

PRACTICAL
ENGLISH LANGUAGE
for Basic Schools

Teacher's Guide

Book 5

Thomas Ntuny, Rebecca Morrison, Innocent Sraha, Mabel Ndo



© Masterman Publications Ltd, 2020

All rights reserved. No part of this book may be reproduced or utilised in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without permission from the copyright holders.

ISBN: 978-9988-649-71-5

Published in Ghana by Masterman Publications Ltd.

P. O. Box AN 19720, Accra -North

Tel: 0302-325057, 0302-325058

E-mail: masterman48@yahoo.com

info@mastermanpl.com

Website: www.mastermanpublications.com

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

TABLE OF CONTENTS

UNIT	PAGE
Unit 1: His Excellency, The Visitor	1
Unit 2: The School Parade	10
Unit 3: Our Health	20
Unit 4: The Drunk Driver	29
Unit 5: Staying Healthy	39
Unit 6: Sharing The World With Animals	49
Unit 7: Story Time	59
Unit 8: Disaster	67
Unit 9: Where is All the Water?.....	76
Unit 10: Doing Our Duty	83
Unit 11: Using The Telephone	93
Unit 12: Use of Drugs in Schools	101
Unit 13: The Three Brothers	109
Unit 14: Choosing Our Leaders	121
Unit 15: At The Market	129
Unit 16: Showing Kindness And Love	137
Unit 17: Ghana Finds Oil.....	148
Unit 18: Attacked by Armed Robbers.....	158
Unit 19: All Around Me	167
Unit 20: A False Alarm	177
Unit 21: What Plants Eat	190
Unit 22: Sending and Receiving Information	200

Unit 23: Sports and You	208
Unit 24: Peace at Home	217
Unit 25: Water	228
Unit 26: Entertaining The Guests	237
Unit 27: Prevention is Better than Cure	246
Unit 28: The Olympic Games	256
Unit 29: Earthquakes In Ghana	264
Unit 30: Protecting The Land	273
Appendix 1	248
Appendix 2	324
Appendix 3	327
Appendix 4	330
Appendix 5	331
Bibliography	335

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

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 practice 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 practice 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
- Practice
- Independent production
has been followed.

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

Practice: The learner is then taken through various types of activities for practice 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 practice 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 recognize 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 recognizing 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 practice 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 practice 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
- Practice
- 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 Practice

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

Two levels of practice are identifiable. The first is practice 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 practice 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
- Practice 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 practices 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 practice.

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, recognizing 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 minimize 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 Pages 1 – 9

Workbook Pages 1 – 5

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	COMPETENCIES
STRAND 1 - ORAL LANGUAGE	
By the end of this unit the learner will be able to: B5 1.1.1.1 : Explain the central message in a song.	Communication and Collaboration Creativity and Innovation Cultural Identity and Global Citizenship
STRAND 2 - READING	
1. Phonics B5.2.2.1.1: apply common phonic generalisation (e.g. hard and soft 'c' and 'g') when reading continuous texts. Reading Comprehension B5.2.7.1.1: construct meaning from text read.	Communication and Collaboration Personal Development and Leadership Cultural Identity and Global Citizenship
STRAND 3 - GRAMMAR USAGE	
B5 3.1.1.1: Identify and use nouns or noun phrases to refer to quantities or units.	Communication and Collaboration Personal Development Listening and Speaking
STRANDS 4, 5 - WRITING, WRITING CONVENTION	
B5 4.2.1.1: Copy sentences clearly in joint script maintaining legible hand writing.	Communication and Collaboration Personal development
STRAND 6 - EXTENSIVE READING	
B5.6.1.1.1.1: read a variety of age and level-appropriate books and present at least a three-paragraph summary of each book read.	Personal development and leadership

Resources: An enlarged picture, dialogue and chart

Strategies: Picture Discussion

LEARNING STRATEGIES

Strand 1: Oral Language

Strategies: Choral Reading, Modelling, Repetition, Discussion

Resources: Manila/Cement Paper, Word Cards

Strand 2: Reading

1. Phonics:

Strategies: modelling, repetition, reading, formation of sentences.

Resources: letter and word cards

2. Reading Comprehension

Strategies: explanation, model reading, silent reading, discussion, talking about pictures

Resources: pictures, Learner's Book

Strand 3: Grammar Usage

Strategies: Discussion, Modelling

Resources: Classroom objects

Strand 4: Writing

Strategies: Blank Filling, Modelling, Copying

Resources: Chalkboard Illustrations

Extensive Reading

Strategies: Silent reading

Resources: Library Books, Supplementary Readers

TEACHING AND LEARNING ACTIVITIES

A2. Strand 1. Oral Language: Sub-Strand 1: Songs

Song: Arise, Ghana Youth for Your Country

LB page 2

Let learners sing one patriotic song. Write the song (the new one) on the board as learners sing or mount the song printed on a manila card or on a clean cement paper on the board.

Let learners learn the words of the new song by repeating the sentences after you.

Have learners sing after you when they are conversant with the words. Have them sing after you and later sing by themselves as a class, in groups and individually.

Discuss the words of the song and its message with learners and have them answer the accompanying questions orally.

Let every child say what they can do to build their nation even though they are very young.

B1. Strand 2 - Reading LB page 3

Sub-Strand 2 - Phonics

The Hard and Soft ‘c’ and ‘g’

Have learners come individually to pick word cards from the teacher’s table. They pick it, show it to the class and then pronounce the word. The words should contain the soft ‘c’ and hard ‘g’.

Let the whole class repeat the words after you.

cell	gentle
celebrate	germ
ceiling	George
cell	gem
cycle	gist
pronounce	judge
announcement	gymnasium

Explain the general rule concerning the hard and soft ‘c’ and ‘g’.

When ‘c’ or ‘g’ meet the sound ‘o’ /eʊ/, ‘a’ /ei/ or /ʊ/ ‘u’ they are pronounced /k/ for c and /g/ for ‘g’. They are said to be ‘hard’.

But when 'c' or 'g' meet with i, e, and y that is the sounds /i/, /e/ and /y/ or /i/ they become 'soft' as in

city cell and cycle

soft g

gem gymnasium gist

Have learners give their own examples. Let them write four sentences each of words with soft 'c' and 'g'.

Strand 2 - Reading: Sub-Strand 7 - Comprehension

B2 & B3 Passage: His Excellency The Visitor

LB Pages 3-5

Before Reading

Activate learners' previous knowledge by providing a picture of the Vice President. Ask questions about his work. Use other related activities to help learners predict the content of the passage. Write some pre-



reading questions on the board and ask learners to find answers to these questions while they read. e.g.

- a. What did the children do to be ready for the visit of the Vice President

Some vocabulary have to be learnt and understood before the reading is done. Use the picture of an ambulance to teach 'siren'. 'Parliament' and 'Members of parliament' may be taught by telling learners or asking them about their member of parliament. The other words may be taught with simple demonstration and/or explanations.

Encourage learners to go on the internet or use "dictionary to confirm the meaning of words. Find the picture of the Vice President for learners to identify. Ask some leading questions on the work of the Vice President?

During Reading

Divide the passage into three parts. Write some pre-reading questions based on the first third on the board.

- a. Why did the learners go to school on the last day of the vacation?

b. Which of the names surprised the learners most?

Do model reading of the first third of the passage. Set learners to read this first third silently as you move round to ensure all are reading. You may also correct bad reading habits such as lipsing.

At the end of their reading, discuss the pre-reading questions and elicit the answers from learners. Discuss what has been read exhaustively with learners.

Repeat the above with the remaining two parts of the passage one at a time.

C. LB Pages 5 and 6

After reading.

Have learners discuss what they do when they expect visitors. Let them also say what they think of the advice given to them by the Vice President.

“You must be good children and you must work hard every day”. Assign learners to do the comprehension questions in Section C LB pages 5&6.

Strand 2: Sub-Strand 6 - Vocabulary

D| Vocabulary Consolidation LB Page 8

Some vocabulary items have been used in the passage. Their meanings have been provided for learners to find their corresponding words.

Vocabulary here should be used for dictation. It tests learners’ ability to observe and recall the spelling of words which they have read. The letters of these words have been jumbled up. Learners are expected to re-arrange the letters to derive the word.

The concept of antonyms or opposites is introduced in this unit. It is important as it helps learners to learn language holistically.

Explain to learners that antonyms are not fixed. The context within which a word is used actually determines its opposite. For example, if you talk to the head teacher and you say ‘My father is sick’. The opposite of ‘father’ is ‘mother’. If you talk to a friend and say that ‘my dad is sick’ the opposite of ‘dad’ is ‘mum’.

E. Strand 3: Grammar: Sub-Strand 1: Nouns

Nouns and Noun Phrases

Revise learners' knowledge about nouns. Elicit from learners some examples of nouns: milk, sugar, cloth, house, man, schools, etc.

Introduce the new topic by using the units of measurement of items and quantities of items. Use concrete objects to introduce them especially those that can be brought to school. Items like petrol and rice can't be brought to the class. You should use pictures.

Form sentences to introduce the unit measurement and quantities. Say the sentence while learners listen.

E.g. Buy a cup of sugar from this shop. (Show the cup of sugar). Put four tins of milk on a table. Pretend to be buying tins of milk. I am buying four tins of milk. Say these sentences and ask learners to repeat after you.

For all the sentences use actions, real objects or a picture. Use a litre can for learners to see the quantity of water that a litre can hold.

My car needs twenty litres of petrol.

Pick up the pieces of paper on the floor.

There is a sack of rice on the table.

Cut the cloth with a pair of scissors.

Have learners read over the sentences two times as a whole class. They then read to each other in pairs. Have learners use their own words/nouns for the noun phrase underlined. For example, instead of 'sugar', 'gari' can be used.

Buy a cup of gari from the shop.

I am buying four tins of sardines.

Let learners be aware that these are noun phrases:

a cup of sugar

a sack of rice, etc.

four tins of milk

twenty litres of petrol

In pairs, learners take turns to use these nouns phrases in sentences:

They then write sentences with the phrases.

1. five kilograms of rice.

5. a bucket of water

2. a litre of oil

6. some of the learners

3. all the men

4. most of the children

Let learners read their sentences to the class.

Strand 4: Writing: Sub-Strand 2 - Penmanship

Before Writing: LB Page 8

Writing using joint script involves joining one letter to another. This enhances speed in writing. The letter that begins a word is joined to the letter that follows. However, the upper case or capital letters are not joined. Ask learners to trace specific letters of the alphabet on a line on the chalkboard to form a pattern. e.g.

Demonstrate how to write the letters in the air using joint script. Learners repeat after the teacher.

Provide the tracking paper for learners to practice joint script.

During writing

Demonstrate writing in joint script on the chalkboard while learners watch.

Invite learners to practice on the board.

Learners copy the given sentence into their exercise books in joint script.

After writing

Collect learners' work and offer suggestions for improvement.

G. Strand 6: Extensive Reading

Learners take their story books and survey them. Areas to consider are:

- | | |
|----------------------|--------------------------|
| 1. Author's name | 3. Picture/illustrations |
| 2. Title of the book | 4. Number of chapters |

Have them read the books and prepare to summarise them.

Answers: A2. Song LB page 2

1. The youth of Ghana should arise.
2. 1. It is the youth who have the strength to work hard to make the economy grow.
2. Devoted youth can go to all length to lift the nation high.
3. Everybody: young and old; men and women of this country are required to work to build the nation.
4. Yes, I should obey laws of this country. I should learn so that I can be useful to the nation in future.

5. The song is calling on the youth to stand up to the task of building the nation.

C| Answers to comprehension questions

LB Pages 5 and 6

1. His Excellency, the Vice President of the Republic of Ghana visited the school.
2. The siren announced the arrival of the visitor.
3. Zakari and Kwame we're excited because they shook hands with the Vice President.
4. The visitor advised the learners to work very hard
5. The teachers did not tell the learners who was coming because she wanted it to be a surprise.
6. The learners rose because they wanted to show respect to the visitor.
7. Question 7 is applicative.

Each learner is to talk from his or her regular experience with how visitors are received in their homes. Judge the suggested answers based on the logic and reason of learners.

D1|Answers LB page 6

- | | |
|----------------------|-------------|
| 1. A paramount chief | 3. Desk |
| 2. Canteen | 4. Assembly |

D2| answers LB page 6

vacation	assembly	parliament	behaviour
important	president		
important	police		

D3| answers LB page 7

night – day	remember – forget
wife – husband	silence – noise
learner – teacher	arrive – leave/depart
enemy – friend	soft – hard
sad – happy	false – true

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 enjoyed 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 Pages 10 – 18

Workbook Pages 6 – 12

LEARNING INDICATORS AND CORE COMPETENCIES

LANGUAGE INDICATORS	CORE COMPETENCIES
By the end of this unit the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5 1.1.1.2 relate values in songs to real life experience.	Communication and Collaboration Creativity and Innovation Cultural Identity and Global Identity
STRAND 2 - READING	
Phonics B5 2.4.1.1: use closing diphthongs, e.g. /aʊ/ /əʊ/ to make meaningful sentences. Reading Comprehension B5 2.7.1.1: construct meaning from the texts read.	Communication and Collaboration Cultural identity and global citizenship Cultural Identity and global Citizenship
STRAND 3 – GRAMMAR USAGE	
B5 3.1.1.1 identify and use: Proper nouns Count/non-count nouns Singular/plural (regular, irregular) Plural without plural marker	Communication and Collaboration Personal Development Reading and Writing

STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.2.1.1 Copy sentences clearly in joint script; maintaining legible handwriting.	Communication and Collaboration
B5 4.2.1.2 write compound sentences clearly and correctly.	Personal development
STRAND 6 - EXTENSIVE READING	
B5.6.1.1.1 read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read.	Personal development and leadership

TEACHING STRATEGIES

Strand 1: Oral Language

- Singing
- Marching
- Prayer

Resources: Learner's Book

Phonics

Strategies: modelling, repetition, formation of sentences.

Resources: letter and word cards

Strand 2: Reading

- Modelling
- Role-play
- Discussion
- Pair Reading

Resources: Pictures, Word Puzzle, Game Sheet

Strand 3: Grammar

Strategies: Chain Drill, Story, Verse, Dialogue

Resources: Grammar in Context, A Story

Strands 4, 5: Writing Conventions

Strategies: Discussion, Brainstorming

Resources: Sample Paragraph, Model Hand Written Scripts

Illustration of Features of the Paragraph

Extensive reading

Strategies: Discussion

Resources: Library Books

TEACHING AND LEARNING ACTIVITIES

Strand 1 - Oral Language: Sub-Strand 1: Songs

LB page 11

Put learners in groups and ask them to list all activities which take place at the morning assembly. Representatives should simulate each of the activities listed.

Expected activities include, Call to Order, Prayer, Announcement, Inspection of nails, Marching, Singing etc.

Recite the words of the National Anthem as learners listen. Next, let learners repeat the words of the national anthem. Sing the anthem line by line as learners repeat after you.

Discuss the core values inherent in the national anthem: boldness, humility, honesty, fearlessness, patriotism, etc.

Learners sing the song one more time.

Strategies: Singing, Model Reading, Choral Reading, Discussion of core values in the song.

Strand 2 - Reading: Sub-Strand 2 – Dipthongs

B1. Phonics

/aʊ/ and /əʊ/

LB page 12

Revise the hard and soft ‘c’ and ‘g’ by making learners pronounce words having those sounds on word cards.

Learners individually pick up a word card from the teacher’s table, show it to the class and read the word on it. E.g.

giant cereal

general centre

Introduce the new sounds one after the other on cards. Say the sound /aʊ/ three times as learners listen. Have them repeat after you. Paste the card on the board. Point to it and let

learners say it. Do the same for the /əʊ/ sound.

Ask learners to identify their own examples in pairs. They read their words to the class.

Let the pairs of learners write five sentences each with their own examples.

Assign learners in pairs to use dictionaries/the internet to identify and list more words having the target diphthongs.

Strand 2 - Reading : Sub-Strand 6 - Vocabulary

B2. LB Page 12

Teach pronunciation and meaning of new vocabulary. Learners are to pay attention to the spelling of some of the words.

Jubilee: is a special anniversary or celebration. There are different names that are given to these significant celebrations in the life time of a person, place, club etc.

The significant ones are:

- | | |
|--------------------------------|---------------------------------|
| 1) a silver jubilee – 25 years | 3) a diamond jubilee – 75 years |
| 2) a golden jubilee – 50 years | 4) a centenary – 100 years |

Guest: A guest is a person who is invited to visit someone's home or attends a particular social occasion. The most important guest at an occasion is the Guest of Honour. A person inviting another is the host.

Cadet: A group of young people undergoing voluntary training to support an institution especially in times of emergency.

Parade: A formal procession or assembly of people for inspection.

Patriotic: To show love for one's country by doing what is expected of you as a citizen.

Durbar: This is an assembly of people and officials in a public place.

Strategies: Discussion, Demonstration

Strand 2 - Reading : Sub-Strand 6 - Comprehension

The Golden Jubilee Parade

LB Pages 12 – 14

Before Reading

Organise the class into a cadet group. Select commanders and act as the headmaster. Learners

march with stumps under the leadership of the cadet officer. Cadets stomp the ground in unison as they sing the marching song.

Shake the ground.

Move the ground.

Take the ground.

Break the ground.



Inspect the guards to see that they are standing straight. Invite learners to express their opinions on the cadet group. They may talk about what the cadet group can do in a school. Find out how many wish to enlist in the cadet corps.

During Reading

Write pre-reading questions on the board. e.g

How many officers and other ranks took part in the parade?

Who inspected the parade?

Pairs of learners take turns to read (role-play) as cadet officer and headmaster. This should be repeated a number of times for more learners to have a reading opportunity. Discuss the pre-reading questions with learners.

C. LB pages 14 - 15

After Reading

Draw learners' attention to the address of the headmaster. This is public speaking, as such let learners practise the vocative address one after the other: "Mr. Chairman, Guest of Honour, Teachers, Learners, Ladies and Gentlemen". Let learners talk about their impressions about the passage.

Strand 2: Sub-Strand 6 - Vocabulary

D| Vocabulary Consolidation

Matching LB page 15

Learners are expected to match the words in column A to their meanings in column B. After doing this, they should be asked to read sentences by beginning with column B. e.g.

B

A well behaved person is

A

disciplined

An important celebration is a jubilee.

D2| Words and concepts often belong together. Learners are thus expected to learn such associations by determining the odd one out of the collection. Guide them with several examples to do the exercise in pairs.

D3| LB page 16 This exercise is intended to make learners observant and watchful of their spellings. Ten words from the passage are hidden in the puzzle. They are to search for the words from different directions; horizontally, vertically and diagonally.

Strand 3 – Grammar: Sub-Strand 1 – Nouns

Proper Nouns LB Page 16

Revise learners' knowledge of nouns. Ask learners individually to give one example of a noun. List the nouns learners give on the board. Ask learners to say which of the nouns are personal nouns.

Write the personal names on one side of the board. Ask learners to state the type of nouns they are. Write "Proper Nouns" above the list of the personal names.

Let them know that the name of their school is regarded as a proper noun.

Introduce learners to names of festivals and occasions as proper nouns. Refer learners to Learner's Book page 16. Elicit the proper nouns in the text from learners: Zakari, Hamidu, Kumasi, Friday, Christmas, Easter, Damba Festivals. Have learners name other festivals. List them on the board, e.g.

Christmas, Easter, Damba Festival, Bakatue Festival, Oyir, Fetu, Abokyer, Odwira, Eid-ul-Fitr, Eid-ul-Adda, etc.

Let learners also know that names of cities are all proper nouns.

Kumasi	Sunyani	Tamale
Koforidua	Accra	Bolgatanga
Cape Coast	Tema	Wa

Extend the discussion to the names of institutions as in the case of their school, e.g.

Tumu Catholic School

Ada Presbyterian JHS, etc.

Tell learners that all proper nouns begin with capital letters.

Put them into groups, to make lists of names of festivals, towns and institutions. E.g.

Proper Nouns

Festivals	Towns/Cities	Institutions
Homowo	Bole	Adubiase
		Methodist Basic School

E3 LB Page 17 | The focus of this exercise is to teach proper nouns which have been introduced into the short passage. Proper nouns are unique. They are special. and do not compare with any other. They therefore begin with capital letters wherever they occur in the sentence. They may occur in the beginning, middle or at the end of the sentence.

Put learners in groups to make their list of proper nouns. They identify in the passage

LB Page 17 Learners are required to find their own nouns which fit under proper and common nouns.

E5 LB Page 17 | Use the chain drill to get learners make sentences with the proper and common nouns listed.

Strategies

- Chain drill, dialogue

Strand 4 - Writing: Sub-Strand 2 - Penmanship

LB page 18

Briefly discuss the need for clean, clear and careful writing. Explain the advantages of joint script.

Demonstrate the activity with two or three sentences.

Assign learners to do the exercise.

G. Strand 6: Extensive Reading

Discuss with learners the purpose of reading. Accept answers like:

1. For information
2. For pleasure
3. For examinations
4. To influence our lives
5. To discover new ways of doing things

Put learners into groups to read the titles of their story books and to predict the content.

Find a common title and illustrate the approach. For example: The Girl Who Can by Ama Ata Aidoo. The title is supported with a picture of a female athlete. The prediction is that; it is about determination to achieve.

Answers To Questions

Answers to questions on the national anthem.

A2. LB Page 11

1. Ephraim Amu
2. Ghanaians
3. By being obedient and respectful
4. Boldness, honesty, humility
5. If we are humble to one another and to God, there will be peace. God will bless us as a country.
 - b. If God makes us fearless, we will have the boldness to say the truth. We will not fear to fight to protect the country.
 - c. Without honesty the country will not develop. Dishonesty brings about corruption and bribery in all aspects of our lives and the country will continue to be backward.
6. It will be terrible for Ghanaians to be under colonialism again. If we do not defend our rights as human beings, other people will once again oppress us.

Note that answers need not be in these very words.

C. LB Pages 14 and 15 Answers to Comprehension questions

1. The school had the durbar because it was their golden jubilee.
2. The guest at the parade were parents and relatives of learners.
3. Forty cadets took part in the parade.
4. A fifty-year celebration is called a **Golden Jubilee**.
5. a) **Staff** means the head teacher and the teachers of the school.
 - b) Guests are the learners' parents and relatives who have attended the school's anniversary.
 - c. Hosts- the staff and learners of the school.
6. A school needs a cadet group to respond quickly to emergency situations.
7. It is good for parents to visit the school. They get to know the problems of the school. They also understand the progress of work of learners.

8. (Expect and accept answers which seek to promote the school)

D2| LB Page 15 The odd items are:

- | | |
|-----------|----------|
| 1. family | 4. false |
| 2. friend | 5. map |
| 3. lose | 6. story |

D3| LB Page 16 parade, guest, cadet, staff, headmaster, jubilee, command, durbar, parents.

LB Page 16 The expected answers to E1 are

- | | | | |
|-----------|----------|---------------------|----------|
| 1. songs | diseases | 4. oranges, mangoes | ladies |
| 2. cadets | bullies | 5. horses | churches |
| 3. duties | bunches | | |

E3| LB Page 16 The proper nouns in the passage are:

<u>Names</u>	<u>Celebration</u>
Zakari	Christmas
Hamidu	Easter

<u>Place</u>	<u>Day</u>
Kumasi	Friday

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?

Learner's Book Pages 19 – 28

Workbook Pages 13 – 18

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of this unit, the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5 1.5.2.1 Dramatisation and role-play	Creativity and Innovation Communication and Collaboration Personal Development and Leadership
STRAND 2 - READING	
1. Phonics B5 2.3.1.1: use common minimal pairs and common digraphs to decode words, e.g. sash, wash th – both and tooth Reading Comprehension B5 2.7.1.1: construct meaning from text read.	Communication and Collaboration Cultural identity and global citizenship
STRAND 3 – GRAMMAR USAGE	
B5 3.1.1.2: identify and use count and non-count nouns.	Communication and Collaboration Personal development
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.2.1.1: copy sentences clearly in joint script maintaining legible hand writing	Communication and Collaboration Personal Development
STRAND 6 - EXTENSIVE READING	
B5.6.1.1.1: read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read.	Personal Development and Leadership

TEACHING AND LEARNING STRATEGIES

Strand 1: Oral language

Strategies: Role-play, Dialogue

Resources: Picture, Real Objects like an Overall, a Stethoscope.

Strand 2: Reading

1. Phonics

Strategies: Modelling, Repetition

Resources: Classroom Objects, Ministry of Health Posters

2. Reading Comprehension

Strategies: DRA, Modelling, Repetition, Discussion, Silent Reading

Resources: Pictures Accompanying the Text.

Strand 3: Grammar

Strategies: Modelling, Drilling, Simple substitution of words with other words, Formation of sentences

Resources: Classroom Objects, Internet, Reference Books

Strand 4: Writing

Strategies: Demonstration, Discussion

Resources:

Extensive Reading

Strategies:

Resources: Library Books/Supplementary Readers

TEACHING AND LEARNING ACTIVITIES

Strand 1 - Oral Language: Sub-Strand 5: Dramatisation And Role-Play

LB Page 20

ROLE PLAY: Put learners in groups to discuss the picture, particularly, the environment in which the food is being sold. They should identify the source of the filth and determine how it can be got rid of. Learners should also discuss the effect of the environment on the food and also on the people who eat the food. Let learners discuss what they find in the theme picture with special focus on the environment, the ground, and the atmosphere.

A2 is a conversation between a patient, Rose, and a doctor. Read the conversation to learners. Put them in groups. Each group selects its Doctor and Rose to role-play the conversation.

After the first pair finishes, another pair takes over. This continues until all learners have had a turn. Ask group members to answer relevant questions based on the conversation. Explain the words ‘drip’, ‘lap’ and ‘stool’ so that learners can appreciate the condition of the patient. Tell learners ‘lab’ is clipped from ‘laboratory’.

Dramatisation

Arrange the setting and provide the costume required for learners to dramatise the conversation.

B1. Strand 2: Reading: Sub-Strand: Minimal Pairs And Common Digraphs

Have learners repeat the words in each column a few times as a class, in groups and individually too.

A	B	C
think	match	lock
thigh	batch	luck
thick	catch	pack
theme	hatch	back
thistle	fetch	dock

Ask them to study the words carefully to identify what is common to each group of words. Draw their attention to the common spelling pattern of each group of words either at the beginning or at the end.

Have them read the words in pairs: one reading to the other who also takes over to read at the end of the first reading.

Ask the pairs to identify and add more words to each column of words and write sentences with some of the words to be read out to the class.

B1. Word Families – Common Digraphs

Explain simply the terms “word family” and “digraph” using several examples. Eg.

wash	pack
sash	hack
lash	tack

cash back
dash lack

Drill the learners on the pronunciation of the words and the digraphs in isolation. Have them sit and discuss the information in the LB Section B1.

Assign them to do the activities in the Section in groups.

<u>th</u>	<u>ph</u>	<u>ck</u>
.....
.....
.....
.....
.....

B2&3 Strand 2: Reading: Sub-Strand 7: Comprehension

Passage: Food Borne Diseases

LB Pages 22 - 23

Before Reading

Lead learners to brainstorm on the topic. Ask them to identify forms of diseases not caused by food. Present a picture of food being sold near an open gutter. Discuss the implications of poor health on the individual, the family and the economy.

Have learners give the meaning of the key vocabulary from context and confirm their effort using a dictionary or the internet.



During Reading

Write some pre-reading questions based on the first third of the passage on the board.

- What do farmers do to cause food poisoning?
- How is food handled in the market?
- What diseases result from eating bad food?

In what way can fertilizers be dangerous?

Reading

Model reading aloud the first third of the passage. Ask learners to read this portion silently to find answers to the pre-reading questions. Follow up with a comprehensive discussion of the text read.

Repeat the process with the remaining two-thirds of the discussion of the passage one at a time.

After Reading

Do further explanation until learners understand the passage very well.

Let learners answer the comprehension questions in Section C in their exercise books.

Strand 2: Sub-Strand 6 - Vocabulary

D1 Learners are required to complete the sentences with the best word. Lead them to do the first few orally and assign the rest in their exercise books.

Strand 3 - Grammar: Sub-Strand 1 - Count and non-count nouns

Revision

Revise proper nouns and common nouns. Have learners look for proper and common nouns in the passages read.

Examples: Proper Nouns

National Anthem

God

Ghana

Saturday (from Unit 2)

Common nouns

food, diseases, people, stomach, crops, farmers

Give examples of count nouns in the classroom: chairs, table, cupboard, bell, book, pencil, school bag, etc.

Introduction

Introduce the concept of count – meaning nouns that can be counted numerically. Make them

understand that since the examples can be counted they have their plural forms. Provide several examples in context and have learners do same.

Practice 1

Introduce a Substitution Drill for learners to name and use count nouns.

Eg. Teacher: We are going to name things in our sitting room.

Teacher: There is a sofa in my sitting room.

Learner A: There is a fan in our sitting room.

Learner B: There are chairs in our sitting room.

Learner C: There is a television set in our sitting room.

Continue as above until all learners have their turns.

Use other drills for learners to practise using the plural forms of the words.

Continue with the non-count nouns. Elicit responses from learners.

Oil, water, salt, milk, rice, maize, etc.

Practice 2

Put learners into groups for them to discuss objects in the school and its vicinity using both singular and plural forms of the nouns used.

Assign them to go on the internet to find more information and nouns (number)

Exercise

Explain Exercise E1, E2 and E3 to learners with examples and assign them to do the exercises.

Strand 4 - Writing: Sub-Strand 2 - Penmanship

F| Demonstrate the joint script by writing in the air. Provide models on the board for learners to watch. Emphasise that slanting letters facilitates accurate joining of letters.

Explain the given sentences to learners.

The cost of getting a cure could be high. Besides, the money could be used for other things. Some sicknesses could bring embarrassment to the individual and his family. 'Prevention' is taking the necessary care to be safe from diseases.

G. Strand 6: Extensive Reading

Ask learners to read and identify the main character, the setting of the work and the events that happen. Ask them to write a brief summary of the part read.

Answers To Questions

C| Answers to Comprehension questions

1. A food borne disease is a disease caused by eating bad food.
2. Farmers contribute to diseases by applying chemicals wrongly.
3. Insects which can contaminate our food are: houseflies and cockroaches.
4. A person suffering from a food-borne disease must go to the hospital to see a doctor.
5. Some reliable places where food may be bought are malls and closed markets
6. Farmers should bury their dead animals.
7. In groups, learners discuss how the farm, the market, the house, and the companies contribute to food-borne diseases.
8. Consumption – the time of eating the food produced.

Life threatening diseases – they are typhoid, diarrhea, and anthrax

Infest – transfer into foodstuffs diseases

D1|

1. Contaminated
2. Thoroughly
3. Uncovered
4. Severe
5. Absorb

D2| Titles of persons are abbreviated in writing. Learners should study the form of the abbreviation and be able to use them correctly.

- 1) He is a doctor
- 2) He is a Reverend Minister
- 3) She is a Miss
- 4) He is a Mister.

D3| The words which best complete the sentences are

- 1) Anthrax
- 2) Diarrhoea
- 3) Typhoid

E|

- | | |
|-------------------|------------|
| 1. many | 4. several |
| 2. much/ a little | 5. more |
| 3. more | |

E. Count and Non-Count Nouns LB pages 26 – 27

Singular	Plural	Non-count
1. school	schools	water
2. college	colleges	oil
3. echo	echoes	sugar
4. mountain	mountains	milk
5. valley	valleys	intelligence
6. leaf	leaves	freedom
7. retirement	-	retirement
8. advice	-	advice
9. bread	-	bread
10. paper	papers	paper
11. place	places	childhood
12. tooth	teeth	earth
13. mouse	mice	soil
14. ox	oxen	soap
15. shelf	shelves	rice
16. baby	babies	butter

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?

Learner's Book Pages 29 – 38

Workbook Pages 19 – 25

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of this unit, the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5 1.3.1.1 respond to poems by discussing their central messages and expressing own opinion.	Communication and Collaboration. Creativity and Innovation Cultural identity and global citizenship
STRAND 2 - READING	
1. Phonics B5 2.4.1 use closing diphthongs to make meaningful sentences. 2. Reading and comprehension B5 2.7.2.2 relate two or more ideas in a text.	Communication and Collaboration. Reading and Writing Communication and Collaboration.
STRAND 3 - GRAMMAR USAGE	
B5 3.2.1.2 identify and use quantifiers to show quantities.	Communication and Collaboration Personal development Reading
STRANDS 4&5 – WRITING, WRITING CONVENTIONS	
B5 4.2.1.2 write compound sentences clearly and correctly. B5.4.3.1.2: Identify the main idea and minor ideas in a paragraph.	Communication and Collaboration Personal development and leadership skills. Reading and Writing

STRAND 6 - EXTENSIVE READING

B5.6.1.1.1: read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read.	Personal development and leadership
---	-------------------------------------

LEARNING STRATEGIES**Strand 1: Oral Language**

Strategies: Drilling, Role-Play, Model Reading, Discussion

Resource: Pictures Accompanying the Text

STRAND 2: READING**1. Phonics**

Strategies: Modelling, Drilling

Resource: Minimal Pair Charts

2. Reading and Comprehension

Strategies: DRTA Role-Play, Demonstration, Explanation, Model Reading, Silent Reading

Resource: Picture, Realia, Learner's Book

Strand 3: Grammar

Strategies: Modeling, Explanation, Language Drills, Group Work

Resource: A Substitution Table

Strand 4: Writing, Writing Conventions

Strategies: Process Writing Technique, Discussion, Demonstration

Resource: A Sample Composition and A Sample Sentence in Joint Script Writing

Strand 6: Extensive Reading

Strategies: Silent Reading, Herring-Bone Technique

Resource: Library Books/ Supplementary Books

TEACHING LEARNING ACTIVITIES**A. LB page 29****Strand 1 – Oral Language: Sub-Strand 3 – Poems****Poem: Driver! Driver!**

Learners work in groups to interpret the accident scene in the picture. They must describe the scene and discuss the destruction that has occurred. They proceed to answer the questions provided. The answer to the questions should be summarised and written on cards to be

hanged around the classroom and at significant places in the school.

Read out the poem as learners listen and follow from their books. Learners echo-read the verse after the teacher, first as a class, in groups and as individuals.

Use sound sensitizing activities such as clapping and tapping to match the rhythm of the verse. Identify and discuss some values in the poem. Some of the values are patience, love, patriotism etc. Finally, have learners relate the values to real life situations and experiences.

B1. LB page 30

Strand 2 - Reading: Sub-Strand 4 - Dipthongs

Topic: Dipthongs

Activity 1: Group target words in brackets according to sound type.

Ask learners to read out the sentence provided in turns.

“Did you hear the bear’s story to the hare?”

Guide learners to read the words ‘here, bear, hare’

Use a minimal pair drill to teach the correct pronunciation of the dipthongs:

iɜ	ɛɜ
hear	hair
cheer	chair
beer	bare
fear	fair

Build another minimal pair table with similar words elicited from learners to provide more practice.

B2. Strand 2: Sub-Strand 6 - Vocabulary

Teach the meaning of the listed vocabulary using the appropriate strategies:

crutches: Use a picture to show what crutches are. They are a pair of aids which support a person disabled in one or both legs to be able to walk. The length of the crutches is from the armpit to the ground.

erected: A picture may be used here to illustrate as well. A sign post may also be firmly planted in the ground.

drunk: Let learners demonstrate a typical drunken state of a person. Use the opportunity to teach the other form of “drunk” which is “drank” and how they are used.

Yesterday, the man drank alcohol – Simple past

The man had drunk when I met him – past perfect

alcohol: Ask learners to mention different brands of alcohol sold in bars. Discuss briefly the effect of alcohol use on learners.

innocent: Not guilty of a crime innocent people walk freely without fear of harassment.

These explanations notwithstanding, encourage learners to use context in determining meaning.

Strategies: explanation, demonstration, relia

B3. Strand 2 - Reading: Sub-Strand 7 - Comprehension

Passage : The Drunk Driver

LB Pages 30 - 31

Before - reading

Let learners discuss the behaviour of a drunk person in small groups. Ask them to imagine the effects of drinking alcohol on the driver.

Ask some of them to imitate the behaviour of a drunk person. Have them look at the picture

of the accident scene on the theme page again and lead a brief discussion of the title of the passage. Based on these, have learners predict the content of the passage.



Reading

Write pre reading questions on the board. Do a model reading of the first paragraph. Ask learners to read silently. Go round and correct poor reading habits and discourage poor sitting posture.

Break the passage into significant portions using the DRTA (Directed Reading and Thinking Approach) for learners to read and thoroughly discuss.

C. LB pages 31 and 32 Post Reading

After learners have read, discuss the passage generally with them. Let them describe some of the road signs they see along the road and interpret them. Take suggestions from learners on how road accidents can be avoided by drivers and pedestrians especially school learners.

Strand 3 - Grammar: Sub-Strand 3 - Quantifiers**E. LB pages 33 – 34****Revision**

Briefly revise nouns – countable and non-count and elicit several examples from learners and have learners identify them in context.

Introduction

Provide a short text in which there are several examples of quantifiers. Discuss the text briefly drawing attention to the determiners and their function using the information below:

Topic: Quantifiers are determiners: They are used together with nouns. They limit the reference of a noun by quantifying it. Some determiners accompany mass nouns for example: A little salt.

Others also accompany countable plural nouns. Provide suitable sentences involving singular, plural and mass nouns and illustrate the use of quantifiers as shown in the table

Quantifiers	Countable (Singular)	Countable (Plural)	Mass
Some		boys	water
Any	book	beans	rice
a pair of		shoes	
Few		Students (insignificant)	
a few		students	
Little			Time (insignificant)
a little			hope

Practice

Help learners to make good sentences with quantifiers from the table. For example:

I saw some boys in the school.

There is some water in the tank.

Note that, 'little' used with 'girl' singular is exclusively for a girl who is a child and not for a girl who is older than a child.

Strand 2 Sub-Strand 6 - Vocabulary

A number of words have been listed for learners to find their opposites meaning from the table of words. You may put the words into sentences to make it easier for learners to find their opposites. Remember It is context that determines the appropriate opposite of a word

The girl went ahead of the teacher

The girl went behind the teacher

Strand 4 - Writing: Sub-Strand 2 – Compound Sentences

F1. LB pages 34 - 35

Explain to learners with examples, what a compound sentence is. Select some compound sentences, write them on the board for learners to analyse.

Instruct them to write four compound sentences in their writing books.

Before Writing

Put learners in groups to talk about what they do in their free time. Ask learners what they do in their free time. Have them write down the key activities mentioned by their friends. Let them identify their target audience.

Writing

F1 (a) Learners are to write a paragraph of what they do in their free time. They are encouraged to see writing as a process. They must draft their work by organising the events in an order acceptable to the group. They are to use the ordinals: first, second, third, etc. to link the activities listed.

Encourage learners to check on their spelling, omission, and punctuation errors.

Post-Writing

Read through learners' work and offer the necessary corrections. Ask groups to read their scripts to the hearing of other groups.

Penmanship

Show a sample of joint script writing to learners. Demonstrate writing in joint script on the board. Learners write the given sentence in joint script. They should exchange their work for peer review. They finally write in their penmanship books.

Resource: a sample of writing in joint script.

G. Strand 6: Extensive Reading

Learners should do further reading of their books. Let learners use the herringbone technique to provide the summary of the story read.

Who	when	did what
Where	how	why

Answers**C Answers to Comprehension Questions LB pages 31 – 32**

- 1) People believe that drunkenness is the cause of most accidents.
- 2) Some drivers are greedy because they want to make much money in a day.
- 3) Children suffer most when most accidents occur.
- 4) Road signs are erected along the road to warn drivers.
- 5) Drunk drivers should be punished for carelessness. They should be punished to deter other drivers.
- 6) Passengers can stop drivers from drinking by reporting them to the police.
- 7) Learners tell their colleagues what they would do independently to support accident victims.

The discussion questions are to help members in the group to summarise the passage.

D1. LB page 32

survive – die

ahead- behind

obey- disobey

sold –bought

poor – rich

arrest – free

innocent – guilty

going – coming

D2. LB page 33

Avoid – prevent

Jail – prison

Aware – know

Find – get

Greedy - selfish

D3. LB page 33

1) hair

3) pear

5) fare

2) cheers

4) rare

E1. LB page 33

1. few

4. a little

2. a few

5. a pair of

3. a piece of

E2. LB page 34

1) some

3) some

5) a few

7) a few

2) few

4) a pair of

6) a little

8) few

- 9) a pair of 10) any

E3) Learners work in pairs to agree on the appropriateness of the quantifiers in the sentences they make.

Revision 1.

A. LB page 36

Part of the passage of unit 1 has been reproduced for learners to work on. Let learners read and find answers to the questions in groups. After the allocated time learners may compare answers.

Answers (to comprehension questions)

1. Miss Mensah introduced the visitors.
2. They were there to talk to the learners
3. To greet the children
4. He shook hands with the learners
5. i) They must respect their teachers. Must be polite to each other. Must be in school always etc.
 ii) They must study hard. Do all their homework
 Pass their exams.

Revision I (B) These are regular and irregular nouns. Use the plural forms in each sentence for learners to read. **LB page 37**

Regular	Irregular
desk	sheep
School	children
plates	mice
goats	men

Provide other examples of irregular nouns for practice.

Revision I(C) LB page 37

Countable Nouns	Uncountable Nouns
bird	water
ball	oil

box	gari
shirt	sugar
bucket	chalk
pot	tea

Learners are required to determine countable and uncountable nouns. They are to use their knowledge to complete the table.

Learners to complete the sentences with the plural forms of the nouns enclosed in the brackets.

Answers

D. Revision 1 LB page 37

- | | | |
|------------|------------|--------------|
| 1. lorries | 4. buckets | 7. dresses |
| 2. houses | 5. buses | 8. ladies |
| 3. dresses | 6. rice | 9. gentlemen |

This is an exercise on diphthongs studied in the Section B1 of Unit 4. Read through the sentences for learners to listen to. Learners then proceed to provide the required vocabulary.

