



Primary English

Teacher's Guide

2

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

Primary **English**

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Introduction

This Teacher's Guide gives you support and advice to make your teaching at Primary 2 level more interesting and effective. This introduction explains the approach of the course and suggests ways of using the materials.

Materials

Primary English consists of materials prepared for the Teaching Syllabus for English Language (2012) at all levels from Primary 1 to 6. At Primary 2, the materials consist of an Activity-based Pupil's Book and a Teacher's Guide.

Aims

The course has two main elements:

- the introduction of the language skills and grammar in a carefully structured gradual way following the syllabus;
- activities to integrate and use all the language skills to develop the ability to communicate in English.

The first element 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 element 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

Using the materials

pupils spend in school during the year may 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 pupils seem to find difficult.

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

In this Teacher's Guide there are notes on each unit. Each set of notes commences with a box which lists the *Key language*, *New vocabulary* 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 prepare any picture or word cards or any other aids that are necessary (see *Teaching Resources - using low-cost and no-cost materials* on page 10).

Each of the four main sections of the unit notes is preceded by a box listing the *objectives* for the teaching in that section. You should read these and bear them in mind as you are preparing and teaching your lessons. There are detailed notes to give you guidance on how to teach each section of the unit. Answers to questions and exercises are included in the notes.

After the notes, there is a box of Mixed-ability activities with ideas for how you can give remedial work or develop and extend your pupils knowledge according to their ability. See the notes on *Mixed-ability (multi-ability)* teaching on page 8.

At the end of the notes for each unit there is a set of questions to help you to review the progress of your pupils. See *Assessment* on page 12 of this Introduction for guidance on their use.

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 teaching a little and carefully, and then praise them when they speak 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 as appropriate for your class.

The grammar and vocabulary taught in the second part of Book 1 in this series is recycled at the start of Book 2. It will do no harm for more advanced pupils. For those who 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, (see *Mixed-ability (multi-ability) teaching* on page 8).

Course design

The course design is based on the four syllabus sections, *Listening and Speaking Grammar*, *Reading* and *Writing and Composition*. However, it is an important concept of the syllabus that the teaching of language skills should be integrated. Throughout these teaching notes you will be encouraged to integrate the different parts of the syllabus. At this early stage, most of your work needs to be oral so always start lessons with oral practice, even in *Reading* or *Writing and Composition* lessons. You should talk about the pictures, shapes, letters, etc. before pupils start to read or write. You will also find that many of the *listening and speaking* topics are related to reading texts and this further serves to integrate the skills

Listening and Speaking

Establishing a good level of oral competence is essential at this level. Before pupils can read or write well they need to understand what it is they are reading and writing about. The activities in this section aim to develop listening comprehension and spoken fluency through the use of songs, rhymes and stories, while pupils are encouraged to dramatise some of the stories they hear. Pupils are also guided to hold simple conversations on a number of topics including those in the syllabus.

Grammar

This section gives you the 'new' English which the pupils need to be taught in each unit, and follows the syllabus. Guidelines are given on how to present and practise these items. At this stage the work is entirely oral-pupils will hear and use the grammar of spoken English. As much as possible, the activities place the language in a meaningful context; they are active and they are fun. Indeed, enjoyment is one of the keys to successful teaching and learning! (See *Grammar introduced In Primary 2* on page 5.)

The new vocabulary to be introduced in each unit is listed in the box at the beginning of the notes to each unit, under *New vocabulary*. These are the new words pupils should learn and be able to use by the end of the unit. However, you should introduce other new words as appropriate when doing activities and talking about pictures. Pupils will

Reading

thus begin to develop a much larger store of words that they will understand when they hear, but not necessarily be able to use.

Reading

Reading is the key to success in all subjects of the curriculum. However, it is important to establish the foundations for good reading before rushing into studying texts. It is essential that pupils understand the meaning of words before they read them, hence there is a strong emphasis on oral skills at this level, even in this section.

Both the 'look and say' and the 'phonic' approaches to reading are used. Pupils continue to 'sight-read' words as they did with Book 1. When teaching new words, try to make word cards (see notes on how to make word cards on page 11). It will help if the pupils can see the words on cards on the board and in their books. As they get to know a greater number of sight words, they can start to put words together into short phrases and then short sentences.

As pupils learn to sight-read words, they are also taught the most common letter sounds and letter patterns. The pupils are made more aware of the sounds of the language by hearing and reading words and phrases with repeated sounds and rhymes. They should be encouraged to play with, and enjoy, the sounds of the language by making their own rhymes and funny phrases. Once they have been introduced to many of these letter sounds, they are encouraged to 'sound out' some short words.

Always use the pictures in the book to help prepare the pupils for reading texts. By making the pupils aware of the context and pre-teaching of any new vocabulary they will understand the text more easily.

As the aim is to produce effective, independent readers, you need to encourage the pupils to begin to read on their own. It is not necessary for pupils to read every text with you, or repeat it after you. Gradually begin to introduce a silent reading element into your lessons. At first this can consist of the pupils looking at the text and telling you any words they recognise. Later they can read short texts silently. Always ask a few simple questions after they have finished reading to check how much they have understood.

Continue to read texts to the pupils so that they can hear the correct pronunciation of words. They can also read the texts aloud. If they read to each other in pairs while you go around and monitor, all of them will have the opportunity to read.

Writing and Composition

At this level, work continues on penmanship. In Units 2-14 all the lowercase and capital letters are practised in alphabetical order, and in the context of words or short phrases. From Unit 15 onwards, the digraphs, blends of letters, consonant clusters and vowel patterns that are introduced in the *Reading* section are practised. They are again used in context of words, phrases and short sentences. Work is also begun on composition. Apart from controlled copying, it is important that pupils begin to think about their writing. This will make writing meaningful and enjoyable for them. They will inevitably make mistakes but they will learn from their mistakes. A range of substitution tables, gap-filling and word ordering exercises are presented in the Activity-based Pupil's Book to develop this aspect.

Grammar introduced in Primary 2

At Primary 2, pupils are encouraged to communicate without worrying too much about formal rules of grammar. However it is useful to focus them on some basic elements of English grammar in order that they can begin to develop accuracy in their use of the language. 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 introduced and taught at Primary 2:

Nouns (naming words)

More names of everyday objects are introduced through the book. They are presented and then used in context, e.g. *This is a pineapple. Do you like pineapple?*

Verbs (doing words)

More verbs are introduced in context. Several forms of the verb are used:

- *Imperative.* This is the base form of the verb, e.g. *walk, sit, eat*. It is used in commands, e.g. *Stand up. Close the door.*
- *Verb + can / may.* The base form is also used with *can* to talk about ability, e.g. *He can run. She can't fly.* and with *may* to talk about permission, e.g. *May I come in?*
- *Present continuous.* This tense is formed with the verb *to be* and the present

Grammar introduced in Primary 2

participle of the verb (the base form + *ing*). It is used for actions continuing at the time, e.g. *I am talking. He is reading. She isn't drawing.*

- *Simple present.* The affirmative and negative forms of the tense are used with the words *always* and *every day* to help pupils understand its use in talking about routine, e.g. *I always walk to school. He eats porridge every day.*
- *Simple past.* The affirmative and negative form of regular verbs (those that have a past tense ending in *-ed*) are introduced at this level. The irregular past of *to be* - *was* and *were* - are also introduced and practised as they are widely used. Pupils encounter simple past forms in stories and use them in talking about what they themselves did.

Questions and responses

Practice is given in asking and answering questions which use the auxiliary verbs *do*, *be* and *have*. Pupils will get further practice in asking and answering both Yes / No questions, e.g. *Is your name Abdul? Have you got a pencil?* and *Wh-* questions, e.g. *What is your name? Where do you live?* You should carefully to present and drill the question forms using appropriate intonation with the questions. With Yes / No questions the voice rises at the end to indicate a question. However, with *Wh-*questions the voice falls.

Prepositions

The prepositions *in*, *on*, *under*, *behind*, *in front of*, *to*, *from*, *by*, *into*, *out of* and *through* are introduced and practised in context.

Possessive adjectives

My, *your*, *his*, *her*, *our* and *their* are taught and used to talk about possession. The use of the possessive *'s* is also practised, e.g. *This is Ali's pen.*

Adjectives (describing words)

A range of adjectives (colour, size, shape) are introduced and used in descriptive sentences. The words *first*, *second* and *third* are also introduced. Further notes on these items, and guidance on how to teach them, are to be found in the teaching notes to the relevant unit.

Teaching techniques

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', such as listening and following instructions or commands. Make the pupils work hard throughout the lesson and 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, lively and to involve the pupils actively.

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 doesn't matter if they can't 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 any new language item do some repetition drills. This allows the pupils to get practice in the correct stress and rhythm of the sentence. It also helps the shy pupils as they can practise as part of a large group. As they gain confidence, you can do the drills in smaller groups, e.g. boys, girls or 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. Repeat the sentence back to them with emphasis on the error to give them a clue. 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. Don't make a pupil feel bad for making a mistake - it is a natural part of learning.

Pair work

Pupils need to have a lot 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 also encourages a healthy collaboration amongst learners, so it 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 pair work, pupils can work in small groups of three or four occasionally. When introducing pair work, give plenty of practice first. A technique is suggested in the unit notes for building up gradually from presentation of a structure to pair work.

Recycling language

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

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 initial problems* on page 12). 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.

The activities in the *Mixed-ability activities* box at the end of the unit notes are suitable for this. You can use these in different ways:

- When working on the core material in the Activity-based Pupil's Book, give faster and more-able pupils extra work to do to extend them while you move more slowly, or repeat lessons, with the less able.

Teaching resources - building a class library

- Work closely with a group of less-able pupils on the activities for remedial practice.
- Average and more-able pupils can start with the same activities as the less able but let them move on at their own pace.
- 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 help, not just do the work for their friends. You need to look at the list of *Mixed-ability activities* as part of your preparation for the week and decide which activities are suitable for which pupils. 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 six questions you can tell the less able only to complete the first three, the average can do four or five and the more able all six. 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, 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 group according to their ability and give more help to the less-able groups.
- Leave the word, sentence or picture cards and the alphabet friezes that you use on the wall after use. Return to them regularly with the less able.

Teaching resources - building a class library

Teachers should collaborate with the Headteacher to build a class library. Books can be obtained from GES, parents, churches, mosques, philanthropists, District Assemblies, NGOs, etc. For more sources, refer to the section on Library in the English syllabus. Select a child to be in charge of the class library.

Teaching resources – using low-cost and no-cost materials

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

- i) brighten up the classroom and bring more variety and interest into lessons;
- ii) provide situations (contexts) which will make clear the meaning of what is taught;
- iii) add fun and purpose to the lesson which will stimulate the children to participate more;
- iv) give added background interest and information to what is taught.

Use real objects wherever you can. For example, when you are teaching the vocabulary of food, don't just rely on the pictures in the book. Bring in real food items. They will make your teaching more interesting and meaningful.

There is a wide variety of local materials that teachers can use to make teaching aids. 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 cards, or picture flash cards.
- 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 with. You can also use these to store your letter, word and sentence cards and pictures, etc. so that they last a long time.
- Use a hanging sack with small pockets for each letter of the alphabet. The letters can be written on cards about 3 cm x 12 cm (use the back of old manila envelopes). One strip is left at the bottom for placing the chosen letters to make syllables, words, etc.
- The backs of old posters, calendars and large used sheets of paper or card can be reused for posters and charts. Ask for these at shops, offices or factories.
- Use a clean piece of 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 a tree using string.
- Pictures can be cut from newspapers and magazines. Make a collection of a wide range of topics, e.g. plants, birds, animals, interesting places, transport, games, sports, ceremonies, etc. Keep them safely.

Teaching resources – using low-cost and no-cost materials

- Old rubber slippers (bathroom slippers or ‘charlie wote’) can be cut up to make letters or numerals.
- Old socks can be used to make hand puppets.
- Seeds, beans, bottle tops and pebbles 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 up. Children can wear them as ‘costumes’ when doing some of the drama activities.
- Use cassava paste to make glue. Boil cassava flour with water, while stirring. You will need to use this immediately.

The board is a very useful resource. It can be used for all forms of drawing. It is not necessary 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. Here is a short list of aids which you will find particularly useful at Primary 2.

- Name cards - one for each child in your class. Each name should be written on a card in large, bold print so it can be seen from the back of the class.
- Picture cards - simple pictures of single items, e.g. objects, animals, means of transport, etc. Cut from magazines or newspapers or draw your own pictures.
- Letter cards - a set each for lower case letters and capital letters. Draw one letter on each card - make your letters big and bold.
- Word cards - for sight-reading. The words to be written on the cards are listed at the beginning of the notes to each unit in this Teacher’s Guide, under *Teaching aids*. Draw guidelines in pencil on your card and then write the word in pencil. Go over the words with a thick black pen and then rub out the pencil lines.
- Alphabet frieze - it will be useful to display an alphabet frieze on the walls of your classroom. It is suggested that you instruct the pupils to make one (see page 3). Use board or just plain paper. It needs to be large enough for pupils to see clearly, so use one page for each letter. Ideally, it should also have some small pictures to represent objects which begin with each letter, i.e. *ant* for *a*, etc. Pin the letters in order around the walls of the classroom. (If you are working in a pavilion with no walls you will not be able to leave your frieze on display but you can still use it in *Writing* lessons. Give one letter each to pupils and make them stand in the correct order at the front. When they are more proficient tell them to get into the correct order themselves.)

Assessment

- A sand tray or arm boards for the pupils to practise penmanship. You can make your own sand tray on the veranda or outside, if you don't have one.
 - (i) Find, or make, a rectangular wooden box about 80 cm long, 50 cm wide and 10 cm high.
 - (ii) Fill it half-way up with fine, clean sand. Sand from the beach or the river bed can be used but there should be no dirt or stones. Fine sawdust can also be used.
 - (iii) Keep it in the back of the classroom, or on a veranda in easy access for the children.

Assessment

Diagnosing Initial problems

You need to get to know your pupils as quickly as possible and find out what they can, and can't 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 Primary 1. 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, particularly Primary 1 and 2, most of the work you do with the pupils will be oral. It would therefore be inappropriate to use written testing. Rather assess how well pupils perform the exercises you give them and how well the learning objectives are fulfilled. It is very important that you observe them carefully all the time so that you know those who need help

- While the pupils are doing pair work, stand near and listen quietly to what they say-you will begin to notice which pupils are confident, and which may need extra help.
- 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 observation, so that you will not forget them. You might want to give an individual pupil some extra help later, or go over something again with the whole class.

- Watch carefully while your pupils are writing to make sure that they have developed a good style of writing.
- Look through and mark written work, and take note of those who find it difficult to complete an activity.

Diagnostic assessment

Diagnostic assessment questions are provided in a box at the end of each unit. These will help 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. Look at the questions after you have finished a unit of teaching and ask yourself, *Can the pupils now do this? Which ones can? Which ones still can't?* The questions given are starting point; you can ask others yourself. (The objectives for the unit also give you details of what the pupils can be expected to do by the end of the unit.)

Do not expect that everything the pupils say or write will be perfectly accurate. If you do, you will make them frightened to do anything! Encourage them to try, and note any difficulties they have so that you can return to them later. When you notice a lack of progress, here are some ideas to help you deal with them in class:

- Do not be afraid to go over material two or three times with the whole class, if the pupils find it difficult - 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 from the beginning of primary level. Ask pupils to think about the work they do and give them encouragement to improve on it wherever possible. Always give them the opportunity to correct themselves if they make an error, and praise them when they do so.

Assessment

An important stepping-stone towards self-assessment and learner autonomy is the use of peer-assessment. Throughout this primary course, you are encouraged to organise the pupils to work in pairs, (and sometimes groups), to help each other and check each other's work. In Primary 2, when pupils have labelled a picture or written a short sentence, for example, they can compare their work with a partner's. They might then be encouraged to improve their own. From the very beginning, try to encourage an atmosphere of co-operation and mutual support amongst the pupils.

Continuous assessment

The syllabus determines that a system of continuous assessment should be used.. At Primary 2, formal testing should be kept to a minimum. Keep notes on the performance of your pupils in class and in any homework they might do. If you give pupils tests during, or at the end of Primary 2, make sure they understand what you want them to do. They will be at an early stage of reading and writing so try to make the test an oral one. Here are some suggestions:

- Give oral commands, and observe if the pupils carry them out correctly.
- Ask pupils oral questions about one of the pictures in the Activity-based Pupil's Book.
- Ask the pupils to say a few sentences of their own about one of the pictures.
- Ask pupils to say a few things about themselves and their family.
- Ask the pupils to retell one of their favourite stories or rhymes from the book.
- Ask pupils to read some of the word cards.
- Ask pupils to read one of their favourite texts aloud.
- Ask pupils to write a few sentences from one of the substitution tables in the book.

You could work on assessing a few pupils at a time, while the rest of the class are writing. Listen carefully while your pupils are doing the tasks you ask them to do, and take note of what they can do, as well as what they cannot do. Enjoy your teaching!

Content of Activity-based Pupils Book 2

Unit/ page	Listening and Speaking	Grammar	Reading Comprehension	Writing & Composition
1 / 5	Talk about self Introductions	Questions/ responses Identify objects	<i>Speech</i> Alphabetical order Initial letter sounds	Write alphabet Write about self
2 / 8	Number 1-20 Rhyme	Nouns – food <i>I like / I don't like....</i>	<i>Questions / Rhyme</i> Letter sounds a/b	Copy a rhyme Penmanship
3/12	Number 1-20	Nouns – food <i>He/She like....</i>	<i>Likes & Dislikes</i> Letter sounds c/d	Number words Penmanship
4 / 16	Tell time (hours only)	Verbs – Commands Present continuous.	<i>Short story</i> Letter sounds of e/f	Substitution table Penmanship
5/20	Rhyme	Verbs – ability I can.../I can't...	<i>Description (of ability)</i> Letter sounds g/h	Substitution table Penmanship
6/24	Numbers 21-29	Verbs – permission <i>May 1.....?</i>	<i>Short story (in speech)</i> Letter sounds i/j	Substitution table Penmanship
7/28	Days of week Rhyme	Questions / responses Have you got?	<i>Rhyme / Short story (in speech)</i> Letter sounds k/l	Substitution table Penmanship

Content of Activity-based Pupils Book 2

Unit/ page	Listening and Speaking	Grammar	Reading Comprehension	Writing & Composition
8/32	Develop a rhyme	Questions / responses Present Continuous	<i>Description of Activity</i> Letter sounds m/n	Choose & copy sentences Penmanship
9/36	Conversation: games	Present continuous + <i>now</i>	<i>Description (of a game)</i> Letter sounds o/p	Substitution table Complete sentences Penmanship
10/40	Revision Talk about visits	Revision	Revision	Revision
11 /44	Talk about weather: rhyme	Simple past, <i>was /were</i>	<i>Description (weather)/ Poem</i> Letter sounds q/r	Gap-fill sentences Penmanship
12 /48	Compare present and past	Simple past: regular verbs (-ed)	<i>Short story (narrative)</i> Letter sounds s/t	Choose & copy verbs Penmanship
13/52	Traditional story – identify main events & moral	Simple past: in narrative	<i>Traditional Story</i> Letter sounds u/v	Match sentence halves Penmanship
14/ 56	Retell a story – Dramatise a story	Simple past: Questions / responses	<i>Descriptions (events)/ Questions & answers</i> Letter sounds w/x/y/ z	Substitution table Questions and answers Penmanship

Content of Activity-based Pupils Book 2

Unit/ page	Listening and Speaking	Grammar	Reading Comprehension	Writing & Composition
15 / 60	Talk about the past <i>Today, yesterday, tomorrow</i>	Simple past and present continuous	<i>Short story (narrative)</i> Digraphs sh/ch	Gap-fill sentences Penmanship
16 / 64	Sing a song	Simple present for routine actions	<i>Song / Description (or routine)</i> Digraphs th /wh	Ask questions Order / write sentences Penmanship
17 / 68	Discuss / role-play road safety	Simple present + <i>Every day & always</i>	Description (of occupations) Vowels a/e	Gap-fill sentences Penmanship
18 / 72	Develop a rhyme / poem	Simple present present continuous	<i>Description (of day and night)</i> Vowels i/o	Substitution table Penmanship
19 / 76	Recite a verse/ Sing a song	Simple present: negative	<i>Description (of actions)</i> Vowels u & all vowels	Substitution table Complete sentences Penmanship
20/ 80	Revision Talk about visits	Revision	<i>Revision</i>	Revision
21 / 84	Talk about towns & transport Rhyme	Prepositions: <i>in, on, under, behind, in front of, to, from, by</i>	<i>Narrative (of a journey)</i> Vowels sounds ee/oo	Match sentence halves Write rhyme Penmanship

Content of Activity-based Pupils Book 2

Unit/ page	Listening and Speaking	Grammar	Reading Comprehension	Writing & Composition
22/ 88	Talk about insects Recite a rhyme	Prepositions: <i>up, down, right, left</i>	<i>Rhyme/ Description</i> Vowel sounds ar / ay	Gap-fill sentences Penmanship
23 / 92	Traditional story – identify main events & moral	Prepositions: <i>into, out of, through</i>	<i>Traditional story</i> Read silently & aloud Vowel sounds a/a_e	Put words in order Substitution table Penmanship
24 / 96	Retell and dramatise a story. Recite a rhyme	Possession – adj: <i>my, your, his, her</i> possessive 's	<i>Short Story (Speech)</i> Read silently & aloud Vowel sounds i/ i_e	Substitution table Puzzle Penmanship
25 / 100	Picture Dictation	Possessive adjectives & possessive 's	<i>Short story (narrative)</i> Vowel sounds o / o_e	Gap –fill sentences Penmanship
26 / 104	Talk about colours	Shapes & adjectives of colour and size	<i>Description (shapes & colours) / Instructions</i> Vowels sounds ea / ur	Substitution table Penmanship
27 / 108	Recite a rhyme	Adjectives (describing words)	<i>Description (of animals)</i> Vowel sounds ou /or	Put words in order Substitution table Penmanship
28 / 112	Discuss/role-play personal safety to avoid molesters	Adjectives (describing words)	<i>Description (a person)</i> Letter sounds ng/mp	Substitution table Descriptions Penmanship

Content of Activity-based Pupils Book 2

Unit/ page	Listening and Speaking	Grammar	Reading Comprehension	Writing & Composition
29 / 116	Sing song: make new verses. Discuss/role –play table manners	Adjectives <i>First, second, third</i>	<i>Description (clothes) / Short story</i> Letter sounds ll /ck	Substitution table Gap fill sentences Copy picture captions Penmanship
30/ 121	Revision Talk about visits	Revision	<i>Revision</i>	Revsion

Appendix A: Song, rhymes, stories, games

page 124

Appendix B: New vocabulary by unit

page 127

UNIT 1

Key Language	Revision of introductions and talking about oneself; asking about and identifying objects (using nouns)
New vocabulary	<i>ant, key, mat, vegetables, zebra, at home</i>
Skills	Alphabetical order; identifying words by their first letter; talking and writing about oneself and a friend; reading speech
Teaching Aids	ABPB pages 5-7; letter cards; card or paper and pens for alphabet frieze and name cards
Notes	The main aim this week is to get to know pupils and their ability in English. They will probably know each other better than you do, unless you also taught them at Primary 1. Use the opportunity to encourage them to tell you about themselves and each other. This will also allow some useful revision after the long break.

Note: *If possible, organise one or two visits or excursions for the class during the year. Take them somewhere close to the school, e.g. a market or shop, a farm, park, zoo, forest, lake or large river. You could also take them to see a craftsperson or an artist at work, or a sports event. Prepare the pupils before they go. Ask them about what they will see and introduce some useful vocabulary. After the visit, talk about what pupils saw. If you visit a forest you can use the picture on ABPB page 9 when talking about the visit. If you go to a river, you can use the picture on page 21. If you visit a craftsman or woman, you can look at the pictures of the weaver on page 65.*

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *talk about themselves and friends;*
- *make introductions.*

UNIT 1

- 1 Start by introducing yourself to the class, telling them a little bit about yourself. This will allow the class to get used to your voice, as well as get to know you. Encourage questions.
- 2 If there are any pupils now in the class who were not with the rest in Primary 1, ask them *What's your name? How old are you? Where do you live?* etc. Then tell the rest of the class *This is He/She is... years old. He/She lives in*
- 3 Ask some pupils *Who are you?* and encourage them to say something about themselves, e.g. *I'm Kofi. I'm seven years old. I like football.* Praise them for anything they can tell you and then ask them to introduce a friend by saying, e.g. *This is Esi.* Ask Esi to talk about herself and introduce the next pupil and so on around the class.
- 4 Ask pupils to sing any songs, or recite any rhymes, that they remember from Primary 1. (You can find these at the back of Activity-based Pupil's Book 1 of this series). They might also be able to tell you one of their favourite stories.
5. Look at the picture ABPB page 5 and elicit what pupils remember about the children in the picture. Ask, e.g. *Who is this? How old is he/she? What does he/she like?* The girl in the background was not in the Primary 1 book. Tell pupils that she is a friend of Dede's and her name is Hawa. (If your pupils did not use this series in Primary 1, introduce the characters using the information in the speech bubbles.) You can also use this picture to do some revision of clothes and colours. Ask them some questions, e.g. point and say *What is this? What colour is it?* Then let them ask you, and then each other the same questions.
6. Prepare pupils to do the activity of *Show and tell* regularly. Explain the activity for pupils who have not done it before; Pupils bring to school one item that is important to them. It can be a toy, a picture or any possession they like, even a pet. Organise a timetable so that each pupil gets the opportunity to show and talk about his or her item. Allow a few pupils to do this at the start of each oral lesson. Remind them the day before that it is their turn to bring something. Encourage them to think about what they are going to say about their item. They can get help from older members of their family or ask you before the lesson.

Grammar

By the end of the lessons, the pupils will be able to:

- *ask and answer questions about people and objects;*
- *identify objects (nouns) by their initial letters.*

UNIT 1

- 1 To revise asking questions and to give you the opportunity to evaluate pupils' ability, as well as allow the pupils to get to know you better, play a *Question-asking game*. Before you start, ask pupils some questions to give them examples of what they can ask, e.g.

Where do you live? How old are you?

- a) Tell the class they have five minutes to ask you as many questions as they can.
- b) They must put up their hands to ask a question and you will only answer it if it is correct.
- c) Accept any reasonable question but if it is incorrect, give the correct question. Then make the whole class repeat it, and then the pupil who asked it, before you answer it.
- d) Answer the correct questions and put a tick on the board.
- e) Count the number of questions asked at the end of the time.

Play it several times, in different lessons, and encourage the class to increase the number of questions they ask each time.

- 2 Ask questions about nouns in the classroom, including clothes. Ask, e.g. *What is it? What colour is it?* After a time tell pupils to ask you the questions. They can then ask each other across the classroom, and then work in pairs.
- 3 Revise the alphabet orally. Use an alphabet song, or chant (pupils will know one from Primary 1). Then play the game *I can see*. Choose an object in the classroom that pupils should know, e.g. *table*. Say *I can see something that begins with 't'*. Pupils must look around and say words beginning with **t** until they guess the correct object. Play it with a few letters and then let the pupil who guesses the correct object come to the front and choose the letter. If the class cannot find the object, they can say *We give up!* and the pupil must tell them.
4. Introduce the picture by asking a few questions to encourage the pupils look at it, e.g. *Who is this? What is Dede doing? How many hens in the picture* Then play *I can see* using the picture. Do a few words with the whole class and then let them play in pairs or groups of four.

Reading

By the end of the lessons, the pupils will be able to:

- *recite the letters of the alphabet in alphabetical order;*
- *identify words according to their initial letter;*
- *read short sentences.*

1. Revise the alphabet again, using the alphabet song or chant. Use sets of letter cards, both lower case and capital (see *Introduction* pages 11-12), for some of these activities;
 - (a) Put one set of letter cards face up on a table. Call a letter and then a pupil's name. The pupils must come out and find the letter. He/She can then hold it up for the whole class to see. Ask the rest of the class to think of words beginning with the letter.
 - (b) Give out all the letters of one lower case set to 26 pupils. Pupils hold the letters up so they can be seen. Tell the 26 pupils to stand at the front and get in correct alphabetical order. (This should be left to right from the point of view of the rest of the class who are seated.) The rest of the class can help them by telling them where to go. Call out a letter. The pupil holding the letter must hold it up and the rest of the class point to it. Again, you can ask the class to think of words beginning with the letter.
 - (c) Again give out a set of 26 cards to 26 pupils. This time they stand at the front in any order and do **not** show their cards. From left to right, each pupil in turn shows his/her card and calls out the letter, and then hides it again. Using another set of letter cards, show letters at random to the rest, e.g. *n*. The seated pupils have to try to remember which of the pupils at the front has the letter *n*. If they say Ama has *n*, then Ama must show her card and say her letter. If it is *n*, Ama returns the card and sits down. If not, you show another letter. Gradually, the class will remember where all the letters are.
 - (d) Give out pairs of lower case and capital letters, one letter to each pupil. (If you have 52 pupils in your class you would use all the letters but it is not necessary to use all the letters, or you can use some letters more than once.) Pupils then have to find their partner, e.g. the pupil with lower case *a* must find the pupil with capital *A*.

