

PRACTICAL
ENGLISH LANGUAGE
for Basic Schools

Teacher's Guide

Book 6

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ISBN: 978-9988-649-83-8

Published in Ghana by Masterman Publications Ltd.

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Preface

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

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

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

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

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

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

- Phonics
- Comprehension
- Vocabulary

Section E (Strand 3) – Grammar

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

Section G (Strand 6) – Extensive Reading

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Introduction

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

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

2.0 Aims

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

3.0 Organisation

3.1 Organisation of the Learner’s Book (LB)

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

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

STRAND 1

Strand 1– Oral Language

Strand 2 – Reading

Strand 4 – Writing

Strand 5 – Using Writing Conventions and Grammar Usage

Strand 6 – Extensive Reading

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

As can be seen above, the material in each section is designed to teach a specific strand, topic, substance or skill in a specific order and also, because the content of each section is

graded, it is important to follow the sequence in the Learner’s Book. Thus for example, you must begin with Section A, followed by Section B in that order.

3.2 Organisation of the Learner’s Workbook.

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

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

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

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

4.0. Methodology

4.1 Skills and Competencies

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

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

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

4.2 Integration of Skills

In addition, a key concept that has guided the choice of methods and strategies is the integration of the four basic language skills namely Listening, Speaking, Reading and Writing. Thus within each unit of this TG, for example, while material is presented for the

practise of each of these skills in separate sections, they are presented such that the skills are combined to complement one another. You are, therefore, encouraged to view the various aspects of the language as treated in the various sections of a unit as the parts of a whole and treat them as such.

Methods

4.3 Approaches, Strategies and Techniques

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

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

5.0 Oral Work

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

5.2 Oral Lessons

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

5.3 Basic Procedure for Oral Work

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

- Listening
- Practise
- Independent production

has been followed.

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

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

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

5.4. Poems, Rhymes, Songs and Language Games

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

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

5.5. Story Telling

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

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

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

6.0 Reading

6.1 Reading Methods

In this course, your learners will learn to read mainly through the Look and Say and the Phonic methods. In the Look and Say method, the child learns to 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 practise enables the child to learn several words in this family, like cat, mat, hat, fan, man, can, fat, tap, rat', etc. More importantly, the child learns to “attack” words and thus develops into an

independent reader relatively fast

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

6.2. The Reading Lesson

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

- **Before Learners Read**

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

- **While Learners Read**

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

- **After Learners Have Read**

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

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

7.0 Grammar

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

7.2 The Grammar Lesson

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

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

- Revision
- Introduction

- Practise
- Exercise

7.2.2 Revision

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

7.2.3 Introduction

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

7.2.4 Practise

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

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

7.3 The Writing Lesson

- Before they Write

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

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

As Learners Write

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

After Writing

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

8.0 Writing / Composition

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

11.0 The Language to Use

11.1 Once again the need for you to bear in mind the level of your learners and the fact that some of them have really limited exposure to English language cannot be over-emphasized. 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 (LB 6, Unit 1, Pages 1 - 7)**Learner's Workbook Pages 1 - 10***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	
1. B6.1.1.1.1: Relate the central message in songs to personal experiences.	Cultural identity and global citizenship
STRAND 2 - READING	
Phonics 2. B6.2.2.1.1: read words with ending sounds like 'sure' as in 'measure'	Communication and collaboration Personal development and leadership
Reading Comprehension 3. B6.2.7.1.1: construct meaning from texts.	Communication and collaboration; Reading skill
STRAND 3 - GRAMMAR USAGE	
4. B6.3.1.1.1: Identify and use nouns or noun phrases to describe conditions	Communication and collaboration
STRAND 4 - WRITING	
5. B6.4.2.1.1: write with a legible, fluent and personal handwriting	Critical thinking; Communication and collaboration; Creativity and Innovation
STRAND 6 - EXTENSIVE READING	
6. B6.6.1.1.1: Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

TEACHING AND LEARNING STRATEGIES

Strand 1 : Oral Language

Strategies:

Think-pair-share, modeling, chorus reading, discussions, group and whole class participation

Teaching and Learning Resources

A picture of a vulture, song written on manila car, chalkboard

Strand 2: Reading

Phonics

Strategies

Modeling, repetition, game playing, pair and whole class participation

Resources

Letter and word cards, a box

Reading Comprehension

Strategies

Explanation of key words, silent reading, directed reading activity, discussions

Resources

Word cards, real objects, Learner's curriculum materials, pictures

Strand 3: Grammar Usage

Strategies

Explanations, language drill, Learner's

Resources

Curriculum materials, substitution table

Strand 4: Writing

Strategies

Modeling, observation, copying

Resources

Chalkboard, chalkboard rule, colour chalk, Learner's Book

Extensive Reading

Strategies

Silent reading, listening, summarising

Resources

Library books, non-print texts on internet/You Tube

TEACHING AND LEARNING ACTIVITIES

Welcome to the Teacher's Guide Book 6. The Teacher's Guide has the same structure as the Learner's Book 6. For every activity in this book there is a reference to it in the Learner's Book.

To be able to implement the content requirements you need to access the internet and books to be well informed about all the aspects of English in the syllabus. In addition, read more articles from the newspapers, magazines and journals to get more information to augment the little information in the Learner's Book and the Teacher's Guide.

Again there is the need to record good speeches on the television, at workshops and other places so that you can use them to illustrate many of the topics in the Oral Language, Reading and Writing lessons.

It is hoped that you will be resourceful enough to make your lessons interesting.

Strand 1 - Oral Language: Sub –Strand 1

Song – The vulture (LB Page 2)

Pre-Presentation Stage

Before learners sing the song revise what learners already know about the vulture. You may do this by asking learners to talk about the vulture with each other in pairs or in groups. It can also be done as a whole class.

You may also ask learners about their habitation. E.g. Do you think vultures make nests? What do they do in the rainy season if they do not make a nest?

Another way is to give learners homework to find out all about vultures on the internet. If the Internet is not available to learners you may ask learners to enquire from adults what they know about vultures. These and other activities are the purpose of this stage.

Presentation Stage:

This is the time to present the song either already written on the board and covered or you write it on a cardboard. Let learners do chorus reading of the words. Let them read two lines

at a time. When they are conversant with the words, sing the song two times as the learners listen. Next, have them sing after you. Then together you and the learners sing. This time let them sing alone and do the actions in the song. Encourage individuals to sing and do the actions.

Post-Presentation

It is this time that you ask questions about the subject-matter of the song. E.g. What new information did you hear about the vulture? What is good about the vulture? What is bad about the vulture? We heard that the vulture postpones building his nest. When it is raining it says, "I will build a house tomorrow". During the dry season it forgets about it. Have learners discuss in their groups the good thing they will like to emulate. Let them also say how procrastination can affect their own lives. In summary you elicit from learners their personal responses to the song at the post presentation stage.

*In case you do not know the song about the vulture, select any song with your local background about sanitation and procrastination.

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

Words ending in 'sure'

Model the sound and have learners repeat it after you. Introduce the sound on a card. Paste it or write it on the board. Let learners say it as you point to it.

Have learners write 'sure' into their books and read it aloud.

Elicit from learners to say words that end in 'sure' as in the following:

measure	pressure
exposure	assure
leisure	cocksure
closure	ensure
treasure	pleasure
erasure	

Take learners through the pronunciation of the words on the left side and those on the right. Ask learners to say the difference between their pronunciations, though they all end in 'sure'. Carry out the activities in 2, 3, 4 of the lesson on page 2.

B3 Strand 2: Reading: Sub Strand 7: Reading Comprehension**B3. Before Reading LB page 3 – 4**

The purpose of this stage of the lesson is to revise or activate the knowledge learners have on the topic/title. Before this lesson ask learners to think about the question in the box on the right hand side of the picture on page 1.

Invite learners to say what they think about the family that decided to work around their house instead of going out to work.



Let learners connect the action of the family to their school situation. Is it logical to leave your own environment dirty to clean somewhere else? Let them discuss the question briefly. Ask learners whether coming to school a day before re-opening to clean the school has logic in it.

Ask the pronunciation and meaning of the key words from learners: dusty, headmistress, accomplished, hedge, commended, returned.

Use the meanings for main vocabulary on page 7 to teach learners the key vocabulary in case the learners are unable to do so.

While Reading

Conduct a model reading while learners listen and follow the reading with their eyes. Ask learners to read silently and to find answers to pre-reading questions. Learners reading to find answers make their reading purposeful. After the first reading discuss the questions as a whole class.

Have a few learners read the inferential questions aloud to the class. Explain to learners their next task. They read for the second time to find answers to questions 4, 5 and 6.

C. Post Reading Stage LB pages 4 and 5

Elicit answers from the learners. Ask learners to substantiate their answers by reading parts of the passage that they got their answers from.

Have individual learners respond to questions 7 and 8 as their personal response.

D. Strand 2: Reading: Sub-Strand 6: Vocabulary

D1. LB page 5

Section D is for the consolidation of vocabulary. There are many activities that can be done to re-enforce the vocabulary learners come across in their reading.

D1. For example, is an activity that focuses on learners deducing the meaning of words in context by using contextual clues. Have learners scan to find these words in the passage. Let them read around each of the words and come out with the meaning as they have been used.

D2. Learner's Book page 5

As you can see, this is a spelling activity capturing some of the key words. The words are misspelt. Learners identify the word and spell it logically. Learners can look for the words in the passage and write them correctly.

E. Strand 3: Grammar: Sun-Strand: Nouns

Nouns and Noun Phrases. LB page 5 and 6

A grammar lesson is divided into four stages: revision, introduction, accuracy practise and fluency practise. Before you introduce the new Grammar item you need to revise the Grammar item that learners already know that can help them understand the new one.

Let learners say the nouns they came across in the reading passage. Examples are classroom, headmistress, holidays, compound, hedge, weeds, gutters, sand, polythene bags, etc. List the nouns they mention on the board. Ask them which of the nouns begins with a capital letter. Let learners identify which class of nouns they are. They are all common nouns.

Ask each learner to form one sentence with any of the nouns listed on the board. Call a few of the learners to the board to write their own names. Ask them why they started their names with capital letters. Yes, they are names of persons and so they are proper nouns. Have learners write the name of their school, the important places in the town, rivers, the hospital, the hotels and guest houses they know. Let them say why they all start with capital letters. In pairs, let learners group the singular nouns and plural nouns among the list of nouns on the board.

Introduction Stage

The learners know nouns at word level. They also know singular and plural nouns. Based on this knowledge you can build the new lesson. Introduce the following sentences. Say the

sentences two times as learners listen before they repeat after you. Write the sentences on the board as you introduce them.

The school compound is dirty.

All the learners are busy.

All the classrooms are dusty.

Let learners understand that the underlined words are noun phrases.

Accuracy Practise Stage

At this point, give the learners opportunity to practise the new grammar item or structure through language drills. Saying sentences from a substitution table is an example of a language drill. Have learners read sentences from the table on page 6. Let learners, in pairs, read sentences to each other. You may use a different language drill other than the substitution table drill if you so wish.

Fluency Practise

Learners practise using the new structure by themselves. Let learners use the nouns and noun phrases in sentences of their own. Refer to page 6. Learners can practise in pairs, in small groups and as a whole class. After this you may give a written exercise.

Strand 4: Writing: Sun-Strand: 2 Penmanship

F. Copying sentences from the reading passage. Learner's Book page 6

Pre-Writing/Preparation Stage

Before learners write they need to be prepared orally.

Rule lines on the board. Write one sentence in joint script in the lines you have drawn on the board. Draw learners' attention to how you shape the letters, how the letters are joined, where the ascending and descending letters begin and end on the lines.

Call some learners forward to practise writing in the ruled lines.

Writing Stage

Instruct learners to select at least three sentences from the reading passage and write them into their exercise books in joint script.

Post-Writing

Learners re-write words wrongly spelt. You may also correct general mistakes like alignment and wrong joining of letters in a word.

G. Strand 6 -Extensive Reading

Remind learners to clean their hands before taking their books. Tell learners to take note of the following: the title of the book, the writer/author's name, the illustrator, the publisher, the year of publishing, the edition, etc.

Let learners identify the genre: a poem, drama, fiction/science fiction. They should also identify the features of the text. Encourage learners to read informational texts as well.

Put learners who would like to listen to a story or information text from the audio or YouTube, into a group. If there is a blind learner s/he should join the group.

Before learners listen, talk about what the text is about and what they should look out for. Stop learners about ten minutes before time for each of them to say the gist of what they have read or listened to, to the class.

ANSWERS

A2: LB Page 2

1. A vulture is a scavenger bird.
2. A vulture does not make a nest.
3. In the song, a vulture postpones the building of a nest. One bad thing about a vulture is procrastination.

C. Comprehension questions LB pages 4 and 5

1. i) The school has just re-opened.
2. The headmistress highly commended the learners.
3. The section leaders will use shovels to take off the sand and rubbish from the gutter.
4. The learners in the two classes are older than the rest.
5. The headmistress assigned the various task so that each level and age group would have exactly the task that matches their abilities.
6. It is to set example for other learners that a leader should set an example.
7. Questions 7 and 8 are personal responses. Accept any reasonable idea.

D1. LB page 5

Refer to main vocabulary on page 7. Accept the other meanings the dictionary gives for the given words.

D2. LB page 5

- | | |
|-----------------|-----------------|
| 1. accomplished | 3. dusty |
| 2. returned | 4. hedge |
| 5. impressed | 6. headmistress |

E. LB page 6

Which group of words are the noun phrases?

All the children

Some women

A few boys

Most of the men

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 6 Pages 8 – 14

Learner's Workbook 6 Pages 11 - 17

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	
1. B6.1.3.1.1: Relate the central messages of poems to personal experiences	Personal Development
STRAND 2 - READING	
Phonics 2. B6.2.2.2.1: read words with ending sounds like 'ture'	Communication and Collaboration Personal Development and Leadership
Reading Comprehension 3. B6.2.7.1.1: construct meanings from text.	Communication and Collaboration Critical Thinking and Problem Solving
STRAND 3 - GRAMMAR USAGE	
4. B6.3.1.1.2: identify and use proper nouns to refer to organisations/events.	Communication and Collaboration
STRAND 4 - WRITING	
B6.4.2.1.1: Write with a legible fluent and personal handwriting style.	Critical Thinking; Communication and Collaboration; Creativity and Innovation
STRAND 6 -EXTENSIVE READING	
B6.6.1.1.1: read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria on each book read.	Personal development and leadership

TEACHING AND LEARNING STRATEGIES AND RESOURCES

Strand 1: Oral Language

Teaching and Learning Strategies

Picture description, chorus reading, modelling, explanation, discussion, whole class, group and individual participation.

Teaching and Learning Resources

Real mangoes or pictures, Learner's Book, chalkboard

Strand 2: Reading

Phonics

Teaching and Learning Strategies

Modeling, repetition, playing games, word to word matching, formation of sentences.

Teaching and Learning Resources

Word cards, Lucky-dip box, Learner's Book

Reading Comprehension

Teaching and Learning Strategies

Picture description, repetition, modeling, reading silently, discussion, formation of sentences.

Teaching and Learning Resources

Word cards, Learner's Curriculum, materials, word puzzle

Strand 3: Grammar Usage

Teaching and Learning Strategies

Modeling, repetition, language drill, explanation, formation of sentences

Teaching and Learning Resources

Picture, chalkboard illustrations, internet, Learner's Book

Strand 4: Writing

Teaching and Learning Strategies

Demonstration, observation, copying

Teaching and Learning Resources

Chalkboard, chalkboard rule, colour chalk

Extensive Reading

Teaching and Learning Strategies

Silent reading, listening, questioning, re-telling

Teaching and Learning Resources

Library books, non-print texts on the internet.

TEACHING AND LEARNING ACTIVITIES**Strand 1 - Oral Language: Sub – Strand 3: Poems****A2: MANGO LB Page 8 and 9****Pre-Presentation**

Let learners open at page 8 and talk about the picture in pairs. After this, ask each pair to say what was said about the picture to the whole class. Elicit from learners the explanation for “rain-washed”, “would’ve picked” and “a rosy miracle”. If learners are unable to explain, do so. Explain that sun-ripened is that the mango got ripened by the sun, that is, through the natural process. In the same way, it was the rain that washed the mango. The mangoes were not washed in a food colour. Would’ve picked is a contraction of would have picked. A “rosy miracle”. This is a figure of speech, a metaphor. Just as a rose flower is beautiful and attractive, Kabuki has compared the sweet-scented and beautiful mangoes with that of the rose flower.

Presentation

Copy the poem on the board. Read the poem, “Mango” to the learners and ask them to recite lines of the poem after you twice. Let them recite lines of the poem alone. As they recite it, they tap or beat the rhythm. Encourage groups and individuals to recite the poem with accompanying actions and do same.

Post-Presentation

Elicit answers for questions 1 – 4 from learners as a whole class activity. Learners discuss questions 1 – 3 in their groups and report to the whole class later on. Learners will come out to say that the fruits which are induced to ripen by using chemicals are dangerous to take. Let each one say what they have learned.

Strand 2: Reading: Sub Strand 2: Phonics:

B1. Phonics: Words ending with ‘ture’

LB page 9

Revise the pronunciation of words that end with ‘sure’.

Ask learners to pronounce these words as a whole class.

pleasure treasure closure composure pressure fissure
insure ensure

Say the sound ‘ture’ three times. Let learners say the sound after you. Show learners the sound on a card

ture

 say the sound as you show it to learners. Write it on the board. Let learners write it too in their exercise books.

Have learners repeat these words after you: creature future capture feature stature picture denture

Have learners say words that have the ‘ture’ endings. Write their words on the board.

Do word recognition activities with the words through word matching and the “lucky-dip” game.

After playing the lucky-dip game, let each learner form one sentence with the word they choose.

Strand 2: Reading: Sub – Strand 7: Reading Comprehension

B3. Helping our Parents

LB page 10 and 11

Before Reading

Let learners talk about the first picture and connect it with the second picture on page 11.

Teach the pronunciation and the meanings of the key words if learners are unable to do so. Use the meanings of the main vocabulary on page 14 to teach the meanings of the words.

Before learners start reading, let them predict what they think the passage is about. Let them also predict some of the words they are likely to meet. Let them read questions 1 – 3 of C, page 11. Tell them they should read and find answers to those questions.



While Reading

Conduct a model reading while learners follow the reading in the book. Tell learners to read silently to find answers to the questions. Questions 1 -3. After fifteen minutes, stop learners from reading and invite learners to give answers to the questions. Call a good reader to read the remaining questions to the class.

Put slow readers together and guide them to find the answers. Ask the rest of the class to read silently. After reading, let learners compare their answers with a colleague.

C. After Reading Pages 11 – 12

Have a discussion with the whole class. Invite slow readers to give their answers (It encourages slow readers if they find their answers are correct). When the answer is given, let learners read the part of the passage where they got their answers. If the answer is wrong, direct the part of the passage they read to the answer they gave. After answering the inferential questions, have learners respond to questions 7 and 8 on page 12.

D1. Strand 2: Reading: Sub – Strand 6: Vocabulary**D1. LB page 12**

To remind you, Section D is vocabulary consolidation. D1 involves creating meanings of words using contextual clues.

Lead learners to find the meanings of words as they are used in the passage. Let them scan and identify a word like ‘intruders’ in the passage. Have learners read the surrounding text and they will realise that ‘intruders’ mean ‘thieves’. Do the same with the rest of the words.

D2. LB page 12 Instruct learners to do the work individually.

D3. LB page 12 Learners in pairs find eight words from the word puzzle. They should look down and across the box.

E. Strand 3: Grammar: Sub – Strand 1: Nouns**E. Proper Nouns LB page 13****Revision**

Revise common nouns and proper nouns. In small groups, let learners list the proper nouns and common nouns in Unit 2 reading passage.

Common Nouns

home
schedule
farms
citrus
sugar cane
garden
poultry
sheep
goats, etc.

Proper Nouns

Mr. Asempa
Kasoa
Accra
Damoah
Papa

Have each group read its list to the class. Let them use one of the nouns in a sentence each for common nouns and proper nouns

Introduction Stage

Say and read two sentences using proper nouns to refer to organisations.

Write the sentences on the board.

1. Mr. Kofi Annan was the United Nations Secretary General.
2. Would you like to be a member of the Ghana Bar Association?

Explain to learners that the underlined names are organisations. We use capital letters to start the names of organisations. Though organisations are not persons, their names are regarded as proper nouns. Let learners name some important organisations at national levels and international levels. Explain to learners that names of events are regarded as proper nouns and they start with capital letters. Give examples such as the Independence Day, the Republic Day, African Union Day, International Women’s Day, etc. Ask learners to give examples.

Write their examples on the board.

Accuracy Practise

Let learners repeat the names of the organisations after you. Do the same for the list of events.

Fluency Practise

Ask learners to use the proper nouns learned in sentences. They should read the sentences to each other in pairs.

Strand 4: Writing: Sub – Strand 1: Penmanship**F. Copying sentences in joint script****LB page 13**

Demonstrate the writing of sentences in joint script in ruled lines on the board. As you write draw learners' attention to how you join one letter with another letter in a word.

Invite learners to practise in ruled lines on the board. Ask them to copy the poem, 'Mango' in joint script to their exercise books.

G. Strand 6 -Extensive Reading

Remind learners to wash their hands before taking their books. Those who listened to stories/ other text on the internet will read books for another group to do so. On the other hand, if they did not complete their book, then, they should continue.

ANSWERS**A2. LB Page 9**

1. The mango became ripe by natural means – sun
2. It was washed by the rain.
3. sweet, sun-ripened, rain-washed, a rosy miracle

A3. LB page 9

1. The mangoes that use the natural process to get ripe are sweet and healthy. The fruits/ vegetables forced by a chemical to ripe do not taste good. They get rotten within a short time after harvesting.
2. The writer is in favour of fruits left to mature through the natural process. The adjectives he used to describe the mango: rain-washed; sun-ripened; a rosy miracle.

C. LB page 11

1. Mr. Asempa works in Accra.
2. Thieves stole his animals.
3. He did the work at dawn so that he could go to work without being late.
4. Mr. Asempa is a hard-working person.
5. Mr. Asempa gets extra income by making farms and rearing animals.

6. Damoah is a lazy boy. (Accept any description that matches his attitude)

*Questions 7 and 8 are personal response questions so accept learner's responses.

D1. LB page 12

i) intruders – thieves

iv) build

ii) feigned – pretended

v) stole

iii) structure – the pen

vi) schedule – routine/time table

D3. LB Page 12

Puzzle

Down words

Across

leaves

very

often

run

help

wood

work

some

poultry

animals

E. Accept authentic organisations and correct capitalisation. LB page 13

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?

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

Learner's Book 6 Pages 15 – 21

Learners's Workbook 6 Pages 18 - 24

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	
1. B6.1.4.1.1: make connection between texts or stories and personal experiences.	Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Collaboration
STRAND 2 - READING	
Phonics	
2. B6.2.2.1.1: read words with ending sounds like 'tch' as in match.	Communication and Collaboration; Personal Development and Leadership
Reading Comprehension	
3. B6.2.7.1.2: Note and recall main ideas in sequence.	Communication and Collaboration
STRAND 3 - GRAMMAR USAGE	
4. B6.3.1.1.2: identify and use count and non-count nouns	Communication and Collaboration
STRAND 4 - WRITING	
5. B6.4.2.1.2: Write complex sentences clearly and correctly.	
6. B6.5.1.1.1: follow appropriate mechanical convention – capitalisation.	Creativity and Innovation
STRAND 6 - EXTENSIVE READING	
7. B6.6.1.1.1: read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria on each book read.	Personal development and leadership

STRATEGIES

Strand 1: Oral Language

Strategies: picture description, making predictions, reading aloud, listening, discussions, re-telling

Teaching and Learning Resources

Picture, curriculum materials for P6.

Strand 2: Reading

(Phonics)

Teaching and Learning Strategies

Modeling, repetition

Teaching and Learning Resources

Learner's curriculum materials and letter cards

Reading Comprehension

Teaching and Learning Strategies

Identification of various beverages, presentations, modeling, picture description, silent reading, discussions

Teaching and Learning Resources

Real beverages pictures, Learner's curriculum materials

Strand 3: Grammar Usage

Teaching and Learning Strategies

Explanations and modeling, written exercise, formation of sentences

Teaching and Learning Resources

Learner's curriculum materials, chalk board illustrations, word puzzle.

Strand 4: Writing

Teaching and Learning Strategies

Explanations, copying

Teaching and Learning Resources

Chalkboard, learner's book

Extensive Reading

Teaching and Learning Strategies

Silent reading, listening, questioning, re-telling

Teaching and Learning Resources

Library books, non-print text from the internet/audio recording

TEACHING AND LEARNING ACTIVITIES

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

A2. Learner’s Book page 16

A2. Story: Helping Others

Once there was a little boy named Adu. He came from a poor family. One day, as he was walking through a forest, he saw an old man. The old man was very hungry. Adu wished he could give some food to the old man. However, he could not because he was carrying only some boards. He was going to the town to sell the boards. He only looked at the old man with pity and went his way.

On his way, he met a deer which was very thirsty. Adu pitied it but he could not help it so he went his way. As he was about to reach the town he saw a man who wanted to make a camp but had no boards. Adu gave the man a few of the wood. The man had no money to pay back for the wood. All that he had was bread and water, which he gave to Adu. Adu accepted the bread and water. He put his load down, ran to the forest to give the water to the deer and the bread to the old man. They were very grateful to Adu. Adu then happily ran back to town.

One day, Adu fell down a hill. He was in pain and could not move but no one was there to help him. Suddenly, the old man whom Adu helped, appeared there. He quickly pulled him up from where he had fallen. Adu had many wounds from his fall. Miraculously, the deer saw them and joined them.

The deer ran through the forest and brought some herbs. The old man used the herbs to cure Adu’s wounds. Adu got well and the three of them became happy. They were happy that they were able to help one another.

Moral Lesson: If you help others, then they will also help you.

Pre-Presentation

Have learners talk about the picture on page 15. With the picture and the title of the story, let learners predict what they are going to hear. They must also be able to predict some of the words they are going to hear. Let learners be seated in a horse-shoe formation. Let them sing one song.

Presentation Stage

Read the story dramatically to learners. As you read, pause to make learners say whether their predictions came true or not. Let them make further predictions. Making predictions helps sustain the interest of learners. It also keeps them awake because they look forward to hearing whether their predictions have come true or not.

Post Presentation

Have learners re-tell the story. Each learner tells a little of it and the other continues. Discuss the questions. Let learners say their personal experience about the story. On the other hand, if they did wrong to another person, were they re-paid in their own coin or the person paid them with goodness?

Let learners use five words they learned from the story to form sentences.

Strand 2: Reading: Sub – Strand 2: Phonics

Phonics: Words ending with ‘tch’ /tʃ/

B1. LB page 17

Revise the previous lesson on the words ending with ‘ture’ by making learners pronounce the words.

creature denture capture future and feature

Introduce the new sound ‘tch’ /tʃ/

Say the sound several times and ask learners to repeat it after you. Show the sound on a card

tch

 to learners. Put it on the board. Point to it and let learners say it. Next, write the letters that form the sound on the board as learners observe you. Have them write it and say it.

Ask learners to repeat these words after you: match, fetch, stretch, catch, stitch, snatch.

Let learners read the words in pairs to each other. Ask them to give examples of words that end with ‘tch’. Let learners read this tongue twister:

How much wood would a woodchuck chuck, if a woodchuck could chuck wood. A wood chuck would chuck as much wood as a woodchuck would, if a wood chuck could chuck wood.

After the class repetition, let groups of learners learn this. Each group will appoint one person to contest in the reciting of the twister. The one with no mistake in his/her recitation wins.

Strand 2: Sub – Strand 7: Reading Comprehension

B3. How Tea is Produced

LB pages 17 - 18

Before Reading

Let learners name the different beverages they see on the teacher's table. Let them identify those they can see in the picture.

Before this lesson, you should have given to learners as homework the activity listed on the theme page on page 15. Put learners into groups and ask each person to tell the group the beverage they have taken before and the details as found on page 15.



On the other hand, if learners were not given the homework, each group takes one tin of beverage from your table for the group to study the details on the label. They now report their findings to the class.

Elicit the pronunciations and meanings of the key words in B2. Explain the words that learners were unable to give their meanings.

Give learners questions in C. on pages 18 and 19 to find answers to them as they read.

While Reading

Ask a very good reader to read the passage, aloud to the class. Instruct learners to read silently. Put very poor to readers help them find the answers.

After Reading

Discuss the questions orally with the whole class. Call slow readers to answer factual questions and more challenging ones to good and average readers.

Have learners do a second reading taking note of how the ideas are sequenced. This is simplified in question 8. Let this be done in groups.

Let the groups present their work to the class. After all the groups have presented, give your feedback.

Strand 2: Sub – Strand 6: Vocabulary

D1. Explain the work to learners and have them find and write the meanings of the words listed on page 19. They should form and write a sentence with each of the words.

LB Page 19

D2. Tell learners to read across and down the box to identify the words. They should write the words for marking.

Strand 3: Grammar: Sub – Strand 1: Noun**E: Count and Non Count****Learner's Book page 20****Revision**

Ask learners to give one example each of an organisation and events. E.g. World Health Organisation, Water and Sanitation Day, etc.

Ask learners in groups to list nouns which can be counted and their plurals and those that cannot be counted.

Count nouns	Plural
chairs	chairs
table	tables
cup	cups
pen	pens

Non-count

water	sugar
rice	salt

Let groups read their lists to the class.

Introduction

Explain to learners that there are nouns which have their plurals without adding 's'. Their singular is the same as their plurals.

Examples are salt, cattle, bread, cassava.

Make learners aware that concepts and abstract nouns do not have plurals, e.g.

love staff

hatred friendship

grace crew

Add that abstract nouns or concepts take singular verbs, e.g. The staff of the hospital is hardworking. Hatred ruins a country. Etc,

Continue to explain to learners that count nouns in singular form take articles 'a', 'the' and 'an' depending on the sound beginning the noun. If the noun begins with a consonant it takes the article 'a' e.g. a bus, a horse, a goat. When the noun begins with a vowel, it takes the article an. Example, an onion, an oven, an ant, etc.

Lastly, let learners understand that both countable and uncountable nouns can take the definite article, 'the'. For example, Pass the salt to me. Open the fridge.

Accuracy Practise

Have learners do simple repetition drill and substitution drill.

With repetition drill learners simply repeat the sentences after you:

Teacher: The children are here.

Bring the tomatoes

Push the table to the corner

Let peace prevail in this house.

Learners repeat the sentences

Substitution drill:

Teacher: The children are here.

Learners: The men are here.

'Men' is put in place of children.

Fluency Practise

In pairs, let learners use countable and uncountable nouns to convey a message.

E.g.

Learner A: I have brought you an orange.

Learner B: Thanks, I love oranges.

Learner B: There are sheep in your garden.

Learner A: Why did you not drive them away?

Exercise: Learners are to use the correct article for the nouns listed on pages 20 and 21

Let learners form sentences with the following words.

mangoes	crew	cassava
man	staff	
chair	friendship	

Strand 5: Writing: Sub – Strand 9: Complex Sentences (Penmanship)

F. Writing LB page 20

Writing Complex Sentences

Pre-Writing

Let learners write one simple sentence each. After that they read it to their colleagues sitting next to them. Next, let each learner say one compound sentence with ‘and’ or ‘but’ as subordinating conjunction. E.g. I went home and rested.

I called her but she did not respond to my call.

Now give examples of complex sentences. Make learners aware that a complex sentence has one main clause, one or more subordinate clauses.

Example

She came to where I was standing. I will call you when it is time.

In sentences one and two the underlined words are the main clause. The rest are the subordinate clauses.

Writing Stage

Ask learners to identify three complex sentences in the reading passage and copy them in joint script.

After Writing

Learners who had their sentences wrong should be guided to identify the complex sentences and write them.

G. Strand 6 - Extensive Reading

Supervise learners' reading by asking them a few questions on the theme, characters or the topic being discussed in the texts they are reading.

Use the few minutes left to ask questions about what learners listened.

ANSWERS

A2. LB page 16

2. Adu
3. Adu was carrying some wood.
4. He was going to sell his wood in the town.
5. Adu got the food and water in return for his wood he gave to a man who needed the wood.
6. Adu gave the bread to the old man.
7. The deer was very thirsty.
8. Adu was sympathetic/kind-hearted boy.
9. Yes
10. The deer paid back Adu's goodness by bringing Adu some herbs to treat his wounds.
11. When you do good to others, people also do you good.

C. LB page 18

1. The name of the plant is Camellia Sinensis.
2. Most beverages are referred to as tea.
3. The differences may be their taste and flavour.
4. They should be taken quickly to the factory so that the leaves do not get mouldy.
5. The rolling machine presses out water in the leaves.
6. beverage
7. Question 7 is a personal response. Accept learners' opinions.
8. First of all, the tea leaves are handpicked and sent to the factory.
Secondly, the leaves are spread on nylon shelves.
Then the leaves are passed through rolling machines.
Next, the leaves are spread again on tables. Finally, the leaves are dried in hot air.

D1. LB page 19

Look up the meanings of the words: absorb, manufacturers, nylon, vendors from the dictionary. Have learners look up from the dictionary other meanings apart from how they have been used in the passage.

D2. LB page 19

Ask learners to read downwards and across the box to identify and write eight words.

Down

leaves
quickly

Across

nylon	again
absorb	tables
water	spread

E. Grammar LB page 20

Count and Non Count Nouns

Revise count and non-count nouns by asking learners to give examples of each. E.g.

Count nouns: tables, chairs, pens, etc.

Non-count: water, sugar, chalk

Use the information in the section to remind learners of the use of articles with count and non-count nouns.

F. LB Pages 20 - 21

3. an ear, a night, an orange, a chair, an army, a cup, a coin, an arrow, the anger, an attempt, a uniform, an hotel, an injury, a gate, a banana, an apple, an iron, a bowl, a pen, a bed, stool.

Examples of complex sentences:

1. One wonders whether it was the first beverage that appeared on the Ghanaian market.
2. The leaves turn brown slowly as they absorb oxygen.
3. Have you stopped once, as you drink your tea, to guess how the tea is produced?

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.

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Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

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

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

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

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

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

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- Did all learners meet the indicators?
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G. Do you need to re-teach a lesson or parts of it?

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

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

Learner's Book 6 Pages 22 – 30

Learner's Workbook 6 Pages 25 - 32

LEARNING INDICATORS AND CORE COMPETENCIES

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learners will be able to:	
STRAND 1 - ORAL LANGUAGE	
1. B6.1.3.1.1: relate the central messages of poems to personal experiences.	Critical Thinking and Problem Solving
2. B6.3.1.2: discuss values in poems and talk about the importance of these values in society.	Creativity and Innovation Communication and Collaboration
STRAND 2 - READING	
Phonics	
3. B6.2.2.1.2: read cvcc, ccvc words (mono syllabic words) when reading continuous texts.	Communication and Collaboration
Reading Comprehension	
4. B6.2.7.1.2: note and recall main ideas in sequence. The SQ3R strategy.	Communication and Collaboration Reading
STRAND 3 - GRAMMAR USAGE	
5. B6.3.1.1.4: identify and use abstract nouns to refer to concepts and ideas.	Communication and Collaboration
STRAND 4 - WRITING	
6. B6.4.2.1.2: Write complex sentences clearly and correctly.	Personal Development and Leadership Critical Thinking and Problem Solving
7. B6.5.2.1.1: Use commas ...	Creativity and Innovation

STRAND 6 - EXTENSIVE READING

8. B6.6.1.1.1: read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria on each book read.

Personal Development and Leadership

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

Teaching and Learning Strategies

Discussion, recitation, making comparisons, expression of personal response, class and group work.

Teaching and Learning Resources

Learner's Book, the chalkboard, cardboard on which the poem is written.

Strand 2: Reading - Phonics

Teaching and Learning Strategies

Playing of a game. Tapping, formation of sentences.

Teaching and Learning Resources

Word cards, Lucky-Dip box, Learner's Book, chalkboard illustrations

Reading Comprehension

Teaching and Learning Strategies

Picture description, making predictions, explanations, questioning-directed reading activities, discussions, individual, group and class participation, silent reading

Teaching and Learning Resources

Pictures, Learner's Book, chalkboard illustrations

Strand 3: Grammar Usage

Teaching and Learning Strategies

Modeling, explanation, repetition, drill, formation of sentences, pair, group and whole class participation.

Teaching and Learning Resources

Learner's book, chalkboard illustrations, the internet

Strand 4: Writing

Teaching and Learning Strategies

Explanation, formation of sentences, copying

Teaching and Learning Resources

Learner's Book and chalkboard illustrations

Extensive Reading

Teaching and Learning Strategies

Silent reading, questioning, re-telling, listening

Teaching and Learning Resources

Library books, non-text materials on the internet

TEACHING AND LEARNING ACTIVITIES**Strand 1: Oral Language: Sub – Strand 3: Poems****A2: Poem LB page 22****Wet Season****Pre-Presentation Stage**

Have a whole class discussion of the wet season. Ask learners to say what wet season is like: the weather becomes cold, muddy grounds, wet grass, floods, roads become inaccessible, social activities are disrupted, etc. Continue to ask learners which farming activities go on. Farmers prepare the lands for sowing and planting, tubers, onions, groundnuts, tigernuts, cocoyams are harvested at this time. However, it is at this time that you get wet with dew and raindrops.

Presentation Stage

Write the poem on the board or prewrite it on a manila card and hang or put it up on the board. Read it once while learners listen to you. Next let learners recite after you. Then let them recite it on their own. Encourage groups and individuals to recite it by themselves.

Post Presentation

In groups let learners draw a table to list the good side of wet season and the bad side of it. They will report to the whole class after they have finished.

Finally let each learner say how the wet season affects his or her life.

Strand 2: Reading : Sub – Strand 2 Phonics

B1. Phonics: Single Syllabic Words

LB page 23

Let learners play the lucky-dip game to revise the words that end with ‘sure’, ‘ture’ and ‘teh’. The learner dips his/her hands into a box. He/she picks up a word card and pronounces it.

In teaching simple syllabic words the structures could be c.v.c e.g, cow, come, roll, farm, etc.

There are ccvc such as stop, stone, from, spit, etc.

Then you progress to ccvcc, e.g. stopped, crust, frost, climb, etc.

Finally, the cccvc and cccvcc.

Examples are splash, sprite, spread, strong, stride for cccvc
ccvcc are splashed, stripped, etc.

Though there could be two and three beginning consonant clusters because there is only one vowel sound the syllable could be one.

Note that you are teaching the learners one syllabic words. You only teach the words. You are not to analyse the word in cccvc, cccvcc, etc.

Start from the simple to the complex such as the examples above.

Cvc, ccvc, ccvcc, cccvc and cccvcc

For each, let learners add their own words to your examples.

Another way to go about teaching one syllable or multi-syllables are to make learners tap the word. If they tap once it means the word has one syllable.

For each category have learners use a word to form a sentence.

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

LB pages 23 – 25

Pre-Reading

Let learners talk about the pictures on pages 22, 24 and 25 as a whole class. Lead learners to think about A1. Questions. After this let them connect the title of the passage and predict what they are going to read about.

B2. LB page 23 Key words: destined, tilled, invest, passed away, commercial. Elicit the pronunciation and meanings of the key words from learners. Teach the meaning of those words that learners could not explain. Use the meanings of “main vocabulary” at the end of the unit.

Before the reading ask questions that will guide learners to identify the ideas or events in sequence.

E.g. How did the story begin or how did it start?

List the events. What happened next? What was

the cause? In a nutshell, guide learners to identify the sequence of events in the story.



Reading Stage

Ask learners to read silently, individually. Ask learners to answer the questions at the end of the passage.

Discuss the questions save question 11. In groups let learners read the passage again and identify the main events from the beginning to the end.

Post Reading Stage

Let each group read its main events. In conclusion, let learners individually respond to question 11.

Let learners come to the realization that not all the things a dying man says come true. What learners must be guided to understand is that with hard work and God’s blessing one is bound to succeed

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

E. Collective and Abstract Nouns

LB page 27 - 28

Revision

Let learners individually write two examples of countable and two uncountable nouns. E.g. spoons, plates, etc. salt, sugar (unless it is in cubes) water. Let learners individually tell the class their answers.

Introduction

Introduce the new lesson by using some collective and abstract nouns in sentences.

1. The staff of the school is at a meeting.
2. A herd of cattle is grazing on the school park.
3. The joy of the children was overwhelming.
4. The friendship between the two boys is very strong.

Have learners read the sentences after you.

Tell them that the subjects of the sentences, that is, the nouns underlined in sentences 1 and 2 are collective nouns. A collective noun takes a singular verb.

The subjects in sentences 3 and four are abstract nouns. They also take singular verbs.

Collective nouns and abstract nouns are also non-count.

Have learners give examples of collective and abstract nouns. Let them go to the internet for more examples.

Accuracy Practise

Have learners repeat sentences on the board to each other in pairs.

Fluency Practise

In pairs learners write one sentence using any of the examples of the abstract nouns listed in point 3 under E on page 27. Each one reads his or her sentences to the other.

Likewise, each of them writes another sentence with one collective noun and reads it to others.

Continue the lesson with the remaining activities under the heading “exercise”.

F. Strand 5: Writing: Sub – Strand 1: Penmanship

Copying complex sentences

Revise complex sentences by making learners identify them from among other sentences.

1. Manzah went to school.
2. Darko went to school after the rain had stopped.
3. Kutukrom is in the Western Region.
4. Deku went to the shop and bought a radio.
5. Would you like rice with chicken or fufu and groundnut soup?

Let them explain why the sentence they pointed at is a complex sentence.

Ask learners to identify the main clause in “Darko went to school after the rain had stopped.”

Ask another learners to go to the board and underline the subordinate clauses in that sentences.

Have learners individually read one complex sentence from the reading passage.

Demonstrate writing of a complex sentence in joint script on the board. Instruct learners to identify two complex sentences in joint script.

G. Strand - Extensive Reading

Ensure that learners have clean hands before taking their books. Advise them not to write in the library books. Encourage learners to take their jotters so that they can write any expression they wish to learn in it.

Leave those who are reading and cater for those who want to listen to the audio, especially, the blind. Briefly talk about the type of text they are going to listen to.

After listening, let learners re-tell or say one important idea they heard about the text they listened to or read about.

ANSWERS

A2. LB page 22

Good side of Wet Season and Bad Side

Good Side	Bad Side
Water is available.	Grounds become muddy.
Food crops grow well.	Social programmes are disrupted.
Harvesting goes on.	Floods occur at many places.
Food is abundant.	

C: LB pages 25 and 26

1. He said Yaro was destined for riches and greatness.
2. He could not say anything as the old man died.
3. Yussif used the rent for one room to start life.

4. Yussif hired tractors from the loan he got from the bank.
5. Yussif re-invested his profit.
6. The dying man's words did not help Yaro.
7. Yussif became successful.
8. In a village not many people are rich so whoever has a little money is considered rich.
9. Characterisation Grid

Yaro	Yussif
Believes in destiny	Does not believe in destiny
Lazy	Hardworking
Visionless	Has vision
unwise	Wise

Note that learners can add more ideas to the few list of ideas.

D. Accept other meanings of the words from the dictionary.

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?

REVISION 1

Learner's Book (LB 6, Unit 1, Pages 29 - 30)

A. LB page 29

Let learners recite the poem, “Mango” on page 8 again. Let learners in groups discuss the fruits and vegetables allowed to mature and ripen through the natural process as compared to the chemically induced ones. Ask learners to bear in mind the taste and the effects of dangerous chemicals on the health of consumers.

Each group will share what they discussed. Individually ask learners what they can do in their small way to stop this.

