



Primary English

Teacher's Guide

6

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Seth Ayivi Torsuh • Nick Coates

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

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Introduction

This Teacher's Guide gives you support and advice to make your teaching at Primary 6 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 new English syllabus for Ghana at all levels from Primary 1 to 6. At Primary 6 the materials consist of:

- Pupil's Book
- 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 pupils spend in school during the year will be more than 30 weeks, so you can re-use some of the material in the units for revision, and also spend extra time on sections which pupils seem to find difficult. Twelve Activity Pages are included which give pupils extra practice and cover the demands of the new syllabus.

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

Using the materials

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

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

materials in the book to be appropriate for your class.

We start by recycling the grammar and vocabulary taught in Book 5 in this series. It will do no harm for more advanced pupils to go over these basics but you can move more rapidly with these advanced pupils. For those who have not absorbed the material well and are less confident users of the language, move at a more careful pace.

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

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

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

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

Listening and Speaking

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

Throughout Primary 6, activities are suggested to encourage pupils to use their own ideas and make their own sentences, such as telling news, talking about life around them, producing their own poems or rhymes, etc. Encourage them to do these so that they will learn to use English for themselves. Do not expect everything they say at this stage to be completely accurate!

Grammar

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

Notes on the grammatical areas covered at Primary 6 are included below.

Reading

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

a) Silent reading and reading

comprehension. At Upper Primary level, this skill takes on greater importance as pupils become more independent readers. Pupil's Book 6 contains many traditional and contemporary stories of interest to children of this age and educational level but also other kinds of texts, such as a page of a dictionary, newspaper and magazine articles, newspaper advertisements, dialogues and various factual texts. These will widen their experience and develop their reading skills.

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

b) Reading aloud and listening

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

Notes on these are included on page ix.

Writing and Composition

In the same way as the Reading section encourages pupils to become independent readers, this section provides material designed to help them become independent writers by the end of their primary schooling. Writing, like reading, can be seen as a set of skills which needs to be taught. At Primary 6, the pupils are guided to develop from writing short texts to more substantial writing with a clear function, e.g. letters (formal and semi-

formal), reports, stories, advertisements, magazine articles. They also continue to develop skills started in Primary 5, to write informal letters, make simple summaries and how to fill in forms.

Penmanship

Joined-up writing was practised regularly in Primary 5 and pupils were encouraged to use it for their written work in all subjects. In Book 6, handwriting exercises are given in Appendix 3. They can be used for regular practice.

Review questions

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

Activity Pages

An Activity Page is included after every other unit. These pages contain a variety of tasks along with additional practice of some of the vocabulary and grammar introduced in the two previous units. They also include spelling practice and study skills, such as finding and classifying information and using a dictionary.

Answers

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

Grammar introduced in Primary 6

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

These are the main grammatical forms taught at Primary 6:

Modal verbs (anomalous finites)

Modal verbs add meaning to the main verb and come before the main verb, e.g.

We must arrive at school on time. In this book we look at the modals which show obligation, compulsion and necessity, *must*, *should*, *have to*, *ought to*, *need to* and their negatives.

Adverb phrases

Adverbs give extra information about the verb. This section revises and builds on what was done at Primary 4 and 5. The focus is on adverb phrases, e.g. *last week*, *throughout the day*.

Adjectives and phrases

Pupils revise adjectives by identifying and using them appropriately in the context of making effective descriptions. The question of the order of adjectives in a descriptive phrase is also looked at.

Passive voice (receptive only)

Pupils are introduced to the passive to help them understand it when they encounter it. (The passive is formed by the verb *be* in the appropriate tense + *past participle*.) They will find examples of it in some of the texts in this book and in textbooks for other school subjects. It is explained to pupils but they are not expected to transform sentences between the active and passive nor are they expected to write passive sentences. They will do this at Secondary level.

Prepositions

Prepositions can be tricky to learn as so many of them have more than one meaning, e.g. *at* in *at one o'clock* is a preposition of time but in *at home* it is a preposition of place. In this book we focus on how we use basic prepositions to indicate place, direction and time.

Direct and reported speech

Pupils are first taught to recognise, write and punctuate direct speech, e.g. *Esi said, "Ali is here."* They are then introduced to reported speech and taught to report statements, e.g. *Esi said Ali was there.* and questions, e.g. *Esi asked where Ali was.* They are introduced to the general rules for changing verb tenses when reporting speech (see Pupil's Book page 91) but you should be aware that there are no absolute rules when dealing with reported speech. There are many occasions when the verb tenses are the same in both direct and reported speech. Look at specific examples and don't be dogmatic.

Determiners (quantifiers)

The role and use of articles and quantifiers (*much*, *many*, *a few*, *some*, etc.) were introduced at Primary 5. If pupils used this course in P5 they will have done a significant amount of work on this during Terms 2 and 3. However, it is a complicated area and you can expect them to continue to make mistakes. Unit 19 of this book gives the opportunity to revise the aspects that are causing most difficulty. In Unit 21 quantifiers made up of more than one word are introduced and practised, e.g. *a piece of*, *a sum of*.

Idioms and phrasal verbs

These are explained in Units 22 and 23 and plenty of practice in using common ones is given. Phrasal verbs are verbs made up of more than one word, look up, give up, go on, etc. (You might prefer to call them multi-word verbs or to simply refer to them as idiomatic expressions as the syllabus does.)

Question-tag questions

Question-tag questions are introduced in Primary 6. These questions are most commonly used to ask for confirmation or to check some information and these are pronounced with a falling intonation.

We first practise those that have sentence stems with the verb *to be* or contain a modal verb. The tags contain the same auxiliary, e.g. He is clever, isn't he? They aren't in, are they? It can't be here, can it? We then introduce those sentence stems that do not contain an auxiliary verb and which require the correct form of *do* in the stem, e.g. They like school, don't they? He went home, didn't he? Pupils are then introduced to question-tag questions which are used as genuine questions. These are pronounced with a rising intonation on the tag.

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

Methodology and teaching techniques

Active learning

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

Eliciting

Never tell pupils what they can tell you. Get into the habit of turning just about everything into a question so that the pupils are kept on their toes by trying to answer. It does not matter if they cannot get the right answers all the time. If they try to answer, they are at least thinking

about the question and will absorb the answer better when they hear it. When they do give good answers, give plenty of praise. If they make mistakes, encourage them and never ridicule them.

Oral drills

When you introduce new language, 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 or girls, rows) before you ask any individuals to say the sentence. Do a little drilling often, rather than a lot occasionally.

Oral correction

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

Pair and group work

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

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

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

Recycling language

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

Reading silently and reading comprehension

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

It is you, the teacher, who knows best what is new and what is not, and to teach it accordingly. Sometimes it will be necessary to pre-teach some vocabulary before the pupils read a text but try to elicit as much as possible from the class – you might be surprised how much some of them know!

At other times it will be better not to pre-teach any words at all but let them read the text and learn to deal with unknown words – this is something they need to get used to for when they are reading texts in other school subjects. Sometimes, if the words are not central to the message of the text, unknown words can be ignored. Otherwise the meaning of a word can often be worked out from the context – and this is a very useful skill which we continue to develop at this level. Alternatively, new words can be looked up in a dictionary and dictionary skills continue to be taught in Primary 6.

Research has shown that when we read (and listen) we naturally use our previous knowledge of a subject to help us understand a new text on the subject. It therefore helps comprehension if pupils know what they are going to read about before they start. Every reading text in the Pupil's Book is preceded by preliminary questions, a discussion or activity (sometimes this is a listening comprehension activity) to prepare the pupils before they read – do not be tempted to save time by omitting these. These preparatory activities are also an opportunity to introduce any essential new vocabulary contained in the texts. It is equally important to encourage pupils to read for a purpose – if they know why they are reading, they will be more motivated to do it well. In most cases, pupils should look at the comprehension questions or activity before they read silently so they know what information they are looking for.

In general, it is not recommended that pupils be asked to answer comprehension questions in full sentences which repeat the question, particularly when answering orally. This is unnatural and tends to encourage pupils to be long-winded and slow in their answers – rather, encourage short direct answers (as are given in this Teacher’s Guide).