2. Ask pupils to look at the pictures at ABPB page 6 & 7 and point to Amadu. Ask, *What letters does his name begin with?* Then: *Can you find other words that begin with 'a'?* If Pupils cannot answer, show them the word *ants* and teach the word *ant*. Then ask pupils to find words beginning with *b* and *c*.
3. Point out the alphabet along the top of the pages. Explain that there is something in the pictures beginning with all the letters of the alphabet in red, but not the letters in blue. Put the pupils in pairs to find one word for each letter. You can make this a race if you like. Elicit the words. Those that pupils might need help with are: *key, mat, vegetables and zebra*.
4. Ask pupils to look at the words on ABPB page 5 and tell you any they know. Hold up your book, point to each speech bubble in turn and read the words slowly and clearly. Then ask pupils to read the words with you. If you think their reading is good enough, ask them to read the words to each other in pairs. As they do so, go around and listen to them reading and evaluate their ability.
5. Repeat the above procedure with the text on these pages. You may need to explain the words *at home*.

Writing and Composition

By the end of this lesson, pupils will be able to:

- *form the letters of the alphabet correctly;*
- *make an alphabet frieze and write their own name cards;*
- *write a few words about themselves and about a friend.*

1. To evaluate pupils' ability in penmanship, ask them to practise writing various letters of the alphabet, lower case and capital letters, in the sand, on their tabletops, on the board or on paper. Check that they are starting the letters at the correct point and making the correct movements.
2. Pupils can make their own alphabet frieze for the classroom. You will need one sheet of paper for each letter. Give each pupil, or pair of pupils, one sheet and tell them which letter to draw. They should draw both the lower case and capital letter on each sheet. Do some examples on the board. Pupils can also draw a picture to illustrate each letter, e.g. *ant* for *a*, *ball* for *b*. Pupils can then stick/pin the letters on the walls in the correct order.

UNIT 1

- 3 Pupils write their own name cards. Give each a strip of card, or a piece of paper folded in two, to write their name on. They can then put the cards on their desks for you to learn their names.
- 4 Revise talking about oneself and friends (see the Activity-based Pupil's Book, page 5). Pupils draw themselves and a friend, with speech bubbles as Dede on page 5. Elicit from some pupils what a friend might say about himself or herself. Evaluate their ability.

Mixed-ability activities

- 1 Pupils draw pictures to illustrate any words they know beginning with *b*, *c* or *t*.
- 2 Pupils write as many of the words as they can from the Activity-based Pupil's Book pages 6/7, e.g. *cat*, *dog*, *mouse*, *goat*.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- introduce themselves and give basic personal information?
- ask questions about people and things?
- recognise and name the letters of the alphabet (lower case)?
- write all the letters of the alphabet?

Ask yourself *Did I...*

- **revise successfully work from Primary 1? Identify any weak points amongst pupils?** Note any areas of particular difficulty and spend time on these over the next few weeks.
- evaluate reading ability through activities suggested for pages 6-7 of the Pupil's Book and evaluate writing ability through the activity suggested above under *Writing and Composition*, step 1?

UNIT 2

Key Language	Number from 1-20, naming foods and animals (nouns) ; talking about likes and dislikes. <i>I like/ I don't like/ Do you like?</i>
New vocabulary	<i>apples, rice, animals, butterflies</i>
Skills	Counting up to 20; reading short sentence ;reading a rhyme; letter; sounds a and b ; writing letters Aa and Bb
Teaching aids	ABPB pages 8 -11; real objects or picture cards for food vocabulary; word cards (animals, ants, butterflies; suitable surface for writing practice.

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *count up to 20;*
- *recite a rhyme with correct rhythm and intonation.*

1. Do the *Show and Tell* activity with the first pupils (see Unit 1, page 21). They should introduce themselves and their item, e.g. *My name isI'myears old. I live in....I like my ... (name object)*. Encourage and help them to say as much as they can about themselves and the things they show. Ask questions and encourage the class to ask questions. Do not worry about mistakes, they are inevitable at this level, but encourage pupils to say what they want and help them to find the words they need in English
2. Revise counting to 10. Ask the class to count from 1 to 10, then down from 10 to 1. They can gradually do this faster and faster. Call out *Change* for them to change direction, e.g. *one –two-three-four-five-change! four –three –two –one*. Ask a few individuals to do it. If pupils still have a problem with these numbers, do further practice by asking them to count fingers and objects around the classroom.
3. Teach this rhyme with lots of action and demonstration. Recite it with actions while pupils watch and listen, then they repeat after you, line by line.

Ten little monkeys sitting in a tree, (ABPB Page 124)
One and two said, 'What can you see?'

UNIT 2

*Three and four said, 'A man with a gun!'
Five and six said ' Let's run! Let's run!
Seven and eight said, ' Let's hide in the shade.'
Nine and ten said, 'We're not afraid.'
But **Bang** went the gun, and away they all ran.*

You can ask pupils to act the rhyme with ten as 'monkeys ' and one 'hunter'. Each pair of monkey says their line, *What can you see?* etc. When the hunter shouts '**Bang**' they all run away.

4. Pupils were taught 1 to 12 in Primary 1 but will probably have been exposed to 1 to 20. Start by eliciting what they already know. Ask *Can you count to 20?* Let them try as a class or individually.
 - If they are not certain, use the fingers of two pupils standing at the front (or 20 pencils or sticks) to present the numbers up to 20. Pupils should be seeing the fingers from left to right. Repeat several times. Once you have done this a few times in sequence take the numbers at random, e.g. make pupils hold up fourteen fingers and you say *Fourteen*. Repeat with other numbers. Once you are sure pupils understand the numbers, introduce them to producing the words. Tell them to count with you, as you point to the fingers. Gradually get them to say the number as you show the fingers at the front. Increase the speed at which you do this.
 - At a later stage, or if they are already quite confident with the numbers, write the digits 11-20 on the board, saying them as you do so. Point to the numbers in any order and ask the class to say the number. You will return to these numbers over the next few units so do not expect pupils to remember them all at once.
5. Point to objects in the classroom and ask, e.g. *How many books? How many windows?* to revise *How many...*? Look at the food in the first six pictures at the top of ABPB page 8. Ask *What are they?* then, e.g. *How many tomatoes?* Pupils count the items.

Grammar

By the end of the lessons, the pupils will be able to:

- *name items of food;*
- *talk about likes and dislikes.*

UNIT 2

- 1 Start by talking about things you like, e.g. *I like mangoes. I like bananas, and things you don't like I don't like onions. I don't like gari.*
- 2 Show items of food, or pictures of food, and ask, e.g. *Do you like tomatoes?* Elicit the answers *Yes, I do.* or *No, I don't.* Revise the common items of food taught in Primary 1 and introduce *apples* and *rice*. *Gari, kenkey, fufu, and banku* are also 'new' but pupils will know most of these. Use this procedure to lead from presentation to pair work:
 - a) You ask individual pupils and elicit the answers.
 - b) Individual pupils ask you the questions. Do some drilling of the question first, if necessary, using the pictures or items of food in the classroom. Allow them to introduce other vocabulary if they want to.
 - c) One pupil asks the question then you nominate another pupil across the classroom to answer. This encourages pupils to speak loud enough for the whole class to hear. Correct any errors and make pupils repeat the correct form.
 - d) Once they are confident at the *questions and answers* game, they can practise in pairs.

Introduce the pictures in the book for the pair work. Hold up your book, point to each picture (ABPB pages 10 & 11) and ask *What is it?* then *Do you like...?* Pupils ask and answer in pairs using the book.
- 3 Ask individual pupils *What do you like?* Elicit from them a few things they like, and don't like, e.g. *I like bananas and mangoes. I don't like peppers.*

Reading

By the end of the lessons, the pupils will be able to:

- *sight-read three words;*
- *read short sentences and a rhyme;*
- *recognise and use the letter sound of **a** and **b***

1. Word cards are used to help pupils sight read certain words in this ABPB, (see page 10 of this TG for notes on making them). If pupils used this course in Primary 1, they will be used to this technique. You may wish to borrow, or

UNIT 2

make your own copies of word cards used in Primary 1 for revision. Use them in this way:

- a) Revise/teach the meaning of the word before pupils learn to read it. Hold up a picture of the object. In most cases there is a picture in the Activity-based Pupil's Book. For some words you can use your own picture or a real object. Ask *What is it / are they?* Pupils repeat e.g. *butterflies*. For a word like *animals* you will need to give examples of animals to explain it.
 - b) Show the word card for *butterflies* and tell pupils to repeat the word. Tell them to look on the page and point to the word *butterflies*. Check that they find it.
 - c) Place the card with another word card recently taught for pupils to see (or write the words on the board). Say one of them. Ask pupils to point to the one you are saying. Repeat with other pairs of words.
 - d) Write one word on the board and ask pupils to say what it is. Repeat with other words with plenty of space between the words. Say the words in random order; pupils must point to the one you say.
 - e) Hold up the word cards one by one. Ask *What does this say?* Give plenty of practice with the whole class before asking individuals.
2. Pupils look at the picture, and answer questions, e.g. *What is this? How many monkeys are there? Where are the monkeys? Who is this? How many (e.g.) ants / butterflies can you see? What colour are they?* Let pupils ask you and each other a few questions.
 3. Tell pupils to look at the text silently and say any words they recognise. If, for example, a pupil says *monkeys* tell the whole class to point to *monkeys*. Continue with other words. All the nouns in this text were presented as word cards in Primary 1, apart from the three new ones for this unit. Read the text slowly and clearly to pupils as they follow in their books. As you read each question in the text, pause for them to find and give the answer.
 4. Call out one or two words from the text for pupils to find and point to as quickly as possible. Then let them read the text silently for a few moments. They can then read it to each other in pairs as you go around and monitor. (Pupils need not read every text with you, or repeat it after you, but they need to think about what they are reading, not simply 'parrot' it after you.)
 5. Ask pupils to look at the rhyme on ABPB page 10 silently and tell you any words they recognise. Remember to praise them for what they achieve. Then read the rhyme slowly and clearly to the pupils. First they listen only, then

UNIT 2

they follow in their books. Pupils then read it with you, line by line until they memorise it.

- 6 Call out a few words for pupils to find in the rhyme. Concentrate on rhyming words: *eat* and *meat*, *fufu* and *banku*. Pupils need to become aware of rhymes.
7. As well as learning to read sight words, it is important that pupils learn to associate letters and letter patterns with sounds so that they can start to sound out new words. Explain that learning the sounds made by the letters will help their reading. For the work in Units 2-14, based on the letters of the alphabet, use this procedure:
 - a) Ask pupils to identify the letters in the book and demonstrate the sound you want to practise, in this case /æ/ and /b/.
 - b) Pupils repeat the sound. Make sure they are making the sound correctly with their tongues and lips in the correct positions.
 - c) Pupils identify the pictures and practise saying the words and phrases. Tell them to listen for the sounds /æ/ or /b/, in each word.
 - d) Ask *What other words do you know with /æ/?* Praise pupils for any word they can think of. Write them on the board and point out where the letter appears in the word. Pupils also practise saying these words.
 - e) They can then read the words and phrases to each other in pairs.
8. The first activity reinforces the work above with the letter **b**. Elicit each of the words and ask pupils to identify the initial sound. They write the name of each word beginning with **b**.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- use letter **Aa** and **Bb** correctly in words;
- copy a rhyme.

1. The penmanship work reinforces and develops the work on phonics above. The letters taught in the reading section are those which are to be written. In this unit, **a** and **b**, (and their capital forms) are practised. Some words using

UNIT 2

the letters are then practised, (*ant, animal, bag, bird*). Try to make notebooks or paper available to the pupils with lines to guide their writing.

Use this procedure:

- a) Write the letter or pattern on the board for pupils to see. Revise the sound the letter makes while the pupils listen. Pupils repeat. Ask what words they know beginning with the sound, e.g. *What words begin with /æ/*? Elicit, e.g. *ant, animal*.
 - b) If pupils are unsure of how to form the letter, demonstrate it by standing with your back to the class. Ensure they can all see you. Tell them to watch your hand carefully as you mime making the shape. Tell pupils to follow you, making the same movement in the air. Tell them to continue, then watch to check they are all making the correct movement.
 - c) Let them practise in sand, on arm boards, on tabletops or the chalkboard.
 - d) Do some quick exercises with them to make their hands and wrists more flexible, e.g. shaking, flapping and rotating hands, wriggling fingers.
 - e) Read through the words before pupils write them, to make sure they understand what they are writing. They then copy the letters and words on paper.
2. Revise the rhyme in Activity-based Pupil's Book page 10. Pupils copy the rhyme. They can then draw and label one thing they like and one thing they don't like.

Mixed-ability activities

- 1 Apart from controlled copying, it is important that more able pupils begin to write to express their thoughts and ideas. This will make writing meaningful and enjoyable for them. They will inevitably make mistakes but they will learn from them. Look again at the pictures on Activity-based Pupil's Book page 8 and revise step 3 of the Grammar section of this TG. Then ask pupils to write one sentence on what they like (*I like...*) and one on what they don't like.

UNIT 2

- 2 Pupils work individually or in pairs to write all the words they know beginning with **b**.
- 3 Pupils draw a picture using *a* and *b* shapes.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- count from 1 to 12 confidently?
- talk about likes and dislikes with food, using the first and second person singular forms?
- read the short verse?
- recognise the sound of initial letters *a* (/æ/) and *b*, and write words starting with them?

UNIT 3

Key language:	Numbers 11-20; using nouns; talking about likes and dislikes, <i>He/She likes...</i>
New Vocabulary	<i>fish, calabash</i>
Skills	Counting to 20; reading a table; reading short sentences; completing a table; letter sounds c and d ; writing letters Cc and Dd
Teaching aids	pages 12-15; objects for counting (11-20); word cards (<i>thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</i>); surface for writing practice.

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *use the numbers 11-20 correctly;*
- *ask and answer about numbers and objects.*

1. Give the opportunity for some pupils to do *Show and Tell* (see Unit 2, page 26 of this TG). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise the numbers 1-10 using the rhyme *Ten little monkeys* (see Unit 2, pages 26-27 of this TG).
3. Revise and continue practising counting up to 20 using the fingers of two pupils and writing the figures on the board (see Unit 2, page 26). Give further practice by counting objects such as pencils, rulers, books, bottle tops, sticks or leaves. Let pupils count as you lift each object. Then ask some pupils to come out and count them (take some objects away from some groups so that not all have the same number). Pupils also count things outside the window, or take them outside and ask them to collect, e.g. fourteen leaves, sixteen stones.

4. Play this *Numbers game*:
 - a) Write the numbers 11-20 on large pieces of paper. Put these on the floor in separate parts of the classroom (or outside).
 - b) Go around the class and say a number between 11 and 20 to each pupil.
 - c) Tell pupils to go and find their number and stand next to it. Ask each group to call out their number.
 - d) Call out numbers at random. The group at the number must raise their hands. Gradually increase the speed at which you do this.
5. Use the pictures and numbers to practise using the numbers and naming objects (nouns). Ask pupils questions using the numbers, e.g. *What is number 7?* Use the objects, e.g. *Find the coconut. What number is it?* Items 8 (*fish*) and 20 (*calabash*) may be new to pupils so should be pointed out and practised at an early stage. The rest were introduced in Primary 1 (or in the last unit) so this should be revision. Follow the routine introduced in Unit 2 Grammar, step 2 (see page 28 of TG) to lead from introduction to pair work.

Grammar

By the end of the lessons, the pupils will be able to:

- *talk about likes and dislikes in the third person singular form;*
- *use a table of information.*

1. Revise talking about likes and dislikes in the first and second persons: *Do you like...? Yes, I do. / No, I don't. I like... I don't like...* (see Unit 2, page 28 of TG).
2. Ask some pupils *What do you like?* Elicit answers, e.g. *I like oranges and bananas.*

Report the answer to the class to introduce the third person form, e.g. *Amina likes oranges and bananas.* Repeat several times and point out the *s* on *likes*. Drill the sentences to give practice, by asking the whole class to repeat e.g. *Kofi likes fufu.*
3. Repeat the procedure asking *What don't you like?* to introduce and practise *doesn't* as in *Amina doesn't like peppers.*

UNIT 3

4. Play the following *chain game*:
 - a) Start the chain yourself, e.g. *I like oranges. I don't like pineapples*
 - b) The next pupil repeats what you said, using the third person, and then adds sentences of his/her own: *Teacher likes oranges. She/He doesn't like pineapples.*
 - c) The next pupil repeats what the last pupil said then continues: *Penelope likes yam. She doesn't like gari. I like..... I don't like.....*
5. Introduce the table at the top of the ABPB page 13. Explain that it tells them something about the children. Ask *Who are the children?* Show them the pictures and elicit the names. *It tells us about the three fruits. What are the fruits?* Elicit the names of the fruits. Show them the first tick and say this means *Dede likes bananas*. Show them the cross and say this means *Dede doesn't like mangoes*. Point to the next tick and elicit the sentence *Dede likes oranges*. Continue until you are sure all pupils understand how to read the table.
6. Draw a copy of the table on the board, using words instead of the pictures if you wish to make it more challenging. Then point out, tick or put a cross and elicit the sentence from pupils, e.g. *Nartey likes mangoes*. Once pupils have understood, they can work in pairs. They point to a tick or a cross and say the sentence.

Reading

By the end of the lessons, the pupils will be able to:

- *sight read number words **thirteen** to **twenty**;*
- *Read short sentences and complete a table comprehension exercise;*
- *recognise and use the letter sounds **c** and **d**.*

1. Revise reading the word cards from the previous unit
2. Teach the number words *thirteen* to *twenty* using word cards. You might also want to revise *eleven* and *twelve* which were introduced in Primary 1. These are too many new words to present and teach in one lesson, so use part of two or three lessons. See the procedure for using word cards in Unit 2, pages 28/29 of TG. Pupils also recognise and read the words in their Activity-based Pupil's Book.

UNIT 3

3. Ask pupils to look at the text under the first table of ABPB page 13 and tell you any words they might recognise. Then read the text slowly and clearly as pupils follow in their books, As you read each question in the text, pause for pupils to find and give an answer.
4. Call out one or two words from the text for pupils to find and point to quickly as possible. Let them read the text silently for a few moments. They then read it to each other in parts as you go around and monitor.
5. Repeat the procedure for the text about Amadu and Hawa.
6. Copy the second table on the board and let pupils help you complete it. Ask a pupil to read the first sentence *Amadu likes fufu*. Ask a pupil to come out and point to the word *Amadu*. And then to the word *fufu*. Point to the square and ask what to write: *Do I write a tick or a cross?* Elicit the answer and ask a pupil to write the tick. Continue in the same way until the table is complete.
7. Rub out the ticks and crosses and tell the pupils to copy the empty table. They then complete it for themselves, looking at the text (ABPB page 13) for the answers.
8. Follow the usual procedure for the letter sounds of *c* and *d* (see Unit 2 of TG pages 29/30). Ask them to look at the pictures again on Activity-based Pupil's Book page 12 and find items beginning with **c** and **d**.
9. The first activity reinforces and revises the work on the letters *a-d*. Elicit each of the words and ask pupils to identify the initial sound. They then write the first letter of each word.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *copy words in the correct order to make a sentence;*
- *match numbers and number words, and write the words;*
- *use letters **Cc** and **Dd** correctly in words.*

1. Write the words of a simple sentence about likes and dislikes in the wrong order on the board, e.g. *likes Dede bananas*. Elicit each of the words then ask pupils to tell you the correct sentence. (Alternatively, write each word on a card and give one card to three different pupils. They then stand in the correct order to make the sentence, with the rest of the class telling them

UNIT 3

where to stand). Ask a pupil to come out and copy on the board the words in the correct order to make the sentence (add in the full stop yourself). All pupils then write the sentence. Repeat with a few other simple sentences.

2. For further practice with the number words, write the words at random on one side of the board and the figures 11-20 on the other. Ask pupils to join them up.
3. Pupils count the numbers of objects (*ants, lizards, etc.*) in each picture of ABPB page 15 and (find the correct number word in the box. They then write the answers, i.e. *1 seventeen, 2 twenty*, etc.
- 4 Practise penmanship with the letters **Cc** and **Dd** (see Unit 2, pages 29/30).

Mixed-ability activities

- 1 Pupils draw pictures of items numbering between 11 and 20 and label them, e.g. *seventeen ants*.
- 2 Pupils work individually or in pairs to write down all the words they know beginning with **c** and/or **d**.
- 3 Pupils draw a picture using **c** and **d** shapes.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- count from 1 to 20?
- talk about likes and dislikes with food, using the third person singular?
- read the short sentences and complete the table?
- recognise the sound of initial letters **c** and **d**, and write words starting with them?

Ask yourself *Did I...*

- give sufficient practice on completing tables?

UNIT 4

Key Language	Telling the time (hours only); verbs: imperative and present continue
New Vocabulary	<i>drawing, counting, waiting</i>
Skills	Reading the time; reading short sentences in a story; letter sounds <i>e</i> and <i>f</i> ; writing letters <i>Ee</i> and <i>Ff</i>
Teaching aids	ABPB pages 16-19; large model clock; word cards (<i>waiting, cooking drawing, pointing</i>); surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *tell the time (hours only);*
- *play games to practise asking the time.*

1. Let some pupils do *Show and tell* (see Unit 2, page 26 of TG). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise numbers 11-20 (see Unit 2, page 27 of TG).
3. Pupils learnt to tell the time in hours in Primary 1 but will need to revise this. Draw a large circle on the board and write numbers 1-12 around the inside, to look like a clock face, or use a large model clock if you have one. Draw the large hand on 12, and the small hand on 1. Ask *What time is it?* Elicit *It's one o'clock*. Ask the class, then, individuals to repeat.
4. Rub out the small hand and draw it on the 2, (or move the hand on your clock). Ask *What time is it?* Elicit *It's two o'clock* and practise this sentence. Continue through the hours. Gradually encourage pupils to speak more. As you change the time, some can ask *What time is it?* and others answer *It's... o'clock*.
5. Ask pupils one by one to draw the hand on any hour they like, and ask *What time is it, Mr Lion*. They can then ask the whole class and then individuals.

UNIT 4

6. Look at the first three clocks in turn and ask, *What time is it?* and elicit the answers. Using the next six clocks move to pair work (see Unit 2, page 28). Pupils ask you first, then each other across the classroom and then in pairs.
7. If you have time, play one or both of these: The *Time game* is a version of the *Numbers game* (see Unit 3, page 34 of TG). Instead of writing numbers, draw clock faces on 12 pieces of paper, showing the times from one to two o'clock. Spread these around the classroom, or outside, and give every pupil a time. They must all find the clock which says that time. The game then continues in the same way. *What time is it, Mr Lion?* was introduced in Primary 1. Take pupils outside for this game as they need plenty of space:
 - a) Choose one pupil to be *Mr Lion*. He/She stands with his/her back to the class, perhaps up against a wall or fence.
 - b) Pupils start about 10 metres behind *Mr Lion*. They quietly move forward and ask *What time is it, Mr Lion?*
 - c) *Mr Lion* turns around to answer, saying any hour he/she likes, and using *its ...o'clock*. As soon as *Mr Lion* turns around, the pupils must stand still.
 - d) *Mr Lion* turns his/her back and pupils move forward again, asking *What time is it, Mr Lion? and so on*.
 - e) When *Mr Lion* turns around and finds a pupil close enough to catch, he/she says *its lunchtime?* and chases and catches the pupil. That pupil then becomes *Mr Lion*.

Grammar

By the end of the lessons, the pupils will be able to:

- *use the verbs in classroom (using the imperative)*
- *use verbs to describe actions (using the present continuous).*

1. Revise talking about likes and dislikes. You can play the *Chain game* for this (see Unit 3, page 35 of TG).
2. Revise some of the verbs the pupils have learnt as commands, using the imperative. You can introduce this by giving the class commands, e.g. *Point to the board. Show me a pen. Touch your nose*. Then play a game that the pupils should know well from Primary 1, *Seidu says*:

UNIT 4

- a) Give the class commands, e.g. *Seidu says 'Stand up', Seidu says 'Turn round', Seidu says, Seidu says, 'show me a book'.*
 - b) Pupils must follow the instructions only if you say *Seidu says*. So if you say only *Sit down*, they should not do it.
 - c) Any pupils who do not follow a *Seidu says* instruction, or who do follow an instruction without *Seidu says*, are out of the game. If you have plenty of room, or can take the class outside, use a wider range of verbs, e.g. *walk, run, hop, jump*, Take this opportunity to introduce the verbs *drawing* and *counting*.
3. Revise some verbs in the present continuous by describing actions. Tell a pupil to perform an action; *Kofi, point to the door*, then say *Kofi is pointing to the door*. Repeat with other pupils and actions whenever possible, eliciting the description from the pupils.
 4. Continue by asking individuals pupil to come and perform actions at the front. Let them choose their actions. Elicit from the rest of the class *He/she is*(at a later stage you can get pairs of groups to perform the actions and revise *They are ing*). If they give short sentence descriptions, guide them to extend their sentences. If they say e.g. *She is drawing*, then say, *Good, she drawing, she is drawing a picture(or doll/car whatever she is drawing)*. They can then repeat the full sentence.
 5. Ask questions about the pictures (ABPB page 18), to elicit answers using the present continuous, e.g. *What is Joe /Mother doing?* If they give a short answer, e.g. *He is drawing*. Ask a further question to elicit a longer answer *What is he drawing?*

Reading

By the end of the lessons, the pupils will be able to:

- *recognise certain words;*
- *read short sentences in a story;*
- *recognise and use the letter sounds e and f.*

1. Revise reading the word cards from Unit 3.
2. Teach the new sight words for this unit following the usual procedure, (see Unit 2, pages 28/29 of TG). You will need to explain the meaning of *waiting*.

UNIT 4

Write *He is* and *She is* on the board. Use each card in turn to make sentences, e.g. *He is waiting*; then, *She is waiting*. This will help to show pupils how words go together in patterns to make sentences.

3. Pupils look at the picture (ABPB page 17) and answer questions. Revise what Joe, Mother and Dede are doing and point to each clock. Ask *What time is it?* Let pupils ask you and each other a few questions.
4. Tell pupils to look at the text silently and tell you any words they recognise. Ask everyone to point to these words. Then read the text slowly and clearly while pupils follow.
5. Call out one or two words from the text for pupils to find as quickly as possible. Let them read the text silently for a few moments. Ask a few questions to check comprehension, e.g. *Who is Joe waiting for?* They can then read the text to each other in pairs as you go around and monitor. Ask a few pupils to read one or two sentences to the class. Give plenty of encouragement and praise.
6. Follow the usual procedure for the letter sounds of **e** and **f** (see Unit 2, page 30 of TG). In this case pupils have to identify and name the pictures which begin with **e** or **f**. They can then have fun with the *Four fat fish* sentence.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *copy words in the correct order to make a sentence (with full stop).*
- *read and write the time;*
- *use letters **Ee** and **Ff** correctly in words.*

1. Look at the pictures on ABPB page 17, in turn and ask *What is Joe / Dede / Mother doing?* Elicit answers. Then ask a pupil to come out and write one sentence on the board; see the table on ABPB page 18. Point out that there must be a full top at the end of the sentence. Repeat with the other sentences. All pupils can then write the sentences in their exercise books.
2. Revise telling the time orally. Elicit the time for each clock. Pupils then write the times.
3. Practise penmanship with the letter **Ee** and **Ff** on ABPB page 18(see Unit 2, pages 30/31 for the procedure).

Mixed-ability activities

- 1 Pupils draw clock faces with the hands at any hour they like and label the time.
- 2 Pupils draw pictures of boys or girls doing actions and write *He/She is... ing*.
- 3 Pupils work individually or in pairs to write down all the words they know beginning with **e** and/or **f**.
- 4 Pupils draw a picture using **e** and **f** shapes.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- tell the time (hours only)?
- describe actions, using the present continuous tense?
- read the short sentences in the story?
- recognise the sound of initial letter **e** and **f**, and write words starting with them?

Ask yourself *Did I...*

- **encourage pupils to participate in performing actions and describing them in the present continuous tense?** Do not forget to reinforce their statements and to encourage them to extend these.
- check comprehension adequately of the whole class (ABPB page 17)?

