paste the write-ups on the class notice board for all to read)

## **D3.**

1. Fofo and Amu like playing.
2. All children are like them.
3. We also must help to run our homes.

4. Those who will not work must not eat.
5. Lazy people remain poor people.
6. All work and no play makes Jack a dull boy.
7. Work enables us to exercise our bodies.

### **E. Strand 3: Grammar**

#### **Sub-Strand 2: Pronouns**

##### **Possessive Pronouns**

Revise the previous lesson – subjective and objective pronouns.

he – him            she – her

they – them      you – you

Let learners study the table on page 79.

It shows the possessive forms of the pronouns. Make a sentence.

I have a car.

This is my car.

The car is mine.

Explain that my and mine are showing who the car belongs to.

So my and mine are the possessive of 'I'.

Use the same sentence/idea to form sentence with the rest of the personal pronouns.

You have a car.

This is your car.

The car is yours.

Help learners construct sentences this way, using all the personal pronouns and possessives.

Explain the difference between the possessive pronoun and the possessive adjective.

### **F. Strand 4: Writing**

#### **Sub-Strand 6: Paragraph Development**

##### **Expository Writing**

Let learners sit in their groups. Let each group decide their purpose – to inform, entertain, to explain.

Let members brainstorm and discover a topic.

Go round to the groups and help them write their topic sentence.

Let them brainstorm for points to support their main idea with.

Give them time to write their first draft (about 15 minutes). This must include the topic, the main idea and supporting idea for each paragraph.

## **G. Strand 6: Extensive Reading**

### **Sub – Strand 1: Building the Love and Culture of Reading.**

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Let learners sing folk songs or recite a poem.

Encourage learners to read to identify the main character, the event (s) beginning the story and predict what will happen at the end of the story.

As they read, go round and ask them about the foregoing.

#### **Answers**

1. Not true (they are brother and sister)
2. True
3. Not true
4. Not always (explain from paragraph 2)
5. A personal response question. Give learners opportunity to talk.
6. Personal response. Why? Let learners give reasons for their answer.
7. Let learners talk in pairs and share their ideas.
8. Personal response.

#### **Workbook Exercises**

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Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

#### **Diagnostic Assessment**

---

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:

Role-play  
Story Telling  
Conversation  
Rhymes and Songs  
Dramatisation  
Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
  - Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.
- B. Which parts of the activities did learners engage in and enjoyed most?
- C. Can you say what may have been the reason for this?
- D. What showed that learners did engage in and enjoy these activities?
- E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?
- F. To what extent did learners meet the learning indicators?
- Did all learners meet the indicators?
  - Did some meet the indicators?
  - Did only a few or none at all meet the indicators?
- G. Do you need to re-teach a lesson or parts of it?
- H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 10, Pages 82 - 90)*

*Work Book (WB 4, Unit 10, Pages 61 - 62)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>INDICATORS</b>	<b>CORE COMPETENCIES</b>
By the end of this unit, learners will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.6.1.1: Describe/talk about objects, events, dates and time.	Communication and Collaboration
<b>STRAND 2 - READING</b>	
Phonics B4.2.3.1.2: Read words with digraphs to make meaningful sentences.	Critical thinking and Problem Solving,.
B4.2.7.1.3: Skim for main ideas in text. B4.2.7.1.4: Read level-appropriate texts silently and closely for comprehension.	Reading skills, Creativity and Innovation.
<b>STRAND 3 - GRAMMAR</b>	
B4.3.2.1.4: Identify and use demonstratives: this/that; these/those	Communication and Collaboration
<b>STRAND 4 - WRITING</b>	
B4.4.6.1.2: Identify the main idea and minor ideas and supporting details in a paragraph	Communication and Collaboration
<b>EXTENSIVE READING</b>	
B4.2.6.2.1: Read a variety of age and level appropriate books and present a two-paragraph summary of each book read.	Creativity and Innovation; Personal Development

## STRATEGIES

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### **Strand 1: Oral Language**

Picture reading, turn talking, dialogue

### **Strand 2: Reading**

Word building, blending, reading, modelling, recall

### **Strand 3: Grammar**

Sentence formation

### **Strand 4: Writing**

Editing, group work

## RESOURCES

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### **Oral Language**

Pictures, passages

### **Reading**

Pictures

### **Grammar**

Substitution table, sentence completion

### **Writing**

Dictionary/Thesaurus

## TEACHING AND LEARNING ACTIVITIES

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### **Strand 1: Oral Language**

#### **Sub-Strand 6: Conversation**

##### **Telling the Time**

Prepare clock faces for half-past and quarter past and to the hour. Use the clock face to explain how the time is read. Sixty seconds make one minute – show them the second hand moving it through the sixty minutes and show where the hour hand will be within one minute. Explain 5 minutes, ten minutes until sixty minutes which is one hour.

Explain quarter and half times. Refer to the pictures on pages 83 to 84 of the LB4. Let them tell the time on the clock faces in the book.

## B1. Strand 2: Reading

### Sub-Strand 2: Phonics

Two words with sh and ch digraphs

Short, cash, dish, shake

Chalk, change, kitchen, rich

Let a few of the learners read what they have written. Do corrections if need be.

The new sound is /f/ represented in writing by ph or gh either at initial or final position of words.

Write the two words on the board.

phonic, ghaph

Ask learners to mention some words they know in these two categories. Let them mention them and write them on the board.

Do the same with the sound f spelled gh e.g. tough, cough

Let learners take their dictionaries and in their groups look for words with the /f/ sound spelled with ph and gh. As they discover the words, let learners write them on the board for the class to judge whether they are correct or not correct.

Let learners write the words in their notebooks.

## Strand 2: Reading

### Sub-Strand 7: Reading and Comprehension

Take learners to page 82 of LB. Let them say what they see and talk about it. Refer them to the title of the passage – Caring for Public Property. Let them explain it as best as they can and tell them that roads are also public property. Let them mention other things that they know to be public property.

Teach the new vocabulary. Follow the laid down procedure. Before the lesson, ask learners to find out the meaning of the key words from the dictionary or on the internet as home

work. After teaching the correct pronunciation, let learners give the meaning that they got.





Where there are more meanings than one, help learners pick the right one according to the passage.

Do model reading as learners follow in their books. Let learners do silent reading. Lead them paragraph by paragraph. Ask them to find out the main idea in each paragraph. At the end of each paragraph question them on the main idea before the next paragraph.

Do a summary of the paragraphs on the board as learners read. At the end of the reading let them read what you have written on the board.

All public property belongs to the government.

Government property include institutions and materials in them.

We must care very well for our school materials.

Computers are very expensive so we must handle them the way our teachers tell us to.

Electricity must be put off when not being used.

The last paragraph summarises the message of the paragraph.

## Strand 2: Sub-Strand 6 Vocabulary

**D.** Lead learners step by step to do this exercise.

1. Let them first pick all the words according to their place on alphabetic basis. All words beginning with ‘a’ come before ‘b’ and then ‘c’ words. So it continues to the end.

Do the ‘a’ words on the board for learners to see: there are only one ‘a’ word – appliances, so it will be the first; ‘a’ is followed by ‘b’: bungalows, belongs. In alphabetic order, belongs must come before bungalows.

This is because after ‘b’, ‘e’ comes before ‘u’ alphabetically. Ask them to pick the next letter, ‘c’ words and arrange them. Let them do independent work – they pick words beginning the letter and arrange the words in order. As they give the answers, write them neatly on the board to show the alphabetic order of the words.

At the end, let learners write out everything neatly in their notebooks or in their exercise books for marking.

### Alphabetic Order

- |                |                  |
|----------------|------------------|
| 1. application | 10. include      |
| 2. belongs     | 11. institutions |
| 3. bungalows   | 12. instructions |
| 4. computers   | 13. labelled     |

- |                |                  |
|----------------|------------------|
| 5. contains    | 14. maintenance  |
| 6. destroys    | 15. newspapers   |
| 7. disposals   | 16. outage       |
| 8. electricity | 17. state        |
| 9. handled     | 18. taxes        |
|                | 19. universities |

### **E. Strand 3: Grammar**

#### **Sub-Strand 2: Pronouns**

##### **Demonstrative Pronouns**

Explain to learners how demonstrative pronouns point to/refer to things that are near or far (singular or plural). Demonstrate with things in the classroom.

It is also used to refer to present and past situations.

‘This’ and ‘that’ are singular demonstrative pronouns and ‘these’ and ‘those’ are plural. Let learners turn to page 88 of LB 4 to make sentences from the substitution table. Let this be done around the class.

##### **E2.**

- |          |           |
|----------|-----------|
| 1. These | 2. That   |
| 3. This  | 4. those  |
| 5. This  | 6. those  |
| 7. Those | 8. These  |
| 9. This  | 10. These |

Encourage learners to visit the internet or read other reference material to find out more about demonstrative pronouns.

### **F. Strand 4: Writing**

#### **Sub-Strand 6: Paragraph Development**

##### **Expository Writing**

Learners wrote a draft to an expository essay earlier on. Let groups sit together and review the draft they wrote. Go round the groups. Listen to what they wrote. As a class, lead them to respond to the question on page 89 of LB4. At the end of it answer their questions and let them edit their work.

**Other things learners need to do:**

- ✓ Make sure each paragraph talks of only one idea.
- ✓ You may add or remove or rearrange sentences to make each paragraph clear to readers.
- ✓ Use your dictionary and thesaurus to help vary your words.

**F2: Why Everybody Should Care for Public Property**

The class has just read a passage on this topic.

Organise a brainstorm session. The recall of what the passage said will provide learners with ideas for the exercise. Write all the ideas on the board. Discuss each point as a class. Lead learners to come out with a topic sentence to begin the paragraph. This is what every learner should begin the paragraph with. E.g.

Public property belongs to all Ghanaians so we must all take good care of them.

The next four sentences are going to support the topic sentences. Put learners to the task while you go round to encourage them. Let them use their dictionary and thesaurus to help them choose appropriate words for use.

For the weaker learners provide a controlled item. E.g

Fill the blanks to complete this composition. (appliances, taxes, wisely, power, lights)

Electricity is provided through the ..... citizens pay. We must use it ..... so that we can always have ..... We do not like it when the ..... go out. So we must put off all electrical ..... when they are not in use.

Let learners begin with the topic sentence agreed on earlier and complete with the four by filling in the blanks.

**G. Strand 6: Extensive Reading****Sub – Strand 1: Building the Love and Culture of Reading.**

Learners continue to read their books and other expressions that they discover. Encourage them to get the meaning of the words and expressions from context and use the dictionary as a last resort.

As they read, pay attention to the weak learners as usual. Listen to them read and explain some of the sentences and expressions that prove difficult to understand. Encourage them to write what they read in the story every time.

#### A4. Answers

1. 1 hour fifteen minutes
2. fifteen
3. thirty minutes
4. One hour

#### C. Answers

1. Lead learners to mention any two things mentioned in paragraph two.

Bungalows, vehicles, schools

2. Two government properties not mentioned:

Roads

Water – pipe-borne water

Hospitals/clinics

3. From taxes

4. By covering them with newspaper or brown paper.

By not rolling them up

By using big enough bags that can contain all our books.

5. An office can catch fire when gadgets are left on during outages.

6. The writer means the lights never go off OR are never put off.

7. Being a good message means taking good care of all public/government property.

8. Taking care of public property makes them last long so that all can benefit from it for a long time.

9. To inform

10. Back to question 1 & 2 of (1)

Let learners work in groups. Give them time to work together. At the end of the given time, let each group read out their answers.

#### Workbook Exercises

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Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

## Diagnostic Assessment

---

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 11, Pages 91 - 98)*

*Work Book (WB 4, Unit 11, Pages 67 - 73)*

### LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.6.1.1: Describe/talk about objects, events, dates and time.	Communication and Collaboration; Personal Development and Leadership
<b>STRAND 2 - READING</b>	
Phonics B4.2.3.1.2: Read words with digraphs to make meaningful sentences	Critical thinking; Personal Development
Reading B4.2.8.1.2: Find meaning of words as used in context B4.2.8.1.1: Read silently and reasonably for meaning from level appropriate texts	Critical thinking; Personal Development and Leadership; Communication and Collaboration
Vocabulary B4.2.6.3.2: Deduce meaning of words from how they relate to one another; (synonyms, antonym)	Communication and Collaboration; Critical thinking and Problem Solving
<b>STRAND 3 - GRAMMAR</b>	
B4.3.5.1.5: Use the simple past form of verb for completed actions or events; regular actions in the past.	Communication and Collaboration

<b>STRAND 4 - WRITING</b>	
B4.4.10.1.1: Write about real or imagined experiences or events following every story structure (beginning, middle and ending) using appropriate nouns or pronouns within and across sentences to aid cohesion.	Personal Development and Leadership; Critical thinking and Problem Solving
<b>EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of age and level appropriate books and present a two-paragraph summary of each book read.	Communication and Collaboration

## STRATEGIES

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### **Strand 1: Oral Language**

Picture reading, recall

### **Strand 2: Reading**

Pictures, silent reading

### **Strand 3: Grammar**

Question and Answer

### **Strand 4: Writing**

Matching, group work

## LEARNING RESOURCES

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**Oral Language:** Pictures

**Reading:** Picture/illustrations

**Grammar**

**Writing:** Matching

### **A: Strand 1: Oral Language**

#### **Sub-Strand 10: Presentation**

For this lesson, prepare pictures of places of interest in Ghana to show to learners. Tell them about a place you visited. Places of importance that people visit are called tourist areas. Turn to LB 4 page 92 to continue the lesson. Read, look at the pictures and discuss them.

Let learners also talk about places they have visited and what they saw.

Do a class discussion of why the places are important and where they can be found.

## **B1: Strand 2: Reading**

### **Sub-Strand 3: Common Digraphs**

Word families with digraphs ck, ch, read /k/

Revise the previous lesson on /f/ written as ph and gh.

The lesson for the day is the sound /k/ written as ck and ch

Refer learners to LB page 93.

Write the first word on the board; back.

Drill learners in the pronunciation. Let them read the rest of the ck words.

Ask learners to find other words ending in ck. Add these to those on the board for learners to copy.

Move to the /k/ written as ch.

Mention the word and write it on the board. Ask learners to show where exactly the sound /k/ is in the word. Ask one of them to underline the part – school.

Let learners read the rest of the words. Let learners add their own examples to the list. Let the whole class read through the words in unison.

## **Strand 2: Reading**

### **Sub-Strand 7: Reading And Comprehension**

Teach new vocabulary:

Toiling: working very hard.

Hole: home to the ant is its hole.

Days of necessity: a time in life when one will be very much in need.

### **Reading**

Ask learners to predict what will be in the passage.

Do model reading of the first paragraph.

Ask learners ‘while reading’ questions to direct their reading. Read paragraph one and find out what Grasshopper was doing. What answer did Ant give Grasshopper? Do the same in all





the paragraphs. At the end of each paragraph, discuss ‘while reading’ questions with the class until the whole passage has been read.

Lead learners through the questions and help them find answers to the questions.

#### D. Using Expressions

Take learners to page 95 to read and discuss the meaning of expressions and use them in sentences.

Spelling: Correct words

Merrily, instead, days, lonely, summer

### E. Strand 3: Grammar

#### Sub-Strand 5: Verbs (Tenses)

##### Simple Past and Simple Present

Use a practical scenario to explain the concept of present and past tense. Use things that we all do regularly. E.g. come to school, sweep the classroom, eat lunch

These are things we do everyday.

It means that yesterday we

came to school

swept the classroom

ate lunch

Ask learners to mention some things that we do always. For each of the activities, let them state the past tense forms. Let them practise with the examples on pages 95 - 96.

1. We came to school every day.
2. My phone rang often.
3. The learners clapped as they marched.
4. We stood as we sang the anthem.
5. The women heard Christmas Carols at dawn.

#### E2. Past tense forms of words

- |                      |                      |
|----------------------|----------------------|
| 1. polish – polished | 2. borrow – borrowed |
| 3. belong – belonged | 4. bark – barked     |
| 5. pluck – plucked   | 6. buy – bought      |

7. take – took

8. teach – taught

9. make – made

10. sell – sold

11. shut – shut

12. sweat - sweated

Explain to learners the different types of verb – regular and irregular verbs. All regular verbs have their past tenses ending in –ed. Let learners pick out all the regular verbs from the list above.

Let learners understand that irregular verbs have different forms of the past tense. e.g. from number 6 to 11 are all irregular because they do not end with –ed in the past tense.

Take learners through a close examination of the irregular verbs so that learners can appreciate the various kinds of irregular forms.

Take – took                      sell – sold

Teach – taught                shut – shut

Make – made

### E3. Let learners do exercise E3 orally.

i) brought

ii) chose

iii) locked

iv) taught

v) stopped

vi) was

## F. Strand 4: Writing

### Sub-strand 11: Creative Writing

This is a short narrative text for learners to do. Give them a short time to match A to B in order to bring out the story.

Use this story as an example to explain the beginning, middle and end of a narrative.

Beginning: There lived Ant and Grasshopper.

Middle: Ant gathered food but Grasshopper did not until summer ended and the rains set in.

End: Ant and family are happy and enjoying; Grasshopper and family are hungry and cold.

Use this as a sample so that learners can work out their own narrative depending on it.

### F1. Matching

Once upon a time there lived Grasshopper and Ant.

In summer, Ant gathered and stored food.

While Ant was storing food, Grasshopper was singing and playing.

Grasshopper was lazy and did not store food.

Soon, it started to rain because summer had ended.  
 Ant and his family had plenty to eat.  
 But Grasshopper and his family always went hungry.

#### **Strand 4: Sub-Strand 11**

##### **F2 Writing: Narrative Writing**

Let learners open to page 97 and 98 of LB 4. Read and explain the message on narratives one by one. Let the whole class brainstorm over an idea given by the teacher. Lead the class to arrange the ideas chronologically. Now let groups sit down and brainstorm on their topic. Groups should brainstorm on ideas and arrange them chronologically.

This is a narrative text; it should talk about an event. On the other hand, teacher could give all learners' groups the same topic. Let each group brainstorm, gather ideas and draft their essay. After that let them edit what they have written. Let each group put their written work on the class notice board.

#### **G. Strand 6: Extensive Reading**

##### **Sub – Strand 1: Building the Love and Culture of Reading.**

Reading of story books continue. If it is possible for the learners to borrow the books and take home, then more of the books can be read within the term.

Encourage learners to finish reading their stories.

Go through the format for writing the two - page summary of the book they have read. (Refer to Unit 10).

Let learners write or add the event leading to the end of the story to what they wrote during the library period of Unit 10.

e.g. Paragraph 1: Title of book, name of author and illustrator; geographical setting and the name of the main character.

Paragraph 2:

- Event beginning the story.
- Main events in the middle of the story
- Event ending the story.

### C. Answers

1. True
2. True
3. True
4. True
5. Grasshopper thought what he had at the present was fine/ he thought things will never change.
6. Ant said, "I am helping to buy up food for the rainy day and I advise you to do the same". (any part of this will be right or the whole sentence)
7. Grasshopper did not have any food because he did not store any food.
8. Ant and his family had a lot to eat because they had gathered plenty of food for the rainy day.
9. Lessons from Grasshopper and Ant.

Grasshopper – Allow learners to share ideas on this.

Some lessons you can share: laziness does not pay – whether in school or working, hard work is beneficial; laziness is bad.

Lessons from Ant: Hard work at the right time makes it possible to enjoy life later. Ant looked ahead and prepared for it but Grasshopper was too short sighted to the possible time of need, so he did not prepare. People who are like Grasshopper are said to be 'happy-go-lucky'.

### Workbook Exercises

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As they work, be available to offer encouragement and assistance where necessary.

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## Diagnostic Assessment

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Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

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• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

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C. Can you say what may have been the reason for this?

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G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 12, Pages 99 - 107)*

*Work Book (WB 4, Unit 12, Pages 74 - 81)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.6.2.2: Listen and view for the entire duration of a text, a speech, a presentation, a video, etc.	Communication and Collaboration
<b>STRAND 2 - READING</b>	
Phonics  B4.2.4.1.1: Use closing diphthongs, e.g. /ei/ /ai/ /oi/ to make meaningful sentences  B4.2.7.2.1: Respond to a text with reasons	Communication and Collaboration, Critical thinking, Problem Solving  Creativity and Innovation
<b>VOCABULARY</b>	
B4.2.6.3.2: Deduce meaning of words from how they relate to one another (synonyms, antonyms)	Critical thinking and Problem Solving
<b>STRAND 3 - GRAMMAR</b>	
B4.3.4.1.1.1: Use adjectives to make comparisons, e.g. fast/slow (Ama is fast but Kofi is slow) good/bad, fast/faster, slow/slower.	Communication and Collaboration, Critical thinking and Problem Solving
<b>STRAND 4 - WRITING</b>	
B4.4.4.9.3.2: Proof reading draft, checking capitalisation, usage of punctuation.  B4.4.9.3.3: Display writing piece for other peers to read.	Communication and Collaboration, Personal Development and Leadership

**STRAND 6 - EXTENSIVE READING**

B4.6.1.1.: Read a variety of age and level appropriate books and present a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration
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**STRATEGIES****Strand 1: Oral Language**

Dialogue, role play, turn taking

**Learning Resources**

Written dialogue, demonstration

**Strand 2: Reading**

Reading aloud, drilling, pictures, real objects

**LEARNING RESOURCES**

pictures

**Strand 3: Grammar**

Comparing things – demonstration

**Strand 4: Writing**

Pair work, nature walk

**Extensive Reading**

Silent reading

**Learning Resources**

Story books

**TEACHING AND LEARNING ACTIVITIES****A. Strand 1: Oral Language****Sub-Strand 6: Conversation**

Prepare well before the day of the lesson. Get two learners to practise this short dialogue well before the lesson (Consider PLWD). At the start of the lesson, let learners sing a popular song – decide which song will set the pace for the lesson. Place a clock face showing a quarter to ten on the board.

Call the first learner and do the conversation before the class, with the right gestures.

I.

Yaa: Hello, Fiifi

Fiifi: Hello, Yaa.

Yaa: Are you here for the show too?

Fiifi: Yes, I am, what time is it starting?

Yaa: 10 am

Fiifi: Then we are early.

Yaa: Yes, it's a quarter to ten.

Fiifi: Yes, we have fifteen minutes to settle in.

Both: Yes, let's go in.

**Alternate this with**

II.

Fiifi: Then we are late.

Yaa: Yes, its half past ten.

Fiifi: Oh, we are thirty minutes late.

Yaa: Then let's hurry!

Fiifi: Better late than never!

After doing the conversation with the learner, let the other learner take your place. Do not write this on the board so that learners will concentrate on listening and speaking only.

Let the class comment on what they have observed – voice, facial expression and gestures of speakers.

Break the whole class into two groups.

Group 1 plays Yaa and Group 2 plays Fiifi. Drill them in the parts until they are quite fluent. (Use a clap to prompt learners to speak to make the conversation natural; not a lifeless, dull, drawn-out piece).

After some practise, let learners sit in their groups and do the conversation by taking partners to do it with. Let pairs practise and do the conversation in the groups. After some time of practise, let pairs do the conversation before the class.

If you are able to introduce the alternative, then you can let some groups practise I and others practise II. Take volunteers from the groups to do the conversation until the period ends.



**B1. Strand 2: Reading****Sub-Strand 4: Diphthongs****/ei/, /ai/**

Revise previous lessons with learners by asking them to read the words on page 100 of LB4. The sounds to practise in this lesson are diphthongs - /ei/ and /ai/. Teach them, one at a time. Make the sound /ei/ and ask learners to imitate the sound. Read the words and let learners read them after you. Ask them to give some words with the /ei/ sound.

Do the same with /ai/. Write the words learners give on the board.

**PAIR WORK**

Let pairs of learners learn to read the sentences on their own. Ask them to draw your attention if they meet any difficulties. Now call on pairs to read various sentences and underline where the sounds /ei/ and /ai/ are found in the words.

1. Bake me a cake bakers man.
2. I love ice cream.
3. Drake fell in the lake.
4. Rise early at five.
5. Take a rake to the maid.
6. Eyes see the sun rise.
7. Make rain fall by the plain.
8. Idols speak lies.
9. You can fake a faint.
10. Rice makes Mike lazy.

Call individual learners to read the sentences to the class. (Ref. Page 101 LB 4)

**Strand 2: Reading****Sub-Strand 7: Reading And Comprehension****Read Aloud – Be Obedient**

This is a drama and can be acted/role played. Let learners read the passage as homework ahead of the lesson.

Teach vocabulary – use the procedure according to this guide – teach correct pronunciation, meaning, usage before writing the word on the board; always one word at a time.

## Key Vocabulary

**Umbrella:** After drilling the correct pronunciation, use the real objects. It is well known but ask learners to talk about its uses. For usage, make a sentence ‘She took her umbrella because of the hot sun’. Now let learners see you write the word boldly on the board.

**Weather:** (Ask learners to look outside and describe the atmosphere – that is what the weather means. Let them say if it is sunny, cloudy, wet or cool. Make a sentence and let learners make a few. E.g. ‘Everybody loves a cool but sunny weather.’

**Experience:** What one has been through. An experience may be good or bad but it teaches us lessons.

‘The professor has a lot of experience in teaching.’

Let learners volunteer to read the characters. Let the first set begin and change them from time to time.

At the end, let them retell the story following the plot.

Answer the questions



## D1 Clothes/Cloth

These two words need to be taught well for learners to understand and use them well. Read the notes on LB pages 103 - 104 and make sure they understand very well, the explanation given.

Clothe as a verb

Additional information is that, as a verb, use ‘clothes’ with the third person singular verb clothe – to wear something. He clothes himself in silver and purple.

This lady clothes herself in Kente every Sunday.

## Read and explain

1. This means that the chief is always dressed up in Kente and gold ornaments.
2. Clothes here means dresses.
3. Clothes here means material that people buy to go and sew.

Give learners time to copy the sentences and their meanings into their notebooks. Let them make similar sentences as practise in order not to forget what they have just learnt.

## E. Strand 3: Grammar

### Sub-Strand 4: Adjectives

#### Adjectives of Comparison

An adjective is a describing word. They describe people, places, things, conditions, etc.

Begin the lesson by showing various things in the classroom and asking learners to describe them. Every word they use to describe the items is an adjective – colour, shape, size, etc. of things around the classroom.

Let learners know that adjectives can be compared. The adjective used to describe one item is said to be positive. But when you compare that one with another which is like it then you will have to use comparative form of that same adjective, e.g.

Short – shorter    green – greener

Tall – taller    black – blacker

-er is added to a positive adjective to make it comparative.

Refer learners to LB 4 page 105 for the examples there. Ask for examples from learners.

Explain the use of ‘more’ and why it goes with two syllable adjectives and other irregular adjective forms.

There are other irregular adjectives which change their forms totally (refer to LB 4 page 106)

Let learners copy these irregular adjectives into their notebooks.

## Strand 4: Writing

### Sub-strand 11: Creative Writing

In this writing lesson, learners are expected to decide on a topic from their own environment. This may seem far-fetched but we know that all children have friends and friends talk about things of common interest. So begin the lesson by asking learners to brainstorm for what to tell their friends. Refer them to LB 4 page 106. Lead them to use the steps on this page to write their first draft. Time them so that the period does not end without work done. At the end of the drafting let them look for who they want to edit their work. Editing should look at capitalisation, punctuations and spelling.

At the end of it, let them take back the essays and re-write them out neatly.

Give individuals time to read what they have written to the class or their groups.

## G. Strand 6: Extensive Reading

### Sub – Strand 1: Building the Love and Culture of Reading.

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Guide learners to select new books appropriate to their level and age.

Remind them of the things they should keep in mind any time they take a new book.

Ask learners to read and identify the main character and the main event beginning the story.

They should also identify other events that followed the first event.

#### C1. Answers

(1) Three people

(2) Mr. Adom asked the children to take their umbrellas.

(3) Kofi

(4) He realised it was going to rain.

(5) Yes

(6) They used the umbrellas to prevent being beaten by the rain.

(7) Yes, we should

(8) Yes/No. This will be argued. Allow learners to bring up their arguments. But the bottom line is that our elders are right most of the time.

(9) Yes. (Let learners, as many as possible, share the lessons they have learnt)

#### D2. The correct spellings are

remove

umbrellas

clouds

friends

experience

### Workbook Exercises

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Explain each set of exercises carefully to learners with several examples.

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As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

## Diagnostic Assessment

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This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

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Rhymes and Songs

Story Telling

Dramatisation

Conversation

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• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

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I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 13, Pages 108 - 116)*

*Work Book (WB 4, Unit 13, Pages 82 - 87)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.10.1.1: Demonstrate awareness of the features of spoken language (contractions, ellipses, e.g. A: How are you? B: Fine	Communication and Collaboration; Personal Development and Leadership
<b>STRAND 2 - READING</b>	
Phonics B4.2.5.1.1: Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.	Critical Thinking and Problem Solving
Reading B4.2.7.1.3: Skim for main ideas in a text	Creativity and Innovation.
Vocabulary B4.2.6.1.1: Use level appropriate content words (nouns, verbs, adjectives and adverbs) and function words appropriately in spoken and written communication.	Critical Thinking and Problem Solving; Creativity and Innovation.
<b>STRAND 3 - GRAMMAR</b>	
B4.3.5.1.2: Use appropriate subject-verb agreement – singular and plural	Communication and Collaboration
<b>STRAND 4 - WRITING</b>	
B4.4.11.1.2: Write poems and imaginative, narrative stories and illustrate them	Critical Thinking and Problem Solving; Communication and Collaboration`

<b>EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of age and level appropriate books and present a two-paragraph summary on each book read.	Reading Skills  Communication and Collaboration

**STRATEGIES****Strand 1: Oral Language**

Video/radio show, listening and speaking

Resources

Video/radio recording

**Strand 2: Reading**

Pronunciation practise, read aloud, picture reading

Resources

Pictures

**Strand 3: Grammar**

Drill

Resources

Substitution table

**Strand 4: Writing**

Extensive Reading

Resources

Story books

**A. Strand 1: Oral Language****Sub-Strand 10: Presentation****Viewing a Speech Presentation**

Listening to a presentation. To prepare for this lesson, record a presentation – a preaching or teaching at a children's service or any other that you deem suitable. Prepare learners for this exercise. Let them know things to look out for; features in the spoken language.

Did the speaker use contractions?

Did the speaker use ellipsis?

Did the speaker use words at the level of the audience? (if learners understand what the preacher/teacher in the recording said, then it was at their level)

Get learners ready and play the recording. After that let learners answer questions. As the learners answer questions, write their answers on the board. With the class read through and make a summary of the findings. Let learners write these into their note books.

## B1. Strand 2: Reading

### Sub-Strand 2: Phonics

Write the digraph 'ph' on the board. Ask learners to make the sound: /f/

Give words that have the 'ph' spelling that has the sound: /f/

e.g. diagraph, graphic

Refer learners to page 109 LB4 and ask them to read the examples aloud.

Write 'gh' on the board and ask them what sound it makes.

e.g. laugh, cough

Refer learners to the same page and ask them to read the examples aloud.

Today's lesson is on 'th' - /θ/ and 'th' - /ð/. Drill the learners on the sound: /θ/ several times. Ask learners to imitate the sound by placing the front set of teeth on the blade of the tongue and blowing air through it. Pronounce the word 'thin' and ask learners to repeat after you. Lead them to pronounce all the words on page 109 - 110 in LB4.

Continue with the voiced sound: /ð/ 'th' as in them.

Lead them to pronounce the words on the same page.

Write the words on the board and point for

individual learners to pronounce the words one after the other. Play the lucky-dip game. Put all the /ð/ and /θ/ words in one box. Let each learner dip his/her hand in, pick a card and read the word, making the /ð/ or /θ/ sound correctly.





**Vocabulary**

Ask learners to study the picture on page 110 of LB 4 and talk about what they see.

Teach new words in the usual way.

Rooster: show them the picture of a rooster.

Barn: a structure or building where animals are kept in a farmhouse.

Drizzle: light rain.

Crow: cocks crow at dawn and people wake up.

**E. Strand 3: Grammar****Sub-Strand 5: Verbs****Main verbs and Auxiliary Verbs**

Remember that auxiliary verbs are part of the verb. The main verb is the head word; the auxiliary usually states the tense. Take learners to pages 113 - 114 and help them understand the lesson about verbs there. Let learners make sentences from the substitution table on page 114 for practise.

**F. Strand 4: Writing****Sub-Strand 11: Creative Writing****Writing of a poem****Page 115 - 116 of LB 4**

Set the pace by explaining to learners the characteristics of a poem. Read all the information ahead of the class so that you can explain. The element of rhyme is important. A thesaurus can help with words that rhyme.

Figures of speech can be taught specifically for this lesson.

What is the purpose of poems?

Specifically, in this lesson: for praise, criticism, etc.

The class must focus on one purpose so that every learner can contribute.

Write the first stanza of the poem on the board. Depending on the purpose you have set, change some of the words in order to derive a parallel poem.

Let learners read through several times. Now let learners also write their own parallel poems.