Section E, Revision 1 LB pages 37 – 38

Learners to fill the blanks with the correct forms of the verbs enclosed in the brackets

- | | |
|----------------|-------------------|
| 1. march | 6. drives |
| 2. sleep | 7. likes |
| 3. leads | 8. tells, tell |
| 4. works | 9. hates |
| 5. love, loves | 10. love, prefers |

Extensive Reading

Present a wordless story printed out for discussion. The story should not be too complex (to confuse learners.) There are several cartoon series for illustration. Show one of these stories for learners to interpret.

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?

Learner's Book Pages 39 – 44

Workbook Pages 26 – 31

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of this unit, the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5. 1.4.11: demonstrate understanding of lessons in stories by making relevant comments.	Communication and Collaboration Personal development and leadership
STRAND 2 - READING	
1. Phonics B5 2.3.1.1 use common minimal pairs to decode words e.g. thin and then Reading comprehension B5 2.7.1.1 Construct meaning from text read	Communication and Collaboration Cultural Identity Global citizenship
STRAND 3 – GRAMMAR USAGE	
B5 3.1.1.4 identify and use abstract nouns to refer to concepts and ideas	Communication and Collaboration Personal development Writing
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.2.1.2 write compound sentences clearly and correctly	Collaboration and Communication Personal Development Reading and Writing
STRAND 6 - EXTENSIVE READING	
B5.6.1.1.1: read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read.	Personal development and leadership

TEACHING AND LEARNING STRATEGIES

Strand 1: Oral Language

Strategies: Picture Discussion, Modelling, Recitation, Discussion

Resources: a picture of a student studying by a table with a lamp.

Strand 2: Reading

1. Phonics

Strategies: Modelling, Repetition, Language Game, Playing Of A Game, Formation Of Sentences

Resources: Letter And Word Cards, a box

2. Reading and Comprehension

Strategies: Picture Discussion, Model Reading, Silent Reading, Brainstorming, Discussion

Resources: picture

Strand 3: Grammar

Strategies: Language Drills, Modelling

Resources: Chalkboard Sketches

Strand 4: Writing

Strategies: Demonstration, Copying, Discussion

Resources:

Extensive Reading

Strategies: silent reading, questioning, summarising

Resources: library books

TEACHING AND LEARNING ACTIVITIES

Strand 1 – Oral Language: Sub-Strand 4 – Story Telling

A2. Story Telling LB Page 40

Story: The Four Smart Students

Pre-presentation

Ask learners to sing a song, preferably an action song.

Teach the meaning of “dean”, “scheduled”.

Dean – an administrator in charge of students’ affairs in a university or college.

Scheduled – planned

Discuss the title of the story with learners and ask them to predict what they are going to hear about.

Presentation

Read the story dramatically, changing your voice to reflect the different characters and moods.

Post – presentation

Discuss the questions with learners and have them answer each orally. Finally, have learners express their personal responses.

STORY

The Four Smart Students

One night, four college students were out partying late at night and didn't study for the test that was scheduled for the next day. In the morning, they thought of a plan. They made themselves look dirty with grease and dirt. Then they went to the Dean and said they had gone out to a wedding last night and on their way back the tyre of their car burst and they had to push the car all the way back. They were therefore not in the condition to take a test.

The Dean thought for a minute and said they could have the test after three days. They thanked him and said they would be ready by that time.

On the third day, they appeared before the Dean. The Dean said that as that was a Special Condition Test, all the four were required to sit in separate classrooms for the test. They all agreed as they had prepared well in the last three days.

The test consisted of only two questions with the total of 100 points.

1. Your name (1 point)
 2. Which tyre burst? (99 points)
- Options: (a) front left (b) front right (c) back left (c) back right

Strand 2 - Reading : Sub-Strand 3 – Word Families (Common Digraphs)

B1. Phonics

The Digraphs /ə/ and /ð/. LB page 40 – 41

The Sounds selected for teaching in this unit are the digraphs 'th' /ə/ and 'th' /ð/. These sounds pose challenges to several Ghanaians. The source of the challenge is that Ghanaian

languages do not use these two sounds which are called inter-dentals. To teach these sounds write the sentence below on the board:

The teacher bought three things on Thursday but sold them.

Pronounce the 'th' words distinctly according to type. Let learners see the tongue under the upper teeth as you produce the sounds. Drill learners on each of the sounds.

Use the sounds provided in the tables in learners' book to drill the pronunciation of the words.

A	B
thin	the
thing	them
thick	there
thank	than

The sounds in column **A** are lexical words which begin with the 'th'/θ/ sound, while the words in column **B** are grammatical words which also begin with 'th' but are pronounced as /ð/

Pair learners to read the sentences under the table.

Strand 2 - Reading: Sub-Strand 6 - Vocabulary

B2. Key Words LB Page 41

Learners are expected to pay attention to the pronunciation and spelling of the words presented here. The meanings of these words should be derived from context but use the appropriate strategies of explanation, demonstration and realia to support.

Find a picture showing the condition of gonorrhoea to explain the word. Let learners focus on the peculiar spelling of gonorrhoea.

In furthering learners' knowledge in vocabulary, teach how the opposite of healthy is produced.

healthy > unhealthy

Other opposites may be formed by using the prefix '-un'

Examples include

safe – unsafe

faithful – unfaithful

planned – unplanned

Show how the opposite of mature is also formed with the addition of ‘-im’. Let learners find words whose opposite begin with ‘im’

polite – impolite

possible – impossible

moral – immoral

B3. Strand 2 - Reading: Sub-Strand 7 - Comprehension

Passage: Staying Healthy

LB Pages 41 – 42

Before Reading.

The **Before - Reading** activities should be a discussion of sexually transmitted diseases (STDs) downloaded from the internet or obtained from a hospital in groups. Elicit comments from learners on incidents of several diseases witnessed or heard. Learners should suggest to their team members how the diseases can be prevented.

During Reading

Write two pre-reading questions on the board and challenge learners to find answers to these questions as they read. Do a model reading of the first paragraph and ask Learners to do silent reading. Correct learners who use their fingers in tracking the words as they read and those who sound out the words. Move round the learners to discourage poor reading habits and poor sitting posture. After reading discuss the pre-reading questions with learners

C. After Reading LB page 42

Ask learners to say how their lives will be impacted after reading the passage. Ask them to write pieces of advice they would give to people who live their lives carelessly so that they don't contract any venereal diseases.

Assign them to do the comprehension exercise in Section C, Page 42.



Strand 2 - Reading: Sub-Strand 6 – Vocabulary

D1. Have learners identify the given vocabulary items from the reading passage. Let them read out the sentence in which a particular word occurs, tell its meaning from the context and use it in a similar sentence.

Explain the exercise – a blank filling exercise and demonstrate it with similar words and sentence types and assign them to do the exercise.

D2. Explain the diagram in the section and put learners into groups to do the activity. They may consult dictionaries and or go on the internet to identify additional terms.

Strand 3 - Grammar: Sub-Strand 1 – Abstract Nouns

E. LB page 43

Revision

Mount a chart of several sentences on the board and have learners take turns to read and identify the nouns.

Next, lead them to play the Lucky Dip Game. A learner picks a card bearing a noun from the Lucky Dip Box, shows it to the class, gives the plural form and uses the plural form in a sentence.

Several other learners similarly take their turns.

Revise quantifiers similarly.

Introduction

Give several examples of sentences having abstract nouns. E.g.

Encourage learners to go on the internet to get additional information about STDs'.

There is peace in Ghana.

We all need education.

There is joy in my heart.

Have learners read and identify the nouns and use the examples to explain the difference between concrete and abstract nouns.

Practice: Elicit examples of abstract nouns from learners and have them use their examples in sentences.

Put them into groups to read the passage in Section B3 and identify the abstract nouns.

Exercise

Assign them to do the exercises in the LB and Workbook.

Encourage learners to go on the internet to get more information about animals.

F. Strand 4 - Writing: Sub-Strand 2 – Penmanship And Hand Writing

Copying Compound Sentences LB page 44

Revise what compound sentences are briefly with examples and have learners identify examples of compound sentences in the passage in Section B3 of the LB (Unit 5).

Ask learners to give one example of a simple sentence each.

Write their sentences on the board.

Together with learners, identify the subject and predicate. They can see that a simple sentence has only one subject and one main verb.

Combine two of the learners' sentences which are related in ideas with a coordinating conjunction.

E.g. Dotse read a book.

Dotse forgot what was in the book.

Compound sentence: Dotse read a book but forgot what was in the book.

Have pairs of learners combine two simple sentences that you write on the board.

Let individual learners do the same thing.

Instruct learners to copy the compound sentences in their book, in joint script, into their exercise books.

G. Strand 6: Extensive Reading

Guide learners to choose new texts for reading. Ensure that key pre-reading activities such as surveying the book/ text precede the reading.

Also, provide guidelines for learners to do simple summaries of their stories.

ANSWERS

A2. LB page 40

The Four Smart Students

1. The main characters are the four smart students and a Dean.

2. The story took place at a university classroom.
3. Four students attended a party till late in the night instead of studying.
4. The students lied to the Dean about why they could not take the test.

The Dean gives them another chance to write the test. The students go to learn very well, all poised to take the test.

5. The Dean puts each of them in one classroom.

The test comprised just two questions: their names and which tyre got burst.

6. The students were not serious with their studies. They were not smart after all.
7. The Dean was wiser.
8. Lying is not good because the truth would be found out later.

*Accept any reasonable answer or comments learners make: Questions 6 – 8

C| Answers to comprehension questions LB page 42

1. Tawiah and Araba walk together to school because they are neighbours who attend the same school.
2. The old man flogged the boy and the girl because they were seen kissing each other.
3. The Headmistress decided to advise all learners because she thought the advice would be beneficial to them.
4. A boy and a girl should not be in hidden places because they may do things they are not supposed to do.
5. Children will benefit from education when they complete school and live on their own.
6. Learners can pair up and give good advice to each other.

D1 LB page 42

- | | |
|---------------|---------------|
| 1. flogged | 4. immature |
| 2. neighbours | 5. gonorrhoea |
| 3. benefit | |

E2 LB page 43

- | | |
|-------------|----------|
| 6. Fear | 8. Shame |
| 7. Kindness | 9. Unity |

- | | |
|---------------------|------------------------------|
| 10. Hope | 13. Truth |
| 11. Knowledge | 14. Love, obedience, respect |
| 12. Love, happiness | 15. Courage |

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?

Learner's Book Pages 45 – 53

Workbook Pages 32 – 38

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to	
STRAND 1 - ORAL LANGUAGE	
B5 1.3.1.3 compose six-line poems.	Communication and Collaboration Creativity and Innovation Cultural Identity and Global Citizenship
STRAND 2 - READING	
1. Phonics B5 2.3.1.2 use words with digraphs to make meaningful sentences.	Communication and Collaboration
2. Reading comprehension B5 2.7.1.2 note and recall main ideas in a sequence. B5 2.6.1 understand word meaning and usages.	Cultural Identity and Global Citizenship
B5.4.3.1.4: use cohesive devices – pronouns, repetition of vocabulary or grammatical structures to link ideas in a paragraph, e.g. use connectors to link similar ideas, give reasons and add information.	
STRAND 3 – GRAMMAR USAGE	
B5 3.1.1.3 Identify and use collective nouns to refer to groups of objects and people	Communication and Collaboration Personal Development

STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.6.1 Develop and organise and express ideas cohesively in writing and representing for a variety of purposes, audience and context.	Collaboration and Communication Critical Thinking Personal development and leadership skills.
STRAND 6 - EXTENSIVE READING	
B5.6.1.1 read a variety of age and level-appropriate books and present at least three-paragraph of each book read.	Personal development and leadership

TEACHING AND LEARNING STRATEGIES

Strand 1: Oral Language

Strategies: Picture Discussion, Modelling

Resources: Pictures Accompanying the text, Chalkboard Illustrations

Strand 2: Reading

1. Phonics

Strategies: Modelling, Reading, Drilling

Resources: Letter and Sentence Cards

2. Reading Comprehension

Strategies: Picture Discussion, DRA (Directed Reading Activity) Discussion

Resources: Video Clip, Learner’s Book

Strand 3: Grammar

Strategies: Modelling, Drilling, Discussion

Resources: A Short Text, Chalkboard Illustrations

STRAND 4: WRITING, WRITING CONVENTIONS

Strategies: Guided Writing, Group Work, Process Writing Strategy

Resources: A set of questions on a manila card.

Extensive Reading

Strategies: Discussion, silent reading

Resources: Library Books/Supplementary Readers

TEACHING AND LEARNING ACTIVITIES**A2. LB pages 45 - 46: Strand 1 - Oral Language : Sub-Strand 1 - Songs****SONG: The Animals Song**

Picture Discussion: Show learners a picture of animals in a zoo. Ask them to identify the animals.



Ask several leading questions for learners to talk about, breeding, habitats, food, seasons and their effects on animals etc.

Read the poem and let learners repeat after you. Develop a rhythm to go with the poem. Ask learners to answer the questions on page 46.

- 1) Animals are singing
- 2) They are singing to humans
(Except poachers, hunters and people who kill animals)
- 3) 'He' in the poem is the creator or God.
- 4) Humans must keep away their guns and knives.
- 5) Seek the views of as many learners as possible and discuss these responses.

Put learners into groups to develop a similar poem or one parallel to it. Each group will orally present its poem to the class.

Strand 2 - Reading:sub-Strand 3 – Common Digraphs**B1. Digraphs |tʃ/ and /ʃ/ LB page 46 /θ/ /w/**

The sounds for consideration here |tʃ/ and /ʃ/ pose some challenges to some Ghanaian speakers of English. Write this passage on the board. Read the sentences carefully to enable learners grasp the pronunciation of the target sounds.

Shona bought a new shirt from the shop. She chose it carefully because she wants to wear it to church where people can see it. With the new shirt she will feel confident.

Ask learners questions to bring out the intended sounds from the passage. Arrange the sounds according to type.

/ʃ/	tʃ/	/w/	/θ/
sheep	cheap	where	thick
shop	chop	why	thanks

shirt	church	white	third
show	choose	wheel	thousand

Read over these words as distinctly as possible moving from one column to another.

Learners repeat after you as a class, in groups and then as individuals.

Let learners pick sentence cards and read out the sentences written on them paying particular attention to words having the sounds.

Strand 2 - Reading: Sub-Strand 6 - Vocabulary

B2| Vocabulary page 47

Find a video clip of wild life to help explain the new words used in the wildlife industry.

Teach the pronunciation and meaning of the words selected from the passage. As much as possible, locate the words in the passage and help learners to use context in deriving their meaning.

Habitat- the natural home or environment of an animal. Use the opportunity to get learners to learn the habitat of different animals.

Poaching – illegal hunting of animals under official protection. For example, hunting animals in a game reserve.

Wildlife – animals living in the wild.

Game reserve – a large area of land set aside as protected for wild animals. Help learners to mention other animals and guide them to mention some game reserves in Ghana.

Encourage learners to use the new vocabulary to form sentences. You may guide them with examples or refer them to the contexts of the words.

B3. Strand 2 - Reading: Sub-Strand 7 -Comprehension

Passage: Sharing The World With Animals

Pages 47 – 48

Before Reading

Put learners in groups and let group members discuss the topic: “Sharing the World with Animals.” They are to note the benefits of humans and animals staying together.

Ask learners to identify some of the animals in the picture and determine whether they are wild or domestic animals. Based on the discussion ask learners to predict the content of the text.

While Reading

Before starting to read, ask learners to write down ten domestic animals and ten wild animals, within five minutes. Ask each group to read out its list of animals in both environments.

Teach the vocabulary required for a good understanding of the passage, especially ‘ostrich, domestic, habitat’. Have learners identify the words on word cards.

Write some pre-reading questions on the board. Draw learners’ attention to those questions for which answers should be found.

During reading

Do a model reading of the first third of the passage as learners listen and follow in their books.

Learners now do silent reading of this portion of the passage. Discuss this portion with them and have learners answer the pre-reading questions based on the portion.

Repeat the process with the remaining two parts, one at a time.

C. After reading LB pages 48 – 49

Ask group members to determine the role of individuals, society and government in preserving the lives of animals. Ask groups of learners to read once more to identify and write the main ideas in a sequence. You may ask them these questions: What does paragraph one talk about? Which paragraph talks about man being unfriendly to animals? Which paragraph gives reasons why many animals cannot be found in their numbers anymore? etc.

Ask learners to work in their groups to identify and say the main ideas in sequential order.

Assign them to do the comprehension exercise in Section C.

E. Strand 3 - Grammar:Sub-Strand 1 –Nouns**LB pages 51 and 52****Collective Nouns****Revision**

Write this short passage on the board. Ask learners questions after they had read it.

The President has appealed to companies in Ghana to support his aim of ending hunger during his time of office. He advised them to consider investing in the production of high yielding crops which will bring food to the citizens.

Put learners into groups to do the exercise in Section E1 orally and share their work with the class.

Ask learners questions to elicit the different types of nouns used in the passage. Group nouns from the passage according to type and explain.

Introduction

Inform learners there are other types of nouns and introduce collective nouns with several examples in context, e.g.

- Esi plays in the football team.
- Alhaji Abu has a herd of cattle.
- The drunk driver drove into a flock of sheep.
- Why don't you belong to the school choir?

Use the examples to explain the term collective nouns and have them use the underlined nouns in sentences.

Elicit more examples from learners and make a list of the examples on the board.

Expected responses include:

a hive of bees	a block of flats
a convent of nuns	a circle of friends
an audience of spectators	an aviary of birds
a fleet of cars/ships	a nest of eggs/birds
a crew of sailors	a range of mountains

Have learners write sentences with some of these.

Assign groups to also find additional collective nouns and use some in sentences.

Strand 4 - Writing: Sub-Strand 6 – Paragraph Development

F. LB pages 52 - 53

Pre-writing

This is a guided composition. It seeks logical answers to questions. Learners are to provide answers and write them out to make the essay coherent. Learners are being introduced to process writing. They can do this in groups.

The first stage is the planning stage. Learners select their preferred animals and identify their audience. They brainstorm to identify relevant ideas.

Writing

Learners are encouraged to write a draft. Next, they revise the draft to see what major points have been left out. The editing stage is very crucial. Here all the punctuation, spelling, capitalisation and other errors are corrected. It is essential to encourage learners to identify and write in joint script.

Post Writing

Encourage learners to do self and peer editing

Collect learners work and offer suggestions for improvements.

G. Strand 6: Extensive Reading

Guide each learner to choose a story with animal characters. You may let them go on the internet for this.

Learners have new books. Remind them about what they should look for before they start to read: Title, author, illustrator, publisher, genre (informational) text, etc.

They can also read the blurbs at the back of the book to see whether the book will be interesting or useful to them.

Answers**C. Answers to comprehension questions LB pages 48 – 49**

1. Man destroys the habitat of animals by
 - a. cutting down trees
 - b. bush burning
2. animals that are kept in the house
3. poaching
4. The department of wildlife
5. Animals are protected to preserve them for future generations
To promote tourism
6. Central region
7. They burn the bush to make farms/to hunt for animals
8. There are a lot of wild animals living in the forest.

Man has destroyed the habitat of animals and killed them for meat.

Now it is rare to see animals moving in herds.

The Department of Wildlife keeps zoos to help us see some of the animals kept there.

There are game reserves in the Northern Region and Kakum National Parks that protect animals or wildlife.

D1| ANSWERS

LB page 49

- | | |
|-----------|----------|
| 1. roared | 4. chirp |
| 2. bark | 5. crows |
| 3. bleat | |

E1| LB pages 51 – 52

Proper nouns	Common nouns
Ali	father
Amadu	sheep
Fusena	gate
Madam Ashetu	garden
	children
	sheep
	village
	minutes
	aunt

Countable	Uncountable
gate	maize
sheep	cassava
garden	hunger
village	thirst
sheep	
minute	
aunt	
heart	
instruction	

Concrete Nouns	Abstract Nouns
father	hunger
shop	thirst
garden	sadness
children	bitterness
sheep	
village	
aunt	
heart	

E2 LB page 52

Examples of sentences involving the use of collective nouns

Musa shepherds a herd of cattle

The tourist was attacked by a swarm of bees

The farmer trapped a shoal of fish

The landlord has no money to feed the litter of puppies

A team of players left the country for Harare

The President arrived in a convoy of cars

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 Pages 54 – 61

Workbook Pages 39 – 46

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
Picture Reading: interpret the activity taking place in the picture. B5 1.5.2.1 interpret moral values in plays/ stories B5 1.5.2.2 Develop a sketch from stories read or heard.	Creativity and Innovation Communication and collaboration Personal development and leadership
STRAND 2 - READING	
Phonics B5 2.2.1.2 Read two-syllable words with suffixes and r controlled words (or, er, ar, ur) when reading continuous texts. Reading Comprehension B5 2.7.2.3 demonstrate awareness of the structure of text (e.g. introduction, body and conclusion)	Communication and collaboration Personal development and leadership Reading and writing Critical thinking Listening and speaking
STRAND 3 – GRAMMAR USAGE	
B5 3.4.1.1 use comparative forms of regular and irregular adjectives to make comparisons	Communication and collaboration Personal development and leadership Reading and writing

STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5.4.10.1.1: create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech	Communication and collaboration Personal development and leadership Reading and writing
STRAND 6 - EXTENSIVE READING	
B5.6.1.1.1: read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read.	Personal development and leadership skills

TEACHING AND LEARNING STRATEGIES

Strand 1: Oral Language

Strategies: Role-Play, Drilling, Discussion

Resource: Sentence Cards, Story from Internet

Strand 2: Reading

1. Phonics

Strategies: Modelling, Drilling, Language Game

Resources: Letter and Word Cards

2. Reading and Comprehension

Strategies: Picture Discussion, Narration, Model Reading, Silent Reading, Discussion, Group Work

Resources: Sentence Cards, Learner’s Book, Chalkboard Illustrations, Pictures

Strand 3: Grammar

Strategies: Modelling, Language Drill

Resources: Classroom Objects

Strand 4: Writing

Strategies: Modelling, Discussion, Group Work

Resources: Story in the Learner’s Book, Sample Text in Joint Script

Extensive Reading

Strategies: silent reading, questioning

Resources: library books and non-print texts from the internet

TEACHING AND LEARNING ACTIVITIES

Strand 1 - Oral Language: Sub-Strand 4 – Story Telling

A. The Four Smart Learners

Story-telling: Story-telling is a traditional activity which serves as a link between the home and the school. Story-telling provides enjoyment and relaxation for learners.

Let learners interpret the scene of storytelling in the story, ‘The Four Smart Students’.

Let learners sing one song. Let them retell the story of ‘The Four Smart Students’ in a chain.

Ask learners to say the moral lesson they learned from it.

Through questions and discussions, let learners realise these moral values: diligence, truthfulness, tolerance and a sense of maturity or wit.

Have learners tell the class how each of them will apply those values in their day to day activities.

B1. STRAND 2 - READING: SUB-STRAND 2 - PHONICS

Phonics LB pages 55 – 56

‘R’ controlled words

Have learners revise words learned with the following sounds in them /θ/ th, /tʃ/ ch, /ʃ/ sh and /w/ wh through the sound-ball game. Say the sound, throw the ball and the one who catches it says the sound. The ball is thrown to another person and he/she says the word with that sound.

‘R’ controlled words are words that are controlled by the letter ‘r’ such words have one common sound the ‘er’ or /ɛ:/ as in sir, water, doctor, purr, fur.

Words that have ir, er, ar, ur, or. In pronouncing such words, the ‘r’ is silent. In some cases, when ‘or’ and ‘ar’ are in the words they don’t make the ‘er’ sound so the ‘r’ is not pronounced.

List words with the controlled ‘r’ on the board.

water	pursue	sir
letter	curbing	firmer
pepper	further	shirt
keeper	nurse	thirdly

doctor barber
advisor carcass
counsellor tarnish
mentor star

Have learners repeat the words after you. Learners, in pairs, read to each other.

Put learners into groups. Each group is assigned one of these: ar, ur, ir, er and or. Each group either uses the dictionary or go to the internet to find more words with the particular 'r' controlled words.

They then read the words to the class.

B2&B3. Strand 2 - Reading: Sub-Strand 7 - Comprehension

Passage: The Three Brothers (Part 1)

LB PAGES 56-58

Before-reading



Teach pronunciation and meaning of key vocabulary. Say the words and let learners repeat after you. Enact a simple trick to explain the words; **magic, magician, strange** and **examine**.

Assist learners to use the new words in sentences. Invite any learner who wants to demonstrate any magical art/trick to do so.

To enable learners to understand the text, ask them to tell their experience from a magical show they have watched or heard of. Let learners skim through the passage quickly to find the actors in the passage. Allow learners to express their expectations of the characters on how useful each of the magical items might be.

During-reading

Break the passage into three to four parts and conduct a silent reading and discussion activity on each. Ensure exhaustive discussion of each of the parts. Have learners answer several

questions and encourage them to also ask several questions about what is not clear to them.

After-reading

Ask learners to express how the brothers would feel on showing their items to one another. Ask them to also express how the items they brought from their travels would be useful.

Put learners in three groups and assign each group to identify the beginning, middle and the end of the story.

Finally, assign them to do the comprehension exercise in Section C of the unit.

D. Strand 2 Sub-Strand 6 - Vocabulary

These are vocabulary consolidation activities.

In Section D1, learners are required to arrange the two sets of listed words in alphabetical order. Demonstrate the activity with several familiar words.

Put learners into pairs to execute the task and report to the class.

D2. This is a word-meaning matching activity. Revise the pronunciation of the words. Have the learners examine each word again in its context and then individually do the exercise in their books.

Strand 3 - Grammar: Sub-Strand 2 – Articles

LB Pages 60

Revise the types of nouns already treated. Ask learners to give examples of collective nouns and use them in sentences.

Remind learners that nouns are usually used together with determiners. Let them go through the reading passage to identify nouns and the words that precede them. E.g.

a journey	the corners
a ... country	the brother
a ... glass	the kingdom
a carpet	the ... merchant
an old carpet	the tree

Use the examples to discuss and explain definite and indefinite articles.

Have learners use these noun phrases in sentences of their own.

Strand 4 - Writing: Sub-Strand

Pre-writing

Put learners in three groups and ask them to retell the story of the three brothers. Ask them to give new names to the characters and the places travelled to. They should also change the magical items they hope to return with.

Writing

Ask learners to write a story parallel to 'The Three Brothers'. Move round the groups to offer assistance.

Post writing

Collect learners' work for marking. Let groups exchange their work with other groups and read them aloud.

Provide a sample of a text written in joint script to enable learners write the first two sentences of their work in joint script.

Strategy: parallel writing

Resources: sample of joint script writing

G. Strand 6: Extensive Reading

Help each learner to choose a story with animal characters. They may go on the internet for this.

Guide them, as usual, to read the stories.

ANSWERS

A2. Oral Language LB page 55

- | | |
|-------|---------------------------|
| 2. No | 4. tolerance and maturity |
| 3. No | 5. shame |

C| Answers to Comprehension questions

1. The oldest brother went to the east and found a magic glass.
2. The carpet could take you to any part of the world.
3. The tree had a different shape from all the other trees.

4. The people in the story are the three brothers, a magician and a carpet seller.
5. It is necessary for sellers to cry out to buyers to draw their attention to their goods.
6. The word used when you plead to agree can the price of an item is 'bargain'
7. Paragraph one is the beginning of the story. Paragraphs 2 – 9 form the middle of the story. The last paragraph is the end.
8. Each brother would receive the gift of the other with joy, excitement, surprise.
9. Learners are required to express their opinions on why they consider one of the items the best.

D1| Learners are to work in groups to arrange the words in alphabetical order. The exercise requires quick and critical thinking.

- | A | B |
|---------------|-----------|
| 1. approached | certainly |
| 2. carpet | disappear |
| 3. decided | finally |
| 4. examined | gift |
| 5. pride | magician |

D2| Learners are required to match the words of column A to their meanings in column B.

go on a journey	travel
gift	a present
magician	a person who plays tricks and makes impossible things happen
certainly	surely
approached	went near
examined	looked carefully
price	the cost of an item on sale
pluck	to pick fruits from a tree
disappeared	could not be seen
finally	in the end

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?

Learner's Book Pages 62 – 71

Workbook Pages 47 – 52

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of this unit, the learners will be able to	
STRAND 1 - ORAL LANGUAGE	
B5 1.3.1.3 compose six-line poems	Communication and Collaboration Creativity and Innovation Cultural identity and global citizenship
STRAND 2 - READING	
Phonics B5 2.2.1.2: read two-syllable words with suffixes and 'r' controlled words (or, er, ar, ur) when reading continuous texts. Reading Comprehension B5 2.7.1.3 scan texts for details	Communication and Collaboration Personal development and leadership Cultural identity and global citizenship
STRAND 3 – GRAMMAR USAGE	
B5 3.8.1.1 identify and use simple conjunctions – because, since, so, although, to give reasons, link contrasting ideas, show results.	Communication and Collaboration Personal Development Reading and Writing
STRANDS 4 and 5 – WRITING, WRITING CONVENTIONS	
B5 4.2.1.1 Copy sentences clearly in joint script and maintain legible handwriting. B5 4.9.1.1: select a topic of choice on issues in their community, brainstorm and organize ideas before writing.	Communication and Collaboration Personal Development Reading and Writing

STRAND 6 - EXTENSIVE READING

B5.6.1.1.1 read a variety of age and level appropriate books and –resent at least a three-paragraph summary of each book read.	Personal development and leadership
--	-------------------------------------

TEACHING AND LEARNING STRATEGIES**Strand 1: Oral Language**

Strategies: Model Reading, Choral Reading, Recitation, Discussion Group Work, comparing a six-line poem

Resources: Chalkboard Illustrations

Strand 2: Reading

1. Phonics

Strategies: Modelling, Drilling

Resources: Letter and Word Cards

Reading Comprehension

Strategies: D.R.A, picture description, Model Reading, Silent Reading, Scanning, Discussion

Resources: Video Clips, Dictionaries

Strand 3: Grammar

Strategies: Modelling, Discussion

Resources: Words Cards, the internet

Strands 4,5 Writing, Writing Conventions

Strategies: Brainstorming, Research on the Internet, Group Work, Process Writing Technique

Resources: Newspaper Articles, Video Clips, Single Graphic Organiser

Extensive Reading

Strategies: Silent Reading, Listening, Questioning

Resources: Library Books, Non-Print Texts

TEACHING AND LEARNING ACTIVITIES

Strand 1 - Oral Language: Sub-Strand 3 – Poems

LB Page 63

Poem: If You Come Across a Stream

Put learners in groups to interpret what they see in the picture. The questions on the theme page should serve as a guide.

Read the verse as learners listen and follow in their books. Learners read after the teacher line by line. After that, they read as a class, then in groups and as individuals. Introduce activities like tapping and clapping to go with the rhythm. Ask learners questions about the moral in the verse. Another follow up activity is to ask learners, in their groups, to find words which rhyme with; **stream, depth** and **lake**.

Guide learners to provide answers to the questions asked on the verse.

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

Two-syllable words with ‘r’ controlled words

LB pages 63 – 64

Let learners play the Lucky-dip game to revise the words learned in the previous lesson.

Let learners listen to the words listed in the Section as you introduce them one after the other on word cards. Ask learners to repeat the words after you. Point to the words at random and have learners pronounce them.

Tell learners in groups to find additional ‘r’ controlled words which have ‘ar’, ‘ur’, ‘ir’ in them or ending them from their dictionaries.

Lastly tell learners to form sentences with words having the spelling patterns: ur or and ir

Strand 2 - Reading: Sub-Strand 7 - Comprehension

Passage: Ibrahim’s Story

LB Pages 64 – 65

Before Reading

Key Vocabulary

Say the key words and show them to learners on flash cards. Teach their pronunciation and use the appropriate context to show the meaning.

Abandoned: left and no longer needed especially old cloths and other property

Favourite: what you cherish most. May be a pet, a friend, or a meal.

Anxious: to be very eager to know, hear or see something.

Nervous: to be in a situation of discomfort.

Damaged: to be destroyed

Let learners talk about a rainstorm that they had experienced. Ask leading questions for learners to express themselves.

Do an extensive discussion of the disaster scene in the theme picture caused by flooding.

First, identify the items lost, the risks to human and animal life, the effects on the livelihood of the people and the cost of damage. Let learners recount their own experiences of flooding.

During Reading

Refer to Section B3 of Unit 7 of this unit to conduct silent reading and discussion as a During Reading activity.

Go round to correct obvious poor reading habits such as lisping. Check on learners' sitting posture.

After Reading

Put learners in groups and ask them to say what they will do to prevent disasters of this nature. Steps learners hope to take should be written out and pasted on the walls in the classroom. They should also look for emergency numbers of agencies they might call in times of disaster.



Have learners do the comprehension exercise in Section C of the unit.

Strand 2 Sub-Strand 6 – Vocabulary

D1. Using Key Vocabulary

Revise the meaning and pronunciation of the listed words. Have individuals use the words orally in sentences. If need be, refer learners to the words in context.

Explain the blank filling exercise with examples. Let them do the work in their books.

D2. Synonyms and Antonyms

Briefly discuss the concepts of synonyms and antonyms presenting several examples. Put learners in groups to do the exercise orally and share their work as a group or two. They then individually do the work in their exercise books.

Strand 3 - Grammar: Sub-Strand 9 – Compound Sentences

LB Pages 68

E1. Use of coordinating conjunctions

Present the sentences:

It was Saturday night. We were happy.

Demonstrate that the two sentences can be put together if the ideas agree. For instance, everybody likes Saturday night and will naturally be happy if Saturday comes. The arrival of Saturday night agrees with happiness. Since the two ideas agree ‘and’ is used to put them together. On the other hand, if the ideas in the two sentences are in contrast for example; It was Saturday night, we were not happy. The two sentences contrast so we use the conjunction ‘but’. The contrasting sentence should therefore read; It was Saturday night but we were not happy.

Provide sentences for learners to put together using ‘and’ or ‘but’ in their groups. Have them do Exercise E1 in their exercise books.

Sub-Strand 3:

E2. Pronouns: Personal Pronouns LB Page 68

To teach pronouns, revise names of friends, parents, and teachers. Construct a short story in which names and their pronouns are used. For example:

Fati and Kwame are children of Mr. and Mrs. Tona. Fati attends the local primary school because she is six years old. Kwame is four years old so he attends the kindergarten. When school closes at 4:00pm, Fati goes to Kwame’s school so that they both walk home. When Kwame sees her, he becomes happy. So she runs to embrace him. When they get home, their parents welcome them, then they give them their supper.

Ask learners to mention the persons named in the passage. Ask other questions for learners to determine the pronouns and their referents.

With the responses, draw a table to explain the use of pronouns.

Name	Subject	Object
Fati	she	her
Kwame	he	him
Mr. And Mrs. Tona	they	them

Explain how pronouns occur according to gender, number and case.

Provide sentences with names for learners to be replaced with the appropriate pronouns.

Strand 4 - Writing: Sub-Strand 9 – Writing As A Process (Narratives)

Pre-writing

Put learners in groups and let them talk about the events before the rainstorm, during the rainstorm and after the rainstorm. Encourage them to put their points down without worrying about punctuation and logical arrangement.

Writing

Let learners write a coherent description of a rainstorm. They should use ideas which they had written during the discussion. Offer assistance to groups as you go round.

Post writing

Ask learners to read through their work and correct any errors they find. They may read one another's work to point out errors for correction.

Collect learners work and discuss any short comings identified in their work. Ask learners to share their work with others.

Joint script writing.

Provide a sample joint script card for learners to write in the same fashion. First demonstrate it drawing attention to essential features.

Resources: sample joint script card

G. Strand 6: Extensive Reading

Have learners present the stories they summarised in Unit 7 in their groups by reading out their summaries

ANSWERS**Answers to questions on verse**

1. A river is a natural flow of water into the ocean. A stream is a tributary of a river. A lake is a pool of stagnant water
2. No. People should not hold hands to cross a stream. In case they fall, they may struggle and get drowned in the process.
3. Another word for jump is leap.
4. Carefulness in crossing the river.
5. Learners are required to substitute stream, river, lake with pond, sea, etc.

C. Answers to Comprehension LB page 66

1. Ibrahim told the story to the class
2. The children were not able to watch their favourite programme because of the rainstorm.
3. Ibrahim and his family spent the rest of the night on top of an abandoned vehicle.
4. Flashes of lightning and thunder will be followed by rain storm.
5. (Accept answers that are carefully thought through)
6. (Accept answers that are carefully thought through)
7. Paragraph 1. That the children were allowed to stay up late to watch television programmes only on Saturdays.
8. 'The same fate' was mentioned in paragraph 2. It refers to heavy rains and thunder storm that had caused damage to property in many parts of the country. Again the floods which swept bridges and whole villages and people losing their lives.
9. 'Shouting my name' – paragraph 3. 'anxious and nervous' – last paragraph. 'NADMO' last paragraph.

D1|Answers

- | | |
|------------|--------------|
| 1. nervous | 4. abandoned |
| 2. anxious | 5. deranged |
| 3. excited | |

D2|Answers

- | | |
|-----------------------|-------------------------|
| 1. forget – remember | 6. everything – nothing |
| 2. late – early | 7. heavy – light |
| 3. front – behind | 8. night – day |
| 4. floating – sinking | 9. fierce – gentle |
| 5. started – finished | 10. many – few |

E1|

- | | |
|--------|---------|
| 1. and | 6. but |
| 2. but | 7. and |
| 3. but | 8. and |
| 4. and | 9. but |
| 5. but | 10. but |

E2| Answer of the subject pronoun.

- | | |
|---------|-------|
| 1. She | 5. We |
| 2. They | 6. It |
| 3. It | |
| 4. They | |

Answers of the object pronoun

- | | |
|---------|---------|
| 1. Us | 3. You |
| 2. Them | 4. Them |

E3| Answers

- | | |
|----------|-----------|
| 1. Likes | 5. Rides |
| 2. Die | 6. Aches |
| 3. Hater | 7. Forget |
| 4. Kills | 8. Love |

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?

Learner's Book Pages 72 – 78

Workbook Pages 53 – 59

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit, the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5.1.6.1.1: Describe or talk about names of regions/places in the country as well as personalities in the community, expressing ideas and feelings clearly.	Communication and Collaboration Personal development
STRAND 2 - READING	
1. Phonics B5 2.3.1.2 use words with digraphs to make meaningful sentences. Reading Comprehension B5 2.7.1.3 scan texts for details.	Communication and Collaboration Cultural Identity and Global citizenship
STRAND 3 - GRAMMAR USAGE	
B5 3.2.1.2 identify and use quantifiers.	Communication and Collaboration Personal development
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.9.1.1 select a topic of choice on issues in their community; brainstorm and organize ideas and organize ideas before writing	Collaboration and Communication Reading and Writing Critical Thinking
STRAND 6 - EXTENSIVE READING	
B5.6.1.1.1 read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read.	Personal development and leadership

TEACHING AND LEARNING STRATEGIES

Strand 1: Oral Language

Strategies: Research

Resources: Question Guide

Strand 2: Reading

Phonics

Strategies: Modelling, Drilling

Resources: Letter and Word Cards

Reading and comprehension

Strategies: Picture Discussion, Model Reading, Silent Reading

Resources: Picture, Video Clips

Strand 3: Grammar

Strategies: Practical Activities, Modelling, Language Drill, Discussion

Resources: Word Cards, Internet

STRAND 4: WRITING

Extensive Reading

Strategies: Silent Reading, Role Play, Discussions

Resources: library books/non-print texts on the internet

TEACHING AND LEARNING ACTIVITIES

A2. Strand 1 - Oral Language: Sub-Strand 6 - Conversations

LB page 73

Preparation: Prior to this lesson, ask learners to find out key information about such important persons in the community as name, title, work/profession, why the person is important, etc.

Important Persons in my Community

Let learners discuss or share the information they have gathered about important persons in their community in groups. Based on this, have groups do a presentation on the chosen personality.

Have every group present the information to the whole class.

B1. Strand 2: Reading: Sub-Strand 4 - Diphthongs

Phonics: pages 73 - 74

The Diphthongs |ai| and |ei|.

Write these sentences on the board:

The weather was bright and dry.

Children play in the rain every day.

Read out the sentences, and ask learners to do likewise. Ask learners to identify the sounds peculiar to each of the sentences they have read.

Write down the words according to their corresponding sounds e.g.:

ai	ei
kite	play
dry	rain
mice	bake
hide	stray

Read the words carefully for learners to experience the glide or the quick movement from one vowel place to another. Learners in their groups read the words column by column. Ask learners to identify other words for each of the columns and use them in sentences.

Strand 2 - Reading: Sub-Strand 7 - Comprehension

Passage: Our Environment

LB Pages 74 - 75

B2| Key Vocabulary.

Use context to teach the meaning of the new vocabulary. Identify the period of the dry season in Ghana between November to March to explain drought and the effects of the dry environment on water, trees and people. Put the vocabulary in context for learners to understand the words.

Drill the words and provide class, group and individual practice.

Before-Reading

B3| Reading. Do a thorough discussion of the picture accompanying the passage. Ask leading questions for learners to express views.

During Reading

Follow the procedure outlined in Unit 8 Section B3 of this TG to teach this stage of the lesson.

After reading

Have learners read for the second time to answer questions 5 – 9. In the discussion learners read aloud the parts of the passage to substantiate their answers.

Strand 2 - Reading: Sub-Strand 6 - Vocabulary**Vocabulary consolidation**

D1| Use context to enable learners select the right words which complete the sentences.

D2| This is an exercise on spelling. Learners should go back to read the passage to look at the words carefully to enable them write the missing letters of the target words.

Strand 3 - Grammar: Sub-Strand 2 - Determiners**E1| Articles: ‘a’, ‘an’, or, ‘the’**

Provide simple activities to revise nouns and their types. Learners may identify nouns on word and sentence cards and they also use them in sentences.