B. Revise the pronunciation of words ending with ‘sure’, ‘ture’ and ‘teh’ through the Lucky-Dip game. Explain the activity and ask learners to do it individually.

C. Learner’s Book page 29

Revise the different kinds of nouns eliciting examples from learners. Discuss the work orally as a whole class activity. Have learners match the nouns on the left with their correct category on the right side. This must be done individually.

D. LB page 30 Write the words on the board. Let learners pronounce the words after you and by themselves. Elicit the meaning from learners. Teach the meanings of those words which learners were unable to explain. Ask learners to write full sentences writing the correct word in blank spaces.

E. Let learners in pairs identify the words and write them in a logical order.

ANSWERS

B: Accept any word that ends with the target sound ‘tch’. **LB page 29**

C. Match nouns with their type. Page 29

1. Association of Ghana Red Cross – proper noun

2. Accra College of Education – proper noun
3. friendship – abstract noun
4. kindness – abstract nouns
5. sand – uncountable noun
6. rice – uncountable noun
7. a herd of elephants – collective noun
8. bags – countable noun

D. LB page 30

- | | |
|--------------|----------------------------|
| 1. returned | 5. feign |
| 2. producers | 6. heavy vehicular traffic |
| 3. beverage | 7. intruder |
| 4. commended | 8. materials |

E. Spell these words correctly. LB Page 30

- | | |
|----------------|-----------------|
| 1. flavour | 2. countries |
| 3. household | 4. supposing |
| 5. constructed | 6. gracious |
| 7. elephant | 8. accomplished |

Learner's Book 6 Pages 31 – 37

Learner's Workbook 6 Pages 33 - 40

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	
1. B6.1.3.1.2: discuss values in poems and talk about the importance of these values in society.	Critical Thinking Skills and Problem Solving
2. B6. 1.3.1.3: compare eight line poems.	Creativity and Innovation; Communication and Collaboration
STRAND 2: READING	
Phonics	
3. read ccvcc, cccvc words and multisyllabic words.	Communication and Collaboration Personal Development and Leadership
Reading Comprehension	Communication and Collaboration
4. B6.2.7.1.3: scan/skim for details.	Reading
STRAND 3: GRAMMAR USAGE	
5. B6.3.1.1.3: Use “-ing” nouns and noun phrases to refer to activities.	Communication and Collaboration
STRAND 4: WRITING	
6. B6.4.6.1.1: choose appropriate ways and modes of writing for a variety of purposes, audience and contexts and organise facts, ideas and (or points of view in a way appropriate to the mode of delivery, using appropriate text features.)	Creativity and Innovation Communication and Collaboration Critical Thinking Skills and Problem Solving Personal Development and Leadership
7. B6.5.2.1.1: use the comma	

STRAND 6 - EXTENSIVE READING

8. B6.6.1.1.1: read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership
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TEACHING AND LEARNING ACTIVITIES**Strand 1: Oral Language**

Teaching and Learning Strategies

Discussion, actions, model reading, choral reading, questioning

Teaching and Learning Resources

Picture, Learner's book

Strand 2: Reading**Phonics**

Teaching and Learning Strategies

Modeling, repetition, tapping, forming sentences

Teaching and Learning Resources

Word cards

Reading and Comprehension

Teaching and Learning Strategies

Discussions, model reading, silent reading, scanning

Teaching and Learning Resources

Pictures, Learner's Book

Grammar Usage

Teaching and Learning Strategies

Model, repetition and substitution drill

Teaching and Learning Resources

Learner's Book, word cards

Writing

Teaching and Learning Strategies

Explanation, researching, whole class discussion and group work

Teaching and Learning Resources

Learner's Book and chalkboard illustrations

Extensive Reading

Teaching and Learning Strategies

Silent reading, making notes

Teaching and Learning Resources

Library books and chalkboard illustrations

TEACHING AND LEARNING ACTIVITIES

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

Teaching and Learning Strategies

Model reading, silent reading, DRA Directed Reading Activities/Approach

Teaching and Learning Resources

Pictures, word cards, Learner's curriculum materials

A1 and A2. Oral Language

LB pages 31 – 32

Poem: The wind

Pre-Presentation

Lead learners in the discussion of the title of the poem:

Have a general discussion about the wind. (If there has been a recent rainstorm reported in the area, use the event to begin the discussion). Ask the following questions:

1. What does the wind look like?
2. How do you know that the wind is blowing?
3. What do you think about the wind?

Teach the meanings of 'trembling', 'bow down', 'pass through' and 'pass by' through actions.

Presentation

Read the poem over to learners once as they listen. Have learners read and tap the rhythm after you. They recite again and do the actions as a whole class, groups and individually.

After Presentation

Have learners say some of the words they read from the passage. Ask learners individually what the poem says, i.e. the subject matter. Have learners identify the rhyming words, e.g. I and by. Ask learners to say the message that the writer is conveying to them.

We do not actually see the wind but we feel it and see its effects on nature: trees and humans. Trees bend and sometimes break or even get uprooted. Things fly about, roofs are ripped off. The main idea or central idea is that there are many things like sickness and death, which we do not see physically but we are affected by them. Sometimes fortune bring us joy and happiness while others bring us sorrows.

B. Strand 2: Reading: Sub – Strand 2: Phonics**Phonics: Double-Syllable words****LB page 32**

Have learners say how many syllables there are in each of these words on cards:

swept	stones	frog	shroud	strike
spout	strong	splash		

If they are unable to say it let them pronounce the words and tap. The number of taps indicates the number of syllables there are in the words.

Introduce the multiple syllabic words one after the other on flash/word cards. Use the activities in the section on page 32.

Strand 2: Reading: Sub – Strand 7: Comprehension**LB page 33 – 35****Before Reading**

Guide learners to talk about the pictures: the flowers and trees.

Let learners say all that they know about flowers and insects. Let them say the importance of flowers and trees.



Teach the meanings of the key words. You may use the meanings listed in ‘Main Vocabulary’ at the end of the unit. Have a good reader read the questions before they start reading. They should read to find answers to questions 1 – 7

While Reading

Have a very good reader read through the passage.

Ask learners to read silently. Group poor readers

together and guide them to read aloud. As they read, ask them whether they have come across the answer to the questions.

Have learners stop reading and discuss the questions with them. Let learners read from the passage to support or substantiate their answers. Doing this develops the learner’s skill of scanning.

Next, let learners read to identify the main ideas in each paragraph. To be able to do this, give learners tasks as the following in their second reading:

1. Which paragraph are these trees mentioned? Para rubber, cocoa, coconut, etc.
2. Which paragraph talks about the importance of trees because of their medicinal value?

‘Scanning’ is reading a text quickly in order to find specific information e.g. figures or names. The opposite is skimming, which is reading quickly to get a general idea or meaning of a text.

The learners may not be able at this level to identify main ideas so you can, for example, ask which paragraph talks about the importance of trees? Which paragraph tells us how we can prevent the destruction of plants and flowers? etc.

C. After Reading LB pages 34 – 35

Lead the discussion of the reading tasks. As usual, ask very poor readers easy questions. For example, in which paragraph can you see the word, ‘wind break, ‘responsibility’, ‘bees’, ‘syrup’?

Have individuals respond to question 8

D. Strand 2: Reading: Sub – Strand 6: Vocabulary**Vocabulary Consolidation****D1. LB page 35**

Let learners read the text to find where those words occur. Guide them to read the context in which the words are used. This can help them brainstorm on several words or group of words that can best substitute for the given words.

e.g. shrub – bush

Do this as a whole class activity. In pairs, ask learners to write the words or group of words that best explains the words: attractive medicinal value, irresponsible, fragrance, windbreaks, destroy.

D2. LB page 35

Re-write the following words correctly.

Ask learners to pronounce the words as they are and ask them whether the sound gives the clues to the correct word. When the words are identified, they can easily re-write the wrongly spelt words in the correct order.

E. Strand 3: Grammar: Sub – Strand 1: Noun**E. LB pages 35 – 36**

Verbal Noun – “-ing” nouns

The “-ing” form of nouns are also called verbal nouns.

e.g. exercising, playing, running.

They are considered nouns because they can be used as the subject in a sentence: Running is a good exercise.

Verbal nouns can also be used as the object of a verb, e.g. I like reading. I love walking or swimming.

Revision

Ask learners to pick word cards from your table and pronounce them (The word card should contain nouns)

shirt teacher classroom

Let learners understand that these are normal nouns and they are common nouns.

Have learners give examples of verbs, e.g. talk, run, shout, weed, swim, etc.

Introduction

Use the examples of verbs learners gave to introduce the topic.

Teacher: Running is a good exercise.

Talking too much makes your listener bored.

I do not like talking at length.

Exercising the body is very good.

I like swimming in a pool.

Shouting at your friend is bad.

Children like shouting when they are playing.

Have learners read the sentences after you.

Accuracy Practise

Use any relevant language drill to enable learners practise saying the structure.

You may use simple substitution drill.

e.g. Tr: I enjoy jogging in the morning.

Learner: I enjoy running in the morning.

Fluency Practise

In pairs have learners say a verb and use the verb in a sentence.

E.g. Learner A: working

Working hard brings joy.

Learner B: reading

Reading makes you knowledgeable. Reading is good.

Now that learners can use their own words to form sentences let them use the given verbal nouns to form sentences. They should read their sentences to their group members.

Exercise

Have learners write at least eight sentences formed in their groups.

Strand 4: Writing: Sub – Strand 6: Paragraph Development**F: Writing LB page 36****Modes of Writing**

There are different modes of writing as found in the Learner’s Book on the topic: process writing, argumentative/persuasive, narrative, description and letter writing. Learners are to practise all these forms of writing.

Put the class into six groups and assign them to go to the internet to find out information about each of these forms of writing. In the next lesson, each group will present its findings.

Use the information in learner’s book page 35 to explain Process Writing as a mode of writing.

G. Strand 6 - Extensive Reading

Have learners select any text be it informational, fiction or drama.

See to it that they have selected a text which is appropriate to their level. Let them be aware that they will be expected to write a critique on the book they read.

1. They are to write the name or title of the book.
2. the writer or author
3. the illustrator
4. publisher and date of publication
5. what type of text it is: poem, story/fiction, drama, informational
6. what is the subject matter – what does the book talk about? Example, is it about religion, politics, friendship, invention, etc.?

What does it say about that? You will also comment on the style: does the person use strong language or comedy i.e. humour. What about language use: simple or difficult to understand, etc.

As learners read they should be making notes so as to help them write a one-page critique on the books they read.

ANSWERS

A1 and A2. LB Pages 31 – 32

2. The poem is about the nature of the wind.
3. The writer is saying that we cannot see the wind. However, we can feel it and see its effects.
4. Yes
5. The trees bend and leaves fall. Roofs are blown off buildings, things fly about.
6. Rhyming words: I and by
7. The poet is saying that there are many things that happen to us that we cannot see physically but we feel their effects or impact.

*The seventh question has not got one specific answer. Accept any idea that is reasonable. *

C: LB pages 34 – 35

1. the leaves, bark and roots
2. chainsaw operators
3. Honey can be used as medicine and can be sold for money.
4. Paragraph two
5. We can grow more trees to serve as windbreaks.
6. The forest and bush are destroyed through the use of chain-saw operators, cutting down of trees by other people and bush fires.
7. Plants absorb the carbon dioxide in the environment so they make the air we breath good.
8. It is the responsibility of every Ghanaian to protect the forest because we all need safe environment to live in.

Paragraph 1 talks about the importance of honey having economic and medicinal value.

Paragraph 2 talks about plants being used as medicine; plants giving us oxygen, plants serving as windbreaks and as source of income. Last part of paragraph 2 tells how the forest is destroyed through the chainsaw operators.

Paragraph three deals with how the forest is destroyed through bushfires and the use of weedicide.

The last paragraph suggests to us the steps we can take to protect the forest and bushes.

D1. LB Page 35

- a. attractive – beautiful
- b. fragrance – sweet scent
- c. medicinal value – can be used to cure diseases.
- d. windbreaks – trees planted to reduce the impact/effect of winds.
- e. irresponsible – lawless
- f. destroy – ruin

D2. LB Page 35

- | | |
|----------------|-------------|
| a. atmosphere | f. flowers |
| b. environment | g. insects |
| c. chainsaw | h. bushfire |
| d. medicinal | |
| e. forest | |

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

Story Telling

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 6 Pages 38 – 44

Learner's Workbook 6 Pages 41 - 47

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	
1. B6.1.3.1.2: Discuss values in poems and talk about the importance of these values in society.	Critical Thinking and Problem Solving Creativity and Innovation
2. B6.1.3.1.3: Compose eight-line poem.	
STRAND 2: READING	
Phonics	Communication and Collaboration
3. B6.2.3.1.1: Use common minimal pairs to decode words.	
Reading Comprehension	Reading
4. B6.2.7.1.4: read level-appropriate text silently and closely for comprehension.	
STRAND 3: GRAMMAR USAGE	
5. B6.3.2.1.1: Identify and use definite and indefinite articles.	Creativity and Innovation
STRAND 4: WRITING	
6. B6.4.6.1.1: Choose appropriate ways and modes of writing – narrative.	Personal Development and Leadership Critical Thinking and Problem Solving; writing
7. B6.5.2.1.1: Use quotation marks to indicate direct speech.	Communication and Collaboration

STRAND 6 - EXTENSIVE READING

8. B6.6.1.1.1: Read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria on each book read.

Personal Development and Leadership

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

Teaching and Learning Strategies

Modeling, choral reading, discussion, picture description, explanation

Teaching and Learning Resources

Pictures, Learner's Book

Strand 2: Reading**Phonics**

Teaching and Learning Strategies

Playing games, modeling, repetition, word formation, reading, Think-pair-share strategy

Teaching and Learning Resources

Spinning wheel/phonic slide, Learner's Book

Reading Comprehension

Teaching and Learning Strategies

Picture description, discussion on the title, explanation and putting words in context, silent reading, whole class and pair participation.

Teaching and Learning Resources

Pictures, word cards

Strand 4: Grammar Usage

Teaching and Learning Strategies

Modeling, repetition, drilling

Teaching and Learning Resources

Objects in the school and in the classroom. Learner's Book.

Strand 4: Writing

Teaching and Learning Strategies

Group work, presentation, discussions

Teaching and Learning Resources

Passage at Unit 4 Pages 24 – 25 and information in Learner’s Book.

TEACHING AND LEARNING ACTIVITIES**Strand 1: Oral Language: Sub – Strand 3: Poems****A2: LB page 39****Poem: Wet and Dry Seasons 2**

Let learners recite the wet season. Let learners talk about the dry season. That the dry season provides opportunity for everyone to go about their duties without interruptions. Lead learners to say the good and bad sides of the dry season.

Teach the following words in the poem; pleasure and trumpet.

Pleasure – things or activities that make us happy or give us joy.

Trumpet – a musical instrument made of brass with a hollow in it. (It is easier to show the pictures of a trumpet to learners)

Presentation

Read the poem once while learners listen. Let learners read after you once and have them read as a whole class, groups and individually. (Write the poem on the board)

After Reading (Presentation)

Discuss the questions at A3 on page 39. Questions i – iii must be done or responded to individually. The next task where learners draw a table of the good side and the bad side of dry season, must be done in groups.

Groups of learners will continue to discuss the last question. Each group will read what they wrote about questions 2 and 3 to the whole class.

B1: Strand 2: Sub – Strand 2: Phonics**B1. LB page 40****Words with common digraphs – minimal pairs.**

Revise the previous lesson by having learners play the lucky-dip game. The learner draws a card out; he/she pronounces the word on the card and say how many syllables are in the word. Another half of the class will say the root word of the word picked.

Write these words on the board and let learners say which of them have the same rhyming endings; road, load, crow

Write road and load as the learners said. Invite more words that will rhyme or have common endings: e.g. road, load, toad, toed, goad. Explain that there is only one sound difference, that it is the initial sound. Let learners give examples of words that have two sounds different.

They should complete the chart.

beat	port	card	girl

Invite pairs of learners to read out their words to the class.

Let learners pronounce the following

train	made	back	bread
plain	fade	slack	thread
chain	raid	track	spread
pain	trade	snack	tread

1. I don't feel the pain anymore.
2. Ghana has trade partners in Africa.
3. They will take their snack at 10.00 am
4. I will not tread on dangerous ground.

Let learners read the sentences.

Strand 2: Reading: Sub – Strand 7: Reading Comprehension**Reading Comprehension****B3. Learners Book Pages 40 – 41**

Let learners talk about the pictures and the title. Ask learners to share with their friend what changes they see in their bodies. That is Think-pair-share. Let each pair say what both of them said to the larger group.

Elicit from learners the pronunciation and meanings of the key words. The key words are in B2 page 40. If they are unable then do so using the main vocabulary at the end of the unit. You may use explanation to teach the key words too.

While Reading

Read through the questions to learners and let them read silently individually to find the answers to questions 1 – 5. After reading learners sit in groups to compare their answers. Spend time with the slow readers and ask them to identify the answers. Read to them and ask them to read to you individually.



C. After Reading LB pages 41 - 42

Discuss the questions with learners. Ask learners to read to you where they got the answers from. Let learners respond to question 6 individually.

D. Strand 2: Reading: Sub – Strand 6: Vocabulary

D1. LB page 42

Show the words at D1 on word cards. Show them one after the other. Have learners pick it and read it. Elicit the meaning as they have been used in the passage from learners. Let learners, individually, find the meaning that dictionary gives for each of the words.

They should write the meanings into their vocabulary exercise books.

D2. Dictation LB page 42

Have learners read paragraph one for dictation. You may tell learners to read paragraph one about two days before you do it.

Read the text at normal speed then dictate to them in sense group. Read over again for learners to fill in their “pot holes”.

D3. LB page 43

Learners to form sentences with these words:

- | | | |
|------------|----------------|--------------|
| 1. adult | 3. odour | 5. pregnancy |
| 2. changes | 4. adolescence | |

Let learners pick the cards bearing the above words. The one who picks the card will pronounce the word and another person says the meaning.

Invite individuals to form sentences with the words orally. Learners write their own sentences into their books.

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

E1. LB page 42

Definite and Indefinite Articles: ‘the’ ‘an’ ‘a’

Revision

Let learners identify the nouns in the passage and let them indicate which type of noun it is. Ask them also whether an article precedes the noun. If it does, then they should say the type of articles.

Introduction

Let learners read a short text in which articles are used.

Use the text to explain to learners when the indefinite article ‘a’ and ‘an’ are used. From the short text ‘the’, which is the definite article is used because we now know the book being talked about. In other words, it has been introduced in the first sentence. Use the information in the third point to explain to learners how the definite articles ‘the’ is used.

Accuracy Practise

Let learners practise the use of articles by reading sentences from a substitution table.

Form meaningful sentences.

We			idea
They			courage
The men	have	an	new bus
The women	had	a	opportunity
		the	horse
			power

Fluency Practise

Let learners form sentences with the following

- | | |
|----------------|-----------|
| 1. library | 4. oven |
| 2. examination | 5. fridge |
| 3. friend | 6. enemy |

Exercise

Explain the work to learners and have them do it individually.

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

Writing LB page 44

Call the group that was given the assignment of finding out about narrative writing to present their findings.

A narrative is a form of writing that tells a story. Narratives can be essays, fairy tales, movies and jokes. Narratives have five elements: plot, setting, character(s), conflict and theme.

Writers use a narrator style, chronological order, a point of view and other strategies to tell a story.

(Before you teach this lesson write the structure of the story, “Why Crab has no head” and the story in Unit 4: Yaro and his brother, Yussif. Put the event in each of the stories in the story structure: beginning, middle and ending.

Ask learners whether the events in the two stories follow chronologically. Prepare the above on a cardboard or clean cement paper.

Help learners to compare the group’s findings with what a narrative writing should be.

Take learners through the elements of narratives, especially, the information in F page 44.

E.g. Ask learners this, “Does the Crab Story have characters? What about the story in Unit 4, “Reward for Hardwork”. Take each element and have learners identify it in the two stories.

In groups, let learners write a story having the elements of narratives in mind as well as the story structure. Remind learners of the processes in writing planning (brainstorming to get ideas and arranging the ideas in chronological order). This should be followed by drafting, revising/reviewing, editing and final draft/publishing.

G. Strand 6 - Extensive Reading

Let learners continue with their reading if they have not finished reading the book they took five weeks ago. Remind learners, as they read, to take note of characters, theme, language, etc.

Language: long or short sentences; simple vocabulary or difficult; figures of speech, proverbs. (in the case of Nigerian Writers) etc. (It will be easier for learners if you would design a format or questionnaire in which the learners will fill in or answer the questions respectively.)

Refer to Extensive Reading at the end of Unit 5.

As they read go round to ask a few questions about what learners are reading about.

ANSWERS

A3: LB Page 39

ii. Activities that suggest pleasure:

dancing, hunting, songs, horns and trumpets, moonlight

3a. The writer is telling us that nature sometimes offers us opportunity to enjoy life. Sometimes nature, as we enjoy life, brings hardships as well.

Dry Season

Good Side	Bad Side
pleasure	bush fires
dancing	scarcity of water
hunting	food becomes scarce
Sports and all social programmes go on.	Learners in rural areas attend school late.

C. LB Pages 41 and 42

1. She complained of having a cancer in her breasts.
2. changes in the adolescent boy; wet dreams, deep voice, bigger genitals
3. growing bigger and taller, growth of pubic hairs, strong body odour, roundness of vital parts and smooth skin, development of breasts, menstruation (any two of these)
4. It is to help them take good care of themselves and also make good decisions.

5. Lumps appear in breasts, roundness of vital parts, growth of pubic hairs, menstruation (any two)

D1. LB page 42

- a) adolescence – a period between the beginning of puberty and adulthood.
- b) menstruation – menses/flow/period
- c) adult – a grown up person
- d) lumps – balls/glob
- e) odour – scent/smell
- f) puberty – a time in the development of a person when their sexual organs develop.
- g) sexually transmitted disease – venereal diseases

E. LB page 43

1. My friend gave me an orange.
The orange was very sweet.
2. Hurricane winds blow from the Atlantic ocean.
3. Can you lend me an eraser?
4. I am building a house. The house will be rented out.
5. The sun rises from the East.

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 6 Pages 45 – 52

Learner's Workbook 6 Pages 48 - 55

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	
1. B6.1.1.1.2: Compose songs around values discussed	Cultural Identity and Global Citizenship
STRAND 2 - READING	
2. B6.2.3.1.2: Use words with digraphs to make meaningful sentences Reading Comprehension	Communication and Collaboration
3. B6.2.7.1.3: Scan/skim for details	Reading
STRAND 4 - WRITING	
4. B6.4.6.1.1: Choose appropriate ways and modes of writing for a variety of purposes, audience and context and organise facts, ideas and or point of view in a way appropriate to the mode of delivery using appropriate text features.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving
STRAND 3 - GRAMMAR USAGE	
5. B6.3.2.2.1.2: Identify and use quantifiers.	Creativity and Innovation

TEACHING AND LEARNING STRATEGIES

Strand 1: Oral Language

Teaching and Learning Strategies

Modeling, repetition/choral reading, discussion

Teaching and Learning Resources

Picture, real objects

Strand 2: Reading

Phonics

Teaching and Learning Strategies

Modeling, repetition

Teaching and Learning Resources

Word and letter cards

Reading and Comprehension

Teaching and Learning Strategies

Picture description, silent reading, skimming and scanning, discussion

Teaching and Learning Resources

Picture, real objects

Strand 3: Grammar Usage

Teaching and Learning Strategies

Modeling, repetition, drilling

Teaching and Learning Resources

Cut-out geometrical shapes.

Common objects in the classroom

Strand 4: Writing

Teaching and Learning Strategies

Process approach – drafting

Teaching and Learning Resources

First draft of composition

TEACHING AND LEARNING ACTIVITIES

Strand 1: Oral Language: Sub – Strand 1: Songs

A2: Songs “Akyin Kyina kyinkyin: PG 46

Pre-presentation

Let learners talk about the picture and also a piece of kente cloth. Lead learners to talk about the kente industry in the country: kente in Ashanti, kente in the Northern Ghana and that made in the Volta Region.

Let learners know that someone discovered the art of kente weaving at Bonwire in the Ashanti Region.

Presentation

Write the song on a manila board/ cement paper or on the chalkboard. Read the words of the song through as the learners listen. Read and let learners read after you once. Allow learners to read by themselves as a class, groups and individually. Sing the song through while learners listen. Next, let them sing after you once and together with learners, sing it once. Allow the class to sing alone and do the actions. They practise as groups and individually.

After Presentation

Let learners talk about one main idea in the song, that “by travelling, one gains knowledge and experience”. In groups, let learners ponder over this saying and discuss it.

It is true that we learn from others and we can learn the skill of other people to make our lives better. Living at one place without travelling and reading, does not make you gain experience. You as a teacher can add your voice to what learners will say to emphasise the idea.

Let learners in groups use the values discussed from the song to compose one song parallel to “Akyinakyin”. Tell them they can dwell on the usefulness of availing oneself for skills training, learning, reading and so many new things that are available around us to make our lives better.

Ask learners to sing their songs to the whole class.

Strand 2: Reading: Sub – Strand 2: Phonics

Reading

Phonics: Word Families

Let learners read the words learned previously by playing the Lucky Dip to pronounce the

words: train, plain, chain

made back tread

fade slack thread

trade track spread, etc

Introduce the new set of words that form the basis of spelling. Introduce the words on cards. Say the words, put it on the board and have learners pronounce it as well. ‘dge’

Examples: dredge sledge pledge scourge badge

hedge dodge

‘tch’

sketch stretch fetch

‘st’

stone stove stoke stroke

Use some of the words in sentences. Have learners pronounce the words after you and read the sentences also. Have individuals form sentences with any word from the three different spelling patterns.

B2. Strand 2: Reading: Sub – Strand 7: Reading And Comprehension

LB page 47

Before Reading

Have learners practise the dialogue, A1 on page 45.

It is about two school boys who were sharing their experiences on a programme they watched on T.V.

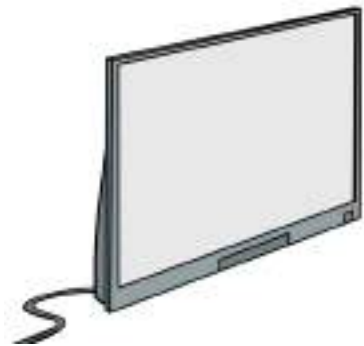
In pairs, read and practise the conversation. After you have heard Braimah’s account what do you say about T.V.? Does it encourage you to do better in your academic work having learned that disability is not inability?

Let’s ask ourselves how T.V. came about.

Teach the key words: invention, dummy, mechanical, publicity, electronic, rotating.

You may use the definitions at “main vocabulary”, which is at the end of the unit.

Have learners read the questions at C. page 49.



While Reading Stage

Conduct a model reading as learners follow the reading looking into their books. Let learners read silently, individually but discuss their answers in groups. They are to answer questions 1 – 7

After Reading**C. LB page 49**

Discuss the questions orally with the whole class.

Let learners read the first and second paragraphs quickly and say the gist of each paragraph.

Invite the groups to say the gist of each paragraph.

Next, let them scan and say in which paragraph the Daily Express insulted Baird as “lunatic”.

Again, they should scan and say in which paragraph Baird’s invention was challenged by technological advancement and lastly where Baird was said to be still recognized as one of several inventors.

Lastly, let learners individually respond to questions 9 and 10.

Strand 2; Reading: Sub – Strand 6: Vocabulary**D1. Vocabulary Consolidation LB page 50****Forming New Words****Revise forming new words through adding prefixes and suffixes.**

Go through the example with the word “rotate” with learners. Add two more words adding prefixes and suffixes to them to form new words. Form new words from ‘predict’, ‘succeed’, together with learners.

Predict (v) – predict + ion – prediction (n)

Predict + able – predictable (adj)

Un + predictable – unpredictable (adj), etc.

Succeed (v) – success (n) - succession (adj)

Success + ful – successful (adj)

Un + successful – unsuccessful (adj)

Instruct learners to do the same thing with the given words. They should do it in pairs.

D2. Dictation LB page 50

Let learners read over paragraph one of the reading passage for dictation. Read the sentences in sense groups so that the learners can commit it to memory.

When you come across a long word, say the word in syllables. Read the paragraph the second time for learners to insert what they left out.

Strand 3: Grammar Usage : Sub – Strand 2; Quantifiers

LB pages 50 – 51

Quantifiers

Revision

Let learners write the articles that can match the words given. Have individuals share with a group to compare their words to the class.

Quantifiers are determiners or pronoun that indicate quantity.

Quantifiers with uncountable Nouns.

- much
- a bit (of)
- little
- a great deal of
- a large quantity of
- very little
- a large amount of

With countable nouns

- a majority of
- a great number of
- several/many
- a number of
- few, a few
- very few

With countable or uncountable nouns:

all, enough, none, no, some, none, most, lots of, less, least, any, not many, plenty of.

Introduction

Let learners understand that quantifiers are also determiners and as the name implies they give the impression of quantity.

Let learners read sentences 1 – 6. Write the sentences on the board and together with the learners identify and underline the quantifiers in the sentences. Use the information on page 50 - 51 to explain the topic to learners.

Accuracy Practise

Have learners read the sentences used as examples for accuracy practise.

Fluency Practise

Explain the exercise and do the first one with learners. Let learners do the work in pairs.

Strand 4: Writing: Sub – Strand 9: Writing As A Process

F: Writing – Drafting

LB page 51 – 52

In the previous lesson, the groups gathered ideas that will form the plot or the story outline. With the structure of a story: beginning, middle and end, draw learner’s attention to the problem – outcome – problem to write the beginning of the story.

Use the information on pages 51 – 52 to guide learners to write at least the beginning of the story. Let each group read its beginning of its story.

G. Strand 6 - Extensive Reading

Have learners read their books silently. But this time, they should be getting ready to finish their first book. Design a simple format for the learners to guide them in their critiquing of the books they have read.

Here is a suggested format. You may design your own as you deem fit. Have learners begin to fill it. After answering all the sections, help them to write in continuous form.

Title
Author’s name
Theme
Type/genre: Story/fiction, drama/poetry

Summary/gist
Character(s) Main character(s) Other characters and their roles
Style: fable, humour/ridicule
Language: Long/short sentences Vocabulary: difficult/simple
Figures of speech/proverbs Do the words create mental pictures in your mind?
Do you like the story? – Why? Don't you like it? Why?

ANSWERS

C. LB Page 49

1. John Logie Baird was born in 1888 on the West Coast of Scotland.
2. He wanted to be a soldier.
3. 'lunatic'
4. old hat, a box, a pair of scissors, some needles, a few bicycle light lenses, a used tea chest, sealing wax and some glue. (any 4)
5. The newspaper believed he was not serious.
6. He was successful until electronic television came.

7. Baird's system was mechanical but, electronic system was more efficient and fast.

8. The gist of paragraphs 1&2:

John Logie Baird was said to have invented television. He was born in 1882 in West Coast of Scotland. He wanted to be a soldier but ill health prevented him.

He started inventing television using a number of used items.

9. In life we should work hard because one day our efforts will be recognised.

Questions 9 and 10 are opinion questions. Accept learners' opinions.

D1. LB page 50

public: publicity (n) publication (n)

publicly – (adv)

vision – visions (n), visionary (adj), visionless (adj)

use: useful (adj), useless (adj), used (v), usefulness (n), uselessness (n)

mechanic: mechanical (adj), mechanically (adv), unmechanical (adj),

mechanized (adj), unmechanised (adj), mechanization (n)

electronic – electronically (v), electronics (n)

E. Quantifiers LB Pages 50 – 51

i) a horse a bag a dress an egg an oven an elephant

ii) a good idea, a skill, a pretence, a relationship, an honest person

The first shape is a triangle.

The fourth shape is a sphere.

The second shape is a square.

The fifth shape is a rectangle.

The third shape is a pentagon.

LB Page 51

Put in the appropriate quantifier.

1. I haven't got any money.
2. My mother does not sell any thing.
3. Amakye placed third in the competition.
4. Please, give us a few cedis for lunch.

5. I have little time left.
6. This is the first time he is late for school.
7. Fewer people attended the meeting this week than last week.

Workbook Exercises

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

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

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

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

Diagnostic Assessment

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

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

- Oral Language/Listening and Speaking:

Role-play

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 6 Pages 53 – 60

Learner's Workbook 6 Pages 56 - 63

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	
1. B6.1.1.1.2: Compose songs around values discussed.	Cultural Identity and Global Citizenship
STRAND 2: READING	
Phonics	
2. B6.2.3.1.2: use words with digraphs to make meaningful sentences.	Communication and Collaboration
3. B6.2.7.1.4: Read level appropriate texts silently and closely for comprehension.	Communication and Collaboration; Reading
STRAND 3: GRAMMAR USAGE	
4. B6.3.2.1.2: Identify and use quantifiers	Creativity and Innovation
STRAND 4: WRITING	
5. B6.4.6.1.3: Elaborate on, explain and/ or justify the main ideas of a paragraph by providing relevant details and examples.	Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving; Writing
STRAND 6 - EXTENSIVE READING	
6. B6.6.1.1.1: Read and critique a variety of age and level appropriate books and present a one page critical commentary based on a set of criteria on each book read.	Personal Development and leadership

TEACHING AND LEARNING STRATEGIES

Strand 1: Oral Language

Teaching and Learning Strategies:

Modeling, repetition/choral reading, writing, recitation, discussion, group work

Teaching and Learning Resources:

Pictures, Learner's Book

Strand 2: Reading

Phonics

Teaching and Learning Strategies:

Modeling, repetition/choral reading, formation of sentences, class, group and individual work, game playing

Teaching and Learning Resources:

Word cards, a ball, Learner's Book

Reading Comprehension

Teaching and Learning Strategies:

Picture description, DRA: Directed Reading Activity, silent reading, discussion

Teaching and Learning Resources:

Pictures, word cards, Learner's Book

Strand 3: Grammar Usage

Teaching and Learning Strategies:

Modeling, repetition, language drill

Teaching and Learning Resources:

Learner's Book, chalkboard illustrations

Strand 4: Writing

Teaching and Learning Strategies:

Writing, reading, discussions

Teaching and Learning Resources:

Library books and format

Extensive Reading

Teaching and Learning Strategies:

Silent reading, critiquing by filling a form and writing in short paragraphs

Teaching and Learning Resources:

Library books, non-print text on internet, format

TEACHING AND LEARNING ACTIVITIES

STRAND 1: Oral Language

A Song on Environmental Degradation

SUB – STRAND 1: Songs:

LB pages 53 – 54

Pre-Presentation

Let learners discuss the problem of sanitation in our communities using the picture on page 53 of their book. Go on to lead discussion on other ways that brings about environmental degradation such as the activities of galamsey operators, burning of used tyres and other plastic waste, smoke from vehicle exhaust pipes, etc.

Teach the pronunciation of key vocabulary: serene, stench, buzzing

Serene- calm, quiet

Stench – a distinctive odour that is offensively unpleasant, stinking

Buzzing – noisy, like the sound of bees

Miry - muddy

Presentation

Write the poem on the board or write it on the manila board or clean cement paper and put it up on the board.

Sing the song as learners listen. Next let them read after you twice. Have learners read by themselves as a whole class, groups and individually.

After Presentation

Discuss the song orally with the class using the questions at A2, page 54 of the Learner's Book.

With the pre-presentation discussion in mind, let learners in groups write an eight-line poem.

Before they go into their groups, discuss the following with learners:

They should think about the theme: The theme is the central message or idea the poem wants to talk about. It may either be a thought, feeling, an observation, a story or an experience. Let learners recall what they said for question 4 of A2. That was, “Give a title to the song”. They can use their titles as a theme to write their own song. They can write about sanitation, air pollution, water pollution, environmental degradation, people’s attitude towards sanitation in our communities, the effects of galamsey and chain-saw operators on the environment.

Form

Like poems, songs are written in stanzas. Each stanza contains a single strand of thought (just like supporting idea to the main idea in paragraph writing). In songs and poems, it is stanza.

Diction

When the theme is identified, the song writer or poet selects the diction – vocabulary or words that can best carry his/her message across. The use of imagery is very important. They are words that can create mental pictures in the mind of the listener. Let learners identify the diction in the song. Are there words that create mental images; those that arouse the sense of sight, smell, hearing, taste, touch? Words like ‘pure’ and ‘serene’ give you the impression of the quality of the environment devoid of filth and noise, ‘crystal clear’ and ‘refreshing’ arouse the sense of sight and taste. These words are opposed to destroyed, miry broth, stench, hills of garbage, buzzing flies, sickness and death. Have learners discuss the use of diction and images in these words.

A song may have a “rhyme scheme” or it could be free as the song under discussion is.

With this in-depth discussion with learners they will be able to write their own song. (If there is not much time let them do it as an assignment. In the next lesson, they will sing their song to the class)

B1: Strand 2: B. Reading: Sub – Strand: Phonics

LB page 54

Consonant Digraphs ‘ch’ and ‘sh’

Have learners revise the previous spelling patterns by adding two more words to the given list. They should also play the ‘Lucky Dip’ game to recall the words they learned in the previous lesson.

Say the sound ch /tʃ/ and sh /ʃ/ two times (say one sound first)

Let learners repeat after you twice and show the sound on a card on the chalkboard. Point

to it and let learners pronounce it. Write the two letters that make up the sound /tʃ/ while learners watch you. Have them write it.

Let learners repeat the words listed

chair chain teaching touch

Let learners repeat the four words to each other in pairs. Ask the same pairs of learners to write and read four words that have the sound 'ch' /tʃ/ beginning, in the middle and at the end. Introduce the sound 'sh' /ʃ/ in the same way.

With the examples listed at B1 page 54, explain to learners that consonant sounds do not change with their positions; initial, medial or final.

Ask learners to use four of their words to form sentences.

Let learners learn and say these tongue twisters:

Shirley sells seashells at the seashore.

How much wood would a woodchuck chuck if a woodchuck could chuck wood? A woodchuck would chuck as much wood as a woodchuck would, if a woodchuck could chuck wood.

Strand 2: B3. Reading: Sub – Strand 7: Reading And Comprehension

“Refuse Management” LB pages 54 – 55

Before Reading

Let learners discuss the pictures at page 53 and 55. Lead learners to discuss waste management: how individuals dispose their domestic waste; problems with their toilet facilities, the lorry stations and filth; the gutters and water bodies filled with rubbish. Let learners predict what they are going to read about based upon the discussions and the title.



Ask learners to pronounce and explain the meaning of the key words in B2 page 52. If they are unable, then, do so using the meanings of the “Main Vocabulary” on page 56. Teach the meanings of ‘convert’ and engulf.

Convert: change or transform.

Engulfing: covering completely

Have learners read the questions and understand them before they read.

While Reading

Guide learners as they read by asking learners, first, to read and answer the first three questions. When they finish reading, elicit the answers from the learners. Let them read the place where they got their answers from. Next, learners read and find answers to the inferential questions 4 – 6. Let them look for these words and read the surrounding sentences carefully: dumped, methane, to kill two birds with one stone.

Much as learners are developing the skill of answering comprehension questions in this way, they are also developing the skill of scanning for information in a text.

Let learners in groups discuss the last two questions and share their thoughts with the class. (There will be no “after reading” stage as learners read and stop to provide answers in succession)

The questions are at C. page 56.

Strand 2: Reading: Sub – Strand 6: D: Vocabulary Consolidation

D1. Form sentences with the following words LB page 56

Encourage learners to pronounce the words using the syllabic method if they are finding difficulties in pronouncing them. Let learners explain the meaning of the words. Again, let learners infer the meanings of the word in the surrounding context in the passage.

Let each learner write one sentence for each of the words:

- i. rubbish ii. Stinking iii. dispose iv. surrounding v. swarm

D2. Dictation LB page 57

Tell learners to learn or read paragraphs one and two but use only paragraph two. (This is because they will not be able to predict which paragraph you will use next time). Dictate the sentences in sense groups, which they can commit to memory and write. Be slow in the first reading. Read at normal speed in the second reading. The learners should write the words they got wrong three times. If it is the whole sentence, let them re-write that sentence two times.

Strand 3: Grammar: Sub – Strand 2: Quantifiers

E: Grammar Usage LB page 57

Quantifiers: no, both, all, each, everyone, another, other, less

Revision

Revise

Let learners use the correct articles for these nouns: *hour message enquiry moon star water milk*. Ask them why they chose those determiners. Next, let learners give one example of quantifier. One person says the quantifier and another uses it in a sentence.

Have learners individually read aloud sentences to the whole class,

In pairs, have learners write the quantifier in each sentence and indicate which noun it is attached to.

For further practise, have learners in pairs practise using quantifiers listed at E. page 57. One of them says the quantifier and the other uses it in sentences. They change roles.

Individually, have learners use the quantifiers listed above the 'E' in one sentence.

Strand 4: Writing: Sub – Strand 4: Paragraph Writing

LB pages 57 - 58

Writing the middle and ending of a story in two paragraphs.

Let learners read through the beginning of their stories. Next, let the groups read through the main events of their plot. Let them study the ideas whether they are all relevant to the story. They should then arrange the ideas in cause – effect – cause – effect structure. This will form the middle of the story.

In the same way, they should consider the ideas that constitute the solution to the problem and it should be a final solution. It can be a happy or a sad ending.

G. Strand 6 - Extensive Reading

Let learners study their critique sheet or form. Take the item one after the other. For each item, give an example on the board to help learners better understand it.

Ask learners to take their books back with them to start filling the form. When the form is complete, they should be encouraged to put those pieces of information in continuous writing in short paragraphs.

ANSWERS

B1. Consonant digraphs

Add two more words

(Accept words that have the target sounds /ə:/ and /ai/)

A2. LB Page 54

1. It was pure and serene.
2. The second generation destroyed the forest. They turned the clean water bodies into mud. They polluted the air and filled the land with rubbish or garbage.
3. Refer to answers for question 2.
4. Pollution of the environment.

*Accept any title that talks about environmental pollution or degradation.

C. LB Page 56

1. a better method of managing rubbish has not been found.
2. The assemblies dump the rubbish on the outskirts of villages.
3. A landfill is a large area of land excavated for the rubbish to be put in.
4. When it rains, it washes the stinking and dirty water into streams and rivers.
5. It is to reduce rubbish creation and also getting fuel from the rubbish.
6. Methane is used as fuel for heating and cooking.
7. Ghana must learn to put rubbish in a landfill to produce fuel and to reduce the rubbish in towns and cities to a minimum.

E. LB Page 57

2.

No, no one, both, all, each, every, another, other, less

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 2

Learner's Book (LB 6, Unit 1, Pages 59 - 60)

A: Oral Language LB page 59

If there had been a rainstorm in your area or another part of the country use that to start the discussion. If there is nothing like that use an old newspaper report, take that to the class and read the report to the class.

Let learners go into their groups and deliberate on what we can do to reduce the destruction during a rainstorm. Let the learners report to the class.

B. Phonics LB page 59

Have learners read out the words listed at C on page 59. Let learners identify the pairs of sounds and identify the sounds. Let learners mention words that contain the same sound endings. Explain what the activity entails and ask learners to add two more words.

C. Use the following adjectives to fill in the blank spaces. LB page 59

Have learners pronounce the words listed at C. Let them do word recognition activities like word matching. Elicit from learners the meanings of the listed words.

Do one example with the class and have them do the rest individually.

D. LB page 60

Revise articles and quantifiers,

Ask learners upon what basis we do use 'a' 'an' and 'the'. We learned that 'a' and 'an' are indefinite articles. They are used for countable nouns. 'The' is a definite article. That is, when the identity is known to the speakers. The definite article is also used when we know there is only one object. If in the house there is only one fridge, we all refer it as 'the' fridge. Such examples are the sun, the moon, the sea, etc.

Name some of the indefinite article e.g. some, a bit of, a piece of, etc.