## G. Strand 6: Extensive Reading

### Sub – Strand 1: Building the Love and Culture of Reading.

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Learners after settling down, should continue reading, noting down important characters and what they are doing in order to tell their colleagues.

(If there are shady trees around, have learners sit under them for a change).

Learners need to be encouraged to increase their reading speed. At the beginning of the reading time, let them mark where they are. Ask them to read. After 10 minutes, let them stop and see how fast they have read. That is, how many pages in ten minutes they have read. encourage them to take an interest in their reading speed. From now onward, they must watch how fast they read and be determined to increase the speed and each time record it to see their own progress.

### ANSWERS

#### C.

- False (paragraph 2 – ‘I must do my best’)
- False
- True (... you must crow louder)
- True (I was only doing my duty)

1. Because he did not practise well.
2. Because the sun did not rise.
3. Yes, he did.
4. The crow of the rooster wakes up people from sleep. The crow is used to determine time in the olden days.
5. Let this question be answered in groups. Go round and listen to their discussions.

#### D1.

1. Slipped away – came to an end/vanished

A disaster – a distractive event.

2. opposites:

Rooster – hen

3. awakened – asleep

2. disaster – victory

4. Weak – strong

- |                      |                         |
|----------------------|-------------------------|
| 5. success – failure | 6. Summoned – dismissed |
| 7. drizzle           | 8. Beginning – ending   |

**D2.** Correct answers to fill the blanks.

1. crow out the sun into the sky every day.
2. was a disaster.
3. sun
4. damp drizzle
5. the other animals
6. crowded
7. proud
8. Personal response – let each learner give a personal answer.

### Workbook Exercises

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**REVISION 3**

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*Learner's Book (LB 4, Unit 1, Pages 117 - 120)*

**A. The Important Place in My Community**

- Do not limit learners to the suggested important places in the LB page 92. Brainstorm with the class for other options.
- Learners should know and give the correct names.
- There must be a reason for people going there to make it important.
- sightseeing, studies, relaxation, are some of the reasons why a place could be important.
- Who owns the place? Let learners find out and do your own research too, for real facts about the place.
- What the place is like – what it looks like – is it colourfully painted? Are the surroundings well cared for? Are there lawns, walkways, swimming pools, tennis courts, etc.?
- There must be a specific reason why the place is important; let learners brainstorm and discuss possible reasons.

Let learners write about their special place and read to the class.

**B1. Words with the same sounds**

1. aid, rain, gain, cain, main
2. lie, tried, ride, file, guide
3. physical, pharmacy, phone, phantom, mop
4. rough, tough, laugh
5. shirt, fish, shirt, cash, rush, mush
6. chalk, chop, chain, charge, reach

**B2.****C. Correct words**

1. material
7. outages

- |                |              |
|----------------|--------------|
| 2. complain    | 8. domestic  |
| 3. refuse      | 9. umbrellas |
| 4. maintenance | 10. Forget   |
| 5. garments    |              |
| 6. fluctuation |              |

2. Correct words

- |                 |              |             |
|-----------------|--------------|-------------|
| 1. summer       | 2) bungalows | 3) disposal |
| 4) institutions | 5) obedient  | 6) confuse  |
| 7) sternly      | 8) bought    | 9) rules    |
| 10) heavier     |              |             |

- D.**
- |          |           |
|----------|-----------|
| 1) older | 2) better |
| 3) best  | 4) walked |
| 5) holds | 6) helps  |
| 7) this  | 8) those  |
| 9) that  | 10) yours |
| 11) mine | 12 his    |

**E. Grammar**

Answers

- |           |          |
|-----------|----------|
| 1. better | 4. worse |
| 2. worse  | 5. less  |
| 3. more   |          |

**F.** Through brainstorming let learners answer the questions on pages 119 -120 of LB 4. Let learners write their stories by answering the questions personally to share with the class.

*Learner's Book (LB 4, Unit 14, Pages 121 - 128)*

*Work Book (WB 4, Unit 14, Pages 88 - 92)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.6.1.1 Describe/talk about objects, events, dates and time.	Communication and collaboration; Personal Development.
<b>STRAND 2 - READING</b>	
<b>PHONICS</b>	
B4.2.5.1.2: Use the spelling - sound correspondences for common consonant digraphs	Personal Development and Leadership
<b>READING</b>	
B4.2.7.2.2: Make connections between a text and personal experiences/real life	Communication and collaboration
<b>VOCABULARY</b>	
B4.2.6.3.1 Deduce meaning of words from how they relate to one another. (synonym, antonym)	Critical Thinking and Problem Solving Communication and collaboration
<b>STRAND 3 - GRAMMAR</b>	
B4.3.5.1.3: Use the simple present form of verbs in sentences for: habitual actions; for timeless and universal statements; for facts which may change or hold true indefinitely; for the instantaneous present; for scheduled future actions.	Communication and collaboration; Critical Thinking and Problem Solving
<b>STRAND 4 - WRITING</b>	
B4.4.11.1.2: Write poems and imaginative narrative stories and illustrate them.	Critical Thinking and Problem Solving

**STRAND 6 - EXTENSIVE READING**

B4.6.1.1: Read a variety of age and level appropriate books and present a two-paragraph summary of each book read.	Reading Skills, Communication and Collaboration.
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**STRATEGIES****Strand 1: Oral Language**

Picture, discussion

Resources: pictures

**Strand 2: Reading**

Read aloud

Resources: pictures

**Strand 3: Grammar**

Demonstration

Resources: pictures

**Strand 4: Writing**

Brainstorming, discussions, revise, review

Resources: drafted paper

**Extensive Reading**

Develop fast reading

Resources: story book

**A. Strand 1: Oral Language****Sub-Strand 10: Presentation****Describing a family member:**

Prepare a large family picture for this lesson. Let learners talk about the people in the picture. Let learners talk about their family members. Let them decide which family member they want to describe.



Tell the class what they are going to do. Let them decide which of their family members they want to describe.

Explain the areas, parts of the individual to be described and how such parts are described. i.e. the vocabulary to use.

Refer to LB 4 page 122 for details.

Do a description of yourself so that learners can pick ideas from what they hear you say, to describe their own person.

Let learners write the description of one of their family members.

At the end of the writing time, allow as many individuals as possible to read what they have written.

## **B1. Strand 2: Reading**

### **Sub-Strand 2: Phonics**

*/dr/ , /fl/ , /fr/*

Write the following words on the board and ask learners to read. thin, thank, them, these, cloth. Listen to the learners as they pronounce the words with their correct sound.

Today's lesson is on the sound 'dr' as in dream, 'fr' as in from and 'fl' as in flow. Teach each sound separately, by drilling learners on the sound and words.

Ask learners to give examples of words that have the sound dr, fr, fl. As they give the words, write them on the board. Put the learners in pairs to read through the words in their textbook page 122. Let the class read the words on the board and make sentences.

Encourage learners to use their dictionaries or the internet to read about digraphs and find more examples.

## **Strand 2: Reading**

### **Sub-Strand 7: Reading And Comprehension**

#### **Teach new words:**

Sworn enemies: people who will always hate each other; rivals. The two schools always fought over the same trophy keenly; they were like rivals.

Trophy: the cup or prize the schools were competing for.

Primarily: mainly/the main reason or course.

Promising: expected to be great in future.

## Reading

Talk about football with learners. Ask which of them want to be great footballers in future. Tell them the story is about young unknown footballers like them so they should pay attention to the reading and learn from them.



Read the first paragraph aloud to the class. At the end, ask learners to say the main points they read.

Tell them to now read the rest of the passage and find out.

- i. What was in the mind of the two young football players?
- ii. What did they decide to do?
- iii. Let learners picked at random tell the story.

## E. Strand 3: Grammar

### Sub-Strand 5: Verbs

#### Subject-Verb Agreement

The lesson here is about the third person singular. Explain who the third person is.

Explain the first person as the one speaking; the second person is the one the first person is talking to; the third person is the one they (1<sup>st</sup> and 2<sup>nd</sup> persons) are talking about.

The singular 3<sup>rd</sup> person is the present tense takes on 's' – He sings; she claps.

But 'he' becomes two or more i.e. plural, the verb does not take the 's' anymore.

Go through the exercise on page 126 of LB 4

I/me	you/you	he/she/it
1 <sup>st</sup> Person	2 <sup>nd</sup> Person	3 <sup>rd</sup> Person

**E2.** This is for further practise

- |          |              |
|----------|--------------|
| 1. taste | 2. looks     |
| 3. sings | 4. melt      |
| 5. barks | 6. make      |
| 7. needs | 8. belongs   |
| 9. look  | 10. supplies |

**E3.**

Explain the changes in the sentences because of the change in the subject from singular to plural.

Let learners read the sentences aloud and copy them into their exercise books.

**Strand 4: Writing****F. Sub-Strand 11: Creative Writing**

Use the whole class discussion, brainstorming as well as question and answer technique.

Turn with learners to LB pages 127 – 128

Take the points one at a time, let learners brainstorm and write their ideas, then go on to the next point.

At the end of the interactions, give learners time to write out their story. Go round and help them with spellings and structure to show clearly, beginning, middle and end of the story. Let them do peer editing. Now learners can copy out their work neatly and present it.

**G. Strand 6: Extensive Reading****Sub – Strand 1: Building the Love and Culture of Reading.**

At the beginning of the reading time remind learners to watch and measure their reading speed. Let them start reading at a signal from you. At the end of the reading time, let each check and write in their reading journals how many pages they were able to read within the given time.

Tell learners to continue reading to identify more events. They should also identify the causes of the events.

**C. Answers**

1. It implies that they had all been looking forward to the day.
2. The schools were Most High Academy and Good Shepherd.
3. Their thoughts – to be the best player on the field of football.
4. The question was, who is the valued player?
5. No, they were not wrong.

6. Because both schools were equally good.
  7. Their strong desire to be the best wherever they have to play.
  8. Yes, it was wise of them to go to the sports master.
  9. Personal response  
e.g. practise hard, do more exercises on the field.
  10. Joe and Dan can be described as determined, hardworking, serious etc.
- Accept any relevant answer given by learners.

**D1.** Answers – enemies, important, sworn, valued, match.

**D2.** defender, important, sworn, alternated, promising, between, valuable, position, enemies, between

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### Workbook Exercises

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Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

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### Diagnostic Assessment

---

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

- Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.
- B. Which parts of the activities did learners engage in and enjoyed most?
- C. Can you say what may have been the reason for this?
- D. What showed that learners did engage in and enjoy these activities?
- E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?
- F. To what extent did learners meet the learning indicators?
  - Did all learners meet the indicators?
  - Did some meet the indicators?
  - Did only a few or none at all meet the indicators?
- G. Do you need to re-teach a lesson or parts of it?
- H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 15, Pages 129 - 136)*

*Work Book (WB 4, Unit 15, Pages 93 - 97)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.6.3.1: Engage in collaborative conversation on topics such as, myself, family, personalities, etc. with peers.	Communication and Collaboration.
<b>STRAND 2 - READING</b>	
<b>PHONICS</b>	
B4.2.5.1.1 Orally produce single-syllable words by blending sound (phonemes), including consonant blends.	
<b>READING</b>	
B4. 2.7.2.1 Respond to a text with reasons.	Communication and collaboration
B4.2.7.2.2: Make connections between a text and personal experiences/real life.	Creativity and Innovation
<b>VOCABULARY</b>	
B4.2.6.2.1: Develop a rich vocabulary stock through extensive reading of age-appropriate texts.	Personal Development and Leadership
<b>STRAND 3 - GRAMMAR</b>	
B4.5.4.1.1 Use singular and plural subjects and verb forms that go with them.	Critical thinking and Problem Solving Personal Development

<b>STRAND 4 - WRITING</b>	
B4.4.12.1.1 Use descriptive words/ expressions to describe places, personal experiences and events.	Communication and Collaboration. Creativity and Innovation
<b>EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of age and level-appropriate books and present a two-paragraph summary of each book read.	

## **STRATEGIES**

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### **Strand 1: Oral Language**

Class discussion, imitation

Resources: teacher's example, pictures of political leaders

### **Strand 2: Reading**

Group work, recall

Resources: passage

### **Strand 3: Grammar**

Read aloud

Resources: sample sentences

### **Strand 4: Writing**

Group work

Resources: list of adjectives

### **Extensive Reading**

Reading, discussion, retelling

Resources: story books

## **A. Strand 1: Oral Work**

### **Sub-Strand 10: Presentation**

#### **Talking about Personalities**

Learners know about political leaders in their areas. They listen to the news on tv and radio. Have an open discussion about the political leaders they know, what they do, where they have seen them and what they were doing.

The title to political leaders is Honourable Members of Parliament, Municipal, District and Metropolitan chief executives.

As the facilitators, find out the full names of these leaders.

Look for pictures of them at functions to share with the learners. Such a picture could generate a lot of talk to push the lesson forward.

Talk to learners about the one you like as an example for learners to be able to know what to say about a personality. Explain 'role model'. Tell learners who your role model is and why.

Now open the floor to allow learners to also talk about any personality of their choice and say all that they like about the person.

## **B1. Strand 2: Reading**

### **Sub-Strand 2: Phonics**

Write the following words on the board and ask learners to pronounce them with their correct sound. E.g. dry, fry, flat, frog, fridge.

Today's lesson is on the sound 'pr' and 'tr' as in pr – pray and tr – tree.

Pronounce some words with the sound pr and ask the learners to listen attentively. Ask learners to reproduce the sound that runs through in all the words.

Again, give words that have the sound 'tr' and ask learners to pay attention to the sound as you pronounce them. Let learners reproduce the sound that runs through in all the words you have pronounced.

Let learners give some examples of words and write them into their exercise books.

Let learners practise the sounds by reading through the sentences on page 131.



## Strand 2: Reading

### Sub-Strand 7: Reading And Comprehension

#### Teach new words:

Army: a group of soldiers.

President: leader of a nation; one in charge of a republic

Minister: a senior member of government in charge of a government department or branch.

Automatically: (like a machine) controlled by in built mechanism by a preset condition



### Reading

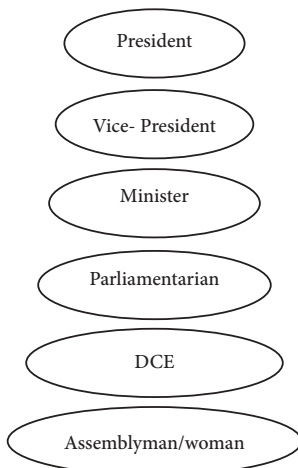
Let learners sit in their groups. Model read the first paragraph. Let learners read the rest in their groups, reading around the group. When a sentence is read, the group discuss it among themselves and see how that sentence is connected to the previous one. At the end let them retell the story briefly. Let them answer the questions.

## Strand 2: Sub-Strand 6

### D1. Vocabulary

Page 133 of LB 4. The vocabulary items have been explained there so that learners can understand them. Read it with them and make any additions you think are necessary.

### D3.



## **E. Strand 3: Grammar**

### **Sub-Strand 5: Verbs**

#### **The Simple Present Tense**

Revise the previous lesson. Write some simple sentences on the board.

The dog barks all through the night.

Many dogs bark at night.

Use these two sentences to revise subject verb agreement. Ask for sentences from the learners.

Today's lesson is about using the simple present tense to state timeless actions. Turn with learners to page 134 of LB 4.

Let learners read the sentences one by one and explain how they state timeless actions.

Make this interactive by inviting one learner to read, another to explain it and another to say why it is timeless.

#### **GROUP WORK**

In their groups, let learners write sentences to show;

- i) habitual actions
- ii) timeless actions
- iii) universal truths

Provide each group with a sheet of paper. Let them write these and paste them on the notice board for all to read when they take a gallery walk.

## **F. Strand 4: Writing**

### **Sub-Strand 12: Descriptive Writing**

Direct learner's attention to the classroom where they are seated. Let them mention some of the things that they see. Continue with the write up on page 135 of LB 4.

Read explain and let learners each describe one thing in the classroom. Write all their descriptions on the board. At the end of the contributions, let them decide which of the sentences should make up the;

- i) introduction
- ii) the body
- iii) the conclusion

Let learners copy the write up into their notebooks.

With learners, make a sketch of the classroom on the board. Let learners label the places and objects in the sketch.

## **G. Strand 6: Extensive Reading**

### **Sub – Strand 1: Building the Love and Culture of Reading.**

Today, learners share their personal information gathered from the book they are currently reading. Put them in small groups of three or five. Some may stay in the classroom; others may sit under trees outside. The purpose is to see how actively involved each learner is with the text. In their groups, have them draft the summary of the book they have read without the event that ends the story.

#### **C. Answers**

1. A general
2. A captain
3. A president
4. A president or a prime minister
5. A president
6. Four years
7. Through the ballot/ through voting
8. To be sure there is no confusion.
9. Personal response. Let learners say why they agree or disagree.
10. Let learners sit in groups and work on this last question.

### **Workbook Exercises**

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

## Diagnostic Assessment

---

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

## REVISION 4

*Learner's Book Pages 137 - 140*

### A. Giving a Speech

This test should not be given without letting learners prepare. Let them know about what they are going to do ahead of time. As homework, let them decide on the topic of their speech. They should also gather the facts for the speech.

On the day of the revision lesson, they can use whatever facts they have to write out their speech to present to the class.

Let them follow the procedure and structure on LB page 137.

### B. Add two more words

Thanks, think, thin, thrill

The those, they, that

Drive, dry, draw, drum

Fly, flock, flat, flap

Frog, from, free, frick

Pray, pride, prude, pram

### C1.

	Word	Meaning
1	Principal	Head teacher of a school
2	Rooster	Cock
3	Awakened	Made to wake up from sleep
4	Disaster	Tragedy; misfortune
5	Wondered	Wanted to know
6	Alternated	Occurring in turns
7	Warmly	Cordially
8	Eligible	Qualified for
9	Appreciate	To be grateful for
10	Struggle	Fight to achieve something

## C2. Correct Words

- |              |                  |
|--------------|------------------|
| 1. scratchy  | 6. Midfielder    |
| 2. hurt      | 7. Automatically |
| 3. breath    | 8. Celebrated    |
| 4. defended  | 9. Observed      |
| 5. athletics | 10. Voted        |

## C3. Sentences (examples)

1. The cock crowed too loudly.
2. The two boys are concerned with success only.
3. Have you won any trophy?
4. The accident taught people a valuable lesson.
5. The maximum number to take in a taxi is four.
6. The president is known worldwide.
7. I have observed that learners are trying very hard to learn.
8. We have a national pledge.
9. Dr. Kwame Nkrumah was a great man.
10. The striker scores goals in a football match.

## D1.

The main verbs

- |            |           |
|------------|-----------|
| 1. learned | 3. has    |
| 2. is      | 4. bought |

## D2. Correct words

- |          |           |
|----------|-----------|
| 5. goes  | 8. ushers |
| 6. works | 9. calls  |
| 7. are   | 10. gives |

## Narrative Writing

Follow the directions given on pages 139 - 140 of LB 4.

Just by answering the questions and instructions on that page, you will be able to write out your composition neatly.

*Learner's Book (LB 4, Unit 16, Pages 141 - 148)*

*Work Book (WB 4, Unit 16, Pages 98 - 103)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.6.2.1: Listen and view attentively and for a sustained period (e.g. look at the person speaking) and maintain eye contact.	Communication and Collaboration; Personal Development
<b>STRAND 2 - READING</b>	
PHONICS	
B4.2.5.1.1: Orally produce single syllable words by blending sounds (phonemes) including consonant blends.	Communication and Collaboration; Critical Thinking and Problem Solving
READING	
B4.2.7.3.1 Determine the contextual meaning of words	Critical Thinking
Vocabulary	
B4.2.6.1.1 Use level-appropriate context words and function words appropriately in spoken and written communication	Critical Thinking and Problem Solving; Communication and Collaboration
<b>STRAND 3 - GRAMMAR</b>	
B4.3.5.1.3 Use the simple present form of the verb in sentences – for instantaneous present, for scheduled future actions; for facts which may change or hold true indefinitely.	Communication and Collaboration  Critical Thinking and Problem Solving

<b>STRAND 4 - WRITING</b>	
B4.4.12.1.1 Use descriptive words / expressions to describe places, personal experiences and events.	Personal Development; Creativity and Innovation.
<b>EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of age and level-appropriate books and present a two-paragraph summary of each book read.	Personal Development and Leadership Communication and Collaboration

## **STRATEGIES**

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### **Strand 1: Oral Language:**

Brainstorming, discussion

Resources: spidergram, list

### **Strand 2: Reading**

Pair work, group work, reading practise, picture description.

Resources: pictures

### **Strand 3: Grammar**

Group work

Resources: recorded piece

### **Strand 4: Writing**

Pictures

Resources: pictures, descriptive words

### **Extensive Reading**

Silent reading skills

Resources: story books



## A. Strand 1: Oral Language

### Sub-Strand 6: Conversation

#### How to Hold a Discussion

Refer to LB Page 142. Begin the lesson by reading and explaining what it is like to hold a discussion.

At the end of the explanation, let learners sit down in their groups and do the discussion on 'Lateness to School'

Have a brainstorm session with learners. Write the points on the board. Let learners use the points to state the reasons for lateness and explain the reasons. Allow learners to talk about their personal experiences which made them come late to school. e.g.

- ✓ Getting up late
- ✓ Doing too many things at home.
- ✓ Walking from a long distant place.
- ✓ Laziness; when you are not bothered about time and play instead of being up and doing.
- ✓ Long queues at the lorry station so that a learner cannot get a place on the bus early.

Let each group write a paper of two points on 'Lateness to School' for presentation. Every paper must have a topic sentence of at least two sentences.

Groups draft, edit, recopy and present when they are called upon to do so.

## B1. Strand 2: Reading

### Sub-Strand 5: Consonant blends/clusters

Write the following words on the board and ask learners to pronounce them with their correct sounds. E.g. print, price

Learners read the words in B1. LB 4 pages 142 - 143

Today's lesson is on the sound 'bl' and 'br'. Teach them separately. Pronounce some words with the sound 'bl' and ask learners to listen attentively to the sound. E.g. blue, bless, blow.

Ask learners to reproduce the sound that runs through all the words.

Again, give words that have the sound 'br' as in bread, breed, ask learners to listen attentively to the sound. Ask learners to give more examples as you write them on the board.

Put learners in pairs to pronounce the words to each other, differentiating clearly, the br and bl sounds.

Let groups come together and together write words with 'bl' and br. The group with the most words within the time wins.

## Strand 2: Reading

### Sub-Strand 7: Reading And Comprehension

Let learners talk about the picture on LB 4 page 144. Teach new vocabulary following prescribed procedure –

Remember: To bring back to the mind from the past.

I remember the date of Ghana's Independence – 6<sup>th</sup> March 1957

Eid-ul-Fitr: The Muslim Festival in celebration of end of Ramadan.

Celebrate: To rejoice over; to be happy because of something good.

Observed: to notice, to take note of

Struggle: to fight for something.

Let learners predict the subject of the passage.

For this passage, use the KWL strategy. Meaning – K – know, W – want to know, L – learnt.



- (i) Know – ask learners to say all they know about the special events discussed.
- ii) Want To Know – ask learners to say all that they want to know about the events. Write them as they mention them.

Read the whole passage or let learners read. At the end of the reading, ask them if their needs have been met. i.e. Go through and find answers to their questions. Those that have not been answered, give as homework.

**E. Strand 3: Grammar****Sub-Strand 5: Verbs****Verb Tenses**

Record a football commentary to play to the class.

Start the class with an ice breaker. Let learners make sentences that indicate a universal truth and timeless actions. Let learners turn to page 146 of their readers. Tell them that the simple present tense is also used to talk about instantaneous events, i.e. events still going on. Read the commentary on page 146 to illustrate and explain.

We also use it for future to state things we know will happen at a time.

e.g. The cargo arrives here tomorrow.

The MP comes here next week.

Now play the recorded football commentary. Tell learners what you want them to do – listen and pick some of the sentences and phrases in the commentary. At the end, let learners say what they heard. Write them on the board. Lead learners to pages 146 – 147 of LB 4 to do the group activity. Let groups do different activities on the page.

Let them report back to the class.

**F. Strand 4: Writing****Sub-Strand 12: Descriptive Writing**

Before the lesson, prepare pictures of interesting places to show learners. Everybody has ever visited an interesting place. In groups, let learners brainstorm on places of interest people visit.

e.g. Accra Mall, Akosombo Dam, etc.

Show learners, pictures of some places of interest worth visiting. Let them describe the places in the pictures. Teach descriptive words that can be used in describing what they can see.

In their groups, let learners make a draft on the place of interest. Refer them to the leading points on LB pages 147 – 148. Let individuals draft their composition, get it edited, copied and ready to share with the class.



**D3.** The adjectives underlinedFarmer's DayChristmas DayRepublic DayMay DayEaster Day**Workbook Exercises**

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

**Diagnostic Assessment**

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?

- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 17, Pages 149 - 157)*

*Work Book (WB 4, Unit 17, Pages 104 - 109)*

### **LEARNING INDICATORS AND CORE COMPETENCIES**

<b>INDICATORS</b>	<b>COMPETENCIES</b>
By the end of this Unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.6.2.2: Listen and view for the entire duration of a text, a speech, a presentation, a video, etc.	Communication and Collaboration Personal Development and Leadership
<b>STRAND 2 - READING</b>	
<b>PHONICS</b>	
B4.2.5.1.1 Orally produce single syllable words by blending sounds (phonemes) including consonant blends.	Communication and Collaboration
<b>READING</b>	
B4.2.7.1.3: Skim for main ideas in texts.	Reading skills
B4.2.7.1.4 Read level-appropriate texts silently and closely for comprehension	Creativity and Innovation
<b>VOCABULARY</b>	
B4.2.6.3.1: Deduce meaning of words from how they are used in context e.g. near synonyms- cool-cold-freezing, etc	Critical Thinking and Problem Solving Personal Development

<b>STRAND 3 - GRAMMAR</b>	
B4.3.5.1.4 Use regular form of the simple past tense of verbs – Regular e.g. play - played	Critical Thinking and Problem Solving
<b>STRAND 4 - WRITING</b>	
B4.4.12.1.1: Use descriptive words/expressions to describe places, personal experiences and events.	Communication and Collaboration Personal Development
<b>EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of age and level-appropriate books and present a two-paragraph summary of each book read.	Communication and Collaboration

## STRATEGIES

### Strand 1: Oral Language

Listening to Jolly Phonics/rap music, imitation

Resources: Jolly Phonics, rap music

### Strand 2: Reading

Pronunciation drill, reading aloud

Resources: Word cards

### Strand 3 - Grammar

Sentence formation, choosing alternatives

Resources: sentence form, choosing the correct alternative

### Strand 4 - Writing

Resources: leading questions, describing words

### Extensive Reading

Summary writing

Resources: story books



## A. Strand 1: Oral Language

### Sub-Strand 3: Poems

#### Preparation

Download 'Jolly Phonic' song from the internet. (Ref) Record a rap music on your phone to play to learners to help them identify stress, intonation and rhythms.

Refer learners to page 150 of LB 4. Use the Jolly Phonic song or the rap music or both to explain stress, intonation and rhythms to learners.

Turn with learners to LB 4 page 150. Use the points to explain stress, intonation and rhythm. Study this page well and practise how to use present recordings to teach stress, intonation and rhythm.

Play the recording and point out the stress, the intonation and rhythm.

Use the rhyme

You can also use a popular rhyme that the learners know. Make them clap and stamp according to the rhythm and point out the stress and intonation to them.

## B1. Strand 2: Reading

### Sub-Strand 5: Consonant blends/clusters

**/kl/, /tl/, /kr/**

Prepare word cards on the words listed below for learners to pronounce. E.g. blend, bring, blouse, brown. Let learners add to the list.

Today's lesson is on the sound 'cl' and 'cr'. Prepare word cards on the following words

cl – close, clap, cloth

cr – cry, crab, cross

Pronounce the words with their correct sound for learners to listen attentively and pick to read them.

Drill learners on correct pronunciation of the consonant. Let them read the words on LB page 151. Ask learners to give more examples of words that have the sound 'cl' and 'cr' in them.

Write them on the board and let learners read through them. Let each group add more of such words to the number.

## Strand 2: Reading

### Sub-Strand 7: Reading and Comprehension

#### Key Words

Let learners look at the picture on page 149 and talk about the picture there. Teach the key words following the known procedure in this book.

Download – do this practically with your phone for learners to see.

Damage – spoil

Telegram – a message sent by phone and written to be sent to the recipient.

Telegraphic – message sent by phone omitting non-essential word is telegraph. The suffix 'ic' makes it an adjective.

Proceed – to continue or pass on one's way.

Let learners do the predictions.

#### Reading Aloud

Make learners aware that everybody is going to read. This will be done by everyone reading just one sentence. Begin the reading yourself. As the sentences are read, the learners explain them. Point out what words connect the sentences and how the paragraphs connect.

Allow learners to ask questions when they need clarifications.



#### D1. Words in the puzzle

- |              |               |
|--------------|---------------|
| 1. emergency | 7. media      |
| 2. telegram  | 8. twitter    |
| 3. downloads | 9. search     |
| 4. message   | 10. functions |
| 5. deliver   | 11. social    |
| 6. travelled |               |

**D2.** Let learners explain the words one by one from context so that they can use the words in context.

1. Most people in the world today have a mobile phone.
2. Every mobile phone has a camera.
3. Social media includes Whatsapp and Twitter.
4. We must not allow social media to damage our lives.
5. Today we can send emergency messages easily.

### **E. Strand 3: Grammar**

#### **Sub-Strand 5: Verbs (Tenses)**

Mention some words and ask learners to give their simple past forms.

e.g. come	–	came
go	–	went
buy	–	bought
cook	–	cooked

Refer learners to page 155 of LB 4. Ask them to read the sentences there and identify the verbs in the sentences.

Go further to explain to learners that all verbs whose past end with ‘d’ or ‘ed’ are called regular verbs and those that do not end with ‘d’ or ‘ed’ but change their forms are called irregular verbs.

Let learners read through the examples in their textbook.

Let learners make sentences with those words with these words: cooked, cut, bought and indicate whether they are regular verbs or irregular.

### **F. Strand 4: Writing**

#### **Sub-Strand 12: Descriptive Writing**

##### **On My Birthday**

Everybody has a birthday. On our birthdays a lot of things happen (it may be real or imaginary).

Do a brainstorm for all the things that happen on a birthday.

Write all answers on the board. Next, rearrange (with learners) things that happen first on that day. Use leading questions to get all necessary information from learners. At the end, separate all the activities into beginning, middle and end. Now allow each learner to describe

their own birthday showing beginning, middle and ending activities in writing. Let them draft it and then revise it. Let them do the rest of the work as homework to be shared with the class at a later date.

## **G. Strand 6: Extensive Reading**

### **Sub – Strand 1: Building the Love and Culture of Reading.**

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Help learners to select a new book. As usual, remind them of what to do when they get a new book.

Encourage them to read and identify the beginning event and the main character.

C. Lead learners in answering the questions.

(1) 3 ways in which messages were sent through i) messenger    ii) talking drums

iii) the gong

2. Because it costs money.

3. letter writing

4. The people wrote the letter on a sheet of paper, put it in an envelope, wrote the recipients address on it, put a stamp on the envelope and posted it at the post office.

5. False

6. The mobile phone can do most of the things a computer can do.

7. The smart phone can be taken anywhere, but the phone was only in a few places.

8. Yes, there is the need for a warning.

9. It is able to help you store many things that you can download from the internet.

10. A personal response question. Let learners share their experiences.

### **Workbook Exercises**

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Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

## Diagnostic Assessment

---

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 18, Pages 158 - 169)*

*Work Book (WB 4, Unit 18, Pages 110 - 116)*

### **LEARNING INDICATORS AND CORE COMPETENCIES**

<b>INDICATORS</b>	<b>COMPETENCIES</b>
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.7.1: Identify and discuss values in poems. B4.1.7.1.2: Make connection with events in narrative texts.	Personal Development and Leadership; Communication and Collaboration.  Critical Thinking and Problem Solving
<b>STRAND 2 - READING</b>	
Phonics  B4.2.2.2.1 Recognise and read words using a variety of cues (e.g. prefixes – word beginnings)	Reading Skills  Communication and Collaboration;
Reading  B4.2.8.1.1: Read silently and reasonably for meaning from level-appropriate texts. B4.2.8.1.2: Find meaning of words as used in context.	Critical Thinking and Innovation;  Communication and Collaboration

Vocabulary B4.2.6.4.1: Expand vocabulary stock through affixation.	Communication and Collaboration
<b>STRAND 3 - GRAMMAR</b>	
B4.3.5.1.5: Use the simple past form of verbs for: completed actions -Regular actions in the past.	Critical Thinking and Problem Solving
<b>STRAND 4 - WRITING</b>	
B4.4.12.1.1 Use descriptive words/expressions to describe places, personal experiences and events	Communication and Collaboration Personal Development
<b>STRAND 6 - EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of age and level appropriate books and present a two-paragraph summary of each book read.	Reading Skills Personal Development

## STRATEGIES

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### Strand 1: Oral Language

Picture description, group work, analysis

Resources:

### Strand 2: Reading

Picture description, retelling, affixation

Resources: pictures, word cards, affix cards

### Strand 3: Grammar

Sentence construction drill

Resources: substitution table

### Strand 4: Writing

Resources: Teacher-made story

## Extensive Reading

Tracing the plot of the story

Resources: story book(s)

## Strand 1: Oral Language

### Sub-Strands: 3&4 Poems and Story Telling

A2. Study the poem, memorise it and learn to recite/read it with feelings that will portray the writer's message. This way, you can present the poem to the class by reciting it with gestures, movement that portrays the message of the writer.