Using several examples show that articles are used with nouns. As a rule ‘a’ is used to accompany nouns which begin with consonants. ‘an’ is used with nouns which begin with vowels. ‘the’ is a definite article so it deals with the particular. The word European begins with the sound [j] which is considered to be a semi-vowel. For this reason it takes ‘an European’ when the initial sound is considered a vowel. Others who consider the initial sound a consonant use ‘a’ and so they say the word as ‘a European’.

Introduce and discuss such other determiners as quantifiers.

Have learners do the exercise in Section E, page 76 of the LB as well as the exercise in the WB.

F. Strand 4 - Writing: Sub-Strand 14 – Expository Writing**LB page 77**

Have learners in pairs think and select a problem or an issue they think should be addressed.



After pair work let learners go into their groups to share ideas. The group must choose the commonest of all the issues brought from the think-pair-share activity.

Use 'Drug Abuse' as an example of how learners should organise their ideas into paragraphs.

Definitions/ causes and effects solutions

Prevalence

How serious it is

Ask learners, in their groups, to brainstorm to gather information for the composition.

Encourage learners to do research on the internet and from the correct agencies for credible information. Ask groups to read their ideas to the class for contribution from the class.

G. Strand 6: Extensive Reading

Find a drama book. Put learners in their groups to assume the role of the characters in the play to read out their lines. Let learners examine the structure of the book, and assign them to write the story.

ANSWERS

C| Answers to the comprehension passage.

1. The natural factors that change our environment are drought and rainfall.
2. People contribute to the loss of water by:
 - a. farming near river
 - b. bush burning
 - c. mining in river bed.
3. Settlements and farms are submerged when there are floods.
4. The land near rivers should not be cleared because the river will evaporate.
5. That changes in our environment
 - a. differ from place to place
 - b. some changes are caused naturally, others are caused by human activities.
 - c. changes in the environment affects nearly all areas of life.
6. Rivers and streams dry up.
7. Paragraph 3

8. Paragraph 4
9. Worms multiply in wet conditions.

Worms and insects destroy crops.

Worms and insects cause damage to crops that can amount to several millions of Cedis.

D1|Answers

- | | |
|---------------|--------------|
| 1. resistant | 4. dependent |
| 2. dehydrated | 5. scanty |
| 3. drought | |

D2| Answers

- | | |
|----------------|---------------|
| 1. environment | 5. thousand |
| 2. especially | 6. multiply |
| 3. communities | 7. controlled |
| 4. available | |

E2| Answers

- | | |
|---------------|------------|
| 1. each other | 6. fewer |
| 2. both | 7. another |
| 3. other | 8. less |
| 4. all | 9. each |
| 5. each | 10. all |

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?

Learner's Book Pages 79 – 88

Workbook Pages 60 – 65

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the lesson the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5 1.7.1.3 relate to the lesson's stories.	Cultural identity and global citizenship Communication and Collaboration Personal development and leadership Critical Thinking
STRAND 2 - READING	
Phonics B5 2.3.2.1 use words with digraphs to make meaningful sentences. Reading comprehension B5.2.8.1.1 infer meaning from level-appropriate texts.	Communication and Collaboration Personal development Communication and Collaboration Personal development
STRAND 3 - GRAMMAR USAGE	
B5 3.2.1.4 : identify and use possessive pronouns.	Communication and Collaboration Personal development Writing
STRANDS 4,5 – WRITING, WRITING CONVENTIONS	
B5 4.9.3.2: Develop ideas into two paragraphs draft without considering the writing conventions, using appropriate linking words within and across paragraphs to aid cohesion and avoid ambiguity, e.g. firstly, then, after.	Communication and Collaboration Personal Development Reading and Writing

STRAND 6 - EXTENSIVE READING

B5.6.1.1 read a variety of age and level-appropriate books and present at least a three-paragraph summary of each book read.

Personal development and leadership

TEACHING AND LEARNING STRATEGIES

Strand 1: Oral Language

Strategies: Picture Discussion, Story Telling

Resources: Pictures Accompanying Story

Strand 2: Reading

1. PHONICS

Strategies: Modelling, Drilling, Language Game

Resources: Letter and Word Cards

Reading Comprehension

Strategies: Picture Discussion, Model Reading, Silent Reading, Discussions.

Resources: Picture, Word Cards

Strand 3: Grammar

Strategies: Modelling, Drilling, Explanation

Resources: Classroom Objects, Internet

Strand 4: Writing

Strategies:

Resources: Drafted Composition, Dictionaries

Extensive Reading

Strategies: silent reading, making comparison of two characters

Resources: extracts from Things Fall Apart and ‘T’ chart.

TEACHING AND LEARNING STRATEGIES**A1&A2. Strand 1 - Oral Language: Sub-Strand 7 – Listening Comprehension****pages 79 - 81**

A1) Picture reading (LB Page 79). Put learners in groups and ask them to interpret the picture on the theme page. Ask them these questions to guide discussions e.g.

Which crop is growing on the farm?

What are the animals doing?

Describe the woman in the picture.

Why has she placed her hands over her head?

What do you expect her to do?

Story: The Rabbit, Ananse and the Old Woman

Ask learners to sing one song. Ask them questions about the ‘Four Smart Students’ : Lead learners to retell the story sequentially. Let them name the characters and state the roles they played in the story. Ask them about the setting and lastly the moral lessons they learned from it.

Read the new story to learners. After the story, have learners say/name the characters involved and their roles. Help learners to identify the sequence of events in the story.

Assign learners to now read the story silently and do the comprehension exercise on page 80 of the learners’ book.

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

Consonant digraphs page 81

/dʒ/ and /ʒ/

Revise the r controlled words and the diphthongs /ei/ and /ai/ through the lucky-dip language game.

Introduce the new sounds in context by having learners listen to several sentences in which words having the sounds are prominent. Refer to the Learner’s Book.

Have learners repeat the words after you.

George measure

judge pleasure

just seizures
gel closure
germinate censure

Let learners repeat the words in pairs. Explain the exercise to them and have them find words to complete the lists.

Learners are to write a sentence each with two words that have the sound /dʒ/ and /ʒ/ in them.

Strand 2 Sub-Strand 7 - Comprehension

Passage: The Boy Who Failed To Carry Out His Duty

B2 and B3 LB Pages 81 - 82

Before-Reading

Let learners look at the picture accompanying the passage and talk generally about their duties at home. Discuss the characteristics of domestic animals. Invite learners to recount their experiences in keeping animals and to tell the reasons for keeping animals and how they should be kept. Ask learners to look at the picture on page 81 to predict what the story will be about.



B2| Vocabulary. Teach pronunciation and meaning of the new vocabulary by using the appropriate strategies. Ask learners to use the new words in sentences. Draw attention to how these words are formed by the addition of the -ly and -ed morphemes.

During Reading

Write pre reading questions on the board. Tell learners to find answers to the questions as they read. E.g

Whose responsibility was it to tie the goats to the stake?

Why did the neighbour quarrel on seeing the goats?

Do a model reading of the first half of the passage as learners pay attention and follow in

their books. Learners read the first half silently. Discuss the pre-reading questions to find out how much learners have understood what they have read. Treat the other half of the passage similarly.

After Reading

Ask learners to provide answers to the questions based on the passage. Discuss with learners the periods when goats should be put in their pens and when they should be released. Let them also tell whether goats and other animals should be kept permanently in the pen.

Strand 2 - Reading: Sub-Strand 6 - Vocabulary

D| Vocabulary Consolidation.

Explain simply using examples the formation of new words may be done with the use of prefixes and suffixes. For example

Prefix		Root Word	New Word
un-	+	happy	=unhappy
mis-	+	fortune	= misfortune

Rootword		Suffix	Newword
thank	+	-ful	= thankful
use	+	-ful	= useful

D2| The meaning of some words have been provided. Let learners use their knowledge of prefix and suffixes to find the words

D3| learners are to use the words provided to complete the sentences.

E. Strand 3 - Grammar: Sub-Strand 3 –Possessive Pronouns

LB Pages 84 – 85

Revise personal and indefinite pronouns by having learners identify them in sentences and also use them. For example, provide a passage for groups of learners to identify the pronouns in them. They then use the same pronouns in their own sentences.

Introduce possessive pronouns in context. You may again present a passage containing several possessive pronouns. Discuss the passage briefly and have learners identify words

showing possession. Introduce a language drill, e.g. a conversion drill to provide practice.

e.g. Learner A – This is my book.

Learner B – It is mine.

Learner C – That is your pen.

Learner D – The pen/It is yours.

Learner E – Here are their books.

Learner F – The books/They are theirs.

Have learners sit in groups to study and discuss the tables on pages 84 – 85 of their books.

Assign them to do the exercise in Section E2 individually.

Explain how pronouns are used in terms of gender, number and cas (subject, object).

And also as determiners and possessive pronouns. Provide substitution table for learners to replace nouns in sentences with pronouns. They should do the comparison on a ‘T’ chart.

F. Strand 4 - Writing

Sub-Strand 9 – Writing As A Process

LB page 85

Issues in the Community

Learners have done research on the issues they selected therefore they have a clear perception of the topic. Give them some time to put their ideas together.

Guide learners to expand their ideas into two paragraphs. Remind them to use the simple present tense in most cases, and the future tense to some extent.

Revise these tenses. As they write, go round to guide them. Make them aware that they should write the main idea first and then expand it.

G. Strand 6: Extensive Reading

Pair Reading

- Guide pairs of learners to choose and read a book/story. They take turns to read the story aloud to each other.
- Guide them with questions to discuss the story.

Answers**| Answers to comprehension questions**

1. The senior boy is to blame for the death of the goat
2. The goat strayed on to the road because it was not tied up well
3. Accept a good answer. e.g
 - a. I would eat the meat
 - b. I would bury it
 - c. I would cry. etc
4. She saw the goats chewing the plants in her garden.
5. I will prevent animals from straying by keeping them in a fence.
6. Accept good moral lessons from learners
7. Paragraph one
8. Paragraph one
9. Paragraph two
10. It talks about one of the strayed goats eating the plants in a neighbour's garden. The other goat was killed by a vehicle/moving truck.
11. The last paragraph
12. That one person's disobedience can cause trouble and misfortune for the whole family and for a neighbor too.

D1| Answers

- | | |
|---------------|---------------|
| 1. misfortune | 4. thoughtful |
| 2. discover | 5. useful |
| 3. unhappy | 6. homeless |

D2| Answers

- | | |
|-------------|---------------|
| 1. thankful | 4. misfortune |
| 2. homeless | 5. useful |
| 3. discover | 6. unhappy |

D3| The best words which complete the sentences are:

- 1) It rained regularly last year

- 2) We iron out clothes properly before going to school.
- 3) Our sheep strayed into our neighbour's garden.
- 4) People must live in peace with their neighbours.

E2.

1. It is hers.
2. It is theirs.
3. It is his.
4. They are mine.
5. They are theirs.

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

Dramatisation

Story Telling

Others

Conversation

Rhymes and Songs

• 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?

TEST YOURSELF 1

LB Pages 87 – 88

A. Learner's Book Page 87

- | | | |
|--------------------|--------------------|-------------|
| 1. knife – knives | 4. puppy – puppies | 7. potatoes |
| 2. loaf – loaves | 5. tooth - teeth | 8. mice |
| 3. thief – thieves | 6. shelf – shelves | |

B. LB Page 87

- | | | |
|----------|----------|----------|
| 1. goes | 3. lives | 5. loves |
| 2. makes | 4. likes | 6. gives |

C. LB Page 87

- | | | |
|---------|---------|---------|
| 1. much | 3. many | 5. many |
| 2. much | 4. many | 6. much |

D. LB Page 88

- | | | |
|------------|-------------|---------------|
| 1. joyful | 5. unhappy | 9. untidy |
| 2. painful | 6. painful | 10. powerless |
| 3. unable | 7. careless | |
| 4. pitiful | 8. fearful | |

E. LB Page 88

- | | | |
|-------------|------------|--------------------|
| 1. a little | 3. several | 5. a little |
| 2. several | 4. several | 6. several clothes |

F. LB Page 88

- | | |
|------------|-----------|
| 1. saddest | 4. neater |
| 2. newest | 5. best |
| 3. worst | 6. faster |

Learner's Book Pages 89 – 97

Workbook Pages 66 – 71

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit, the learner will be able to	
STRAND 1 - ORAL LANGUAGE	
B5.1.7.1.4: use background knowledge to understand and build new knowledge while listening to drama	Communication and Collaboration Personal development and leadership Critical thinking
STRAND 2 - READING	
Phonics B5 .2.3.1.2 use words with digraphs to make meaningful sentences. Reading comprehension B5.2.7.1.4: read level appropriate texts silently and closely for comprehension	Communication and Collaboration Cultural identity and global citizenship
STRAND 3 - GRAMMAR USAGE	
B5 3.2.1.5 identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to.	Communication and Collaboration Personal Development Writing
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.9.3.2: edit/proofread draft checking capitalisation, usage of punctuation and spelling.	Communication and Collaboration Personal Development Critical Thinking Writing

STRAND 6 - EXTENSIVE READING

B5.6.1.1.1 read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read.

Personal development and leadership

TEACHING AND LEARNING STRATEGIES

Strand 1: Oral Language

Strategies: Group Discussion

Resources: Recorded Audio or a Video Clip

Strand 2: Reading

1. Phonics

Strategies: Modelling, Drilling

Resources: Letter and Word Cards

2. Reading comprehension

Strategies: Picture Discussion, Discussion

Resources: Word Cards, Pictures, a Mobile Phone

Strand 3: Grammar

Strategies: Practical Activities/Situations, Language Drills

Resources: Classroom Objects, Chalkboard Illustrations

Strand 4: Writing

Strategies: Group Work

Resources: Draft Composition

Extensive Reading

Strategies: Discussion

Resources: library book

TEACHING AND LEARNING ACTIVITIES

Strand 1 - Oral Language: Sub-Strand 5 - Drama

LB page 90

Learning new lessons from Drama

Modify the story in the passage at Unit 10 – ‘Doing our duty’ to become a story for drama. You may increase the characters to about 5 or 6. The theme should be **“Disobedience brings about trouble for oneself, family and our neighbours”**.

Share the characters among the learners and give them roles and their scripts to learn. During breaktime, rehearse with them.

Have the learners you selected dramatise to the class. Ask them to identify and state the plot. Ask play to be dramatised again for learners to grasp the plot and the moral lessons.

Then let learners relate the lessons in this to a play they have watched or read before. Let them discuss the drama in groups and elicit from them the knowledge and lessons they have acquired from the lesson. Encourage learners to relate the story to their own lives.

B1. Strand 2 - Reading: Sub-Strand 2 – Phonics (Common Digraphs)

Consonant digraphs ‘ph’ and gh /f/

LB page 90

As a way of revision, have learners say the words for the sounds /dʒ/ and /ʒ/ in pairs.

Introduce the sound /ph/ as in “physical” by sounding it two times as learners listen. Put the card bearing the sound on the board and have learners say the sound. Let learners understand that ‘gh’ also has the sound /f/ as in togh or lagh. Drill learners on the pronunciation of the two.

Ask learners to listen to you as you read the words. Then let them read the words after you as a class, in groups and individually.

Ph	gh
telephone	cough
graphic	trough
physical	rough
physician	enough

Let learners in groups find and add more examples using dictionaries and internet.

Learners are to use three words from each category to form sentences.

Strand 2 - Reading: Sub-Strand 7 - Comprehension

Passage: How To Make A Telephone Call

LB Pages 91 – 93

Before Reading

Learners discuss the usefulness of the phone to the individual, the family, the school, etc.

Ask learners to identify the parts of the phone and the accessories. E.g. The screen, the camera, the speaker, the flashlight, the sim card, the memory card, the mouthpiece, the charger, the screen protector etc.

Ask learners to supply the code numbers to all the networks available.

Ask learners to compare the meaning they learnt from the dictionary or the internet to the one taught and stress the importance of context.

Vocabulary

Teach their pronunciations and meanings of the key words. Show a home phone and mobile phone to the class to make the illustration practical. As many learners as possible should have access to the phone.

Refer to the meanings of vocabulary provided on LB page 97. Learners should use the vocabulary in making new sentences.



During Reading

Write the following questions on the board:

1. What is the difference between a home phone and a mobile phone?
2. What are the advantages of these phones?
3. When do people have to call the police?

Tell learners to listen carefully to the passage to be able to answer the questions.

Put learners into groups to take turns to read the passage. Discuss the pre-reading questions at the end of the reading. After the group reading, have learners individually read the passage silently.

Post Reading

Discuss the essential factors in telephone conversation. This involves, listening, speaking, and brevity.

Provide phones for learners to have the experience of speaking on the phone.

Assign learners to do the comprehension exercise in Section C.

Strand 2 - Reading: Sub-Strand 6 - Vocabulary

Vocabulary Consolidation

D1 & D2 The vocabulary for study here relates to the telephone and its use. Explain these terms and words to learners and encourage them to use them in sentences. Exercises have also been provided to provide further illustration in the use of the vocabulary.

E. Strand 3 - Grammar: Sub-Strand 2 – Determiners

LB pages 94 - 95

Briefly review Possessive Pronouns by having learners rapidly do the opening exercise of Section E1 on LB page 94.

Provide a short text in which common demonstrative pronouns are prominent. Have learners discuss the sentences in small groups and lead them in a discussion to identify the demonstrative pronouns and their functions.

Lead learners through the oral exercise on the same page drawing their attention to the underlined words. Invite learners to come out with similar sentences pointing out the demonstrative pronouns in them.

Put learners into groups to sit and discuss the information pages 94 – 95 and set them to do the exercise on pages 95 – 96.

F. Strand 4 - Writing: Sub-Strand 9 – Writing As A Process

LB page 96

Issue in my Community

In the previous week learners wrote the draft of two paragraphs covering the introduction and the body. The body should consist of the causes and effects. In this lesson, ask learners to write the conclusion that, is how the issue can be tackled or solved. They should include in the conclusion their own impressions. That is, the magnitude of the solution and state whether the situation will improve or become worse.

G. Strand 6: Extensive Reading

Guide learners to write a three-paragraph summaries of the stories they read in pairs in Unit 10. The structure may be thus:

Paragraph 1: Beginning

Paragraph 3: Ending

Paragraph 2: Middle

ANSWERS

C| Answers to comprehension questions

1. Two uses of the telephone are.
 - a. It gives us security
 - b. It reduces transport cost
 - c. It enables us discuss our worries (any two)
2. The person to whom the call is made.
3. A person is out of coverage if the network is unable to reach his phone.
4. Some people should use phones because of their business.
5. Others should not use phones because they are learners.
6. The work is easier because he can reach all his business partners without travelling.
7. Yes, some phone numbers should be made public, they provide essential services.

D1|.

1. 'Hold the line' means 'remain on the line, don't drop the line'
2. 'Out of coverage area' means cannot be reached on phone.

3. 'The line is engaged' means, the person you want to speak to is speaking with another person on his phone.
4. 'The network is busy' means many people are using the connections to your network company.
5. 'No call credit' means 'your units bought are finished'.
6. 'Battery is low' means 'the power or energy to your phone is weak'
7. 'Battery is full' means 'it is fully charged'.
8. 'To browse' is 'to search for information on the net'.
9. 'Facebook' is a social site where people correspond by voice and by e-mail.'
10. 'block your phone' means 'means prevent the phone from working'

D2| learners are to choose the right word to complete the sentences.

- | | | |
|-----------|------------|------------|
| 1. redial | 3. network | 5. engaged |
| 2. delete | 4. handset | |

Write the appropriate interrogative pronouns in the blank spaces.

- | | | |
|----------|---------|----------|
| 1. what | 2. who | 3. whom |
| 4. which | 5. what | 6. which |
| 7. whose | 8. what | 9. who |
| 10. who | | |

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?

Learner's Book Pages 98 – 107

Workbook Pages 72 – 78

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the lesson; the learner will be able to;	
STRAND 1 - ORAL LANGUAGE	
B5 1.7.1.5 ask relevant questions to expand comprehension of details of texts.	Communication and Collaboration Personal development and leadership Critical Thinking
STRAND 2 - READING	
Phonics B5 2.5.1.1 orally produce two-syllable words by blending sounds (including consonant blends) Reading comprehension B5 2.7.2.1 respond to a text with simple judgement.	Creativity and Innovation Cultural Identity and global citizenship Reading Communication and Collaboration
STRAND 3 - GRAMMAR USAGE	
B5.3.3.1.1: identify and use interrogative pronouns. B5 5.9.1 Apply knowledge of different types of determiners in communication.	Communication and Collaboration Personal Development Listening, Speaking and Reading
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.6.1 Develop, Organise and express ideas in writing and representing for a variety of purposes, audience and context B5.4.10.1: create settings, characters and at least one plot in a narrative text using appropriate linking words within and across paragraphs to aid cohesion and using simple literary devices e.g. direct speech	Critical thinking Personal Development and leadership

STRAND 6 - EXTENSIVE READING

B5.6.1.1.1 read a variety of age and level appropriate books and present at least a three paragraph summary of each book read.	Personal development and leadership
--	-------------------------------------

TEACHING AND LEARNING STRATEGIES

Strand 1: Oral Language

Strategies: Retelling of Stories, Discussion

Resources: A story in learner’s book

Other stories learners have heard or read.

Strand 2: Reading

1. phonics

Strategies: Modelling, Drilling

Resources: Syllable and Word Cards, Dictionaries

2. Reading comprehension

Strategies: Picture Discussion, Model Reading, Discussion

Resources: Old Newspapers, Dictionaries

Strand 3: Grammar

Strategies: Modelling, Discussion, Language Drill

Resources: Classroom Objects, The Internet.

Strand 4: Writing

Strategies: Discussion, Sample Narrative, Parallel Writing

Resources: Sample Stories, Primary 6 learner’s book, Unit 12, information on the internet.

Extensive Reading

Strategies: Silent Reading, Discussion

Resources: Supplementary Readers

TEACHING AND LEARNING ACTIVITIES

A2. Strand 1 - Oral Language: Sub-Strand – Listening Comprehension

LB page 99

Asking Questions for Comprehension

Use the think-pair-share strategy for learners to discuss and choose the most interesting story learners have read.

Let the pairs share with their group members what was discussed with their partners.

The group discusses the various stories and chooses the most interesting which contains moral values.

Now each group presents its story. The rest of the class ask questions about the story for better understanding. Through the questions, the story-teller-group will explain why they think their story teaches the moral values they claim.

Strand 2 - Reading: Sub-Strand 5 – Blends And Consonant Clusters

B1| Phonics (LB page 99) Introduce the consonant blend |bl| in several sentences. Learners repeat the sentences which contain the target sounds. Write |bl| words on the board and drill learners on the pronunciation of the words.

blunt	block
blast	bleak
blade	blind
bleed	black

In groups, learners make a list of other |bl| words and use them in sentences.

Strand 2 - Reading: Sub-Strand 7 - Comprehension

Passage: Use Of Drugs In School

LB Pages 100 – 101

Before Reading

B2| Vocabulary (Page 100)

Teach the pronunciation and meaning of key words. Encourage learners to produce sentences with the vocabulary studied.

Use the Picture of Section A to revise how criminals are arrested in society. Learners should identify the different types of drugs in society and to tell the sources and consequences of drug use on victims. Ask learners to mention the names of some of the drugs in their different languages.

During Reading

Write pre-reading questions on the board for learners to find answers to. E.g. What are some of the drugs that some people use?

How can the school prevent the use of drugs?

Do a model reading of the first paragraph as learners listen.

Learners read the passage silently. Go round to ensure that learners observe good reading habits.

After the reading discuss the pre-reading questions and the content of the part read with learners. Repeat the silent reading and discussion process with each of the three remaining parts one at a time.

After Reading

Discuss the whole passage once more. Have learners comment on the effects of drug use on the lives of learners, their parents, and the country. Ask learners to discuss what they would do to stay away from drugs.

Assign them to do the Comprehension exercise in Section C of the Learners' Book.

Ask learners to go on the internet for more information about the dangers the of drug abuse.

E. Strand 3 - Grammar: Sub-Strand 3 – Interrogative Pronouns

LB Pages 102 - 103

Interrogative Pronouns: who, which, whom, whose, what

Revise learners' previous knowledge by asking them to read and say the appropriate demonstrative pronouns that can fill the blank spaces in sentences 1- 5.

Introduce the interrogative pronouns one after the other using them in questions.

1. Whose pencils are these?
2. Who cleaned the board?



3. To whom did you direct your question?
4. Which of the children is your son?
5. What is in your hand?

For each question let learners listen before they also read it.

Underline pencil, board, question, son and hand. Learners should substitute their own words for accuracy practice.

Have learners form sentences with the five interrogative pronouns. They should read their sentences to each other in pairs.

Instruct learners to do the exercise in pairs.

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

LB page 104

Issues in my community – reviewing and revising draft

Have learners read through their drafts. Ask them to review and revise it using these questions:

- a. Are your ideas in order and easy to understand?
- b. In each paragraph are all the sentences talking about the main idea of the paragraph?
- c. Are the supporting ideas explaining or elaborating the main ideas?
- d. Are all the paragraphs talking about the topic?

When learners have satisfied themselves of the above questions they can exchange their work with another person. Encourage learners to give suggestions about their colleague's work for improvement.

G. Strand 6: Extensive Reading

Take learners to the ICT laboratory and assist them to read an article on the effects of drugs on people from the internet.

Answers

C| Answers to comprehension questions

1. Teachers and parents are to prevent the use of drugs in school.
2. With the use of drugs, school work is poorly done.
3. Children must carry money which is just enough for their feeding.

4. Parents should celebrate their children when they do well in school.
5. Parents expect their children to look after them in their old age.
6. Children's mind can be taken away from drugs if they are engaged in few activities like sports and excursions.
7. Learners take turns to offer advice generally to colleagues or friends who might use drugs.

D1| Learners are to choose the word that best completes the sentence.

1. My dream is to become an engineer.
2. To be first in your examination is an achievement
3. Coming to school everyday makes one regular.
4. Sometimes, I need extra time to finish any work.
5. I cannot buy this because the money I have is not enough.

E| Grammar

Answers.

- | | | |
|--------------|---------------|---------------|
| 1. anyone | 5. anything | 9. anything |
| 2. someone | 6. everything | 10. everybody |
| 3. nobody | 7. nothing | 11. nobody |
| 4. everybody | 8. someone | 12. nothing |

Interrogatives. Revision

- | | |
|----------|----------|
| 1. whom | 4. what |
| 2. who | 5. whose |
| 3. which | |

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

LB page 105 - 107

B.

1. A white car made the loud screeching noise.
2. The boy didn't see the white car because his attention was on the ball.
3. The boy was lucky.
4. He was lucky because the car did not hit him.
5. The writer was frightened because he thought the driver will beat him
6. The driver
7. He played the ball.

C.

8. luckily – fortunately
9. frightened - scared
10. suddenly – just then

D. answers (opposites)

- | | | |
|----------|----------------|-------------|
| 1. short | 3. at the back | 5. forward |
| 2. fat | 4. move | 6. answered |

E. correct form of the words in the brackets:

- | | | |
|-------------------|-------------------|-----------|
| 1. left | 5. make | 9. mends |
| 2. play/played | 6. worked, passed | 10. walks |
| 3. annoys/annoyed | 7. left | 11. crow |
| 4. is | 8. arrived | |

F. correct form of adjective

- | | |
|-------------------|-------------------|
| 1. strongest | 3. easier |
| 2. more beautiful | 4. harder, better |

Learner's Book Pages 108 – 117

Workbook Pages 79 – 85

INDICATORS	CORE COMPETENCIES
By the end of this unit the learner will be able to;	
STRAND 1 - ORAL LANGUAGE	
B5 1.4.1.6: Tell a parallel story: distinguish between causes and effects of events in a story.	Cultural identity and global citizenship Communication and Collaboration Personal development and leadership Critical thinking and problem solving
STRAND 2 - READING	
Phonics B5 2.5.1.1 orally produce two-syllabic words by blending sounds (phonemes), including consonant blends. Reading comprehension B5 2.7.2.1 respond to a text with simple judgement.	Creativity and Innovation Communication and Collaboration Reading Critical thinking and problem solving Communication and Collaboration
STRAND 3 - GRAMMAR	
B5.3.4.1.1: use comparative forms of regular and irregular adjectives to make comparisons. Regular – big – bigger Irregular good - better	Communication and Collaboration Personal Development Reading and Writing
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.9.3.2: edit/proofread draft, checking capitalisation, usage of punctuation and spelling. B5.4.9.3.3: display writing piece for peers to read and publish it in the class magazine.	Communication and Collaboration Personal Development Critical Thinking Reading and Writing

STRAND 6 - EXTENSIVE READING

B5.6.1.1.1 read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read.	Personal development and leadership
--	-------------------------------------

TEACHING AND LEARNING STRATEGIES AND RESOURCES**Strand 1 : Oral Language**

Strategies: Retelling of Stories; Group Work Discussion

Resources: Stories on Sheets of Paper.

Strand 2: Reading

1. Phonics

Strategies: Modelling, Repetition, Discussion

Resources: Syllable Cards (e.g.) Affixes Cards like **ly, ful, ness**, etc. word cards

Strand 3: Grammar

Strategies: Modelling, Language Drill

Resources: Classroom Objects, Information on internet and other reference books.

Strand 4: Writing

Strategies: Discussion

Resources: Samples of Narrative

Extensive Reading

Strategies: Silent Reading, Discussion

Resources: Supplementary Reading Materials

TEACHING AND LEARNING ACTIVITIES**Strand 1 - Oral Language: Sub-Strand 4 – Stories****A2. LB page 109**

Story: The Lamp

Let learners sing one song as you get your audio recorder or recorded story on the computer. (The story can be got from ‘Top 100 rhymes’ on the internet. The App has rhymes, stories, and other



useful things. Tap on 'stories' and all the stories will be made available)

Draw a picture of a lamp in the form of a lamb. Put inside the 'lamp' a lighted bulb.

Have learners talk about the picture and predict what will happen in the story. Make learners aware that they have to listen to be able to identify the causes and effects of events in the story.

Play the audio for the learners to listen to.

Here is the story.

The Lamp

The lamp was very proud of itself. It was polished and very beautiful. It was filled with oil and when it was lit it shone brightly casting a soft glowing light over the room it was in.

'Just look at me', said the lamp happily, 'I really am a most beautiful lamp. I give as much light as the moon in the sky. I shine as beautifully as the moon and all the stars in heaven put together. More than that, I shine as brightly as the sun itself'.

At that moment, a great gust of wind blew into the room through the open window. The wind was so strong that it blew the light of the lamp out altogether. The room was put into darkness.

'Now do you see how foolish you are?' asked the owner of the lamp as he relit the lamp. 'How dare you compare yourself with the sun, the moon and the stars? They all cast their light forever while a mere puff of wind can put you out'.

'Pride comes before a fall'.

Have learners re-tell the story sequentially. Let them identify the main events.

Ask learners questions to bring out the causes and effects of the main events.

When learners have identified the causes and effects in the story you told them they should go into their groups. They are to find/write a story with a simple plot, identify the cause and effect in their story and present it to the class.

Help learners in difficulty by asking them these;

When this happened what followed as a result?

Did this happen because of this or that? etc.

B1. Strand 2 - Reading; Sub-Strand 5 - Consonant Blends & Clusters

LB Page 109

Two-syllable words with the blends: br and dr

Revise the previous sounds 'bl' through sound-ball game.

Have learners read these words aloud.

blanket	blindly	blender
blowing	blasting	blackboard

Introduce the sound 'br and 'dr' by pronouncing them about three times for each (Introduce one sound after the other)

Learners listen to the sound and then repeat after you. Write or put the letter card on the board

br	dr	br
----	----	----

Point to each of them and let learners say them. Ask learners to write the two letters that make the consonant blends.

Have learners repeat the words for br sound before you introduce the words for dr sound.

br	dr
breaking	address
browsing	hundred
celebrate	dream
embrace	kindred
abroad	drinking
abridged	dreadful

Invite learners to give their own examples.

Have learners use words having 'br' and 'dr' spelling patterns to form sentences. Learners may learn this tongue twister.

Bright brought Bridget dresses, drums and drinks for the party.

Strand 2 - Reading: Sub-Strand 7 - Comprehension

Passage: The Three Brothers

LB Pages 110 – 113

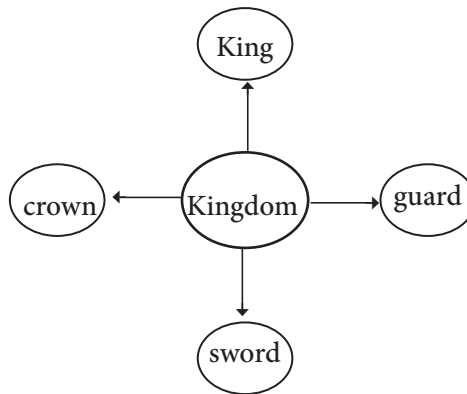
Before Reading

B2| Vocabulary

LB page 110

Teach the pronunciation and meaning of the new vocabulary. Learners may look up the words in the dictionary and trace the words in their respective sentences to compare the new meaning suggested in context.

Teach the pronunciation and meaning of key vocabulary by writing them on flash cards. Say the word, show it to learners and explain the meaning. Select the appropriate context to use the words; **kingdom, grief-stricken, discovered, royal, embraced, delighted, lavish**. Ask learners to find words to complete the semantic web around kingdom.



Use facial expressions to illustrate **delighted, grief-stricken**

Strategies: group work, Dramatisation, drilling.

Ask learners to identify the people in the theme picture.

Find out if they are able to link the story to a previous one read in unit 7.

Ask them to mention the roles of persons identified in the picture.

Ask learners to retell the earlier part of the story; ‘The Three Brothers’ of unit 7.

Assist learners by asking them leading questions e.g.

- Where did the three brothers go?
- What did they find?
- Which magic could their objects perform?

Ask for learners' opinion on the chances of each of the brothers taking the hand of the princess in marriage.

During Reading

B3. LB pages 110 - 112

Do a model reading of the first quarter of the passage.

Write these questions on the board:

1. For how long were the brothers away?
2. Why did the eldest brother ask the others to get onto his carpet?
3. Who was grief-stricken?

Break the story into four parts and ask learners to read the first part silently to find answers to the pre-reading questions. After each part, ask direct questions on the part read and questions to predict what is/are likely to follow.

Discuss the pre-reading questions with learners.

Post Reading

A major decision has been taken by the chief, ask learners about the soundness of the decision taken by the chief. Discuss the structure of the story.

The plot is presented graphically here:

Conflict – Finding a gift

1. Complication: Sickness of the princess.
2. Disagreement over who deserves the princess' hand in marriage.

Climax – Princess opts for the youngest brother.

Resolution:

1. The youngest brother marries the Princess.
2. The other brothers become royals.

Let learners comment on the fairness of the decision of the Princess to marry the youngest brother. Ask learners to predict what would happen to the magic glass and to the magic carpet.

Let learners dramatise the argument among the three brothers.

Resources

Royal paraphernalia and theme picture.

D. Strand 2 - Reading: Sub-Strand - Vocabulary**LB page 114**

D1 tests learners' ability to use key words correctly. Let them sit in pairs to do the blank filling exercise orally. They may use dictionaries and the context of the words to assist them.

LB page 114

D2 is a word puzzle game to test word recognition and spelling. Explain that they are to use the first and last letters of the words as clues to identify the words. Let learners work in groups within a given time limit. Winners are declared depending on the amount of time spent and the number of correct words identified.

Encourage and guide learners to read similar stories on the internet.

								a	s
							f		y
						k			g
				m					y
			l						h
		k							m
	p								s
	P								d
u									d

E. Strand 3 - Grammar : Sub-Strand 3 – Indefinite Pronouns**LB Pages 115 – 116**

Indefinite Pronouns: someone, anyone, everything, everybody, nobody, anything, nothing

Revise learners' previous knowledge on interrogative pronouns. Let learners working in pairs say the appropriate interrogative pronoun that will fit into given sentences. Elicit answers from the class.

Introduce the new topic by using indefinite pronouns in sentences. Say the sentence, next, have learners repeat the sentence. Then write the sentence on the board for learners to read.

They then repeat the sentences to each other in pairs.

For Fluency Practice, take turns to use indefinite pronouns in sentences.

Instruct learners to do the exercise in pairs.

Explain that an indefinite pronoun is a pronoun that does not refer to a particular person or thing in a general way. Indefinite pronouns take the place of a noun, but not a particular noun.

Indefinite pronouns are used

- a. to show unspecified objects or people whether plural or in singular.
- b. indicate the entire noun, some of the nouns or none of the nouns.
- c. when we want to refer to a group of nouns without actually specifying who or how much.

Examples are somebody, someone, something, somewhere, anybody, anyone, anything, anywhere, nobody, no one, nothing, nowhere, everybody, everything, everywhere, few, many, etc.

Have learners use them in sentences.

G. Strand 6: Extensive Reading

Remind learners about the article they read on the internet. Discuss the article briefly and guide them to write three short paragraphs about the effects of drug abuse.

Strand 4 - Writing: Sub-Strand 9 – The Writing Process

F. LB page 116

Issues in my community

Final draft and publishing

It is now time for learners to edit their work.

Take learners through the following areas of editing:

The use of punctuation marks: full stops, question marks, commas, and exclamation marks.

Let learners check whether these were used appropriately, especially capitalisation and commas. Let them check whether all sentences have been started with capital letters.

Where learners are not sure of correct spelling, they can look up the word in the dictionary.

Ask learners to read through again or they can swap their work with their colleagues for peer editing.

Have them rewrite the composition and submit them for marking or after marking they can

display their work on the walls or notice board.

Remember to provide feedback after going through their work. Commend and encourage them where appropriate and give advice on how to improve.

Answers to questions in Unit 13

A. Oral Language LB page 108

Story telling

Answers

2. a. A lamp gave light in a room.

One day it compared itself to the moon, stars and the sun.

A strong wind blew and put its (lamp) lights off.

Its owner chastised the lamp.

3. The lamp boasted because it was proud.

4. Its boasting made it suffer punishment by the wind.

5. The result of boasting brought about its downfall or shame.

6. Yes

C| Answers to Comprehension Questions

1. The king was unhappy because his daughter was ill.
2. The oldest brother saw a princess lying in a faraway land.
3. The king promised to marry his daughter to anyone who would cure her.
4. The Princess chose the youngest brother because he lost his magic fruit.
5. The three brothers embraced each other because they had not met for a long time.
6. They could not decide because each one was interested in marrying the Princess.
7. The story in sequential order.
8. The story has a beginning, middle and an ending.
9. Learners express their personal response. Each learner's views must be backed with good reason.

D|

- | | | |
|-------------------|---------------|-------------|
| 1. kingdom | 3. discovered | 5. embraced |
| 2. grief-stricken | 4. royal | |

D2 Learners are to read the passage critically and look at the words intently. Put learners in groups to enable them contribute to the building of vocabulary

							a	s	
						f	l	y	
				k	i	n	g		
			m	a	r	r	y		
		l	a	v	i	s	h		
	k	i	n	g	d	o	m		
	p	r	i	n	c	e	s	s	
P	e	r	f	o	r	m	e	d	
U	n	d	e	r	s	t	o	o	d

E

- | | | |
|----------|----------|----------|
| 1. Who | 4. What | 7. Where |
| 2. Whose | 5. Why | 8. Whom |
| 3. When | 6. Which | |

F1 This is an exercise for groups to provide the items listed. They proceed to write coherent paragraph with the appropriate connectives.

F2 Learners write a predictive paragraph on the meeting of the three brothers after a period of ten years. The write up should form the basis for a short dramatisation. Assist learners with the necessary clues to enable them act well.

Answers for The Revision Stage

- | | |
|--------------|----------------|
| 1. fine | 4. fat |
| 2. enjoyable | 5. intelligent |
| 3. sweet | |

Exercise

	Positive	Comparative
1	neat	neater
2	clever	more clever

3	pretty	prettier
4	broad	broader
5	painful	more painful
6	risky	riskier
7	wicked	more wicked
8	kind	kinder
9	weak	weaker
10	strong	stronger
11	long	longer
12	fast	faster
13	quick	quicker
14	good	better
15	few	fewer

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?

Learner's Book Pages 118 – 127

Workbook Pages 86 – 91

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the lesson, the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5 1.9.1.2: make and respond to polite requests for help from familiar adults	Communication and Collaboration Cultural identity and global citizenship Personal development and leadership Critical thinking
STRAND 2 - READING	
1. Phonics B5 2.5.1.2 use the spelling sound-sound correspondences for common consonant digraphs Reading comprehension B5 2.7.2.1: respond to a text with simple judgement.	Digital Literacy Reading and writing Communication and Collaboration
STRAND 3 - GRAMMAR USAGE	
B5 3.5.1.1: use comparative forms of regular and irregular adjectives to make comparisons.	Communication and Collaboration Personal development
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 5.4.10.1.1: create settings, characters and at least one plot in a narrative using appropriate linking words within and across paragraphs to aid cohesion and using simple literary devices, e.g. direct speech - Writing	Communication and Collaboration Personal Development Reading and Writing

STRAND 6 - EXTENSIVE READING

B5.6.1.1.1 read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read.	Personal development and leadership
--	-------------------------------------

TEACHING AND LEARNING STRATEGIES AND RESOURCES**Strand 1: Oral Language**

Think-pair-share, Discussion, Role-play

Resources

Classroom Objects

Strand 2: Reading**1. Phonics**

Modelling, Drilling, Research

2. Reading and comprehension

Model Reading, Silent Reading, Discussion

Resources

Word Cards, Pictures Accompanying Text, Dictionary

Strand 3: Grammar

Modelling, Language Drill, Demonstration

Resources

Classroom Objects, Internet

Strands 4, 5: Writing, Writing Conventions

Reading, Discussions

Resources

Stories – printed or on audio

Strand 6: Extensive Reading

Silent Reading, Discussion

Resources

Library books, Supplementary Readers

TEACHING AND LEARNING ACTIVITIES

Strand 1 - Oral Language: Sub-Strand 5 – Dramatisation And Role Play

Prior to this lesson, have learners re-read the story: “The Three Brothers” a number of times to become familiar with the story line and the key events.

Inform learners they will dramatise the story in groups. Put them into groups and share the roles.