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

Reading aloud

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

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

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

You should also make an effort to hear individuals read aloud while the rest of the class is occupied. This will enable you to know and assist with each pupil’s problems and progress. Notes should be kept on each pupil’s ability and a record kept so that each pupil is assisted on a regular basis.

Listening and dictation

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

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

Writing

By the beginning of Primary 6, the pupils should be used to writing short paragraphs using basic conjunctions and to join up these paragraphs to write a short text on a topic. In the course of this book they will develop these skills in order to write a range of functional texts (e.g. letters, reports, advertisements) as well as stories and short argumentative essays.

It is inevitable that the pupils will make mistakes when they write, particularly on free writing activities. Do not discourage them by covering their books with red ink – they need to experiment and express themselves in order to become good writers and will learn through their mistakes. When faced with a page full of errors, focus on one particular kind of

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

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

Activity Pages

The activities on these pages can be undertaken with the whole class, or done by pupils independently. Many of the exercises can be given as homework. The teaching notes given for each Activity Page suggest how the exercises could be used with a whole class.

Teaching mixed-ability classes

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

You need to get to know your pupils well and establish the abilities of each (see *Diagnosing problems* on page xii). 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.

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

- When working on the core material in the 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.
- Once more-able pupils have completed an activity, you can ask them to work with one or more less-able pupils to help them. Tell them that they are 'teachers' and must teach, they must not just give the answers.
- Control the amount of work you want pupils to do according to their level. For example, if there is an activity with ten questions you can tell the less-able only to complete the first six, the average can do eight and the more-able all ten. In that way the less-able can take more time and still complete the task at the same time as the rest of the class.
- Be encouraging and give plenty of praise to the less-able for any progress they make. If you keep your praise only for the highest achievers, the rest will lose motivation.
- Use plenty of games and songs and lively activities, these all help the less-able who are often unable to concentrate for as long as the more-able.
- Vary your activities. Teach the same thing in a number of different ways. Different pupils learn things in different ways.
- In group activities, organise the groups according to their ability and give more help to the less-able groups.
- After groups have done the work, get the less-able groups to report their results. This will reinforce what they have done by repetition.
- When there are mixed-ability pupils within a group, the less-able can do the speaking while the more-able do any writing. The more-able can also serve as group leaders.

- Leave any sentence or picture cards you use on the wall after use. Return to them regularly with the less-able.
- After more-able pupils have finished controlled or guided writing activities, give them some free writing to do. Say *Good, now write some sentences/a paragraph of your own.*
- Ask more-able pupils to read their written work aloud to the class or a group.

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 whenever you can.

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

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

- Paper cartons or pieces of scrap wood can be used for word/sentence/name, picture, flash cards, etc.
- Rice/grain/flour sacks can be cut up and used for the same purpose.
- Sacks can also be used to make hanging pocket libraries to hold books and pens. Use strips of old coloured cloth to hang them up. You can also

use these to store your word and sentence cards and pictures, etc. so that they last a long time.

- The back of old posters, calendars and large used sheets of paper or card can be used for posters, picture albums and scrap books. Ask for these at shops, offices or factories.
- Use old cloth as a colourful background for a wall display.
- If you have a classroom without walls, pin the display item to the cloth, or sacks, and hang the cloth from a tree, the rafters or ceiling using string.
- Pictures can be cut from newspapers, magazines, etc. Make a collection of a wide range of topics, e.g. plants, birds, animals, interesting places, transport, games, sports, ceremonies, etc. Keep them safely.
- Collect old copies of magazines, newspapers, etc. These can give pupils ideas and guidance when doing work on the class magazine work (see *Projects* on page xiv) and writing reports, as well as giving extra reading practice for more-able pupils.
- Old rubber slippers (bathroom slippers or 'charlie wote') can be cut up to make letters or numerals and other shapes.
- Old socks can be used to make hand or glove puppets.
- Seeds, beans, bottle tops, pebbles and buttons can be used for counting or as counters in games.
- Empty tins and boxes can be used as containers.
- Old food packets, containers, etc. can be used to create a class shop.
- Old clothes are good for dressing up. Children can wear them as 'costumes' when doing some of the drama activities.
- Cheap photo albums sold on some markets are useful for project work (see *Projects* on page xiv). Remove the

cover and slip in a piece of paper with the project title and the name of the 'authors'. Pupils can then slip in each piece of writing or drawing as they complete it. Each pupil can be responsible for one or two pages of the project book.

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

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

Assessment

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

Diagnosing initial problems

You must get to know your pupils as quickly as possible and find out what they can, and cannot do. If you wait until the end of the term, pupils may already have serious difficulties. At the beginning of the year, check the syllabus and the teaching materials from the previous year, and observe your pupils closely to see how much of what has been covered they have mastered. If necessary, give remedial

practice. After a few weeks, reassess the pupils to see if they have made progress. Remember, the general performance of your pupils after a certain period is a reflection of how effective your teaching has been.

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

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

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

Diagnostic assessment

Diagnostic assessment exercises are provided in a box at the end of each unit in this Teacher's Guide. These will help you to assess what progress pupils are making, to help you decide what needs

to be revised or taught again, and also for you to see how successful your teaching has been. As part of this assessment, there is a *Check* box at the end of each unit in the Pupil's Book.

- a) Give the pupils time to ask themselves, or one another, the questions in the *Check* box and think about the answers. Then ask the questions to the class and use a few minutes to discuss them. See *Self-assessment and peer assessment below*.
- b) Then read the rest of the questions in the *Diagnostic assessment exercises* box. Ask yourself, *Can the pupils now do this? Which ones can? Which ones still cannot?*

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

- If pupils find something difficult, do not be afraid to go over the material two or three times. Remember that you are teaching the pupils, not the book!
- If you notice that one or two pupils are having difficulty with the same thing, give them some extra attention while the rest of the class is 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 life-long learning is the ability to assess their own abilities; to be able to recognise their own strengths and weaknesses and to focus on ways of dealing with those weaknesses. This is an attitude as much as a skill and we can start to develop it at primary level.

Always encourage pupils to consider and correct their work, written and oral, before they show or present it to you. Many activities in this book are designed to encourage this. For example, each revision unit contains a correction competition; encourage pupils to look back through the book and find the answers themselves if there are any they do not know. It is suggested that passages for dictation are chosen from the book so that, after the dictation, pupils can open their books and correct their own work. Using the *Check boxes* will also encourage self-assessment.

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

Continuous assessment

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

- a) Projects – see the notes which follow below.
- b) Class tests – these should closely follow the teaching that has been done, both in content and procedure. When you prepare a test, you must make sure you are testing what you have taught otherwise the results are meaningless and you can seriously damage your pupils' confidence if they get low marks.

- c) Homework – many of the activities are suitable for homework. Choose some of these to collect in and mark and then use the marks as part of your continuous assessment.
- d) Terminal test – this should be based on the skills taught over the year and should be aimed at testing whether or not pupils have developed the skills listed in the objectives in the syllabus. A terminal test could be developed together with the rest of the teachers in your school.

Projects

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

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

At Primary 6, the pupils can do some research and writing on their own, but they will need guidance and assistance in finding suitable materials. It is suggested that you undertake **one project per term**. Below is a list of suitable projects related to topics in the units. In the final term, the project is the class magazine (see below).

Pupils can work on their own, in pairs or in groups as appropriate to the particular project. Use some class time for work on the projects, perhaps some of the library periods, but you can also ask pupils to look for pictures or do some other preparation for homework.

Try to make the following items available for project work: scissors,

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

TERM 1 – suggestions for projects

- **Class book of tongue twisters** – developing from work in Unit 2. A fun project to collect together the best tongue twisters produced in the class.
- **Dinosaurs** – developing from work in Units 5 and 6. If pupils find the topic interesting, they can do further research on dinosaurs.
- **The local environment** – developing from work in Units 7 and 8. Pupils can visit, write to or interview anyone involved in environmental work in the community.

TERM 2 – suggestions for projects

- **Inventions** – developing from work in Unit 11. If pupils find the topic interesting, they can do research to find out more about particular inventors or inventions.
- **Ghanaian crafts** – developing from work in Unit 13. Pupils can research local crafts and talk to craftspeople.
- **The Volta River Project** – developing from work in Unit 14 on energy. Pupils can do further research on the topic by writing to the Volta River Authority.