Ask learners to turn to page 158 of LB 4 and talk about the picture there.

Who are in the picture? What are the three learners talking about? Who is that man behind them? etc.

Reproduce the poem onto a manila card or the board. Read through it once. Choral-read with learners a couple of times. Through questions, answers and analysis, explain the lines of the poem. Go through the questions. Put learners in their groups to answer the questions, indicating where the answers are from.

Encourage learners to visit the internet to read more poems.

A3. Before the class, ask learners to read the story of the Ant and Grasshopper again. Do a brainstorming session with learners to recall the events in the story. Let them retell it in a chronological order. Go through the questions on pages 159 - 160 with learners.

### Let learners sit in their groups.

- The main events are that Grasshopper and family were happily enjoying and laying about but Ant was busy piling up food.
- Grasshopper thought working was not necessary but Ant knew it was time to work.
- Let learners answer with their personal opinions.
- It is clear there are people like Grasshopper and Ant around; let learners share their experiences.
- Yes
- Let learners share the moral lessons from the story – hard work, lazying, both have their consequences.
- Personal response. Encourage learners to share.



**B1. Strand 2: Reading****Sub-Strand 2: Phonics**

## Prefixes and Suffixes

Prepare word cards, prefix cards and suffix cards for this lesson – **un** **ly** **ish** **in**

Write some words on the board for revision. E.g. breed, blow and bring. Ask learners to read through. Today's lesson is on prefix and suffix. Write on the board:

E.g. Mosquitoes love breeding in clean water.

Read it out and underline the word breeding. Ask learners to pronounce it. Break the word in two breed / ing. Ask learners to pronounce the two in part. Explain the root word and the affix and explain to them that words are built in English by fixing other words and letters like -ing, re-, un- and en-

Give example of words that have prefix and suffix.

e.g. singing, reopen, unable, enable, reopened, enablement

Refer learners to page 160 and 161 of LB 4. Take them through for further explanation. Put learners in groups, give them word cards, prefix and suffix cards.

Ask them to form words and write them. Share your words with the class.

**Strand 2: Reading****Sub-Strand 7: Reading and Comprehension****B2. Reading and Comprehension**

Let learners look at the pictures on page 158 to 163 of their textbook. Ask them to discuss what they see. Ask them, “Do you see people like this often?” Why are they dressed differently?

Teach new vocabulary, a word at a time.

Dangerous: anything which is capable of hurting people.

The thief is dangerous, he has a club in his hands.

Cannabis: a hard drug, it is a weed known in Ghana as ‘wee’.

Cannabis smokers often go crazy.

Cocaine: a hard drug in powder form, whitish in colour.

Cocaine easily gets users addicted.

Health: being fit and strong; being without sickness or pain of any kind.

When we got home, after our difficult journey, everybody was in good health.

Psychiatrist: a doctor who is trained to know how a person’s mind works.

When the students were caught smoking wee, they were sent to the psychiatrist.

Ask learners to predict what the passage is B3 about. Read the first paragraph aloud while learners follow in their books. Let learners read the rest silently. Give them tasks in each paragraph.

1. Read silently and find out what Dr. Denyo told the school children. At the end of the reading, let learners mention the things.
2. Read paragraph 2 and find out what other health conditions the doctor talked about – the pictures she showed.
3. Read and find out things she said about drug abuse.
4. Read and find out the hard drugs she mentioned and what she said about them.

C. Lead learners in answering the questions.

### **E. Strand 3: Grammar**

#### **Sub-Strand 5: Verbs**

##### **Verbs Tenses**

Remind learners that the past tense of a verb shows that the action was done in the past.

Write examples on the board.

E.g. 1. He came yesterday.

2. He dropped the plate.

Ask learners to identify which of the verbs above is regular or irregular. In today’s lesson, let learners turn to pages 167 -168 of LB 4. Write the sentences on the board, ask individual learners to underline the verbs in the sentences. Lead learners to explain the sentences so that they will understand that the actions were in the past. Let learners use the substitution table on page 167 to form sentences orally. Make sure every learners forms at least 1 or 2 sentences from the substitution table.

**E2.** Ask learners to use the words a to f to form sentences into their exercise books.

E.g a. He got up early this morning.

## **F. Strand 4: Writing**

### **Sub-Strand 12: Descriptive Writing**

Prepare your own story to tell by following the step laid out in the learner's textbook.

Begin the lesson by telling learners that everyone is going to write a description of an occasion they have attended. Explain to them that a lot of descriptive words are going to be used.

Use the steps given on page 167 - 168 of LB 4. Do a brainstorm section on each of the step so you can gather points that learners can use for their own essays.

Present your own descriptive essay in a lively, interesting and exciting manner.

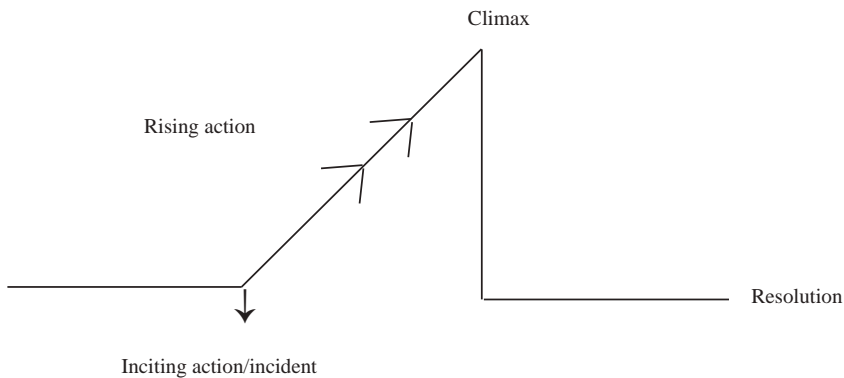
Allow learners to ask questions for clarification if any. Ask learners to start on their own essay. As they write, go around and encourage them.

Tell them they are doing well. You can correct, prompt or suggest points to them. After that, ask them to edit, re-write and publish.

## **G. Strand 6: Extensive Reading**

### **Sub – Strand 1: Building the Love and Culture of Reading.**

Have learners continue reading to identify the event that forms the middle of the story.



Explain each point and let learners identify where in the story they are placed.

## ANSWERS

### C1. Comprehension

1. Dr. Denyo
2. She talked about mental health.
3. She praised them for their personal health and clean surroundings.
4. Drug abuse/ abuse of drugs.
5. Mentally ill people cannot think properly, they cannot take care of themselves, etc.
6. Personal Response from learners.
7. The abuse drugs
8. Let learners share their advice.

### D. Answers

- |                 |                 |
|-----------------|-----------------|
| 1. dangerous    | 6. surroundings |
| 2. responded    | 7. sniffed      |
| 3. psychiatrist | 8. misuse       |
| 4. healthy      | 9. avoid        |
| 5. think        |                 |

## Workbook Exercises

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Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

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It is also important to provide feedback on learners' performance and consider remediation should the need arise.

## Diagnostic Assessment

---

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
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- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

## REVISION 5

*Learner's Book 4 Pages 170 - 173*

**A.** Read the poem on page 171 to your partner, and have him/her also read it clearly to you. Watch out for the correct stress and intonation.

I like hot days, hot days

Sweat is .....

.....

- i. Repeated words: hot, days, dripping
- ii. Rhyming words: hot, got, dripping, got days, hot days
- iii. Rhyming phrases hot days, got days, cousin

**B1.**

- |               |       |       |       |
|---------------|-------|-------|-------|
| 1. close clap | clean | clove | cliff |
| 2. crow crowd | crown | cray  | crew  |

3. Word	Root	Prefix	Suffix
i. knowledge	know		-ledge
ii. clearly	clear		-ly
iii. simpler	simple		-r
iv. inability	able	in-	-ility
v. telegraphic	tele		-graphic
vi. dislocation	locate	dis-	-tion
vii. inequality	equal	in-	-ity

**B2.** As the teacher, look for a suitable passage for this exercise. You know the learners' standard so can choose the right subject matter, theme, at their level.

**C. The correct word for the blanks**

- |                |                 |                 |
|----------------|-----------------|-----------------|
| 1. sniffed     | 5. download     | 9. depend       |
| 2. atmosphere  | 6. sources      | 10. streams     |
| 3. illegal     | 7. applications | 11. toxic waste |
| 4. psychiatric | 8. emergency    | 12. climate     |

**C2. Sample Sentences**

1. Most of the fish is sold to fishmongers.
2. They started wailing when the chief died.
3. It is dangerous to use hard drugs.
4. When a car stopped to pick her, Lily refused because mentally, she guessed it was unusual.
5. Don't make my garden the dumping ground for your waste.
6. Shelter and water are both necessities of life.
7. My family has started a palm plantation behind our house.
8. The work of messengers is now being done by mobile phones.

**C3. Complete words**

- |                 |               |
|-----------------|---------------|
| 1. surroundings | 2. cigarettes |
| 3. cannabis     | 4. message    |
| 5. postal       | 6. department |
| 7. damage       | 8. irrigate   |

**F. Group Work**

Brainstorm as a group and list reasons.

Use the steps given on page 173 to do your work following the writing process. Be ready within the given time to present your work.

*Learner's Book (LB 4, Unit 19, Pages 174 - 182)*

*Work Book (WB 4, Unit 19, Pages 117 - 121)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.7.1.5: Identify the main idea, gist and details of texts.	Communication and Collaboration; Personal Development and Leadership
<b>STRAND 2 - READING</b>	
Phonics  B4.2.6.1.2: Use the following terms: idiom, simile, synonym, antonym, prefix, suffix, phrasal verb, etc. in spoken and written expression.	Creativity and Innovation; Critical Thinking and Problem Solving.
Reading  B4.2.7.2.1: Respond to a text with reason.  B4.2.7.2.2: Make connections between a text and personal experiences/real life.	Personal Development and Leadership  Communication and Collaboration
Vocabulary  B4.3.5.3.6: Deduce meaning of words from how they relate to one another (synonym /antonym)	Communication and Innovation
<b>STRAND 3 - GRAMMAR</b>	
B4.3.5.1.7: Use the imperative form of the verb to give commands or orders/ make suggestions.	Communication and Collaboration



<b>STRAND 4 - WRITING</b>	
B4.4.13.1.1: Support opinion with simple sentence.	Creativity and Innovation
<b>EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of age and level-appropriate books and present a two-paragraph summary of each book read.	Reading skills  Communication and Collaboration

## **STRATEGIES**

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### **Strand 1: Oral Language**

Listening and speaking, picture/role-play, analysis

Resources: recorded story

### **Strand 2: Reading**

Picture description, recall, word building, prefix-affix game, reading aloud

Resources: pictures

### **Strand 3: Grammar**

Pair word – turn taking

Resources: demonstration

### **Strand 4: Writing**

Use of vocatives, group work, pair work, identify main idea and supports

Resources: taking turns

### **Extensive Reading**

Close reading

Resource: story books

## **A. Strand 1: Oral Language**

### **Sub-Strand 4: Story Telling**

#### **A2.**

For the purpose of this lesson search for a story with a simple cause and effect plot as in the story of ‘Grasshopper and Ant’. You may go to the Play Store on your smartphone and download English stories. From there you can pick a short story suitable for a lesson like this.

Tell learners what they are expected to do in the lesson as they listen to you tell the story as stated on page 175 of LB 4. Give learners very clear instructions as to what to do:

Things learners should take note of e.g. identify;

1. setting – place and time of the story.
2. characters
3. plot – beginning  
middle  
end

Tell the story clearly, where there are different and strange names, replace them with simple Ghanaian ones so that it will be easily understood by learners.

At the end of your story, let learners sit in their groups to discuss it. Brainstorm to find out the cause and effects in the story. Let them retell the story. Let them share lessons learnt. Let learners talk about parts of the plot, character, setting that are like their own experiences.

These help them understand the story more easily.

## **B1. Strand 2: Reading**

### **Sub-Strand 2: Phonics**

#### **Prefixes and suffix**

Distribute word, prefix and suffix cards to learners and ask them to build words.

Today’s lesson is the continuation of prefixes and suffixes. Put learners into groups: Do Think-Pair-Share.

Ask learners to open to page 175 to 176 of LB 4. Let them use the table to work in their groups to see which group finishes first.

Sit learners in groups to play the Prefix-Affix Game. It is well described on page 178 so prepare the cards before the class.

## **Strand 2: Reading**

### **Sub-Strand 7: Reading and Comprehension**

#### **B2. Reading and Comprehension**



Teach the new words. Let learners pick their dictionary to look for the meaning of new words.

- (1) drought – a long period when there is little or no rain.
- (2) atmosphere – the space around us.
- (3) unbearably – annoying or unpleasant.
- (4) global warming – the condition of the sun's heat remaining longer on the earth above normal (explain more and give examples)
- (5) climate change – the change that are thought to be affecting the world's weather so that it is becoming warmer.

**B2.** Let learners turn to pages 177 - 178 of LB 4. Inform learners that it is a combination of a dialogue and a prose passage.

Prepare two good readers to read with you the role of the characters. You yourself will take the direction of the prose part. Make sure you practise this to them before the lesson. Read with them as the class follows in their books.

At the end, let learners sit in their groups and pick learners to do the reading the way you demonstrated it.

Write while reading question on the board.

E.g. (1) Find out the three main problems discussed by the two friends.

(2) Find out the one reason the teacher gave for all these problems.

After they have finished reading, discuss the while reading question with them.

### **E. Strand 3: Grammar**

#### **Sub-Strand 5: Verbs**

#### **E. Grammar - Verb for Imperative**

Prepare series of commands that you will give to learners to respond to by action. To begin the class, give the command: 'class stand', 'sit down'. Look at a learner and give a command. Look at another and give a command then give a third command to another. Ask learners to say what they observed. Expect learners' observation to be about:

- i. The tone of the order.
- ii. No name was mentioned
- iii. But someone responded by acting on it.

Explain to learners that these are imperative sentences, though it can even be one word.

Whoever is being addressed knows it, understands it and obeys it.

Refer learners to page 180 of LB 4. Go through the steps in the textbook with learners by giving them the first example.

Draw learners attention to purposes of using the imperative verbs.

#### **Pair work**

Let learners sit in pairs to give each other order/advice.

### **F. Strand 4: Writing**

#### **Sub-Strand 13: Argumentative/Persuasive**

Explain to learners that an argumentative writing is meant to persuade the listeners to agree with what you are saying. You are not expected to say things to convince even your enemy to agree with you. Because of this, you need to have facts – information that nobody will be able to disapprove. To argue does not mean to shout or insult your opponent as we sometimes see on T.V and hear on radio. Write the topic on the board:

A Teacher is more important than a Policeman

Begin with a brainstorming session for learners to talk about what a teacher does. Then do one for the policeman. Let learners sit in their groups. Let the groups ballot for and against the motion.

Explain that those who are for the motion will have to argue that a teacher is more important than policeman – this means they have to find out the positive things that the teacher does and say why the teacher is very important.

Those who pick against the motion will have to argue against the motion. So they will be saying that the policeman is more important than the teacher so they must find out all the good things a policeman does and prove how that makes the policeman more valuable.

Let each group brainstorm for points and write them down with good supporting sentences that make their points very convincing.

If the class is very big, you can have several groups whom you'll pair off so that every learner will be well involved.

Turn to LB 4 page 181 for additional details that you have to give to learners. As they write, go round and direct and motivate.

## **G. Strand 6: Extensive Reading**

### **Sub – Strand 1: Building the Love and Culture of Reading.**

---

Have learners continue reading their book to identify the causes of the events that follow the first one, which started the story.

In the course of reading, they should also identify the following:-

Characters: main characters –

Hero/heroine: names

Minor characters – names

Discuss what each person did, why will someone be identified as the main character or a minor character?

Talk also about the villain in the story.

Let learners respond to each character personally – personal response – and explain why they feel towards them the way they do.

**ANSWERS**

C. Answers to the while reading question.

- (1) \*Heat        \*Lack of water   \*storm/flood
- (2) The cause of global warming.

**Answers to Comprehension Questions**

- (1) The hot water
- (2) They had no water.
- (3) The husband’s farm/banana plantation had been destroyed.
- (4) He heard there was a flood.
- (5) Global warming
- (6) Because of a storm
- (7) The trees will take the carbon dioxide out of the atmosphere. (Explain further)
- (8) By the sun’s heat.
- (9) This demands personal response. Let learners contribute their experiences.
- (10) This is still like question 9. Let more learners share.

**D1.**

- |                |             |
|----------------|-------------|
| (1) unbearable | (5) explain |
| (2) atmosphere | (6) dumping |
| (3) climate    | (7) toxic   |
| (4) stream     | (8) dioxide |

**D2. Antonyms**

Help learners recall what antonyms are. Brainstorm for the answers; don’t just give it to them. They may work in twos.

Flood – drought

Carbon dioxide – oxygen

Warming – cooling

Wailing – laughing

Result – test

**D3.** Akowuah: The sun hits you with its might.

This is a figure of speech known as personification in which a non-animate thing is given the attributes of a man/person. In this, the sun is given the attribute of a man. We imagine him giving someone a hard blow. Akowuah was describing the intensity of the sun's heat on people.

### Workbook Exercises

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Explain each set of exercises carefully to learners with several examples.

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I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?



*Learner's Book (LB 4, Unit 20, Pages 183 - 191)*

*Work Book (WB 4, Unit 20, Pages 122 - 127)*

### LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of this unit, the learners will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.3.2.2: Listen and view for the entire duration of a text, a speech, a presentation, a video, etc.  B4.1.3.1.2: Identify and discuss values in poems.	Communication and Collaboration; Personal Development and Leadership;  Creativity and Innovation
<b>STRAND 2 - READING</b>	
Phonics  B4.2.6.4.1: Expand vocabulary stock through affixation.	Communication and Collaboration
Reading  B4.2.8.1.2: Find meaning to words as used in context.  B4.2.8.1.3: Answer questions based on the passage read.	Critical Thinking and Innovation;  Communication and Collaboration
Vocabulary  B4.2.6.3.2: Deduce meaning of words from how they relate to one another (synonym, antonym)	Critical Thinking and Problem Solving; Communication and Collaboration

<b>STRAND 3 - GRAMMAR</b>	
B4.3.6.1.1: Use adverbs of time and place appropriately.	Communication and Collaboration
<b>STRAND 4 - WRITING</b>	
B4.4.13.2.2: Use words, phrases and clauses to clarify the relationship between claims and reason.	Personal Development Critical Thinking and Problem Solving
<b>STRAND 6 - EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of age and level appropriate books and present a two-paragraph summary of each book read.	Reading Skills Personal Development

## STRATEGIES

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### Strand 1: Oral Language

Listening and Speaking, video clip assessment, imitation, demonstration, recall

Resources: picture/ video clip

### Strand 2: Reading

Drill, repetition, video, pair work, correcting spellings

Resources: word/letter/sound cards

### Strand 3: Grammar

Filling blanks, underline

Resources: incomplete sentences

### Strand 4: Writing

Group work, writing, brainstorming

### Extensive Reading

Critical reading

Resource: story books

## LEARNING ACTIVITIES

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### A. Strand 1: Oral Language

#### Sub-Strands: 3 & 4: Poems and Stories

#### A2. Main idea, detail ideas

For this lesson, look for interesting extracts from stories and newspapers (Junior Graphic). Cut these out neatly and post them at your Books Corner. Inform learners about them and ask them to go and read at their leisure time at least a day before the lesson. Make sure you pick from topics/themes that are of current interest. The main idea/gist of a passage is quite easy to find because it is an idea that is repeated or renamed in almost all the sentences in a paragraph. If the language of the passage you have chosen seems too high/difficult for the learners, feel free to adapt it to their level by using easier words and shorter sentences and practise it.

Begin the lesson with an ice-breaker – a song/poem/rhyme/ activity

Brief learners on what is going to happen in the lesson. Tell them their role is to listen attentively and take note of the major events as you read.

Put up a newsroom setting. The teacher's table should be near and moved to the center of the classroom close to the learners. Read the extract clearly with the right intonation, pace and voice modulation. Learners must not be distracted by anything. At the end of the reading, allow learners to sit in their groups and discuss what they heard. Write questions on the board to guide them. E.g. questions about:

- Main events
- What details were added to the major events (at least two)
- Were there any characters?
- Who was the major character?
- What did the characters do?

At the end of the discussion, let groups report back to the class.

#### A3.

Let learners talk about the picture on LB page 186. Read through the poem a couple of times while learners listen. Let learners read through. Let the class practise saying, "What luck! What luck!" several times. Let them say what it sounds like. So what is the poet's message here?

This is the sound hens make while looking for food. So the clucking of the hen saying what luck, I have got food.

Let the class recite the poem amid sound sensitizing – clapping, stamping or beating the rhythm.

Ask them to look for rhyming words.

Personal Response: Let learners say what they like or dislike about the poem.

## **B1: Strand 2: Reading**

### **Sub-Strand 2: Phonics**

Write words on the board and ask learners to break them into prefix, root and suffix. Today's lesson is prefixes. Explain prefixes as you did with the suffixes.

Put learners in groups of five, ask them to take their dictionaries and look for words with prefixes and their meaning.

Refer learners to pages 185-186 of LB 4. Let them write the words into their notebooks.

Take learners through the various prefixes that make negative words as well as positive words; some make different other meanings. With their dictionaries, let learners find out more words under each type of prefix, write the meaning and make more words to write into their notebooks.

LB page 186: Let learners do the final exercise in their groups, finding root words that can produce words with the prefixes on that page. Each group should find out the meaning of each prefix and write ten words with it, and add their meanings. The group with the most words is the winner. Let individuals use the new words forms with the prefix to write sentences into their notebooks. Go round to make sure learners write good sentences.

en – entangle, embalm, encamp

auto – automatic, autocrat, autograph

co – co-worker, co-tenant, co-wife

ex – ex-convict, ex-president, ex-wife



**Strand 2: Reading****Sub-Strand 7: Reading and Comprehension****Vocabulary**

Give learners homework to find out the meanings of the key words for the passage on LB page 186. Everybody should write at least three meanings of the word from the dictionary.

On the day of the lesson, write the topic on the board. Allow learners to read it out. Ask them the meaning of sources which is one of the key words they were asked to look up. With that, let them try to explain the topic. Let them come up with the meaning of other words and you show them the right meanings according to the context.

Furniture: anything made of wood for sitting or lying on or keeping things in.

Irrigation (use of picture /video) artificial application of water to crops, instead of waiting for rain.

Livelihood: work that a person does so he can be paid money which he uses to look after himself.

Source: where a thing comes from originally – point of origin.

Let learners predict what the passage will be about.

Do model reading of the whole passage while learners following their books. Let learners do silent reading of the passage. Let them take the first two paragraphs and write some while reading questions on the board. Note that such questions are asked to guide the readers to get the information which is in the passage 1. Read paragraph one and find out why we need rain. Why do crops need rain?

In paragraph 2, find out what benefits people around water bodies get from the lakes and rivers.

After the reading period, discuss the while reading questions with the class. Let learners show where exactly they got their answers from.

**Answers to while reading questions**

1. We need rain to make our plants grow.
2. People living around water bodies work as fishermen, fishmongers, farmers, transport electricity.

After these discussions, get learners to answer the comprehension questions.

### **E. Strand 3: Grammar**

#### **Sub-Strand 6: Adverbs**

Put the sentence on the board. E.g. She danced beautifully.

Ask learners to underline the verb in the sentence. Ask them which word in the sentences describes the verb. The verb is ‘danced’ and the adverb is ‘beautifully’, which shows the manner in which she did the dancing. It is an adverb of manner. Write another sentences. E.g. She danced on the carpet.

Again, the verb in the sentence is ‘danced’. But which words are describing the verb dance in the sentence? Ask learners to show which words qualify the word dance in the sentence. The verb is danced and the adverb is on the carpet.

Explain to learners that ‘on the carpet’ is where the verb dance took place. It is called an adverb of place. Ask learners to provide answers to the question on page 189 of LB 4 (E1). The next step is, write this sentence on the board.

E.g. The visitors came yesterday.

Ask learners to underline the verb and adverb in the sentence. The verb is came and the adverb is yesterday. Explain to learners that adverb ‘yesterday’ tells the time the visitors arrived. This is called adverb of time.

Ask learners to continue with the exercises in the textbook.

### **F. Strand 4: Writing**

#### **Sub-Strand 6: Argumentative Writing**

Persuasive writing is only one sided. When we write to persuade, we are simply telling our side of the argument. We give reasons and explain them.

‘Why Girls’ Education is Important’.

Hold a brainstorm session with the class and write the points in the board. Discuss the points and help learners come out with the supporting ideas, making sure that the points are well explained, orally only.

Let learners draft their composition within a given time.

Give them time now to revise and review their work personally. Let them revise, review and rewrite their work for publishing.

After they have published their work, go there and read a few to the hearing of the class. Let the class give comments on what they heard.

## **G. Strand 6: Extensive Reading**

### **Sub – Strand 1: Building the Love and Culture of Reading.**

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#### Characterization

This is where we find out what type of person each character is. This is how you find out

- i) What do people say about the person?
- ii) What does the person say about himself?
- iii) What things does he do or does not do?
- iv) What does the narrator say about him?

Pick each character and pass through each of the tests to determine the type of person he/she is.

#### **C. Answers**

1. Water is a necessity for plants, animals, our homes, offices and factories.
2. All the trees will die.
3. Water/Rain
4. Forests give us wood (for many things)
5. Rain
6. Shelter
7. Plants use water by taking it in through their root.
8. Let learners come up with ideas for taking care of the various sources of water.

rain water      tap water  
 well water      river/stream water  
 borehole water

9. A personal response question

Give learners time to think about this and invite them to tell the class.

## 10. Uses of water – Group Work

Let learners sit in their groups for this work. Uses of water:

In the home: cooking, washing, etc.

In factories: cleaning, washing, etc. (it will depend on the type of work done in the factory)

In offices: for cleaning, flushing toilets, etc.

### D1. Meaning

- i. irrigation                      v) livelihood
- ii. factories                      vi) source
- iii. almost
- iv. furniture

### D2. Fill in the blanks

- |            |            |           |
|------------|------------|-----------|
| office     | factories  | canoes    |
| rain water | source     |           |
| depend     | important  | furniture |
| fisherman  | fishmonger | like      |

### E1. Words that tell where or the place the action took place.

- 1. We met in Kumasi.
- 2. She ran outside the house.
- 3. Come here quickly.
- 4. Yoofi sings at church, in the choir.
- 5. The children are playing outside.
- 6. She slept next to me.

Adverb of time:

- 1. at 7'o'clock
- 2. late in the night.
- 3. as early as possible.
- 4. after the dogs had gone.

### E3. The adverbs to be underlined

- 1. immediately she entered the room
- 2. quietly
- 3. when a goal was scored
- 4. immediately our teacher entered



5. when he saw the policeman.
6. slowly
7. quickly, early
8. hard, well

### Workbook Exercises

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Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

### Diagnostic Assessment

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This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
- Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (PLB 4, Unit 21, Pages 192 - 199)*

*Work Book (WB 4, Unit 21, Pages 128 - 134)*

### **LEARNING INDICATORS AND CORE COMPETENCIES**

<b>INDICATORS</b>	<b>COMPETENCIES</b>
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.4.1.1: re-tell stories sequentially.	Personal Development and Leadership
B4.1.3.1.1: Recite poems with stress, rhythm and actions and interpret them in their own words.	Critical Thinking and Problem Solving
<b>STRAND 2 - READING</b>	
Phonics:	
B4.2.6.4.1: Expand vocabulary stock through affixation.	Communication and Collaboration
Reading	
B4.2.7.1.2: Note and recall main ideas in a sequence	
Vocabulary	
B4.2.6.4.1: Expand vocabulary stock through affixation.	Critical Thinking and Problem Solving
<b>STRAND 3 - GRAMMAR</b>	
B4.3.6.1.1: Use adverbs of time and place appropriately.	Critical Thinking and Problem Solving

<b>STRAND 4 - WRITING</b>	
B4.4.13.2.1: Introduce claims and support them with clear reasons and relevant evidence.	Communication and Collaboration; Personal Development
<b>EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of age and level-appropriate books and present a two-paragraph summary of each book read.	Personal Development and Leadership

## STRATEGIES

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### Strand 1: Oral language

Comparisons, skim/scan, short passages/cut-outs, listening practise.

Resources: short passage/cut-outs/recorded story

### Strand 2: Reading

Reading from substitution Table, Group work, word cards

Resources: story, letter cards, substitution table, word cards

### Strand 3: Grammar

Joining sentences, pair work

Resource: demonstration

### Strand 4: Writing

Demonstration, story writing, sentence completion

Resources: writing materials

### Extensive Reading

Resource: story books

### Oral Language

Short passages/recorded stories/cut-outs

### Reading

Stories, word cards, letter cards

**Grammar**

Demonstration

**Writing**

Writing materials

**LEARNING ACTIVITIES**

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**A. Strand 1: Oral Language****Sub-Strand 4: Story Telling**

For this lesson, prepare two passages (you can get stories on the internet from Play Store). Read them through and make sure they are easily comprehensible before presenting them to the class.

Begin the lesson with a well-known song or rhyme.

Let learners know what they are about to do. Tell them they could put down points while the story is being told/played. At the end of the first story, ask questions on characters, main ideas, event/plot. Don't ask too many questions, simple recall is enough at this stage. Put the points on the board.

Go on with the second story in the same manner. Write the points of the second story adjacent the first one.

Compare the two stories now – character to character, main idea to main idea, plot to plot. Let all learners look at the similarities first and then look at the differences. Then let learners sit in their groups to write their first draft. You need to time them so that all groups can complete within the time given. After the first draft, let them edit, revise, review and write a final paper for presentation.

Let each group present their work orally. Alternatively, let them post it on the board so everybody can go and read when they want to.

Collect them later and mark and give the groups feedback.

### A3. Retelling the story

This story started in Unit 14. Make sure you ask learners to read the story again before the day of the lesson.

What answer do you think the sports master gave them?

Let learners retell the story as a class. Call on learners at random to retell the story in a chronological order – what happened first? What happened next? What followed?

So finally, at break time, the two boys, Dan and Joe go to see the sports master. If you were the sports master, what will you tell them?

#### Personal Response

Allow as many learners as possible to share their thoughts. Their thoughts are like prediction. At the end, summarise and tell them to look out for the sports master's answer in the next passage.

## B1. Strand 2: Reading

### Sub-Strand 6: Vocabulary Content and Functional words.

#### B1. Phonics

Write some words on the board and ask learners to determine which of them has positive or negative meaning. E.g. enjoy, misspelt, etc.

Today's lesson is on content and functional words.

Every sentence we make is made up of both content and functional words. Explain it to the learners. To explain this, write a sentence on the board:

**When Kofi got to the small village, it was very quiet because all the people were sound asleep.**

Pick each word in the sentence and ask learners if they understand. Group the ones they understand under 'A' and the ones they don't understand under 'B'. Tell them the words that make meaning on their own that are under 'A' are called content words. The words under 'B' that do not make meaning on their own are called functional words.

Refer learners to page 194 of LB 4. Take learners through and explaining as you go along.

Write some sentences on the board. Ask learners to break them under column A for content words and column B for functional words.

E.g. The teacher was not in the classroom when the incident happened.

2. The small river flows across the road.

Content words are nouns, adjectives, verbs and adverbs. Whenever we make sentences, we use a combination of content and functional words. Content words alone put together cannot make sense. Functional words also cannot make any meaning.

Turn learners to page 196 to read sentences from the substitution table.

Let learners sort out the content words and the functional words.

### Content Words

Konadu, Papa, boy, soldier, good, kind, gentle, brave, curious, well, trained

### Functional words

The, is, are

Let learners work the rest of the time in their groups to write sentences using the content words and the functional words given on page 194.

Groups read their sentences to the class.

## **Strand 2: Reading**

### **Sub-Strand 7: Reading and Comprehension**

#### **Key Words**

Let learners open to page 195 of LB 4 and talk about the picture there. Use leading questions to get them to talk about details in the picture.

Let one of them read the heading.

Team Work – Ask them to explain what it means.

Brainstorm to receive learners understanding of the caption.

Teach the key words.

Defender – from the word, defend which means to protect.

#### **SQ3R STRATEGY**



**S – Survey**

Ask learners to read quickly through the text. Let them note the headings, main idea of each paragraph.