Assist learners to have one or two rehearsals. It may be necessary to rehearse different parts at different times considering time constraints.

Again, learners may dramatise the story in parts according to the availability of time and a grand dramatisation of the whole story may be staged specially for the whole school at a suitable time.

After each rehearsal session, ensure that the performance of each group is reviewed with positive and negative comments as well as suggestions for improvement.

B1. Strand 2 - Reading: Sub-Strand 2 – Phonics – Consonant Blends

Phonics (Consonant blend /kl/) LB page 119

Write the sentence ‘a wall encloses the cluster of schools where my uncle teaches’ on the board. Read the sentence as learners listen. After that they repeat the sentence after you. The dominant sound in this sentence is /kl/. Write a number of words with the /kl/ sound learners to repeat several times. Examples:

clean	club
clot	claim
clap	class

Ask learners to mention other words having the target spelling pattern and to use them in sentences.

Strand 2 - Reading:sub-Strand 7 - Comprehension

Passage: Elections At School

LB Pages 120 – 122

Before Reading

Discuss with learners any public occasion involving an address. Let learners express their views on the setting, that is, the arrangement of the place and people who may be present.

Let learners tell their group members what is happening in the picture on page 121. For instance; What are the two people doing on the stage? Let them advance reasons why the people among the audience are raising up their hands. Let learners express their views on whether the sex of a candidate matters for any position in the school.



Vocabulary

Select key vocabulary particularly those relating to campaigning and elections. Teach the pronunciation of these words and their meaning in context. Encourage learners to use the words in forming sentences.

During Reading

Organise the class into “two parties”. Appoint their spokespersons one with a male leader and the other a female leader. Since this passage is about speaking, the passage should be read aloud. The teacher being the moderator of the elections, should read the introductory and concluding parts of the passage. Read the first three paragraphs as learners listen.

Before learners read their speeches, prepare them to use their voice and gestures appropriately. Voice and gestures appeal to the electorate. Encourage learners to keep eye contact with the audience.

After Reading

Discuss the features of the speeches delivered, including the use of:

Vocatives, self-introduction, promises and appeal.

Ask learners to take turns to deliver campaign speeches.

Strand 2 - Reading: Sub-Strand 6 - Vocabulary

Vocabulary consolidation

Use semantic web (LB page 123) for learners to provide the important vocabulary surrounding election. Each group should provide good sentences with the words identified.

Strand 3 - Grammar: Sub-Strand 4 - Adjectives**E. LB pages 123 – 125****Topic: The comparative form of regular and irregular adjectives**

Revise the previous lesson on indefinite pronouns by making learners say the appropriate indefinite pronouns that can best fit into the sentences.

Have learners identify the adjectives in the sentences you write on the board. Elicit their comparative and superlative forms from the learners.

Make learners aware that all the adjectives identified are in the positive. Remind learners that there are three degrees of comparison. The positive refers to only one. The comparative degree compares two things while the superlative degree compares more than two.

Give examples of adjectives whose comparative forms are formed by adding ‘er’ or ‘r’ where the word ends with ‘e’. e.g. wise – wiser. Let learners be aware of words that end with ‘y’ as in dusty change the ‘y’ to ‘i’ plus ‘er’ so dusty – dustier, dry – drier, etc.

Next, make learners aware of those words that do not form their comparatives and superlative forms from the same word but change entirely from the original word. Give or elicit examples from learners.

Positive	comparative	superlative
good	better	best
bad	worse	worst
many/much	more	most
little/few	less	least

Again, elicit from learners common adjectives which have more than two syllables with ‘ful’ for their comparative and superlatives.

e.g.

<u>Positive</u>	<u>comparative</u>	<u>superlative</u>
beautiful	more beautiful	most beautiful
powerful	more powerful	most powerful
intelligent	more intelligent	most intelligent
comfortable	more comfortable	most comfortable

Explain the exercise to learners and have them refer to the dictionary or on the internet.

Sample:

Name: Fafa Ahadzi

Sex: Female

Age: 12 Yes

Date of Birth: 03/04/1913

Hometown: Odumase

Region: Eastern

Religion: Christian

Father's Name: Kofi Woezor

Mother's Name: Bernice Amoah

F. Strand 4 - Writing: Sub-Strand 10 – Narrative Writing

LB page 126

Topic: An Event that happened in my school

Have learners think-pair-share about the topic. They generate ideas about the plot. They then share their ideas in their groups. There are questions to guide them in the learner's book.

Explain them to the class. Give examples of a dialogue or the use of direct speeches.

Tell learners in their groups to arrange their ideas into beginning, middle and ending. They should then read their points or ideas to the whole class.

Resource: sample form.

G. Strand 6: Extensive Reading

Assist pairs of learners as in Unit 9, to select and read a story preferably from the internet.

Remind them to first survey the text.

Answers

C| Answers to comprehension questions

1. New officers are elected at the end of the school year.
2. The most keenly contested position is that of the School Prefect

3. Learners of the school qualify to vote in a school election.
4. (b) a ballot
5. A subjective response with reasons should be accepted
6. People look for a hard working sympathetic leader.
7. Allow as many learners as possible to say what they would do if they win or lose.

D2| Answers

1. The headmaster brought in the ballot box for the elections
2. Ayuba was the loser in the elections
3. Morkor was the winner in the elections
4. The headmaster could not announce the results of the elections.
5. All learners can vote in the elections

D3| The letters of the words in this case are jumbled up. Learners are to identify and say the words.

- | | | | |
|-------------|------------|----------------|--------------|
| 1. election | 4. student | 7. behaviour | 10. position |
| 2. prefect | 5. vote | 8. opportunity | |
| 3. promise | 6. servant | 9. obedient | |

E1|

- | | | |
|---------|---------|---------|
| 1. each | 4. both | 7. all |
| 2. both | 5. all | 8. all |
| 3. all | 6. all | 9. both |

E. Main Verbs and Helping Verbs

Revision Stage Verbs

- | | |
|-----------|----------|
| 1. spoke | 4. barks |
| 2. walked | 5. sells |
| 3. sings | |

Exercise: Use the correct verb form

- | | | | |
|----------|---------|-------------|----------|
| 1. has | 4. had | 7. explains | 10. need |
| 2. lives | 5. are | 8. attended | |
| 3. is | 6. shot | 9. are | |

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

Conversation

Dramatisation

Story Telling

Rhymes and Songs

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 Pages 128 – 136

Workbook Pages 92 – 98

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5.1.8.1.1: use the various forms of 'do', 'be', 'have', appropriately in questions and responses.	Communication and collaboration Personal development Critical thinking
STRAND 2 - READING	
<p>Phonics</p> <p>B5 2.5.1.1 Orally produce two syllable words by blending sounds (Phonemes) including consonant blends.</p> <p>Reading and comprehension</p> <p>B5 2.7.2.1 respond to a text with simple judgement</p>	<p>Creativity and innovation</p> <p>Reading</p> <p>Communication and collaboration</p>
STRAND 3 - GRAMMAR USAGE	
B5 3.5.1.1: use different types of verbs in sentences: main verbs, helping verbs (primary auxiliary and modal auxiliary)	Communication and collaboration Personal development
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.10.1.1: create settings characters and at least one plot in a narrative using appropriate linking words within and across paragraphs to aid cohesion and using simple literary devices, e.g. direct speech.	Collaboration and communication Critical thinking Personal Development Reading and writing

STRAND 6 - EXTENSIVE READING

B5.6.1.1.1 read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read.	Personal development and leadership
--	-------------------------------------

TEACHING AND LEARNING STRATEGIES AND RESOURCES**Strand 1: Oral Language****Strategies**

Asking Yes/No questions, Modelling, Drilling, Pair Work

Resources

Word Cards, Chalkboard Illustrations, Classroom Objects

Strand 2: Reading**1. Phonics****Strategies**

Modelling, Drilling, Language Game

Resources

Letter and Word Cards, Lucky-Dip Box, Dictionary, Internet

2. Reading Comprehension**Strategies**

Picture Discussion, Model Reading, Silent Reading

Resources

Picture, Word Cards, Dictionary

Strand 3: Grammar

Demonstration, Modelling, Language Drills

Resources

Word Cards, Classroom Objects, A Grammar Book

Strands 4, 5: Writing, Writing Conventions

Revision of draft, editing, and Writing final draft

Resources

Draft Composition, Checklist for Narrative Writing and Checklist for Editing

Strand 6: Extensive Reading

Silent reading, discussion, summary writing

Resources

Library books and supplementary books and informational texts.

Teaching And Learning Strategies

Drilling, Brainstorming

Resources. Pictures of the typical market scene.

TEACHING AND LEARNING ACTIVITIES**Strand 1 - Oral Language: Sub-Strand 8 - Asking And Answering Questions****A2. LB page 129**

Ask learners Wh-questions that demand Yes/No or short answers.

e.g.

Tr: Who sits by you?

Learner: Dauda

Tr: Is your name Araba?

Learner: No

Ask learners the Wh- questions in the learner's book for them to answer as above.

After that, introduce the questions with **do, does, is, are, did**.

Drill the questions and answers with the class, groups and individuals asking and responding to questions.

Introduce a Question and Answer Drill for learners to practise the types of questions and responses. E.g.

Learner A: Do you go to the market?

Learner B: Yes, I do

Learner C: Does Adjoa buy meat always?

Learner D: Yes, she does

Learner E: Is your father a trader?

Learner F: No, he isn't

Learner G: Are you going to the shop?

Learner H: Yes, I am

Learner I: Did Abanga come to school today?

Learner J: No, he didn't

Strand 2 - Reading: Sub-Strand 5 – Consonant Blends

B1. Phonics LB Pages 130 – 131

Consonant blending in Two-syllable Words

Show the blend *cl* on a card to learners for them to pronounce it.

Have learners play the sound-ball game to revise words that have the sounds 'cl' and /kl/ in them.

Introduce the day's blend, 'cr' and 'nd' by having them repeat the sentence below a number of times:

Did you hear the cry of the crows when they saw the cranes crossing the road?

cr

creaming

cross

credit

creed

across

crowd

concrete

cripple

decry

crime

Let learners read the words to each other in pairs.

Let the pairs find similar words from the dictionary.

Repeat the process with the blend *nd*

nd

friendly

second

rounded

handy

trending

Lastly, learners still working in pairs write sentences with some of their own words and read some to their group members.

Strand 2 - Reading: Sub-Strand 7 - Comprehension

Passage: Fafa's Experience at the Kasoia Market

LB Pages 131 - 133

B3| Before Reading

Paste the pictures of a typical market scene for discussion. Ask appropriate questions. The picture of food vendors along open drains should be discussed and the consequences of buying from such places should be made clear. Ask learners to tell their experiences in a market to their group members.



Vocabulary

B2| LB page 131

Use the market scene in the reading passage to teach the meaning of the key vocabulary by illustration and explanation.

Ask learners to form sentences with the new vocabulary studied.

During Reading

Follow the procedure outlined in Unit 13, Section B3 of this TG to conduct a thorough silent reading and discussion of the passage divided into four parts.

Post Reading

Have learners read the passage again to give their opinion about open markets according to the passage and assign them to do the comprehension exercise in Section C.

Vocabulary Consolidation

D| LB page 133

This exercise offers practice in opposites/antonyms.

Let learners work in groups to determine the words and their opposites in the appropriate context.

E. Strand 3 - Grammar: Sub-Strand 5 - Verbs

LB Pages 134 – 135

Main verbs and helping verbs

Revise learners' knowledge about verbs. Write five sentences and have learners identify the verbs in them.

Make them aware that they are normal verbs and they are used as main verbs. Let learners be aware of the primary auxiliary verbs: is, are, has, have, had. (Treat the past of is and are in the next lesson). Use them in sentences. Explain to learners that these auxiliary verbs can stand as main verbs, too.

Have learners practice the verb form by reading after you and reading to each other in pairs. Let learners do fluency practice by substituting their own words for the words that have wavy lines under them.

Next, explain the exercise and have learners do it in pairs.

Again, let learners individually use the auxiliary verbs given in sentences of their own.

F. Strand - Writing: Sub-Strand 10 – Narrative Writing

LB Page 135

Learners have written the rough draft on ‘The Event that Happened in my School’.

Remind them to read over the draft carefully to see if there is the need to change some idea or restructure the sequence of events so as to make the narrative flow smoothly.

Remind them of the linking words from one stage to another at paragraph level and within the paragraph.

Guide learners on how they are to do the editing.

The use of capital letters, commas, question marks and inverted commas, around direct speeches, spelling, etc.

Encourage them to swap their work with another group. With the comments made by their colleagues they should re-write the composition or the final draft and submit them for marking.

G. Strand 6: Extensive Reading

- Remind learners about the stories they selected and read in pairs.
- Provide guidelines for them to write short summaries of the stories.

Answers

C| Answers to comprehension questions

1. An open market is an open place where items are sold.
2. Saturday is the market day at Kasoa

3. The speaker prefers the open market because he/she can meet friends.
4. Sellers should be cheerful in the market to attract customers.
5. People walk around in the market to compare prices.
6. You can bargain in an open market whereas in supermarkets prices are fixed.
7. Yes
8. (Accept responses with good reasons)

D| Answers

open – close

last – first

usually – scarcely

used – destroyed

morning – evening

full – empty

friends – enemies

different – same

E1| Answers

Comparative	Superlative
higher	highest
prettier	prettiest
greater	greatest
finer	finest
fast	fastest

E2.

1. bigger/smaller
2. bigger
3. finer
4. smaller
5. older

E3.

1. nicest
2. greatest
3. wisest
4. longest
5. fastest

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?

Learner's Book Pages 137 – 148

Workbook Pages 99 – 104

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5.1.8.2.1: use positive tags and auxiliaries in speech.	Digital literacy Communication and collaboration
STRAND 2 - READING	
Phonics	Creativity and innovation
B5 2.5.1.1 orally produce two-syllable words by blending sounds: including consonant blends.	Communication and collaboration Reading
Reading comprehension	Communication and collaboration
B5 2.7.2.2 relate two or more ideas in a text	Cultural identity and global citizenship
STRAND 3 - GRAMMAR	
B5 3.5.1.1: Use different types of verbs in sentences: main verbs, helping verbs (primary auxiliary and modal auxiliary)	Communication and collaboration Personal development Creativity and innovation
STRANDS 4, 5 - WRITING, WRITING CONVENTIONS	
B5 4.12.1.1 use descriptive words/expressions/sound devices/figurative language to describe places, personal experiences and events.	Communication and collaboration Critical thinking Personal Development
STRAND 6 - EXTENSIVE READING	
B5.6.1.1.1 read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read.	Personal development and leadership

TEACHING AND LEARNING STRATEGIES AND RESOURCES

Strand 1: Oral Language

Strategies

Modelling, Drilling, Dialogue, Role-Play

Resources

Reading Cards, Internet, Chalkboard Illustrations

Strand 2: Reading

1. Phonics

Modelling, Repetition, Language Drill

Resources

Letter and Word Cards, Dictionary, Internet

2. Reading comprehension

Strategies

Picture Description and Discussion, Model Reading,

Resources

Pictures, Word Cards, Dictionary

Strand 3: Grammar

Strategies

Modelling, Demonstration, Discussion, Language Drill

Resources

Classroom Objects

Strands 4, 5: Writing, Writing Conventions

Strategies

Brainstorming, Group and Pair Work, Research on the Internet/Interview

Resources

Newspapers and Magazines, Internet

Strand 6: Extensive Reading

Silent reading, Discussion

Resources

Library Books

TEACHING AND LEARNING ACTIVITIES

A. Strand 1, Sub-Strand 8 – Asking And Answering Questions

In English, positive statements are those sentences without the negative ‘not’ or ‘never’. Such statements take the negative tag which turn the statements into questions. For example:

Ama likes sugar, doesn’t she?

Negative statements are those statements which contain the negative ‘not’ or ‘never’. They take a positive question tag which turns them into questions. Provide several examples of both types and drill learners on them.

Put learners in groups and ask them to produce positive and negative sentences. They should also provide the corresponding question tags to the statements. Exercise E1 on page 99 has positive and negative statements. A comma is used to separate the tag from the statement. Provide a pair drill in a chain: One makes a statement (positive) and the other provides a negative tag.

e.g. Learner A: You are late,

Learner B: aren’t you?

Learner C: You are hungry,

Learner D: aren’t you?

Learner E: Your mother is a teacher,

Learner F: isn’t she?

Learner G: Dogs bark,

Learner H: don’t they?

Repeat the drill with negative statements and positive tags.

Polite Requests With Modal Auxiliaries

Read these two sentences to the hearing of learners.

Give me my food.

Could you give me my food, please.

Ask learners to say the attitude reflected in each of the sentences. Certainly, the second one is more polite than the first. Demonstrate how the modal auxiliaries; *can*, *could*, *will*, *would* may be used to make polite requests. LB Section E page 147 has substitution tables which may be used to drill learners in making polite requests.

Demonstrative And Interrogative Pronouns

Demonstrative pronouns have been presented in unit 11. Refer to the grammar section to assist learners in the use of the demonstrative pronouns. Then also help learners to understand that –wh words may be used to ask questions.

A1|Picture Reading: In groups let learners discuss the setting of the picture. Create a hospital scene in the classroom for learners to identify patients, a nurse, a doctor and visitors.

Let learners discuss the feelings of the patients on seeing the children on a visit. Let learners say some of the things they can do for the sick. Ask them to tell what they would do immediately they leave the hospital.

Provide the resources for learners to wash their hands.

A2| Learners are expected to share their experiences with group members about people who have shown them kindness. The questions asked should serve as a guide in this discussion.

Reading

B1 Phonics

LB page 139

Consonant blends ‘fl’ and ‘fr’

Consonant blends in two - syllable words.

Revise learner’s previous knowledge on the sound (cr) and (nd). Let individual learners say the sounds.

Let the whole class say these words on their own.

secret creeping credit increase defend intend funding
ending

Now introduce the new sounds fl and fr on cards. Follow the procedure for teaching sounds.

Have learners pronounce these words after you introducing them one after the other on cards.

After the pronunciation, leave them on the board.

Have the whole class, groups and individuals pronounce the words.

fl

fluent

inflate

inflict

fr

fragile

fragrance

frozen

leaflet

unfriendly

reflect

refresh

learners in their groups pronounce the words and find from the dictionary and their reading passages other examples. They are to find the meanings of words they do not understand from the dictionary.

Let learners use four of their examples for each sound and write sentences with them.

fl

fr

floating

free

B2. Strand 2, Sub-Strand 7 - Comprehension

Passage: Silas Marner and the Golden Girl

LB Pages 140 – 142

Before-Reading

Ask learners to discuss who can be called a golden girl. They should also mention local names mentioned in the adoration of babies e.g Ohemaa, Obaapa, Sika etc. Lead learners with questions to discuss what they see and hear as they watch their parents play with their babies.

They may role-play the communication between a mother and a baby r.



Vocabulary

B2| LB page 140

Teach the pronunciation and meaning of the new vocabulary. Use the appropriate context to teach the words. Use antonyms and synonyms to teach ‘severe’ and ‘strange’. Demonstration and illustration may be helpful in teaching ‘tiptoe’, ‘skeleton’ and ‘ditch’.

During reading

B3| LB page 140

The story for reading is a narrative which has several elements of a folktale. The story should therefore be read aloud using the DRTA (Directed Reading Thinking Activity) approach.

Divide the story into reasonable portions e.g. four parts and guide learners with pre-reading

questions to read and discuss each of the four parts exhaustively.

After reading

Ask learners to retell the story they have just read in a chain. One starts and after five to six sentences, a second learner takes over. This continues until the end of the story and a new group takes over. Each learner must have an opportunity to read. Lead a discussion of the story and encourage learners to express their personal opinions about the various elements of the story.

Vocabulary Consolidation

Learners are to judge the validity of the statements by saying ‘true’ or ‘false’ to the sentences.

E. Strand 3 - Grammar: Sub-Strand 5 - Verbs

LB pages 143 – 145

Have learners use the primary auxiliary: is, am, are, has, had, in sentences to be read to each other in pairs.

Next, use the past form of is, an, are in sentences for learners to know that they are the same as the ones learned in the previous lesson but used in the past form.

Introduce the primary auxiliary used as helping verbs to indicate an action going on in the present, past and to indicate an action perfected. Refer to examples in learner’s book.

I was in the market

You were in Class Four last year.

Primary auxiliary used as helping verbs

Kweku Noah is learning

I am writing

You are listening to your teacher.

(When you say the sentences have, learners also repeat it. Write it on the board and have learners read)

Next, introduce the primary auxiliaries has, have and had to indicate an action perfected in the present and past.

E.g. I have sung a song.

Kokuvi has written a book.

You have read a book.

Amina and Shaibu have read a book.

Ask learners to read sentences from the two tables after which each learner writes five sentences from each table.

E. Grammar Lb Pages 143 – 145

Use different verbs: The modal auxiliary: will, shall, can, could, would, should

Revise the previous lesson by making them say the correct word or verbs that will best fit into sentences. Examples:

1. The teacher (have, has) travelled.
2. Where (is, are) you going?
3. (Have, Has) you done the work?
4. (Was, Were) you at the concert?

Introduce the use of modal auxiliaries in sentences.

- | | |
|--|--------------------------------------|
| 1. Mavis <u>will</u> help you do the work. | 5. Oh! I <u>would</u> love it. |
| 2. He <u>will</u> pay his bill. | 6. <u>Can</u> you play jazz? |
| 3. I <u>shall</u> be with you in a minute. | 7. They <u>could</u> do the work. |
| 4. <u>Would</u> you like hot coffee? | 8. <u>Could</u> you open the window? |

Explain to learners that when we use the modal, the verbs that follow them are all in the present as they can see from all the examples.

Have learners practise saying the sentences by reading them aloud in groups and as individuals.

Ask pairs of learners to use these modal auxiliary verbs to form one sentence each.

Will, shall, would, could, can, should

Strand 4, Sub-Strand 12 – Descriptive Writing

F. Writing LB pages 145 - 146

A market I know

Have learners read the passage at Unit 15 again in order to give them an idea on descriptive writing. The writer described vividly the open market. Ask learners the words that appeal to their sense of hearing, touch, sight, smell and taste.

Revise adjectives of quality such as colours, texture: soft, hard, metallic, coarse, smooth, happy, dark, fresh, circular, lovely, picturesque, etc.

Usually, our open markets have such description: wide and very extensive, spacious and neat, ruggedly uneven, busy, noisy, sometimes dirty.

Revise also figures of speech such as simile, metaphor, etc.

Have learners go into their groups and generate ideas about how their local market on a market day is like.

Suggestions can be found on page 145 of learner's book. They can add more ideas to them or generate their own ideas. Have learners decide which ideas should form the introduction, body and conclusion. Conclusion should include their impressions about the market.

Have learners write the first draft for individual learners to complete the final draft as home work.

G. Strand 6: Extensive Reading

Guide learners to work in groups to present their summarised stories of Unit 14. Each pair reads out its story to the group and it is discussed.

Answers

C| Answers to the comprehension questions

1. Silas Marner lived with his friends at the prayer camp because he wanted cure for his sickness.
2. The people thought Silas Marner took the money because it was his knife which was used in cutting the safe.
3. The thief stole the money using Silas Marner's Knife to cut the safe.

C2| These words can replace the underlined words.

1. Made away with – Stole
2. Would not be himself – unconscious
3. Certain – sure, convinced
4. Over and over again- several times
5. The thief died by falling into a ditch.
6. Silas was rewarded with a baby girl.
7. Accept every convincing answers from learners.
10. Paragraphs 2 and 3 have similar ideas. In paragraph 2, a thief broke into a safe and stole money. In paragraph 3, a thief stole all the money Silas Marner had.

D).

- | | | |
|----------|----------|----------|
| 1. True | 5. True | 9. False |
| 2. True | 6. False | 10. True |
| 3. False | 7. False | |
| 4. False | 8. False | |

E. Answers

- | | |
|--------|---------|
| 1. has | 3. have |
| 2. are | 4. were |

Answers To Revision 4**LB pages 147 - 148**

A.

Positive	Comparative
dirty	dirtier
great	greater
comfortable	more comfortable
easy	easier
patient	more patient
calm	calmer
honest	more honest
less	lesser
good	better
bad	worse

B. Appropriate verb

- | | |
|---------|---------|
| 1. is | 4. are |
| 2. am | 5. has |
| 3. is | 6. has |
| 7. have | 9. were |
| 8. have | 10. was |

D.

- | | |
|---------------|----------------|
| 1. recovered | 7. worshippers |
| 2. claiming | 8. blamed |
| 3. daughter | 9. wondered |
| 4. bargain | 10. vegetables |
| 5. audience | |
| 6. attractive | |

<p>A</p> <ol style="list-style-type: none"> 1. visited 2. spoke 3. helped 4. were 5. spoke 6. thought, needed 7. brought 8. was 9. took 10. spent 	<p>B</p> <ol style="list-style-type: none"> 1. at 2. in 3. at 4. to <hr/> <p>C</p> <ol style="list-style-type: none"> 1. have 2. have 3. have 4. has 5. has 6. has 	<p>D</p> <p>(alphabetical order)</p> <ol style="list-style-type: none"> 1. according 2. bargain 3. behavior 4. colleague 5. favourite 6. market 7. opportunity 8. prefect 9. stall 10. vegetables
--	--	--

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?

Learner's Book Pages 149 – 157

Workbook Pages 105 – 111

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit, the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5.1.9.1.2: make and respond to polite requests for help from familiar adults.	Personal development and leadership Communication and Collaboration Critical thinking Cultural identity and global citizenship
STRAND 2 - READING	
Phonics B5 2.5.1.2 use the spelling-sound correspondences for common consonant blends.	Digital literacy Reading and writing
Reading and comprehension B5 2.7.2.3: demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)	Reading and writing Critical thinking
STRAND 3 - GRAMMAR	
B5 3.5.1.2: use appropriate subject-verb agreement	Communication and Collaboration Personal development
STRAND 4 – WRITING, WRITING CONVENTIONS	
B5 4.12.1.1 use descriptive words/expressions/sound devices/figurative language to describe places, personal experiences and events.	Communication and collaboration Critical thinking

STRAND 6 - EXTENSIVE READING

B5.6.1.1.1 read a variety of age and level appropriate books and present a least a three-page summary of each book read.	Personal development and leadership
--	-------------------------------------

TEACHING AND LEARNING STRATEGIES AND RESOURCES**Strand 1: Oral Language****Strategies**

Demonstration, role-play

Resources

A list of modal auxiliaries to express politeness.

Strand 2: Reading

1. Phonics

Strategies

Modelling, repetition, formation of sentences

Resources

Letter and word cards, internet, learner's book

2. Reading and comprehension

Strategies

Teaching key words in context, modelling, repetition of key words, model reading, silent reading, discussion of theme picture and questions.

Resources

Pictures, word cards, dictionary, Learner's book, the map of Ghana.

Strand 3: Grammar

Modelling, repetition, formation of sentences, language drill

Resources

Word cards, substitution table, learner's book, other reference books.

Strands 4, 5: Writing, Writing Conventions**Strategies**

Recitation, silent reading, discussion, drafting, revising, editing, final draft, publishing, pair work

Resources

Chart (A list of the elements of poetry)

Sample poems

Strand 6: Extensive Reading

Silent reading, questioning

Resources

Library and other informational books

TEACHING AND LEARNING ACTIVITIES.

Strand 1, Sub-Strand 9 – Polite Requests

Oral language: Put learners in groups and ask them to discuss the topic ‘Ghana finds oil’. Ask them to mention the different oils they know. Present learners with the map of Ghana and show them the oil fields.

A2| LB page 150

Revise lesson on making polite requests in Unit 12. Write the sentence:

Please, give me your book.

Say this request as learners listen and repeat after you. Pair learners to make polite requests using the sentences provided.

B1. LB pages 150 - 151

Strand 2, Sub-Strand 3 – Consonant Blends

Two-syllable words with ‘sp’ and ‘st’ sounds

Have learners form sentences with words containing either consonant or vowel digraphs: sh, ch, ck, ea, oa, ai, etc.

Introduce the new sounds: ‘st’ and ‘sp’ on letter cards: st sp

Say each sound three times as learners listen. Let them say the sound you have introduced three times.

Show the card containing two letters that form the sound on the board. Point to it and have learners pronounce it. Write the letters and ask learners to do same.

Ask learners to see and pronounce single-syllable words with the target sounds. Then introduce the words with two syllables as you read through them.

stable	staircase	staffroom
restore	pester	sporty
spacious	spinner	spanish
speaker	special	

Have groups of learners find words that have the target sounds in them to add to the list. Let each group read its words to the class.

Have them use their own words in a sentence each.

Let them try writing short tongue twisters.

Strand 2, Sub-Strand 7 - Comprehension

Passage: Ghana Finds Oil

LB Pages 152 – 153

Before-Reading

Ask learners questions to elicit their knowledge on the uses of oil and the oil found in Ghana. Paste pictures of earlier forms of transport on the board for discussions. Ask questions on the advantages involved in the use of different types of transport. Paste also a large picture of Ghana on the board. Show learners the oil fields located off the coast of the Gulf of Guinea. Point to the communities or towns closer to their oil fields. (Cape Three Points)



Vocabulary

Write new vocabulary on the board and teach their pronunciation. Use the context to teach their meaning. Draw learners' attention to the spelling of 'diesel'. Also teach 'export' as the opposite of 'import'

During Reading

Write these questions on the board:

1. Which was the first form of transport?
2. What advantage does fuel have over donkeys and horses?

Draw learners' attention to them before they begin to read.

Do a module reading of the first paragraph as learners listen. Learners proceed to read the rest of the passage silently. After reading discuss the answers to the questions written on the board.

Post Reading

Discuss with learners the effects of oil production. Ask learners to look at the picture on page 138 and discuss the negative effects of oil production on the health of the people and the environment.

Resource: the map of Ghana.

Strand 2, Sub-Strand 6 - Vocabulary

B2| LB page 152

Vocabulary consolidation

Learners are to use their knowledge to find the opposites of the vocabulary underlined in the sentences. Find other words from the passage for learners to work in pairs to derive their opposites.

Strand 3, Sub-Strand 5 - Verbs

E. Grammar LB Pages 154 – 155

Subject-Verb Agreement

Let learners form sentences with the modal auxiliaries: can, will, shall, would, should, etc.

Introduce the new structure by saying the sentences in learner's book.

Explain to learners that 'subject-verb agreement' refers to the fact that the subject and the verb in a sentence must agree in number.

That is, they both must be singular or they both must be plural.

Example,

s s v

Atta and Ataa are twins

Ajo/She walks to school.

Ajo/She goes to school.

s v

Mensah/He goes to school.

We

They walk to school.

You

All of you

Use the examples in the Learner's Book to explain the concept of subject-verb agreement.

Have learners read the sentences from the table in the Learner's Book.

Explain the activity to the learners. Let learners do the exercise E2 as homework.

F. Strand 4, Sub-Strand 12 – Narrative Writing

Writing LB Page 157

The Last Year's Open Day in My School

Write the topic on the board. Have learners think about it individually. Let learners think-pair-share.

Learners go into their groups to share the ideas they generated in pairs.

Instruct groups to read through the ideas and rearrange the ideas into the introduction, body and the conclusion.

Tell them what should go into the introduction, body and the conclusion.

Revise the simple past tense, adjectives of quality, colour sizes, etc. Revise words that appeal to the sense of sight, hearing, touching, taste and smell. They should also use simile and metaphors.

Let groups sub-divide into pairs. Ask pairs of learners to do the first draft.

G. Strand 6: Extensive Reading

- Select an interesting and level-appropriate story.
- Have learners listen to a recorded version.
- Lead a discussion of the story and lead learners to express personal opinions on it.

Answers

C. Reading Comprehension

Introduction – First half of the first paragraph.

Body – ½ of paragraph 1 – 3

Conclusion – paragraph 4

Many years ago men used to travel from place to place on foot. Then men started manufacturing carts pulled by horses and donkeys. After many years, cars with engines that moved fast were manufactured.

However, the cars need fuel in order to move fast. Because of this, Ghana imports oil from abroad. Fortunately, Ghana has discovered oil in Cape Three Points.

The oil will be refined in Ghana so fuel will be cheaper. Therefore, the government will save enough money so many children will go to school.

The underlined words are the connectives at paragraph and sentence level.

E. Grammar

Subject-verb agreement

E1.

- | | |
|----------|-------------|
| 1. helps | 2. needs |
| 3. have | 4. doesn't |
| 5. are | 6. has |
| 7. are | 8. accept |
| 9. take | 10. protest |

E2.

Habiba spends.

She likes

She sometimes runs.

She often rides.

She goes to the

She enjoys sports

C| Answers to comprehension questions

1. People travelled on foot
2. Cars have engines
3. Oil money is used in:

- a. Building hospitals
 - b. Building schools
 - c. Constructing roads
 - d. Paying workers
4. The government should manage oil money to be able to cater for the present and future needs of the country
 5. Oil can pollute the environment if not handled well.
 6. Learners may suggest sources apart from the traditional energy sources, salary, sewerage, bio-gad

D| Pair learners to provide the opposite or words underlined in the sentences.

expensive – cheap

common – scarce

import – export

faster – slower

E|

1. Jane likes taking part in games
2. Every year, many Ghanaians die in road accidents
3. Our teacher hates noise making in class.
4. Drivers must know that speeding kills.
5. Jonas rides his bike to school daily.
6. My stomach aches any time I eat late.
7. They always forget their books at home.
8. My father loves pets

E2| Habiba spends a lot of her free time doing athletic activities such as jogging, riding and swimming. She likes to jog near her house. She sometimes runs on the field. Habiba just got a new bicycle. She often rides it on weekends with her friend. She goes to the swimming pool every day after school.

Habiba is an active girl. She enjoys sports in her free time.

F|

1. Christmas is in December every year.
2. That woman comes from Lome in Togo

3. Today is Wednesday; it comes after Tuesday.
4. I was born on Saturday; and my sister was born on Sunday.
5. On Mondays and Thursdays, we visit the computer laboratory.
6. Where do you go on Fridays?
7. Heavy rains fall in June and July.
8. Mr. Foli started teaching here in September.

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?

Learner's Book Pages 158 – 166

Workbook Pages 112 – 118

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit, the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5 1.10.1.1 demonstrate awareness of the features of spoken language, e.g. use of discourse markers: well, also, finally	Communication and collaboration Personal Development
STRAND 2 - READING	
1. Vocabulary	
B5 2.6.1.1 use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (e.g. prepositions appropriately in spoken and written communication)	Communication and collaboration Listening and speaking
Reading and Comprehension	
B5 2.7.2.3 demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)	
STRAND 3 - GRAMMAR	
B5 3.5.1.3 use the simple present form of verbs to express: needs/preferences	Communication and collaboration Personal Development
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.11.1.2 Write poems and imaginative narrative stories using knowledge of features of poems and imaginative texts.	Communication and collaboration Critical thinking and problem solving
STRAND 6 - EXTENSIVE READING	
B5.6.1.1.1 read a variety of age and level appropriate books and present at least a three-paragraph summary of the book read.	Personal development and leadership

TEACHING AND LEARNING STRATEGIES AND RESOURCES

Strand 1: Oral Language

Strategies

Reading, Discussion, Modelling, Choral Reading, Role-Play

Resources

A sample conversation, chalkboard illustrations

Strand 2: Reading

1. Phonics: Vocabulary

Modelling, Drilling

Resources

Word cards, Dictionaries

2. Reading and Comprehension

Strategies

Picture Description, Model Reading, Silent Reading, Discussion

Resources

Picture/Word Cards, Dictionaries

Strand 3: Grammar

Strategies

Modelling, repetition, explanation, language drilling, formation of sentences.

Strand 4, 5: Writing, Writing Conventions

Strategies

Reading, editing

Think-pair-share, group work, brainstorming, process writing technique

Resources

Draft Poem, Information from Internet, Chalkboard Illustrations

Strand 6: Extensive Reading

Strategies

Silent Reading, Questioning

Resources

Library books and other informational texts

TEACHING AND LEARNING ACTIVITIES

Strand 1, Sub-Strand 3, 10 - Presentation

Oral language: Let learners take turns to talk about the arrest of criminals they have witnessed. Ask them to compare what they saw and the events in the picture.

Story Telling: Put learners into groups and ask them to retell the story on the theme page. Ask learners questions to be sure they understand. Ask them to tell what they hope to do after reading. Learners may sing any songs that shun laziness and greed.

A2. LB page 159

Features of Spoken Language

Revise question tags. Let learners work in pairs to ask and answer these questions

1. You weren't in school yesterday, were you?
2. You finished your homework, didn't you?
3. Your parents aren't at home now, are they?

Write a short conversation on the board. Let there be contractions and short answers. Let learners practise it in pairs. Use the contractions and short answers in the conversation to illustrate the fact that we have written language and spoken language.

In written English, "you shouldn't" will be written, "you should not", etc.

Let learners know that written language is formal so we do not shorten words and give short answers. For example, if you are asked, "How many oranges were in the basket?". You will not simply say, "Ten". You will write, "There were ten oranges".

On the other hand, spoken language is casual and naturally has contractions and short answers.

You can, in conversation, say interjections such as, erm, hmm, Ah! Oh! Well, etc.

Provide learners with a conversational text for practice.

A: Hello! Can I help you?

B: Well, I'm ... erm, am looking for a book.

A: Do you know the author's name?

B: Erm, well, I think I've forgotten the author?

A: Can I suggest another one for you?

B: If only it'd be interesting.

A: Oh yeah. You'll love it.

B: Okay, let's see.

Strand 2 - Reading : Sub-Strand 6 - Vocabulary

B1. Vocabulary LB Page 160

Content and functional words

Let learners pronounce these words:

stone	stop	steal	stale
spark	spout	spoil	Spanish

Ask whether the words have meaning and whether they understand any of them.

Explain what functional and content words are: Content words are words that have meaning while functional words do not have meaning by themselves unless they are used with content words.

Content words are nouns, verbs, adverbs and adjectives. Mary/orange – nouns

Verbs: reject, play Adverbs: slowly, silently; Adjectives: expensive, short

Functional words: prepositions: in, to, into, for, from, with, etc.

Conjunctions: and, but, so, that, hence, thus, etc.

Auxiliaries: is, am, are, were, has, have

Modal auxiliary: shall, can, could, should, may, etc.

Explain the activity on pages 162 - 163 and have learners do both.

Strand 2, Sub-Strand 7 – Comprehension

Attacked By Armed Robbers: LB Page 161 - 163

Pre-Reading

Ask learners questions on letters and their messages.

Discuss also the importance of letters. Put up a sample letter and let learners identify the features of letters. These features include

- | | |
|----------------|-----------------|
| 1. The address | 3. Salutation |
| 2. Date | 4. Subscription |

Explain the importance of the features listed above.



Paste a picture of a robbery scene for learners to interpret. Ask learners to tell the effects of armed robbery on the victims. They should also talk about the effects of the arrest on robbers.

Vocabulary

Say and write the new vocabulary on the board. Use the appropriate strategies to teach the meaning of the new vocabulary.

Jewelry- items made from precious minerals like gold and diamond. Ask learners to make a list of items with jewelry and ask them to say how they are used.

Terrorise – any form of aggression to cause fear and panic. Ask learners to describe various ways by which people show aggression.

Valuables – possessions a person cherishes. Here also learners may make a list of a person's valuables.

Mingle - to move round a lot of people.

Paraded – to arrange people for public viewing.

During Reading

Write pre reading questions on the board and ask learners to find answers to the questions as they read. E.g.

Where did the writer spend the vacation?

How are people able to identify robbers?

Ask a good reader to read the passage aloud while others listen and follow in their books.

Discuss the pre-reading questions with learners. Ask them to tell what can be done to stop armed robbery in their society. Now have learners read the passage again silently.

After Reading

Ask learners to retell the story they have just read. The story may be retold in a chain. One starts, the next takes over, a third concludes and a set of another three takes over. This continues until several learners have had a chance to retell a part of the story.

Strand 2, Sub-Strand 6 – Vocabulary

Vocabulary Consolidation

Write the target vocabulary on the board. Teach their pronunciation. Involve students to

determine the meaning of the words as they are used in context. Use context to enable them determine the opposite of the words. Ask learners to build a concept web around “the police”.

Ask learners to use each of the words of the sentence.

E. Grammar: Strand 3, Sub-Strand 5 - Verbs

The Simple Present to express needs/preference LB Page 164

Revise learners’ knowledge about the use of the present tense to express the following:

- habitual actions
- timeless and universal truth
- for facts which may change or hold true indefinitely
- for scheduled future actions
- for instantaneous actions

Do so by making learners read and identify the simple present tense and the ideas they are being used to express (Expect answers as above in bullets)

Introduce the new use of the simple present to express preferences and needs.

For each sentence you say, let learners listen, have them repeat it before you write it on the board. You may introduce the sentences on sentence cards.

Let learners then read over all the sentences by themselves as a class and then in pairs, for accuracy practice.

As fluency practice, let learners do sentence completion.

For an exercise, have learners tell their partners four things that they need and four things that they like doing.

Strand 4, Sub-Strand 15 – Letter Writing

Writing as a process

Pre writing

F1| LB page 165

Learners are expected to write their home and school addresses to be read out to their partners. This is a convention which must be practiced. Write different addresses on the board and explain how addresses are written. Learners are to choose the address they wish to use.

Writing

Ask learners to write the address and write a reply to the letter on pages 161 – 162.

Post writing.

Collect learners' work and offer suggestions for improvement.

F3. Let groups also complete their compositions on the topic: “Last Year’s Open Day in My School”. Have group leaders read out their work to the class.

G. Strand 6: Extensive Reading

Provide guidelines for learners to write short summaries for the recorded story they had listened to in Unit 17.

