



Primary English

Teacher's Guide

5

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***Revised
Edition
for the new
syllabus***

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Introduction

This Teacher's Guide gives support and advice to you, the teacher, to make your teaching at Primary 5 level more interesting and effective. This introduction explains the approach of the course and suggests ways of using the materials.

Materials

This course consists of materials prepared for the new English syllabus for Ghana at all levels from Primary 1 to 6. At Primary 5 the materials consist of:

- Pupil's Book
- Teacher's Guide.

Aims

The course has two main strands:

- the introduction of new grammar and language items in a carefully structured, gradual way following the syllabus for English;
- activities to develop the skills of listening, speaking, reading and writing in English presented in a less tightly controlled way to develop communicative competence.

The first strand aims to make sure that pupils will build up a firm foundation of knowledge about how English works as a language and gradually learn to use it accurately.

The second strand provides them with the opportunity to enjoy using the language in meaningful and interesting ways: for example in conversations, stories, rhymes, songs, games and role-plays. From these pupils will gain enjoyment and -above all - confidence as language users. This will help them to see English as an

interesting language and subject which will motivate them to say and write things for themselves; thus to become independent speakers, readers and writers.

Organisation

The course provides material for 30 units of teaching for the year. Each unit is enough for about one week's lessons. You should cover about ten of the units each term. You will need to plan, review and revise the work carefully. The time that pupils spend in school during the year will be more than 30 weeks, so you can reuse some of the material in the units for revision, and also spend extra time on sections which seem to be difficult for pupils. Activity pages are included after every other unit, so that pupils can practise what they have learnt. These pages also give practice in penmanship.

Units 10, 20 and 30 are revision only. They recycle grammar, vocabulary and skills introduced in earlier units.

Using the materials

It is important that your pupils find English lessons enjoyable and rewarding. In the first lessons, spend time getting to know your pupils. Build up their confidence by praising their performance in English.

You are encouraged throughout the course to make your own decisions regarding the use of the materials, and the pace of the teaching. As all teachers know, children develop at different rates and allowance has to be made for this. The materials cater for all abilities but you will need to select, and adapt, the

materials in the book to be appropriate for your class.

We start by recycling the grammar and vocabulary taught in Book 4 in this series. It will do no harm for more advanced pupils to go over these basics but you can move more rapidly with these advanced pupils. For those who have not absorbed the material well and are less confident users of the language, move at a more careful pace.

In this Teacher's Guide there are notes on each unit. Each set of notes commences with a box which lists the *Key language* and *Skills* covered in the unit. There is then a list of the *Teaching aids* that you will require for that particular unit. You should look at this before the lesson and find or prepare any aids that are necessary.

The course design is based on the four syllabus sections, *Listening and Speaking*, *Grammar*, *Reading and Writing and Composition*. The national syllabus contains a fifth section, *Library (Extensive Reading)*: this is dealt with at the end of this introduction. It is not dealt with in the notes to each individual unit.

Within the four sections there is usually more than one sub-section per unit - in most there are two. This is intended to encourage variety and is not meant to indicate lesson boundaries. From time to time, particularly in the **Grammar** sections, one sub-section may be suitable for one lesson but, on other occasions, one section will be longer than the other. You must look carefully at the notes before the lesson and decide how much you intend to cover per lesson.

Each of the four main sections of the unit notes is preceded by a box listing the *objectives* for the teaching and learning in that section. You should read these and bear them in mind as you are preparing and teaching your lessons.

Listening and Speaking

This section follows the objectives of the first section of the syllabus. There are many different activities in this section, e.g. a poem or rhyme to recite and discuss, a short sketch for the pupils to develop and act out, a photograph, picture or series of pictures to discuss or to tell a story. Guidelines on the use of these are given but you may have ideas of your own which are more suitable for your pupils – use your judgement to decide which is best.

Throughout Primary 5 activities are suggested to encourage pupils to use their own ideas and make their own sentences, such as telling news, talking about life around them, producing their own poems or rhymes, etc. Encourage them to do these so that they will learn to use English for themselves. Do not expect everything they say at this stage to be completely accurate!

Grammar

This section gives you the 'new' English which the pupils need to be taught in each unit. Guidelines are given on how to present and practise these items. The emphasis is initially on oral work but some writing practice is also included. You can add extra vocabulary of your own which you think may be suitable for your pupils – use examples from your local environment and community as much as possible. Also, remember that the pupils may know other words and phrases which they can use for themselves. In general, new items are introduced through an activity, then practised along with items previously taught. As much as possible, the activities place the language in a meaningful context, they are active and they are fun – enjoyment is one of the keys to successful teaching and learning!

Notes on the grammatical areas covered at Primary 5 are included below.

Reading

Reading is the key to success in all subjects of the curriculum. It is essential that pupils become interested, independent readers as they go through school,

a) Silent reading and reading

comprehension. At Upper Primary level, this skill takes on greater importance as pupils become more independent readers. Pupil's Book 5 contains many traditional and contemporary stories of interest to children of this age and educational level but also other kinds of texts, such as a recipe, a map, a page of a dictionary, dialogues and various factual texts, to widen their experience and develop their reading skills.

Some notes on the teaching of reading at this level are included on page viii.

b) Reading aloud and listening

comprehension. Reading aloud is an important part of the syllabus and is dealt with throughout the book. Pupils are also trained in listening to understand the gist, or overall meaning, of a text (without necessarily understanding each and every word) and to listen for specific information.

Notes on these are included on page ix.

Writing and Composition

In the same way as the Reading section encourages pupils to become independent readers, this section provides material designed to help them become independent writers by the end of their primary schooling. Writing, like reading, can be seen as a set of skills which needs to be taught. At Primary 5, the pupils are guided to develop from writing short simple paragraphs to complete texts of three or four paragraphs, using basic

conjunctions and cohesive devices. They will learn to write informal letters, describe processes, write simple summaries and how to fill in forms. Pupils learn how to plan their work using a number of different strategies. Advice on checking and redrafting work is also included.

At Primary 5, there are also still some partly mechanical activities to help pupils develop their skills of punctuation, spelling and so on.

Review questions

At the end of the Teaching notes for each unit there is a set of questions to help you to review the progress of your pupils. See *Diagnosing problems* on page xii of this Introduction for guidance on their use.

Activity pages

An Activity page is included after every other unit. These pages contain a number of interactive tasks along with additional practice of some of the vocabulary and grammar introduced in the two previous units. They also include spelling practice and study skills, such as finding and classifying information, and using a dictionary. Each Activity page includes a section practising penmanship, which is stressed in the new syllabus.

Answers

Answers to questions and exercises are included in the notes in this Teacher's Guide to assist you.

Grammar introduced in Primary 5

Make sure that you have the required knowledge to teach your pupils correctly. They do not need to know the formal rules of grammar, but it can be helpful to *you* as their teacher. The emphasis in your lessons should be on demonstrating the language in interesting ways to your

pupils, and encouraging them to use it for themselves.

These are the main grammatical forms taught at Primary 5:

The present perfect (revision)

The present perfect is neither a present nor a past tense. It is best understood as a link between the past and the present. There are three uses:

- *Past (often recent past) with relevance for the present*
e.g. She has cooked the supper. (It is ready now.)
They have had an accident. (So they are not here.)
- *An action which started in the past and continues up to the present*
e.g. I have studied for three years. He has lived there since 1997.
- *Describing an experience*
e.g. He has been to Cairo.
They have seen the Volta Lake.

Imperatives/Instructions

The imperative form of the verb (*go, start, draw, etc.*) is introduced as it is not a difficult form and is necessary when giving directions, instructions and explaining how to follow a process.

Count and non-count nouns

English nouns are divided into two groups: those which can be considered as units, e.g. *a pencil, a house*, and those which cannot be considered as units, e.g. *water, sugar*. The two groups of nouns are used in different ways, e.g. *not many pencils, not much rice* – the main differences are summarised on page 25 of the Pupil's Book.

Comparative and superlative adjectives

The comparative and superlative form of short adjectives, e.g. *big, small, tall, thin*, which have a comparative form ending in *-er* and a superlative form ending in

-est are revised in Unit 8. The way of making comparatives and superlatives from longer adjectives, e.g. *beautiful, interesting*, by adding *more* and *most* is then introduced and practised. The irregular adjectives are also taught, e.g. *good, better, best* and *bad, worse, worst*.

Further notes on these items, and guidance on how to teach them, are to be found in the teaching notes to the relevant unit.

Articles, determiners and quantifiers

Pupils have been exposed to these for a considerable time but the opportunity is taken to focus on their function and use to improve accuracy and communicative effect. They are dealt with systematically (see Units 11-14):

a, an, the, both, all, neither, none, some, any, a few, a little, few, little, lots of, a lot of, many, much, more, how much, how many, etc.

Past perfect

This verb form is introduced and then contrasted with the past simple. It is used to indicate a **past before past**. It is often best understood using a timeline – see page 83 of the Pupil's Book. It is formed using *had + past participle*, e.g.

Before I arrived at school, I had done my homework.

Subject–verb agreement

Pupils identify the subject and verb of a sentence. They then practise agreement between the two.

Adverbs

Adverbs give extra information about the verb. This section builds on what was done at Primary Four. More adverbs of manner (which give information about how something happens, e.g. *slowly, happily*), adverbs of place (which give information about where something happens, e.g. *upstairs, here*) and adverbs of

time (which give information about when something happens, e.g. *yesterday*, *tomorrow*) are taught. Adverbs of frequency (which give information about how often something happens, e.g. *sometimes*, *often*) are also dealt with. The distinction between the categories is introduced at this level.

Apart from single-word adverbs we also deal with adverbial phrases (particularly those of time, e.g. *last week*, and place, e.g. *under the stairs*) under the general heading of adverbs.

Methodology and teaching techniques

Active learning

We learn by doing: and with language, 'doing' means using language. Children, above all, will not learn a language by studying it; they need to use it. At this level, it is important for pupils to listen to plenty of examples of good English but this needs to be 'active listening', e.g. listening and following instructions or commands. Make the pupils work hard throughout the lesson – don't give them the opportunity to rest by talking too much yourself. Too much listening passively as the teacher talks will soon lead to boredom and inattention. Your teaching needs to be interesting and lively. You need to involve the pupils actively in class.

Eliciting

Never tell pupils what they can tell you. Get into a habit of turning just about everything into a question so that the pupils are kept on their toes by trying to answer. It does not matter if they cannot get the right answers all the time – if they try to answer they are at least thinking about the question and will absorb the answer better when they hear it. When they do give good answers, give plenty of praise – if they make mistakes, encourage them and never ridicule them.

Oral drills

When you introduce a new language item, do some repetition drills. These allow the pupils to get practice in the correct stress and rhythm of the sentence. They also help the shy pupils as they can practise as part of a large group. As pupils gain confidence, you can do the drills in smaller groups (e.g. boys or girls, rows) before you ask any individuals to say the sentence. Do a little drilling often, rather than a lot occasionally.

Oral correction

When pupils give an answer which contains an error first give them the opportunity to correct themselves. Give them a clue to help them correct themselves. If they can correct themselves, praise them. If they cannot, elicit a correction from the rest of the class. Make the correction yourself as a last resort. Do not make a pupil feel bad for making a mistake – it is a natural part of learning.

Pairwork

Pupils need to have plenty of opportunity to speak on their own after listening to a good model from their teacher. If you have a large class, you need to find a way to give all your pupils a chance to speak. Pair-work is very good for this and is used a lot in the course. Each pupil can talk quietly to his or her partner. This will give them confidence before they speak out in front of the whole class. When you ask the pupils to work in pairs, make sure that everyone knows who their partner is and what they have to do. Change the pairs from time to time so that pupils work with different partners.

As an alternative to pairwork, pupils can work in small groups. The lesson notes suggest when group work is appropriate, and how to organise it.

In the teacher's notes you will find frequent instructions for the pupils to compare and discuss answers in pairs. In a large class it is never possible to check all the pupils' answers individually so it is useful if you can encourage a positive, supportive atmosphere in which pupils are used to looking at one another's work and are prepared to take help and criticism from each other – this should not be seen as 'cheating'. Of course, you will always need to be available to mediate when they cannot agree on the correctness of an item.

Recycling language

Always start each Grammar lesson with five minutes of revision of the previous lesson's material. Do some oral class work and then try to include some pairwork. This will help the pupils to consolidate their knowledge before they move on to learn something new.

Reading silently and reading comprehension

In the Lower Primary materials of this course (Primary 1-3), new vocabulary is listed unit-by-unit: this is not done at Upper Primary levels. This is because all pupils are unique and will have learnt and remembered slightly different things over the previous three years. Also, as they get older, they will become more aware of the world around them and will begin to pick up vocabulary that they see on advertising billboards, on food wrappers, in newspapers and magazines, and hear on the radio or in the conversation of adults around them, etc. However, each of them will have picked up more or less of this. Hence it is very difficult to say which vocabulary items are new to which pupils.

It is you, the teacher, who knows best what is new and what is not, and to teach it accordingly. Sometimes it will be necessary to pre-teach some vocabulary

before the pupils read a text but try to elicit as much as possible from the class – you might be surprised how much some of them know!

At other times it will be better not to pre-teach any words at all but let them read the text and learn to deal with unknown words. This is something they need to get used to when they are reading texts in other school subjects. Sometimes, if the words are not central to the message of the text, unknown words can be ignored. Otherwise the meaning of a word can often be worked out from the context – and this is a very useful skill which we develop at this level. Alternatively, new words can be looked up in a dictionary and dictionary skills continue to be taught in Primary 5.

Research has shown that when we read (and listen) we naturally use our previous knowledge of a subject to help us understand a new text on the subject. It therefore helps comprehension if pupils know what they are going to read about before they start. Every reading text in the Pupil's Book is preceded by preliminary questions, a discussion or activity (sometimes this is a listening comprehension activity) to prepare the pupils before they read – do not be tempted to save time by omitting these. These preparatory activities are also an opportunity to introduce any essential new vocabulary contained in the texts.

It is equally important to encourage pupils to read for a purpose – if they know why they are reading they will be more motivated to do it well. In most cases, pupils should look at the comprehension questions or activity before they read silently so they know what information they are looking for.

In general, it is not recommended that pupils be asked to answer comprehension questions in full sentences which repeat the question, particularly when answering orally. This is unnatural and tends to

encourage pupils to be long-winded and slow in their answers; rather encourage short direct answers (as are given in this Teacher's Guide).

Encourage your pupils to read as much as possible. Try to make reading enjoyable and not a chore. One of the general objectives of the syllabus is 'to develop the habit of reading for pleasure.' To help with this there are short collections of riddles and odd facts in Fun Boxes in the Pupil's Book. Let pupils read these as and when they want.

Reading aloud

Reading aloud can be a useful way to improve fluency and pronunciation. First and foremost though, at this level, pupils must understand what they are reading. They should only read aloud once they have read the text silently and understood it.

A mixture of class-based and group-based reading aloud activities are suggested and details are given in the teacher's notes. We do not recommend class-based reading aloud (in which every pupil in turn reads a few sentences) after every silent reading lesson because too many pupils are inactive for too long. However, when you do class-based reading, alternate between good readers and poor readers.

Dialogues and conversations make ideal practice for group-based reading aloud: guidelines on how to organise this are to be found in the unit notes. The reading groups can be ability-based and you can direct the groups on how much you want each group to read according to their ability. You can also give groups of different ability different texts to read aloud.

Teachers should also make an effort to hear individuals read aloud while the rest of the class is occupied. This will enable the teacher to know and assist with each pupil's problems and progress. Notes should be kept on each child's ability

and a record kept so that each child is assisted on a regular basis.

Listening and dictation

Most of what has been said about reading is also true of listening. Pupils can be prepared for listening by introducing the topic or doing a pre-listening activity. They can also be better motivated by giving them a purpose for listening – suggestions are given in the unit notes.

Dictation is a useful activity to help pupils make the connection between spoken and written language. You should give four dictations per term. Notes on giving two each term using the texts in the book are included here: you can do similar activities with other texts from the book or using your own dictation passages.

Writing

By the beginning of Primary 5, the pupils should be used to writing simple sentences and know how to join these up with basic conjunctions to make longer sentences. In the course of this book they will develop their sentences into paragraphs and then learn to write a number of short paragraphs on a topic to produce a short composition. At this stage, you are encouraged to give quite a lot of guidance – often eliciting ideas and sentences from the class to produce a model paragraph or text on the board.

In the second half of the book, the pupils will learn to write informal letters and there is a general movement away from detailed guidance towards freer writing. It is inevitable that the pupils will make mistakes when they write – particularly on free writing activities. Do not discourage them by covering their books with red ink – they need to experiment and express themselves in order to become good writers and will learn through their mistakes. When faced with a page full of errors, focus on one

particular kind of error and mark this. The pupil can then do corrections based on your guidance and learn to overcome the selected problem – later you can then focus them on a different kind of error.

Try to make the writing activities enjoyable – it is important that the children enjoy their writing and do not see it as a chore. Encourage them to do writing in pairs to discuss ideas and help correct each other – the classroom does not have to be deathly silent for all writing lessons.

Mixed-ability (multi-ability) teaching

Pupils will come into your class at the beginning of the year at different levels of ability and will continue to learn at different rates. It is your responsibility to make sure they all learn to the best of their abilities. If you only pitch the level of your lessons to the average pupils, the more-able pupils will become bored (and perhaps disruptive) and the less-able will not understand and lose motivation.

You need to get to know your pupils well and establish the abilities of each (see *Diagnosing problems* below). You can then group them according to ability for some lessons. You need to make sure you always have extra, more demanding, activities for the more-able to extend them. While they are working on these you will be able to give extra attention to the less-able.

Some ways in which you can cater for your pupils' mixed abilities are as follows:

- When working on the core material in the Pupil's Book, give faster and more-able pupils extra work to occupy them while you move more slowly, or repeat lessons, with the less-able.
- Once more-able pupils have completed an activity you can ask them to work with one or more less-able pupils to help them. Tell them that they are 'teachers' and must teach, they must not just give the answers.

You need to think about your pupils' mixed abilities as part of your preparation for the week.

Here are some other, general, ideas for dealing with different abilities in your class.

- Control the amount of work you want pupils to do according to their level. For example, if there is an exercise with ten questions you can tell the less-able only to complete the first six, the average can do eight and the more-able all ten. In that way the less-able can take more time and still complete the task at the same time as the rest of the class.
- Be encouraging and give plenty of praise to the less-able for any progress they make. If you keep your praise only for the highest achievers, the rest will lose motivation.
- Use plenty of games and songs and lively activities, these all help the less-able who are often unable to concentrate for as long as the more-able.
- Vary your activities. Teach the same thing in a number of different ways. Different pupils learn things in different ways.
- In group activities, organise the groups according to their ability and give more help to the less-able groups.
- After groups have done work, get the less-able groups to report their results. This will reinforce what they have done by repetition.
- When there are mixed-ability pupils within a group, the less-able can do the speaking while the more-able do any writing. The more-able can also serve as group leaders.
- Leave any sentence or picture cards you use on the wall after use. Return to them regularly with the less-able.
- After more-able pupils have finished controlled or guided writing activities, give them some free writing to do. Say *Good, now write some sentences/a paragraph of your own.*

- Ask more-able pupils to read their written work aloud to the class or a group.

Activity pages

The activities on these pages can be undertaken with the whole class; or done by pupils Independently. Many of the exercises can be given as homework. The teaching notes given for each Activity page suggest how the exercises could be used with a whole class. The Activity pages also practise joined-up writing which was introduced in Book 4.

Teaching resources using low-cost tind no-cost materials

A range of visual aids can be very useful in promoting interest in learning. They can:

- Brighten up the classroom and bring more variety and interest into lessons.
- Provide situations (contexts) which will make clear the meaning of what is taught.
- Add fun and purpose to the lesson which will stimulate the children to participate more.
- Give added background interest and information to what is taught.

Use real objects whenever you can. For example, when you are teaching the vocabulary of food, do not just rely on the pictures in the book. Bring in real food items. It will make your teaching more interesting and meaningful. .

There is a wide variety of local materials that teachers can use to make teaching resources What is available will vary according to the area in which you live, but here are a few ideas. Most of them will cost you nothing.

- Paper cartons or pieces of scrap wood can be used for word/sentence/name/picture flash cards, etc.
- Rice/grain/flour sacks can be cut up and used for the same purpose.

- Sacks can also be used to make hanging pocket libraries to hold books: and pens. Use strips of old coloured cloth to hang them up. You can also use these to store your word and, sentence cards and pictures, etc. so that they last along time.
- The back of old posters, calendars and large used sheets of paper or card can be used for posters, picture albums and scrap books. Ask for these at shops, offices or factories.
- Use old cloth as a colourful background for a wall display.
- If you have a classroom without walls, pin the display item to the cloth, or sacks, and hang the cloth from the rafters, ceiling or a tree, using string.
- Pictures can be cut from newspapers; or magazines etc. Make a collection of a wide range of topics, e.g. plants, birds, animals, interesting places, transport, games, sports, ceremonies etc. Keep them safely.
- Old rubber slippers (bathroom slippers or 'charlie wote') can be cut up to make letters, numerals or other shapes.
- Old socks can be used to make hand or glove puppets.
- Seeds, beans, bottle tops, pebbles or buttons can be used for counting or as counters in games.
- Empty tins and boxes can be used as containers.
- Old food packets, containers, etc. can be used to create a class shop.
- Old clothes are good for dressing fup, Children can wear them as 'costumes' when doing some of the drama activities.
- Cheap photo albums sold in some markets are useful for project work (see *Projects* on page xiv). Remove the cover and slip in a piece of paper with the project title and the name of the 'authors'. Pupils can then slip in each piece of writing or drawing as they complete it. Each pupil can be responsible for one or two pages of the project book.

- Use cassava starch to make glue.
- Cut out and make a collection of different kinds of texts, e.g. simple newspapers and magazine articles, timetables, posters, advertisements, etc. In short, keep anything you see that you think might interest your pupils. These will make useful extra reading texts, particularly useful for more-able pupils.

The board is a very useful resource. It can be used for all forms of drawing. You don't need to be good at drawing. We are not concerned with detail and beautifully finished drawings but with matchstick figures and outlines. Children are delighted to see a sketch created before their eyes.

Assessment

We tend to think that assessing pupils means giving them written tests at the end of a term or unit of work. It is, of course, important to do this, but assessment is also about finding out what difficulties pupils have, and trying to help them to overcome them.

Diagnosing initial problems

You must get to know your pupils as quickly as possible and find out what they can, and cannot do. If you wait until the end of the term, pupils may already have serious difficulties. At the beginning of the year check the syllabus and the teaching materials from the previous year, and observe your pupils closely to see how much of what has been covered they have mastered. If necessary, give remedial practice. After a few weeks, reassess the pupils to see if they have made progress. Remember, the general performance of your pupils after a certain period is a reflection of how effective your teaching has been.

At primary level, a lot of the work you do with the pupils will be oral. It would therefore be inappropriate to have too many written tests. Rather assess how well pupils perform the exercises you give them (oral and written) and how well the learning objectives are fulfilled.

Here are some ideas to help you to observe your pupils, and find information to help you assess their progress:

- While the pupils are doing pairwork, stand near and listen quietly to what they say – you will begin to notice which pupils are confident, and which may need extra help.
- Watch carefully while your pupils are writing to make sure that they have developed a good style of writing.
- Look through and mark any homework set often, and take note of those who find it difficult to complete an activity.
- Always ask pupils questions during the lesson to check their understanding. Encourage pupils to ask you questions during the lessons.
- Always note down any problems you observe. Try to have an exercise book with you where you can write down your observations, so that you will not forget them. You might want to give an individual pupil some extra help later, or to go over something again with the whole class.

Diagnostic assessment

Diagnostic assessment exercises are provided in a box at the end of each unit in this Teacher's Guide. These will help you to assess what progress pupils are making, to help you decide what needs to be revised or taught again, and also for you to see how successful your teaching has been. As part of this assessment, there is a *Check* box at the end of each unit in the Pupil's Book.

- a) Give the pupils time to ask themselves, or each other, the

questions in the *Check* box and think about the answers. Then put the questions to the class and use a few minutes to discuss them. See *Self-assessment and peer assessment* below.

- b) Then read the rest of the questions in the *Diagnostic assessment exercises* box. Ask yourself, *Can the pupils now do this? Which ones can? Which ones still cannot?*

When you notice a problem, here are some ideas to help you deal with them in class:

- If the pupils find something difficult, don't be afraid to go over the material two or three times. Remember that you are teaching the pupils, not the book!
- If you notice that one or two pupils are having difficulty with the same thing, give them some extra attention while the rest of the class are working by themselves.
- It may be that a pupil does not seem to make any progress at all. In this case, you should try to talk to their parents to see if there are any problems at home. Perhaps an older brother or sister can help them at home.

Self-assessment and peer-assessment

A key element in preparing pupils for lifelong learning is the ability to assess their own abilities; to be able to recognise their own strengths and weaknesses and to focus on ways of dealing with those weaknesses. This is an attitude as much as a skill and we can start to develop it at primary level. Always encourage pupils to consider and correct their work, written and oral, before they show or present it to you. Many exercises in this book are designed to encourage this. For example, each revision unit contains a correction competition; encourage pupils to look back through the book and find the answers themselves if there are any they do not know. It is suggested that passages for dictation are chosen from the book so

that, after the dictation, pupils can open their books and correct their own work. Using the Check boxes will also encourage self-assessment.

An important stepping-stone towards self-assessment and learner autonomy is the use of peer-assessment. Throughout the book, you are encouraged to organise the pupils to work in pairs (and sometimes groups) to help each other and check each other's work. When they have done a piece of writing, for example, they can swap their work and read a partner's. They can then return it with comments and questions or, if it is a letter, they could write a reply. From the very beginning try to encourage an atmosphere of cooperation and mutual support amongst the pupils, rather than competition.

Continuous assessment

The syllabus determines that a system of continuous assessment should be used. Four elements to be used in this continuous assessment are stated:

- (a) Projects – see the notes which follow below.
- (b) Class tests – these should closely follow the teaching that has been done, both in content and procedure. When you prepare a test you must make sure you are testing what you have taught otherwise the results are meaningless and you can seriously damage your pupils' confidence if they get low marks.
- (c) Homework – many of the activities are suitable for homework. Choose some of these to collect in and mark and then use the marks as part of your continuous assessment.
- (d) Terminal test – this should be based on the skills taught over the year and should be aimed at testing whether or not pupils have developed the skills listed in the objectives in the syllabus. A terminal test can be developed together with the rest of the English teachers in your school.

Projects

As part of continuous assessment the syllabus suggests the use of projects. A project is an extended piece of work on a topic in which the specific content and presentation are determined by the pupils.

Projects can be very useful as they allow pupils to develop their own interests and skills and thus encourage them to be more independent learners and workers. They are particularly useful for mixed-ability classes because pupils can work at their own level and at their own pace.

At Primary 5, the pupils can begin to start doing some research and writing on their own, but they will need guidance and assistance in finding suitable materials. It is suggested that you undertake **one project per term**. Below is a list of suitable projects related to topics in the units.

Pupils can work on their own, in pairs or in groups, as appropriate to the particular project. At first you will need to do a lot of organisation for the projects but, once they have done one or two, pupils will get into the habit of doing projects. Use some class time for work on the projects, perhaps some of the library periods, but you can also ask pupils to look for pictures or do some other preparation for homework.

Try to make the following items available for project work – scissors, rulers, glue, large sheets of paper or card, coloured pens and pencils. A dictionary, atlas, encyclopaedia and other reference material will also be useful. However, do not be put off if you do not have all of these items – projects can be done with less and still be worthwhile. See the notes on *Teaching resources using no-cost and low-cost materials* on page xi.

TERM 1: suggestions for projects

- **History and background of the school** – developing from work in Unit 3. Pupils can talk to teachers and former pupils of the school.

- **Music** – developing from work in Units 6 and 7. Pupils can find out a bit more about one of their favourite musicians or types of music. They could talk to some local musicians.
- **Class recipe book** – developing from work in Unit 4. Pupils can work in pairs and groups to write their favourite recipes, with illustrations. These can be put together and given a loose cover to become a class book.

TERM 2: suggestions for projects

- **Life under the sea** – developing from work in Unit 11. Pupils can find out more about fish and marine life.
- **Traditional festivals** – developing from work in Units 12 and 13. Pupils can find out more about a local festival by talking to community members.
- **Traditional dancing** – developing from work in Unit 15. Pupils can find out more about one or two traditional dances – and perhaps learn some.

TERM 3: suggestions for projects

- **Food and agriculture in Ghana** – developing from work in Unit 21. Pupils can find out in more detail where different foods are produced and mark them on a map. This could be done in conjunction with the Geography/Social Science teacher.
- **Water** – developing from work in Unit 24. Pupils can find out more about the sources, uses and importance of water. This could be done in conjunction with the Geography/Social Science teacher.
- **Road safety** – developing from work in Unit 27. Pupils can be addressed by a policeman or local road safety adviser. They can also be taken on guided walks of the area to instruct them on how to behave safely on the road. They can make notes of what they learn.

Library work

The syllabus and curriculum make provisions for regular library periods to encourage extensive reading.

The precise details of how these periods are organised will depend on individual schools and the facilities they have.

However, certain guidelines for library work have been laid down in the syllabus.

Specific objectives

Pupils will:

- acquire the skills for handling books;
- talk about what they see in books;
- read at least 20 simple story books by the end of the year;
- express their views on stories read and the characters in them;
- talk and write about books read.

General guidelines on library work

- Introduce pupils to books/library.

- Teachers should introduce pupils to books with special emphasis on handling and care.
- Introduce pupils to the class/school library and how it is organised.
- Pupils should be educated on library rules, such as borrowing procedures..

When pupils are engaged in extensive reading they should be allowed some freedom to choose the books which appeal to them and to read them at their own pace. However, teachers do need to assist them in selecting books at an appropriate level and put into place a system of feedback in order that the pupil's reading can be guided and evaluated. The school can produce a reading sheet which pupils must complete for every book they read. A suggested library reading sheet is included in the syllabus. On the following page is an alternative one which is a little bit simpler for Primary 5 pupils.