For weaker learners, let them note the word or phrase that is repeated often in each paragraph.

**Q – Question**

As they read, let them write down the questions that come to mind automatically – such questions show a good reader is seeking to know more about the information acquired while reading.

**3R – Read, Recite, Review**

Read – let learners read the passage a second time for more information.

Recite – This second reading will discover answers to the questions you have already asked.

Review – learners go over the main ideas within the text, using their own words – synonyms to show how they understand the passage.

**D1. Vocabulary Consolidation**

Spelling of long words at this level can be clumsy. Teach learners to break words into syllables for easier spelling. It works for reading as well.

mid-fiel-der, per-for-mance,

o-ppo-nents, de-fen-der, con-tend

goal-posts

**E. Strand 3: Grammar****Sub-Strand 5: Verbs**

Activity E1 is a revision of subject/verb agreement. Use it as an oral exercise for warm-up.

**E2 – Conjunctions**

so or

Create a scenario to explain the conjunction, e.g.

**I want to write my notes. I don't have a pen so I will use a pencil.**

Show them the pencil.

Explain what 'so' in the sentence means. 'so' here means, 'as a result'.



Make more sentences, e.g. Agnes did not come to school so she did not do the exercise.

Invite learners to make similar sentences. Take learners to pages 197-198 of LB 4. Explain the points there to them.

Let them read the sentences on page 198 orally.

### Pair Work

Let learners work in pairs. One person begins a simple sentence and the other adds a conjunction and completes it. E.g.

Learner 1: We must obey the teacher .....

Learner 2: or we will be punished.

Give learners time to prepare and then ask them to share their sentences with the class.

**F1.** Sentences for completion in the textbook are missing. Please put them back.

**F2.** Prepare learners to copy the sentence. Demonstrate the correct writing of ascending letters and descending letters. Let learners practise these on the board.

**t g h d g y l**

## G. Strand 6: Extensive Reading

### Sub – Strand 1: Building the Love and Culture of Reading

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Learners read to the end of their books to find the last event that ended their stories.

In pairs, have learners draft the summary of the books they have read using the format they have been introduced to.

### ANSWERS

**C.**

1. The boys asked the Sports master to tell them who was the most important player when playing football.
2. The striker scores the goals.
3. Joe and Dan were defenders.
4. If I was the striker of my team, .....

(let learners share their ideas)

5. Yes they were satisfied with the sports master's response. Because they left the office determined to take the sports master's advice.

6. Personal response. Let learners discuss this in their groups first and later share with the whole class.

### D2.

Word	Prefix	Root	Suffix
midfielder	mid	field	er
goal keeper	goal	keep	er
defender	-	defend	er
important	-	import	ant

### D3.

Word	Antonym
striker	defender
equal	unequal
expected	unexpected
opponent	mate
disaster	good fortune
trained	untrained

### E3.

1. You can stay or leave.
2. The police will soon be here so leave.
3. You refused to wake up so we left.
4. Leave at once or I will call the police.
5. We were late so the teacher sacked us.
6. Hurry up or we will be late.

### F1.

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. or | 2. so | 3. so | 4. or |
| 5. so | 6. or | 7. so | 8. so |

## Workbook Exercises

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Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

## Diagnostic Assessment

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This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

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• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
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G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 22, Pages 200 - 207)*

*Work Book (WB 4, Unit 22, Pages 135 - 141)*

### **LEARNING INDICATORS AND CORE COMPETENCIES**

<b>INDICATORS</b>	<b>COMPETENCIES</b>
By the end of this unit, the learners will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.8.1.1: Use appropriate pronunciation and intonation in asking and answering questions.	Communication and Collaboration Personal Development
<b>STRAND 2 - READING</b>	
Phonics: B4.2.1.2.1: Recognise and read words using a variety of cues (e.g. prefixes – word beginning)	Reading Skills; Creativity and Innovation
Reading B4.2.7.2.2: Make connections between a text and personal experiences/real life.	Personal Development and Leadership; Creativity and Innovation
Vocabulary B4.2.6.4.3: Use words suitable for purpose, audience, context and culture in relation to type of texts (exposition/explanation)	Personal Development; Critical leadership
<b>STRAND 3 - GRAMMAR</b>	
B4.3.7.1.1: Use idiomatic expressions in communication	Communication and Collaboration
<b>STRAND 4 - WRITING</b>	
B4.4.13.2.2: Use words, phrases and clauses to clarify the relationships between claim(s) and reasons.	Communication and Collaboration

**EXTENSIVE READING**

B4.6.1.1.1: Read a variety of age and level appropriate books and present a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration
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**STRATEGIES****Strand 1: Oral Language**

Recall, question and answer drill, turn taking, group/pair work

Resources: pictures

**Strand 2: Reading**

Word building game, pair work

Resources: word cards, group work, pictures

**Strand 3: Grammar**

Explanations

Resources: idioms/idiomatic expressions

**Strand 3: Writing**

Argumentation

Resources: words and expressions that convince

**Extensive Reading**

Summary writing

Resources: story books

**TEACHING AND LEARNING ACTIVITIES****A. Strand 1: Oral Language****Sub-Strand 8 : Asking and Answering Questions**

Asking and answering questions is a part of our everyday life. But in English, the tone is different from our local accent. In English Language, the question ends on a rising tone and the answer which is always a statement ends on a falling tone. This is unlike in our local languages where both the question and the answer end on the falling tone. Make these differences clear by practise. E.g.

Do you live here? No, I don't

Are you in class four? Yes, I am in class 4

Drill learners in the questioning tone.

Lead them to page 201 of LB 4.

### **Pair Work**

Let learners practise the dialogue on page 201. First demonstrate with one of the learners.

Let learners practise in pairs.

Ask pairs to perform the dialogue before the class.

Extending the dialogue

Look around the classroom and pick out ideas of interest around which learners can generate their own dialogues. If there is anything going on in the school or the community – sports and games, open day, elections, a robbery, etc., dialogues can be generated around these to provide learners with more opportunity for more dialogue.

## **B1. Strand 2: Reading**

### **Sub-Strand 2: Phonics**

#### **B1. Compound Words**

Prepare word cards of nouns, verbs, adverbs and adjectives that can be put together to form compound words.

Revise affixation – write the following words on the board.

e.g. unable                      forecast  
unfriendly                      quickly

ask learners to break them into prefix, suffix and root words.

E.g. unfriendly – friend

friendlyunfriendly

Do the same with the others. Explain to the learners that another way of creating words in English is called compounding – root words are put together to form a different word. Show the word cards to learners and let them read it out. Pair the word cards into compound words and let learners pronounce it.

Refer learners to page 202 of LB 4. Read through with them and let them use the table there to form compound words.

**Strand 2 - Reading : Sub-Strand 7 – Reading and Comprehension**

Let learners look at the picture on page 200 of LB 4 and talk about it. Discuss the key words.  
Teach new words and expressions.

**Strand 2: Reading****Sub-strand 7:**Did you know about hard drugs?

This is for the benefit of your learners. Hard drugs are a deadly danger hiding to take us unawares. Teach the names of the hard drugs written here until the learners is able to remember them very well – morphine, heroin, cocaine, amphetamines, marijuana (known as wee in Ghana) and of late tramadol.

These are not drugs you find on the counter of any drug store or pharmacy. This is because they are too strong for the human body to be freely used like other drugs. They are used normally in only hospitals during surgery to kill serious pain. Very little of some are put in some painkillers but they are very effective. This is why if they are used raw, they become deadly.

**Teach new vocabulary.**

A lot of friends: many friends; people love you.

Achievements: what one has been able to attain or do or create successfully.

Facilities: equipment, materials, rooms, etc. for use for recreation/entertainment.

Recreational: meant for amusement, entertainment

Inhaled: breathed in deeply through the nose.

Let learners do prediction. Segment the story and set tasks on each part for learners to find out names, ideas, etc. as they read. At the end, let learners say what they have learnt.

Let learners answer the questions.

Assign learners to work in pairs to find more information about the dangers of hard drugs from the internet.

## E. Strand 3: Grammar

### Sub-Strand 7: Idiomatic Expressions

Idioms and idiomatic expressions are not easy for second language learners of English Language like us. They are native expressions that have a colourful history behind them. The native speakers grow up with them so they use it naturally. But for us we learn them gradually as we come across them. For example, **to beat around the bush** is an idiom with a history behind it. Long ago, hunters used to beat around bushes to frighten foxes out of hiding so that they could be caught. So this idiom – beat around the bush, has come to mean taking a long time to come to the point.

Idioms give life to speech as well as writing because it provides it with real life tone and rhythm. Nobody can produce his or her own idioms because no one will understand it. Begin the lesson with these sentences.

The policeman thought the robbery case was going to be easy, but he quickly realised he was in for some rough sledding.

Every week, the robber held up another store.

He one day chased the robber but he gave him the slip.

The robber simply vanished into thin air.

The context of the sentences should be able to explain the idioms.

**Rough sledding** – difficult time

**Held up** – robbed at gunpoint

**Gave him the slip** – dodged him

**Vanished into thin air** – disappeared

Let learners make sentences with the idioms after they have been explained.

Let them turn to LB 4 pages 205 – 206.

Do further explaining from the information given there. Let learners read and use the idioms in sentences and write them into their note books.

Provide opportunity for learners to use these idioms often so that they get used to them easily.



**F. Strand 4: Writing: Sub-Strand 13 - Pair Work****Sub-Strand 13: Argumentative Writing**

Follow the instructions on LB pages 206 – 207. Allow learners to decide who to work with. Do a brainstorming on current lifestyle generally. Learners may come up with topics that are not stated in the book. The task here is for them to persuade other people to agree with what they think. In their pairs, let them brainstorm for ideas for their composition.

As facilitator, go round to look at the work they are doing. Let learners follow the process of writing from drafting to publishing.

Collect the work, mark and give feedback.

**G. Strand 6: Extensive Reading****Sub – Strand 1: Building the Love and Culture of Reading**

Have learners sit in pairs with their previous partners.

Instruct them to re – write their summaries for presentation to their group members.

**ANSWERS**

Compound words formed

- |              |                |
|--------------|----------------|
| 1. hairspray | 6. rattlesnake |
| 2. maybe     | 7. birthday    |
| 3. backyard  | 8. moonlight   |
| 4. drumstick | 9. grandmother |
| 5. keyhole   | 10. spaceship  |

**C. Answers**

1. Roger's good things mentioned

He won debates, the example of good behaviour, he was the best in his class, he was the smartest goalkeeper, the school's 100 and 200 meter's champion.

2. Roger was liked so much because he was the best in everything.

3. This is a personal response question- Most of the learners will say yes. Let them answer the 'why' part with specific reasons.

4. This is also a personal response question. Allow learners to share their thoughts.

5. A personal response question (In other words, what will you have to do if you want to be like Roger?)

6. Yes
7. Let learners mention the facilities in the school.
8. Could be Yes or No. Let learners say why they think so.
9. No
10. Any guess should be accepted for now but the real truth will come out in the following passage.

**D1.** Correct words

Envied            though            inhale            future   powder

**D2.**

- |            |               |
|------------|---------------|
| 1. play    | 7. a goal     |
| 2. team    | 8. stop       |
| 3. ball    | 9. opponents  |
| 4. selfish | 10. play      |
| 5. player  | 11. important |
| 6. goals   | 12. teamwork  |

**Workbook Exercises**

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Explain each set of exercises carefully to learners with several examples. Where necessary, demonstrate the activity before assigning it to learners. As they work, be available to offer encouragement and assistance where necessary. It is also important to provide feedback on learners' performance and consider remediation should the need arise.

**Diagnostic Assessment**

---

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
- Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 23, Pages 208 - 215)*

*Work Book (WB 4, Unit 23, Pages 142 - 148)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	COMPETENCIES
By the end of this unit, learners will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.8.2.2: Use positive tags, negative tags and auxiliaries in speech.	Communication and Collaboration
<b>STRAND 2 - READING</b>	
Phonics:	
B4.1.10.2.1: Speak clearly and fluently using the appropriate voice qualities. (pace, tone, etc.)	Communication and Collaboration; Personal Development and Leadership
Reading	
B4.2.7.1.4: Read level-appropriate texts silently and closely for comprehension.	Reading Skills, Creativity and Innovation;
B4.2.7.2.2: Make connections between a text and personal experiences/real life	Personal Development and Leadership Communication and Collaboration
Vocabulary	
B4.2.6.2.1: Develop a rich vocabulary stock through extensive reading of age-appropriate texts.	Personal Development and Leadership
<b>STRAND 3 - GRAMMAR</b>	
B4.3.7.1.1: Use idiomatic expressions appropriately in communication	Communication and Collaboration
<b>STRAND 4 - WRITING</b>	
B4.4.11.1.1: Write freely about topics of choice in their immediate environment	Critical Thinking and Problem Solving

**STRAND 6 - EXTENSIVE READING**

B4.6.1.1.1: Read a variety of age and level appropriate books and present a two-paragraph summary of each book read.	Communication and Collaboration
--	---------------------------------

**STRATEGIES****Strand 1: Oral Language**

Role play, pair drill, sentence completion

Resources: sentence cards

**Strand 2: Reading**

Share reading; reflection

Resources: word cards

**Strand 3: Grammar**

Substitution table, sentence formation

Resources: substitution table

**Strand 4: Writing**

Video clip/ recording to listen to

Resources: video records

**RESOURCES****Oral Language**

Sentence cards

**Reading**

Word cards

**Grammar**

Sentence formation, substitution table.

**Writing**

Video /recording

**A. Strand 1: Oral Language**

**Sub-Strand 8: Asking and Answering Questions**

Prepare sentence cards to be used for tags. Begin the class with a song/rhyme as an activity (ice breaker).

Write the topic on the board.

**Question Tags**

Tell learners there are other ways of asking questions apart from the traditional ones we are used to; like:

How are you? Are you from this town? Is this your book? etc.

As you ask the questions let them answer them.

Tell learners another way of asking questions is by the use of Question Tags.

Use some of the answers the learners gave as the statement and add the tag. e.g.

You are fine, aren't you?

You are from this town, aren't you?

This is your book, isn't it?

Underline the tags in the sentences.

Help learners note

- i) The statement
- ii) The auxilliary verb in the statement which becomes the verb of the question
- iii) The negative not (n't) within the tag.

Let learners write a statement and add the question tag. Let learners read their question tags and make connections where necessary.

Give learners some sentences so that they can add the tag.

The sun is shining, .....

The boys are also in this class, .....

Those books are for the teacher, .....

Miss Pippin is a policewoman, .....

The vehicles are for sale, .....

Etc.

Next, use the negative statement eg

You are not from this town, are you?

School has not closed yet, has it?

Write these sentences on the board and ask them to look for the auxiliary verb and the negative (not)

This is not your book, is it?

These are not your books, are they?

Let learners take note that

i) The statement

iii) The negative, still are active.

ii) The auxiliary verb

The statement is now negative, that is, the word 'not' is in the statement, so the tag does not take the negative.

**A2.** Let learners finish the following statements with the correct tag.

Ghana is not a continent, .....?

Your book is not torn, .....?

The teacher has not left, .....?

School will not close early, .....?

Our books are not in the cuLBoard, .....?

You are not a boy, .....?

She's not the headteacher, .....?

Now you can turn with learners to page 209 of LB 4. Let them do the exercise orally.

Intonation: Let learners practise with the correct question tone, which is always raised.

Ghana is not a continent, is it?

The auxiliary verb which introduces the question tag is always raised.

Take note and let learners practise this throughout the lesson and after it.

## Strand 2 - Reading: Sub-Strand 7 – Reading and Comprehension

### Vocabulary:

Teach key vocabulary: Teach the first new word: pronounce it, drill the pronunciation and ask learners to give the meaning. Let them look it up from their dictionaries. When the correct meaning is got, ask learners to write these words and their meanings into their notebooks.

Do the same for all the words.



Let learners look at the picture on LB page 208 and talk about it. Ask them if they have witnessed a thing like it in their lives before. Ask them what could be the cause of such discord in a family. Let learners predict what they are going to read about. Ask them to keep their predictions in mind and find out if they were right, nearly right or totally out of the range of the story.

**Reading:** Let learners read in pairs. Make sure the two will benefit each other. As they read, let them read each sentence and together, explain it to themselves before going on to the next sentence. Give them about 10 minutes to read.

At the end of the reading, let learners say if their predictions were right, close or far-fetched. Let learners retell the story chronologically. Let them now answer the question.

### E. Strand 3 - Grammar: Sub-Strand 9 - Modal Auxiliaries

Modal verbs do not change form, they do not have the –s, -en, -ing or –ed forms. The models we will study in this lesson are shall, will, might and used to.

Turn with learners to page 213 of LB 4. Use the sentences 1-8 to explain how the modals shall, will, might and used to, are used to express prediction, intention, possible and past habit/activity.

Put this substitution table on the board and let learners make sentences from it.

The sun		burn the crops
The heat	will	stop the cold
We	shall	be mild on our bodies
Mimi	might	succeed in life
Joseph	used to	visit her uncle
		play football

Let learners make as many sentences as possible.

### F. Strand 4: Writing

#### Sub-Strand 14: Recreational Tv Presentation

Prepare a list of things a radio or Tv hostess might want to ask a guest.

Name

Place of birth



Childhood experiences

Educational background

Work experience

Present station/status

Show the live t.v video if possible. You can also record a short interview on your phone to play for learners to have a firsthand experience.

Follow the details given on LB pages 214 - 215. You may also invite a fellow facilitator to partner you to do a demonstration for your learners to see.

On the basis of these, learners will be able to talk about themselves. Write the list of questions on the board.

Let learners write about themselves based on the list on the board. The heading could be chosen by learners themselves. Also you could choose this opportunity to introduce the word autobiography. When we write our own life story it is called autobiography.

## **G. Strand 6: Extensive Reading**

### **Sub – Strand 1: Building the Love and Culture of Reading**

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Have learners read labels of various items that they will be handed to. Each learner reads the label on his item.

They share the knowledge they have had about their item with the class.

#### **ANSWERS**

#### **A2. Question Tags**

- |                 |                   |
|-----------------|-------------------|
| 1. .... is it?  | 4. .... will it?  |
| 2. .... is it?  | 5. .... are they? |
| 3. .... has he? | 6. .... is she?   |

#### **A3. Think Tank**

##### **Riddle Riddle**

This riddle is to make learners think and wonder. Allow time for an activity like this; you'll wonder at where their minds travel to. If anyone gives an answer, let them explain why they think so. They can work in pairs or groups.

The Answer – A glove

A glove has four fingers and a thumb, made to fit a human hand. Fingers have bones but gloves have no bones but hollows into which the fingers and a thumb fit.

**C. Answer**

1. Because her parents were always quarrelling.
2. Because Mimi thought her mother was the cause of all the trouble in the home.
3. Because he was the one caring for them.
4. Yes. Because their mother did not care about them but Mimi wanted her siblings to have at least Junior High School Education.

OR

Because she had to make some money for the family. OR

Their mother did not care about them.

5. A personal response question – let learners share their convictions.
6. Yes/No, explain your answer.
7. Group work – Reflection

Explain to learners what it means to put oneself into another person's shoes. Some of them may be facing similar situations; how are they managing? Nobody should be forced to share, those who do not must do so willingly.

**D. The correct words are:**

parents                  stroke                  concern

Let learners work at this individually. Give them just a short time to do this, not more than 5 minutes, if they all have the textbook. The words are all from the read passage.

**E. Modal Auxiliaries**

The sun will burn the crops.

The heat might stop the cold.

We shall succeed in life.

Mimi will visit her uncle.

Joseph used to play football.

The sun might stop the cold.

## Workbook Exercises

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Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

## Diagnostic Assessment

---

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

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C. Can you say what may have been the reason for this?

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F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 24, Pages 216 - 222)*

*Work Book (WB 4, Unit 24, Pages 149 - 156)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.8.1.1: Use appropriate pronunciation and intonations asking and answering questions	Critical Thinking and Problem Solving
<b>STRAND 2 - READING</b>	
Phonics B4.2.6.3.2: Deduce meaning of words from how they relate to one another (synonym and antonyms)	Communication and Collaboration
Reading B4.2.7.2.2: Make connections between a text and personal experiences/real life.	Communication and Collaboration
Vocabulary B4.2.6.4.1: Expand vocabulary stock through affixation	Communication and Collaboration
<b>STRAND 3 - GRAMMAR</b>	
B4.3.9.1.1: Use modals to express a variety of meanings: can: conveys ability; may: asks for permissions, expresses politeness, possibility; must: obligation or compulsion, necessities, etc.	Communication and Collaboration
<b>STRAND 4 - WRITING</b>	
B4.4.2.1.1: Write clearly using joined letters of consistent size.	Personal Development
<b>STRAND 6 - EXTENSIVE READING</b>	

B4.6.1.1.1: Read a variety of age appropriate books and present a two-paragraph summary of each book read.	Reading Skills Personal Development and Leadership
--	---

## STRATEGIES

### Strand 1: ORAL LANGUAGE

Commands and responses by activity directors; chain drill

Resources: statements

### Strand 2: Reading

Picture description, reading

Filling blanks

Resources: dictionaries, thesaurus

### Strand 3: Grammar

Drills

Resources: word cards

### Strand 4: Writing

Writing practise

Resources: writing materials

### Extensive Reading

Resources: books

## TEACHING AND LEARNING ACTIVITIES

### A. Strand 1: Oral Language

#### Sub-Strand 9 - Give and Respond to Commands, Instructions and Directions

Revise with learners 'Asking and Answering Questions'. Do a chain drill around the class.

Question: Who's your friend?

Answer: My friend is called Kofi Seidu.

Insist on the use of the right question and answer intonations.

At the end of the drill, give the command, 'Class stand! Sit down.

The class will respond to both.

Explain that both sentences to which they responded by action are called commands. At what

times are we given commands?

At assembly, in church, in the classroom?

Let learners give examples of commands in these places.

Instructions: used to show a person the way to do an activity. For example, how to prepare a kind of food. Every step in cooking rice is an instruction. Also when we buy an electronic gadget, there is always a series of information about how the gadget is to be used. This information are instructions. (Make one of such literature available to read to the learners)

Practise: Let learners work in pairs to instruct each other on;

1. how to sweep the classroom
2. how to clean the class cuLBoard.

Directions are given to show a person where to go. For example, we give directions to a stranger who is looking for the headteacher's office.

Show learners how to get there from the classroom to the headteacher's office. For example: when you get out of here, turn left and go right ahead. You will come to a block of classroom. The first room is the headteacher's office.

Before this lesson, plan a number of places learners will be directing people to. E.g. the school canteen, the library, etc.

Turn with learners to page 217 of LB 4. Go through the various activities.

## **B1. Strand 2: Reading**

### **Sub-Strand 6: Vocabulary**

Write a sentence on the board and ask learners to group the words under content and functional words. This is for revision.

E.g. The house on the hill is nice.

Content words	Functional words
house	the
hill	on
nice	is

The lesson today is on synonyms and antonyms.

Using synonyms is just replacing another word that is almost the same in meaning. For example:

“The house on the hill is nice” can be written as:

“The building on the high land is beautiful.”

Ask learners to open to page 218 of LB 4. Read with them and explain further – step by step. Let learners do the exercise in their books by giving the synonyms of the underlined words in the sentences.

## Strand 2 - Reading: Sub-Strand 7 – Reading and Comprehension

Let learners look at the picture and tell what could be going on in the picture.

Teach the key words on LB page 219

Let learners look at the picture on LB page 216 and talk about it.

### Teach key words:

Dropped out of school: this happens when a student cannot go to school any longer. It may be because there is no one to cater for them. Some also because they do want to.

House help: a person, usually a young person, a girl who lives with and does all the work in another person’s house.

Endure: when you live in difficult situations which you cannot do anything about, you will have to endure the situation.

Reprimand: to rebuke someone severely with harsh words and threats.

Cruelty: acts of wickedness.

Disaster: a very bad happening. E.g. accident, flood, fire outbreak.

Learners have to read the first part of this story. Let them read in pairs, helping each other to understand well. At the end, let them do oral retelling. After this, let them answer the questions.

**C.** Help learners to find out the answers by themselves. Let them show where exactly they got the answers (paragraph line)



**E. Strand 3 - Grammar: Sub-Strand 9 - Modals**

This is a short exercise to review modals already learnt. Find out if there are any difficulties and help learners overcome them. You will realise that some answers can fit in more than once with a different meaning to the sentence.

You will have to explain. Learners can learn more.

**F. Strand 4 - Writing: Sub-Strand 1 - Penmanship**

This is a simple copying exercise.

By now learners are used to writing with the pen into their exercise books.

Write the sentence on the board between ruled lines.

Stress the use of capitals and full stops. Let a few learners come to the board to write.

Correct anything you have noticed in their writing which needs to be corrected.

Let learner write the sentence into their exercise books. Remember this is joint writing so they must do just that.

**G. Strand 6: Extensive Reading****Sub – Strand 1: Building the Love and Culture of Reading**

Let learners continue to share the knowledge they have on their items.

**ANSWERS****B.**

- |                                 |                          |
|---------------------------------|--------------------------|
| 1. <u>found</u> – discovered    | 4. <u>flows</u> – runs   |
| 2. <u>impressed</u> – gladdened | 5. <u>depend</u> – rely  |
| 3. <u>defend</u> – protect      | 6. <u>need</u> – require |

**C.**

1. Because she needed to make money to help her family.
2. Her employer was wicked/unkind to her.
3. Peter walked to the store, took hold of the handle of the pot and pulled it and
4. Because she had no one to turn to. OR  
She had no alternative.



5. Peter's mother (explain why)
6. Learners to give their personal response
7. Personal response.
8. Invite answers from learners.

**D1.** Explain 'tender and kind'.

This means to be loving and treat with soft words and understanding  
'stood rooted to one spot'

When Mimi saw what happened to Peter, she could not move again. This could be out of fear.

**D2.** Fill in to complete the words

1. suffered
2. children
3. scratched
4. angry
5. endured

**E.**

- |                  |                   |
|------------------|-------------------|
| 1. can/could/may | 6. can/may        |
| 2. can/may       | 7. can/may        |
| 3. could/may     | 8. can/may        |
| 4. can/may       | 9. can            |
| 5. can/may       | 10. can/could/may |

### Workbook Exercises

---

Explain each set of exercises carefully to learners with several examples.

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## Diagnostic Assessment

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G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

## REVISION 6

*Learner's Book 4 . Pages 223 - 227*

### A. Place the findings under headings

Similarities – (1)

(2)

(3)

Differences – (1)

(2)

(3)

### B.

(1) Content words

school, bowl

clearly, market

attack, busy

big, farm, give

pretty, come, arrive

fast, young

comfortable

Functional words

it, was

from, by

for, if

is, there

(2) Compound words

breakfast

scarecrow

wallpaper

rainbow

raincoat

backbone

housefly

chalkboard

3. Antonyms

a) cruelty

kindheartedness/kindness

b) tender

hard

c) maidservant

manservant

d) envied

admired

- |                |             |
|----------------|-------------|
| e) inhale      | exhale      |
| f) determined  | weak willed |
| g) opponent    | team mate   |
| h) mercilessly | kindly      |

**C. Words in the word search box**

- |          |        |
|----------|--------|
| dropped  | became |
| mistress | does   |
| later    | main   |
| loved    |        |
| always   |        |

**2. Sentences**

1. equally: The seniors divided the work equally among us.
2. field: The game was played on the football field.
3. defender: The law is the defender of all citizens.
4. bright: The rays of the sun make the rooms bright.
5. scholarship: The school give brilliant learners scholarship.
6. football: Girls and boys love to play football.
7. athletics; Athletics competitions are nice to watch.
8. parents: Our parents love us very much.
9. fought: After stealing the money, the thieves fought over the sharing.
10. helpless: A baby is too helpless to take care of itself.

**D. Grammar**

Answers

- |       |       |
|-------|-------|
| 1. or | 4. or |
| 2. so | 5. or |
| 3. so |       |

1. shall and will to show intention  
We shall/will go on a vacation soon.

We shall/will lodge at a hotel.

2. Might to show possibility

The rains might continue falling until December

The lights may go out today.

3. Used to, to show action which was regular in the past but is not done anymore.

1. K.K. used to read stories when he was in basic school.

2. Learners used to take exams every term, but they don't anymore.

## **F. Writing**

In groups, plan questions you will ask a family member on interview.

E.g. Greetings

Will you please tell us who you are?

Your birth, parents, schools attended.

*Learner's Book (LB 4, Unit 25, Pages 228- 237)*

*Work Book (WB 4, Unit 25, Pages 157 - 164)*

### **LEARNING INDICATORS AND CORE COMPETENCIES**

<b>INDICATORS</b>	<b>COMPETENCIES</b>
By the end of this unit, learners will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.9.1.2: Make and respond to polite requests for help from peers	Communication and Collaboration; Personal Development and Leadership
<b>STRAND 2 - READING</b>	
Phonics	
B4.2.6.3.2: Deduce meaning of words from how they relate to one another (synonyms, antonyms)	Critical Thinking and Problem Solving. Communication and Collaboration
Reading	
B4.2.9.1.2: Use recognition strategies to confirm understanding of level appropriate texts	Critical Thinking and Innovation
Vocabulary	
B4.2.6.2.1: Develop a rich vocabulary stock through extensive reading of age-appropriate texts	Personal Development and Leadership
<b>STRAND 3 - GRAMMAR</b>	
B4.3.9.1.1: Use modals to express a variety of meaning; would – politeness, could – tentativeness; used to – for past activities	Communication and Collaboration
<b>STRAND 4 - WRITING</b>	
B4.4.1.4.1.1: Write words giving information about family	Creativity and Innovation

**STRAND 6 - EXTENSIVE READING**

B4.6.1.1.1: Read a variety of age-appropriate books and present a two-paragraph summary of each book read.	Reading Skills
--	----------------

<b>STRATEGIES</b>	<b>RESOURCES</b>
Oral Language	
Dialogue, turn taking, group work	Question and answer tags, charts
Reading	
Silent reading, listening and speaking	Dictionaries
Grammar	
Substitution drill	A substitution table, chart Cues
Writing	
Sentence construction	Leading Questions
Extensive Reading	
Sharing, analysing	Story book

**LEARNING ACTIVITIES****A. Strand 1: Oral Language****Sub-Strand 9 – Polite Requests**

This lesson is for practising the making and responding to requests politely.

Begin the lesson with a song/rhyme/activity. Let learners read the correct sentences from the substitution table on LB page 229.

Dialogue: Demonstrate the short dialogue there for learners to see.

Place different items on the teacher's table – pens, pencils, erasers, rulers, etc.

Let learners come to ask for them politely. You will respond in the affirmative, so that

learners learn the requests and their response.

e.g. May I use your book?

Yes, you may. (hand over the book)

Can we leave for break now?

Yes, you can.

Explain the role of the modal – can, may

They play a major role in a sentence like this:

i) They introduce the request.

ii) They repeated at the end of the response.

### **Group Work**

Learners sit in their groups. Ask everybody to hold something in hand. Let them request what is in the other person's hand politely and let the person respond politely. E.g.

Request: May/Can I borrow your pen?

Response: Yes, you may/can

Do this around the groups until everybody has spoken at least once.

If there is time, provide more practise.

## **B1. Strand 2: Reading**

### **Sub-Strand 6: Vocabulary**

Write the topic – Synonyms and Antonyms on the board. Use two similar things for illustration. e.g. small – little

Big – large

Explain to them that synonyms are words of similar meaning. Give them some words and ask them to find their synonyms. E.g. baby, sick, sleep, weep, guest

Let them pick the answers from here: cry, doze, visitor, infant, ill

Antonyms are opposite words, as in big – small; large – tiny; dull – bright; strong – weak; short – tall

Let learners determine the antonyms of the following words:

Sad, deep, sweet, fat, soft, rough

Let them choose answers from this list

Shallow, bitter, smooth, happy, hard, lean

You can now take them to LB pages 230 - 231.



Go through the exercises with them to get the right answers.

Let learners play the 'Jumping In' game. Let them use their dictionaries and thesaurus to look for words and their synonyms and antonyms and make a list of all they discover.

## Strand 2: Reading

### Sub-Strand 7: Reading And Comprehension

This is the continuation of a story read earlier – the story about Roger, the up-and-coming icon. Review the story, then ask how the story ended. Everyone will want to know what happened after Roger sniffed the white substance. Turn learners to page 228 and talk about the picture there.



Draw their attention to the heading of the unit and get them to predict what happened to Roger.

Teach the key words, following the laid down procedure so far.

If possible, ask learners to read the first part of the story again in unit 24. Ask a few recall questions to help learners connect.

Teach the key words

**Substance:** something, material or matter; could be liquid, solid or gas. In this context, it is not certain what it was so they use the word 'substance' for it.

**Vomiting:** throwing up.

**Relieved:** to become better or well after an illness or attack.

**Hospitalized:** an admission at the hospital.

Let learners predict how the story will continue. Read a few sentences of the first paragraph. Now that learners know that Roger did inhale the substance, tell them to read silently and find out what happened to him and the man who gave it to him.