Answers

C| Comprehension Answers LB Page 162

1. The robbers made away with items like phones, money and jewelry
2. A passenger called the police on the phone
3. When the passenger realised that the robber’s gun failed to shoot.
4. They were paraded so that people they attacked previously could identify them.
5. The reader is also expected to write back
6. Yes. I will obey every command in order to be safe.
7. The police must be on the road to stop highway robbery
8. Introduction – paragraph 1
Body – paragraphs 2 – 4
Conclusion – paragraph 5
9. The bus on which I was travelling was attacked by armed robbers. Fortunately, one of the passengers saw that the gun of one of the armed robbers could not shoot so he attacked the armed robber. The rest of the armed robbers realised that they could be overpowered so they ran into the bush.
One of the passengers called the police from Takoradi.
Finally, the armed robbers were arrested and paraded in Takoradi.

D1| LB page 163

Learners are expected to find the words which mean the same as those provided.

- Robbers – thieves
- Gang – group
- Traveller – passenger
- Courageous – brave/bold

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?

Learner's Book Pages 167 – 177

Workbook Pages 119 – 125

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit, the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
B5 1.10.1.3 Demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone – through reciting poems.	Communication and Collaboration Creativity and Innovation Personal Development and Leadership
STRAND 2: READING	
<p>1. Phonics - Vocabulary</p> <p>B5 2.6.1.1 use level appropriate content words (e.g. nouns, verbs, adjectives and adverbs) and function words (e.g. prepositions, appropriately in spoken and written communication.</p> <p>2. Reading and comprehension</p> <p>B5 2.7.3.1 use knowledge of prefixes and suffixes to read and interpret unfamiliar words.</p>	Creativity and innovation Communication and collaboration Listening and speaking Listening and speaking Reading and writing Personal development
STRAND 3 - GRAMMAR	
B5 3.5.1.4 Use the simple past form of verbs to express past needs, interest and feelings.	Communication and Collaboration Personal development Listening and speaking

STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.13.1.1 write explanations to support opinions.	Communication and collaboration Critical thinking Personal development
STRAND 6 - EXTENSIVE READING	
B5.6.1.1.1 read a variety of age and level-appropriate books and present at least a three-paragraph summary of the book read.	Personal development and leadership

TEACHING AND LEARNING STRATEGIES AND RESOURCES

Strand 1: Oral Language

Modelling, echo reading, explanation, reading aloud

Resources

Poems in the Learner’s Book and internet and any age and level-appropriate poems of African poets.

Strand 2: Reading

1. Phonics: Vocabulary

Strategies

Formation of sentences, description of pictures, modelling, repetition, explanation

Resources

Pictures, word cards

2. Reading and Comprehension

Strategies

Modelling, Silent Reading, Discussion

Resources

Letter and Word Cards, a Sample Text

Strand 3: Grammar

Strategies

Modelling, Repetition, Language Drill, (Conversion Drill), Pair/Group Work

Resources

Word cards, texts in Learner’s Books

Strands 4, 5: Writing, Writing Conventions**Strategies**

Reading, Discussion

Resources

Pictures, Sample Descriptive Texts, Internet

Strand 6: Extensive Reading

Silent reading, questioning

Resources

Library books and other informational texts

TEACHING AND LEARNING ACTIVITIES**Strand 1, Sub-Strand 3 - Poem****A2. Oral Language LB page 168****Poem: All Around Me****To illustrate appropriate pace, stress and tone**

Let learners be aware that pace is the speed at which the poem is read or recited. Give examples of how sports commentators do their commentary. They do so in line with the activities going on, e.g. football is full of swift actions: running, jumping, pushing, etc. The commentator cannot give commentary at a slow pace.

On the other hand, a person who is sad and reading a tribute to the memory of a dead relative cannot but read the tribute at a slow pace.

Record a news bulletin and let learners take note of the normal speed of the news section and compare that to the sports news.

Explain stress in poetry as the emphasis placed on certain syllables and not others. For instance, the first part of the word 'water' is stressed whereas the second syllable 'ter' is unstressed.

Where we put a stress on the syllable of a word gives us meaning. Especially words which are used as nouns and as verbs can be differentiated by the syllable on which the speaker stresses.

'comfort – noun

com'fort – verb

re'fuse – verb

'refuse – noun

It is the stressed and unstressed pattern in a poem that gives us the rhythm.

Finally, the tone in poetry is the attitude we feel in the poem. It is the poet's attitude towards what he/she is writing about. We can identify the tone by the words the poet uses. The tone can be serious, sad, cheerful, playful, reflective. Let learners know that all the 3 elements bring out the meaning.

Let learners read the poem, "All around me" and identify the tone. We can see from the words that the writer is in a reflective mood. Therefore, in reciting the poem, we will do so at a normal speed – not fast, not slow either.

Recite the poem minding the stresses to bring out the key words well.

Recite the poem at the required pace to bring out the meaning of the poem.

(Practise reading the poem to become perfect so that learners can read in the same way as you did)

Have learners listen twice as you recite it. Have them recite after you line after line. Let them practice reading in groups under able readers.

Have learners choose their own poem and recite it to the whole class. Encourage the class to give their comments.

Strand 2, Sub-Strand 6 - Vocabulary

Reading

B1. Phonics: Content and Functional Words LB Pages 169 – 170

Revise learners' previous knowledge by making them identify the content and functional words in each sentence. Let each learner tell his/her partner the words they identified as content and functional words.

Elicit from learners what content and functional words are and the role they play in sentences. Let learners give examples of each and list them on the board. Let them know that the examples in the book are not exhaustive.

Encourage them to google for more examples of each category, especially the functional words.

Have learners complete the tables in Section B1. They are to form one sentence with one word under nouns, verbs, adverbs and adjectives. In the same way, they are to use each category of functional words in sentences. (just one from each category)

Strand 2, Sub-Strand 7 - Comprehension

Passage: The Interview

LB Pages 170 – 172

Before Reading

Ask learners to interpret the picture on the passage. Let them know the composition of the panel. Discuss briefly what an interview is. Let them say how they will feel in presenting themselves before the panel. Assist learners perform a mock interview.



Write the new vocabulary on the board and teach their pronunciation. Teach the meaning of the words as used in the context of the passage. Use role-play and simple explanation to teach the meaning of the key words.

During Reading.

Write two pre reading questions on the board and ask learners to find the answers as they read.

Which is Opesa's best subject?

How many acres of mangoes were destroyed in the bushfire?

Select students to act as panel members and an interviewee. Encourage them to read their parts aloud. Put learners into groups of three. One takes the part of the Chairperson of the panel, one takes the part of Opesa and the third reads the narrative. After one group has read, another takes over until every group has had a turn.

After Reading

Find out from learners why the panel was not interested in the full story of Opesa. Ask whether or not they think Opesa was given the scholarship. Ask learners what they would do if they were on the panel.

Strand 2, Sub-Strand 6 - Vocabulary

Vocabulary Consolidation:

The vocabulary in D1 are selected from the passage, pronounce the words and let learners repeat after you. Clean the words on the board and dictate the words for learners to write in a dictation exercise. In D2 the meaning of the words in column A are provided in column B.

Ask learners to match the words to their meaning and to use them in new sentences.

D3| Learners are to use their knowledge of the alphabet to arrange the words in D1 in alphabetical order.

D4| D4 is a word puzzle game. Organize a competition between groups to be able to find the words whose beginning and end letters are provided. Declare winners in the order of correctness.

E. Strand 3, Sub-Strand 5 - Verbs

Grammar LB Page 175

Revise learners' background knowledge of the simple present and simple past by letting them do questions 1 – 5 of the Exercise E1 on pages 174 - 175. Let each learner tell the other the answers.

Elicit the answers from the students. After that introduce the new lesson through formation of sentences. Say a sentence; let learners repeat it after you and then write the sentence on the board and ask them to read it. Have learners read the sentences to each other in pairs.

Let learners practise the structure below using the transformation drill:

They change the sentences from the simple present to the simple past. Example:

1. Kwaku Obese needs a new school uniform – Kwaku Obese needed a new school uniform.
2. Naadu needs an extra classes teacher.
3. Beesiwa feels lonely at home.
4. Noitey and Akuateh think they are late for the meeting.
5. Agyeiba is interested in story telling.

Explain exercises E1, E2 and E3 to learners and let them do the exercises orally in pairs.

F. Strand 4 - Writing: Sub-Strand 13 – Persuasive Writing

LB Pages 176 - 177

Writing explanations to support an opinion.

“Caning should not be used in schools”

Write the motion above on the board and read it to learners. Divide the class into two groups; one half is for the motion and the other, against the motion.

First, let two learners think-pair-share their ideas with their group members.

The group leader should collate the ideas for all the members to consider which ideas support their side better (If it is for the motion, for instance)

Those for the motion should look for the ideas which explain why caning should not be used in schools. Those against the motion consider the ideas to support why caning must be used in schools.

After the learners are through with their discussions in their groups, ask each group to read their reasons to the class for discussion.

G. Strand 6: Extensive Reading

Instruct them to read the stories and prepare to re-tell and summarise them.

Answers

C| Answers to the comprehension questions.

- 1) There was an interview to identify and award scholarship to brilliant but needy learners.
- 2) A panel conducted the interviews
- 3) Opesa Akontor attend the interviews to be selected for a scholarship.
- 4) Opesa was led away because she was sobbing
- 5) Yes
- 6) She was poor and needy
- 7) In their groups, learners tell the story or situation of a brilliant but needy child.

D2|

A	B
Chairperson	A woman or man in charge of a meeting to discuss something.
Drought	A long period when there is very little or no rainfall
Prolonged	Continuing for a long time
Interview	A meeting where someone is asked questions to find out whether the person is suitable
Pilot	A person who flies an aeroplane
Panel	A group of people chosen

Simple past tense

1. stopped
2. walked
3. cooked

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

Dramatisation

Story Telling

Others

Conversation

Rhymes and Songs

• 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 Pages 178 – 191

Workbook Pages 126 – 132

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit, the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5 1.10.2.1. speak audibly and coherently using the appropriate voice qualities (pace, tone)	Communication and collaboration Creativity and innovation Personal development and leadership Critical thinking
STRAND 2 - READING	
1. Phonics: Vocabulary B5 2.6.1.2: use the following terms: synonym, antonym, prefix, suffix, phrasal verbs, etc. in spoken and written expressions. Reading and Comprehension B5 2.8.1.1 infer meaning from level appropriate texts.	Communication and collaboration Listening and speaking Communication and collaboration Personal development
STRAND 3 - GRAMMAR	
B5 3.5.1.5 use irregular form of the simple past forms of verbs.	Communication and collaboration Personal development Listening and speaking

STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.13.1.1 write explanation to support opinions. B5.4.13.2.1: introduce claims and support them with clear reasons and evidence using credible sources.	Communication and collaboration Critical thinking Listening and speaking
STRAND 6 - EXTENSIVE READING	
B5.6.1.1 read a variety of age and level appropriate books and present at least a three-paragraph summary of the book read.	Personal development and leadership

TEACHING AND LEARNING STRATEGIES AND RESOURCES

Strand 1: Oral Language

Strategies

Modelling, Echo Reading, Reading Aloud

Resources

Audio taped poems/drama/news broadcast

Strand 2: Reading

1. Phonics – Vocabulary

Strategies

Discussion, Exemplification

Resources

Word cards, passage from learner’s book

2. Reading and comprehension

Strategies

Discussion, making inferences through surrounding text: sentence/paragraph(s), illustration,
 Group/Pair Reading

Resources

Passage in the learner’s book

Strand 3: Grammar

Modelling, repetition, transformational drilling, formation of sentences, pair work

Resources

Word cards, passages from the learner's book

Strands 4&5: Writing, Writing Conventions

Reading, brainstorming, reading, editing, research, presentation

Resources

Information on internet, newspapers, magazines, other informational texts

Strand 6: Extensive Reading

Strategies

Silent reading, think-pair-share, presentation

Resources

Library books, other informational text

TEACHING AND LEARNING ACTIVITIES**A. Strand 1, Sub-Strand 10 - Presentation****Oral Language**

A1| Picture Reading: Pair learners up to identify the animals in the picture. Let them express their ideas freely on what they know about the animals. Show videos on the animal kingdom to facilitate discussion among learners. Let learners sing animal songs. For example:

Old McDonald had a farm,

E-I-E-I-O!

And on the farm there was a cow...

A2. Oral Language LB page 179

Speaking audibly and coherently

Revise learners' knowledge of what tone and pace mean. After listening to their explanations

remind them that ‘pace’ is simply, how fast a story unfolds or a poem is recited.

Advise learners that in speaking to their audience they should not read their speeches hurriedly. In the same way, they should not be slow, it will make their audience uninterested or sleepy.

Secondly, ‘tone’ is the writer’s attitude towards his/her subject. The attitude is determined by the choice of words by the author. Tell learners that in writing they should be mindful of their words as using harsh words or strong words may become distasteful to their audience.

Have two recorded speeches or conversation in which a speaker is fluent and chooses words correctly to make his/her subject matter understandable.

Play another conversation in which the speaker is slow and jerky in his speech. The choice of words sometimes is not clearly related to the subject of the conversation.

Ask learners to give their comments on the two conversations or speeches. Have learners in groups write a short speech on ‘truancy’.

Call each group to deliver their speech. After each presentation, ask the class to comment on the pace, tone and fluency of the speaker.

Strand 2, Sub-Strand 6 - Vocabulary

Reading

B1| Vocabulary LB Pages 179 - 181

Synonyms and Antonyms

Let learners write two examples each of verbs, adverbs, nouns and adjectives.

They should also give two examples of functional words. Elicit from learners what they wrote as a whole class. Ask them to say a sentence each with the examples they have given.

Tell learners about synonyms and antonyms and how the two help us in understanding a text.

Use the explanation in the learner’s book.

Synonyms are words of the same or similar meanings. Examples, few and little. Knowing the synonyms of words avoids repetition of the same words in a conversation or writing.

Repetition of the same word makes our writing boring. Antonyms, on the other hand, are words with opposite meanings. E.g. wide and narrow. Knowing the opposites of words also helps us to understand a text.

Let learners read the short text labelled ‘A’ and say which words are synonymous.

They are commenced and began; annoyed and angry.

After that let them read the second text, B and say words which are antonyms. They are
 apology – accused
 confusion – order

B2&3. Strand 2, Sub-Strand 7, 9 – Comprehension, Fluency

Passage: Rumours

LB Pages 181 – 184

Pre Reading

B3| Re-arrange the setting of the classroom for a typical story telling scene. Learners sit in a semi-circle with the teacher in the arc. Rehearse a few traditional songs applicable to the story and introduce them at the right time. Let learners discuss the habitat and feeding, characteristics of animals in the theme picture. Tell them that a story involving animals is called a ‘Fable’.



In a fable, animals of different breeds and humans can live together and cooperate.

B2| LB page 181

Vocabulary: Teach the pronunciation and meaning of the new vocabulary. Learners should as much as possible rely on context.

During Reading

Read the first paragraph aloud as learners listen and follow in their books. Ask a few questions about the text read and ask them to predict the content of the subsequent parts. Set them to read the rest of the story silently. They then move into groups to discuss the story to identify important elements like the place or setting of the story, the characters, the events, etc. Let the groups report on these to the class.

After Reading

Have learners read the story silently again and answer the questions in Section C.

Resource: video clips of animals.

Strand 2, Sub-Strand 6 - Vocabulary

D1| LB pages 184 - 185

Vocabulary Consolidation: Learners are to find the meaning of the words which have been underlined. As much as possible help learners to rely on the context to provide the meaning and may go back to the passage to locate the relevant sentences.

E. Strand 3 - Grammar, Sub-Strand - Verbs

LB Pages 185 – 186

Irregular forms of the simple present

Have learners form sentences in the past to express needs, interests and feeling. This should be done as a whole class.

Introduce the past forms of irregular verbs one after the other. Say the sentence while the learners listen. After that, the learners repeat after you. Write the sentence on the board for learners to read.

Ask learners to identify the simple past form of the verbs in the given sentences.

Have learners transform the given sentences from simple past tense to the simple past.

After this, have learners find their own examples of the irregular verbs. They should use their own examples to write sentences.

F. Strands 4& 5, Sub-Strand 13 – Persuasive Writing

Writing

Supporting claims with clear reasons LB Pages 186 – 187

Learners say some of the reasons they gave for or against the motion, ‘Caning should not be used in school’.

In their groups learners brainstorm to bring out issues that can be debated on.

Let them tell the class the issues they identified. List all the issues on the board. The class will choose the popular issue of the lot to debate on.

The group leaders will ballot for, for or against the motion. What the leader picks is what the group supports.

In their groups learners brainstorm to get ideas to support what they claim.

Secondly, the groups have to give evidence/data to back what they say. Learners can see their

ICT teacher to make available the internet to google and get better information with data to back their claims.

When the groups are through with their research and writing, let them present their work to the class for discussion.

G. Strand 6: Extensive Reading

Guide and supervise learners to re-tell the stories they read at the library in the previous week. They may do this in pairs.

ANSWERS

C| Answers to comprehension questions

1. One hundred thousand rabbits were running.
2. Four other animals saw the rabbit running.
3. The lion asked why they were running.
4. The lion found that a coconut had fallen.
5. Accept learners answers with good reason.
6. The action was timely. It prevented a catastrophe.
7. Accept learners responses with good reason.
8. Accept learners' good lessons.

D1| Answers

- | | |
|---------------|---------------|
| 1. amazed | 4. rushed off |
| 2. to drown | 5. paralyzed |
| 3. frightened | 6. frightened |

D2|

A	B
suddenly	gradually
started	ended
replied	asked
asleep	awake
largest	smallest

found lost
toward from

E1| Answers

- | | |
|----------------|----------------|
| 1. won't you? | 5. didn't it? |
| 2. didn't you? | 6. aren't you? |
| 3. isn't she? | 7. did he? |
| 4. can you? | |

E2| Answers

- | | | |
|------------|------------|---------|
| 1. She's | 5. I'm | 9. It's |
| 2. They're | 6. He'd | |
| 3. We'd | 7. You'll | |
| 4. You're | 8. They've | |

Answers: Synonyms and Antonyms

Synonyms

sick – unhealthy
bring – forward/fetch
woman – female
rich – wealthy
smart – quick/brisk/witty
clever – intelligent
accept – reject

Antonyms

coward – brave/courageous
early – late
serious – mild
gather – scatter
absent – present

E. Grammar – fluency practice

Change the simple present

- | | |
|-----------------------------------|----------------------------------|
| 1. I read a storybook last night. | 4. The teacher gave me toffees. |
| 2. The man came here everyday | 5. He taught in a small village. |
| 3. Musa cut down the tree. | |

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

Conversation

Dramatisation

Story Telling

Rhymes and Songs

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 5
LB PAGES 188 – 190

A.

1. A robber
2. The robbers knew they could be overpowered.
3. A passenger used the phone he had hidden in his shoes to call the police.
4. There were two groups of policemen involved in the arrest of the robbers
5. The policemen remained at the place of robbery to provide security for the passengers and their property.
6. The number I would call the police with is 191 or 18555.

B.

James woke up early and did all his duties quickly. He then had his bath. He dressed up and made sure that all his books were set in his schoolbag. He then sat down at table with his siblings and had breakfast. After breakfast, he picked up his bag, bade his parents goodbye and left for school.

C. Content Words

1. bring, pot, here
2. where, you, coming
3. buy, me, soap, Dettol, shop
4. pay, bills, regularly
5. your, teacher, come, school

D. Functional words

6. near, the
7. for
8. for, the
9. a, up, on, the
10. the, in, the

E. Synonyms

1. end – finish, last, close
2. quick – faster
3. animosity-hatred
4. hide – cover, shroud
5. damp – moist, wet
6. purpose – objective

Antonyms

- strong – weak
absent – present
alike – different
ugly – beautiful
tiny – huge
innocent – guilty

F.

1. Armah needed a Maths set.
2. Nafissah needed
3. I think he was right
4. My cousin thought
5. She liked playing
6. Edna liked teasing
7. Asabea went to school
8. They paid their electricity

G (D)

5. The women pray a lot.

TEST YOURSELF

G. Page 191

- | | |
|--------------|-------------------|
| 1. Cleverest | 4. Largest |
| 2. Shorter | 5. More difficult |
| 3. Kinder | 6. Most handsome |

B)

- | | |
|---------|-----------|
| 1. knew | 4. lesson |
| 2. tyre | 5. sells |
| 3. fowl | 6. blew |

C)

- | | |
|---------------|-----------------------|
| 1. vote | 3. results |
| 2. ballot box | 4. winners and losers |

D)

1. Mr. Wife teaches English.
2. I was born on a Tuesday in March.
3. Mr. Plenty stays at kaso
4. The Volta bridge is at Adomi
5. I know God will bless me.
6. If you go to America, see President Obama

E)

- | | |
|-----------|-----------|
| 1. watch | 5. are |
| 2. barks | 6. smokes |
| 3. plays | |
| 4. drives | |

F)

- | | |
|------------|-----------|
| 1. They're | 4. He'd |
| 2. We're | 5. You'll |
| 3. I'm | 6. It's |

In a statement where there is no auxiliary verb, use a form of the verb 'do' to correspond

to the tense of the statement. E.g.

- i. She dances well, doesn't she?
- ii. He goes to sea, doesn't he?
- iii. They jump high, don't they?

G.

1. Paragraph 2
2. Paragraph 5
3. Paragraph 1
4. Paragraph 4
5. Paragraph 3

Learner's Book Pages 192 – 201

Workbook Pages 133 – 139

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit, the learner will be able to	
STRAND 1 - ORAL LANGUAGE	
B5 1.10.2.2: Read aloud clearly, at a good pace and with expression	Communication and Collaboration Personal development and leadership Critical thinking
STRAND 2 - READING	
<p>Phonics: Vocabulary</p> <p>B5 2.6.1.2 use the following terms: synonym, antonym, prefix, suffixes, phrasal verb, etc. in spoken and written expressions.</p> <p>Reading Comprehension</p> <p>B5 2.8.1.2 find the meaning of words as used in context.</p>	Creativity and Innovation Personal Development Communication
STRAND 3 - GRAMMAR	
B5 3.5.1.6 use the past continuous form of verbs to talk about actions/events that were going on when a second action/event took place.	Communication and Collaboration Personal Development Reading and Writing
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.13.2.2 use words, phrases and clauses to clarify the relationships between claim(s) and reasons.	Communication and Collaboration Critical Thinking Listening and Speaking

STRAND 6 - EXTENSIVE READING

B5.6.1.1.1 read a variety of age and level-appropriate books and present a three paragraph summary of each book read.

Personal development and leadership

TEACHING AND LEARNING STRATEGIES AND RESOURCES**Strand 1: Oral Language****Strategies:**

Listening, identification of good pace and appropriate expressions, brainstorming, discussion, writing, presentation.

Resources

Recorded speech and news broadcast in English

Strand 2: Reading

1. Phonics

Strategies

Discussion, Exemplification, research, formation of sentences

Resources

Short texts and learners' reading passages, dictionaries, Prefix/Suffix Cards

2. Reading and comprehension

Strategies

Modelling, Repetition, Field Trip, Silent Reading, Discussions

Resources

Pictures, chalkboard illustrations

Strand 3: Grammar

Strategies

Writing, Reading, Modelling, Repetition, Transformational Drill, Practical Activities

Resources

Chalkboard illustrations

Strands 4, 5: Writing, Writing Conventions

Strategies

Discussion, Modelling

Resources

Strand 6: Extensive Reading

Strategies

Resources

TEACHING AND LEARNING ACTIVITIES

A1& A2. Strand 1, Sub-Strand 2 - Poems

Poem: The Song of the Trees

LB Page 192

A1| Read the verse to learners stanza by stanza. Learners repeat the verse after the teacher. Divide the class into three groups. Each group should read one stanza while the others listen. Change over until each group has read all three stanzas.

A2. LB page 193

Oral Language

Reading aloud at a pace and with good expression

Have recorded news bulletin in English of a T.V. station or a speech delivered in English.

Let learners listen to the T.V. news/a speech. Later have a discussion of how the news was read. Ask learners if they also want to read like that.

Let learners listen to the speech. Ask them about the pace and the tone. If the learners could not remember the language used, ask them whether the speaker was audible or too loud.

Let learners talk about the pace at which the news was read and the speech was delivered.

Learners will realise that speakers were more audible and articulate because some newscasters do not read their news clearly.

Let learners brainstorm and choose a topic and for ideas to write about. Give them guidelines: E.g. a speech consists of the vocative address, the introduction, body and conclusion.

Definition causes and effects solution

Make learners use this simple organiser to write their speeches.

Invite the groups to read their speeches. After the presentation, the whole class will discuss the presentations.

Strand 2, Sub-Strand 6 - Vocabulary

Reading

B1. Phonics – Vocabulary LB page 194

Prefixes and Suffixes

Have learners read this short text. Ask them what they see about the words underlined.

Mr. Ahumah is a Radio Therapist in a big hospital. He is always busy and doesn't close from work early. One day he came home at 11.05 am. It was unusual of Mr. Ahumah to come home earlier than 5.00 pm.

Make learners aware that the word therapist and earlier have some group of letters ending them. The group of words ending the two words are called "suffixes". Suffixes are a letter or group of letters added at the end of words to form adjectives, adverb, nouns, verbs. They also form plural form of nouns, past form of verbs, etc.

The original word of therapist is therapy and 'ist' is added to the original word, which is known as the root word. The word earlier comes from early, the root word 'ier' is added to the root word to form the comparative form of an adjective.

The word unusual has two letters put in front of or before the root word – usual. A letter or a group of letters put in front of a root word is called prefix. 'pre' means 'before'. Prefixes show positive or negative meaning, e.g. im+possible – impossible, that is, not possible.

Have learners read passages in their books to find words which have prefixes and suffixes.

Task learners to find words with the following prefixes from the dictionary.

mis in un

im dis

re pre

anti pro

Let them find the meanings of the words.

Again, let learners find and list words which have the following suffixes.

al ed cian

ist ier able

er iest 's'

or tion 'es'

Let learners, in groups, do the above activities and they are to list and read their lists of words on the board.

Each learner should choose three words with prefixes and three words with suffixes, to form sentences.

B2 & B3. Strand 2, Sub-Strand 7 - Comprehension

Passage: When Leaves Fall Off Trees

LB Pages 195 - 196

Before-Reading

Before the lesson, take learners around the school to see shady trees. Show learners a dying tree (if there is one) and return to the class. Let learners talk about what they saw outside. Ask learners to sing any song.



Teach learners the key vocabulary that they could not explain. Have them predict the content of the text based on the title and the accompanying picture.

Teach the pronunciation and meaning of new words.

Pay attention to oxygen and carbon dioxide. Demonstrate to learners that the air they breathe is oxygen. Ask learners to feel the heat of carbon dioxide by placing the fingers on their nostrils. Explain the other words appropriately. Draw learner's attention to the spelling of chlorophyll and harmattan. Test learners understand of the words by asking them to make sentences using each of the words.

During Reading

Write pre-reading questions on the board. E.g.

What things do plants need to make their food?

What causes the leaves to fall?

Ask learners to find answers to the questions as they listen to the passage being read. Do a model reading of the first paragraph as learners follow in their books. Put learners into groups e.g. Boys and Girls. One group reads the part of the learner while the other reads the part of the teacher as you also read the introductory paragraph. After two or three readings, let the groups change roles to identify the main ideas in each paragraph.

Assign learners to now read the passage silently. Lead a discussion of the passage silently.

Lead a discussion of the passage with both factual and inferential questions.

After Reading

Demonstrate how to link the main ideas with cohesive words or linking words and set learners to answer the questions in Section C.

Ask learners to summarise the passage read in their groups. Ask them how trees may be cared for.

Strategies:

A field trip, Discussion, Demonstration, Picture Description

Resources: pictures, the environment, learner's book.

Strand 2, Sub-Strand 6 - Vocabulary

D| LB page 197

Vocabulary

Explain the activity in Section D of the unit and assign learners to do it in their exercise books. They may also use the words in sentences.

Present the under listed sentences on sentence cards for learners to read in turns.

1. Trees give us pure oxygen.
2. The body has no use for carbon dioxide.
3. Trees shed their leaves in the harmattan.
4. Shoes are produced in the factory.
5. Ants store food against the time of scarcity.
6. Oxygen and carbon dioxide are both gases.

Strand 3, Sub-Strand 5 - Verbs

E. Grammar LB Pages 198 – 200

The past continuous form of the verb.

Revise the present continuous tense. Let learners identify the present continuous tenses in the following sentences.

1. I am teaching now.
2. You are learning now.
3. Samba is reading.

Ask learners to form and read sentences with these words in the present continuous.

draw	search
sell	sweep
cook	

E.g. Manteaw is drawing a bird.

Write learners' sentences on the board. Have the whole class read the sentences.

Introduce the past continuous tense by transforming the sentences on the board to past continuous tenses.

E.g. When I reached Manteaw's table, he was drawing a bird.

1. When I saw her, she was selling phones.
2. My father was cooking when I reached home.
3. Ndaale was searching for a book when she was called.

Have learners read the above sentences as a class and in pairs.

Have learners practise fluency by making them transform present continuous to past continuous.

1. Aba is doing a research on drug abuse.
2. Lamptey is watching a football match.
3. Yaaba is learning how to spray cars.
4. Manzah is studying Bio Chemistry.
5. Kuma and Anti are writing exams.

Explain to learners that the past continuous tense is used to describe an action which was going on before another event occurred.

E.g. Lamptey was watching a football match when the lights went off.

Let learners in pairs, do exercises E1 on page 175 and E2 on page 176.

Strand 4, Sub-Strand 13 – Persuasive Writing

F. Writing LB page 200

Clarifying the relationship between claims and reasons.

Let learners repeat their reasons for the motions they spoke for or against. Help learners connect their reasons to their claims, for example, using because, since, as, so as.

If they are speaking against the motion they will use, however, on the contrary, on the other hand, ...

Let learners listen to two recorded argumentative speeches. Before they listen to the debate, tell them how the speakers connect their reasons to what they claim. After the listening, let learners say some of the sentences that they heard. Write their reasons and ask whether that sentence is supporting a claim for or against the motion. Play the audio again and for learners to be acquainted with argumentative texts.

Give these examples to help learners.

For: I believe that the Free Senior High School Education should continue because/since/as every young person can have secondary education.

Against: Free Senior High School Education sounds good; however/on the contrary/on the other hand, other developments cannot go on.

Let learners connect one of their reasons to their claims using the phrases and clauses learned.

G. Strand 6: Extensive Reading

Let learners visit the ICT lab to read on the usefulness of trees in groups. They should return to tell other groups about what they found.

Answers

C. LB Page 197

1. The leaves are food factory of trees
2. The green in the leaves receives sunlight
3. The harmattan time is within November and February.
4. The trees may not be dead
5. They store food for use in the future.
6. Energy – heat
Scarce – not enough water
Minerals – nutrients in the soil.

Answers to D

- | | |
|-----------------|---------------|
| 1. get | 6. sufficient |
| 2. provided for | 7. wise |
| 3. stem | 8. learners |
| 4. drop | 9. keep |
| 5. keep | 10. gradually |

Change these sentences that your teacher will say ...

- | | |
|--|---------------------------------------|
| 1. Aba was doing a research on drug abuse. | 4. Manzah was studying Bio-Chemistry. |
| 2. Lamptey was watching a football match. | 5. Kuma and Anti were writing exams. |
| 3. Yaaba was learning how to spray cars. | |

E1. LB Page 198

Change these sentences into the past continuous tense.

1. I was preparing for school when the headmaster came.

Accept any addition but the present continuous must be changed to the past continuous.

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

Dramatisation

Rhymes and Songs

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 Pages 202 – 210

Workbook Pages 140 – 147

LEARNING INDICATORS	CORE COMPETENCY
By the end of the unit, the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
B5.1.10.3. present information about personal experiences.	Communication and Collaboration Creativity and Innovation Cultural identity and global citizenship
STRAND 2: READING	
Phonics	
B5 2.6.1.2 use the following terms: synonyms, antonyms, prefix and suffix, phrasal verbs, etc. in spoken and written expressions.	Communication and Collaboration Listening and Speaking
Reading and comprehension	
B5 5.2.8.1.2 find the meaning of words used in context.	Communication and Collaboration Personal Development
STRAND 3: GRAMMAR	
B5 3.5.1.7. use the imperative forms of verbs to give instructions and directions.	Communication and collaboration Personal development Reading and writing
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.13.2.3. establish and maintain a formal style.	Communication and Collaboration Listening and Speaking
STRAND 6 - EXTENSIVE READING	
B5.6.1.1 read widely for pleasure and to demonstrate independent reading and learning in the literary/content areas.	Personal development and leadership

STRATEGIES AND RESOURCES

Strand 1: Oral Language

Strategies: questioning, lectures, listening, discussion, parallel writing

Resources: recorded speeches/live speech

STRAND 2: READING

1. Phonics

Strategies: questioning, pair work, explanation, reading, formation of sentences.

Resources: dictionary, internet, learner's book

Reading and comprehension

Strategies: picture description, explanation of key words, model reading, silent reading, discussion, scanning

Resources: pictures, a bell, a drum and a mobile phone, learner's book

Strand 3: Grammar

Strategies: pair work, questioning, modelling, demonstration, practical activities

Resources: chalkboard illustrations, places in the school

Strand 4& 5: Writing, Writing Conventions

Strategies: Discussions, lecturette, listening and writing

Resources: chalkboard illustrations, recorded text, learner's book

Strand 6: Extensive Reading

Strategies: silent reading

Resources: library/supplementary readers

TEACHING AND LEARNING ACTIVITIES

A2. Strand 1, Sub-Strand 10 - Presentation

A2. Oral Language LB Page 203

Giving Personal Information

Revise the tone and pace in reading a speech.

Remind learners that with regard to the composition: speech writing and delivery, tone is the attitude of a writer toward a subject/topic/issue or an audience. One can identify the writer's attitude through the words s/he uses.

To find the correct tone for their speeches tell them they should consider the following:

1. The purpose of writing about that issue. In other words, why am I writing?
2. Who is/are going to be my listeners? Or, for which people is my speech? Senior High students? JHS or Primary School learners?
3. What do I want the reader to learn, understand or what action do I want the listeners or audience to take concerning the issue?

Pace is how fast a speech should be delivered. Should I read my speech fast, slow or at normal conversational speed?

Record the speech delivered to children like your learners and play. Before the learners listen, tell them the issue or topic the speaker is going to talk about. You may also prepare a short speech about an issue that concerns the learners and deliver it to them.

Another thing you can do is to have a speaker come to the classroom to deliver a speech to your learners.

After the speech, have learners identify the purpose and the audience of the speaker. They should say what makes them realise the purpose and the audience.

Put learners in groups to write a speech parallel to the speech they heard. They should select their purpose and audience.

A2. Provide a one or two stanza level appropriate verse. Read it over two or three times as learners listen. Read it again and have learners echo-read after you as a class and in groups. clapping or tapping to match with the verse. Ask learners to show their appreciation of the poem by answering questions attached to the verse.

Strand 2 - Reading, Sub-Strand 6 - Vocabulary

B1. Vocabulary LB page 204

Phrasal verbs

Tell learners to write and tell their partners to them the prefixes, root words and the suffixes in the following words.

Use this as an example:

uncomfortable

Prefix	Root word	Suffix
un	comfort	able

disappointment

visionary

misfortune

disadvantage

Explain to learners what phrasal verbs are: a combination of a verb plus a preposition or an adverb that has a new or different meanings from the original words.

Use this sentence as an example.

Akosua, put on your dress and let's go out.

The learners already know that 'put on' means wear.

Introduce the sentences in learners' book one after the other.

Ask them to guess the meanings of the underlined words – the phrasal verbs.

1. The prefect often picks on me for no reason.
2. I will pick up the children at 4.00 pm.
3. Naadu should stop her habit of talking back to her mother.
4. I cannot take over the management from my father in his old age.
5. Take off your shoes.
6. I never took in anything he said.
7. Kobla promised he would not let down his father.

Have learners use the explanations in the book for the phrasal verbs used in the seven sentences.

Call learners to refer to the meaning as you discuss the sentences one after the other.

Instruct learners to find from the dictionary or google for the meanings of the phrasal verbs and use them in sentences.

B2 & B3 Strand 2, Sub-Strand 7 - Comprehension

Passage: Sending And Receiving Information

LB Pages 205 – 207

Before Reading:

Discuss the title of the passage and ask learners to identify devices used in sending messages across.

Teach meaning of key words. Write the new words on the board and teach their pronunciation. Use context to teach their meaning.



Let learners demonstrate their understanding by using vocabulary in short sentences.

During reading:

Write pre-reading questions on the board and ask learners to find answers to the questions as they read

Do a model reading of the first paragraph as learners listen and ask them to read the first third of the passage silently. Go round to ensure that learners show good reading habits. Discourage vocalisation, lipsing, tracking or pointing and ensure that they sit in correct posture as they read.

Discuss the pre-reading questions with learners and elicit the answers. Repeat the process with the other two parts one at a time.

Post reading:

Discuss questions in Section C and let learners do the exercise in the Section. Have learners scan to find another word or group of words that mean the same as ‘medium’ and ‘information’.

D. Strand 2. Sub - Strand 6: Vocabulary

LB page 207

E. Strand 3 - Grammar, Sub-Strand 5 - Verbs

LB page 208

Imperative Forms Of Verbs

Revise present continuous and past continuous by making learners work in pairs. One of them says a sentence in the present continuous and the other changes it to past continuous.

Demonstrate this with a learner.

Teacher: He is sleeping in class.

Learner: He was sleeping in class.

Introduce the imperative form of the verb by asking each learner to say a verb. List the verbs on the board. Use some of the words to give commands.

e.g. Write your names (Learners do so)

Bring the plaything. (Learner brings it)

Throw it away.

Pay attention to what you are being taught.

Next, use appropriate words to give directions. .E.g.

Go straight to the back of the classroom.

T: Turn left. Who is sitting right on your left?

L: Mensah

T: Walk to the door; turn right; walk to the first window. Who is sitting there?

L: Addo

Have learners use some of the words on the board to give commands in pairs. Mention a place on the school compound and ask learners to give directions to another person to reach there.

E.g. T: Go to the school canteen. Turn right and go straight.

Ask learners what can be found there? In pairs, learners give a direction to one place in the school.

They should also give three commands each and finally direct someone from one classroom to another place on the school compound.

Strand 4, Sub-Strand 13 – Persuasive Writing

F. Writing: LB Page 209

Establishing and maintaining a formal style

Summarise what learners have learned about an argumentative text in learner's book. They wrote reasons for supporting an issue or being against the motion. In the last lesson, they learned words and phrases to clarify and connect their claims.

Write a few reasons and words to connect the reasons to the claims as seen in learner's book. You should write reasons for both 'for' or 'against' to help learners.

Teach learners the structure of an argumentative text: introduction, body, and conclusion. Refer to example in the learner's book. (You may restrain learners from opening the book till you get to the last stage where they will read and use the ideas to write)

Play an audio recording of an argumentative text to consolidate the structure you have taught them and what goes into each part.

Encourage learners to write their own compositions as a homework if there is not enough time.

Tell learners to do a research on merits and demerits of children using mobile phones and the internet.

G. Strand 6: Extensive Reading

- Have learners listen to another interesting recorded story.
- Lead a discussion of the story and ask them to prepare to summarise it.

Answers

B1. LB page 204

1. carry on – continue
2. back up – withdraw
3. make up – add up
4. make out – recognise
5. try on – putting clothes on to check whether they fit.

C| Answers to comprehension questions

1. The basic needs of life are air, water and food.
2. People stayed together to be able to fight the common enemy.
3. The modern way of sending messages is through the use of the mobile phone.
4. Talking drums preserve them. So that they are used at the right time.
5. Phones are used to send messages.
6. Schools should continue to use drums as way preserving the culture of society.
7. I can send and receive messages very fast. I can learn a lot of subject on the internet.
8. Information – messages

Medium – ways of sending messages

D| Learners are expected to choose the right word to fill the blank in the sentences.

- | | |
|---------------|-----------------|
| 1. mobile van | 5. siren |
| 2. drum | 6. internet |
| 3. gong-gong | 7. mobile phone |
| 4. bell | 8. ambulance |

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

Conversation

Dramatisation

Story Telling

Rhymes and Songs

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 Pages 211 – 220

Workbook Pages 148 – 154

LEARNING INDICATORS AND COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit, the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5 1.10.3.3 gather and select facts and ideas from one or multiple print and non-print sources, appropriate to the purpose, audience, context and culture.	Communication and collaboration Creativity and innovation Personal development and leadership Critical thinking Digital literacy
STRAND 2 - READING	
Phonics: Vocabulary B5 2.6.2.1 develop a rich vocabulary stock through extensive reading of age appropriate texts using the dictionary or online resources to look up the meanings of words, etc. Reading and comprehension B5. 2.8.1.3 answer questions based on the passage read.	Digital literacy Listening and speaking Personal development Communication Personal development
STRAND 3 - GRAMMAR	
B5 5.7.1.1 use adverbs to express manner	Communication and collaboration Personal development Listening and speaking
STRANDS 4 & 5 – WRITING, WRITING CONVENTIONS	
B5 4.13.2.4 provide a concluding statement that follows from the argument presented.	Communication and collaboration Listening and speaking

STRAND 6 - EXTENSIVE READING

B5.6.1.1.1 read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read.

Personal development and leadership

TEACHING AND LEARNING STRATEGIES AND RESOURCES**Strand 1: Oral Language**

Strategies: lecture with examples, reading, listening, writing

Resources: a sample speech

Strand 2: Reading

Phonics – vocabulary

Strategies

Reading Aloud, Discussion

Resources

Story Books/Supplementary Readers, Teacher-Made Vocabulary Book

Reading and Comprehension

Strategies

Picture Description, Discussion, Model Reading, Silent Reading

Resources

Pictures, word cards, learner's books

Strand 3: Grammar

Strategies

Discussion, Modelling, Drilling

Resources

Chalkboard illustrations, learner's book

Strands 4, 5: Writing, Writing Conventions

Strategies

Questioning, Discussion, Group Work, Research

Resources

Drafted Composition, Sample Text

Strand 6: Extensive Reading

Strategies

Reading

Resources

Newspapers

TEACHING AND LEARNING ACTIVITIES

Strand 1, Sub-Strand 10 - Presentation

A2. Oral Language LB Page 212

Learners are by this time familiar with speeches. Remind learners of the structure of a speech through questions. Use the information in learner's book to explain further the structure of a speech: heading, introduction, body and conclusion. Print a well structured speech written by you or from the internet. You may also use a recorded speech or most appropriately, a resource person to deliver a speech to the class.