TERM 3 – Class Magazine

This project can involve the whole class and run throughout the whole of the last term. Guidelines on how to organise the various stages are included in the notes to

the units. You will need to organise the pupils into groups and motivate them to make sure they complete their part of the magazine on time. You will need to assign class and homework time for this.

Library work

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

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

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

Specific Objectives Pupils will:

- i) acquire the skills for handling books;
- ii) talk about what they see in books;
- iii) read simple story books;
- iv) express their views on stories read and the characters in them;
- v) talk and write about books read.

General guidelines on library work:

- a) Introduce pupils to books/library.

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

When pupils are engaged in extensive reading, they should be allowed some freedom to choose the books which appeal to them and to read them at their own pace. However, teachers do need to assist them in selecting books at an appropriate level and put into place a system of feedback so that the pupil's reading can be guided and evaluated. Pupils should be encouraged to read books on different subjects as well as newspapers and magazines. The school can produce a reading sheet which pupils must complete for every book they read. A suggested library reading sheet is included in the syllabus. On the next page is an alternative one which is a little bit simpler for Primary 6 pupils.

Book Report

Reader's name: _____

Date started: _____

Date completed: _____

What is the title of the book? _____

Who is the author of the book?

What type of book is it? (Is it an adventure story, a detective story, a horror story, a love story, etc., or is it a book about real events or real things?)

Characters: who are the people in the story?

Situation: where and when does the story take place?

Plot: what is the story about?

Did you like the story? Say why or why not.

Which character did you like or not like? Why?

Contents

Unit	Listening and Speaking	Grammar	Reading	Writing and Composition
1 P1	Discuss recent events	Revise past perfect and simple past	The fire on the hill Listening comprehension Reading comprehension	Semi-formal letter Dictation
2 P2	Tongue twisters	Revise present perfect	Dictionary for pronunciation Using a dictionary Reading aloud	Semi-formal letter Tongue twisters
3 p8	Ask for and give directions	Simple past and past continuous	The accident Listening comprehension Reading comprehension	Guided summary Informal letter
4 p10	Develop a short play from a story. Act out the play	Modal verbs - <i>must, mustn't, should, shouldn't</i>	Three letters Levels of formality in letters Reading aloud	Layout of a formal letter Letter of acceptance
5 p14	Tell a story	Modal verbs - <i>have to, ought to, ought not to</i>	Dinosaurs Reading comprehension Dictation	Formal letter Story
6 p17	Read and recite a poem	Modal verbs - <i>need to, don't need to, don't have to</i>	What happened to the dinosaurs? Reading comprehension Reading aloud	Formal letter Rhyme
7 p20	Read and recite a poem Write a short poem	Adverb and adverb phrases	The village birds Listening comprehension Reading comprehension	Semantic markers Story from a point of view
8 p23	Discuss the environment Tell a story	Adjectives and adjective phrases	Saving the rainforest Reading comprehension Reading aloud	Letter (formal or informal) Story
9 p28	Describe people accurately	Adjective phrases	Schoolchildren in dramatic rescue Reading comprehension Listening comprehension	Radio news report Description of people
10 p31	Revision	Revision	Revision Reading aloud Dictation	Layout of formal letter (revision) Formal letter
11 p33	Prepare and conduct a questionnaire	<i>is used for; is made of</i>	Inventions and inventors Reading comprehension Listening comprehension Reading aloud	Story: plan and write Write-up of questionnaire
12 p37	Tell a story about an invention	Passive (receptive only)	Ants Reading comprehension Reading aloud Listening comprehension	Story setting – time and place Plan a story
13 p40	Tell a story about mosquitos and malaria	Prepositions (of place)	The beadmakers of Ghana Listening comprehension Reading comprehension	Instructions Write a story
14 p43	Give instructions	Prepositions (of direction and time)	Energy and power Reading comprehension Reading aloud	Report of an event Instructions
15 p47	Develop a story Write a short play	Direct speech	The birds in the field Reading comprehension Dictation	Account of events Conversation
16 p50	Perform a play	Direct and reported speech (statements only)	How to write your own story Reading comprehension Listening comprehension	Proof reading Punctuation Story – writing and revising
17 p54	Read, compare and discuss stories	Direct and reported speech (questions)	Life at boarding school Reading comprehension Reading aloud	Report of day in the life, informal letter and / or a story
18 p56	Discuss advantages and disadvantages	Direct and reported speech (changing tenses)	Introduction to computers Reading comprehension Reading aloud	Main points and supporting ideas Paragraphs <u>for</u> and <u>against</u> an issue
19 p60	Discuss current affairs	Determiners	The money pot Listening comprehension Reading comprehension	Make a story plan

20 p63	Revision	Revision	Following instructions Reading aloud Dictation	Instructions, dialogue, story and / or informal letter
21 p65	Ask, answer and talk about famous people	Determiners (quantifiers)	Families Reading comprehension Reading aloud	Summary (main points)
22 p68	Tongue twister	Idioms	Idioms and proverbs Reading comprehension Reading aloud	Analyse magazines Plan a class magazine Magazine filler
23 p72	Discuss and plan a class magazine	Phrasal verbs (idiomatic expressions)	The twins Listening comprehension Reading comprehension	Plan, conduct and write up interviews for class magazine
24 p75	Role play: an interview	Questions and short responses	Teenagers and pregnancy Reading comprehension Reading aloud	Summary (main points) and examples
25 p78	Give a short talk on a health topic	Question tags (2)	No cure for AIDS Listening comprehension Reading comprehension	Reference books Class magazine
26 p81	Discuss HIV / AIDS and drug abuse Make a poster	Question tags (3)	Advertisements Identifying purpose and finding specific information Dictation	Advertisement Class magazine Letter of rejection
27 p86	Recite a poem Develop a poem	Formal and informal speech	The stonecutter Listening comprehension Reading comprehension	Proof reading Revise class magazine articles
28 p88	Discuss regional capitals and places of interest	Review: Using adjectives and adverbs to add detail	Tourism Reading and using a map Following spoken directions	Tourist guide to area Class magazine
29 p92	Class debate	Review: Reported speech + <i>told/said</i>	Monkey's heart Reading comprehension Reading aloud	Argumentative essay Complete class magazine
30 p95	Revision	Revision	Revision Reading aloud Dictation	Class magazine Revision

Key language:	The unit does not introduce any new language items but revises some (principally the past perfect and simple past) and gives you the opportunity to get to know the class and assess their ability.
Skills:	Discussing recent events; talking about an earlier past; understanding and using the past perfect tense; listening comprehension; reading comprehension; writing semi-official letters; writing dictation
Teaching aids:	PB pages 7-11

Listening and Speaking
By the end of the lessons, the pupils will be able to report on and discuss recent events.

Telling news

- 1 As this is the beginning of a new year, introduce yourself and tell the class something about yourself. Then tell them some of your more recent news: what you did in the holidays or at the weekend or perhaps something that has happened in the school or community that the pupils do not know about.
- 2 Ask pupils to tell you some of their news. Encourage them to speak and praise those who try. Do not worry too much about accuracy and correctness at this stage.
- 3 Introduce the activity in the Pupil's Book. Make it clear that they do not have to draw beautiful and detailed drawings; a quick sketch is sufficient. When the pairs have completed discussing their pictures, if there is time, elicit a few of the events discussed (otherwise this can be done at the beginning of the next *Grammar* lesson).

If pupils have used this course at previous levels, they will be used to telling news regularly. You can use it for about five

minutes to ten minutes at the beginning of each *Listening and Speaking* lesson – make sure different pupils get the opportunity to speak during each lesson.

Grammar

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

- use the past perfect.
- talk about the past using the past perfect and the simple past.