Book Report

What is the title of the book?

Who is the author of the book?

What type of book is it? (Is it an adventure story, A detective story, A horror story, A love story, etc.)

Who are the people in the story?

Where does the story take place?

What is the story about?

Did you like it? Say why or why not.

Contents

Unit	Listening and Speaking	Grammar	Reading and Comprehension	Writing and Composition
1 6	Recite a poem Recognise a rhyme Discuss recent activities	Revise present perfect and past simple	The magic pot (traditional tale) Reading comprehension Listening comprehension	Punctuation: full stops and capital letters Nonsense poem
2 10	Discuss position in the classroom and school	Describe position: prepositions and adverbs of place	The Armah family furniture (dialogue) Reading comprehension Read aloud	Describe a room / house. Draw a floor plan and describe.
3 15	Follow instructions Exchange information about position	Instructions and directions	My school (account) Reading comprehension Follow directions	Draw a plan and write directions. Describe the school.
4 19	Interpret and use road signs	Imperatives	Recipe for meat stew (recipe) Reading comprehension Read aloud	Write a recipe. Punctuation: full stops and question marks
5 24	Ask and answer questions about months and dates	Count and non-count nouns	What are drugs? (factual text) Reading comprehension Dictation	Understand and use paragraphs
6 29	Discuss well-known people	Question words	Music in Ghana (factual text) Reading comprehension Listening comprehension	Punctuation: capital letters
7 34	Discuss and sing favourite songs Discuss music and leisure activities	Conversational responses Use <i>so/neither</i>	Leisure activities (dialogue) Reading comprehension Read aloud	Use commas. Describe a process.
8 39	Sing and perform a song	Comparative and superlative adjectives	Repairing a puncture (dialogue) Reading comprehension Listening comprehension	Describe a process. Write instructions.
9 45	Discuss natural disasters	Comparative and superlative adjectives	Natural disasters (factual text) Reading comprehension Listening comprehension Read aloud	Fill in a form.
10 49	Revision	Revision	Revision	Revision

Activity Page 1: Present perfect, prepositions, house vocabulary, handwriting practice.

Activity Page 2: Read a map, sequence directions, imperatives for instructions, plural endings, handwriting practice.

Activity Page 3: Count and non-count nouns, indefinite article, capital letters, silent letters, handwriting practice.

Activity Page 4: Comparative and superlative adjectives, opposite adjectives, handwriting practice.

Unit	Listening and Speaking	Grammar	Reading and Comprehension	Writing and Composition
11 52	Develop a co-operative poem	Indefinite and definite articles	A marine biologist visits (dialogue) Reading comprehension Dictation	Factual account Check work Punctuation: apostrophes
12 57	Read and recite a poem	Quantifiers: <i>both, all, each</i>	The fire festival (traditional story) Reading comprehension Listening comprehension Sequencing	Narrative summary. Punctuation: apostrophes
13 62	Retell and dramatise a traditional story	Quantifiers: <i>some, any</i>	A surprise letter (informal letter) Reading comprehension Read aloud	Write a diary. Pronouns for cohesion.
14 67	Discuss ceremonies and festivals	Quantifiers: <i>a few, a little, lots of, a lot of, much, many, more</i>	A page from a dictionary Using a dictionary Listening comprehension	Informal letter. Describe an event.
15 75	Sing and perform a song Describe actions	Revision of simple and continuous present	Letter of reply (informal letter) Reading comprehension Read aloud	Describe movements. Informal letter.
16 77	Ask and answer about what others were doing	Revision of past continuous with simple past	The farmer, his son and their donkey (traditional tale) Reading comprehension Listening comprehension	Use conjunctions to combine sentences. Write paragraphs.
17 82	Sequence events Retell a story Discuss a moral Discuss historical events	Past perfect	The history lesson (table and dialogue) Reading comprehension Read aloud	Historical events. Biographical paragraphs.
18 87	Identify parts of a story Dramatise a story	Past perfect	Feeling bad, feeling good (realistic story) Reading comprehension Listening comprehension	Describe what had happened,
19 92	Develop a story Tell a story	Past perfect	Kwaku's story (realistic story) Reading comprehension Read aloud	Join sentences using conjunctions. Plan and write a story.
20 96	Revision	Revision	Revision	Revision

Activity Page 5: Newspaper headlines, definite and indefinite articles, apostrophes for possession, handwriting practice.

Activity Page 6: Dictionary skills, prefix *un-*, library vocabulary, handwriting practice.

Activity Page 7: Story sequence and structure, pronouns for referral, handwriting practice.

Activity Page 8: Past perfect, compound words, handwriting practice.

Unit	Listening and Speaking	Grammar	Reading and Comprehension	Writing and Composition
21 99	Predict, listen to and retell a traditional story.	Subject-verb agreement	The food we eat (factual text) Reading comprehension Listening comprehension	Research a topic. Plan and write a report.
22 103	Read, recite and perform an action poem.	Adverbs of manner	The sea (descriptive text) Listening comprehension Reading comprehension Read aloud	Descriptive paragraph. Description of an area.
23 108	Develop a poem. Discuss frequency of activities.	Adverbs of frequency	Naomi and the seashell (realistic story) Listening comprehension Reading comprehension	Narrative writing Punctuation: exclamation marks. Questions
24 112	Retell a story. Dramatise a scene from a story.	Adverbs of time, place and manner. Comparison of adverbs	Water, water everywhere (factual text) Reading comprehension Reading aloud	Extended sentences with adverbs. Factual composition.
25 118	Discuss holidays. Ask and answer questions about activities.	Questions in past, present and future time	Dear Mother Hawk (fable) Listening comprehension Reading comprehension	Punctuation: speech marks.
26 122	Retell a story Dramatise a story. Discuss communication.	Question tags 1	Communication (factual text) Reading comprehension	Informal letter based on text.
27 127	Discuss road safety.	Imperatives (revision)	Esi takes care on the road (dialogue and map) Listening comprehension Read aloud	Informal letter with map and directions. Order sentences on road safety.
28 133	Ask for and give directions.	Prepositions of direction	Map of Bolgatanga Reading and using a map Follow spoken directions	Directions. Informal letter or diary entry.
29 138	Listen to part of a story. Predict and complete a story in groups.	Comparative adjectives + <i>than</i> (revision)	Three brothers (traditional tale) Listening comprehension Reading comprehension	Story summary. Story, diary or letter
30 143	Revision	Revision	Revision	Revision

Activity Page 9: Match verbs and nouns, adverbs of manner, descriptive adjectives and adverbs, handwriting practice.

Activity Page 10: Adverbs of different types, prefixes *un-* and *dis-*, handwriting practice.

Activity Page 11: Speech marks, sequence a letter, handwriting practice.

Activity Page 12: Write rules and draw signs, read a map, give directions, handwriting practice.



Key language:	The unit does not introduce any new language items but revises some (principally, the present perfect and simple past) and gives you the opportunity to get to know the class and assess their ability!.
Skills:	Reciting a poem and identifying rhyme; talking about recent news and events (revision); listening comprehension; reading comprehension; using full stops and capital letters (revision); writing a poem; using the present perfect and simple past correctly (revision); making questions (revision); phonic spelling; using a dictionary (revision); library skills
Teaching aids:	PB pages 6-9; dictionaries

Listening and Speaking

By the end of the lesson, the pupils will be able to ...

- appreciate a poem when it is read to them, read and recite it.
- recognise rhyme in a poem.

Introduction

As this is the beginning of a new year, introduce yourself and tell the class something about yourself. If there are any new pupils in the class, introduce them.

Poem: When I went out

- 1 Read the poem while the class listens with their books closed. Elicit what happens in the poem and that it is a *nonsense* poem (a strange and amusing poem).
- 2 Tell them that some words rhyme; explain this as *some words end with the same sounds*. Tell them to listen and note down the words which rhyme.

Answers: day/away, gone/on, street/feet, said/bed

- 3 Pupils look at the poem in the book as you read, and then read with you.

Make sure the rhyming words really do rhyme!

- 4 They then read it in groups (rows, boys and girls, etc.) and then to each other in pairs.

See *Writing and Composition* for further follow-up work.

Grammar

By the end of the lesson, the pupils will be able to...

- talk about recent events using the present perfect and simple past (revision).
- recognise the form of the present perfect (revision).

Telling news: revising the present perfect and simple past

- 1 Tell pupils some of your more recent news, e.g. what you did in the holidays or at the weekend or perhaps something that has happened in the school or community that the pupils do not know about. Use the present perfect to talk about recent events or experiences which are still important or relevant now, e.g. *I've been busy in the holidays. I've had a new baby. I've*

been away to see my mother. Use the simple past to talk about completed events in the past, e.g. *I went to Tamale. I stayed for a week in hospital.* Write some of the sentences you use on the board as examples. Write the sentences using the two tenses in separate places.

- 2 Elicit what some pupils did in the holidays. Ask questions such as *Have you been away? Where have you been?* and elicit answers using the present perfect. Then ask for more details about particular actions or activities using questions such as *Where did you go? What did you do there?* and elicit answers using the simple past. Again write a few of the sentences on the board as examples.
- 3 Point out the example sentences on the board. Elicit what the two tenses used are called. Revise how the present perfect is formed and what the pupils remember about it (they did a lot of work on it in Primary 4 but do not expect them to be able to use it correctly all the time, it takes many years of practice to master).

Dialogue

- 1 Tell pupils to look at the picture. Elicit who the children are and what the pupils know about them. If they have used this series of books in Primary 3 and 4, they will know Esi and Ali. If they didn't, explain that the girl is Esi Boadi and the boy is Ali Abdulai. They are neighbours and are both starting Primary 5 this year. Esi has a younger sister, Ama, and an older brother, Kofi. Ali has two sisters, one who is older, Amina, and one who is now aged two, Salamatu.
- 2 Read the dialogue aloud as pupils follow. Ask a few simple questions to check pupils understand, e.g. *Where did Ali go? Has Esi been away?*

- 3 Read the part of Esi while the pupils read the part of Ali. Then change over. Divide the class into two (boys and girls, right and left, etc.) and tell them to read it. They then read the dialogue in pairs.
- 4 Ask pupils a few more questions about what they did in the holidays, including the two in the Pupil's Book. Elicit answers. Tell pupils to ask the questions to other pupils across the class as everyone listens.
- 5 Pupils then talk in pairs about the holidays.

Reading

By the end of the lesson, the pupils will be able to...

- answer questions about a story when it is read to them.
- identify the main events in a story.

Listening comprehension

- 1 Tell pupils to look at the picture at the top of the page and elicit what they can tell you about it. Elicit that the woman is selling something. Ask them *What do you think she is selling?*
- 2 Look at the picture on the next page and do the same. Ask *Why is the boy running away? Why is the woman chasing him?* etc.
- 3 Tell pupils to read the two questions (or write them on the board). They then close their books and listen to and answer the questions. Read the story slowly and clearly (at this stage in the year pupils may not be used to your voice).
- 4 Elicit answers to the questions.

Answers: 1 in the market 2 chicken soup

- 5 Teach the song the old woman sang. It uses the tune of Frere Jacques, but if you don't know that use any tune you like. It can be sung as a round, with different groups of singers starting on different lines of the song.

Reading comprehension

PB
p7/9d

- 1 Elicit as much of the story as pupils can remember.
- 2 Read through the questions, then tell the pupils to read the story in pairs to find the answers. Take the opportunity to move around the class to assess how well the pupils can read.
- 3 Go through the answers with the class. Discuss the moral of the story. Ask: *Did Kalari do anything wrong? If so, what?*

PB
p9d

Answers: 1 chicken soup 1 not far from the 2 market square 3 in a little hut on a hill 4 Steam came out of the pot. 5 He tried to steal some soup. 6 Open answers

Writing and Composition

By the end of the lesson, the pupils will be able to...

- use full stops and capital letters correctly.
- write a nonsense poem in pairs.

Punctuation: full stops and capital letters

PB
p9e

- 1 Write any two sentences on the board without any punctuation. Elicit what is wrong with the sentences.
- 2 Elicit what punctuation is needed and where. Revise the terms *full stop* and *capital letter*.
- 3 Look at the rules listed in the Pupil's Book and then give the pupils a few minutes to look at the unpunctuated text.
- 4 Read through the text and let the class call out where the punctuation should be. They then write out the passage in their exercise books.

PB
p9e

Answer: There was once an old woman who sold delicious soup. Every morning she came to the market square. She carried a big black pot on her head. Everyone came to buy the soup. When the soup was finished, the old woman went home. Nobody knew where she lived. One day a

boy called Kalari decided to follow her. She climbed up to a little hut high on the hill. She opened the door and went inside.

PB
p6a
PB
p9f

A nonsense poem

- 1 Look again at the nonsense poem.
- 2 Explain that pupils are going to write their own nonsense poem. Tell them to look at the substitution table and make a sentence to start their poem. Tell them to work in pairs. Give them a minute or two to do this.
- 3 Elicit some of the sentences. Choose one and write it on the board, following the line arrangement of the original poem. e.g.

When I ran along the street,

My hair blew away ...

Elicit ideas from the class to continue the line and the rest of the poem, e.g. *...and I lost my feet*. Encourage them to suggest strange ideas and try to make it funny. Also encourage them to try to make the poem rhyme but do not worry too much about this.

- 4 Get pupils to work in pairs to write their own nonsense poem. This is intended to be a fun activity to encourage creativity and motivate pupils to enjoy their writing. Do not take it too seriously or worry too much about errors.
- 5 Display any particularly funny or good poems on the classroom walls.

Library

By the end of the lesson, the pupils will be able to...

- talk about books they have read.
- complete a library reading chart.

- 1 Pupils tell the gist of some books they have read to the class.
- 2 Pupils draw up a special library reading chart (see PB page 151). Pupils can take turns to complete this throughout the year.

Diagnostic assessment exercises

- 1 Tell pupils to look at the Check box in the Pupil's Book. They can do any revision for homework.
- 2 Ask yourself *Can my pupils ...*
 - recite the poem with appropriate rhythm and stress, and recognise the use of rhyme?
 - talk about their news using the simple past and present perfect appropriately?
 - use full stops and capital letters correctly?
 - write a poem?
- 3 Ask yourself *Did I...*
 - help pupils to remember work done on tenses,
 - talking about recent events, use of full stops and capitals etc. from previous years?
 - take care to check each time a concept or rule is revised or reintroduced that everyone understands/remembers it.

Key language:	Describing position (using prepositions and adverbs of place)
Skills:	Describing position in the classroom and school; using prepositions appropriately; reading a plan; using spider diagrams for recording vocabulary; reading comprehension; reading aloud; writing a description of a house/room; drawing a plan; understanding compound words
Teaching aids:	PB pages 10-13

Listening and Speaking
By the end of the lesson, the pupils will be able to describe position in the classroom and school accurately.

Telling news

Ask the pupils to tell you some of their news. Encourage them to speak and praise those who try. Do not worry too much about accuracy and correctness at this stage. If pupils have used this course at Primary 4, they will be used to telling news regularly. You can do this usefully for about five minutes at the beginning of each Listening and Speaking lesson. Make sure different pupils get the opportunity to speak during each lesson.

Conversation: talking about position

- 1 Ask questions to the class about the position of pupils or objects in the classroom, e.g. *Where is Kofi?*, *Where is the cupboard?* Elicit answers and write the key words on the board (these might be prepositions or adverbs of place). Also tell pupils to ask you about the position of pupils so that you can introduce some of the key words.
- 2 Look at the examples in the Pupil's Book and look at the key words in the

box. Make sure that the pupils understand all of these and can use them in sentences.

- 3 Pupils work in pairs. They start by talking about things in the classroom but then encourage them to ask and answer questions about things in the school grounds. As they do this, monitor pairs to see how well they are communicating.
- 4 Demonstrate a simple activity to the class: think of a pupil and describe his/her position in the class, e.g. *She's sitting in front of Peter next to the wall.* The class has to decide who it is, e.g. *It's Jane.* Pupils then do this in pairs.

Grammar

By the end of the lesson, the pupils will be able to ...

- describe location using prepositions of place.
- use spider diagrams for recording vocabulary.

Describing location

- 1 Introduce the prepositions in the box and elicit one or two sentence to revise the meaning and use of each, e.g. The book is on the table. Peter is+ behind Kofi.
- 2 Tell pupils to match the words in the box with the pictures. Elicit the answers.

PB
p11b

Answers: 1 next to 2 behind 3 on 4 in front of 5 opposite 6 in 7 under 8 above 9 between

- 3 Elicit full sentences to describe the pictures and then set pupils to write a sentence about each picture, e.g. *The elephant is next to the car.*
- 4 If your pupils need further practice in using these prepositions, play the game *Find the treasure* with the class:
 - Tell the class you have hidden some imaginary treasure somewhere in the classroom. They must guess where by asking questions, e.g. *Is it near the window?*
 - As they make guesses, you can tell them that they are getting *warmer* or *colder* as they get nearer or further from where you imagined the treasure.
 - When a pupil guesses where the treasure is, they can 'hide the treasure' and answer the questions from the class.
 - After a few turns, suggest that they use the whole of the school grounds to 'hide the treasure'.

PB
p11c

Spider diagrams

Start by eliciting the vocabulary of houses and furniture by using a spider diagram. Tell pupils to look at the half-completed diagram in the book and ask if they have seen such a diagram before. Then demonstrate how to complete it.

- Write the word HOUSE in the middle of the board and circle it.
- Ask what rooms you find in a house. As pupils answer write the names of the rooms in circles around the outside. Join the circles to the central one.
- Ask what you find in each room. As pupils answer, write the names of the furniture around the appropriate circles. Join the names to their room.

PB
p12/13d

Reading

By the end of the lesson, the pupils will be able to ...

- interpret a floor plan.
- read aloud with appropriate pronunciation stress and intonation.

Reading comprehension

- 1 Introduce the plan of the house on page 13 (do not look at the text at this stage). If the pupils are not used to looking at floor plans then you may need to spend quite a lot of time at this stage. Ask questions about the plan, e.g. *How many rooms are there in the house?*, *What are they?*, *Which is the biggest room?* etc.
- 2 Choose some of the lettered objects in the rooms and ask where they are, e.g. *Where is K?* Elicit not only which room it is in but where in the room, i.e. *It is in the middle of the living room.*
- 3 Pupils work in pairs to practise asking and answering questions about the plan.
- 4 Introduce the situation as explained in the first two sentences. Tell the class they must read the conversation silently and make a note of all the furniture that is talked about – they only have to note down the name, i.e. *bed, table*, etc.
- 5 Elicit items pupils have noted. They then look at the list of furniture following the text.
- 6 By this stage, the pupils have studied the plan and know what furniture the Armah family has. They must now read to match the letters on the furniture in the plan to the name in the list of furniture.
They should work in pairs for this activity; they can have their books open on different pages in order that they can both see the furniture list, the text and the plan at the same time.
- 7 Elicit the answers.

PB
p13d

Answers: A Agnes's bed B Patience's bed
C cupboard D double bed E bedside tables F
wardrobe G mirror H cooker I kitchen table
J fridge K dining table and chairs
L armchair M small table with radio N sofa
O bookcase

Reading aloud

- 1 Divide the class into groups of four to read the dialogue, choosing the roles of Mrs Armah, Mr Armah, Agnes and Patience. They can read it a number of times, changing roles each time. Monitor groups as they read. Focus on the natural rhythm and intonation of speech.
- 2 Choose one or two groups to read to the whole class.

Writing and Composition

By the end of the lesson, the pupils will be able to...

- write two or three paragraphs describing a house.
- draw a floor plan and write a description of the room.

PB
p13e

Describing a house: guided writing

- 1 Tell the class that they are going to work together to write a description of the Armahs' house. Remind them that when we write we use a different paragraph for each topic or new idea. Therefore they will need to use a different paragraph to describe each room.
- 2 Elicit a description of where the furniture is in each room and write what the pupils tell you on the board; help them to correct any errors. Start with the living room, e.g. *There is a dining table and four chairs in the middle of the room. There is an armchair against the kitchen wall. Next to the armchair ...*

- 3 When the description is complete read it through with the class and praise them. Allow them to make changes if they can see ways to improve the description.
- 4 Pupils should now write the description in their exercise books. Rub out some of the text before they start in order to make this more challenging.

PB
p13f

Drawing a plan and describing a room

- 1 Pupils draw a plan of a room in their home, or in a house they know. On the plan, they should draw where the furniture or other items are. (This stage might be better done for homework so that pupils can look carefully at the room.)
- 2 They then write a paragraph describing the room.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - use some prepositions of place and describe location?
 - record vocabulary on a spider diagram?
 - understand and use a floor plan?
 - read aloud with appropriate pronunciation, stress and intonation?
- 3 Ask yourself *Did I ...*
 - explain the use of a floor plan clearly?

Show pupils a simple floor plan of the classroom on the board or ask them to draw their own to help understanding.

Activity Page 1

PB page 14

Objectives: To practise

- answering questions in the simple past and present perfect tenses.
- using prepositions correctly.
- using a spider diagram to classify vocabulary.
- joined-up writing.

See notes on Activity pages,
Introduction page v.

Exercise A

- 1 If you are using this exercise as a class activity, begin by asking questions around the class in the simple past and present perfect tenses, e.g. *Have you been to Accra?* (or a suitable town in your region) *When did you go there?*
- 2 Prepare the exercise orally, then pupils can write the answers in their exercise books.

Answers: Open answers

Additional activity

Pupils write their own account of what they did in the holidays.

Exercise B

- 1 Write the prepositions in this exercise on the board and elicit sentences, e.g. *Adua is sitting behind Est*
- 2 Pupils can work in pairs to decide which prepositions are needed to complete the story about Kwesi and the goat.

*Answers: 1 into 2 under 3 over 4 out
5 behind 6 over 7 middle 8 into*

Exercise C

- 1 Begin with a brainstorming exercise. Ask pupils to name as many household items as they can in a given time, e.g. two minutes.
- 2 Write the names of different rooms in the house on the board. Tell pupils to classify the household items they named according to the rooms where they are found. Point out that some of them, e.g. *a chair*, can be found in more than one room.
- 3 Pupils can copy and complete the spider chart.

Additional activity

Pupils can write the items in each room in alphabetical order.

Exercise D

- 1 By the end of Primary 4, pupils were encouraged to use joined-up writing for all their written work. Before you begin this exercise, look at examples of their written work to see where their weaknesses lie.

Check also how they sit when writing and how they hold their pencils. It may be necessary to practise different letters and letter combinations. If so, demonstrate how to write them on the board.

Pay particular attention to ascenders, e.g. *b, d, h*, and descenders, e.g. *g, p*.

Remember to stand with your back to the class when you demonstrate handwriting. Make sure that pupils are placing their pencils correctly to begin writing the letters.

- 2 Pupils can practise writing the lines of the song.

Key language:	Instructions and directions
Skills:	Following written instructions; giving and following spoken instructions; giving and following spoken directions; listening to and following directions; reading comprehension; making a plan of the school; writing directions; writing a description of the school; writing questions; recognising silent letters
Teaching aids:	PB pages 15-18; sheets of blank paper

Listening and Speaking

By the end of the lesson, the pupils will be able to...

- follow written instructions successfully.
- give and follow spoken instructions successfully.

Telling news

Spend about five minutes eliciting news from pupils.

Where's the furniture?

PB
p15a

- 1 Tell pupils to read and follow the written instructions. Monitor to see how well they can do this. (If possible, give out large pieces of blank paper.)
- 2 Give the rest of the instructions (see below) verbally: do a demonstration with one pupil if they have any problem in understanding the instructions.
 - The pupils work in pairs. They take it in turns to explain what furniture they have drawn and exactly where. The pupil looking at her/his plan A gives instructions to the partner who looks at his/her empty plan B and draws in what he/she is told.
 - The pupil drawing can ask questions to clarify, e.g. *Is it big?*, *Is it at the top or in the middle?* etc. They must not

look at each other's plans; they can use books to hide the plans behind.

- When the plan is complete, pupils compare their plans to see how well they have communicated.
- They then change roles.

Grammar

By the end of the lesson, the pupils will be able to give and follow instructions and directions successfully.

Robots: a game

- 1 Bring one pupil to the front and blindfold him/her (cover his/her eyes with a cloth). Explain that the pupil is a robot, 'it' cannot see and can do only what 'it' is told.
- 2 Give the robot simple instructions, e.g. *take one step forward, turn to the right, take two steps backwards*. Make sure the robot does what 'it' is told!
- 3 When you have finished, elicit the instructions you used and write them on the board. Repeat with one or two different robots.
- 4 Elicit instructions from the class, and then individual pupils, for the next few robots. Ensure that all the key

vocabulary is now on the board, i.e. *forward, backward, to the right/left, step, turn, turn around.*

- 5 You could then do this in groups, possibly outside. However, only do this if you are sure your class is responsible enough - they must not be tempted to instruct their robots to do anything dangerous!

Directions around school

- 1 Give pupils some directions to a place in the school: they must listen and tell you what place it is. Repeat this a few times to revise various directions.
- 2 Introduce the phrases and substitution tables in the Pupil's Book. (You may prefer to adapt the wording of these to fit the layout of your own school, and write them on the board.) Work through these to make sure they are understood and do some oral repetition to help pronunciation.
- 3 Ask all pupils to think of one point in school and prepare directions to get there. When they are ready, choose individual pupils to give their directions – the rest of the class can say where the directions lead to. Once they can do this confidently, they can do it in pairs.
- 4 Pupils write a few of their directions using the phrases in the Pupil's Book as a guide.

Reading

By the end of the lesson, the pupils will be able to...

- listen to and follow directions on a plan.
- read a description of a school and compare it with a plan.
- answer questions about a text.

Listening comprehension

- 1 Introduce the plan of the school on page 16 (do not look at the text at this stage). Ask questions about the plan, e.g. *How many classrooms are there in the*

school?, What other rooms are there?, Which is the biggest room?. You can also make comparisons with your own school. Make sure they understand where the verandas and steps are.

- 2 Give pupils four or five sets of directions from one point to another; they must listen, follow on the plan and note down what the final destination is, e.g.

You are in classroom 4. Go out of the classroom. Turn left. Go along the veranda to the veranda on the right. Turn right. Go along the veranda. It is the second room on the left. What is it? (Staffroom)

Reading comprehension

- 1 Explain to the class that they are going to read a description of a school by a pupil. They must decide if the school being described is the same as the one in the plan. Pupils read silently.
- 2 Elicit that the description is *not* that of the school in the plan. Tell the class that there are three differences between the description and the plan (or tell them to read question 1 after the text). Get them to read again to find the differences. They can discuss this in pairs.

Answers: 1 The number of classrooms is different. The staffrooms and the storerooms are in different positions. The boys' and girls' toilets are in different positions.

- 3 Get pupils to answer questions 2-6. Questions 3 and 5 involve pupils in working out meaning from general knowledge and from the context.

Answers: 2 Because she lives near school and doesn't have to walk a long distance. 3 L, T, V, S 4 Because sometimes people try to steal the books. 5 watch carefully 6 to work/mark books/relax

Writing and Composition

By the end of the lesson, the pupils will be able to ...

- draw a plan of the school.
- write clear directions.
- write a short description of the school.

PB
p18**Fun Box**

The pupils read the Fun Box in the Pupil's Book for pleasure.

Drawing a plan and writing directionPB
p18e

- 1 Tell pupils to take a full sheet of their exercise books (if possible, give them larger sheets of paper) and draw a plan of their school.
- 2 Tell pupils to write at least three sets of directions from their classroom to another point in school. Read through the example with them first and point out that they can use the language in section *b* as a starting point.

A description of the schoolPB
p18f

- 1 Tell the class that they are going to work together to write a description of their school. They can use Shadia's description as a guideline.
- 2 Elicit ideas and sentences from the class using a similar technique to that used for writing the description of the Armahs' house in Unit 2. Divide the description up into a number of paragraphs as appropriate.
- 3 When the description is complete, read it through with the class and praise them. Allow them to make changes if they can see ways to improve the description.
- 4 Pupils should now write the description in their exercise books. Rub out some of the text before they start to make this more challenging.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - follow spoken and written instructions?
 - understand a text and compare a plan with its written description?
 - answer the comprehension questions?
 - draw a plan and write directions?
- 3 Ask yourself *Did I...*
 - enable pupils to complete the direction-finding activity (p16c) with full understanding. Reinforce this concept using a plan of your own school or classroom which you use in a similar way.
 - enable pupils to write a description like Shadia's (p18f)? If necessary use group work to help pupils to remember the missing elements.

Key language:	Imperative verb form for directions, instructions and commands
Skills:	Interpreting and discussing road signs; using the imperative for instructions, directions and commands; reading comprehension; reading aloud; writing a recipe; using question marks correctly; vocabulary development
Teaching aids:	PB pages 19-22

Listening and Speaking

By the end of the lesson, the pupils will be able to interpret and use road signs.

Telling news

Spend about five minutes eliciting news from pupils.

Road signs

PB
p19a

- 1 Introduce the first two road signs and elicit what they 'say'.

PB
p19a

Answers: 1 Turn right 2 No left turn (don't turn left)

- 2 Pupils work in pairs to interpret the other four signs. They should note down what they 'say'. Elicit and discuss the interpretations.

PB
p19a

Answers: 3 go straight ahead; don't cycle here; children cross here; stop

- 3 Pupils work in pairs to prepare a set of directions from their classroom to any other point in the school (as done in Unit 3) using direction signs, wherever possible, to replace the words. Elicit an example and put it on the board first, if necessary.
- 4 The pairs of pupils then show their set of directions to other pairs. They take it in turns to interpret each other's signs and work out the directions.

Grammar

By the end of the lesson, the pupils will be able to use the imperative form of the verb correctly for instructions, directions and commands.