Use a written and spoken speech for learners to group these elements of a speech.

Use the information in the learner's book to explain 'context' and "culture".

You know that the words we use must be acceptable. There are certain things we say using figurative language so that we, as it were, 'clothe it'. Your learners being young, may not know how to say things in a subtle way. However, make them aware of and make them conscious of what is acceptable because of our culture.

Put learners into groups to select a topic and with those things discussed, write a speech to be delivered to the class.

Instruct the groups to make a research on the internet, at the appropriate agencies and NGOs, newspapers and from magazines, too. This is to help them get authentic information. They can also interview individuals involved in the issue.

B1. Strand 2, Sub-Strand 6 - Vocabulary

Vocabulary LB Page 213

Developing a rich vocabulary stock through extensive reading

Learners must be exposed to a variety of vocabulary so they need other sources of texts other than the course book. This is the reason why we have extensive reading as a separate section or strand. It is therefore imperative for you to encourage the reading of many books

on various subjects.

In this lesson, find a suitable text whether print or non-print for learners to learn more vocabulary. Read the selected story but do not teach the vocabulary first. They should learn to construct meaning from the context. They should also be encouraged to consult the dictionary or go on the internet for the meaning of unfamiliar words.

Introduce learners to the 'Build My Vocab App' or 'Vocabulary Builder' App on the internet. There are also synonyms, antonyms Apps that learners can be introduced to. Ask learners to have a vocabulary book in which they will write new vocabulary.

Let learners read their challenging vocabulary to the class. They can use the dictionary if there is no internet available.

Guide learners to take supplementary books from the school library. Read your vocabulary book to learners to encourage them read more.

Invite learners individually to read their story books.

Strand 2, Sub-Strand 7 - Comprehension

Passage: Which Is Your Favourite Sports

LB Pages 213 – 215

Before – reading

B3| Discuss the performance of the Black Stars and Black Queens in football in recent times. Ask learners to talk about the performance of the local



football teams. Have learners sing one or two songs used in cheering sportsmen.

Provide pictures of some non-traditional sports activities for learners to discuss in their groups.

Use context and explanation to teach the meaning of the key vocabulary. Ask learners to mention their popular or nicknames. Do not allow derogatory names, as these might hurt learners. Learners demonstrate their understanding of the new words learnt by completing the sentences provided

During reading

Write Pre-Reading Questions On the Board. E.g.

How many times has Ghana produced the best African footballer?

Which colour of clothes should people wear at night when they walk along the road?

Read the first paragraph aloud as learners listen and follow in their books. Have them read the first paragraph silently to find answer to the pre-reading questions based on the first paragraph. Repeat the process with each of the other paragraphs.

After reading

Discuss the performance of Abedi Pele and Azumah Nelson as great sportsmen. After the reading explain the passage generally. Use the opportunity to encourage girls, especially, to see **sports** as a worthwhile activity. Sports make people popular and may bring a lot of income of those who excel.

Assign learners to do the comprehension exercise in Section C.

Strand 2, Sub-Strand 6 - Vocabulary

D1. Vocabulary consolidation LB Page 215

Teach learners the nationality of people. Especially popular sports personalities in and around Ghana. Learners should also learn the names of different sports. Encourage them to use the nationality of sportsmen and different sports in sentences.

Have learners name the games they play. Draw attention to the existence to other games such as indoor games, particularly computer games. Encourage them to look for and play such games.

E. Strand 3, Sub-Strand 6 - Adverbs

LB pages 216 – 219

Adverbs to express manner

Revise learners' knowledge about adverbs to express time and place.

Let them go beyond that to give at least two examples each of adverbs of place, time, manner and frequency. Let them read the examples of each kind of adverb in their books. LB Pages 216 – 219

Say each sentence, let learners listen and say it. Write the sentences on the board and have

learners read them once more. There are seven sentences. Introduce them one after the other either on a card or on the board.

Have learners identify the adverbs and their type from the seven sentences. Now be specific and introduce the adverbs of manner in the four sentences.

Have learners open their books and read the short text and in pairs identify the adverbs of manner in it.

Have learners share the adverbs they identified with their group members.

Explain exercises E1 – E3 to learners and have them do the exercises in pairs.

Strand 4, Sub-Strand 13 – Persuasive Writing

F. Writing LB pages 220

Providing a concluding statement follows argument presented

Revise learners' knowledge of the structure of an argumentative essay.

- The heading
- Introduction
- Address/vocatives
- Conclusion

Ask learners to say what goes into every section of the composition. Let learners go into their groups and write an argumentative composition on the motion, 'Children should not use mobile phones and internet'.

Let the group leaders ballot. The leader who picks 'for' will have his/her group members writing for the motion that children should not use mobile phones or internet and vice versa.

Emphasise the fact that the concluding part should include the summary of the points raised in the body and the writer's own opinion about the topic and the intention is to make the listener support you.

As learners write their composition, go round to check whether they are using linking words and sign posting. When they finish they should read.

G. Strand 6: Extensive Reading

- Have learners listen to another interesting recorded story.
- Discuss the story with learners and guide them with questions to express personal opinion about it.

Answers

C|

1. Abedi Pele played football
2. Abedi Pele became African best footballer three times
3. Azuma Nelson was nicknamed professor of boxing because he always taught his opponents a bitter lesson.
4. Old people like walking as a sports
5. People get energy, entertainment, friendship etc. from sports
6. Everybody should like sports. It makes people healthy
7. Accept any reason given for football or boxing better for any of the sexes.

D1|

- | | |
|---|-------------|
| 1. a fighter | – boxer |
| 2. a thing that you like best | – favourite |
| 3. a gas in the air which we breathe | – oxygen |
| 4. quickly | – briskly |
| 5. a name different from a person's real name | – nickname |

Copy the following sentences and underline the adverbs.

LB page 218

Answers

- | | |
|---------------|---------------------------|
| 1. tomorrow | 5. tomorrow, next day |
| 2. here | 6. yesterday, today |
| 3. Accra | 7. right now, immediately |
| 4. early, far | |

We are sad because only few of us understand what the teacher taught

E4| Choose the right adverb to fill each blank space

- | | |
|-------------------------|------------|
| 1. fast | 6. slowly |
| 2. clearly | 7. busily |
| 3. violently | 8. soundly |
| 4. heartily/beautifully | |
| 5. seriously | |

Adverbs

LB page 216

- | | |
|-----------------------------|-------------------------|
| 1. here – adverb of place | 5. late at night – time |
| 2. inside – adverb of place | 6. beautifully – manner |
| 3. often – frequency | 7. so hard – manner |
| 4. tomorrow – time | |

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

Dramatisation

Story Telling

Others

Conversation

Rhymes and Songs

- 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 Pages 221 – 232

Workbook Pages 155 – 162

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit, the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5 1.10.3.4 support ideas and points of view by integrating selected visual and audio resources, verbal and non-verbal cues (e.g. gestures, facial expressions)	Cultural identity and global citizenship Communication and collaboration
STRAND 2 - READING	
Phonics	Reading and writing
B5 2.6.3.1 deduce meaning of words from the word class they belong to and how they relate to one another (synonyms and antonyms)	Communication and collaboration Listening and speaking
Reading and comprehension	Communication and collaboration
B5 2.8.1.3 answer questions based on the passage read.	Personal development
STRAND 3 - GRAMMAR	
B5 5.7.1.1 Identify, explain and use idiomatic expressions correctly.	Communication and collaboration Personal development
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5.4.14.1.1 write sentences to describe a process of doing something.	Communication and collaboration Creativity and innovation Reading and writing
STRAND 6 - EXTENSIVE READING	
B5.6.1.1.1 read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read.	Personal development and leadership

TEACHING AND LEARNING STRATEGIES AND RESOURCES

Strand 1: Oral Language

Strategies: Questioning, Discussion, Lecturette

Resources: Internet, Health Workers and Books on Primary Health.

Strand 2: Reading

1. Phonics – Vocabulary

Strategies:

Resources:

TEACHING AND LEARNING ACTIVITIES

Strand 1, Sub-Strand 10 - Presentation

Oral language. Put learners in groups to discuss the setting and to name the apartment in the family house where food is served and eaten. Write all the words associated with the dining room and explain their use. Ask learners to mention some rules observed as table manners. Ask learners to compare eating at table with the communal eating in many homes.

Ask them to write answers to the questions on the theme picture of page 221.

A2| Oral language LB page 222

Supporting ideas and points of view

Let learners read ‘Sports and You’ to get ideas.

Write the topic on the board:

Walking is important for good health.

Discuss the topic first as a whole class eliciting ideas from the class why they think walking is important.

Let learners understand that they are writing to convince their grandparents why they should be walking. Tell them to find reasons by consulting their P.E. teacher for ideas. If there are pictures on the internet to show their grandparents, they can make their parents print them in order to show the grandparents.

Some of the benefits

Walking is a great way to improve or maintain your overall health. It increases heart and

lungs fitness. It strengthens bones. It also reduces excess fat in the body. It boosts the power of your muscles and endurance. It can reduce the risk of developing conditions such as heart diseases. It does not require equipment unlike vigorous exercise, the risk is very low.

Tell learners to google or see health workers, read books on health and they can get a lot of information to tell their grandparents. In the course of presentation, they should show pictures; use gestures and facial expressions in conveying their message.

After presentation, encourage learners to ask questions for clarification. You as a teacher can come in to clarify ideas better on behalf of the speakers.

Strand 2, Sub-Strand 6 – Vocabulary

Reading

B1. Phonics: Vocabulary LB page 223

Deducing meaning from text

Print an extract of an article about birds. Let learners read the extract in their groups. Discuss the topics and have learners discuss it by saying all that they know about birds.

Let learners read and say the meanings of the underlined words using the context in which the words occur. Let learners identify the part of speech of those words. They can also use the concept of prefixes and suffixes to determine the meaning.

Birds

Within the past few years, interest in all aspects of the environment has increased in proportion to the damage we are doing to it. Birds form not only an attractive but an essential part of the environment. Yet the protection given to them is patchy, at best.

Taking Europe as an example and France in particular, there is a custom in that country to shoot as many as possible of small songbirds as they return north from their migration to Africa. They are considered as delicacy.

Encourage learners to find the synonyms and antonyms of the words underlined. Remind learners to write these words, their meanings, synonyms and antonyms in their vocabulary books.

Let learners use the strategies mentioned above to find or guess the meanings of the underlined words from context first before they use the dictionary.

Strand 2, Sub-Strand 7 - Comprehension

Passage: Trouble At Home.

LB Pages 224 – 226

B3. Before reading

Let learners tell the class about problems they have had at home and how those problems were resolved. Lead learners to discuss the picture on page 225.



Vocabulary.

Write the key words on the board and teach their pronunciation. Use context to enable learners derive meaning of the new vocabulary. Ask learners to use the new words in sentences.

During reading

Write two pre-reading questions on the board and ask learners to find answers to them as they read.

1. Mention two things which show that all was not well at home.
2. Why was the speaker unable to speak?

Do a model reading of the first paragraph as learners listen and follow in their books.

Discuss the paragraph briefly with learners and assign them to read the first third of the passage silently. Discuss this section thoroughly with learners beginning with the pre-reading questions.

Treat each of the two remaining parts similarly. Remember to provide pre-reading questions for each of the parts.

Post reading

Ask learners to answer the comprehension questions in Section C.

Invite volunteers to role-play the scene portrayed in the passage.

D. Strand 2, Sub-Strand 6 - Vocabulary

LB pages 226 - 227

Vocabulary Consolidation

Words are similar in meaning if they can substitute each other in the same sense. Put learners

into groups, ask learners to use context to derive the words that are similar to the underlined words in the sentences.

All events, places and professions have their unique register or words which are associated with the particular endeavour. Exercise **D2** of page 227 identifies the words that may be used with the nouns suggested at the beginning of each sentence. Let learners explain why one is a better option and why the other is not.

Strand 3, Sub-Strand 7 – Idiomatic Expressions

E1 and E2. LB pages 227 - 228

Grammar

Idiomatic expressions

An idiomatic expression is a group of words which together derive their meaning from context. Usually, together, they mean something different from what the words mean literally.

Discuss the two sentences below with learners with focus on the underlined.

When it was his turn, Osikeni took the stage by storm.

Indeed, after Zimbii's performance, it became an open secret that the judges would find it difficult to find the winner.

Use context to explain the underlined words. Use the appropriate context to teach all the idiomatic expressions listed.

Encourage learners to use these idiomatic expressions in sentences.

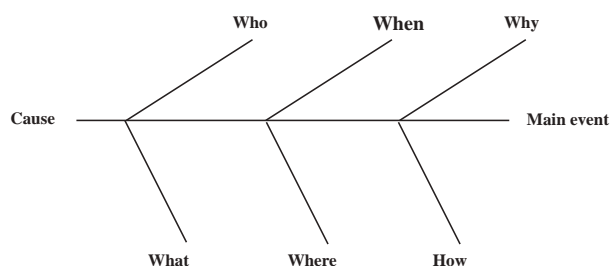
Strand 4, Sub-Strand 10: Narrative Composition

F. Writing LB pages 228 - 229

Sub-strand 14: Narrative Composition

Event witnessed on the way to school

Remind learners that this involves narrative writing and so remind them of some elements of a narrative. Some of the elements that will be of help in this composition are the plot, that is, the story. You can use this herringbone graphic organiser to help them.



An event will involve people: who, to whom – the characters

What happened, when and where: the setting, the theme: What was the bone of contention (if it is fighting). The most important thing you should remind learners is the cause effect cause effect string in narratives.

Through discussion let learners remember that events must be described in a sequential order.

Again, revise connecting or linking words at paragraph level: again, in spite of, however, further, etc.

Then how they can link ideas in a sentence using so, and, since, but, thus, hence, etc.

Have learners think and decide on the events they are going to write about in pairs. They should also brainstorm to generate ideas to write the composition.

G. Strand 6: Extensive Reading

Have learners discuss the story they listened to in Unit 23 in pairs.

Still working in pairs, let them summarise the story.

Answers

C|

1. Their mother was not around and their father was late from work.
2. Their father locked their mother out.
3. Hope is their dog.
4. A passer-by brought the news of the accident
5. Teye can improve on his cooking by observing and learning from his mother.
6. The main achievement of the doctor was reuniting the husband and wife.
7. Accept any good response which will resolve the problem from learners.

D1|

- | | |
|------------------------|--------------------------|
| 1. tasty – delicious | 5. lifted – carried |
| 2. rejected – refused | 6. spent – used |
| 3. thoughts – ideas | 7. united – together |
| 4. a problem – trouble | 8. discharged – released |

D2|

- | | |
|-------------------|--------------|
| 1. ward | 5. classroom |
| 2. consulting rom | 6. shelf |
| 3. cage | 7. prison |
| 4. court | 8. palace |

E2.

- | | |
|------------------|------------|
| 1. so | 6. whether |
| 2. because | 7. until |
| 3. so | 8. since |
| 4. while | 9. became |
| 5. although/when | 10. since |

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 6

LB PAGES 230 – 232

Answers

C. Change the present continuous tense to the past continuous.

1. Aggrey was painting
2. The man was beating his son ...
3. Kuma was going
4. Akuateh was weeding
5. He was teaching
6. I was resting ...
7. Bonku was dressing up
8. Sister Nora was typing
9. Auntie Naadu was selling ...

D. Change the sentences to commands.

- | | |
|--------------------|--------------------------|
| 1. Bring the book. | 4. Do all the work |
| 2. Shut up | 5. wash the clothes |
| 3. Run quickly | 6. Write your statements |

E. Underline the adverb of manner

- | | |
|----------------|----------------|
| 1. abruptly | 5. beautifully |
| 2. briskly | 6. lazily |
| 3. immediately | 7. softly |
| 4. well | 8. clearly |

F. Circle the letter of the correct meaning of the idioms

1. white elephant - a
2. in the lime light - a
3. in cold blood - c
4. the eleventh hour – at the last minute

Answers to Revision 6 LB Pages 230 – 232

A.

1. In the harmattan season.
2. They know how to store/preserve food and water.
3. To take care of what they have in order to meet their needs in time of scarcity.

B.

4. They play football whenever they are free.
5. Walking enables our muscles to relax.
6. So that drivers of moving vehicles can see them and not knock them down.

7.

C.

- | | |
|---------|-------------|
| 1. many | 4. little |
| 2. much | 5. few |
| 3. few | 6. a little |

D.

- | | |
|------------------|---------------|
| 1. was | 7. came, here |
| 2. were, were | 8. ran |
| 3. visited | 9. went |
| 4. liked, worked | 10. fell |
| 5. left, arrived | |
| 6. loved, played | |

E.

- | | |
|---------|--------------|
| 1. I | 6. me |
| 2. her | 7. she |
| 3. him | 8. I |
| 4. him | 9. them |
| 5. they | 10. she, her |

F.

popular = well known

sibling = brother and sisters

briskly = quickly

parents = father and mother

favourite = the person or thing that we like best

announce = to make information known

warriors = fighters

factory = a place where things are made

harmattan = dry winds

G.

1. harmattan

2. scarce

3. roots

4. heat

5. green colour

6. green colour

7. green

8. fades

9. leaves

10. branches

Learner's Book Pages 233 – 240

Workbook Pages 163 – 170

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit, the learner will be able to	
STRAND 1 - ORAL LANGUAGE	
B5 1.10.3.5 Use discourse markers to signpost stages in a presentation (e.g. “for the next part”, “For example”, “ In summary”)	Communication and collaboration Personal development and Leadership Critical Thinking
STRAND 2 - READING	
<p>Phonics: vocabulary</p> <p>B5 2.6.4.1 recognise how words are formed through acroyms (WHO) and clipping (telephone – phone)</p> <p>Reading and Comprehension</p> <p>B5.2.9.1.1: read grade-level text with good speed and accuracy.</p>	Cultural identity and Global Citizenship Digital Literacy Reading and writing Communication and collaboration Personal development
STRAND 3 - GRAMMAR	
B5 3.8.1.1 identify and use simple conjunctions – because, since, so, although, to give reasons, link contrasting ideas, show results.	Communication and collaboration Personal development Reading and writing
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.14.1.1 Write sentences to describe a process of doing something.	Communication and collaboration Creativity and innovation Reading and writing

STRAND 6 - EXTENSIVE READING

B5.6.1.1.1 read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read.	Personal development and leadership
---	-------------------------------------

TEACHING AND LEARNING STRATEGIES AND RESOURCES**Strand 1: Oral Language**

Strategies: questioning, lecturette, discussion

Resources: chalkboard illustrations, learner's book, internet

Strand 2: Reading

Phonics

Strategies: revision of prefix and suffixes, explanation, research, formation of sentences

Resources: dictionary, internet, learner's book

Reading and comprehension

Strategies: discussion on the topic, model reading, echo reading

Resources: learner's book

Strand 3: Grammar

Strategies: reading, sharing, explanation, group work, formation of sentences

Resources: chalkboard illustrations, learner's book, other reference books

Strand 4, 5: Writing, Writing Conventions

Strategies: description of processes, whole class discussion, making enquiries/research, writing

Resources: composition written previously, Creative Arts textbooks, learner's book

Strand 6: Extensive Reading

Strategies: silent reading and sharing

Resources: supplementary readers and library books

TEACHING AND LEARNING ACTIVITIES**A2. Strand 1, Sub-Strand 10 - Presentation****Oral Language LB page 234****The use of discourse markers in formal and informal situations**

Remind learners about spoken and written language stressing that written language is usually

formal while spoken language is usually informal.

Make learners aware of occasions where the delivery of speeches is considered formal. E.g. At Speech and Prize Giving Day, Anniversary Speeches, Open Days, etc.

Let learners be aware that in formal settings, we have to make our audience aware as we move from one stage of the speech to another stage by using such discourse markers as, to begin with, first of all, secondly, for the next part, to sum up, in summary, finally. These are to sign post the speech at paragraph level.

At paragraph level, if what is following is a similar point buttressing the forgoing, we use, another, moreover, furthermore, in addition. In contrast, on the contrary, on the other hand, however, can be used also at paragraph level.

For connecting ideas within a sentence, we can use, so, because, and, but, so, etc.

Make learners also aware that in normal conversation, we use such discourse markers as, Oh!, well, now, then, you know, and I mean, etc.

Read a sample of a speech with examples of discourse markers to learners. As you read, pause and draw learners' attention to them and at which point of the speech.

Let learners use one of the speeches written already and rewrite it putting discourse markers at appropriate places.

Here are some discourse markers to help you.

For adding to:....

Also, moreover, additionally, besides

Showing cause and effect:

Therefore, thus, hence

For sequencing:

To begin with, in the first place, firstly, secondly, etc.

Comparing:

Similarly, likewise, in the same way

For generalisation:

On the whole, in general, broadly speaking

Indicating time:

In the past, quite recently, not so long ago, etc.

B1. Strand 2: Reading**LB page 234****Sub-Strand 6: Vocabulary****Phrasal Verbs**

Let learners give examples of phrasal verbs. Let them form sentences with the examples they give.

Ask learners what they see about phrasal verbs. That the phrasal verb has a different meaning from the meanings of the words which were combined to form the phrasal verbs.

Put learners into groups to use the dictionary to write as many phrasal verbs as possible. Let them write their meanings as well.

Learners are to read their examples and their meanings to the class.

Strand 2, Sub-Strand 7 - Comprehension**Passage: The Volta River****LB Pages 235 – 237****B3| Before reading**

Ask learners questions about rivers in Ghana. Let them talk about the benefits of these rivers to the people in the immediate environment and in the nation as a whole. Let them talk about what can be done to prevent the rivers from drying **up**. Lead a short discussion on the theme page picture as well as the title of the passage. Based on these ask learners to predict the content.

Provide a picture to teach the words ‘dam, fertile and irrigation’. Plan visits to dams or irrigation sites for practical illustration if possible. Use explanation and examples to teach “occupation” and ‘livelihood’. Help learners to use the words in sentences. Write some of the sentences on the board for the benefit of other learners.

During reading.

Write two pre-reading questions based on the first third of the passage on the board. Ask learners to read this portion of the passage silently. At the end of the silent reading, discuss the content thoroughly with learners and have them answer the pre-reading questions as well as other features and inferential questions orally.

Proceed similarly with the remaining two parts of the passage (one at a time).

After Reading

Discuss the comprehension questions in Section C with learners and let them do the exercise in their books.

Strand 2, Sub-Strand 6 - Vocabulary

Vocabulary consolidation

D1| LB page 237

Ask Learners to demonstrate their understanding of words in the passage read by using them to complete the sentences provided. The same words should be used in learners own original sentences.

D2| LB page 238 Word formation by the addition of suffixes -less and -ness

These suffixes may be added to verbs, or adjectives to derive nouns or adjectives from the examples provided in happy- happiness, use – useless. Provide other roots for learners to affix or attach the -less and -ness suffixes.

D3| LB page 238

This an exercise is on spelling. The words involved have been used in the passage. Ask learners in their groups to identify the words whose letters have been jumbled up and rearrange the letters to spell them correctly.

E. Strand 3, Sub-Strand 8 - Conjunctions

Grammar LB Page 238 – 239

Conjunctions to express ...

- a) reasons
- b) link contrasting ideas
- c) show results

Revise the use of conjunctions to give reasons, to link contrasting ideas, to show results, by having learners identify them in context and also use them.

Provide a text in which the target conjunctions are prominent. Guide learners to identify the conjunctions and discuss their functions briefly.

Have learners read the text to each other in pairs.

Let the pairs write similar sentences to be read to the class.

F. Strand 4, Sub-Strand 14 – Informative/Expository Writing

Writing

Describing a process of doing something LB Page 239

Ask learners to say their best food or game. Tell them they are going to describe how their favourite food is prepared and how their favourite game is played.

Take one type of food and show the pictures or a video showing the process of baking a cake. From creaming to mixing to preparing baking pans to baking in the oven up to removing the cake onto the rack for cooling.

Draw a flow chart to demonstrate the processes of baking cake.

Assembling of ingredients	Creaming of sugar and margarine
mixing cream with flour	removing the cakes from the oven
cooling cakes on a rack	

Let learners explain each stage with details or explanations.

You may even demonstrate a simple thing that will not take much time. Have learners go into their groups to write simple sentences to describe the food or game they decide on.

Remind them of words that describe a process in sequence:

First, next, then, after that, finally. The structures usually used are the command or imperative voice.

G. Strand 6: Extensive Reading

Ask learners to select another supplementary reader (a book of poems). They should report the message of a poem they have read. They may go on the internet for a poem.

Answers

C| Answers to comprehension

1. The major occupation of people along the Volta River are fishing and farming
2. They farm along the banks because the land is fertile/they get water for their crops.
3. The purpose of the bridge is to link the Volta region to the rest of the country.
4. The water is good because it is treated

5. Tourists should be allowed to visit because they bring in money.
6. The electricity is cheap because we use ordinary water to generate it.
7. Learners are free to mention any alternative to water. They must be encouraged to convince group members in why they think the other alternatives.

D1 Learners are required to choose the best word which completed the sentence

Answers

- | | |
|---------------|---------------|
| 1. Dam | 4. Irrigate |
| 2. Fishermen | 5. Fertile |
| 3. Occupation | 6. Livelihood |

D2 Learners are to form new words by addition of the correct suffixes provided.

Answers

- | | |
|----------------------|------------------------|
| 1. Shy – shyness | 6. Dry – dryness |
| 2. Shame – shameless | 7. Name – nameless |
| 3. Empty – emptiness | 8. Fit – fitness |
| 4. Fear -fearless | 9. Weight – weightless |
| 5. Weak – weakness | |

D3 The letters of the words have been jumbled up. Learners rearrange the letters to find the word.

Nocaes – canoes

Famring – farming

Ririgate – irrigate

Celtrycieti – electricity

Opucciaton – occupation

Verir – river

Tofaciers – factories

Shifing – fishing

Lilivehood – livelihood

E1 **Answers**

- | | |
|--------------------|-----------------------|
| 1., Isn't it? | 5., Doesn't it? |
| 2., was it? | 6., Should you? |
| 3., won't it? | 7. Can't they? |
| 4., can't he? | 8., Aren't they? |

9., Doesn't she?

10., Isn't it?

E2| Answers

1. Couldn't

5. They're

9. We're

2. Wasn't

6. John's

10. Can't

3. They're

7. Wasn't

4. Shouldn't

8. I'm

E3| Answers.

1. The government has built roads
2. The teacher has written his notes
3. The artist has drawn a map
4. Ama has swept the classroom
5. Kofi had washed the dishes at home
6. Teachers have written their notes
7. People have registered to vote
8. A dentist has worked on the teeth.

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?

Learner's Book Pages 241 – 250

Workbook Pages 171 – 177

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit, the learner will be able to	
STRAND 1 - ORAL LANGUAGE	
B5 1.10.3.7 speak with confidence before different audiences and maintain appropriate posture.	Communication and Collaboration Personal development and leadership Critical Thinking
STRAND 2 - READING	
1. Phonics: Vocabulary B5 2.6.4.2 Recognise the playful use of words in spoken and written language (jokes, riddle, puns) 2. Reading and Comprehension B5 2.9.1.2 use context to confirm understanding of level appropriate texts.	Cultural identity and global citizenship Communication and Collaboration Personal development
STRAND 3 - GRAMMAR	
B5 3.9.1.1. use modals to express a variety of meanings.	Communication and Collaboration Personal development Listening and speaking
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.14.2.1 write about the incidence or events of the day (e.g. any event witnessed on their way to school) and make radio presentation.	Communication and Collaboration Creativity and innovation Critical Thinking Digital literacy

STRAND 6 - EXTENSIVE READING

B5.6.1.1 read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read.	Personal development and leadership
---	-------------------------------------

TEACHING AND LEARNING STRATEGIES AND RESOURCES**Strand 1: Oral Language**

Strategies: questioning, discussions, lecturette, demonstration, group work

Resources: written speeches, chalkboard sketches, learner's book.

Strand 2: Reading

Phonics – vocabulary

Strategies:

Resources:

Strand 3: Grammar

Strategies: Modeling, listening, repetition, language drill, writing of sentences

Resources: learner's book, chalkboard illustrations, internet

Strand 4, 5: Writing, Writing Conventions**TEACHING AND LEARNING ACTIVITIES****Strand 1, Sub-Strand 10 - Presentation****A2. Oral Language**

Speaking with confidence before different audiences LB page 242

Let learners be aware of the importance of delivering a speech with good posture and confidence. This is because nervousness and bad posture can mar a good written speech.

Demonstrate to learners how to stand such that one's posture is not intimidating neither should the speaker take a cowardly posture. Be in a friendly but business-like posture not overconfident but sufficiently confident. Let learners be aware that a speaker should practise several times before the time of delivery.

Divide the class into groups. Each group will ballot and pick a group of people to be their audience. One group will speak to primary school children; another to JHS learners and an imaginary audience at a speech and prize giving day or an Open Day.

Revise learners' knowledge of audience, purpose, tone and pace. You may demonstrate a good delivery that will reveal all the elements of speech delivery or show a video to learners.

Let learners use their previous speech to practise in their groups. They are to practise the speech delivery before the class. After the presentation, the class should give their comments.

Strand 2 - Reading, Sub-Strand 6 - Vocabulary

B1. LB pages 243 - 244. Jokes, Riddles, Tongue Twisters, Puns

Read these sentences:

1. The life of a patient of hypertension is always at steak.
2. Why do we still have troops in Germany?
Answer: It is to keep the Russians in Czeck.
3. An elephant's opinion carries a lot of weight.
4. The difference between a conductor and a teacher is that a conductor minds a train and a teacher trains the mind.

What type of sentences are these?

You can see that some of the words are wrongly used, e.g. steak – stake

The life of a hypertension patient is not at 'steak' which is roasted or fried meat but 'at stake'.

2. To keep the Russians in 'check' not Czeck, the short form of Czechoslovakia.

Such use of words is called 'pun'. It is a playful and witty use of words. In the United Kingdom, it is used as jokes. Let learners read the sentences after you. Tell them go to the internet, find and write five examples of pun. They should try if they can create their own puns.

You are familiar with riddles. Here are some few examples:

Riddle, Riddle

1. I am a person in the school. I help learners to use modern ways of sending and receiving messages. I work with computers. Who am I?

B2& B 3. Strand 2, Sub-Strand 7 - Comprehension

Passage: Entertaining The Guests

LB Pages 244 – 247

Before Reading

B3| Learners may be called upon to do a traditional dance. Let learners open their books to look at the pictures one after the other. Call willing learners to mimic some of the artistes. If more than one person shows willingness to role-play any of the performers, allow them to do so. Alternatively, provide music for them to dance the Azonto or any other popular dance. Prepare one learner to be the master of ceremonies for the day. The actor may simulate a typical radio artiste.

Vocabulary

B2| LB page 244

Teach the pronunciation and meaning of the words. Provide good context to facilitate the understanding of the words. Let learners use words in forming sentences.

During Reading

Let the groups nominate a member to read the description of their selected performer.

Post reading

Let each group take their turn to present their “artiste” in the right costume to role-play their role. The performances should be free style to enable them come out naturally.

Strand 2, Sub-Strand 6 - Vocabulary

Vocabulary consolidation

D1| LB page 247

The meaning of the words in section A are jumbled in section B. Let learners read the passage again and use context in determining the group of words in B which explain the words in column A.

D2| LB page 248

Learners are called upon to examine musical instruments and match their names to pictures.

D3| LB page 248

Learners are to select the word which best complete the sentences provided.

E. Strand 3, Sub-Strand 9 – Modal Auxiliaries**Grammar LB Page 248****Topic: Modal Auxiliaries**

can could would may

First of all use 'can' to form sentences to indicate ability.

e.g. I can draw a car.

Esi can solve the problem.

Akosua can ride a motor bike.

Next, use can, may, would and could as modals used to make polite requests. (Examples are in Learner's Book)

Have learners listen to each sentence you say and repeat. Write the sentence on the board and ask them to read it. When all the sentences have been repeated and read by learners as a whole class, have pairs of learners read them to each other.

Have learners read correct sentences from the substitution tables. Read meaningful sentences.

Can		stand up, please?
Would	you	have some drinks?
May	I	help him?
Could		go home?
		wait a little longer?

Read sentences from this table

I		read
Nafissa		write letters
Yaw and Nartey	can	solve Maths problems
We		take care of him

Ask learners to write at least five sentences from each substitution table.

F. Strand 4, Sub-Strand 14 - Informative/Expository Writing

Topic: Describing a Process: The Food I like Best

Pre-Writing

Introduce the topic and put learners into groups to read and discuss the information contained in Section F of Unit 26, Pages 249 - 250 of Learner's Book.

Bring learners together in a plenary session to reinforce the information in Section F with further explanation and examples.

Writing

Read out a sample/model composition to learners and have them go back into their groups to plan and draft the group composition. Remind them of the process and visit to provide further support and encouragement as they work.

Post Writing

Ensure that thorough editing takes place including groups exchanging their work for peer editing. Remember to provide feedback after the finished works have been evaluated and assessed.

G. Strand 6: Extensive Reading

Supervise learners to select and read a suitable story each. The session must begin with a brief survey to identify the author and illustrator.

Answers

C| After these performances, learners read the passage silently and find answers to the comprehension questions.

Answers to comprehension questions

1. The guests come from abroad
2. The guests were expected to spend seven days (a week)
3. The M.C introduced the performances to the guests
4. Zimbii asked the audience to dance with their handkerchiefs

Questions 5 to 8 require critical thinking

Follow the thought process of learners to accept or reject answers or opinions held by learners.

D1|

1. Audience: people watching a performance
2. Unique: different from all others
3. Talent: natural ability to do something
4. Wriggling: twisting and turning of the body
5. Hide: skin of an animal
6. Relax: to be at ease
7. Popular: known by a wide range of people
8. Attire: clothing worn on a special occasion
9. Thrill: to make somebody very happy
10. Anniversary: annual celebration of a past event

D2|

- | | |
|------------|---------------|
| 1. Piano | 4. Microphone |
| 2. Violin | 5. Drum |
| 3. Trumpet | 6. Xylophone |

E2|

1. Every child was to put up a unique performance
2. They took their positions on the stage
3. They sang well at church
4. I held him in high esteem.
5. Zimbii wore an all white attire.
6. The children sat in the class to learn.
7. They began to arrive from abroad on Monday.
8. The audience rose whenever a performer came on stage.
9. The teacher made his lesson interesting.
10. Kofi put his shirt in the wardrobe.

E3| Answers

1. The thief had escaped when the police arrived.
2. The girl had read before she went to bed.
3. We had eaten before they arrived.
4. I had swept the room when my mother came.
5. When Kwame came, we had closed the meeting.
6. Before he went to J.H.S, he had attended the primary school.
7. I had not been in the house when my phone rang.
8. Before I ate the fruit, I had washed it.

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?

Learner's Book Pages 251 – 259

Workbook Pages 178 – 185

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5 1.10.3.5 Use discourse markers to signpost stages in a presentation (e.g. “For the next part”, “For example”, “In summary”)	Personal development and Leadership Critical Thinking
STRAND 2 - READING	
Phonics B5 2.6.4.1 Recognise how words are formed through acronyms (WHO) and clipping (telephone – phone)	Personal Development
Comprehension B5 2.9.1.1 Read grade-level texts with good speed and accuracy.	Communication and Collaboration Personal Development
B5.2.10.1.2: Write a short summary of a level-appropriate text/passage read.	Reading and Speaking Personal Development
STRAND 3 - GRAMMAR	
B5 3.9.1.1 Use modals to express a variety of meanings.	Personal development Listening and Speaking
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.14.1.1 Write sentences to describe a process of doing something.	Creativity and Innovation

STRAND 6 - EXTENSIVE READING	
B5.6.1.1.1 Read a variety of age-appropriate books and present at least a three-page summary of each book read.	Personal development and leadership

Strategies	Resources
Oral Language: Discussion, Pair Work, Group Work	Picture, A sample passage
Reading Dictionary Practice, Discussions, Explanation, Silent Reading, DRA (Directed Reading Activity)	Dictionaries, thesaurus, reading passage, pictures
Grammar Think-pair-share, Exemplification	Word lists
Writing Discussion, Matching, completion exercise	Pictures

TEACHING AND LEARNING ACTIVITIES

A1. Strand 1Sub-Strand 10 - Presentation

LB page 252

Oral language

Topic: Discourse Markers

Let learners look at the picture on page 251 of their LB and talk about what they see. Write the title of the unit on the board. Ask them to read it and explain it as best as they can – From the picture, what danger do we all face? What can we do to prevent such consequences?

Let learners read the passage at A2 on page 252. They are expected to point out the discourse markers that are signposts within a passage or speech. Discourse markers are also known as meaning markers because they tell the reader what to expect. Words like **later, however, because, soon, immediately** are examples of discourse or meaning markers. You would realise that they are mostly adverbs of time, manner, reason, etc. Basically, they prompt the reader to think in a certain direction. This is why they are ‘sign posts’. Take for example:

soon, later, immediately, almost immediately, just then. What shades of meaning separates one from the other? What about: in addition to, also, to add to, in conclusion, as a result, etc.

Explain these with examples to the learners. Now ask learners to read the passage on page 252 silently. The meaning markers have been underlined. Ask them to write the meaning of these words and share with their partners. Later, let learners discuss these in their groups.

The sign posts/meaning markers/discourse markers

‘How’ means the manner in which we keep our environment (quite different from ‘when’ or ‘if’)

‘often’ – again and again, in quick succession.

‘Imagine that’ – the writer by this phrase engages the direct attention of the reader.

‘You don’t end it there’ – still directly getting the attention of the reader.

‘Is that a thing anyone would do?’ this is a rhetorical question. Rhetorical questions are questions that have obvious answers – everyone knows the answer anyway.

‘Yet’ – means on the contrary. i.e. against expectation.

‘Look’ – again the writer directly gets the attention of the reader.

Let the groups present their findings and compare them with the above explanations.

A3.

Let learners read the verse at A3. Let them know that, coming from the Bible, this flesh also shows that God Almighty hates filth in the human body and filth in the surroundings of the humans. It falls in line with the theme of this unit – Prevention is better than cure.

Let learners work on the questions in their groups and share with the whole class.

Strand 2, Sub-Strand 6 – Vocabulary

Reading

B1. LB page 253. Phonics: Vocabulary

Topic: Acronyms and Clippings

Both of them are called abbreviations. They help to shorten long words in speech and writing.

Explain this to learners with more examples. Let them learn to use such abbreviations when taking notes.

Let learners do the exercise on page 224/5

am - ante meridian

TUC – Traders Union Congress

BA – Bachelor of Arts

UNO – United Nations Organisation

BBC – British Broadcasting Corporation USA – Unites States of America

No. – number

viz – namely

Percent – per centum

Ltd – limited

i.e. – that is

Do not provide the answers directly. Let learners find these out from the dictionary and share with the class.

Strand 2, Sub-Strand 7 - Comprehension

B2& B3| Reading. LB pages 254 - 255

Before reading

Activities should include brainstorm on some of the causes and prevention of common diseases children suffer. Discuss malaria; mention the mosquito as the causal agent and it's breeding grounds. How malaria can be prevented. Some of suggestions here should include sleeping in treated mosquito nets. Try as much as possible to dispel any myths about the net. Mention weeding bushy areas around residences, desolating gutters and eliminating stagnant waters. You may also talk about H.I.V. AIDS, the cause and prevention of the disease. Find the statistics of AIDS from local hospital sources for illustration.

Use context to teach the meaning of words. Special note should be taken of the challenges in spelling the vocabulary. As a follow up activity, organise a Spelling session with learners using the words.

During reading

Write these pre-reading questions on the board before learners begin to read and ask them to find answers to the questions as they read.

1. Why is personal hygiene important?
2. What gives us bad odour?
3. Why can we not see the germs carried by our hands and finger nails?

Ask learners to now read the first third of the passage silently. After the reading, discuss the pre-reading questions written on the board. Lead a thorough discussion of the portion of the

passage read. During the discussion encourage learners to ask questions about what they do not understand.

Repeat the silent reading and discussion with the remaining two thirds of the passage one at a time.

After reading

Discuss also personal hygiene. Spend time to talk about the hands and the condition in which they must be kept. Insist on the regular or frequent washing of the hands especially after using the toilet. Talk about care for both finger and toe nails. Let learners talk about the need for neat clothing and care for the food we eat.

Have learners do the comprehension exercise in Section C of the unit.

Strand 2, Sub-Strand 6 - Vocabulary

D| Vocabulary Consolidation LB Page 256

D1| This exercise requires learners to distinguish between water borne and air-borne diseases from the number of diseases listed. Ask learners to pay special attention to the spelling of all the diseases listed. Conduct special spelling drills to ensure that learners are able to write them correctly. The exercise will also afford learners the opportunity to observe the words once more.

D2| Learners are required to demonstrate their understanding of the vocabulary by completing the sentences provided.

E. Strand 3 - Grammar, Sub-Strand 9 – Modal Auxiliaries

LB page 257

Revise verb forms clearly.

[The verb forms in this exercise do not agree with the subject. A singular subject takes a singular verb and a plural subject takes a plural verb. Explain to learners that, the s morpheme attached to the verb in the present form of the third person singular is not a plural marker. That is the singular form that agrees with the subject is the third person singular.

Explain with the sentence ‘my heart bleeds when I see sick children’ the pronoun that can replace my heart is ‘it’. It is a third person singular. The sentence can thus be also read as ‘it bleeds when I see sick children’. Ask learners to work in pairs to correct the verb forms in the rest of the sentences.

In word formation prefixes and suffixes are added to roots to derive new words. In forming adjectives, the suggested suffixes can be used. Learners have encountered them through extensive Reading.

E2| Modals. LB page 257

Learners have learnt and now use some modals consciously and correctly. E3 is for revision of the previous lesson. E4 is the current lesson.