UNIT 5

Key Language	Verbs + <i>can</i> / <i>can't</i> to talk about ability
New vocabulary	<i>wave, swim, fly, ride, drive</i>
Skills	Recognising words; reading short sentences; letter sounds <i>g</i> and <i>h</i> ; writing letters <i>Gg</i> and <i>Hh</i>
Teaching aids:	ABPB pages 20-23: picture cards of actions; surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *recite a rhyme with correct rhythm and intonation.*

1. Let some pupils do *Show and tell* (see Unit 2, page 26 of TG). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise telling the time. Use your model clock or a clock face drawn on the board (see Unit 4, page 39).
3. Teach the action rhyme below. Recite the first verse while you demonstrate the actions, then tell them to repeat it after you, line by line. For the first verse, they can walk around in a circle with their hands on the shoulders of the child in front of them. It might be better to take them outside to perform it, and to do it in groups so that the circles are not too large. Then teach some, or all, of the other verses. Ask pupils to suggest their own verses, with movements.

*Can you walk on two legs, two legs, two legs,
Can you walk on two legs, round and round and round?
Yes, I can walk on two legs, two legs, two legs,
I can walk on two legs, round and round and round.*

Other verses:

*Can you hop on one leg, one leg, one leg...?
Can you wave with one hand...?*

Can you wave with two hands.....?

Can you clap with two hands.....?

Can you jump with two legs.....?

Can you point with one finger?.....

4. If you have any time left, revise numbers from 13-20; telling the time using one of the games or activities (see Unit 3, page 34 and Unit 4, pages 39/40).

Grammar

By the end of the lessons, the pupils will be able to:

- *use verbs + **can/can't** to talk about ability.*

1. Revise some of the verbs used in the previous unit by playing *Seidu says* (see page 40).
2. Start by talking about things you can do, e.g. *I can sing. I can cook.* and things you can't do, *I can't swim. I can't drive a car.* Use actions to demonstrate the verbs that are new to the pupils.
3. Show pictures of actions, and ask, e.g. *Can you run /walk/ sing?* Elicit the answers *Yes, I can* or *No, I can't*. If you can't make picture cards, mime the actions. Revise the common verbs that were taught in primary 1 and also introduce the new items (see New Vocabulary above).
4. Introduce the pictures at ABPB page 20. Hold up your book, point to each picture and ask *What is he/she doing? / What are they doing?* Then *Can you...?* Follow the normal procedure to lead from presentation to pair work, (see Unit 2, page 28). Pupils ask and answer in pairs using the book.
5. Ask individual pupils; *What can you do?* and elicit from them a few things they can and can't do, e.g. *I can hop and jump. I can't swim.*

Reading

By the end of the lessons, the pupils will be able to:

- *recognise certain words;*
- *read short sentences;*
- *recognise and use the letter sounds **g** and **h**.*

UNIT 5

1. Revise reading the word cards from the previous unit.
2. You can make word cards for the words on page 20, or simply write them on the board. Write / Show each one, ask the pupils to look at it and see if they can read it. If not, tell them to find it on the page and then tell you what it says. When you have about six on the board, read one out and ask pupils to point to the word and mime the action. Then point to a word and ask pupils to tell you what it says.
3. Pupils look at the picture (ABPB page 21) and answer questions, e.g. *Where are they? Who is this? What is he doing? What is the dog doing?* Let pupils ask you and each other a few questions.
4. Ask pupils to look at the text and tell you any words they recognise. This text is longer than any they have seen before but they should know all the words well by this point. Then read the text slowly and clearly to the pupils, as they follow in their books. Ask a few questions to check comprehension.
5. Ask pupils to read the text silently for a few moments. They then read it to each other in pairs as you go around and monitor. Ask a few pupils to read one or two sentences to the class. Give plenty of encouragement and praise.
6. Follow the usual procedure for the letter sounds of **g** and **h** (see Unit 2, page 29). Pupils have to identify which pictures are **g** words and which are **h** words in their ABPB page 22.
7. This activity reinforces and revises the work on the letters *a* to *g*. Look at the first picture (ABPB page 23) with the pupils and ask *What is it?* Elicit *It is a goat*. Ask *Does goat start with a 'g' or 'h'?* Demonstrate with a few other words and then let them identify each picture and its initial sound. They then copy and complete each word.

Writing and Composition

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

- *make sentences from a substitution table;*
- *use letters **Gg** and **Hh** correctly in words.*

1. Introduce and demonstrate the use of this very simple substitution table on ABPB page 22. (More complicated ones will be used later in the course.) Read it through with the pupils to be sure they understand all the words. Then

elicit sentences orally. Ask pupils to write sentences on the board from the table. Then they all write sentences in their exercise books.

2. Practise penmanship with the letters **Gg** and **Hh** (see Unit 2, pages 29/30).

Mixed-ability activities

- 1 Pupils draw any action they can do and label their picture, *I can...*
- 2 Pupils play *I can see* in groups.
- 3 Pupils work individually or in pairs to write down all the words they know beginning with **g** and/or **h**.
- 4 Pupils draw a picture using **g** and **h** shapes.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- recite the rhyme with appropriate actions and reasonable rhythm and intonation?
- talk about ability, using *can* and *can't*?
- read the short sentences about ability?
- write simple sentences from the substitution table?

Ask yourself *Did I...*

- **successfully engage pupils in the rhyme activity?** Adopt as many of the pupils' suggestions as possible but do not prolong the activity beyond pupils' attention span.
- **give pupils confidence to tackle the longer text (ABPB, page 21)?** Encourage them by breaking it down into sentences.
- explain clearly how to use a substitution table?

UNIT 6

Key language:	Numbers 21-29; verbs + <i>can/can't</i> to talk about ability and + <i>may</i> to ask permission
New vocabulary:	<i>use, bread, tidy, angry, untidy, tin</i>
Skills	Counting up to 29; recognising words; reading short sentences in a story; letter sounds <i>i</i> and j ; writing letters Ii and Jj
Teaching Aids	ABPB pages 24-27; number cards (20, 1, 2, 3, 4, 5, 6, 7, 8, 9); world cards (<i>use, listen, bread, tidy</i>); a tin; surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *use the numbers 21-29 correctly;*
- *listen and identify numbers in a game.*

1. Let some pupils do *Show and tell* (see Unit 2, page 26 of TG). Ask questions about the item shown and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise the rhyme *Can you walk on two legs?* (see Unit 5, page 43 of TG).
3. Revise the numbers 1-20, particularly 11-20. You can use, e.g. the fingers of pupils, stones, pencils or sticks for counting. You can also play the *Numbers game* or the activity using page 12 of the Activity-based Pupil's Book, (see Unit 3, page 34 of TG).
4. Hold up a card with the number 20 and ask *What number is this?* Then hold up the card with the number 1 and ask *What number is this?* Then place the number 1 card over the 0 on the 20 card so that it looks like 21. Say *This number is 21.*
5. Repeat the procedure for 20 and 2. Put the cards together and ask *What number is this?* Continue up to 29, eliciting the numbers from the class

UNIT 6

6. Give further practice by holding up the 20 and saying *Boys, what number is this?* Then hold up the 3 and say *Girls, what number is this?* Then put the cards together and ask *Class, what number is this?* Continue asking numbers at random. Ask some pupils to hold up the cards or write the numbers on the board if they find it difficult to hold the two cards together.
7. Play *Bingo*:
- a) Draw six squares on the board for pupils to copy (see following example).
- b) Point to the two squares on the left and tell pupils to write any two numbers between 0 and 9. Demonstrate this on the board. For the fiddle two squares, they must write any two numbers between 10 and 19. For the final two squares, any two numbers between 20 and 29. Pupils should do this on their own so that they all finish with different sets of numbers. For example:

2	15	20
8	18	27

- c) Call out numbers between 0 and 29 clearly. Repeat each number to give the pupils time to find the number on their sheet. When pupils hear a number they have on their sheet, they cross it off. Keep a list of the numbers as you call them, so you do not repeat numbers and can check the winner at the end.
- d) When a pupil has crossed off all of his/her numbers then he/she shouts out *Bingo!* Stop the game and ask the winner to call out his/her numbers and check they are on the list of numbers called. After you have demonstrated the game and played it once, it can be played again quickly at different times. It will develop listening comprehension of numbers.

Grammar

By the end of the lessons, the pupils will be able to:

- use verbs + **can/can't** to talk about ability;
- use verbs + **may** to ask for and give permission.

UNIT 6

1. Revise the use of *can/can't*. Ask pupils *Can you...?* Elicit the answer *Yes, I can.* or *No, I can't*. Pupils ask you some questions, then each other across the room and then in pairs.
2. Ask a few pupils *What can you do?* Elicit from them a few things they can and can't do, e.g. *I can run and dance. I can't sing.* Play a version of the *Chain game* (see Unit 3, page 35). The first pupil says *I can hop. I can't fly.* The second pupil says *Ama can hop. She can't fly. I can sing. I can't swim.* and so on.
3. Revise some requests that were introduced in Primary 1. Ask the class and individual pupils to perform certain actions, e.g. *Stand up, please. Sit down, please. Close the window, please. Go outside, please.* Make sure you say these politely and that the pupils perform them correctly, to make sure the meaning is understood. Pupils can then request each other to do some actions.
4. Explain to pupils that if they want to do something, they must ask permission using *May*. Ask a confident pupil to 'play' teacher. You sit down and pretend to be a pupil. Give some examples of asking for permission, e.g. *May I stand up, please? May I sit down, please? May I open the door, please?* If 'teacher' say yes, then perform the action.
5. Drill the structure (ABPB page 26). Get the whole class to repeat *May I stand up, please?* until they are confident. Then say, e.g. *Sit down / open the window / go outside.* The class should then repeat, e.g. *May I sit down / go outside, please?* After a bit of practice they will listen carefully to the cue and repeat the structure well.
6. Elicit requests from pupils and introduce the responses, *Yes, you may.* and *No, you may not.* If you give permission, then they should do the action.

Reading

By the end of the lessons, the pupils will be able to:

- recognise certain words;
- read short sentences in a story;
- recognise and use the letter sounds **i** and **j**

1. Revise reading the text from the previous unit (see Activity-based Pupil's Book page 21). Read it again to the class and then let them read it to each other as you monitor.

UNIT 6

2. Teach the new sight words for this unit following the usual procedure (see Unit 2, pages 28 of this TG). Elicit the word *pen*. Pupils should be able to work it out from its letter sounds.
3. Pupils look at the pictures (ABPB pages 24/25) and answer questions, e.g. *What is Narthey doing? Where are Joe and Dede? What are they doing?* Go through all the pictures and elicit what is happening. Elicit, or point out, that Mother is angry in the last picture. Ask *Why is she angry?* Introduce the word *untidy* to describe the bedroom.
4. Ask the pupils to look at the text and tell you any words they recognise. Then read the text slowly and clearly as they follow in their books.
5. Call out one or two words from the text for pupils to find and point to as quickly as possible. Let them read the text silently for a few moments. They can then read it in pairs, taking it in turns to read the part of Mother. Monitor the reading. Ask a few pairs to read the text to the class. Give plenty of encouragement and praise.
6. Follow the usual procedure for the letter sounds of **i** and **j** (see Unit 2, page 29). Explain the word *tin*. Use a real example if possible.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *make sentences from a substitution table;*
- *identify sentences about a picture, and copy them;*
- *use letters **Ii** and **Jj** correctly in words.*

1. Read through the substitution table (ABPB page 26) to make sure pupils understand all the words. Then elicit sentences orally. Ask some pupils to write sentences from the table on the board. Pupils then all write some sentences in their exercise books. Make sure they use full stops and capital letters in the appropriate places.
2. Ask pupils to identify the actions in each picture. Elicit the two sentences next to the pictures and pupils decide which one is correct. They then write the correct sentences, i.e. 1 *Narthey can swim*.
3. Practise penmanship with the letters **Ii** and **Jj** (see Unit 2, pages 29/30).

Mixed-ability activities

- 1 Pupils draw sets of between 20 and 29 items (or dots) and label them with the numbers.
- 2 Pupils play *I can see* in groups.
- 3 Pupils draw a picture using **i** and **j** shapes.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- use numbers 21 to 29 correctly?
- ask for permission using *May I...*
- read the short questions and answers?
- write simple sentences from the substitution table?

Ask yourself *Did I...*

- **explain clearly how to play Bingo?** Ask a confident pupil to lead a game once pupils are familiar with it. You walk around the class to ensure everyone is participating fully.
- give sufficient practice using *May I...?* to form a question and the responses? Ensure pupils use full stops and capital letters correctly in the substitution tables? Practice using sentences on the board if necessary

UNIT 7

Key language:	Days of the week; questions and responses, <i>Have you got...? Yes, I have. / No, I haven't.</i>
New vocabulary:	<i>day, today, stay, lamp</i>
Skills:	Reciting and reading a rhyme; recognising words; reading short sentences in a story; letter sounds k and l ; writing letters Kk and Ll
Teaching aids:	ABPB pages 28-31; word cards (<i>day, today, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>); surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *use the days of the week;*
- *recite a rhyme with correct rhythm and stress.*

1. Let some pupils do *Show and tell* (see Unit 2, page 26). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise numbers 1-29. Play *Bingo* again (see Unit 6, page 49).
3. Recite the days of the week in order. These were introduced in Primary 1 but will need revising. Each day this week, and in subsequent weeks, ask *What day is it today?* Make sure the words *day* and *today* are understood. Write the day on the board. At a later stage, ask pupils to write the day for you.
4. Write each day of the week on a piece of paper or card, or use your word cards. Show each in turn, elicit what it says and do some repetition practice. Point out that all of the words end in *day* and start with a capital letter. Then play a version of the *Numbers game* with the cards. Spread the cards around the classroom and then give each pupil a day. They must stand by the card for that day. The game then continues in the same way (see Unit 3, page 34).

5. Teach the rhyme *Solomon Grundy* (ABPB page 28). At this stage teach it orally: the pupils can look at the pictures to help them understand it but should only read the words later. Read the rhyme through several times as pupils listen. Then say it line by line and pupils repeat it after you. Do this several times until they can recite it by themselves. Make sure they say it with rhythm. Tell pupils to open their books and look at the pictures.

Use them to help explain the meaning of each line.

Grammar

By the end of the lessons, the pupils will be able to:

- *ask questions and make responses, Using **Have you got...? Yes, I have.** / **No, I haven't**, and other structures.*

1. Revise asking for permission using *May I...?* (see Unit 6, page 49).
2. Introduce the question *Have you got...?* objects that you know they have, e.g. *a pencil / a book / a ruler*. Elicit or present the response *Yes, I have*. Then ask about some things you know that the pupils haven't got, e.g. *a pen / some chalk / a cup*. Elicit the response *No, I haven't*. Begin to introduce a wider range of questions that you don't know the answer to, e.g. *a brother / a sister / a dog / a cat* and elicit answers.
3. Drill the structure in the same way as in Unit 6 (see Grammar step 5, page 49 of TG). Pupils ask you some questions, before they ask other pupils across the classroom. They then ask and answer in pairs.
4. Ask pupils lots of questions using different question forms, including *Do you like...? Can you...? Are you...?*; also those using the question words: *What, Where* and *Who*. Encourage them to ask you some questions.
5. Play the *Question-asking game* (Unit 1, page 22). Ask confident pupils to come out and answer questions for five minutes.

Reading

By the end of the lessons, the pupils will be able to:

- *recognise certain words;*
- *read short sentences in a story;*
- *recognise and use the letter sounds **k** and **l**.*

- 1 Revise reading the text from the previous unit (see Activity-based Pupil's Book, pages 24 and 25). Pupils read it in pairs.
- 2 Present the sight words for this unit. Start with the word *day*. Pupils may know this or be able to work it out using the letter sounds. Then show *today* and elicit what it says. Then show each of the days of the week in order. Pupils will have seen these cards before in Primary 1, (if they used this course) but will need to revise them. Follow the usual procedure (see Unit 2, pages 28/29 of TG).
- 3 Revise the rhyme orally and then look again at the pictures (ABPB page 28). Ask pupils to identify the days of the week, say *Point to the word I say. Point to Monday..Point to Tuesday*, etc. Then read the text slowly and clearly to the pupils as they follow in their books. Pupils then read the text with you.
4. Pupils look at the pictures (ABPB page 29) and identify who is talking. Ask them to tell you any words they recognise. Then read the text slowly and clearly to the pupils as they follow in their books. Explain the word *stay* in the phrase *stay at home*
- 5 Call out one or two words from the text for the pupils to find and point to as quickly as possible. Let pupils read the text silently for a few moments. They can then read it in pairs, taking it in turns to be Joe and Dede. Monitor the reading. Ask a few pairs to read the dialogue to the class. Give plenty of encouragement and praise.
- 6 Follow the usual procedure for the letter on sounds of **k** and **l** (see Unit 2 page 30 of TG) Practise the word *lamp* and make sure pupils understand what it is.
- 7 The first activity reinforces word letter sounds. Elicit each of the words and ask pupils to identify the initial sound, they then write the first letter.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *make questions and responses from the substitution table;*
- *use letters **Kk** and **Ll** correctly in words;*
- *spell the days of the week.*

1. Read through the substitution table (ABPB page 30) to make sure pupils understand all the words. Then elicit sentences orally. Ask pupils to write some questions and responses from the table on the board. Pupils can then all write some questions in their exercise books, and then answer them about themselves.
2. Revise the days of the week. Write them on the board but miss out some letters. Pupils complete the words. They then copy and complete the words in the box.
3. Practise penmanship on ABPB page 31 with the letters **Kk** and **Ll** (see Unit 2, pages 30/31 of TG)

Mixed-ability activities

1. Pupils write any day of the week and draw a picture to show what they do on that day.
2. Pupils work individually or in pairs to write down all the words they know beginning with **l**
3. Pupils draw a picture using the **k** and **l** shapes.

Diagnostic assessment questions

Ask yourself *Can your pupils*

- recite the days of the week in order and read the words?
- ask and answer the possession using *Have you got.....?*
- recognise the sound of initial letters *k* and *l*, and write words starting with them?
- write questions and answers from substitution table?

Ask yourself *Did I*

- successfully introduce the structure *Have you got....?* In addition to other questions forms? Check that pupils are at ease with *Do you like?*, *Can you....?*, *Are you?*, *What*, *Where* and *Who* through oral practice
- monitor reading and identify more-able pupils needing extension activities or less-able pupils needing help?

UNIT 8

Key language:	Questions and responses; present continuous, <i>What is she/he doing? She/He is...</i>
New vocabulary:	<i>doing, sleeping, digging, ground, dancing, working, clothes, seeds</i>
Skills:	Developing a rhyme; recognising words; reading short sentences describing activity; letter sounds <i>m</i> and <i>n</i> ; writing letters Mm and Nn
Teaching aids:	ABPB pages 32-35; word cards (<i>working, washing, digging, planting, sleeping</i>); surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *develop a rhyme using the days of the week.*

- 1 Let some pupils do *Show and tell* (see Unit 2, page 26). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
- 2 Revise the days of the week and the rhyme *Solomon Grundy* (see Pupil's Book, page 28). Ask pupils to recite the rhyme together and in groups. Look back to the pictures to help revise the meaning of the rhyme. Elicit (or explain) that it is about Solomon Grundy's life.
- 3 Tell the class that they are going to make their own rhyme, also using the days of the week. This will encourage them to play with, and enjoy words - something which is important in developing literacy. You need to elicit the ideas and words from the pupils so that they feel the rhyme is their own work. However, at this level you will need to give quite a lot of guidance to achieve this.
 - a) They need to choose a name for the person the rhyme will be about. The last name needs to rhyme with the *day* so they can keep *Grundy* and choose their own first name, e.g. *Georgina Grundy*.

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- b) Pupils need to choose a topic for the rhyme. Guide them to choose something they have enough vocabulary for - food, animals and parts of the body are a good starting point.
- c) Begin the rhyme and elicit words e.g. (if food is the chosen topic):

Georgina Grunday Eats... (**Class**, What does she eat? **Pupils**: Meat)

Eats meat on... (**Class**, What is the first day? **Pupils**: Monday) (Good. Here is our rhyme...)

Georgina Grunday Eats meat on Monday (What is the next day? What does she eat?)

- d) Continue eliciting the days and title vocabulary. Help them with the vocabulary and try to keep the rhythm of the rhyme. Keep going back to the beginning and reciting the rhyme as you develop it. Let pupils recite it with you.
- e) Later on, if the pupils are able and willing, make another rhyme using verbs in a routine, e.g. *wakes up on Monday, washes on Tuesday*. Two examples of rhymes you might elicit:

*Georgina Grunday,
Eats meat on Monday
Tomatoes on Tuesday
Bread on Wednesday
Soup on Thursday
Fish on Friday
Banku on Saturday
Fufu on Sunday
That is the life of Georgina Grunday*

*Christopher Grunday
Wakes up on Monday;
Washes on Tuesday;
Eats on Wednesday,
Works on Thursday
Reads on Friday
Rests in Saturday
Sleeps on Sunday
That's the life of Christopher Grunday:*

Praise the class for whatever they produce. Try to find an opportunity for them to recite their rhymes to another class, or their parents

Grammar

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

- *ask questions and make responses, using a range of question forms*
- *ask questions and describe actions using the present continuous*

1. Revise asking questions using *Have you got....?* (see Unit 7, page 49 of TG)
2. To practice a range of questions and responses, play the *Questions-asking game* (see Unit 1, page 22 of TG)
3. Mime some actions and ask *What am I doing?* Elicit *You areing* from the pupils, to revise the present continuous. Ask pupils to come up individually and perform an action. Ask *What is he /she doing?* Elicit *He/She ising*. Ask a few pairs of pupils to come and perform an action together. Ask *What are they doing?* Elicit *They areing*.
4. Gradually start to introduce a few new verbs, e.g. *sleeping, digging, planting, dancing*. Mime the action yourself and say, e.g. *I am digging*. Then ask a pupil to perform some action and say *He is digging. What is he doing?*
5. Introduce the pictures (ABPB page 32), point to each one and say what are the people doing? e.g. *She is sleeping/ He is drawing*. Do some repetition practice with the questions (at the top of the page) and then ask pupils to point to a picture and ask you the relevant questions. *What is she doing?* Give sufficient practice and then let the pupils ask each other across the classroom. When confident, they can practise asking and answering in pairs.

Reading

By the end of the lessons, the pupils will be able to:

- *recognise certain words;*
- *read short sentences about activity;*
- *recognise and use the letter sounds **m** and **n**.*

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1. Revise reading the text from previous unit (see Activity-based Pupils Book, page 29). Pupils read it in pairs.
2. Teach the new sight words for this unit following the usual procedure (see Unit 2, pages 28/29). These are all verbs in the *-ing* form.
3. Ask pupils to look at the sentence below each picture (ABPB page 32) and find the words on the word cards. Ask them to tell you any other words they recognise. Then read the sentences slowly and clearly to the pupils as they follow in the books. They repeat these sentences after you.
4. Pupils look at the pictures (ABPB page 33) and answer the questions about what is happening. Ask *What is Mother/ Father/ Dede doing?* Encourage pupils to give longer answers, for example, when they reply that *Mother is washing*. Ask - *What is she washing?* Elicit, or introduce and explain the words *clothes*, *ground* and *seeds*.
5. Read the text slowly and clearly to the pupils as they follow in their books. Call out one or two words from the text for them to find and point to as quickly as possible. Let them read the text silently for a few moments. Ask a few questions to check comprehension. They then read it to each other in pairs as you go around and monitor. Ask a few pupils to read one or two sentences to the class. Give plenty of encouragement and praise.
6. Follow the usual procedure for the letter sounds of **m** and **n** (see Unit 2, page 30 of TG). In this case, once they have identified the pictures and practised the sounds, they match the pictures to the words below.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *fill gaps in a rhyme and copy the rhyme;*
- *copy sentences to label a picture;*
- *use letters **Mm** and **Nn** correctly in words.*

1. Revise the rhyme that pupils developed in the *Listening and Speaking* lessons. Elicit the rhyme from the pupils line by line and write it on the board. Read it to, and with, the pupils. Then rub out one or two key words,(days of the week, or nouns). Elicit what the missing words are and ask pupils to come out and write the missing words in the gaps. The rest of the class can help them with spelling. Then rub out the words again and ask the class to copy the rhyme

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in their exercise books. Praise them and tell them they all now have a copy of their own class rhyme.

2. Ask pupils to identify the actions in each picture (ABPB page 36). Elicit the two sentences next to the pictures and pupils decide which one is the correct sentence.
3. Practise penmanship with the letters in **Mm** and **Nn** (See Unit 2, pages 30/31 of TG)

Mixed-ability activities

- 1 Pupils draw an action and then write a question and answer about it, e.g. *What is she doing? She is dancing.*
- 2 Pupils draw pictures to illustrate a copy of the class rhyme.
- 3 Pupils work individually or in pairs to write down all the words they know which begin with **m** /or **n**.
- 4 Pupils draw a picture using **m** and **n** shapes.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- develop a short rhyme using the days of the week, and write it?
- ask and answer about actions using the present continuous?
- read the short sentences in the story?
- recognise the sound of initial letter *m* and *n*, and write words starting with them?

Ask yourself *Did I...*

- **encourage pupils to contribute to rhyme composition with confidence?** Use and develop as many of the pupils' ideas as possible
- enable all pupils to develop vocabulary so as to take part in questioning activity?

UNIT 9

Key language	Present continuous + <i>now</i> to describe actions
New vocabulary:	<i>game, table tennis, hopscotch, basketball, hitting, now, throwing, catching, bouncing, winning, happy</i>
Skills	Talking about games and sports; recognising words; reading short sentences; letter sounds o and p ; writing letters Oo and Pp
Teaching aids:	ABPB pages 36-39; word cards (<i>throwing, catching, bouncing, winning</i>); a ball; surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *hold a conversation about games (and sports).*
- *make questions and give responses about a picture.*

1. Let some pupils do *Show and tell* (see Unit 2, page 26 of TG). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise the rhyme the pupils developed in the last unit (see pages 57-58).
3. Introduce the word *game*. Explain that we *play games*. Ask *What games can you play?* and *What games do you like?* Elicit names of games (and sports) that pupils know. Let them tell you what they can about them, what equipment is used, how they are played, etc. Help them to find the words they need to express themselves in English.
4. Ask about each picture (ABPB page 36) in turn: *What are they playing?* *What is she/he doing?* Introduce the names of any of the games the pupils do not know, and any other new vocabulary (see above).
5. Play the *Question-asking game* (see page 22 of TG) using the pictures of ABPB page 37. Give pupils a few minutes to look at them and ask each other questions in pairs. Then tell them to ask you as many questions about the pictures as they can in five minutes.

Grammar

By the end of the lessons, the pupils will be able to:

- *Use the present continuous with **now** to describe an action happening at the time.*

- 1 Ask pupils to come out individually and in pairs to mime actions. Ask *What is she/he doing?/ What are they doing?* Revise the language introduced in Unit 8.
- 2 Gradually introduce the word *now*. Let a pupil mime an action and ask *What is she/he doing?* Ask the same pupil to perform a second action and ask *What is she/he doing now?*
- 3 Perform a series of actions and describe what you are doing (e.g. *cooking something, playing a game, planting seeds, cleaning the house*). For example, mime *cooking vegetables*. As you do so, say *I am washing the vegetables. Now I am cutting the vegetables. Now I am putting the vegetables in water. Now I am stirring the vegetables*. Then repeat the actions asking *What am I doing now?* Elicit from the class *You are... Now you are...* Make sure you continue to perform the action while you are eliciting the description. Pupils must understand that we use the present continuous to describe an action at the time it is happening. Note: *Now* can begin or end a sentence.
- 4 Repeat with a different set of actions, then ask a confident pupil to perform a set. Ask *What is she/he doing now?* for each action and elicit a description from the class.
- 5 If you think your class is capable, divide them into groups of three or four. Ask each group to prepare a set of actions and the description of what they are doing. As they prepare, go around the groups and help them with any vocabulary that might be needed. When they are prepared, ask some groups to perform their actions and give their descriptions. One or two pupils from each group can perform while another describes the actions, using *He/she is...* or *They are...* Alternatively they might all perform together and say *We are...*

Reading

By the end of the lessons, the pupils will be able to:

- *recognise certain words;*
- *read short sentences;*
- *recognise and use the letter sounds **o** and **p**.*

- 1 Revise reading the text from the previous unit (see Activity-based Pupil's Book, page 33). Pupils can read it in pairs.
- 2 Write the verbs *run*, *jump*, *clap* and *kick* on the board and elicit what they say. Then add *-ing* to each one, (doubling the consonant where necessary). Explain that this is the form of the word used when something is happening *now*. Introduce and explain the verb *hit* and then change it to *hitting*. Ask pupils to repeat them. Ask them to find each of the words in the sentences at the bottom of page 36.
- 3 Now ask them to read each of the sentences and match them to a picture
Note: *They are running*, can be used for more than one of the pictures.
- 4 Teach the new sight words for this Unit following the usual procedure (see Unit 2, pages 28/29). Use a ball to illustrate the meaning of *throwing*, *catching* and *bouncing*.
5. Pupils look at the pictures (ABPB page 37) and answer questions about what is happening Ask *What is he doing now?* Write the words *player* and *happy* on the board and if pupils can work out their pronunciation. Explain their meaning.
- 6 Ask pupils to look at the text and tell you the words that they recognise. Then read the text slowly and clearly to them as they follow in their books.
- 7 Call out one or two words from the text for pupils to find and point to as quickly as possible. Let them read the text silently for a few moments. They can then read it to each other in pairs as you go around and monitor. Ask a few pupils to read one or two sentences to the class. Give plenty of encouragement and praise.
- 8 Follow the usual procedure for the letter sounds of **o** and **p** (see Unit 2, page 30 of TG).