The past perfect simple (revision)

- 1 Elicit some accounts of interesting things which pupils did during the holidays as discussed in pairs in the previous section. Wherever appropriate, ask questions to find out what happened prior to the events being talked about, e.g. *What had happened before? What had you done/seen/heard before that?* Try to elicit answers using the past perfect simple.
- 2 Using one of the pupils' accounts, produce a sentence and illustrate it to indicate the role of the past perfect, e.g. *Maria returned home after she had visited her grandmother.*

← **EARLIER PAST** → **PAST** **NOW**
 Maria had visited returned
 her grandmother home

- 3 Revise the form and use of the tense,

PB b
p7

- using the explanation in the Pupil's Book.
- 4 Elicit sentences using the sentence beginnings in the book. Pupils then write a few of their sentences.

The past perfect simple and the simple past (revision)

- 1 Write a sentence on the board which contains verbs in both the simple past and the past perfect simple, e.g. *By the time I woke up, my mother had gone out*. Elicit which event happened first and emphasise that when there are two events in the past, the past perfect is used to indicate an earlier past.
- 2 Introduce the pairs of sentences in the first activity in the Pupil's Book and give the pupils a few minutes to look at them and discuss the differences in meaning in pairs, then elicit and discuss the differences.

PB c
p8

Answers: 1 First pair: a) The bus left after we arrived at the bus stop, b) The bus left before we arrived. Second pair: a) We ate after Father came home, b) We ate before Uncle came home.

PB c
p8

- 3 Pupils then work in pairs to do activities 2 and 3. Elicit the answers and discuss any that cause problems. The pupils then write their sentences for 3 in their exercise books.

Answers: 2 a) had gone b) went c) had started
3 (open)

PB c
p8

Reading

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

- listen and answer questions on the key points of a story.
- read silently and put sections of a summary in the correct sequence.

Listening comprehension

- 1 Introduce the story by explaining that it is a story in which a young man has to take a test in order to win the girl he loves. Pupils may have already heard

PB d
p8

or read some stories which involve these kinds of tests. Elicit what they can remember of any of these stories and what they think of them.

- 2 Introduce the pre-listening questions in the book (or put them on the board) and then read the story while pupils listen with their books closed. Elicit answers briefly but don't confirm or deny the answers given as the pupils can read the text to confirm their answers (see below).

Reading comprehension

- 1 Pupils read the text silently to check their answers to the pre-listening questions. Elicit the answers. Answer any questions and deal with any vocabulary issues.

PB e
p9

Answers: 1 To stand all night in a cold lake where dangerous animals came to drink. 2 The father said the young man had cheated because his mother lit a fire on a hill 40 paces away.

PB d
p8

- 2 Introduce the activity after the story. The pupils have to put the sentences in the correct order. Emphasise that they must put them in the order in which things happened, not in the order they are presented in the story. The pupils then read the story again silently and order the sentences. When they have finished, get them to work in pairs to compare and discuss their answers. Elicit the answers.

PB f
p11

Answers: The correct order is 5, 6, 4, 3, 2, 1

PB f
p11

Discussion

Pupils discuss the question. Encourage them to develop their responses, e.g. he passed the test – this showed he truly loved the girl. Talk about some of the other characters in the story, e.g. the judge – wise.

PB e
p10

Writing and Composition

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

- write a semi-formal letter to an older relative.
- write a dictation.

A letter to an older relative

- 1 Start by talking about the different way in which pupils speak to different people. Ask pupils if they speak in the same way to their friends, parents and teachers and elicit some examples of what they might say (in their local language as well as in English). Then explain that it is exactly the same in writing.
- 2 Introduce the explanation and examples of suitable phrases in the book and elicit some others. In this kind of semi-formal letter, contractions (short forms) are acceptable but very informal or colloquial language is not.
- 3 Elicit address, date, salutation and suitable sentences for the letter and write a model letter on the board. As you elicit, keep reminding pupils to think about whether or not their suggested sentences are appropriate for a senior member of the family. When the letter is complete, read through it with the class. See if they want to change anything. Make any comments, suggestions or corrections you think are appropriate.
- 4 Rub out part of the letter. Pupils then write the letter in their exercise books. The more you rub out, the more challenging this will be. Leave at least some key words to give an outline. Monitor the pupils' writing to assess their ability.

PB g
p11

dictation is ideal for this purpose. Tell the class you are going to set a dictation from the story and give them a few minutes to read it again to prepare themselves.

- 2 Read two or three paragraphs slowly and clearly, pause at all punctuation but do not tell the class what punctuation to write. When you have finished, tell them to read through what they have written to correct it, paying particular attention to punctuation. Then read the paragraphs again at a more natural speed.
- 3 Pupils then look again at the paragraphs in the story and correct their own dictations.
- 4 Either collect in the dictations for evaluation or monitor the pupils as they correct themselves.

Diagnostic assessment exercises

- 1 Pupils look at the Check box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - talk about the past using the past perfect and simple past?
 - understand a story and answer questions on it when it is read to them?
 - read silently and answer the comprehension questions?
 - write a dictation?
- 3 Ask yourself *Did I ...*
set work and monitor the class in such a way that I could assess pupils' abilities?

Dictation

- 1 As it is the beginning of the year, you need to evaluate the writing performance of the pupils. Apart from the letter, a more controlled activity like a

PB e
p9

Key language:	Present perfect
Skills:	Reciting and discussing tongue twisters; using the present perfect; reading about and using a dictionary; reading aloud; writing a semi-formal letter; writing tongue twisters
Teaching aids:	PB pages 12-15; dictionaries

Listening and Speaking
By the end of the lessons, the pupils will be able to recite and discuss tongue twisters.

Grammar
By the end of the lessons, the pupils will have revised talking about the past using the present perfect.

Telling news

Spend about five minutes eliciting news from pupils.

Tongue twisters

- 1 Explain what tongue twisters are and elicit any the pupils know, in English or in a local language.
- 2 Read each one to the class slowly so that they hear the sounds of the individual words. Answer any questions they may have about meaning at this point.
- 3 Let the class work in pairs or groups and have fun by reading the tongue twisters aloud. They should say each one slowly to begin with and then repeat them, saying them faster each time. Monitor them as they work and make a note of which sounds they have most difficulty with.
- 4 Invite one or two pupils to read some of the tongue twisters fast to the whole class.

PB a
p12

PB b
p13

The present perfect tense – form and use

- 1 Do some oral revision of the present perfect. Ask questions around the class, e.g. *Have you ever tasted coffee? Who has been to Lake Volta?*
- 2 Remind pupils that the present perfect is used for past actions when no specific time is given, e.g. *I have finished my work.* Explain that it is often used for past actions which influence the present, e.g. *I have lived in Wa for three years.* Revise how this tense is made.
- 3 After working through the explanation ask pupils to suggest sentences using the words in the activity in the Pupil's Book. Pupils can then write the sentences in their exercise books.

PB b
p13

Answers: (open)

PB c
p13

- 4 Read the instructions and elicit the questions pupils will ask, e.g. *Have you ever seen a snake?* Pupils will need to

move around and ask questions of other students. They record the names of the students they have found.

Reading

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

- use a dictionary as an aid for pronunciation of words.
- read aloud with appropriate pronunciation, stress and intonation.

Reading comprehension

Note to teachers: Using a dictionary to help with pronunciation is in the syllabus for Primary 6, so the technical aspects are introduced at this early stage. The pupils can then practise using the dictionary for pronunciation throughout the year. If you do not have suitable dictionaries available, do this section anyway as it provides the pupils with useful skills that they will be able to use in secondary school. Work through the activities first and have a good look at the dictionary page with the symbols to make sure that you are confident in using them. You do not need to memorise the symbols, just be able to use them to help with the pronunciation of new words.

PB d
p13

- 1 Ask the preliminary question before the text. Elicit and discuss answers. Distribute dictionaries and practise using them for the purposes suggested in the pupils' answers. For example, ask pupils to give you the correct spelling of certain words, their meaning, and their part of speech.
- 2 Read the text aloud to the pupils as they follow in their books. Ask questions as you proceed and give further examples. Try to make dictionaries available which give the pronunciation of words and get pupils to use these as you work through the text.
- 3 Work through the activities on PB page 15 eliciting answers. Do not hurry

them because dealing with these kinds of symbols takes time.