The imperative

- 1 Revise the language of instructions and directions taught in Unit 3 by playing the *Robot game* again.
- 2 Give further practice in the same language by playing *Seidu says*. This is a game pupils have been introduced to at earlier levels in this course and should know:
 - Give the class instructions, e.g. *Seidu says, 'Put your hands on your head'*, *Seidu says, 'Don't touch your knee'*. Use a range of instructions using both positive and negative imperatives.
 - The pupils must follow the instructions only if you say *Seidu says*. So if you say *'Put your hands on your head'* they should not do it.
 - Any pupils who do not follow a *Seidu says* instruction correctly, or who do follow an instruction which does not have *Seidu says* are out of the game.
 - Choose one or two pupils to give the instructions. They then play the game in groups, taking it in turns to give the instructions.

3 Write on the board a few of the instructions used in the games. Underline the verbs which will be in the *imperative* form. Elicit that this is the same as the simple or base form of the verb and point out that it is used for instructions, directions and commands (orders). Introduce the pupils to the explanation in the Pupil's Book.

PB
p19/20b

4 Look at the first few pictures and elicit what is being said in each. (Note that there is no single 'correct' wording for these – accept all appropriate suggestions but make sure the imperative is used correctly.) Pupils then look at the other pictures in pairs before you elicit their suggestions. They then write their words for each picture. Tell them to underline the imperative

PB
p19/20b

Possible answers: 1 Quiet!/Don't make so much noise! 2 Go straight ahead. It's on the right. 3 Get off the garden! 4 Wash yourselves now! 5 Be careful! 6 Go and get help.

5 Pupils work individually to think of another similar situation. They then make a simple drawing and write a suitable caption. Ask pupils to show and read out their captions.

Reading

By the end of the lesson, the pupils will be able to ...

- identify, sequence and interpret a recipe.
- read aloud with appropriate pronunciation, stress and intonation.

Reading comprehension

1 Talk about the pupils' favourite foods and who cooks in their homes. (This may be a suitable opportunity to discuss gender roles in the home.) Introduce, or elicit, the word **recipe**. Ask them if they know any recipes and what sort of information a recipe contains.

PB
p21c

2 Introduce the recipe in the book by looking at the list of ingredients. Elicit the meaning of **ingredients** from the context - i.e. it is a list of what is used in the recipe. Discuss any other vocabulary that might be unknown, e.g. *medium-sized, to taste, optional*. Elicit the meaning from the context wherever possible.

3 Introduce the **method** and point out that this is a list of instructions on how to use the ingredients to make the food. Explain that the illustrations are in the correct order but the sentences (a) to (i) are mixed up. Work through the illustrations, eliciting what is happening in each. Take this opportunity to introduce any of the vocabulary in the instructions that you want to pre-teach. Explain 'chop' as 'cut into small (er) pieces'.

4 Tell the class to look at the written instructions and try to find the first one. Elicit that it is g.

5 Tell pupils to work in pairs to read all of the instructions and decide on the correct order. There is some 'difficult' vocabulary in the recipe but if they focus on the pictures they will be able to work out the order. Give them sufficient time to read and discuss this. Help pairs who find it difficult. Then elicit the answers.

PB
p21c

Answers 1: g, b, a, e, h, d, c, i, f

PB
p22c

6 Introduce the vocabulary matching exercise with the class. They should be able to work out the meaning of the words from the context of the instructions and the pictures – guide them to do this. Elicit and discuss the answers.

PB
p22c

Answers 2: 1 chop – g; 2 fry – a; 3 mix – d; 4 paste – f; 5 stir – c; 6 simmer – b; 7 tender – e

Note: In Pupil's Book (c) is one method of preparing meat stew. Discuss with pupils other methods of preparing meat stew.

Reading aloud

PB
p21

Read the instructions (in the correct order) aloud as a model for the pupils. Then tell pupils to work in pairs, taking it in turns to read the instructions as their partner listens. As they do this, monitor the pairs and assist where necessary. Focus on the pronunciation, stress and intonation.

PB
p22e

2 What sort of meat did they use? 3 Will you write the recipe for me? 4 Have you ever cooked ampesi and beans? 5 It's time to eat.

Writing and Composition

By the end of the lesson, the pupils will be able to...

- write a recipe.
- use question marks appropriately.

PB
p21c

Mixed-ability activities

Pupils write out the instructions for the method of cooking in the correct order in their exercise books. Then ask them to underline the imperative form of the verbs in each instruction.

Fun Box

Pupils read the **Fun Box** in the Pupil's Book for pleasure.

Answers: 1 a road 2 the two bananas you took

PB
p20

A recipe

- 1 Tell the class they are going to write a recipe together and elicit a suitable dish to write it for: it should be something the whole class knows and should not be too difficult.
- 2 Elicit the **ingredients** and write them on the board.
- 3 Elicit the **method**, one step at a time. Number each step. Elicit the instructions but help the class with vocabulary and expression: they should use imperatives in the instructions. Draw some simple diagrams to illustrate a few steps.
- 4 When the recipe is complete, read through it with the pupils. They then copy it into their exercise books.
- 5 They then write their own recipe. This will be best done in groups of about four pupils: those who do not know much about cooking can do the writing and drawing of illustrations.
- 6 You could collect all the recipes together, to make a class recipe book.

PB
p22d

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for their homework.
- 2 Ask yourself *Can my pupils ...*
 - interpret and use road signs?
 - use the imperative form of the verb appropriately?
 - read aloud with appropriate pronunciation, stress and intonation?
 - use question marks appropriately?
- 3 Ask yourself *Did I...* enable pupils to use the imperative correctly through the recipe activity? Other ways to practise this include following instructions to perform any practical task, e.g. caring for crops, washing up, washing clothes, first aid, making something etc.

Punctuation: question marks

- 1 Introduce the explanation and use other examples necessary to revise this. (It was introduced in Primary 3.)
- 2 Pupils rewrite the sentences in their exercise books. Elicit the correct answers.
Answers: 1 They made a delicious meat stew.

PB
p22e

Activity Page 2

PB page 23

Objectives: To practise

- reading a map.
- sequencing directions.
- completing instructions.
- plural endings.
- joined-up writing.

Exercise A

- 1 Pupils work in pairs and trace Shadia's route to school with their fingers. As they do this they should describe what she does, e.g. *She goes out of her house and turns right*. Pupils often find it difficult to tell left from right on a map. Tell them to imagine they are standing beside the road outside Shadia's house. Which way will they turn?
- 2 Pupils can then read out the directions and put them in the right order. They can write them for homework.

Answers: Order of directions: 5, 2, 4, 7, 6, 1, 3

Additional activities

- 1 Pupils describe their route from home to school.
- 2 They give instructions to another pupil to move around the classroom: *Go to the front of the class. Turn right. Take two steps to the left.*

Exercise B

- 1 Discuss with pupils how to cook some well known Ghanaian dishes. Ask them if they know how to cook ampesi.

- 2 Pairs find the missing words in the instructions for cooking ampesi.

Answers: 1 Put, 2, Chop 3 Wash, 4 Place 5 Add 6 Cover, boil, 7 Pour, eat

Additional activity

Pairs prepare instructions for simple processes, e.g. *washing up, cooking rice*. If you tell them to pretend they are giving instructions to a robot, they will enjoy this activity more.

Exercise C

- 1 Revise plural endings by showing pupils groups (or pictures) of objects. Ask pupils what these are and elicit the plurals, e.g. *mangoes, cherries, apples*. Ask: *What is the singular of these words?* Elicit *cherry, apple and mango* and write these on the board.
- 2 Elicit how we write the plural and write it next to the singular form.
- 3 Underline the plural endings: *s, es* and *ies*. Elicit further examples of words with these three plural endings.
- 4 Pupils complete the exercise.

Answers: ladies, boxes, mangoes, peppers, tomatoes, onions, potatoes

Exercise D

Practise writing the joined-up words as before. Pupils then write out the instructions for cooking ampesi using joined-up writing.

Key language:	Months and dates; count and non-count nouns
Skills:	Talking about important dates; understanding count and non-count nouns and using them correctly in context; reading comprehension; listening for dictation; writing about dates; understanding and using paragraphs; understanding issues of safety in the home; vocabulary development
Teaching aids:	PB pages 24-28; calendar

Listening and Speaking

By the end of the lesson, the pupils will be able to...

- name the months of the year.
- ask and answer questions about important dates.

Telling news

Spend about five minutes eliciting news from pupils.

Months of the year: revision

- 1 Revise the 12 months of the year in chronological order (these were introduced in Primary 3 and 4). Pupils can recite them as a class, in groups and individually.
- 2 If pupils have problems with remembering the months, do some of the following activities:
 - Write the names of the months on large pieces of paper, one month per piece. Introduce the written words by holding up each sheet of paper and eliciting the words. Then put these sheets on the floor in separate parts of the classroom (or outside). Go around the class and say a month to each pupil. Tell the pupils to go and find their month and stand next to it.

PB
p24c

- Ask each group to call out their month.
- Call out months at random – the group at the month must raise their hands. Gradually increase the speed at which you do this.
- Ask the groups to spell their month.
- Ask one pupil from each group to take the sheet of paper and stand at the front. Ask these pupils to stand in order according to the month they are holding, i.e. from January to December. The rest of the class can direct them.

Talking about important dates

- 1 Show pupils a large wall calendar, or look at the one in the book. Tell them to look at the calendar and find their birthday. Ask *What is your birthday?* to revise dates. Remind them to use ordinal numbers (*first, tenth, twenty-second, etc.*).
- 2 Ask them about other important dates, using the questions in the book and others relevant to your school, region and country e.g. *When is the ... festival?* Discuss Farmers' Day, Eid Ul Fitr, etc. Write the starting and ending dates of the school terms on the board. Elicit answers.

- 3 Elicit some similar questions. Answer a few yourself and then ask other pupils to answer. Pupils then ask and answer in pairs.

PB
p25b

Grammar

By the end of the lesson, the pupils will be able to ...

- recognise count and non-count nouns.
- use some count and non-count nouns correctly.

Count and non-count nouns

- 1 Play a short game called *Kim's game*. Place about 15 small items on a surface which can be seen by all the class – the class will probably need to gather around a desk. Use one item of the countable objects, i.e. a pen, a match, an orange, etc. and make sure you use some non-count items, i.e. some sugar, some tea or some sand. Prepare the objects before and keep them covered until the pupils are ready, then expose them for a short time, about a minute, and then cover them again. Tell the pupils to sit down and make a list of all the things they remember – working alone. The pupil who remembers the most items is the winner.
- 2 Elicit the list from the winning pupil and write the items on the board. As you do so, elicit from the class the correct article for each item and write them in two columns, one for the count nouns with *a* or *an* and one for the non-count nouns with *some*.
- 3 Focus on the two lists and point out that some things we can count, e.g. *a* or *one* pen, *two* pens, *ten* pens, etc. Other things we cannot count, like *sugar*, *tea* and *sand*. Elicit some more count and non-count nouns and add to the lists.

PB
p26c

- 4 Read through the explanation in the Pupil's Book with the class and elicit more examples.
- 5 Introduce the exercise. Look at the items in the picture and elicit which are count and which non-count. Elicit the questions and answers for each item. Pupils then practise in pairs.
- 6 For further practice, play the following *Chain game*:
 - You start by saying a sentence such as:
In my kitchen, I have some sugar.
 - The first pupil continues:
In my kitchen, I have some sugar and a yam.
 - The next pupil continues:
In my kitchen, I have some sugar, a yam and some rice.
 - Each time a pupil confuses count and non-count nouns (e.g. says *a rice* or *some banana*) or forgets the correct sequence of items, they are out of the game.
 - This can be done in groups once the rules are well understood.
See *Writing and Composition* for further practice.

Reading

By the end of the lesson, the pupils will be able to...

- discuss issues related to drug abuse and misuse.
- answer questions about a text.
- read carefully for dictation.

Reading comprehension

- 1 Tell pupils to read the title of the passage, or write it on the board. Elicit what pupils know about drugs. Try to establish the notion of good drugs which help to make us better when we are ill, and drugs which cause problems. Write any useful words on

the board. Elicit some ideas of what pupils think will be in the text.

PB
p26/27c

2 Read the text aloud as pupils follow.

3 Introduce the comprehension questions. Tell pupils to read the text silently to find the answers.

4 Elicit the answers and discuss before pupils write answers.

PB
p27c

Answers: 1 heroin, cocaine 2 tobacco, alcohol, medicines 3 use more of it 4 (the same as people using hard drugs) steal money, lose their friends, hurt their families, destroy their health 5 three

PB
p28d

2 Introduce the exercise. Give the pupils five minutes to read the sentences and decide on which paragraphs they belong to. Then elicit the answers.

3 They can then order the sentences and write the text. Note that there can be some flexibility in the order of the sentences within the paragraph but the first sentence of each paragraph should be the one containing **Christiana's** name.

PB
p28d

Answers: Personal details – c, a, f; her appearance – h, d, i; her family – b, g, e

Dictation

PB
p26

1 Tell pupils that they are going to write the paragraph beginning *The doctor gives ...* as dictation. Give them a few minutes to look at the paragraph carefully before you tell them to close their books.

2 Read the whole paragraph through first at natural speed and then dictate it phrase-by-phrase slowly and clearly. Tell them where to put the punctuation. When you have finished, read the whole paragraph again at natural speed.

3 Tell the pupils to open their Pupil's Books again and correct themselves.

PB
p24a

Writing questions and answers

1 Pupils can write the questions and answers about dates they practised in the first section of the unit.

PB
p25b

2 Pupils can write the questions and answers about the food (count and non-count nouns) they practised in the *Grammar* section.

PB
p27

Fun Box

Pupils read the **Fun Box** in the Pupil's Book for pleasure.

Answers: 1 a coffin, 2 the letter 'm'

Writing and Composition

By the end of the lesson, the pupils will be able to...

- recognise topics or main ideas in paragraph writing.
- write questions and answers (using dates and count or non-count nouns).

Writing paragraphs

PB
p26/27

1 Ask the pupils to look again at the reading text and tell you how many paragraphs there are. Explain that when we write we use a new paragraph for each topic or idea.

Answers: six (the last one is very short)

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - understand the dangers in the use of drugs?
 - answer the comprehension questions?
 - write and correct a dictation?
 - understand and use paragraphs for organising ideas in writing?
- 3 Ask yourself *Did I...*
 - enable pupils to distinguish between count and non-count nouns? Point out that a count noun is a single item and that a non-count noun represents something made up of many small parts.
 - enable pupils to write in paragraphs? Pupils may find it helpful to look at paragraphed stories or statements and to summarise the key points, which correspond with the paragraphs. Stress that we start a new paragraph when we start a fresh idea or topic.

Key language:	Question words
Skills:	Singing and discussing songs; asking questions about famous people; reading comprehension; discussing music; listening comprehension; using capital letters correctly
Teaching aids:	PB pages 29-32; pictures of Ministers of State and other important leaders

Listening and Speaking *By the end of the lesson, the pupils will be able to ...*

- ask and answer questions about famous people.
- talk about Regional Ministers and other important people in their area.

Telling news

Spend about five minutes eliciting news from pupils.

Talking about famous people

- 1 Elicit the names of well-known Ghanaians. Ask and answer questions, e.g. *What does he/she do? Why is he/she famous?*
- 2 Pupils read the questions about Kofi Annan and match them with the answers.

Introducing Ministers of State

Try to find pictures of the Regional Ministers of Education, Health, Agriculture and any other important local leaders. If pictures are not available, write the name of the position and the name of the person on the board. Introduce each one and give a few details of what each one does, as detailed in the Primary 5 syllabus.

Game: Who am I?

Think of a famous person who most pupils will know. Start with one of the ministers you have been talking about. Say, *"I am a famous leader. Who am I?"* Tell pupils to think of questions to find out who you are. Tell them that you will only answer Yes or No so they must ask the right kind of question. Give them some examples, e.g. *Are you a man or a woman? Are you a politician? Are you ... ?*

You can also play the game using other famous people, e.g. musicians, politicians.

Once pupils understand the game, let one or two come to the front and 'be' a famous person. They can then play the game in groups of four.

Grammar

By the end of the lesson pupils will be able to form questions using different question words.

Question words

- 1 Write different question words on the board, e.g. *Who? Where? When? What? Why?* Elicit questions beginning with these words. Write examples on the board.
- 2 Ask and answer questions around the class. Choose a pupil and ask him or her a question, e.g. *What time did you*

get up today? He/she answers, makes another question and chooses another pupil to answer. Continue around the class. Any pupil who repeats a question which has already been asked is 'out'.

PB
p29b

3 Read the sentences about Ama Atta Aidoo. Explain that they are answers to questions. Ask pupils what they think the questions were.

4 Pupils write the questions and answers in their exercise books.

PB
p32c

Answers: 1 music for recreation:

a) d); music for special occasions:

b) c); background music: e) 2, 3 and 4 open

Reading

By the end of the lesson, the pupils will be able to...

- identify specific information, using headings.
- identify and discuss the topic of a text.
- listen carefully to make corrections.

PB
p30/31

Listening comprehension

Read part of the text again, as pupils follow in their books. As you read, change some of the words. The pupils must follow and call out to 'correct your mistakes'.

Writing and Composition

By the end of the lesson, the pupils will be able to use capital letters correctly.

Reading comprehension

- 1 Introduce the topic of music and elicit the pupils' opinions and ideas. Find out what sorts of music they know, what sorts of music they like and their favourite performers. Also encourage them to think of when they listen to, or make music themselves.
- 2 Introduce the two questions before the text and then set the class to find answers as quickly as possible. They should not read the whole text to find these answers, it is sufficient to scan the headings. To encourage them to do it quickly you could organise it as a race – as soon as they find all the answers they raise their hands.

PB
p30cPB
p30c

Answers: a) music for recreation, for special occasions and background music b) highlife

PB
p30/32c

- 3 Read the text, as pupils follow in their books. They can then read it a second time silently. Check general comprehension with a few questions and answer any queries pupils may have on vocabulary.

PB
p32d

Punctuation: capital letters

- 1 Elicit the rules related to full stops presented in Unit 1.
- 2 Elicit rules related to capital letters (this is revision as they were presented and practised in Primary 4). Tell pupils to read the rules in the Pupil's Book. Go through each rule and elicit examples to write on the board.
- 3 Give pupils a few minutes to look at the unpunctuated text and then read through it and let the class call out where the punctuation should be.
- 4 They then write out the passage in their exercise books.

PB
p32d

Answer: Music is very important to Ghanaian people. We play music at special events like naming ceremonies and marriages. Highlife music is very popular. It began with bands like the Jazz Kings. The singer Amakye Dede is very famous. Last Saturday my sister Efua went to one of his concerts in Accra.

Fun Box

Pupils read the **Fun Box** in the Pupil's Book for pleasure.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - select, sing and discuss songs?
 - ask questions beginning with different question words?
 - use headings in a text to scan for information?
 - write an informal letter about music?
- 3 Ask yourself *Did I...* explain clearly when to use capital letters? Give pupils more examples to practise with if necessary.

Activity Page 3

PB page 33

Objectives: To practise

- identifying count and non-count nouns.
- using the indefinite article a/an correctly.
- using some with non-count nouns.
- using capital letters correctly.
- identifying silent letters in words.
- joined-up writing.

Exercise A

- 1 Draw two columns on the board and write headings: Count nouns, Non-count nouns. Elicit examples from pupils and write them in the correct column.
- 2 Read the information at the beginning of the exercise. Ask pupils to make sentences with some of the nouns on the board. Stress that we can use count nouns with the indefinite article, but non-count nouns are often used with *some*. Write some examples for everyone to see.
- 3 Pupils copy the table and write the nouns in the correct column. Afterwards they can write their own examples.

Answers: Count nouns: flower, river, idea, table, cup, potato Non-count nouns: flour, meta, rice, knowledge, water, love, rain

Exercise B

- 1 Revise the rules for using capital letters, then write a few examples of names and dates using small letters only. Pupils can come out and change small letters to capital letters where they are needed.

- 2 Pupils write the sentences correctly in their exercise books.

Answers: 1 Kwame Nkrumah was bom on September 21st 1909 in Nkroful, Western Region. 2 John Kufuor was born on December 8th 1938 in Kumasi, Ashanti Region 3 Nelson Mandela was born on July 18th 1918 in Mvezo, South Africa.

Additional activity

Pupils can write their own sentences about family members or well-known people.

Exercise C

- 1 Prepare for this exercise by reminding pupils that many words have silent letters. Write a few examples, e.g. write, know.
- 2 Draw three columns on the board. Write headings: *Silent b, Silent l, Silent k*. Then write examples, e.g. *thumb, talk, knee, calf, comb, calm, knife, lamb, chalk, knob, climb*. Choose pupils to read out words and write them in the correct columns.
- 3 Pupils can then copy the words in the exercise and circle the silent letters.

Answers: write: w, honest: h, listen: t, Wednesday: d, sign: g, cupboard: p, wrap: w, island: s, knot: k.

Exercise D

Practise writing the sentences as before. Use this opportunity to discuss household safety. Make up other rules, e.g. *Do not let children play in the kitchen.*

Key language:	Conversational responses; <i>so</i> and <i>neither</i>
Skills:	Discussing music; using appropriate conversational responses; reading comprehension; reading aloud; describing a process; vocabulary development; punctuating using commas
Teaching aids:	PB pages 34-38

Listening and Speaking

By the end of the lesson, the pupils will be able to discuss areas of personal interest related to music.

Telling news

Spend about five minutes eliciting news from pupils.

Conversation: music

Ask pupils to tell you their favourite songs in English. They can be any songs they have learned in English lessons in this or previous years or any others that they know. Sing one or two of them together. Talk about each song and discuss what type of song it is. Is it a counting or an action song or is it a hymn? Discuss its rhythm and rhyme. Refer back to the different types of music discussed in Unit 6. Get the class to discuss the first set of questions in pairs. After about ten to fifteen minutes, tell each pair to join up with another pair to form groups of four and discuss the final points. These questions in the book are starting points; allow the groups to develop and discuss their own areas of interest.

PB
p34a

Grammar

By the end of the lesson, the pupils will be able to...

- use appropriate short conversational responses.
- talk about similarities, using *so* and *neither*.

Using short conversational responses

- 1 Make some general conversation with the class. Start by making comments on the weather, how the school and classroom look and anything of importance that has happened recently. Elicit some responses from the class, discouraging them from making full sentence responses.
- 2 Put on the board a few of the statements/questions you made along with some of the better responses made by the class. Look at the structure of the responses and point out that it is normal in conversation to make short responses. Look at the explanation and examples in the Pupil's Book.
- 3 Look at the sentences in the exercise and elicit responses – discuss the best of these (there are always a number of

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p34b

PB
p34b

possible responses). Demonstrate the intonation of these, making them sound conversational.

Example answers: 1 Yes, she is. 2 No, I can't. 3 No, he isn't. 4 Yes, I am. 5 Yes, it is. 6 Yes, I do. 7 No, they're not. 8 No, it isn't. 9 Yes, you do. 10 No, you won't.

- 4 Pupils write their responses. They then work in pairs to practise saying the sentences and responses.

Using *so* and *neither*

- 1 Talk about yourself and the similarities you have with other people, using sentences with *so* and *neither*.

I have been in this school three years and so has Mr Annan.

I don't have a car and neither does my husband.

PB
p35c

Put some of these example sentences on the board. Elicit some similar sentences from the pupils – assisting them with the correct structure as necessary.

- 2 Introduce the explanation and examples in the Pupil's Book. Elicit more examples.
- 3 Tell pupils to work in pairs to find five similarities. Elicit some of these, using *so* and *neither*. The pupils then write their five sentences.

Reading

By the end of the lesson, the pupils will be able to...

- discuss leisure activities.
- read a conversation to identify specific information.
- read aloud with appropriate pronunciation, stress and intonation.

Reading comprehension

PB
p35d

- 1 Introduce the topic and ask the questions before the text. Elicit lots of examples of leisure activities quickly.
- 2 Tell pupils that the four children are talking about leisure activities. Tell

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p35/37d

- 3 Introduce the activities after the text. Divide the class into pairs and tell them to read again and discuss to complete the activities. Elicit the answers to 1 and the pupils' own ideas for 2-4.

PB
p37d

Answers: 1 music, dancing, watching dancing, going to festivals and celebrations, sport (playing and watching), games (outdoor and indoor), stories (listening to oral stories and reading books), listening to the radio, watching television, cinema, talking to friends (at the restaurant, bar or at home)

Reading aloud

PB
p35/36

- 1 Read the conversation aloud as a model. Point out the use of short conversational responses (*so do I, neither do we*, etc.) and the question tags in the conversation.
- 2 Tell pupils to write in groups of five. They must choose one of the five characters and read that part. As they do this, monitor the groups and assist where necessary. Focus on the natural rhythm and intonation.
- 3 Choose one or two groups to read aloud for the whole class.

Writing and Composition

By the end of the lesson, the pupils will be able to ...

- use commas correctly.
- order and describe a process.

Punctuation: commas

PB
p37e

- 1 Write *I like oranges and bananas and mangoes and pineapples*, on the board. Elicit that it would be better to replace all but the last and with commas in the list, e.g. *I like oranges, bananas, mangoes and pineapples*. (This is revision of work done in Primary 4.)

- 2 Ask pupils to write some sentences which include lists. You can put some beginnings of sentences on the board and say *Copy and complete these sentences*:

- *Three types of vegetables are ...*
- *Four sports are ...*
- *Five things sold at the market are...*

- 3 Call some pupils to come out and write their sentences. Ask the rest of the class to make any necessary corrections.

- 4 Explain how commas are used to separate different parts of sentences. Read the example in the book and use other examples to clarify this for the pupils. (This is revision of work done in Primary 4.)

- 5 Pupils rewrite the sentences in their exercise books. Elicit the correct answers.

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p37e

Answers: 1 I often play football, I sometimes play basketball but I never play hopscotch. 2 My brother likes singing, dancing and listening to music. 3 I came home, found a book and began to read. 4 My sister has a bed, a bookcase, a cupboard and a table in her room.

Describing a process using *first, next, etc.*

- 1 Talk about making tea and elicit the process used.
- 2 Introduce the pictures and sentences and then give pupils a few minutes to put them in the correct order. Elicit the sentences in the correct order.

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p38f

Answers: 4, 2, 5, 6, 1, 3

- 3 Introduce the second exercise. Focus pupils on the words which show the order of events (in the left column) and the verbs in the imperative form. This is mostly revision of prior work but you may need to explain and give a few examples for *meanwhile*. Elicit the sentences in the correct order. Pupils then write them in their exercise books.

PB
p38f

Answer: First, put some water in a kettle or pot. Next, put the water on the fire to heat. Meanwhile, put some tea in a teapot. When the water boils, pour the boiling water on the tea. Then, wait a little while. Finally, pour your tea and add sugar and milk, if you like.

PB
p37

Fun Box

Pupils read the **Fun Box** in the Pupil's Book for pleasure.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - use short conversational responses?
 - read aloud with appropriate pronunciation, stress and intonation?
 - use commas correctly?
 - describe a process in the correct sequence?
- 3 Ask yourself *Did I...*
 - introduce *so* and *neither clearly*?

Give further examples orally and on the board.

Key language: Comparative and superlative adjectives; processes
Skills: Singing a song; making comparisons; reading comprehension; listening for dictation; writing a description of a process
Teaching aids: PB pages 39-43

Listening and Speaking

By the end of the lesson, the pupils will be able to sing a song with appropriate rhythm and stress.

Telling news

Spend about five minutes eliciting news from pupils.

Song: A hole in my bucket

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Teach the song, verse by verse, using any rhythm you like. Explain any unknown vocabulary. Then divide the class into two halves with one half singing Ama's verses and one half singing Kofi's.

PB
p40b

Grammar

By the end of the lesson, the pupils will be able to make comparisons using the comparative and superlative forms of short and long adjectives.

Comparatives and superlatives: short adjectives

- 1 Revise the use of comparatives and superlatives with short adjectives as introduced in Primary 4. Ask four pupils to stand and ask *Who is the tallest?* Bring the four to the front and ask the question again. Put them close together and compare them, say, for example, *A is taller than B. B is taller than D* etc. Then *C is the tallest.*

PB
p40b

- 2 Ask further questions about the group of four pupils, e.g. *Who has the longest hair? Who has the biggest hands?* Compare them to find the answers.
- 3 Divide the class into groups of four and tell each group to find answers to three questions, (a) *Who is the oldest?* (b) *Who is the tallest?* and (c) *Who has the biggest hands?* After a few minutes, elicit answers from some groups.
- 4 Introduce the pictures of the bicycles. Elicit or tell them that A is a racing bicycle used for sports, B is a ladies' bicycle used for shopping, C is a mountain bicycle which is used to ride off the road and up mountains and that D is a bicycle for children. Elicit comparisons between the bicycles, using the examples in the book. Elicit further questions and answers.
- 5 Pupils then work in pairs to ask and answer questions about the bicycles.

Comparatives and superlatives: long adjectives

- 1 Look again at the pictures of the bicycles and focus on the price tags, ask *How much is A?* etc.
- 2 Say, *All the bicycles cost a lot of money. They are all expensive. But some are more expensive than others are. B costs 50. D costs 30. B is more expensive than D. Give more examples. Then say C is the most expensive.*

3 Explain that with longer adjectives we use *more* or *most* when comparing (not *-er* and *-est*). Elicit other long adjectives and put them on the board. Then elicit sentences in which they are used in the comparative or superlative forms, e.g. *Basketball is more exciting than table tennis. Giraffes are the most beautiful animals.*

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p42/43d

Answers: Things needed: 1 tyre levers 2 a bicycle pump 3 a bucket of water 4 a piece of chalk 5 a tube of glue 6 a rubber patch
Things to do: (a) lever (b) inner tube (c) bucket of water (d) hole (e) chalk (f) dry (g) glue (h) rubber patch (i) inside (j) pump

PB
p41c

4 Introduce the questions in the book and elicit a few answers. Pupils then work in pairs to ask and answer. When they have finished, elicit some answers and discuss their opinions.

Reading

By the end of the lesson, the pupils will be able to ...