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *make questions and responses from substitution table;*
- *copy and complete sentences;*
- *use letters **Oo** and **Pp** correctly in words.*

- 1 Read through the substitution table (ABPB page 38) to make sure pupils understand all the words. Then elicit sentences orally. Ask pupils to write some sentences from the table on the board. Pupils can then all write some sentences in their exercise books. Make sure they use full stops and capital letters in the appropriate places.
- 2 Revise the word cards for the unit, plus *hitting*. Pupils find the words in the box at the top of page 39 ABPB and then match the words to the pictures. They then copy and complete the sentences.
- 3 Practise penmanship with the letters **Oo** and **Pp** (see Unit 2, pages 30/31 of TG).

Mixed-ability activities

- 1 Pupils draw a series of actions and then write a sentence to describe each action, e.g. *She is running. Now she is kicking the ball.*
- 2 Pupils draw a picture of their favourite game and label it *I like...*
- 3 Pupils draw a picture using **o** and **p** shapes.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- ask and answer some questions about games?
- talk about actions using *now* and the present continuous?
- read the simple sentences in the story?
- write simple sentences from the substitution table?

Ask yourself *Did I...*

- **lead and monitor the mime activity to make clear how we use now, and to encourage pupils to perform their own mimes?** Make your actions clear and simple. Ensure you communicate the use of *now* clearly.
- **explain simply the ing verb form that we use with now?** Check through pupils' written work and reading. Give more practice on the board if necessary.

UNIT 10

Key Language	Revision
New vocabulary:	Revision, thirty
Skills:	Revision
Teaching aids:	ABPB pages 40-43; word cards from previous units; surface for writing practice
Notes:	No new language is introduced in this unit. Use it for revision.

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *repeat some of the activities from previous units.*

Review some of the songs, rhymes, games and activities from Units 1-9, which are listed below. Concentrate on those that pupils have enjoyed the most, and which help with language needing further practice.

Divide the class into groups and ask each group to perform one of the activities for the rest of the class. If possible, arrange for them to perform for other classes in school, or parents. This gives them the opportunity to show what they have learnt, and can do, in English.

<i>Question-asking game</i>	(Unit 1, page 22 of this TG)
<i>Ten little monkeys</i>	(Unit 2, pages 26-27 of this TG)
<i>Numbers game</i>	(Unit 3, page 34 of this TG)
<i>Chain game</i>	(Unit 3, page 35 of this TG)
<i>What time is it, Mr Lion?</i>	(Unit 4, page 39 of this TG)
<i>Time game</i>	(Unit 4, page 39 of this TG)
<i>Seidu says</i>	(Unit 4, page 40 of this TG)
<i>Can you walk on two legs?</i>	(Unit 5, page 43 of this TG)
<i>Bingo</i>	(Unit 6, page 48 of this TG)
<i>Day's game</i>	(Unit 7, pages 52 of this TG)
<i>Solomon Grunday</i>	(Unit 7, Activity-based Pupil's Book page 28)

You might also want to focus on some of the topics which pupils have studied: *Numbers 1-29; telling the time (hours only); days of the week.*

Note: If you have been on a class excursion) this term, discuss it now (see page 20).

Grammar

By the end of the lessons, the pupils will be able to:

- *use the grammar and vocabulary items from Units 1-9.*

1. Use these lessons to go back over any language items that pupils have not yet mastered. The main items are listed below. If necessary, repeat the presentation of items that have caused difficulty. Otherwise, give as much further oral practice as you can, using dialogues, classroom objects, picture flashcards and the pictures in the book. Give pupils opportunity to demonstrate what they know.

Nouns (naming words)	Unit 1, page 21, Unit 2, page 28 of this TG
Nouns including things pupils like and dislike	Unit 3, page 34 of this TG
Verbs (doing words)	Unit 4, page 39/40 of this TG, Unit 5, page 44 of this TG
Verbs including commands; <i>Can +; May +</i>	Unit 6, page 49 of this TG
Questions and responses (various forms) including <i>Have you got...?</i> <i>Yes, I have. No, I haven't.</i>	Unit 7, page 53 of this TG Unit 7, page 53 of this TG
Present continuous (+ <i>now</i>)	Unit 8, page 59 of this TG Unit 9, page 63 of this TG

2. Ask questions about the pictures to revise many of the structures and vocabulary taught. Start by revising the numbers 1-29, and introducing 30, which is new. The kinds of questions that can be asked are:

Find the lamp / a girl swimming / eleven o'clock.

What number is it?

Find picture... (1 to 12).

What is it? What colour is it? Do you like...? Have you got...?

Find picture... (13 to 18).

What is he/she doing? Can you...?

Find picture... (19 to 23).

What time is it?

When you have asked several questions and elicited and practised the answers, let pupils ask you some questions. You can also use the *Question-asking game* (see page 22) using these pictures. Pupils then ask and answer questions in pairs.

Reading

By the end of the lessons, the pupils will be able to:

- *recognise sight words and reading texts from previous units;*
- *read comprehension questions;*
- *recognise letter sounds a to p.*

1. Revise some of the sight words using the word cards. Revise four to six words at a time, in groups related in meaning, e.g. names of animals, days of the week, numbers, verbs. Depending on the meaning of the words, you can use some of these activities for revision:
 - a) Put the cards on the wall, or a table and ask pupils to point to the correct word as you say them.
 - b) Write the words on the board and ask pupils to find the matching word card.
 - c) Hold up a card and ask pupils to find the word in the Activity-based Pupil's book. Do this as a race. The winner can then read out the word.
 - d) Give different groups of words, (e.g. numbers, verbs) to different groups of pupils. Pupils read them. Then call out one word at a time. A pupil from the group which has the card must bring it out to you, show it and read it aloud.
 - e) Mix up two groups of words, e.g. verbs and numbers. Pupils have to sort them out into the two groups.

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- f) Show four cards, or write the words on the board, three from the same group and one clearly different, e.g. *animals, ants, butterflies, washing*. Pupils read the words and identify the odd one out.
- g) Play a team word race:
- Display all the word cards you want to revise, or write them on the board. Divide the class into two teams.
 - Call out one word. The first member of team A runs out and takes the card, or circles the word on the board. If it is wrong, put the card back, or clean the circle. Call another word for team B.
 - The winner is the team with the most cards, or circles on the board. Use different colour chalk for the two teams, if possible.

The game can be made more fun by letting both teams race for the same word, but there is a danger your word cards will be damaged in the excitement!

2. Revise the texts from previous units that pupils have enjoyed reading or you didn't have time to cover sufficiently. Read them to pupils again and then let them read together in pairs, as you monitor. Ask some pupils to read a sentence or two aloud.
- 3 Ask more questions about the pictures, this time focusing on the words. Say *Look at number... What day is it? Also look at number 3. What is the word? How do you spell it?*
- 4 Focus the pupils on the comprehension questions at the bottom of the page. Let the pupils read out any words they recognise. Elicit as much as you can of each question, and then read each one aloud several times. Let pupils answer each question. Ask the class to read the questions, and then individuals. Ask other pupils to answer each question asked. Pupils then read the questions and answer in pairs.
5. Revise the letter sounds by playing *I can see* (see Unit 1, pages 22 of TG) Use things in the classroom, and pictures in the book. Focus on the initial letters **a** to **p**. Pupils can also play this in groups or pairs.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *write sentences from substitution tables and gap-fill sentences.*
- *read comprehension questions and write answers.*
- *match questions and answers, and copy a dialogue.*
- *copy words and short sentences.*

- 1 For revision, use any of the substitution tables from previous units to write some sentences. (See Activity-based Pupil's Book, pages 30, 36 and 38). You can also elicit sentences using known structures and vocabulary, e.g. *I like bread* and write them on the board. Rub out one word and then ask a pupil to write in the word. Rub out the word again and ask the pupils to write the complete sentence in their exercise books.
2. Read the first sentence to the pupils. Elicit the questions from the class and let pupils answer them orally. They can then ask and answer the questions orally in pairs. They can then write their answers.
3. Revise asking and answering personal questions. Elicit the questions and answers ABPB page 43 before pupils practise them in pairs. They then copy the questions and answers to make a dialogue.
4. Revise any of the lower case letter or capital letter shapes that your pupils have found difficult. Let them practise in the sand, on arm boards, on tabletops, on the chalkboard or on paper. They write the words and sentences in the Activity-based Pupil's Book, page 43.

UNIT 11

Key Language	Simple past, <i>was/were</i> ; talking about the weather
New Vocabulary	<i>weather, sun(ny), rain(ing), rainy, hot, cold, wet, dry, yesterday, crops, queen</i>
Skills	recognising and sounding out words; reading short sentences; reading a poem; letter sounds q and r ; writing letters Qq and Rr
Teaching aids	ABPB pages 44-47; picture cards of sunny and rainy weather; word cards (<i>hot, cold, wet, dry, sun, rain, yesterday</i>); surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *talk about the holidays and the weather;*
- *recite a rhyme with correct stress and rhythm.*

1. Talk to the class about what you did in the school holidays. Try to introduce *was* and *were* into your account, e.g. *I was in Accra. I was at home.* You may need to use some other past tense forms but don't draw attention to these. Ask a few simple questions and elicit answers, e.g. *Where were you?* Elicit any information you can from them and help them to find the words they need to express themselves in English.
2. Look outside and introduce the topic and the word *weather*. Say (as appropriate). *The weather today is hot. It is sunny.* Point to, or draw a picture of the sun and say *sun*. Then *Today the weather is sunny.* Draw a picture of rain and say *rain*. *Today the weather is rainy.* Do some repetition practice with the new words. You can also use the pictures in the Activity-based Pupil's Book page 44 & 45 to introduce these weather types. Introduce the words *hot* and *cold* by miming how people behave when it is hot or cold. Ask the pupils to do the same gestures as they say *It is hot / cold*.
3. Talk about rainstorms, thunder and lightning. Ask pupils if they like storms, if they are afraid, what they do when there is a storm, etc. Introduce and explain the word *wet*. If possible bring some water into the class and wet a

cloth to show that water makes things wet. Tell them to look at the picture in the book and ask them if they have ever been wet through in the rain, how it felt, how they got dry, etc.

- 4 Recite the following rhyme with its actions several times, as pupils listen. Then teach the rhyme, line by line. Pupils recite it as a class, then individually

I hear thunder, I hear thunder; (Drum feet on floor).

So do you! So do you! (Point to other children).

Pitter-patter raindrops, Pitter-patter raindrops (Wiggle fingers for raindrops, to show rain).

I'm wet through! (Shake body)

So are you! (Point to other children).

Grammar

By the end of the lessons, the pupils will be able to:

- **use *was* and *were* to talk about the past.**

- 1 Revise the days of the week and *today*. Say, e.g. *Today is Monday*. Talk about the weather, e.g. *Today it is sunny. Today it is hot. Today it is dry.*
- 2 Introduce the word *yesterday*. Say, e.g. *Yesterday was Sunday*. Talk about the weather yesterday. Say, e.g. *It was rainy*. Ask *What was the weather like yesterday?* Guide pupils to answer.
- 3 Introduce and practise *was* by moving objects around the classroom. Put a book on a table and ask *Where's the book?* Now put the book on a chair and ask *Where's the book now?* Then say *The book is on the chair now. The book was on the table*. Repeat with other objects. Gradually elicit the sentences from the class. Make it clear that *was* is used to describe something in the past that is no longer happening.
- 4 Introduce and practise *were* using the same procedure with plural objects.
- 5 Play the *There is... / There was... game* with the class:
 - a) Choose a variety of objects and put them on a table, e.g. a bag, two rulers and three books. Elicit a description of the objects *There is a bag. There are two rulers. There are three books.*

- b) Tell the class to close their eyes and then quickly make some changes to the objects, e.g. *add another bag, take away one ruler, and add another book.*
 - c) Now elicit a description of the changes, e.g. *There was a bag. Now there are two bags. There were two rulers. Now there is one ruler. There were three books. Now there are four books.*
 - d) When pupils start to get confident you can also introduce negatives, e.g. *There was a bag. Now there s no bag. There was no pencil. Now there is one pencil.*
 - e) Pupils can also play this in groups, with a group leader removing and adding objects.
- 6 Explain that the first picture is of *today* (ABPB page 47). Elicit what the weather is like. Ask, e.g. *Is it sunny or rainy? Is it wet or dry. Are the children hot or cold?* Then explain that the second picture is of *yesterday*. Ask similar questions but in the past tense e.g. *Was it sunny or rainy? Was it wet or dry?* Pupils answer, e.g. *It was sunny. It was hot.*

Reading

By the end of the lessons, the pupils will be able to:

- *sound out, or recognise, certain words;*
- *read short sentences;*
- *recognise and use the letter sound **q** and **r**.*

- 1 Introduce the new word cards. By this stage pupils should know most letter sounds and you should encourage them to sound out any words they can such as short words which sound like their spelling. Show the card for *hot*, or write it on the board, and point to each letter in turn and ask what it says. Then ask them to say the sounds together fast. Guide them to say the word. Continue with the other short words. For more difficult words, like *rain*, and longer words, like *yesterday*, follow the usual procedure for sight words (see Unit 2, pages 28/29).
- 2 Look again at picture 28/29 ABPB pages 44&45 in turn and elicit sentences about them before pupils read. Point to the picture and ask *What is the weather like?* or *What was the weather like?*

- 3 Ask pupils to look at the text and tell you any words they recognise. Then read the text slowly and clearly as pupils follow in their books.
- 4 Call out one or two words from the text for pupils to find and point to as quickly as possible. Let them read the text silently for a few moments. They can then read it to each other in pairs as you go around and monitor. Ask a few pupils to read one or two sentences to the class and give plenty of encouragement.
- 5 Introduce and explain the word *crops*. Elicit the different kinds of crops they know.
- 6 Ask pupils to look at the poem and tell you any words they recognise. Then read the text slowly and clearly as they follow in their books. They then read it with you, and then on their own.
- 7 Follow the usual procedure for the letter sounds of **q** and **r** (see Unit 2, page 29).

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *complete sentences by filling gaps.*
- *use letters **Qq** and **Rr** correctly in words.*

1. Elicit sentences about today and yesterday and write them on the board, e.g. *Today is Wednesday. Yesterday was Tuesday. Yesterday was hot.* Rub out the verb in each sentence. Elicit the missing words from the class and ask pupils to come out to fill them in. Rub the words out again, and ask all the pupils to copy the sentences and fill in the gaps.
2. Practise penmanship with the letters **Qq** and **Rr** (see Unit 2, pages 30/31).
3. Ask questions about each picture (ABPB page 48) e.g. (Today) *Is it sunny or rainy? Is it wet or dry?* (Yesterday) *Was it sunny or rainy? Was it wet or dry?* Then elicit sentences to describe the pictures. Point to the pictures and ask *What is the weather like?* or *What was the weather like?* You can then read the sentences below the pictures to the class and elicit the verb to fill in each gap. Pupils can then copy and complete the sentences.

Mixed-ability activities

- 1 Pupils draw two pictures, one of *today* and one of *yesterday* showing the weather, They label these, e.g. *Today is Friday. Today it is sunny.*
- 2 Pupils work individually or in pairs to write down all the words they know beginning with **r**.
- 3 Pupils draw a picture using **q** and **r** shapes.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- describe the weather?
- talk about the past using **was** and **were**?
- read and understand the short poem?
- recognise the sound of initial letters **q** and **r**, and write words starting with them.?

Ask yourself *Did I...*

- **ensure that pupils could differentiate between the construction and use of the past and present tenses?** Give plenty of simple examples
- **introduce weather vocabulary in a way that helps pupils remember it?** Use any songs, rhymes and labelled pictures to help reinforce the words.

UNIT 12

Key language:	Simple past (regular verbs)
New vocabulary:	<i>sandals, trousers, good, score(d), goal</i> , verbs in simple past form
Skills:	Talking about actions <i>yesterday</i> ; sounding out and recognising word; reading short sentences in a story; letter sounds s and t ; writing letters Ss and Tt
Teaching aids:	ABPB pages 48-51; word cards (<i>good, goal, scored</i>); surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *describe pictures;*
- *compare the present and past, using **was** and **were**.*

1. Let some pupils do *Show and tell* (see Unit 2, page 26 of TG). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Talk about the weather today (and yesterday if it was different) and revise the rhyme *I hear thunder* (see Unit 11, page 73 of this TG).
3. Play the *This is... There was... game* (see page 73 of this TG) to revise the use of **was** and **were**.
4. Ask pupils to look at the first picture (ABPB page 48) and tell you what they can see. As they name objects ask further questions to make them describe details and positions, e.g.:

Teacher: *What can you see?*

Pupil: *I can see dolls.*

Teacher: *How many dolls?*

Pupil: *Two dolls.*

Teacher: *Where are the dolls?*

Pupil: *On the bed.*

Focus on the *sandals* and *trousers* in the picture at ABPB page 48 as these may be new words for the Pupils. Point and ask *What are these?* Present and practise the words, making it clear that *trousers* is a plural word.

- 5 Then tell pupils to look at the second picture and say if it is the same or different. Ask them to find some of the differences. Again, elicit descriptions of the objects in the picture.
- 6 Elicit the two words above the pictures, *Yesterday* and *Today*. Make it clear that the first picture is of the children's bedroom yesterday, and the second one today. Give some examples of sentences comparing the differences, as in the ones at the bottom of the page. Elicit others, e.g. *Yesterday there were three shoes. Today there are two shoes.* Help pupils to make their sentences.
- 7 Let pupils work in pairs to find all the differences they can. Tell them to make sentences about all of them. As they work, go around and listen to some of their sentences. When they have finished, elicit sentences for the whole class to hear.

Grammar

By the end of the lessons, the pupils will be able to:

- *talk about events in the past;*
- *use the regular form of the simple past.*

1. Play *Seidu* says to revise some of the verbs that will be used later: *play, jump, clap, laugh, kick, walk, wave.*
2. Read the whole of the story in the Activity-based Pupil's Book page 49 to the class several times as they listen only. You may need to explain and /or demonstrate the sentence, *He scored a goal.*
3. Read each section and elicit the verbs used. Guide pupils to use the simple past, e.g:

Teacher: *Dede was happy yesterday. Why? What did she do?*

Pupil: *She played Ampe.*

Teacher: *Good. She played ampe. Listen to what I said. She played ampe.* Class repeat: *She played ampe.*

Class: *She played ampe.*

Make sure the pupils hear the *-ed* at the end of the verbs but do not overemphasise this, otherwise they will exaggerate the sound.

4. Tell pupils to look at the pictures ABPB pages 49/50 and ask *What did Dede/ Nartey / Joe do yesterday?* Elicit the verbs in the simple past again.
5. Explain simply and briefly that when we talk about the past the verb we use changes a little, to make it end in *-ed*. If appropriate, talk about how the past is indicated in the local language, with examples, to make sure they understand the concept.
6. Ask pupils, *What did you do yesterday?* and help them to talk about what they did using the simple past. Note: As many of the most common and useful verbs have irregular past forms you will have to explain this at an early stage. When a case arises, say *Many verbs end in – ed but some are special. ‘Go’ is a special verb. In the past we say ‘went’. So Kofi must say I went to the market yesterday’ Repeat. Class Repeat ‘Kofi went to the market yesterday’. etc.*

Reading

By the end of the lessons, the pupils will be able to:

- *sound out, or recognise, certain words;*
- *read short sentences, and recognise simple past tense forms;*
- *recognise and use the letter sounds s and t.*

1. Revise reading the text from the previous unit. Pupils can read it in pairs.
2. Write some of the verbs from the text that pupils know, e.g. *play, jump, walk* and *elicit* what they say. Then add *-ed* to each, say the new words and ask the pupils to repeat it. Note: The *-ed* at the end of the words can be pronounced /d/, /t/ or /ɪd/. Don't explain this to the pupils at this level, just give the correct pronunciation (use a dictionary if you are not sure) and ask them to repeat after you. Explain that we use these words with *-ed* to talk about the past. Teach *good, goal* and *scored* following the usual procedure for sight words as they are less easy to sound out (see Unit 2 pages 28/29 of TG).

3. Read slowly and clearly to pupils as they follow in their books. Then call out one or two words from the text for them to find and point to as quickly as possible. Let pupils read the text silently for a few minutes. Ask a few questions to check comprehension. They can then read it to each other in pairs as you go around and monitor. Ask a few pupils to read one or two sentences to the class. Give plenty of encouragement and praise.
4. Follow the usual procedure for the letter sounds of **s** and **t** (See Unit 2, page 30 of TG)

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *complete sentences by filling in gaps;*
- *write some past tense verbs;*
- *use letters **Ss** and **Tt** correctly in words.*

- 1 Elicit sentences about what some pupils did yesterday and write them on the board, e.g. *Beauty played ampe. Kwesi helped his father.* Rub out the verb in each sentence. Elicit the missing words from the class and ask pupils to come out to write them in the gaps, page 51 of ABPB. Rub the words out again, and ask all the pupils to copy the sentences and fill in the gaps.
- 2 Ask questions about the actions in the pictures and elicit the verbs. Pupils then write the verbs in both forms.
- 3 Practise penmanship with the letters **Ss** and **Tt**. (See Unit 2, page 30/31 of TG).

Mixed-ability activities

- 1 Pupils write some of the sentences to describe the differences between the pictures.
- 2 Pupils draw a picture of something they did yesterday and label it, *Yesterday I...*
- 3 Pupils work individually or in pairs to write down all the words they know beginning with **t**.
- 4 Pupils draw a picture using **s** and **t** shapes.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- compare the past and present, using *was* and *were*?
- use some regular verbs in the simple past?
- read the simple sentences in the story?
- write some sentences using the simple past?

Ask yourself *Did I*

- **enable pupils both to find the differences between the pictures in the Pupil's Book page 48, and to formulate sentences correctly?**
Separate the activity into two states if necessary.
- **introduce the past tense in a simple way?** Avoid over-complicating topic at this stage, but give correct forms as required.

UNIT 13

Key language::	Simple past
New vocabulary:	<i>glue, food, hungry, people, village, farm, hard, ready, uncle, umbrella</i>
Skills:	Listening to a story; sounding out and recognising words; reading a short story; letter sounds u and v ; writing Uu and Vv
Teaching aids	ABPB pages 52-55; glue; word cards (<i>people, hungry, a farm, hard, ready, glue</i>); surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *listen and understand a traditional story;*
- *state key words of a story and identify the moral values.*

1. Let some pupils do *Show and tell* (see Unit 2, page 26). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise the work so far on the simple past by eliciting some sentences to compare the *Yesterday* and *Today* pictures (see Activity-based Pupil's Book, page 48).
3. Tell the class that you are going to read them a story about *Ananse and the glue-man*. Bring some glue to class and show the class what it is. Show it sticks to things. Explain that a glue-man is a scarecrow made of wood and covered in glue. Then read the story slowly and clearly. Use gestures and expressions to help show the meaning of words, e.g. *hungry, worked hard, happy, angry* and show how Ananse attacked the glue man. Read the story again. Encourage them to join in with parts they know, e.g. the repetition of *Let go!*

Once upon a time,

Kwaku Ananse was hungry. All the people were hungry. There was no food in the village. There were no yams, there was no plantain and there was no cassava. The people wanted to grow some food. They wanted to make a farm.

The men, women and children weeded the ground. They cleared the ground. Then they planted the crops. They planted yams. They planted cassava. They planted garden eggs and peppers. They worked very hard. But Kwaku Ananse didn't work hard. He didn't work at all.

One day the crops were ready. There was food for all the people. There were yams, there was plantain and there was cassava. There were garden eggs and peppers. Every day the men, women and children went to the farm to harvest the crops. But one day they saw that some of the food was not there. 'Where is the food?' they asked.

The people of the village went to tell the chief. He was very angry. 'We can catch the thief,' he said. They made a man from wood. They covered it with glue. It was very sticky. They put the glue-man on the farm.

That night, Ananse was hungry. He wanted some more food. At eleven o'clock, he went to the farm. He saw the glue-man. It was dark. He called out, 'Who are you?' The glue-man said nothing. Ananse was angry. He hit the man and he got stuck to the glue. 'Let go!' he shouted. He was very angry. He hit the glue man again, and again he was stuck in the glue. 'Let go!' he shouted. He kicked the glue man and he was stuck to the glue. Now Ananse couldn't move. 'Let go, let go!' he shouted.

The next morning, the people of the village went to the farm. They found Ananse stuck to the glue man. 'You are the thief !' said the chief. The people laughed at Ananse. Ananse was ashamed.

4. Ask some simple questions about the story to check comprehension, e.g. *Who took the food from the farm? What did the people do? What did Ananse do?* If pupils have not understood the outline of the story, read it again, (but don't expect them to understand every word of it at this level).

5. Ask what part of the story they liked best. Talk about the moral of the story. Ask *Was Ananse good or bad in the story? Was he happy at the end?* Point out that he suffered because he stole food.

Grammar

By the end of the lessons, the pupils will be able to:

- *retell a story;*
- *use the simple past of some common verbs correctly.*

1. As revision, ask some pupils to tell you what they did yesterday or last *Saturday./ Sunday*. Help them to find the words they need to express themselves in English.
2. Point to each picture (ABPB page 52/53) in turn and ask, e.g. *What can you see? Who is this? Where is this?* This will remind pupils of the story. Then look at each picture in turn to elicit as much of the story as pupils can tell you. Ask questions to guide them, e. g. *Where are the people? What did they want? Why? What did they do?* As you elicit parts of the story, focus on the verbs. Repeat what pupils tell you, correcting whatever necessary and then ask them to repeat the verb in the simple past. Focus on regular verbs but don't avoid irregular verbs if pupils ask you, or need one to say what they want. Explain and practise the new vocabulary (see above) as it occurs in the story.
3. Read the whole story again to the class slowly. After some few sentences, pause and ask a question to elicit a sentence from the story., e.g. *What did the people want to do? (They wanted to make a farm.) What did they do? (They planted the crops).* This will lead the pupils to use verbs in the simple past in context.
4. Pupils can then work with a partner to look at the pictures and tell each other as much as they can remember about the story.

Reading

By the end of the lessons, the pupils will be able to:

- *recognise certain words;*
- *read a short story;*
- *recognise and use the letter sounds **u** and **v**.*

1. Revise reading the text from previous unit. Pupils can read it in pairs
2. Teach the new sight words for this unit following the usual procedure (see Unit 2, pages 28/30)
3. Ask pupils to look at the story (ABPB pages 52/53), and tell you any words they recognise. As they have heard the story several times, some of them may be able to read a whole sentence. If they can, give plenty of praise and encouragement. Then read the text slowly and clearly to pupils as they follow in their books.
4. Call out one or two words from the text for pupils to find and point to as quickly as possible. Let them read the text silently for a few moments. They can then read it to each other in pairs as you go around and monitor. Ask a few pupils to read one or two sentences to the class. Give plenty of encouragement and praise.
5. Follow the usual procedure for the letter sounds of *u* and *v* (see unit 2, TG page 30). Elicit, or explain, the meaning of **uncle**.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *match sentence beginnings and endings;*
- *copy and complete sentences;*
- *use letters **Uu** and **Vv** correctly in words.*

1. Write the beginning of the first sentence on the board, *Ananse was...*, and read it to pupils. Ask them to look at, and read the endings of the sentences. Ask a volunteer to come out and complete the sentence by copying the

correct ending, *hungry*. Repeat with the other three sentences. Then rub out the endings again and tell pupils to copy the beginnings and complete the sentences, using the endings in their book.

2. Pupils then write some sentences in their exercise books. Make sure they use full stops and capital letters in the appropriate places.
3. Ask questions about the pictures to elicit what happened in the story. Elicit what the sentences say, and which verbs from the box (at the top of ABPB page 55) go into which gap. Pupils copy and complete the sentences.
4. Practise penmanship with the letters **Uu** and **Vv** (see Unit 2, pages 30/31 of TG for procedure).