Let learners do Exercise E3 using the Think-Pair-Share strategy. The day's main lesson is on the modals must, will/shall and might. Let them read and find out the function in the sentences.

Must – obligation

Will/shall – intention, prediction and determination

Might – possibility

Introduce several drills to have learners practice the use of the various modal auxiliaries.

E1| The Use of Modals. LB page 257

This is a lively conversation which requires learners to be paired. Encourage learners to learn their lines to be able to role play the dialogue. The modal auxiliary in the dialogue serve different purposes. Read the conversation again and explain how each auxiliary is used for a special purpose.

May - express ability

Can – express intention

Will – expresses intention

Must – says it is necessary

Would – says you want something

Could – says it is possible

E2

Lead learners with several examples to identify the correct modals and also use them in their own examples. Encourage them also to write sentences with the modal auxiliaries.

Strand 4, Sub-Strand 14: Informative Writing

LB page 258

F1. Writing

F1 is a warm-up activity for the class. Let them do it silently. Call on a few of the learners to share their answers.

F2.

Let learners look at the picture of ingredients, foodstuffs, cooking utensils and kitchen equipment. Each individual is to pick items from the pictures to prepare any food of their choice within (fifteen minutes) or more.

They must plan the process from beginning to end. They are allowed ten to twelve sentences to account for it.

G. Strand 6: Extensive Reading

Provide guidelines for learners to summarise the story of the last supplementary book they read and pass it on to their friends to read.

Answers

C| Answers

1. Diseases are found all around us.
2. When the disease catches the others on contact.
3. In sewage and garbage sites.
4. By fencing off the latrine.
5. To keep out all rotten food from the mouth.
6. It can be treated or boiled.
7. Summary. Personal hygiene is to wash your face and bath, brush the teeth and wash the hands with soap and water and to keep the hair short.

D1|

Water Borne

Cholera

Guinea worm

Bilharzia

Air Borne

cough

measles

tuberculosis (TB)

catarrh

D2| Answers

1. Cholera is a waterborne disease which is contagious
2. It is good to observe personal hygiene
3. Our unwashed hands carry germs.
4. Sweep the compound send all the garbage to refuse dump
5. The skin protects the whole body.

E1| Answers

- | | |
|-----------|------------------|
| 1. Bleeds | 6. Prevents |
| 2. Cause | 7. Gives |
| 3. Cause | 8. Bring |
| 4. Wash | 9. Drinks, stays |
| 5. Comes | 10. Hits, bleed |

E2|

- | | |
|-------------------------|-----------------------|
| 1. danger- dangerous | 7. digest – digestive |
| 2. attract – attractive | 8. person – personal |
| 3. respect – respectful | 9. watch – watchful |
| 4. culture – cultural | 10. create – creative |
| 5. fame – famous | |
| 6. use – useful/useable | |

E3.

May – permission
Can – ability to do
Can – ability
Will – intention
Must – obligation
Would
Could

F1.

1. I have a bruise.
2. I have a swelling.
3. I bleed.
4. I have a red spot.

F2. Let learners choose what to describe personally. It is not a full meal, it can be a soup or stew, etc.

All items should be chosen from those provided in the picture only.

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?

Learner's Book Pages 260 – 268

Workbook Pages 186 – 193

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit, the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5 1.7.1.3 .Relate to lessons in stories	Critical Reading
STRAND 2 - READING	
<p>Phonics</p> <p>B5 2.6.4.2 Recognize the playful use of words in spoken and written language (jokes, riddles, puns, etc.)</p> <p>B5 2.8.1.2 Find the meaning of words as used in context.</p> <p>B5.2.8.1.3 Answer questions based on the passage read.</p>	<p>Cultural Identity and Citizenship</p> <p>Communication and Collaboration</p> <p>Personal Development</p>
STRAND 3 - GRAMMAR	
B5 3.9.1.1 Use modals to express a variety of meaning	<p>Communication and Collaboration</p> <p>Listening and Speaking</p>
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5.4.14.2.1 Write about incidence or events of the day (e.g. any events witnessed on their way to school and make radio/TV presentation)	<p>Creativity and Innovation</p> <p>Critical thinking</p>
STRAND 6 - EXTENSIVE READING	
B5.6.1.1.1 read a variety of age-appropriate books and present at least a three-paragraph summary of each book read.	Personal development and leadership

Strategies	Resources
Oral Language Picture reading, analysis	Pictures
Reading Critical reading, picture description, silent reading, dictionary practice, matching, blank filling.	Sample passages, pictures, dictionaries
Grammar Blank filling	Incomplete sentences
Writing	

TEACHING AND LEARNING ACTIVITIES

A2. Strand 1, Sub-Strand 7 – Listening Comprehension

LB page 261

Oral language: Picture Discussion

As learners listen, narrate the story in Section A of the Learners' Book Unit 28 Page 261 vividly and dramatically.

Discuss the story briefly and have learners take a few minutes to read it silently. Have a few learners retell the story.

Guide learners with questions to identify the setting, characters, the main events and lessons to be learnt.

Put learners in groups to discuss the lesson(s) to be learnt in the story into greater detail. Individuals then attempt to relate the lessons to their personal lives and tell the same to members of their group.

B1. Strand 2, Sub-Strand 2: Phonics

LB page 262

Reading

B1.

Many words in English have more than one meaning. Some have the same spelling and

pronunciation but the meanings are different. They are called Homonyms. Others have different spellings but sound the same. When they are used alongside each other, the outcome is called a pun, that is, playing on words. These can be used for jokes.

Homophones – hole – whole

Foul – fowl

Him – hymn

In this lesson there are sentences using homonyms.

Let learners read the sentences and use their dictionaries to find out the varieties of meaning used in them.

Let them do the group work and report to the class.

Let learners use these pairs of words in sentences.

1. allowed – aloud

2. piece – peace

3. made – maid

4. steal – still

5. waist – waste

B2. Strand 2, Sub-strand 6: Vocabulary

LB page 262

Teach new vocabulary.

Use pictures to teach these new words

Sausage – draw or take a picture (but it is quite easy to get the real object these days)

Athlete – show a variety of athletes displaying their skills.

Festival – show the picture of a festival and ask learners to mention some festivals they know.

Marathon – show the beginning of the race and the end (40 kilometers/25 miles)

Wrestling – picture of wrestlers in action.

Strand 2, Sub-Strand 7 - Comprehension

LB pages 263 - 264

Reading

Let learners read aloud in their groups so that many of them will be able to read. Check



fluency by getting them to apply the correct tone to punctuation marks orally. By reading in groups, learners can help each other to read correctly. Encourage them to ask questions so that their peers can help clarify words and phrases they do not understand. This way, by the end of the reading time, most of the learners will be ready to provide answers to the questions.

Post reading

Let learners continue to answer the questions based on the passage in their groups.

Strand 2, Sub-Strand 6 - Vocabulary

LB page 265

Vocabulary consolidation

D1| The meaning of the words have been provided for learners to match them to the words. Ask learners to work in pairs to make good sentences from the vocabulary.

D2| LB page 265 - 266

Words are provided to be used in filling the blank spaces learners should read the sentences well and select the best word which fill spaces.

D3| This is a rebus where learners are required to provide the words to replace the pictures in the writing.

Learners are expected to copy the passage replacing pictures with words. Learners are likely to have difficulties with the spelling of some of the words. You may consider writing the words on the board but not in the order of pictures, as they appear.

Encourage learners to learn more about the Olympic Games and share such knowledge with their mates.

E1. Strand 3, Sub-Strand 9 - Modals

LB page 267

Grammar

Using Modals to Express a variety of Meanings

This is a continuation of the lesson on modals. E1 is for learners to revise what they learnt in a previous lesson. We understand that specific modals have specific meanings.

Let learners read the sentence and try to get the function of the modals from context.

Then go ahead and show them further the function of the modal. After each explanation, let them use the modal in sentences of their own.

Let them finally write sentences into their notebooks using the various modals.

F. Strand 4: Writing

Sub-Strand 14: Informative/Academic Writing

Making A Radio/TV Presentation

Revise Descriptive as well as Narrative writing with learners.

Ask learners to watch News telecasts the week prior to this lesson. They also listen to 6.00/6.30 pm news on the radio so as to get a broader knowledge of the happenings occurring in the country and elsewhere.

Instruct learners to write any of the incidents they saw or heard in a narrative style. They should also learn the style of reporting incidents on the radio or on TV.

Because it is a report the story should not be lengthy but contain the important events clearly described.

G. Strand 6: Extensive Reading

Ask learners to find information on the internet, on the fights of the Ghanaian boxer Azuma Nelson to be presented to the class. The search may be extended to other Ghanaian sportsmen.

Guide learners to use the information to write about the individual.

Answers

A3.

Let learners use dictionaries and thesaurus to get synonyms to enrich their language. At the end, give them time so that each group will be able to rewrite their new version of the story.

Let the groups share.

B2.

The main observation is that one word is used about two times in each sentence. However, the meaning of the words are different though the spelling of the words are the same.

1. spring 1 – a noun

2 – a verb

2. like 1 – verb

2 – adjective

3. still 1 – adverb

2 – adverb

By the above you can see that the same word has different meanings. Even where the word class is maintained there are still differences in the meaning of the word.

C| Answers to comprehension questions

1. The Olympic Games started in Greece.
2. The Olympic Games is held every four years.
3. To show respect to the gods.
4. The sportsmen and women eat at restaurants at the games village.
5. A hero at the Olympic Games is an athlete who wins a gold medal.
6. Sportsmen and women become nervous because of the task ahead of them.
7. Sportsmen and women enjoy free accommodation and food.
8. It is sad because many will miss the place and friends they had made, happy because it will be time to see the winners of trophies in the game.
9. Because the game has become a global game so people from many countries take part in the games.
10. Personal response question. Let learners share their personal thoughts.

D1| Answers

1. hero – a person respected for his/her achievements
2. festival – a celebration observed regularly
3. restaurant – eating place where meals and drinks are sold
4. nervous – feeling very fearful
5. excited – feeling very happy
6. counter – a flat surface on which food and drinks is served
7. coach – a trainer of players and athletes

8. marathon – a long distance race over several kilometers.

D2|

- | | |
|-------------|--------------|
| 1. Festival | 4. Wrestling |
| 2. Sausage | 5. Marathon |
| 3. Athlete | |

D3|

- | | |
|-----------------------------|--------------------|
| Line 1) football | Line 4) house, car |
| Line 2) certificate, trophy | Line 5) family |
| Line 3) money (dollars) | |

E1|

- | | |
|----------------|----------|
| 1. will | 5. will |
| 2. must, shall | 6. must |
| 3. must | 7. shall |
| 4. must | |

E2.

The Modals and their function

1. should – shows obligation
2. used to – was living in the states but does not any longer.
3. ought to – shows obligation; same for have to

Let learners use the various modals in sentences of their own. They must write the sentences into their notebooks.

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?

Learner's Book Pages 269 – 276

Workbook Pages 194 – 200

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit, the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5.1.10.3.6: Elaborate on points using concrete examples.	Communication and Collaboration
STRAND 2 - READING	
<p>B5 2.6.4.2 Recognise the playful use of words in spoken and written language (jokes, riddles, puns, etc.)</p> <p>B5 2.10.1.1: Summarise level-appropriate texts/ passages orally.</p> <p>B5.2.6.1.2: Use the following terms: synonyms, antonyms, prefix, suffix, phrasal verbs, etc. in spoken and written expressions.</p>	<p>Cultural identity and global citizenship</p> <p>Communication and Collaboration</p> <p>Reading, listening and speaking</p> <p>Listening and speaking</p>
STRAND 3 - GRAMMAR	
B5 3.10.1.1 Use prepositions to convey a variety of meanings.	<p>Personal Development</p> <p>Reading and Writing</p>
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5 4.15.1.1 Write to friends about events using appropriate letter formats.	Critical Thinking and Problem Solving
STRAND 6 - EXTENSIVE READING	
B5.6.1.1 Read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read.	Personal development and leadership

Strategies	Resources
Oral Language	
Picture reading, group work, elaborate research	A passage
Reading	
Dictionary, group discussion, explanation, critical reading, reading aloud	Passages, pictures, demonstrations
Grammar	
Blank filling, choosing the correct alternative	Substitution table, incomplete sentences
Writing	
Writing friendly letter format correctly	Sample friendly letter format

TEACHING AND LEARNING ACTIVITIES

A1& A2 Strand 1, Sub-Strand 10 – Listening Comprehension

Oral language. LB Page 270

Topic: Earthquakes

Begin the lesson by getting learners to look at the picture on page 269. Let them say all that they know about earthquakes. Let them describe the picture and what could have happened to the people who were living there.

Now let learners read the passage on pages 271 - 272. As they read, let them decide where they wish to add some details. Let them write and share with their partners.

Then get them to sit in their groups to share and do a group write-up for sharing with the whole class. Let each group do a final copy and publish it by posting it on the class board. Learners can do a gallery walk later to read them.

Strand 2, Sub-Strand 3 – Rhyming Endings

Reading

B1|Phonics

Learners in pairs identify rhyming words. Organise a competition among groups to produce rhyming words which end in -ate and -ake. The group that emerges with the most rhyming

words should be appreciated.

Have learners read sentences such as this to identify the dominant sound.

Cate and her mate hate coming late.

Drill learners on these words:

fate - sake

hate - cake

mate - rake

fate - take

rate - make

Organize a competition among groups to identify rhyming words which end in the spelling patterns –ate and –ake. The group that emerges with the most rhyming words should be appreciated. Encourage learners to make sentences with some of the words they may come up with.

Let learners create words that end in ‘ate’ and ‘ake’ to share with their partners. Every word must be checked using the dictionary before acceptance.

Learners write some of the examples into their notebooks. Let them make sentences orally.

B1. Strand 2, Sub-strand 2: Phonics

LB page 270

Let learners find out from the dictionary what the word absurd means. They are silly and irrational things we say for fun and end becoming a joke.

In this activity, learners are to read and find out the absurdity in each sentence.

Whoever discovers it should explain why he/she thinks it is absurd.

1. In the first one, the old beggar said he was ‘deaf and dumb’. If he was he would not be able to talk, but he did. So his statement was absurd.
2. Salt may make food tasty but not sweet; it is sugar he should have put into the food.
3. Here if the son does not get the letter, how would he know the content? It is an impossible situation.

Let learners discuss their answers and share with the class.

B2, B3. Strand 2, Sub-Strand 7 - Comprehension**Passage: Earthquakes In Ghana****LB Pages 271 – 273****B3|Before Reading**

Have learners revisit the theme page picture and recall points previously made. You may also elicit additional comments. Teach the pronunciation, meaning and use of new vocabulary. Rely on context as much as possible to explain key words.

**During reading**

Write pre-reading questions on the board and ask learners to find answers to the questions as they read. Examples:

What is an earthquake?

What causes a stampede?

Do a model reading of the first paragraph. Ask learners to read silently. Move around to correct poor reading habits.

Put learners in groups to read the passage. After reading, discuss the passage thoroughly for learners to understand the severity of earthquakes. In this passage learners should understand the importance of history. History informs us against the future. With all these records, learners will see the might of earthquakes and will be willing to comply with any building policy that will protect them against disasters.

After reading.

Discuss learners understanding of the differences between earthquakes and earth tremor. Put them in groups to draw a policy on buildings in Ghana. Let them do the comprehension exercise in Section C.

D1. Strand 2, Sub-Strand 6 – Vocabulary**LB pages 273 - 274****Vocabulary Consolidation**

Teach the new words

Collapse – through demonstration

Rubble – picture

Earthquake – pictures

Skyscraper – picture

Sympathetic – demonstration

Reading – Group Work

Learners will be giving a summary of the passage orally.

As they read, they write down the main ideas from each paragraph.

Remind them that no explanations should be added.

C. LB pages 272 - 273

Let the class now answer the questions. A learner reads the question and all look for the answers. Anyone who finds the answer should show where they got the answer from.

D2| LB pages 273

The answers to these questions are to be delivered from the passage but based on learners experiences, accept answers which are relevant.

D3| LB page 274

Learners are required to arrange the words in alphabetical order. Let them understand if words begin with the same letter to determine which comes before the other.

E. Strand 3, Sub-Strand 2 – Prepositions

LB page 274

Grammar

by, towards, at, for

Prepositions are placed before a noun or a pronoun to show it relates to the noun or pronoun; for example we say, ‘on the table’, ‘to school’, ‘between the hills’. This way, prepositions are used so that each one shows a specific meaning.

E1. Read the sentences with learners and let them choose the right alternative. For each one, explain the function of the preposition.

Preposition		Function
by	-	shows position
for	-	shows purpose
towards	-	shows direction
at	-	shows time

F2. Strand 4, Sub-Strand 15 – Letter Writing

Writing

Lead learners to go through the stages of writing the address, salutation, etc. Explain what is accepted and what is not. Let them practise the correct forms – give them examples on the board and let learners write these correctly in their notebooks. Go round and mark their written work.

G. Strand 6: Extensive Reading

Take learners to the library to select any reading material of their choice. Ask them to read and report on what they read.

Answers

C| Answers to comprehension questions

- Both earthquakes and floods happen suddenly without warning.
- Buildings and trees fall on the people.
- In 1615
- It covered the whole nation.
- An earthquake is violent and destructive but an earth tremor is a gentle shaking and not destructive.
- If the first earthquake was in 1615 and the second in 1906, it is a simple mathematical calculation, the first group to get the right answer wins. 1906 – 1615
- The summary question has been worked on already. Let the groups read their answers. Compare them to these.

Paragraph I – Earthquakes occur suddenly without warning.

Paragraph II – Many people die when houses fall on them.

Paragraph III – Ghana has a history of earthquakes.

Paragraph IV – Ghana needs to begin building skyscrapers with earthquake resistant materials.

Note: The above summarises the whole passage. They are the main idea in each paragraph. When you read each main idea, go back and read the rest of the paragraph. You would see that the rest of the sentences are simply explaining the main idea.

8. This is a personal response question. Allow learners to share their ideas.

D1| This is a test on the learners' understanding of vocabulary. In pairs learners work together to find words that are similar to the words listed.

notice – information/warning

assistance – help

stampede - rush / scattering

sway – toss, move, slightly

giant – huge

resources – materials

D2|

1. a kind person/ a good samaritan
2. rubble
3. an earthquake
4. it will easily crash down
5. a skyscraper

D3|

- | | |
|--------------|-------------|
| 1. building | 7. giant |
| 2. children | 8. movement |
| 3. church | 9. sand |
| 4. disappear | 10. under |
| 5. earth | |
| 6. friend | |

E1| Answers

- | | |
|--------|--------|
| 1. at | 7. at |
| 2. for | 8. for |

- | | |
|-------------|-------------|
| 3. for | 9. by |
| 4. by, at | 10. towards |
| 5. for | 11. towards |
| 6. towards | 12. for |
| 13. towards | 14. by |

E2| Answers

1. This bag here is mine.
2. These girls in that school are humble.
3. These/Those books in the headmaster's office are colourful.
4. This shirt I'm wearing is very costly.
5. That table I saw in the market has broken legs.

F| Answers.

- | | |
|----------------------------------|-------------------------------------|
| 1. It was early in the morning. | 4. She did not look left and right. |
| 2. Everybody was going to work. | 5. Then, there was an accident. |
| 3. She wanted to cross the road. | 6. She is now in the hospital |

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?

Learner's Book Pages 277 – 291

Workbook Pages 201 – 208

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit, the learner will be able to:	
STRAND 1 - ORAL LANGUAGE	
B5 1.10.3.7: Speak with confidence before different audiences and maintain appropriate posture.	Communication and Innovation Creativity and Innovation
STRAND 2 - READING	
<p>B5 2.6.4.3: Use words suitable for purpose, audience, context and culture in relation to: type of texts (expository/explanatory, persuasive language, argumentative) medium (spoken/written, register (formal/informal), etc.</p> <p>B5 2.10.1.2 Write a short summary of a level-appropriate text/passage read.</p> <p>B5 2.6.3.1 Deduce meaning of words from the word class they belong to, and how they relate to one another (synonyms and antonyms)</p>	<p>Cultural identity and global citizenship</p> <p>Personal Development</p> <p>Communication and Collaboration</p> <p>Reading and Writing</p> <p>Listening and Speaking</p>
STRAND 3 - GRAMMAR	
B5 3.10.1.1 Use prepositions to convey a variety of meanings.	Personal Development Communication and Collaboration
STRANDS 4, 5 – WRITING, WRITING CONVENTIONS	
B5.4.15.1.1: Write to friends about events using appropriate letter formats.	Communication and Collaboration

STRAND 6 - EXTENSIVE READING

B5.6.1.1.1 Read a variety of age and level appropriate books and present at least a three-paragraph summary of each book read	Personal development and leadership
--	-------------------------------------

Strategies	Resources
Oral Language	
Picture discussion	Video/voice clip, picture
Video/voice clip observation	
Group work, speech presentation	
Reading	
Picture discussion	List of rhyming words, pictures, reading passage
Silent reading	
Sentence construction	
Grammar	
Blank filling, explaining	Sentences
Writing	
Recall, sharing, writing	Writing materials

TEACHING AND LEARNING ACTIVITIES**A1& A2. Strand 1, Sub-Strand****LB pages 277 - 278****Oral language**

This lesson is meant to give learners the opportunity to do presentations before a variety of audiences.

Before the lesson, prepare video presentation. You may download from the internet. If this is not possible, you may get a recording of a speech onto your phone. Inform learners ahead of time to be ready with their write-ups from Unit 28 and Unit 29. This should give them good time to prepare and practice the reading in their groups ahead of time.

Decide also where the presentation will be done – is it to be done sitting or standing, so that you can improvise a stand.

At the beginning of the lesson tell learners all that is expected of them. Since it is going to be group work, let them sit in their groups at once. Tell them about the video and tell them what things to look out for. These are the same things the class will also be looking out for when their colleagues present their speeches. Also, there are two topics so agree with the class which groups will present on what topics.

Allow presenters to finish all the presentations before comments are made by the class. This is important. If comments are made after each presentation, learners who will come after them will become self-conscious.

The verse on page 278 is a song as well. Let learners learn the lines and explain them line by line. Let them answer the questions orally.

READING

B1.

This is a lesson to get learners to practice how to replace phrases with single words by the help of prefixes and suffixes.

Read through the whole introduction with learners and show them how it works. By using these prefix 'mid' and the suffix –less, it saves one the long chain of words to express oneself.

Strand 2, Sub-Strand 7 - Comprehension

Passage: Protecting The Land

LB Pages: 279 – 282

Before Reading

Let learners study the picture on page 283 closely to discuss the activities taking place. Let them discuss the consequences on human. Let group members say some of the ways in which the events can be prevented.

B2. LB page 279

Teach new words

Let learners try the explanations from their own understanding and talk about the pictures. Learners listen as you do model reading. Learners also read silently and get ready to answer the questions.



During reading

Write pre-reading questions on the board.

In which environment do humans and animals share the same source of water?

How does a factory destroy the land?

Do a model reading of the first paragraph. And ask learners to continue with silent reading of the rest of the passage. Check learners sitting posture and reading habits. Discuss the pre-reading questions with learners.

Post-Reading

Discuss the passage comprehensively and assign learners to answer the questions in Section C individually.

Assign portions of the school land destroyed to groups as part of their project to improve upon the land by re-grassing, checking erosion, etc.

D1. Prepositions

Prepositions are a problem to get right. This is why learners need to take it in slowly to help them get them right from now.

When the sentence is read, let learners identify the preposition and its function. The context will help them to understand it.

GRAMMAR

E| Forming the negative with prefixes –un, –in and –im. Learners are to learn some ways of making the negative in English using –un, –in and –im. Note that ‘-im’ is used for words which begin with ‘p’, ‘b’, ‘m’. Use the vocabulary provided in sentences to enable learners form their negative forms using the prefixes –un and –im.

Explain the exercises in D1 and D2 using examples of familiar words. Have learners go into groups to do the activities orally. Individuals do the work in their books.

E. Strand 5 – Using Grammar Conventions

Sub-Strand 7 – Using Simple Prepositions

LB page 283

Prepositions for Possessive Comparison and Support

Revise using simple prepositions to indicate positions by having learners describe classroom objects and things in the vicinity of the school.

Examples:

- Our School is near the chapel.
- Efua sits behind Alima.
- The clock is on the wall.
- There is a mango tree behind the canteen.

Introduce each of the named types of prepositions in context one at a time and provide drills for practice.

Put learners into groups and create situations for them use the given types of pronouns. E.g.

In the next school election, Shama and Evans will stand for the position of School Prefect. Tell your group members which of you will vote for and the one who will vote against, giving your reasons.

Explain Exercises E1, E2 and E3 briefly with examples and assign learners to do both individually.

F. STRAND 4, SUB-STRAND 15 – LETTER WRITING

Letter to a friend LB Page 284

Have learners name the features of a friendly letter and explain what they are and their importance with examples.

Lead the class to write a sample letter on a matter agreed to by the class. Involve learners fully on all aspects and write only what has been proposed, debated and agreed to by the class guided by you.

Learners discuss the letter and suggest changes, corrections, etc.

Assign learners to now write their individual letters following due process.

G. Strand 6: Extensive Reading

Organise learners to share experiences during the Extensive Reading sessions. They may talk about their preferred author, stories, characters and their problems in groups.

Answers

A2.

1. Ghana
2. Personal response question
3. Ghanaians
4. Personal response
5. Rhyming words. Thee – be, place – race

B1. Words with mid-

- | | |
|--------------|--------------|
| 1. midstream | 4. midstream |
| 2. midway | 5. midnight |
| 3. midsummer | |

B2. Words with –less

- | | |
|--------------|---------------|
| 1. waterless | 7. starless |
| 2. airless | 8. breathless |
| 3. starless | 9. childless |
| 4. armless | 10. jobless |
| 5. lifeless | |
| 6. useless | |

C| Answers to comprehension questions

1. The food we grow on it to eat.

2. Crops which can return nutrients into the soil are groundnuts, cowpeas, and bambara beans.
3. When chemicals are poured into rivers. They kill all fishes and animals which depend on the water. The water is also poisoned and so is not good for consumption.
4. Burning kills all the animals and leaves that could add nutrient to the soil.
5. As the family grows and each one takes his/her piece of land so land to farm on is scarce.
6. Yes, because soon all the present farmlands will become roads, skyscrapers and others.
7. Personal response

D2. Opposites

export – import

aware – unaware

improved – unimproved

important – unimportant

fertile – infertile

fortunate – unfortunate

D3. Answers

unaware

unimportant

ungrateful

immoral

unfaithful

impossible

unpleasant

immature

E1. Prepositions

	Preposition	Function
1	by	position
2	towards	direction
3	for	purpose
4	at	time
5	for	possession
6	towards	direction
7	by	time
8	by	position

E2.

	Preposition	Function
1	for	possession
2	taller than	comparing
3	against	opposition
4	for	support
5	fewer than	comparison

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?

TESTYOURSELF 3
LB PAGES 289 – 291

Answers

A)

1. those involved in the accidents.
2. those who need major operations.
3. those who are naturally anaemic.
4. donors
5. it takes ten minutes.
6. light refreshment
7. one pint
8. the person will be tested
9. at seventeen years
10. to save lives

B)

- | | |
|---------------|----------------|
| 1. can't you? | 4. didn't we? |
| 2. won't you? | 5. won't you? |
| 3. do they? | 6. doesn't it? |

C)

Kofi has donated blood.

Afi has sung in the choir.

Learners have carried their bags to school.

Musa has known the answer.

The cat has played with the ball.

We have eaten breakfast.

D)

1. a
2. an
3. a

E)

1. had gathered
2. came
3. washed

F)

1. football
2. certificate
3. trophy
4. money
5. house
6. car
7. family

G. Word Puzzle

it

gold or good

events

marathon

spectators

recreational

APPENDIX 1

Workbook Answers

UNIT 1. HIS EXCELLENCY, THE VISITOR

A: Songs Workbook Page 1

1. The youth is called upon for their devotion.
2. To uphold the nation
3. To make her great and strong.

B1. Phonics Workbook page 1.

Soft C	Hard C
Cell	Cart
Cement	Come
Celebrating	Corner
Ceiling	Camp
Receive	Crain
Centre	catering
cycle	
Cylinder	
Cyber cafe	

Soft G	Hard G
genes	Game
Gender	Gain
gem	Grain
Germany	Grain
General	Grape
Giant	Ghana
Germinate	Gap
	Gasoline
	Guests

C. Workbook Page 2

1. They learned that an important person would be visiting the school.
2. The school was expecting an important person on the re-opening day.
3. His Excellency, the Vice president of Ghana.
4. It was the first day at school.
5. It was after break.
6. Those who accompanied the visitor.

D1. Workbook Page 3

1. Assembly- a gathering or meeting of teachers and learners.
2. Canteen- where people buy or sell food.
3. Vacation- holidays
4. Break- a time of rest
5. Anxious- eager
6. Approaching- coming near
7. Break the news- tell the news to people who have not heard it
8. Moments after- soon after, immediately after
9. Entourage- followers
10. Addressed- spoke
11. Quickly- immediately
12. On the lips - talking about

D2. Write a word that is opposite in meaning. Workbook Page 3

1. Last- first
2. Several- only one
3. Following- previous
4. Early- late
5. Nothing- something
6. Leaving- arriving
7. Approaching- going away
8. Quickly- slowly
9. Entered- went out of
10. Friend- enemy.

E. Workbook Page 4

1. Vaca - tion
2. Impor - tant
3. Honour - rable
4. Para - mount
5. Exe - cutive
6. Can - teen
7. Approa - ching
8. How - ever
9. Door - way
10. Beha - viour
11. Excel - lent
12. Enton - rage
13. Presi - dent
14. Parlia - ment
15. Class - room
16. Exact - ly

UNIT 2. THE SCHOOL PARADE

C. Circle the letter of the correct answers. Workbook Pages 7 – 8

1. C. 50yrs.
2. C. They are fifty years old.
3. B. Saturday.
4. A. the cadet of the school.
5. E. school children and parents, a. parents, children and relatives.
6. A. the headmaster.
7. A. the head teacher, staff, and learners.
8. B. because the teachers are hardworking.
9. B. visiting the school and talking to the teachers and students.
10. B. talking to people about what you know or experience.

D1. Match each word in column A with its meaning in Column B. They are words from the National Anthem. Workbook Page 9

- | <u>A</u> | <u>B</u> |
|---|----------|
| 1. oppressor – a person who is cruel to those under him /her. | |
| 2. Golden jubilee – fiftieth anniversary celebration | |
| 3. Discipline- well behaved | |
| 4. Guest – visitors | |
| 5. Defend –protect from attack | |

D2. Rewrite the words correctly.

Workbook Page 9

- | | |
|-------------|--------------|
| 1. Homeland | 5. Honesty |
| 2. Forever | 6. Fearless |
| 3. Defend | 7. Oppressor |
| 4. Humility | 8. Might. |

D3. Re-arrange the letters to spell the word correctly. Workbook Page 10.

- | | |
|--------------|-----------------|
| 1. Jubilee | 7. Inspection |
| 2. Durbar | 8. Chairman |
| 3. Parade | 9. Thirsty |
| 4. Relatives | 10. Celebration |
| 5. Command | |
| 6. Cadet | |

D4. Write the appropriate words in the blank space. Workbook Page 10

- | | |
|---------------|----------------|
| 1. Military | 7. Gentlemen |
| 2. Discipline | 8. Jubilee |
| 3. Entered | 9. Seated |
| 4. Golden | 10. Relatives. |
| 5. Durbar | |
| 6. Sharing | |

E1. Workbook Page 11

1. an
2. much
3. a little
4. many

5. several
6. many
7. a
8. much
9. an
10. a little

UNIT 3 OUR HEALTH

Answers

C. Read the passage, Food borne diseases again and answer the questions that follow. Workbook Page 14

1. typhoid, diarrhea, anthrax
2. a. The crops that we eat become poisonous when the plants absorb the chemicals.
b. secondly the chemicals flow into streams and rivers so when we drink the water we get diseases
c. the farmer uses more than is required.
3. (i) buying food from very reliable places.
(ii) cooking food thoroughly.
(iii) preventing animals and insects from coming into contact with our food.
4. When flies and cockroaches walk over our food, they contaminate it with disease-causing organisms.
5. We should report to the hospital so

that doctors can provide treatment.

D1. Which word in the passage means each of the following? Write the word in the box on page 15.

1. Sickness- diseases
2. Serious- severe
3. Use- consumption
4. Anthrax
5. Cure- treatment
6. Risky- life-threatening
7. Stop- prevent
8. Fertilizer

D2. Write a word that is opposite in meaning. Workbook Page 15

1. Begin- end
2. Clean- contaminated
3. Severe- mild
4. After- before
5. Production- consumption
6. Beyond- below/ less
7. Dead- alive
8. Dangerous- safe
9. Open- cover
10. Best- worst

D3. Re-arrange the letters to spell them correctly. Workbook Page 16

1. Diseases
2. Complain
3. Intestines
4. Fertilizers
5. Cockroach
6. Consumption
7. Stomach
8. Diarrhea
9. Vegetables
10. Contamination

D4. Workbook Page 16

1. Dangerous
2. Suspected
3. Consumption
4. Contact
5. Fertilizers
6. Disease
7. Source
8. Ground
9. Food

E. Count and Non-count nouns.

Workbook Page 17

List the count noun on the left and the non-count on the right.

Count nouns	Non-count nouns
Tin	Water
Shoe	Paint
Footstep	Love
Vehicle	Hatred
Mango	Peace
Chalkboard	Oil
Mountain	Sugar
Writer	Paper
Musician	Chalk
Country	Fish
Ministers	Sand
Church	Air
Community	

UNIT 4. The Drunk Driver

A. Poems Workbook Page 19

1. if the driver looks and read the road signs and is mindful of them he will not get involved in an accident.
2. If the driver avoids alcoholic drinks he will not get an accident.
3. If the driver ignores the road signs he is likely to be involved in an accident.
4. If the driver drinks alcoholic drinks and gets drunk, he will get an accident.

B1. Phonics. Workbook Pages 19 – 20

Gear	Glare
Ear	Hair
Deer	Dare
Dear	Chair
Steer	Pair
Beer	Fair
Fear	Fare
Cheer	Bare
Jeer	Stare
Spear	Stairs
Sneer	Spare
Peer	Air
Here	Rare

C. Comprehension Workbook Pages 20 – 21

1. d. do not die in the accident.
2. Road signs tell the driver the dangers ahead.
They do not read road signs or ignore road signs.
They are greedy.
3. They are drunk.
He has no control over the steer.
4. He has no control over the steer.
5. He is not conscious of himself.
6. The passengers should report the drunk driver.

D1. Workbook Page 21

Find a word or group of words in the passage which means each of these.

Survivor – not to die in an accident.

Avoided – prevented

Drop out – stop going to school

Occasionally – from time to time

Shelter – a place to live

Top speed – very fast

To look after – to care for

Hurt – to injure

Jail – Prison

D2. Match each word in column A with its opposite in column B. Workbook Page 22

Future – past

Against – for

Nobody - somebody

Occasionally – frequently; often

Top – bottom

Fast – slow

Reduce – increase

Sold – bought

E. Grammar

Singular and Plural Workbook Page 23

Complete these sentences with the plural forms of the words in brackets.

1. songs

2. cadets

3. duties

4. oranges, mangoes

5. horses

6. diseases

7. bullies

8. bunches

9. Ladies

10. Churches

Write the plural form for these irregular nouns.

Singular	Plural
man	men
child	children
mouse	mice
foot	feet
sheep	sheep
fish	fishes/fish
person	persons
aircraft	aircraft
tuna	tuna
goose	geese
swine	swine

E2. Workbook Pages 24 – 25

Choose the correct verb form to fill the blanks in these sentences.

1. is

2. love

3. are

4. eat

5. eats

6. catch

- | | |
|---------|----------|
| 7. eat | 10. are |
| 8. keep | 11. are |
| 9. have | 12. know |

Unit 5 Staying Healthy

C. Workbook Pages 27 – 28

- | | |
|------|-------|
| 1. ✓ | 7. X |
| 2. X | 8. ✓ |
| 3. X | 9. X |
| 4. X | 10. ✓ |
| 5. ✓ | 11. ✓ |
| 6. ✓ | 12. X |

D1. Workbook Page 28

- flogged - being caned
- abandoned – unoccupied by people
- beneficial - that will be helpful
- complete – finish
- immature – not grown enough/not fully grown
- infection-to be affected by a disease
- exposed – to be allowed for immoral use
- bright future – enjoyable future

D2. Workbook Pages 28 – 29

- | | |
|--------------|--------------|
| 1. infection | 4. exposed |
| 2. assured | 5. dependent |
| 3. abandoned | 6. flogged |

- | | |
|-------------|-------------|
| 7. gathered | 8. immature |
|-------------|-------------|

E. Workbook Pages 29 – 30

- cattle, elephants
- cotton/wool
- ships/buses/taxis
- stairs
- thieves
- flies/bees/ants/rats
- directors
- dancers
- sailors/actors
- singers

UNIT 6 Sharing the World with Animals.

Answers

A. Poem: Animal's song. Workbook Page 32

- forest, plains
- No: in the bush, on mountains and valleys, in the grassland.
- Humans use knives and guns to kill them; we are cruel to them
- Accept reasonable opinions of learners.

B2. Accept any word that has the target sounds and at the right place. Workbook Page 33.

C. Workbook Pages 33 – 35

1. The animals live in the forest.
2. Man's meat is the animals.

Man also need the wood of the trees for building.

Because man is selfish he causes bushfire in order to get meat.

3. The zoos are there for people to see animals they cannot see because they live in the forest.
4. The difference is that the animals in the game reserves are in their natural habitat but are put in places where we can be close to them and enjoy their company.
5. We may not see them again.
6. Kept at home.
7. i. the giraffe
ii. the elephant
iii. the Ostrich
iv. the lion
v. the owl
vi. kiwi
vii. the mole
viii. the baboon

D1. Vocabulary Workbook Page 35

1. share
2. habitat
3. poach
4. game reserve

5. holidays

D2. Fill in the blanks to complete the three-word number four (4) and two-word letter 'L'. Workbook Page 35

1. domestic
2. shortest
3. weakest
4. hostile
5. smallest
6. artificial

D3. Re-arrange the letters to spell them correctly. Workbook Pages 35 – 36

- | | |
|-------------|---------------|
| 1. habitat | 9. animals |
| 2. domestic | 10. however |
| 3. poach | 11. shelter |
| 4. giraffe | 12. strongest |
| 5. zoo | 13. wildlife |
| 6. bush | 14. imagine |
| 7. ostrich | 15. elephant |
| 8. festival | 16. company |

D4. Workbook Page 36

Fill in the blanks to complete the three-word number, four (4) and the two-letter (L)

1. domestic
2. company
3. animals

4. giraffe
5. elephant

E. Underline the abstract nouns in the following sentences. Workbook Page 37

1. bravery
2. responsibilities
3. power
4. weakness
5. patience
6. hunger
7. enmity
8. love
9. will
10. darkness

UNIT 7 STORY TIME

Answers

C. Comprehension. Workbook Pages 41 – 42

1. They wanted to bring back a special gift each.
2. He was surprised that, he could see every part of the Kingdom.
3. The mirror or the glass helped the magician to see every part of the Kingdom.
4. The second brother
5. The carpet was special because it

could take you to any place you want quickly.

6. It was strange for a big tree to bear only one fruit.
7. There are three reasons;
 - i. The fruit fell into the hand of the youngest brother on its own.
 - ii. The shape of the fruit was perfect.
 - iii. The tree that bore the fruit disappeared.

D1. Workbook Page 42

Draw lines to match them with their meaning as they are used in the story.

Decided – agreed

Special - not ordinary, more than ordinary.

Certainly – surely

Approached – got near or close

Examine – to look at something carefully

Pleading – begging

Whispered- talked softly

Noticed – saw

Merchant – trader

D2. Workbook Page 43

Write a word that is opposite in meaning to these words as they are used in the story.

1. different – same
2. oldest – youngest

3. east – west
4. seller – buyer
5. whispered – shouted
6. quickly – slowly
7. beautiful – ugly
8. bottom – top
9. south – north
10. special – ordinary

D3. Workbook Page 43

Fill in the empty “blocks to build a ten-word staircase.

- | | |
|-----------------|-----------|
| 1. disappointed | 6. carpet |
| 2. approached | 7. fruit |
| 3. wonderful | 8. pie |
| 4. merchant | 9. ten |
| 5. kingdom | 10. go |

E1. Complete the sentences with ‘a’ ‘an’ or ‘the’ in the blank spaces. Workbook Pages 44 – 45

- | | |
|-------------|-----------------|
| 1. a | 10. the, the |
| 2. a | 11. the |
| 3. a | 12. an |
| 4. the, a | 13. an |
| 5. a | 14. a, a |
| 6. an | 15. a, a |
| 7. a, a, an | 16. the, a, the |
| 8. an | 17. an, a, the |
| 9. a, the | 18. a, the |

UNIT 8 DISASTER

Answers

A: Poem Workbook Page 47

1. Look before you leap
2. Do not judge promptly/immediately the things you see on the outside there could be more to it than you can think of.

C. Workbook Pages 48 – 49

1. It was Ibrahim’s time to narrate his story of the day he will never forget.
2. It happened in Ibrahim’s house.
3. It happened in the night.
4. He wanted the children to learn and then sleep early.
5. “Saturday Night Movie”
6. The children will be abreast with current affairs.
7. The children saw the disaster that had happened to other people.
8. ‘Reluctantly’ means we went to bed slowly because we did not want to go.
9. Their building and its content went down into the flood.

D1. Re-write the words correctly.

Workbook Page 49

- | | |
|-------------|---------------|
| 1. forget | 4. Television |
| 2. Saturday | 5. Damage |
| 3. Siblings | 6. Bridges |

- | | |
|--------------|----------------|
| 7. Favourite | 10. Floating |
| 8. Film | 11. Screams |
| 9. Bowls | 12. Everything |

D2. Write a word that is opposite in meaning. Workbook Page 49

1. down – up/above
2. returning- not coming back again
3. forget – remember
4. lost – regain
5. floating – sinking front – back
6. night – day
7. several – no one
8. shouting – whispering
9. worse – better.