- read a dialogue and transfer the relevant information to complete a description of a process.
- listen carefully to write a dictation.

PB
p41/42

Dictation

- 1 Tell the class that you are going to dictate part of the dialogue to them. Give them a few minutes to read it again to prepare them. Focus them on the layout of the dialogue with the name of the speaker on the left.
- 2 Choose any section of the dialogue and dictate it. Pause at the punctuation marks but do not tell the class what they are.
- 3 Let pupils correct their own dictation by looking at the text in the book again.

Writing and Composition

By the end of the lesson, the pupils will be able to describe a process.

Reading comprehension

1 Discuss bicycles and punctures to bicycle tyres with the pupils. Find out how many have repaired a puncture and elicit from them the stages of the process.

PB
p43ePB
p41d

2 Read the two questions before the text with pupils and then let them find answers quickly (the answers lie in the first two paragraphs).

Answers: Ali hasn't but Amina has.

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p41/43d

3 Introduce the text and the diagrams and then tell pupils to read the dialogue to find out how Amina explains the process to Ali.

4 Pupils then have to make a list of the items needed, based on the diagrams and then copy and complete the *Things to do* list by reading the text again. Pupils can work in pairs to do this. Elicit the completed sentences from pupils.

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Describing a process

- 1 Introduce the diagram and discuss what it shows with the class – explain the verb *germinate*, if necessary.
- 2 Look at the words in the box and make sure the pupils understand the meaning of each.
- 3 Elicit each sentence in turn and write it on the board.
- 4 When the description is complete, read it through with the class and then rub it off.
- 5 Pupils write their description in their exercise books.

Suggested answer: First, a seed receives water. Next, it germinates. Then roots and leaves grow. Later, the plant flowers. Eventually, seeds fall from the dead flower. Finally, the plant dies.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - sing the song with appropriate rhythm and stress?
 - write and correct a dictation?
 - write about a process?
- 3 Ask yourself *Did I...*
 - explain clearly the distinction between forming comparative and superlative adjectives with shorter and longer adjectives? Reinforce with plenty of examples if necessary.
 - enable pupils to understand a process from pictures and explain it using appropriate words? Practise linking two pictures initially, then build up the sequence.

Activity Page 4

PB page 44

Objectives: To practise

- using comparative and superlative adjectives.
- finding and using opposite adjectives.
- joined-up writing.

Exercise A

- 1 Ask questions to revise comparative adjectives, e.g. *What is bigger, a mouse or a cat? What is more expensive, a bicycle or a car?* Pupils can make their own questions to ask other pupils.
- 2 Ask questions to revise superlative adjectives, e.g. *What is the biggest animal you have ever seen? What is the most exciting story you have ever heard?*
- 3 Prepare the answers orally to the questions in the Pupil's Book. Pupils can then write them in their exercise books.

*Answers: 1a biggest 1b faster 1c slowest
2a Yes, it is. 2b No, it isn't 2c B is the
most expensive car. 3a B, most expensive
3b/3c Open answers*

Additional activity

Pupils write two or three of their own questions, e.g. *What is the smallest animal you have ever seen?* They ask several pupils to answer their questions and compare the answers.

Exercise B

- 1 Write a few adjectives on the board and elicit their opposites, e.g. big – small, hot – cold. Elicit and write more pairs of opposite adjectives.
- 2 Pupils find the opposites of the adjectives in the box. Then they rewrite the sentences using the adjectives they have found.

*Answers: whisper/shout, blunt/sharp, ugly/beautiful, cheap/expensive, exciting/boring
1 Rebecca has a very exciting life. 2 I saw an ugly bird in the tree. 3 The teacher told him not to whisper in class. 4 Mother thought the shoes were very cheap. 5 The knife felt very blunt.*

Exercise D

Practise writing the lines from the song in the usual way.

Key language:	Comparative and superlative adjectives
Skills:	Discussing natural disasters; making comparisons; reading comprehension; listening comprehension; understanding and completing a form
Teaching aids:	PB pages 45-48; pictures of natural disasters

Listening and Speaking

By the end of the lesson, the pupils will be able to talk about natural disasters.

Telling news

Spend about five minutes eliciting news from pupils.

Talking about natural disasters

Introduce the term 'natural disasters' and write it on the board. Ask pupils what they think it means. Elicit the different kinds of natural disasters that occur. Make a list on the board, e.g. floods, earthquakes. Ask pupils to think of any recent natural disasters that have affected Ghana and the rest of the world.

Grammar

By the end of the lesson, the pupils will be able to...

- make comparisons using comparative and superlative adjectives.
- use irregular comparative and superlative adjectives correctly.

Comparatives and superlatives: all adjectives

- 1 Revise the work on comparatives and superlatives; see Unit 8 page 40.

PB
p45a

- 2 Introduce the pictures of volcanoes. Talk about volcanoes, show some photographs of actual volcanoes, dormant and erupting if possible. Read the short text under the pictures and explain the word *erupt*.
- 3 Ask questions to compare the volcanoes, e.g. *Is A or B higher? Which is the highest? Is volcano A dangerous? Which volcano is the most dangerous?* Use the adjectives *powerful* and *frightening* also.
- 4 Pupils work in pairs to talk about and compare the three volcanoes.
- 5 Elicit some of the comparisons they make. Write some of them on the board – put the ones using short adjectives, e.g. *high*, *big* on one side and the ones using long adjectives, e.g. *dangerous*, *exciting* on the other. Point out how the comparative and superlative forms are made in each case. Focus pupils on the table in the book.
- 6 Rub out the comparative and superlative adjectives and tell pupils to copy and complete the sentences on the board.

Irregular comparative adjectives

PB
p45b

- 1 Introduce the irregular forms. Explain that pupils must just learn these forms. Elicit some example sentences using them.

- 2 Teach the rhyme to help pupils remember the irregular forms.

Reading

By the end of the lesson, the pupils will be able to ...

- answer questions about a text.
- listen carefully to make corrections.

Reading comprehension

- 1 Read and ask the introductory questions to the class. Elicit and discuss answers. Ask further questions about the photographs to prepare pupils for reading about the topic. Show any other pictures you can find in newspapers or school books.
- 2 Read the text once to pupils as they follow in their books.
- 3 Tell them to read questions 1-4 after the text. They then read again to find answers.
- 4 Elicit answers before pupils write answers in their exercise books,

*Answers: 1 about 100 2 a huge wave
3 earthquake and flood 4 the 1557 earthquake in China*

- 5 They can then do some drawings to illustrate the four disasters.

Listening comprehension

Read part of the text again, as pupils follow in their books. As you read, change some of the words. Focus on the numbers and statistics, for example, read out *There are about fifty thousand earthquakes every year*. The pupils must follow and call out to 'correct your mistakes', i.e. call out *five hundred thousand*.

Writing and Composition

By the end of the lesson, the pupils will be able to read, ask questions about and complete a form.

Filling in a form

- 1 Introduce the form in the book. Tell pupils that they will often have to fill in forms as they get older. Elicit examples of forms they might have to complete.
- 2 Explain that this form has been completed by a girl. Ask questions about her name to focus pupils on *First name*, *Other names* and *Last name*. Guide pupils to identify their own first, last and other names. (*Note: some pupils may only have two names, some three and some more.*) Ask some to write the three parts of their names on the board before they all write their names on paper. (Explain that sometimes a form might say *Middle name* instead of *Other names*. In this case, those with more than three names should choose one of the names to write and use initials for the other names, e.g. *John Addo M. Frimpong*.) Elicit the names of the girl's mother and father on the form.
- 3 Explain any other aspect of the form pupils might not understand, e.g. *Postal address* and *date of birth* and how to write them. Ask some other questions to help them find their way around the form.
- 4 Pupils then ask and answer the questions below the form in pairs.
- 5 They then make a copy of the form (leaving out what the girl wrote) and complete it with their own information. If they don't know any of the information, tell them to ask their parents, and complete the form for homework.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - discuss natural disasters?
 - use comparative and superlative adjectives correctly?
 - read and fill in a form?
- 3 Ask yourself *Did I...*
 - introduce irregular comparative adjectives so that all pupils know and understand them? Make the rhyme part of regular classroom routine until pupils know these adjectives.
 - equip pupils to fill in the form about themselves? Ensure pupils understand what is required in the different boxes.

Key language:	Revision
Skills:	Revision, plus reading aloud; listening for dictation
Teaching aids:	PB pages 49-51
Note:	Work from the previous units is recycled in this unit. Take the opportunity to go over any areas that pupils found difficult. Pupils can look back at the Check boxes to see what they remember. Discuss this with them.

Listening and Speaking

By the end of the lesson, the pupils will be able to review some of the listening and speaking activities from Units 1-9.

Telling news

Spend about five minutes eliciting news from pupils.

Revision

Review some of the topics from this section (see the Contents page in the Pupil's Book for a summary of what has been covered). Concentrate on those that the pupils have enjoyed the most, and which help with language which they need further practice in.

Grammar

By the end of the lesson, the pupils will be able to use grammar and vocabulary from Units 1-9.

Revision

Take this opportunity to go back over anything that pupils have not yet mastered. If necessary repeat the presentation of items that have caused

difficulty. (The grammatical areas covered in these units are listed on the Contents page in the Pupil's Book.)

Correction competition

1 Introduce the correction competition:

- Explain to the class that five of the sentences are correct but five are incorrect.
- Pupils work in pairs. Each pair must decide which sentences are incorrect and rewrite them correctly. Explain that they will get one point for each sentence that they identify as correct or incorrect. If they can correct an incorrect sentence they get another two points. For any sentences they rewrite and make a mistake they will lose a point. (This means that if they identify and correct an incorrect sentence they get three points. If they identify it but do not correct it they get one point. If they identify it and rewrite it incorrectly they get no points. If they try to rewrite a sentence that was already correct then they lose a point.)

2 Give the pupils sufficient time to do this. Encourage them to look back through the book and their work, as this is all revision. As they work, use the opportunity to see how well they

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p49a

are doing and what they are having problems with.

- 3 Go through each sentence and elicit opinions on its correctness. Elicit corrections for the incorrect sentences. Give a brief explanation of why the original is incorrect.

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Answers: The incorrect ones are: 2 The tense used is the present perfect which requires the past participle travelled. 3 The auxiliary verb has should be have, as the subject of the verb is you. 5 If something is countable, then the quantifier used is many, i.e. Not many. 8 A command (order) requires the use of the imperative, i.e. Don't make so much noise.

Short answer questions

- 1 Ask questions around the class, e.g. *Have you brought your books with you? Were you at school yesterday?* Allow pupils to give short answers', e.g. *Yes, I have. No, I wasn't.*
- 2 Pupils ask and answer the questions in activity b, then they make their own questions for the responses in activity c.

PB
p50b

PB
p50c

Comparative and superlative adjectives

Revise comparative and superlative adjectives. Compare items and people in the classroom. Write the table on the board and invite different pupils to complete it. Remind them of the spelling changes (double letters, *y* changes to *i*) Rub out the answers and let pupils write the answers for themselves. Then they can complete activity e.

PB
p50d

PB
p50e

Answers: d: 1 stronger 2 the strongest 3 the hottest 4 bigger 5 the biggest 6 heavier 7 tinier 8 the tiniest 9 more dangerous 10 the most dangerous 11 more serious 12 the most serious 13 more terrible 14 the most terrible 15 more horrible 16 the most horrible 17 better 18 best 19 bad 20 the worst

PB
p50e

Answers: e: 1 more serious 2 the hottest 3 more terrible 4 worst 5 better

Reading

By the end of the lesson, the pupils will be able to...

- read aloud with appropriate pronunciation, stress and intonation.
- listen carefully to write a dictation.

Reading revision

Pupils read any of the texts from previous units that they enjoyed reading, or you did not have time to cover sufficiently.

Reading aloud

Choose a text that the pupils have enjoyed reading. Pupils can read the text silently first. Then read it aloud yourself to give the pupils a good model. They then practise reading aloud in pairs, as you monitor. Finally ask pupils to read a few sentences aloud for the class.

Dictation

- 1 Choose a paragraph from any of the reading texts in Units 1 to 9 for dictation.
- 2 Tell pupils that they are going to write the paragraph as dictation. Give them a few minutes to look at the paragraph carefully before you tell them to close their books.
- 3 Read the whole paragraph through first at natural speed and then dictate it phrase-by-phrase slowly and clearly. Tell them where to put the punctuation. When you have finished read the whole paragraph again at natural speed.
- 4 Tell pupils to open their Pupil's Books again and correct their dictation themselves.

PB
p50d

Writing and Composition

By the end of the lesson, the pupils will be able to...

- punctuate sentences correctly (revision).
- combine sentences into short paragraphs, using pronouns and conjunctions (revision).
- write a guided composition of three short paragraphs.

Punctuation

Introduce the exercise and revise any of these aspects of punctuation that pupils are not sure of. Then let them work on their own. They can compare and discuss their answers before you elicit the answers.

Answers: 1 Esi is 10 years old. Her birthday is on 17th October. It was on a Friday this year. 2 My friends are Joe, Cecilia, Louisa, John and Lena. I don't like Kwaku, Rosa and Betty. 3 The goat jumped over the bed, out of the window, over the wall and ran into the street.

Writing paragraphs

- 1 Introduce and explain the exercise.
- 2 Give the pupils time to read the sentences and decide on which sentences go in each paragraph – they could usefully compare and discuss their answers in pairs. Elicit the answers before pupils go onto the second part.
- 3 They can work individually or in pairs to do the second part. Monitor them as they write and give encouragement and help as necessary.
- 4 Elicit and discuss suggested paragraphs. Note that there is more than one way to join some of these sentences so accept any reasonable decisions.

Suggested answer: The school Talata goes to is far from her home. It takes her forty minutes to walk to and from school so she is very tired when she gets home in the evening.

Her school is small. It has two blocks with three classrooms in each. Classes P1 to P6 have a classroom each.

Talata likes the teachers at her school. They are very friendly but they make her work very hard.

- 5 Pupils now write three similar paragraphs about themselves and their school.

Fun Box

Pupils read the **Fun Box** in the Pupil's Book for pleasure.

Key language:	Indefinite and definite articles
Skills:	Developing a co-operative poem; using indefinite, definite and no articles appropriately; reading comprehension; listening for dictation; writing a factual composition; using apostrophes in short forms; vocabulary development
Teaching aids:	PB pages 52-56; newspapers

Listening and Speaking

By the end of the lesson, the pupils will be able to develop a poem co-operatively.

Telling news

Spend about five minutes eliciting news from pupils.

Developing a poem

- 1 Read the short poem called *The River* in the Pupil's Book. Copy it onto the board.
- 2 Tell pupils they are going to add more lines to the poem about the river. Tell pupils to think about a river and write one short phrase (not more than six words) about it.
- 3 Elicit some phrases and add the best ones to the poem.
- 4 Divide the class into groups of four. Tell each pupil to take a piece of paper and write the title for a new poem at the top, *The Sea*. Then tell them to think about the topic and again write a short phrase about the topic. They should write this as the first line of the poem.
- 5 Each pupil should then pass their poem to the member of the group on their right. They then read the first line of the poem they have in front of them and write the second line. They

then pass the poem on to the right and write the third line of the next poem they receive. And again with the fourth line. They then pass the poem on again, back to the pupil who wrote the first line.

- 6 Tell the pupils to read all the poems the group developed. Ask each group to read out their favourite poem. Collect these and display them on the wall.
- 7 If there is time, repeat to develop a poem called *Fish*.

Grammar

By the end of the lesson, the pupils will be able to...

- use the indefinite articles *a* and *an* correctly.
- use definite, indefinite and no articles correctly.

The articles: *a*, *an*, *the*

- 1 Ask pupils to list some of the words that have something to do with a ship. Write them on the board using the indefinite article with them, e.g. *a ship*, *a hold*, *an anchor*. Underline the indefinite articles and point out that most of the words have *a* but *anchor* uses *an*. Try to elicit why, or explain.

Make it clear that it is the vowel sounds, not the spelling, which are important – which explains why some words, e.g. *harbour*, use 'a' but others with a silent *h*, like *hour* use 'an'.

- 2 Read out some nouns and ask the pupils to call out either *a* or *an*. If there is any confusion, stop and explain.

Some words you can use are:

<i>dam</i>	<i>airport</i>	<i>ship</i>	<i>elephant</i>
<i>ant</i>	<i>house</i>	<i>harbour</i>	<i>hour</i>
<i>hand</i>	<i>exam</i>	<i>bucket</i>	<i>umbrella</i>

Ghanaian man *English man*

- 3 Explain that both *a* and *an* are called indefinite articles and they are used with singular nouns: elicit some examples, e.g. *a fish*, *a ship*. When we know which thing we are talking about we use the definite article *the*, e.g. *the fish*, *the ship*. Look at the explanation in the Pupil's Book and work through it with the pupils.

- 4 Do the exercise orally, eliciting the correct article, before pupils write the complete sentences (they can do this for homework).

Answers: 1 a 2 the 3 a 4 an 5 The 6 a/The 7 a/the/The

The articles: indefinite, definite and no articles

- 1 Revise the difference between the definite and indefinite articles. Then introduce the explanation of when the is not used in the Pupil's Book and work through it with the pupils.
- 2 Do the exercise orally, eliciting the correct article and discussing why in each case, before pupils write the complete paragraphs. Give further explanation of breakwater and dry dock, if necessary

Answers:

The first harbour in — Ghana was opened at — Takoradi in 1928. The harbour was made by building a breakwater. The breakwater is made of

two long walls that go out into the sea. A ship inside the breakwater is in calm water. The port of — Takoradi was extended in 1955.

Another port was built at — Tema, near — Accra in 1962. — Tema has a dry dock. A ship can go into the dry dock for repairs.

Reading

By the end of the lesson, the pupils will be able to...

- identify specific information in a dialogue.
- listen carefully to write a dictation.

Reading comprehension

- 1 Write *marine biologist* on the board and ask if any of the class knows what one is. Try to elicit what one does in the same way as is done at the beginning of the text.
- 2 Ask the class to imagine that a marine biologist is going to visit their class to talk to them about life in the sea. Ask them to think of questions to ask the visitor. Elicit a few questions as examples and then set pupils to work in pairs for a few minutes to think of more questions. Elicit some of the questions from the pairs.
- 3 Introduce the text, explaining that a marine biologist, Dr Grace Awoonor, is visiting Ali and Esi's class. Set them to read the text to find out what questions the children ask her and how many are the same as their own questions.
- 4 Elicit the six questions that the class asks Dr Awoonor. Then set them to match the questions and answers in the exercise. Elicit the answers.

Answers: 1-d, 2-f, 3-b, 4-a, 5-c, 6-e

Dictation

- 1 Tell the class that you are going to dictate part of the dialogue to them. Give them five minutes to read it again to prepare

them.

Focus them on the layout of the dialogue with the name of the speaker of the left.

- 2 Dictate the section of Ramatu's question and the answer. Pause at the punctuation marks but do not tell the class what they are. If you want to dictate more, continue with Ato's question and the answer.
- 3 Let the pupils correct their dictation themselves by looking at the text in the book again.

PB
p56f

Writing and Composition

By the end of the lesson, the pupils will be able to ...

- write a factual composition of two paragraphs.
- understand the use of apostrophes in short forms.

PB
p56f

Writing a factual composition

- 1 Explain to the class that they are all going to write two paragraphs about fish. Introduce the notes in the Pupil's Book and elicit a sentence for each of the notes. Write some of the sentences on the board if you think it necessary but rub them off before pupils begin to write.
- 2 Pupils work on their own to write their paragraphs or, if you prefer, they can work in pairs and write one paragraph each before putting them together.
- 3 When they have finished, ask them to check their work (or exchange it and check it in pairs) and make sure they have written paragraphs and not a list of sentences. Collect the work for evaluation. Display or read out some of the best compositions.

PB
p56e

Punctuation using apostrophes

- 1 Go through the explanation and elicit some other examples (this is revision of work introduced in Primary 4). Make sure pupils understand that we use these short forms a lot in spoken language but much less in written language. There are a lot in the text in this unit because it is a dialogue.
- 2 Tell pupils to read through the dialogue and note down the short forms.

Answers: We're = We are, She's = She is

she'll = she will, I'm = I am

It's = It is don't = do not you've = you have

I'll = I will

Here's = here is, That's = That is

can't = cannot.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - write a poem in groups?
 - use articles (definite and indefinite) correctly?
 - write and correct a dictation?
 - recognise and use apostrophes in short forms?
- 3 Ask yourself *Did I...* ensure participation in poem writing?

Key language:	Quantifiers <i>both, all, each</i>
Skills:	Reading and reciting a poem; using some quantifiers correctly; listening comprehension; reading comprehension; giving a title to a story; summarising a story; using apostrophes for possession; vocabulary development
Teaching aids:	PB pages 57-60

Listening and Speaking

By the end of the lesson, the pupils will be able to discuss fire and to read and recite a poem.

Grammar

By the end of the lesson, the pupils will be able to use the quantifiers - both, all, neither and none each correctly.

Telling news

Spend about five minutes eliciting news from pupils.

Poem – Fire

- Write the word *fire* on the board and elicit all the words that pupils associate with it. Ask them to think what it looks, sounds and feels like as well as what it does. Write all the words on the board and discuss the less common ones.
- Introduce the picture that accompanies the poem and the first line of the poem, 'Fire is a dragon'. Elicit what they know about dragons and ask why they think the writer wrote the line.
- Read the poem to the class a few times. Explain any of the words that are new to the class (e.g. *puffing, crackle, spit, hover, fiery, glittering*).
- Read the poem with the class as a demonstration and then let them read it in chorus. They then work in pairs to read the poem to each other.

PB
p57a

Quantifiers: both, all, each

- Give some example sentences using *both*, e.g. *I have two pens, both of them are on the table*. Elicit that *both* indicates two items.
- Indicate the whole class and say *All of the pupils are here*. Give further examples using *all*, e.g. *I have many books, they are all on the table*. Elicit that *all* indicates more than two items.
- Hold a pen in each hand and say: *I have a pen in each hand*. Now point to the class and say: *Each of the pupils in the class has a pen*. Elicit that *each* can be used for two items or more than two items.
- Do some oral practice by making statements and asking the pupils to add *both, each* or *all*. For example, say *My shoes are on my feet* and elicit from the pupils *Both my shoes are on my feet*. Then say *My clothes are on my body* and elicit *All my clothes are on my body*. *I have a shoe on each foot*. *I know each child in the school*.

PB
p57b

- 5 Look at the paragraph and elicit answers from the class. Pupils then copy and complete the paragraph in their exercise books.

PB
p57b

Answers: both/both/both/all/all/all/both/all/each

PB
p58c

- 6 Introduce the explanation in the Pupil's Book and then elicit answers to the exercise. Pupils then copy and complete it in their exercise books.

PB
p58c

Answers: 1 all 2 both 3 Each 4 both 5 All

Reading

By the end of the lesson, the pupils will be able to ...

- answer questions about a story read to them.
- read silently and recognise the logical development of a story.

Listening comprehension

PB
p58d

- 1 Elicit anything pupils may know about the fire festival of the Dagomba – what happens, its origins, etc. If they know nothing at all, talk about any other festival that they do know.
- 2 Explain that you are going to read a story about the origins of the fire festival and they must listen to answer three questions. Tell them to read the three questions before they listen. Then read the text once slowly.

Long, long ago the chief of the Dagomba people had a son. He loved the boy so much that he could not sleep if the boy was not near him.

One evening the chief sat under a big tree near his house with some of his people around him. The night was warm and there was no rain. The chief could hear the tom-tom of the drums as he watched the children singing and dancing near him.

'Life is good' the chief said. And the people clapped their hands.

Then the chief's wife came up to the chief and said, 'Oh, chief, it is time for our boy to sleep.'

'But he is with you, in the house,' the chief said.

'No, I haven't seen him. Isn't he here with you?' the woman asked.

'Woman, I tell you, he is not with me. Go and look for him'

'Oh, my dear chief, the wife said sadly. 'He is not in our house.'

The chief cried, 'Stop the dance! My son is lost.'

In a minute the drums began their talk. 'The chief's child is lost,' they said. 'If anyone finds the child, they must bring him to the chief'.

All the people ran from place to place and looked for the boy. But none of them could find him. The chief was furious. He said, 'My people, if you care for me and my son, you will bring him to me. Go and find the boy.'

The people looked and looked for the boy. They had searched for many hours when a man cried out: 'Here he is!' The chief ran anxiously to the man to see if the child was unhurt. There, under a tree on the grass, the boy was peacefully sleeping.

'Get up, my dear' the chief said to his little son. The boy opened his eyes.

'Father,' he said and got up. And they walked off happily together.

The drums began their talk again. 'The chief's son is here! The chief's son is well!' they said.

Then the chief looked back angrily at the tree: 'Burn that tree! It hid my son from me!' So the chief's servants put their torches to its trunk and branches. The tree began to burn and soon fell on the grass.

The happy father went home with his son and his people ran after them with songs and dances.

From that day on, every year in July the Dagomba people have their Fire Festival. The chief goes out of his house and the people light their torches. They begin to

dance and put their torches to trees. But today they burn only two or three branches, and not the whole tree.

- 3 Elicit the answers to the questions and discuss the story a little.

PB
p58d

Answers: 1 the chief's son 2 under a tree on the grass 3 because it hid his son

Reading comprehension

PB
p58e

- 1 Explain to the class that the story in the book has been mixed up. They have to read it and decide on the correct order for all the parts. (This is good practice for understanding the way in which texts are made.) Pupils can work first on their own and then compare and discuss their answers in pairs.
- 2 Elicit and discuss the answers: look at any clues which show the order of the sections.

Answers: 3, 6, 2, 5, 1, 4

PB
p58/59e

- 3 Read the story aloud again in the correct order while pupils listen.
- 4 Pupils read the story for themselves and answer the questions.

PB
p59e

*Answers: 1 under a big tree near his house
2 The drummers sent a message to everyone
3 because it hid the chiefs son 4 They hold a Fire Festival in July. 5 open answers*

Take this opportunity to discuss the importance of fire. Elicit ways in which fire can be a) *useful* b) *dangerous*. Talk about the importance of preventing bush fires and preserving forests.

Writing and Composition

By the end of the lesson, the pupils will be able to...

- summarise a story by giving it a title.
- complete a summary of a story.
- use apostrophes correctly to show possession.

PB
p60f

Writing a summary

- 1 Point out that the story of the fire festival in the book does not have a title and ask the pupils to think of a good title for it. You can elicit ideas from individuals or set them to work in pairs or groups to do this. Discuss the suggestions and decide with the class which is the best.
- 2 Introduce the first parts of the sentences in the Pupil's Book and elicit endings for all of them. You can write these on the board and when they are completed read through the text with the class and point out that they have made a summary of the story.

Suggested summary

The Fire Festival

A Dagomba chief had a son.

One night the boy got lost.

The drummers called the people to search for the boy but they could not find him.

Finally they found him sleeping safely under a tree.

The chief was angry with the tree because it hid his son. So he ordered the people to burn it.

Every July the Dagomba hold a fire festival to remember this story.

- 3 Rub the summary out and then tell pupils to write it in their exercise books – they should write the title they have chosen followed by the six sentences.

PB
p60g

Punctuation: apostrophes

Elicit what pupils know about apostrophes – their use was introduced in Primary 4. Go through the grammar box in the Pupil's Book and elicit examples. Ask a pupil to copy the words in the exercise on the board, adding the apostrophes in the correct place. Elicit any corrections from the rest of the class.

PB
p60g

*Answers: 1 the chief's son 2 the bird's wing
3 five birds' wings 4 all the players' shirts
5 the boy's smile 6 three boys' feet*

Fun Box

The pupils read the **Fun Box** in the Pupil's Book for pleasure.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - use *both*, *all*, and *each* correctly?
 - understand the story when read to them?
 - give a title and complete the summary of the story?
 - use apostrophes to show possession?
- 3 Ask yourself *Did I...*
 - explain clearly the quantifiers *both*, *all*, and *each*! Provide more examples like those at the top of p58 in the Pupil's Book and elicit further examples from the class.
 - communicate effectively the use of apostrophes to show possession? Ensure pupils practise this use frequently.

Activity Page 5

PB page 61

Objectives: To practise

- reading newspaper headlines.
- using the definite and indefinite articles.
- using apostrophes to show possession.
- joined-up writing.

Exercise A

- 1 Bring a newspaper into class. Choose pupils to select and read out different headlines. Ask other pupils to predict what the articles will be about. Take this opportunity to show pupils the different parts of the newspaper, e.g. news stories, sport, letters, advertisements.
- 2 Pupils read out the headlines in the Pupil's Book. Then they insert *a*, *an* or *the* and read the headlines again. They can write the sentences for homework.

Answers: The President visits Ouagadougou. The King of Swaziland is to visit Ghana. A train hits a car. Liberation Avenue is closed to cars. The President is on an international trip. The cocoa crop is good. An elephant has attacked a village in Burkina Faso.

Exercise B

- 1 Remind pupils of the rules for writing apostrophes of possession. Write some examples, e.g. *one bird + eggs = the bird's eggs*, *two birds + eggs, the birds' eggs*.
- 2 Pupils complete the exercise. Go through the answers carefully to ensure they have understood the difference between singular and plural apostrophes.

Answers: 1 the lion's mane 2 the three dogs' bones 3 both birds' wings 4 the chief's daughter. 5 the flower's petals 6 many farmers' cocoa

Additional activity

Write examples of mistakes using apostrophes for pupils to correct, e.g. *Pupil's Entrance*, *my sisters books'*, *Joe's book*.

Exercise C

Practise writing the lines of the poem in the usual way. Write the rest of the poem on the board for pupils to copy.

Key language:	Quantifiers <i>some, any</i>
Skills:	Reading and dramatising a story, using some quantifiers correctly; reading comprehension; reading aloud; writing a diary of an event; using pronouns for cohesion in a paragraph
Teaching aids:	PB pages 62–66

Listening and Speaking

By the end of the lesson, the pupils will be able to retell and act out a story.