Have learners give examples of quantifiers. Ask learners what quantifiers are. Confirm or straighten what learners say by telling them this: "A quantifier is a word or a phrase which is used before a noun to indicate the amount or quantity. They can be used for both countable and uncountable nouns.

e.g. I have a few plantains left.

Many people attended the Speech and Prize Giving Day.

Let learners say a quantifier and use it in a sentence.

Let learners do the exercises individually.

E. LB page 60

Take learners through the pronunciation, the meanings and identification activities like playing word dominoes.

Learners should look up from the dictionary or thesaurus. They should find the meanings of the word as they are used in the passage. Apart from that any other definition must be written.

F2. LB page 60

Always in a speech, there is a chairman, other dignitaries. Imagine your headmaster is the chairman, say: Mr. Chairman, Members of Staff, Invited Guests, Fellow Students or Learners, Ladies and Gentlemen.

In your introduction, say something about your community. That is, the name of your community, where it can be found. What type of sanitation problem is there?

Second paragraph should contain a main idea and supporting ideas. E.g. How did it start?

Which part of the town is the problem? How is the problem affecting the people?

How do you think the problem can be solved?

This is a suggested frame that can help learners write but you can find a more suitable set of questions. Let learners do the work individually.

EXTENSIVE READING

Have learners read their books. Remind them of the format that they should be filling as they read.

ANSWERS

A: LB Page 59

- We can plant trees as windbreaks.

- We must grow more trees in the town too.
- We should clear our drains of rubbish.
- People should not build houses on waterways.

B. Accept words with the target sounds.

C. LB Page 59

- | | |
|-------------|-------------|
| 1. warmer | 6. brighter |
| 2. stronger | 7. kinder |
| 3. prettier | 8. easier |
| 4. cleaner | 9. softer |
| 5. sharper | 10. faster |

D. LB Page 60

- | | |
|-------------|-------------|
| 1. a | 6. an |
| 2. all | 7. everyone |
| 3. watching | 8. the |
| 4. an | 9. a |
| 5. running | 10. both |

E. LB Page 60

- a. attractive – beautiful
- b. fragrance – sweet scent
- c. lumps – mass (a solid piece of something that does not have a regular shape)
- d. odour – smell
- e. converting – changing, transforming
- f. steam – vapour
- g. excavated – dug
- h. landfill – a large area of land dug in which rubbish or garbage is thrown.

F1. LB Page 60

i) breast

iv) scanning

vii) irresponsible

ii) operators

v) methane

viii) demonstrate

iii) mechanical

vi) assured

Learner's Book 6 Pages 61 – 67

Learner's Workbook 6 Pages 64 - 71

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	CORE COMPETENCIES
By the end of the unit, the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
1. B6.1.9.1.1: Create and present simple instructions or manual on how to play a game.	Communication and Collaboration; Creativity and Innovation; Personal Development and Leadership
STRAND 2: READING	
Phonics 2. B6.2.3.1.2: Use words with digraphs to make meaningful sentences. 3. B6.2.7.2.1: Respond to a text with reason, simple judgment and personal interpretations	Communication and Collaboration Communication and Collaboration
STRAND 3: GRAMMAR USAGE	
4.B6.3.2.1.3: Identify and use possessive pronouns to show possession.	Creativity and Innovation; Communication and Collaboration; Personal Development and Leadership; Critical Thinking
STRAND 4: WRITING	
5. B6.4.6.1.1: Choose appropriate ways and modes of writing for a variety of purposes, audience and contexts and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features.	Creativity and Innovation; Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving; Writing

STRAND 6 - EXTENSIVE READING

6. B6.6.1.1.1.1: Read and critique a variety of age and level appropriate books and present a one-page critical commentary based on a set of criteria on each book read.

Personal Development and Leadership

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

Strategies

Modeling, repetition, giving instructions, writing, playing of games

Teaching and Learning Resources

Learner's Book, Chalkboard illustrations

Strand 2: Reading**Phonics**

Teaching and Learning Strategies

Modeling, repetition, formation of sentences

Teaching and Learning Resources

Letter and word cards

Reading and Comprehension

Teaching and Learning Strategies

Picture description, model reading, silent reading

Teaching and Learning Resources

Word cards, pictures, Learner's Book

Strand 3: Grammar Usage

Teaching and Learning Strategies

Modeling, repetition, drilling, formation of sentences

Teaching and Learning Resources

Classroom objects, Learner's Book, chalkboard illustrations

Strand 4: Writing

Teaching and Learning Strategies

The Process Approach Strategy, group work

Teaching and Learning Resources

A draft story

Extensive Reading

Library books and format

TEACHING AND LEARNING ACTIVITIES**Strand 1: Oral Language: Sub – Strand 9: Giving Instructions****A2. Giving Instructions on how to play a game LB page 62**

You may choose any game, be it local or foreign. The important thing is to help learners give instructions. This time the learners play more computer games. In order to draw learners' attention to our culture, you could choose a traditional game like Oware or Ampe or draughts, etc.

You may use the example of how to play Oware. Take the game to the class and demonstrate how to play it. You give the instructions as you play the game. First, describe the game to learners. Oware has six round holes on each side. There is an extra round hole on each side. (You keep your winning pebbles in it). Each round hole contains four smooth pebbles.

1. Start playing by scooping the four pebbles from a hole on your side.
2. Distribute the pebbles into the holes from your right hand side,
3. Scoop the pebbles from the hole your last pebble falls into.
4. Continue the distribution till you land in an empty hole.
5. Your co-player begins to play until he/she ends in an empty hole.
6. If your last pebble adds up to four in a hole, you win them.
7. You scoop them and keep them in the extra hole on your right.
8. The player with more pebbles at the end of the game wins.

Put learners in groups and let them decide on a game. They should write instructions as to how the game is played.

After writing they should give their instructions to another group for them to use the instructions to play the game.

After corrections concerning the steps, the spelling and wrong vocabulary, the learners should copy their instructions into their exercise books.

Strand 2: B: Reading Lb Page 62: Strand 2: B1: Phonics – Consonant digraphs

‘ph’ and ‘gh’ as /f/; wh as /w/

Revise the previous sounds through the sound ball game. Say the sound e.g. ch /tʃ/ and throw the ball to a learner. The learner says it and goes on. After a while, the next person will give an example of a word with that sound. Do so with these sounds /dʒ/, ‘oa’ /əʊ/, /tʃ/, /ʃ/

Have each learner to complete the list for each consonant digraph - /tʃ/ and /ʃ/ words

Introduce the sound one after the other. Say the sound first, let learners repeat after you.

Show the two letters that together make the sound – ph

Point to it and have learners repeat it. Ask learners to write it. They pronounce the sound as they write.

Have learners repeat these words after you. (See list: photo photography phone
graphic)

Teach the remaining two sounds in the same way. After all the three sounds have been learned, let the learners read the three sentences.

Let learners give you words with the three sounds. As homework, let learners look for more word at least five words for each sound on the internet.

Have learners form two sentences with words that have the sound ph and gh /f/ and the ‘sh’ /ʃ/ in them.

Strand 2: Sub – Strand 7: Comprehension

B3. Reading and Comprehension LB pages 63 and 64

Before Reading

Let learners talk about the pictures at page 61 and 63. Let them summarise in four sentences how the palm oil is extracted. Ask the learners if any of them is familiar with palm oil extraction. They should compare their knowledge with that of Ama Boatemaa’s account.



Extraction of palm oil

Ask learners to pronounce and explain the key words. If they are not, then introduce the key words on cards. Do a little word recognition of

the key words. Use the explanation of the “Main Vocabulary” at the end of the unit on page 67.

Let learners read the questions at C, pages 64 & 65 before they start reading. They will answer the questions.

While Reading

Tell learners to read silently to find answers to questions 1 – 8. After reading, let learners compare their answers. The good readers help weaker ones to find the right answers by making them read from some parts of the passage.

C. After Reading LB pages 64 and 65

Discuss the questions orally with learners. Insist on learners giving reasons for their answers for questions 7 and 8. Learners should write the answers into their exercise books.

Strand 2: Reading: Sub – Strand 6: Vocabulary

D1. Vocabulary LB page 65

Let individuals look for these words from the dictionary. They are to write the various meanings of each word other than how they have been used.

Each of them will read their definitions to the class.

D2. Have learners read the fourth paragraph for dictation. Read slowly in sense groups till the end of the dictation. The second reading should be done with normal reading speed.

After marking those who had some of the words misspelt will rewrite those words correctly three times.

Strand 3: Grammar: Sub – Strand 2: Pronouns

E1. Grammar Usage LB pages 65 – 66

Possessive Pronouns

Revision

Have learners say the pronouns they know. E.g. I, we, you, he, she, him, it, they. Let learners use any of the pronouns in sentences.

Introduction

Use learners' possession in the classroom and your own things to make them understand the possessive forms. Take your wrist watch and say,

This is my wristwatch.

The wristwatch is mine.

Use these two sentences to remind learners that pronouns are used to replace nouns in a sentence. To avoid the repetition of wristwatch in the second sentence we have to use it.

Have learners read sentence number 2 on page 66.

Now discuss this sentence.

The wristwatch is mine.

The underlined word is a possessive pronoun. Together with the learners, use the correct pronouns in activity 3 on page 66. In the last sentence, the possessive pronouns mine and his were used with understanding.

Use the learners' materials, too. Take the school bag of one learner and say, "This is Yeboah's bag. It is his bag. It is his, not yours."

Use another example. Teacher: This is Kuukua's bowl. It is her bowl. It is hers.

Use other situations to teach the possessive pronouns: ours, theirs, yours

Accuracy Practise

Let learners read the chart as a whole class, groups and individually. Let learners say which pronouns are possessives.

Fluency

Have learners read sentences 1 – 4 at E2 LB page 66 in pairs.

Let learners in the same pairs tell each other two things they have in the classroom.

Learner I: I have an eraser. It is mine

Learner B: I have two pencils. They are mine, etc.

Exercise

Let learners move into their groups. They are to use the possessive pronouns to form one sentence each. They should present their work to the teacher for marking.

Strand 4: Writing: Sub – Strand 6: F. Revising, Editing, Redrafting and publishing
LB page 67

Learners have the first draft. What is left is having them read through to check that events follow in order and spelling, capitalisation and grammatical mistakes are corrected. They then write the final draft for publishing. Before they present their work for marking, they should read their work to the whole class.

G. Strand 6 - Extensive Reading

Encourage learners to read and think about language use: diction, sentence construction, imagery.

As the learners read, go round to help them identify the language use.

Use the last ten minutes for learners to say something about the language in their books.

ANSWERS

B1. LB Page 62

B1. Accept words that contain the target sounds: ch /tʃ/ and sh /ʃ/

C. LB Pages 64 – 65

1. Their occupation is smoking, salting and frying of fish.
2. Assin Foso
3. Extraction of palm oil.
4. They add fresh palm fruit to the mouldy ones to make the oil taste good.
5. The mouldy fruit is dried in the sun so as to melt the oil in the fruit.
6. The palm fruit, when harvested is covered with plantain/banana leaves to get it mouldy. Then the mouldy fruit is made to dry in the sun. Fresh fruit is added to the mouldy ones and boiled. The boiled fruit is pounded and squeezed in a machine. The oil is boiled and spices added to it.
7. Ama Boatemaa's description was systematic. The steps or stages of extracting palm oil is followed chronologically.
8. Palm oil extraction is a tedious process. (Accept learners' point of view except the response is contrary to the processes described in the passage)

D1. Accept definitions other than what has been used in the passage.

E1. LB Page 65 – 66

3. He, his, them, his, they, them, his, mine, theirs

E2. LB Page 66

1. mine, yours
2. his, mine
3. yours, hers
4. their, theirs, ours

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 6 Pages 68 – 76

Learner's Workbook 6 Pages 72 - 77

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	
1. B6.1.9.1.1: Create and give directions	Communication and Collaboration
STRAND 2: READING	
Phonics	
2. B6.2.3.1.1: Use words with digraphs to make meaningful sentences	Communication and Collaboration
3. B6.2.7.2.1: respond to a text with reason, simple judgment and personal interpretations.	Communication and Collaboration; Reading
STRAND 3: GRAMMAR USAGE	
4. B6.3.2.1.4: Identify and use demonstratives: this, that, these/those – concepts and ideas	Creativity and Innovation
STRAND 4: WRITING	
5. B6.4.6.1.1: Choose appropriate ways and modes of writing for a variety of purposes, audience and context and organise facts, ideas and/or point of view in a way appropriate to the mode of delivery, using appropriate text features.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving; Writing
EXTENSIVE READING	
6. B6.6.1.1.1: Read and critique a variety of age and level-appropriate books and present a page critical commentary based on a set of criteria on each book.	Personal Development and Leadership

TEACHING AND LEARNING STRATEGIES

Strand 1: Oral Language

Teaching and Learning Strategies:

Picture description, discussion, think-pair-share, reading, role-play, pair work

Teaching and Learning Resources:

Pictures, dialogue in Learner's Book, substitution table

Strand 2: Reading

Phonics

Teaching and Learning Strategies:

Blank-filling, modeling, repetition, whole class, pair work, formation of sentences

Teaching and Learning Resources:

Learner's Book, chalkboard illustrations

Reading Comprehension

Teaching and Learning Strategies:

Model reading, silent reading, discussion

Teaching and Learning Resources:

Pictures, LB page 71

Strand 3: Grammar Usage

Teaching and Learning Strategies:

Modeling, repetition, explanation, formation of sentences

Teaching and Learning Resources:

Chalkboard illustrations, classroom objects, LB

Strand 4: Writing

Teaching and Learning Strategies:

Reading, explanation

Teaching and Learning Resources:

Texts from newspapers, magazines, LB pages 71 - 72

Extensive Reading

Teaching and Learning Strategies:

Silent reading, writing, filling of forms

Teaching and Learning Resources:

Non-print text from internet

TEACHING AND LEARNING ACTIVITIES

Strand 1: Oral Work: Sub – Strand 9: Giving Directions

A2. LB pages 69 – 70

Pre-Presentation

Let learners talk about the two different pictures on page 69 of their book. Let the pairs of learners think-pair-share what the pictures are about.

Let half of the class take the role of the ‘lady’ and another half plays the role of the ‘boy’. The lady’s speech will be read by one half and the other half, the boy’s speech. Let them change roles after two readings.

Ask learners to say the instructions they heard from the boy’s speech. Have learners learn to say the instructions. Let learners understand that what helps when giving directions are landmarks. It is the landmarks that help the one who is looking for a place.

After learners have repeated the sentences in the substitution table, let learners in groups, identify the landmarks in their communities. Let them write directions to show a stranger the way from their school to the lorry station.

Strand 2: Reading: Sub – Strand 2: Phonics

B1. Consonant digraphs: ‘ng’ and ‘qu’

LB page 70 – 71

Revise the previous sounds learned by making each learner add two more words to the examples given. They read their new words to the class. List learners’ words on the board and have the whole class repeat them.

Say the sound /ng/ two times as learners listen. Let them repeat the sound after you. Write the sound, i.e. the two letters that make the sound on the board. Have them say it as you point to it. Let learners say it as they write the sound.

Let learners repeat these words after you: sing thing tongue sting

Let learners give examples of such words. Do so with the other sound. Let learners repeat these minimal pairs

sing	sin
thing	thin
tongue	ton
fang	fan
pang	pan

Continue with the rest of the activities on pages 70 - 71 of Learner's Book.

Reading

B3: Beware of Sexually Transmitted Infections

LB pages 71 – 72

Before Reading



Have learners talk about the pictures on pages 68, 71 and 72. Let learners say what the passage is about with regards to the discussions on the pictures and title of the passage. Write words that came up during the discussion on the board. Learners should read through the words.

Let learners read through the key words and say which of them they do not understand. Teach their pronunciation and have learners look for their meanings from the dictionary, or refer to the 'Main Vocabulary' at the end of the unit.

While Reading

Let learners silently read the questions at C on page 73. Let some good readers read aloud one paragraph each to the class as the rest look into their books. Ask learners to read the passage silently and answer the questions.

C. After Reading LB page 73

Discuss the questions orally with the whole class. Let learners read again the passage to answer or respond to questions 9 – 12. These questions focus on the learner's judgement, evaluation of the issues raised in the passage and personal response. Personal response is

how the learners relate the information in the passage to their own lives. Concerning the evaluation, draw learners' attention to the information in there (passage) with the topic. It is not sufficient for the learner to say, yes or no.

D: Vocabulary Consolidation

Spelling LB page 73

Let learners identify the words and write it correctly.

E. Grammar Usage LB pages 74 - 75

Demonstrative Pronouns and Adjectives: this/that, these/those

Revision

Have learners do the activity 1 individually. They should read the article and the noun that matches it in each sentence. Invite pairs of learners to read the articles and nouns to the class.

E.g. 1. An orange

Introduction

Say a sentence; let learners repeat it and write it on the board.

Have learners read all the sentences. Let learners understand that the demonstrative pronoun can function as the subject of a verb or an object of a verb in a sentence.

E.g. This is too good to believe.

The word 'this' is standing in for a noun. Therefore, it is the subject of the sentence.

Use the information on the page to explain the functions of a demonstrative pronoun.

A demonstrative pronoun comes before a verb. It is used as the subject of the verb. E.g.

sentences 1 – 5. It can also come after a verb as in sentences 6 – 8. They are used as object of the verb.

Do the same for demonstrative adjectives. They come before a noun or they are immediately followed by a noun as in this mango, that mango, these bags, those bags, etc.

Complete the lesson using the information and examples given.

F. Writing: Descriptive Writing

LB page 75

Before this lesson, look for story books with glowing description of the setting the mood/

atmosphere/event. You may also search for newspapers, magazines that have examples of descriptive essays or articles that learners can have good idea about descriptive writing.

Invite the group which was tasked to research on descriptive writing, to read their findings. Write the characteristics of a good descriptive writing.

You may also use the information on the topic on page 73.

Let learners compare the ideas on descriptive writing on the page with what the group read. Have learners write the characteristics of a descriptive writing into their exercise books.

Extensive Reading

Guide learners to select books appropriate to their level and age.

Discuss the form with learners and make them aware that they can begin filling the form once they have the books.

Help those who are ready to write their critique to do so.

ANSWERS

B1. LB Page 70 – 71

Accept words that have the target sounds in them: ph /f/, gh /f/

C. LB page 73

1. The writer was an Education Officer/Teaching
2. A health talk
3. STIs means Sexually Transmitted Infections
4. All except HIV/AIDS
5. i) difficulty in passing urine
ii) unpleasant discharge
iii) sores, itches or growth on the sex organs and around the mouth.
iv) swellings in the groin, sometimes bleeding in the private part.
6. The writer described the pictures as disturbing because they were really an eyesore. They were really frightening.
7. A person can get an STI through sexual contact. It is spread from one person to another.

8. (a) It is important to avoid contracting an STI so that I will be healthy to have my education.

(b) So that I do not drop out of school. (Accept any two reasons in connection with the passage)

8. Yes. The writer defined STIs, gave examples and symptoms. The writer continued to give causes, the effects and how to prevent the STIs.

9. STIs are dreadful diseases.

10. (Accept learners' opinions)

D. LB page 73

a. treatment

c. syphilis

e. gonorrhoea

b. herpes

d. symptoms

f. infections

E. LB page 74

1. an – orange

4. a – festival, an – annual

2. a – pen

5. the – sun, this – morning

3. a – leave

2. **subject**

object

1. this

it

2. this

3. that

4. these

5. those

6. she

that

7. grandmother those

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.

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

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

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Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

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

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

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

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

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- Did some meet the indicators?
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G. Do you need to re-teach a lesson or parts of it?

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

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

Learner's Book 6 Pages 77 – 85

Learner's Workbook 6 Pages 78 - 84

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
1. B6.1.3.1.2: Discuss values in poems and talk about the importance of these values in society.	Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Collaboration
STRAND 2: READING	
Phonics	
2. B6.2.3.1.1: Use words with centering diphthongs (e.g. /iə/ and /ea/ to make meaningful sentences and /ue/	Creativity and Innovation; Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving
Reading Comprehension	
3. B6.2.7.2.1: Respond to a text with reasons, simple judgment and personal interpretations	Communication and Collaboration Reading
STRAND 3: GRAMMAR USAGE	
4. B6.3.3.1.1: Identify and use reflexive and reciprocal pronouns to emphasise that an object of a verb is the same as the subject e.g. myself, yourself	Creativity and Innovation; Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving
STRAND 4: WRITING	
5. B6.4.6.1.2: Use key words, phrases or clauses to introduce the main idea in the paragraph.	Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving
6. B6.4.6.1.3: Elaborate on, explain and/ or justify the main ideas of a paragraph by providing relevant details and examples.	Writing

STRAND 6 - EXTENSIVE READING

7. B6.6.1.1.1: Read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria on each book.

Personal Development and Leadership

TEACHING AND LEARNING STRATEGIES**Oral Language**

Teaching and Learning Strategies:

Picture description, modeling, choral reading, recitation, discussion

Teaching and Learning Resources:

Pictures, Learner's book

Reading**Phonics**

Teaching and Learning Strategies:

Modeling, repetition, game playing

Teaching and Learning Resources:

Letter and word cards, box, ball

Reading Comprehension

Teaching and Learning Strategies:

Picture description, visualization, model reading and silent reading, discussion

Teaching and Learning Resources:

Pictures, word cards

Grammar Usage

Teaching and Learning Strategies:

Actions, modeling, repetition/drilling, formation of sentences, pair work

Teaching and Learning Resources:

Chalkboard illustrations

Writing

Teaching and Learning Strategies:

Discussion, group work, think-pair-share

Teaching and Learning Resources:

Simple texts, chalkboard illustrations

Extensive Reading

Teaching and Learning Strategies:

Silent reading, writing

Teaching and Learning Resources:

Library books, critiquing format/form

TEACHING AND LEARNING ACTIVITIES

Oral Language

A2: Poem LB Page 78

“The Little Bush Cat”

Pre-Presentation

Before this lesson comes off you should draw a picture of the bush cat and colour it according to the description given it in the poem. Let the bush cat run after the bush rat. Then draw a silver snake with red eyes.

Have learners recite some of their familiar rhymes while you copy the rhyme on the board. Since the poem is long it will be advisable to write it on a manila card or a clean cement paper.

Let learners describe the animals and say what is happening. Elicit the meaning of coal, yawn and grief. Have learners look these words up from the dictionary. They should read the meaning to the class.

Presentation

Read through the poem aloud to learners while they listen. Ask them to read after you once and have them read by themselves as a whole class, groups and individually.

After Presentation

Discuss the questions following the poem as a whole class.

Have learners relate the lessons they learned from the poem to their society. Is there a way by which society could be destroyed in this manner? Society refer to our present-day people we live together in a community. How can the story of the bush cat relate to the youth of today? Let learners discuss this. You may lead them through questions and newspaper reports of how people, especially the youth lose their lives.

Reading

B1. Phonics: LB page 79

Diphthongs/centering vowels: 'ie' /ie/ 'ea' /i:/ and ue /ʊə/

Revise the following pure vowels sounds /i/, /e/ and /ʊ/

Have learners sing the jolly phonics songs for the above sounds.

Let learners give examples of words that have those sounds, e.g. sit, ten, put. Let learners repeat such words on page 79. Introduce the new sounds one after the other using letter cards. Follow the steps used in teaching sounds.

Have learners repeat these words

/iə/	/i:/	/ʊə/
here	lead	poor
hear	feel	pure
fear	read	cure
dear	deal	tour

Let learners play the sound-ball game on the three sounds. If there is still time, let them play the lucky dip game. Let learners form two sentences with words under each sound in groups. Let each group read their sentences to the class.

Reading

B2 - B4: The Alligator's Kingdom LB page 79 – 81

Before Reading

Have learners say a proverb about patriotism or a short story on patriotism.

Have learners discuss the pictures on pages 77, 80 and 81. With the above activities, let each learner be quiet and visualize what is going to happen in the passage.

Teach the pronunciation of names such as Osebo (tiger), Subruku, Captain Anibere (covetousness)



Have learners pronounce and say the meanings of the key words. If they are unable to do so, teach the pronunciation and refer learners to the “Main Vocabulary” on page 85.

While Reading

Let learners read the questions at C on page 2. Let learners read silently to find the answers to questions 1 – 7. Ask learners to compare their answers in groups.

C. After Reading LB page 82

Discuss the questions as a whole class. Distribute the questions according to ability level of the learners.

Have learners read again for the second time to respond to questions 8 – 11. Let learners respond to questions 8 to 11 individually. In responding to questions 8 and 9, learners should support what they say with the events in the story.

D1 – D3: LB page 82

D: Vocabulary Consolidation

D1: Do pronunciation drill on those activities like pick and read for learners to recognize the words. In groups, have learners look up from the dictionary the words listed at D1.

D2: Let learners use the words to form sentences in writing.

D3. Explain the activity to learners and have them re-write the words correctly.

D4. LB page 82

Learners are to do this work in groups. Explain the characterisation grid to learners. They should read again to identify the characteristics of the characters in the story.

E: Grammar Usage LB pages 83 and 84

Reciprocal Pronouns: each other, one another

Revision

You must base your new lesson on the pronouns learned from P1 – 5. You can list them and if there are others which are not captured on the pronoun chart on page 83, add it to the chart.

Have the learners read through the chart reminding them of pronouns in subjective case, objective and possessive.

Revise these common reflexive pronouns: myself, yourself, himself, herself, itself and themselves by making learners form sentences with them.

Introduction

Let learners know that other “reflexive pronouns” are each other and one another. They are reciprocal pronouns. Use the examples and the information there (page 83) to explain the above named pronouns.

Accuracy Practise

Use any relevant language drill to have learners practise the use of the reflexive pronouns.

Have learners repeat these sentences after you and to each other in pairs.

We should help one another.

They should not cheat one another.

It is not possible to see each other as both of them live apart.

My sister and I call each other on the phone.

The group members are reading to one another.

Fluency Practise

Let learners tell each other in pairs how their family helps one another. They should also say how they can help each other in school.

Explain the exercise to learners and let them do it individually.

F: Writing

Revise the previous lesson on the characteristics of descriptive writing by asking them to say the features. Let them say the senses, which the writer uses words to appeal to them.

The sense of sight, touch, taste, smell and hearing. Continue to have learners to say the elements of descriptive writing. (The first has been captured). It also uses precise language.

The writer uses similes, metaphors, personification and many other imagery.

Have learners talk about main ideas and supporting ideas in pairs. Have learners read the sample composition – cooking of Jollof rice.

Let learners identify the main ideas and the supporting ideas.

Let learners in groups share ideas of what each pair realised about the sample composition. If they realised the main idea, ask learners why it was necessary to write supporting ideas.

Let learners understand that the main ideas do not shed light on what has been said.

Explanation and in-depth knowledge about an idea is seen in the supporting ideas.

Using the sample on page 84, describing processes needs cohesive devices such as first, next, then, etc. With the sample, learners in groups should decide on the food they like best. They can also write the processes of producing something.

G. Strand 6 - Extensive Reading

Help learners to choose the appropriate books. As they are reading, remind them to put down some ideas that will help them in critiquing the book on the form given them. Go to learners one by one explaining what are expected of them without disturbing another learner.

ANSWERS

A2. LB Page 78

2. There was once a little black bush cat which chased a little bush rat. The little bush rat ran into a hole where there was a long snake. The silver snake killed the bush cat and ate it.

3. It was eaten up by the silver snake.

4. People follow pleasure and unconsciously fall prey to wicked people.

Others pursue money and wealth and end up losing their lives.

Questions 4 – 7. (Accept learners responses if only they border on risk taking)

Rhyming words:

Cat – rat; coal – hole; leaf – grief; dead – red and bed

C. LB Page 82

1. The army was skilful, experiences and swift (any one)

2. Captain Anibere, crocodile, King Osebo

3. Captain Anibere said if only the alligator is made to lie on his back.

4. Some stupid and greedy officials.

5. King Subruku was just and fair.

6. To be 'taken unawares' means being attacked while you are not prepared or when you do not expect anybody to attack you. When you are not conscious of something and it happens to you.

Questions 7 – 11 require learners' own judgments and evaluation as well as their personal responses.

D1. LB page 82

- a) discriminated – made distinctions among his people.
- b) commercial – trade
- c) financial – monetary/ money
- d) envious – covetous/ jealous
- e) revealed – exposed
- f) invasion – attack

D3. LB page 83

- 1. alligators
- 2. neighbouring
- 3. discriminated
- 4. experience
- 5. financial
- 6. commerce

D4. LB page 83

King Subruku	C. Anibere	Crocodile	Tigers
Just	greedy	traitor	envious
Fair	unwise	corrupt	destructive
Experienced	easily deceived	not trustworthy	deceitful
Warrior	traitor	wicked	wicked
Loved	corrupt		
Respected			

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?

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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 6 Pages 86 – 94

Learner's Workbook 6 Pages 85 - 91

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
1. B6.1.5.1.1: Dramatise/role-play whole/parts of stories/scenes, events.	Creativity and Innovation Communication and Collaboration
2. B6.1.5.2.1: Express personal opinion about moral lessons in sketches.	Personal Development and Leadership
STRAND 2: READING	
Phonics 3. B6.2.3.1.1: Use words with centering diphthongs to make meaningful sentences.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving
Reading Comprehension 4. B6.2.7.2.2: Compare and contrast two or more events in a text.	Communication and Collaboration Reading
STRAND 3: GRAMMAR USAGE	
5. B6.3.3.1.1: Identify and use relative pronouns to link ideas or add information to a noun or a noun phrase, e.g. which, where, whose, etc.	Personal Development and Leadership Critical Thinking and Problem Solving
STRAND 4: WRITING	
6. B6.4.6.1.4: Use cohesive devices, pronoun references, repeated key terms or grammatical structures to link ideas in a paragraph. E.g. use connectors to link contrasting ideas, show results and purposes.	Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Writing

STRAND 6 - EXTENSIVE READING

7. B6.6.1.1.1.; Read and critique a variety of age and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.

Personal Development and Leadership

TEACHING AND LEARNING STRATEGIES**Oral Language**

Teaching and Learning Strategies:

Role-play, discussion, group work

Teaching and Learning Resources:

Costume for a king and soldiers, wooden sword

Reading**Phonics**

Teaching and Learning Strategies:

Modeling, repetition, reading, playing a game, formation of sentences.

Teaching and Learning Resources:

Letter cards, word cards, box

Reading Comprehension

Teaching and Learning Strategies:

Repetition, explanation, actions, silent reading, comparing and contrasting two texts, whole class discussion, group work.

Teaching and Learning Resources:

Word cards

Grammar Usage

Teaching and Learning Strategies:

Modeling, repetition, drilling, formation of sentences

Teaching and Learning Resources:

Word cards

Writing

Teaching and Learning Strategies:

Group work, explanations

Teaching and Learning Resources:

Sample texts

Extensive Reading

Teaching and Learning Strategies:

Silent reading, writing

Teaching and Learning Resources:

Library books and form/format

A2. Dramatisation of the Story of the Alligators' Kingdom LB page 86**Pre-Presentation**

Let learners read the previous passage. Through discussion, let learners identify the structure of a drama just as they know that a story has beginning, middle and ending.

(Before this lesson you should have written the roles for the various characters so that they would learn their lines).

Presentation

Before the drama takes place let learners be aware to identify the beginning, middle and ending. As learners perform the drama, make yourself the 'prompter' signaling and telling them what to do.

Post-Presentation

Let learners say how the story began, the events that formed the middle and how it ended.

Through discussion, let learners say whether the theme of betrayal, unpatriotism and bribery, were clearly demonstrated.

Ask learners individually to say what happens when a country's politicians or people who should protect us become greedy, corrupt and traitors.

B. Reading**B1. Phonics: Centering diphthongs: /ei/ and /ai/ LB page 87**

Revise the pure vowels and the diphthongs learned previously as they play the Lucky-Dip

Game.

Let learners say the words listed in point 2 and three.

Introduce the two sounds one after the other. Let learners understand that /ei/ has two different spellings.

/ei/ as in train and /ei/ as in day

Say the sound two times, let them repeat after you. Put the sound, i.e. the two letters on the card and put up on the board **ei**. Now write it. Let learners also write it. Have them repeat these after you. Play gave, pray, say.

Introduce /ai/ in the same way. Invite learners to give examples of words that have the sound.

In groups, have learners list as many words as possible under the two sounds:

/ei/	/ei/	/ai/
day	train	time
clay	rain	prime
hay	pain	crime
today	plain	try
crane		cry

Complete the lesson by implementing the rest of activities on page 87

B4. Reading Comprehension

Bad Leadership LB pages 88 – 89

Before Reading

Have learners, in groups deliberate on the saying in B3 in relation to Captain Anibere. After this, let learners talk about the pictures and predict what is happening in the Alligator's Kingdom.

Introduce the key words one after the other asking learners to pronounce the word and say the meaning. Teach the meanings of the words learners are unable to explain.

While Reading

Let learners first of all read the passage to answer questions 1 – 8



After Reading

Discuss the reading orally with the whole class. Let learners read the second time to identify the main events in the story.

Divide the class into three groups. The first group will compare and contrast how Captain Anibere came to power with that of Subruku.

2nd group will compare and contrast Captain Anibere's attitude with that of King Subruku.

3rd group will compare and contrast the state of the economy under Anibere with that of King Subruku.

The fourth group will compare and contrast the invasion of Anibere's by King Osebo with that of King Subruku's invasion.

The last group will compare and contrast the end of Subruku and that of Captain Anibere.

Conduct plenary session where each group will report to the class.

Lastly, have each learner say what they have learned from the two stories.

D1. Formation of sentences: LB page 90

Go over the pronunciation and meanings of the key words. Let learners write and read their sentences to the class.

Instruct learners to use the key words to form sentences and write them in their books.

D2. Building new words: LB Page 90

Revise prefixes and suffixes

Do one example with 'declare'

Declaration, declared, declaring, undeclared

Have learners do the work in pairs.

D3: Dictation LB Page 90

Read once as they listen. Then read the second time, taking the sentence in sense group. Say a long word in syllables. Go over again at a normal reading speed. Wrong word must be re-written three times. If it is a whole sentence let learners write the sentence two times.

E. Grammar Usage LB page 91

Relative pronouns: who, whom, which, whose, that and what.

Revision

Have learners give examples of reflexive and reciprocal pronouns: myself, yourself, himself, herself, itself, themselves, each other, one another.

Let learners form sentences with the reflexive pronouns they have mentioned individually.

Introduction

Say a sentence with a relative pronoun. Repeat the sentence and let learners say the sentence after you. Then write the sentence on the board. Put the relative pronoun on a card to indicate that the relative pronoun is linking ideas in a sentence.

E.g. This is the man **who** helped me. Like a coordinating conjunction ‘who’ is linking two ideas: This is the man. He helped me.

Use the same process to introduce the rest of the relative pronouns.

Accuracy

Begin with simple repetition and continue with any relevant language drill.

Use sentences 1 – 5 on page 91 as repetition drill. Next let learners practise the structure using sentence completion drill.

E.g. This is the woman from whom I The sentence can be completed by adding the following: I bought the mangoes; I received the parcels; Ama received the letters.

The sentence can be completed this way:

This is the woman from whom I received the parcels.

Fluency Practise

In pairs, learners use at least two relative pronouns to form sentences. Each reads their sentences to the other.

F. Descriptive Writing – Expository

Use a sample writing in the newspaper or magazine which has many of cohesive devices. The text on jollof has some cohesive devices showing contrast – however it has linking words used in describing processes such as “in the first place”, ‘because’ – giving reason, ‘therefore’ also giving the rationale for doing something or taking steps ‘Again’, next.

The learners compare the “cooking of jollof rice” composition to check whether there are sufficient cohesive devices that the reader can use to follow the process easily.

If the draft lacks cohesive devices, then help them use the relevant devices.

Extensive Reading

Learners read silently putting down any information or ideas that can help them write a critique on the book they are reading.

ANSWERS

C. LB pages 89 – 90

1. Nobody enstooled Captain Anibere. He made himself king.
2. Captain Anibere quarreled with the neighbouring countries.
3. The secret that captain Anibere revealed. Secondly, Anibere did not pay the army well. all the experienced warriors had been killed in the previous invasion.
4. unemployment, trade collapsed, the people became poor, they suffered invasion (any two)
5. Captain Anibere imprisoned the rightful heirs so that he would not face opposition by the rightful heirs to the throne.
6. Good relations encourages trade between countries. There could be free movement from one country to another.
7. He imprisoned the rightful heirs to the throne.

Question 8 – 11 discussion and personal responses.

D2. LB Page 90

- a) declare: declaration, undeclared, declares
- b) process: processes, procession, processed, unprocessed
- c) break: breaking, breakage, breakages, broke, broken, unbroken
- d) danger: dangerous, endanger, endangered
- e) source: sources, resource, resourceful, resourcefulness, unresourced
- f) own: owned, owner, ownership

E. LB Pages 91**Relative Pronouns**

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

Workbook Exercises

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REVISION 3

Learner's Book (LB 6, Unit 1, Pages 93 - 94)

A. Oral Language LB Page 93

In groups let learners tell one another a story they have read from the library or any book, or a story heard. Remind them that the story must be told in sequence. That is the beginning, the middle and the end must be clear. Each must tell the group the lesson they learned from the story.

B. Add two more words LB Page 93

Through the game of lucky-dip, have learners revise the pronunciation of words with the sounds learned: 'ph' /f/, 'gh' /f/ wh - /w/, ei /əi/ and 'ai' /ai/

Explain the activity and let learners do it individually.

C. LB Page 93

a. Revise the possessive pronouns using objects in the classroom. Refer learners to the chart on page 92, which shows the pronoun in subjective, objective and possessive forms.

My pen. The pen is mine.

Your pencil. The pencil is yours, etc.

b. Revise demonstratives as pronouns and as adjectives: this/that, these/those.

A demonstrative pronoun comes before a verb or after a verb.

E.g. This is wonderful. This – subject.

Did you like that? That – object

These are mine – close to me

Those are yours – distant

Demonstratives used as adjectives is followed by nouns. E.g. These handkerchiefs are for sale.

c. Remind learners that reflexive pronouns refer to their subjects.

I did the work myself. 'Myself' refers to 'I' which is the subject of the sentence. Let learners give examples of reflexive pronouns: himself, yourselves, yourself, themselves, herself, itself, ourselves ...

Let learners form sentences with the above reflexive pronouns.

Continue to remind them of each other, when the subjects are two.

Each other is a reciprocal pronoun.

We both help each other.

Each other and one another are reciprocal pronouns.

My church members encourage one another. One another shows the subjects involved are more than two. Have learners form sentences with “each other” and “one another”.

d. Have learners give examples of relative pronouns: who, whom, whose, what, that, which.

Let learners use them in sentences. Write their sentences on the board. Together with learners, divide each sentence into two simple sentences. Learners will realise that it is the relative pronouns that are joining the two sentences.

With the exercises at ‘d’. learners are to join two sentences with a relative pronoun. Explain the activity and do one example together with learners.

D. Find meanings of these words from the dictionary LB page 94

Go over the pronunciations of the words listed at ‘D’ with learners. Instruct learners to do activities C – D individually.

E. LB Page 94

Write short instructions to give someone directions from your school to a popular shop in your community.

Let learners turn to pages 69 – 70 under Unit 10 to read the instructions for giving directions.

They must also identify important landmarks that will guide the person.

Learners should read their instructions to their group members. Each group will select the best and read to the class.

F. Let learners be aware that the words in the puzzle were taken from the passages of units 9 – 12. They should read down and across it to identify the words. Tell them to identify the words and use a pencil to make a ring around the word that they identify before they copy the words into their exercise books.

G. Strand 6 - Extensive Reading

Let learners read what they have written on the critique form to the class. As they report put down notes and list learners who need help and help them after the lesson.

ANSWERS

B: LB Page 93

Accept words that have the target sounds:

gh /f/

wh /w/

/ai/

ph /f/

ay /ei/

C. LB Page 93

1. yours

2. mine

3. theirs

b.

4. that

5. this

6. these

c.

7. they

8. students

d.

9. who

10. whose

F. LB Page 94

Down: bribed, palm, infections, crocodile fair

Across: squeezing, doctor, nurse, adze, flouting

Defeat

Tigers

herpes

Learner's Book 6 Pages 95 – 102

Learner's Workbook 6 Pages 92 - 98

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
1. B6.1.3.1.2: Discuss values in poems and talk about the importance of these values in society.	Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Collaboration.
STRAND 2: READING	
Phonics 2. B6.2.3.1.1: Use words with centering diphthongs to make meaningful sentences.	Creativity and Innovation; Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving
Reading Comprehension 3. B6.2.7.2.2.2: Compare and contrast two or more events in a text.	Communication and Collaboration; Reading
STRAND 3: GRAMMAR USAGE	
4. B6.3.4.1.1: Use comparative form of regular and irregular adjectives to make comparisons.	Creativity and Innovation; Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving
STRAND 4: WRITING	
5. B6.4.9.1.1: Select a topic of choice on a national issue or from different learning areas, brainstorming ideas and organizing them before writing.	Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving; Writing
EXTENSIVE READING	
6. B6.6.1.1.1: Read and critique a variety of age and level appropriate books and present a one-page critical commentary based on a set of criteria on each book read.	Personal Development and Leadership

STRATEGIES

Oral Language

Teaching and Learning Strategies:

Observing, explanation, description of pictures, discussions, modeling, choral reading, recitation.

Teaching and Learning Resources:

Pictures, a stone, a basin of water

Reading

Phonics

Teaching and Learning Strategies:

Modeling, repetition, game playing, sentence formation

Teaching and Learning Resources:

Letter cards, word cards

Reading and Comprehension

Teaching and Learning Strategies:

Description of pictures, smelling, DRA discussions

Teaching and Learning Resources:

Pictures, water from different sources

Grammar Usage

Teaching and Learning Strategies:

Modeling, drilling, explanations, formation of sentences

Teaching and Learning Resources:

Extracts from texts, substitution table

Writing

Teaching and Learning Strategies:

Process writing strategies, discussions

Teaching and Learning Resources:

Draft composition

Extensive Reading

Teaching and Learning Strategies:

Silent reading

Teaching and Learning Resources:

Library books and critique format

TEACHING AND LEARNING ACTIVITIES

A2: Water is Life LB Page 96

Ask learners to talk about the picture of the waterfall on page 96 of Learner's Book. Let them talk about the entire scenery. Have learners explain the key words: puddle, pitcher, unfurled, rippling.

Teach rippling by dropping a stone into a basin of water. Let learners observe what happens. Learners see the ripples.

Puddle – it is the brownish water in pot holes and shallow standing water after it has rained.

Pitcher – draw it on the board. It looks like a cooler in which people used to keep water for drinking.

Read the poem rhythmically twice to learners as they listen. Have them repeat the poem after you twice. Let them recite it tapping the rhythm as a whole class, groups and individually.

Learners go into their groups (mixed ability) to discuss the questions at the end of the poem.

Conduct a plenary session where the groups will share their thoughts and feelings.

B. READING

B1. Phonics centering diphthongs:

/əi/ and /əʊ/ LB Page 97

As revision, let learners sing the Jolly Phonics songs on /əi/ and /ai/

Have learners say these words by themselves: *cake* *fame* *jail*

trail *time* *kite* *light* *right*

Use the method of teaching sounds in the previous lessons to teach the new lesson on /əi/ and /əʊ/

Continue with the rest of the activities under B1.

B3. Reading: Water is Life LB Pages 97 - 98

Before reading let learners name the sources of water. Let them also look at the pictures on pages 95, 96 & 98. After this, show learners water from the well, river, pond, rainwater and if you are on the coast, add sea water. Let learners look at their colours and their smell. Ask learners why the difference in colour and different smell of the various kinds of water. Lead in the discussion of the importance of these different sources of water to man.