D3. Match each words in column A with its correct meanings in B. Workbook Page 50.

- | A | B |
|---------------------|----------------------------|
| 1. realised | understood or become aware |
| 2. screams | shouts of pain |
| 3. abandoned | unused |
| 4. several | many |
| 5. siblings | brothers and sisters |
| 6. favourite | like best |
| 7. fierce | violent and severe |
| 8. burst into tears | started to cry |
| 9. flooded | covered with water |

E1. Underline the quantifiers in each sentence. Workbook Page 50

- | | |
|------------------|-------------|
| 1. each | 6. few |
| 2. many | 7. none |
| 3. both | 8. another |
| 4. every | 9. a little |
| 5. a few bananas | 10. some |

E2. Write the appropriate quantifier in each blank space. Workbook Page 51

1. fewer
2. no
3. a piece of cloth
4. all
5. others
6. first
7. more
8. some
9. little
10. less

UNIT 9 WHERE IS ALL THE WATER?

C. Circle the letter of the correct answer. Workbook Page 55

- 1a. natural causes and man's activities
- 2.c. long drought
- 3.b. clearing the forest along water bodies
4. b. False
- 5.c. erosion and Flooding

D1. Workbook Page 56

Match the words on the left with the words or group of words nearest in meaning

1. experience – witness/observe
2. conditions- circumstances
3. environment – surroundings
4. drought – a long dryness
5. scarce – rare
6. available – can be found
7. dehydrated – become thirsty and hungry
8. scanty – very little
9. submerged – completely covered by water
10. damaged – destroyed

D2. Write these mis-spelt words in order. Workbook Page 56

- | | |
|----------------|---------------|
| 1. especially | 6. weather |
| 2. streams | 7. affected |
| 3. natural | 8. controlled |
| 4. communities | 9. resistant |
| 5. depending | 10. millions |

E. Quantifiers. Workbook Page 57

Underline the quantifiers in these sentences.

- | | |
|------------|------------|
| 1. any | 5. much |
| 2. enough | 6. neither |
| 3. several | 7. more |
| 4. little | 8. every |

- | | |
|-------|---------|
| 9. no | 10. any |
|-------|---------|

Use the following quantifiers in these sentences. Workbook Page 58

- | | |
|--------------|----------------|
| 1. any | 6. very little |
| 2. many, few | 7. more |
| 3. every | 8. no |
| 4. much | 9. fewer |
| 5. either | 10. Several |

UNIT 10 DOING OUR DUTY

Answers

C. Workbook Page 61

1. It was the place where goats get good feed.
2. His elder brother asked him to do so because the elder brother was in a hurry to play football outside.
3. The family went in search of the goats.
4. One of the strayed goat entered the garden and ate the crops.
5. ‘Disobedience’.
“The strayed Goats”
6. The worse was that one of the goats had been killed by a truck.
7. The boy was disobedient.
He was not diligent in his task.
He was playful, not serious.

Note that learners may not use the exact words but whatever descriptions that match the boy's behaviour should be accepted.

D1. Match each word in column A with its correct meaning in column B. Workbook Page 62.

Discovered – found

Strayed – lost their way

Unhappy – displeased/not pleased

Truck – a heavy lorry

Extra – additional

Job – duty

Regularly – done again and at the same

time/repeated

Chewing – eating

D2. Workbook Page 62

For each, write a word opposite in meaning.

1. back – front
2. before – after
3. hard – easy
4. play – work
5. tie – loosen
6. moving – stationary
7. misfortune – fortune
8. useful – useless

D3. Form new words by adding one of the following to either the beginning or end of the words numbered 1-10. Workbook Pages 62 – 63

1. help+ful – helpful
2. play+ful – playful
3. thought+ful/less – thoughtful/
thoughtless
4. use+ful/less – useless/useful
5. father+less – fatherless
6. job+less – jobless
7. friend – un – unfriend+ly – unfriendly
8. cover + dis – discover
9. self+less – selfless+ly – selflessly
10. regular – regularly

E1. Choose the correct word or words from the bracket to fill the blanks.

Workbook Page 63

Possessive Pronouns

- | | |
|----------|---------------|
| 1. its | 6. yours |
| 2. his | 7. it's, ours |
| 3. hers | 8. his |
| 4. your | 9. theirs |
| 5. their | 10. ours |

UNIT 11 USING THE TELEPHONE

Answers

Workbook Page 67

B. Read the passage, “How to make a telephone call” again and answer these questions.

1. Lift the receiver to your ears.
2. You will hear a ringing tone.
3. The person you are ringing will say “hello”
4. You can check correctness by reading the dialed number on the screen.
5. After you have pressed on the ‘send’ button.
6.
 - i. It saves you from travelling using distances.
 - ii. It saves time
 - iii. You can call the police or your neighbours for help.
 - iv. You can contact your parent for advice or help.

D1. Fill in the missing letters to spell them correctly. Workbook Page 67.

- | | |
|-------------|------------------|
| 1. Receiver | 4. Engaged |
| 2. Respond | 5. Coverage area |
| 3. Police | |

- | | |
|--------------|-----------|
| 6. Relatives | 8. Screen |
| 7. Mobile | |

D2. Fill in the missing letters in the word triangle below to spell six of the words in the passage. Workbook Page 68

1. on
2. dial
3. mobile
4. receiver
5. neighbours
6. successfully

D4. Match each word in Column A with its correct opposite in Column B. Workbook Page 69

<u>A</u>	<u>B</u>
successfully	unsuccessfully
easy	difficult
danger	safety
close	far
start	finish
begin	end
simple	complex
sure	uncertain
useful	useless

E. Determiners Workbook Pages 69 – 70

- | | |
|---------|---------|
| 1. this | 2. that |
|---------|---------|

- | | |
|----------|-----------|
| 3. that | 8. those |
| 4. those | 9. those |
| 5. that | 10. these |
| 6. that | 11. these |
| 7. those | 12. those |

UNIT 12 THE USE OF DRUGS IN SCHOOL

C. STRAND 2: Reading

Sub-strand 7: Comprehension.

Read the passage, “Stay away from Drugs” again and answer these question. **Workbook Pages 73 – 74**

1. Parents expect that their children will care for them in their old age.
2. When they start taking drugs, they cannot learn. They skip classes and academic work suffers.
3. Parents and teachers.
4. They develop new interest, then their minds will not be attracted to drugs.
5. Parents on seeing the friends of their children can monitor their children.
6. Children can engage in sports activities, which can even develop their full potentials.

They can also join clubs where they are taught to be good leaders.

D1. Workbook Pages 74 – 75

What words or groups of words in the passage mean the following? Write in the box.

1. stay away from classes – skip
2. friends
3. assignment
4. drop out
5. excursion
6. monitor
7. enough
8. prevent

D2. Write words opposite in meaning to words listed below. Workbook Page 75

Able – unable

Never – always

Begins – ends

Prevent - cause/promote

Encourage – discourage/deter

Children – adult

Entering – completing/learning

D3. Workbook Page 75

Words from the pyramid.

Fill in the missing letters.

1. competitions
2. excursions

3. children
4. relate
5. urge
6. in

D4. Find and add their correct endings and write them out. Workbook Page 76

1. how + ever – however
2. com + plete – complete
com + pany – company
3. intro + duce - introduce
intro + duction – introduction
4. assign + ment – assignment
5. pre + vent – prevent

E. Interrogative Pronouns Workbook Page 76

Answers.

Underline the interrogative pronouns in each sentence.

- | | |
|----------|-----------|
| 1. Who | 6. Which |
| 2. What | 7. Whom |
| 3. Who | 8. What |
| 4. Whose | 9. Whom |
| 5. Which | 10. Whose |

Write the appropriate interrogative pronoun in the places. Workbook Page 77

- | | |
|----------|----------|
| 1. whose | 6. what |
| 2. which | 7. whom |
| 3. which | 8. whose |
| 4. who | 9. who |
| 5. what | 10. whom |

UNIT 13 THE THREE BROTHERS

Answers

C. Workbook Pages 80 – 81

1. The king had lost hope of his daughter ever getting a cure for her illness.
2. The second brother.
3. To be able to reach the place where the sick princess was.
4. They travel to announce to the people that whoever will cure the princess would have the princess's hand in marriage and half of the kingdom.
5. Yes.
6. The youngest brother after giving his magic fruit would not have it again because the princess had eaten it. The others still have their mirror and the carpet intact.

D1. Here are the beginning of some words from the passage. Add their correct ending to them Workbook Page 81

1. bro + ther – brother
2. de + cide – decide
3. spe + cial – special
4. jour + ney – journey
5. king + dom – kingdom
6. prin + cess – princess
7. young + est – youngest
8. mo + ther – mother
9. reco + vered – recovered
10. disco + vered – discovered
11. grea + test – greatest
12. under + stood – understood

D2 Workbook Page 82

1. kingdom – country
2. discovered – found
3. royal – a member of a royal family
4. delighted – happy, very glad
5. grief-stricken – very sad
6. objects – things: glass, magic carpet, magic fruit
7. palace – chief's house
8. princess- daughter of a king
9. approached – drew nearer
10. healed – cured

11. decided – agreed on
12. appointed – named

D3. Write the word which is nearest in meaning to each of the words. Workbook Page 82

1. showed – concealed/covered
2. brought – sent away
3. oldest – youngest
4. stronger – weaker
5. questioned – answered
6. greatest – least
7. arrived – departed
8. wisdom – foolishness

E. Grammar

Indefinite Pronouns Workbook Page 83

Underline the indefinite Pronouns in these sentences.

1. Anyone
2. Nobody
3. Someone
4. Everybody
5. Everything
6. Nothing
7. Someone Something
8. Anything
9. Someone

Write the appropriate indefinite pronouns in the spaces provided. Workbook Page 83

- | | |
|------------------|------------------------|
| 1. nothing | 7. nothing |
| 2. anything | 8. everyone |
| 3. everywhere | 9. someone/
anybody |
| 4. someone | 10. nothing |
| 5. anyone | |
| 6. nobody/no one | |

UNIT 14: CHOOSING OUR LEADERS

Answers

Workbook Pages 87 – 88

C. Important Visitors

1. Who go to the school see the prefect first before they see the head teacher.
2. The school prefect writes and reads report on special occasions.
3. Morkor Abbey said in her speech that she would plead with the teachers to remove caning in the school.
4. The winner of the election's supporters
5. To stop caning
6. Together with the teachers.
7. It came from the electoral commission's office.

8. Her plea was that teachers will do away with or stop caning.
9. She knows that caning hurts, she also wanted to win the support of her colleagues.

D1. Re-arrange the letters to spell them well. Workbook Page 88

- | | |
|----------------|-----------------|
| 1. Excellent | 6. Spokesperson |
| 2. Contest | 7. Occasion |
| 3. Opportunity | 8. Because |
| 4. Offenders | 9. Generally |
| 5. Position | 10. Behavior |

D2. Find a word that means each of these words. Write the words in the box. Workbook Pages 88 – 89

- | | |
|-----------------|----------------|
| 1. election | 7. massive |
| 2. spokesperson | 8. plead |
| 3. excellent | 9. declared |
| 4. contestant | 10. colleagues |
| 5. opportunity | |
| 6. offenders | |

D3. What word is opposite in meaning to each of these words as it is used in the passage. Workbook Page 89.

1. begin/started
2. least

3. hid
4. weak academically/dull
5. rough
6. proud
7. exclusively
8. unexpected
9. easy
10. reward
11. absent

E. Grammar

Underline the adjectives in the following sentences. Workbook Pages 89 – 90

- | | |
|-------------------|-----------------|
| 1. Heavier | 6. Least |
| 2. Heaviest | 7. Better |
| 3. Most brilliant | 8. Well, better |
| 4. Stronger | 9. More |
| 5. Hardest | 10. Most |

Write the appropriate word in each sentence. Workbook Page 90

1. More intelligent
2. Far, further
3. Many, more
4. Most
5. Well, better
6. Good
7. Better
8. Many, more
9. Little, less

10. Farthest

UNIT 15 AT THE MARKET

Answers

C. Workbook Page 94

1. i. It is more interesting than a big shop or supermarket.
- ii. People are friendly in the open market.
- iii. You can get good bargain.

2. True
3. True
4. The stall in which clothes are sold.
5. Had been removed.
6. The food may be infected by germs.
The food can make you ill.

D2. Workbook Page 95

What word in the passagemeans each of these?

- | | |
|----------------|---------------|
| 1. favourite | 5. cheap |
| 2. crowd | 6. pretty |
| 3. chatting | 7. attractive |
| 4. second-hand | 8. stall |

D3. Words opposite in meaning.

Workbook Page 96

1. pretty – unattractive
2. interesting – dull
3. often – occasionally

4. enjoyed – disliked
5. bought – sell
6. crowded – sparsely
7. raise – lowered
8. different – the same
9. empty – crowded
10. attractive – unattractive/ugly

Workbook Pages 96 – 97

- | | |
|--------------|----------------|
| 1. Killed | 6. are |
| 2. swallowed | 7. is |
| 3. sat | 8. are |
| 4. pruned | 9. is trimming |
| 5. am | 10. am resting |

Use the appropriate verb in the blank spaces.

- | | |
|----------------|---------|
| 1. is teaching | 7. Are |
| 2. is | 8. Is |
| 3. am | 9. Is |
| 4. taught | 10. Are |
| 5. sang | |
| 6. travelled | |

UNIT 16 SHOWING KINDNESS AND LOVE

A. Add the correct question tag to each of these statements. Workbook Page 99

- | | |
|---------------|--------------|
| 1. Don't you? | 2. Isn't it? |
|---------------|--------------|

- | | |
|---------------|-------------------|
| 3. Are you? | 8. Will he? |
| 4. won't you? | 9. Mustn't that? |
| 5. hasn't it? | 10. Haven't they? |
| 6. was it? | 11. Isn't it? |
| 7. Isn't she | 12. Don't they? |

C. Workbook Pages 100 – 101

1. The worshippers kept a safe in order to keep their collections in it.
2. One of the worshippers.
3. He had an attack of his illness that made him unconscious.
4. He was in charge of watching over it that night. Again it was his knife that was used to break the safe.
5. They blamed Silas for stealing the money.
6. He thought the thief had returned his money.
7. a baby girl.

D1. Re-arrange them to spell each word correctly. Workbook Page 101

- | | |
|----------------|----------------|
| 1. illness | 5. Collections |
| 2. Prayer | 6. Knife |
| 3. Reverse | 7. Money |
| 4. Worshippers | 8. Occur |

- | | |
|-------------|------------|
| 9. Camp | 14. Loss |
| 10. | 15. Weaver |
| 11. Tiptoed | 16. Ditch |
| 12. Silver | 17. Gold |
| 13. Safe | 18. Woman |

D2. What do these words and expressions mean in the passage? Workbook Page 102

1. thankful
2. unusual
3. serious
4. stole
5. walked quietly
6. gained consciousness/became well again.
7. The bones of a dead human being.
8. Deep hole or trench
9. Building up of a structure
10. Known

D3. Write down a word that is opposite in meaning to each of these. Workbook Page 102

1. returned – arrived
2. found – lost
3. a lot of – few
4. happy – sad
5. lived – died
6. certain – uncertain/not sure

7. severe – mild
8. open – closed/covered

E1. Fill each blank space with the correct word from the box. Workbook Pages 102 – 103

- | | |
|---------|----------|
| 1. have | 9. were |
| 2. is | 10. have |
| 3. has | 11. has |
| 4. was | 12. is |
| 5. has | 13. have |
| 6. have | 14. is |
| 7. have | 15. is |
| 8. are | |

UNIT 17 GHANA FINDS OIL

C. Workbook Page 107

1. a cart
2. to pull carts
3. A human being needs food to get energy to work and engines need fuel or petrol to be able to move or work.
4. The government spends so much money to import petrol into the country.
5. Ghana is lucky because, Ghana has found oil in great quantities.
6. The oil is found along the shores of

D1. Choose the most suitable word from the box to complete each of these sentences. Workbook Page 108

- | | |
|---------------------|-------------------|
| 1. engines | 5. oil, expensive |
| 2. distances | 6. citizens |
| 3. porters | 7. abroad |
| 4. diesel or petrol | 8. government |

D2. Workbook Page 109

Fill in the empty blocks to build a ten-word staircase made up of words you have read in the passage.

- | | |
|------------|-----------------|
| 1. to | 7. building |
| 2. oil | 8. importing |
| 3. fuel | 9. government |
| 4. carts | 10. fortunately |
| 5. shiver | |
| 6. engines | |

E. Underline the correct verb in these sentences. Workbook Page 109 - 110

- | | |
|----------|----------|
| 1. rises | 6. write |
| 2. rise | 7. falls |
| 3. leave | 8. plays |
| 4. train | 9. keep |
| 5. have | 10. is |

11. call

12. goes

UNIT 18 ATTACKED BY ARMED ROBBERS

A. Strand 1: Oral Language

Sub-strand 10: Features of Spoken language. LB Page 159, Workbook Page 112

Change this text to be a conversational or spoken language.

Dankwa: Hey! Look, A Talented Competition!

Adu: Where?

Dankwa: There's a prize, too.

Look, the advert (Dankwa shows Adu the newspaper with the advert)

Adu: 1st prize, Gh¢2,000.00!

That's great.

Dankwa: Yes

B1. Answers

Functional words. Workbook Pages 112 – 113

- to
- the, on, the
- to, the
- is, a, under, a
- it, is, in, the

C. Workbook Page 113.

1. The writer is guilty of not writing to her friend for a long time.
2. Her friend, Akwele.
3. The writing of letters to each other.
4. The bus was attacked by armed robbers.
5. He realised that the gun of one of the robbers failed to shoot.
6. The armed robbers didn't harm her or rob her.

D1. For each of these words from the passage write the opposite in meaning to each. Workbook Page 114

Long – short

Last – first

Several – few

Hidden – exposed

Guilty – innocent

Armed – unarmed

Failed – succeeded

Bold – timid

Arrived – departed/went away

Arrested – released

Alive – dead

another – the same

D2. Fill in the missing letters to spell ten words you read in the passage. Workbook Pages 114 – 115

- | | |
|-----------|-----------------|
| 1. me | 6. robbers |
| 2. gun | 7. valuable |
| 3. gang | 8. policemen |
| 4. radio | 9. surrounded |
| 5. leader | 10. terrorizing |

D3. Fill each blank space with a word from the word staircase in section.

Workbook Page 115

- | | |
|---------------|----------------|
| 1. surrounded | 6. terrorizing |
| 2. robbers | 7. robbers |
| 3. police | 8. gun |
| 4. radio | |
| 5. gang | |

D4. Workbook Pages 115 – 116

What word or words in the passage mean each of the following?

1. announced
2. paraded
3. parents
4. brothers and sisters
5. taking the lead
6. terrorizing
7. several
8. robbery

E. Identify the simple Present Tense in the following sentences by underlining them.

Workbook Page 116

1. go
2. roars
3. shines
4. is
5. is, is
6. comes
7. calls, gives, gives, says
8. needs, need, think, gives
9. likes
10. like
11. think, learn
12. thinks, like

UNIT 19 ALL AROUND ME

Workbook Page 119

Answers.

- A. The tone of the poem is reflective.

B. Workbook Pages 119 - 120

1. Content Words:

1. go, buy, drink
2. brought, drink
3. go, play football
4. book
5. help, carry, boxes
6. going home
7. time, go, home
8. write, answers, cover

9. read, handwriting
10. like oranges

2. Functional words

1. the, of, you
2. me, the
3. the, are
4. the, into, the
5. are, you, a of, this
6. have, you been
7. will, from
8. then, go, and, her, at, the
9. the
10. me, to, the

C. Workbook Pages 120 - 121

- | | |
|------|-------|
| 1. ✓ | 8. ✓ |
| 2. × | 9. × |
| 3. × | 10. ✓ |
| 4. ✓ | 11. ✓ |
| 5. ✓ | 12. ✓ |
| 6. ✓ | |
| 7. × | |

D. Workbook Page 121

- | | | |
|------|------|-------|
| 1. c | 5. h | 9. a |
| 2. e | 6. j | 10. i |
| 3. f | 7. d | |
| 4. b | 8. g | |

D2. Workbook Page 122

- | | |
|-------------------|--------------|
| 1. pilot | 6. prolonged |
| 2. subject | 7. outbreak |
| 3. gloomy | 8. burns |
| 4. handkerchief | 9. remained |
| 5. uncontrollably | 10. awarded |

D3. Workbook Pages 122 – 123

1. suffered
2. prolonged
3. chairperson
4. handkerchief
5. suddenly
6. interview
7. scholarship
8. brilliant
9. gloomy
10. pilot

E Workbook Page 123

1. needed
2. thought
3. thought
4. interested
5. was interested
6. felt
7. felt
8. felt

9. was interested
10. needed

1. felt
2. needed
3. interested
4. needed
5. thought
6. felt

Unit 20 A False Alarm**B. Workbook Pages 126 – 127
Synonyms and Antonyms****Synonyms**

- | | |
|----------------|---------------|
| 1. delicious | 4. Attractive |
| 2. thoughtless | 5. Brainy |
| 3. Obese | 6. Delightful |

Antonyms

- | | |
|-------------|---------------|
| 7. lend | 11. dull |
| 8. lazy | 12. acquitted |
| 9. repaired | |
| 10. allow | |

C. Workbook Pages 127 – 128

1. The rabbit was worried about what would happen to it, should there be earthquake.

2. It thought an earthquake was happening.
3. They believed that the earth was going to break apart.
4. The loud noise of so many feet
5. The young lion
6. All the animals were running away.
7. It wasn't the earth breaking apart.
8. The young lion
9. Was very much afraid

D1. Words opposite in meaning.

Workbook Page 128

- | | |
|-------------|--------------|
| 1. stopped | 5. awake |
| 2. full | 6. whispered |
| 3. last | 7. old |
| 4. in front | 8. walked |

D2. Workbook Page 129

- | | |
|---------------|-------------|
| 1. earthquake | 7. elephant |
| 2. rumored | 8. beneath |
| 3. drown | 9. flight |
| 4. terror | 10. earth |
| 5. ocean | |
| 6. amazed | |

D3. Workbook Page 130

- | | |
|-----------|---------|
| 1. rabbit | 2. lion |
|-----------|---------|

- | | |
|-------------|------------|
| 3. deer | 5. buffalo |
| 4. elephant | 6. tiger |

E. Grammar Workbook Pages 130 – 131

- | | |
|----------|-------------|
| 1. gave | 10. ran |
| 2. lost | 11. woke |
| 3. went | 12. brought |
| 4. cut | 13. bought |
| 5. burnt | 14. swam |
| 6. burst | 15. drank |
| 7. began | |
| 8. shut | |
| 9. did | |

UNIT 21 HOW PLANTS GET THEIR FOOD

B. Workbook Pages 133 – 134

Use these prefixes in front of the various root words to form correct words.

1. im + proper – improper
2. im + possible - impossible
3. in + correct – incorrect
4. in + complete – incomplete
5. im + prove – improve
6. dis + joint – disjoint
7. dis + appear – disappear
8. mis + fortune – misfortune
9. dis + use – disuse

10. dis + miss – dismiss

Put suffixes at the end of the appropriate words to form correct words.

hard + er – harder

great + er – greater

bake + r – baker

make + r – maker

ride + r – rider

paint + er – painter

child + less – childless

joy + less – joyless

bone + less – boneless

go + es – goes

joy + ful – joyful

power + ful – powerful

great + est – greatest

C. Workbook Page 134 – 135

1. the leaves
2. sunlight
3. when the roots do not get enough water for the leaves.
4. the harmattan winds blow the leaves
5. Trees store food for future use.
6. I should also save money for the future.

D1. Workbook Page 135

sha + dy – shady

com + pound – compound

won + der – wonder

sun + light – sunlight

mine + rals – minerals

harma + ttan – harmattan

ener + gy – energy

scar + city – scarcity

fu + ture – future

poc + ket – pocket

mo + ney – money

cle + ver – clever

loose + ly – loosely

fac + tory – factory

D2. Workbook Page 136

1. harmattan – very dry and dusty winds that blow from the north east
2. clever – wise
3. scarce- difficult to get
4. wonder - to find something strange and surprising
5. turns - changes
6. fade - to lose colour
7. trunk - the stem or the middle part of a tree.
8. Store-to keep something to be used another time.

E. Workbook Page 137

Change these sentences in the present continuous to the past continuous

1. The staff of the school was meeting when
2. The athletes were getting ready when
3. Nana was going to farm when he
4. We were having dinner when
5. Asarebea was sewing dresses when
6. A dog was chasing a rat
7. Bashiru was typing his project work when
8. We were cleaning our compound when
9. I was reading when
10. Uncle Abaka was preaching when
11. My mother was ironing clothes when
12. The baby was crying when.....

UNIT 22 SENDING AND RECEIVING MESSAGES

Answers

B. put the correct phrasal verb in the blank spaces. Workbook Page 141

1. take off
2. tell them apart

3. took upon
4. gave away
5. get away with
6. getting around
7. hung up
8. hand back
9. hand in
10. hand over

C. Workbook Page 142

1. Messages
2. They were used to summon people to come together.
 - ii. They were used to announce festivals
 - iii. They were used to announce the death of warriors.
3. By the use of telephones and through the internet
4. They are fast.
they also help us reduce the cost of travelling over long distances.
5. If were to revert to the use of drums and bells to summon people around.
6. Not all the people will hear the drum and the bell.
People may not understand the drum

language.

D1. Workbook Page 143.

- | | |
|----------------|--------------|
| 1. way | 6. distances |
| 2. bells | 7. receive |
| 3. imagine | 8. death |
| 4. information | 9. use |
| 5. important | |

D2. Workbook Pages 143 – 144

1. information
2. message
3. olden
4. palace
5. announce
6. internet
7. neighbourhood
8. together
9. medium
10. distances

D3. Workbook Page 144

1. medium
2. rally
3. warriors
4. announce

5. confusion
6. internet
7. computer

D4. Workbook Pages 144 – 145

Give the opposite of these words as they are used in the passages.

1. Older - younger
2. quickest –slowest
3. together – apart/scattered
4. useful– useless
5. close – far
6. comes – goes
7. able – unable
8. reduce – increase
9. sending – receiving
10. spend – save

UNIT 23 SPORTS AND YOU

Answers

A. Workbook Page 148

- Heading
- Vocative address
- Introduction
- Body

B: Strand 2: Reading

Sub-strand 6: Using the dictionary or on-line resources to look up meanings of words Workbook Page 149

Select an appropriate text and read to the class. Have learners talk about it to show they have understood it.

Ask them to say the word they did not understand. Let learners look up the word from the dictionary. Write the sentence in which the word occurred. Let learners fit in the definition or the synonym and see whether the meaning fits it. Let learners understand the contextual meaning may differ from the word if it is not used in a sentence. They should therefore read other definitions to get the meaning that will fit the context.

Let learner have a vocabulary book in which they can write the meanings.

Recommend the “Build My Vocabulary” Apps to learners to help them acquire much vocabulary.

C. Workbook Pages 149 – 150

1. Football players like Abedi Pele and Azuma Nelson won many tournaments.
2. He knew very well the art of boxing.
3. People think boxing causes pain to the

boxers and in some cases some died.

4. Sack race, spoon and lime race
5. Old people cannot do rigorous games. walking needs not much energy.
6.
 - i. Walking makes old people look fresh and young.
 - ii. It helps relax our muscles
 - iii. It helps the heart to pump blood well.
 - iv. The movement of oxygen to the body becomes better.
 - v. Walking gives good exercise to the brain
7. What we like most

D1. Workbook Pages 150 – 151

Re-arrange the letters to spell them correctly.

- | | |
|---------------|---------------|
| 1. favourite | 6. wrestling |
| 2. football | 7. basketball |
| 3. especially | 8. games |
| 4. boxing | 9. muscles |
| 5. success | 10. popular |

D4. Workbook Page 151

1. nickname – names given to people by their fans.
2. Briskly- fast, quickly
3. Easily-often
4. Popular-famous/well known

5. Siblings – one’s brothers and sisters
6. Regularly – frequently
7. Relax – feel at ease
8. Favourite – best option

E. Workbook Page 152

- | | |
|------------------|------------------|
| 1. Suddenly | 6. Boldly |
| 2. Prayerfully | 7. Sorrowfully |
| 3. Unknowingly | 8. Fast |
| 4. Happily | 9. Intentionally |
| 5. Automatically | 10. Busily |

UNIT 24 PEACE AT HOME

B. Finding meaning from a dictionary and on-line sources. Workbook Pages 155 – 156

1. Luxurious – very fine in quality and comfortable.
2. Lifestyle – a style of living that reflects the attitudes and values of a person or group
3. Content – satisfied
4. Fascinated – attracted/interested
5. Supreme – most powerful, most important
6. Lowly – with a low status or lowly position.

C. Workbook Pages 156 – 157

1. The house was empty
2. Teye had to cook because their mother was not at home.
3. The mother was displeased that a child was meddling with the affairs of his parents.
4. The parents were not on speaking terms.
5. The parents visited their son at the hospital individually.
6. The doctor advised the parents to be united.
7. B. a room where doctors talk to and examine them.

D1. Workbook Page 157

- | | |
|--------------------|-----------------------|
| 1. <u>empty</u> | 7. <u>hospital</u> |
| 2. <u>welcome</u> | 8. <u>separately</u> |
| 3. <u>supper</u> | 9. <u>yelled</u> |
| 4. <u>imagine</u> | 10. <u>observed</u> |
| 5. <u>rejected</u> | 11. <u>consulting</u> |
| 6. <u>problem</u> | 12. <u>discharged</u> |

D3. Workbook Page 158

What words in the passage mean the following?

1. Refused – rejected
2. Shouted at – yelled
3. Need – require
4. Worked together – co-operated
5. Made(her) to wait – delayed her

D4. Workbook Pages 158 – 159

Words opposite in meaning

1. always – never/occasionally
2. late – early
3. empty – everybody was at home
4. locked – opened
5. unusually- normally
6. silence – noise
7. present – out of the house
8. separately – together
9. danger – safety
10. discharged – admitted

E. Idioms/idiomatic expression

Workbook Pages 159 – 160

- | | |
|------|------|
| 1. a | 4. a |
| 2. c | 5. a |
| 3. b | 6. a |

- | | |
|------|-------|
| 7. c | 9. c |
| 8. a | 10. a |

UNIT 25.

B1. Workbook Pages 163 – 164

Phrasal verbs.

1. pick out
2. make up
3. move on
4. believe in
5. call you up
6. come across
7. call on
8. dropped out of
9. carried out
10. turn off.

C. Workbook Pages 164 - 165

1. River Volta used to be the source of water for those along the river.

i. it was used for fishing

ii. people along the river

iii. it was a means of transport

2. Still people do farming as an occupation along the river.

Fishing is even much greater.

Transport on the lake is now of greater importance.

3. The electricity is used in homes.

It is used in offices.

It is used in the factories and other work places.

D1. Workbook Page 165

Which word in the passage means each of the following?

- | | |
|----------------|---------------|
| 1. a dam | 6. provide |
| 2. occupation | 7. link |
| 3. fertile | 8. irrigation |
| 4. abundant. | 9. biggest |
| 5. constructed | 10. daily. |

D2. Workbook Page 165

Write a word opposite in meaning to each of the following words as they are used in the passage.

1. clean - unsafe/ dirty.
2. more - less
3. large - narrow
4. important - unimportant/least important
5. most - least

6. different - the same

7. cheap - expensive

8. many - a small number

9. major - minor

10. within - outside.

D3. Workbook Page 166

Rewrite the sentences below shortening the parts underlined.

1. We're, you're
2. can't
3. isn't
4. They're
5. hasn't
6. mustn't
7. shan't
8. I'm
9. don't
10. Don't you, don't you

D4. Workbook Pages 166 – 167

Add the correct question tags to these statements.

- | | |
|-----------------|----------------|
| 1. aren't they? | 4. won't it? |
| 2. won't he? | 5. mustn't we? |
| 3. won't you? | 6. won't she? |

- | | |
|-----------------|------------------|
| 7. aren't you? | 14. isn't it? |
| 8. weren't you? | 15. won't it? |
| 9. don't they? | 16. isn't it? |
| 10. won't she? | 17. isn't it? |
| 11. will you? | 18. don't we? |
| 12. isn't it? | 19. isn't it? |
| 13. isn't it? | 20. aren't they? |

E. Grammar Workbook Pages 167 – 168

1. because/since
2. so
3. though
4. because/ since
5. though
6. though
7. so
8. since/ because
9. though
10. 1o. though
11. because
12. so.

UNIT 26. ENTERTAINING THE GUESTS.

C. Workbook Pages 172 – 173

1. The teachers encouraged the performers that they were gifted with a special

talent.

2. Each child practiced on their own what they were gifted with
3. The MC introduced the performers one after the other.
4. Fafa
5. Osikeni
6. The song was popular and so had everybody dancing.
7. Zimbii.

D1. Words from the puzzle. Workbook Page 173

- | | |
|------------------|------------|
| 1. handkerchiefs | 5. passion |
| 2. entertainment | 6. music |
| 3. fortunately | 7. all |
| 4. wonderful. | 8. a |

D2. Workbook Page 174.

Write the names of these musical instruments.

- | | |
|--------------|---------------|
| 1. organ | 5. microphone |
| 2. violin | 6. drum |
| 3. trumpet | |
| 4. xylophone | |

D3. Workbook Pages 174 – 175

Which word in the passage mean each of these?

1. academy
2. talent
3. unique
4. audience
5. ponytail
6. passion
7. drums
8. the room was all handkerchiefs
9. invited
10. hide
11. attire
12. overseas/ outside.

D4. Workbook Page 175

For each of these words from the passage, write a word that is opposite in meaning, as it is used in the passage.

1. not expected/unexpected
2. hosts
3. discouraged
4. vanished/disappeared
5. to begin with/ in the first place.
6. whispered

7. unique
8. more
9. not known/ not common
10. displeased/ not satisfied.

E. Grammar Workbook Pages 175 – 176

Write the appropriate modal auxiliary in each blank space.

- | | |
|------------|-------------|
| 1. can | 7. can |
| 2. may. | 8. may/ can |
| 3. could. | 10. would |
| 4. would | 11. can |
| 5. could. | 12. could |
| 6. may/can | |

UNIT 27. PREVENTION IS BETTER THAN CURE

B. Workbook Page 179

Acronyms and CLIPPINGS

MUSIGA- Musicians Union of Ghana.

GNAT- Ghana National Association of Teachers.

NAGRAT-National Association of Graduate Teachers.

UNICEF-United Nations International Children Education Fund.

WHO- World Health Organisation.

AU- African Union.

C. Workbook Pages 180 - 181

1. Personal hygiene
2. dirt and sweat
3. By cleaning with a toothbrush and toothpaste
4. Germs are too tiny to see with our naked eyes.
5. They carry germs and the eggs of disease-causing organisms.
6. It is spread from one person to another.
7. Guinea-worm and cholera
8. By treating or boiling

D1. Vocabulary Workbook Page 181

Across

1. mosquitoes
2. guinea-worm
3. diarrhoea
4. cholera

Down

5. flies
6. lice
7. odour

D2. Workbook Page 182

- | | |
|------------|---------------|
| 1. breed | 5. prevented |
| 2. odour | 6. defecating |
| 3. gathers | 7. diarrhoea |
| 4. dental | 8. garbage |

D3. Workbook Page 182

1. safe – dangerous/unsafe
2. clean – dirty
3. improper – proper
4. better – worse
5. boiled – freeze
6. low – high
7. return – depart
8. open – close
9. dangerous – safe
10. prevent – allow

E. Workbook Page 183

Use modals to express a variety of meaning

- | | |
|---------------|---------------|
| 1. must | 5. might |
| 2. might | 6. must |
| 3. will/shall | 7. will/shall |
| 4. might | 8. will/shall |

9. might

11. must

10. will/shall

12. will/shall

UNIT 28. THE OLYMPIC GAMES.

C. Workbook Page 188

1. Greece

2. The game was the Greek festival to mark the end of the wars their people had fought.

ii. It was also used to show respect for their gods.

3. It's the living place for sports men and women, officials and coaches in the period of the Olympic games.

4. The size of the games has increased.

5. The organizers of the game provide them with food.

6. Try very hard.

D1. Words on corner flag- Workbook Page 189

1. recreational

2. athletics.

3. respect.

D2. Workbook Page 189

Which word in the passage rhymes with each of these words.

1. tears- years

7. pant- start

2. names- games

8. bold- gold

3. dice- size

9. zero- hero

4. tree- free

10. pot- not

5. boot- food

11. barely - early

6. pray- tray

12. cater- later.

D4. Workbook Pages 190 – 191

Which word in the passage means each of these.

1. restaurant

6. sausage

2. a coach

7. recreation

3. nervous

8. final.

4. athlete

5. especially.

D5. Workbook Page 191

Write a word that is opposite in meaning as it is used in the passage

1. ended

2. no country

3. apart/ separately

4. decreased/ diminished

5. beginning
6. only one
7. far away
8. depart
9. slowest.
10. earlier.

E. Grammar. Workbook Pages 191 – 192

- | | |
|------------|------------|
| 1. have to | 7. used to |
| 2. ought | 8. need to |
| 3. need to | 9. have to |
| 4. used to | 10. should |
| 5. should | 11. should |
| 6. need to | 12. ought. |

UNIT 29. EARTHQUAKES IN GHANA.

C. Workbook Pages 196 – 197

1. Earthquakes and floods are alike because they occur suddenly without warning.
2. i. Buildings collapse.
- ii. Mountains and trees tumble down.
- iii. People die.
3. Buildings fall on them and the bumping into another in stampede.

4. People need assistance because they lose their houses and property.

People's livelihood, water, and electricity are all destroyed.

5. The united nations appealed to countries to help in providing food and clothing for the people who have suffered from earthquake.

6. 1615

7. d. materials that are not destroyed during an earthquake.

D1. Workbook Pages 197 – 198

1. collapse - tumble down
2. earthquake - tremor
3. skyscraper - very tall
4. tumble - fall.
5. sympathetic - compassionate, feeling of pity
6. tremor - minor earthquake.
7. Richter - a scale for measuring an earthquake
8. rubble - debris/ what is left of a collapsed building or broken stones.
9. assistance - help/ aid
10. occurred - happened.

D3. Workbook Pages 198 – 199

1. stam+ pede- stampede
2. mea+ sure-measure
3. liveli+ hood-livelihood
4. assis+ tance- assistance.
5. sympa+ thetic- sympathetic
6. under+ ground- underground
7. electri+ city- electricity
8. ano+ ther- another
9. seven+ teen- seventeen
10. sky+ scraper- skyscraper.

E. Prepositions. Workbook Page 199

- | | |
|-----------|-------------|
| 1. along | 7. to |
| 2. during | 8. for |
| 3. for | 9. at |
| 4. by | 10. Towards |
| 5. at | 11. by |
| 6. near | 12. to |

F. WRITING Workbook Page 200

Features of a friendly letter

senders address

and

Date

salutation

Body of letter

subscription

UNIT 30 PROTECTING THE LAND

C. Workbook Pages 202 - 203

1. What we are not aware are the many things that put our land in danger.
2. We bring forth many children who in turn also bring forth many children.
3. i. We lose the land to the construction of roads.
ii. The land is cleared for settlements.
iii. The land is cleared for farming
4. i. Farmer burn the land for farming
ii. Ploughing the same piece of the land every year.
iii. Some farmers have their animals overgrazing the land and eating the top covering plant as well.
5. The mining companies use hectares of land for mining but never return the land to its normal state.
6. We can make the land lie fallow for some time.

We can also grow groundnut, bambara beans and cowpea.

D1. Workbook Page 203

- | | |
|----------------|----------------|
| 1. unwilling | 7. fearfulness |
| 2. unfortunate | 8. incredible |
| 3. invalid | 9. unprepared |
| 4. useless | 10. unsure |
| 5. unlikely | 11. fatherless |
| 6. unfruitful | 12. unpopular |

D3. Workbook Page 204

- | | |
|-----------------|-------------|
| 1. in/ it/ if. | 6. minerals |
| 2. food | 7. forest |
| 3. extent | 8. wood |
| 4. hectares | 9. is/as |
| 5.. management. | |

D4. Workbook Pages 204 – 205

- | | |
|---------------|-----------|
| 1. population | 5. expert |
| 2. growing | 6. graze |
| 3. connect | 7. fallow |
| 4. nutrients | 7. cause |

D5 Workbook Pages 205 – 206

Opposites

1. hidden - shown
2. growing - reducing
3. return - leave
4. all - none
5. dangerous - safe
6. useful - useless
7. fast - slowly
8. large - small
9. domestic - wide
10. short - tall

E. Workbook Page 206

- | | |
|------------|------------------|
| 1. with | 7. for |
| 2. for | 8. for , against |
| 3. against | 9. for |
| 4. for | 10. to |
| 5. with | 11. for |
| 6. against | 12. to |

APPENDIX 2

Strategy Terms

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 memorizing 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 practice in the use of specific language structures. They are used mainly during the practice 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 practice of a new structure that has been nearly taught.

APPENDIX 3

Rhymes/Songs

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)

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/-/e/-/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

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 practice 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.

Bibliography

1. Baron, H. 1992
Growing up with language
Re Mass Addison-Wesley
1992
2. Cook, Vivian, 1992
Second Language Learning and Language Teaching
Publishers: Reouthlege
3. Gimbson, A.C. 1975
A Practical Course In English Pronunciation
Publishers: Arnold, London
4. J.K Asamoah
Teaching in Basic Schools
Publishers: Institute of Educational Development Extension
University College of Education of Winneba
5. Josephine Koster Tawer 1993
Teaching Writing: Theories and Practice (Fourth Edition)
Publishers: N.Y.Z Hupper Collins
6. Methods of Teaching Basic School English
Centre for Continuing Education
CCUECC, 2010
7. Let's Read and Write (Kindergarten 2 Teacher's Guide)
Southern Version
CRDD, 2008