Telling news

Spend about five minutes eliciting news from pupils.

Drama: The fire festival

- 1 Introduce the pictures and briefly elicit the outline of the story. Divide the class into groups of 4 to 6 pupils and instruct them to look at the pictures and retell the story together.
- 2 They then dramatise the story. Two pupils can play the characters of the chief and his wife and the rest can be drummers, villagers and the chief's servants. One of them must be the man who finds the boy. Give some guidance but let them learn to organise themselves. There is some dialogue between the chief and his wife in the story in Unit 12 but let pupils develop their own dialogue as they dramatise the story. As this is likely to be a noisy activity, take the pupils to work outside, if possible.
- 3 As the groups work, monitor the oral performance of pupils. One group could perform for the whole class at the end of the lesson.

PB
p62a

PB
p62b

PB
p63c

PB
p63c

Grammar

By the end of the lesson, the pupils will be able to...

- use the quantifiers *some* and *any* correctly.
- use *some/any* + *one/body/where/thing* correctly.

Using *some* and *any*

- 1 Present orally, or write on the board, some sentences contrasting the use of *some* and *any*, e.g. *I like some vegetables, I like any vegetables, I don't like some vegetables* and *I don't like any vegetables*. Elicit that *any* means all or none and *some* means part or not all. Elicit other examples from pupils.
- 2 Introduce the explanation and look at the examples. Elicit answers to the exercise.
Answers: 1 any 2 some 3 any 4 any 5 Some/ some
- 3 Introduce the explanation and elicit some examples of positive and negative sentences, and questions using *some* and *any*. (Note: this is a generalisation suitable for this level; we do use *some* in questions when we are expecting 'yes' as an answer, but the majority of questions use *any*.)
- 4 Elicit answers to the exercise. Pupils then write the full sentences in their exercise books – perhaps for homework.
Answers: 1 any 2 some 3 any 4 any 5 some

Using some/any + one/body/where/thingPB
p63/64d

- 1 Introduce the explanation and elicit some sentences using the words.
- 2 Set pupils to do the exercise in pairs. They need to discuss and choose the correct answer in each case. Elicit and discuss the answers from pairs. Pupils then write the full sentences in their exercise books.

PB
p63/64d

*Answers: 1a) something b) anything
2a) somebody b) anybody
3 someone/somewhere/something
4 anywhere/anyone 5 anything*

Reading

By the end of the lesson, the pupils will be able to...

- read quickly to find specific information.
- read carefully to identify detailed information and to summarise the main points.
- read aloud with appropriate pronunciation, stress and intonation.

Reading comprehensionPB
p64/65e

- 1 Ask pupils *Do you ever receive letters? Who from? What about your family, does anyone receive lots of letters?*
- 2 Read the first two paragraphs of the text as pupils follow. Look at the envelope and postmark with the class.
- 3 Tell pupils to read the questions and then read to find the answers. Encourage them to read silently and quickly.

PB
p64/65e

Answers: 1 Accra 2 Winneba 3 The Aboakyer festival – celebrations, warriors, live antelope, traditional dancing.

- 4 Elicit what pupils know of the Aboakyer festival. Take this opportunity to discuss the significance of traditional festivals. The Aboakyer festival celebrates how the god of the town showed mercy to the warriors in the past. It also gives young men a chance to show their skill at hunting.

PB
p65/66e

- 5 Introduce the comprehension questions and get pupils to read the letter again to find the answers. Elicit the answers and deal with any problems before pupils write answers in their exercise books.

PB
p65/66e

Answers: 1 His father has some work to do there 2 The chief's linguist 3 Winneba, three hundred, warriors, leopards, alive, god, antelope, two groups, return, antelope 4 Traditional dancing 5 They live in the USA

Reading aloud

Read the letter, or part of it, aloud as a model for the pupils. Then tell pupils to work in pairs, taking it in turns to read a paragraph aloud as their partner listens. As they do this, monitor the pairs and assist where necessary. Focus on the natural rhythm and intonation.

Writing and Composition

By the end of the lesson, the pupils will be able to...

- write three paragraphs of a description for a diary.
- use pronouns for cohesion within a paragraph.

A descriptionPB
p66f

- 1 Talk about keeping a diary to record important events in life. Explain that Kwesi is keeping a diary of his visit to Ghana and wrote about his visit to Winneba. This is similar to what he wrote in his letter to Kofi but not the same – in the letter he is telling Kofi what happened but in his diary he uses more description to help him remember. Tell pupils they are going to write Kwesi's diary for him.
- 2 Tell pupils to imagine how the streets of Winneba looked on the morning of the festival, how the people were dressed and what they were doing. Elicit some ideas and sentences and put them on the board. Develop a paragraph of a few sentences.

- 3 Do the same for the second and third paragraphs. For the second paragraph, remember that the spectators will only see the start and the return of the groups with the antelope – not the whole hunt.
- 4 Pupils then write the paragraphs in their exercise books. Rub out the sentences, or part of them, before pupils begin to write so that they do not just copy.

Using pronouns in a paragraph

Introduce the activity and let pupils work first in pairs to read the paragraph and discuss the answers. Elicit the answers and then get pupils to write the paragraph in their exercise books.

Answers: Kwesi and his family were watching some traditional dancing in Winneba. His mother asked what he and Akua thought about it. He said that he liked it very much but he did not understand it. Their mother said that it was a pity that they had lost their Ghanaian culture. Their mother said Kwesi should ask their cousin to teach them.

Fun Box

The pupil read the Fun Box in the Pupil's Book for pleasure.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - retell and act out the story of *The fire festival*?
 - answer the comprehension questions?
 - read aloud with appropriate pronunciation, stress and intonation?
 - use pronouns for cohesion in a paragraph?
- 3 Ask yourself *Did I...*
 - communicate effectively the use of *some* and *any*?
 - enable pupils to successfully transfer the letter into a diary format? Show pupils some sample diary entries you have made up for guidance.

Listening and Speaking

By the end of the lesson, the pupils will be able to describe a picture and discuss ceremonies and festivals.

Key language:	Quantifiers <i>a few, a little, few, little, lots of, a lot of</i>
Skills:	Discussing ceremonies and festivals; using some quantifiers correctly; using a dictionary effectively; listening comprehension; writing a letter; writing a description of events
Teaching aids:	PB pages 67-71; dictionaries

Telling news

Spend about five minutes eliciting news from pupils.

Conversation: festivals and ceremonies

- 1 Introduce the pictures of the ceremonies. Ask the questions below the pictures to the class and elicit a few answers to start the activity. Answer any questions that the pupils may have, particularly about vocabulary.
- 2 Pupils work in pairs to discuss the pictures. They can start by using the questions below the pictures but encourage them to ask their own questions and discuss any aspect of festivals that they wish to. Monitor some pairs as they talk. They will make mistakes but do not interrupt them to make corrections. At this stage it is important to encourage them to learn to communicate fluently: mistakes can be corrected later.
- 3 Pupils can also discuss any local festivals that have recently happened or are due soon.

PB
p67a

PB
p68b

PB
p68b

Grammar

By the end of the lesson, the pupils will be able to...

- use *much, many, a few* and *a little* correctly with count and non-count nouns.
- use *lots of* and *a lot of* correctly.

Using *much, many, a few* and *a little*

- 1 Revise count and non-count nouns with *much* and *many*. Look back to the explanation and work done in Unit 5, page 25 in the Pupil's Book and page 17 in this Teacher's Book. Ask questions, e.g. *How many pencils have you got? How much money have you got?* Elicit answers, e.g. *Not many, not much,*
- 2 Introduce the explanation of the use of *a few* and *a little* and elicit further examples. Introduce the exercise and elicit some of the answers. Pupils then work in pairs to ask and answer. They can write the answers in their exercise books (perhaps for homework).

Answers: 1 a little 2 a few 3 a little 4 a little 5 a few 6 a little

- 3 You can take this opportunity to explain the distinction between *a few* and *few, a little* and *little*. They are similar grammatically but there is a difference of meaning – *a few* and *a*

little present a positive meaning, *few* and *little* a more negative meaning. In answer to the question, *Do you have many friends?* the answer *A few* suggests that the speaker is happy about the number. If the answer is *Few* it would suggest the speaker is unhappy about it. Exactly the same distinction applies with *a little* and *little*. Explain this distinction and give a few examples but do not make a big issue of it at this level. The distinction is quite difficult and is best understood in context, whenever examples of these usages appear in texts or in the classroom, point them out.

Using *lots of* and *a lot of*

- 1 Revise the previous work on count and non-count nouns with the use of *much*, *many*, *a few*, *a little*. Remind pupils that when we want to ask questions about quantity we usually use *How many...?* or *How much...?*. If the answer to the question is a small quantity we use *a few/a little* or *not many/not much*. Elicit examples from pupils.
- 2 However, when the answer to a *How much/many* question refers to a large quantity then we can answer using *lots of* or *a lot of*. These are not difficult for the pupils as they both have the same meaning and can be used with both count and non-count nouns. Elicit examples of their use from pupils.
- 3 Look at the explanation in the Pupil's Book with the class and then do the exercise. Elicit sentences from the class about themselves and put a few on the board to illustrate the use of the quantifiers. Pupils then write sentences about themselves in their exercise books.

PB
p68c

Reading

By the end of the lesson, the pupils will be able to ...

- interpret dictionary entries.
- use a dictionary efficiently.
- listen carefully to each other and respond appropriately.

Reading comprehension

Note: This reading text is different in that it requires pupils to read dictionary entries intensively. They have been introduced to using dictionaries in Primary 4. This is revision and extension of an important skill. If you have a class set of dictionaries available, distribute them and adjust the activities to base them on the actual dictionary you have.

- 1 Elicit what a dictionary can be used for, i.e. what information it can give us.
- 2 Introduce the first part of the text and focus pupils on the different parts of a dictionary entry. Pupils discuss answers to questions 1–4 in pairs before you elicit the answers.

PB
p69d

Answers: 1 the headword 2 the definition 3 the part of speech 4 the example sentence

- 3 Discuss the parts of speech and elicit examples of the five different parts listed here. Then set pupils to read and match the dictionary definitions.

PB
p69d

Answers: 5 a verb b preposition c adverb d adjective e noun

PB
p69d

- 4 Introduce the dictionary page and focus pupils on the key elements by asking some oral questions, e.g. *How do you spell unwrap? What part of speech is untidy?*
- 5 Get pupils to work in pairs to answer the remaining questions.

PB
p70d

Answers: 6 a) adjective b) preposition c) adverb d) verb 7 unscrew, unwind or up 8 a) unwell b) untidy c) uphill d) unwrap

PB
p70d

Listening comprehension

Play the *Chain game* again to practise the use of count and non-count nouns and encourage pupils to listen carefully to each other; see Unit 5 page 17.

Writing and Composition

By the end of the lesson, the pupils will be able to ...

- write a letter of three or four paragraphs about traditional dancing.
- write one or two paragraphs describing events in a photograph.

A letter

- 1 Remind the class of Kwesi's letter in the previous unit and elicit what it was that Kwesi asked Kofi to do. The pupils can read the letter again, if necessary.
- 2 Explain that they are going to write a reply to Kwesi's letter. Introduce the guidelines in the Pupil's Book. At this stage, just focus on the content of the letter – layout of informal letters will be dealt with in Unit 15.
- 3 Elicit some suitable phrases for the opening and closing paragraphs (Parts 1 and 3) but do not put these on the board. Focus on Part 2 and elicit what pupils can tell you about traditional dancing. Elicit some sentences and develop them into one or two paragraphs, writing them on the board.

PB
p71f

- 4 Pupils then write the whole letter. Rub out some, or all, of the sentences on the board before they start writing.

Describing events in a picture

Pupils follow up the work done in Unit 13 on describing events by writing one or two paragraphs to describe the events in one of the two pictures. Pupils have already discussed these so should be able to write without too much further preparation or guidance.

PB
p67a**Fun Box**

Pupils read the **Fun Box** in the Pupil's Book for pleasure.

Answers: 1 incorrectly 2 empty (mt) 3 c, because it is always in the middle of ice 4 because it always follow the c (the sea) 5 e (alphabetical)

PB
p71e**Diagnostic assessment exercises**

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - use *much, many, a few, lots of* and *a lot of* correctly?
 - write a letter of three paragraphs?
 - write a description of a scene in a picture?
- 3 Ask yourself *Did I...* prepare pupils sufficiently to deal with the dictionary work (p69)? Make sure they understand the labelling in the Pupil's Book. Simplify a dictionary entry on the board if necessary.

PB
p71e

Activity Page 6 PB page 72

Objectives: To practise

- identifying the different parts of dictionary entries.
- using a dictionary to correct spellings.
- writing definitions of words.
- understanding and using vocabulary relating to libraries.
- joined-up writing.

Exercise A

- 1 Pupils identify the different parts of the dictionary entry for the word *unsafe*.

Answers: 1 part of speech: adjective

2 headword: unsafe 3 example sentence:

It is unsafe to walk alone after dark.

4 definition: dangerous, risky

Exercise B

- 1 Pupils correct the spellings of the words first without looking in the dictionary. Then they look at the dictionary in the Pupil's Book to check their spellings.

Answers: a unsightly b upheaval

c unwrapping d unskilled e unwilling
f unwrap

- 2 Pupils read the definitions for the *un*-words and write definitions for their opposites.

Suggested answers: a. tidy: organised, not in a mess b usual: normal c well: healthy

- 3 Elicit sentences and write examples on the board, e.g. *It is usual for my mother to be early. I do not feel well today.* Pupils can then write their own sentences.

Exercise C

- 1 Discuss libraries with pupils. Ask them what they would expect to find in a library and why they might go there.
- 2 Write questions for pupils to answer orally, e.g. *Where would you find a map of Burkina Faso? (an atlas) Who could tell you where to find the book you want? (a librarian) Where would you look if you wanted to find out more about insects? (an encyclopaedia or specialist book)*
- 3 Pupils copy and complete the sentences.

Answers: 1 atlas 2 librarian 3 borrow

4 dictionary 5 encyclopaedia

Exercise D

Practise writing the library rules. Discuss library etiquette with pupils, e.g. *Don't eat or drink in a library. Remember to return the books on time. Don't sit on the books or fold the pages.*

Key language:	Present continuous
Skills:	Singing and performing an action song; talking about what they and others are doing; asking and answering questions using present continuous; using correct subject-verb agreement; reading comprehension; reading aloud; describing body movements and gestures; writing a letter
Teaching aids:	PB pages 73-76

Listening and Speaking

By the end of the lesson, the pupils will be able to...

- perform and sing a song with appropriate rhythm and stress.
- use the present continuous to describe what people are doing.

Telling news

Spend about five minutes eliciting news from pupils.

Song: If you're happy and you know it

Teach the words of the song with the movements. At the end of the first, second and last line of the first verse, clap your hands twice. For the second verse, tap your foot twice and for the third verse, nod your head twice. At the end of the lines of the fourth verse, do all three movements. If you wish, further verses can be added with different movements, e.g. *click your fingers, turn around*. The final verse should always repeat all the movements done in the course of the song. As this can be quite noisy, you might want to take the class outside for them to sing the song.

PB
p73a

- Verse 1: *If you're happy and you know it, clap your hands, (clap clap) If you're happy and you know it, clap your hands, (clap clap) If you're happy and you know it, then your face will surely show it. If you're happy and you know it, clap your hands, (clap clap)*
- Verse 2: *If you're happy and you know it, tap your toe. (tap tap) If you're happy and you know it, tap your toe. (tap tap) If you're happy and you know it, then your face will surely show it. If you're happy and you know it, tap your toe. (tap tap)*
- Verse 3: *If you're happy and you know it, nod your head, (nod nod)*
- Verse 4: *If you're happy and you know it, do all three, (clap clap tap tap nod nod)*

Saying what they and others are doing

- 1 Call two pupils out to the front of the class. Whisper an action to them, e.g. *Read a book*. The pupils mime this activity. Ask the other pupils: *What are they doing?* Repeat with other pupils and different activities.

2 Call individual pupils to the front to mime different activities. Ask questions, e.g. *What is Esi doing? What is Kwesi doing?*

PB
p73b

3 Pupils make sentences about the pictures. Elicit answers and write some of their suggestions on the board.

Remind them that the auxiliary verbs must agree with their subjects.

4 Pupils work in pairs and ask and answer questions about what other students in the class are doing.

Grammar

By the end of the lesson pupils will be able to make correct sentences using the present continuous.

Present continuous

PB
p73c

1 Make some example sentences, e.g. *I am standing in front of the class. Kofi is sitting next to Adua. Adua and Kofi are sitting near the door.* Remind pupils that they must choose the correct verb form (*am, is, are*) to go with the subjects of the sentences.

2 Look at the substitution table and elicit a few sentences. Pupils then write some of the sentences.

Reading

By the end of the lesson, the pupils will be able to...

- identify the main points in a text.
- read intensively to follow instructions.
- read aloud with appropriate pronunciation, stress and intonation.

Reading comprehension

1 Elicit what pupils wrote in their letters about traditional dancing in the previous unit. If you have collected these for marking, read out a few of the best for discussion.

PB
p74d

2 Tell pupils they are now going to read what Kofi actually wrote in his reply to Kwesi. They should look for any similarities and differences with their own letters.

3 When they have completed their reading, elicit some of the similarities and differences. Look in particular at the first and last paragraphs to see how similar they are. Ensure they understand the meaning of the word *gesture*.

PB
p75d

4 Introduce the table and make sure pupils know how to complete it – they only have to write notes, not complete sentences. Tell pupils to work to copy and complete the table. When they have finished, put a copy of it on the board and elicit the notes to complete it.

Answers:

PB
p75d

Dance movement	Meaning
Bend slightly forward and fold arms around chest	Sadness
Put hands to face or eyes	Crying
Raise both hands in the air	God alone is powerful
Move hand forwards, downwards and backwards while bending down	Is weak and needs God to help
A sharp cut or movement downward followed by stamping on the ground	Saying, 'I have conquered you all.'
Stretch out both arms and then touch chest with both hands	Saying, 'I have you all at heart.'
Fall back into the arms or lap of a chief or important person	Saying, 'You are my backbone and with you behind me, I will not fall.'

- 5 Look at each of the dance movements described in the text in turn and ask volunteers to demonstrate them. Read out the description as the pupil performs and elicit corrections if there are any errors. The whole class can then perform the movements as you read the descriptions.

Reading aloud

Read the text aloud as a model for the pupils. Then tell pupils to work in pairs, taking it in turns to read a paragraph aloud as their partner listens. As they do this, monitor the pairs and assist where necessary. Focus on the natural rhythm and intonation.

Writing and Composition

By the end of the lesson, the pupils will be able to...

- describe body movements and gestures.
- write a letter of three paragraphs.

Describing body movements and gestures

- 1 Look at the first picture and ask one pupil to 'perform' the action. Then look at the example description.
- 2 Take each of the pictures in turn and ask a pupil to 'perform' the gestures at the front. Elicit a description of the actions or gestures from the rest of the class. Write the key vocabulary on the board as it is elicited.
- 3 Pupils then write sentences in their exercise books to describe each of the actions or gestures.

Answers: The gestures can be described in a number of ways.

Their meaning is as follows: A stop B come here C please D look E be quiet

- 4 As a follow up, ask pupils to volunteer to perform some other gestures or dance movements that they know. As they do so, elicit a description of the movements from the class and their meaning. These can also be written.

Informal (friendly) letters: layout

- 1 Look again at Kofi's letter. Identify each part of the letter, i.e. point to the date and ask *What is this?* Elicit *It's the date Kofi wrote the letter.*
- 2 Look at the exercise in the Pupil's Book. Pupils can work in pairs to do the matching exercise.

Answers: 1 sender's address 2 date 3 greeting 4 the paragraphs of the letter 5 closing of letter 6 sender's name

- 3 Pupils practise writing the layout to a friendly letter using their own address and name, the current date and *Dear friend* as the salutation and love as the subscription (use the words opening and closing of the letter if you do not want to teach the technical words). For the body of the letter they can just draw a few lines – the point of this exercise is to practise the layout of the letter only.

A short letter

- 1 Pupils write a short letter from Kwesi in response to Kofi's letter. Look at the guidelines and elicit the kind of things that Kwesi would want to write.
- 2 Tell pupils to write a letter of three paragraphs. They can make up what Kwesi has been doing in Accra and a date for the visit. They can use the address Kwesi gave in his letter in Unit 13.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - sing the song with appropriate rhythm and stress?
 - use the present continuous tense appropriately?
 - read aloud with appropriate pronunciation, stress and intonation?
 - write a letter of three paragraphs using the correct layout?
- 3 Ask yourself *Did I...* revise thoroughly the use of the present continuous and simple present tenses? Reinforce orally if necessary.

Key language:	Simple past and past continuous
Skills:	Talking about what others were doing; asking and answering questions using past continuous; matching sentences in simple past and continuous past; listening comprehension; reading comprehension; joining sentences with conjunctions to make a paragraph; using pronouns for referral
Teaching aids:	PB pages 77-80

Listening and Speaking

By the end of the lesson, the pupils will be able to...

- use the past continuous to describe what others were doing,
- say what they were doing the previous evening.

Grammar

By the end of the lesson pupils will be able to make sentences using the simple past and the past continuous.

Saying what they and others were doing

- 1 Call two pupils out to the front of the class. Whisper an action to them, e.g. *Write a letter*. The pupils mime this activity. Say 'Stop'. Ask the other pupils: *What were they doing?* Repeat with other pupils and different activities.
- 2 Call individual pupils to the front to mime different activities. Ask questions, e.g. *What was Esi doing? What was Kwesi doing?*
- 3 Tell everyone in the class to mime different activities. After about a minute, tell them to stop. Tell pupils to work in pairs and make as many sentences as they can about that the other pupils were doing. Elicit sentences and write some of them on the board.
- 4 Pairs ask each other questions about what they and other people were doing at different times in the past.

Simple past and past continuous

- 1 Make some example sentences, e.g. *When I was walking to school this morning, I saw a man with a donkey cart*. Pupils make sentences about what they saw when they were walking to school.
- 2 Explain that *walking to school* describes what you were doing when something else happened. Write the first halves of sentences on the board for pupils to complete, e.g. *When I was doing my homework* _____; *When I was riding my bicycle* _____.
- 3 Pupils match the two halves of the sentences in the table.

Answers: 1d, 2e, 3a, 4c, 5b

Reading

By the end of the lesson pupils will be able to ...

- Answer questions about a story when it is read to them.
- Identify the main events in a story.

Listening comprehension

PB
p78c

- 1 Tell the pupils to look at the picture on page 79 and elicit what they can tell you about it. Elicit that the people are pointing and laughing at the man, boy and donkey and ask them to guess why. Ask them: *What do you think the people are saying?*
- 2 Tell pupils to read the two questions or write them on the board. They then close their books, listen to the story and answer the questions.
- 3 Elicit answers to the questions.

PB
p78c

Answers: 1 to market 2 to sell the donkey

Reading comprehension

PB
p78/80d

Elicit as much of the story as the pupils can remember. Then introduce the two comprehension questions and elicit some answers to make sure that the pupils know what they have to do. Tell them to copy the two tables and then read the story silently to answer. Elicit the answers when they have finished.

PB
p78/80d

Answers: Men – drinking palm wine; women and children – working in the fields; street vendors – selling food; villagers – working

Paragraph	Farmer	Son	Donkey
1	walking	walking	walking
2	walking	being carried	walking
3	being carried	walking	walking
4	being carried	being carried	walking
5	walking	walking	being carried

Writing and Composition

By the end of the lesson, the pupils will be able to combine short sentences and write short paragraphs.

Combining sentences to make a paragraph

- 1 Write the following sentences on the board: *The farmer and his son passed a group of schoolboys. The schoolboys were on their way to school.*
Show pupils how they can be combined using the relative pronoun *who*: *The farmer and his son passed a group of schoolboys who were on their way to school.*
- 2 Write the following sentences: *The farmer wasn't rich. The farmer wasn't clever.*

Show pupils how to combine the sentences with *or*: *The farmer wasn't rich or clever.*

- 3 Write the following sentences. *The boys laughed at the farmer and his son. The farmer and his son were walking.*
Demonstrate how they can be combined with *because*: *The boys laughed at the farmer and his son because they were walking.*

Tell pupils that we use conjunctions like *or* and *because* and pronouns like *he*, *they* and *who* to join sentences.

PB
p80e

- 4 Explain that we use words like *this* when we combine sentences to make paragraphs. Introduce the exercise and lead pupils through each stage, eliciting the combined sentences and writing them on the board. Pupils then write the paragraph in their exercise books. (If you want to make this more demanding, clean the board before pupils write.)

PB
p80e

Answers: Many years ago there was a young woman who told the best stories in the world. She wasn't beautiful or rich. The chief didn't care about this because he just wanted to listen to her stories.

Writing paragraphs

PB
p80f

Pupils write three (or more) short paragraphs. Each paragraph should consist of three (or more) sentences.

They can use the ideas in the book to assist them.

Elicit a few ideas and sentences before the pupils write, e.g. *Once upon a time there was an old man who made shoes*. Monitor them as they write and help them to make sure their sentences contain ideas linked with the conjunctions they have studied (**and, or, but, because, so**) or a relative pronoun and use personal and/or possessive pronouns.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - discuss pictures and tell a story?
 - use the simple past and past continuous appropriately?
 - understand a story read to them and compare it with the story they predicted?
 - write short paragraphs in a story?
- 3 Ask yourself *Did I ...*
explain clearly the different uses of the simple past and past continuous?
Give more practice if necessary.

Activity Page 7

PB page 81

Objectives: To practise

- retelling a story in the correct sequence.
- using pronouns for referral in a story.
- completing a story table.
- joined-up writing.

Exercise A

- 1 Write each sentence out on a strip of paper. Choose pupils to take slips of paper and read out the sentences. Then they can work as a group to put the sentences in the correct order.
- 2 Write the story out on the board in the correct order. Choose pupils to replace the word chief and people with the pronouns he and they.
- 3 Rub out the story and let pupils write it for themselves in their exercise books.

Answer: Once a chief decided to give a feast for his people. He asked them to bring a bottle of palm wine to the feast One man cheated and took a bottle of water. When the people arrived, the chief told them to pour their palm wine into a big pot. Then he invited them to drink the palm wine. When they began to drink, they discovered they were drinking water, not wine.

- 2 Discuss the question. Let the pupils work out why there was no wine in the big pot.

Answer: All the people coming to the feast had cheated and brought water. They thought no-one would notice if there was one bottle of water in the pot.

Exercise B

Discuss the different parts of the story. Pupils copy and complete the table.

Suggested answer: Beginning: The chief invited people to a feast. Middle: People cheated by bringing water instead of wine. End: The chief discovered everyone had brought water.

Additional activity

Pupils choose another story they know and complete a story table about it.

Exercise C

Practise copying the proverbs. Discuss their meanings. Talk about how the first one applies to the story about palm wine.

Pupils can tell each other about a time when they were found out doing something they should not have done. They may not want to tell you about this!

Key language:	Past perfect
Skills:	Putting events in sequence and retelling a story; talking about an earlier past; working out meaning of words from the context; reading comprehension; reading aloud; write about the past using the past perfect
Teaching aids:	PB pages 82-86; dictionaries

Listening and Speaking

By the end of the lesson, the pupils will be able to...

- put the stages of a story in sequence and retell the story.
- recognise and discuss the moral of a story.

Telling news

Spend about five minutes eliciting news from pupils.

A story: The farmer, his son and their donkey

PB
p82a

- 1 Elicit some details of the story pupils read in the previous unit. Then get them to work in pairs to look at the pictures, explain that they are in the wrong order and they must decide on the correct order. When they have finished, elicit the answers.

PB
p82a

Answers: The correct order is *f, b, c, d, a, e*

- 2 Still working in pairs, get the pupils to tell the story together. Encourage them to use their own words and not to look back to the original story in Unit 16. As they talk, go round and monitor their performance.

- 3 Elicit the moral, or lesson of the story (it is given in picture e). Elicit and discuss other examples to illustrate the moral. (Pupils may be able to think of times when they have spent so much time discussing what game they want to play that they have done nothing, or have ended up arguing and not doing anything.) Discuss what the farmer and his son should have done.

Grammar

By the end of the lesson, the pupils will be able to talk about an earlier past using the past perfect.

Talking about an earlier past

- 1 Tell pupils at what time you arrived at school this morning. Then tell them what you had done before you arrived at school, making sure that you use the past perfect, e.g.
Before I arrived at school, I had got up and I had got dressed. I had eaten my breakfast and had got my children ready for school. I had listened to the news. I had walked for two kilometres. Then I arrived here. Now I am talking to you.
- 2 Ask pupils what time they arrived at school this morning. Elicit answers using the simple past. Then ask *Before*

you arrived at school, what had you done?

Elicit answers, guiding pupils to use the past perfect, emphasising the *had*. At this stage, simply explain that when we talk about what we did before another event occurred (in this case arriving at school) we use *had*.

PB
p83b

- Look at the pictures and introduce the example sentences one-by-one. Make it quite clear that the farmer is telling the old man the story in the past, last year. The events that he is talking about happened earlier. This is why a different verb tense is used, not the past simple. Use the timeline diagram below the pictures to help explain the idea of the earlier past (or past-before-past if you prefer).

Past perfect: introduction

- Draw a similar timeline to the one in the Pupil's Book on the board. Under PAST write *arrived at school*. Elicit some of the things the children did and write them under EARLIER PAST.
- Elicit some sentences using the past perfect tense. At this stage you can point out that the verb is made with had and the past participle which they studied a lot in Primary 4 when they used the present perfect tense.
- Tell pupils to copy the timeline and fill in what they did this morning before they arrived at school.
- They can then write some sentences using the substitution table as a guide. See *Writing and Composition* for further practice.

PB
p84c

Reading

By the end of the lesson, the pupils will be able to...

- work out the meaning of words from their context.
- answer questions about a text.
- read aloud with appropriate pronunciation, stress and intonation.