Mixed-ability activities

- 1 Pupils draw their favourite scene from the story and write a label for it.
- 2 Pupils draw a picture using *u* and *v* shapes.
- 3 They play *I can see* in groups.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- listen to and understand a traditional story, and talk about its moral?
- retell the events of the story?
- read the simple sentences in the story?
- write full sentences from the sentence halves?

Ask yourself *Did I...*

- tell the story in a way that enabled pupils to follow the story line? Use gestures, facial expressions and expression in your voice.
- develop pupils' confidence in their use of the past tense? Discuss in class events of the past to give practice.

UNIT 14

Key language:	Simple past: regular verbs, questions and responses
New vocabulary:	<i>waited for, bathed, did, didn't</i>
Skills:	Asking and answering questions about the past; recognising words; reading short sentences; reading questions and answers; letter sounds w, x, y and z ; writing letters Ww, Xx, Yy and Zz
Teaching aids:	ABPB pages 56-59; surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *answer questions about, and retell, a story;*
- *dramatise a story.*

- 1 Let some pupils do *Show and tell* (see Unit 2, page 26). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
- 2 Revise the story of *Ananse and the glue man* by asking questions about the pictures from the previous unit. Pupils then work with a partner and tell each other as much as they can remember about the story.
- 3 Tell the class that they are going to act out the story:
 - a) Choose a group of 8-10 pupils. Ask them to select one member of the group to be Ananse, one to be the Chief and one to be the glue-man. The rest are the people of the village.
 - b) Read the story again slowly. As you do so, the group should act it. Pause at each point when an action or gesture can be used and guide them; e.g. *The people were hungry* (pupils should rub their stomachs and look hungry).... *weeded the ground* (pupils should mime weeding). They can also say the spoken words in the story *Where is the food?* and *Let go!*
 - c) Repeat with other groups.

- 4 Ask if the class know any other Ananse stories. See what they can tell you about these stories. Help them to find the words they need to express themselves in English. Allow them to say short sentences in the local language and translate these for them.

Grammar

By the end of the lessons, the pupils will be able to:

- *ask questions, and respond, using the simple past.*

- 1 Revise the days of the week, *today* and *yesterday*. Talk about the days before yesterday as, e.g. *last Monday / Sunday / Saturday!*
- 2 Ask pupils *Yes / No* questions about last Saturday! e.g. *Did you go to the market last Saturday? Did you play football / ampe? Did you go to school?* As pupils answer, guide them to use *Yes, I did* or *No, I didn't*. Do some repetition practice with the responses. Continue asking and eliciting responses.
3. Ask *Did you play football?* and then do some repetition practice with the question. When they are confident, say *play ampe* (or any other game or sport pupils know). The class should then repeat *Did you play ampe?* Then start to change the verb, e.g. say *weed the farm* for the class to repeat *Did you weed the farm?* After a bit of practice they will listen carefully to the cue and repeat the structure well.
4. Tell the class to ask you some questions about last Saturday. Answer some yourself and then get other pupils across the class to answer. Pupils can then ask and answer in pairs.
5. Explain that the pictures show what the family did last Saturday (ABPB pages 56 and 57). Point to each picture in turn and ask an appropriate question, e.g. *Did Dede wash her doll?* Elicit *Yes, she did*. Phrase some questions to elicit a negative answer. Once pupils are clear about the action in each picture, they can ask and answer in pairs. Note: Tell the pupils **not** to read the words below the pictures while they are answering the questions. If they do they may use the *-ed* form in the question.
6. At a later stage introduce *Wh-* questions. Point to the appropriate picture and ask, e.g. *Who washed her doll? Who bathed Joe?* Then ask *What did Dede do? What did Nartey do?* Elicit the appropriate answers, e.g. *Dede played ampe. Nartey listened to the radio.*

Reading

By the end of the lessons, the pupils will be able to:

- *recognise certain words;*
- *read short sentences and questions and answers;*
- *recognise and use the letter sounds w, x, y and z.*

1. Revise the word cards from the previous unit.
2. Write some of the simple past verbs on the board (or use word cards, if you prefer). Elicit what each one says and ask pupils to find the word on the page as quickly as they can. Then ask them to tell you the complete sentence, e.g. for *washed* elicit the sentence *Dede washed her doll*. (Note that *played* and *walked* appear twice and can each produce more than one sentence.)
3. Point to the first few pictures about Dede (ABPB page 57) and read out the full sentence, e.g. *Last Saturday, Dede played with Hawa*. Then point to the picture and elicit the sentences from the whole class and then individuals. Continue with the pictures of the rest of the family, eliciting the full sentences.
4. Pupils then work in pairs, with one pupil pointing to a picture, the other reading the sentences.
5. Write the words *did* and *didn't* on the board. Lead pupils to sound these out correctly. Look at each picture and ask *Who is talking? What did Mother ask? What did Dede say?* to elicit the question and answer. Read the questions and answers slowly and clearly to pupils as they follow in their books.
6. Let pupils read the text silently for a few moments. They then read it to each other in pairs as you go around and monitor. Ask a pair to read one or two questions and answers to the class. Give plenty of encouragement and praise.
7. Follow the usual procedure for the letter sound for w, x, y and z (see unit 2, TG page 30). Focus on w and y as they are more commonly used than the others.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *make questions and answers from a substitution table;*
- *select and copy answers to questions;*
- *use letters **Ww, Xx, Yy and Zz** correctly in words.*

1. Read through the substitution tables (ABPB pages 58) to make sure pupils understand all the words. Then elicit questions and answers orally. Ask pupils to write some questions and answers from the table on the board. They all write some in their exercise books. Guide them to use full stops, question marks and capital letters in the appropriate places.
2. Ask the questions about each picture (ABPB pages 59) and elicit the answers orally. Then elicit the two written answers for pupils to select the correct one. They copy the correct answer.
3. Practise penmanship with the letters **Ww** and **XYZ/xyz** (see Unit 2, pages 30/31)

Mixed-ability activities

1. Pupils look at the pictures (ABPB pages 56 and 57) and write their own questions, e.g. *Did Nartey wait for Adu?* They then write the answer, *Yes, he did.*
2. Pupils write full sentences about some of the pictures, e.g. *Last Saturday Father bathed Joe.*
3. Pupils work individually or in pairs to write down all the words they know beginning with *w*.
4. Pupils draw a picture using **w, x, y** and **z** shapes.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- act out the story?
- ask and answer questions about the past, using the simple past?
- read the questions and answers?

- write questions and answers from the substitution table?

Ask yourself *Did I...*

- **conduct the acting activity at an appropriate speed for my pupils?**
Give them time to add their actions but do not lose the pace of the story.
- **explain clearly the distinction between questions using Did...? questions using Wh...?** Give plenty of oral practice, writing the *-ed* forms of verbs on the board.

UNIT 15

Key language:	Simple past and present continuous contrasted
New Vocabulary	<i>tomorrow, week, grow(ing), made, ate, ill, stew, shop, chips</i>
Skills	Contrasting past and present actions; recognising words; reading short sentences in a story; letter sounds sh and ch ; writing letter patterns sh and ch
Teaching aids	ABPB pages 60-63; alphabet frieze; word cards (<i>last week, are growing, made, ate, ill, stew</i>); surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *ask questions about the past;*
- *talk about yesterday, today and tomorrow.*

- 1 Let some pupils do *Show and tell* (see Unit 2, page 26 of TG). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise asking questions about the past. Use the simple past and play the *Question-asking game* with the pictures on ABPB page 56. Start by asking pupils a range of questions, e.g. *Did Nartey listen to the radio? Who walked to the market? What did Father do?* Elicit some questions for practice before starting the game (see Unit 1, page 22 of TG for how to play the game). Correct questions that are incorrect and do some repetition practice with the correct form.
3. Talk again about the days of the week. Elicit and write them on the board in order. Ask *What day is it today?* and *What day was it yesterday?* Point to the days and then introduce the word *tomorrow* by pointing at the appropriate day. Say, e.g. *Tomorrow is Wednesday*. Repeat this over the next few days to ensure that the concept of *yesterday* and *tomorrow* is quite clear.

- 4 Now that you have worked through the basic letter sounds, revise the order of the letters of the alphabet. Use the alphabet song or rhyme that pupils know and the alphabet frieze.
- 5 Play *I can see* using objects inside and outside of the classroom (See Unit 1, page 22). An alternative to *I can see* is the *Sounds game*. This focuses on letter sounds anywhere in the word, rather than initial sounds. Give the class a particular sound e.g. /t/ and ask them to tell you all the words they can think of with that sound. They can call out words, e.g. *table, ten, cat, stay* for you to write on the board.

Grammar

By the end of the lessons, the pupils will be able to:

- *talk about and contrast actions in the past and the present.*

- 1 Tell pupils about what you did last weekend. Use mostly regular verbs but begin to introduce some common irregular ones, e.g. *went, made, ate*. Use actions and gestures to make yourself understood. Then ask pupils about what they did, e.g. *yesterday / last Saturday / last Sunday*. Help them to find the words they need to express themselves in English, including irregular past tense verbs. Give plenty of praise and encouragement to the pupils when they try to express themselves.
2. Talk about, and ask questions about, the present. Make it very clear that you are changing the subject, say, e.g. *Good, that was yesterday and last week. Now, let's talk about now. What are we doing now? I am talking. I am writing on the chalkboard. I am walking. Kwesi, what are you doing?* Revise the use of the present continuous using mime as in Units 8 and 9.
3. Contrast the past and present. Say *Yesterday I talked to my friend. Now I am talking to you. Last week I worked at school. Now I am working at school*. Elicit a few examples from the class.
4. Introduce the pictures (ABPB page 60 and 61). Point to the first and ask *What did Amadu do yesterday?* Elicit *He played basketball*. Point to the second picture and ask *What did he do?* Elicit *He scored*. Point to the third picture and say *This is today. Amadu is talking to Nartey. He is saying, 'I scored.'* *He is talking about the game*. Ask similar questions about the other pictures. Make it very clear to

the class which ones are *yesterday* or *last week* and which ones are *now*. (The pictures in bubble frames are in the past. The pictures in the present are unframed.) Elicit sentences using the simple past and the present continuous.

Reading

By the end of the lessons, the pupils will be able to:

- *recognise certain words;*
- *read short sentences;*
- *recognise and use the letter patterns **sh** and **ch**.*

1. Revise some of the words taught previously that appear again in this unit, e.g. *basketball, bounced, scored, planted, seeds*.
2. Teach the new sight words for this unit following the usual procedure (see Unit 2, pages 29/30).
3. Ask pupils to look at the text under the first set of pictures at ABPB page 60, (Amadu/ basketball) and tell you any words they recognise. Then read the text slowly and clearly as pupils follow in their books. Repeat with the other sets of text and pictures.
4. Call out one or two words from the texts for pupils to find and point to as quickly as possible. Let them read the texts silently for a few moments. Ask a few questions to check comprehension. They then read to each other in pairs as you go around and monitor. Ask a few pupils to read one or two sentences to the class. Give encouragement and praise.
5. The procedure for teaching the digraphs such as *sh* and *ch*, is much the same as for teaching other letter sounds:
 - a) Demonstrate the sound you want to practise, in this case /ʃ/ and /tʃ/
 - b) Pupils repeat the sound. Make sure they are making the sound correctly with their tongues and lips in the correct positions.
 - c) Read the words and phrases at ABPB page 62 to the pupils. They practise saying them. Tell them to listen for the sound (/ʃ/, /tʃ/) in each word
 - d) Ask, *What other words do you know present continuous with /ʃ/?* Elicit words with the sound in any position, not just at the beginning, e.g. *fish*. Praise pupils for any words they can think of. Write them on the

board and point out where the letter pattern appears in the word. Pupils practise saying these words.

- e) They then read the words and phrases in the book to each other in pairs.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *copy and complete sentences using picture cues;*
- *copy and complete sentences. In the past and present;*
- *write digraphs **sh** and **ch** correctly in words.*

1. Elicit the words and pictures from pupils (ABPB page 62). Guide them to put the verbs in the correct tense, e.g.:

Teacher: *Look at 1. What is the first word?*

Pupil: *Yesterday.*

Teacher: *Good. Yesterday. The second word is the name of someone. Who?*

Pupil: *Hawa.*

Teacher: *Good. Now look at the picture.*

What did Hawa do?

Pupil: *Walking.*

Teacher: *OK, in the picture she is walking but it is yesterday',*

It is Yesterday Hawa... '

Pupil: *Walked.*

Teacher: *Well done. Yesterday Hawa walked... ' What is the next word?*

- 2 Write the sentences on the board with gaps where the pictures are. Elicit the missing words again and then ask pupils to come out and write the words in the gaps. The class can help them with spelling. Then rub out the words again. Pupils copy and complete the sentences in their exercise books.

- 3 Revise some regular verbs in the simple past and present continuous. Elicit each verb on ABPB page 63, and its past and present forms. Write some sentences on the board and rub out the verbs for pupils to complete. They copy and complete the sentences in the exercise.
- 4 Practise penmanship with the letter patterns **sh** and **ch**. Prepare the pupils for the copying work in the usual way. (see Unit 2, pages 30 and 31).

Mixed-ability activities

- 1 Pupils play *I can see* in groups.
- 2 Pupils draw simple pictures of actions and label them using the simple past e.g. *walked, scored, planted*.
- 3 Pupils work individually or in pairs to write down all the words they know with **sh** and/or **ch**.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- understand and use *yesterday, today* and *tomorrow* correctly?
- talk about actions in the present and past?
- recognise the shape and sounds of **sh** and **ch**, and write some words with them?
- write some simple sentences?

Ask yourself *Did I...*

- **explain clearly the distinctions between the past and present tenses when used in close proximity (ABPB pages 60-61)?** Make the link between what is happening *now* and what happened in the past.
- **introduce digraphs clearly and simply?** Explain these from single sounds.

UNIT 16

Key language:	Simple present for routines; telling time (hours only)
New vocabulary:	<i>comb, hair, every, evening, weave, weaver, cloth, start, stop, next</i>
Skills:	Recognising words; reading a song; reading a description of a routine; letter sounds <i>th</i> and <i>wh</i> ; writing letter patterns <i>th</i> and <i>wh</i>
Teaching Aids	ABPB pages 64-67; a comb; word cards (<i>morning, evening, starts, stops, next, again, every day</i>); surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *sing a song with correct rhythm and stress;*
- *talk about routine actions and when pupils do them.*

1. Let some pupils do *Show and tell* (see Unit 2, page 26). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise the days of the week using the words *yesterday, today* and *tomorrow*.
3. Revise telling the time, using hours only. You can draw clocks on the board and do any of the activities introduced in Unit 4, pages 38/39 of TG.
4. Sing the song below. Pupils should remember this from Primary 1, but the last line of the verse is now different and they will be singing new verses. Teach it in the usual way by singing each verse yourself before teaching it line by line. Verses should be performed with appropriate actions, e.g. mimes of washing face, cleaning teeth, combing hair, eating, ABPB page 64.

*This is the way I wash my face,
Wash my face, wash my face,
This is the way I wash my face,
At six o'clock in the morning.*

*This is the way I comb my hair,
Comb my hair, comb my hair,
This is the way I comb my hair,
At six o'clock in the morning.... (etc.)*

Mime and elicit routine actions from the pupils, and a time when they usually do these things, e.g. wash face, clean teeth, comb hair at six o'clock, eat breakfast at seven o'clock, go to school at eight o'clock. Then sing a verse for each action. Use a real comb to teach the noun *comb* and the action *comb my hair*.

Grammar

By the end of the lessons, the pupils will be able to:

- *talk about daily routines and times, using the simple present.*

1. Revise the simple past by talking about what happened at the weekend. Tell the pupils about what you did last weekend. Use mostly regular verbs but begin to introduce some common irregular ones, e.g. *went, made, ate*. Use actions and gestures to make yourself understood. Then ask pupils about what they did, e.g. *yesterday / last Saturday / last Sunday*. Help them to find the words they need to express themselves in English, including irregular past tense verbs. Give plenty of praise and encouragement to pupils when they try to express themselves.
2. Then talk and ask questions about routine. Make it very clear that you are changing the subject, say *Good, that was yesterday and last week. Now, let's talk about what we do every day. The things we do on Monday, Tuesday, Wednesday, every day*. Tell them about your routine. Say, e.g. *I get up at six o'clock. I wash my face. I comb my hair. I clean my teeth. I eat my breakfast at seven o'clock.*
3. Ask individual pupils, e.g. *What time do you get up / eat breakfast / come to school?* Elicit times from pupils and then make sentences for them, *Good Kofi. You get up at seven o'clock. Kofi says, 'I get up at seven o'clock.'* Pupils repeat the sentences. Gradually encourage them to answer using full sentences themselves.
4. Do some repetition practice with the question *What time do you...?* Substitute different questions (e.g. *get up / eat breakfast / come to school*). Then let pupils ask you the questions.

UNIT 16

Introduce *in the morning / afternoon / evening* to distinguish between different parts of the day. They can then ask other pupils across the classroom, before asking and answering in pairs.

5. Practise using the simple present in the third person also. Ask pupils questions about routine *What time do you get up, Ama?* Elicit full sentence answers: *I get up at six o'clock* and then report the answer to the class *Ama gets up at six o'clock*. The whole class then repeats the sentence. Pupils have been introduced to the *s* in the third person but will tend to forget it at this level, just keep prompting them. You will also need to revise *his* and *her*, e.g. *She washes his / her face*.

6. As pupils become more confident, elicit from them the reported sentences, e.g.

Teacher: *What time do you eat breakfast, Peter?*

Peter: *I eat breakfast at seven o'clock.*

Teacher: *Good. Class, what time does Peter eat breakfast?*

Pupils: *Peter eats breakfast at seven o'clock.*

- 7 Point to each of the first three pictures (ABPB page 64) and ask *What time is it?* Then ask *What does Dede do at six / seven / eight o'clock?* Elicit *She washes her face / eats her breakfast / runs to school*. Point to the last picture and say *This is what Dede does every day. What does she do every day?* Elicit *She reads at school every day*

Reading

By the end of the lessons, the pupils will be able to:

- *recognise certain words;*
- *read short sentences, in a song and a description of routine;*
- *recognise and use the letter patterns **th** and **wh**.*

1. Revise some of the word cards that have been previously taught. You can use any of the activities listed in Unit 10, pages 69 - 70 of TG.
2. Call out one or two key words or phrases (e.g. *wash my face, read at school*) from the song for pupils to find and point to as quickly as possible. If they find any of the words difficult, write them on the board and elicit what they

say before pupils find the same words on the page. Let pupils read the words of the song silently, one verse at a time. Elicit what you can, then read the rest to them yourself as they follow. Sing these four verses together.

- 3 Teach the new sight words for this unit following the usual procedure (see Unit 2, pages 27/28). Wherever possible, encourage pupils to sound out the words.
4. Introduce the pictures (ABPB page 65) and ask questions to prepare pupils for reading, e.g. *This is Agya Adu. What does he do? What does he make? What time is it on this clock? So what time does Agya Adu start work?* Write *weave* on the board and explain its meaning. Then point out that a person who weaves is a weaver.
5. Ask pupils to look at the text and tell you any words they recognise. Then read the text slowly and clearly to the pupils as they follow in their books.
6. Call out one or two words from the text for pupils to find and point to as quickly as possible. Let pupils read the text silently for a few moments. They can then read it to each other in pairs as you monitor. Ask a few pupils to read one or two sentences to the class. Give plenty of encouragement and praise.
7. Teach the digraph **th** (ABPB page 66), using the same procedure that you used in Unit 15, TG page 94. You can also put **wh** on the board and explain that these letters often go together, too, particularly in question words. Elicit the question words that pupils know, e.g. *when what, where*. Elicit any other words they know starting with **wh**, e.g. *wheel, white*. Point out that the **wh** pattern sounds the same as **w**, except in the word **who**.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *make **Wh**- questions from a substitution table;*
- *use digraphs **th** and **wh** correctly in word;*
- *copy short sentences in the correct order.*

- 1 Ask some **Wh**- questions orally and elicit answers. You could play the *Question-asking game* (see page 22) and elicit the correct questions from pupils. Ask them to write the questions on the board. Pupils can then write

them in their exercise books. Make sure they use question marks at the end of each question.

- 2 Point to each clock (ABPB page 67) and elicit the time. Elicit the sentences and write them on the board. Elicit the order of the events and number the sentences. Pupils then copy the sentences in the correct order.
- 3 Practise penmanship with the letter pattern **th** and **wh** in the usual way.

Mixed-ability activities

- 1 Pupils draw simple pictures of their daily routines, draw a clock and write a sentence, e.g. *I get up at six o'clock.*
- 2 Pupils write out another verse of the song *This is the way.*
- 3 Pupils work individually or in pairs to write down all the words they know beginning with **th**

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- sing the song with reasonable rhythm and stress?
- talk about daily routines and time?
- read the words of the song?
- write some *Wh*- questions?

Ask yourself *Did I...*

- **successfully combine the grammar elements of this unit?** Ensure you introduce each element separately and clearly to avoid confusion.
- reinforce the concept of digraphs when introducing **th** and **wh**?

UNIT 17

Key Language:	Simple present with <i>every day</i> and <i>always</i>
New Vocabulary:	<i>always, doctor, hospital, trader, man, woman, men, women, Muslim, Koran, Christian, Bible, hat</i>
Skills:	Crossing a road safely; recognising words; reading short sentences about people; vowel sounds a and e ; writing words with a and e
Teaching aids:	ABPB pages 68-71; word cards (<i>doctor, nurse, hospital, traders, Muslims, Koran, Christians, Bible, always</i>); surface for writing practice.

Listening and Speaking

By the end of the lessons, the pupils will be able to

- *talk about road safety and act out crossing a road safely.*

1. Let some pupils do *Show and tell* (see Unit 2, page 26). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise the song *This is the way* (see Unit 16, page 97/98 of TG).
3. Add a new verse to the song to introduce the topic of road safety:

*This is the way I cross the road,
Cross the road, cross the road,
This is the way I cross the road,
Every day in the morning.*

As they sing each line, pupils should look carefully to the left, right and left again.

4. Talk to the class about road safety. Ask them about the dangers they meet on the road. Ask them how they cross a road. (This topic was introduced in Primary 1, so see what they can remember.) As this is a very important and serious issue which the pupils must understand, make any difficult points in the local language, and then repeat them in English. Make it relevant to

your pupils, talking about any dangerous roads or alleys near your school or in your neighbourhood. At this age the most important thing to stress is that they ask an adult for help when crossing a busy road, and hold their hand. In villages where there are fewer vehicles, talk about the danger of running in front of bicycles and carts.

5. Demonstrate how to cross a road safely. As you do it say *Look left. Look right. Look left again. Walk to the other side.* Explain that they must walk straight across the road, not along the road. They should not run in case they fall.
6. Role-play crossing a road. Get small groups of pupils to come out and act out crossing the road as you give the instructions, as above. They can say the words with you as they do the actions.

Grammar

By the end of the lessons, the pupils will be able to:

- *describe jobs and places of work using the simple present.*

1. Revise talking about routine using the simple present. Use some of the activities from Unit 16, page 99.
2. Talk about your job using the simple present and *every day*, and introduce *always* where appropriate, e.g. *I am a teacher. I teach in this school. I come to school every day. I always teach in this classroom.* Ask questions to elicit the verbs you used, *What is my job? What do I do?* Give some examples of sentences about the pupils, using *always*, e.g. *You are pupils. You come to school every day. You always come to school on Monday. You always work in this classroom.*
3. Show the pupils these pictures (ABPB page 65) again and ask *Who is he?* and *What does he do?* Elicit that he is a weaver. Ask *What does he do every day?* Elicit that he weaves every day.
4. Point to the first picture (ABPB page 68) and ask the same questions as above. Elicit that he is Mr Tetteh, the children's father, that he is a bus driver and he drives a bus every day. Repeat the same procedure for the picture of Mrs Tetteh.
5. Point to the next picture and ask *What does he do? Where does he work?* Pupils repeat the sentences *He is a teacher. He works in a school.* Continue in the same way with the other three pictures. Pupils may not know, or remember, all the vocabulary so use the pictures to teach it, e.g. *doctor, hospital, nurse, trader*

6. Use the pictures also to teach the words *man*, *men*, *woman*, and *women* orally. Pupils will probably have heard these words used but may have found them confusing.

Reading

By the end of the lessons, the pupils will be able to:

- *sound out, and recognise, certain word;*
- *read short sentences;*
- *recognise, contrast and use the vowel sounds **a** and **e**.*

1. Revise reading the text about the weaver from the previous unit. Pupils read it in pairs.
2. Write the word *man* on the board and lead pupils to sound it out. They can then do the same with *men*. Then write up *woman* and *women*. Demonstrate how to say these words and do repetition practice with them.
3. Teach the first four sight words for this unit following the usual procedure (see Unit 2, pages 28/29). These are words you have also introduced in the previous section. See if pupils can guess what they are by working out some of the letter sounds.
4. Read the text slowly and clearly to pupils as they follow in their books. Call out one or two words from the text for pupils to find and point to as quickly as possible. Let them read the text silently for a few moments. They then read it to each other in pairs as you go around and monitor. Ask a few pupils to read one or two sentences to the class. Give plenty of encouragement and praise.
5. Ask questions about the pictures (ABPB page 69) to prepare pupils for reading, e.g. *Who are they? Where are they? What is this?* Talk to them a little about Islam and Christianity.
6. Teach the remaining sight words for the unit following the usual procedure.
7. Follow the usual procedure for reading with this text - as step 4 above.
8. Write **a**, **e**, **i**, **o** and **u** on the board and tell the class that most words have at least one of these letters in them. Focus on the first two and the sounds /æ/ and /e/ (ABPB page 70). The aim is for them to distinguish the sound and

associate it with the letter to help their spelling. Follow the usual procedure for the letter sounds (see Unit 2, page 30 of TG).

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *copy and complete sentences using picture cues;*
- *copy sentences to describe pictures;*
- *use vowels **a** and **e** correctly in words.*

- 1 Elicit the words and pictures ABPB page 70. Write the sentences on the board with gaps where the pictures are. Elicit the missing words again and then ask pupils to come out and write the words in the gaps. The class can help them with spelling. Then rub out the words again. The class can then copy and complete the sentences in their exercise books.
2. Elicit what the sentences say (ABPB page 71). Read each sentence aloud and ask pupils to decide which picture it goes with. They then write the sentences.
3. Practise penmanship with the letters **a** and **e** in the usual way,(ABPB page 71).

Mixed-ability activities

- 1 Pupils write the verse of the song *This is the way I cross the road*.
- 2 Pupils draw a picture (or pictures) of anything they do *every day* or *always* and write a sentence about it, e.g. *I come to school every day*.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- understand how to cross a road safely?
- talk about jobs and places of work?
- recognise the difference between the vowel sounds /æ/ and /e/, and write words using them?
- fill in gaps to write simple sentences?

Ask yourself *Did I...*

- **conduct a successful role-play exercise about road safety?** Monitor groups carefully to keep them focused on the task.
- give sufficient practice to differentiate between /æ/ and /e/ sounds

UNIT 18

Key Language:	Simple present contrasted with present continuous
New Vocabulary	<i>shine/shining, night, light, dark, stars, moon, bat</i>
Skills:	Developing a rhyme; recognising words; reading about day and night; vowel sounds i and o ; writing words with i and o
Teaching Aids	ABPB pages 72-75; word cards (<i>shine, light, night, dark, stars, moon</i>); surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able:

- *to develop some rhyming lines in a poem.*

1. Let some pupils do *Show and tell* (See Unit 2, page 26). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise the poem *Solomon Grundy* (see Activity-based Pupil's Book, page 28) and the class poem based on it. Point out the repeated sounds at the end of each line -**ay**. Read again the poem *Sun and rain* (see Activity-based Pupil's Book, page 46). Point out the rhyming sound of *dry* and *high*. Elicit any examples of rhyming sounds in any songs, rhymes or poems that pupils know.
3. Introduce the sound - *at*. Elicit from the pupils words they know ending in this sound. They should know at least *cat, hat, mat* and *fat*. (You can introduce the word *bat* using the picture on page 73 of the Activity based Pupil's Book.) Write these on the board. Now elicit short sentences ending in these words. Put a few of these together to make a short poem. It does not matter too much if the poem does not make much sense. It is important for pupils to play and experiment with the sounds of the language and nonsense poems are very useful for this. However, you can guide them to produce something like this:

*My family has a cat,
His name is Zat.*

*He sleeps all day on a mat,
That's why he's big and fat.*

Praise pupils for whatever they produce and recite it with them.