PB d
p15

Answers: 1 a) /t/ b) /v/ c) /tʃ/ d) /ʃ/
2 1-d, 2-b, 3-a, 4-c 3 a) say b) sing
c) sheep 4 a) /pɒt/ b) /sɪt/ c) /si:/

Add a few more activities, or adapt the present ones, according to the dictionary available. Also focus on a few simple words which you have noticed that the pupils are pronouncing incorrectly and make them look these up.

Reading aloud

- 1 Read the text again so that pupils can hear a good model.
- 2 Pupils then work in pairs to read a paragraph or two to each other. Tell them to use a dictionary to help them with any words they do not know how to pronounce. As they use the dictionary and read, monitor the pairs. Give encouragement, guidance and assistance where necessary.
- 3 Choose pupils to read a paragraph or two of the text to the whole class.

Writing and Composition

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

- write a semi-formal letter.
- write tongue twisters in pairs.

Writing a letter

- 1 Elicit a few suggestions of who it is the pupils most admire and then tell them to work in pairs to discuss the questions in the first part of the section.
- 2 Introduce the task and work through each stage of the letter, eliciting suitable ideas and sentences. As this letter is about personal matters it does not need to be formal, but because the pupils have never met the 'stars' they are writing to, it should not be too informal either.

PB e
p15

- 3 Pupils then write their letters. When they have finished, encourage them to exchange letters with a partner and read each other's letters. They can help each other make corrections and improvements before you collect the letters for evaluation/marking.

Writing tongue twisters

PB a
p12

- 1 Get pupils to work in pairs and look at the tongue twisters in the unit again. They then try and write a few of their own. It is not easy to write a good one but encourage them to have fun playing with the sounds of the language as they try.
- 2 Ask pairs to read out their tongue twisters. If you have enough, produce a class collection.

Mixed-ability activities

- 1 If some of your pupils have problems discriminating between similar sounds in English, do some practice of minimal pairs with them. Choose some words in which just one sound is different, e.g. *bit/pit*, *ship/sheep*, *long/wrong*. Select words using sounds that you have noticed your pupils find it difficult to pronounce clearly. Write the words in two columns, A and B, and then do some oral repetition of all the words. Then point to a pair of words and say one of the two words clearly – the pupils must say whether you said the word in column A or B.
- 2 If some of your pupils have problems discriminating between rising and falling intonation, do some practice to increase awareness. Choose some words or phrases and do some oral repetition, practising with both rising and falling intonation on the same words. Then say one of the words clearly – the pupils must say whether you said it with rising or falling intonation.

Diagnostic assessment exercises

- 1 Pupils look at the *Check* box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - use the present perfect appropriately?
 - read aloud with appropriate pronunciation, stress and intonation?
 - write a semi-formal letter?
 - write and recite some tongue twisters?
- 3 Ask yourself *Did I ...*
 - revise the present perfect tense in a clear manner? Reinforce by asking pupils to answer questions in the present perfect.
 - enable pupils to use a dictionary to help with pronunciation? Give pupils practice in groups, dealing with a few symbols at a time.

Activity Page 1

Objectives: To practise

- matching words and definitions and using the words in sentences.
- matching syllables to make words.
- identifying the number of syllables in words.

See notes on Activity Pages,
Introduction, page x.

Exercise a

- 1 Write a few examples of words used as different parts of speech, e.g. *race* (noun/verb), *cook* (noun/verb). Show their use in sentences, e.g. *Ali won the race. The girls raced across the beach. My sister is a good cook. She cooked fufu and groundnut stew.*
- 2 Pupils match the words and definitions. If you have dictionaries available, they can use them to check their answers.

PB a
p16

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

Exercise b

- 1 Go through the answers to Exercise a before pupils attempt this exercise.

PB b
p16

*Answers: 1 solve 2 settled 3 judge
4 settlement 5 judgement*

Exercise c

- 1 Read the information about syllables. Write words with different numbers of syllables on the board. Tell pupils to read each word out slowly and to count the syllables. Pupils can then form two-syllable words from the syllables in the table.

PB c
p16

Answers: inside, visit, notice, complain, slowly

- 2 Pupils draw three columns in their exercise books. They read out the words in the second part of the exercise and write them in the correct column.

PB c
p16

- 3 Go through the exercise with the whole class. Write the words on the board, showing how they are broken up into syllables.

PB c
p16

*Answers: One syllable: car, boy, book, love, egg.
Two syllables: ba-by, spi-der, tru-ly, com-pare,
un-der. Three syllables: his-tor-y, com-pu-ter,
un-der-stand, vi-si-tor, ex-pen-sive*

Additional activity

Write a few long words on the board, e.g. *anticlockwise, dissatisfaction*. Ask pupils to sound them out and work out how many syllables each one has. Tell them to make as many words using the letters in one of the longer words as they can in a given time, e.g. five minutes.

Exercise d, Penmanship

Pupils go to Exercise 1 on page 157 and practise handwriting. Handwriting exercises have been included in Appendix 3 to give pupils regular handwriting practice throughout the school year.

During Primary 5, pupils were encouraged to use joined-up writing for all their written work. At the beginning of the school year, look at examples of their written work to see where their weaknesses lie.

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

Pay particular attention to ascenders, e.g. *b, d, h*, and descenders, e.g. *g, p*. To help with these letters, guidelines have been provided in the first exercise in Appendix 3.

Key language:	Simple past and past continuous
Skills:	Asking for and giving directions; using the simple past and past continuous; listening comprehensions; reading comprehension; working out the meaning of words from the context; writing a guided summary; writing an informal letter; using a dictionary
Teaching aids:	PB pages 17-21; dictionaries

Listening and Speaking
By the end of the lessons, the pupils will be able to ask for and give detailed directions.

Telling news

Spend about five minutes eliciting news from pupils.

Asking for and giving directions

- 1 Asking for, giving and following directions around the community and using maps have been practised extensively in earlier books in this series. Revise what pupils already know. Start by asking for directions around the school and the immediate community. Gradually ask for directions for places (that pupils all know) farther away from the school. Elicit directions and write some examples on the board.
- 2 Introduce the sample directions and do oral practice with them. These revise and extend the directions taught in Primary 5.
- 3 Ask one pupil to think of a place in or near the school and ask for directions there. Elicit directions to get there from the rest of the class. Repeat, getting one pupil to ask for and another to give directions while the

PB a
p17

PB b
p17

PB c
p18

rest of the class listen. Pupils can then work in pairs.

- 4 As the pupils gain confidence, encourage them to ask for directions to places farther from the school, but obviously, places which their partner knows.

Grammar

By the end of the lessons, the pupils will be able to use the past continuous and the simple past correctly.

The past continuous and the simple past

- 1 Exercise b revises the simple past and the past continuous tenses orally. Look at the first picture and elicit how the man was feeling (*afraid*). Ask pupils to suggest why he was feeling afraid. Compare their suggestions with the reasons given in the Pupil's Book.
- 2 Ask questions about the other pictures, e.g. *Why was the woman feeling tired? Why was the boy feeling angry? Why was the girl laughing?* Without getting into explanations yet, guide pupils to use the simple past or the past continuous. Elicit answers and write the best ones on the board.
- 3 Read through the information in the Pupil's Book. Give pupils practice in

forming present participles, especially those with spelling changes, e.g. double consonant: run - running, rob - robbing, sob - sobbing, dropped -e: take - taking, make - making, give - giving.

- 4 Pupils can work in pairs to find the correct forms for the verbs in brackets in the exercise in the Pupil's Book. Check answers with the whole class. Pupils could write the paragraph out in full for homework.

PB c
p18

Answers: 1 was sweeping 2 were taking
3 was removing 4 was painting 5 was
repairing 6 were cleaning 7 was knocking
8 were getting

Contrasting the past continuous and the simple past

- 1 Write an example, e.g. *When I was walking to school this morning, I met one of my friends.* Explain that walking was a continuous action which began before the action of meeting your friend. Elicit sentences from pupils about things which happened when they were walking to school. Write some examples on the board.
- 2 Read the information in the Pupil's Book. Look at the sentences and elicit which were the continuous actions in each one. Pupils can copy and complete the sentences in their exercise books.