PB
p84d

Reading comprehension

- Introduce the topic of the history of Ghana. Tell the class to work in pairs or groups of three or four to discuss what they know about the topic. Elicit some facts from the class.
- Introduce the table of events by reading the first paragraph to the class then focus them on the dates and notes in the table.
- Give the pupils a few minutes to look at the notes and then introduce exercise 1, after the text. Pupils have to match certain words in the text with their meanings. Ask pupils to find each of the words in the table (they are underlined to make this easier) and then consider which of the meanings fit the word best. Help them with one or two but then let them work on their own to do the exercise. They can discuss their answers in pairs before you elicit the answers. Praise their efforts and point out that they have found the meaning of new words for themselves.

PB
p85dPB
p85d

Answers: 1-f, 2-c, 3-a, 4-e, 5-d, 6-b

- Ask some questions about the dates and notes to the class, including those which are asked in the second part of the text, i.e. *What happened in 1960?* and *Which important empire began around 1697?* Elicit answers.
- Introduce the second part of the text. Ask pupils to read it silently and answer the rest of the comprehension questions.

PB
p85dPB
p85d

Answers: 2 (Who can tell me) What happened in 1960? 3 Which important empire began around 1697? 4 Because they answer too many questions incorrectly.

- Discussion: Give pupils the opportunity to discuss well-known historical figures and events.

Reading aloudPB
p85d

- 1 Read the dialogue part of the text aloud.
- 2 Pupils then work in groups of four to read it.
- 3 Choose one or two groups to read to the whole class.

Writing and Composition

By the end of the lesson, the pupils will be able to ...

- write about historical events using the past perfect.
- combine sentences to write a short biography.

Writing about historical events using the past perfectPB
p86e

- 1 Introduce the exercise and look at the example. Explain that 'by' in this context means *before* or *not later than*, e.g. *By ten o'clock we will finish this lesson. By eight o'clock it will be dark.*
- 2 Point out that pupils need to look back at the table of dates and events to help match the sentence halves. Tell pupils to work on their own to match the sentence parts. When they have finished ask them to compare and discuss answers in pairs. Elicit the answers.

PB
p86e

Answers: 1 f, 2 d, 3 e, 4 c, 5 b, 6 d

- 3 Pupils write the sentences in their exercise books. Monitor their writing and correct use of the past perfect tense as they do so.

Writing a biographyPB
p86f

- 1 Elicit from pupils what they know about Kwame Nkrumah. Make some notes on the board. Tell them that they are going to write a short biography of him. Explain that a biography is a short account of a person's life and achievements.

- 2 Read the sentences in the Pupil's Book. Tell pupils to put the sentences in the following groups: 1 Personal details 2 What Nkrumah did 3 Why he was important. They can use the table to help them organise the information in the sentences.

Suggested answer 1 g, d 2 a, c, e, h 3 b, f

- 3 Pupils choose the best order for the sentences and write their biographies. Remind them to use pronouns and conjunctions to link the sentences together.
- 4 If there is time, pupils can work in groups and write short biographies of famous Ghanaians.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - recognise the moral of the story?
 - talk about an earlier past using the past perfect?
 - answer the comprehension questions on the text?
 - read the text aloud with appropriate pronunciation, stress and intonation?
 - combine sentences to write a short biography?
- 3 Ask yourself *Did I ...*
 - make clear the distinction between past and earlier past? Give lots of examples, 'She arrived at school late and she had left her books at home'.
 - make clear how to construct the past perfect tense? Emphasise that we use *had* with the past participle, which is the same as they used for the present perfect in Primary 4. Give examples on the board.

Key language:	Past perfect
Skills:	Identifying various parts of a story; dramatising a story; identifying the form and function of the past perfect; talking about an earlier past; listening comprehension; reading comprehension; writing about what people had done; using commas for lists; vocabulary development; phonic spelling
Teaching aids:	PB pages 87-90

Listening and Speaking

By the end of the lesson, the pupils will be able to ...

- identify parts of a story.
- dramatise a story.

Telling news

Spend about five minutes eliciting news from pupils.

PB
p87a

Drama: The farmer, his son and their donkey

The class is going to act out the story from Unit 16. The pupils will know the story well now so they do not need to look back, encourage them to use their own words.

- 1 Introduce the table and explain the meaning of *scene* and *characters*. Make a copy of the table on the board.

<i>Scene</i>	<i>Characters</i>	<i>Words</i>
1. Farmer (F) and son (S) walk with donkey (D)	F, S, D and schoolboys	'Look! How funny! Why don't you sit on the donkey?'
2. F walks, S rides D	F, S, D and men drinking palm wine	'Look at that! The boy sits when the man walks. There is no respect for the old!'
3. S walks, F rides D	F, S, D and women and children in fields	'That's a man for you. He sits there like a chief while his own son suffers.'
4. F and S ride D	F, S, D and street vendors selling food	'We are surprised by the way you treat the donkey. You will break its back. Then you won't be able to sell it!'
5. F and S carry D, D struggles, falls and drowns	F, S, D and villagers	Shouting and laughter.
6. F and S talking in village	F, S and wise old man	'Try to please all, and you will please none.'

- 2 For each scene, elicit what is happening, who the characters are and what is said. Let the pupils decide on the words, they do not have to be exactly what is said in the original story. You should have a table that looks something like the one at the bottom of the page.
- 3 Choose pupils to be the farmer, the son, the donkey and the wise old man. Divide the rest of the class up to be schoolboys, men drinking palm wine, women and children in the fields, street vendors and villagers. Give each group a few minutes to prepare. Tell them to find objects to use in their acting, something to act as cups for the men drinking, as tools for those working in the fields, etc. If possible, give pupils a few simple costumes to wear.
- 4 Act the story out as a class play. This could be quite noisy so you might want to do the actual performance outside. If it goes well, perform it for other classes and/or parents.

PB
p87bPB
p86c

the present perfect. The term itself is not important but the pupils do need to know that the perfect tenses use a particular form of the verb.

- 3 Introduce and read through the explanation in the Pupil's Book.
- 4 Focus on past participles and elicit as many as you can from the pupils quickly, write on the board all the correct ones.

Game: past participle bingo

Pupils that used this course in Primary 4 will be familiar with the game:

- Ask pupils to take a piece of paper and draw a table with six boxes. In each box they should write the past participle of a verb. They can choose any of those written on the board and put them in any box they like. Pupils should work alone so that they all have different tables (which are called bingo cards). They should have something like this:

eaten	visited	met
seen	gone	worked

- Tell pupils to tear up some used paper to make six small pieces – small enough to cover only one word on the bingo card. They could also use bottle tops or coins for this.
- Using the verbs on the board, call out one verb at a time in its base (infinitive) form. Any pupils that have the past participle of that verb can cover it. For example, if you call out *eat* then all pupils with *eaten* on their cards can cover the word. Keep a note of each word that you have called so that you can check at the end.
- The first pupil to cover all six words should shout out *Bingo*. He/she is the winner. Check that the words on their card are verbs that you have called. The game can be played several times, either using the same bingo cards or with the pupils making new ones, over several lessons.

Grammar

By the end of the lesson, the pupils will be able to...

- understand the form and function of the past perfect and use it appropriately.
- play a game and learn some past participles.

Past perfect: function and form

- 1 Revise the past perfect. As you elicit some sentences, write them on the board. Elicit the meaning and use of the tense, i.e. to refer to an earlier past.
- 2 Underline, or ask pupils to underline, the verbs in the sentences on the board. Focus on the past perfect and elicit that all of them use the word *had*. Elicit that the second part is the past participle. Pupils may know this term from their work in Primary 4 when they studied

Reading

By the end of the lesson, the pupils will be able to ...

- identify important elements in a story when it is read to them.
- answer questions about a text.

Listening comprehension

- 1 Tell pupils to look at the picture. Tell them they are going to listen to a story called *Feeling bad, feeling good*. Elicit what it means to feel good or bad. Elicit how they think each of the children in the picture feel. Elicit examples of why they might be feeling the way they do, i.e. what can make you feel good or bad.
- 2 Tell them that you are going to read a story and they must listen to find out how each of the children are feeling. Put the table below on the board for the pupils to copy into their exercise books and explain that they must write how the children feel – i.e. happy, sad, tired, etc.

	Ali	Kofi	Esi	Amina
How are they feeling?	(angry)	(tired)	(sad and worried)	(happy)

- 3 Read the story through once as pupils listen. Pupils can compare their answers with a partner. If necessary, read the story a second time. Then elicit the answers.

Answers: given in brackets above

Reading comprehension

- 1 Tell pupils to read the story silently to find out why each of the children felt the way they did. Point out that the events that made the children feel good or bad happened before they walked home so their answers should use the past perfect. Elicit suitable answers using the correct tenses and write them on the board. Clean the board and set the

pupils to copy and complete the sentences in comprehension question 1.

Answers: a) had lost, had said b) had rained, had dripped c) had gone d) had praised

- 2 Focus pupils on the last two paragraphs by asking *What had happened by the time the children got home?* and elicit answers. Pupils can then write answers for questions 2 a)-c).

Answers: a) Ali had left his homework on his bedroom floor, b) Kofi's father had repaired the roof c) Kofi's mother had dried his bed. d) Auntie Adu had returned home.

Writing and Composition

By the end of the lesson, the pupils will be able to ...

- write sentences describing what had happened using the past perfect.
- use commas correctly in lists.

What had they done?

- 1 Introduce the first picture. This was the result of the storm which had wet Kofi's bed and stopped him sleeping. Elicit what pupils can see and what had happened. Write some example sentences on the board.

Some possible sentences

- His bed was very wet.
- There was a hole in the window / The window was broken.
- His books were on the floor.
- The floor was dirty.

- 2 Look at the second picture and point out that this is what Kofi found when he got home. Elicit what pupils can see and what is different. Write some example sentences on the board.
- 3 Now elicit sentences answering the question, *What had Kofi's parents done?* They should use the past perfect. Write one or two of the sentences on the board as examples.

Some possible sentences

- Kofi's father had repaired the roof.
 - Kofi's mother had put his bed outside to dry.
 - Someone had repaired the window.
 - Someone had picked up (tidied up) the papers and books.
 - Someone had cleaned the floor.
 - Someone had hung the clothes out to dry.
- 4 Pupils write paragraphs describing the pictures.

Fun Box

Pupils read the **Fun Box** in the Pupil's Book for pleasure.

Answer: 9 people: Mr and Mrs Boateng, six daughters and one brother.

PB
p90

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - identify the parts of the story *The farmer, his son and the donkey*, and act it out?
 - use the past perfect appropriately?
 - understand the story when read to them?
- 3 Ask yourself *Did I...*
 - help pupils' understanding of past participles through the bingo game? Consider making up rhymes or songs using past participles.
 - read the story in such a way that pupils could identify the key elements?

Activity Page 8

PB page 91

Objectives: To practise

- making sentences using the past perfect tense.
- forming compound words.
- joined-up writing.

Exercises A and B

- 1 Write the first part of this sentence on the board: *By the time I got to school this morning...* Pupils complete the sentence with their own ideas, e.g. *I had eaten my breakfast, I had swept my room, I had watered the plants.*

- 2 Pupils can work through Exercises A and B on their own. Check answers.

Answers: A: 1 had finished 2 had cooked 3 had moved 4 had read B: Open answers

Exercise C

- 1 Write an example sentence, e.g. *By the time I was one year old I had learned to walk, but I had not learned to talk.* Pupils make sentences about what they *had* and *had not* learned to do at different ages.

- 2 Pupils write sentences about what they had done by the time they were nine years old.

Answers: Open answers

Exercise D

- 1 Read the information in the Pupil's Book. Elicit from pupils more compound words, e.g. *grandmother, basketball.*
- 2 Pupils make compound words from the words in the list.

Answers: timetable, bathroom, airport, football, grandfather, everything, bookcase

Exercise E

Practise copying the proverbs in the usual way. Discuss their meanings and talk about the way they can be applied to the story *Feeling, bad, feeling good.*

Key language:	Past perfect; question forms and contrast with simple past
Skills:	Developing and telling a story; asking questions about an earlier past; talking about two events in the past; listening comprehension; reading comprehension; using conjunctions; writing a story
Teaching aids:	PB pages 92-95; dictionaries

Listening and Speaking

By the end of the lesson, the pupils will be able to...

- develop a story from an outline.
- tell a story.

PB
p92a

- 2 Introduce the outline and questions in the Pupil's Book. Divide the class into groups of four and tell them to make their own story using the outline.
- 3 As they work on their story, monitor the performance of the groups. Do not interrupt but help out where there are any misunderstandings or when questions are asked.
- 4 To conclude the lesson, choose a confident pupil to tell her/his group's story to the class.
See *Writing and Composition* for development of this activity.

Telling news

Spend about five minutes eliciting news from pupils.

Telling a story

- 1 Tell the class that they are going to tell their own stories in groups. Begin by telling the outline of a story but eliciting all the details from the class – use the outline in the book. The pupils should have their books closed at this stage.
 - Start with *Once upon a time there were two ...* and then elicit what there were two of – children, animals, monsters, objects, etc. Elicit a range of ideas from the class but do not force a decision on the class (at this stage you are preparing the pupils, not developing a class story).
 - Continue by saying, *Their names were ...* and eliciting some suitable names.
 - Continue for a few minutes until the pupils understand that the development of the story is up to them.

Grammar

By the end of the lesson, the pupils will be able to...

- ask and answer questions about an earlier past.
- talk about two events at different times in the past, using the past perfect and simple past.

Past perfect simple: question form

- 1 Refer to the stories that the groups told in the previous section. Choose one group and ask them who the characters were in their story. Now ask them questions to find out why the two characters were sad, use *Yes/No questions* in the past perfect, e.g.

*Had they got lost? Had they been hurt?
Had they lost something?*

The group should answer only, *No, they hadn't* or *Yes, they had*.

- When you have found the reason, choose another group and again find out who the two characters were. Now elicit questions from the class to ask the group in order to find out why their characters were sad. Help them to form the questions correctly.
- Repeat this with a few groups. Write a few of the questions on the board to illustrate the question structure, e.g.

		<i>lost</i>	<i>their mother?</i>	
<i>Had</i>	<i>they</i>	<i>finished</i>	<i>their food?</i>	
		<i>hurt</i>	<i>themselves?</i>	etc.

- Focus the pupils' attention on the examples on the board and point out how *Had* and the *past participle* are used in the question form. They can then look at the explanation in the book and do the exercise orally before writing the questions and answers in their exercise books.

Past perfect simple and past simple contrasted

- Revise the questions and answers in the previous section. Point out that we could also ask a more direct question, *What happened to make them sad?* Ask this question to a few groups and elicit answers.
- Write a few of the answers on the board as an example,

*They had eaten nothing.
They were sad because they had lost their mother.
because they had hurt themselves.* etc.

- Point out that each of the sentences has two verbs in past tenses – underline the verbs and elicit from pupils the tenses used. Emphasise that the past perfect is used for the event or action which is earlier in the past.

PB
p93c

- Introduce the exercise and, for each sentence, elicit the order in which things happened, e.g. for 1 ask *What happened first, arriving at school or the lesson starting?* Then elicit which verb should be in which tense and what the simple past and past perfect forms of those verbs are.
- Pupils can write the sentences once they have said them orally.

PB
p93c

Answers: 1 had arrived/started 2 arrived/had left 3 woke up/had gone out 4 had finished/had gone/rang

Reading

By the end of the lesson, the pupils will be able to ...

- answer questions about a story and discuss behaviour towards others.
- read aloud with appropriate pronunciation, stress and intonation.

Reading comprehension

- Look at the picture and read the questions above it. Ask the pupils for their ideas. Read the opening of the story to see if they were right.

Answers: 1 They are AIDS orphans. 2 They live in an orphanage.

PB
p93/94d

- Introduce the comprehension questions and ask pupils to read the rest of the story for themselves. Pupils answer the questions in pairs. Discuss the answers with the whole class.

PB
p93/94d

Answers: 1 They both died. 2 He had not been to school before. 3 They were unkind/they did not want to sit next to him. 4 to explain that you will not catch AIDS if you sit next to someone with HIV 5 They played football with him and helped him with his work. 6 open answers: happy/proud

Reading aloud

- Read the text or part of it aloud to the class again. Pupils then work in pairs to read a paragraph to each other.

PB
p93/94

- 2 Choose pupils to read a paragraph or two of the story to the whole class.

Discussion

Discuss HIV / AIDS with pupils. Explain that HIV is a virus which is passed to others through unprotected sex, by using infected needles to give injections, by using infected razor blades, or through breast milk if the baby's mother has HIV or AIDS. People can carry the HIV virus in their blood for a long time before it develops into AIDS. However, pupils need to know that at the moment there is no known cure for AIDS. Ask them to tell you which of the following actions can pass on HIV: sharing a book (x), sitting beside someone (x), sharing razor blades or toothbrushes(✓), holding hands with someone (x), putting a plaster on someone's cut finger (✓), sharing food with someone (x)

Writing and Composition

By the end of the lesson, the pupils will be able to...

- use basic conjunctions correctly.
- plan and write a story.

Revising conjunctions

Use the exercise to revise the use of the basic conjunctions – *and*, *or*, *but*, *because*, *so*. (These were introduced in Primary 4.) Introduce the exercise and then give the pupils a few minutes to write the sentences. Elicit the answers and elicit further sentences exemplifying the use of the conjunctions.

(If necessary, remind the pupils of the use of each: *and* joins two similar ideas; *or* joins two ideas which give a choice; *but* joins two different or opposite ideas; *so* gives the result of the first part of the sentence; *because* gives the reason for something.)

PB
p95e

Answers: 1 Kwaku was crying because the other pupils had been unkind to him. 2 He wanted to play football but first the other boys did not want to play with him. 3 The housemother wanted to speak to the head teacher so she went to the school. 4 Kwaku was in the football team and he learned to read and write. 5 The other children did not want to sit next to Kwaku or play with him.

Writing a story

- 1 Discuss the different parts of a story: *beginning*, *middle*, *end*. Tell pupils to find the different parts of the story they have just read. Discuss the different parts of other stories they know or have read.
- 2 Pupils can then write the story they told in the *Listening and Speaking* lesson. They can do this in the same groups in which they made up the story. They can use the outline to remind them of the stages of the story. Encourage the pupils to use the conjunctions to link the ideas in their story. Use this activity to encourage fluency and writing for fun. There will be errors in the writing but do not worry too much about this. Focus rather on how well they manage to tell the story and the use of conjunctions to link ideas.

PB
p95e

PB
p95f

PB
p95e

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - talk about the past using the past perfect and simple past?
 - answer the comprehension questions and discuss the story?
 - use conjunctions to link sentences?
- 3 Ask yourself *Did I...*
convey the use of the past perfect in questions clearly? If pupils are having difficulty, give them some statements, e.g. *You had finished your meal* and ask pupils to turn these into questions: *Had you finished your meal?* Emphasise the order of words to form the question.

Key language:	Revision
Skills:	Revision, plus reading aloud; listening for dictation; telling and writing a story
Teaching aids:	PB pages 96-98
Notes:	Work from the previous units is recycled in this unit. Take the opportunity to go over any areas that pupils found difficult. Pupils can look back at the Check boxes to see what they remember. Discuss this with them.

Listening and Speaking

By the end of the lesson, the pupils will be able to review some of the listening and speaking from Units 11–19.

Telling news

Spend about five minutes eliciting news from pupils.

Revision

Review some of the topics from this section (see the Contents page in the Pupil's Book for a summary of what has been covered). Concentrate on those that the pupils have enjoyed the most, and which help with language which they need further practice in.

Grammar

By the end of the lesson, the pupils will be able to review grammar and vocabulary items from Units 11–19.

Revision

Take this opportunity to go over anything that pupils have not yet mastered. If necessary, repeat the

presentation of items that have caused difficulty. (The grammatical areas covered in these units are listed on the Contents page in the Pupil's Book.)

Quantifier noughts and crosses game

PB
p96a

- 1 Revise work on quantifiers done in Units 12–14.
- 2 Play a game of noughts and crosses to practise quantifiers.
 - Make sure the class knows how to play normal noughts and crosses. Put a grid with 9 squares on the board:

Divide the class into two teams and call one member from Team A to put a nought (O) in one of the squares of the grid. A member of Team B should then put a cross (X) in another square. The two teams take it in turns, trying to get a row of three noughts or three crosses, vertically, horizontally or diagonally.

- Now clean the grid and write a quantifier in each square, e.g.

much	some	a few
not much	many	lots of
a little	a	not many

- Team A now has to choose a square and make a sentence using the quantifier in the square correctly. Set a time limit for this. When they produce the sentence, Team B can challenge it if they think it is not correct. If team A's sentence is correct, give them a nought in their chosen square.
- Team B then has a turn and the game continues until one team has a row of noughts or crosses.

This can be played several times, changing the grid slightly each time. It can also be played in groups once the rules are understood – you must give them the grids with quantifiers to use though.

Correction competition

Introduce the correction competition. The procedure is the same as for Unit 10, see page 34. When the pupils have finished, make sure you elicit corrections for each incorrect sentence.

Answers: The incorrect ones are: 1 The correct auxiliary with a singular subject is was, i.e. I was playing. 5 When there are only two items we use both rather than all. 6 In a question we use any rather than some, i.e. 'any brothers and sisters'. 8 Tomatoes are count nouns so we use How many. 9 The past perfect requires the auxiliary had + past participle, i.e. had gone.

Conjunctions

- 1 Revise using conjunctions. Write the first parts of some example sentences on the board for pupils to complete orally, e.g. *My favourite sports are _____ and _____. I like playing basketball but _____, I can't play football today because _____. On Saturday I help at home or _____. Do you know the man who _____?*
- 2 Pupils copy and complete the sentences by themselves.

PB p96c

Answers: '1 My brother went shopping because we needed some cassava. 2 We have some sweet potatoes but we have no cassava. 3 He can buy the cassava from the market or he can buy it from the street traders. 4 I have one sister who is older than me. 5 My sister plays the guitar and sings very well.

Compound words

- 1 Write the first parts of a few compound words on the board, e.g. *grand*, *sea*. Pupils suggest how to complete them, e.g. *grandmother/father/parent*, *seashore/side*.
- 2 Pupils find and write the compound words in the activity and make their own sentences using the words.

PB p97d

Answers: bedroom, seashell, afternoon, footstep, runway, playground, butterfly, teapot

Indefinite pronouns

- 1 Write the words in the box on the board. Elicit sentences, e.g. *I can't see my friends anywhere. I bought something at the market.*
- 2 Pupils can work in pairs to complete the sentences. Check answers with the whole class before pupils write the sentences.

PB p97e

Answers: 1 something 2 everything 3 anyone 4 everywhere, anywhere 5 somewhere 6 nowhere

Reading

By the end of the lesson, the pupils will be able to ...

- read aloud with appropriate pronunciation, stress and intonation.
- listen carefully to write a dictation.

Reading revision

Pupils read any of the texts from previous units that they enjoyed reading, or you did not have time to cover sufficiently.

PB p96b

PB p96b

PB p96c

Reading aloud

Choose a text that pupils have enjoyed reading. Pupils can read the text silently first. Then read it aloud yourself to give the pupils a good model. They then practise reading aloud in pairs, as you monitor. Finally ask pupils to read a few sentences aloud for the class.

PB
p97f

Answers: 1 I'd like some bananas, a few plantains, a little flour and one yam. 2 Professor Koranteng will visit the school on Thursday 11th June. 3 Have you met him before? 4 My birthday is on Friday 13th May. 5 A: I want to have a dog. Father, can I have a dog? B: Why? A: To play with. Can I have one? B: I don't think so but why don't you ask your mother and see what she thinks?

Dictation

- 1 Choose a paragraph from any of the reading texts in Units 11 to 19 for dictation.
- 2 Tell pupils that they are going to write the paragraph as dictation. Give them a few minutes to look at the paragraph carefully before you tell them to close their books.
- 3 Read the whole paragraph through first at natural speed and then dictate it phrase-by-phrase slowly and clearly. Tell them where to put the punctuation. When you have finished, read the whole paragraph again at natural speed.
- 4 Tell pupils to open their Pupil's Books again and correct their dictation themselves.

PB
p97fPB
p98g**Sentence order**

Pupils should be able to do this exercise by themselves. Let them work in pairs to put the words in the right order. Check answers with the whole class before they write out the sentences.

Answers: 1 Amina had gone out. 2 The children had lost their way. 3 Mother had bought some eggs. 4 We had a few visitors yesterday. 5 I haven't got much money. 6 We saw immediately what had happened. 7 They both jumped onto bicycles. 8 Kofi can run very fast.

PB
p98h**A story**

- 1 Divide the class into small groups and tell them to look at the pictures. The groups then develop a story which includes all five words. As they talk, go around and help stimulate ideas. Encourage pupils to have fun in doing this and express their ideas. Do not worry too much about the mistakes they make – it is necessary to make mistakes in order to learn.
- 2 Bring pairs of groups together. Each group tells the other group their story. This will help them clarify and improve the story.
- 3 The pupils then write their stories in groups. One of the group can be the secretary and write it, while the others dictate.
- 4 Put the stories on the classroom walls for the whole class to read.

Writing and Composition

By the end of the lesson, the pupils will be able to...

- use punctuation correctly (revision).
- write words in sentences in the correct order
- develop and write a short story in groups.

Punctuation

Revise any area of punctuation that your pupils commonly make mistakes with. Then introduce the exercise and then let pupils work on their own. They can compare and discuss their answers in pairs before you elicit the answers.

PB
p97f

Unit

Key language:	Subject–verb agreement
Skills:	Predicting, listening to and retelling a story; using subjects and verbs appropriately; reading comprehension; listening comprehension
Teaching aids:	PB pages 99-102; map of Ghana (or atlases)

Listening and Speaking

By the end of the lesson, the pupils will be able to predict, understand and retell a traditional story.

Telling news

Spend about five minutes eliciting news from pupils.

Story: Frog's decision

PB p99a

1 Prepare pupils for the story by looking at the pictures with the class, asking, *What can you see?* about each picture. Elicit any suggestions for what the story will be about and teach any key vocabulary.

PB p99b

2 Read the story once while the class look at the pictures.

Frog's decision

Once upon a time, Frog had two wives. One lived in Ndumbi and the other lived in Ndala. Frog lived in a small place which was halfway between Ndumbi and Ndala. Some days, he went to Ndumbi to see one wife, and on other days, he went to Ndala to see his second wife.

One day, a butterfly arrived at Frog's home and said, 'You must go to Ndumbi, your first wife has made fufu and soup for you. You must go quickly while it is still hot!'

Frog was very pleased because he loved fufu and he knew his wife made the best meat soups. He was just about to leave when a bird arrived and said, 'You must go to Ndala, your second wife has made ampesi and palava sauce. You must go quickly while it is still hot!'

Frog didn't know what to do because he also loved ampesi with palava sauce. He thought to himself, 'If I go to my first wife for the fufu and soup, my second wife will be sad and angry. If I go to my second wife for ampesi and palava sauce, my first wife will be sad and angry. Where shall I go, to Ndumbi or Ndala?'

He sat and thought for a long, long time. He thought for so long that night fell and he could not travel either to Ndumbi or Ndala. Both his wives were sad and angry. And still Frog sat and cried to himself, 'Oh, where shall I go, where shall I go?' In fact, he is still sitting there crying, 'Oh, where shall I go, where shall I go?'

So when you hear a frog making his sound, gaou, gaou, gaou, you will know that it means, 'Oh, where shall I go? Where shall I go? Go, go, go?'

PB p99b

- 3 Look again at the pictures and elicit the story from the class – do not expect them to remember and repeat exact words, concentrate on eliciting the main events.
- 4 Pupils then work in pairs to retell the story together.

Grammar

By the end of the lesson, the pupils will be able to...

- identify the subjects and verbs in sentences.
- use subjects and verbs appropriately in sentences.

Subjects and verbsPB
p100c

- 1 Elicit the missing verbs from each of the sentences in turn. Make sure you elicit the story in the present, i.e. the verbs must be in the simple present tense. More than one verb can be used in some sentences – accept anything that makes sense. Write the sentences on the board.

Answers: 1 lives/has 2 cook (make) 3 goes/ eats 4 tell/is 5 doesn't know

PB
p100c

- 2 Underline the verb in the first sentence and discuss it. Say *The verb we have here is lives. Is that correct? Is it live or lives? How do you know?* Draw a circle around the subject (e.g. *One wife*). Remind pupils that the verb has to have an *s* in the third person singular of the simple present tense.
- 3 Ask pupils to identify the subjects and verbs in each sentence. Draw a circle around the subjects and underline the verbs. Elicit how they agree in each case.
- 4 For further practice, start a sentence by giving a subject, e.g. *Frog* and then elicit the rest of the sentence (the predicate) from pupils. Make sure the verb agrees with the subject.

PB
p100d**Chain game**

To give oral practice in agreement of subjects and verbs, you can play this *Chain game*.

- Start the chain yourself, say: *I like goat but I don't like snails.*
- The first pupil repeats what you said, using the third person, and then adds sentences of his/her own, e.g. *Teacher likes goat but he/she doesn't*

like snails. I like goat but I don't like bush meat.

- The next pupil continues, e.g. *Penelope likes goat but she doesn't like bush meat.* And so on around the class.
- You can change the structure (where they have been, what they have seen, etc.) for variety.

Reading

By the end of the lesson, the pupils will be able to ...

- answer questions about a text.
- listen carefully and make corrections.

Reading comprehension

- 1 Introduce the questions before the text and hold a short discussion. Look at the photographs on p101 and identify where what they show. Show the areas discussed on a wall map of the country, or using school atlases.
- 2 Look at the four comprehension questions with the class, make sure the questions are understood and then set the class to read the text silently to find the answers.
- 3 Elicit oral answers to the questions and deal with any problems before pupils write their answers.

Answers: 1 Because of the different climate in different parts of the country. 2 Because they are used to it and because it is cheaper/costs less money.