Set tasks for the various paragraphs and let them read. At the end, allow them to ask questions if they have any. Ask a few learners to retell the story.

### C. Answer the questions.

Let a learner read each question and let each learner look for the answer.

#### C2. Completed words

addicted	substance	cocaine
rehabilitation	vanished	violent

### Strand 2 - Reading: Sub-Strand 6 - Vocabulary

**D1.** ‘Substance’ in 1a is a balm to heal swelling.

In 1b, ‘substance’ means ‘facts’ – truth that can be trusted or depended on.

1c, ‘substance’ is used to represent what is not known.

#### D2.

Let all learners take their dictionaries. From word to word, let them find out the words, read their meanings and use them in sentences. Give learners room to find out things for themselves while you facilitate.

#### D4. Oral Discussion

- Roger was brilliant, young, hardworking and influential.
- He trusted a total stranger; he hid some of the substance which made him sick and was using it secretly.
- His main mistake was to trust a total stranger.
- (Personal response). Let learners tell the lessons they have learnt.

### E. Strand 3: Grammar

#### Sub-Strand 9: Modal Auxiliaries

The lesson is still on modals. Note that modals are used to express different kinds of meaning. Practicing the structure helps learners get used to the expressions.

In this lesson, prepare to use either a substitution table or a substitution drill to help learners practise (pg 235 of LB 4). The first part is the revision of can and could.

Would and could are used to show politeness. Engage learners in reading and explaining of

the sentences. Let them also make similar sentences to show politeness in a pair drill. Write a list of verbs that learners could use to substitute the original one as shown on page 235 of LB 4. E.g.

Sing, jump, run, sweep, etc.

You begin:

Teacher: Would you like me to help? Sing

Learner: Would you like me to sing?

Teacher: jump

Next learner: Would you like me to jump? Etc.

Also make statements:

I would like to sing (It is still asking for permission). Again do the pair drill.

I would like to ..... (leave, sleep, play, etc.)

Used to

Pages 235 - 236 of LB 4

Discuss with learners the meaning when we use 'used to'. It is never use to.

The past tense is used because you are talking about something that was happening in the past.

Read the sentences and ask learners to explain them.

Let learners practise this also in the same way.

Teacher: I used to be a student.

I used to .....

Jump over walls

Learner: I used to jump over walls.

Teacher: go for walks

Learner: I used to go for walks.

Teacher: go for jogging/sweep the classroom, etc.

### **F1. Strand 4 – Writing: Sub-Strand 6 – Paragraph Development**

Learners have families. Today, they are going to write about their families.

Organise a brainstorming session to enable learners talk about their families. For ideas, turn to LB pages 236

Discuss each point to help learners prepare things to write.

Give them time to draft their composition and edit it.

For learners who cannot write easily, give them sentences to complete.

**F2.** Learners write the given sentences into their exercise books.

## **G. Strand 6: Extensive Reading**

### **Sub – Strand 1: Building the Love and Culture of Reading**

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Guide learners to select their new books. Remind them of what to do before reading the book.

Have them identify the main character and the event beginning the story.

#### **C. Answers**

1. It was cocaine.

2. i. He started vomiting

ii) He started talking foolishly

iii) He liked the feeling the substance gave him.

3. He was enjoying the good feeling it gave him.

4. The counselor came to warn the learners about the dangers of hard drugs.

5. Roger's experience shows that if he had not been discovered early, he would have gone mad.

6. He trusted a total stranger.

He accepted and took into his body something he knew nothing about.

He kept some of the cocaine secretly.

7. Yes, the prayer helped

8. Personal response: let learners sit in their groups and talk freely about their dreams.

#### **Workbook Exercises**

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Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

## Diagnostic Assessment

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This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 26, Pages 238- 247)*

*Work Book (WB 4, Unit 26, Pages 165 - 170)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.10.1.2: Demonstrate awareness if the differences between spoken and written forms of language.	Communication and Collaboration; Personal Development and Leadership
<b>STRAND 2 - READING</b>	
Phonics B4.2.6.4.1: Expand vocabulary stock through affixation.	Critical Thinking and Problem Solving
Reading B4.2.8.1.1: Read silently and reasonably for meaning from level appropriate texts. B4.2.8.1.2: Find meaning of words as used in context	Critical Thinking and Innovation; Personal Development and Leadership
Vocabulary B4.2.6.4.3: Use words suitable for purpose, audience, context and culture in relation to type of text. (exposition/explanation)	Critical Thinking and Problem Solving
<b>STRAND 3 - GRAMMAR</b>	
B4.3.9.1.1: Use modals to express a variety of meanings: must – obligation; shall/will – prediction, intention, determination; could – politeness, tentativeness	Communication and Collaboration

<b>STRAND 4 - WRITING</b>	
B4.4.11.1.1: Write freely about topics of choice in their immediate environment.	Critical Thinking and Problem Solving; Communication and Collaboration
<b>STRAND 6 - EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of age and level appropriate books and present a two paragraph summary of each book read.	Personal Development and Leadership

## **STRATEGIES**

### **Strand 1: Oral Language**

Dialogue, comparing, recall

Resources: recall, texts

### **Strand 2: Reading**

Suffix game, KWL

Reading, questions, word formation

Resources: suffix cards, passage

### **Strand 3: Grammar**

Substitution drill, turn taking

Resources: sentence completion

### **Strand 4: Writing**

Research, pair work

Resources: writing jotters

### **Extensive Reading**

Close reading, critical reading

Resources: story books, reading journals

## **TEACHING AND LEARNING ACTIVITIES**

### **Strand 1 - Oral Language: Sub-Strand 10 – Spoken and Written Language**

Difference between spoken and written language

Before the lesson: Get a learner who can do the dialogue with you. Practise it with him/her until you are both fluent enough to enact the dialogue naturally.

Ask the class to settle down and sing a song or recite a rhyme they usually enjoy. Ask them to listen attentively to the dialogue going to be demonstrated. Tell them the particular things they are to take note of. E.g. words, shortened forms.

Do the dialogue clearly for learners to listen to. Do not repeat it or any such presentation, to be sure learners will always listen attentively the first time. Repetition will make them careless listeners and they will always expect you to repeat what you say.

At the end, ask for recall.

Now follow the instructions on page 239 of LB 4. Discuss the information given there step by step.

Comparing informative text with a conversational text. The main difference is that the informative will use words only but the conversational text will have shortened forms.

Show learners samples of the two. Just by looking, it is clear that the informative text is in paragraphs but the dialogue or conversational text cannot have well defined paragraphs, etc.

## **B1. Strand 2: Reading**

### **Sub-Strand 2: Phonics**

#### **Suffixes contd.**

Revise affixation with learners.

Write words on the board and ask them to identify the 'root' and the affixes. E.g. holiness, unholy, enablement

Let learners break the words down into roots and affixes.

<u>Holi</u>	<u>ness</u>	<u>un</u>	<u>holy</u>	<u>en</u>	<u>able</u>	<u>ment</u>
<i>Root</i>	<i>affix</i>	<i>affix</i>	<i>root</i>	<i>affix</i>	<i>root</i>	<i>affix</i>

Prepare several roots and suffixes before the class.

Suffixes can change the word class of a word i.e. change a verb to a noun or an adjective or an adverb.

Suffixes come after the root word to create another word. E.g.

Colour – colourful

Noun      adjective

Explain to learners that some suffixes (as well as prefixes) could be added to roots to change the meaning to negative or positive. E.g. cash – cashless; pity – pitiful; mercy – merciful



Turn to LB page 240 and go through the details with the learners, explaining the root words and how the suffixes change them.

For each category, let learners form words with the given suffixes.

Let learners play the suffix game in their groups.

## Strand 2 - Reading: Sub-Strand 7 – Reading And Comprehension

### Teach the key words.

Let learners look at the picture on page 238. Let them also talk about the pictures on page 241 and discuss the use/importance of the items. Use the pictures to explain the meaning of some of the key words where it applies. The real object could be brought to the classroom where possible. Activate learners' prior knowledge in teaching the key words.



Bui Dam



Akosombo Dam



Power Barge

Barbering: cutting and trimming of hair and beard.

Power: the strength that is used to do work or perform an activity.

Barge (refer to the picture) it is used for producing electricity.

Blenders: (refer to picture) it is a kitchen appliance used for grinding ingredients.

Function: to do what one/thing is made to do.

**Reading**

For this passage we will use the KWL strategy. These stand for K (what we know about the topic) W (what we want to know) L (what we have learnt after reading the passage).

**KWL**

Use a reading frame like this

K	W	L
What do we know about ....?	What do we want to know about .....	What did we learn about .....

Before reading: Introduce new vocabulary. Let learners share their background knowledge they already know about electricity as the source of energy. Write all these in the column under 'what we already know about electricity'.

While Reading stage: Reading- to- build –knowledge.

Learner read silently to find answers to their own questions. All the answers they find for their questions.

Post reading: Use oral retelling here. Let learners share what they have learnt from their reading. They listen to other learners as well to learn answers they have not personally found to some of the questions. They learn that it is not always they will find answers to all their questions. Give them homework to read and find out the answers that are not in the passage.

Now continue by leading learners to find out answers in Section C.

Once again direct learners to find additional information about the sources of energy from the internet.

**E. Strand 3: Grammar****Sub-Strand 9: Modal Auxiliaries**

Sing a song or recite a rhyme.

We know modal auxiliaries are used for a lot of things.

Revise the previous lesson on modals.

e.g. i) Underline the modals in these sentences. ii) Explain the sentences

1. We used to sell in the market.
2. Would you like me to cook?
3. Could you stay with me for a while?

### Answers

1. They/we no longer sell in the market.
2. A polite request
3. A polite request

Today's lesson is to use: must, ought to, have to, and must to express compulsion or obligation. Obligation means that the command must be obeyed; it may even be a piece of advice, or in the circumstance you have no alternative but must do what is said.

Turn to LB pages 244 – 245 of LB 4. Read each sentence and discuss it to determine if it is expressing compulsion, obligation or necessity.

Let learners make sentences of their own. Use the following phrases to conduct a substitution drill for the class to practise:

You must/ought to/have to:

- ..... sweep here now.
- ..... copy every exercise.
- ..... clean the mess this minute.
- ..... send back what you stole.
- ..... pay the bills today.
- ..... wash all the dishes today.
- ..... read your books everyday.
- ..... engage a new house help
- ..... go right now and apologize.
- ..... rewrite all the exercises.

Substitution Drill using must, ought to, have to.

Teacher: You must .....

sweep here now

Learner: You must sweep here now.

Tr: ..... copy every exercise.

Learner: You must copy every exercise.

Tr: ..... pay the bills today.

Learner: You must pay the bills today, etc.

Tr. You ought to .....

sweep here now

Learner: You ought to sweep here now.

Tr: ..... copy every exercise

Learner: You ought to copy every exercise.

Tr: ..... pay the bills today.

Learner: You ought to pay the bills today, etc.

Tr. You have to .....

sweep here now

Learner: You have to sweep here now.

Tr: ..... copy every exercise

Learner: You have to copy every exercise.

Tr: ..... pay the bills today.

Learner: You have to pay the bills today, etc.

## **F: Strand 4: Writing**

### **Sub-Strand 14: Informative Writing**

#### **History of my School**

As the topic suggests, this is a piece of writing that gives information about something. This is focused on your school. As the facilitator, you must do research work and have the facts at your fingertips.

Know where the facts can be got so that you can send the learners to enquire and do their own research: The headteacher, the school library, school anthem, the school website if any. Prepare learners ahead of the lesson.

Give them homework on the topic. They could visit some old students (alumni) of the school and tap information. They may do this in pairs.

On the day of the lesson, introduce the topic and let learners say whatever they have learnt. On LB pages 245 - 246, there are some points to guide you to question the history of the school.

With all these facts gathered, set learners to work. Let them follow the process writing routine.

## **G. Strand 6: Extensive Reading**

### **Sub – Strand 1: Building the Love and Culture of Reading**

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Have learners continue reading their books and later share what they have read so far with their partners in pairs.

## **ANSWERS**

### **C.**

1. Gas, hydro, coal, solar (any 3)
2. pressing irons, blenders, fans, fridges, lights, etc.
3. dressmaking, tailoring, footwear, barbering, hairdressing (any 3 of these is correct)
4. Bui Dam, Aboadze Thermal Plant, Power ships/barges
5. False
6. For lights, cooking, for driving vehicles (cars and trucks) (Any two)
7. Because the solar panels have to first convert it into electrical energy. OR It has to be converted into electrical energy first.
8. To produce electric power.
9. To produce fires in our absence.
11. Brainstorm for answers/experiences from learners.

**D1.** Make sentences as examples for learners to go by.

- i) Energy: Energy is important for all industries
- ii) Import: Ghana imports gas from Nigeria.
- iii. Panel: Solar panels gather the sun's energy for power
- iv. Countries: Many countries have no electricity.
- v. Government: It is the government which produces electricity.
- vi. Electricity: Electricity is very important in all homes.

v. Gas: Gas can be used to produce electricity.

**D2. Correct words**

i. purpose

iv. fridges

ii. produce

v. sources

iii. situated

vi. tailoring

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**Workbook Exercises**

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Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

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**Diagnostic Assessment**

---

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 27, Pages 248 - 256)*

*Work Book (WB 4, Unit 27, Pages 171 - 178)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

<b>INDICATORS</b>	<b>COMPETENCIES</b>
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.10.1.3: Demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone – through stories read aloud.	Personal Development and Leadership; Communication and Collaboration
<b>STRAND 2 - READING</b>	
Phonics  B4.2.6.1.2: Use the following terms: compound word, simile, synonym, antonym, prefix, suffix, phrasal verb, etc. in spoken and written expressions.	Communication and Collaboration; Critical Thinking and Problem Solving
Reading  B4.2.9.1.2: Use recognition strategies to confirm understanding of level appropriate texts.	Critical Thinking and Innovation
Vocabulary  B4.2.6.4.1: Expand vocabulary stock through affixation.	Communication and Collaboration
<b>STRAND 3 - GRAMMAR</b>	
B4.3.7.1.1: Use idiomatic expressions appropriately in communication	Personal Development and Leadership



<b>STRAND 4 - WRITING</b>	
B4.4.14.2.1: Write picture events about personal experiences and make radio/TV presentations	Creativity and Innovation
<b>STRAND 6 - EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of age and level appropriate books and present a two-paragraph summary of each book read.	Personal Development and Leadership

## STRATEGIES

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### Strand 1: Oral Language

Demonstration, listening

Reading practise, analysing

Resources: short story

### Strand 2: Reading

Prediction, DR-TA, matching

Resources: dictionaries

### Strand 3: Grammar

Explanation, sentence construction

Resources:

### Strand 4: Writing

Picture description, brainstorming

Resources: writing materials, picture, letter format

### Extensive Reading

Role-play, drama, mime

Resources: story books, reading journals

## LEARNING RESOURCES

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Oral Language

Reading

Dictionaries

Grammar

Writing

Pictures, letter format, writing materials

## **A. Strand 1: Oral Language**

### **Sub-Strand 10: Presentation**

How Meaning is Conveyed Through Pace, Stress and Tone

For this lesson, look for an interesting but short story that is easy to understand. The focus of this lesson is to demonstrate to learners that reading ought to be as smooth to hear and understand as speaking is. Many times, though people can speak fluently, they are jerky in their reading. This makes it difficult for them to understand what they read themselves. It is important for your reading as the facilitator to be very exemplary.

Practise reading until you can get the right pace, stress of words and tone.

Prepare learners for the lesson. Let one of them read without interruption to the end of the story. Ask the rest to say what the gist is.

Read the story yourself to the end.

Now let learners compare the learners' reading and yours. Which one did they enjoy and understand better?

Let them explain why; let them say what they heard.

Let learners practise reading the passage, making a conscious effort to produce the right pace, stress and tone. Make sure every learner reads at least once.

## **B1. Strand 2: Reading**

### **Sub-Strand 6: Vocabulary**

#### **Phrasal Verbs**

Phrasal verbs are not easy to understand. You cannot change the wording except the tense of the verb. We learn the meaning of phrasal verbs by reading or by learning from the dictionary.

Look at these sentences and try to explain the phrasal verbs in context.

1. We depend on rain for our crops.
2. We left hoping he will catch up with us.

3. Do not worry about me, I will get by.
4. Our success depends on how well we try.
5. The thief was too fast; the police could not catch up with him.

Now turn with learners to LB pages 249 - 250. Go through the sentences there.

### Think-pair-share

Let each learner work independently. First, share with his/her partner. Let the pairs share and correct what needs to be corrected. Let the pairs share with their groups.

In the groups, make your own sentences to share with the class.

Now that you understand the phrasal verbs use these ones in sentences of your own.

- i) fired up      ii) dawned on      iii) ask over for      iv) called for

## Strand 2: Reading

### Sub-Strand 7: Reading and Comprehension

Let learners look at the picture on page 248 and talk about it. If there are any who have first hand experience, let them share with the class.

Let them read the topic

Teach key vocabulary

Teach a word at a time.

Teach the pronunciation of the first word. Drill them in the correct pronunciation. Ask learners to give the meaning of the word by breaking

down the words into root and affix and trying out the meaning from the two words fused together. E.g.

Overjoyed – over + joy – ed

Literally, this means to be feeling joy more than should be.

Disappointed: when we do not get what we want, we become disappointed

Avoidable – avoid + able

That which can be prevented

Occurred – happened

Chatting – conversing

Death-trap (a metaphor) it is indicating something that can cause death.



Let learners look at the passage and comment on the layout. Let them comment on the features – address, date, salutation, the body and the salutation. Explain the layout of a letter; let them predict what the message of the letter would be. Use the Directed Reading – Thinking Activity (DR-TA). Lead learners to read and build knowledge. Let learners read the first paragraph and ask them if their prediction was correct; what was there instead. Let them predict what will be in the next paragraph. At the end of each paragraph, ask them if their predictions were right, nearly right or totally put out of focus. Then let them say what exactly the paragraph says before asking them to read the next paragraph. At the end, let them do oral retelling of the story or message of the passage. After that, go on to answering the questions.

### **E. Strand 3: Grammar**

#### **Sub-Strand 7: Idiomatic Expression**

##### **Idiomatic Expressions**

Brighten the atmosphere with an activity to break the ice.

Get learners to sit in their groups before the lesson begins. Also, make sure you personally go through the idiomatic expressions on LB pages 254 – 255 so that you can make your sentences with them easily. This will help the learners experience the idiom in a variety of ways. Note that the use of idiomatic expressions do not have to be over used. For example, if you feel a headache in class, and your teacher asks you why you are not sitting up, you don't say, "Sir, I'm under the weather". You simply say "I am sick". Being under the weather actually implies to have been unwell for some time.

Pick each idiomatic expression, read it and ask the learners to read the meaning. Explain circumstances under which the expression could be used and ask learners to use it in sentences in their groups. Allow the groups time to come up with sentences to share with the whole class, then go on to the next one.

Let learners write sentences with any two of the idiomatic expressions and post them on the wall so that learners can go and read them when they have the gallery walk.

## **F. Strand 4: Writing**

### **Sub-Strand 14: Radio and TV Presentation**

Events about Personal Experiences

Prepare some snapshots or pictures of some events being talked about lately. Put these up on the gallery and ask learners to go for a walk there and look at them.

Back in their seats, now introduce the topic shortly. Let them turn to pages 255 - 256 to continue.

Ask learners to talk about some events they have witnessed firsthand and those they saw on tv. Let them talk about what went on and what they understand. Also what their opinions about the events are.

Let learners now sit in their groups.

Let them brainstorm and pick a topic to write on. As a group, there should be agreement on one topic only; if there is any argument get it resolved.

Let groups draft and edit their news. Go round and help – give support where it is needed. Let them go through the final presentation. They must decide the host and who other reporters should be.

Set time aside to receive reports from each group. Make it exciting by taking a video coverage with your phone as the groups present their reports.

## **G. Strand 6: Extensive Reading**

### **Sub – Strand 1: Building the Love and Culture of Reading**

Encourage learners to read to discover other events in the story. They should identify the various characters in the events; identify also the causes of the events.

## **ANSWERS**

### **B1. Phrasal Verbs**

Meaning

1. look up to

Expect much from

2. meet us
3. able to do something
4. a result of
5. to outrun him

The thief run away from the police.

Sentences with phrasal verbs

Fired up

- i. When the man heard that his only daughter was pregnant, it fired up his anger.
- ii. When she returned to see the lock of her front door broken, it dawned on her at once that the thieves had been there.
- iii. Mr. Wilson met his friend quarrelling with his wife, he asked his friend over for a drink.
- iv. Hurray, this victory calls for a celebration.
- v. They have been quarrelling since morning and none of them is ready to back down.

**C. Salifu (He wrote his name at the subscription).**

His name is at the end of the letter.

2. The new idea was a film about road accidents.
3. Accidents could have been avoided but for the conditions of the roads, the vehicles and the drivers.
4. To inform his friend about causes of road accidents.
5. How these cause accidents.
  - i) The tyres will not allow the vehicle to stop.
  - ii) bad tyres burst easily and send the vehicle into a ditch.
  - ii) drivers without license are not qualified that is why they do not have a license. They will easily lose control of the vehicle.
  - iv) receiving calls while driving, the driver can easily drive into a ditch or crush into another vehicle.
6. All of us must do the right thing
7. These are personal response questions. Let learners share their convictions.

**D1.** Alphabetic order

- |              |             |             |
|--------------|-------------|-------------|
| 1. accident  | 6. engine   | 11. plunge  |
| 2. action    | 7. film     | 12. problem |
| 3. avoidable | 8. however  | 13. road    |
| 4. cassette  | 9. library  | 14. video   |
| 5. dangerous | 10. minutes | 15. truck   |

**D3.** This is how the answers should look like

Period	time
Overjoyed	often
Action-packed	very dangerous
Death-trap	crash
Rickety	very happy
Frequently	full of activities like fighting
Collide	old and weak

You can also ask learners to write out the answers in columns A and B

**D2.**

Word	Prefix	Word	Suffix
overjoyed	over-	joy	-ed
disappointed	dis-	appoint	-ed
misunderstand	mis-	under	-stood
avoidable		avoid	-able
frequently		free	-quent – ly
careless		care	-less
oncoming	on-	come	-ling

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**Workbook Exercises**

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

### Diagnostic Assessment

---

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

- Did all learners meet the indicators?
- Did some meet the indicators?
- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?



*Learner's Book (LB 4, Unit 28, Pages 257 - 265)*

*Work Book (WB 4, Unit 28, Pages 179 - 186)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	COMPETENCIES
By the end of this unit, learners will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.10.3.1: Identify the purpose and audience of a speech and set goals in the context of assigned topics (e.g. about familiar persons)	Communication and Collaboration
<b>STRAND 2 - READING</b>	
Phonics B4.2.6.1.2: Use phrasal verbs in spoken and written expressions.	Critical Thinking and Problem Solving
Reading B4.2.9.1.1: Read grade-level texts at good pace with accuracy and expression B4.2.9.1.2: Use recognition strategies to confirm understanding of level appropriate texts.	Communication and Collaboration  Critical Thinking and Innovation
<b>STRAND 3 - GRAMMAR</b>	
B4.3.10.1.1: Use prepositions to convey a variety of meanings. Direction, e.g. along, period of time, purpose, possession, comparison, eg. Fatter than ....	Communication and Collaboration  Critical Thinking and Problem Solving
<b>STRAND 4 - WRITING</b>	
B4.14.2.1: Write picture events about personal experiences and make radio/tv presentations	Creativity and Innovation

**STRAND 6 - EXTENSIVE READING**

B4.6.1.1.1: Read a variety of age and level appropriate books and present a two-paragraph summary of each book read.	Communication and Collaboration
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**STRATEGIES****Strand 1: Oral Language**

Listening activity, analysing, group

Resources: written passage

**Strand 2: Reading**

Group work/editing

KWL strategy, reading

Resources: idioms

**Strand 3: Grammar**

Identification of preposition

Resource: sentence completion

**Strand 4: Writing**

Brainstorming

Resources: writing materials

**Extensive Reading**

Talent presentation

**Strand 1 - Oral Language: Sub-Strand 10 - Presentation****Identifying the Audience and Purpose of a Speech**

The topic for this speech is 'Drug Abuse'. Look for a short passage on 'Drug Abuse' that learners can easily understand. If the language is too high, you will have to adapt it to their level. Read through the write-up on LB page 258 well.

Prepare learners for the listening activity. Remove everything that could be a distraction during the reading/listening time – give them instructions, clearly as to what they must do while reading (You can put the questions on the board, if it becomes absolutely necessary). Now read the passage. Make your voice clear and your pace, a regular conversational one.

Do not read the passage twice; This is a listening activity. The focus is to make learners good listeners so reading again will make them let down their guard.

At the end of the reading period, check learners' answers.

Who are the audience of the message?

What is the message?

What have you learnt from the message?

What is the purpose of the message/speech?

Where was the message directed? Was it to do something or not to do it?

Hold an interactive session with learners so that everyone will be able to speak and explain their ideas. Doing group work will help. Let learners talk about their personal experiences and what they have seen happen to others because of drug abuse.

## **B1. Strand 2: Reading**

### **Sub-Strand 6: Vocabulary**

#### **Idioms – Phrasal Verbs**

Revise the previous lesson on idioms.

Make sentences using idiomatic expressions.

1. The work the teacher gave is just a piece of cake.
2. The new Benz car Dad bought cost him an arm and a leg.
3. Our father lives abroad so we see him once in a blue moon.

As you make the sentences, ask learners to explain the sentence and provide opportunities for them to make their own sentences.

The idioms for this lesson are the type that are described as phrasal verbs. A critical look at them shows that they are made up of a verb and a preposition. They are idioms too because they just like traditional idioms cannot be explained because of the words that are in them.

E.g. 'bring about' means 'to cause something to happen'.

'bring back' means 'remember'

'bring up' means 'to educate or rear'.

Turn to page 259 of LB 4

The idioms/phrasal verbs are underlined.

Take issues one at a time. Read and discuss each one – the verb, the preposition and together and their meaning. Usage is very important during the class and these should be 'recycled'

i.e. used often in other scenarios that permit their use – in other subject areas.

### Group Work

Let groups sit and write individual sentences. Let them do group editing of sentences that individuals have written. Let them copy the correct ones for group reporting later.

## Strand 2 - Reading: Sub-Strand 7 - Comprehension

### Vocabulary

Homework: Let learners find out the meaning of the key words as homework the day before the lesson. If they have textbooks to take home, they can read the passage as well.



### DR-TA Strategy

At the beginning of the lesson, let them look at the picture on page 257 of LB 4.

Let them describe the picture and predict what could happen to people, property and animals when such a flood is experienced. Ask for personal encounters from learners.

You can also relate a personal experience. Use opportunities that arise during the discussions to teach new vocabulary. Use the word in a sentence. E.g. ‘Floods are unfortunate things to happen’. Then ask them the meaning of the word, unfortunate.

**unfortunate** – causing misfortune, unlucky

**claim many lives** – to kill a lot of people

**atmosphere** – the air or climate of a specific place

**temperature** – how hot or how cold a place is.

**Atlantic** (a proper noun): The Atlantic Ocean lies south of Ghana. Use a map to show learners this.

**occurrence**: an event, a happening

Ask learners what questions they have to ask about floods.

Reading-to-Build-Knowledge

The teacher directs the learners' reading and thinking in this strategy. Go back to the predictions learners made. Beginning with the title to the passage, let learners remind themselves of their predictions. Ask them to give reasons for their predictions. Let them read the first paragraph silently. At the end, ask them whether their predictions were right. Take one or two responses and let them agree. Do predict for the next paragraph. Let them read again. At the end, let them compare their predictions with what really happened in the passage.

Do this until all the paragraphs have been read.

### **LEARNT. What did we learn about floods?**

Take questions learners asked before the reading time. Ask them which of their questions have been answered. Write down the new things that have been learnt by the learners.

Are there any questions that have not been answered? Help learners answer them or direct them to where they can find the answers.

Let learners now answer the question in Section C.

## **Strand 2 : Sub-Strand 6 - Vocabulary**

### **D2. Words in sentences**

Choose the four words which you want the learners to use in sentences. The words are in the passage that has just been read so it is taken that all learners understand them all.

Write the words you want them to use on the board.

Let learners write the sentences into their exercise books.

### **E1. Strand 3 - Grammar: Sub-Strand 10 - Prepositions**

Prepositions do different types of things in showing the relationship of one thing to another's position. In this lesson, we will look at prepositions that show time, direction and purpose.

Start from the classroom. Mention specific things in the classroom and ask learners where they can be found.

Continue from pages 262 - 264 of LB 4

Let learners read as many sentences as possible from the substitution tables on pages 263 - 264 and do the exercise individually. Let them indicate the function in each case – time, direction and purpose in each case.

## F. Strand 4 - Writing: Sub-Strand 14 – Expository Writing

### Personal Experience

The task here is learners are going to write about their personal experiences.

Lead the class through a brainstorm session to mention possible personal experiences they have had. Write these on the board and allow some of them to talk about what they have experienced – the beginning, the middle and the end.

Let learners now sit down quietly and brainstorm what they want to write about. Let them use the questions on LB pages 264 - 265 to help them write, using the process writing steps.

## G. Strand 6: Extensive Reading

### Sub – Strand 1: Building the Love and Culture of Reading

Encourage learners to finish the last part of their book. They should complete the story.

As they read they should identify the last event and the character involved in the final events.

### C. Answers

1. There was a flood.
2. Accra and Kumasi
3. People lose their lives and property is lost, bridges collapse, animals die.
4. The South West Winds
5. Because they occur as a result of natural rainfall.
6. ('We' here means people) pouring waste into gutters, building in prohibited areas, pouring sawdust into streams, etc.
7. Because it brings about a lot of suffering.
8. We should be law abiding
9. Personal response. Let learners share their experiences with the class.

### D1. Words and their Synonyms

Word	Synonym
Losing	failing
Disaster	misfortune
Country	nation, state

Blessing	prosperity/benefits
Cause	reason, occasion
Natural	original
Rubbish	refuse, garbage

**E.**

Many run along the path. direction

Many walked towards the path.

They left here at 10.00 time

The twins were born in 2009.

I should eat well for good health purpose

Children need to play games to be strong.

### Workbook Exercises

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Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

### Diagnostic Assessment

---

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play	Rhymes and Songs
Story Telling	Dramatisation
Conversation	Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

D. What showed that learners did engage in and enjoy these activities?

E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

F. To what extent did learners meet the learning indicators?

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- Did only a few or none at all meet the indicators?

G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?



*Learner's Book (LB 4, Unit 29, Pages 266 - 274)*

*Work Book (WB 4, Unit 29, Pages 187 - 191)*

**LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.7.1.3: Recognise and discuss moral lessons in a story.	Critical Thinking and Problem Solving; Communication and Collaboration
<b>STRAND 2 - READING</b>	
<p>Phonics</p> <p>B4.2.6.1.2: Use the following terms; compound words, idioms, simile, synonym, antonym, prefix, suffix, phrasal verbs, etc. in spoken and written expression.</p> <p>B4.2.6.4.2: Recognise the playful use of words in spoken and written language (jokes, riddle)</p>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development and Leadership</p>
<p>Reading</p> <p>B4.2.10.1.1: Summarise level-appropriate passages/texts orally.</p>	Critical Thinking and Problem Solving
<p>Vocabulary</p> <p>B4.2.6.4.1: Expand vocabulary stock through affixation.</p>	Communication and Collaboration
<b>STRAND 3 - GRAMMAR</b>	
B4.3.10.1.1: Use prepositions to convey a variety of meanings: possession, comparison	Critical Thinking and Problem Solving; Communication and Collaboration

<b>STRAND 4 - WRITING</b>	
B4.4.15.1.1: Write to friends about personal experiences using appropriate letter formats.	Communication and Collaboration
<b>STRAND 6 - EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of age and level appropriate books and present a two-paragraph summary of each book read.	Communication and Collaboration

## **STRATEGIES**

### **Strand 1: Oral Language**

Listening Activity, leading questions, group work

Resources: a passage of teacher's choice

### **Strand 2: Reading**

Directed Reading Activity (DRA), blank filling, word cards

Resources: passage

### **Strand 3: Grammar**

Picture reading, substitutions

Resources: substitution table

### **Strand 4: Writing**

Writing letters

Resources: friendly letter format

### **Extensive Reading**

Writing invitation

Resources: books, writing materials

### **Strand 1 - Oral Language: Sub-Strand 10 - Presentation**

Preparation for this lesson will include the teacher looking for a suitable topic for the class. There are many topics that teacher could pick from. Apart from 'Indiscipline in Schools', topics like, 'Lateness to School', 'Drug Abuse', 'Road Accidents' are other topics that can be used for this lesson. Also if there is any news item that has become topical around the time of this lesson, it can be used. Make sure that whatever topic you use is quite a well known topic to learners.

Prepare learners for this Listening Activity. Tell them what to look out for i.e. the **main idea**. For example, the main idea is a word or phrase or idea that runs through the whole passage or speech. E.g.