PB d
p18

Answers: 1 was walking/saw 2 was
going/knocked 3 was sitting/heard
4 got/was preparing 5 was running/hit

Reading

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

- listen to a story and answer questions.
- read a story for general understanding, and answer comprehension questions.
- work out the meaning of some words from their context.

Listening comprehension

PB e
p19

- 1 Explain that you are going to read a story about an accident. Let pupils read the preliminary questions in the Pupil's Book but then tell them to close their books.
- 2 Read the story through once. Let them look at the questions again and elicit answers. If there is any doubt about any of the answers, do not give the correct answer but get them to read the story silently to check their answers.

PB e
p19

Answers: 1 A car hit a bicycle. 2 The cyclist, the driver and a boy/the passenger. 3 Ali ran to get help. Esi helped the people who were involved in the accident

Reading comprehension

PB f
p19

- 1 After the pupils have read the story once silently, answer any questions they have and ask a few simple oral comprehension questions, e.g. *Was the passenger a boy or a girl? How old was he?*
- 2 Introduce the comprehension questions and tell pupils to read silently to find answers. Make sure pupils understand question 6: they must find one word used in the story for each meaning. Elicit a few answers before pupils start work.
- 3 Pupils compare and discuss their answers in pairs before you elicit the answers. Pupils then write answers in their exercise books.

PB f
p20PB f
p20

Answers: 1 He was turning across the road.
2 He was driving fast. 3 He had a broken leg and was bleeding from the head. 4 He was unconscious and his leg was trapped/stuck.
5 She pulled his shoe off to free his leg.
6 a) groaning b) explode c) unconscious
d) heroine

PB g
p21

- 4 Pupils discuss the questions in Exercise g in pairs. Discuss responses with the whole class. Elicit the causes of road accidents and ask pupils to suggest how they could be avoided.

Writing and Composition

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

- write a guided summary of a story.
- write an informal letter.

A summaryPB h
p21

- 1 Introduce the guidelines in the Pupil's Book, and elicit the first few sentences. Tell pupils to work in pairs to retell the story.
- 2 Elicit the summary of the story and give guidance where necessary.
- 3 Pupils then write a summary in their exercise books.

An informal letterPB i
p21

Introduce the activity as explained in the Pupil's Book. Emphasise that this letter should be more informal and personal than those they wrote in the last two units.

Fact Box

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

Diagnostic assessment exercises

- 1 Pupils look at the *Check* box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - understand the difference between the simple past and past continuous, and use them appropriately?
 - understand a story read to them?
 - answer the reading comprehension questions?
 - write an informal letter?
- 3 Ask yourself *Did I...*
 - give pupils enough practice using the simple past and past continuous in the same sentence?
Provide more sentences like p17 b for reinforcement if necessary.
 - explain clearly the difference between a formal and an informal letter?
Invent some examples to illustrate the differences in style.

Key language:	Modal verbs (<i>must, mustn't, should, shouldn't</i>)
Skills:	Developing and performing a short play; giving rules and advice using <i>must, mustn't, should, shouldn't</i> , reading comprehension; identifying formal, semi-formal and informal writing styles; reading aloud; recognising and using layout of formal letters; writing a formal letter of acceptance
Teaching aids:	PB pages 22-25; dictionaries

Listening and Speaking

By the end of the lessons, the pupils will be able to develop a short play from a story and act it out

Telling news

Spend about five minutes eliciting news from pupils.

The accident – drama

- 1 Elicit the outline of the story from the previous unit (*The accident*) and explain that pupils are going to act out the story. They will have to decide for themselves the words the characters use. Elicit the names of all the characters in the story.
- 2 Elicit what happened at the beginning of the story (*the accident and the arrival of Esi and Ali*) and then elicit the words that Esi and Ali might have used – pupils can refer to the story.
- 3 Divide the class into groups of four and tell them to work through the story and decide what the characters said at each point. There are just four characters who speak: Esi, Ali, the driver and the policeman (NOT the cyclist or the boy).
- 4 The groups can then act out the story. If possible, allow them to go outside or somewhere where there is sufficient space. Monitor groups as they work.

PB a
p22

PB b
p22

PB b
p22

Grammar

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

- give rules and advice using the modal verbs *must, mustn't, should, shouldn't*

must and mustn't

- 1 Begin by eliciting or talking about some of the school rules. Produce sentences using *must* or *mustn't* for pupils to repeat, e.g. *You must wear your school uniform, You mustn't be late for school.* Do plenty of oral practice of these sentences.
- 2 Introduce the explanation and elicit more sentences with *must* or *mustn't*. Write some of pupils' suggestions on the board. Pupils work through the sentences in the Pupil's Book in pairs. Check answers with the whole class. Pupils can then write the sentences in their exercise books (perhaps for homework).

Answers: 1 mustn't 2 must 3 mustn't 4 must 5 must

should and shouldn't

- 1 Begin by giving advice to some pupils using *should* and *shouldn't*, e.g. *You*

should go to bed early, You shouldn't play with matches. Elicit other sentences of advice and help express these as sentences using *should* or *shouldn't*. Do plenty of oral practice of these sentences.

PB c
p22

- 2 Look at the explanation briefly and contrast the use of *should/shouldn't* with that of *must/mustn't*. *Must* is stronger and is used for rules; *should* is less strong and is used for advice.
- 3 Introduce the activity and do some practice with the class. The pupils then continue in pairs. Pupil A must read the half sentences in the first column and Pupil B must complete the sentence by choosing *you should* or *you shouldn't* and the second half of the sentence. Pupils then change over and repeat the activity.
- 4 Pupils then write the complete sentences in their exercise books (perhaps for homework).

Reading

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

- compare levels of formality and styles of writing in letters.
- read aloud with appropriate pronunciation, stress and intonation.

Reading comprehension

PB d
p22

- 1 Introduce the letters and the preliminary questions in the Pupil's Book. Tell pupils to read silently to answer the questions.
- 2 Elicit answers to the questions and discuss them.

PB d
p22

Answers; 1 Akua (Esi's cousin), Yusif Bukari (the boy Esi rescued from the car) and Chief Inspector Anum Nyavi (a senior policeman)
 2 All three letters are about the road accident
 3 The third letter is the most formal. 4 The first is the most informal.

PB e
p25

- 3 Introduce the discussion questions and then divide the class into groups of three or four. They need to look again at the letters and find examples to support their answers.

- 4 Elicit answers and discuss them. Focus on phrases that illustrate the level of formality of the letters. Also look at the layout of the formal letter. **Note:** the formality of the third letter makes it quite difficult but focus on the style and the gist of the meaning, rather than the meaning of individual words.

Possible discussion points:

First letter: Includes lots of phrases that could be used in speech "Thanks ...", "it was great", "Well done!". Also uses short forms, "I've ...", "my cousin's a ...". Ending is informal, "See you soon", "Love Akua".

Second letter: Doesn't include phrases that would be used in speech. It has a formal introduction, "My name is ..." which the first didn't have. Uses a more formal ending, "Yours gratefully".

Third letter: Uses a lot of formal phrases, e.g. "It has been brought to my attention ...", "I would like to thank ...", "Please let me know if this is suitable ...". It includes the address of the person it is sent to. It includes a title. There are no short forms used. It uses a formal ending with the writer's name typed underneath, "Yours faithfully". It is typed (the others are handwritten).

Reading aloud

PB d
p23

- 1 Read the first and second letters aloud so that pupils can hear a good model.
- 2 Pupils then work in pairs and take it in turns to read the letters to each other. Tell them to use a dictionary to help them with any words they do not know how to pronounce. As they read, monitor the pairs. Give encouragement, guidance and assistance where necessary.
- 3 Choose pupils to read one of the letters to the whole class.

Writing and Composition

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

- recognise and use the appropriate layout for a formal letter.
- write a short formal letter of acceptance to an official invitation.

Formal (official) letters - layout

- 1 Look again at the third letter on PB page 24 and focus on the layout. Then introduce the activity in the Pupil's Book. Pupils work in pairs to do the matching activity. Elicit the answers.