Northern Ghana	millet, rice, guinea corn, guinea fowl, goats, sheep, yams
Central Ghana	plantains, cocoyams, yams, maize, mushrooms, snails, bush meat
Southern Ghana	vegetables, maize, cassava, fish

- 4 They have cultural or religious reasons.

PB
p100/102d

PB
p102d

- 4 Introduce the discussion questions and then tell pupils to work in pairs or groups of four to discuss them. After a few minutes, elicit some ideas and have a short class discussion.

PB
p100/101

Listening comprehension

Read the text again, or part of it, while the pupils follow in their books. As you read, change one or two words every few sentences, e.g. *Some areas have more people than other areas.* The pupils must follow and call out the correct word each time you make a 'mistake', e.g. *rainfall.*

PB
p102

group report. One group member writes down what the group suggests. Move around the classroom to make sure that everyone is participating in the exercise.

- 4 Each group chooses a pupil to read out their report to the rest of the class. Compare the results and display the reports in the classroom for everyone to see.

Fun Box

Pupils read the **Fun Box** in the Pupil's Book for pleasure.

Writing and Composition

By the end of the lesson, the pupils will be able to find out information and to write a short report.

PB
p102e

Writing a group report

- 1 Explain that pupils are going to work in groups to write a report about the foods they eat. Talk about how to plan preparing and writing a report. Tell them that they must first find out information and then organise the information they have found into different sections.
- 2 Elicit questions pupils could ask to find out information about the foods eaten by members of their group. Tell each group to decide on three or four questions they want to ask. Every member of the group should then have the opportunity to answer the questions.
- 3 One member of the group prepares a table like the one in the Pupil's Book (page 102) and uses it to record the information. Pupils then prepare a

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - identify subjects and verbs in sentences, and use them in agreement?
 - answer the comprehension questions?
 - correct the errors when listening to a text?
 - find out information and write a short report?
- 3 Ask yourself *Did I...*
 - enable pupils to successfully complete the verb agreement activity (p100e)? For reinforcement write a series of sentences on the board and ask pupils to supply the missing verb in its correct form.
 - enable pupils to find out information and plan a report?

Key language:	Adverbs of manner
Skills:	Read, recite and perform an action poem; recognise and use adverbs of manner; use adverbs and adjectives to make descriptions more interesting; listening comprehension; reading comprehension; reading aloud; write descriptive sentences; write short description of the area
Teaching aids:	PB pages 103-106; pictures of coastal areas

Listening and Speaking

By the end of the lesson, the pupils will be able to read, recite and perform an action rhyme with appropriate rhythm and stress.

Telling news

Spend about five minutes eliciting news from pupils.

Poem: Here is the ostrich

PB
p103a

- 1 Read the poem while doing the movements as pupils listen and watch with books closed. Use the movements to illustrate the words which might cause difficulties, e.g. *wiggling, spreading, scuttling, treading*. Repeat it a few times.
The movements are:
Verse 1 *raise arm, fingers represent the 'nodding' head*
Verse 2 *wiggle hand and arm on ground*
Verse 3 *flap arms*
Verse 4 *walk fingers fast like a spider*
Verse 5 *rest head on joined hands and on last line make thumb and fingers into spectacles around eyes, move head from side to side.*
- 2 Teach one verse at a time, words and movement. Explain difficult words with body movements.

- 3 When pupils know the poem, they can look at the words in the book. Read it as they follow so they can hear the words that they have not seen before. Check the vocabulary – for example, ask them what *wiggling* means and let them answer by showing the movement.
- 4 Pupils then recite and perform the poem to each other in pairs.

Grammar

By the end of the lesson, the pupils will be able to...

- use adverbs of manner.
- use adverbs and adjectives to make descriptions more interesting.

Adverbs of manner: revision

- 1 Start by playing the game in the *manner of the word*. This is a game that practises adverbs of manner and is a useful way to revise adverbs (which were introduced in Primary 4).
 - Choose two pupils and send them out of the room. The rest of the class must then select an adverb of manner.
 - Bring back the pupils from outside and tell them they must find out which adverb the class chose. They

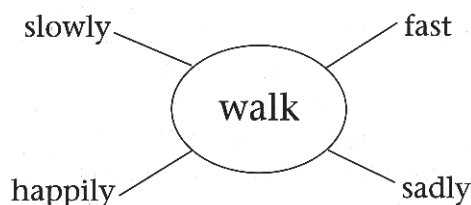
can instruct the class, or any individual pupil, to do an action *in the manner of the word*. For example, if the chosen adverb was angrily and the pupils who are searching for the word tell the class to *clean the board in the manner of the word* then they must all act out cleaning the board angrily. This continues until the pair identifies the adverb correctly.

- Send out another pair and continue the game.

PB
p103/104b

- 2 As pupils play, note on the board the adverbs used. Then elicit other adverbs of manner. Elicit what pupils can tell you about adverbs. Go through the grammar box with pupils. Explain that there are a number of different types of adverbs and that adverbs of manner tell us more about *how* the action takes place.

- 3 Write the word *walk* on the board, put a circle around it and add on some legs to make a *spider diagram*. Now elicit words used to describe *walk* and write them at the end of the legs, e.g.

PB
p104b

- 4 Pupils then work in pairs to do the exercise. They must choose adverbs that can sensibly describe the verb, i.e. NOT *look slowly*.

Using adverbs and adjectives in descriptions

- 1 Write on the board a simple sentence with no adjectives or adverbs, e.g.

The lion saw himself in the water.

Point out that the sentence would be more interesting with some *describing* words. Indicate where they could go and elicit some adjectives and an

adverb. Write the new sentence and point out how much more interesting it now is.

PB
p104c

- 2 Look at the grammar box with pupils. Elicit other suitable adjectives and adverbs.
- 3 Elicit some suitable adjectives and adverbs for the sentences in the exercise. Pupils then write full sentences – they can work in pairs to help each other think of suitable adverbs and adjectives.

Reading

By the end of the lesson, the pupils will be able to...

- identity specific words when a text is read to them.
- answer questions about a story.
- read aloud with appropriate pronunciation, stress and intonation.

Listening comprehension

PB
p104d

- 1 If your pupils are from a coastal area, discuss with them the importance of the sea in their community, what they get from the sea, etc. Also ask them to imagine what it must be like to see the sea for the very first time. If your pupils are from an inland area, ask them if any of them has ever seen the sea. Elicit thoughts and ideas about the sea and what it must be like from those who have never seen it. Show any pictures of the sea or coastal area you can find.
- 2 Write the word BEACH in the middle of the board and elicit words that pupils associate with it, e.g. sand, sea, seashells. Write these words around the outside to create a simple spider diagram, as was done in Unit 2 for HOUSE, see page 6. Put about eight to ten words on the board. Pupils copy the words.

PB
p105e

- 3 Explain that you are going to read a description of a visit to the beach. Pupils must listen and note down which of the words on the board occur in the text. Read the text from *On my rest day...* to *They were delicious*.
- 4 Elicit and check the words they have noted when you finish reading.

Reading comprehension

PB
p105/106e

- 1 Introduce the two photographs and elicit what is in them and what people are doing. Tell pupils to read the text silently to find out more about the pictures.

PB
p106e

- 2 Introduce the comprehension questions. The text is a descriptive one and the questions focus on the nouns, adjectives and adverbs used. Also bring to the pupils' attention descriptive phrases like *the sun sparkled on the waves* and *it hurt my eyes just to look at it*. Tell pupils to read again to answer the questions.

- 3 Elicit the answers. Put the words on the board to check – do not expect each pupil to have found every word.

(Question 1 refers to things *he saw at the beach* so answers should not include the nouns which he saw before, e.g. *shoes* or things he couldn't see, e.g. *current*.)

PB
p106e

Answers: 1 (forest of) coconut trees, coconuts, sea, sky, sun, waves, sand, seashells, ships, a seller, fishermen, net, canoe, rope, (people from village), fish. 2 beautiful, deep blue, soft, warm, hot, cool, deep, dangerous, lovely, big, hungry, heavy, full (offish), delicious 3 walked slowly, run quickly, walked carefully, sat quietly

Reading aloud

PB
p105/106

Read the text, or part of it aloud as a model for the pupils. Then tell pupils to work in pairs, taking it in turns to read a paragraph aloud as their partner listens. As they do this, monitor the pairs and assist where necessary. Focus on the natural rhythm and intonation.

Writing and Composition

By the end of the lesson, the pupils will be able to ...

- write a descriptive paragraph based on pictures.
- write several (guided) paragraphs describing an area.

Writing descriptive sentences

PB
p105/106

- 1 Tell pupils to look at the pictures that go with the story and make a list of all the things they can see. Elicit these and then elicit adjectives, adverbs or descriptive phrases to describe the things, e.g. they can describe *waves* as *crashing waves* or *foaming waves* or simply *big waves*.

PB
p106f

- 2 Pupils then write a paragraph of a few sentences to describe what they see in the pictures – they can work in pairs to do this. Read out some of the best paragraphs.

Writing descriptive paragraphs

PB
p106g

- 1 Discuss with the class the area which they live in (Rural – coastal, forest or savannah? Urban – town or city?). Decide what is distinctive about it: if someone from another area visited for the first time, what would they notice about it?
- 2 Build up a list of nouns – these can be place names as well as things – on the board. Then elicit from pupils adjectives, adverbs or descriptive phrases to describe the nouns.
- 3 Tell the class to imagine that they are visiting their own area for the first time and they are going to write a few paragraphs about it. Decide on about three things to describe and plan one paragraph for each. Elicit sentences from the class and write them on the board.
- 4 When the description is finished, read through the paragraphs and allow the class to make improvements if they wish. They can then write the description in their exercise books – rub out some of the text before they start to make this more challenging.

Fun Box

Pupils read the **Fun Box** in the Pupil's Book for pleasure.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - recite the rhyme with appropriate rhythm and stress?
 - use adverbs of manner correctly?
 - identify words related to a topic when a text is read to them?
 - answer the comprehension questions?
 - write descriptive paragraphs?
- 3 Ask yourself *Did I...*
 - recite the poem in a lively and engaging way? This will give an example to pupils to encourage their 'performance' of the poem.
 - enable pupils to use adverbs correctly? Point out that many adverbs end in *-ly* to help them identify adverbs.

Activity Page 9

PB page 107

Objectives: To practise

- matching verbs and nouns and making sentences.
- completing sentences with adverbs of manner.
- adding adjectives and adverbs to sentences.
- joined-up writing.

Exercise A

- 1 Discuss different types of food production, e.g. *growing plants, keeping chickens*.
- 2 Pupils match the verbs and nouns in the exercise and use them to write their own sentences.

Suggested answers: pick bananas, water plants, plant millet, harvest vegetables, catch fish, slaughter goats.

Exercise B

- 1 Read the adverbs of manner in the box and check their meanings. Pupils complete the sentences using appropriate adverbs.

Answers: 1 strangely 2 clearly 3 quickly, carefully 4 proudly

Exercise C

- 1 Write the sentence: *Mr Ahdualai walked along the beach*. Pupils suggest ways of making the sentence more interesting, e.g. *Mr Ahdualai walked slowly along the sunny beach*.
- 2 They can work in pairs to make the sentences in the Pupil's Book more interesting. Elicit examples and write them on the board. The whole class can decide which sentences are the most interesting.

Answers: Open answers.

Additional activity

Write an example sentence, e.g. *The happy child walked slowly along the street*.

Show pupils how the adjective and adverb can change the whole meaning of the sentence, e.g. *The frightened child walked quickly along the street*.

Write more sentences for pupils to change, e.g. *The pretty girl spoke to the children kindly. The hard-working boy did his homework quickly.*

Exercise D

Practise copying the lines from the poem in the usual way. Write more verses on the board for pupils to copy.

Unit

Key language:	Adverbs of frequency
Skills:	Develop a poem; use adverbs of frequency; making and using a questionnaire; listening comprehension; reading comprehension; writing a three-paragraph narrative; use exclamation marks correctly
Teaching aids:	PB pages 108-111

Listening and Speaking

By the end of the lesson, the pupils will be able to develop a poem under guidance.

Telling news

Spend about five minutes eliciting news from pupils.

Developing a poem

- 1 Revise the poem from Unit 22, 'Here is the ostrich'. Tell pupils to recite it again with the actions. Ask pupils to identify the words which rhyme, *tall/all*, *ground/found*, etc.
- 2 Tell pupils they are going to write a similar poem about sea creatures. Elicit from pupils a creature that lives in the sea, e.g. *fish*, *shark*, *whale*.
- 3 Use one of the names to start the first line of a verse, e.g. *Here is the fish ...*. Elicit something about the creature and complete the line, e.g.
Here is the fish deep in the sea
- 4 Elicit descriptions from pupils about how the creature moves, or something else it does and a word that rhymes with the last word of the first line – if they can't think of one, change the first line. Try to keep the same rhythm and stress as the original poem. Guide the pupils to write a second line, e.g.

*Here is the fish deep in the sea
Swimming around happy and free.*

- 5 Repeat with one or two other sea creatures. Gradually build up a few verses in this way. Write the class poem on the board.
- 6 Tell pupils to work in pairs to develop movements for each verse, as with the original poem. They then recite and perform the poem in pairs. Ask some pairs to demonstrate their recitation and movements for the whole class.
- 7 Write the class poem on a large sheet of paper and display it on the classroom wall. Pupils can also perform the poem for other classes.

Grammar

By the end of the lesson, the pupils will be able to ...

- use adverbs of frequency appropriately.
- make and use a questionnaire.

Adverbs of frequency

- 1 Ask pupils questions to tell you the frequency of actions, e.g. *How often do you listen to the radio/do your homework/cook?* Elicit answers that show frequency, e.g. *often*, *every day*, *sometimes*, etc.

- 2 Using information that you have gathered from the class, write five sentences on the board about members of the class, using the adverbs of frequency **always**, **usually**, **often**, **sometimes** and **never**.

e.g. Joseph always does his homework.

Afua usually looks after her baby brother.

Kwame often cooks.

Mary sometimes listens to the radio.

Patience never watches TV.

Underline the adverbs of frequency and elicit other sentences using them.

PB
p108a

- 3 Introduce the grammar box, questionnaire and the diagram showing the cline from **always** to **never**. Start by asking pupils the questions in the questionnaire and eliciting one-word answers, *sometimes*, *often*, etc. Pupils then ask and answer in the same way, in pairs.
- 4 Ask pupils some more questions but this time insist on full sentence answers, e.g. *I never watch TV*. Pupils then work in pairs again.
- 5 Ask a few pupils about their partners, i.e. *Patience*, *how often does your partner watch TV?* and elicit the answer, *Mary never watches TV*, etc.

A frequency questionnaire

PB
p108a

- 1 Pupils write their own questionnaire in their exercise books. Each pupil should write six questions which they want to ask to another pupil in the class – they should all begin *How often...*
- 2 When the questions are written, pupils move around the class to find the pupil they want to ask their questions to. They should also answer the questions of any other pupil who asks them.
- 3 They then write sentences about the pupil they asked, e.g. *Charity sometimes plays football*.

Reading

By the end of the lesson, the pupils will be able to...

- answer questions about a story read to them.
- answer questions about a story.
- find the meanings of words from their context.

Listening comprehension

PB
p108b

- 1 Tell the class that you are going to read them a story. Tell them to read the questions in the book. They must then listen to find the answers. They should think about the characters and the setting.
- 2 Read the story once at normal speed and then elicit the answers. If there is any disagreement on the answers, the class should check the story.

PB
p108b

*Answers: 1 In a village near the sea.
2 Naomi. 3 She drowned in the sea.*

Reading comprehension

PB
p109/110c

- 1 Look at the pictures and discuss what happened with the class. You can introduce new vocabulary at this point, e.g. *sandcastles*, *foaming*. If your pupils are not used to the sea, explain about tides and how the level of the sea changes.
- 2 Introduce the first five comprehension questions and tell the class to read the story silently to find the answers. Elicit the answers before they write.

PB
p110c

Answers: 1 They collected shells, made sandcastles and played in the sea. 2 Because she had left a shell there. 3 Because they were tired and it was late. 4 The tide had come in. 5 Because she liked to have her own way.

PB
p110c

- 3 Introduce the vocabulary exercise and ask pupils to find each of the words and read the sentence they are in, to see the context. They can then work alone or in pairs to work out the meaning of the words. Elicit and check the answers.

PB
p110c*Answers: 1-f, 2-c, 3-b, 4-e, 5-d, 6-a***Writing and Composition****By the end of the lesson, the pupils will be able to...**

- write a guided narrative of three paragraphs.
- use question marks and exclamation marks correctly.

PB
p108**Fun Box**Pupils read the **Fun Box** in the Pupil's Book for pleasure.**Writing a narrative**

- 1 Elicit what happened in the story of *Naomi* and the *seashell*. Then explain that one of Naomi's sisters wrote about what happened. She wrote three paragraphs about it.
- 2 Look at the first sentence of the first paragraph and elicit ideas for completing it. Use the pupils' ideas and words and write the sentences on the board. As you do this, remind pupils some of the things which are used to link together sentences to make paragraphs, e.g. the use of pronouns and conjunctions.
- 3 When the paragraph is complete, read it through and let the class make changes if they want. They can then write the paragraph. Elicit suggestions for the next two paragraphs. Let pupil's complete these paragraphs on their own.

PB
p111d**Punctuation: question marks and exclamation marks**

- 1 Introduce the explanation and elicit examples before pupils work on their own.
- 2 Pupils check their answers in pairs before you elicit and check the answers. Elicit the meaning of the word *stubborn* (refer to Naomi's behaviour in the story).

PB
p111e

Answers: 1 Naomi drowned because she was stubborn. 2 How old was she? 3 Only nine! 4 That's terrible! 5 Awful!

PB
p111e**Diagnostic assessment exercises**

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - write a poem (under guidance)?
 - use adverbs of frequency appropriately?
 - understand a story read to them?
 - answer the comprehension questions and work out the meaning of new words from their context?
 - write a narrative (under guidance)?
- 3 Ask yourself *Did I...*
 - explain the significance of the diagram (p108) clearly? If pupils are confused by the diagonal line and the percentages, write the words on the board in sequence and explain their meanings orally.
 - enable pupils to complete the punctuation exercise correctly? When introducing the exercise stress that an exclamation mark indicates a dramatic mode of speech. Their use requires pupils to use judgement, unlike the use of question marks.

Key language:	Adverbs of time, place and manner; comparative and superlative adverbs
Skills:	Retelling and dramatising a story; recognising and using adverbs of time and place; distinguishing between types of adverb; comparing adverbs using the vocabulary of water; reading comprehension; reading aloud; linking sentences with adverbs; writing a factual composition
Teaching aids:	PB pages 112–116

Listening and Speaking

By the end of the lesson, the pupils will be able to retell a story and make a short sketch from it.

Telling news

Spend about five minutes eliciting news from pupils.

Story and drama: Naomi and the seashellPB
p112a

- 1 Introduce the pictures and briefly elicit what they depict. Divide the class into groups of four and tell them to retell the story using the pictures to guide them. They should be sufficiently used to this kind of activity by now to do it without too much preparation. Monitor some groups as they tell and discuss the story.
- 2 Focus them on the second picture and elicit what is happening and some of the things the girls might be saying. Then ask them to choose one of the four girls each and act out the argument between the sisters. Three of them should try to persuade 'Naomi' not to return to the beach, but 'Naomi' must be determined and insistent. Monitor some of the groups as they discuss. Choose one or two

PB
p112b

groups to perform their discussion at the front of the class.

- 3 If there is time and you consider it appropriate, you could also ask them to act out the funeral scene. The four pupils could act the parts of the chief, Naomi's mother, her father and one of the sisters. Each should think what they want to say about Naomi at the funeral.

Grammar

By the end of the lesson, the pupils will be able to ...

- use adverbs of time and place.
- make comparisons using comparative and superlative adverbs.

Adverbs of time and place

- 1 Write on the board a simple sentence, e.g. *He swims*. Then add an adverb of time, e.g. *everyday*. Elicit that the adverb tells us about when the action happens. Point out that adverbs that do this are called *adverbs* of time. (Note that many of these are actually *adverbial phrases* but there is no need for the pupils to know grammatical terms unless you want them to.) Elicit some others that can be used with the sentence.
- 2 Introduce the grammar box and then elicit some sentences using the adverbs of time in the box.

PB
p113c

- 3 Repeat the procedure for adverbs of place.

Comparison of adverbs

PB
p113d

- 1 Remind pupils of the comparison of adjectives. Refer them to Units 8 and 9. Tell them that just as adjectives are compared in the positive comparative and superlative forms, adverbs can also be compared similarly.
- 2 Elicit some adverbs from the pupils and write them on the board. Help pupils to classify the adverbs into manner, time and place.
- 3 Draw their attention to the three groups of sentences in the Pupil's Book 5, Unit 24 and ask them to take note of the underlined adverbs. The underlined words in the (a) sentences, fast, hard and slowly are adverbs in the positive form. The words underlined in the (b) sentences, faster, harder and more slowly are adverbs in the comparative form. The words underlined in the (c) sentences, fastest, hardest and most slowly are adverbs in the superlative form.
- 4 Elicit pupils' own sentences in which they use the positive comparative and superlative forms of adverbs. Make sure they do not confuse adverbs with adjectives.

PB
p113d

Reading

By the end of the lesson, the pupils will be able to...

- discuss water and use the vocabulary appropriately.
- identify specific information in a factual text.
- read aloud with appropriate pronunciation, stress and intonation.

Reading comprehension

- 1 Hold a brief discussion on water. Elicit any words related to the topic that you can. If pupils have already come across the water cycle in another school

PB
p114e

- subject, elicit what they can tell you about it.
- 2 Introduce the new vocabulary. Do some oral practice with the new words.
 - 3 Tell pupils to work in pairs to look at the words and their definitions and match them. Check the answers before the pupils read the text. Give further explanation of evaporate and condense which pupils might find difficult.

PB
p114e

Answers: 1-d, 2-b, 3-e, 4-f, 5-a, 6-c

PB
p114/115f

- 4 Introduce the title of the text. Look at the pictures with the class and elicit what you can about them. Tell pupils to read the text silently.
- 5 Answer any questions they may have about the text before introducing the discussion questions. Pupils then work in small groups to discuss and write answers. When the groups have exhausted their ideas, elicit some ideas from groups and discuss with the whole class.

PB
p114/115f

Reading aloud

Read the text, or part of it aloud as a model for the pupils. Then tell pupils to work in pairs, taking it in turns to read a paragraph aloud as their partner listens. As they do this, monitor the pairs and assist where necessary. Focus on the natural rhythm and intonation.

Writing and Composition

By the end of the lesson, the pupils will be able to...

- develop sentences by using 3 adverbs and adverbial phrases.
- write a factual text of three paragraphs.

Using adverbs to make longer sentences

PB
p116g

- 1 Introduce the exercise and look at the examples with the class. Elicit single sentences to replace each of the pairs of sentences.

- 2 Pupils then write the sentences in their exercise books.

PB
p116g

Answers: 1 He did his homework carefully. 2 The taxi went to town quickly. 3 Ali and Amina were playing outside. 4 We will have a Geography lesson tomorrow. 5 They sang songs all night long. 6 There is a snake underneath the tree.

Writing a factual text

PB
p116h

- 1 The aim is for pupils to write a short factual composition. It is important that the pupils know enough about the topic so elicit and discuss sufficient ideas from the class. This discussion will be a revision of, or continuation of, the group and class discussion held as part of reading comprehension.

PB
p112a

- 2 Write the name of the topic on the board and then divide it up into three related aspects, e.g. water sources, uses, importance. Tell pupils they are going to write one paragraph on each of these aspects to make a complete composition on the topic. Elicit as many ideas as you can from the class about each aspect – put notes on the board but not full sentences.

PB
p116

- 3 Divide the class into groups of three and tell them to decide who is going to write each paragraph. Each pupil should then write their own paragraph – however, they should be encouraged to help each other within their groups.

- 4 When they have finished their paragraphs, they should put them together and all three of them read what the others have written. They can suggest corrections and improvements to each other's work. Make sure you are available to assist if they cannot agree whether something is correct or not.

- 5 They then write out the full text on one sheet of paper. As they do this, ask them

to think about the way in which the paragraphs go together.

- 6 Display the completed compositions on the wall and tell the class to read all of them before the next lesson. In the next lesson, ask them which they think is the best. Read out one or two of the best compositions and point out the good parts of them.

Mixed-ability activities

Pupils can write the sentences they made using adverbs of time and place,

Fun Box

Pupils read the **Fun Box** in the Pupil's Book for pleasure.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - use adverbs of time and place appropriately?
 - use comparative and superlative forms of adverbs?
 - read aloud with appropriate pronunciation, stress and intonation?
 - use adverbs and adverbial phrases in longer sentences?
- 3 Ask yourself *Did I ...*
 - explain clearly the use of adverbs of time and place? Stress that these can be more than one word. Spend time in class eliciting adverbs of manner, time and place to ensure pupils understand.
 - check that pupils understood the significance of labels on a picture or diagram (p114). Spend time discussing each label with the class if necessary.

Activity Page 10 PB page 117

Objectives: To practise

- making sentences using adverbs of time.
- identifying adverbs of time, manner and place.
- using comparative and superlative adverbs.
- adding prefixes *un-* and *dis-* to give opposite meanings to words.
- joined-up writing.

Exercise A

- 1 Read the example sentence. Elicit more examples of sentences using *always*.
- 2 Pupils can work in pairs to prepare the rest of the exercise orally. Choose pupils to say their sentences and write examples on the board. Pupils could write their sentences for homework.

Answers: Open answers.

Exercise B

- 1 Write a few short sentences on the board and invite pupils to come out and underline the verbs. Repeat this process circling the adverbs. Ask pupils what the adverbs tell us about the verbs. Do they tell us *how*, *where* or *when* the action was performed?
- 2 Pupils can work through the exercise independently. Check answers with the whole class.

Answers: 1 Verbs: stopped, listened. Adverb: quietly (how) 2 Verb: screamed. Adverb: loudly (how) 3 Verb: went. Adverb: inside (where) 4 Verb: come. Adverb: downstairs (where) 5 Verb: saw. Adverb: yesterday (when)

Exercise C

Let pupils work in groups of three. The first member of the group uses the positive adverb to form his/her own sentence. The second member uses the comparative adverb and the third member uses the superlative adverb. Repeat the process with members of other groups using different adverbs.

Exercise D

Read the text with the class and revise the prefix *un-* for opposites. Elicit some examples.

Ask pupils to give the opposites of the words listed, adding prefixes *un-* or *dis-*. Elicit sentences using these words.

*Answers: 2 unusual 3 disobey
4 unknown 5 dishonest 6 uncomfortable
7 disagree 8 uncommon 9 disappear*

Exercise E

Pupils practise copying the tongue-twister in the usual way.

Key language:	Question forms (revision)
Skills:	Asking and answering questions about present, past and future time; listening comprehension; reading comprehension; writing a story summary; using speech marks correctly.
Teaching aids:	PB pages 118-121

Listening and Speaking

By the end of the lesson, the pupils will be able to ask and answer questions about past, present and future time.

Conversation: telling news

Spend about five minutes eliciting news from pupils.

Asking questions

Play the *Question-asking game*. This is a very simple activity which can be used frequently to practise asking questions. Once the class knows the game it need take up only a few minutes at the beginning of a lesson.

- Tell the class they have just two minutes to ask you as many questions as they can. They can ask anything they want and you agree to answer any question as long as it is grammatically correct. (If they ask you any questions which are too personal or difficult to answer give a quick 'joke' answer – you do not have to tell the truth but do not tell them that they cannot ask the question because it will inhibit the quick flow of questions.)

- Answer the questions as quickly as you can. At this level many of the questions will not be grammatically correct but, to encourage fluency, answer all of those that are understandable.
- Keep a check of the time and count the questions you answer, or get one of the pupils to do this for you. At the end of the two minutes stop and tell the class how many questions they asked. Tell them in the next lesson they must do better.
- Next time you play the game remind the class how many questions they asked previously and encourage them to improve on their score. Whenever appropriate, you can request visitors to the classroom to answer questions for two minutes to add more interest and a different focus.

Match the questions and answers

- 1** Pupils match the questions and answers in the table. Ask them which questions refer to past time. Then elicit which questions refer to present time and which to future time.

Answers: 1d, 2c, 3a, 4b

PB
p118a

- 2 Pupils work in pairs and ask each other questions. Draw three columns on the board and write headings *Past, Present, Future*. Elicit the answers pupils gave to the questions. Choose pupils to write their answers on the board in the appropriate columns.

Grammar

By the end of the lesson pupils will be able to form sentences describing past, present and future time.

Simple past, present and future tenses

PB
p118b

- 1 Read the information. Draw three columns on the board again and write headings *Past, Present, Future*. Give examples of adverbs and adverbial phrases of time, e.g. *yesterday, usually, next year*. Pupils tell you if they refer to past, present or future. Write the expressions in the correct column. Elicit more expressions of time and write them on the board as before.
- 2 Pupils work in pairs and make as many sentences as they can from the table. Write some of their examples on the board.
- 3 Pupils can write the sentences for homework.

Reading

By the end of the lesson, the pupils will be able to...

- list the main points and make a short summary of a story read to them.
- answer questions about a story.

Listening comprehension

PB
p119c

- 1 Look at the picture of the bird in the book and elicit what the pupils know about birds of prey. Elicit what they eat and how they hunt, etc.

- 2 Read the first part of the story, as far as '... gave him to her chicks to eat', as pupils follow in their books.
- 3 Tell pupils to close their books and elicit the main points of the story so far – make notes of the main points on the board. Then develop these main points into a few sentences – a brief summary of the story. Use the words of pupils but the summary should be something like this:

Mother Hawk's child was sick so her sister went to Spider for help. He was afraid to go to the house because of the hen but he went. The hen caught him and fed him to her children.

Reading comprehension

PB
p119/120d

Pupils read the rest of the story silently. Introduce the comprehension questions before the pupils read the story again and write answers.