Divide your time for whatever you do. Do not spend a long time doing just one thing. Learn to work within the time limit and do your work well.

The one word/idea that is repeated in all sentences is 'time'. In writing and in speech we hear the focus of the message repeated several times. The other thing to note is what the learners already know about the topic. This knowledge is what will help them to identify the **subject matter**. So you do not have to choose a topic learners know nothing about.

Turn to LB page 267 and explain what they should be doing. Play the recording as learners listen. At the end of it, ask questions: What is the main idea? What does the speaker say about the main idea?

Let groups discuss these questions and report back to the whole class.

## **B1. Strand 2: Reading**

### **Sub-Strand 2: Vocabulary**

#### **Homophones**

Homophones are words that sound alike but mean different things – site-sight, sin-sean are examples of homophones.

There are many words like these in the English Language. As you read, you will come across many words like these ones.

On LB page 268, the homophone 'they're', 'their' and 'there' are discussed. Write these three on word cards. Show them to learners. Let them pronounce them and note how alike they sound though spelt differently.

Note that 'there' apart from opening sentences, can be used as a preposition at the end of a sentence. E.g. There are many people there. Let learners take note of the differences in spelling.

Explain the use of the various words and lead learners through the exercise on that page.

Let learners themselves use these three words in sentences to show the clear distinctions. In their groups let them write sentences and peer edit them.

## B2. Strand 2: Reading

### Sub-Strand 7: Reading and Comprehension

**Key Words:** Teach the correct pronunciation of each word first; teach meaning by asking learners to determine the root word in the word first. From the root word, let them work out the meaning of the word.

**Contaminated:** to make a thin unsafe, dirty, or poisonous by the addition of something bad.

**Menstruation:** monthly discharge of blood from the vagina because the female's egg has not been fertilized.

**Adolescent:** young people at puberty stage. The adolescent grows to become an adult.

**Biological (adj)** – from bio – life, living thing

**Biology** – the science of life and living organisms

+ cal – biological – caused by or related to or affecting or having to do with biology.



### During Reading

Adapt the DRA strategy. In this, as the facilitator, you must have read and known the questions you will have to ask to direct readers' reading. DRA is Directed Reading Activity. This type of strategy shifts the learners' focus from pronunciation and fixes it on comprehension. Let them read a paragraph to find out the main idea there. The questioning is done by the teacher and in such a way that learners have a purpose for their reading.

E.g. Read the first paragraph and find out what the siblings had against each other. At the end of the reading time, ask learners to answer the question before they continue to the next paragraph and do the same thing. Do this for each of the paragraphs. At the end, summarise the findings in all the paragraphs.

### E. Strand 3 - Grammar: Sub-Strand 10 - Prepositions

Follow the revision exercise on LB page 272 of LB 4. Your task for the revision here is to prepare to direct or give them cues to follow to do the demonstration. If you can draw, you can draw/sketch scenes showing prepositions of direction e.g. towards, across, into, out of, along. Alternatively, make sentences and ask the groups to perform what the sentences say. Do the same for all the types of prepositions (It is also possible to do both – first, the pictures, followed by the groups acting according to the cues you give.

The day's lesson is on prepositions of possession, for/against and comparison.

Go through the sentences that show the various types of prepositions with the learners – LB page 272.

Use a lot of demonstration to help learners understand and use the prepositions correctly.

E.g.

Place a book on a table and pick it and say, "This book is for me". Pick it and hold it close to your chest.

Ask learners to do the same – pick a book, hold it close and say, "This book is for me". Pick a learner's book, raise it and ask, "Whose book is this?"

The learner will answer, "It is for me". The rest will answer 'It is for ..... (add the learner's name)

For comparison

Make sentences and demonstrate using the learners and objects in the classroom.

i) I am older than all of you in this class. You are older than your brother in B1.

Joan is fatter than Ruth.

John is taller than James.

ii) Put two learners in front and ask the learners to compare them in several ways.

'How can we compare L1 to L2?

Let learners compare them by colour, height, weight, etc. (make sure nothing offensive is said). It is also right to say 'compare with'.

iii) for and against

Explain to learners that the word 'for' means you are in support and 'against' means you are not in support of.

Explain the sentences in the LB 4 page 272 to help learners understand and use these prepositions well.

For practise, put this on the board for learners to practise making sentences with the prepositions learnt.

### Substitution Table

You cannot compare	boys		girls
We must measure	goats	to	turkeys
	liquid	with	theirs
	my work		

I'm sure Kwasi is now	bigger than	me
By now Afi is	taller than	you
You always are	nicer to people than	all of us
		her mother

The teachers have always spoken	for	children's rights
We have always stood	against	cults
		closing late

Let learners practise these until everyone of them has made a couple of sentences.

## F. Strand 4: Writing

### Sub-Strand 15: Letter Writing

In preparing for this lesson, write a simple friendly letter on a manila card to show to learners. Talk to learners about why letters are important. It is true that friendly letters are now outdated because of the phone. However, for business purposes they are still relevant. Besides, emails are now used rather than paper and pen. So knowledge of letter writing is still very relevant.

Go through the notes on page 273 with the learners. Discuss the features of a letter with the learners – writer's address, date, salutation, body and subscription.

Show them what you have written. Let them identify the features, as discussed earlier. Lay emphasis on the body to show them the paragraphs. Read it to them.

Continue to LB page 274. It is a simple invitation, usually shorter than the traditional friendly letter. Let learners read the invitation. Explain why it is so short. Talk about the details in the invitation.

Ask learners to plan and write a response to the invitation. Explain to them that the invitation is so short because it addresses only one purpose. The response must equally be short, addressing only the response – acceptance or otherwise. If you cannot attend, give a short reason why.

Let learners draft, revise and write out their responses individually. Let a few of them read what they have written to the class.

## G. Strand 6: Extensive Reading

### Sub – Strand 1: Building the Love and Culture of Reading

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Have learners, in pairs, help each other to write the summary of the story they have read from their storybooks. They are to use the format introduced to them earlier.

## ANSWERS

### B1.

- |            |                 |
|------------|-----------------|
| 1. there   | 2. their        |
| 3. there   | 4. their        |
| 5. there   | 6. there        |
| 7. they're | 8. their        |
| 9. their   | 10. there       |
| 11. their  | 12. They're     |
| 13. there  | 14. They, their |
| 15. their  |                 |

### C.

- The siblings in the passage are Asabea and Offei
- Mama Adobea
- False
- Because he thought the food had been contaminated.
- She felt a boy is not supposed to cook.
- No. She showed both children that they were both wrong in their thinking. OR The children agreed that she did not prefer one over the other.

7. Because she is not an adult yet.
  8. False. (Let learners respond to this part individually) Boys and girls are made for different roles which complement each other.
  9. i) Menstruation is a sign that a girl has reached adolescence and will soon come to adulthood.  
ii) Through menstruation, the womb is washed and prepared for any fertilization if possible.
  10. This is a personal response question. Many will say yes, but it is also possible there is someone who has never been disregarded.
- Let learners share their experiences in their groups.

**D1.**

1. We called him but he refused to follow us.
2. Everyone is shocked at the news of the accident.
3. It was very dark so we could not differentiate between ripe and unripe oranges.
4. It is natural for rain to fall at this time.
5. We come to school to get educated.
6. Physically, males are stronger than females.

**D2.** Completed words

- |                    |                     |
|--------------------|---------------------|
| 1. <b>e</b> qually | 4. <b>E</b> ducated |
| 2. <b>m</b> onthly | 5. <b>D</b> evelop  |
| 3. <b>r</b> espect |                     |

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**Workbook Exercises**

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Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

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It is also important to provide feedback on learners' performance and consider remediation should the need arise.



## Diagnostic Assessment

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This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

• Oral Language/Listening and Speaking:

Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

• Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.

• Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.

B. Which parts of the activities did learners engage in and enjoyed most?

C. Can you say what may have been the reason for this?

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E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?

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- Did some meet the indicators?
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G. Do you need to re-teach a lesson or parts of it?

H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?

I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

*Learner's Book (LB 4, Unit 30, Pages 275 - 282)**Work Book (WB 4, Unit 30, Pages 192 - 201)***LEARNING INDICATORS AND CORE COMPETENCIES**

<b>INDICATORS</b>	<b>COMPETENCIES</b>
By the end of this unit, the learner will be able to:	
<b>STRAND 1 - ORAL LANGUAGE</b>	
B4.1.10.3.3: Gather and select facts and ideas from one multiple print and/or non-print sources, appropriate to the purpose, audience context and culture.	Communication and Collaboration; Creativity and Innovation; Critical Thinking and Problem Solving
<b>STRAND 2 - READING</b>	
Phonics  B4.2.6.1.2: Use the following terms; compound word, idiom, simile, synonym, antonym, prefix, suffix, phrasal verb, etc. in spoken and written expressions	Critical Thinking and Problem Solving Creativity and Innovation
Reading  B4.2.9.1.2: Use recognition strategies to confirm understanding of level-appropriate texts	Critical Thinking and Innovation; Personal Development and Leadership
Vocabulary  B4.2.6.4.3: Use words suitable for purpose, audience, context and culture in relation to type of texts (exposition/explanation)	Communication and Collaboration; Personal Development and Leadership

<b>STRAND 3 - GRAMMAR</b>	
B4.3.1.1.2: Identify and use: proper nouns – refer to cities and countries and common countries	Critical Thinking and Problem Solving; Personal Development and Leadership
<b>STRAND 4 - WRITING</b>	
B4.4.15.1.1: Write to friends about personal experiences using appropriate letter formats.	Communication and Collaboration
<b>STRAND 6 - EXTENSIVE READING</b>	
B4.6.1.1.1: Read a variety of age and level appropriate books and present a two-paragraph summary of each book read.	Communication and Collaboration

## STRATEGIES

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### **Strand 1: Oral Language**

Group work, research, brainstorming

Resources: library, ICT centre

### **Strand 2: Reading**

Silent reading, note taking, prediction

### **Strand 3: Grammar**

Writing skills, correct capitalisation, blank filling

### **Strand 4: Writing**

Brainstorming, group work

### **Extensive Reading**

Talent presentation

Resources: stories, programme

## **A. Strand 1: Oral Language**

### **Sub-Strand 10: Presentation**

#### **Planning and Presenting Information**

There is a lot of information out there that learners could benefit from. In this lesson, they are supposed to look for information to share. Do a brainstorming so that learners can come up with topics that interest them. Put these on the board and talk about each one briefly, with

every learner contributing to it. Reconstitute the groups according to the topics that learners are interested in. In these groups, let them go and look for information and write out their paper for presentation. They can use the school library and ICT center to get information.

They should follow the details in the LB 4 page 276.

Give groups time to do their research and follow the steps in process writing to write their various presentations. Let them be ready to do their presentations at a date you will all set.

### **B1. Strand 2 - Reading: Sub-Strand 2 - Phonics**

Give learners time to work out the answers individually and compare their answers with a partner. Let the pairs compare their answers and decide which answers are right and which ones are wrong.

#### **Answers**

smack                      sick                      sack                      stick

#### **Compound words**

Make this a competitive group work. Mention one of the words and let each group write as many compound words as they can. Let them present the words to you. Read the words to see if they are correct – the whole class edits.

The group with the most number of words wins. Go on to the next word and the next until all the words are covered.

Let learners use their dictionaries for this exercise.

**Answers:**            headache, earache  
                         stone block, stone works  
                         lampstand, lamplight  
                         pot stand, pots head  
                         clothesline, clothes pin  
                         jamboree, jam bottle  
                         mat-man, place mat  
                         hat stand, hatless

teatime, teapot  
 master hand, headmaster  
 firefly, firebrand  
 grandson, grandmother

Note that compound words may be written as one word or joined by a hyphen or separate words that form the name of one thing. E.g. ‘something’, ‘self-control’, ‘ice cream’.

## Strand 2: Reading

### Sub-Strand 7: Comprehension

Take learners to LB page 275. Let them talk about the picture there.

Let them read the title on the page and say how it matches with the picture.

Teach key words.

Allow learners to try the pronunciation of each word initially. Continue by drilling them in the correct pronunciation. Let learners find out the meaning of the word, using their dictionaries. Lead them to use the key word in sentences then write the word on the board.

Communicate – to give information to make something known.

Electronics – science that deals with the behaviour of electrons, involves electric current.

Media – means by which news is spread in modern days – television, newspaper, radio, the internet, magazines, make up the media.

### B2. During Reading

Do model reading by reading the whole passage.  
 Read the first paragraph again. Discuss it and make them aware that this first paragraph introduces the main idea of communication being easy. It also supports this by mentioning the electronic and print media. Tell them to now read the rest of the paragraphs and find out what each of the paragraphs say about the electronic and print media.

Let learners read silently and make notes as they go along.



At the end of the reading time, let them share what they have in pairs. Next, let the two pairs share what they have.

Discuss the questions now with the whole class –

Paragraph 2: electronic media i.e. the computers, touch phones, give us access to documents, files, videos through Google and Yahoo.

Paragraph 3 – the radio and television stations give news and host programmes to educate us on many things.

Paragraph 4 – because of the print and electronic media, there is enlightenment because information flow is easy.

### **E. Strand 3: Grammar**

#### **Sub-strand 2: Nouns**

Remind learners about the use of capital letters when we write proper nouns. This exercise is a practise in the correct use of capitals in writing proper nouns. Let them answer by reading out sentences with the correct choices orally. After that, let them write the sentences out neatly into their exercise books for marking.

### **F1. Strand 4 - Writing: Sub-Strand 15 – Letter Writing**

Do brainstorming with learners about what they would like to tell their friends who live in a different town or region about an experience they had recently.

Let them read the letter on page 274 of LB 4. Discuss features of a friendly letter. Ask them to also write a letter to a friend in another town/region about an experience they had recently.

Allow learners to write their own letters beginning with brainstorming for what things they would like to write about. Let them draft, revise and proofread and then produce the final letter for presentation.

## G. Strand 6: Extensive Reading

### Sub – Strand 1: Building the Love and Culture of Reading

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#### Skills Connection

This is where learners' skills should be allowed to be displayed. Some are good at acting, some at drawing, still others are good at writing poems. If learners have been actively involved with the text, they will all be allowed to display their talents. Mark portions of the text that could be good for role-play, mime, (and drama if time will allow) available to learners. Put them in groups to choose what to do. Individuals may mime a character or write a poem.

Let those who are artistically inclined draw a character or a scene from the story and give it a caption, or write a sentence or two under it. Tell them on the last day of school there will be a talent exhibition. The teachers and PTA executives will come to watch, so they should all work hard.

Let learners start preparations immediately.

Have learners present their summaries to their group members.

#### Answers

##### C. Answers to questions

1. Electronic mail
2. With Email, we can receive documents, files, images, videos.
3. The Graphic, Graphic Sports, The Ghanaian Times, Daily Guide, The New Crusading Guide (any two)
4. Electronic media – radio station, T.V. stations, touch phones, computers.
5. They give us information; we send information through them.
6. By publishing them.
7. The media make information travel fast to get to those they are sent to.
8. True
9. (This is a personal response question) Let learners contribute by sharing their ideas.
10. Personal response. Let learners share their experiences.

**D. Correct answers for the spaces**

- |                  |               |
|------------------|---------------|
| 1. conveniently  | 6. published  |
| 2. image         | 7. internet   |
| 3. information   | 8. newspapers |
| 4. communication | 9. videos     |
| 5. enlightenment | 10. documents |

**Answers**

(Note: the names of people, towns can be placed anywhere they fit. However, talking of towns and regions, they must fit as they are correctly)

1. AkuSika/Afi/Ben
2. Hohoe/Accra/Konongo/Offinso
3. Accra .... Ghana
4. Aku Sika/Afi/Ben
5. Atlantic Ocean
6. University Basic School
7. Offinso .... Konongo .... Ashanti Region
8. Koforidua ... Hohoe

**Workbook Exercises**

---

Explain each set of exercises carefully to learners with several examples.

Where necessary, demonstrate the activity before assigning it to learners.

As they work, be available to offer encouragement and assistance where necessary.

It is also important to provide feedback on learners' performance and consider remediation should the need arise.

**Diagnostic Assessment**

---

This exercise is intended to help you reflect on the various learning and teaching activities engaged in by you and the learners and their impact. This, it is expected, will place you in a good position to successfully plan and execute subsequent activities.

A. How engaged were the learners in the different learning activities?

- Oral Language/Listening and Speaking:



Role-play

Story Telling

Conversation

Rhymes and Songs

Dramatisation

Others

- Reading: type of text:- story, dialogue, informational text, verse/poetry, etc.
  - Writing: Type of Activity – drawing, colouring, tracing, copying, composition, etc.
- B. Which parts of the activities did learners engage in and enjoyed most?
- C. Can you say what may have been the reason for this?
- D. What showed that learners did engage in and enjoy these activities?
- E. How were learners organised for these activities? Did they work individually, in pairs, in groups or as a class?
- F. To what extent did learners meet the learning indicators?
- Did all learners meet the indicators?
  - Did some meet the indicators?
  - Did only a few or none at all meet the indicators?
- G. Do you need to re-teach a lesson or parts of it?
- H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

REVISION 7

Learner's Book 4. Pages 283 - 289

**A1. Polite Requests and Responses**

i) Can I sit here?

Response: Yes, you can.

ii) May I have a glass of water?

Yes, you may.

iii) Please, close the door.

iv) Could you please lower your voice?

v) Please make less noise.

vi) Would you open the windows (please?)

vii) Can you lay the table?

viii) May I wash the dishes?

No, you may not.

ix) Would you sweep the classroom?

**A2. The written and spoken language**



I'm very hungry. Mama's not at home. I'll have to prepare something for myself. I can't wait until Mama comes back. But what can I prepare? Fried rice? No, I can't. That'll have to wait when Mama comes. I guess I'll have to do with a cup of milo; yes, I'll add some cocoa powder and name it "miloco".

**B2.**

1. He continued until he won a gold medal.
2. Want for a short time.
3. People who went to vote.
4. Live unconcerned

5. Sick with malaria.

### C. Answers

1. Crow
2. He was thirsty
3. Yes, he found some water.
4. The problem was that he could not reach the water in order to be able to drink.
5. The crow, when his beak could not get to the water, dropped pebbles in it.
6. The pebbles raised the level of the water.
7. In this case, they did.
8. The pebbles caused the water to rise.

### D.

- |                 |                 |
|-----------------|-----------------|
| 1. disappointed | 6. revealed     |
| 2. tailoring    | 7. substances   |
| 3. vanished     | 8. business     |
| 4. accidents    | 9. claimed      |
| 5. panel        | 10. road-worthy |

### D2.

Word	Synonym
1. beware	to mind
2. champion	superstar
3. scholarship	financial aid to a student
4. formerly	at one time
6. collapsed	break down
7. collided	clashed
8. energy	any source of usable power
9. faulty	defective
10. rickety	shaky

### D3.

- |                |             |
|----------------|-------------|
| a. pebbles     | f. vehicles |
| b. unfortunate | g. purposes |
| c. floods      | h. cocaine  |
| d. frequently  | i. pitcher  |
| e. engine      | j. thirsty  |

**E1. Sentences with modal auxiliaries**

- i) need
- a) I have to go see the desert.  
b) He must go for a holiday; he looks very tired.
- ii) Obligation
- a) We ought to pay our bills on time.  
b) She must get a new phone soon.
- iii) Compulsion
- a) We must give respect to the elderly.  
b) Learners have to be seated in class when the teacher arrives.

**E2. Prepositions of time, direction and purpose**

- i) time
- a) The test is at 10 am.  
b) We will set out by mid-day.
- ii) Direction
- a) He drove towards Accra.  
b) We walked along the seashore
- iii) Purpose
- a) They woke up very early in order to catch the first bus.  
b) The police stopped the men to search their bags.

**F. Informative Writing**

**Group Work**

Groups work together to choose the topic they want to work on.

## APPENDIX 1

### Workbook Answers

---

#### UNIT 1

##### Workbook Page 1

A1.

here	there
we	i/they
night	day
left	right
out	in
go	come
little	big
on	off

##### B. Workbook Page 2

Word	Meaning
Actually	really
Sibling	brother or sister
Cousin	the son or daughter of your uncle or aunt
Factory	where things are manufactured
Dozen	twelve
Dam	a wall across a river or stream
Kind	type

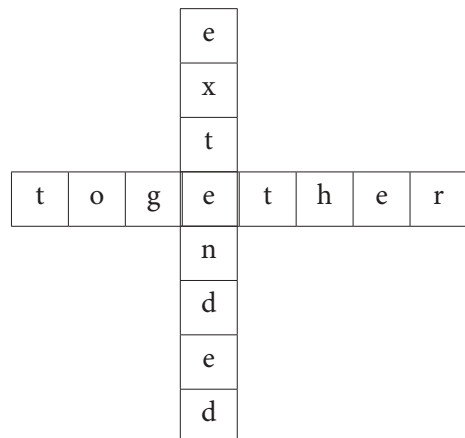
#### C. Learner's Workbook Pages 2 – 3

1. nuclear
2. extended family
3. Because his parents live there.
4. c
5. True
6. True
7. Because it is the main source of energy for the whole country.

##### D1. Words Workbook Page 4

dam	produce
mother	thousand
parent	dozens
extended	nuclear
uncle	aunt
country	factories

##### ii. Learner's Workbook Page 4



## E1. Learner's Workbook Page 5

Proper Nouns	Common Nouns
Mawuli	parents
Accra	sister
Kafui	boy
Ghana	girl
Ghanaians	country
Volta River	factories
Akosombo Dam	shops

## UNIT 2

### A. Oral Language Learner's Workbook Page 6

Some Things

Words repeated

ii. I	see
can	the
cannot	touch
may	my

iii. a. I may see

touch them

touch me

b. I can see

c. I cannot touch

d. Touch me

move me

my body my mind

A2. Ask learners to be right to the point.

It could be the sound of lines.

It could be how it makes them feel. Note that they are expressing their feeling. Accept whatever they say.

### B1. Learner's Workbook page 7

Let learners read silently first. Then let them read in pairs.

### B2. Matching

#### Learner's Workbook page 7

1. relax – be calm, comfortable without worries.
2. leisure – a time when we do no work.
3. swallow – to make food etc go down the throat.
4. plight – a serious problem.
5. gnawed – chewed/bit slowly
6. beasts – fierce animals
7. desired – wanted
8. search – look for
9. wagon – a kind of vehicle drawn by horses

### D1. Page 9

Word	Opposite
asleep	awake
night	day

opened	closed
huge	small/little
alive	dead
friends	enemies
cried	laughed
these	those
sad	happy
search	find
after	before
soon	now

### C. Learner's Workbook page 8

1. The lion woke up because the mouse disturbed it.
2. The lion threatened to swallow the mouse.
3. For disturbing the lion/for waking the lion up.
4. The lion was caught in a trap
5. Because he wanted to show kindness to the mouse.
6. The mouse
7. Yes

### D2. Fun with words Learner's Workbook page 9

Complete words

pardon	happen
swallow	carry

forgive	darkness
wagon	leisure
hunters	holiday

### D3. Mother and Child Work: Learner's Workbook page 10

Pen, end, had, hen, need, hand, app, pan, etc.

### E1. Proper Nouns (Countries and cities) Learner's Workbook page 10

#### Proper Nouns

- |               |             |
|---------------|-------------|
| 1. Ghana      | 6. Lome     |
| 2. Morocco    | 7. Aflao    |
| 3. Cape Coast | 8. Kumasi   |
| 4. Hohoe      | 9. London   |
| 5. Togo       | 10. Winneba |

#### Common Nouns (Places people live)

- |                 |            |
|-----------------|------------|
| 1. town         | 6. hamlet  |
| 2. city         | 7. country |
| 3. village      | 8. region  |
| 4. constituency | 9. cottage |
| 5. house        | 10. state  |

**E2.** When learners unite their sentences let them read some of them to the class. Take note of the written work; to consist on their observing the general rules – begin with a capital letter and end with an end mark.

## UNIT 3

### B1 Opposites

#### Learner's Workbook page 12

Leisure	busy
Free	occupied
Current	past
May	will
Knowledge	ignorance
Borrow	lend
Every	none
Relaxation	tiredness
More	less
Make	unmake
Improve	degrade
Mighty	little

#### D2. Learner's Workbook page 14

A	B
Finished	completed
Explanation	clarification
Improve	make better
Relaxation	recreation
Mighty	very large
Acquires	gains
Ability	skill
Requires	expects
Totally	completely
Profitable	beneficial

### C. Learner's Workbook page 13

#### Answers:

1. A personal response questions. Accept whatever the learner says.
2. Personal response
3. Personal response
4. Personal response. Among others, however we can say leisure helps us to restore our energy. To do as we please and be happy, etc.

#### D1. Fun with letters and words. Learner's Workbook page 13

<b>Words.</b>	vi. documentary
i. leisure	vii. ability
ii. broadens	viii. explanation
iii. mighty	ix. acquire
iv. knowledge	x. finished
v. relaxation	

#### D2. Word Search Learner's workbook page 14

1. knowledge
2. aware
3. videos
4. explanation
5. relaxation
6. ability
7. leisure
8. documentary
9. education
10. Listen



### D3. Page 15

1. knowledge
2. aware
3. relaxation
4. explanation
5. meal
6. listen
7. education
8. documents
9. leisure
10. ability

### UNIT 4

#### A1. Learner's Workbook page 17

1. The oak tree fell down.
2. The mouse was too busy cutting down the oak tree.
3. After he had felled the tree.
4. In the dust
5. Ambitious means – a strong desire to achieve something.
6. The ambitious fit was the cutting down of the tree.
7. Yes
8. Personal Response.

Because it took the mouse's ambition for it to bring down the tree. So ambition helps us achieve our goals.

#### B1. Learner's Workbook page 18

<b>Beginning</b>	<b>middle</b>	<b>end</b>
ant	mad	far
even	tell	fee
ice	kid	key
oven	note	toe
union	rule	few

#### B2. Dictionary Meanings Learner's Workbook page 18

Volcano: An opening in the earth from which molten lava, ash and gases are pushed on to the earth.

Deadly: Able to cause death

Suspicion: looking questionable/wrong

Century – one hundred years

Landslide: a mass of earth falling down a mountain slope.

#### B3. Synonyms Learner's Workbook page 19

1. giant – very big/huge
2. crushed – broken
3. effects - result
4. false - fake
5. many – several
6. off – out
7. costly – expensive
8. dangerous – risky

**B4. Opposites Learner's Workbook page 19**

deadly – safe

anywhere – nowhere

remember – forget

false – true

awake – asleep

restless – peaceful

worst – best

giant – tiny

costly – cheap

stayed – left

**C. Learner's workbook page 20**

1. Because they know earthquakes are very dangerous.

2. They were informed that there was going to be an earthquake that might

3. They were afraid the earthquake will happen and their houses will fall on them.

4. It washed away whole cities.

5. c. measure the severity of earthquakes.

**D1. Fun With Letters and Words  
Learner's Workbook page 21**

Correct words

- |                |            |
|----------------|------------|
| 1. deadly      | 7. blame   |
| 2. earthquakes | 8. century |

- |              |               |
|--------------|---------------|
| 3. alarm     | 9. damage     |
| 4. restless  | 10. volcanic  |
| 5. courage   | 11. dangerous |
| 6. landslide | 12. streets   |

**D2. Alphabetical Order Learner's  
Workbook page 21**

- |              |                |
|--------------|----------------|
| 1. alarm     | 7. deadly      |
| 2. blame     | 8. earthquakes |
| 3. century   | 9. landslide   |
| 4. courage   | 10. restless   |
| 5. damage    | 11. streets    |
| 6. dangerous | 12. volcanic   |

**E1. Collective Nouns Learner's  
Workbook page 21-22**

1. ... of sailors
2. ... of wine
3. .... of bees
4. .... of sheep
5. .... of air planes
6. .... of dancers
7. ... of fire
8. .... of drawers
9. .... of fruits
10. ... of stairs

**E2. Learner's Workbook page 22**

1. .... herd is to cattle.
2. .... as bunch is to bananas

3. .... as litter is to kittens
4. .... as kindle is to kittens
5. .... as nest is to mice
6. .... as fight is to ducks
7. .... a gang is to labourers
8. .... as herd is to cattle
9. .... as swarm is to insect
10. .... as school is to whale

## UNIT 5

### Answers

#### A2. Learner's Workbook page 25

This is the learner's personal response to the National Pledge. Let them respond as best as they can.

#### B. Pages 25 - 26

- |      |      |
|------|------|
| 1. c | 4. b |
| 2. d | 5. a |
| 3. a |      |

#### C. Learner's Workbook pages 26 - 27

1. The country chooses her own political leaders.
2. i. You can find the whole country to the North, South, East and West.
- ii. All the regions
- iii. The size/area each region covers.
- iv. The vegetation
- v. The capital towns of each region.

3. So that governing it will be easy.

4. They help the president do his work of governing the nation.

They promote the president's work in the regions.

5. The District, Municipal and Metropolitan Chief Executives.

#### D1. FUN WITH LETTERS AND WORDS Learner's Workbook page 27

independent

administrative

political

#### D2 & D3. Matching – Answers Learner's Workbook page 28

Special	independent
Particular	administrative
Leader	political
Government	rural
District	sovereign
Executive	popularly
Capital	whatever
Country	minister

#### E1. Learner's Workbook page 29

- |             |               |
|-------------|---------------|
| 1. beliefs  | 6. love       |
| 2. patience | 7. importance |
| 3. life     | 8. hatred     |
| 4. search   | 9. freedom    |
| 5. pride    | 10. thinking  |

## E2. Examples of sentences. Page 29

1. We all like him because of his honesty
2. My understanding of this topic is deep
3. Mere beauty cannot tell much about a person
4. To be sure you live in comfort, we are giving you one million cedis.
5. Our timing was good, we got there in time.

## UNIT 6

### A1. Learner's Workbook page 31

This session is based on the story the teacher told at the story telling time in A1. This means only you the teacher/facilitator will be able to tell the right and wrong answers.

Question 1 and 2 are simple enough. If questions 3, 4 and 5 are two difficult for some, you can use sentence completion to help learners.

Also, as a listening and speaking aspect, you can choose to get the answers orally.

### D1. Meaning. Workbook page 34

A	B
Dictionary	A book that explains words of a language.
Plead	beg

Library	A place where books, newspaper etc are kept
Pleasure	Things that makes us happy
Prepare	Get ready
Current	Now, present time
Enjoy	To be happy with
Prefect	A leader of students or learners
Benevolent	Kind, generous

### D2. Opposites Learner's Workbook page 35

A	B
Give	Take
Remember	Forget
Seriously	Lightly
After	Before
Always	Never
Enters	Leaves
Raise	Lower
Last	First
Down	Up

### C1. Answers Learner's Workbook page 33

1. Kuma
2. Because he was caught sleeping in the classroom.
3. Kuma never thought that to become great, one has to sacrifice one's pleasure.

4. Because Kuma was not serious with his schooling.

5. Advice teacher gave to Kuma

i) That the TV series he has been watching will kill his education.

ii) If he wants to be great, then he must start working hard at school immediately.

iii) That great things in life are not achieved suddenly.

### **C2. Learner's Workbook page 34**

Leave learners to write from the view point that they are Kuma. Give them about 5 minutes for the written. Let them share what they have with the class.

### **E2. Answers Learner's Workbook page 36**

1. An                      2. A
3. The                     4. the
5. the                     6. the

### **E3. Learner's Workbook page 36**

1. a                                      8. The
2. the                                    9. The
3. a                                      10. The
4. a                                      11. The
5. The                                    12. The
6. The                                    13. the
7. The

### **F1. Learner's Workbook page 37**

1. John, who is my uncles' son, is my cousin.
2. The governor wished to punish him for his disobedience.
3. A person who eats too much is a glutton.
4. The flowers were not real but were made of cloth, wax and paper.
5. Kuma, my classmate, was caught sleeping in class the other day.
6. Is that so?
7. What did the teacher do to him?
8. Did he admit that he was sleeping?
9. Of course, what do you expect?
10. Some people will deny it, even if they were snoring.

## **UNIT 7**

### **A1. Learners work book page 39.**

Allow learners room to write their own ideas. Ask them to do their personal brainstorming to gather ideas before writing the poem the person in their books.

### **D2. Learner's Workbook page 42**

Opposites.

A	B
Allow	Prevent
Exactly	Approximately
Specific	General
Opened	Closed

Inside	Outside
Same	Different

### C. Learner's Workbook page 40

- 1) d    2) d
- 3) desktops and laptops
4. receive information onto your (own) phone or laptop
5. Because it helps with making a budget and for tracking our own income and expenditure in the bank.
6. C

### D3. Mother and Child Learner's Workbook pages 42 - 43

#### INFORMATION

In, for, form, inform, mat, at, on, ton, fat, ion, no, it, not, Tom, from, roam, room, rot, etc.

Check the words using your dictionary to be sure they are actual words.

#### COMPUTERS

Come, put, opt, pure, perm, pet, mute, set, rest, top, tom, cop, mop, met, pot, etc.