Have learners look at the picture of the waterfall to see the beauty of nature. Read the questions to learners before they read.

While Reading

Learners read silently to find the answers to questions 1 – 8

C. After Reading LB Pages 98 - 99

Let learners in groups read paragraph 1 and 2. Direct their attention to the importance of water in general. Then let them read and write down the importance of rivers, sea, lakes. When learners have finished identifying the usefulness of water, let them read the rest of the last paragraph and write the ideas in that paragraph.

Call groups of learners to read the ideas in paragraphs 1 and 2 about the importance of water.

Continue to ask learners to read the ideas about the deliberate attempt of some people to pollute all water bodies in the country.

Now have learners compare the ideas in the first and second paragraphs with the last. Let learners give their value judgement about the precious gift God has given to Ghanaians and man's response to such gift.

Now let learners individually respond to questions 9 and 10.

D. Vocabulary Consolidation LB Page 99

Explain to learners what they are to do. Take some words from the passage as an example. This activity develops learners' skill of scanning, which is an important reading skill. Learners should arrange the words according to the order of occurrence by numbering them.

E1. Grammar Usage LB Page 99 – 100

Adjectives: Comparative form of regular and irregular adjectives.

Revision

Ask learners to scan through the passage to identify the adjectives found in it.

Examples: careful, sad, small, normal, flat, strong, strict, etc.

Let learners give their own examples. Let learners be reminded that the adjectives mentioned are not compared. They are positive but we can compare two things of the same quality – the comparative. The examples of comparative and the superlatives are there on the page (101)

Introduce the comparative and superlatives of regular adjectives as found there on the page.

Now introduce the comparative and the superlatives of irregular adjectives. Use the examples and information to teach the topic. The points 5 – E2 will help you do it.

Accuracy Practise**E3: LB Page 101**

Let learners have practise by reading sentences from the substitution table as whole class, groups and individually. Let learners use these words to form sentences to show the comparative and superlatives.

less much

little bad

many far

E.g. My elder brother is Nana Badu.

My eldest brother is Kyeremeh.

The positive adjective is old.

F. Writing

Expository Writing: Revising the rough draft

Before Writing

Learners have already written their first draft. Using cohesive devices has been taught and learners made aware of their use in the previous lesson.

In this lesson learners will revise their draft using the appropriate devices at the right place.

Write the cohesive devices or linking words on the board to remind learners.

however, again, nevertheless, notwithstanding, despite, again, furthermore, in contrast, contrary, firstly, secondly, thirdly, next, then, after that, finally, in conclusion.

Make the learners understand that they are not to use just any linking word or cohesive devices but those that are relevant to describing processes. Some of them are;

In the first place/first

Secondly/thirdly

Next, after that, then, finally/lastly, etc.

After revising the draft with the processes following in order, they should copy it. If the group is not happy about their topic they can change it and use the knowledge they have acquired to write a new draft quickly.

G. Strand 6 - Extensive Reading

Have learners read silently. Go round to ensure that learners are reading and putting down the ideas that will help them write a critique of their books.

ANSWERS

A2. LB Page 95 – 96

1. Rhyming words:

thing – spring

pool – cool

gay – grey

white – bright

cold – gold

sea – be

unfurled – world

2. ripply – wavy

Puddle – small pool of water that is left on the ground after it has rained.

Pitcher – an open vessel with a handle and spout for pouring

Frosty – very cold; frozen

Dewdrop – a drop of dew

Fountain – a structure from which an artificially produced jet of water arises.

Crystal – colourless glass made of almost pure silica.

Unfurled – unrolled/unfolded

3. The writer has demonstrated that water has colour depending on the environment in which water is found.

Questions 3 and 4 are to be discussed for ideas.

C. Pages 98

1. The fishing industry is a source of income. We get money from tourism on the waterfalls in Kintampo and in other places.

Water is used as a means of transport.

The government gets income from the water transport, etc. (Learners can add more)

2. Kintampo Waterfalls, Lake Bosomtwe, Boti and Fula Falls.

3. Water is used to cure many diseases.

4. People use chemicals in fishing. Liquid waste is dumped into rivers and in the sea. Others use dynamite to fish.

Weedicides and pesticides are washed into streams and rivers.

(any two)

5. When the water bodies are polluted the fishes die. This affect fishing thus, depriving some people of their livelihood. When the water bodies are deprived of fish, the government has to import fish into the country. (Accept any reason that will deprive the government from getting income)

6. It refreshes the body.

It is also beautiful in its natural environment.

7. They should be educated on the proper ways of fishing to make the water bodies recover from the pollution.

Again if such bad practises go on unchecked there will be a time we shall not get water to drink.

The fishes in the water will reduce in number.

10. Farmers and fishermen need to be educated.

People must be punished for polluting water.

We should find a proper way of disposing of industrial waste and liquid waste instead of dumping them into water bodies.

Paragraph one and two describe the loveliness of water and many uses of water as natural resources. The huge economic values we get from water has been mentioned. Apart from the economic values or importance we hear that water serves as medicine.

In contrast, parts of paragraph 2 and 3 enumerate the ways in which some Ghanaians have abused such natural resources through evil practises like galamsey, bad fishing practises as well as farming practises.

D. LB Page 99

scorching

fishermen

refreshes

poisonous

supplementary

pesticides

Densu

Birim

immensely

mercury

therapy

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 103 – 110

Learner's Workbook Pages 99 - 107

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
1. B6.1.6.1.1: Describe/talk about objects/personalities/events in the country and the world.	Cultural identity and Global Citizenship Communication and Collaboration
STRAND 2: READING	
Phonics 2. B6.2.3.1.1: Use words with centering diphthongs to make meaningful sentences.	Creativity and Innovation; Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving
Reading Comprehension 3. B6.2.7.2.3: demonstrate awareness of the structure of texts: introduction, body and conclusion.	Communication and Collaboration
STRAND 3: GRAMMAR USAGE	
4. B6.3.5.1.1: Use different types of verbs: main verb and helping verbs (primary auxiliary and modal auxiliary)	Creativity and Innovation; Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving
STRAND 4: WRITING	
5. B6.4.6.4: Use cohesive devices, pronoun references, repeated key terms or grammatical structure to link contrasting ideas. Show result and purpose.	Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving; Writing

EXTENSIVE READING

6. B6.6.1.1.1: Read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria on each book.

Personal Development and Leadership

TEACHING AND LEARNING STRATEGIEES**Oral Language**

Teaching and Learning Strategies:

Listening, questioning, role play

Teaching and Learning Resources:

Recorded text

Reading**Phonics**

Teaching and Learning Strategies:

Modeling, repetition, game playing

Teaching and Learning Resources:

Letter and word cards

Reading Comprehension

Teaching and Learning Strategies:

Picture description, DRA, summarising, silent reading, group work

Teaching and Learning Resources:

Pictures, map of Ghana, globe

Grammar Usage

Teaching and Learning Strategies:

Modeling, repetition, drilling, formation of sentences, explanations

Teaching and Learning Resources:

Extracts from passages

Writing

Teaching and Learning Strategies:

Modelling, repetition, drilling, formation of sentences, explanations

Teaching and Learning Resources:

Draft composition

Extensive Reading

Teaching and Learning Strategies:

Listening, discussions

Teaching and Learning Resources:

Non-print text on audio or YouTube

TEACHING AND LEARNING ACTIVITIES

A2. Talking about People LB Page 104

You need to prepare in advance of this lesson by having learners watch live T.V. Show if the school has one. If not, you may take a video of T.V. live shows which interviews prominent persons. You have to study your scheme of work to prepare ahead of time. When you go to town at the weekend try to video such programmes.

Apart from T.V. talk shows, Radio stations do the same. Fix the lesson to the time this radio talk show takes place so that learners have a first-hand experience.

If both the TV and radio talk shows are not suitable in terms of the time you can record it and play it to the learners.

Before learners watch or listen to the show read and explain what they must look for as listed in A2 page 103.

The learners must list the points so that as the interview goes on they fill in the information the guest (the important person being interviewed) will give.

Let learners create a place or a section on their sheet of paper for extra information that has not been captured on the list of questions.

Presentation

In pairs let learners interview each other. One of them plays the role of the TV or Radio host and the other, the guest. They change roles.

Post Presentation

Conduct a plenary session where learners tell the class about their ‘guests’.

B1. Phonics: Centering diphthongs LB page 104 – 105

/ʊə/

Have learners sing the Jolly Phonics song on the sounds /ʊi/ and /əʊ/. As a revision, have learners individually take a word card and pronounce it to the class. Anyone who quickly says a word has the same sound as the word mentioned previously, a mark is awarded to his/her group (Check on the example in LB pages 104 - 105)

Introduce the sound /ʊə/ by repeating it three times as learners listen and repeat after you later on. Write or put the letters that make the sound on a card and put it up on the board. Have learners repeat these words after you

sure poor cure pure four

Let learners give their own examples. Lead learners to say the riddles on pages 104 and 105.

Lastly, let learners use five words that have the sound /ʊə/ in them to form one sentence each.

B3. Reading: Garden of Remembrance

LB Pages 105 – 107

Before Reading

Lead learners to describe the Garden of Remembrance and the picture on page 106. Let learners locate these towns on the map of Ghana: Salaga, Kumasi, Assin Foso, Assin Manso, Cape Coast and Elmina.



They should also look for Jamaica and America on the World map. Teach the pronunciation and the meanings of the key words (Refer to Main Vocabulary).

While Reading

Have learners read the questions at C on page 104 and understand the questions before they read.

Learners go into their ability groups to read to find answers to questions 1 – 7.

C. After Reading LB Page 106

Discuss the questions as you give the easy questions to low readers and more demanding ones to the average and fast readers.

Use DRA (Directed Reading Activity) in the second reading. Let learners be aware that just as a story has a beginning, middle and ending, any narrative writing has an introduction, body and conclusion.

Ask learners to read (still in their groups) silently to identify which paragraph(s) constitute the introduction. When learners have identified it, let them read on to identify the paragraphs that form the body: paragraphs two – four. Let them continue to read after they have identified the body of the topic. Let learners read the last paragraph and ask which word indicates that the last paragraph is the conclusion of the passage.

Continue to direct learner's reading to identify the main ideas in each part of the passage. Simply ask, what do paragraph 1, 2, 3, 4 talk about? Write the ideas of each paragraph that learners bring out on the board and help them write the summary.

D: Vocabulary Consolidation

D1. Finding the meanings of Key Words LB Page 108

Let learners pick up the word cards and pronounce it. Ask whether any of the learners know the meaning of the word. Teach the meaning of those words learners do not know.

D2. Ask learners to write one sentence each of the words, individually for marking. LB page 108

D3. Dictation LB page 107

Let learners pick up the word cards on which the key words have been written from the teacher's table. They pick it up, show the word to the class, pronounce it and spell it out. In pairs, learners can simply use the Look-cover-write-check strategy to learn the spellings of the words.

Dictate the words to learners to write. Pronounce long words in syllables to help learners. After marking, write all the words on the board for learners to do their corrections. They should write they misspelt three times.

E: Grammar Usage LB Page 107 - Main Verbs and Auxiliary Verbs**Revision**

Revise verbs by asking learners to say the verbs in sentences numbered 1 – 3 on page 107. Ask learners to also give examples of verbs and use their examples to form sentences orally.

Introduction

Use the information on pages 107 - to introduce the primary auxiliary verbs and the modals. Let learners turn to Unit 1 to remind them of the use of modal auxiliary verbs. Have learners identify main verbs, primary auxiliary and modals in the passage. Let them list the verbs according to their type.

Accuracy Practise

Every language drill starts from simple repetition. Write sentences for the three categories of verbs learners have learned in the lesson and have learners repeat them. You can choose any relevant language drill to help learners practise the structures.

Example of main verbs

Oparebea sells books.

Amoah goes to school always.

Examples of Primary Auxiliary Verbs are; is/are, was/were, has/have/had, do/does/did

Examples: Isaac Ninsin is the prefect.

I am a hardworking person.

She was at home.

They were not in school.

The man does some work at night.

We also do some work at night.

The children have come.

She has a long name.

Form sentences with the modal auxiliary verbs: can/could, will/would, shall/should, may/might, must and ought to.

Have learners use one verb from each type to form sentences to read to their partners.

Exercise

Let learners select two verbs from each type and write two sentences with the three types of verbs: main verbs, primary auxiliary and modal auxiliary.

F. Writing LB Page 109

Expository Writing – Final Draft

Pre-Writing

Let each group read their draft composition to the class for comments. Based upon the comments they each go back to make their final draft better.

Writing

Let groups exchange their work with another group for the purpose of editing. When the work comes back to the group each individual copies the composition nicely into the final draft. They now submit it to the teacher for marking. The group can make a copy of the composition and post it on the wall for others to read.

After/Post-Writing

Correct the petty mistakes and have learners do corrections.

G. Strand 6 - Extensive Reading

To break the monotony, let learners listen to a text on audio. Before they listen, let learners be aware of the type of text. Let them listen to identify the title, the introduction, the body and the conclusion. What learners should look out for will depend on the type of text that would be available. Your responsibility is to make learners derive maximum benefit of the text.

After listening, ask a few questions to make sure they understood the text. After that you may ask some questions depending on what you want the learners to develop or achieve.

ANSWERS

B1. Pages 103 – 104

Riddles

- | | |
|---------|---------|
| 1. poor | 3. goat |
| 2. four | 4. pour |

C. Page 107

1. The Garden of Remembrance can be found at Assin Manso.
2. Before their death, Samuel Carson and Crystal requested that their remains be brought to

Assin Manso.

3. The office contains a small box in which there are a cannon ball and a piece of chain.
4. Frederick Douglas Benjamin Pap Singleton, Harriet Tubman, known as ‘Black Moses’, Marcus Garbie Ekein Ferguson, Dodgeman Padmore, Crystal and Samuel Carson (Any four)
5. ‘Black Moses’ was eighty-six years.
6. It is to remember the unfortunate people who were sold as slaves at Assin Manso.
7. It is to remind all Ghanaians not to repeat such inhuman acts of slavery.
- 8(a) The first paragraph introduces us to important tourist centres including the Garden of Remembrance.
- (b) Paragraph 2 describes the location and what can be found in the garden.
- (c) Paragraph three tells us about the background of the celebration of Emancipation Day.
- (d) Paragraph four tells us about the Ancestral River and the last point of the slaves journey from Salaga.
- (e) The fifth paragraph talks about “the journey of no return” in the Elmina Castle and Cape Coast Castle where the slaves were shipped to Jamaica and United States of America.
- (f) The last paragraph tells us about the Abolitionist Movement and the great men who formed it.

9. The Garden of Remembrance is a tourist centre at Assin Manso near the Assin Manso Senior High School on the main Cape Coast Kumasi Highway.

The garden contains two graves, an information office and the “Slaves River”. The grave contains the remains of Samuel Carson and Crystal.

Since the bodies of Samuel Carson and Crystal re-burial on 31st July 1998, Emancipation Day has been observed to remember the re-burial at Assin Manso, where Samuel Carson and Crystal were sold as slaves.

The Ancestral River was the river in which the slaves had their last bath. It was also the place where the slaves were sold and sent to either Cape Coast or Elmina Castles. They passed through the door of no return to America and Jamaica.

In the garden are the portraits of the slaves who formed the Abolitionist Movement that brought about the end of slavery and slave trade.

D. LB Book page 107

Refer to meanings from “the Main Vocabulary” on page 108.

E. Pages 108 – 109

Write the main verbs

1. washed
2. ate
3. planted

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 6 Pages 111 – 118

Learner's Workbook 6 Pages 108 - 114

LEARNING INDICATORS	CORE COMPETENCIES
By the end of the unit the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
1. B6.1.9.1.1: Make and respond to polite request for help from unfamiliar people.	Communication and Collaboration; Creativity and Innovation; Personal Development and Leadership
STRAND 2: READING	
Phonics 2. B6.2.5.1.1: Orally produce three-syllable words by blending sounds (phonemes) including consonant blends.	Communication and Collaboration; Creativity and Innovation; Personal Development and Leadership; Critical Thinking and Problem Solving
Reading Comprehension 3. B6. 2.7.2.3: Awareness of the structure of text (e.g. introduction, body, conclusion)	Communication and Collaboration
STRAND 3: GRAMMAR USAGE	
4. B6.3.5.1.2: Use appropriate subject-verb agreement (indefinite pronouns, singular and plural and collective nouns)	Communication and Collaboration; Creativity and Innovation; Personal Development and Leadership; Critical Thinking and Problem Solving
STRAND 4: WRITING	
5. B6.4.9.1.1: Select a topic of choice on a national issue or form different learning areas, brainstorming ideas and organise them before writing.	Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving; Writing

STRAND 6 - EXTENSIVE READING

6. B6.6.1.1.1: Read and critique a variety of age and level-appropriate books and present a one-page criteria on each book read.

Personal Development and Leadership

TEACHING AND LEARNING STRATEGIES**Oral Language****Teaching and Learning Strategies:**

Discussion, modeling, repetition, demonstration, pair work

Teaching and Learning Resources:

Classroom objects

READING**Phonics****Teaching and Learning Strategies:**

Sound-ball game, modeling, repetition, formation of sentences.

Teaching and Learning Resources:

Chalkboard illustrations, letter cards

Reading Comprehension**Teaching and Learning Strategies:**

Talking about pictures, discussions, DRA strategy, silent reading

Teaching and Learning Resources:

Pictures

GRAMMAR USAGE**Teaching and Learning Strategies:**

Writing, modeling, explanation, drilling, formation of written sentences.

Teaching and Learning Resources:

Substitution table

WRITING

Teaching and Learning Strategies:

Think-pair-share, discussion, brain storming, organizing ideas into paragraphs

Teaching and Learning Resources:

Chalkboard illustrations

EXTENSIVE READING

Teaching and Learning Strategies:

Silent reading, discussion

Teaching and Learning Resources:

Library books, critique format

TEACHING AND LEARNING ACTIVITIES

A2. Making and responding to polite requests LB Page 112

Ask learners when, or in what situations we use polite requests. Ask learners to use polite language to request a friend to do something. Teach learners the expression used in making polite requests as found in Learner's Book page 112: the use of the modal auxiliary: could, shall, may, would. Others are "please" or please and will, or please and could.

Demonstrate it with a learner and then between you and the whole class.

E.g. Teacher: Could you help me move the desk to the window?

Learner: It would be my pleasure, sir.

(The learner helps the teacher)

Have learners practise saying and responding to the request. Continue to use the expression for making and responding to requests in different situations.

Let learners make and respond to polite requests in pairs.

B1. Three-syllabic words with consonant blends: bl, br, cl and cr. LB pages 112 – 113

To revise the previous sound /ʊə/. Let learners add two more words that contain the sound. You may also play the sound-ball game to get more words.

Introduce the above sounds in pairs:

bl and br, cl and cr

Say or introduce the sound one after the other on cards. You can take four sounds at a time because learners have learned these sounds in the previous class.

Say the sound, have learners listen and repeat after you. Have them repeat words that have the sound in it. Ask learners to give their own examples.

Ask learners to read the sentences given on page 112 to then take one word from each sound to form sentences.

Reading for Comprehension

B3. Learner's Book page 112 – 113

Let learners talk about the pictures on pages 111, 113 and 114. In pairs, let learners think-pair-share ideas on which of the sources of energy that we can do away with and those we cannot.



Have learners talk about main sources of energy: Akosombo hydroelectric power, the Bui Dam, power barges, the sun, gas and coal. Have learners discuss the advantages and disadvantages of sources of energy.

Check the pronunciation of the key words and their meanings. Teach the meanings of those words learners could not say their meanings.

Let one of the learners read the questions at C. page 115

While Reading

Let learners read to find answers to questions 1 – 7. They read silently individually.

After Reading

C. LB page 115

Discuss the questions orally with the whole class. Now, use DRA strategy for learners to identify the introduction, the body and the conclusion. After that lead them to identify the main ideas in each part and finally use the various ideas to write a summary of one paragraph about the whole passage.

D: Vocabulary Consolidation LB page 115

Dictation

Write the words on cards and put them upside down on the table. Learners come individually to take a card, show the word to the class and spell it. Let learners use the look-cover-write-check strategy to learn the spelling of the words individually.

Remove the word cards from the board and dictate the words one after the other for learners to write. Mention the words for the second time for learners to write the word they missed earlier.

After marking, let learners look into their books to do the corrections.

D2. LB page 116 Form sentences with the following words.

Revise the pronunciation of the words through pick and pronounce strategy. Elicit the meanings of the words from the learners. Let learners use the words to form sentences orally and then write their sentences into their exercise books for marking.

E. Grammar Usage LB page 116

Subject-Verb Agreement

Revision

Have learners revise their knowledge of verbs and nouns by writing the nouns and verbs in each sentence numbered 1 – 10 on page 116.

Introduction

Use the sentences for learners to see the nouns and the verbs that they can take. She/he/it takes singular verbs as seen in the sentences. Plural nouns or pronouns take plural verbs, e.g. They go.

Collective nouns take singular verbs

A herd of cattle is grazing in my farm. The staff of the school is at a meeting.

Accuracy Practise

Have learners repeat these sentences after you.

Have learners read sentences from the table and write six sentences from it.

He		
She		
The group		the interviews today.
The staff	starts	lectures tomorrow
The crew		the tours tomorrow
They		the camping this Saturday
We		National Service next week
You	start	
The students		

Fluency Practise

Have learners tell their group members what each member in their families does each morning.

Exercise

Instruct learners to use these words to form and write one sentence with each of these words.

receives enjoy writes
 teach travels visit
 explain collects

F: Writing LB page 117

Brainstorming and organise ideas on a national issue

As a whole class, brainstorm to list as many national issues such as poor sanitation, exam malpractices, galamsey, environmental degradation, drug abuse, teenage pregnancy, pollution, bush fires and fires occurring in major offices, markets and in houses, floods, unemployment, armed robbery, etc.

Have learners in pairs choose any of such national issues. They should brainstorm to gather as many factors as possible about the issue. Ask them about the introduction, body and conclusion in the form of defining or explaining the issue, the causes, the effects and how the problem can be solved.

With the ideas they have gathered so far, expose learners to simple graphic organisers such as a chart, a web herring-bone. From this they can identify the main ideas and the supporting ideas, etc.

G. Strand 6 - Extensive Reading

Have learners continue reading their books. Put together in a group those learners who have completed reading their books. They are to still read those books for references, especially the spelling of the author's name, the publisher and some details that the learner needs to mention in their critique. Help learners, especially in the area of language use by the author. Encourage those who are still reading their books to continue but remind them of the areas they need to comment on.

ANSWERS**B1. LB page 112**

Accept words that have the target sound in them - /ʊə/

C. LB page 115

1. Energy is used in lighting our houses, as fuel in cooking, for ironing our clothes, for fueling vehicles and powering machines in factories and industries. (Any four)
2. The energy we use comes from the Akosombo Dam, Bui Dam and power barges.
3. Petroleum products are gasoline, petrol, kerosene, gas, brake fluid.
4. It is because the sun shines every day and it may not cost as much as generating power from Akosombo Dam.

The hydro-electric power depends on water, when there is drought it will not be possible to generate electricity.

7. The writer wants readers to conserve power.
8. Paragraph 1 forms the introduction. Paragraphs 2 and 3 form the body. The last paragraph is the conclusion.

Summary

We use energy in so many ways. Much of the energy we use comes from petroleum and electricity. In Ghana electricity is generated from Akosombo and Bui Dams, Aboadze Thermal Plant and power barges. Generating power is very expensive.

E. Subject-Verb Agreement

LB page 116

1. She is a strong girl.
2. The girls are strong.
3. The birds are perching on the wires.
4. A bird is perching on the wires.
5. Is everyone in?
6. Yes, everyone is in.
7. Both of the boys are new here.
8. Neither of them has been here before.
9. Is the crew having lunch?
10. A herd of cattle is grazing on the field.

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 6 Pages 119 – 129

Wb Unit 16 Pages 115 - 120

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit, the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
B6.1.4.1.1.1: Make connections between text or stories and personal experience.	Critical Thinking and Problem Solving Creativity and Innovation
STRAND 2: READING	
Phonics B6.2.5.1.1: Orally produce three-syllable words by blending sounds (phonemes) including consonant blends.	Personal Development and Leadership; Creativity and Innovation
Reading B6.2.7.3.1: Determine the contextual meaning of words and phrases.	Reading; Communication and Collaboration
VOCABULARY	
B6.2.6.1.1: Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication.	Creativity and Innovation Communication and Collaboration
STRAND 3: GRAMMAR	
B6.3.5.1.3: Use different forms of verbs – irregular – infinite to talk about personal activities	Creativity and Innovation Critical Thinking and Problem Solving

STRAND 4: WRITING	
<p>B6.4.12.1.1: Use descriptive words/sound devices/figurative language to describe events/situations/places/personal experiences and events.</p> <p>B6.5.4.1.2: Explore the use of the simple past verb form and participle form.</p>	<p>Communication and Collaboration; Critical Thinking and Innovation</p> <p>Creativity and Innovation</p>
EXTENSIVE READING	
<p>B6.6.1.1.1: Read and critique a variety of age and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.</p>	<p>Personal Development and Leadership</p>

STRATEGIES

Oral Language

Picture, short story reading, think-pair-share, group work, drawing

Learning Resources

Picture, short stories, drawing materials

Reading

Strategies

Blending, picture description/discussion, inferring, silent reading

Resources

Letter and word cards

Grammar

Strategies

resources

Writing

RESOURCES

Oral Language

Picture, short story, drawing materials

Reading

Sound/word cards

Grammar

Writing

Teaching/Learning Activities

A2: LB 6 Pages 118 Oral Language: Story Telling

Let learners sing a song or recite a poem about friendship. Take them to page 119 of LB 6. Let them talk about the picture and discuss it – begin with Think-pair-share. A pair of learners talk about the picture, then they share what they have with another pair. By now the pairs have become four in a group.

Group Work

Learners sit in groups and listen while you read the story to them. Next, let them retell the story in their groups.

Retelling of the story by the class.

In their groups, let them retell the story's beginning, middle and end.

Let them answer the questions on page 119 in their groups. Pick a question at a time and allow the group to discuss it and provide the answers within the group. Later each group will read out their answer to the class.

Question 5

This question will test artistic skills within the group. If the story says Crab's head was taken, then it used to have a neck. Allow the groups to come out with their own interpretation of a crab with a head. There are people with artistic skills among every group. They will take up the challenge. Give each group a sheet of A4 paper. When they finish let them put it up on the bulletin board. They should add a title and the group name.

Reading

B1. Phonics: Consonant Blends. LB Page 121

Prepare consonant blend cards

bl br cl cr

Ask learners to blend them as you lift them up.

Make words with each and ask learners to add to the list. E.g.

blow brat close crook

Make two syllable words and ask learners to make similar two-syllable words. E.g. blen/der, brutal, etc.

Move to words that begin with consonant cards – gl gr

Move them from monosyllabic words e.g.

glow, glad

grow, grade

Next make two-syllable words

gla/dden, glo/wing, gro/wing, gra/der

Let learners add to the list. Continue with three-syllable words. Show them three-syllable words and ask them to read them on their own. Help them read them correctly. Refer them to page 121 and help them read the three-syllable words there – glorify, gratefulness.

Dictionary Practise

Let learners work in groups using their dictionaries and find out more three-syllable words with the gl and gr blend. Let them make lists to read to the class and copy them into their notebooks.

2. Reading and Comprehension

Vocabulary: brilliant numerous sneak out enrolled

Before Reading

Teach new vocabulary: Pronounce the word and use it in a sentence that explains it.

KK is such a brilliant girl, she never fails any test.

Ask: by this sentence what does the word brilliant mean?

Do the same with the rest of the new words:

The catch of fish was as numerous as the sand on the sea shore.

When the teacher was busy writing on the board, Ama sneaked out of the classroom.

When we come to school, we are first enrolled in the head teacher's office.

Allow learners to deduce the meaning of the words in their contexts and write each one on



the board to make a list by the end. Show them the words one by one so they can pronounce them.

During Reading

Silent Reading: Do model reading. Let learners read silently within a given time. Let learners look for the key vocabulary discussed earlier in the passage and explain their meaning in this new context.

Let learners retell the story in three stages – the beginning, the middle and the end.

Let them read through again. Now let them read the questions and answer them in their groups which they will share with the whole class. Finally, pick about four or five questions for them answer in their exercise books.

D1.

Let learners read the passage again and locate the words and expressions. Whoever finds any first should give the reference to the class – paragraph and line – so that the rest can find it quickly. Let the sentence be read so that they can determine the meaning in context.

E. Different forms of verbs: irregular and infinitive LB 124 – 126

Begin the lesson with a song or an activity that the learners love.

Write the topic on the board and ask them to read it. Explain the word irregular and compare it with its opposite regular.

When we say some verbs are irregular, it means they behave differently. In this vein we know that the regular way of verbs is that they change their form according to tenses. But with irregular verbs no changes are made in the main verb.

Go through the first activity on page 124. Ask learners to work in pairs to analyze the sentences into auxiliary verb, main verb, tense.

Discuss the first type of irregular verbs in this first type, they are irregular because the tenses do not add –d or –ed to create the past or participle form of the verb. Some do not change at all; example – cut, read, put. Let learners add some more examples.

The second type is where the verb does not add –d or –ed, but there is still a change. Refer them to the chart on page 125. Let learners add to the list.

The Infinitive

This is the form of the verb which is preceded by 'to'. E.g.

i) The thief managed to escape.

Will he be able to escape?

We must manage to escape.

F. Free Writing

National Issues LB Page 124

Revise the lesson you had with learners on page 116. Ask learners what should go into the introduction, body and conclusion. Have learners say some of the ideas they had for the introduction. Those who do not have the topic sentence in the introduction must be made to revisit the ideas they listed to see if an idea among the lot could fit the topic sentence.

For instance, write this as an example for learners. "In recent times, galamsey has been a source of great worry to the government and all well-meaning Ghanaians".

"Armed robbery has become a severe threat to the security of all Ghanaians of late".

Encourage pairs of learners to write the first draft of their topics. Go round to give suggestions to learners.

G. Strand 6 - Extensive reading

It is time for learners to read a second story book as a class. (Note that some people love to read a second story book or even a third one in their private times)

Make learners aware that there are different types of narratives. Apart from the simple story narratives that we all know, some are actually biographies, autobiographies, memoirs and letters. Explain what each type of narrative entails. See if you can get examples of such narratives for learners to read.

Choose the story books learners will read. Different groups of learners should read different story books. At the end each group member will write a two-page critique of the book.

The group is supposed to discuss the book very well, and members will gather their points from the discussions they hold from time to time. This will last from now until the twenty-seventh week. The rest of the weeks will be used for sharing what each learner has written.

In this new story the expected areas to write on should include;

- Title and Author of the book
 - Plot of the story – story line
- Setting, characters, theme, conflict, resolution

Pick each point and explain it to learners. You may use the previous story as a point of reference to make each item clearer to them.

From now they start reading.

ANSWERS

C. LB Page 123

1. Kofi Anto lived in Accra.
 2. Fiifi
 3. He studied hard
 4. Because Fiifi always had interesting stories to tell.
 5. He stood to listen to Fiifi's stories.
 6. His mother and his teachers.
 7. 'as usual'
 8. Yes. He made them, even Kofi to forget their books.
 9. He sneaked out.
 10. (Personal response) Let each learner say what they would have done.
- (Personal response) It is possible someone would not even like him. Allow learners to share their personal convictions.

D1. Read the passage again and look for these words and expressions.

LB Page 121

- i) lost his father – his father died
- ii) brilliant – very clever
- iii) getting to like – becoming fond of
- iv) overheard – to hear from afar
- v) enrolled – to register officially

D2. Word Hunt LB Page 124

Words in the box

- | | |
|----------------|----------------|
| i) crowd | vi) gentle |
| ii) library | vii) sneak |
| iii) brilliant | viii) numerous |
| iv) movies | ix) mother |
| v) pieces | |

D3. Correct words LB Page 124

Brilliant	overheard	numerous
Library	movies	conversing

E. Verbs: Irregular and infinitive LB Page 124

Types of verbs

- | | |
|---------------------------------------|------------------------------------|
| 1. go – simple present | 7. were leaving - past progressive |
| 2. goes - simple present | 8. was teaching - past progressive |
| 3. attended - simple past | 9. have – simple present |
| 4. cut – simple past | 10. is – simple present |
| 5. are learning – present progressive | 11. should bring – future |
| 6. are buying - present progressive | 12. will visit – future |

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.

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

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

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

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

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

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

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

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

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

REVISION 4

Learner's Book 6 Pages 128 – 129

A. LB Page 128

In pairs, let learners each talk about the important person in their various communities. Give these questions to guide them in their description.

- the name of the person.
- their position: MP, musician, educationist, footballer, lawyer, etc.
- where they are now
- their contribution towards the development of the community.
- why they are the learners' role model.

Give as many chances as possible for learners to talk about their role models to the class.

B. LB Page 128

Have learners pick a card and say the sound on it.

Let them play the sound-ball game. Begin by saying the sound. Throw the ball to a learner and the learner says the sound; he/she throws the ball to another learner and the learner says a word that has the target sound in it. When at least eight learners have said the correct words, change the sound.

Individually ask learners to add just two words in addition to the given words.

C. LB Page 128

Discuss the activity orally and have learners do it individually. You may add a few more to the exercise.

From 4 – 8: Revise the subject-verb agreement

Elicit the appropriate verb forms from learners after introducing the subject in sentences on the board. Instruct learners to do the activity individually.

D. LB Page 129

This is an activity on vocabulary. Let learners read the words through. Take the word one after the other eliciting the meanings from the learners. Ask them to look up a word they could not say the meaning from the dictionary.

Explain the work and do the first one together with the class. Then ask them to do it individually.

E. LB Page 129

Discuss the topic orally with learners. Make them understand that the instructions must be short and clear. They should follow chronologically. If there are penalties in defaulting, they should be made clear. They should name the game and state whether it is a local game or foreign and whether it is a computer game.

ANSWERS

A. Let learners plan by choosing the personality they will talk about.

B. Before learners do this exercise, let them determine the sound(s) they are expected to concentrate on, so that they can make these sounds.

LB page 128

*Accept words that have the target sound listed here.

1. /ʊə/

3. /əʊ/

5. /cl/

2. /ʊi/

4. /bl/

6. /cr/

C. LB Page 126

1. taller

5. has

2. wisest

6. has

3. worst

7. answered

4. has

8. making

D. LB page 127

1. troops

7. strength

2. kingdom

8. invaded

3. bunches

9. treated

4. traded

10. revealed

5. diseases

6. properly

Learner's Book 6 Pages 130 – 136

Wb 6 Unit 17 Pages 121 - 126

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
B6.1.3.1.2: Discuss values in poems and talk about the importance of these values in society.	Critical Thinking and Problem Solving
STRAND 2: READING	
Phonics B6.2.5.1.1: Orally produce three-syllable words by blending sounds (phonemes) including consonant blends	Personal Development and Leadership Creativity and Innovation
STRAND 2: READING	
B6.2.8.1.1: Read silently and reasonably for meaning from a level-appropriate text.	Communication and Collaboration Reading
Vocabulary B6.2.7.1.1: Construct meaning from texts.	Communication and Collaboration
STRAND 3: GRAMMAR	
B6.3.5.1.4: Use the simple present form of the verbs in sentences – for scheduled future action.	Critical Thinking and Problem Solving
STRAND 4: WRITING	
B6.4.12.1.1: Use descriptive words/sound devices/figurative language to describe events/situations, places/personal experiences. B6.5.6.1.1: Use adverbs to express degree and reason.	Personal Development and Leadership Digital Literacy

STRAND 6 - EXTENSIVE READING

B6.6.1.1.1: Read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.

Personal Development and Leadership

STRATEGIES**Oral Language**

Strategies:

Picture discussion, turn taking, song, explanations

Resources:

A picture of some galamsey operators.

Reading

Lucky Dip Game, word cards, silent reading, group work

Learner's Book

Grammar

Strategies:

Sentence formation, pair work

Resources:

Learner's book and other reference materials

Writing

Strategies:

Group work, discussions, writing, editing, revision

Resources:

Learner's book and internet

Resources**Reading**

Strategies:

Discussion of picture and title of passage. Making prediction, model and silent reading

Resources

Picture, learner's book

Writing

Strategies:

Pair work, whole class discussion, process writing strategies, brainstorming

Resources:

Draft composition

TEACHING/LEARNING ACTIVITIES

A2. Oral Language – Obey Your Community Rules LB Page 129

Begin the lesson with a song or a poem that befits the title/theme of the unit. While learners' books are closed, read the poem to them. Ask them to just sit and listen attentively and picture the meaning of the lines in their **minds' eyes**. At the end, ask them about what they heard and saw in their minds' eyes. Discuss this briefly with them, to get the simple interpretation.

Now, let learners open their books and read the lines one after the other. As a line is read (by a learner), let the class discuss what it means. Where there are difficult words, use the context to explain it or let the dictionary be used if need be. Each line has an important message. Let learners write the lines and their explanations in their notebooks. Let learners talk about their real life examples of the things that are talked about in the poem. Talk about your own experiences too. Young men and women leave their villages and towns for the cities hoping life would be better, but what do we see? Many end up in kiosks and uncompleted buildings. (Some of the learners may be coming from such homes)

Discuss the questions and orally discuss and answer the questions.

B1. Three Syllable words with chr and chl LB page 131

Play the Lucky Dip Game for revision. Make word cards of words already learnt and other that they have not learnt yet for this game.

Drill learners the sounds chr /kr/ and chl /kl/

Lead learners in pronouncing the words on page 129 of LB 6

Use the words from the word cards from the Lucky Dip and help build words from monosyllables to two-syllable them to three syllable words. A dictionary and thesaurus could help.

Let each group build their own words. Provide them with clean sheets of paper to make their words neat. These words will be read out to the class. If time does not allow it, let them place it on the class bulletin board for learners to go and read and add to their list of new words.

B2. Teach new/key words and phrases.

Teach a word at a time. Use learners' knowledge of roots and affixes to get the meaning of the various words and phrases.

1. faultless (adjective): the root word is fault. What does –less add to it?
2. Perfection: the root word is perfect meaning something without a fault. When –ion is added, we get a noun.
3. escapades: the root word is escape which is a verb. To make it a noun the suffix –ades has been added.
4. mess: something that looks bad, not nice or normal; to be in trouble.
5. restricted area: (noun) area means place. Restricted is from the word restrict – to prevent the use of a place, because it is not meant for use by the public.
6. with one accord: (adverbial phrase) when all people do an action at once/the same time, we say they did it 'with one accord'.
7. took to their heels (adverbial phrase) to flee; to run away very fast.

While Reading LB page 132

Do a model reading of at least the first paragraph. Then ask learners to read silently and discover what happened in the rest of the story. Give them a time limit to push them to learn to read fast.

(C) LB page 133 Lead learners to answer questions based on the passage. Use leading questions to help them understand those parts of the questions that seem difficult to understand. Answers which seem wrong help you understand how the



learner is thinking. It also makes you aware there is a word or expression that he/she does not understand. This is where you use leading questions to clarify a misconception to enable them have a clearer understanding of the questions being answered.

LB page 134

D1. Let learners work in pairs and groups to find out the location of the words/phrases and work out the meaning in context. Use the dictionary if only it is absolutely necessary.

D2. Group work LB page 134

Allow learners freedom to do their discussion, to contribute and give personal examples in all instances.

LB page 134

D3. Let learners sit in their groups and work to present their work at the end of 10 or 15 minutes.

E. The Simple Present Tense LB page 135

Revise those uses of the simple present tense that have been learnt already.

- habitual actions
- universal truths
- running commentaries

For each, give an example or two and initiate as many learners as time would allow to give similar examples.

The day's focus is on using simple present tense for future planned actions. Page 135 gives examples of such a use. Practise as a class the plans for your school speech and prize giving day.

Brainstorm for all the arrangements that are being made. After that let the class arrange all the details using the simple present tense.

Let each group now choose an imaginative event which is going on at the school. Let them plan a commentary in the simple present tense to share with the class at the given time.

F. Free Writing LB page 136

National issues: Editing and Final draft LB page 136

Learners exchange their work among their peers for editing.

Ask learners to effect the corrections and to re-write the final draft. Call learners at random to read their composition to the class.

Whatever is lacking in the composition, for example, how the problem could be minimized or eradicated was left out, point it out to them.

Give learners some time to read over their work and if they feel satisfied, they can bring it to you for marking.

G. Strand 6 - Extensive Reading

Today, allow learners to read individually. Begin the period with a few songs and take questions from learners if any. Leave them in absolute silence to read. Remind them to work on their reading journal – new words and expressions should be entered into them.

ANSWERS**A2. LB page 131 Oral Language**

1. The young man left his home.
2. He probably went to do galamsey.
Lie buried in the bowels of the earth. He met his death underground.
3. He died. It is possible that the mine he was working in collapsed on him.
4. The young man disobeyed the law banning galamsey.
5. The poem is about galamsey or illegal mining.
6. Personal response; take as many examples as possible. E.g. Galamsey is dangerous. Don't destroy your heritage.

The young man

Wait for your time, etc.

C. LB Page 133

1. Jane and John

2. They had lost both their parents.
 3. Because of his own stubborn life style
 4. The trouble that John got into
 5. John
 6. Because there was no one there to stop them.
 7. (Personal response). It is an expression of 'all hope lost'.
- Ask learners to mention times when people put their hands on their head. E.g. when people cry at funerals, a person's things have been stolen, etc.
8. Let learners predict what they think.
 9. Personal response: take several responses for this.
 10. Personal response. Let those who respond explain how things went. It will help if you as facilitator can give your own example.
 11. Personal response.

D1. LB page 134

- i. played the role: this means she was not father or mother but did their work which they should have been doing, to bring them up.
- ii. put up with: this is a phrasal verb; it has idiomatic meaning. It means to tolerate which implies that though Aunt Mimi hated what John was doing, she still stood by him and showed him fatherly and motherly love.
- iii. siblings: Jane and John were siblings because they were born by the same father and mother. Ask learners to name some of their own siblings.
- iv. industrious: hard working, always doing something profitable to fulfill a need.
- v. mess: something is not good or nice.

D2. LB page 134

1. Qualities of Aunt Mimi – This is a group activity. Let the groups answer the first two questions and discuss the rest of the words explained in D2.

D3. LB page 134

This is group work to be discussed and written for presentation. Aunt Mimi has been

discussed earlier on. Now, let learners do a detailed character analysis of Aunt Mimi for presentation.

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Learner's Book 6 Pages 137 – 142

WB 6 Unit 18 Pages 127 - 132

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	Competencies
By the end of this unit, the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
B6.1.10.3.4: Support ideas and points of view with concrete examples to convey meaning appropriate to purpose and context.	Critical Thinking and Problem Solving; Creativity and Innovation
STRAND 2: READING	
Phonics B6.2.5.1.1.: Orally produce three-syllable words by blending sounds (phonemes) including consonant blends.	Communication and Collaboration
Reading B6.2.8.1.1: Read silently and reasonably for meaning from a level-appropriate text.	Reading
Vocabulary B6.2.6.3.1: Deduce meaning of words from how they relate to one another. E.g. hyponym – fruits – apple; Meronyms – hand – finger; Meaning from context.	Critical Thinking and Problem Solving
STRAND 3: GRAMMAR	
B6.3.5.1.6: Use the past continuous form of verbs to talk about action/events which were going on when a second one took place.	

STRAND 4: WRITING	
B6.4.12.1.1: Use descriptive words/ sound devices/figurative language to describe events/ situations/places/personal experiences and events.	Communication and Collaboration
STRAND 6: EXTENSIVE READING	
B6.6.1.1.1: Read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

STRATEGIES

Oral Language

Picture reading, imitation, repetition, discussions

Resources:

Picture in newspapers, and on YouTube

Reading

Strategies: silent reading, whole class discussion

Resources: picture, word cards and Learner's Book.