PB
p119/120d

Answers: 1 A bird which kills and eats small animals. 2 Because he was afraid he would be killed. 3 Because she had waited a long time. 4 His medicine bottles and a letter. 5 To do some harm to someone in return for harm done to you. 6 She ate hen's chicks – and hawks continue to eat chicks.

Writing and Composition

By the end of the lesson pupils will be able to use speech marks correctly.

Punctuation: speech (quotation) marks

PB
p121e

- 1 Write on the board the example sentence: *Mother Hawk's sister said, "Spider is the best doctor."* Elicit the words which were said and underline them. Explain that when we write the words people say, we place speech marks around them.
- 2 Tell pupils to look back at the reading text and find different examples of

speech marks. Ask different pupils to read out sentences with speech marks.

- 3 Read the information in the Pupil's Book. Pupils read the sentences below the information box and write the words which were said. Point that we commonly use *said* and *asked* with direct speech, but there are other words we use as well – elicit some of these, e.g. *answered, replied, shouted*.
- 4 Choose pupils to read out the conversation between Esi and Kofi in the pictures. Write the example sentence on the board, and invite pupils to write the other sentences as direct speech. Remind them to use a comma before the speech marks. Elicit any corrections necessary. Rub out the sentences and tell pupils to write them in their exercise books.

PB
p121f

PB
p121f

Answers: 1 Kofi answered, "No I haven't Have you?" 2 Esi said, "Yes, I have. It's a bird of prey." 3 Kofi said, "They kill small animals, don't they?"

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - discuss recent news in pairs?
 - understand a story read to them and make a guided summary?
 - answer the reading comprehension questions?
 - use speech marks to punctuate direct speech?
- 3 Ask yourself *Did I...*
 - explain clearly the difference between past, present and future time?
 - explain clearly how to use speech marks?

Key language:	Questions tags (1)
Skills:	Using question tags; reading comprehension; reading aloud; writing a letter; correcting and writing a second draft; vocabulary development; phonic spelling
Teaching aids:	PB pages 122–125

Listening and Speaking

By the end of the lesson, the pupils will be able to retell and dramatise a story in groups.

Telling news

Spend about five minutes eliciting news from pupils.

Retelling and acting out a story: Dear Mother Hawk

PB
p122a

- 1 Divide the class into groups of four and introduce the pictures. The pupils work in their groups to retell the story without looking back to the text in Unit 21.
- 2 They then act out the story. Each of the four can choose one of the four roles of **Mother Hawk, her sister, Spider and the hen**. Tell them to rehearse first by working through the story and preparing their words for each part of the story. They can then stand up and act out the story – outside if possible.

Grammar

By the end of the lessons, the pupils will be able to recognise and use questions tags (with sentences with auxiliary verbs).

PB
p122b

Short answer questions

- 1 Ask questions eliciting short answers, e.g. *Did you walk to school today? Have you got any brothers and sisters?*
- 2 Read the information in the Pupil's Book. Pupils make similar questions. Ask and answer their questions around the class.
- 3 Pupils work in pairs and suggest questions for the responses given in the Pupil's Book. Write examples of their questions on the board. Then tell them to write the questions and answers in their exercise books.

The Yes/No game

- Explain that the idea is for one player to answer questions without using the words *Yes* or *No*. The aim of the other players is to get the one answering to say *Yes* or *No*. Look at the example conversation in the Pupil's Book.
- Demonstrate by asking questions to one pupil who tries to answer without using *Yes* or *No*. Ask the questions quickly.
- Then practise with the class asking you the questions. Answer questions using the kinds of answers in the examples in the Pupil's Book. Explain to the class that it is more fun and more difficult if the questions are asked quickly.

PB
p123c

- Pupils then play the game in groups of four, taking it in turns to answer the questions from the other three.

Reading

By the end of the lesson, the pupils will be able to...

- identify specific information in a text.
- read aloud with appropriate pronunciation, stress and intonation.

Reading comprehension

- 1 Introduce the topic and elicit what pupils can tell you about it. Ask the question before the text in the book.
- 2 Read each section to the pupils as they follow in their book. Read the title of each section first and look at any illustrations to help comprehension. Before moving on to the next section, explain any new words and answer any questions. Do not hurry this as some parts might be difficult for pupils from rural areas who have had little contact with mobile phones and computer technology.
- 3 Introduce the first question and tell pupils to copy the table. Make sure they understand BC and AD with years. They then read the text silently and complete the table. Elicit answers.

Answers:

First writing	3500 BC
Pens and paper from reed	3000 BC
Paper from wood	105 AD
Printing press	1454 AD
Telephone	1876 AD
Computers	1940s AD
Mobile phone	mid-1980s AD

Internet

1984 AD

- 4 Introduce the discussion topic and elicit a few ideas. Then divide the class into small groups and tell them to think of ideas. After a few minutes, elicit ideas from the groups and discuss. Encourage them to think of useful ideas, e.g. to call for help on a mobile phone if they have an accident in the bush.

Reading aloud

Tell pupils to work in pairs, taking it in turns to read a section aloud as their partner listens. As they do this, monitor the pairs and assist where necessary. Focus on the natural rhythm and intonation.

Writing and Composition

By the end of the lesson, the pupils will be able to ...

- write a personal letter based on information in the text.
- correct their own written work and write a second draft.

A letter

- 1 Introduce the task. Elicit the layout and outline of the letter from pupils. Write an example letter on the board using the information from the pupils. When you have finished, read through it with the pupils.
- 2 Tell pupils to write their own letter. You can leave the outline of your letter on the board if you think your pupils need a guideline.
- 3 When they have finished, tell them to exchange letters with a partner. Tell them to read their partner's letter and think about it. They can then compare letters and give comments and help each other with corrections. Move around the class and help pairs who cannot agree on what is correct or

not, and give further guidance on problems.

- 4 Tell pupils to work on their own to rewrite their letter. Tell them that you are going to collect these letters for marking. Use the letters as part of your continuous assessment of the pupils.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - form question tags based on statements?
 - read aloud with appropriate pronunciation, stress and intonation?
 - write a letter about communication?
 - edit and correct their own written work?
- 3 Ask yourself *Did I...*
 - ensure pupils understood the comprehension on p124–125?Show to pupils pictures of people using mobile phones and computers. If possible show them an actual mobile phone and best of all make or receive a call.

Activity Page 11 PB page 126

Objectives: To practise

- punctuating sentences with commas and speech marks,
- rewriting an informal letter in the correct order.
- joined-up writing.

Exercise A

- 1 Write the example sentence on the board:
Ali asked, "What did you do yesterday evening?". Remind pupils of the rules for punctuation for direct speech.
- 2 Let them complete the rest of the exercise independently. Monitor how well they are able to write direct speech. Give them extra practice if they need it.

Answers: Esi said/answered, "I went to bed early." Kofi said/answered, "I watched television." Amina asked, "What did you do?"

Exercise B

- 1 In this exercise pupils have to write direct speech using different verbs of saying. Begin by eliciting verbs of saying, e.g. *shout, answer, whisper*.
- 2 Pupils can then complete the exercise by themselves. When they have finished, go through the answers with them very carefully and ask them to correct their mistakes.

Answers: 1 My teacher asked, "Have you seen my book?" 2 Ali answered, "No, but you had it yesterday." 3 Mother whispered, "Please keep quiet. Don't wake the baby." 4 Mohammed fell to the ground and screamed, "I've hurt my leg." 5 The policeman shouted, "Get out of the way. It's going to crash,"

Exercise C

Draw a template for a letter on the board (see Unit 15). Number the different parts

and ask pupils what they represent, e.g. the writer's address. Pairs decide on the order of the letter. Use the different sections of your template on the board to write the letter out in full.

Answer: Order of letter: 7, 1, 4, 5, 3, 2, 6

Exercise D

Pupils write the letter out in full. They can use the model in Appendix A.

Additional activity

Organise a letter-writing competition in the class. Give pupils a subject, e.g. thanking someone for a present. Judge the results on the quality of the content, presentation and handwriting.

Listening and Speaking

By the end of the lesson, the pupils will be able to discuss a picture and road safety issues.

Telling news

Spend about five minutes eliciting news from pupils. Extend this by asking if any of the pupils have ever been involved in, or seen, a road accident. Find out what happened, and why.

Conversation: road safety

- 1 Introduce the picture and the questions – elicit a few answers from the class. Then let the class work in pairs to find all the dangerous activities they can.
- 2 Elicit the dangerous activities and discuss them.

Answers: playing ball in the road/riding a motorcycle on the pavement/not holding

Key language:	Imperative verbs for orders, instructions and directions (revision)
Skills:	Discussing road safety; understanding and giving instructions; listening comprehension; reading comprehension; reading aloud; writing a letter! giving directions; logical ordering of sentences; solving a word puzzle; writing and punctuating direct speech
Teaching aids:	PB pages 127–132

handlebars of bicycle/leaning out of a window of a moving vehicle/throwing rubbish on the pavement/overloading vehicles/blocking the pavement by parking cars on it/letting young children play by the road/driving without looking/blocking the road by talking between stationary cars/not taking care with children when crossing the road / riding in an overcrowding lorry without protective sides.

- 3 Check to see that pupils remember the Green Cross Code.

PB
p127a

Grammar

By the end of the lesson, the pupils will be able to...

- use imperatives for orders and instructions.
- interpret road signs.

PB
p127a

Imperatives: road signs

- 1 Start by playing the *Seidu says* game to revise using imperatives in context – see Unit 4, page 12. Make sure you use some negative instructions, as well as positive, e.g. *Seidu says stand up. Seidu says don't move.*
- 2 Introduce the box on imperatives in the Pupil's Book and elicit further examples.
- 3 Introduce the first set of road signs and make sure the pupils understand that

PB
p128b

kph means kilometres per hour. Give pupils a few minutes to match the signs and instruction. Elicit the answers.

Answers: a) Turn left here, b) Don't drive lorries here, c) Drive at no more than 60 kph. d) Stop here, e) Don't overtake here, f) Be careful! People crossing the road.

- 4 Introduce the second set of signs and elicit some suggestions on what they mean. Explain that signs in a circle are orders that must be followed while those in triangular signs are warnings to be careful of something. Then set pupils to work in pairs to write what they think each sign means. When they have finished; elicit some answers and discuss them.

Answers: a) Be careful! Children crossing. b) No swimming, c) Be careful! Road works ahead, d) No smoking, e) Be careful! Traffic lights ahead, f) No turning in the road (no U-turns), g) Stop in 100 metres. h) Don't turn left.

PB
p128b

- 5 Set pupils to work in the same pairs and design some road signs. Tell them to look at the picture in the book and think of some signs that could be used to tell people what they should and should not do. Elicit one or two examples and draw the signs on the board. Tell the pupils

PB
p129b

to write an instruction under each sign to show what it means, e.g. *Don't ride motorcycles on the pavement.*

Reading

By the end of the lesson, the pupils will be able to...

- follow road safety instructions and directions on a map as they listen.
- read a dialogue and follow directions on a map.
- answer questions about a text.
- read aloud with appropriate pronunciation, stress and intonation.

PB
p129b

Listening comprehension

- 1 Introduce the map and ask pupils to identify the locations marked on it.
- 2 Elicit directions to get from Esi's house to Felicia's house.
- 3 Introduce the dialogue by explaining that Esi is talking to her mother about how to get to Felicia's house safely. Tell pupils to read the questions before they listen. Then read the dialogue once. Pupils must listen and answer the questions.
- 4 Elicit answers and discuss them briefly.

Answers: NO to all three questions (because it is too dangerous).

Reading comprehension

- 1 Pupils read the dialogue and follow on the map the exact route that Esi will take.
- 2 Introduce the comprehension questions and then tell pupils to write answers to them. Elicit and discuss the answers.

Answers: 1 Because it is too near the corner and a car could come while she is crossing. 2 Where she can see and hear vehicles coming. 3 She will take the road to the right, walk down a little and cross where she finds

PB
p130c

somewhere safe. 4 Because there will be a lot of lorries in front of the lorry park so it will be dangerous. 5 It is too dangerous on the roads at night.

Reading aloud

Read the dialogue, or part of it, aloud as a model for the pupils. Then tell pupils to work in pairs, one reading the part of Esi and the other the part of Mother. They can then change roles. As they do this, monitor the pairs and assist where necessary. Focus on the natural rhythm and intonation.

PB
p130c

PB
p130/132d

PB
p132d

Writing and Composition

By the end of the lesson, the pupils will be able to...

- write an informal letter giving directions.
- put sentences in sequence and write the Green Cross Code.

Writing a letter giving directions

- 1 Introduce the instructions in the Pupil's Book. Remind pupils to include their address and the date and start with *Dear* Elicit from them that the first paragraph should include a greeting and the second should contain the invitation and the directions. Tell them to include any advice or instructions on how to avoid danger. They must conclude their letter with a final short paragraph and an appropriate salutation, *love* They must also draw a map.
- 2 When the letters and maps are completed, pupils should exchange them with a partner. They can then read each other's work and make sure that they can follow the directions. If they have any difficulty with this, they should tell their partner so that corrections can be made before you collect the letters for marking.

PB
p130/131

Sentence ordering: the Green Cross CodePB
p132e

- 1 Pupils learnt the Code in Primary 3 but this is a good opportunity to revise it. Elicit what they remember of the code.
- 2 Introduce the exercise and elicit the answers before pupils write the full code in their exercise books.

Answers: c, e, a, f, b, d

Fun Box

Pupils read the **Fun Box** in the Pupil's Book for pleasure.

Answer: the name of his horse is Friday

PB
p132fPB
p132fPB
p132**Diagnostic assessment exercises**

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - understand road signs?
 - follow directions on a map as they listen to a conversation read to them?
 - read aloud with appropriate pronunciation, stress and intonation?
 - write a letter of invitation, including directions?
- 3 Ask yourself *Did I...*
 - elicit information successfully from pupils about the picture on p127? Ask plenty of open questions such as *Can you see anything else?* to encourage pupils' observation.
 - enable pupils to write directions using appropriate imperatives and negative imperatives where appropriate? Guide any pupils having difficulty by encouraging them to break their journey into stages.

Key language:	Prepositions; giving and following directions (revision)
Skills:	Asking for and giving directions; using prepositions of direction correctly; reading a key to a map; reading and using a map; writing directions; writing a letter or diary entry; vocabulary development
Teaching aids:	PB pages 133–136

Listening and Speaking

By the end of the lesson, the pupils will be able to ask for and give directions.

Telling news

Spend about five minutes eliciting news from pupils.

Asking for and giving directionsPB
p133a

- 1 Introduce the example directions and do oral practice with these.
- 2 Ask one pupil to think of a place in or near the school and ask for directions there. Elicit directions to get there from the rest of the class. Repeat, getting one pupil to ask for and another to give directions while the rest of the class listens. Pupils can then work in pairs.
- 3 As the pupils gain confidence, encourage them to ask for directions to places further from the school – but, obviously, places which their partner knows.

Grammar

By the end of the lesson, the pupils will be able to use some prepositions of direction correctly.

Prepositions of direction

- 1 Revise asking for and giving directions from the previous section. As you elicit directions, focus on the prepositions of direction used.
- 2 Introduce each picture with its caption in turn. Make sure pupils understand the meaning of the preposition by eliciting other sentences using the same preposition. Use examples of features in your area that people have to go up, over, past, through, etc.

PB
p133b**Mercy's journey**

- 1 Introduce the story of Mercy's journey. Look at it with pupils and elicit firstly a preposition of direction and then a sentence for each picture. Encourage them to make it into a story by linking some of the sentences.
- 2 Pupils then write the story in their exercise books.

PB
p134cPB
p134c

Suggested answer: Mercy walked along a path. She walked through a forest. Next, she went past a lake. She went across a river. She climbed up a mountain and then down again. She climbed over a wall. Then she started walking towards a village. Finally, she arrived in the village.

Reading

By the end of the lesson, the pupils will be able to ...

- read and interpret a map of a town.
- listen to directions and follow on a map.
- give and follow directions, using a map.

Reading comprehension

1 Discuss the initial questions about Bolgatanga with the class. (If your school is in or very near to Bolgatanga, concentrate on eliciting details about the town.)

2 Introduce and explain the key to the map. Ask the questions orally.

Answers: 1 Black Star Hotel 2 five 3 Post Office 4 21 5 20

3 Introduce the use of the map and key by asking a few questions orally. Then tell pupils to work in pairs to answer the questions.

Answers: 1 Tamale Road 2 Commercial Road 3 Zuarungu Road 4 Bazaar Road 5 Hotel Oasis 6 Central Hotel 7 At the coffee stand opposite 8 Turn right, go along Tamale Road and take the second turning on the right. It is on the right. 9 Turn left, go along Tamale Road to the circle. At the circle take Navrongo Road on the left. Take the first turning on the right. Go along Bazaar Road past Commercial Road junction. It's on the left.

Listening comprehension

1 Tell pupils to imagine they are at the STC bus station. Then give them a series of directions to places on the map. They must follow your directions and note down the place you direct them to. For example:

a Turn right, go along Tamale Road. It's on the left. What is it? (Royal Hotel Bolga)

b Turn left, go along Tamale Road. At the circle, keep to the right. It's on the left, after the petrol station. What is it? (The taxi tro-tro park)

c Turn left, go along Tamale Road. At the circle take Navrongo Road on the left. Take the first turning on the right. Take the first right into Commercial Road. It's on the right just after the Madame Rakia restaurant. What is it? (Post office)

2 Pupils then work in pairs to give each other directions, one giving directions to places while the other follows on the map to see where they are going.

Writing and Composition

By the end of the lesson, the pupils will be able to...

- write directions using a map.
- write an informal letter or a diary entry.

Writing directions

Elicit the directions from the class before pupils write them individually.

Answers: 1 Of course. Turn left and go along Zuarungu Road. Take the first left turn into Commercial Road. It's on the right.

2 Certainly. Turn right and walk along Zuarungu Road to the circle. Go straight across and go along Tamale Road. Take the second turn on the right. It's on the right.

3 Yes, of course. Turn left and go along Zuarungu Road. Keep going and take the fourth turning on the left. It's at the end.

4 I'd be happy to. Turn left along Zuarungu Road and then take the first left into Commercial Road. Then take the first right. It's on the left at the next corner/junction.

Writing a letter or diary entry

Introduce the writing topics and elicit a few ideas for each before pupils write. They can work on their own or in pairs.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - use some prepositions of direction correctly?
 - give and follow oral directions?
 - write directions based on a map?
 - select and write a letter or a diary entry?
- 3 Ask yourself *Did I ...*
 - use Mercy's story successfully to communicate the use of prepositions in direction? Miming exercises of Mercy's journey could bring this to life for pupils.
 - explain clearly how to use a key on a map? Relate this to any map work pupils are doing in other subjects. Show a simpler map and key on the board if necessary.

Activity Page 12 PB page 137

Objectives: To practise

- writing rules and drawing signs to illustrate them.
- completing sentences with prepositions of direction.
- completing dialogues about a map.
- joined-up writing.

Exercise A

Elicit rules in your school and your classroom. Write them on the board. Pupils select four rules and draw signs to illustrate them, as in the example.

Additional activity

Give groups big sheets of paper. They can prepare a set of rules and signs to display in the classroom.

Exercise B

Give pupils actions using prepositions of direction to mime, e.g. *climb up a tree, walk over a dangerous bridge*. Write prepositions on the board. Choose pupils to give instructions of the rest of the class using the prepositions.

Answers: 1 under 2 down/ up 3 beside/past 4 from/ to 5 across/ over 6 along/ towards

Exercise C

- 1 Pupils work in pairs to prepare the dialogues. One of them should have his or her book open at the page with the plan of Bolgatanga (page 135).
- 2 Choose pairs to act out the dialogues to the rest of the class.
- 3 Pairs can make their own dialogues about the map.

Answers: 1 tell 2 left 3 left 4 right 5 end 6 turn 7 left

Exercise D

Pupils practise copying the first line of the Green Cross Code. They can write out the whole of the code, using the model in Appendix A.

Additional activity

Groups could make posters about the Green Cross Code which could be displayed in classrooms to make younger pupils more aware of road safety.

Key language:	Comparative adjectives (plus <i>than</i>)
Skills:	Telling a story in groups; making comparisons; listening comprehension; reading comprehension; reading aloud; writing a summary; writing a story, diary or letter; solving and making a word puzzle; using compound nouns
Teaching aids:	PB pages 138–142

Listening and Speaking

By the end of the lesson, the pupils will be able to listen to part of a story and complete it in groups.

Grammar

*By the end of the lesson, the pupils will be able to use comparative adjectives (+ *than*) correctly.*

Telling news

Spend about five minutes eliciting news from pupils.

Continuing a story

- 1 Divide the class into groups of four and tell them that you are going to read them the beginning of a story about three brothers.
- 2 Read the first three paragraphs of the story from the Pupil's Book (as far as '*they bought three very useful things*') while the pupils listen with closed books. Then tell the groups to continue the story. To help them they can look at the prompt questions in the book, but they must not look ahead to the story in the book.
- 3 If there is time when they have completed their stories, reorganise the groups and tell individuals to tell their new group the story they developed in their first group.

PB
p138a

Making comparisons

- 1 Play a game of Circle comparisons to introduce some comparisons.

- Write the following words on the board in a rough circle, e.g.

snake
spider hen
fish frog
mouse

- Elicit a comparison between two of the animals (you may need to give the first one or two to give the pupils the idea), e.g. *A snake is more dangerous than a spider.* Draw a line between the two animals in the comparison.
- Elicit four or five further comparisons and draw lines until you have a pattern of lines across the diagram.
- Point to each of the lines and elicit the comparison that was made.

PB
p138b

- 2 Write one or two of the sentences you have elicited and focus on the

comparative form with *than*. Look at the explanation in the Pupil's Book. Work through this and elicit further examples.

- 3 Introduce the exercise and elicit some answers before pupils write the full sentences in their exercise books (perhaps for homework).

PB
p138b

Answers: 1 bigger than 2 smaller than 3 better than 4 more beautiful than 5 more interesting than

- 4 Introduce the next activity by showing the class three objects – for example, a pencil, a book and a watch. Elicit as many points of comparison as you can, e.g. *a book is heavier than a pencil, a watch is more expensive than a pencil*. Keep a count of the number of comparisons and encourage the class to keep thinking of more – it does not matter if some are quite strange.

PB
p139c

- 5 Introduce the pictures in the Pupil's Book. Set the class to work in pairs or groups of four. Set them a limit of five minutes to write as many comparisons between the objects as they can – they can start with the examples in the book. Find out which group has the most examples and elicit these.
- 6 The activity can then be repeated with the second and third group of pictures.

Reading

By the end of the lesson, the pupils will be able to ...

- answer questions about a story read to them.
- answer questions about a story.
- read aloud with appropriate pronunciation, stress and intonation.

Listening comprehension

- 1 Elicit some of the stories developed by the groups in the *Listening and Speaking* lesson about the three brothers,
- 2 Introduce the questions in the book. Tell them to listen carefully as you read the whole of the original story. Read the story through once slowly.
- 3 Elicit the answers to the questions. Discuss why it is that she chooses to marry Christopher and not the others. It is likely that many pupils will not have understood this on one listening but don't give them the answer, rather set them to read the story to find out.

PB
p139/140d

PB
p139d

Answers: a) a magic carpet, a magic mirror and a magic lemon. b) She chose to marry Christopher because he had nothing left.

Reading comprehension

- 1 If the pupils have not understood why the girl chooses to marry Christopher, they can read it once to find out.
- 2 Discuss the story and ask pupils to make comparisons with the stories they told. Which do they prefer?
- 3 Introduce the comprehension questions and then set the class to read the story again and write answers in their exercise books.

PB
p140/141e

PB
p141e

Answers: 1a) It can fly anywhere in the world, b) It can show anyone and everything, c) It can make a dying man or woman well again. 2 They saw that the girl was very ill. 3 He ordered his brothers to get on the carpet and took them to the girl's house. 4 He cut and squeezed his lemon and gave the juice to the girl. 5 Because he had given her everything he had, the others still had their magic gifts. 6 Looking-glass 7 Cleverer, more handsome, stronger, kinder

Reading aloudPB
p140/141

Read the text, or part of it, aloud as a model for the pupils. Then tell pupils to work in pairs, taking it in turns read a paragraph aloud as their partner listens. As they do this, monitor the pairs and assist where necessary. Focus on the natural rhythm and intonation.

Writing and Composition

By the end of the lesson, the pupils will be able to...

- summarise a story by giving it a title and ordering sentences.
- write a story, diary entry or a letter.

SummaryPB
p142f

- 1 In pairs, pupils decide on the correct order of the sentences. Elicit the answer.

Answer: e, g, b, a, d, c, f

PB
p142f

- 2 Pupils then write their summary, putting their title at the top and writing the sentences in sequence, under the headings *beginning*, *middle* and *end*.

PB
p142g**Writing a story, diary entry or letter**

Introduce the topics and elicit some ideas for each. Then allow pupils to choose and write. Allow them to work individually, in pairs or in their groups to do the writing. Writing a story is quite demanding so give pupils plenty of encouragement and time. They will make mistakes but encourage them to express, and enjoy, themselves with their stories.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - tell a story in groups?
 - answer the comprehension questions?
 - read aloud with appropriate pronunciation, stress and intonation?
 - select and write a story, diary entry or a letter?
- 3 Ask yourself *Did I...*
 - monitor the group work for activity a) on p138 to ensure maximum participation from the class? Walk round listening to groups and encourage quieter pupils to contribute.
 - encourage pupils to write their own stories? Introduce the story-telling exercise (p138a) with enthusiasm to encourage pupils to approach their own story writing imaginatively.

Key language:	Revision
Skills:	Revision, plus reading aloud; listening for dictation; filling in a form
Teaching aids:	PB pages 143–144; tape measure; scales
Notes:	Work from the whole book is recycled in this unit. Pupils can look back at the Check boxes to see what they remember. Discuss this with them.

Listening and Speaking

By the end of the lesson, the pupils will be able to review some of the listening and speaking activities in the book.

Telling news

Spend about five minutes eliciting news from pupils.

Revision

Review some of the topics from the book (see the Contents pages of the Pupil's Book for a summary of what has been covered). Concentrate on those that the pupils have enjoyed the most, and which help with language which they need further practice in.

Grammar

By the end of the lesson, the pupils will be able to use grammar and vocabulary items from the book.

Revision

Take this opportunity to go back over anything that pupils have not yet mastered. If necessary, repeat the presentation of items that have caused difficulty. (The grammatical areas covered

are listed on the Contents page in the Pupil's Book.) Many of the activities listed in Appendix A are suitable for revision.

Correction competition

Introduce the correction competition. The procedure is the same as for Unit 10, see page 34. When the pupils have finished, make sure you elicit corrections for each incorrect sentence.

Answers: The incorrect ones are 1 When there are two events at different times in the past, the one furthest in the past should be in the past perfect, therefore it should be '... he had eaten breakfast'. 5 The pronoun in the question tag must be the same as the subject pronoun (or one appropriate to the subject noun), therefore it should be '..., did we?' 7 When we agree with a negative statement we use Neither do I. 9 With long adjectives we add 'more', it is not necessary to add '-er' also, therefore it should be more frightening. 10 When comparing two things, we use 'than', i.e. '... is bigger than I am'.

PB
p143a

PB
p143a

Reading

By the end of the lesson, the pupils will be able to ...

- read aloud with appropriate pronunciation, stress and intonation.
- listen carefully to write a dictation.

Reading revision

Pupils read any of the texts from previous units that they enjoyed reading, or you did not have time to cover sufficiently.

Reading aloud

Choose a text that pupils have enjoyed reading. Pupils can read the text silently first. Then read it aloud yourself to give the pupils a good model. They then practise reading aloud in pairs, as you monitor. Finally ask pupils to read a few sentences aloud for the class.

Dictation

- 1 Choose a paragraph from any of the reading texts in the book for dictation,
- 2 Tell pupils that they are going to write the paragraph as dictation. Give them a few minutes to look at the paragraph carefully before you tell them to close their books.
- 3 Read the whole paragraph through first at natural speed and then dictate it phrase-by-phrase slowly and clearly. Tell them where to put the punctuation. When you have finished, read the whole paragraph again at natural speed.
- 4 Tell pupils to open their Pupil's Books again and correct their dictation themselves.

Writing and Composition

By the end of the lesson, the pupils will be able to...

- fill in a form correctly.
- use punctuation accurately (revision).
- write a letter, story or diary entry.

Filling in a form

- 1 Work through the form with the class and elicit appropriate answers for each section. If pupils do not know their weight and height they should find out by measuring and weighing themselves. Try to bring a tape measure and some scales into class. Revise the word hobby and elicit what pupils like to do in their spare time.
- 2 Pupils then make a copy of the form and complete it about themselves.

Punctuation

Check that pupils remember the names of all the punctuation marks and their use. Then let them rewrite the paragraphs. When they have finished, tell them to compare and discuss their answers with a partner.

Answer:

*A nurse took Amina to see the doctor.
'Hello, Amina. I am Doctor Ntumi.
What's the matter with you?' asked the doctor.*

*'I have a headache and my body hurts,'
answered Amina.*

*'Then we must test your blood.'
Doctor Ntumi sent Amina to the
laboratory. The man in the laboratory looked
at Amina's blood under a microscope. Then
he sent Amina back to the doctor.*

*'Oh dear' said the doctor, 'You have
malaria'.*

Free writing

Pupils can write one of the letters, diary entries or stories from previous units that they have not yet chosen to do.

Fun Box

Pupils read the **Fun Box** in the Pupil's Book for pleasure.

Primary English *Teacher's Guide 5*

This exciting new English course for Ghanaian schools has been written specifically to the new Primary English syllabus.

The course features two integrated strands: the introduction of grammar and vocabulary in a carefully structured way following the syllabus, and a wide range of communicative activities to develop the ability to use English effectively.

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- ▶ The Pupil's Books contain stimulating language presentation accompanied by a range of practice exercises.
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