- 4 In another lesson you could also encourage them to produce a *sound* poem. Revise the poem *I hear thunder* (see Unit 11, page 73 of TG). Explain that line *pitter-patter raindrops* describes sound of the rain. Elicit other sounds for the rain, e.g. *drip-drop*, *plip-plop*, *tang-tang* (on a tin roof). Elicit a few short sentences using these sounds. Put a few of these together to make a short poem. Praise the pupils for what they produce.

Grammar

By the end of the lessons, the pupils will be able to:

- *use the present continuous to talk about present actions and the simple present to talk about routines and general states.*

1. Revise jobs and places of work using the simple present (see Unit 17, page 99). Elicit sentences about the Pictures in the Activity-based Pupil's Book.
2. Contrast the simple present with the present continuous in some example sentences. To help emphasise the difference, use *every day* and *now*, e.g. *I am a teacher. I teach every day. I am teaching now. You listen to me every day. You are listening to me now.* Elicit similar sentences from pupils by asking questions, e.g. *What do you do every day? What are you doing now?*
3. Focus the pupils on the picture by asking *What can you see?* Elicit answers and then ask the questions at the top of the page. Ask more specific questions if necessary, e.g. point and ask *What is he/she doing?* Ask about the weather and introduce the sentence *The sun is shining.* Wherever appropriate, ask the questions and elicit the answers using the present continuous.
4. Talk about *day* and *night*. Compare the two pictures and introduce the words *light* and *dark*. Talk about what happens in the day and in the night. Ask *What do you do in the day / night?* Wherever appropriate ask the questions and elicit the answers using the simple present. Take the opportunity to use the negative form of the simple present, e.g. *The sun doesn't shine, People don't work.*

Reading

By the end of the lessons, the pupils will be able to:

- *recognise certain words;*
- *read short sentences;*
- *recognise, contrast and use the vowel sounds **i** and **o**.*

1. Revise reading the texts from the previous unit. Pupils read them in pairs
2. Look again at the pictures (ABPB pages 72-73) and elicit what they can see, what is happening and what happens in the day and night. Use the pictures to introduce the new vocabulary in the texts.
3. Teach the new sight words for this unit following the usual procedure (see Unit 2, pages 28-29). Teach the word *shine* and then write the words *shines* and *shining* on the board for pupils to work out for themselves. Teach the word *light* and then write it on the board, rub out the initial **l** and replace it with an **n**. Elicit that it now says *night*.
4. Ask pupils to look at the text under the first picture (ABPB page 72) and tell you any words they recognise. Then read the text slowly and clearly as they follow in their books. Call out one or two words from the text for them to find and point to as quickly as possible. Repeat with the second part of the text on page 73 of ABPB.
5. Let pupils read the text silently for a few moments. They can then read it to each other in pairs as you go around and monitor. Ask a few pupils to read one or two sentences to the class. Give plenty of encouragement and praise.
6. Follow the procedure for the vowel sounds of **i** and **o** (/i/ and /o/) as in the previous unit (see page 104 of TG).
7. The first activity reinforces and revises the work on the vowels *i* and *o*. Revise the sounds of the vowels (/i/ and /o/) and ask what is in each picture (ABPB page 75). Elicit the correct vowel to complete each word. Pupils copy and complete the words.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *make sentences from a substitution table;*
- *use vowels **i** and **o** correctly in words.*

1. Read through the substitution tables (ABPB page 74) with pupils to make sure they recognise all the words. Then ask them to tell you the sentences about *day* only. Elicit the correct sentences and write them on the board. Then elicit the sentences about *night*. Rub off the sentences from the board and let the pupils write their sentences from the substitution table. Monitor them as they do this. If necessary, ask one or two good pupils to write the correct sentences on the board for the rest to correct their work from.
2. Practise penmanship with the letters **i** and **o** in the usual way, ABPB page 75.

Mixed-ability activities

1. If suitable, pupils can write out the poem they made in the first section of the unit, and draw an illustration for it.
2. Pupils draw pictures of things they do in the day and at night. They then write sentences to label their pictures.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- develop some rhyming lines in a poem?
- understand the difference in use of the simple present and the present continuous?
- recognise the difference between the vowel sounds /i / and /ɒ /, and write words using them?
- write simple sentences from the substitution table?

Ask yourself *Did I...*

- **draw out pupils' contributions successfully during poetry writing?**
Give guidance while allowing pupils to feel the poem is their work.
- give pupils enough examples of and practice in using the simple present.

UNIT 19

Key Language	Simple present: affirmative and negative
New vocabulary	<i>head (n.), shoulders, knees, toes, fingers, tongue, feel, taste, smell, head (v.), jug, cap, ship</i>
Skills	Talking about parts of the body and their functions; recognising words; reading simple sentences about actions; vowel sounds (<i>u</i> and others); writing words with <i>u</i>
Teaching aids	ABPB pages 76-79; word cards (<i>head, smell, feel, taste, fingers, tongue</i>); surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *recite a verse and sing a song with correct rhythm and stress;*
- *follow instructions in a game.*

1. Let some pupils do *Show and tell* (see Unit 2, page 26 of TG). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise parts of the body and introduce new ones using the following rhyme and song. The rhyme appeared in Primary 1, so use it first. The song is new and mentions parts of the body not previously taught.
 - a) Start by demonstrating the verse and then tell pupils to do the actions with you as you recite it. They then recite it with you, and then alone.

*This is my nose,
And this is my mouth,
Aah, aah, aah. (Make a sound with an open mouth).*

*These are my ears,
And these are my eyes,
Blink, blink, blink (Open and close eyes).*

*These are my arms,
And these are my hands,*

Clap, clap, clap. (Clap hands).

*These are my legs,
And these are my feet,
Stamp, stamp, stamp.* (Stamp feet).

- b) Teach the song in a similar way. The pupils should touch each part of the body as it is mentioned, hence, it is quite an active song!

*Head, shoulders, knees and toes, knees, and toes,
Head, shoulders, knees and toes, knees and toes,
Eyes and ears and mouth and nose,
Head, shoulders, knees and toes.*

3. Give commands to further practise the parts of the body, e.g. *Point to your nose. Show me your hands. Touch your ears.* Ask a confident pupil to give some command to the rest of the class. Then play *Seidu says* to practise the names of parts of the body. Use instructions such as *Seidu says*, (e.g.) *'Touch your shoulders.'* *Seidu says*, *'Wave your hands.'* *Clap your hands.*

Grammar

By the end of the lessons, the pupils will be able to:

- *use the simple present (affirmative and negative) to describe the functions of parts of the body.*
- *develop a verse about the parts of the body.*

1. Revise talking about what happens in the *day* and *night*, e.g. *The sun shines. It is light. The moon shines. It is dark. The bats fly.*
2. Introduce talking about the functions of parts of the body by revising another verse that was taught in Primary 1.

*I clap with my hands, (clap hands)
I stamp with my feet, (stamp feet)
I see with my eyes, (put hand over eyes and look around)
I hear with my ears, (put hand to ears and pretend to listen)
I sing and I talk (point to mouth)
And I eat with my mouth.*

3. Ask questions about parts of the body including those above, but also others, e.g. *What else do you do with your hands? What do you do with your nose?* Introduce the words *fingers, tongue, feel, taste, smell*. Elicit sentences from pupils using the simple present, e.g. *I wave with my hands. I smell with my nose.*
4. Using sentences supplied by pupils, build up a different, but similar, verse with movements, e.g. *I wave with my hands, I smell with my nose.* Use appropriate movements or sounds for each line. Recite it with the class and praise them for making it.
5. Give some practice in the use of simple present negative sentences. Ask *Do you wave with your nose?* Elicit *No, I / We don't.* Guide pupils to make full sentences, e.g. *I don't wave with my nose. I wave with my hand.* Practise also with the third person form, e.g. *Ama doesn't hear with her eyes. She hears with her ears.*

Reading

By the end of the lessons, the pupils will be able to:

- *sound out, or recognise, certain words;*
- *read short sentences;*
- *recognise and use the vowel **u**, and contrast it with other vowels.*

1. Revise reading the text from the previous unit. Pupils read it in pairs.
2. Show the pictures (ABPB page 76), point to parts of the children's bodies and ask *What is this?* and then *What is she/he doing?* to prepare the pupils for reading.
3. Teach the new sight words for this unit following the usual procedure (see Unit T.G , pages 28/29). Encourage pupils to sound out *smell*.
4. Ask pupils to look at the words in each speech bubble ABPB pages 76-77 and read out any words or sentences they can. Then read the text slowly and clearly as they follow in their books. Call out one or two words from the text for pupils to find and point to as quickly as possible. Let pupils read the text silently for a few moments. They can then read it to each other in pairs as you go around and monitor. Ask a few pupils to read one or two sentences to the class. Give plenty of encouragement and praise.
5. Follow the procedure for the vowel sounds with **u** /ʊ/ (see Unit 17, page 104 of TG). Introduce the word *jug* using the picture. In the pairs of words below the *u* words (ABPB page 78), some of the vowel sounds covered are contrasted.

Read these clearly and ask pupils to listen out for, and then repeat, the vowel sounds. They should then repeat the pairs of words to practise discriminating between the sounds. The words *cap* and *ship* are new. Use the pictures to explain them. The first activity reinforces and revises the work on the vowel sounds. Revise the sounds and elicit what is in each picture. Elicit the correct vowel to complete each word. Pupils then write the eight words, (ABPB page 79).

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *make sentences from substitution tables;*
- *copy and complete sentences;*
- *use the vowel **u** correctly in words.*

1. Read through the substitution table (ABPB page 78) with pupils to make sure they recognise all the words. Then elicit some sentences and write them on the board. Make it clear that *don't/doesn't* do not have to be used in all sentences, only negative ones. Rub off a few words from the sentences on the board and let pupils fill them in again. Then rub out the words again. All pupils write the sentences in their exercise books. Monitor them as they do this.
2. Elicit the words labelling the head, (ABPB page 79) and the sentences below. Pupils choose the correct words to fill in the gaps, and then copy and complete the sentences.
3. Practise penmanship with the letter **u** in the usual way, ABPB page 79.

Mixed-ability activities

1. Pupils complete the verse the class developed in the Grammar section. Write it on the board with a few gaps.
2. Pupils draw pictures of themselves doing appropriate activities with parts of their body and label them, e.g. *I taste with my tongue. I run with my legs.*

Diagnostic assessment questions

Ask yourself *Can my pupils...*

UNIT 19

- recite the verse and sing the song with reasonable rhythm and stress?
- talk about the functions of some parts of the body?
- recognise the difference between the vowel sound /ʌ/ and other vowel sounds, and write words using them?
- write simple sentences from the substitution table?

Ask yourself *Did I...*

- introduce the *Head, shoulders* song slowly so that pupils could learn the new vocabulary and follow the actions?
- use clear gestures when discussing parts of the body to help pupils' understanding?
- **introduce pupils successfully to the principles of sounding out words?** Check through the oral class work.

UNIT 20

Key language:	Revision
New vocabulary:	went, pray
Skills:	Revision
Teaching aids:	ABPB pages 80-83; word cards from previous units; surface for writing practice

Listening and speaking

By the end of the lessons, the pupils will be able to:

- *repeat some of the activities from previous units*

Review some of the songs, rhymes, games and activities from Units 11-19 listed below. Concentrate on those that the pupils have enjoyed the most, and which help with language needing further practice. Divide the class into groups and ask each group to perform one of the activities for the rest of the class. If possible, arrange for them to perform for other classes in school, or parents. This gives them the opportunity to show what they have learnt and can do in English.

<i>I hear thunder. There is... / there was...</i>	(Unit 11, page 73 of TG) (Unit 11, page 73)
<i>Ananse and the glue man (story and drama)</i>	(Unit 13, page 83 of TG)
<i>This is the way</i>	(Unit 16, page 97 of TG)
<i>Making a rhyme</i>	(Unit 18, page 107 of TG)
<i>This is my nose; Head, shoulders, knees and toes</i>	(Unit 19, page 111 of TG) (Unit 19, page 112 of TG)
<i>I clap with my hands</i>	(Unit 19, page 112 of TG)
<i>Seidu says (for parts of the body)</i>	(Unit 19, page 112 of TG)

You might also want to focus on some of the topics which pupils have studied:

The weather; daily routine; road safety; jobs and places of work; day and night; parts of the body.

Note: If you have been on a class excursion this term, discuss it now (see page 19 of TG).

Grammar

By the end of the lessons, the pupils will be able to

- *use the grammar and vocabulary items from Units 11-19.*

1. Use these lessons to go back over any language items that pupils have not yet mastered. The main items are listed below. If necessary, repeat the presentation of items that in which they have difficulty. Otherwise, give as much further oral practice as you can, using the pictures in the book. Let pupils demonstrate what they know.
 - **Simple past:** Unit 11, page 73/74 of TG; Unit 12, pages 77/78 of TG; Unit 13, page 84 of TG; Unit 14, page 88 of TG; Unit 15, page 93 of TG.
 - *was/were*
 - regular verbs
 - question forms
 - negatives
 - some common irregular verbs
 - contrast with the present continuous.
 - **Simple present:** Unit 16, page 98 of TG; Unit 17, page 103 of TG; Unit 18, page 108 of T.G; Unit 19, page 111/112.
 - daily routine (with times)
 - jobs and places of work
 - contrast with present continuous and simple past

- question forms
 - negatives.
2. Revise the simple past by talking about what happened at the weekend. Tell pupils about what you did last weekend. Use mostly regular verbs, but begin to introduce some common irregular ones, e.g. *went*. Use actions and gestures to make yourself understood. Then ask pupils about what they did, e.g. *yesterday* / *last Saturday* / *last Sunday*. Help them to find the words they need to express themselves in English, including irregular past tense verbs. Give plenty of praise and encouragement to pupils when they try to express themselves. Then talk about routine. Make it very clear that you are changing the subject, say *Good, that was yesterday and last week. Now, let's talk about what we do every day. The things we do on Monday, Tuesday, Wednesday, every day.*
 3. Tell them about your routine. Say, e.g. *I get up at six o'clock. I wash my face. I comb my hair. I clean my teeth. I eat my breakfast at seven o'clock.* Ask individual pupils about their daily routine.

Reading

By the end of the lessons, the pupils will be able to:

- *recognise sight words and reading texts from previous units;*
- *recognise words and read short sentences;*
- *recognise digraphs and vowel sounds and spell short words.*

1. Revise some of the sight words using the word cards. Revise in groups, four to six words at a time, related in meaning e.g. *weather, jobs, verbs, etc.* Depending on the meaning of the words, you can use some of these activities for revision:
 - a) Put the cards on the wall or a table and ask pupils to point to the correct word as you say them.
 - b) Write the words on the board and ask pupils to find the matching word card.
 - c) Hold up a card and ask pupils to find the word in the Activity-based

Pupil's Book. Do this as a race and the winner can then read out the word.

- d) Give different groups of words (e.g. numbers, verbs) to different groups of pupils. Pupils read them. Call out one word at a time. A pupil from the group which has the card must bring it out to you, show it and read it aloud.
 - e) Show four cards, or write the words on the board, three from the same group and one clearly different, e.g. *farmer, bus driver, hospital, nurse*. Pupils read the words and identify the odd-one out.
 - f) Play a *Team word race*:
 - Display all the word cards you want to revise, or write the words on the board. Divide the class into two teams.
 - Call out one word. The first member of team A runs out and takes the card, or circles the word on the board. If it is wrong, put the card back, or clean the circle. Call another word for team B.
 - The winner is the team with the most cards, or circles on the board (use different colour chalk for the two teams, if possible). The game can be made more fun by letting both teams race for the same word, but your word cards may be damaged in the excitement!
2. Revise the texts from any of the previous units that pupils enjoyed reading, or you did not have time to cover sufficiently. Read the texts to the pupils again and then let them read together in pairs, as you monitor. Ask some pupils to read a sentence or two aloud.
 - 3 Ask questions about these pictures, e.g. *Who are they? Where are they? What are they doing? Do you go to church / mosque? When do you go to church / mosque?* to prepare the pupils for reading. Introduce the word *pray*, and the past tense *prayed*.
 - 4 Ask pupils to look at the words in the texts ABPB pages 80-81 and read out any words or sentences they can. Then read the text slowly and clearly as they follow in their books. Call out one or two words from the text for pupils to find and point to as quickly as possible. Let pupils read the text silently for a few moments. Ask a few questions to check comprehension. They can then read it to each other in pairs as you go around and monitor. Ask a few pupils to read one or two sentences to the class. Give plenty of encouragement and praise.

- 5 Revise the letter sounds by playing the *Sounds game* (see Unit 15, page 93 of TG). Focus on the digraphs *sh*, *ch*, and *th* and the vowel sounds of **a**, **e**, **i**, **o** and **u** practised. Pupils can also play these games in groups or pairs.
- 6 Revise the digraph and vowel sounds. Pupils select the correct one to complete each word. They then copy and complete the words. In the final section, they think of a letter to make one word. For many, more than one word is possible, e.g. 1 - *may*, *say* or *day*. They can work on this activity in pairs to think of words, before they write them.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *write sentences from substitution tables and gap-fill sentences;*
- *label pictures;*
- *copy sentences.*

1. For revision, use any of the substitution tables from previous units to write some sentences. (See Activity-based Pupil's Book, pages 54, 58 and 66). You can also give pupils sentences with gaps to fill in. Write sentences with gaps on the board. If you like, you can draw pictures in the gap to cue the pupils. Elicit the words and ask pupils to write them. Rub out the word again and ask pupils to write the complete sentence in their exercise books.
2. Elicit the words in the box and revise the vocabulary. Pupils match the words to the pictures, and write them.
3. Revise any of the letter shapes that your pupils have found difficult. Let them practise in sand, on armboards, on tabletops, on the chalkboard or on paper. They can then copy the sentences.

UNIT 21

Key Language	Prepositions, <i>in, on, under, near, behind, in front of</i> , prepositions of direction, <i>to... from... by</i>
New Vocabulary	<i>map, country, town, airport, port, sea, saw, to, from, by</i> + names of regional capitals
Skills	Talking about towns and transport in Ghana; recognising words; reading short sentences about a journey; letter sounds ee and oo ; writing letters ee and oo
Teacher aids	ABPB pages 84-87; wall map of Ghana; word cards (<i>aeroplane, train, sea, saw, ship</i>)

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *talk about the holidays;*
- *talk about towns and transport in Ghana;*
- *recite a short action rhyme with correct rhythm and stress.*

1. Talk to the class about what you did in the school holidays to revise the simple past naturally. Ask the pupils a few simple questions and elicit answers, e.g. *Where were you? What did you do? Where did you go?* Elicit any information you can from them and help them to find the words they need to express themselves in English.
2. If you or any pupils travelled during the holidays, ask questions and talk about this, e.g. *Where did you go? I went to....* If possible, use a large wall map of Ghana for pupils to look at. If not, use the one in the Activity-based Pupil's Book. Introduce it, saying *This is a map. It is a map of Ghana. Ghana is a big country. There are many towns in Ghana.* Give further examples and ask questions to teach *map, country* and *town*.
3. Elicit the name of the town your pupils live in, or the nearest town. See if any pupils can find it on the map. Elicit the names of cities and towns in Ghana that pupils know and see if they can point to them on the map. Ask if pupils have been to any of them.

4. Look at the map in more detail. Point to the lines between the towns and ask *What are these?* Elicit that they are *roads*. Ask *What goes on roads?* Elicit, e.g. *buses, lorries, cars*. Ask about other forms of transport in Ghana. Elicit *trains* and *aeroplanes* and point out the railway lines on the map and the symbols that show the airports and sea ports.
5. If you have time, teach this rhyme in the usual way. Take the class outside as they need space to run with their arm outstretched for the last line.

Aeroplanes, aeroplanes, look where they fly.

Aeroplanes, aeroplanes, high in the sky.

Their engines are noisy, they make a loud hum.

Now I'm a plane. Look out! Here I come.

Grammar

By the end of the lessons, the pupils will be able to:

- *use the prepositions in, on, under, near behind, in front of correctly;*
- *use the prepositions to... from... by correctly.*

1. The first set of prepositions were used in Primary 1 but will need revising and plenty of practice. Use classroom objects to revise each one in turn, e.g. take a pencil and put it *in, on, under, behind* and *in front of* objects and ask *Where is my pencil?* Bring two pupils to the front and place them in different positions to demonstrate *behind* and *in front of*, e.g. *Esi is in front of Kofi. Kofi is behind Esi.* Put a table, box or other large item that can be clearly seen and tell a pupil to *Stand behind the table.* Ask the class *Is he/she correct?* Repeat with other pupils, positions and prepositions.
2. Introduce *near* with different familiar objects. As the meaning of this preposition is less precise than the others, give more examples to make its meaning clear. Put a pupil near the table in different positions, each time saying *Grace is near the table.* Then send the pupil away from the table and say *Grace is not near the table.*
3. Look at the pictures ABPB page 65 and introduce the character, Kofi. For each picture ask *Where is Kofi?* and for some, *Where is the man?* or *Where is the ship?*
4. Pupils who have used this course in Primary 1 will know the game *Hunt the pencil* in which a pupil is sent out, the class hides a pencil and then the pupil

returns and asks questions to find the pencil, e.g. *Is it under the desk?* As an alternative, play *Treasure hunt*.

- a) Tell the class you have hidden an imaginary treasure somewhere in the classroom. Invite them to ask questions to guess where it is, e.g. *Is it behind the board? Is it under your desk? Is it near the window?*

Answer: *No, it isn't.* or *Yes, it is.*

- b) The pupil who 'finds' the treasure can then 'hide' it somewhere else.
 - c) The treasure can be outside, e.g. *under a tree* and can be more detailed to make it challenging, e.g. *on my desk, under a book*.
- 5 Talk about a journey you have made to introduce *to* and *from*. Talk about going *from* where the pupils live *to* and *from* town or place. Ask how they might get there, e.g. *by bus, by bicycle, by car*. Use the map again to talk about journey from one place to another in Ghana.

Reading

By the end of the lessons, the pupils will be able to:

- *recognise certain words and names of towns;*
- *read short sentences about a journey;*
- *recognise and use the letter sounds ee and oo.*

1. Ask pupils to look at the text (ABPB pages 84-85) for a few minutes and then elicit any words, phrases or sentences they recognise. Then read the text slowly and clearly as they follow in their books. As you read each question in the text, pause for pupils to find and give an answer. Then point to the name of each town on the map and ask *What does this say?* Elicit and do some repetition practice with the names. Point out that the names of towns all start with a capital letter.
2. Teach the new sight words for this unit following the usual procedure (see Unit 2, pages 28/29 of TG). Encourage pupils to sound out the word *ship*. Also write the words *to*, *from* and *by* on the board and elicit what they say.
3. Read the first section to the class and ask them to find Bolgatanga and Accra on their maps. After each section, pause and let them find the places mentioned. Call out one or two words from the text for pupils to find and

point to as quickly as possible. Let pupils read the text silently for a few moments. They then read it to each other in pairs as you go around and monitor. Ask a few pupils to read one or two sentences to the class. Give plenty of encouragement and praise.

4. Follow the procedure for the letter sounds **ee** and **oo** (see Unit 2, page 30 of TG).
5. Revise the sounds of the letter patterns and elicit the words. Pupils then write the words. In the second part, pupils say the words and identify the rhyming words.

By now, pupils have sight-read many words and have looked at some letter patterns. They should be able to spell some three- and four-letter words. Many activities in the book develop phonic spelling skills but you might want to start some other simple spelling activities in class.

- a) Write a word on the board. Pupils look at it carefully. Cover it and ask them to write it in their exercise books. Uncover it and ask them to check their spelling. Then rub it off the board and pupils write it a second time.
- b) Write a word on the board with one or two gaps (usually a spelling pattern that you have been working on). Pupils copy it and fill in the gaps.)
- c) Hold a *Spelling bee*. Divide the class into two teams. Give a player from the first team a word to write on the board, if *he / she* spells it correctly, the team gets a point. Continue with a player from the next team.
- d) Tell pupils to learn the spelling of a few words, usually the new words for that unit. Then hold a short spelling test. Make this fun by praising correct answers rather than criticising errors.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *match sentence halves and write complete sentences;*
- *use letters **ee** and **oo** correctly in words.*

1. Ask questions about each picture at the bottom of ABPB page 86, e.g. *Where is Kofi?* to elicit the sentence *Kofi is in the bus*. Then point to and read the first

words *Kofi is*, and they say *Show me where it says in the bus*'. Pupils point to the correct half sentence. Ask a pupil to write the full sentence on the board. Continue with the other sentences. Pupils can then copy the sentences from the board or, if your pupils are able, clean the board and tell them to match the halves again and write the full sentences from the Activity-based Pupil's Book, page 86.

- 2 Practise penmanship with the letter **see** and **oo** in the usual way.

Mixed-ability activities

1. Pupils draw objects *in, on, under, near in front of or behind* other objects, and label them.
2. Pupils draw pictures of a journey they made, and make a few sentences about it.
3. Pupils write down all the words they know with the **ee** and/ or **oo** letter pattern.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- talk about towns and transport?
- use the prepositions *in, on, under, near, behind, in front of* correctly?
- recognise the sounds made by the letter patterns **ee** and **oo**, and write words using them?
- write full sentences from sentence halves?

Ask yourself *Did I...*

- give sufficient practice in using prepositions?
- organise the spelling bee so as to encourage pupils to make contributions in class.

UNIT 22

Key Language	Prepositions, <i>up, down, right, left</i>
New Vocabulary	<i>fly, spider, spout, washed out, climb, dried, up, down</i>
Skills	Describing direction; recognising words; reading a rhyme and short sentences; letter sounds ar and ay ; writing letters ar and ay
Teaching aids	ABPB pages 88-91; pictures of insects (or real insects); word cards (<i>spider, climbed, spout, dried</i>); surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *talk about insects;*
- *recite a rhyme with correct rhythm and stress.*

1. Let some pupils do *Show and tell* (see Unit 2, page 26). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise the rhyme *Aeroplanes, aeroplanes* and/or talk again about towns and transport in Ghana (see Unit 21, page 122).
3. Show pictures of some insects and a spider (or real ones, whether dead or alive) and ask questions about them, e.g. *What is this? How many legs has it got?* Pupils should know *ant* and *butterfly*, introduce *fly* and *spider*. (You could also introduce *mosquito* if you want to talk about malaria and prevention.)
4. Look at the pictures of the spider and insects in the book, and elicit their names. Ask also about the weather in the pictures. Ask about the first picture, *Where was the spider? What happened to the spider?* Introduce the word *spout*, (more often called a *drainpipe*), and the meaning of *wash out*.
5. Present and teach the rhyme *Incy, Wincy Spider* in the usual way.

Incy Wincy spider

Climbed up the spout, (Wriggle fingers to show spider going up).

Down came the rain and washed the spider out. (Wriggle fingers to show spider coming out).

Out came the sun, (Raise arms to show sun going up)

And dried up all the rain, Incy Wincy spider Climbed up the spout again.

(Wriggle fingers to show spider going up).

A spider has eight legs. (Pupils to be taught).

Grammar

By the end of the lessons, the pupils will be able to:

- *use the prepositions **up** and **down** correctly;*
- *give directions with **right**, **left**, **up** and **down**.*

1. Revise the prepositions previously taught and play *Treasure hunt* again, (See Unit 21, page 123).
2. Revise the directions *right* and *left*. Make sure you have your back to the class when you talk about things on the right or left, or you will confuse them. Introduce *up* and *down*. Pupils will already be familiar with them from *stand up* and *sit down*. Tell pupils to take a ruler or pencil and pretend it is an aeroplane. Give them directions on how to move their aeroplane, e.g. *up*, *right*, *down*.
3. Play *Seidu says* using the new words in the instructions, e.g. *Seidu says, 'Put your right hand up.'* *Seidu says, 'Put your left hand up.'* *'Put your hands down.'* *Seidu says, 'Turn to the right.'* Use some of the other prepositions also, e.g. *'Put your left hand on your head.'*
4. Draw any animal on the board, but do not give it any eyes. Using a piece of cloth, blindfold one pupil and give him/ her the chalk and tell him/ her to draw the eyes. The rest of the class must call instructions, e.g. *up*, *up*, *no down*, *right*, *yes there* to guide the pupil to draw the eyes in the correct place.