PB f
p25

*Answers: 1 sender's address 2 date
3 receiver's address 4 opening of letter 5
heading 6 the paragraphs of the letter 7 closing
of letter 8 signature 9 sender's full name*

- 2 Pupils then practise writing the layout of a formal letter using their own address and name, and the current date. You can put the rest of the information on the board for them, i.e. a receiver's address, a heading, *Dear Sir* and *Yours faithfully*. For the body of the letter they can just draw a few lines - the point of this activity is to practise the layout only.

PB g
p25**A formal letter of acceptance**

Write a class letter from Esi's father (his name is Kwaku Boadi) in reply to Chief Inspector Nyavi accepting the invitation to the ceremony at Police Headquarters. Elicit the layout and the words to be used, helping pupils to be sufficiently formal. This letter should be short and to the point. It should include the important details, i.e. the time, date and place of the ceremony. When you have finished, rub out part of the letter and get the class to write the full letter in their exercise books.

PB a
p26**Diagnostic assessment exercises**

- 1 Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - work in groups to develop a simple play from a story, and perform it?
 - use *must*, *mustn't*, *should*, *shouldn't* correctly and appropriately?
 - read aloud with appropriate pronunciation, stress and intonation?
 - write a short formal letter with appropriate layout?
- 3 Ask yourself *Did I ...*
monitor the drama activity closely to ensure groups remained focused on the story line?

Activity Page 2**Objectives: To practise**

- matching formal and informal language.
- using capital letters.
- punctuating sentences with full stops, question marks and exclamation marks.

Exercise a

- 1 Discuss the use of formal and informal language. Give some examples, e.g. *Hello there! Good morning*. Discuss when it is appropriate to use informal language and when we should speak or write more formally.
- 2 Look at the letter from Chief Inspector Anum Nyavi in Unit 4. Write a few examples of formal language on the board, e.g. *it has been brought to my attention*. Elicit more examples of formal language in the letter.
- 3 Pupils can work in pairs to match the expressions in the Pupil's Book.

Answers: 1d, 2e, 3b, 4c, 5a, 6f, 7h, 8g

Exercise b

- 1 Practise using capital letters by writing a list of common and proper nouns on the board, all beginning with small letters. Choose pupils to come out and change small to capital letters where necessary.
- 2 Revise sentence punctuation. Elicit examples of statements, questions and exclamations. Write some examples on the board. Pupils can then copy the sentences in the Pupil's Book and punctuate them correctly.

Answers: 1 *The injured boy sent Esi a letter.*
 2 *Why did Chief Inspector Anum Nyavi write to Mr Boadi?* 3 *The Police Headquarters is on Nkrumah Avenue.* 4 *Look out! The car's going to crash.* 5 *Did you see Mr Owoo last Sunday?*
 6 *What happened to the people in the car? I don't know.* 7 *It was Amina's birthday on 31 October.*

Exercise c, Penmanship

Pupils go to Exercise 2 on page 157 and practise handwriting.

Key language:	Modal verbs <i>have to</i> , <i>ought to</i> , <i>ought not to</i>
Skills:	Telling a story; giving rules and advice using <i>have to</i> , <i>ought to</i> and <i>ought not to</i> ; reading comprehension; listening for dictation; writing a formal letter; writing a story in pairs
Teaching aids:	PB pages 27-31

Listening and Speaking

By the end of the lessons, the pupils will be able to tell a story based on pictures.

Telling news

Spend about five minutes eliciting news from pupils.

Telling a story – The crocodile and the lizard

PB a
p27

- 1 Tell pupils to look quickly at the pictures to get an idea of the story.
- 2 Elicit what is happening in each picture and discuss the outline of the story. Encourage them to fill in details and enlarge the story. They should see that in the fourth picture the crocodile says the actions happen *every day* and *always* so the events of pictures 1 and 2 have happened frequently.
- 3 Get the pupils to work in pairs to tell the full story. They can make notes if they want but they should not write the story at this stage. Monitor pairs as they work. If there is time, elicit the final story from one or two pairs for the whole class to hear. **Note:** the pupils will tell and write their stories in the *Writing* section.

PB b
p27

Grammar

*By the end of the lessons, the pupils will be able to give rules and advice using the modal verbs *have to*, 'ought to' and 'ought not to'*

have to

- 1 Revise the use of *must* by eliciting some of the school rules discussed in the previous unit. Write (or get pupils to write) one or two on the board. Note: focus on *must* rather than *mustn't* because although the positive forms of *must* and *have to* share the same meaning, the negative forms have a very different meaning. The negative of *have to* is dealt with in a later unit.
- 2 Introduce *have to* and explain that it has the same meaning as *must*. Rub out *must* in the sentences on the board and replace them with the correct form of *have to*. Elicit more sentences using *have to* for talking about rules or things which are very important to do.
- 3 Look at the explanation in the book. Focus on the different forms of *have to* and contrast it with *must* which has only the one form, i.e. it doesn't have a different future or past form.

- 4 Look at the activity after the explanation and elicit the answers. Pupils then write the sentences in their exercise books (perhaps for homework).

PB b
p28

Answers: 1 has to 2 had to 3 will have to 4 have to 5 had to 6 have to

ought to and ought not to

- 1 Revise the use of *should* and *shouldn't* by eliciting some of the advice discussed the previous week. Write (or get pupils to write) one or two sentences on the board.
- 2 Introduce *ought to* and *ought not to* and explain that they have the same meaning as *should* and *shouldn't*. Rub out *should* or *shouldn't* in the sentences on the board and replace them with *ought to* or *ought not to*. Elicit more sentences using *ought to* for giving advice. **Note:** the negative short form *oughtn't to* is not often used - *ought not to* is preferred.
- 3 Look at the explanation in the book and elicit more examples. Introduce the substitution table. Elicit some sentences from the table and do oral practice with these. Pupils then continue doing this in pairs.
- 4 Tell pupils to work in pairs and make their own sentences using *ought to* or *ought not to*. Elicit some of these sentences. Pupils write some of their sentences for homework.

PB c
p28

Reading

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

- match descriptions in a text with pictures.
- read for specific information.
- listen carefully to write a dictation.

Reading comprehension

- 1 Introduce the topic of dinosaurs and elicit what the pupils know about them. Look at the pictures in the book and see if they can name any of them.

PB d
p28

- 2 Elicit a description of one of the dinosaurs. Pupils then work in pairs for a few minutes to describe each of the dinosaurs in the pictures.
- 3 Tell pupils to read the text in order to match the descriptions of the five dinosaurs with their pictures. Elicit the answers. **Note:** The pronunciation of the names of the dinosaurs is difficult but getting it correct is not important, for you or for the pupils. Don't expect pupils to say or read aloud these words with correct pronunciation.

PB d
p29

Answers: 1 Stegosaurus 2 Deinonychus 3 Tyrannosaurus Rex 4 Allosaurus 5 Brachiosaurus

- 4 Introduce the table at the end of the text on PB page 31 and tell pupils to copy it into their exercise books. They then read the text again and complete the table. When they have finished, they can compare and discuss their answers in pairs.

PB d
p31

Answers:

Brachiosaurus/25m long/plant-eater/(open)
Allosaurus/11m long/meat-eater/large claws, curved and jagged teeth/(open)
Stegosaurus/10m long/plant-eater/(open),
Tyrannosaurus Rex/14m long/meat-eater/(open)
Deinonychus/1.5m high, 3m long/meat-eater/(open)

PB d
p31

- 5 Pupils discuss the answers to the discussion questions in pairs or groups of three or four. Compare answers around the class.

Dictation

PB d
p29

- 1 Tell pupils that they are going to write the first paragraph of the text as dictation. Give them a few minutes to read the paragraph before you tell them to close their books.
- 2 Write the word *dinosaurs* on the board to help pupils spell it correctly. Read the paragraph at natural speed first and

then dictate it phrase-by-phrase. Pause at the punctuation but do not tell them what it is. When you have finished, read the paragraph again at natural speed.

- 3 Tell pupils to open their books and correct themselves. Monitor their corrections.

Writing and Composition

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

- write a formal letter.
- write a story in pairs.