Grammar

Strategies: modeling, repetition, explanation, formation of sentences

Writing

Strategies: discussions, process writing strategies.

Resources: draft composition, Learner's book

Extensive Reading

Strategies: silent reading

Resources: library books

TEACHING/LEARNING ACTIVITIES

A2. Oral Language: Presentation LB page 138

Ask learners what their favourite game is. Ask them how many of them love play football or soccer. Let them talk about their passion in football briefly.

Turn them to page 137 of LB. Let them talk and discuss the picture. Ask them to identify with any of the characters portrayed in the picture. Tell them they are going to do a presentation and the motion is stated in the last question on page 137, based on the picture there. It says. “What do you say about girls or females playing football?”

For a topic like this you present an argument. You argue so that those who are listening to you will agree with your opinions. Explain the steps elaborated on page 138 of the LB 6.

- i) Take a stand – for or against the topic
- ii) Explain your stand
- iii) Give points to support your stand with facts that are well known.

Put the class into groups and let them provide points for and against. Give them time to write their points.

Doing a Presentation

There are different types of presentation. To begin we use what we call **vocatives**

- The Chairman, Panel of Judges, Fellow Debaters, Ladies and Gentlemen.

Drill the class in saying the vocatives for some time. Let them understand that vocatives are very important for every formal presentation.

Let one group present their argument. Let the presenter begin with the vocatives and declare a stand. As the points are stated, teach how things can be supported. For example, I stand against the motion; I believe that girls should not play football. This is because girls and women are too weak to do an activity as hard and difficult as playing football.

Allow each group to raise a point and help them provide good points with well stated main points and supports.

Now give the groups about 10 minutes to write their arguments for presentation.

At the end of the ten minutes, let all groups do their presentation, one after the other. This time, there should not be any interruption. However, let the class as a whole listen and judge.

When the last group has finished with their presentation, do a general plenary session. Allow comments from anyone who is ready to share their observations; both positive and negative. As the teacher/facilitator give the last comments, to end the lesson.

B1. Phonics

Three-syllable words with 'str' and 'scr' LB page 138

Lead learners to practise the consonant blends, one at a time. Use sound cards str and scr. Then pick your word cards. Pronounce the words, show them the word on the card and let them pronounce it after you.

Let learners turn to page 136 of LB 6 and read the words there. Ask them to show the number of syllables in each word.

Group Work

Let each group work together and look up words with the 'str' and 'scr' sound words; specifically three-syllable words from the dictionary/internet. At the end, let each group read out their words and post them on the bulletin board. Members will go and read and copy the words into their notebooks later.

B2.

Before taking this lesson, ask learners to read through the passage on their own as homework. Also ask them to find out the meaning of the key words in context. Prepare word cards. They should also find information about women footballers on the internet.

Before Reading

On the day of the lesson, start with discussions on the meaning of the key vocabulary. Ask any of the learners to mention any of the words and explain it in context. E.g. 'fun' in the context, means 'enjoyment'. In the passage, the writer says that the first step or attempt to play soccer leads to fun or enjoyment. Let one learner go and pick the word card fun and show to the class.

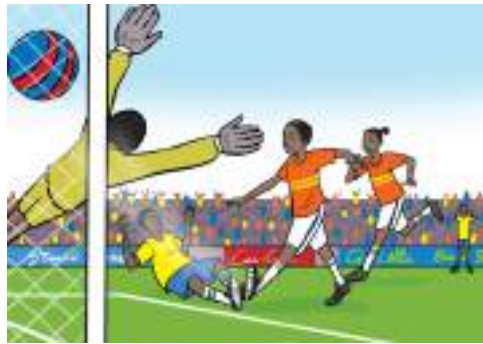
Do the same for each of the words. As the word card is shown to the class, write the word on the board. This way, by the end of the discussion all the key vocabulary will be listed on the board. Point to the words one by one as the learners pronounce them.

B3. LB page 137 – 138**While Reading**

Let learners read silently. Give them a given time within which the passage should be completed.

Post Reading

Lead the class to read, discuss and provide answers to the questions.

**D. LB page 138**

i) Maintain a quiet atmosphere during this activity because you will make it a two-part activity. They will;

- a) explain the expression as a class.
- b) personalize the meaning in their real life in groups.
- ii) Learners use their dictionaries and thesaurus.
- iii) Synonyms given can be more than one field – park, pitch.

Team mate – team member, partner, player

Continuous thoughts

E. The Past Continuous Tense LB page 139

Revision: Revise the simple present tense used for habitual actions and planned actions.

The Past Continuous Tense

Read the short account on page 139 of LB 6. Use the sentences to explain how the past continuous tense works.

- To express events which was going on some time in the past.

Let learners practise giving account of events which were going on yesterday at this time.

Let each learner write two things that were happening.

Yesterday or last week or last year at this time.

e.g. Last week at this time, I was on my way to the market.

Allow every child to practise the structure:

Yesterday/last week/ a month ago at this time was-ing

Group Work

Everyone in the group plans and writes a short story of four to six sentences using the structure.

Let all members of the group read their piece to the group.

F. Descriptive Writing LB page 140

As a whole class discuss the guide on page 140 to give learners some idea about the work.

Learners work independently. Let each one brainstorm and think-write their ideas to produce a draft. Let them continue and revise the draft and follow the various processes to write their essay.

G. Strand 6 - Extensive Reading

Let learners do an ice-breaker or two to liven the atmosphere.

Let them all continue with their reading. Find out how many they have read this far – those on page 10 – 12 (that is if they only read in class; but if they take the books home, then they should be on page 30 and above). Encourage them and allow them to continue reading.

Remind learners to jot down any important information in the critique format.

ANSWERS Page 138

C. LB page 140

1. She became a soccer player by watching older children play the game.
2. Anybody can play soccer.
3. Your team mates/team members
4. Because he was too late to catch it.
5. i. They learn to control the ball.
ii. They learn to not use their hands or arm to play the ball.
6. Afi is a team player.
7. It is just trying a first time.
8. Through practise and games.
- 9.

10 – 11: These are personal response questions. Encourage learners to talk about their personal exciting times in the field of play.

12. Learners share moments they enjoy as spectators.

D. Page 139

iii) exciting	skills
moments	stretched
favourite	position

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 6 Pages 143 – 148

Wb 6 Unit 19 Pages 133 - 138

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of this unit the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
B6.1.7.1.1: Employ Think Aloud and visualization strategies to make meaning from level-appropriate texts.	Communication and Collaboration; Personal Development and Leadership
STRAND 2: READING	
Phonics B6.2.3.1.2: Use words with digraphs to make meaningful sentences.	Communication and Collaboration
Reading B6.2.8.1.2: Find meaning of words as used in context. B6.2.8.1.3: Ask and answer questions based on a passage read.	Communication and Collaboration Critical Thinking
Vocabulary B6.2.6.4.1: Recognise how words are formed through compounding.	Critical Thinking and Problem Solving Communication and Collaboration
STRAND 3: GRAMMAR	
B6.3.5.1.7: Use the imperative form of the verb to give meaning and express prohibitions.	Critical Thinking and Problem Solving

STRAND 4: WRITING	
<p>B6.4.9.3.2: Edit/proofread draft, checking capitalisation, usage, punctuation, usage, punctuation and spelling.</p> <p>Reflective Writing</p> <p>B6.5.9.1.2: Construct complex sentences correctly.</p>	<p>Creativity and Innovation; Communication and Collaboration</p> <p>Personal Development</p>
STRAND 6 - EXTENSIVE READING	
<p>B6.6.1.1.1: Read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.</p>	<p>Personal Development and Leadership</p>

STRATEGIES

Oral Language

Think Aloud, visualization, group work, sharing, turn taking

Resources: picture

Phonics

Blending, Lucky Dip, picture reading, recall, Think-Pair-Share, Group work

Resources: picture, word cards, Learner's Book

Reading

Strategies: use of key words in context; silent reading

Resources: pictures and Learner's Book

Grammar

Strategies: modeling, explanation, pair work.

Resources: Learner's Book, information from internet

Writing

Strategies: pair work, brainstorming, discussion, process writing strategy.

Resources: Learner's Book and internet.

Extensive Reading

Strategies: silent reading and filling of critique form

Resources: library books

A. LB page 143

Begin the lesson with a poem or song

A. Discuss shortly any current issue on obedience/disobedience to set the pace for the story.

Turn with learners to page 143 of LB 6. Let them look closely at the picture and say what they see.

Many may link the picture to the previous story about John and his friends, which is correct. Let them predict what could be happening to them after this.

Inform them to be patient to wait and see very soon what unfolds later because they will soon read about it. Let learners sit in their groups. Make sure you get every learner to talk about issues raised. Bring up your personal experiences and encourage learners to also share theirs.

The moral lessons in our various personal experiences are important. Some are positive, some negative. Some from school, from home, from the church or mosque and the community as a whole.

At the end, let one person summarise lessons learnt from each group with the class.

As the facilitator, give a final word of praise and sum up all their observations to end the lesson.

B. Forming and Spelling Words with Digraphs LB page 144

Prepare ahead of time, word and sound cards, digraph cards and sentence cards. These cards should be according to the words, sounds and digraphs that will be read in the lesson.

Begin the lesson by revising the blending of simple digraphs and words. Do the Lucky Dip.

The learner dips his/her hand into the box of cards and read what he/she comes up with.

Pick two cards – a and t and ask learners to blend/read the word they make. Pick a sound and a digraph. Put them together and ask learners to read the words made. E.g. t + able; digraphs ch + air, etc.

Make learners aware that words are made mostly by consonants and vowels alternating. This produces cvc eg, cat, ccvc – that; cvcv – come

Show them how this helps us in spelling words. Give them vowels to break into consonant-vowel structure e.g. road – cvvc, board – cvcc. These also stand for syllables.

re new, re view, pro mote, con verse, am bush, ear lier, etc.

In their groups, let learners form mono, dual and three-syllable words. Let groups share what they have with the whole class.

B2. LB pages 144 – 145

Begin the lesson by getting the learners to recall the beginning of the story. You may ask the class to read Unit 17 before now as homework. They also discussed the picture on page 143 earlier. Let them recall the moral lessons and predictions they made. It is now time to hear how the story ended. Now pre teach the key words. Pronounce the word and make a sentence to show its meaning e.g,



Previous: We are in class four now, the previous year, we were in class three. Ask learners to give the meaning of the key word previous – past

Nuisance: The noise is such a nuisance; it makes it impossible to hear our teacher clearly.

Offenders: You know our school rules, all offenders are always punished.

Envy: Do not envy your friend because of his bag; you also have a new bag, be satisfied with it.

Logical: Why should we argue about this? It is just logical that an offender should be punished.

Benefit of the doubt: Because no one saw Kofi enter the room, when he said he did not steal the money, he was given the benefit of the doubt.

It is time to read the passage. Let learners read silently. Set the purpose for the passage – to find out what happened to John and his gang and how did they respond.

Give them time within which they should read. At the end of the time, discuss the questions with learners as a whole class.

D1. Make these exercises very interactive LB page 146

Let learners discuss each day by Think-Pair-Share then in groups. Let the groups present their answers and teacher gives further explanation. Learners write the meaning in their notebooks and write their own sentences for later reference.

D2. LB page 146

Give learners opportunity to find out the correct words. Let them refer to the reading passage to help them.

E. The imperative form of the verb LB pages 146 – 147

Give learners time to read through the sentences on pages 143 of LB 6. With a pencil, let them underline the verbs in each sentence.

Let them work in pairs.

Go through the sentences to explain the type of verb and the differences. For example, in the first set of sentences, the verbs in the first set are all in the bare infinitive form, they are in the present tense. In the second set, the verbs are in the simple past i.e. **wanted to have** is the to infinitive form; **took** is the simple past tense for of 'take'.

These differences show us that we use different forms of the verb to give commands and a different form to relate things from the past.

The Imperative is used to give commands. Since a command is given and taken at the same time so we use the root or bare form of the verb. Give examples of commands to the class and let them obey.

Stand up

Raise your hands

Sit down

Open your books

Let learners give a few examples. Take learners to page 143 to see another form of commands that we see around. Let learners read these and add a few of their own.

F. Imaginative Writing LB page 145

Learners are to imagine themselves as one of the gang that went with John on that fateful day. Brainstorm for ideas to support the decision to confess. For example, your punishment could be less. They need to give the pros and cons of their suggestions.

Individually, let learners do the draft and edit it; then let them do peer editing.

Things to look at:

Punctuations, capitalisation, especially at the beginning of each sentence and for proper nouns.

Have learners write their neat final copy. Finally, let them proofread the final copy before sharing.

To share, let a few read theirs aloud; the rest will put theirs on the bulletin board for others to read. The numbers will not allow all at once so let them publish it group by group.

G. Strand 6 - Extensive Reading

First group discussion. Focus should be on the title of the book, what it means and the author. As discussions go on, learners put down important points made. Remember your questions will be the main source of information. Ask questions that will make learners infer, analyse and draw conclusions.

Also, ask questions about setting. Setting is the place and time of a story. Sometimes, no city or location is mentioned directly, but things like names of characters, dressing and food culture can direct our thoughts to where the story is set.

ANSWERS

C. LB 143 – 144

1. Because they know by now word of what they the previous day must have got to the school and they would be called to answer.
2. The stranger was the owner of the house whose glass they broke the previous day.
3. They will know the colour of John's bell very well.
4. Because John denied it.
5. The man came with John's ball. Because he must have found it where the broken glass was and knew it was the kicking of the ball that broke the glass. It also means someone must have seen the boys when they thought nobody saw them, and their school uniforms gave them away.
6. John's argument was that he was not the only person with that colour of ball.
7. No, it was convincing.
8. His logic was that whatever factory made that ball made several of that same size and colour.

9. Personal Response. Let learners make wise guesses as to what the gang discussed.

10. Personal Response. Learners share their ideas.

D1. LB page 144

With envy – they wished/desired for the ball too.

Very logical – it was sensible, understandable

Benefit of the doubt – to accept though the explanation is not believable because we have no other explanation to the issue.

Let the whole class discuss and contribute to the exercise.

D2. The correct words LB page 144

Absolute, birthday, offender, produced, classroom

E. The Importance LB page 144

Verbs have many different forms as we have been seeing.

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 6 Pages 149 – 157

WB 6 Unit 20 Pages 139 - 144

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of the unit the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
B6.1.7.1.3: Ask relevant questions to improve on understanding of moral lesson in a text.	Communication and Collaboration Critical Thinking and Problem Solving
STRAND 2: READING	
Phonics B6.2.6.1.1: Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (preposition)appropriately in spoken and written communication	Creativity and Innovation
Reading B6.2.9.1.2: Read aloud with expressions that reflect the author's purpose and meaning.	Communication and Collaboration
Vocabulary B6.2.6.4.1: Recognise how words are formed through compounding.	Critical Thinking and Problem Solving
STRAND 3: GRAMMAR	
B6.3.6.1.1: Use adverbs to express degree and reason	Creativity and Innovation

STRAND 4: WRITING	
B6.4.11.1.1: Write freely about topics of choice on national issues and issues from different learning areas.	Creativity and Innovation Critical Thinking and Problem Solving
STRAND 6 - EXTENSIVE READING	
B6.6.1.1: Read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

STRATEGIES

Oral Language

Make inferences, recall

Resources: Learner's Book and chalkboard illustrations.

Reading

Group reading, analysis, dialogue, role-play

Resources: word cards, picture, Learner's book

Grammar

Identifying adverbs, explanations,

Strategies: modeling, repetition, formation of sentences

Substitution table

Resources: Learner's book and internet

Writing

Strategies: discussion, brainstorming, drama

Resources: sample writing, Learner's Book

A1. The Argument LB page 149

Let learners read the picture on page 149. They must say what the course of the fight could be. Read the message written under the picture and set learners to work in groups to do discussion. Let learners talk about personal encounters with land guards and any other events they have encountered.

A2. Describing a Person LB page 150

How do we get to identify a person we never knew? The first thing we note is the person's physical features like colour, height, stature, gender, etc. Other things that further describes a person are;

- a) What the character thinks, says and does
- b) What others say about this person
- c) How other people react to that person.

As facilitator, prepare a good example, using one of the learners. After that, put learners in groups to describe one of them. Let learners know they have to be civil in their utterances of the one being described.

B1. Content and Functional Words LB page 150

Do an ice breaker activity to begin the lesson. Explain to learners that the words we use when we speak can be divided into two groups. The first is the content or lexical words and the second is the functional or structural words. Content words include nouns, adjectives, verbs and adverbs. Every other word is a functional word. The main difference is that content/lexical words on their own have some meaning but functional/structural words have no meaning at all on their own.

Write a sentence on the board and ask learner to mention those words that have meaning on their own. Let them underline all such words. E.g.

The old man by the wall is very strong.

The content words are:

old, man, wall, strong, very

The functional words are: the, by, their, is

Let learners try putting meaning to each of the words to make it clear to them why some are content (meaningful) and others are functional (meaningless) on their own.

Pair Work

Let learners work in pairs.

Let each pair turn to page 150 and underline the content words in the sentences. Read the content words separately. What meaning does it make? Read the functional words separately. Do they mean anything to you?

Discuss the importance of functional words despite their characteristics.

B2. LB page 151 Before Reading

Teach meaning of key words

Dangerous: What is the root word? – danger. A dangerous thing or person can bring about unsafe situations.

Remind is from the root word mind. 'Re' means 'again' so remind means to bring to mind again. It means to make someone remember something.

Suspicious: the root word is to suspect. When someone is suspicious, it means he/she thinks someone or something is to blame for what happened.

Suggest: to suggest is to give an idea for the person to consider or think about. (It is not the same as advise). It is to mention or give an idea or a possible plan to others to consider.



B3. Reading LB page 151

This is a dialogue; it can also be role-played. Let learners read in threes. Tell them to raise and lower their voices to express the author's purpose and meaning.

Allow them time to practise the dialogue for sometime.

Call on some of the groups to read as the class listens to decide.

- i) Did they read meaningfully?
- ii) Did they raise and lower their voices at the appropriate time?
- iii) Did the readers' voices express the writer's purpose?

After discussing these questions go on and help learners answer the questions.

D1. LB page 152

Meanings. Let learners find out:

Suggest

Silly

Suspicious

It can be: It could happen

Let learners use each word or expression in sentences.

D2. LB page 152

1. The root word of the word dangerous is danger.

The -ous is a suffix.

2. Suspicious: the root word is suspect.

The addition to the root is a suffix.

3. Practise: this is what we call Mother and child game. The word is mother and each word formed is a child. Examples of words:

Act, pat, part, ice, race, etc.

4. Words from learn will include:

Lean, ear, ran, earn, near

E. Adverbs of Degree and Reason LB page 153

Revise adverbs by writing sentences on the board and asking learners to determine the type of adverbs in the sentence. E.g.

The baby smiled beautifully

Beautifully is an adverb telling us how (called adverb of manner)

They left home very early.

Very early is the adverb telling us when.

Let learners also make similar sentences.

Turn to page 149. Let learners underline the adverbs as you write them on the board.

The adverbs are

1. harshly
2. every month
3. At the auditorium
4. at dawn
5. very beautifully

Adverb of Reason

Reason is why a thing happened or happens.

Read the sentences on page 151 and pick out the adverbs.

What are the adverbs of degree in those sentences?

Since Captain Anibere was greedy

Because I practise every day

Because I love children

Allow several learners to make their own sentences too.

Adverb of Degree

Tells us about the intensity or degree of an adjective or adverb.

They came here very early.

very early shows the degree or how early

2. hardly

3. barely

4. so

Let learners make sentences from the substitution table.

F. Writing Drama LB page 155

Learners have read a drama passage. Use that as an example to show the class how drama is written.

Explain the elements – plot, characters, settings, humour, dialogue

Brainstorm on issues to put in the drama, etc. Also decide on a theme. Now let learners plan and draft their drama.

When they finish, let them revise it and to peer editing do improve it until they write the final one for publishing.

G. Strand 6 - Extensive Reading

Learners continue to read. They may read in pairs and do some discussions among themselves.

Tell them to prepare to discuss the characters the following week.

Learners may be allowed to find their own convenient places to sit and read. Outside under a tree or a summer hut, in the library or in the classroom.

C. LB page 152

ANSWERS

1. Because someone had used it before

2. Because it was his father who had used it and he knew his father did not have HIV or

AIDS.

3. His mistake was taking it for granted that his father did not have AIDS.
4. The suggestion that his father could have HIV is what offended him.
5. No, what Tom said was, it could be that James' father had HIV.
6. The question Tom asked: "What if your father has AIDS and the blade cut him?"
7. No, Tom was not suspicious of James' father.
8. Personal Response: Let learners think about the question for some given time. Then, let them share their opinion.

Workbook Exercises

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

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

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- 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

Learner's Book (LB Pages 93 - 94)

B. LB page 156. Add one more word

- | | | |
|------------------|-------------|-----------|
| 1. Christian | chronicle | Christmas |
| 2. chloroform | chlorophy | chlorine |
| 3. straightening | destruction | strip |
| 4. scrutiny | screwdriver | scrub |
| 5. cloth | clothing | clot |

C1. LB page 156. Tick the correct verb in each sentence

- | | |
|--------------------|--------------|
| 1. travel | 4. was, rang |
| 2. goes, misbehave | 5. are |
| 3. move | |

C2. LB page 156. The past continuous

- | | |
|--------------|-------------|
| 1. sitting | 5. hurting |
| 2. singing | 6. laughing |
| 3. coming | 7. raising |
| 4. preparing | |

D. LB page 157. Select the appropriate word to complete each sentence.

1. remains
2. source
3. commanded
4. defeated
5. pesticides
6. blade
7. dangerous
8. shave

Learner's Book 6 Pages 158 – 165

WB 6 Unit 21 Pages 145 - 153

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
B6.1.4.1.2: Tell stories around given themes. B6.1.5.2.1: Express personal opinion about moral lessons in sketches.	Critical Thinking and Problem Solving Personal Development and Leadership
STRAND 2: READING	
Phonics B6.2.6.2.1: Develop a rich vocabulary stock through extensive reading of age-appropriate text; substituting selected nouns, verbs and adjectives in a text with synonyms/near synonyms.	Creativity and Innovation
Reading B6.2.9.1.1: Read grade-level text with meaning. B6.2.10.1.1: Summarise level-appropriate passage/text orally	Communication and Collaboration
Vocabulary B6.2.6.3.1: Deduce meaning of words from how they relate to one another e.g. Hyponym – fruit – apple; Meronyms – hand – finger	Critical Thinking and Problem Solving

STRAND 3: GRAMMAR	
B6.3.5.1.3: Use different forms of verbs: irregular; infinitive to talk about personal activities.	Communication and Collaboration
STRAND 4: WRITING	
B6.4.13.2.2: Use words, phrases and clauses to identify the relationships among claim(s) and reasons.	Critical Thinking and Problem Solving
STRAND 6 - EXTENSIVE READING	
B6.6.1.1.1: Read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria on each book read.	Personal Development and Leadership.

STRATEGIES

Oral Language

Listening and speaking, demonstration, role play, discussion, pair work.

Reading

blending, recall, using the hyphen, idioms, analysing

Grammar

Forming words from different words, dictionary practise, chart

Writing

Find out persuasive words/expressions, argumentation.

RESOURCES

Oral Language

Pictures, words

Reading

Picture, dictionary

Grammar

Chart

Writing

Dictionary/thesaurus

LISTENING AND SPEAKING**A2. LB page 159**

Turn learners to page 157. Let them look at the picture there and talk about it in pairs.

Let them find out from their dictionaries the meaning of the word fable. Explain this further – fables are animal stories. Sometimes it is human beings and animals. They are witty and always have a moral lesson to teach the learners.

Let the learners make up a story from the picture and share with the class. Let the class turn to Unit 4 to read the story again. Let them say the beginning, the middle and the end of the story.

Let them determine the plot, the theme and the moral lesson in it.

Allow learners to say what they have learnt from the story. They should also say what decision they have made about the future because of the moral lesson they have learnt.

B. Reading – Phonics LB pages 159 – 160

Some Terms used in Speech and Writing

Compound words, idioms

Compound words have two words making one new word. E.g. black + board = blackboard, living room, jig-saw.



From these examples, it is obvious that compound words are written in three ways:

1. without hyphen; 2. With a hyphen 3. As two separate words

Let learners read the examples in their books on page 160, and add to the number. Let them use some of the words in sentences.

Idioms are sayings that have come to stay because of repeated usage over a long time.

Usually, there is a story behind an idiom but today, we use it without really knowing how it came to be. For example, the idiom, “beat around the bush” has the story that, long ago for hunters to catch a fox, they got into a group and beat around bushes to frighten foxes so that they can come out of hiding in order to be caught. So the idiom, “beat around the bush” has come to mean taking a long time to come to the point. This is because beating the bushes to

catch a fox always took a very long time.

The use of idioms is very beneficial in speech and in writing so everyone should try and learn a few anytime the opportunity comes. Let the class read the few on page 160 and read their meanings. Let each one be used in sentences to enhance knowledge of meaning and usage by learners.

Here are a few you can add to their list. Let learners use dictionaries to help them to understand them well and use them in sentences.

1. blew his top
2. The shoe is on the other leg
3. Give (someone) the boot.

B3. Reading Comprehension LB pages 160 – 161

Let learners sing a folk song.

Write the topic on the board – ‘The Sick Lion’. Ask learners what they think of the topic.

Can a lion be sick? Could it be true this particular lion was sick?

What could make a lion sick?

Teach the new words.

Let learners look up the words in their dictionaries.

Teach the correct pronunciation. Let them use the word in sentences. Write the word on the board.

thickets:

feeble:

sumptuous:

Do model reading. Let learners read silently, within a given time. At the end of the reading time; do an oral retelling of the whole story.

Let learners say all that happened at the beginning of the story.

Next, let them recall the events of the middle stage.

Thirdly, let them say all that happened at the end.

Have learners retell the moral lesson they learned from the story.

What moral lessons have they learnt from the story?

Let learners answer the questions that follow.

Learners should share these in their groups and make a list of the lessons;

1. from the lion

2. from the fox

Let them place their lists on the bulletin board for learners to read when they go for a gallery walk.

E. Irregular Verbs LB pages 163 – 164

Irregular verbs are so called because they are not regular. Because their past tenses do not use -d or -ed. Some irregular verbs have their past and participle forms maintain the same form. Some irregular verbs have a different form for the past and a different form for the participle. Still some irregular verbs have the same form for the present, past and participle. E.g. burst, cast, cut, etc.

The chart on page 161 illustrate these clearly. Before the class look up some more examples to add to the lists. Also let learners look for some more from the dictionary.

Let them use them in sentences and write them into their notebooks.

The Infinitive

This is to + the be verb – to come, to do, to teach, etc.

The to infinitive has no tense form; it does not obey any subject/verb agreement verbs.

Examples:

I want to see the master.

You want to see the master.

He/she/it wants to see the master.

You wanted to see the master.

They wanted to see the master.

You will realise that ‘to see’ the main verb is the same no matter the tense wanted or number of the subject- ‘I’ or ‘They’.

Explain this from page 164 Of the LB 6.

Let learners say the infinitive form of the following:

Gave, bought, wake up, eat, sing.

Note that the past tense forms must change to present and precede them with ‘to’.

Writing

Persuasive Writing LB page 165

Let learners prepare ahead of time. Ask them to find out by reading and listening to advertisements on radio and TV. Personally record a few adverts on your phone which you can play during the lesson.

Begin the class by asking learners to find out the meaning of the word “persuasive”. The root is persuade. What do you do when you want to persuade someone? You use words that will convince the person. That is what advertisements are meant to do.

Ask learners to share their findings with the class. Discuss the words and expressions that are crafted to convince listeners. Play your recordings to the class. Let them to listen to critique and brainstorm for a topic about the school. Let the whole class agree on one for all to write on. For example: My school is the best.

Take learners to page 165 of their LB 6. Discuss the additional information there with them. Let learners sit in their groups to write a persuasive message about the school. Everyone in the group should write just one thing about the school. Let the group list all to present to the class.

G. Strand 6 - Extensive Reading

This is the day to discuss the characters in the stories.

To get many of the learners share their ideas and opinions, do this on group basis.

Brainstorm on who the characters in the story are – Major and minor characters. Who is hero/heroine in the story? Why do you say this person is the hero or main character?

Conflict: The conflict in a story is the major problem that the major character/hero has to solve. Often, it is an action that he/she has to take. The story is woven around the hero and his conflict. It could be an internal conflict (within the character’s mind only) or external (which is some pressure from those around him/her)

ANSWERS

C. LB pages 161 - 162

1. Lion
2. He caught other animals to eat.

3. The lion became very old and weak.
4. That he was sick.
5. Yes, they believed him because they did go to his den to visit him.
6. His purpose was to catch other animals when they came to visit him.
7. He observed that there were footprints going in but none coming back so he suspected those footsteps meant the animals never returned home.
8. The fox did not go near his bed.
9. The times before he became 'sick'.
10. The fox is clever/smart/intelligent, etc.
(This is a persona; response question so expect a variety of responses)
11. The theme is ...
12. Personal response. Let learners provide their personal messages.
13. Group work

D1. Explanations LB page 160

- i) the area of the forest where there are many trees with their branches crossing each other.
- ii) the sound of the lion's roar went all round the forest causing fear.
- iii) very delicious meals
- iv) very smart and could think up new ideas fast.

D2. Antonyms LB page 160

- | | |
|---------------------------|-----------------------|
| 1. great – small | 6. weaker – stronger |
| 2. older – younger | 7. leaving – coming |
| 3. satisfied – hungry | 8. friend – enemy/foe |
| 4. unable – able | 9. closer – farther |
| 5. slowed down – speed up | 10. come – go |

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 6 Pages 166 – 174

WB 6 Unit 22 Pages 154 - 160

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
B6.1.6.3.3: Ask and answer questions about key details on topics under discussion. B6.1.10.3.6: Elaborate on points using experience and feelings.	Critical Thinking and Problem Solving Communication and Collaboration; Personal Development and Leadership
STRAND 2: READING	
Phonics B6.2.6.1.2: Use the following terms: compound words, idioms, simile, synonym, antonym, prefix, suffix, phrasal verbs, etc. in spoken and written expressions. B6.2.7.2.1: Respond to a text with reason, simple judgment and personal interpretation.	Communication and Collaboration Communication and Collaboration Reading
Vocabulary B6.2.6.2.1: Develop a rich vocabulary stock through extensive reading of age-appropriate text; substituting selected nouns, verbs and adjectives in a text with synonyms/near synonyms.	Creativity and Innovation; Communication and Collaboration; Personal Development and Leadership
STRAND 3: GRAMMAR	
B6.3.9.1.1: Use modals to express a variety of meanings.	Communication and Collaboration

STRAND 4: WRITING	
B6.4.13.1.1: Write explanations and examples to support opinion.	Creativity and Innovation
B6.5.5.1: Use superlative forms of regular and irregular adjectives to make comparison.	Critical Thinking and Problem Solving
STRAND 6: EXTENSIVE READING	
B6.6.1.1.1: Read and critique a variety of age-appropriate books and present a one page critical commentary on a set of criteria, on each book read.	Personal Development and Leadership

STRATEGIES

Oral Language:

Discussion, recall, analysing, personal response, group presentations.

Resources: picture, Learner's Book

Reading

Pronunciation, dictionary practise, reading, SQ3R, silent reading

Resources: word cards, pictures, word puzzle

Grammar

Strategies: Explanation, formation of sentences

Resources: information in Learner's Book and other reference materials

Writing

Strategies: drafting, discussion

Resources: audio recorded advert, magazines and the newspapers

Extensive Reading

Strategies: silent reading and discussion

Resources: library books

Phonics:

Strategies: making comparisons, explanations, game

Resources: Learner's Book and internet, chart

Oral Language

Learning Activities

A2. Listening and Speaking LB page 1657

Make yourself well prepared ahead of the lesson. Read about the UN Charter of the rights of children. Also ask children to do some research. They may ask their parents and other older people about what they experience as children when there was nothing like children's rights. It used to be the practise that "children must only be seen, not heard". It is no more so in principle, but in practise, is it the practise?

Begin the lesson on a light note. Learners may sing a song, recite a poem. Ask learners about what results they got from their research. Allow as many as possible to share whatever information they had. Allow questions to be asked for clarification of information when necessary.

Bring the topic to the board. What are the rights enjoyed in school? They have the right to be taught, corrected. So if a teacher is not teaching, he/she is abusing the rights of the learner. Brainstorm on other rights they have as learners in the school. Write the points on the board for discussion.

Still in the school, among learners themselves, it is possible they abuse one another's rights. Let learners talk about ways fellow learners abuse their rights and what causes it. Let learners sit in groups and discuss the points. Each group should do a write up on the topic – the cause of the abuse, the effect and how such abuses can be corrected. Give the groups time to write. At the end of the given time, let a member of each group present it orally on behalf of the group. Finally, give praise and encouragement to all the groups and also a short summary of all the points raised.

Reading

B1. Phonics

Similes, Synonyms and Antonyms LB pages 167 – 169

We use similes all the time when we talk/describe things. The simile is a literary term used to liken one thing to another thing by the use of 'like' or 'as'. A simile refers to an attribute of an object in just one particular way only. If we say, for example, 'Kofi is as fast as a deer',

we are referring to Kofi and the deer's speed only; not the whole of the deer because in reality, Kofi and a deer have nothing in common apart from the speed at which they run.

Let learners look at the examples on page 162 for further explanation. Let learners make sentences by providing a subject for each simile.

Synonym

This could be any word and another word that means almost the same as it. For example, most words have more than one word that means almost the same as that word.

The synonym of good is nice.

The boy is good and the boy is nice mean the same thing.

Worms are creeping insects.

Worms are crawling insects. Which word in the first sentence means the same as in the first and in the second sentence? Provide some synonyms to: weak, strong, slow, large. Let learners use both synonyms in the same sentences.

Antonyms

Words that are opposite in meaning are called antonyms. For example, large – small, many – few.

Provide the examples in sentences.

Choose the correct antonym to complete the sentence (adult, alive, neat, back)

The fishes were dead.

He threw the dirty clothes into the suitcase.

The teacher asked Kofi to stand at the front of the class.

Every child has parents too.

Put learners into groups to do the exercises on pages 168 – 169. Read the instructions to them and make sure they all understand what they ought to do.

Reading Comprehension

Teach the new words

Respectable. Ask learners to give the root word – respect. Let them find out the meaning of the root word and when they add the suffix – able, what meaning is created?

A respectable person is one who people regard highly.

Do the same for all the words so that learners will be able to tell the meaning as they understand them.

Personnel: the root word is person which refers to people. –nel – suffix

Scheme: Ask learners to use their dictionary.

Denied: a verb – deny (present tense). The suffix –ied makes it the past tense of deny which means to reject, to refuse to accept or give.

Exceeded: past tense of the verb of the root word exceed which means to be more than the suffix –ed is its past tense form.

Peers: plural to the root peer which means people of the same age.

Write the heading on the board. Make do with what you have. Ask learners to say what they understand about the heading. Make do is a phrasal verb which means to manage with or use even when it is not enough.

Let learners predict what the story would be about.



While Reading

Lead learners through using the SQ3R – Survey, Question, Read, Recite, Review.

Survey: learners read briskly by skimming through the subject to take note of the main ideas in the paragraphs.

Question: The learner must generate questions about what he/she has read.

Read: The learner reads silently for more detailed information. While doing this, he/she will be finding answers to questions he/she posed during survey time.

Recite: The learner with information gathered at reading time is now able to retrieve information from the passage.

Review: The learner goes over the main ideas in the paragraphs to consolidate his/her understanding.

Let learners retell the story and discuss all that went on. Let them talk about the beginning, middle and the end of the story.

F. Writing

Persuasive Writing

Let learners take their revised essays. It is time to do peer-editing. Allow learners to choose who to work with. Discuss areas to look at – punctuation, capitalisation, spellings, etc. At the end, let another pair read through. To do, this let them exchange their work.

G. Strand 6 - Extensive Reading

Today learners discuss how the conflict of the hero/heroine was resolved. In the plot, when the main character comes to terms with whatever has been a conflict in his/her life, he/ she takes a decision. This brings everything to a close. Discuss this shortly and let learners continue to read.

ANSWERS

Synonyms LB page 168

Fat: large, huge

Sad: dull.....

Hide: conceal

Reveal: expose

Antonyms

Above – beneath, under

Adult – young

Add – minus

Alike – unlike

Ancient – latest

Ask – respond

Exercise 2. Word hunt LB page 167

big good

new buy

wide ask

back lofty
 small bread
 request
 bad front
 high old
 purchase

C. Answers to the Questions LB Pages 171 – 172

1. The girl was selfish and mean.
2. She was always thinking about herself.
3. Yaa blamed others when things went wrong but when things went on well, she wanted all the praise.
4. She tried to convince her parents to give her money.
5. No, it did not help her.
6. It is not wrong to have ambition.
7. Ambition becomes wrong when it causes us to cheat and tell lies.
8. She could have just accepted to do what everyone was doing.
- 9 and 10. Personal response questions. Let learners sit in their groups to discuss them and write their input for presentation to the class at a later date.

D2. Correct Spellings LB page 172

- | | |
|-------------------|----------------|
| i. respectability | iv. Thoroughly |
| ii. unwilling | v. Desired |
| iii. estimate | |

D3. LB page 172

Word	Antonym
friend	foe/enemy
willing	unwilling
selfish	selfless

good	bad
usual	unusual
give	take

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 6 Pages 175 – 181

WB Unit 23 Pages 161 - 167

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of this unit, learners will be able to:	
STRAND 1: ORAL LANGUAGE	
B6.1.10.3.1: Research and deliver speech on given informational topics	Personal Development and Leadership; Critical Thinking and Problem Solving
STRAND 2: READING	
B6.2.6.3.1: Deduce meaning of words from how they relate to one another. E.g. Hyponyms – fruits – apple; Meronyms – hand - finger	Critical Thinking and Problem Solving; Communication and Collaboration
Reading Comprehension B6.2.7.2.3: Demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)	Communication and Collaboration; Reading
Vocabulary B6.2.6.4.1: Recognise how words are formed through compounding	Critical Thinking and Problem Solving; Communication and Collaboration
STRAND 3: GRAMMAR	
B6.3.9.1.1: Use modals to express a variety of meanings	Communication and Collaboration
STRAND 4: WRITING	
B6.4.9.3.2: Edit/proofread draft, checking capitalisation, usage, punctuation and spelling.	Critical Thinking and Problem Solving

EXTENSIVE READING

B6.6.1.1.1: Read and critique a variety of age-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.	
--	--

STRATEGIES**ORAL LANGUAGE**

Research reporting, picture description, recall

Resources: newspapers, magazines

READING

Recall, model reading, silent reading

Resources: Learner's Book, newspapers and magazines

Spelling game – look-cover-write-check

PHONICS

Syllabification

GRAMMAR

Substitution practise, explanation, formation of sentences

Resources: substitution table

WRITING

Strategies: editing and re-copying

Resource: draft composition

EXTENSIVE READING

Strategies: discussion, writing and reading

Resources: critique form and library books

RESOURCES**Oral Language**

Pictures

Reading

Pictures, table

Grammar

Substitution table

Writing

Draft composition

Oral Language

A2. Presentation LB page 176

Let learners prepare ahead by going to the library to read about HIV/Aids. They can also talk to health personnel in the community. If there is any learner who lives closely to a person living with HIV/Aids, the learner could go and talk to the person and observe how other people treat them. As the facilitator you will have to prepare yourself to be able to give information and answer learners' questions convincingly.

Begin the lesson with an activity, a poem or a song.

Write the heading on the board. Have an open discussion about HIV/AIDS. The modes of transmission, the dangers and ways by which it can be acquired. Let learners also contribute by calling on them to read whatever they discovered by their research. Take them to look at the picture on page 175 and talk about it.

These days, HIV/AIDS does not cause the panic it used to years ago. There are medications that enable people to live long despite their positive HIV status.

Let learners talk about any people they know living with HIV/AIDS.

Let learners sit in their groups and discuss the questions on page 176 and do a write-up for presentation. Give them time within which to complete it and do their presentation.

Reading

B1. Phonics – Meronyms LB page 176

Meronym is the term used for the classification of things into specific groups. Use the examples in the learners' book to illustrate. Ask learners to show their hands. Ask them what comes to their mind anytime the word is mentioned, and let them mention the various parts of the hand.

Let them read and add to the lists provided.

Let them look at it in another form.

We provide the items and you give us the heading under which they fall. E.g.

mini bus, taxi car, bus, truck – vehicles

Let the class try their hands at these

i) water, milk, brine, paraffin –

ii) cup, saucer, bowl, plate –

iii) beetle, locust, ant, termite, bee –

iv) hockey, rugby, football, tennis –

v) blouse, shirt, skirt, knickers –

Provide meronyms for the following. E.g.

Workers: doctor, teacher, engineer

Birds:

Food:

Relatives:

Cereals:

School:

Comprehension

You have just done an activity about people living with HIV. This passage is about how a teacher was treated because she was living with HIV. How did the community react when they discovered the truth, even her learners? Let learners look at the picture on page 175 and talk about it. What could be happening to those in the picture?

B2. LB page 177 Teach new words: Let learners use their dictionaries to find out the meaning of the new words.

HIV –positive: When a person is tested and the HIV virus is seen in his/her blood, the person is said to be HIV-positive.

Acquired:

Infected:

Vanish:

Coldness:

Stigmatised:

B3. LB Pages 177 – 178

Let learners predict what could happen in the story. Do a model reading of the whole passage. Then ask the learners to read the passage silently. Ask them to note what happened at the beginning – how the message was introduced; what happened in the body (the main happenings of the story), and the end – how everything concluded. Give them a specific time to finish. At the end, discuss the introduction, the body and the conclusion of the story orally. Do detailed discussion. Refer to specific details in the passage for all to note the exact things and words that express them.



Now let learners answer the questions individually into their jotters. (This is leading them to independent work). When they have finished, go through the questions orally, finding out the answers and let learners check their answers to see if they were right. Allow them to ask questions to clarify any misconceptions.

D. Vocabulary LB Page 179

Lead the discussion on the words stigmatize and discrimination. Let a learner read each meaning written and let the class give areas in life when we can say a person is stigmatised and when a person is discriminated against.

Spelling

Use the game: look-cover-write-check

Let learners close their books.

- Write the first word on the board.
- Ask learners to look at the spelling and retain it in memory.
- Cover the word/clean the word.
- Ask learners to write the word.
- Uncover/rewrite the word on the board.
- Let learners check to see if their spellings are right or not.
- Let them do self-correction.

Go through the same procedure for all the words and give themselves the scores and discover where they went wrong if they did.

Syllabification

Let them also break down the words into syllables. This is another way of learning to spell. The syllables are easier to grasp which letter go with which sounds in spelling.

Compound Words

Let learners do this in their groups. As one of them reads the passage out aloud, they should all be on the lookout for the compound words. Let the secretary write them as they are discovered.

In the groups, let them determine the root and the affix-prefix or suffix. What does each word in the compound mean and what meaning does the affix bring to the root to form the new word which is a compound word.

Compound words

HIV-positive, sexually transmitted, PTA executives, head teacher, chairman

E. Grammar

Modal Auxiliaries LB Pages 179 – 181

We all know that auxiliary verbs are helping verbs which usually do not stand on their own like main verbs do. They move with the main verb to the tense of the main verb, as in: is coming, was coming, has been coming.

Modal auxiliaries on the other hand perform specific functions as found below.

May can could would might

Can is used to show ability.

May is used to show politeness; so are could and would.