Reading

By the end of the lessons, the pupils will be able to:

- *read a rhyme;*
- *recognise certain words and read short sentences;*
- *recognise and use the letter sounds **ar** and **ay**.*

1. Revise reading the text from the previous unit. Pupils can read it in pairs.
2. Revise the rhyme of *Incy Wincy spider* and then read it as pupils follow in their books. Make it clear that it is the text at the top of the pages (ABPB pages 88 -89). They can then read it in chorus with you before they read it to each other in pairs.
3. Ask further questions about the pictures to prepare pupils for reading, e.g. *What is the weather like? Where are the ants? Where are they going?* (Elicit that the ants are going up in the first picture, and down in the other.)
4. Teach the new sight words for this unit following the usual procedure, (See Unit 2, pages 28/29). Write the word *fly* on the board for pupils to sound out.
5. Ask pupils to look at the first part of the text and tell you any words they recognise. Then read the text slowly and clearly to pupils as they follow in their books. As you read each question in the text, pause for pupils to find and give an answer. Repeat the procedure for the second part of the text. Call out one or two words from the text for pupils to find and point to as quickly as possible. Let them read the text silently for a few moments.

They can then read it to each other in pairs as you go around and monitor. Ask a few pupils to read one or two sentences to the class. Give plenty of encouragement and praise.
6. Follow the usual procedure for the letter sounds of *ar* and *ay* (see Unit 2, page 30).
7. Do not forget to do some spelling practice. (See pages 124 of TG for suggested activities).

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *copy and complete sentences, using picture cues;*
- *copy and complete sentences;*
- *use letters **ar** and **ay** correctly in words.*

1. Elicit the words and pictures from pupils, (ABPB page 90). Write the sentences on the board with gaps where the pictures are. Elicit the missing words again and then ask pupils to come out and write the words in the gaps. The class can help them with spelling. Then rub out the words again. The class can then copy and complete the sentences in their exercise books.
2. Ask questions about each of the pictures (ABPB page 91), e.g. *What is it? Where is it?* Then elicit the sentences and the words to complete them. Pupils copy and complete the sentences.
3. Practise penmanship with the letters **ar** and **ay**, (See Unit 2, pages 30-31 of TG).

Mixed-ability activities

- 1 Pupils play *Seidu says* in groups,
- 2 Pupils draw any of the insects they know and label them.
- 3 Pupils work individually or in pairs to write down all the words they know with *ar* and/or *ay*.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- recite the rhyme with reasonable rhythm and intonation?
- use *up*, *down*, *right* and *left* correctly?
- read the simple sentences?
- fill in gaps to write simple sentences?

Ask yourself *Did I...*

- **spend sufficient time reinforcing up, down, right and left?** Play games regularly using these directions.
- **continue to develop spelling skills?** You could use techniques from page 124.

UNIT 23

Key Language	Prepositions, <i>into, out of, through</i>
New Vocabulary	<i>tortoise, hare, race, forest, fast, slowly, won, into, out of, through</i>
Skills	Listening to a story; recognising words; reading a short story; letter sounds <i>a</i> and <i>a_e</i> ; writing letters <i>a_e</i>
Teaching aids	ABPB pages 92-95; word cards (<i>tortoise, hare, race, fast, slowly, forest</i>); surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *understand a traditional story;*
- *state the key words of a story and identify the moral values.*

1. Let some pupils do *Show and tell*, (See Unit 2, page 26 of TG). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise the rhyme *Incy Wincy Spider* (see Unit 22, pages 126/127 of TG).
3. Tell the class that you are going to read them the story *The tortoise and the hare*. Show them pictures of the two animals and name them (you can use the pictures in the Activity-based Pupil's Book pages 92 and 93). Then read the story slowly and clearly. Use gestures and expressions to help show the meaning of words, e.g. *quiet, noisy, boastful, fast, slowly, a rest*. Read the story again and encourage pupils to join in with parts they know, e.g. the repetition of *I will win the race*.

A tortoise and a hare lived near a forest. The tortoise was a quiet and friendly animal. All the animals liked her. The hare was very noisy and boastful. He always said, 'I am fast. I am clever. I am the best.' The other animals didn't like him.

One day the tortoise and the hare agreed to have a race. The hare said, 'I am fast. I will win the race.' The tortoise said nothing; she just smiled. The tortoise and the hare went to the starting place. The hare said again, 'I will win the race.' The tortoise smiled again. The race started.

The tortoise started her slow walk. The hare ran very fast. He ran into the forest. He looked behind him. The tortoise was not near. She was far behind. He laughed and said, 'I will win the race'. Then he said, 'I will sit down and have a rest.' He sat down under a tree and rested. Soon he fell asleep.

The tortoise walked slowly. She walked into the forest. She walked past the hare, very quietly. She walked through the forest. She walked out of the forest. She walked to the end of the race.

Just then, the hare woke up. He jumped to his feet and started to run. He ran out of the forest. He saw the tortoise in front of him. He ran very fast. But he was too late. The tortoise finished first. She won the race.

All the other animals were very happy. Hare wasn't happy. He said, 'I didn't win the race. I am stupid.' Noisy boastful hare didn't win the race.

4. Ask some simple questions about the story to check comprehension, e.g. *Who won the race? What did the hare do in the forest?* If they have not understood the outline of the story, read it again; (but do not expect them to understand every word of it at this level).
5. Ask what part of the story they liked best. Talk to them about the moral of the story, ask *Was hare / tortoise good or bad? Was he / she happy at the end?*

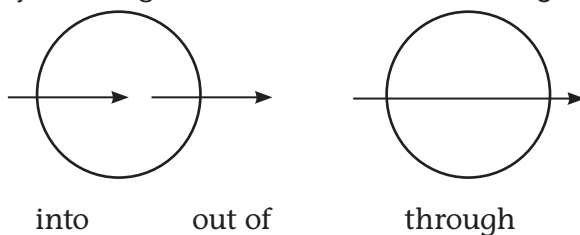
Grammar

By the end of the lessons, the pupils will be able to:

- *use the prepositions **into**, **out of** and **through** correctly.*

UNIT 23

1. Revise the prepositions practised in the previous weeks by playing *Treasure hunt*, *Seidu says* and /or *Draw the eyes* (see pages 123, 40, 127).
2. Introduce *into* and *out of* by walking out of the classroom, saying *I am walking out of the classroom*. Then return, saying *I am walking into the classroom*. Repeat a few times.
3. Ask a pupil to walk in and out of the classroom, at the appropriate moments say *Afua is walking out of the classroom*. / *Afua is walking into the classroom*. Repeat a few times. Get the class to repeat together, and then some individuals. Make sure the pupil is actually moving in or out when the sentence is said, to make sure the pupils understand that the preposition indicates movement.
4. Ask some individual pupils to walk in and out saying the sentences.
5. Put your hand through an open window, and say *I am putting my hand through the window* as you do the movement. Find other objects, like a hoop, suitable to put something through, or make a hole in a piece of paper and put a pen through it, saying *I am putting my pen through the paper*.
6. Follow a similar routine as above for pupils to practise sentences with the prepositions.
7. Draw some circles on the board and illustrate the meaning of the prepositions by drawing arrows *into*, *out of* and *through* them, e.g.



8. Use the pictures ABPB pages 92-93 for further practice of these prepositions, and others. Ask questions about the place and movement of the animals in the pictures, e.g.
 - In picture 2: *Is the hare running into or out of the forest? Is the hare in front of or behind the tortoise?*
 - In picture 4: *Is the tortoise walking into, through or out of the forest?*

Reading

By the end of the lessons, the pupils will be able to:

- *retell a story, using picture cues;*
- *recognise certain words, read a short story silently and answer comprehension questions;*
- *recognise and use the letter pattern, **a_e**, and contrast it with **a***

1. Revise reading the text from the previous unit. Pupils read it in pairs.
2. Use the pictures (ABPB page 92 & 93) to elicit the story from pupils. Ask questions to help them, e.g. *What did the hare say? Where did the hare go? What did he do in the forest?*
3. Teach the new sight words for the story following the usual procedure (see Unit 2, pages 28/29 of TG).
4. Give pupils some practice in reading silently. Ask them to read each section of text on their own silently, before you read it to them. When they have finished reading, ask them a few simple comprehension questions, e.g. *What did the hare / tortoise do?*
5. Read the text slowly and clearly as pupils follow in their books. They can then read it to each other in pairs as you go around and monitor. Ask a few pupils to read one or two sentences to the class. Give plenty of encouragement and praise.
6. Point out that the sound of the letter *a* changes when there is an *e* at the end of the word. Write the word *can* on the board and elicit its pronunciation. Then add *e* to it to make it *cane*, and elicit its pronunciation. You can give a few other examples with other words such as *cap* and *cape*, *hat* and *hate*, *tap* and *tape*, *mat* and *mate*. Then continue with the *a* and **a_e** words using the normal procedure (see Unit 2, page 30 of TG). Note: *hare* does not follow this rule - not all words do.
7. The first activity reinforces and revises the work on the letter pattern **a_e**. Revise the sound before pupils write the words. Do not forget to do some spelling practice, see page 123/124 for suggested activities.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *copy words in the correct order to make short sentences;*
- *select and copy words from a substitution table to make sentences;*
- *use letters **a** and **a_e** correctly in words.*

- 1 For each sentence, elicit what is happening in the picture. Then elicit the individual words and write them on the board. Elicit from pupils what the sentence should be and get one pupil to copy the words in the correct order. Point out that the capital letter goes at the beginning of the sentence and the full stop at the end. Pupils can then write the sentences in their exercise books.
2. Read through all the words in the substitution tables (ABPB page 95) to make sure pupils recognise them all. Then elicit some sentences from them. Ask individuals to write some of these sentences on the board, with the rest of the class helping with spelling. They can then write some of the sentences.
3. Practise penmanship based on words with **a-e**. Use the normal procedure (see Unit 2, pages 30-31 of TG).

Mixed-ability activities

- 1 Pupils draw pictures and write sentences to illustrate the use of *into*, *out of* and *through*.
- 2 Pupils draw a picture of, and write a sentence about, their favourite part of the story.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- listen to and understand a traditional story, and talk about its moral values?
- use *into*, *out of* and *through* correctly?
- read the simple story?
- put words in the correct order to write sentences?

Ask yourself *Did I...*

- **ensure all pupils were following The tortoise and the hare story?**
Repeat sections if necessary and use plenty of expression.
- give pupils enough practice in the use of the new prepositions?

UNIT 24

Key language:	Possessive adjectives: <i>my, your, his, her</i> ; possessive 's; <i>Whose...?</i>
New vocabulary:	<i>socks, T-shirt, my, your, his, her, whose, bike</i>
Skills:	Talking about possession; recognising words; reading short sentences silently and aloud; letter sounds i and i_e ; writing letters i_e
Teaching aids	ABPB pages 96-99; real examples of clothes; word cards (<i>trousers, socks, T-shirt, hat, cap, sandals</i>); surface for writing practice.

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *retell and dramatise a story;*
- *recite a rhyme with appropriate rhythm and stress.*

1. Let some pupils do *Show and tell* (See Unit 2, page 26 of TG). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Elicit the story of *The tortoise and the hare* from pupils, letting them tell it in their own words. Use the pictures in the book and ask questions to prompt them, e.g. *What did the tortoise do?*
What did the hare say? Where did the hare go?
3. Pupils then work in pairs and tell the story together. Go around and monitor as they talk.
4. Tell the class they are going to act the story:
 - a) Choose a group of six pupils. Ask them to select one member of the group to be the hare and another to be the tortoise, the rest are the other

animals.

- b) Read the story again slowly (see page 67 of TG). As you do so, the group should act it out. Pause at each point when an action or gesture can be used and guide them, e.g. *The tortoise smiled. / All the other animals were very happy.* They can also say the spoken words in the story, e.g. *'I will win the race.'*
 - c) Repeat with other groups.
- 5 As a change from the story, and to introduce the theme of this unit, clothes, teach the following short rhyme. Ask the pupils to identify which words rhyme.
- Little Ama Adu
Lost her pretty shoe,
What can little Ama do?
Give her another
To match the other,
And then she can walk out in two.*
- 6 You can also elicit from pupils what they, and you, are wearing to revise clothes.

Grammar

By the end of the lessons, the pupils will be able to:

- *talk about possession using **my, your, his, her** and the possessive 's.*

- 1 Revise the prepositions taught in the previous few weeks by playing any of these games *Treasure hunt, Seidu says, Draw the eyes* (see pages 123, 40, 127.)
- 2 Pupils have used the possessive adjectives in various contexts by now, so start by revising these. Ask *What's your name?* to individuals and elicit *My name is...* Then point to individuals and ask *What's her / his name?* and elicit *Her / His name is...* Make sure they are using *his* and *her* correctly. You can also revise any of the songs or rhymes which use possessive adjectives, e.g. *This is the way I wash my face, This is my nose, I clap with my hands* (see pages 102, 111 and 112 of TG)

3. For further practice, have a collection of your own familiar objects (e.g. a book, bag, shoe, pencil) in front of you. Hold up your objects and say *This is my book / bag / pencil*. Then tell pupils to hold up their books and repeat *This is my book*. Repeat with other objects that they all have. Take an object from a pupil's desk or bag, hold it up and ask, e.g. *Is this your book / pencil?* Elicit the answer, *Yes, it is my book*. Pupils can practise in pairs.
4. Take an object from a pupil, point to the owner and say, *This is his / her book*. Repeat several times and then tell pupils to take something from their neighbour and practise the sentences. Take an object from one pupil and then ask another *Is this your book?* Elicit *No, it is not my book. It is his / her book*. Repeat several times.
5. Introduce the use of the possessive 's in a similar way to step 4. Take objects from pupils and say, e.g. *This is Kofi's book. This is Esi's bag*. Then ask questions and elicit answers, e.g. *Is this your book?* *No, it's not my book. It's Kofi's / Sonia's / Esi's*. Make sure the pupils hear the **s** at the end of the names, and do some repetition practice to make sure they are using it correctly.
6. Ask pupils to name all the items of clothing in the pictures ABPB page 96. *Socks* and *T-shirt* are the only ones which have not been used before. Then say *Look at the dress. The dress is Dede's. Look at the shoes? Whose are the shoes?* Pupils have to work out which of the three children the clothes belong to. Elicit answers.
7. Do some repetition practice with the question *Whose is / are the...?* Pupils then ask you some questions before asking other pupils across the class. They then ask and answer in pairs.

Reading

By the end of the lessons, the pupils will be able to:

- *recognise certain words;*
- *read short sentences silently and aloud;*
- *recognise and use the letter pattern i_ e and contrast it with i.*

1. Write the words for clothes on the board, one at a time. Ask pupils to read what they say and (wherever possible) show you an item of the clothing in the classroom. If they are unable to identify the word, tell them to find the

same word in the book and identify it from the picture. Start with the shortest and easiest words.

2. Ask some questions about the pictures to prepare the pupils for reading, e.g. *What is Joe wearing? Is it his hat? Whose hat is it?*
3. Ask pupils to look at the text in the first section (ABPB page 97) and tell you any words they recognise. Then let them read the text silently. Ask *What did Joe say? What did Mother say?* Elicit as much as the pupils can read. Then read the text to them slowly and clearly as they follow in their books. Repeat with the other two sections.
4. Pupils then read it together in pairs as you go around and monitor. Ask a few pairs to read parts of the dialogue to the class. Give plenty of encouragement and praise.
5. Point out that the sound of the letter *i* changes when there is an *e* at the end of the word. Follow the usual procedure for sounds and words (see Unit 2, page 30 and unit 23 page 134).
6. Don't forget to do some spelling practice. See pages 123-124 for suggested activities.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *select and copy words from a substitution table to make sentences;*
- *write sentences based on a puzzle;*
- *use letters **i** and **i_e** correctly in words.*

- 1 Read through the substitution tables (ABPB page 98) with pupils to make sure they recognise all the words. Elicit some sentences and write them on the board. Rub off a few words and let pupils fill them in again. Then rub out the words again. All pupils can write the sentences in their exercise books. Monitor them as they do this.
- 2 Revise the names of the clothes and then ask *Whose is the hat?* Pupils follow the line from the hat to Dede. Elicit *The hat is Dede's.* Ask a pupil to write the sentence on the board. Continue with the other items of clothing. Pupils then copy the sentences.

- 3 Practise penmanship in the usual way(see Unit 2, pages 30-31). Point out that 'bike' is a short and common word for *bicycle*.

Mixed-ability activities

- 1 Pupils draw pictures of clothes and label them.
- 2 Pupils make their own maze puzzle, based on ABPB page 99, using different clothes and different names. They can then give them to their friends to trace the lines to see what belongs to whom.
- 3 Pupils draw objects in the classroom and label them according to who they belong to, e.g. *This is my book. This is Kwesi's bag.*

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- retell and act out the story?
- talk about possession using *my, yours, his, her* and possessive 's'?
- read the questions and answers in the story?
- write sentences from the substitution table?

Ask yourself *Did I...*

- **enhance pupils' understanding of The tortoise and the hare story through the acting activity?** Starting with a more-able group may give confidence to less-able pupils.
- give sufficient repetition practice to reinforce the elements of the possessive covered in this unit?

UNIT 25

Key Language	Prepositions; possessive adjectives, <i>our, their</i>
New vocabulary	<i>look(ed) after, water(ed), forgot (forget), fence, chase(d), leaves, produce(d), our, their</i>
Skills	Following spoken instructions; recognising words; reading a short story; letter sounds o and o_e ; writing letters o_e
Teaching aids	ABPB pages 100-103; word cards (<i>look after, forgot, fence, chase, leaves, produce</i>); surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *understand and follow instructions in a picture dictation.*

1. Let some pupils do *Show and tell* (see Unit 2, page 26 of TG). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise the rhyme *Little Ama Adu* (see page 138 of TG).
3. Revise the use of prepositions in context by playing one or more of the games *Treasure hunt, Draw the eyes* or *Seidu says* (see pages 123, 127 and 40).
4. Give pupils a picture dictation.
 - a) Prepare your instructions first and do a sketch of what the final picture should be like.
 - b) Give pupils some rough paper or tell them to use a blank page in their exercise books.
 - c) Explain that they have to draw objects according to your instructions. Encourage them to ask questions if they do not understand anything.
 - d) Read all the sentences together once, then one at a time, slowly and clearly. Give pupils plenty of time to do their drawings. Repeat the sentence several times as they are drawing.

- e) One possible dictation is the following:

Draw a table. Draw a chair near the table. Draw a glass on the table. Draw a flower in the glass. Draw a ball under the table. Draw a shoe near the ball.

- f) When they have finished, repeat the sentences as you draw the picture on the board for them to check.
- g) In another lesson you could do a second, more difficult, dictation which practises other prepositions.

Draw a tree on the left. Next to the tree on the right, draw a house. Draw a monkey climbing into the house through the window. Draw another monkey climbing up the tree.

Grammar

By the end of the lessons, the pupils will be able to:

- *talk about possession using **my, your, his, her** and the possessive 's;*
- *talk about possession using **our** and **their**.*

1. To revise clothes and possession, go around and pick up, or point to, clothes or objects belonging to pupils. Ask *What is this?* and then *Whose is this?* Elicit, e.g. *It's a shirt / dress. They are shoes / socks / trousers. It's Kofi's, They are Esi's shoes.*
2. Play this game of *Detectives* to further practise talking about possession:
 - a) Choose one pupil (the 'detective') to stand outside, and then ask another pupil for an object that belongs to him/her, e.g. a pencil, a book.
 - b) The 'detective' comes back in and is given the object. He/she then asks a pupil *Is this your pencil?* That pupil must deny it belongs to him/her, whether it does or it does not. He/she must point to another pupil and say *No, it is not my pencil. It is Lena's.*
 - c) The 'detective' then asks Lena the same question, and so on around the class. When it is finished the 'detective' must decide which of the pupils he/she thinks is not telling the truth and does own the object.
3. Focus on the plural possessive adjectives by using common objects. Hold up your copy of the Activity- based Pupil's Book for Primary 2 and say *We are*

Primary 2. This is our book. Repeat this several times. Tell the class to hold up their books and repeat *This is our book*. Ask individual pupils to say it

- 4 Give other examples of objects common to the class and get the pupils to repeat the sentences, e.g. *This is our classroom. These are our desks. These are our chairs.*
- 5 Point to a Primary 1 classroom and hold up a copy of the Primary 1 English book, say *They are Primary 1. This is their book*. Tell the class to point to the book and repeat *It is their book*. Ask individual pupils to repeat.
- 6 Give other examples of objects belonging to other groups/classes that you can see out of the window and ask pupils to repeat, e.g. *That is their classroom. Those are their windows.*

Reading

By the end of the lessons, the pupils will be able to:

- *recognise certain words;*
- *read a short story silently and aloud;*
- *recognise and use the letter pattern **o_e** and contrast it with **o**.*

1. Revise reading the text from the previous unit. Pupils read it together in pairs.
2. Look at each of the pictures for the story and ask questions to prepare pupils for reading, e.g. *Who is this? What are they doing? What are they growing?* Use the opportunity to introduce any new vocabulary.
3. Teach the new sight words for this unit following the usual procedure (see Unit 2, pages 28/29 of TG).
4. Ask pupils to look at the text under the first picture (ABPB page 100), and tell you any words they recognise. Then let them read the text silently. Ask *What did Dede and Hawa plant? Where did they plant the seeds?* Elicit as much as the pupils can read. Then read the text to them slowly and clearly as they follow in their books. Repeat with the other sections.
- 5 Pupils read it to each other in pairs as you go around and monitor. Ask a few pairs to read parts of the dialogue to the class. Give plenty of encouragement and praise.

- 6 Point out that the sound of the letter **o** changes when there is an *e* at the end. Follow the usual procedure for sounds and words (see Unit 2, page 29/30).
- 7 Do some spelling practice. See page 122/123 for suggested activities.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *copy and complete sentences using picture cues;*
- *use letters **o** and **o_e** correctly in words.*

1. Elicit the words and pictures from the pupils. Write the sentences on the board with gaps where the pictures are (ABPB Page 102). Elicit the missing words again and then ask pupils to come out and write the words in the gaps. The class can help them with spelling. Then rub out the words again. They then copy and complete the sentences in their exercise books.
2. Ask *What is Dede saying?* and elicit the sentences ABPB page 103. Write the sentences on the board, with gaps for pupils to fill in. Pupils copy and complete the sentences in the book.
3. Practise penmanship in the usual way (see Unit 2, pages 30/31 of TG)

Mixed-ability activities

- 1 Pupils draw pictures of family, friends, their home and label the pictures, *This is my / his / her / our...*
- 2 Pupils make very simple drawings of two or three objects and then do a picture dictation with a partner, e.g. *Draw a house. Next to it draw a tree.*
- 3 Pupils play *Detectives* in groups.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- follow instructions to complete a picture dictation?
- talk about possession using *our* and *their* and possessive's?
- recognise the shape and sounds of the **o_e** pattern?

- fill gaps to write some simple sentences?

Ask yourself *Did I...*

- **conduct the picture dictation activity successfully?** Give simple, step-by-step instructions and ample time for drawing.
- involve pupils in the detective activity so as to give sufficient practice in using possessives?

UNIT 26

Key language:	Shapes; adjectives of colour and size
New vocabulary:	<i>rainbow, indigo, violet, favourite, circle, square, triangle, rectangle</i>
Skills:	Describing objects; recognising words; reading a description and instructions silently and aloud; following written instructions; letter sounds ea and ur ; writing letters ea and ur
Teaching aids:	ABPB pages 104-107; picture/word cards (<i>square, circle, triangle, rectangle</i>); coloured pencils for pupils; surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to

- *talk about colours, and rainbows.*

1. Let some pupils do *Show and tell* (see Unit 2, page 26 of TG). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise the names of colours by asking about the colours of objects in the classroom. Ask pupils to hold up objects and ask *What colour is this?* When the basic colours have been revised, pupils ask and answer in pairs.
3. Introduce the rainbow and its colours using the picture (ABPB page 104). Ask pupils if they have seen a rainbow.
4. Tell pupils the names of the colours of the rainbow. They can repeat them as a chant to help them remember.
5. Tell pupils what your favourite colour is, and explain the meaning of *favourite*. Ask pupils *What is your favourite colour?* Elicit from some *My favourite colour is...* Do some repetition practice of the question and then let pupils ask each other in pairs. Ask individuals what their partner's favourite colour is, e.g. *Kwesi, what is Louisa's favourite colour?*

- 6 Play a version of *I can see* with the class in which you say the colour of the object to be guessed. Say, e.g. *I can see something red*. Pupils have to look around and say the names of objects they can see which are red. Pupils can also play the game in groups.

Grammar

By the end of the lessons, the pupils will be able to:

- *use the names of basic shapes;*
- *describe objects by colour, shape and size.*

- 1 Revise talking about possession (see Unit 25, pages 143-145 of TG).
- 2 Present and practise the names of the four basic shapes (ABPB page 104). Draw the shapes on flashcards and use the following routine:
 - a) Show the cards to pupils, saying e.g. *It's a square*. Pupils look and repeat.
 - b) After presenting the four shapes, display the cards in different parts of the classroom and tell pupils, e.g. *Point to the circle*.
 - c) Hold up one card and ask *Is it a square or a rectangle?* Elicit the answer.

Hold up a card and ask *What is it?* Elicit the answer from the whole class. Then ask individuals.
 - e) Hold up a card, elicit the question, *What is it?* and answer yourself. Then let a pupil across the classroom answer.
 - f) Pupils point to the cards displayed around the room and ask and answer the question in pairs.
 - g) Tell pupils to draw shapes in their exercise books, e.g. *Draw a circle*. Monitor that they do this correctly. Pupils can then work in pairs to give each other instructions to draw.
3. Use the diagrams in the book to introduce the description of shapes by colour. Point to each of the shapes and ask *What is it?* Elicit the answer and say, e.g. *A circle, good. What colour is the circle? Blue. Yes, it's a blue circle.*
4. Look at the pictures at the bottom of ABPB page 104 the page and ask *What is it?* Elicit, *a car*. Ask *What shapes are in the car?* Then ask pupils to look

around them in the classroom and identify shapes. To help them, start by asking, e.g. *What shape is this book? What shape is the door / window? What shape is the 'o' on the alphabet frieze?*

5. Using both pages (ABPB 104/105), tell pupils to point to various coloured shapes, e.g. *Point to a blue square. Show me a yellow triangle.* Gradually introduce the adjectives *big* and *small*, e.g. *Point to a big red triangle. Now point to a small red triangle.* Give plenty of practice with this so that pupils not only learn the vocabulary but also get used to the order of the words in a description (e.g. it is not a *red small triangle*).
6. Point to various shapes and ask *What is it?* Elicit answers from the class, and then individuals. Pupils then ask and answer in pairs.

Reading

By the end of the lessons, the pupils will be able to:

- *recognise certain words and read short sentences, silently and aloud.*
- *read and follow written instructions;*
- *recognise and use the letter sounds **ea** and **ur**.*

1. Revise reading the text from the previous unit. Pupils read it in pairs.
2. Teach pupils to sight-read the names of the shapes using the normal procedure (see Unit 2, pages 28/29 of TG). You can write the words on the backs of the picture cards. Pupils then match the words on the cards to those on the page. Use the picture of the rainbow (ABPB page 104) to elicit the names of the colours. Point to each word and ask *What does this say?* Then do the same with the phrases, e.g. *a blue circle*.
3. Look at the four diagrams of coloured shapes (ABPB page 105) and elicit what they are and where they are in relation to each other. Use prepositions, e.g. *under, next to, in, on*. Ask *What shape is this? What colour is it? Where is it?*
4. Ask pupils to look at the first sentence and see if any of them can read it. Praise them if they can. Read the sentence to them slowly and clearly. Then tell them to point to the correct diagram. Continue with the other three sentences.
5. Pupils read the sentences in pairs as you go around and monitor.

- 6 For A and B, again let pupils try to read them first silently. Elicit as many words or sentences as they are able to tell you. Then read the sentences slowly and clearly, as they follow in their books. Tell them to follow the instructions to draw the shapes. This will show you how much they have understood and are able to read. Try to make crayons available, however, if this is not possible, tell pupils to write the colour inside the shape instead, e.g. to write *blue* inside the blue circle.
- 7 Present and practise the sounds made by the letter patterns **ea** and **ur** (ABPB page 106 & 107) in common words. Follow the usual procedure for sounds and words (see Unit 2, page 30 of TG).
- 8 This activity reinforces and revises the work on the letter patterns. Revise the sounds before pupils write the words.
- 9 Do some spelling practice. See page 123/124 of TG for suggested activities.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *select words from a substitution table to make descriptions.*
- *copy words to make descriptions, and follow instructions.*
- *use letter patterns **ea** and **ur** correctly.*

- 1 Point to each of the shapes on ABPB page 104 and ask *What is it?* to revise the descriptions. Elicit the words in the substitution table on page 106. Pupils draw and colour some shapes of their own and ask a partner *What is it?* They can then write sentences, using the substitution table, to label their shapes.
- 2 Revise *big*, *small*, the shapes and the colours. Pupils draw and colour the shapes as instructed. They then write a sentence about each shape, e.g. *it's a small red circle.*
3. Practise penmanship with the letter patterns **ea** and **ur** (see Unit 2, pages 30/31 of TG).