### D4. Learner's Workbook page 43

desktop	computers
download	mobile
application	devices

perform	processor
gadgets	software
laptops	system

### E1. Quantifiers Learner's Workbook pages 43 - 44

1. Some
2. Twelve
3. Ten
4. Few
5. All
6. Every, a
7. All
8. Some
9. Every, the
10. The, seven

### E2. Page 44

1. second
2. lots
3. few
4. all
5. No
6. All
7. Four
8. All
9. Some
10. Many

### F1. How to Polish a Pair of Shoes Learner's Workbook page 45

First clean both shoes with a duster. Next, spread the polish thinly on both shoes with a shoe brush.

After that, rub the shoes vigorously with a shoe brush.

Then leave the shoes in the sun for a few minutes.

Finally, rub the shoes gently with a duster and your shoes are ready to be worn.

## UNIT 8

### D1. Learners Workbook page 49

Read aloud – pair work.

Leave learners alone to do the pair reading.  
Tell them to draw your attention when it is needed- this should not be abused.

### B2. Learner's Workbook page 48

A	B
Word	Meaning
Realise	To understand, to become aware
Weeding	Clearing
Stranger	A person you don't know
Amazing	A person you don't know
Your choice	What you like among a number of things.
	Of things
Fast	Quickly

### D2. Opposites. Learner's Workbook page 49

1. Back- front
2. Happy- sad
3. New- old
4. Sitting- stand
5. Finished- started
6. Buy-sell

7. Sure- unsure/ doubtful

8. Fast- slow

### C. Learners Workbook page 48.

1. He forgot about the work.
2. Dad/ Kofi's dad
3. Kofi finished the work in a very short time.
4. Kofi's friends
5. Because they are his friends/ Because friends help each other.
6. b

### D3. Learners Workbook page 50

Friends

Finished

Done

School

### D4. Learners Workbook page 50.

1. forgot
2. yourselves
3. finished
4. choice
5. obedient
6. warned
7. amazing
8. bush
9. release
10. cream

**E1. Pronouns Learners Workbook page 51**

1. They came in after closing.
2. He said that he did it.
3. She is the other turn.
4. Even before the sun set, he was ready.
5. I've got three houses.
6. She gives free drinks
7. She never walks alone.
8. We walk to school every-day.
9. Their performance brought joy.
10. It was the dog's puppies.

**UNIT 9**

**B1. Learners Workbook page 53.**

Words that rhyme.

fit	feel	cat	cart	set	sell
pit	need	mat	mart	bet	tell
kit	weed	rat	cart	net	bell

**D1. Meaning of Words Learners Workbook page 55**

Supper – the last meal of the day

Pretty – beautiful

Fun – enjoyment

Getting close – nearing

Preparing – getting ready

Hurry – rush

Refuse – waste

Get out of doing – to manage to not do what is expected of them.

**D2. Opposites Learners Workbook page 55**

1. pretty – ugly
2. often – scarcely
3. younger – older
4. everywhere – nowhere
5. easier – more difficult
6. everyone – no one
7. together – separate
8. answered – questioned

**C. Learners Workbook page 54**

1. Sammy
2. Fofo and Ami
3. Because it was time for them to go home and help with the evening cooking.
4. Fofo and Ami's family.
5. Health rules keep from falling sick.
6. Ami is sometimes unhappy when she is asked to go to bed before Fofo.
7. b
8. .... if we will all do what is expected of us.



**D3. Fun with Letters and Words Learners Workbook page 56**

Enjoyment

Enjoy, joy, men, ten, jet, net, no, yet, jem, yen, not, ton, met, me, ye, etc.

**D4. Words Learners Workbook page 56**

- |              |              |
|--------------|--------------|
| 1. supper    | 7. bedtime   |
| 2. refuse    | 8. hurry     |
| 3. complains | 9. forgets   |
| 4. sometimes | 10. before   |
| 5. throwing  | 11. answered |
| 6. health    | 12. untidy   |

**E1. Learners Workbook pages 57 - 58**

Possessive Case.

- |           |           |
|-----------|-----------|
| 1. Mine   | 6. Ours   |
| 2. Theirs | 7. His    |
| 3. His    | 8. Hers   |
| 4. Yours  | 9. Yours  |
| 5. Ours   | 10. Ours. |

**E2. Learners Workbook page 58**

Present tense,

1. Try - tried
2. Eats - ate
3. Forgets - forgot
4. Complains - complained
5. Makes - made.
6. Leaves - left
7. Does- did

8. Wash- washed
9. Obey- obeyed
10. Get- got

**UNIT 10**

**A1. Learners Workbook page 61**

1. One hour
2. Sixty
3. Thirty
4. One hundred and twenty.

**5.**

- i. Five
- ii. Thirty
- iii. Ten
- iv. Twenty-five

**D1. Learners Workbook page 64**

Handled to use (used)

Ghanaians people who come from Ghana

Destroy to spoil

Extreme special

Outages when electricity power cuts suddenly

Bungalows government buildings in which workers live during their working lives.

Taxes	monies paid to government by workers monthly.
Maintain	to keep in good working condition

### C. Learners Workbook page 63

1. Taxes are monies the government collects from workers in the country to use for work in the country.
2. water, electricity, roads, markets
3. Yes. (if government supplies to school)  
No (if you are in a private school then your parents pay for it)
4. Computers are quite fragile and can be dropped and get spoiled.
5. Handle them the way my teacher asks me to.
6. We are not to leave them on when we are not in the room.
7. So that all the books can go into it easily.

### D2. Fun with letters and words. Learners Workbook page 65

Hours, usage.

Handle

Taxes

close

Blow

Property.

### E. Learners Workbook page 66

Example of sentences.

This is my pair of shoes.

That is Dad's shirt

Those are mama's scarves.

These are Naana's scarves

### UNIT 11

#### B. page 67

Lick    luck/ rock    truck

Lack    mark    cake    stake

#### D1. Learners Workbook page 69 - 70

1. singing
2. happily
3. store
4. a day of need
5. converse
6. worry
7. get ready
8. working hard

#### C. Learners Work book pages 68 -69

1. In the field
2. Dry season and rainy season
3. Grasshopper is very happy.
4. He was very sad/unhappy
5. It is good to keep food for hard times
6. No he didn't
7. Because he did not believe things will

change.

8. Grasshopper – lazy, foolish,

Ant – hard working and wise

## D2. Fun With Letters and Words

### Learners Workbook page 70

Grasshopper	ant
Days	sometimes
Carrying	hungry
Merrily	bother
Lonely	necessity

## D3. Alphabetic Order Learners Work book page 70

- |                |               |
|----------------|---------------|
| 1. ant         | 6. hungry     |
| 2. bother      | 7. lonely     |
| 3. carrying    | 8. merrily    |
| 4. days        | 9. necessity  |
| 5. grasshopper | 10. sometimes |

## E. Learners Work book page 71

- |           |            |
|-----------|------------|
| 1. buy    | 5. cheered |
| 2. helps  | 6. stole   |
| 3. played | 7. poured  |
| 4. sang   | 8. went    |

## UNIT 12 BE OBEDIENT

### B. Learners Workbook page 75.

'I'.

Beginning	Middle	End
lay	cab <u>l</u> e	ca <u>ll</u>
l <u>a</u> ble	f <u>a</u> ble	pi <u>ll</u>
l <u>a</u> ke	l <u>a</u> ble	ill
l <u>o</u> ck	si <u>ll</u> k	ki <u>ll</u>

### B2. Learners Workbook page 73

ai

Beginning	middle	End
ey <u>a</u> s	Li <u>ce</u>	my
is <u>l</u> e	Mi <u>ce</u>	ib <u>y</u>
iv <u>y</u>	Ni <u>ce</u>	Tr <u>y</u>
id <u>ea</u>	Si <u>ze</u>	Pi <u>e</u>

### D1. Opposites Learners Workbook page 77

Lucky – unlucky

back – front

Wrong – right

forget – remember

Shouting- whispering

frequently – scarcely

Sit – stand

heavier – lighter

Close – open

wet – dry

Clean – dirty

before – after

### C. Learners Workbook pages 76

1. It was in the morning.
2. Because their father asked him to.
3. She said it made their bags very heavy.
4. The rain clouds started gathering.
5. It was threatening to rain.
6. c. strictly

### D2. Fun with Letters and Words Learners Workbook page 77

remove

experience

welcome

### D3. The ten words in the puzzle Learners Workbook page 78

#### Across

experience

removed

forget

umbrellas

welcome

#### Downwards

heavier

weather

clouds

lucky

remove

### E1. Learners Workbook pages 78 -79

- |           |             |
|-----------|-------------|
| 1. faster | 3. more     |
| 2. harder | 4. brighter |

5. more slowly

6. hotter

7. cleaner

8. most beautiful

9. happiest

10. luckiest

### E2. Learners Workbook pages 79 - 80.

1. loves

2. work

3. trims

4. do

5. came

6. makes

7. feeds

8. saved

## UNIT 13

### A. Learners Workbook page 82

Make time available for learners to share what they have written based on their topics.

The Young Rooster

### B1. Learners Workbook page 82

1. a cock
2. raised
3. not strong
4. wet
5. small drops of rain
6. a place for keeping animals and products.
7. an event that causes pain and suffering.

**B2. Opposites Learner's Workbook page 83**

1. son – daughter
2. sadly – happily
3. old – new
4. morning – evening
5. east – west
6. never – always
7. before – after
8. weak – strong
9. damp – dry
10. early – late
11. deep – shallow
12. beginning – ending
13. shouted – whispered
14. over – under
15. failure – success
16. next – Previous

**C. Learner's Workbook page 84**

1. Because his father had died and it was now his turn to crow.
2. He meant that it was time for him to die.
3. d. died
4. Because it was his first time of crowing.  
OR Because he had not practised crowing enough OR He was not experienced.
5. The crowing of the young rooster.

6. He was crowing

7. A personal response question

Write what you think and share with your friends.

**D. Words. Learner's Workbook page 85**

- |             |             |
|-------------|-------------|
| 1. weak     | 6. feed     |
| 2. failure  | 7. scratch  |
| 3. dump     | 8. success  |
| 4. disaster | 9. animals  |
| 5. rooster  | 10. drizzle |

**E1. Verb phrases Learner's Workbook page 85 - 86**

- |               |              |
|---------------|--------------|
| 1. is forming | 4. are happy |
| 2. will be    | 5. will be   |
| 3. will give  |              |

**E2. Main verbs Learner's Workbook page 86**

- |            |               |
|------------|---------------|
| 1. died    | 6. warming    |
| 2. replace | 7. planting   |
| 3. crow    | 8. raining    |
| 4. crowing | 9. teaching   |
| 5. crowing | 10. listening |

**F. Learner's Workbook page 86**

Refer learners to the story on pages 110 -111 to read and pick appropriate phrase and

words to use for their poems. Let them unite and share.

## UNIT 14

### A. Learner's Workbook page 88

Let learners express their feelings freely. In this case, all the words for description must be positive, kind, jovial, sympathetic, understanding, fair, just, does not take sides, impartial etc.

### B1. Beginning consonant blends 'n'

#### Learner's Workbook page 88

beginning	middle	end
new	raining	win
now	wanted	bin
no	winter	tin
neat	winner	sin

### B2. Meaning of words Learner's Workbook page 89

Sports: any competitive activity needing physical effort with rules.

Alternate: to act or happen by turns – back and forth

Trophy: a prize e.g. a cup or plaque given as a symbol of victory.

Promising: likely/possibly developing into a

desirable outcome.

Most valuable: someone/thing that has more value/importance than all others.

Sworn enemies: long-standing dislike for each other.

### C. Learner's Workbook pages 89 - 90

1. Most High International
2. (We do not know yet)/ the most valuable role.
3. They wanted to play that role only.
4. They went to ask and know the most important position in a match.
5. Personal Response.

### D1. Learner's Workbook page 90

#### FUN WITH LETTERS AND WORDS

##### Important

Import, ant, or, an, tart, port, pot, imp, rot, tar, mop, top, map, pin, nip, tip, mat, man, it, tap, pat, pant, on, rat, rant, etc.

### D2. Learner's Workbook page 90

1. however
2. remember
3. international
4. position
5. footballer
6. goalkeeper

7. shepherd

**E2. Learner’s Workbook page 96**

- |          |           |
|----------|-----------|
| 1. barks | 6. goes   |
| 2. have  | 7. has    |
| 3. have  | 8. does   |
| 4. have  | 9. visit  |
| 5. flows | 10. leads |

**UNIT 15**

**A1. Learner’s Workbook page 93.**

Ask learners to brainstorm about the good deeds of that personality which they have seen personally or what have heard people say about the person.

**B1. Beginning consonant blends.**

**Learner’s Workbook page 93**

pr	tr	cr
pray	tree	crib
pry	try	crab
private	trick	crow
basic	trap	crawl

**B2. Learner’s Workbook page 94**

Principal – the head of a school or a college.

General – the head of an army.

Polls – election

Eligible – qualified

President – the ruler of a country

Maximum – highest/greatest number

Elect – choose by voting

**C. Learner’s Workbook page 95**

1. The leader of a school or college.
2. elections
3. The person must be voted for to win the position of president.
4. They run the country.
5. After eight years.
6. Personal response. Write what you think personally.
7. People who qualify or are of age to vote.

**D. FUN WITH LETTERS Learner’s Workbook pages 96**

The Word Staircase

Or

job

army

polls

leader

maximum

eligible

president

headmaster

headteacher

headmistress

automatically

### E1. Learner's Workbook page 96

The simple present words in the passage.

is, lives

catches, eats

has

lives, is

is call

### E2. The sentences Learner's Workbook pages 94 - 95

1. Today is a great day.
2. The girl lives with her grandmother.
3. Every snake catches mice.
4. Kojo eats rice every day.
5. The carpenter has a lot of nails.
6. He lives in a house near the hotel.
7. It is good to trust in God.
8. My health is good today.
9. People call him, the miser.

### F. Learner's Workbook page 97

Take learners through pre-writing. This is practicing the joint-script. Practise.

Rule lines on the board and demonstrate.

Let some of them also practise on the board before allowing them to unite in the book.

## UNIT 16 SPECIAL DAYS

### B1. Beginning Consonant Blends Learner's Workbook page 99

pr	bl	br
pram	blend	brain
protect	blue	brag
promise	blew	bring
price	black	brim

### B2. Learner's Workbook page 99

1. remember
2. celebrated
3. observed
4. struggled
5. holiday
6. Christmas
7. independence
8. nobody
9. national
- 10.
11. worldwide
12. republic

### C. Learner's Workbook page 100

1. Because it is our independence day.
2. The Big Six:
  - i. Dr. Kwame Nkrumah
  - ii. Mr. Ako Adjei
  - iii. Justice Akuffo Addo
  - iv. Mr. Obetsebi Lamptey
  - v. Mr. William Ofori Atta
  - vi. Dr. J.B. Danquah
3. Because they did the big work of struggling for our independence as a



country.

4. Independence Day

5. Because it is the day that affects every Ghanaian the same way.

## **D. FUN WITH LETTERS AND WORDS**

### **Learner's Workbook page 101**

Christmas

Christ, mist, mass, is, as, his, chart, mast, charm, chat, chit, at, it, harm, sit, miss, shit, sham, cast, sat, maths, rich, has, hat,

### **E1. Adjectives Learner's Workbook page 101 - 102**

1. enjoys
2. preferred
3. cooked
4. makes
5. go
6. refused
7. was

### **E2. Learner's Workbook page 102.**

Adjectives.

1. whole
2. each, new
3. happy
4. many, famous
5. several, this

6. wild, all
7. best, chiefs
8. Our, difficult
9. Auntie, last
10. This, happy.

### **F. Learner's Workbook page 103.**

1. 6<sup>th</sup> March, 1957
2. British
3. Republic Day
4. workers
5. Farmers Day

## **UNIT 17 - SENDING MESSAGES.**

### **Learner's Workbook page 104.**

**A1.** You can allow learners to read this in small groups of four or five. They can do peer correction and everybody will be able to read and be helped to read correctly.

### **B1. Learner's Workbook pages 104 -105**

Words with cl or cr beginning.

cl- clay, claw, club, cling, cling.

Cr\_ cry, create, crow, cram, crate

(You may look up the meaning of the words created and use them in sentences.)

### **B2. Learner's Workbook page 105**

The full words of the telegram.

Your mother is sick and on admission at the hospital. Come back home immediately (at once).

(Let learners count the numbers of words in the telegram and compare with the number of words when it is written in full.)

### **D1. Learner's Workbook page 106**

1. Message- information.
2. Popular- well known.
3. Talking drums- drums that are beaten to give information.
4. Function- working
5. Damage- destroy

### **D2. Opposites Learner's Workbook page 107**

- |            |               |
|------------|---------------|
| 1. brought | 6. poor       |
| 2. receive | 7.            |
| 3. long    | 8. apart from |
| 4. later   | 9.            |
| 5. sell    |               |

### **C. Learner's Workbook pages 105 - 106**

1. Talking drums
2. Envelop
3. Telegram
4. Downloading, posting photos and messages, learning.

5. Whatsapp, Twitter, Instagram, Facebook.
6. The internet can destroy our lives.
7.
  1. Messengers
  2. Talking drums
  3. Letters
  4. Post office
  5. Telegrams
  6. Mobile phones.

### **D3. page 107**

This is a game learners must prepare themselves and play. Each group will write twenty words or less from the passage "Sending Messages".

As facilitator, check the lists and make sure both groups don't write the same words. Write the words on cards. At the time of play, each group has the same number of words. Groups A and B sit facing each other. A mentions a word from a card. B should spell it. If they are able to spell it correctly, they come for the card and vice versa. The group with more cards still in their possession at the end of the competition is the winner.

### **E1. Learner's Workbook page 107**

The correct verbs, line by line

1. woke, prayed

2. went, washed
3. brushed, did
4. bathed, wore
5. took, packed
6. said, left

**E2. Sample sentences Learner's Workbook page 108**

- i. We had to walk three miles every day to get to school.
- ii. The boy jumped across the gutter.
- iii. The girls danced the whole night.
- iv. Why does the lizard nod so much?
- v. The little girl cried a lot when she lost her money.

**UNIT 18**

**A1. Learner's Workbook page 110**

Let partners learn to recite the poem together. Read through it once and then leave them to learn it themselves.

At the end of the period, let pairs of learners recite the poem to the class.

**B2. Learner's Workbook page 111**

- |                |              |
|----------------|--------------|
| 1. immediately | 4. known as  |
| 2. drop out of | 5. dangerous |
| 3. misuse      | 6. wee       |

- |             |                 |
|-------------|-----------------|
| 7. cocaine  | 9. psychiatrist |
| 8. assembly |                 |

**C. Learner's Workbook pages 111-112**

1. At the school.
2. In the morning.
3. All the learners, head teachers, and teachers.
4. The doctor gave a talk on drugs.
5. Their neatness.
6. For the children to recognise the effects of hard drugs.
7. Misuse of hard drugs.
8. They cannot do anything useful.

**D1. Fun With Letters And Words Learner's Workbook page 113**

m  
a  
r  
p s y c h i a t r i s t  
j  
u  
a  
n  
a

**D2. Words in the Search Game Chart Learner's Workbook page 114**

Across Downward

Psychiatrist	dangerous
Mental	cocaine
Misuse	cigarette
Wee	cannabis
Marijuana	

### E1. Learner’s Workbook page 114

1. introduced.
2. came, greeted
3. shows
4. looked
5. abused, suffered
6. warned

### F. Learner’s Workbook page 115

Read the passage, “Drugs and You” again. Use information given by Dr. Dunyo and add some of your own to it to help you write the composition.

## UNIT19

### A1. Learner’s Workbook page 117

1. The answer is fire.  
We use fire for many things like cooking even roasting in it but it remains alive. But if you pour water on it, it dies.
2. The answer is gloves.  
A glove has all fingers and a thumb.

### B1. Words with affixes. Learner’s Workbook pages 117 - 118

1. Teller
2. Enjoys, fables
3. Fables, useful
4. Grasshopper, fables.
5. Busily, piling, rainy
6. Grasshopper, relaxed, unconcerned
7. Kindly, advised, grasshopper
8. Sooner, later, rains, uncontrollably
9. Grasshopper, starving, dying

### B2. Learner’s Workbook page 118

Word	Meaning
1. Drought	A long period of low or no rain.
2. wailing	A cry that is long, loud, high, pitch of voice showing grief.
3. atmosphere	Air or climate in a specific place
4. plantation	A group of cultivated trees or farm of trees
5. unbearable	Being too painful/unpleasant to experience
6. global warming	Increase in temperature of the earth’s atmosphere causing change in climate.
7. climate	Conditions of the atmosphere in a place for a long period of time.

### C. Learner's Workbook page 119

1. True
2. Their names are of Akan origin  
They are from Ashanti region.
3. It shows the intensity of the sun on their  
body.
4. Twum's father
5. It is because global warming increase  
the carbon dioxide in the atmosphere.
6. Trees will absorb the carbon dioxide in  
the atmosphere.
7. Windbreaks absorb the carbon dioxide  
from the atmosphere, also in case of  
storms it protects houses from the full  
attack of the storm so that the damage  
could be lessened.
8. No, banana and plantain trees will not  
be good for windbreaks because they are  
too weak. In a storm they fall first.

### D1. Mother and Child Learner's Workbook page 120

Windbreak

in, wine, break, bread, win, din, bin, kin,  
rake, ink, brew.

### D2. Fun with Words Learner's Workbook page 120

Across;

1. Carbon
2. Factories
3. Toxic waste
4. Climate change
5. Trees weather
6. Warm cutting
7. Plant heat
8. Global warming
9. Atmosphere
10. Wind break
11. Dioxide.

### E1. Learner's Workbook page 121

- |               |               |
|---------------|---------------|
| 1. suggestion | 6. suggestion |
| 2. order      | 7. order      |
| 3. order      | 8. order      |
| 4. suggestion | 9. suggestion |
| 5. order      | 10. order.    |

### UNIT 20

#### A. Rhyming Words. Learner's Workbook page 122

Sunny; runny, funny

Hens: pens, lens

Luck: mark, bark

Nook: look, book

### B1. Learner's Workbook page 122

Prefixes. Words with re and mis

Mis - mistake, misdeed, misjudge, miscalculate

Re - retrace, return, remove, recalculate, redo, retake

### B2. Learner's Workbook page 122

1. After, the disaster we retraced our way back to the hotel.
2. We got the late because we misjudge the distance.
3. The school is feed up with his misdeeds, he will be sacked.
4. We removed everything from the room to scrub the floor.
5. We realised the error so we had to recalculate everything
6. That mistake cost us a lot of money to redo.

### C. Learner's Workbook page 124

1. A dam is a reservoir on a river to hold water.
2. Because they never have enough rainfall.
3. Aqueducts are ditches or pipes that are used to carry water over long distances.
4. The ditches are meant to keep the water

fresh always.

5. From underground.
6. They are necessary to keep large volumes of water always.
7. Aqueducts provide the means of taking water to people in the cities while it is still fresh.
8. Personal Response. Let learners give their min. I say we ought to take good care of water, conserve it and not waste it.

### D. Learner's Workbook page 125

Words and their meaning.

important	very necessary
soaks	seeps
survive	to remain alive
aqueduct	ditches
wells	deep holes
destination	journey's end
stored	collected
reservoir	pool

### E1. Learner's Workbook page 125 - 126

Words that express time.

1. soon
2. when
3. at once
4. seven o'clock
5. later
6. last minute
7. suddenly

8. 2 pm
9. every day
10. last week.

**E2. Adverbs. Learner's Workbook page 126**

Positive	Comparative	Superlative
early	earlier	earliest
fast	faster	fastest
late	later	latest
long	longer	longest
soon	sooner	soonest
weak	weaker	weakest
well	better	best

**UNIT 21**

**A1. Learner's Workbook page 128**

Learners do pair work, reading the words by taking turns. Let them do this for five – eight minutes. At the end, ask some of the pairs to read aloud in pairs or individually.

**A. Correct Words. Learner's Workbook page 128**

- |                 |               |             |
|-----------------|---------------|-------------|
| i. title        | ii. plot      | iii. themes |
| iv. characters  | v. compare    |             |
| vi. contrast    | vii. Same     |             |
| viii. different | ix. main idea |             |
| x. similar      |               |             |

**B2. Learner's Workbook page 129**

Cw	Fw
Ant, looking, water, when, lame, spring, reach, had, climb, blade, grass	An, was, for, she, to, a, the, she, to, a, of

**B3. Opposites. Learner's Workbook page 129**

Dangerous	safe
Bitter	Sweet
Different	Same
First	Last
Defender	Oppose/attacker
From	To
Main	Minor
Prevent	Cause
Entering	Going out
Weak	Strong
Nobody	Everybody
stop	Continue

**C. Learner's Workbook pages 130-131**

1. Every player is the most important player.
2. He makes sure the ball does not get to their goal posts.
3. A goal is scored when the ball gets into the goal posts.
4. They were surprised because they thought only one player could be the most important

player but the sportsmaster told them every player is important.

5. individuals
6. the defender
7. determination
8. Joe and Dan
9. i. disaster      ii. Striker

#### **D. Sentences Learner's Workbook page 131**

1. Striker: Our team's striker is very good, he can score a goal from any distance.
2. goalkeeper: The goalkeeper catches every ball that gets to the goal post.
3. opponents: Our opponents are expecting to win the match just as we are.
4. goal area: There is always a lot of tension when the ball gets to the goal area.
5. Joe and Dan are two young determined footballers.

#### **E1. Learner's Workbook pages 131 - 132**

- |                     |           |
|---------------------|-----------|
| 1. works, like      | 6. leaves |
| 2. flies            | 7. reads  |
| 3. knows            | 8. has    |
| 4. scores, prevents | 9. play   |
| 5. lives            | 10. live  |

#### **E2. Learner's Workbook pages 132 - 133**

Conjunctions

- |       |       |
|-------|-------|
| 1. so | 5. so |
| 2. or | 6. or |
| 3. or | 7. or |
| 4. so |       |

#### **F. Learner's Workbook page 133**

Why every player is important

Learners must begin each paragraph with a topic sentence.

### **UNIT 22 BEWARE OF DRUGS**

#### **A. Learner's Workbook page 135**

Learners have friends that they have lost contact with. They ask questions to receive answers. Let them tap these experiences to do this exercise. You can do a brainstorming to generate ideas. Then ask them to write. Give them a specific time within which to finish.

#### **B1. Learner's Workbook page 135**

Compound words

- |            |             |
|------------|-------------|
| black soap | masterman   |
| gold smith | button hole |
| note pad   | sports man  |
| bath soap  | cup board   |
| key hole   | goal keeper |



Let learners share their words with their groups.

### B2. Learner's Workbook page 136

Compound words

1. bookcase, story books
2. everywhere
3. blackboard
4. classroom
5. goalkeeper
6. Assemblyman
7. class captain
8. sports field, game times
9. late comers
10. overcome

### B3. Meaning Learner's Workbook page 136

Word	Meaning
bright	clever
problems	difficulties
needy	poor
colleagues	mates
appealed to	called on
inhale	breath in
beat	defeat
excelled	did or performed well
achievements	the good things we get through much effort

### C. Learner's Workbook pages 137 - 138

1. Some of Roger's friends envied him because he did well in everything.
2. Because Roger's performance gave credit to the school and many parents wanted their children to be like Roger.
3. He wrote that many poor students did not have learning materials and teaching and play materials as well as facilities were few.
4. He encouraged them.
5. He gave money to show his appreciation to Roger for finding his lost purse.
6. Yes, Roger inhaled the white powder.
7. It says in the text that, Roger did not suspect any foul play which means he inhaled it not knowing there were consequences.
8. The man can be described as
  - i. a hypocrite/a deceiver
  - ii. wicked

### D. Learner's Workbook page 138

Opposites

- |                    |                 |
|--------------------|-----------------|
| bright – dull      | many – few      |
| light – dark       | best – worst    |
| after – before     | started - ended |
| succeeded – failed | never – always  |

smartest – dumbest      found – lost  
future – past              extra – less

### **E1. Learner’s Workbook page 138 - 139**

1. Rural farmers produced most of our food.
2. Roger went to school by bus but returned on foot.
3. Our days were numbered.
4. Roger wins most of the debates.
5. He had a lot of friends.
6. He was the smartest goalkeeper.
7. People brought their children to the school.
8. Roger wrote many articles.
9. Christabel wrote very well so the teacher always praised her.
10. Dan went to school on Sundays while Abu attended Islamic classes.

### **E2. Learner’s Workbook page 139 - 140**

Meaning of the idioms

1. in trouble
2. not like you (who have finished your homework)
3. still alive (not dead)
4. have the same issue/situation
5. sure you can come and watch tv.

### **E3. Learner’s Workbook page 140**

1. The students who were caught in town are now in deep water.
2. You have also not done your morning duty, I am in your shoes.
3. We all left this school many years ago and thank God we are still in the land of the living.
- 4.
5. “Please can I join you to town?” “Be my guest”.

### **F1. Learner’s Workbook page 136**

Discuss the issue with the class shortly so that they will understand what is expected of them. Then leave them to draft their writing and revise it.

## **UNIT 23 FAMILY DISCORD**

### **A1. Learner’s Workbook page 142**

Let learners sit in their groups and try to work out the meaning of the riddles.

When they share their answers, let them explain their choice of answer.

#### **Answers**

1. The womb

Explanation: the womb has no door,

window, walls, floor or ceiling but the foetus lives there until it becomes a baby to be born.

2. Because walls have ears. It is a saying to warn friends that there is someone who could leak the secret/information to the enemy or those you don't want to hear what you are discussing.

### A2. Learner's Workbook page 142

Give learners time within which to do this. To share, let each group give one riddle and the rest try to solve it.

### A3. Learner's Workbook pages 143 - 144

1. .... didn't you?

..... I .....

..... I didn't

2. ...., doesn't

..... he .....

..... doesn't

3. .... they?

..... will.

..... they won't

4. .... musn't they?

..... they .....

..... they musn't

5. ...., aren't .....

..... they .....

..... aren't

6. .... they?

..... do.

..... they .....

### B1. Learner's Workbook pages 144 - 145

Answers

1. metaphor

2. simile

3. metaphor

4. metaphor

5. simile

6. metaphor

7. metaphor

8. simile

9. simile

10. simile

### C. Learner's Workbook page 145

1. Because of the continuous quarrel between her parents.

2. Because the couple never always quarreled and even fought often.

3. Her parents' fights made the neighbours talk about the family.

4. Because she concluded that her mother was the cause of the constant fights.

5. Because he was the only one who cared about her and her siblings.
6. Because she wanted to help her mother care for her siblings.
7. a great loss.

#### **D. Learner's Workbook page 146**

Fun with letters and words

- |                |                   |
|----------------|-------------------|
| 1. sibling     | 7. particularly   |
| 2. concern     | 8. grandparents   |
| 3. suggested   | 9. frequently     |
| 4. responsible | 10. marriage      |
| 5. maidservant | 11. neighbourhood |
| 6. quarreled   | 12. helpless      |

#### **E1. Learner's Workbook pages 146 - 147**

Modal auxiliaries shall and will

1. We shall overcome.
2. We will finish the project next week.
1. There used to be a police post here.
2. Mimi used to watch her parents fight.
3. He used to fall sick every month.

#### **E2. Learner's Workbook page 147**

Conjunctions 'so' and 'or'

1. We were late so we hid ourselves.
2. The learners refused to their home work so the teacher sacked them from the class.

3. The food was finished so I just drank water.

Or

1. Will you take this room or the other one?
2. You must hurry up or we will be late.
3. She must decide now or she will lose everything.

#### **F1. Learner's Workbook page 147**

Let learners do this orally in pairs. After that, they must write it in the book.

#### **F2. Learner's Workbook page 148**

Correct words

- |               |                 |
|---------------|-----------------|
| 1. died       | 5. comfort      |
| 2. class four | 6. hungry       |
| 3. cried      | 7. food         |
| 4. sad        | 8. take care of |

### **UNIT 24 CHILD ABUSE**

#### **A1. Answers Learner's Workbook page 149**

Time according to the clock

- |                    |                  |
|--------------------|------------------|
| i. four o'clock    | ii. nine o'clock |
| iii. eight o'clock | iv. two o'clock  |
| v. five o'clock    | vi. six o'clock  |

## A2. Learner's Workbook pages 149 - 150

This activity needs the correct time and any of the times can fit into all the commands.

It is the times stated in A1 and let learners make the commands orally to practise the correct tone and stress. E.g.

1. At four o'clock, go to the market.
2. At 9 o'clock, take a nap.
3. Call my phone at eight o'clock.
4. Wash the clothes at two o'clock.
5. At two o'clock, eat lunch, etc.

## B1. Learner's Workbook page 150

Synonyms

1. fell
2. cover up, true
3. surprised, nice
4. every year, yearly
5. beautiful
6. chilly

Antonyms

### Learner's Workbook page 150

1. In the evening, the sun sets.
2. The loser was disgraced.
3. The box is small and light.
4. This well was full but now it is empty.