Might is used to express possibility.

In the learner's book pages 179 – 181, are examples of sentences with the modal auxiliary verbs. Read each one and let learners explain what meaning it expresses. Let learners make their own sentences and read them to the class to show they can identify them and use them correctly.

will and shall

Both of these modals are used to express intention, prediction and also determination.

Use the examples on pages 179 and 180 to explain them and let learners give their explanations to sentences you will give using the modals under study.

From the substitution table on page 181, let learners make sentences for practise. Let them make their own sentences independently.

Let learners make two sentences with each modal auxiliary studied.

F. Writing Lb Page 181

Preparing to publish: Tell learners to take their essays on, “My School is the Best for every Child”. Let them do the final copying in readiness for publishing when outsiders will be allowed to read what each learner has written on the topic.

Publishing: Let individual learners read what they have written to their groups. Let each group choose the best three compositions on the topic read to the class. The best of the lot will be published on the class bulletin board for all to read.

G. Strand 6 - Extensive Reading

Reading for some of the learners has ended now. Let other learners finish with their reading. Let the groups sit together and plan their presentation. Let them brainstorm on each of the points discussed earlier. For every point made, there should be supporting details from the text. Learners to read what they have written on their critique form/sheet. Use one of the learner’s to demonstrate to the rest a better way of presenting their critique.

ANSWERS

C. LB Page 178

1. Teacher Mavis
2. Class Six
3. She was HIV-positive
4. The class felt fear, dislike and pity.
5. PLWA – This is short for Persons Living with HIV/AIDS. It is an abbreviation.
6. No

7. It is because they only knew that HIV was acquired through sex, so anyone who had HIV was a prostitute and nobody liked prostitutes.
8. No, they were not right; they had no right to sack her.
9. She felt sad, dejected, betrayed, etc.
10. This is a personal response question. Let learners say what they would have done and say why.

It is possible because of education that was going on at the time Teacher Mavis thought people now understood that there were other ways to get infected but she was wrong. That is life. People are generally fast to judge others even when they do not understand their problems.

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 6 Pages 182 – 192

WB 6 Unit 24 Pages 168 - 174

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
B6.1.6.3.3: Ask and answer questions about key details on topics under discussion.	Critical Thinking and Problem Solving
STRAND 2: READING	
<p>B6.2.6.1.2: Use the following words, compound words, idiom, simile, synonym, antonym, prefix, suffix, phrasal verb, etc. in spoken and written expression.</p> <p>B6.2.7.1.2: Note and recall main ideas in sequence.</p> <p>B6.2.10.1.2: Write short summary of a level appropriate passage/text read.</p>	<p>Communication and Collaboration</p> <p>Communication and Collaboration; Reading</p>
<p>Vocabulary</p> <p>B6.2.6.1.1: Use level-appropriate content words (nouns, verbs, adjectives, and adverbs) and function words (prepositions, etc.) appropriately in spoken and written communication.</p>	<p>Creativity and Innovation; Communication and Collaboration; Personal Development and Leadership</p>
STRAND 3: GRAMMAR	
B6.3.10.1.1: Use prepositions to convey a variety of meanings: Time, Purpose, Possession, Comparison, Support	Creativity and Innovation; Communication and Collaboration;

STRAND 4: WRITING	
B6.4.9.3.2: Edit/proofread draft, checking capitalisation, usage, punctuation and spelling. Reflective writing	Personal Development and Leadership; Critical Thinking and Problem Solving.
STRAND 6 - EXTENSIVE READING	
B6.6.1.1.1: Read and critique a variety of age-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

STRATEGIES

Oral Language

Picture discussion, group work discussion

Resources: pictures

Reading

Affixation, word formation, pair work,

Group reading aloud, recall, summarising, sentence completion

Resources: affixes cards and word cards, Learner's Book, pictures

Grammar

Strategies: explanation, drilling

Resources: substitution table

Writing

Strategies: brainstorming, visualization, discussion, drafting

Resources: chart/frame, research findings

Extensive Reading

Strategies: peer editing, writing final draft

Resources: library books and critique form

A2. Oral Language LB Page 183

You remember the story of Teacher Mavis and how she had to leave the village of Vormadi prematurely. Raise this topic and let learners retell the story briefly. Look at the moral implications. What moral lessons do we see coming up? Should people be deprived of their

livelihood because they are sick? Even if it was their own doing, does the community have the right to be so unkind and treat them as outcasts?

Lead a discussion of such issues. Such people are usually left unattended to. Ignorance most of the time is the reason why people behave that way. To the people of Vormadi, Teacher Mavis may be a teacher but she was also involved in prostitution. They judged her very harshly. What would you have done to help her if you were also in the Vormadi Community at that time? Let learners sit in their groups and discuss the topic: How to Stop Discrimination.

Each group should look for three things to do and three things not to do, to stop discriminating against PLWHA.

B1. Phonics LB pages 183 – 184

Word Formation – Affixation

So far, we have seen how easy it is to create words through affixes. This lesson begins with a self revision test on using affixes.

1. Do the first one as a class. Let learners explain the words root, prefix and suffix. Allow time for several examples. Also let each word formed from a root be used in sentences to be sure they understand the meaning and usage well.
2. Begin this one as individual work. Picking a word at a time, let the learner write and share with his/her partner – pair work.

Ask some of the pairs to give answers.

Compound Words and Acronyms

Let each student write as many compound words as they can, using the words on page 184. At the end of three to five minutes, ask each learner to mention one of the compound words on the board. Let learners use the compound words into their notebooks. Let learners use the compound words in sentences orally.

Acronyms

They are short forms of long names of companies and institutions made up by writing the initial letters of the name. UCC stands for University of Cape Coast. UDS – University of Development Studies. Let learners try out the full names of the acronyms on page 184. Let

them say the others they know of and make a list on the board. Let them write out the names in full into their note books.

B2. LB page 184

Write the topic on the board.

A Victim of People's Ignorance.

Ask learners to say what they understand by the topic. Remind them of Teacher Mavis. Who is the victim in the story? Who were the ignorant people in the story? Let learners find out from their dictionaries the meaning of victim and ignorance.

A victim is someone who suffers without a just cause.

An ignorant person is one who knows nothing about an issue; it may be because the person is uneducated or an educated person who does not read or listen to news items so he/she is just like the uneducated person when it comes to that particular topic.

Teach the new words through discussion. Mention the word: let learners try explaining it. Then let them find out from their dictionary or from the internet if possible.

People Living with AIDS – PLWHA

A person who has HIV virus or has become an AIDS patient but is managing it with drugs and food supplements. Such a person is able to live a full life. Some of such people are married, they have family and jobs that they go to every day.

Victim: someone who suffers unjustly

Emergency: something which needs immediate attention as a last action

Surgical operation:

Screened: special tests to see the content of the part of the body which cannot be seen with the naked eyes.

Tell learners this is a continuation of what happened to Teacher Mavis after she left Vormadi Village. Let them predict what happened to her after she left.

Reading Comprehension

B3. Pages 184 – 185

Let learners recall the previous things that happened to Teacher Mavis.

Put learners in smaller groups of five to seven members. Let each group read out their

findings. Let the other groups agree with or challenge the findings. When everyone accepts it, write it on the board. Follow in the same way so that by the end of the time, you have a list of all the facts in the right order.

Lead learners to answer the questions orally.

D1. Words with meaning written against them are for practise. LB page 186

Let learners make sentences with both words to show they understand them. Let them practise by completing this from the board.

1. People get into trouble because of their of the law.
2. They are told that of what they should have known is no excuse.
3. Never take a decision when you are
4. That Afi left before dawn to get to the hospital shows that she was

D2. Dictation LB page 186

Let learners study the words for a dictation test. Remind them to use the look-cover-write-check and syllabification strategies to help them memorize them.

E1. Grammar

Prepositions LB page 187

Revise previous knowledge by asking learners to say where various things are in the classroom. For example, 'Look around the class, tell me where the map of Ghana is'.

Answer: It is on the wall. 'Where is the wash basin?' 'It is beside the door', etc. Ask learners about the prepositions and their function. In all the sentences, the prepositions show people or position of the objects.

Preposition do other things apart from showing position. They show purpose, possession, comparison, support or opposition.

Let them turn to page 185 and read the sentences 1 – 8. Let them underline the prepositions in the sentences.

In sentences 1 -2, the preposition shows position

- | | |
|------------------------------|------------------------------------|
| 3. <u>to</u> shows direction | 5. <u>on</u> shows time. |
| 4. <u>during</u> shows time | 6. <u>towards</u> shows direction. |

7. into shows direction.

9. within shows time/period

8. in shows time.

Now lead learners to the table. Let the learners study the table and explain how the underlined prepositions express their functions.

In the first one, the purpose to buy and to pray are expressed.

For expresses possession in both sentences. In comparing to and “with” both show comparison.

For support or opposition, for and against. Let learners make similar sentences.

F. Reflective Writing LB page 188

To reflect is to look back on and think over past actions and inactions. When we reflect, we are able to make good judgement of our actions and take decisions to do the same things better the next time.

Do a brainstorm of how people used to consider. List all points on the board.

Brainstorm for ‘Now’ also and do one on Reason for change.

Make sure all the points are explained in details.

Now let learners draft their composition of three paragraphs and do the first editing. Let them do the rest as home work. Set a time when they will bring their essays for class presentation.

G. Strand 6 - Extensive Reading

Groups continue with putting their work together. Remind them of what they are supposed to do. Each group sets to work to do the final drafting of their report.

After that, they can do peer editing in their groups. Otherwise each group edits their own work to revise it and prepare towards the presentation.

ANSWERS

C. LB pages 185 – 186

1. It was through transfusion of HIV contaminated blood to her.

2. The Circuit Supervisor helped her to be able to relieve emotions by talking about how she became infected.

3. Because the operation was an emergency and there was no time to test the blood.
4. Discrimination
5. Her education at the meetings of PLWAIDS centre.
6. No, she did not decide on what happened, everything was decided for her by her parents.
7. They must be educated because they don't understand the ways by which HIV may be acquired, and they don't know they have to give support to the helpless victims like Teacher Mavis.
8. No, there are other ways by which HIV is got.
9. The writer wrote this to inform the general public about HIV transmission and stop the discrimination against them.

E2. Matching A – B - LB page 186

Let's go to town to watch the concert. The new shoes are for the children. As compared to your school bag, mine is bigger.

Are you against my bad behaviour? Is the chocolate formed? Do not compare yourself with another person.

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?
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- G. Do you need to re-teach a lesson or parts of it?
- H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in a future lesson?

REVISION 6*Learner's Book 6 Pages 190 - 192*

A. Brainstorm for points for and against the motion. Write all on the board. Discuss them as a class so that learners will understand the points raised and how they are argued out.

Give learners time within which to write their stand on the topic.

At the end of the writing

ANSWERS**B. LB page 190 Compound Words**

1. blackboard, rainfall, brown bread
2. She is as aggressive as a lion
3. As gentle as a lamb

(3) Synonyms

i. few – many/plenty

simple – easy, not complex

(4) Antonyms

i. handsome – ugly

ii. kindness – wickedness

(5) i) shin, calf, foot, toes

ii) school – classroom, teacher, chalkboard

(6) New words

i. large – enlarge, larger, largest

ii. strength – strengthen, strengthening

C. Idioms LB pages 190 - 191

- i. at a slow pace
- ii. the cause of the trouble
- iii. in secret
- iv. cancelled
- v. they are friends

2. Give learners time within which to complete each stage of the test.

D. Sentences

Let learners form their sentences independently. If any has a problem with meaning of any word, they must use their dictionaries.

*Learner's Book 6 Pages 193 – 198**WB 6 Unit 25 Pages 175 - 181***LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
B6.1.5.1.1: Dramatize/role-play whole/parts of stories/scene, events	Creativity and Innovation; Communication and Collaboration; Personal Development
STRAND 2: READING	
B6.2.6.6.4.2: Recognise the playful use of words in spoken and written language (jokes, riddles, puns)	Critical Thinking and Problem Solving; Communication and Collaboration
<p>Comprehension</p> <p>B6.2.10.1.1: Summarize level-appropriate passage/texts orally.</p> <p>B6.2.8.1.2: Find meaning of words as used in context.</p>	<p>Communication and Collaboration</p> <p>Critical Thinking</p>
<p>Vocabulary</p> <p>B6.2.6.3.1: Deduce meaning of words from how they relate to one another. Meaning from word relationship</p>	Critical Thinking and Problem Solving
STRAND 3: GRAMMAR	
B6.3.11.1.1: Form and use adjectival phrases correctly. E.g. This is a <u>very beautiful</u> flower.	Creativity and Innovation; Personal Development and Leadership

STRAND 4: WRITING	
B6.4.15.1.1: Write to friends to express their views on given topics using appropriate letter formats.	Creativity and Innovation; Communication and Collaboration
STRAND 6 - EXTENSIVE READING	
B6.6.1.1.1: Read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

STRATEGIES

Oral Language

role play, discussion, brainstorming

Resources: picture

Reading

Phonics:

Dictionary practise, modeling, explanation, formation of sentences

Resources: dictionary and internet

Grammar

Strategies: word identification, modeling, explanation, formation of sentences

Resources: objects in the classroom, Learner's Book and other references

Writing

Brainstorming, drafting, group work

Resources: sample letter and frame of the features of a friendly letter

Reading for Comprehension

Strategies: discussion of a picture, silent reading, summarising the text read, identifying main ideas.

Resources: a picture, Learner's Book

Extensive Reading

Strategies: reading silently

Resource: library books

Oral Language

A2. Preserving the Environment LB page 194

Write the title on the board.

Let learners attempt reading and explaining the key words.

To preserve means to keep a place as it is meant to be. Garbage is not for gutters; it is meant for the garbage bin., etc. Urinate in the washroom, not in the bush, etc.

Let learners look at the picture on page 193 and talk about it. Lead a discussion of the questions, explaining the consequences and measures to prevent them.

At the end of the discussions, let the learners role-play. Put them in groups. The discussion has just ended. There should be sellers, buyers and some of these people are the offenders who litter, spit and urinate around. Finally, there should be a counselor who rebukes the actions of the people and tells them how to keep the environment clean.

The groups plan, practise and present their role-play for six minutes each. At the end of all the presentations, invite comments from all who have anything to critique.

B1. Reading – Phonics LB page 194

Meaning of words in context

Context is the environment of a word. The context can be as small as a sentence, a paragraph, a passage or even a whole book. This is why we need to know the context of a word in order to know its correct meaning.

What is the difference in the meaning of the underlined word? Write these on the board.

- i) My father's palm plantation provides people with jobs.
- ii) Whenever my palm itches, someone gives me money.

Let learners say where the difference in meaning is between the word palm in both cases.

This does not mean there are always two meanings to a word. Some words have three or more meanings to them. Turn with learners to page 194 and go through the examples there with them.

What the word underlined means in each case; let them use their dictionaries to help their search.

Finally, let learners work in pairs and look up the meanings of the words on page 195. Let them use their dictionaries. Make sure they do not copy sentences from the dictionary.

Let learners share their sentences with the class. Write a few on the board for learners (especially the weak ones) to copy into their note books.

B2. Reading Comprehension

B3 Preserving the Environment LB page 195

Before the lesson, ask learners to look up the meaning of the key words from the dictionary as their homework. For each word, let them write a sentence to show they understand it.

On the day of the lesson, first discuss the topic – Preserving the Environment. What does it mean? To preserve means to keep a thing from getting spoilt. So it is about how to keep our land from getting destroyed.

Go through the key words with the learners to get them all to agree on the correct meaning of the words.

Indiscriminate: careless, mindless

Resources: things given to us by nature

Recycle: to make another use of a product

Garbage: refuse, dirt

Conserve: to keep and use for a long time

Lumbering: to fell and process tree logs into other products.



Do the model reading through the whole passage. Let learners read the passage silently, taking note of what each paragraph says.

At the end, let individual learners share their findings –

Paragraph 1

C. Comprehension questions LB page 196

Go through the questions and get them to give answers

Grammar

Adjective Phrase

Ask learners to look around the classroom and mention some of the things they can see. Ask them to give a word to describe the things they have mentioned. Tell them every word they have used to describe the items is called an adjective.

Turn learners to page 197. Let them pick out the adjectives in the sentences there. These are all simple adjectives.

Read the notes on page 197 and help learners to understand them. The adjective phrase is made up of more than one word, but a simple adjective is just one word.

Explain the make up of an adjective phrase as in; I cannot afford very costly dresses. The adjective phrase is very costly.

The main adjective is costly; very is an adverb that qualifies the adjective. Together they qualify the noun dress.

Let learners do the activity on page 198 orally. Give any necessary explanation required.

Let learners do the last activity as a class. Give an example for each and ask each learner to write their adjective phrase to describe the nouns given on page 198.

F: Writing

A letter to a friend LB page 196

We all have friends that we write to and who write to us. However, these days we all prefer to communicate with our friends through the phone on apps like Whatsapp, facebook, twitter and others. This does not mean we must not write letters anymore. The need for letters are very necessary in some circumstance so we need to learn how to write it. Every letter starts with a personal address. Lead learners through the address procedure. Note that the name of the writer is not part of the address. This is followed by the date. Every letter opens with a salutation followed by the body of the letter and a friendly subscription. A typical friendly letter format will look like this;

<i>Address</i>		<i>Date</i>
<i>Salutation</i>	<i>Body</i>	
<i>Subscription</i>		

Provide a real example of a personal address for learners using the school's address on the board. Write the day's real date. Salutation for a friendly letter usually has a variety of words of affection. E.g. Dear Ama, Hello Ama, My dearest Ama, etc.

The body is the subject matter of the message the writer has. Subscription is the writer's identity at the bottom of the letter.

Write the topic on the board.

Do a brainstorm with learners to gather ideas for the letter. List these on the board. Let learners explain the ideas they raised. Leave the key points on the board so that learners can use some of them to write their composition.

If necessary, the teacher can write a sample essay to show to the class. Let learners read and write theirs paralleled to what the teacher has written.

Those who are below average in the class may be allowed to copy what the teacher has written in full or partially.

G. Strand 6 - Extensive Reading

Have learners choose books which they can finish in four weeks. They are now familiar with the various items on the critique form. Encourage them to read fast and put the basic information on the form.

ANSWERS

C. LB page 196

1. (The earth) Planet Earth is choking because of human activities
2. The resources are the vegetation, water bodies, mountain ranges.
3. Three ways by which we can slow down pollution are by reducing the use of resources, disposing of refuse properly and by rescuing the resources.
4. Two things we can reuse are containers like buckets, cartons, plastic bottles.
5. In mining, big holes are dug but not filled back; they become filled with water when it rains and people drown in it.
6. bowls, footwear, buckets, toys
7. Paper can be recycled into toilet roll.

8. Let learners say what they know (oil is used for soap; the cocoa pod is used to prepare soda which is added to the oil to make soap. These are not new practises anyway)
9. Personal Response. Let learners talk. Some people have been sewing them into bags; some nurse seedlings in them.
10. Plastic buckets can be sent back to the factories to be made into other plastic products. Let learners say what they think.
11. The writer's purpose is to inform.

D1. LB page 196

Let learners look up the expressions and provide their meanings in context.

- i) Widely accepted: something which most people admit to be so.
- ii) macro-chemicals: these are those things used in farming or agriculture like fertilizers, weed killers, etc.
- iii) negative use: when a thing is not used correctly, we call it negative use because the result is always bad.

D2. Correct Words LB page 196

Environment chemical conserve indiscriminately original

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.

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• Oral Language/Listening and Speaking:

Role-play

Rhymes and Songs

Story Telling

Dramatisation

Conversation

Others

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

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

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

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

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

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

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

- Did all learners meet the indicators?
- Did some meet the indicators?
- 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 6 Pages 199 – 206

WB 6 Unit 26 Pages 182 - 189

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
B6.1.6.3.3: Ask and answer questions about key details on topics under discussion.	Critical Thinking and Problem Solving; Cultural Identity and Global Citizenship
STRAND 2: READING	
B6.2.7.2.1: Respond to a text with reason, simple judgment and personal interpretations.	Critical Thinking and Problem Solving; Reading
Comprehension	
B6.2.10.1.2: Write short summary of a level appropriate passage/text read	Communication and Collaboration.
Vocabulary	
B6.2.6.4.1: Recognise how words are formed through compounding.	Critical Thinking and Problem Solving
GRAMMAR	
B6.3.12.1.1: Form and use adverbs phrases correctly.	Creativity and Innovation; Critical Thinking and Problem Solving
STRAND 4: WRITING	
B6.4.15.1.1: Write to friends to express their views on given topics using appropriate letter formats.	Creativity and Innovation
B6.5.1.1.1: Follow appropriate mechanical convention.	Critical Thinking and Problem Solving

STRAND 6 - EXTENSIVE READING

B6.6.1.1.1: Read and critique a variety of age-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.

Personal Development and Leadership

STRATEGIES**Oral Language**

Group work, discussion, questioning, nature walk, turn taking.

Resources: things in their environment

Reading

Phonics:

Discussion, group work

Resources: pictures

Grammar

Resources: Substitution table

Writing

Copying, discussion

Resources: sample letter and features of a formal letter

Reading Comprehension

The use of the knowledge of structural analysis to decode unknown words.

Identification of main ideas

Summarising by putting main ideas in a continual writing of one paragraph

Resources: Learner's curriculum, materials and other reference materials, picture

Writing: discussion, pair work

Sample official letter

Extensive Reading

Silent reading, questioning

Resources: library books, critique sheet/form

Oral Language

A1 and A2 LB pages 199 – 200

Take learners out for a nature walk to see the surroundings. Ask them to take note of what they like and what they do not like. On return, let each learner mention either what they like and what they do not like. Link their observations to the topic, whether the observations are positive or negative. Let them study the picture on page 199 and talk about it. Let them answer the questions based on the picture, linking it to what they observed when they went for the walk. Read the commentary beginning A2, and ask learners questions that will make them contribute to the ideas being raised.

Let them sit in their groups. Write the topic: ‘Our Changing Climate’ on the board. Ask learners to comment on the topic. Is it true that our climate and the whole world is changing? What evidences do learners have? Let them contribute to this.

Let learners now read the extract on the topic in their groups, aloud. At the end, each group finds out

- i) What the message is
- ii. New information they have discovered.
- iii. What the writer’s purpose is

At the end of the given time (about 10 mins) take contributions from each group; let the others check and agree or disagree with those sharing.

Question Time: Learners ask questions on things they do not understand, things that are not so clear to them. Encourage the asking of inferential questions and be ready to classify misconceptions. End the discussion with this personal response question.

What do you intend to do to stop our changing climate?

B1. Reading

Phonics: Determining the writer’s purpose LB pages 200 – 201

To determine a writer’s purpose, we must understand that every writer writes for a purpose or a reason. It is the purpose that guides the writer’s choice of words and style. Writers write for three main reasons 1) to entertain 2) to inform 3) to persuade. Explain these to learners. Knowing the author’s purpose helps the reader to understand him/her better and flow with the message.

History and science books write for information. Stories of all kinds are meant to entertain the reader.

Any author who writes to explain and make the reader believe what he/she is saying is being persuasive.

Let learners sit in their groups. Let them read aloud, led by the chairman of the day. Let them now work in pairs to think about the questions and compare their answers within the group and conclude to give one answer to the question.

B3. Reading comprehension LB pages 201 – 202

Teach the key words; let learners say how the words are put together: the root, the prefix, the suffix and which are made up of roots alone.

Deforestation: the root is forest, the prefix is de- and -ation is the suffix.

To remove from being a forest.

Ecosystem: system is the root word. Eco- is short

for ecology which means the study of living things and how they live in their environment.

Basically this talking about the earth and the living and non living things in it.

Carbon dioxide: this is a compound word. Each word is a root. We breath in oxygen and breath out carbon dioxide. It is also produced when things burn and living things get rotten.

Industrialisation: the root is industry – which is the commercial production and sale of goods. There are two suffixes: -liz and -ation

Marines: relating to the sea. When a thing has to do with the sea, it is called marine – marine fish, marine trade, etc.

Disaster: noun. Something that causes great destruction, a fire, an accident, etc.

Do model reading (of the whole passage if necessary). Let learners read silently to the end. Go through the questions so learners can provide the answers to them.

The final question is a summary question. Lead learners to identify the main idea in each paragraph.



To summarise, have learners put the main ideas in one paragraph. Let them be aware that the examples and details are not included.

E. Adverb Phrases LB page 204

Write two sentences on the board in which you have an adverb. E.g.

- i) Kuuku arrived at school early. ii) The people shouted loudly.

Let learners pronounce the adverbs in the sentences – early; loudly.

Ask learners to also give some adverbs. Write the sentences on the board.

You come to school every day.

We learnt a song last week.

The girls entered the class very quietly.

Explain that these are adverb phrases. They are phrases because the words are doing the work of a simple adverb but they are made of more than one word and there is no verb in them.

Turn learners to page 202.

Let them read sentences from the substitution table.

Let them write six sentences each in to their exercise books for marking.

F. Writing LB pages 204 – 205

Official Letter

Before the lesson, prepare the layout of a semi/friendly letter. Show this to learners and let them compare it to the layout of an official letter.

Explain why we read official letters.

Unlike friendly letters, official letters talk about only necessary things they are meant for.

Let learners read the sample official letter on page 205.

Let them all copy this into their exercise books.

G. Strand 6 - Extensive Reading

Let learners read their books silently. Go round to check whether they are putting down important things on the critique sheet/form. If a learner can't make head or tail of the book, let him/her change it for a simpler one.

ANSWERS

1. The passage is talking about the deer.
2. The deer has more than just a horn. It has antlers – several horns one on top of the other (refer to the pictures)

It loses the horns every year and grows fresh ones, Etc.

3. The author's purpose is to inform.
4. Let learners share what they have gained from the passage.

Let each group share their answers.

C. LB pages 202 – 203

1. Climate change is caused by global warming.
2. The rise in the average temperature of the earth.
3. Greenhouse effect is the inability of all the earth to cool down after heating up by the sun.
4. Human activities like burning of forests and industrialisation.
5. Use of fossil fuel, burning of bushes/forests.
6. Industries pour toxic waste into the seas; they use huge fires that release a lot of smoke into the atmosphere.
7. We must use less fossil fuel and emit less carbon dioxide into the atmosphere.
8. Personal response question. Let learners share what they think.
9. Ghana is suffering through heavy rains and floods.
10. To inform the readers about the cause of the change in climate.
11. It has no characters. It is all informational.
12. Summary

Let learners work in groups.

Every paragraph has a main idea. Let them look for the main ideas and write them into a paragraph.

D1. Spellings LB page 203

- | | |
|--------------|---------------|
| a. disasters | b. scientist |
| c. retains | d. systems |
| e. lumbering | f. ecosystems |

D2. Compound Words in the Passage LB page 203

Natural disasters	climate change
Global warming	greenhouse
Greenhouse effect	fossil fuel
Firewood	carbon dioxide
Ecosystem	toxic waste
Poisonous toxic waste	

Let learners search for the words and read the sentences in which they are found. Let them explain the compound words in context. Note that every compound word has a head, word and other word also describes the head word.

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 6 Pages 207 – 215

WB 6 Unit 27 Pages 190 - 196

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
B6.1.10.3.3: Gather and select facts and ideas from one or multiple print and /or non-print sources, appropriate to the purpose, audience, context and culture.	Creativity and Innovation; Communication and Collaboration
STRAND 2: READING	
B6.2.6.4.2: Recognise the playful use of words in spoken and written language (jokes, riddles, pun)	Critical Thinking and Problem Solving
Comprehension B6.2.10.1.1: Summarise level-appropriate passages/text orally.	Communication and Collaboration
Vocabulary B6.2.6.2.1: Develop a rich vocabulary stock through extensive reading of age-appropriate text; substituting selected nouns, verbs, adjectives in a text with synonyms / near synonyms.	Creativity and Innovation; Communication and Collaboration
STRAND 3: GRAMMAR	
B6.3.13.1.1: Form and use reported speech appropriately	Communication and Collaboration; Critical Thinking and Problem Solving

STRAND 4: WRITING	
B6.4.11.1.2: Write poems and imaginative narrative stories using ideas from poems and imaginative texts read or viewed.	Critical Thinking and Problem Solving; Creativity and Innovation
STRAND 6 - EXTENSIVE READING	
B6.6.1.1.1: Read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria on each book read.	Personal Development and Leadership

STRATEGIES

Oral Language:

Picture description, recall, personal experiences, discussions, critical thinking

Resources: pictures/ the environment, videos

Reading

Critical thinking, visualization

Resources: Learner's Book, internet

Grammar

Completion, blank filling

Resource: Learner's Book, internet

Writing

Strategies: reading, discussions, identification of plot, theme, characters and writing dialogue/drama

Resources: sample story in Learner's Book

Phonics: modeling, discussion, creating own riddles

Resources: Things in the environment and areas in other aspects of English Language Course content

Extensive Reading

Strategies: silent reading, questioning

Resources: Library books and critique sheet/form

A: Oral Language LB page 207

Preparation: Look for and download video clips of different types of natural disasters. If possible, take learners to the ICT centre to view some of these at the beginning of the lesson.

Let learners comment on what they have seen. Let them also talk about the pictures on page 207. Bring the discussion to learners' personal experiences of fire outbreaks and floods in recent times. Allow them to ask questions. To make it more interactive, put them into their groups to discuss these scenes and report back to the class. Let learners talk about the causes and solution to them.

How do these disasters affect us as human beings and our environment?

Lead learners to talk about their personal losses or of people they know about. Give your personal experience first. Then ask, "Could that have been avoided?" What actions and inactions of human beings bring about these? From the previous lesson we read about how the constant release of carbon dioxide into the air has caused the depletion of the ozone layer, causing global warming. This has brought about the greenhouse effect, making the earth hotter and so the storms and floods are the result. How do we prevent or stop these things that have resulted in the climates changing all over the world. Let learners discuss and give suggestions as to what can be done to stop climate change.

Reading**B1. Riddle Riddle LB page 208**

Riddles are interesting literary pieces that try a person's thinking capability. It is more of a guessing game, witty and quite difficult to unravel. It could come as a statement or a question which can be both difficult and confusing.

Let learners work in groups to find out the answer to the two riddles. You may give the riddles to different groups to work on at the same time.

Riddle One

The answer is the ass. Why?

Everyone thinks the ass is ugly, it is foolish, it can carry loads and often is beaten to make it move. But it also can kick a man to death with its hind legs so you better not hit it too hard.

Riddle Two

The answer is the palm tree.

The palm tree's feet are its roots.

It grows tall and straight. From its fruits we get oil.

Let the groups read the lines and try to imagine what they represent. They can also start from the last sentences and work the meaning up to the first line.

Let groups report their findings/answers to the class.

Reading Comprehension

B3. LB pages 208 – 208



Teach new words using the dictionary. Ask learners to find out the meaning of the words from the dictionary, use the word in sentences and write it on the board.

Hurricane: a strong wind storm that comes with heavy rains. It has the speed of 74 miles (119 kilometers) per hour.

Cyclone: a strong rotating wind/ storm accompanied by rain or snow.

Devastating: causing great damage; completely destroy

Droughts: lack of rain or insufficient rain for a long time; could cause shortage of water, crop damage, depletion of underground water and soil moisture.

Torrential: flowing or falling abundantly. A large amount of fast flowing water.

Infrastructure: the basic facilities, service installations needed for a community or society to function well.

Efficient: to act directly to achieve effect without wasting resources.

Let learners predict the passage content.

Let learners do close reading of the passage, paragraph by paragraph for a clear understanding of the passage. Lead learners to answer the questions as a class. Then give them a summary questions.

In one sentence, state two efficient ways by which we can minimize climate change (The answer to this is in the last paragraph).

D1. Using Words in Sentences

These are words learners have read from the passage so they all understand them. However, for the benefit of those who are slow to catch on, let learners pronounce each word and give its meanings.

Let them individually write the sentences into their exercise books for marking.

E. Grammar

Direct and Indirect/Reported Speech LB pages 211 – 212

When we speak, we usually speak directly to our partner and he or she responds directly in the present tense. When we write the exchange, we use the present tense. If we write the exchange, we will have to put everybody's exact words in quotation marks (“ ”). These marks show what words were spoken by each person directly. E.g.

“Good morning, Maggie”

“Good morning, my dear, what are you doing here?”

“I Should be asking you the same.”

“Your guess is as good as mine”

This is known as direct speech, the speaker's exact words. Everything is said in the present tense because everything is happening now.

Now if I want to tell someone else about what the two friends said, then I will have to use reported speech, because I am now reporting what the two friends said. Since I am reporting it means everything they said is over so they are in the past. This is why for reported speech, everything must be in a form of the past tense; even if it happened just a minute ago, once it is being reported, it must change.

All quotation marks are removed.

All verbs take the past tense form.

Pronouns change depending on who is speaking and who is being spoken to. Reporting the same dialogue will go this way:

A friend said good morning to Maggie. She responded and asked her what she was doing there. Maggie responded that she also wanted to know what her friend was doing there.

Maggie replied that her friend's guess was as good as hers.

Turn to page 211 – 212. Go through the commentary on these pages to help learners understand and practise the exercises attached. Let learners explain the choice of the changes in tense and pronoun to be sure they understand what is going on.

F1. LB page 213

Read the story to the whole class.

Let learners decide the beginning, the middle and the end of the story.

F3. Writing Drama LB page 214

Each group should now plan a drama script using the story on page 206. They are free to make a few additions to make the drama real. Characters and setting must be decided on by the group.

They can then write the whole script for presentation.

At presentation, the group must find members to read the parts of all the characters.

G. Strand 6 - Extensive Reading

Let learners continue reading their books but go round to see that learners are writing the important points in their critique sheets.

ANSWERS

C. LB page 210

1. High temperatures in the oceans bring about health problems, violent winds and severe floods.
2. Streams and lakes dry up and agriculture is affected.
3. Hurricanes and cyclones
4. California in America, Canada, Australia and Germany
5. Kenya and Mozambique
6. Floods and droughts destroy lives.

Floods take away people and drown them and it can cause epidemics like cholera. Droughts

cause famine, without food many die through malnutrition.

7. The countries become poorer because the infrastructure that have been destroyed must be replaced and it costs money.

8. Personal response question,

Allow learners to share from their personal experience.

D2. Matching LB page 211

1. devastating

4. torrential

2. drought

5. cholera

3. temperatures

Workbook Exercises

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- H. Give one aspect of your teaching that went very well. How will this experience help to improve subsequent lessons?
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Learner's Book 6 Pages 216 – 223

WB 6 Unit 28 Pages 197 - 203

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
B6.1.10.3.4: Support ideas and points of view with concrete examples to convey meaning appropriate to purpose and context.	Critical Thinking and Problem Solving; Creativity and Innovation
B6.1.10.3.6: Elaborate on points using experiences and feelings	Personal Development and Leadership
STRAND 2: READING	
B6.2.6.3.1: Deduce meaning of words from how they relate to one another. e.g. Meaning from context.	Critical Thinking and Problem Solving
Comprehension B6.2.10.1.2: Write short summary of a level-appropriate passage/text read.	Communication and Collaboration
Vocabulary B6.2.6.3.1: Deduce meaning of words from how they are related to one another. E.g. Hyponyms – fruits – apple; Meronyms – hand - finger	Critical Thinking and Problem Solving; Communication and Collaboration
STRAND 3: GRAMMAR	
B6.3.13.1.1: Form and use reported speech appropriately	Communication and Collaboration

STRAND 4: WRITING	
B6.4.6.1.1: Choose appropriate ways and modes of writing for a variety of purposes, audience and contexts and organise facts and ideas.	Creativity and Innovation; Critical Thinking and Problem Solving
STRAND 6 - EXTENSIVE READING	
B6.6.1.1.1: Read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria on each book read.	Personal Development and Leadership

STRATEGIES

Oral Language

Picture discussion, listening and speaking, questioning, visualization

Resources: Resource person, Learner's Book

Reading

Reference to the dictionary, close reading, silent reading

Resources: dictionary, Learner's Book

Grammar

Sentence completion, transformation drill

Resources: Learner's Book, internet

Writing

Group work, discussion, brainstorming

Resources: Recorded adverts, adverts in newspapers

Phonics

Strategies: Explanation, formation of sentences

Resources: dictionaries, internet and other reference books/materials

Extensive Reading:

Strategies: silent reading, questioning

Resources: library books, critique sheet/form

Oral Language

A2. LB page 217

Prepare ahead of time. Look for a resource person in the town or village where the school is, one with a story of struggles and triumph (Note that some people make it through ways that are not ethical, such a person is not a right resource). It can even be a woman in the village who has become a big time farmer, employing people on the farm at peak seasons. Be selective. You need to listen to the persons around and pick the best out of the lot. Make sure the head teacher and the PTA is aware, they can even help in making the choice of such a person.

In the class, prepare the learners towards this encounter.

On the day of the lesson, let learners sing or recite a poem or do an ice breaker. Ask learners questions on what they intend to do when they grow up and how they mean to achieve it. Make them aware that it is good to dream about one's future and have plans. However, sometimes things do not work out that way. If it happens that way, one must look for another way to make a living. Tell them about the resource person at this time.

Introduce him/her and give him/her the chance to talk to the learners. At the end of the talk, learners will ask questions and the resource person needs to explain things to them clearly. After the lecture, let learners sit in their groups and discuss their future careers and the plans they have made to get them there. They will present these to the class.

Reading

B1. Phonics: Vocabulary

Homonyms and homophones LB pages 218 – 218

Some words have more than one meaning. It is usually the context that teaches us the true meaning of a word. This is important because it helps us to truly understand what a person means when they read or hear what they say.

If I say:

Be patient with the patient

Patient means two different things.

The first is a verb and the second one is a noun. This shows that they have different meanings.

Take learners through the information on page 218 while they sit in their groups. Let the groups work out the meaning of the sentences and explain the differences.

Homophones sound the same but have different spellings. E.g.

It is not allowed to speak aloud in class.

The underlined words are homophones (same sound)

Let learners do the exercise using their dictionaries. The words are in pairs. Use these words to practise with them before setting them to work.

Maid, made; piece, peace; waist, waste

For example:

1. The maid made new covers for the table.
2. The little girl gave nobody peace until she was given a piece of cake.
3. The man with hands on his waist was shouting, “waste not, want not.”

Reading Comprehension

B3. LB pages 218 – 219

Before the day of the lesson, ask learners to read the passage as homework and find out the meaning of the key words in context. So the teaching of the key words before reading will be done strictly in context.

Start the lesson by writing the title on the board.

Success Stories

Let learners say what it means. Let them say what a success story includes. Refer them to the visit of the resource person earlier. Why will you call that story a success story. Explain to them that, in life, there is no success without struggle. Let them look at the picture on page 216. It is the picture of a successful person in academic work. Let them also look at the pictures on page 219 and comment on them. Let them give the meaning of the new words in context.

Polytechnic: School of higher learning you can go to after your secondary education.

Endeared: cause to be loved by people. To be preferred above other persons.



Thrive: to improve, to grow rapidly

Tertiary: higher level of studies or school after SHS

Conceived: thought about; planned about

Conference: when people meet to do discussions and exchange ideas or settle their differences

Let learners read silently, the whole passage. Go through the questions with them for answers.

Concentrate on the summary questions.

Answering of the comprehension questions has now given them a better understanding of the story to pave way for doing the summary.

A summary is a matter of gathering the relevant facts in the passage. Let the learners write their main points of each paragraph. Help them to conceal out all the explanations and irrelevant details. Finally write out what is left, correct grammar and help them choose the right words and rewrite the answers.

E1. Grammar

Direct and Reported Speech LB Page 221

This is more practise on direct and reported speech. The tenses and the pronouns are very crucial, make sure learners get them right. You will realise that the speech is being reported, and so the tense and pronouns change because the initial utterance is now in the past.

Let learners do the work in pairs. Elicit the response on whole class basis.

Writing

F. Author's Purpose LB pages 222 – 223

Explain to learners the types of purpose authors have when writing. Use the commentary on page 222. Let one of them read the advert on page 222 and discuss the questions that follow.

This is a sample persuasive paragraph for advertising a product – Vita Milk.

Group work

Write a parallel advertisement to convince the public. Each group should brainstorm for an item to advertise. It could be a dress, a cloth, a restaurant, etc. then they write words to advertise and convince the general public to patronise the product.

G. Strand 6 - Extensive reading

Supervise learners' reading by asking them some questions to their critique, e.g. Who is the hero/heroine? What did he/she do in response? What are the words which form pictures in your mind? etc.

Encourage learners to read fast as time is getting close for the writing of the critique.

ANSWERS

C. LB page 220

1. Leticia attended a polytechnic.
2. She first started helping her mother in the market then later she started her own.
3. She conceived the idea that vegetables will be bought by those who came to buy foodstuffs.
4. At her church's youth conference.
5. She won them by offering them free services.
6. Because she needed help to serve her customers.
7. conceived means to form an idea in the mind.
8. They both made good progress/their businesses thrived
9. Youth programmes help young people to learn handiworks.
10. A personal response question. Let learners share what they have learned.
11. It means the success stories of two young women.

D1. As used in the passage LB page 220

Endeared: to be sympathetic to become popular

Thrived: to grow wildly, make progress steadily

Conference: a meeting to share ideas or give information, etc.

Afford: to bear the cost of: to have the financial means

Employed: to give work to someone for which you pay them.

D2. Synonyms LB page 221

1. complete: end/finish

2. friendly: kind, pleasant
3. helpful: supportive, valuable
4. conceived: devised, imagined
5. packed: to put together
6. concentrated: focused

E1. LB page 221

- i.b. She said Afua had eaten
- ii. b. She said that Mercy had left home.
- iii. b. He said that his mother had warned him to be careful with strangers.
- iv. b. He said their teacher had given them plenty of homework.

E2. LB page 222

The teacher said that

- i) Emile had failed his test.
- ii) Ama would be the next class prefect or our next class prefect.
- iii) Our exercises had not been marked.
- iv) Our textbooks should be well kept.
- v) He had lost my keys.

Workbook Exercises

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

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

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

Diagnostic Assessment

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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 6 Pages 224 – 232

WB 6 Unit 29 Pages 204 - 211

LEARNING INDICATORS AND CORE COMPETENCIES

INDICATORS	COMPETENCIES
By the end of this unit, the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
<p>B6.1.10.3.7: Speak with confidence before different audiences using appropriate verbal and non-verbal cues to convey meaning.</p> <p>B6.1.6.1.1: Describe/talk about objects, personalities/ events in the country and the world.</p>	<p>Personal Development and Leadership; Creativity and Innovation</p> <p>Cultural Identity and Global Citizenship</p>
STRAND 2: READING	
<p>B6.2.6.1.2: Use the following terms: compound words, idioms, simile, synonym, antonym, prefix, suffix, phrasal verb, etc. in spoken and written expressions.</p>	<p>Communication and Collaboration; Creativity and Innovation</p>
<p>Comprehension</p> <p>B6.2.8.1.3: Ask and answer questions based on a passage read.</p>	<p>Critical Thinking</p>
<p>Vocabulary</p> <p>B6.2.6.2.1: Develop a rich vocabulary stock through extensive reading of age-appropriate text; substituting selected nouns, verbs and adjectives in a text with synonyms / near synonyms</p>	<p>Communication and Collaboration; Personal Development and Leadership</p>
STRAND 3: GRAMMAR	
<p>B6.3.7.1.1: Identify, explain and use idiomatic expressions correctly.</p>	<p>Personal Development and Leadership</p>

STRAND 4: WRITING	
B6.4.14.2.1: Write articles on varied topics.	Critical Thinking and Problem Solving; Personal Development and Leadership
B6.5.9.1.2: Construct complex sentences correctly.	
STRAND 6 - EXTENSIVE READING	
B6.6.1.1.1: Read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

STRATEGIES

Oral Language

Listening and speaking, group work, picture reading, discussion, recall

Resources: pictures, audio recordings, video clips, song

Reading

Recall, discussion, word formation

Resources: pictures, songs, charts

Phonics: Drawing, reading aloud

Resources:

Grammar

Dictionary practise, sentence construction, pair work

Resources: dictionaries

Writing

Group work, brainstorming, recall

Resources:

Extensive Reading

Strategies: silent reading, identifying and writing literary items that can be used in writing the critique.