Mixed-ability activities

- 1 Pupils draw, and colour if possible, more shapes and write sentences about them using the substitution table for guidance.
- 2 Pupils draw their own pictures made of shapes, as at the bottom of page 104 in the Activity-based Pupil's Book. They then write sentences to describe them.
- 3 Pupils draw, colour and label their own rainbow.
- 4 Pupils play *I can see* in groups (using colours, letters, or both to identify objects).

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- talk about colours?
- describe objects by colour, shape and size?
- read and follow the instructions to draw coloured shapes?
- write sentences describing shapes from the substitution table?

Ask yourself *Did I...*

- **use exercises A and B on page 105 of ABPB to assess pupils' understanding of colour and shape?** Provide reinforcement where necessary.
- give pupils sufficient practice in penmanship?

UNIT 27

Key Language	Adjectives
New Vocabulary	<i>grey, noisy, quiet, slow, long, short, tail</i>
Skills	Describing; recognising words; reading descriptions of animals; letter sounds ou and or , writing letters ou and or
Teaching aids	ABPB pages 108-111; short and long objects for teaching adjectives; word cards (<i>noisy, quiet, slow, long, short, tail</i>); surface for writing practice.

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *recite an action rhyme with correct rhythm and stress;*
- *recognise rhyming words.*

1. Let some pupils do *Show and tell* (see Unit 2, page 26 of TG). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise talking about the colour of objects and favourite colours (see Unit 26, page 147 of TG). Introduce the picture of the elephants and mice in ABPB page 108 the book and ask about their colour. Introduce *grey* if you have not done so before.
3. If you are good at drawing, draw an elephant, a mouse, a goat and a snake on the board and elicit what they are. If not, just write the words and elicit what pupils can tell you about them. Then take sentences from the rhyme below and ask pupils to guess which animal is being described, e.g. *His feet are big and round. His feet are very small.*
4. Present and teach the following action rhyme in the usual way. Demonstrate and teach the movement for each line as you recite it.

An elephant's feet are big and round, (spread out hands).

His feet make an elephant sound (stamp feet).

A mouse's feet are very small, (make hands small).

His feet make hardly a sound at all. (move quietly on tiptoe).

A goat's feet are easy to know, (make hands into fists).

His feet with a 'clackety-clack' go. (tap on desks).

But quietly, quietly goes the snake, (put fingers to lips to show quiet).

Silently slithering his way he makes. (make wave motions with hand).

- 5 Dramatise the rhyme by letting pupils role-play the animals. The rest of the class can say the lines while one of the pupils acts out the animal and the way it walks.
- 6 Guide pupils to find the rhyming words. Say the first word, e.g. *round*, and elicit the second *sound*.

Grammar

By the end of the lessons, the pupils will be able to:

- *use adjectives for describing.*

1. Revise talking about the colour and size of shapes (see Unit 26, pages 148/149 of TG).
2. Draw some big and small shapes on the board and revise *big* and *small*. Look back to the shapes in the book and tell individuals to point to, e.g. *a big / small circle / triangle*. Then tell them to draw big and small shapes on paper. You can also talk about the big feet of an elephant and the small feet of a mouse.
3. Use the second half of the rhyme to introduce quiet and noisy. Give other examples of noisy and quiet animals, pupils or things. Ask the class to be noisy and then to be quiet.
4. Talk about the story of the hare and the tortoise they studied in Unit 23. Elicit that the hare is a fast animal, and the tortoise is a *slow* animal. Talk about other slow or fast animals or people. Ask the pupils to be fast and then be slow.

Note: *The pupils may remember the adverbs slowly and get confused between the two words. Just explain that a person or an animal is slow but we do action like run, walk, eat slowly. They will learn the difference with experience.*

5. Show the class a *short* and a *long* pencil. Repeat with, e.g. twigs from trees, pieces of string or cotton. Draw a short line and a long line on the board. Ask pupils to point first to one, then the other. Ask, e.g. *Is this a long line or a short line?*
6. Ask *What is it?* about each picture (ABPB page 108). Ask further questions to elicit the adjectives, e.g. *Is the elephant /mouse big or small?* In the last pair of pictures you may need to introduce and teach the word *tail*. Then instruct pupils to, e.g. *Point to something big/noisy/ long.*
7. Elicit a sentence about each picture. e.g. *It is a noisy goat. It is a short tail.* Pupils can then work in pairs to point to the relevant picture and say the sentence.

Reading

By the end of the lessons, the pupils will be able to:

- *sound out, or recognise, certain words;*
- *read descriptions silently and aloud;*
- *recognise and use the letter sounds **ou** and **or**.*

1. Revise reading the text from the previous unit (ABPB page 109). Pupils should read it in pairs.
2. Use word cards, or the words on the page, to introduce reading the adjectives. Encourage pupils to use their knowledge of the sounds of the letters to sound out as many of these words as they can. Give help with the more difficult words like *noisy* and *quiet*.
3. Ask questions about the pictures (ABPB page 109) to prepare pupils for reading, e.g. *What are they? How many are there? Are their ears big or small?* Encourage pupils to ask you questions also.
4. Ask pupils to look at the first part of the text and tell you many words they recognise. Then let them read the text silently. Elicit as much as the pupils can read. Then read the text slowly and clearly as they follow in their books. Repeat with the second part of the text.
5. Pupils read together in pairs as you go around and monitor. Ask a few pairs to read parts of the text to the class. Give plenty of encouragement and praise.

6. Present and practise the sounds made by letter patterns **ou** and **or** in common words (ABPB page 110). Follow the usual procedure for sounds and words (see unit 2, page 30)
7. This activity reinforces and revises the work on the letter patterns. Revise the sounds before pupils write the words.
8. Do some spelling practice. See page (124 of TG) for suggested activities.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *copy words in the correct order to make short sentences;*
- *select words from a substitution table to make sentences;*
- *use letters **ou** and **or** correctly.*

1. Elicit what is in each picture (ABPB page 110). Then elicit the individual words and write them on the board. Elicit from pupils what the sentence should be and ask one pupil to copy the words in the correct order. Point out that the capital letter goes at the beginning of the sentence and the full stop at the end. Pupils can then write the sentences in their exercise books.
2. Read through all the words in the substitution tables (ABPB Page 111) to make sure pupils recognise them all. Then elicit some sentences. Ask pupils to write some of these sentences on the board, with the rest of the class helping them with spelling. They then write some of the sentences.
3. Practise penmanship with the letters **ou** and **or** (see Unit 2, page 30/31).

Mixed-ability activities

- 1 Pupils make their own drawings to illustrate the eight adjectives used in the unit.
- 2 Pupils make their own sentences to describe the elephants and mice in the pictures.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- recite the rhyme with reasonable rhythm and stress, and recognise rhyme?
- use adjectives to describe items?
- read the simple sentences silently and aloud?
- put words in the correct order to write sentences?

Ask yourself *Did I...*

- **introduce the concept of adjectives effectively?** Give plenty of examples and help pupils to order words correctly.
- give pupils continued practice at sounding words?

UNIT 28

<i>Key Language</i>	Adjectives
<i>New Vocabulary</i>	<i>friendly, bad, strong, weak, sad, new, old, clean, dirty, lift, smile</i>
<i>Skills</i>	Being aware of personal safety with strangers; being assertive; describing; recognising words; reading a description of a person; letter sounds ng and mp ; writing letters ng and mp
<i>Teaching aids</i>	ABPB pages 112-115; pictures of people (from magazines, newspapers, books, etc); word cards (<i>strong, weak, sad, new, old, clean dirty, lift, smile</i>); surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *talk about personal safety in dealing with strangers;*
- *be assertive to avoid being molested.*

1. Let some pupils do *Show and tell* (see Unit 2, page 26). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise the rhyme *The elephant's feet* (see Unit 27, pages 152-153).
3. Talk to the class about personal safety with strangers and neighbours.
 - The English Primary 2 syllabus suggests a range of issues relating to personal safety and child abuse – look at this before you decide what to talk about. Your aim should be to make pupils aware of relevant problems, but not to upset them. Some of the issues are quite difficult and might only confuse and frighten children of this age. You will know how serious the problems of HIV/AIDS are in your area and should decide exactly what to talk about. The key point is to encourage them to tell a parent or teacher if something does happen to them. As this is a very important and serious issue which the pupils must understand, repeat any crucial points in the local language after saying them in English.

- Take this opportunity to use some adjectives in a relevant context. Talk about *good* / *bad* / *dangerous* / *friendly* people.
- Set up a few simple role-plays in which you, as the stranger or neighbour, try to entice children with sweets or money to go into your car or room. Teach pupils to say 'No' loudly and confidently. Encourage them to shout for help and call for their parents.

Grammar

By the end of the lessons, the pupils will be able to:

- *use adjectives for describing.*

1. Revise the use of the adjectives introduced in the previous unit (see pages 153-154).
2. Use pupils, or pictures of the people (ABPB page 112) to revise other adjectives that pupils were introduced to In primary 1, e.g. *tall/ short* and *thin/ fat*.
3. Use actions, expressions, objects or pictures to present and practise the adjectives *strong/weak*, *happy/ sad*, *new /old* and *clean/dirty*. Teach these in pairs of opposites.
4. Ask *what is it?* about each picture. Ask further questions to try to elicit the adjectives, e.g. *Is this man strong or weak?* If the pupils cannot answer then present the words, e.g. *The man is strong. The boy is weak.* Then instruct the pupils to, e. g. *Point to something new. Show me someone happy/strong.*
5. Elicit a sentence about each picture (ABPB page 112). e.g. *The man is strong. Amadu's clothes are dirty.* Pupils then work in pairs to point to the relevant picture and say the sentence.
6. Show pupils some pictures of people cut from magazines or newspapers, or use pictures in a book. Choose pictures which are clear and as large as possible. Ask questions to elicit a description of the person and their clothes, e.g. *Is this man tall or short? / fat or thin? What does he look like? What is she wearing? What colour is her dress?*

Reading

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

- *sound out or recognise certain words;*
- *read a description silently and aloud;*
- *recognise and use the letter sounds **ng** and **mp**.*

1. Revise reading the text from the previous unit (ABPB page 109). Pupils read it in pairs.
2. Use word cards or the words on the page to introduce reading the adjectives. Encourage pupils to use their knowledge of the sounds of the letters to sound out as many of these words as they can.
3. Ask questions about the pictures to prepare pupils for reading (ABPB page 113). e.g *This is Amadu's father. What does he look like? What is he wearing? Is he a strong man?* Introduce and explain the words *lift* and *smile* using the pictures.
4. Ask pupils to look at the first section of the text (ABPB page 113) and tell you how many words they recognise. Then let them read the section silently. Elicit as much as the pupils can read. Then read the section to them slowly and clearly as they follow in their books. Repeat with the rest of the text. Ask a few questions to check comprehension.
5. Pupils can then read it in pairs as you go around and monitor. Ask a few pairs to read parts of the text to the class. Give plenty of encouragement and praise.
6. Present and practise the sounds made by the letter patterns **ng** and **mp** in common words (ABPB page 114). Follow the usual procedure for sounds and words (see unit 2, page 30)
7. Do some spelling practice. See page 123/124 for suggested activities.

Writing and Composition

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

- *make descriptive sentences from a substitution table;*
- *select adjectives for descriptive phrases to label pictures;*
- *use letters **ng** and **mp** correctly.*

1. Introduce Mr Opposite in the picture (ABPB page 114) and elicit adjectives to describe him. Elicit words from the substitution tables to describe first Mr Bukari and then Mr Opposite. Ask some pupils to write these sentences on the board. The rest of the class can help with what to write and the spelling. Pupils then write some sentences in their exercise books.
2. Elicit a description of each picture (ABPB page 115). Elicit the words next to each picture and ask pupils to select the correct adjective. They copy the correct phrases.
3. Practise penmanship with the letters **ng** and **mp** (see Unit 2, pages 30/31):

Mixed-ability activities

1. Pupils make their own drawings to illustrate the eight adjectives used in the unit.
2. Pupils find, or draw, their own pictures of people and write a few words about each, e.g. *a tall boy, a green shirt*.
3. Pupils draw people doing actions and write a description using the present continuous, e.g. *She is walking. He is painting*.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- understand how to behave safely with strangers?
- use adjectives to describe people?
- read the simple story?
- write a series of sentences from the substitution table describing people?

Ask yourself *Did I...*

- deal appropriately with personal safety issues? Did I help pupils to look after themselves without unduly alarming them?
- introduce Mr Opposite clearly to pupils?
- involve all pupils in class activities such as describing pictures from magazines or working through Pupils Book activities in the Activity-based pupil's book?

UNIT 29

Key Language	Adjectives and order of adjectives; ordinal numbers
New Vocabulary	<i>first, second, third, sport, high, low, neck</i>
Skills	Demonstrating good eating habits; recognising words; reading short sentences silently and aloud; reading a short story; letter sounds ll and ck ; writing letters ll and ck
Teaching Aids	ABPB pages 116-120; plates, bowls, cutlery; number cards (1, 2, 3); word cards (<i>sport, first, second, third, high</i>); surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *sing a song with correct rhythm and intonation;*
- *make new verses for a song;*
- *demonstrate good eating habits.*

1. Let some pupils do *Show and tell* (see Unit 2, page 26 of TG). Ask questions about the item shown, and encourage other pupils to ask questions. Help them to find the words they need to express themselves in English.
2. Revise some of the adjectives taught in the previous weeks. Show pictures of people and elicit descriptions of them and their clothes (see Unit 28, page 158 of TG).
3. Teach the following song in the usual way. It uses the same tune as *This is the way*.

*Dede's wearing a new blue dress,
A new blue dress, a new blue dress,
Dede's wearing a new blue dress,
For going to church on Sunday.*

*Joe's wearing a big red shirt, etc.
For playing at home on Monday.*

Nartey's wearing dirty green shorts, etc.

For playing football on Tuesday

4. Look at each picture (ABPB page 116) in turn and ask *Who is this? What is he/she wearing?* Elicit a description of the clothes. Build up the use of more than one adjective for the description and make sure they are in the correct order, e.g.

Teacher: *What's Hawa wearing?*

Pupils: *A dress.*

Teacher: *Yes, a dress. What colour is the dress?*

Pupils: *Yellow.*

Teacher: *Yes, it's a yellow dress. Is it clean or dirty?*

Pupils: *Dirty.*

Teacher: *Good. Hawa's wearing a dirty yellow dress. Repeat everyone.*

- 5 Guide the pupils to make new verses for the song using the descriptions of Hawa and Amadu, e.g. *Hawa's wearing a dirty yellow dress*, etc. *For cooking at home on Wednesday*. You could also elicit verses about some of the pupils in the class.
- 6 Talk about good table manners and eating habits. Bring some plates, bowls and cutlery to class and role play eating a meal. Discuss what to do, and what not to do. Pupils work in groups to act out good eating manners.

Grammar

By the end of the lessons, the pupils will be able to:

- *use the cardinal numbers 1-30;*
- *use the ordinal numbers **first, second, third.***

- 1 Revise the numbers 1-30 using any of the techniques for presenting and practising them.
- Count from 1-30 using the fingers of three pupils. Then count back down again.
 - Count items, e.g. books, pencils, twigs, stones.
 - Write numbers on the board for pupils to identify.

- Do the revision activity from Unit 10 again (see page 67).
 - Play the *Numbers game* (limit this to revising the numbers 11-20 which will probably be the most difficult for pupils to remember).
 - Play *Bingo*.
- 2 Hold a few classroom races. Ask pupils to write down a word and put up their hand as soon as they have finished, or ask a few to run up and write something on the board, or just run to the board and back. Give the winner of each race a card with the number 1 on it, give the second pupil a card with 2, and the third pupil a card with 3. Tell the three pupils to stand at the front.
 - 3 Ask *Who won the race? Who was first? Who was second? Who was third?* Elicit the answers and do some repetition practice with the sentences, e.g. *Esi was first, Kofi was second, Prudence was third*. Repeat after different races with different pupils.
 - 4 Look at the first picture (ABPB page 117) and ask, e.g. *What are they doing? Who is winning? Who is next?* Then look at the second picture and ask *Who was first / second/ third*

Reading

By the end of the lessons, the pupils will be able to:

- *recognise certain words;*
- *read a short story silently and aloud;*
- *recognise and use the letters **ll** and **ck**.*

- 1 Revise reading the text from the previous unit. Pupils read it in pairs.
- 2 Give pupils a few moments to read the sentences silently, then ask some of them to read one of the sentences aloud.
- 3 Ask pupils questions about the pictures to prepare them for reading. Focus on the last two pictures which they haven't looked at yet. Introduce and practise the adjectives *high* and *low*.
- 4 Teach the new sight words for this unit following the usual procedure (see Unit 2, pages 28/29). Ask pupils to find the words in the text.

- 5 Ask pupils to look at the text in the first section (ABPB page 117) and tell you any word they recognise. Then let them read the text silently. Ask a few simple comprehension questions, e.g. *Which class is having a race?* Elicit as much as the pupils can read. Then read the text slowly and clearly as they follow in their books. Repeat with the other sections of text.
- 6 Pupils then read in pairs as you go around and monitor. Ask a few pairs to read parts of the text to the class. Give plenty of encouragement and praise.
- 7 Present and practise the sounds made by **ll** and **ck** at the end of words. Follow the usual procedure for sounds and words (see Unit 2, page 30). Introduce the word *neck*.
- 8 Do some spelling practice. See page 124 for suggested activities.

Writing and Composition

By the end of the lessons, the pupils will be able to:

- *make sentences from a substitution table and use picture cues;*
- *write some common adjectives;*
- *use letters **ll** and **ck** correctly.*

1. Revise *first*, *second* and *third* before eliciting the sentences from the substitution table (ABPB page 118). Pupils then write the sentences in their exercise books.
2. In the final activity on the page, use the pictures to elicit the sentences. Ask some pupils to write these sentences on the board, before they all write them in their exercise books.
3. Use the pictures (ABPB page 119) to revise adjectives. Elicit the written adjectives and their opposites in the box. Ask some pupils to write the words on the board first, to check the spelling.
4. Revise the work on good eating habits from Listening and Speaking. Elicit what is happening in the pictures (ABPB page 120). Ask pupils to read the sentences and match them to the pictures. Pupils then copy the sentences.
5. Practise penmanship with the letters **ll** and **ck** (ABPB page 120) (see Unit 2, pages 30/31).

Mixed-ability activities

- 1 Pupils write sentences to describe what Hawa and Amadu are wearing.
- 2 Pupils list all the words they know that end in **ll**.
- 3 Pupil draw some more pictures to illustrate adjectives and label.

Diagnostic assessment questions

Ask yourself *Can my pupils...*

- sing a song with reasonable rhythm and stress, and develop a new verse?
- understand and use *first, second, third* correctly?
- read the simple story?
- fill the gaps to write some simple sentences?

Ask yourself *Did I...*

- **engage pupils in making new verses for the song?** Make good use of all contributions from the class.
- allow sufficient time for revising numbers 1-30?

UNIT 30

Key language:	Revision
New vocabulary:	Revision
Skills:	Revision
Teaching aids:	ABPB pages 121-123; word cards from previous units; surface for writing practice

Listening and Speaking

By the end of the lessons, the pupils will be able to:

- *have reviewed some of the activities from previous units;*
- *follow instructions to draw shapes.*

1. Review some of the songs, rhymes, games and activities from Units 21-29 listed below. Concentrate on those that pupils have enjoyed the most and which help with language needing further practice. If you wish to revise any of the activities from earlier in the book, they are listed in Unit 10, page 67 and Unit 20, page 116/117. Divide the class into groups and ask each group to perform one of the activities for the rest of the class. If possible, arrange for them to perform for other classes in school, or parents. This gives them the opportunity to show what they have learnt and can do in English.

<i>Aeroplane, aeroplane</i>	(Unit 21, page 122)
<i>Treasure hunt</i>	(Unit 21, page 123)
<i>Incy Wincy spider</i>	(Unit 22, page 126/127)
<i>Draw the eyes</i>	(Unit 22, page 127)
<i>The tortoise and the hare</i>	(Unit 23, page 132)
<i>Little Ama Adu</i>	(Unit 24, page 138)
<i>Picture dictation</i>	(Unit 25, page 142)
<i>Detectives</i>	(Unit 25, page 143)
<i>An elephant's feet</i>	(Unit 27, page 152-153)
<i>Describing people and clothes in pictures</i>	(Unit 28, page 158)
<i>Dede's wearing a new blue dress</i>	(Unit 29, page 161)

You might also want to focus on some of the topics which pupils have studied:

Transport; Ghanaian town/city names; insects; clothes; planting/growing; shapes.

Note: If you have been on a class excursion this term, discuss it now (see page 19).

2. A picture dictation can be a useful way of evaluating how good pupils' listening skills are, particularly in understanding spoken instructions. Revise the names of the shapes. Then give instructions for pupils to draw shapes in particular positions. If crayons are available, they can also colour the shapes.

- a) Read all the sentences together once, then one at a time, slowly and clearly. Give pupils plenty of time to do their drawings. Repeat the sentences several times as they are drawing.

- b) One possible dictation is:

Draw a big square. In the square, draw a big circle. In the big circle, draw a small triangle. On the square, draw a small rectangle. Under the square, draw a small circle. Under the small circle, draw a small square. Colour the triangle red. Colour the rectangle blue. Colour the small circle yellow. Colour the small square green.

- c) When they have finished, repeat the sentences as you draw the picture on the board for them to check.

Grammar

By the end of the lessons, the pupils will be able to:

- *use the grammar and vocabulary items from previous units.*

1. Use these lessons to go back over any language items that pupils have not yet mastered. The main items covered in Units 21-29 are listed below. For those taught previously see Unit 10, page 67, and Unit 20, page 116/117. If necessary, repeat the presentation of items that have caused difficulty. Otherwise, give as much further oral practice as you can, using the pictures in the book. Let pupils demonstrate what they know.

Prepositions Unit 21, page 122/123; Unit 22, page 127; Unit 23, page 132/133; Unit 25, page 143

- *in, on, under, behind, in front of, near*
- *up, down, right, left*
- *into, out of, through*

Talking about possession: Unit 24, page 138/139; Unit 25, page 143/144

- possessive adjectives: *my, your, his, her, our, their*
- possessive 's: *Dede's shorts, the monkey's tail*

Adjectives: Unit 26, page 148; Unit 27, page 153; Unit 28, page 158; Unit 29, page 162

- colours
- size
- quality

2. Introduce the picture (ABPB page 121) by reading the text to the pupils. Ask a range of questions about the picture, e.g. *What is Dede doing? What is this? What colour is this? What are they playing / doing? Where is the ball?* You can also play *I can see* with the picture. Encourage the pupils to ask you questions about the picture. You could play the *Question asking game* with it.
- 3 Pupils can then work in pairs to ask and answer questions about the picture.

Reading

By the end of the lessons, the pupils will be able to:

- *recognise words and read short sentences silently and aloud;*
- *spell certain words.*

- 1 Revise some of the sight words using the word cards. Revise four to six words at a time, in groups related in meaning, e.g. shapes, adjectives, ordinal numbers. Depending on the meaning of the words, use some of these activities for revision:

UNIT 30

- a) Put the cards on the wall, or a table and ask pupils to point to the correct word as you say it.
- b) Write the words on the board and ask pupils to find the matching word card.
- c) Hold up a card and ask pupils to find the word in the ABPB. Do this as a race: the winner can then read out the word.
- d) Give different groups of words (e.g. adjectives, verbs) to different groups of pupils. They read their words. Call out one word at a time. A pupil from the group which has the card must bring it out to you, show it and read it aloud.
- e) Show four cards, or write the words on the board, three from the same group and one clearly different e.g. *sad, fat, ship, fast*. Pupils read the words and identify the odd -one- out.
- f) Play a *Team word race*:
 - Display all the word cards you want to revise, or write words on the board. Divide the class into two teams.
 - Call out one word. The first member of team A runs out and takes the card, or circles the word on the board. If this is wrong, put the card back or clean the circle. Call another word for team B.
 - The winner is the team with the most cards or circles on the board (use different colour chalk for the two teams, if possible).

The game can be made more fun by letting both teams race for the same word.

2. Tell pupils to read the short text silently. Then elicit any words or sentences pupils can read. Read the text to them as they listen and follow in their books.
3. Ask pupils to tell you what they can about each picture. Elicit as much of the stories as pupils can tell you. Then read the short text to them.
4. Ask pupils what their favourite story in the book is. Discuss these stories, or rhymes, with them. Then tell them to find these stories in the books and read them again. They can work together in pairs. As they read, go around and listen. This is a good way of evaluating their reading at the end of the year.

5. Revise the letter sounds practised in Units 21-29 by playing the sounds game (see Unit 15, page 93). Pupils can also play this game in groups or pairs.
6. To revise some of the phonic spelling work, elicit the name of each object and its spelling. Pupils then write each word.

Writing and composition

By the end of the lessons, the pupils will be able to:

- *write sentences from substitution tables, and complete sentences;*
- *copy sentences.*

1. For revision, use any of the substitution tables, gap-filling or word-ordering exercises from previous units to elicit sentences. Write your own sentences on the board with gaps to fill in. You can draw pictures in the gap to cue the pupils. Elicit the words and ask one to write in the word. Rub out the words again and ask pupils to write the complete sentence in their exercise books.
2. Revise any of the letter patterns that your pupils have found difficult. Let them practice in sand, on armboards, on tabletops, on the chalkboard or on paper. Pupils copy the sentences.

Letter and number formation

Lower case letter formation

a b c d e
f g h i j
k l m n o
p q r s t u
v w x y z

Capital letter formation

A B C D E

F G H I J

K L M N O P

Q R S T U

V W X Y Z

Number formation

0 1 2 3 4
5 6 7 8 9

Word list

A

afternoon
again
airport
always
angry
animals
ant
apples
ate

B

bad
basket ball
bat
bathed
Bible
bike
bounce (+ing)
bread
butterflies
by

C

calabash
cap
catching
chase
chips
Christian
circle
clean
climb
cloth
clothes
cold
comb
counting
country
crops

D

dancing
dark
day
did(n't)
dig(ing)
dirty
do(ing)
doctor
down
dried
drawing
drive
dry

E

eighteen
evening
every

F

farm
fast
favourite
feel
fence
fifteen
fingers
first
fish
fly(v)
fly (n)
food
forest
forget
fourteen
friendly
from

G

game
glue
goal
good
grey
ground
grow(ing)

H

hair
happy
hard
hare
hat
head
her
high
his
hit(ing)
(at) home
hopscotch
hospital
hot
hungry

I

ill
indigo
into

J

jug

K

key
knees
Koran

L

lamp
leaf/leaves
lift
light
long
look after
low

M

made
man
map
mat

men

moon
morning
Muslim
my

N

neck
new
next
night
nineteen
noisy
now
nurse

O

o'clock
old
our
out of

P

people
plant(ing)
port
pray
produce

Q

queen
quiet

R

race
rain(ing)
rainbow
rainy
ready
rectangle
rice
ride

S

sad
sandals
saw
score(d)
sea
second
seeds
seventeen
shine
ship
shop
short
shoulders
sixteen
sleep(ing)
slow(ly)
smell
smile
socks
spider
sport
spout
square
stars
start
stay
stew
stop
strong
sun(ny)
swim

T

T-shirt
table
tennis
tail
taste
their
third
thirteen
thirty
through
throw(ing)
tidy
time

tin
to
today
toes
tomorrow
tongue
tortoise
town
trader
triangle
trousers
twenty

Y
yesterday
your

Z
zebra

U
umbrella
uncle
untidy
up
use

V
vegetables
village
violet

W
wait(ing)
wait(ed)
for
wash out
water (v)
wave
weak
weather
weave
weaver
week
went
wet
whose
win(ning)
woman
women
won
work(ing)

Primary English *Teacher's Guide 2*

This exciting new English course for Ghanaian schools has been revised specifically to cover 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.

- ▶ At the early levels, the emphasis is on oral language. This builds a strong foundation from which to develop the reading and writing skills that form the focus of the higher levels.
- ▶ There is an extensive range of songs, rhymes, poems, games and stories (and, at higher levels, factual texts on aspects of Ghanaian life), to stimulate learning through using the language.
- ▶ The Activity-based Pupil's Books contain stimulating language stories presentation accompanied by a range of practice exercises.
- ▶ The Teacher's Books contain detailed notes on a wealth of teaching activities based on the four components of the syllabus, i.e. *Listening and Speaking, Grammar, Reading and Writing and Composition*, thus making your lesson planning easier.
- ▶ A Workbook and (at levels 1–3) a Copy Book are integrated into the course and give essential support in encouraging the development of independent readers and writers of the language.