5. It was a beautiful dress.

## B2. Learner's Workbook page 151

Word	Meaning
dropped out of	stopped or withdrew from
as a result	because
came face to face	close together, directly
endured	suffered
tender	gentle
completed	finished
cruelty	wickedness
scream	a loud shout
disaster	an event that causes much pain and suffering
appeared	came or arrived
struck	happened violently

## C. Learner's Workbook page 152

1. She stopped schooling in order to work to help her family.
2. It was the only type of work she could do because she had not learnt a trade.
3. Reasons why the writer was always sad
  - i. Her father was dead.
  - ii. Her mother did not care about them.
  - iii. Her mistress maltreated her always.
4. The youngest son of the family poured

boiling soup over himself.

5. This is a personal response question.

6. a – stopped attending school.

b – he tripped and fell while in school.

c – came to the school from time to time.

d – was not regular at school

e – he stopped attending school totally.

7. being at one place without moving.

#### **D. Learner's Workbook page 153**

- |           |                 |
|-----------|-----------------|
| 1. as     | 6. cruelty      |
| 2. out    | 7. disaster     |
| 3. face   | 8. preparing    |
| 4. house  | 9. classmates   |
| 5. scream | 10. mercilessly |

#### **E1. Learner's Workbook page 153 - 154**

Modals in the sentences

- |          |          |
|----------|----------|
| 1. can   | 6. could |
| 2. could | 7. may   |
| 3. may   | 8. can   |
| 4. can   | 9. could |
| 5. can   | 10. may  |

#### **E2. Explanation of sentences in E1. page 154**

1. I am able to make a toy laugh.

2. We should be willing to go/We are allowed to go and apologise.

3. You are allowed to go in.

4. You are able to wash; you now have the ability to.

5. Mimi is the one who is blamed for everything. (She's the scape goat always)

6. They were not able to.

7. When the need arises students will find an excuse.

8. Whenever she wants to visit, she is allowed to.

9. He never had the money to be able to buy gifts for us.

10. It is possible that the bigger house is for them.

#### **F1. Learner's Workbook page 155**

Let learners read the story again to refresh their minds. Note that more of the children played an active role in the story. What we know is only what Mimi has told us.

### **UNIT 25 ROGER IN DANGER**

#### **A1. Learner's Workbook page 151**

Word from roots and affixes

Place, placement, replacement

Order, reorder, reordered

Cover, uncover, uncovered

Move, moved, unmoved, movement

Recover, recovered, unrecovered

When there is doubt about a word, use the dictionary to clear the issue.

## A2. Learner's Workbook pages 157 - 158

1. Can you lend me your book/May I borrow your book?
2. Can I pass by you?
3. Can you tell what happened to Roger?
4. Can you clarify the point you made?
5. May I have a drink?
6. May we have another plate of food?
7. May I duster the top of your head?
8. Can you remove the book from my seat?
9. Can you scratch my back?
10. Can you explain to me why marijuana is bad?

*Note: Both may and can are correct in most instances but the most usual is what is stated in the sentences above.*

## B1. Learner's Workbook page 158

Word	Synonym	Antonym
often	frequently	seldom
small	little, tiny	large, big
mixed	varied, diverse	same, pure

absorbed	soaked up, sucked	spill, pour out
feelings	emotions, sensations	unfeeling, insensitive
especially	particularly, mainly	generally, mostly
time	moment, hour	

## C. Learner's Workbook page 160

1. Among others you can give the title: Marijuana, Danger!
2. True
3. True
4. Wee
5. In food, in cigarettes and pipes and in drinks
6. Because it can change the smoker's five senses negatively.
7. THC
8. Six months
9. a. Marijuana affects the smoker's sensitive brain centers.  
b. It alters the smoker's touch, hearing and smell ability.  
c. Smoker's sleep pattern changes.  
d. Smokers over-eat.

## D. Learner's Workbook page 161

Meaning of expressions

1. He is the best student or learner.

2. He was on admission in the hospital.
3. could not stop using cocaine.
4. A place where people easily get marijuana to take.
5. A different habit in sleeping.

**D2. Learner’s Workbook page 162**

- |                 |                   |
|-----------------|-------------------|
| 1. stranger     | 6. rehabilitation |
| 2. examinations | 7. counselor      |
| 3. revealed     | 8. hospitalized   |
| 4. dreams       | 9. queer          |
| 5. addicted     | 10. vanished      |

**E1. Learner’s Workbook pages 162 - 163**

- |            |             |
|------------|-------------|
| 1. could   | 6. used to  |
| 2. would   | 7. could    |
| 3. used to | 8. could    |
| 4. would   | 9. could    |
| 5. would   | 10. used to |

**E2. Learner’s Workbook page 163 - 164**

- |           |            |
|-----------|------------|
| 1. on     | 5. at      |
| 2. before | 6. between |
| 3. into   | 7. over    |
| 4. by     | 8. from/by |

**F. Learner’s Workbook page 164**

Remind learners about the source of information. They may be allowed to read

the passage in the workbook again to gather information they need for the exercise.

**UNIT 26 – SOURCES OF ENERGY**

**A1. Learner’s Workbook page 165**

Afi: How are you, Kofi?

Kofi: I am fine, thanks.

Ama: Yes, I was not able to visit you at the hospital. I am glad you are home now.

Afi: Yes, we are all glad you are home now.

Kofi: Many thanks, I am very grateful for everyone’s care and devotion.

**B. Learner’s Workbook page 166 - 167**

- |        |       |        |
|--------|-------|--------|
| zoo    | dozen | blaze  |
| zip    | cozy  | freeze |
| zigzag | bossy | grease |
| zoom   | rosy  | crease |
| zane   | fizzy | breeze |

**Suffixes : pages 166 - 167**

<b>Verb</b>	<b>Noun</b>
serve	servant
build	builder
account	accountant
manage	manager
drive	driver
study	student



edit	editor
clean	cleaner
sail	sailor

### C. Learner's Workbook pages 167 - 168

1. Electricity is very important in our house and workplaces.

2. Sources of electricity: gas, Akosombo Dam, Bui Dam, Aboadze Thermal Plant, power barges, coal

3. False

4. From crude oil

5. For light, cooking, driving a car

6. We must put on the light only when it is dark. Put lights and fans out when there is nobody in the classroom.

7. i. A pressing iron – makes our clothes look neat.

ii. A blender helps to speed up our cooking

iii. Preserves our food

8. Electricity is used in a

Tailoring shop – for ironing

Barbering shop for running the machine

Footwear for running the machines

A hair dressing salon for running the machines

### D. Learner's Workbook page 168

The nine word staircase

an	thermal
for	footwear
some	expensive
order	everything
wisely	

### E. Learner's Workbook page 169

- |             |             |
|-------------|-------------|
| 1. ought to | 6. should   |
| 2. have to  | 7. ought to |
| 3. should   | 8. should   |
| 4. have to  | 9. have to  |
| 5. ought to |             |

### F. Learner's Workbook page 164

Do a brainstorming so that learners will understand the issues of the community. This will enable them to write relevant things.

## UNIT 27

### A1. Learner's Workbook page 171

Give learners time to read to themselves, then to read to their partners.

**A2.** Let them now write their own tongue twister. Let them find out and decide what sounds they want to use.

### A3. Learner's Workbook pages 171 - 172

Prepare a story for this activity. It must have a sample plot which is easy to understand. Look at the questions in the learner's workbook and make these areas very distinct. Do not read it a second time. Once is enough, it will make learners good listeners.

Let them take their workbooks and answer the questions.

Let them share what they have written with their groups and then with the class.

### B1. Learner's Workbook page 172

- |             |               |
|-------------|---------------|
| 1. abide by | 4. acted on   |
| 2. acted on | 5. abiding by |
| 3. call for | 6. call for   |

### B2. Learner's Workbook page 172 - 174

Answers

1. often
2. weak
3. very happy
4. expecting
5. can be stopped from happening
6. fell into
7. a lot
8. crashed

### B3. Opposites Learner's Workbook page 174

Word	Opposite
frequently	seldom/scarcely
narrow	broad/wide
started	ended/finished
careless	careful
always	scarcely
show	hide
easily	with difficulty
huge	small

### C. Learner's Workbook page 174 - 175

1. Wa
2. Yes
3. The writer says she always has new ideas.
4. To help the learners learn about road accidents.
5. Some of its parts are not good.
6. They were surprised that some drivers do not even have a driving license.
7. It plunged into a huge gutter.
8. He advised that whenever he travelled he should be careful about the vehicle as well as the driver.
9. Personal response. But all the causes in this passage will equally apply.

## D1. Learner's Workbook page 175

### FUN WITH LETTERS

- |              |                |
|--------------|----------------|
| 1. cassette  | 6. narrow      |
| 2. accidents | 7. film        |
| 3. avoidable | 8. minibus     |
| 4. traps     | 9. rickety     |
| 5. traps     | 10. passengers |

## D2. Alphabetical Order Learner's Workbook page 176

- |              |               |
|--------------|---------------|
| 1. accident  | 6. narrow     |
| 2. avoidable | 7. passengers |
| 3. cassette  | 8. rickety    |
| 4. film      | 9. sharp      |
| 5. minibus   | 10. traps     |

## E1. Learner's Workbook page 176

Adjectives from the passage

- |       |             |
|-------|-------------|
| happy | thirsty     |
| new   | most of the |
| last  | avoidable   |
| video | bad         |
| road  | death traps |

## E2. Learner's Workbook page 176 - 177

i. We can only praise or condemn based on what we see, but who knows what happens behind the scenes?

ii. Oh, don't be so bothered about what I said. I was only pulling your leg.

iii. Now that you have become an MP, we will see you only once in a blue moon.

iv. When she received the admission letter, she was over the moon.

v. That woman is very mean, if you are expecting her to pay you, you'll have to wait till the crows come home.

vi. After the song you sang last, everyone is talking about you, you are in the limelight.

## F. Learner's Workbook page 177

Lead learners to personally brainstorm on the topic, write down their ideas and draft their letters.

## UNIT 28 – FLOODS

### A1. Expected answers Learner's Workbook page 179

1. There are gutters in the town through which the water will flow away.

There are gutters but they are too narrow and shallow so most of the water finds its way to flow away.

There are gutters, big enough to hold the water, but they are choked with silt and

refuse (rubbish) so water cannot flow through them.

2.b.i. The people's rooms will get flooded and their belongings will be destroyed.

ii. Floods will cause trees around to be uprooted and may fall on some of the houses and electric poles.

iii. Floods like this will easily carry away people's cars, kiosks and other things that are left outside.

iv. People will get drowned and some will be carried away by the flood waters.

### A2. Learner's Workbook page 179

Words with 'th'

Beginning	Ending
three	bath
thirty	faith
thrill	birth
throne	hearth

### A3. Learner's Workbook page 180

Learners read their words to each other in pairs.

### B. Learner's Workbook page 180

	A	B
1	He refused to <u>back down</u> though we begged him.	To change his mind
2	He <u>asked me over</u> , I didn't go on my own.	Invited
3	All that anger <u>accounts for</u> his disappointment.	Explains
4	After several calls, it <u>dawned on me</u> that he had left.	Came to understand
5	The children <u>backed away</u> when the teacher shouted.	Went backwards
6	We tried to help but he told us to <u>back off</u> .	Stay away
7	The police acted on <u>a tip off</u> and arrested the criminal.	Information
8	You must <u>abide by</u> the rules of the school.	Obey

### C. Learner's Workbook page 181

1. Because there was a flood.
2. Because lives and properties are lost.
3. We do not provide good drainage systems.

When there are gutters, we do not desilt them.

4. Yes

5. Flat places are easily flooded – the rain water just settles and remains, it cannot run off.

6. A place where water flows through when it rains.

7. Personal response. Allow learners to share their ideas.

### D1. Learner's Workbook page 182

Mother and Child Game

Preparation: prep, rat, rep, part, portion, ration, on, it, art, reap, pap, ion, iron.

Relatives: relate, at, is, elate, serve, vital, late, eaves, lit

### D2. Learner's Workbook page 183

- |              |                 |
|--------------|-----------------|
| 1. according | 6. sorrow       |
| 2. national  | 7. places       |
| 3. claimed   | 8. naturally    |
| 4. flat      | 9. rainfall     |
| 5. such      | 10. temperature |

### E1. Preposition Learner's Workbook pages 183 - 184

1. purpose
2. time
3. purpose

4. time

5. time

6. direction

7. purpose

8. purpose

9. direction

10. purpose

### E2. Learner's Workbook page 185

1. Prepositions to show direction

- ✓ We walked along the beach talking and laughing.
- ✓ A rat run across the road ahead of us.
- ✓ They all stood around the table and sang a song.

2. Preposition to show purpose

- ✓ He drove very fast to reach the town early.
- ✓ The people came quickly to help the girl.
- ✓ They all agreed to speak the truth.

3. Preposition to show time

- ✓ You woke up too early.
- ✓ The president will arrive on Monday morning.
- ✓ Dinner is at six o'clock this evening.

## F. Learner's Workbook page 185

Learners write their own experiences of a flood. This should include the setting, those who were involved and incidents they remember.

## UNIT 29 – KNOW WHO YOU ARE

### A1. Learner's Workbook page 187

Do a brainstorm session. Ask questions to awaken learners' mind about how various games are played.

Note: They must summarise everything in four sentences.

### A2. page 187

shine	cushion	mush
shame	cashier	ash
shut	cashew	cash

### B1. Learner's Workbook page 188

1. there
2. They're, their
3. their
4. their
5. there
6. they're

### B2. Learner's Workbook page 188

1. contaminated – polluted, made impure
2. adolescent – a teenager, pubescent, youth
3. shocked – shaken, stunned, horrified
4. equally – of same amount
5. siblings – of same biological parents
6. respect – esteem, regard, honour
7. make-up – compose of
8. create – invent

### C. Learner's Workbook pages 189 - 190

1. They have the same biological parents.
2. He feared the food was contaminated.
3. It is because of what Offei said.
4. She told them they were both equal.
5. Personal response. Let learners freely express their convictions.
6. She boldly told the children the truth about their bodies. This is a personal response so accept alternative answers.
7. Yes. Because it is the sign to show a girl is becoming an adult.
8. This is to P4 learners, let them answer.
9. Personal response question.
10. Personal response. Let learners share their answers in their groups.

### **D. Learner’s Workbook page 190**

Let learners freely use their dictionaries and thesaurus to find words that could be used to explain the word ‘contaminated’.

Dirty, filthy, poisonous, smelly, impure, diseased

### **E. Learner’s Workbook page 191**

Learners write features of a letter out boldly. They should write each feature at the correct position.

## **UNIT 30 – SENDING AND RECEIVING MESSAGES**

### **A1. Learner’s Workbook page 192**

Learners are expected to share what they have learned about ICT. Give them a time frame within which to finish and then they share with one another.

### **B1. Learner’s Workbook page 192**

Words with /k/ at the final position

lack    lick    trick    bark  
knack    mark    rack    back  
nick    meat    rock    rack  
meek    neat    mock    rick

### **B2. Learner’s Workbook page 193**

Efficient – effective

Volumes – plenty

Popular – widely liked

Conveniently – suitably

Information – news, facts

Much – plenty

Include – comprise, involve

### **C. Learner’s Workbook page 193 - 194**

1. Electronic mail
2. Computers and touch phones
3. videos
4. Because they are easy to carry around.
5. Newspaper
6. Spectator, Junior Graphic
7. Publish our articles in them
8. Personal response
9. (This will depend on the answer to 8 being ‘Yes’)

### **D1. Learner’s Workbook page 194**

This is a ten-word staircase.

Note: any other word with the required number of words from the same passage is acceptable. This is only a sample. Let learners produce their own individually.

Is

Has  
Easy  
Known  
Phones  
Through  
Internet  
Efficient  
Television  
Corporation

## **D2. Learner's Workbook page 195**

Mother and Child

Kind-hearted: kind, heart, in, ear, art, kin,  
hear, he, kid, dear, dirt, etc.

Furnished: fur, urn, is, shed, he, she, dish,  
sir, fin, herd, hen, den, etc.

## **E1. Learner's Workbook pages 195 - 196**

1. Nigeria, Niger
2. Mountain Everest
3. Pyramids of Egypt
4. Ghana, Akosombo Dam
5. Ghanaians

## **E2. Learner's Workbook page 196**

All nouns

1. Africans
2. Ghana
3. West Africa

4. Republic of Togo
5. Burkina Faso
6. Cote D'Ivoire
7. Atlantic Ocean

## **E3. Adjectives Learner's Workbook page 197**

1. old, new
2. fat, black
3. interesting
4. red, ripe
5. late, flat
6. big, hot
7. thirsty
8. white, large, singing
9. bigger, smaller
10. tallest, back, shortest, front

## **E4. Learner's Workbook pages 197 - 198**

Conjunctions

- |        |         |
|--------|---------|
| 1. and | 6. so   |
| 2. but | 7. but  |
| 3. or  | 8. and  |
| 4. and | 9. so   |
| 5. but | 10. and |



## **E5. Learner's Workbook page 199**

1. a
2. d
3. b
4. c

## **F. Learner's Workbook page 200**

### **Letter to a friend**

This is a letter to a friend. The features of a letter must be used.

Let them follow the prompts listed on page 188 of the Workbook 4 to write the letter.

## **APPENDIX 2**

### **Strategy Terms**

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#### **Read Aloud**

The teacher or other experienced reader reads aloud a text to learners. Learners listen and take part in pre- and post-reading discussion and other activities geared towards comprehension and appreciation.

#### **Shared Reading**

The teacher reads aloud to children from a big book which all the children can see. During reading, the teacher points to or slides his/her hand below the words so that the children can appreciate the print and invites the children to predict what will happen, elicit vocabulary or teach words that children may not know.

#### **Paired Reading**

Learners take turns reading aloud in pairs. The more able reader can help the less able reader.

#### **Echo Reading**

A strategy for teaching fluency. A skilled reader reads a text, a sentence or a phrase at a time as the learner tracks. The learners then echoes or repeats, imitating the skilled reader.

## **Choral/Chorus Reading**

They are usually led by the teacher or other experienced reader. The purpose is to develop reading fluency.

## **Directed Reading Activity**

A reading comprehension activity: the teacher guides learners' reading by asking questions which guide them to the key points in the text.

## **Community Circle Time**

In this strategy, a short period of time is set aside for the teacher and learners to come together to interact in an informal manner. The normal classroom sitting arrangement is altered and the teacher and learners sit in a circle or semi-circle. Singing, Story Telling, Conversations, Presentations and other related activities lend themselves to the Community Circle Time strategy. By its informal nature, learners are encouraged to participate.

## **Think-Pair-Share**

The strategy requires learners to think about a task/problem/question and share views with a partner. The pair may further share their viewpoints with the class.

## **T-Chart**

The T-Chart is a graphic organiser used to guide students to make comparisons. The

strategy is used to assist learners to identify similarities and differences between texts read and to activate background knowledge.

## **KWL: Know-Want to Know-Learn**

This strategy requires learners to think and recall what they already know about the topic they are about to learn, ask questions about it and find answers. The strategy helps to structure a lesson into logical steps.

## **Tracking**

Tracking is the act of pointing to words or chunks of words as they are read during reading aloud. This enables beginners to keep track of what they are reading. It also promotes word recognition and to some extent prevents learners from merely memorising and reciting texts.

Tracking also happens during shared reading when a group or the class reads from the same source such as the board or a 'big' book. In that case, the tracking is done by another person such as the teacher.

## **Language Drills**

Language drills are repetitive oral language activities used to give learners practise in the use of specific language structures. They are used mainly during the practise stage of grammar lessons and the objective is to enable learners to gain accuracy in using the target structure.

## Types of Language Drills

Examples of language drills are

- Repetition Drill
- Substitution Drill
- Substitution Table Drill
- Question and Answer Drill
- Conversion Drill
- Completion Drill

### 1. Repetition Drill

In a repetition drill, the learner is made to repeat a particular structure a number of times for its mastery. The item for repetition may be a model presented by the teacher or another learner. Repetition of a structure by the class, groups and individuals provides each learner several opportunities to listen to it and also several opportunities to practise it.

### 2. Substitution Drill

In a substitution drill, learners repeat practically the same structure with each learner, substituting a particular item in the structure with his/her own choice of word or phrase.

For example, in response to the question, “What did you eat yesterday?”, learners repeat the sentence structure SVOA Subject, Verb, Object, Adverb, substituting the object as in

Learner A: I ate fufu yesterday.

Learner B: I ate banku yesterday.

Learner A: I ate rice yesterday.

Learner b: I ate tuozafi yesterday.

### 3. Substitution Table Drill

A substitution table drill is virtually the same as a substitution drill. The difference is that in a substitution table drill, the sentences are built into a table and learners read sentences from the table. The table may be built on the board on a chart mounted on the board or in the textbook. Example:

Where	is	the book?
		the box of chalk?
		your sister?
		the clock?
		the ball?

### 4. Question and Answer Drill

This is a drill in which learners have to ask and answer questions repeatedly. The questions may come from one source (e.g. the teacher) and learners answer the questions. This may be done in pairs. Learners work in pairs. One asks the target type of question and the other answers. Roles are then reversed. Example:

Learner A: What did you do on Sunday?

Learner B: I read a story on Sunday.

Learner B: What did you do on Sunday?

Learner A: I did my homework on Sunday

Another takes over and it continues round the class.

## 5. Conversion Drill

A conversion drill involves changing/ converting a particular structure from one form to another. For example, a sentence from the simple present to the simple past tense. Example:

- Learner A: I play football on Saturdays.  
Learner B: I played football on Saturday.  
Learner C: I iron my uniform on Sundays.  
Learner D: I ironed my uniform on Sunday.

## 6. Completion Drill

In a completion drill, learners generally work in pairs. One begins a sentence and the other completes it. They then reverse roles. Another pair then take their turn. This continues until all learners have had opportunities to both begin and complete sentences.

The drill is used to provide oral practise of a new structure that has been nearly taught.

## APPENDIX 3

### Rhymes/Songs

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#### Vulture

Vulture, Vulture

Senewa Adedendee, Senewa

Your mum is calling

Senewa Adedendee, Senewa

Why does she need me?

Senewa Adedendee, Senewa

Dinner is ready.

Senewa Adedendee, Senewa

What food is it?

Senewa Adedendee, Senewa

Fufu and palm nut soup.

Senewa Adedendee, Senewa

Kids must eat first,

Senewa Adedendee, Senewa

The elderly is satisfied

Senewa Adedendee, Senewa

Senewa Adedendee;

Senewa Adedendee

Senewa Adedendee, Senewa

## Unit 1: My Family

### Letter-Sound Game

This game is a competition among four groups. Each group presents one person to compete.

You need the following:

- Letter ludo
- A die
- A number of performing cards
- Ludo cards

### How to play the game

The competitors take turns to throw a die.

The one who throws the die moves his/her ludo card forward according to the number on the die.

The player then says the sound of the letter on which the counting ludo card landed.

If the player gets the sound correct, his/her group receives a performance card.

At the end, the performance cards received by each group are counted. The group with the most number of cards wins.

### Learner's Book page 20 – 21

Children like to sing and they remember the sounds better when they sing it. You may use the Jolly Phonics approach to achieve this. For most sounds, there is a story to introduce them, actions and song.

Go to Google Play Store and download the

free Jolly Phonics App. Your learners will love it.

### Section A, Learner's Book page 59

#### Ananse and path

Why there are numerous paths in the world.

Once, there was only one path. Ananse and Path were good friends. It happened that one day the king of the land announced that whoever would be able to say the secret name of his only daughter would be rewarded. The king would give to the man half of his kingdom and all the king possessed.

Ananse heard the announcement and told Path. Ananse told Path that he would like to marry the king's only daughter, the princess. He also liked to inherit half of the kingdom, the king's clothes, money and all that the king had. However, Ananse did not know the princess's real name. Path entered his chamber with Ananse and whispered the name into Ananse's ears.

Ananse practised saying the name until the day the king had set for the occasion. The condition was that if the person failed to say the correct name, he would be killed. About forty men failed and they were all killed. It was the turn of Ananse. He rose up, bowed to the king and the elders. He was given the go ahead. Kweku Ananse mentioned the name. He said, "Nana, your beautiful princess's name is "Mfeaduasa Mfensa. The name means, "Thirty Years and Three", in English.

The king and the elders congratulated Ananse. That day, the princess was married to Ananse. All the promises were fulfilled.

After some time, Ananse decided to visit Path and to thank him for telling him the name of the princess.

At that time, some birds were on a tree near the window. They heard that it was Path who told Ananse the name. They quickly went to tell the king.

The king was very angry with Path. So, he ordered that Path be killed. They cut his body into small pieces and cast them abroad. That is why there are so many paths everywhere.

Spelling words that cannot be spelt by sounding their various letters.

You can use Look-cover-write-check strategy to learn the spelling of words like that. Learners can practise the above strategy on their own. Select five words a week of those sight words or words that cannot be spelt through the phonic knowledge. Each week, introduce the words: pronunciation and identification activities. Demonstrate look-cover-write-check and have learners do the same. For the whole week, learners on their own will learn the spelling.

2. You may also have learners pick the word card, pronounce the word on it, then spell it out.

3. You may also use these games:

a. The Spelling Wheel

Groups of learners compete

How it is played:

Each group picks a word (word cards must lie face down). The wheel is spun and if the group is able to spell the word correctly before the wheel stops, the group is given a performance card.

If the spelling is incorrect, or the wheel stops before the spelling comes to an end, no performance card is given. After the game, the group with the most cards wins.

### **The Six Child Diseases**

Learner's Book, page 66

Additional Riddles

#### **1. Riddle, Riddle**

I can be a man or a woman

I wear white overall

I put a stethoscope around my neck.

I work at the hospital.

I treat sick people.

Who am I?

Answer: a doctor

#### **2. I am a metal.**

I draw medicines from small bottles.

I have a pointed and sharp mouth.

Nurses and doctors push me into your body.  
I am painful.

Who am I?

Answer: Needle for injection

### **Terms used**

Choral Reading

Modeling

Jumbled sentences

Brainstorming

Sound sensitizing activities

Transformation drill

Sentence completion drill

Herring bone (graphic organiser)

Semantic web (for word relationship)

Think-pair-share

### **Games**

Pantomime

Sound ball

Lucky dip

## **APPENDIX 4**

### **Phonic (Chants)**

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Letters and their sounds lend themselves to chanting, and chants can be easily developed and used to cultivate learners' interest and enthusiasm in the learning of letters and their sounds.

Examples:

#### **1. A chant to reinforce letter names and sounds.**

Teacher: When I say /a/ (letter name)

Learners: We say /a/ (letter sound)

Teacher: When I say b (letter name)

Learners: We say /b/ (letter sound)

Teacher: When I say c (letter name)

Learners: We say /k/ (letter sound), etc.

**Note:** The class may be put into two groups to perform the chant and blend.

#### **2. A chant to practise sound blending**

Girls: When we say /m/-/a/-/t/

Boys: We say mat. /m/-/æ/-/t/

Girls: When we say /b/-/a/-/g/

Boys: We say bag.

Girls: When we say /h/-/æ/-/t/

Boys: We say hat, etc.

### 3. A chant to practise sound segmentation

#### Team/Groups

Tigers: When we say bed

Lions: We say /b/-/ε/-/d/

Tigers: When we say pet

Lions: We say /p/-/ε/-/t/

Tigers: When we say net

Lions: We say /n/-/ε/-/t/

#### Rhyme: A Lion

A lion has a tail;

It has a big head,

And a very small waist,

And a very small waist,

And a very small waist

#### Moo...! Moo! ....

Moo...moo... says the cow.

Moo...moo...

Wow...! wow... says the dog.

Wow...wow....

Mee...! mee... says the sheep

Mee...mee....

Meao...! meao... says the cat

Meao...meao...

Cluck...! cluck... says the hen.

Cluck...cluck...

Quack...! quack... says the duck.

Quack...quack...

But when the lion says

grrr!... grrr...

We all run away.

We all run away.



## APPENDIX 5

### Some Language Games

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#### 1. Look-Cover-Write and Check

This is a spelling activity in which the learner picks a word card, looks at the word briefly, covers the word or turns the card upside down and spells/writes the word. He/She then uncovers the word/card to check whether his/her spelling of the word is correct.

It can be played as a game by pairs or teams of players so that a correctly-spelt word wins an agreed number of points for the player or team. At the end of the game, when the agreed number of words/word card have been exhausted, the player or team with the highest number of points wins.

#### 2. The Spelling Wheel

Number of Players: two – four teams

Materials: word cards, a spinning wheel

How to Play:

- Display the cards of target words on a table.
- Teams take turns to pick a card and spell the word on the card. Each word spelt correctly wins a performance card. At the end of the agreed number of rounds, the team with the highest number of performance cards wins.

- Just before a player begins to make the effort to spell a word, the wheel is spun and the word must be correctly spelt before the wheel stops, in order for the performance card to be awarded.

#### 3. The Pick and Spell Game

In the Pick and Spell Game, learners pick word cards from a box on the teacher's table, show the word to the class, hand it over to the teacher and spell it. If correctly spelt, it wins a pre-agreed number of points for the player or his/her team.

#### 4. The Who Am I Game

It is a spelling/vocabulary game played like riddles.

Number of players: 2 – 4 players or 2 – 4 teams.

Each player or team has a pack of word cards. Teams/players take turns to spell words from their pack of cards. Members of the opposing team must identify the word spelt by naming it. If he/she succeeds, an agreed number of points is gained and roles are reversed. The winner is the group, team or player which has the highest number of points.

It goes like this:

Player: I am a word. This is how to spell me (spells the word). Who am I?

## 5. Mother and Child

This is a word build vocabulary game.

Purpose: For learners to recall/revise familiar vocabulary such as high frequency words.

- Players: 2 or more players, teams, whole class
- Suitable for learners 8 years or above
- How to play
  - Write a two or more syllable word on the board. Preferably, it should be a familiar word.
  - Players are required to write as many words as they can with letters that make up the mother word, that is, the two or more syllable word with a given/specified time limit. The winner is the player, group or team with the highest number of words.

## 6. Back to the Board

1. Send a pupil to sit in the front of the class with his or her back to the board.
2. Write a word on the board which everybody can see. The class must then define the word, describe it, give examples of what it is – without saying the actual word itself. The pupil with the back to the board must guess it.

For example, you write the word ‘**concrete**’ on the board and the class may say things like:

It is something we build houses with.

It is made with sand and cement. It dries quickly. It is usually grey. You can shape it easily, etc.

Note: You can make this a competition by dividing the class into 2 or more teams and giving strict time limits.

## 7. See What I Have

**Purpose:** To reinforce knowledge of letters and their sounds.

**Materials:** Letter Cards.

**No. of players:** 4 – 12 players

**How to play:** Each of the players is given two or three letter cards.

The class begins to sing the alphabet song. A player who hears any of his/her letter named in the song raises the particular letter card. A player who raises a wrong card or fails to raise up a named card falls out. This continues until the winner emerges.

## 8. Sound Ball Game

The game is used to reinforce learners’ knowledge about letters of the alphabet and their sounds.

## 9. The Search

The search is a game used to reinforce both word and letter recognition. For example, to assist learners to identify lower case letters and their upper case counterparts. The game may be played a number of times.

Eight to twelve players stand in front of the class. Half of them have the lower case cards of the target letters while the other half have the upper case.

The class then sings or recites the words of the song, 'I am Searching for My Friend'. As the class sings, the card bearers dance around to identify those having their counterpart letters. At the end of the song, each card bearer stands with his or her counterpart letter card.

Those who cannot find their counterparts drop out and the game continues until the winner or winners are found.

### The Song/Rhyme

I am searching for my friend.

Searching, searching

I am searching, searching

Searching, searching, searching

I am searching for my friend.

I have found, found

Found, found, found

I have found my friend.

## 10. Lucky Dip

**Purpose of Game:** To revise and consolidate letters and items of vocabulary taught.

**Players:** 2 or more players, two – four teams

**Materials:** word cards, letter cards, sentence cards, picture cards, etc.

(depending on the knowledge or skill being targeted for practise or consolidation)

### How to Play:

1. As learners observe, put the target words or letter cards into a box or a bag.
2. The players take turns to dip their hands into the bag or box without looking into it, to pick one of the cards.
3. Players read the letter/word/sentence/ picture, etc.
4. The game ends after the agreed number of players from both teams have taken their turns.
5. The winner is the team or player who gains more or the most points.

## 11. Say and keep

**Materials:** Word cards, cards bearing key words that learner(s) has learnt over a period

**Players:** 2 – 4 players

### **How to play:**

1. The players (if they are two) sit facing each other with a table between them.
2. The word cards are shuffled and placed upside down on the table.
3. The players take turns to pick a card and read out the word on it. If it is correctly read, the player keeps it. If not, the card is placed back in the pack. This continues until all the cards have been read or until the agreed numbers of words have been attempted.
4. The winner is the player who has more or the most number of word cards.

**Note:** The game may be used to test spelling, usage and other skills.

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