Resources: library books and critique sheet

Oral Language – Our Culture

A1 and A2 Writing and presenting news items LB page 225

Let them look at the picture on page 224 and describe what they see.

Let them answer the questions

Play the recorded midday news from your phone. Let learners comment on the voice quality, the stress and tone.

Do the same for the business news and the sports news as well.

Ask learners which of the news items has the highest tone of excitement and why.

Explain that the pitch of a piece of news shows how exciting it is; that is, the interest level of people in it. Different news items will have different levels of excitement.

Pace, however, will usually be about the same for all types of news because the reader needs to get his/her words out clearly.

Group work

What is the latest news around town which everybody is talking about? Let the class decide on a topic. All groups write their own version of the news item and write a piece for reporting to the class.

A3. LB page 225

1. Traditional songs are important in our everyday lives. They teach, warn and encourage the community in many ways.

Pick a local song well known to learners and talk about it – The composer, the lyrics, the lessons it teaches, etc.

ii) Learners may know other songs if they do not know about the Asante Bonwire Kente song. It may be about pottery, carving, fishing or farming.

Discuss the benefits of the local industry as portrayed in the song.

Reading

Phonics – Word Formation LB page 226

By now the class is familiar with roots and affixes. Revise this by giving learners a few words to practise breaking them down to prefix, root and suffix

Examples: misplaced, uncomfortable

Prefix – mis

Uncomfortable

Suffix – able

Root – place

Prefix – un

Suffix – d

Root – comfort

Turn to page 226 with the class and go through the commentary to further explain affixation. Let them do the exercise individually in unison. That is, you let them rule the frame first. Then mention the first words and ask them to write the root word first in the column provided. Let them say if there is a prefix. If there is one, they write it at its proper place; if there is no prefix, let them put a – there. Then the suffix in its column or – if there is none.

Reading Comprehension

A1: Ask Learners where they come from and their traditional attire

Let learners talk about the picture on page 224. Let them talk about what the people are wearing. What were the various types of cloth or dress seen in the picture? How important are these items of cloth?

Teach the key words. As you know it must be taught individually and finally written on the board. Do not begin with a list. End with a list, then let the learner read through.

Ancient: times long past

Kingdom: area ruled by a king.

Multi-coloured: multi means many; so many colours

Descendants: people born to one person and their children's children many years.

Generations: period of time of up to 30 years. People of the same age group in which children grow up to have children of their own.

Century: a period of 100 years.

Reading Aloud LB page 227

Let the whole passage be read aloud. Each learner will read two sentences until the whole passage has been read.

At the end, let learners ask questions about words, phrases and facts they are not clear with and the whole class provides the answer.



D2. LB page 230

Discussion. Engage learners to do a thorough discussion of the questions.

1. Let learners mention all colours they know and show samples of them if possible.
‘multi’ means many or much. Anything that is more than two is ‘multi’ so multi-coloured means ‘with more than two colours’

2. If possible, take learners out to see a traditional loom. When you all return, let them describe it and draw it in their books.

3. cloth and clothe

cloth pronounced /k/ɔθ/ - material

clothe pronounced /k/oθ/ - dress sewn

material – outer and inner garments.

E1. Grammar**Phrasal Verbs LB pages 230 – 231**

This is meant to provide more practise for learners to practise and learn more of the phrasal verbs.

Dictionary Practise

Let learners work in pairs, using dictionaries – some have more than one meaning.

Pass away – die

Get on – to continue doing something

Take care of – to be responsible for something; to look after

Cut off – to disconnect

Cut off – to isolate or make inaccessible

Eat out – to eat in a restaurant

Figure out – find the answer to problems

Give up – to stop doing something that was a habit.

Give up – end relationship

Hold on – wait

Hold on – to hold tightly

Let them look up the different meanings and use them in sentences orally and write them into their note books.

F. Writing

Article Writing LB page 229

Group work

Let learners discuss what the best heading of the article should be. Take group titles and let the whole class choose which one(s) can be used.

In their groups let learners find three major/main ideas for the topic.

They should also find supporting ideas for each main idea to form a complete paragraph. Help them construct good sentences using complex sentences to bring out their ideas correctly.

Let the groups draft their first paragraph and exchange them for peer editing by another group.

When they are returned, let them be revised by the group. Then they can go on with the last two paragraphs and draft and edit on their own.

They can now review and revise the whole write-up and do the final work on it and publish.

Extensive Reading

Learners should by now be finished filling the critique sheet. Go round to check so that learners do individual work.

ANSWERS

C. LB page 228

1. The kente cloth originated in some ancient kingdoms of West Africa.
2. Ashantis and the Ewes of Ghana and Togo
3. 1000 years
4. the pattern and colour
5. The hand woven kente is richer and more beautiful
6. 10 centuries
7. Because the Kente has become popular.

8. Personal Response. Let learners mention what they can recall the Kente cloth being used for.
9. In caves in northern Ghana and Togo
10. They had not then known other colours to add to the blue and white.
11. Personal response. Learners in pairs try to find out the explanation.

D1. Word Puzzle – Answers LB page 229

Ancient	popular
Kente	generation
Woven	loom
Technique	north
Traditions	ancestry

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 6 Pages 233 – 241**WB 6 Unit 30 Pages 212 - 217***LEARNING INDICATORS AND CORE COMPETENCIES**

INDICATORS	COMPETENCIES
By the end of this unit the learner will be able to:	
STRAND 1: ORAL LANGUAGE	
B6.1.10.3.6: Elaborate on points using experiences and feelings.	Personal Development and Leadership
STRAND 2: READING	
B6.2.6.1.2: Use the following terms: compound words, idiom, simile, synonym, antonym, prefix, suffix, phrasal verbs, etc. in spoken and written expressions.	Communication and Collaboration
Comprehension B6.2.8.1.3: Ask and answer questions based on a passage read.	Communication and Collaboration; Critical Thinking
Vocabulary B6.2.6.3.1: Deduce meaning of words from how they relate to one another. B6.5.10.1.1: Check pieces of literary work for spelling	Communication and Collaboration
STRAND 3: GRAMMAR	
B6.3.7.1.1: Identify, explain and use idiomatic expressions correctly.	Critical Thinking and Problem Solving

STRAND 4: WRITING	
<p>B6.4.14.2.1: Write articles on varied topics.</p> <p>B6.4.13.2.1: Introduce claims and support with clear reasons in order of importance and evidence using credible sources and demonstrate understanding of the topic.</p>	<p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Creativity and Innovation</p>
STRAND 6 - EXTENSIVE READING	
<p>B6.6.1.1.1: Read and critique a variety of age and level-appropriate books and present a one-page critical commentary based on a set of criteria on each book read.</p>	<p>Personal Development and Leadership</p>

STRATEGIES

Oral Language

Group work, discussion, turn taking

Resources: audio recorded news bulletin

Reading

The use of dictionaries, reading aloud, word puzzle

Resources: pictures and real objects

Grammar

Word completion, drilling/reading of sentences

Resources: substitution table, Learner's Book and other reference books, internet.

Writing

Brainstorming, discussion, group work

Resources: sample speeches from magazines, newspapers and audio recording of a speech

Phonics

Strategies: explanation and discussions

Resources: Learner's Book, internet and other reference books

Extensive Reading

Strategies: Reading sample critique and writing of a critique

Resources: library books and critique sheet/form

A2. Oral Language

Presentation of a speech LB page 234

Give learners a sample of a well-structured speech to read and study. Give learners information about the structure of a speech: introduction, body and conclusion.

Make them aware of what their role is: to identify the introduction

The body (and information given)

The conclusion

Let learners listen to an audio recorder of a speech.

Let them know what exactly they are supposed to take note of as they listen.

Play the recorded speech/message while learners listen

At the end, elicit responses from them to ensure their understanding of what made up the introduction, body and the conclusion.

Write the title on the board

The Role of ICT in Education

Discuss what it means with the class and the type of information they need to write on the topic. (Allow the groups to go to the library if they need to)

Each group writes a speech on the topic to present to the class.

B1. Reading – Phonics

Simile and Metaphor LB page 234

Ask learners to read the commentary on the topic on page 234.

Ask them relevant questions on the similarities and differences of simile and metaphor.

Basically, the simile and the metaphor are figures of speech. They all make comparison.

Simile: Who has food to spare, I'm as hungry as a wolf.

Metaphor: He is a wolf when he is hungry.

Simile: You have nothing to fear with me, I am as gentle as a lamb.

Metaphor: You are very safe with me, I'm a lamb.

In both pairs of sentences, it has been demonstrated that we can either choose to use a simile or a metaphor to describe an item or a person.

Reading Comprehension

Computer LB pages 235 – 236



Let learners talk about the picture on page 235. Let them mention the items in the picture and what they are used for. Ask those who have used any of them to share their experience. Show them your handset and ask them to say what it can be used for.

Teach Key Vocabulary:

Computerised: controlled, stored or processed by computer.

Systems: a group of elements that form a complex whole.

Monitor: the part of the computer device that accepts video signals from a computer and displays information on a screen.

Bonuses: a sum of money added to wages for someone's good performance.

Ask the learners to predict what the passage could be about.

Read the passage aloud to the class. Stop from time to time and ask questions about what you have read so that it can be explained. Ask learners also to ask questions if they have any. At the end of the reading, ask learners to say the main ideas in each paragraph.

E.g. What does paragraph 2 talk about?

Get them to answer the questions orally.

Grammar

Phrasal Verbs Contd LB pages 237 – 238

We have been talking about phrasal verbs for some time now. This lesson is meant for learners to practise the use of more phrasal verbs.

Go through E1 with learners orally as revision.

E2. LB page 238

Learners complete the phrasal verbs. Some of the words may have two or more prepositions and so make more phrasal verbs. Let learners use their dictionaries and record each phrasal verb they discover and use them in correct sentences.

E3. LB page 238

Let learners make sentences from the substitution table, orally.

Every one learner should have the chance to make sentences.

Learners are to write eight sentences from the table.

Writing**Writing of Articles LB page 238**

Let each group work independently. The first thing they need to do is to get a good caption for the heading. The group must brainstorm for ideas for the article.

They draft the whole article and edit. They must follow the steps in process writing to the end.

Groups report back to the class. At the end of each group's presentation, the class will ask questions and do a critique of the presentation.

G. Strand 6 - Extensive Reading

Write a sample critique of a book using the items on the critique sheet on page of the Teacher's Guide Unit 7. Learners can refer to their previous critiques that they wrote to help them write this final one.

ANSWERS**C. LB page 236**

1. The five parts of the information system are, people, producers, software, hardware and data.
2. It is the computer equipment itself.
3. They are made up of the monitor and the keyboard.
4. People

5. To speed up their work
6. It helps by taking record of events.
7. Yes. Because every part of the system needs to put in the information.
8. Personal response. Let learners share their experience.
9. Personal response. Learners will answer personally.

D. LB page 237

1. Point of sale terminal: this is the place where customers go to pay for whatever they are buying in a shop.
2. End-of-year bonus: the additional cash payment added to workers' salary because of the profit the company has made.

D2. LB page 237

- | | |
|-----------------|------------------|
| i) specialist | vi) service |
| ii) operators | vii) information |
| iii) technology | viii) overlook |
| iv) terminals | ix) medicine |
| v) system | x) indirectly |

Workbook Exercises

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

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

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

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

REVISION 7

Learner's Book 6 Pages 240 – 241

A. Group Discussion

Ask learners to talk to their parents and grandparents about the climate. They should ask them how things used to be when it was raining when they (parents and grandparents were young and how they see things now).

They should also ask them about the dry (harmattan). The weather affects everything.

These are the facts learners will use to compare present happenings to move the discussion forward.

Let every group prepare a write-up to present on the topic:

How Climate Change has affected Ghana

B. Words with two meanings

Glasses, cold, jam. Examples

- 1.a) Without my glasses, I cannot see well.
- b. The visitors were served water in glasses, not in bottles.
2. My voice is not clear because I have a cold.
- b. It is raining these days so the evenings are always cold.
3. He does not like jam on his bread, he prefers groundnut paste.
- b. We are late because there was a traffic jam in town and movement was very slow.

Roots and affixes

	Prefix	Root	Suffix
Multicoloured	multi	colour	ed
	-	generation	al
	In	consider	ate
	Un	create	ed

C. Adjective Phrase LB page 240

Example of sentences

- i. Cars are very expensive to maintain.
- ii. We cannot help him, he is too proud to take advice.
- iii. She is a good seamstress but she is rather slow in completing her contracts.
- iv. Travelling into the hinterlands is very extremely hard because of the bad roads.

Adverb Phrases

Example of sentences

- i. The thief entered the house very quietly.
- ii. We visit the sea side every month.
- iii. Because of the wedding, they decorated the church very beautifully.
- iv. We are all tired, I'm glad that very soon, we will be home.

D. Words from the puzzle LB page 241

mate	pollution
disaster	typhoon
negative	environment
global	ecosystem
thrive	flooding
greenhouse	conserve

E. Remember the structure of a friendly letter

LB page 241

Address, Date, Salutation, Body, Subscription.

Make sure each one is placed in the right position.

APPENDIX 1

Workbook Answers

UNIT 1 CLEANING THE SCHOOL COMPOUND

ANSWERS

B1. Words ending with 'sure'. Workbook page 2

b. Accept any word that ends with 'sure'.

C1. Workbook page 2 – 4

1. The learners were on holidays so it had not been weeded for a long time.
2. i) desilting the gutters
ii) weeding v) scrubbing
iii) dusting vi) trimming of the hedges
iv) sweeping
3. desilt gutters – remove sand and refuse from gutters.
4. The headmistress and the teacher were at a meeting.
5. They were happy about the children having made the compound clean and tidy.
6. The staff highly commended/praised the learners for their good work.
7. a. refuse
b. drains
c. the headmistress and the teachers
d. work

D1. Workbook Page 4

1. dusty – full of dust
2. holiday – vacation
3. desilt – remove rubbish/sand from a drain/gutter.
4. rubbish – refuse
5. accomplish – successfully completed
6. commended – praised
7. carefully – thoughtfully

D2. Workbook page 4 - 5

1. holidays
2. dusty
3. desilt
4. rubbish
5. accomplished
6. carefully
7. commended

D3. Learner's Workbook page 5

Opposite in meaning

1. answer – question
2. dirty – clean
3. choked – free from sand/rubbish
4. order – dirty and weedy
5. close – beginning
6. brought – left
7. came – went
8. closing – opening
9. least – most/greatest

10. commended – disapproved/condemn

D4. Learner’s Workbook page 6

- | | |
|-----------------|-----------|
| 1. of | 8. order |
| 2. work | 9. tasks |
| 3. desilt | 10. ought |
| 4. classrooms | 11. |
| 5. accomplished | |
| 6. headmistress | |
| 7. sweep | |

D5. Learner’s Workbook page 6 - 7

Examples: classrooms

welcome

overgrown

D6. Mother and Child. page 7 - 8

- | | |
|-------------|----------|
| 1. head | 12. him |
| 2. mistress | 13. miss |
| 3. mist | 14. east |
| 4. stress | 15. |
| 5. is | |
| 6. it | |
| 7. distress | |
| 8. heat | |
| 9. me | |
| 10. his | |
| 11. dismiss | |

E1. Learner’s Workbook pages 8

(Noun Phrase)

1. all the market women
2. helping her mother
3. The boy in the room
4. The choristers’ song
5. all the workers
6. playing hockey
7. cheating in examination
8. asking too many questions
9. playing draughts
10. very delicious meals.

UNIT 2 HELPING OUR PARENTS

ANSWERS

C. Learner’s Workbook pages 12 – 13

1. Mr. Asempa leaves home for work early because he wants to avoid traffic.
2. He works in Accra but has a citrus and a sugar cane farm. He has a backyard garden, he keeps some poultry and sheep and goats.
3. The thieves can get much money from them.
4. He woke Damoah up to help carry the boards to the site where the pen would be constructed.
5. His father had promised him money.
6. i) He is lazy.
ii) He is tricky
iii) He is insensitive

D1. Learner's Workbook page 13

Match each of the words in column A with its meaning in Column B.

- d. 1. Poultry
- a. 2. Unfortunately
- e. 3. Construct
- b. 4. Made away with
- j. 5. Feigned
- c. 6. Pen
- i. 7. Dawn
- f. 8. Citrus
- g. 9. Intruder
- h. 10. Vehicular traffic

D2. Learner's Workbook page 14

Fill in the blank spaces

- | | |
|-------------|---------------|
| 1. light | 6. Small |
| 2. late | 7. Last |
| 3. thinnest | 8. Wrong |
| 4. tall | 9. Hatred |
| 5. slowly | 10. temporary |

D3. Learner's Workbook page 15

Fill in the blanks with the most appropriate word from the box

- 1. pen
- 2. poultry
- 3. feigned
- 4. unfortunately
- 5. dawn

- 6. intruder
- 7. made away with
- 8. vehicular traffic

D4. Learner's Workbook page 15

Re-write the words in their logical order

- | | |
|--------------|-----------------|
| 1. construct | 7. wood |
| 2. feigned | 8. citrus |
| 3. intruder | 9. suggested |
| 4. schedule | 10. brightened |
| 5. permanent | 11. calmly |
| 6. compound | 12. fortunately |

UNIT 3 HOW TEA IS PRODUCED

C. Learner's Workbook page 19

- 1. Lipton tea
- 2. The difference may be the flavour or the taste.
- 3. tea leaves known as camellia
- 4. sinesis
- 4. The leaves are thinly spread on nylon shelves
- 5. are dried in hot air.
- 6. When they are dried in hot air

D1. Learner's Workbook page 20

Fill in the blanks with words opposite in meaning to the words in the box.

- 1. same

2. started
3. dull
4. quickly
5. occasionally
6. rarest
7. same

D2. Learner's Workbook pages 20 – 21

Fill in the blank spaces with the most appropriate words chosen from the box.

1. beverages
2. manufacturers
3. flavour
4. produced
5. beverages
6. brand

D3. Learner's Workbook page 21

Which words in the passage mean the same as the following?

1. made – produced
2. drinks – beverages
3. drinks containing alcohol and can make people drunk – alcoholic beverages
4. a company or business which makes things in larger numbers – manufacturers
5. A version of a particular product – brand
6. drink – taste

D4. Rearrange the letters to spell them correctly. Learner's Workbook page 21-22

1. tsenommoc – commonest
2. cilohocla – alcoholic
3. deraeppa – appeared
4. noitpexe – exception
5. rellevart – traveller
6. srodnev – vendors
7. sdnarb – brands
8. srecdorp – producers
9. war – raw
10. egakcap – package
11. ruovalf – flavour
12. yllaudarg – gradually
13. brosba – absorb
14. sseug – guess
15. lairetam – material

D5. Fill in the missing letters to complete the six-word pyramid

Learner's Workbook page 22

1. a
2. tea
3. taste
4. flavour
5. producing
6. differences
7. manufacturers

UNIT 4 REWARD FOR HARD WORK

C. Read the story “Reward for Hard Work”, again and answer these question in Workbook page 26 - 27

1. Yaro was happy because his father said he was destined to be a rich and a great person.
2. False
3. Yaro did not work for a whole year because he was waiting for his riches and greatness.
4. Yussif used a loan to hire tractors to plough the land.
5. He sold them and deposited the money at the bank.
6. would certainly become rich.

D1. Find in the passage words which mean the following and write them on the board.

Learner’s Workbook page 27

- | | |
|----------------|------------------|
| 1. tilled | 6. proceeds |
| 2. rejoiced | 7. harvest |
| 3. utter | 8. property |
| 4. completely | 9. determination |
| 5. passed away | |

D2. Learner’s Workbook page 28

Complete each sentence by writing in the blank spaces a word opposite in meaning to

the word in the box.

- | | |
|--------------|-----------|
| 1. younger | 6. small |
| 2. part | 7. later |
| 3. saving | 8. poor |
| 4. partially | 9. before |
| 5. idled | 10. night |

D3. Learner’s Workbook page 29

Find them and make a ring around them. Then copy them out.

Down words

- | | |
|-------------|-----------|
| 1. produced | 2. bought |
|-------------|-----------|

Across

- | | |
|---------------|--------------|
| 1. groundnut | 7. transport |
| 2. bean | 8. ventured |
| 3. property | 9. money |
| 4. harvest | 10. do |
| 5. farm | 11. |
| 6. completely | |

E. Reward for hard work

Collective and abstract nouns

Learner’s Workbook page 30 – 31

Underline the collective nouns in the sentences.

1. a bunch of plantain
2. brood of hens
3. a team of players
4. a caravan of camels

5. a bouquet of flowers
6. a crew
7. a group of people
8. flock of sheep
9. shelf of books
10. a string of pearls

2. Underline the abstract nouns in the sentences

1. friendly 2. hatred 3. hope
4. retirement 5. wedding 6. Obedience
7. childhood 8. courage

UNIT 5 TREES AND FLOWERS

Learner's Workbook page 33

ANSWERS

A: The wind Learner's Workbook page 33

1. a. things fly about
- b. roofs of houses are blown off
- c. mass of dust is blown around in a whirl
- d. if you are wearing a loose dress, it is blown up, etc.

Accept any other thing that indicates the impact of the wind.

2. The wind is compared to a human being.
3. a. death
- b. sickness
- c. misfortune

B1. Learner's Workbook page 33 - 34

Accept words that have two, three and four or more syllabic words at their appropriate places.

C. Learner's Workbook page 34 - 35

1. To search for nectar.
2. Bees produce honey and honey is used as medicine.

Honey is sold for money.

3. Cocoa, cola nut trees, oil palm, para rubber, teak, cashew, coffee, shea butter (any six)

4. Trees are cut down for timber;

They are cut down for charcoal and for firewood

Trees are cut down for building houses.

Bushfires also destroy trees and forests.

6. dangerous weedicides.

7. can be used to cure diseases.

D1. Learner's Workbook 6 page 35

Fill the blanks with the appropriate words chosen from the box.

1. prepare
2. dangerous
3. windbreak
4. hive
5. fragrance
6. shrubs
7. cutlass

D2. Learner's Workbook page 36

Find and write a word which is opposite in meaning to each of these words as it is used in the passage.

- | | |
|--------------|---------------|
| 1. most | 6. mild |
| 2. ugly | 7. least |
| 3. dispel | 8. no/none of |
| 4. dangerous | 9. joy |
| 5. least | 10. safe |

D3. Learner's Workbook page 37

Find words in the passage, "Trees and Flowers", which mean the following and write the words in the boxes.

- | | |
|--------------|--------------|
| 1. fragrance | 7. windbreak |
| 2. make | 8. income |
| 3. dangerous | |
| 4. nectar | |
| 5. oil palm | |
| 6. protect | |

F1. Learner's Workbook pages 38 - 39

1. Process writing
2. Narrative writing
3. Persuasive writing
4. Argumentative writing
5. Descriptive
6. Letter writing

2. Process Writing

- planning
- drafting

- revising
- editing
- publishing

UNIT 6 ANSWERS

LB Pages 38 – 44

A: Dry Season Learner's Workbook page 41

1. – It means pleasure because children can play without disruption.

- The ground is dry for outdoor activities

- Social activities like dancing, sounds of drums, the horns and trumpet which occur at parties, funerals and church activities go on uninterrupted.

2. The air is polluted.

Microorganisms that fertilize the soil are destroyed. Some animals are killed.

The environment becomes degraded.

3. Funeral songs make one sad. In this world, some people become happy when another person suffers losses or misfortune.

Note that learners may not say exactly the same words but can express the ideas in different ways

Question 4 is a personal opinion question.

Accept learners' opinions.

B. Accept words ending in the target

sounds: all, ack, ock

B3 - page 43 in Workbook 6

Answers

1. remember - forget
2. friend - enemy
3. normal - abnormal/unusual
4. careful - careless
5. lose - win
6. before - after
7. sad - happy
8. strong - weak
9. started - ended
10. appeared - disappeared
11. lies - truth
12. smooth - rough

C. Learner's Workbook page 43

1. The eleven-year-old girl was sad because her friend told her she had cancer.
2. The writer and her daughter.
3. They wanted the doctor to determine through an examination whether the lumps in the girl's breasts were cancerous or not.
4. use of deodorant
5. Boys and girls should not worry because the changes in them are natural.
6. They may get pregnant. They may contract an STI.
7. menstruation

D1. Learner's Workbook page 44

1. d. examination
2. c. developing
3. i. gradually
4. f. occur
5. j. occasional
6. h. observe
7. a. indications
8. e. drop out
9. b. opportunity
10. g. outgrown

D2. Fill in the missing letters Learner's Workbook page 45

- | 1 st Pyramid | 2 nd Pyramid |
|-------------------------|-------------------------|
| 1. adolescence | 6. smoother |
| 2. pregnancy | 7. breasts |
| 3. disease | 8. reach |
| 4. blood | 9. you |
| 5. got | 9. examination |

D3. Learner's Workbook page 45

Rearrange the letters to spell them correctly

- | | |
|------------------|------------------|
| 1. transmitted | 7. appeared |
| 2. opportunities | 8. relations |
| 3. sexually | 9. normal |
| 4. marriage | 10. occasionally |
| 5. menstruation | 11. genital |
| 6. indications | 12. hygiene |

D4. Learner's Workbook page 45

Now arrange the words in alphabetical order

- | | |
|-----------------|------------------|
| 1. appeared | 7. normal |
| 2. general | 8. occasional |
| 3. hygiene | 9. opportunities |
| 4. indicators | 10. relations |
| 5. marriage | 11. sexual |
| 6. menstruation | 12. transmitted |

E. Learner's Workbook page 46

Write the appropriate article

- | | |
|-------------|--------------|
| 1. a | 7. the |
| 2. the | 8. an |
| 3. the, the | 9. an |
| 4. a | 10. the, the |
| 5. a, the | |
| 6. a, the | |

UNIT 7 THE INVENTION OF TELEVISION**Learner's Workbook page 49 - 50**

C. Tick ✓ what is true about

- | | | |
|------|------|-------|
| 1. ✓ | 5. X | 9. ✓ |
| 2. ✓ | 6. X | 10. ✓ |
| 3. X | 7. X | 11. ✓ |
| 4. ✓ | 8. ✓ | 12. ✓ |

D1. Write the correct word**Learner's Workbook page 50**

- | | |
|----------------|------------|
| 1. experiments | 2. lunatic |
|----------------|------------|

- | | |
|---------------|----------------|
| 3. newspapers | 7. rotates |
| 4. invented | 8. clergyman |
| 5. soldier | 9. demonstrate |
| 6. convinced | 10. health |

D2. Learner's Workbook page 51

1. successfully
2. muddy
3. scanning
4. rotating
5. electronic
6. lunatic
7. challenged
8. demonstrate
9. system
10. inventors

E1. Learner's Workbook page 52 - 53

- | | |
|-------------|--------------------|
| 1. many | 9. no |
| 2. many | 10. both |
| 3. much | 11. some |
| 4. any | 12. a few |
| 5. no | 13. more |
| 6. another | 14. many/ a lot of |
| 7. more | 15. most |
| 8. much, no | 16. some |

E2. Learner's Workbook page 53 - 54

- | | |
|-------------|--------------|
| 1. have to | 9. Have to |
| 2. ought to | 10. Needs to |

- | | |
|---------------------|---------------------|
| 3. has to/needs to | 11. Needs to/has to |
| 4. have to/ought to | 12. Need to |
| 5. have to | 13. Have to |
| 6. need to | 14. Has to |
| 7. have to/ought to | 15. have to |
| 8. have to | |

UNIT 8 REFUSE MANAGEMENT

Learner's Book pages 53 – 58

C. Learner's Workbook page 58

1. refuse management
2. It is the easiest way
3. It invites swarm of flies
4. The rubbish is stinky

When it rains, it washes the stinky and dirty water into rivers.

4. One of the states of the USA
5. The rubbish is converted into fuel
6. Yes
7. We will reduce the amount of rubbish and also get cheap fuel.

D1. Learner's Workbook page 59

Match the words with their meaning and write the letter of the meaning in the box.

1. f. refuse
2. e. dispose of
3. h. filth
4. a. engulfing
5. b. outskirts

6. g. stinking
7. c. surrounding
8. j. converting
9. dug. Excavated
10. k. garbage
11. i. invites

D2. Fill in the blanks with words in the boxes. Learner's Workbook page 59 - 60

- | | |
|--------------|-----------------|
| 1. least | 6. increased |
| 2. few | 7. maximum |
| 3. worst | 8. cooling |
| 4. difficult | 9. occasionally |
| 5. far away | |

D3. Fill in the missing letters Learner's Workbook page 60

- | | |
|------------------------|----------------------|
| 1. <u>assemblies</u> | 9. <u>streams</u> |
| 2. <u>refuse</u> | 10. <u>nearby</u> |
| 3. <u>metropolitan</u> | 11. <u>engulfing</u> |
| 4. <u>surroundings</u> | 12. <u>garbage</u> |
| 5. <u>communities</u> | 13. <u>filth</u> |
| 6. <u>rubbish</u> | 14. <u>dumping</u> |
| 7. <u>minimum</u> | 15. <u>landfill</u> |
| 8. <u>outskirts</u> | |

E. Quantifiers Learner's Workbook pages 61 – 62

- | | |
|-------|-------------|
| 1. no | 7. everyone |
|-------|-------------|

- | | |
|------------|-------------|
| 2. each | 8. all |
| 3. another | 9. less |
| 4. both | 10. all |
| 5. other | 11. another |
| 6. less | 12. all |

UNIT 9 EXTRACTION OF PALM OIL

C. Answer these questions Learner's Workbook page 65

- | | |
|----------------------|----------------|
| i. smoked fish | ii. fried fish |
| iii) salting of fish | |
- Assin Atonsu
- It is the occupation that fetches the women income.
- The first stage is the collection of the palm fruit.
- In order to squeeze out the oil in the stuff.
- In order that the oil will have a nice flavour

D1. Learner's Workbook page 65 - 66

What do these words mean in the passage?

- extraction – production
- occupation – business
- surrounding – environment
- community – society
- chopped – cut into pieces
- gathered – collected
- temperature – mild fire/heat
- spices – flavours
- instance – example

D3. Opposite Learner's Workbook pages

66 – 67

- immature
- few
- fresh
- rainy
- last
- die
- scatter

D4. Fun with letters and words Learner's

Workbook page 67

- | | |
|-------------|------------------|
| 1. do | 7. squeezing |
| 2. oil | 8. familiar |
| 3. palm | 9. extraction |
| 4. mouldy | 10. temperature |
| 5. process | 11. municipality |
| 6. familiar | |

E1. Possessive Pronouns Learner's

Workbook page 68

- | | |
|-----------------|-----------------|
| 1. yours | 7. hers |
| 2. hers | 8. ours, theirs |
| 3. theirs | 9. hers |
| 4. mine, theirs | 10. his |
| 5. his | 11. his |
| 6. yours | 12. his, yours |

UNIT 10 BEWARE OF SEXUALLY TRANSMITTED INFECTIONS

Learner's Book Pages 68 – 76

ANSWERS

C. Answer these questions Learner's Workbook pages 73

1. The writer was an Education Officer
2. The health worker was giving a talk to the learners in the school.
3. An STI is Sexually Transmitted Infections
4. They are caused by different germs and virus.
5. HIV/AIDS is not curable but STIs are curable
6. a sign showing that a person has a disease
7. The health worker advised the learners so that the learners will not contract STIs.

D1. Learner's Workbook page 74

1. Gonorrhoea is a sexually transmitted disease caused by the bacterium *Neisseria gonorrhoea*. It affects the reproductive tract and other parts of the body.
2. Syphilis is a sexually transmitted disease caused by infection with bacteria known as *Treponema pallidum*
3. Herpes is a viral infection caused by human herpes virus. It is marked by painful, watery blisters in the skin or on the genitals.

HIV/AIDS is a sexually transmitted

infection caused by human immune virus while AIDS is the advanced stage of HIV, which is Acquired Immune Difficiency Syndrome.

D2. Fill in the blanks with

Learner's Workbook pages 74

- | | |
|---------------|-----------------|
| 1. disturbing | 4. consequences |
| 2. educating | 5. infertile |
| 3. symptoms | |

D3. Search for and find eight words related to STIs and AIDS Learner's Workbook page 75

Down words

1. syphilis
2. bacteria

Across

- symptoms
- transmitted
- herpes
- infertile
- gonorrhoea
- infection

E. Demonstrative Pronouns Learner's Workbook pages 75 – 76

Demonstrative Adjectives

- | | |
|----------|----------|
| 1. those | 4. that |
| 2. this | 5. this |
| 3. that | 6. those |
| | 7. these |
| | 8. those |

2. Underline the demonstrative pronouns

- | | |
|--------------------|--------------------|
| 1. this – subject | 6. that – object |
| 2. that – subject | 7. that – object |
| 3. those – subject | 8. these – object |
| 4. these – object | 9. these – subject |
| 5. these – object | 10. this – object |

UNIT 11 THE ALLIGATOR’S KINGDOM

Learner’s Book pages 77 – 85

A: The Little Bush Cat” Learner’s Workbook page 78

Answers

1. The Little Bush Cat died
2. It ate Little Bush Cat
3. It was either eaten first by the bush cat or escaped.
4. It had eaten to his fill.

B1. Learner’s Workbook page 79

Centering Diphthongs

Accept words with the target sounds /iə/ and /eə/

C. Learner’s Workbook pages 79 – 80

1. He was hard working.
2. The envied the alligator.
3. To seek crocodile’s help in getting Captain Anibere.
4. Captain Anibere told crocodile that alligators could easily be killed if forced to lie in its back.

D1. Re-arrange the letters to spell them correctly Learner’s Workbook page 80

- | | |
|------------------|------------------|
| 1. skillful | 8. neighbouring |
| 2. swift | 9. economic |
| 3. financial | 10. anybody |
| 4. miserably | 11. army |
| 5. envious | 12. bribed |
| 6. alligators | 13. economically |
| 7. discriminated | 14. overthrow |

D2. Which words in the passage The Alligator’s Kingdom mean the following? Learner’s Workbook page 81

- | | |
|-----------------|--------------|
| 1. skillful | 5. envious |
| 2. neighbouring | 6. miserably |
| 3. discriminate | 7. disease |
| 4. swift | |

E1. Reflexive and Reciprocal Pronouns Learner’s Workbook pages 81 - 82

1. Give examples of reflexive pronouns
1. himself, herself, itself, themselves, ourselves

UNIT 12 BAD LEADERSHIP

A. Learner’s Workbook page 86

1. characters
2. hero, heroine
3. acts, scenes
4. King Subruku
5. It ended in sadness

C. Learner's Workbook pages 85 - 86

1. King Osebo quarreled with the neighbouring kingdoms.
2. the trading activities between the Alligator's Kingdom and the neighbouring kingdoms collapsed.
3. The army was not strong and the tigers knew the weakness of the alligators.
4. The diamonds were given to Anibere as bribe.
5. Yes
6. What Capain Anibere did is the same as the army officers who overthrow their legitimate governments and make themselves heads of state.
7. The things that bring revenue or health to a country.

D1. Learner's Workbook page 87

Fill in the missing letters

- | | |
|------------------------|----------------|
| 1. <u>o</u> verthrow | 11. economic |
| 2. <u>p</u> rocess | 12. weaknesses |
| 3. <u>e</u> nstoolment | 13. defeated |
| 4. <u>n</u> eglected | 14. previous |
| 5. neighbouring | 15. diamonds |
| 6. alligator | 16. ordered |
| 7. quarreled | 17. dangerous |
| 8. kingdom | 18. concoction |
| 9. unemployment | 19. collapse |
| 10. cultural | 20. resource |

D2. Play the "Mother and Child Game"

Learner's Workbook page 87

- | | |
|-----------|----------|
| 1. neigh | 13. no |
| 2. ring | 14. go |
| 3. hour | 15. in |
| 4. our | 16. her |
| 5. nib | 17. born |
| 6. boring | 18. big |
| 7. rig | 19. on |
| 8. grin | 20. rob |
| 9. go | 21. one |
| 10. gin | 22. ruin |
| 11. our | 23. run |
| 12. he | 24. be |

D3. Match each word in column A with correct meaning in Column B. page 88

Learner's Workbook page 88

- | | |
|----------------|-------------------|
| 1. c. waged | 6. a. previous |
| 2. i. flouting | 7. e. neglected |
| 3. j. process | 8. d. enstoolment |
| 4. b, wicked | 9. h. overthrow |
| 5. g. enough | 10. f. commanded |

E. Relative Pronouns Learner's Workbook page 89

1. Underline the relative pronouns
- | | |
|---------|----------|
| 1. that | 3. which |
| 2. that | 4. whom |

5. who 7. who
 6. whose 8. whom
2. Join the pairs of sentences with the correct relative pronoun
1. This is the girl who came here this morning
 2. Is this the dog which ate your meat?
 3. This is the writer whose book we are reading.
 4. Choose a topic that you can write about
 5. I don't know what happened in the morning.
 6. Give credit to whom credit is due.

UNIT 13 WATER IS LIFE

A. Water is Life Learner's Workbook page 92

1. a. brown – in a puddle
 b. crystal clear – dewdrop
 c. pink and gold – in a bubble
 d. green – sea
 e. blue and gray – in a river
2. Water can assume many colours in different environments.

C. Answer these questions Learner's Workbook page 93 – 94

1. Water bodies serve as income generating resources
 They give employment to many people.

Lakes and waterfalls serve as tourist attraction.

2. fish and salt
3. Lake Bosomtwe
4. Some fishermen use DDT and other dangerous chemicals and dynamite.
5. Densu
6. It is due to bad attitude.

Lack of cheap and appropriate place for refuse disposal.

7. (i) Fishermen and farmers should be educated on the dangers of their bad practises.

(ii) gamamsey activities should be abolished.

D1. What do these words mean in the passage? Learner's Workbook page 94

1. scorching – burning heat from the sun.
2. provide – offer
3. excellent – first-class, splendid
4. expensive – very costly
5. employment – jobs
6. immensely – greatly
7. lagoon – the water from the sea cut off by reef of sand or coral.
8. dynamite – explosive substance
9. extracting – the act of taking out the gold from the soil/rocks
10. foreigners – nationals from other countries.

D2. Use the most suitable of the words in on D1 page 94 to complete each of these sentences. (Learner's Workbook page 95)

- | | |
|---------------|--------------|
| 1. employment | 6. lagoons |
| 2. excellent | 7. provide |
| 3. foreigners | 8. dynamite |
| 4. expensive | 9. immensely |
| 5. scorching | 10. extract |

D3. Find and ring them in the chart. Learner's Workbook page 96

Down	Across
Birim	Boti
Pra	Tano
Fula	Bosomtwe
	Afram
	Volta

E1. Learner's Workbook page 96 - 97

Positive	Comparative	Superlative
small	<u>smaller</u>	smallest
<u>bright</u>	brighter	<u>brightest</u>
dangerous	<u>more dangerous</u>	<u>most dangerous</u>
<u>pretty</u>	prettier	prettiest
lovely	<u>lovelier</u>	<u>loveliest</u>
<u>bad</u>	worse	<u>worst</u>
<u>good</u>	<u>better</u>	best
<u>far</u>	farther	<u>farthest</u>
<u>less</u>	lesser	<u>least</u>
<u>happy</u>	happier	<u>happiest</u>

UNIT 14 THE GARDEN OF REMEMBRANCE

C. Answer these questions Learner's Workbook page 100 – 101

- They are famous as they were used in the slave trade.
- Emancipation centre can be found at Assin Manso.
- A slave market
- slaves
- They were reinterred in the Garden of Remembrance.
- Cape Coast Castle
- Themselves were slaves who came together to form the Abolitionist Movement.

D1. Learner's Workbook pages 101 - 102

- | | |
|--------------------|---------------------|
| 1. d. museum | 8. b. observed |
| 2. f. emancipation | 9. k. castle |
| 3. h. slave | 10. a. requested |
| 4. j. ancestral | 11. g. abolitionist |
| 5. m. archives | 12. e. inscription |
| 6. l. reinterred | 13. i. casket |
| 7. c. portraits | |

D2. Fill in the blanks with words opposite in meaning to the words in the boxes ...

Page 103

- | | |
|----------|-----------|
| 1. lost | 4. after |
| 2. short | 5. first |
| 3. apart | 6. bought |

7. outside 8. common

E1: Main Verbs and Auxiliary Verbs

Learner's Workbook pages 104 – 105

A.

- | | |
|------------|----------------|
| 1. welcome | 5. shave |
| 2. enjoys | 6. interviewed |
| 3. break | 7. toured |
| 4. pushed | 8. washed |

Underline the helping verbs

- | | |
|-----------------------|--------------------------|
| 9. <u>are</u> going | 11. <u>were</u> watching |
| 10. <u>is</u> playing | 12. <u>was</u> running |

Underline the main verbs

- | | |
|---------|---------|
| 13. am | 16. is |
| 14. is | 17. was |
| 15. are | |

Underline the auxiliary verbs

18. She must work.
19. ought to do
20. have to help.
21. will investigate
22. should pay

E2. Write the correct verb form in the blank spaces Learner's Workbook page 105

- | | |
|--------|-----------|
| 1. has | 3. is |
| 2. has | 4. travel |

- | | |
|------------|--------|
| 5. explain | 7. go |
| 6. treat | 8. are |

F. Fill in the missing letters in the word puzzle. Learner's Workbook pages 106 - 107

A.

- | | |
|--------------|--------------|
| 1. ancestral | 5. tourist |
| 2. cannon | 6. slaves |
| 3. castle | 7. river |
| 4. shipped | 8. abolition |

B. page 107

- | | |
|------------------|---------------|
| 9. market | 13. graves |
| 10. emancipation | 14. famous |
| 11. museum | 15. portraits |
| 12. casket | |

UNIT 15 SOURCES OF ENERGY

C. Answer these questions Learner's Workbook pages 110

1. Akosombo Dam, Bui Dam, Aboadze Thermal Plant
2. False
3. Coal is used in heating rooms.
4. Coal is cheaper than electricity or gas.
5. We need petroleum oil to generate electricity from the Aboadze Plant.
6. True

D1. Which words in the passage

Learner's Workbook page 111

1. transformed
2. domestic
3. supplement
4. expensive
5. short-term
6. discovered
7. generated

D2. Find and add their correct endings.

Learner's Workbook page 111

1. refri + gerator – refrigerator
2. ener+gy – energy
3. petro+leum – petroleum
4. elec+tricity – electricity
5. dome+stic – domestic
6. gene+rated – generated
7. kero+sene – kerosene
8. gaso+line – gasoline
9. pe+troll – petrol
10. pro+duced – produced
11. mea+sure – measure

D3. Fill in the blanks with words opposite in meaning to the word in the boxes.

Learner's Workbook page 111 – 112

- | | |
|-------------|---------------|
| 1. cheap | 4. minor |
| 2. the same | 5. little |
| 3. short | 6. artificial |

7. industrial

8. started

E. Subject-Verb Agreement Learner's Workbook page 113

Write the correct verb in the blank spaces

- | | |
|-------------|------------|
| 1. is | 9. have |
| 2. is | 10. become |
| 3. is | 11. are |
| 4. comports | 12. has |
| 5. are | 13. has |
| 6. starts | 14. were |
| 7. do | 15. do |
| 8. have | |

UNIT 16

THE FRIENDS WE KEEP

A. Learner's Workbook page 115

Let learners read the story again to refresh their minds. Ask necessary questions about the main plot. Let learners write parallel stories. You may ask them to reread the story at home to save time. Give them time within which to complete the stories.

Let a few learners read what they have written.

B1. Phonics Learner's Workbook page 115

- i. blue, sale
- ii. groan

- iii. clouded
- iv. brought
- v. glowing

B2. Learner’s Workbook pages 115 - 116

Syllables

- Un faith ful ness (4 syllables)
- Un ex pec ted (4 syllables)
- Un ci vi lized (4 syllables)
- For give (2 syllables)
- Con so li da ted (5 syllables)

B3. Examples of words one to six syllables

Learner’s Workbook page 116

- Come – 1 combination – 4
- Toward – 2
- alternatively – 5
- Confidence – 3
- excommunicated – 6

C. Learner’s Workbook pages 116 - 117

1. He lived with his mother.
2. He studied hard.
3. Fiifi’s interesting stories.
4. He had a different story everyday.
5. a & b. Personal response – each learner may have a different answer.
6. Personal response – learners give their individual opinions.

7. Personal response
8. a & b Personal response

D1. Missing Letters Learner’s Workbook page 117

brilliant	fathers	wanted
beginning	friends	aware
gathered	suffered	

D2. Learner’s Workbook page 118

Words from puzzle	Antonyms
dull	bright
mother	father
fed	unfed/hungry
unwanted	wanted
dispersing	gathering
unaware	aware
lending	borrowing
enjoyed	suffered
enemies	friends

E1. Learner’s Workbook pages 118 - 119

1. ran, won
2. became, died
3. thought, was
4. saw
5. thought, was
6. had
7. was
8. did

9. meant
10. learnt/learned

E2. ‘to infinitive’ Learner’s Workbook page 119

1. to buy
2. to speak
3. to come
4. to get
5. to arrive
6. to disappoint
7. to keep
8. to take
9. to get, to get
- 10.

UNIT 17 OBEY YOUR COMMUNITY’S RULES

A1. Learner’s Workbook page 121

Learners should choose and write the heading first. Remind them to make clear the beginning, middle and end.

Learners do independent work.

20 minutes of writing

B1. Phonics Learner’s Workbook page 121 - 122

Words with consonant clusters in syllable

chain	Christian	chloroform
change	Chris	chlorine
charm		

Any word starting with ch, chl and chr is acceptable.

C. page 122

1. c. From the same parents.
2. Both their parents had died/ they were orphans.
3. The temptation of playing in the restricted area.
4. The tinkling sound meant that the glass was broken.
5. Osei meant that they were nearly caught, i.e. close to being caught.
6. Lead learners through the various things the gang did until the time they got back to school to realise the school closed long ago and everyone had gone home.
 - i. They had run away from school.
 - ii. They went to play in a restricted area.
 - iii. They broke the glass window.
7. This is a personal response question. Learners share their convictions.

D1. Learner’s Workbook page 123

Fun with Letters and Words

a – 5	e – 1
b – 4	f – 8
c – 6	g – 2
d – 7	h – 3

D2. Learner's Workbook page 123

Opposites

- | | |
|---------------------|---------------|
| 1. found | 6. uncle |
| 2. final | 7. first |
| 3. least | 8. remembered |
| 4. farthest | 9. opened |
| 5. smallest/tiniest | 10. honesty |

D3. Learner's Workbook page 123 - 124

Learners make their own sentences using the words they wrote under D2.

D4. Learner's Workbook page 124

Complete words

- | | |
|----------------|---------------|
| 1. siblings | 6. greater |
| 2. industrious | 7. football |
| 3. trouble | 8. res |
| 4. dishonesty | 9. temptation |
| 5. misbehavior | 10. cam |

D5. Learner's Workbook page 124

Learners spell words in pairs. Let them take turns to spell while the other person checks the correctness.

E1. Learner's Workbook page 124 - 125

Learners use the simple present tense forms of the verb throughout. They know the story so let them do individual work.

Example of how the story ends.

..... They all enter the restricted area.

They realise the place is very quiet. There is nobody around. Then we are free to do as we want Osei says, "John, it is good you have your ball." But we cannot play here, you know it is a restricted place, we shouldn't be seen here at all", another said. But there is no one there to stop them so they start to play. After a long time they decide to go.

They start to go but John decided to give a final kick. The kick goes wrong. The ball goes right into a glass window. They are all at a loss. Why did you do that? Hurriedly, they rush out of the area. The ball is left there. What will happen next? School has already closed. They leave for their various homes.

E2.

Learners share their stories with the class.

F. Writing Learner's Workbook pages 125 - 126

Individual work. All learners draft their compositions in fifteen minutes.

UNIT 18 WORKING TOGETHER

A1. Learner's Workbook page 127

Learners will be for or against the motion. They are only stating 3 main reasons for

their stance. It is not an essay.

Reasons given by learners will be varied.
Give everyone the chance to clarify
whatever they say.

A2. Learner's Workbook page 127

Learners are to write on only one of the
games. Let them write what they know
shortly to fit the space provided.

Ludo: Played by a total of four players
though two or three can also play it. The
game is made of a flat surface with four
corners with four colours with specific rules
to follow, etc.

Oware: It is a traditional game played by
two people. Each player has twelve pebbles
that they distribute among twelve holes.
Anytime a hole has four pebbles, it is
collected by the one whose hole it is, etc.

Let learners read their descriptions to the
class. The class questions and corrects the
information given in the composition s/he
has read.

B1. Words and number of syllables Learner's Workbook page 128

cash – 1 syllable	cashier – 2 syllables
friendly – 2	position – 3
ground – 1	soccer – 2
toward – 2	positional – 4
unfriendliness – 4	sportsmanship – 3

B2. Learner's Workbook page 128

Check each word closely with the class to be
sure the number of syllables in each word is
correct.

Words	Syllables
Come, die	1 syllable
Complete, contain	2 syllables
Finally, occupy	3 syllables
Industriously, competition	4 syllables

B3. Antonym of words Learner's Workbook pages 128 – 129

1. same	6. last
2. dull/unexciting	7. worst
3. younger	8. win
4. less	9. adults
5. ended/finished	10. same

C. Learner's Workbook page 129

1. By watching others play soccer.
2. It is a game any child can play/ it is easy
to play.
3. Through practise and games they learn to
control the ball.
4. Skill of the game:
 - i) to pass the ball.
 - ii) to control the ball with feet, chest, head
 - iii) to never touch the ball with hands.
5. The skill of passing the ball to friends
who are team members.

6. Soccer helps children to work hard at playing, enjoy winning and lose as good sportsmen/women.

D. Fun with Letters and Words Learner's Workbook page 130

Mother and Child: Teammates

Some of the words: tea, team, mats, ate, am, at, mates, sat, same, meat, seam, seem, test, set, seat, mast, taste, team, me, mama, etc.

E1. Learner's Workbook page 130

Change in the verbs

1. We were having supper.
2. Both boys and girls were playing soccer.
3. All students were watching the game.
4. There were many spectators.
5. The clouds were gathering.
6. The rain was not falling yet.
7. The end was ending soon.
8. The road was getting muddy.

E2. Learner's Workbook page 131

- | | |
|------------------|-----------------|
| 1. was watching | 6. were hoping |
| 2. was searching | 7. was ringing |
| 3. was calling | 8. was looking |
| 4. were shouting | 9. was barking |
| 5. were standing | 10. was minding |

F. Learner's Workbook page 131

Descriptive

Get learners to brainstorm and find a good title. Let them draft the first and revise it.

Let them use a thesaurus to allow a wide choice of words to help them. If there is not enough, they can complete the writing as homework.

Learners write their personal experiences.

UNIT 19 WORKING TOGETHER

A1. Learner's Workbook page 133

Remind learners of things they discussed on the topic. You could have a brainstorm session if you think it is necessary.

Causes of lying: could result from fear, the desire to cheat, the desire to favour someone, etc.

How one will prevent it is a personal response question. Let learners write their intentions and share with the class or group later.

B1. Vowel Digraphs words. Learner's Workbook page 133

oa	ea
load	fear
roam	near
foam	rear

B2. Consonant digraph words Learner's Workbook page 134

ch	cl	cr
chin	clean	cry
church	cleft	acid
each	clown	crown

Make use of the dictionary; let learners find the words and their meanings from the dictionary and use some of them in sentences to complete the learning process.

B3. Learner's Workbook page 134

Let learners make sentences using words from both vowel and consonant digraphs.

C. Learner's Workbook pages 134 – 135

1. The writer is talking about the owner of the house whose glass window got broken the previous day.
2. He came to report and find out those who broke his glass window.
3. Because they all recognised the ball and knew the owner was in class four.
4. They all bowed down their heads.
5. He was not the only person with that colour of ball/ He had left his ball at home/ There were also many other balls with that colour.

6. True

7. John's argument was so logical that everybody agreed that the boy needed to be given the benefit of the doubt.

D2. Learner's Workbook page 136

The Word and Letter Valley

The words

a	I
us	of
all	lot
ball	boys
bowed	break
school	denied
logical	present
argument	wondered
dispersed	direction

D3. Learner's Workbook page 137

In alphabetical order

- | | |
|--------------|----------------|
| 1. a | 10. dispersed |
| 2. all | 11. I |
| 3. argument | 12. of logical |
| 4. ball | 13. lot |
| 5. boys | 14. of |
| 6. bowed | 15. present |
| 7. break | 16. school |
| 8. denied | 17. us |
| 9. direction | 18. wondere |

E1. Learner's Workbook page 137

How to boil rice

There may be variations in the procedure. Someone might set fire and put water in the pot to put on it before measuring the rice. Another may prepare the rice – measure and pick out dirt.

Let learners write their steps of at least seven commands that direct one through the cooking. Accept whatever a learner writes. Give them time within which to complete the writing. Then ask them to share.

F1. Persuasive Writing Learner's Workbook page 138

This is more of a persuasive writing and personal response. Encourage learners to be logical in their argument. They need to use persuasive words meant to help the audience follow their line of thought. A thesaurus could help them make good choices of words.

UNIT 20 – THE ARGUMENT

A1. Learner's Workbook page 139

Four reasons why people argue. E.g.

Misunderstandings

A desire to correct a person

People argue to deceive.

Some also argue to prove a point (there are other reasons)

A2. Learner's Workbook page 139

Every learner must choose their cause and effect. Give them time within which to complete and let them share.

B1. Learner's Workbook page 140

Content words

Functional words

Alarm, clock, failed, ring, got, late, missed,
my, to, I, up, the, so, to

school, bus, had, take, city, bus, instead

Content words – 14

Functional words – 7

B2. Learner's Workbook page 140

Example of sentences

Learners love teachers.

Most learners do make noise.

Place the baby on the floor, etc.

B3. Learner's Workbook page 140

Synonym

1. unsafe/risky
2. knife
3. aged
4. mistrusting
5. talk over/share ideas
6. revising/exercising

B4. Learner's Workbook page 141

- | | |
|--------------|---------------|
| 1. dangerous | 5. suspicious |
| 2. knife | 6. yesterday |
| 3. old | 7. practising |
| 4. discuss | |

C. Learner's Workbook pages 141 - 142

- No, because he was truly applying his previous knowledge
- Yes, James' response was expected; (it is the normal way anybody would respond if they are connected to HIV)
- No, he did not initially know it was Tom's father who used it.
- Tom was not wrong; it is James who took it wrongly. What was wrong was that he had judged and drawn his own conclusion, when he did not know all the details.
- Personal response. Take reactions from learners.
- James was angry because Tom had implied that his (James') father had AIDS.
- It could be possible. The explanation is that it is not easy to know by mere sight a carrier of the HIV virus; besides it takes many years before the symptoms start to appear.
- Personal response. Let learners share what they think.

D1. Learner's Workbook page 142

Words	Antonyms
old	new/fresh
used	unused
heard	unheard
right	wrong
serious	trivial
everyone	no one

D2. Learner's Workbook pages 142 - 143**Creating antonyms using prefixes un and mis**

Word	Antonym
cover	uncover
known	unknown
guided	misguided
do	undo
conduct	misconduct
swept	unswept
clean	unclean
spell	mis-spell
deed	misdeed
take	mistake

Let learners use a few in sentences orally.

E1. Learner's Workbook pages 143 - 146

Adverbs	Function
1. quietly	adverb of degree
2. in order to	adverb of reason

3. severely	degree
4. speedily	degree
5. too soon	degree
6. so that	reason
7. to buy	reason
8. to see	reason
9. to see	reason
10. too late	degree

F. Learner's Workbook page 144

Writing Drama

Learners imagine the discussion that went on between Teacher, Tom and James and write it in drama form.

UNIT 21 THE SICK LION

A1. Learner's Workbook page 145

Learners have expressed their opinion about having wisdom and physical strength. They know what happened in the story of the Lion and the fox. This should be the basis of the argument.

Do a brainstorm on this topic, but do not give learners any support as to what is right or wrong. Let learners make their own decisions. Give them time to write and share later.

A2. Learner's Workbook page 145

The spidergram may have such words for

the lion.

Fierce, strong, big, terrible, loves blood, etc.

Other animals in the forest

Deer, hyena, snake, bear, antelope, baboon, giraffe, gorilla, etc.

B1. Learner's Workbook page 146-147

Content words

Functional words

Possible, lion, sick, think, pretending, cunningis, it, a, to, be, for, I, the, was, fox, was, a,

Animals, among, suspected, foul play
the, it

B2. Learner's Workbook page 147

Compound words

Black head, black box, pencil box, football, school head, school book, mother goat, jam pot, goat head, etc.

B3. Learner's Workbook page 147-148

Idioms – meaning

- 1) It started raining very hard, making it impossible to go out.
- 2) Aku revealed the truth.
- 3) Evans was always bringing shame to the family.
- 4) The project was very easy.

B4. Learner's Workbook page 148

Meaning of words

Fierce – terrible, frightening

Resounded – echoed

Dinner – supper

Sumptuous – very delicious

Suspected – doubted

Cunning – tricky, clever, scheming

Resourceful – industrious

Roar – full, deep prolonged cry

Thicket – inner bushes

Den – lion's home

C. Learner's Workbook page 148

1. Because the lion always caught them for his food.
2. Because the lion has a deep resounding voice that goes far.
3. ... because he could no more catch animals for food since he was old and weak.
4. Because the lion was their king and since he was sick his subjects knew it was their duty to visit him.
5. Fox suspected that lion was not truly sick. /He was pretending to be sick.
6. Because he knew the lion was too strong to be sick/ He had never heard of the lion being sick before.
7. He explained that though he saw footprints going towards the lion none ever came back towards the door so he concluded that Lion ate them.

8. Personal response. Take answers from learners. There are many words to describe how Lion felt. E.g. Lion must have felt a fool, defeated, angry, disappointed, etc.

Let learners share their ideas.

D2. Learner's Workbook pages 149 - 150

Opposites

deep – shallow

never – always

small – big

lie – true

weaker – stronger

able – unable

older – younger

whole –

large – small

before – after

D1. Learner's Workbook page 149

- | | |
|--------------|--------------|
| 1. roar | 6. den |
| 2. thicket | 7. fierce |
| 3. cunning | 8. resounded |
| 4. sumptuous | 9. suspected |
| 5. dinner | 10. cunning |

D3. Learner's Workbook page 150

Words in the puzzle

- | | |
|----------------|-----------|
| 1. lion | 2. fox |
| 3. resourceful | 4. forest |
| 5. roared | 6. fierce |
| 7. suspected | 8. chose |
| 9. sat | 10. days |
| 11. slow | 12. den |
| 13. animals | 14. great |
| 15. feared | 16. greet |

Learners use words in their own sentences. The sentences must prove that they understand the words well.

E1. Learner’s Workbook page 152

Irregular Verbs

Present	Participle	Past
draw	drawn	drew
sleep	slept	slept
sweep	swept	swept
feel	felt	felt
cut	cut	cut
run	run	ran

E2. Learner’s Workbook pages 152 - 153

- | | |
|------------|----------|
| 1. knew | 5. saw |
| 2. thought | 6. stood |
| 3. made | 7. went |
| 4. went | 8. did |

F. Learner’s Workbook page 153

The details of all that the lion did to convince the animals are not clearly given. This imaginative writing that learners have to do, drawing on their background information. It means that what they write will depend on their personal opinions. When they share, allow them to read everything so that the class can do a critique. Learners write their argument individually. Give time within which to finish so time is not wasted.

UNIT 22

A1. Learner’s Workbook page 154

Make Do with What You Have

Do a brainstorming to get learners to talk about ways in which people’s rights are often abused. This will set the tone for the exercise. Give them the time within which they should finish writing. Learners write their thoughts in the space provided. They must be able to give reasons why the abuse occurred and indicate type of abuse – verbal or physical, etc. At the end, let them share what they have written.

B1. Learner’s Workbook page 154 - 155

Words to complete the similes

- | | |
|------------------|---------------------|
| 1. charcoal/coal | 5. deer |
| 2. a new pin | 6. owl/King Solomon |
| 3. mouse/rabbit | 7. An elephant |
| 4. monkey | 8. glass |

B2. Learner’s Workbook page 155

Antonyms

author	-	reader
detective	-	thief
doctor	-	patient
guest	-	host
parent	-	child
follower	-	leader
guard	-	prisoner
teacher	-	learner

Synonyms

mute	-	dumb
odour	-	smell
profit	-	gain
noisy	-	rowdy
option	-	choice
protect	-	safeguard
amount	-	quantity
rank	-	position
buy	-	purchase

B3. Learner's Workbook page 156

personal	d	denied	i
peers	h	exceeded	c
discipline	g	k - i	
shocked	a	f - j	
disgraced	j	e - k	
suspended	b		

C. Learner's Workbook page 156 - 157

1. selfish
2. Yaa was i) disrespectful
ii) loved praise iii) a schemer
3. Because their time of service was ended.
4. She wanted to shine above everybody/ to be praised.
5. (The passage doesn't say but we can guess). Perhaps the parents did not believe her story this time round. OR They realised she was getting spoilt and so decided to start putting a restraining hand on her.

6. Yaa went to steal money from a nearby shop.

7. She was caught and was disgraced before the whole school. She was given some lashes of the cane.

8. Yaa's parents must have felt very embarrassed and ashamed.

9. Yaa's parents could do a variety of things. This is a personal response question. Let learners share their thoughts with the class.

D1. Learner's Workbook page 157

Opposites of words

Together – apart

Wrong – right

Loudly – quietly

Older – younger

Unwilling – willing

Usual – unusual

Disgraced – praised

Forwards – backwards

Encouraged – discouraged

Selfish – selfless

Let learners use the words in sentences that show their understanding.

D2. Learner's Workbook page 158

Words for the word staircase

A

To

Way

Town	Personnel
Peers	Encouraged
Denied	Respectable
Anxious	Contribution
Whenever	Disrespectful

E1. Learner's Workbook page 159

Underline the conjunctions.

State the function

Conjunction	Function
1. but	coordinating
2. and	coordinating
3. so	purpose
4. as	condition
5. in order	purpose
6. so that	purpose
7. immediately	time
8. at once	time
9. if	condition
10. unless	condition

F. Writing page 160

Things that were wrong with Yaa's ambition

Ambition is good, but we know too much of everything is bad. Let learners write their essay, tracing the character from previous times through the current issue.

Provide opportunity for learners to share what they have written.

UNIT 23 PEOPLE LIVING WITH HIV

A1. Learner's Workbook page 161

Learners are expected to share lessons from the discussions on PLWHA. Decisions one could may differ on several levels.

Let learners write within a given time and allow them to share.

Take note of similarities and differences in their decisions.

B1. Learner's Workbook page 161 - 162

Meronyms

1. Animals	6. Vegetables
2. Flowers	7. Relatives
3. Footwear	8. Numbers
4. Cereals	9. Fruits
5. Clothing	10. Kitchenware

Odd Word

1. goat	4. cuLBoard
2. tomatoes	5. boy
3. Jane	6. grandfather

B2. Learner's Workbook page 162

Word	Meaning
Stigmatised	mark as degraded/ as unworthy, unequal/ disapprove fairly
Executives	persons with managerial authority – managers

Vanished	disappear, no more there.
Shocked	upset, surprised
Contaminated	make poisonous, impure, pollute
Teasing	playfully making fun of one
Supported	to side with, bear with, uphold
Realised	to understand
Enthusiasm	great excitement in or for a thing
Fortunately	luckily

C. Learner's Workbook page 163

1. She told the class she was HIV positive.
2. They came to tell Teacher Mavis about their decisions.
3. That nobody defended or supported her and she was dismissed out rightly. (She was not expecting that the people were so ignorant as well)
4. She was asked to leave the village.
5. She was able to get another school in the city.
6. No, they were not right.
They were not right, because their action was out of ignorance (Given the same chance today, they will react differently)
7. Because there is more education about HIV/AIDS now than used to be. People know better.
8. Yes, it is/No it isn't

Let learners explain why they think the way they do.

D1. Learner's Workbook page 164

- | | |
|-----------------|----------------|
| 1. enthusiasm | 5. stigmatised |
| 2. contaminated | 6. executives |
| 3. supported | 7. shocked |
| 4. vanished | 8. teasing |

D2. Learner's Workbook page 165

Mother and Child: Vanished

Words

The words are more than five as indicated in the Workbook. Let them make as many as possible and share with the class.

Van, is, shed, an, he, dish, shade, vase, his, den, hen, hand, and, ash, has, said, etc.

E1. Learner's Workbook page 165 - 166

Modal Auxilliaries

Learners make their own commands. At the end of each session, let learners share what they have written before they go on to the next part e.g.

May I go now?

You could sit here and wait.

I would rather wait outside.

Will and shall

Prediction

You will be president one day.

We shall be back soon.

Intention

We shall finish by next week.

They will be waiting at the next stop.

Can – ability

We can finish this within a day

She can wash all the clothes.

F. Writing Learner's Workbook page 167

When learners finish writing, let them share in pairs. Let the pairs come out with a jingle from both their works to share with the whole class.

UNIT 24 A VICTIM OF PEOPLE'S IGNORANCE

A1. Learner's Workbook page 168

Let learners understand what by-laws are. Everybody lives by them. It must be made known to everybody. It must have consequences for going against them.

Learners write by-laws for living with PLWHA

For example:

PLWHA must be allowed to live without any restrictions in the society.

Nobody should refer to their HIV status to insult them, etc.

B1. Learner's Workbook page 168 - 169

Examples of words by affixation

heat	obey	able	faith
reheat	obeying	enable	faithful
reheating	disobey	enabling	unfaithful
heated	disobeying	enablement	unfaithfulness
reheated	obedience	enabled	

Etc.

Roots and affixes

Word	Prefix	Root	Suffix
disowned	dis	own	ed
preconceived	pre	conceive	d
unhappily	un	happy	ily
anti corruption	anti	corruption	ion
disinherited	dis	inherit	d

C. Learner's Workbook page 170

1. She had to, because she wanted the truth to be known, she had told her P4 class.
2. She got the virus through a blood transfusion.
3. Because it was an emergency (her life depended on the blood; she would have died without the blood)
4. No one answer for it. Let learners argue for their choice. Is it her parents or the medical team? Do you think anyone should be blamed? It was the choice between death and life with HIV. The ultimate answer is the circumstances.
5. The common belief was that it was

through sex (This why the PTA executives acted the way they did. It is the reason for the stigmatisation and discrimination)

D1. Learner's Workbook page 169

- | | |
|-------------------|-----------------------|
| 1. transfusion | 5. ignorance |
| 2. screen (blood) | 6. circuit supervisor |
| 3. emergency | 7. prevent |
| 4. desperate | 8. terrible |

D2. Learner's Workbook page 171

Correct words

- | | |
|-----------------------|----------------|
| 1. ignorance | 5. screen |
| 2. circuit supervisor | 6. terrible |
| 3. emergency | 7. desperate |
| 4. prevent | 8. transfusion |

D3. Learner's Workbook pages 171 - 173

Complete words

- | | |
|-------------------|-----------------|
| 1. stigmatisation | 6. encouraged |
| 2. emergency | 7. treatment |
| 3. desperate | 8. ignorance |
| 4. supervisor | 9. foolish |
| 5. operation | 10. transfusion |

Alphabetical order

- | | |
|------------------|-------------------|
| 1. desperate | 6. operation |
| 2. emergency | 7. stigmatisation |
| 3. encouragement | 8. supervisor |
| 4. foolish | 9. transfusion |
| 5. ignorance | 10. treatment |

E1. Learner's Workbook page 172

Preposition	Function
1. to	purpose
2. for	possession
3. on	support
4. against	opposition
5. for	support
6. with	comparison
7. for	possession
8. against	opposition
9. for	purpose
10. to	purpose

E2. Learner's Workbook pages 173 - 174

In writing these sentences, learners may use the following prepositions for specific functions.

Support – for, with

Opposition – against

Companion – with, as compared to

Possession – for

Purpose – to

F. Writing Learner's Workbook page 174

Reflective Writing

Learners write their personal experiences and lessons they have truly learnt.

Encourage them to write their lessons out clearly and be ready to share with the class when the time comes.

UNIT 25 PRESERVING THE ENVIRONMENT

A1. Learner's Workbook page 175

Let learners look at the picture on page 191 again to direct their thoughts. Then let them write about things they dislike and how they will do to correct them. They should think between the lines and come up with consequences of the actions there which are not yet obvious.

B1. Learner's Workbook page 175 - 176

Contextual Meanings

Meaning

1. I have done something that he is not pleased with now.
2. He is the one who always does things to disgrace the family name.
3. He knew nothing at all about the game.
4. We only wasted our time and resources on that business; it did not benefit us.
5. I am not so ignorant that you can deceive me.

B2. Learner's Workbook page 176

Words/Synonym

Widely – largely

Polluted – contaminated

Reduce - lower, minimize

Conserving - preserve, protect from harm/
waste

Refuse – waste

Choke - block, suffocate

Graze – feed on grass (animals)

Lumbering – felling and preparing timber for sale.

There are other synonyms the learners can find out from their dictionaries, etc.

B3. page 177

Silent reading for 5 minutes. Check reading speed of learners.

C. Learner's Workbook page 177 - 178

Answer to questions from the passage

1. They thought it was too big to be affected by human activity.
2. That mere humans were too small to affect the earth/world in any way.
3. factories and fumes from vehicles.
4. Through the polluting gases and the waste that man produces.
5. The waste heats up the earth.
6. The president, ministers, members of parliament, chief executives of districts and municipal assemblies.
7. Personal response. Let learner write what they have observed personally.

D1. Learner's Workbook page 178

Synonyms

Encourage – give hope, support

Otherwise – or else

Certainly – surely

Concerns – worry about

Mere – insignificant/unimportant

Responsibility – accountable

Impossible – cannot be done

Deserve – to reward

D2. Mother and Child Learner's

Workbook page 179

Responsibility

Rest, on, it, tie, lie, rite, sit, no, set, insert, sly, yes, pen, pin, boss, so, son, bin, let, lit, spin, sin, sister, resist, pert, list, nose, toss, rose, rise, slit, site, etc.

E1. Learner's Workbook pages 179 - 180

Adjective Phrases

1. very close
2. painfully dirty
3. heaven sent
4. nearly dead
5. pale looking
6. ugly old, croaky
7. eastern garden

E2. Learner's Workbook page 178 – 180

Sentences with adjective phrases.

- i. The convict stood near a blue-black car.
- ii. Be careful, that trouble-shooting supervisor is at post.

iii. I love an action packed movie any day.

iv. The earth is in danger from mere human activities.

v. How do we take care of air polluting gases?

vi. When we arrived, it was almost dark.

vii. Please tone down, you were too harsh.

viii. It is a beautiful day, isn't it?

ix. We drove for hours on a lonely road.

x. He is a very busy man, you can't see him now.

F. Writing pages 180 - 181

Keeping the Environment Clean

Learners write a short description of a clean-up organised by the assemblyman/woman in their community.

They may include

Day and time, duration

Materials used for the clean-up

Places cleaned

Notable people seen and what they did

When it all ended

Among other things

Provide opportunity for sharing

UNIT 26 CLIMATE CHANGE

A1 Learner's Workbook page 182

1.a. People burn used lorry tyres

b. People throw plastic waste anywhere.

c. Others ease themselves in gutters and at

the beaches

d. Vehicles emit dark smoke into the atmosphere. (any two)

2. The writer is talking about the ozone layer

3. gas

4. a. The ozone layer is a gas that surrounds the earth.

b. The ozone layer keeps out the dangerous ultraviolet rays from the sun.

c. It is found in the upper atmosphere

d. Human activities has caused the depletion of the ozone layer.

e. Dangerous emissions from vehicles, fires, smoke from factories have caused the ozone layer to be depleted.

d. The result of it is high temperatures, storms, floods and droughts (Any three of the above)

5. It is informational text.

6. The writers purpose is to give us information.

C. Learner's Workbook pages 183 – 184

1.a. The disasters are floods, fires and strong winds.

2. Changes in the ocean, land surfaces and ice sheets.

3. Global warming

4. The greenhouse effect

5. False because without the greenhouse effect the temperature on earth could not support human/ animal and plant life

6. The toxic wastes dumped into the sea by factories coupled with liquid wastes dumped into the sea cause the temperatures of the oceans to rise.

7.a. The carbon dioxide emitted into the atmosphere

b. burning of tyres and plastic wastes

c. The emission of smoke into the atmosphere

d. dumping of toxic wastes into the sea by factories.

D1. Learner's Workbook page 183

Identifying the writers purpose

1. The writer is talking about deers.

2. It is the deers horns that divide into branles called antlers.

3. It is the size of the antlers that can tell how old a deer is.

4. The purpose of the writer is to give us information about the deer.

D. Learner's Workbook page 185

Vocabulary

1. Identify at least fifteen words from the word puzzle.

Downwards

1. effects

Across

1. Temperature

- | | |
|------|-------|
| 3. ✓ | 7. X |
| 4. X | 8. ✓ |
| 5. X | 9. X |
| 6. ✓ | 10. X |

**D1. Vocabulary Learner's Workbook
Page 191 - 192**

Opposites

- | | |
|----------------------|-------------------|
| 1. emitting (j) | 6. efficient (a) |
| 2. afforestation (i) | 7. suffered (f) |
| 3. droughts (b) | 8. famine (c) |
| 4. devastating (e) | 9. violent (g) |
| 5. mopping (d) | 10. extensive (h) |

2. Write these words in their logical order

1. windstorm
2. fossils
3. carbon
4. conditions
5. wildfires
6. infrastructure
7. torrential
8. eliminate
9. hurricane
10. efficient

3. Learners write sentences

E. Learner's Workbook Page 193 - 194

Direct and indirect (reported) speech

1. Cudjoe asked me where we were going.
2. He said I should put the books down OR
He asked me/her/him to put the book down.

(me/her/him – because no specific person is mentioned in the direct speech)

3. Mum said we would have lunch soon.
4. He shouted that we should not to play there.
5. She instructed us to take our books and read.
6. She asked me to kindly show her the way to ADB.
7. The headmaster said there was too much work to be done.
8. She appealed to everybody to (please) work hard.
9. The security man warned that nobody should go out of there. (leave there)
10. The boy said that he was very hungry.

F. Learner's Workbook Pages 194 - 196

This is parallel writing. Learners will have to create their own characters, setting and plot.

UNIT 28 SUCCESS STORIES

A. Conversation Learner's Workbook

Page 197

Learners write about their future to share with their partners.

B1. Vocabulary Learner's Workbook

Page 197 - 198

Homonyms and Homophones

Write the appropriate word in each blank space.

- | | |
|-----------|------------|
| 1. dear | 8. hold |
| 2. firm | 9. allowed |
| 3. firm | 10. piece |
| 4. second | 11. peace |
| 5. dear | 12. aloud |
| 6. hold | 13. bare |
| 7. second | 14. Bear |

C. Reading and Comprehension

Learner's Workbook Page 198 - 199

1. False "but could not get a job"
2. Her mother was selling foodstuffs.
3. She bought jute bags and packed their food items in them.
She carried their bags to where they parked their cars.
4. The introduction of hamper by her.
5. Yes. While she was distributing her food stuff in the offices, she needed somebody to

sell her wares in the market.

6. At one of her church's youth conference
7. She first served her drink at her sister's wedding party, then she started selling it at a school.
8. Employees

D1. Vocabulary Learner's Workbook

Page 199 - 200

1. Find the synonyms of these words
1. focus
2. praised
3. command
4. profit
5. engaged /got a job
6. advance/continue
7. endeared – attached
8. thrive – flourish
9. considered/thought of
10. able to pay for

D2. Learner's Workbook Page 200

Find and write the antonyms of the same words

1. diverge
2. condemned/disapprove
3. obey
4. run at a loss
5. unemployed
6. close, around

7. alienate/dislike
8. decline
9. aborted
10. unaffordable

D3. Learner's Workbook Page 200 - 201

Learners write their own sentences with the given words.

1. Many different handicrafts were taught at the last youth conference.
2. Sidi completed his training long ago.
3. He decided to do backyard gardening.
4. His education benefited him.
5. Many customers go after Serwaa's sobolo.
6. Self-business is more profitable than being employed by another person.
7. Leticia's helpfulness endeared her to her customers.
8. She was also friendly towards her customers.
9. The positive response from her customers encouraged her.
10. Every thriving business sooner or later needs helping hands.

E. Grammar Usage Learner's Workbook Pages 201 - 202

Change the following direct speeches to indirect / reported speeches.

1. The student said that she had exams to

write.

2. The complainant said that the judgement of the case had delayed.
3. The discharged prisoner said that he had nowhere to go.
4. The teacher asked me whether my name was Vincent or not.
5. The welfare officer asked whether we had eaten in the morning .
6. The herdsman commanded that the water trough of the animals be cleaned.
7. The teacher said I had done well.
8. The man exclaimed that that was splendid.
9. The clerk asked whether I had been given a receipt.
10. My father asked what we were going to have for lunch.

F. Learner's Workbook Pages 202 - 203

Learners are writing an advertisement. It is usually a type of poem or rhyme or a simple lines of sentences with words that can express ideas with power. Let learner use dictionary and thesaurus to help them choose words.

UNIT 29 OUR CULTURE

A1. Learner’s Workbook Page 204

Learners write to persuade their audience to dress as Ghanaians. Talk with learners about typical Ghanaian dressing. Refer them to the picture on page 222 of LB.

B. Learner’s Workbook Page 205

Word formation

	Word	Prefix
1	incredibly	in
2	incomprehensible	in
3	entitlement	en
4	impairment	im
5	immortalize	im
6	improbability	im
7	demotivated	de
8	disconcerted	dis
9	misappropriate	mis
10	nonconformist	non

Root	Suffix
credible	ly
comprehend	sible
title	ment
pair	ment
mortal	ize
probable	ility
motivate	d
concert	ed
appropriate	tion

conform	ist
---------	-----

C. Learner’s Workbook Pages 205 – 206

- a
- c
- b
- a
- c
- b
- False “... patterns of kente are now being copied and produced in large quantities in factories.”
- False

D1. Learner’s Workbook Page 207

Vocabulary

- generation – period
- ancient – immemorial
- kingdom – empire
- technique – art
- cave – a hollow in a rock with an entrance.
- produced – manufactured
- quantities – amounts

D2. Learner’s Workbook Pages 207 - 208

- culture
- disgrace
- centuries
- descendants
- distance
- multicoloured

7. 100 m
8. considered

E1. Learner's Workbook Page 209

Phrasal Verbs

1. broke down
2. tear
3. broke down
4. put on
5. put ... off
6. get on
7. catch ... (the bus)
8. stood up for
9. broke into
10. take off
11. getting on
12. are done, log out

E2. Learner's Workbook Page 209 - 210

Correct phrasal verbs

- | | |
|------------------|----------------------|
| 1. give up | 6. put up, giving in |
| 2. get on | 7. top up, run out |
| 3. put up with | 8. worn out |
| 4. look down on | 9. make do with |
| 5. looking up to | 10. fall for |

UNIT 30

A. Learner's Workbook Pages 212 - 213

Learners have read about ICT. Let them use that knowledge to answer this question.

B1. Phonics Learner's Workbook Page 212

Simile and Metaphor

Identify and write the simile or the metaphor in the sentences and short texts

1. a rushing river (M)
2. the dessert (M), bitter and poisonous medicine (M)
3. two emeralds (M)
4. like red apples (S)
5. as sly as a fox (S)
6. a shining star (M)
7. as sneaky as a mouse (S)
8. as brave as a lion (S)
9. as white as snow (S)
10. as green as a leaf (S)
11. as red as crimson (S)
12. forest of trees (M)
13. like a dwarf (S)

C. Learner's Workbook Page 213

Read the passage "computers"

- | | |
|------|------|
| 1. ✓ | 5. ✓ |
| 2. X | 6. ✓ |
| 3. ✓ | 7. X |
| 4. X | 8. ✓ |

D. Vocabulary Learner's Workbook Page 214

Spell these words correctly

- | | |
|------------------|------------------|
| 1. computerised | 5. knowledgeable |
| 2. information | 6. operators |
| 3. programmes | 7. decisions |
| 4. organisations | 8. exceptionally |

E. Grammar Learner's Workbook Page 215 - 216

Phrasal verbs

Write the correct phrasal verb in each space.

- | | |
|-----------------|---------------|
| 1. pulled down | 6. done up |
| 2. pull out | 7. lock out |
| 3. get into | 8. look after |
| 4. get away | 9. look for |
| 5. do away with | 10. take over |

2. Examples of phrasal verbs that can be made

- a. turn up, turn in
- b. give up, give out
- c. go off, go through
- d. put up, put off
- e. pump out

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 practise in the use of specific language structures. They are used mainly during the practise stage of grammar lessons and the objective is to enable learners to gain accuracy in using the target structure.

Types of Language Drills

Examples of language drills are

- Repetition Drill
- Substitution Drill
- Substitution Table Drill
- Question and Answer Drill
- Conversion Drill
- Completion Drill

1. Repetition Drill

In a repetition drill, the learner is made to repeat a particular structure a number of times for its mastery. The item for repetition may be a model presented by the teacher or another learner. Repetition of a structure by the class, groups and individuals provides each learner several opportunities to listen to it and also several opportunities to practise it.

2. Substitution Drill

In a substitution drill, learners repeat practically the same structure with each learner, substituting a particular item in the structure with his/her own choice of word or phrase.

For example, in response to the question, “What did you eat yesterday?”, learners repeat the sentence structure SVOA Subject, Verb, Object, Adverb, substituting the object as in

Learner A: I ate fufu yesterday.

Learner B: I ate banku yesterday.

Learner A: I ate rice yesterday.

Learner b: I ate tuozafi yesterday.

3. Substitution Table Drill

A substitution table drill is virtually the same as a substitution drill. The difference is that in a substitution table drill, the sentences are built into a table and learners read sentences from the table. The table may be built on the board on a chart mounted on the board or in the textbook. Example:

Where	is	the book?
		the box of chalk?
		your sister?
		the clock?
		the ball?

4. Question and Answer Drill

This is a drill in which learners have to ask and answer questions repeatedly. The questions may come from one source (e.g. the teacher) and learners answer the questions. This may be done in pairs. Learners work in pairs. One asks the target type of question and the other answers. Roles are then reversed. Example:

Learner A: What did you do on Sunday?

Learner B: I read a story on Sunday.

Learner B: What did you do on Sunday?

Learner A: I did my homework on Sunday

Another takes over and it continues round the class.

5. Conversion Drill

A conversion drill involves changing/ converting a particular structure from one form to another. For example, a sentence from the simple present to the simple past tense. Example:

Learner A: I play football on Saturdays.

Learner B: I played football on Saturday.

Learner C: I iron my uniform on Sundays.

Learner D: I ironed my uniform on Sunday.

6. Completion Drill

In a completion drill, learners generally work in pairs. One begins a sentence and the other completes it. They then reverse roles. Another pair then take their turn. This continues until all learners have had opportunities to both begin and complete sentences.

The drill is used to provide oral practise of a new structure that has been nearly taught.

APPENDIX 3

Rhymes/Songs

Terms

Choral reading

Modeling

Model reading

Jumbled sentences

Transformation drill

Sentence completion

Substitution drill

Games

Lucky dip

Sound ball

Nature poems that can be added

So Wonderful

The chirping birds make sounds so sweet,

The clear blue sky oh! So high,

The sea is so deep and intense

The many gardens and their fence,

The mountains so big and huge,

The forests giving out some clues,

The intensity of the wind and air,

Tells us, look around, something is there,
Yes, I am nature, and love me to the core,
Yes, I am nature.

2. The Beauty of Sunset

The beauty of sunset,
Tells us something each day,
That another day has ended today.
The beauty of sunrise,
Tells us this day is here today.
The wind blowing on the face,
Tells us life is a running race,
So get inspired by nature each day
To make your way!

Poems about Life

Life's A Surprise

They say, life can amaze you,
For it can bring abrupt changes and turns,
But life is just a joyful ride,
For the one, who with experience learns,

A dream, an ambition, it is all attainable,
All you need to do, is believe.

A hope, some faith, will find its way

All you need is an eye to perceive.

I can hammer with four hammers

(Add the second leg. So now both hands and
both legs are hammering)

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 learner 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 learner with the back to the board must guess it.

For example, you write the word ‘**concrete**’ on the board and the class may say things like:

It is something we build houses with.

It is made with sand and cement. It dries quickly. It is usually grey. You can shape it easily, etc.

Note: You can make this a competition by dividing the class into 2 or more teams and giving strict time limits.

7. See What I Have

Purpose: To reinforce knowledge of letters and their sounds.

Materials: Letter Cards.

No. of players: 4 – 12 players

How to play: Each of the players is given two or three letter cards.

The class begins to sing the alphabet song. A player who hears any of his/her letter named in the song raises the particular letter card.

A player who raises a wrong card or fails to raise up a named card falls out. This continues until the winner emerges.

8. Sound Ball Game

The game is used to reinforce learners’ knowledge about letters of the alphabet and their sounds.

9. The Search

The search is a game used to reinforce both word and letter recognition. For example, to assist learners to identify lower case letters and their upper case counterparts. The game may be played a number of times.

Eight to twelve players stand in front of the class. Half of them have the lower case cards of the target letters while the other half have the upper case.

The class then sings or recites the words of the song, ‘I am Searching for My Friend’. As the class sings, the card bearers dance around to identify those having their counterpart letters. At the end of the song, each card bearer stands with his or her counterpart letter card.

Those who cannot find their counterparts drop out and the game continues until the winner or winners are found.

The Song/Rhyme

I am searching for my friend.

Searching, searching

I am searching, searching

Searching, searching, searching

I am searching for my friend.

I have found, found

Found, found, found

I have found my friend.

10. Lucky Dip

Purpose of Game: To revise and consolidate letters and items of vocabulary taught.

Players: 2 or more players, two – four teams

Materials: word cards, letter cards, sentence cards, picture cards, etc.

(depending on the knowledge or skill being targeted for practise or consolidation)

How to Play:

1. As learners observe, put the target words or letter cards into a box or a bag.
2. The players take turns to dip their hands into the bag or box without looking into it, to pick one of the cards.
3. Players read the letter/word/sentence/ picture, etc.
4. The game ends after the agreed number of players from both teams have taken their turns.
5. The winner is the team or player who gains more or the most points.

11. Say and keep

Materials: Word cards, cards bearing key words that learner(s) has learnt over a period

Players: 2 – 4 players

How to play:

1. The players (if they are two) sit facing each other with a table between them.
2. The word cards are shuffled and placed upside down on the table.
3. The players take turns to pick a card and read out the word on it. If it is correctly read, the player keeps it. If not, the card is placed back in the pack. This continues until all the cards have been read or until the agreed numbers of words have been attempted.
4. The winner is the player who has more or the most number of word cards.

Note: The game may be used to test spelling, usage and other skills.

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