Formal letter - requesting information

- 1 Introduce the topic by telling pupils that they have to do a project on dinosaurs. They have some information in the text but will need more. Tell them that there are dinosaur museums in some countries and they should write to one to request more information. Make up an address for a museum and put it on the board.
- 2 Elicit the kind of information the pupils would like to know and help them to form sentences to request the information.
- 3 Pupils then write their letters. When they have finished, tell them to look at each other's letters and make corrections or suggestions. Collect the letters to evaluate pupils' progress in writing formal letters.

Writing a story

- 1 Elicit some of the stories that the pairs developed from the pictures in the *Listening and Speaking* section of this unit.
- 2 Tell pupils to work in their pairs to write their stories. Monitor pairs as they work. If the stories are good, display them on the walls for all the class to read.

Diagnostic assessment exercises

- 1 Pupils look at the *Check* box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - use *have to*, *ought to* and *ought not to* correctly and appropriately?
 - find specific information in the text to complete the table?
 - write a short dictation reasonably correctly?
 - write a story in pairs, based on pictures?
- 3 Ask yourself *Did I...*
 - distinguish clearly between the meanings of *have to*, *ought to* and *ought not to*? Ensure you give and elicit plenty of examples.
 - introduce the topic of dinosaurs so as to enthuse pupils about the topic? Show them more pictures and have some interesting supplementary information available.

Key language:	Modal verbs <i>need to, don't need to, don't have to</i>
Skills:	Reading and reciting a poem; recognising and making rhymes; using <i>need to, don't need to</i> and <i>don't have to</i> and other modal verbs; reading comprehension; reading aloud; writing a formal letter
Teaching aids:	PB pages 32-36

Listening and Speaking
By the end of the lessons, the pupils will be able to read and recite a poem with appropriate rhythm, stress and rhyme.

Telling news

Spend about five minutes eliciting news from pupils.

Step-in-the-Dumps – poem

PB a
p32

- 1 Read the poem first while pupils listen with their books closed to focus them on the sounds. They can follow in the book as you read and then read it with you.
- 2 Explain new vocabulary: to be *in the dumps* is to be sad and fed up; *to romp* is run around playing; *hefty* is big and heavy; *a terrible bind* means a big problem; *walnut-sized* is the size of a walnut (a small nut not much larger than a groundnut); *tum* is a short form of 'tummy' which is a colloquial word for *stomach*.
- 3 Focus pupils' attention on *rhyme*. Explain what it is and tell pupils to look at the ends of the lines and pick out the words which rhyme, *sad/bad, swamp/romp*, etc.
- 4 Pupils work in pairs to practise reciting the poem aloud to each other. Monitor

PB b
p33

PB b
p33

PB c
p33

PB c
p33

them and give some guidance, where necessary, on rhythm and stress.

Grammar

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

- use *need to, don't need to* and *don't have to* appropriately.
- use a range of modal verbs.

need to and don't need to

- 1 Revise the use of the modal verbs introduced in the previous two units (see pages 11 and 15).
- 2 Introduce the structure with some oral examples, giving reasons for why you need to do the action, e.g. *I need to get a haircut. My hair is so long. We need to clean this classroom. It is so dirty.*
- 3 Elicit a few examples from pupils and do some oral practice with them.
- 4 Look at the explanation and elicit answers to the activity.

Answers: 1 needs to 2 need to 3 will need to 4 needed to 5 need to

- 5 Introduce the negative form and explain that *don't have to* has the same meaning as *don't need to*. Elicit the sentences in the negative before pupils write them.

Answers: 1 Ali doesn't need to eat because he isn't hungry. 2 Ama won't have to work

*hard became her homework isn't difficult
3 I didn't need to have a drink. I wasn't thirsty.*

Sports rules

- 1 Choose a sport that all the pupils know, or find out from them what their favourite sport is. Write the name on the board.
- 2 Elicit the basic facts about the sport: the number of players, equipment needed, the objectives of the game, etc. As you elicit, help pupils use the appropriate modal verbs, e.g. *There **must** be eleven players on a team. You **should** have a goal but you **can** use two sticks or stones.* Write these sentences on the board for pupils to copy into their exercise books.
- 3 If you have time, pupils work in groups of four to think of another sport and write three sentences in the same way about their sport. Elicit the sentences.

Reading

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

- read for specific information and general understanding.
- read aloud with appropriate pronunciation, stress and intonation.

Reading comprehension

- 1 Before pupils open their books, read the first paragraph of the text and elicit any ideas they have. Use the opportunity to introduce and explain the word *theory*. If the pupils have lots of ideas and find this interesting, divide them into groups of four and ask them to decide on their own theory explaining the end of the dinosaurs.
- 2 Introduce the questions before the text and then tell pupils to read silently.

Answers: Four theories – none of them is known to be true.

- 3 Answer any questions and then introduce the questions on PB page 35 and tell pupils to read again to find answers. For question 4, encourage them to find the words in the text and use the context and explanations given there – not to use dictionaries.

Answers: 1 animals eating dinosaur eggs, the weather – changing plant life and an Ice Age 2 A period of great cold when ice and snow cover almost the whole planet. 3 15 kilometres in diameter 4 a) pieces of rock flying around in outer space b) a burning meteorite you can see at night c) a large hole made by a meteorite

- 4 Pupils discuss the theories given for why the dinosaurs have died out and give their own opinion. Remind them to give reasons for their view.

Reading aloud

- 1 Read the poem again so that pupils can hear a good model. Alternatively, use the reading text if you do not want to focus on the poem again.
- 2 Pupils then work in pairs to read to each other. As they read, monitor the pairs. Give encouragement, guidance and assistance where necessary.
- 3 Choose pupils to read to the whole class.

Writing and Composition

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

- write a formal letter.
- use and enjoy rhyming words.

A formal letter

- 1 Introduce the topic and elicit ideas in the same way as you did in the previous unit (see page 16). Give pupils an appropriate address for the scientist. Elicit sentences to explain the theories the pupils know about and to ask for the scientist's opinion using appropriately formal language.

- Pupils then write their letters. Monitor them as they write and give guidance wherever necessary. When they have finished, tell them to look at one another's letters and make corrections or suggestions.

Rhyme

PB a
p32

- Elicit the rhyming words from the poem in the first section again.
- Write the following words on the board (in any order): *few, fool, again, five, far, shout, shirt, sock, short, gate, look, join, saw, feet, crop*.
- Then read out the words below and ask the pupils to call out words which rhyme from those on the board: *about, lock, car, port, alive, dirt, train, late, cool, new, shook, coin, neat, shop, law*.
- Introduce the activity. In each case the final word of the second part of the sentence must rhyme with the last word of the first part. It need not be serious. Elicit ideas for the first few sentences. Pupils then work in pairs to complete the sentences.

PB f
p36

Fact Box

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

Diagnostic assessment exercises

- Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- Ask yourself *Can my pupils ...*
 - use *need to*, *don't need to* and *don't have to* correctly and appropriately?
 - answer the comprehension questions on the text?
 - read the poem aloud with appropriate pronunciation, stress and intonation?

- Ask yourself *Did I ...*

- distinguish clearly between *need to*, *don't need to* and *don't have to*? Ensure you give and elicit plenty of examples, revising *must*, *mustn't*, *should* and *shouldn't* at the same time.
- encourage pupils to understand the effectiveness of rhyme through the dinosaur poem? Emphasise rhyme's potential for humour, and point out the rhyming scheme in the poem.

Activity Page 3

Objectives: To practise

- using *must not* and *don't have to*,
- identifying rhyming words.
- finding new rhyming words.

Exercise a

PB a
p37

- Read the information in the Pupil's Book. Using the example of *soccer* elicit sentences using *must not* and *don't have to*. Pupils can then complete the sentences in the Pupil's Book independently.

PB a
p37

Answers: 1 *must not*, 2 *don't have to*
3 *must not* 4 *doesn't have to* 5 *don't have to*

- Elicit sentences about basketball using *must*, *should*, *have to*, *need*, *can*. Pupils write their own sentences.

PB a
p37

Answers: (open)

Exercise b

PB b
p37

- This type of exercise gives pupils useful pronunciation practice. Before they look for the rhyming words, get them to read out the words in the list to ensure they are pronouncing them correctly.

PB b
p37

Answers: 1 *shout* 2 *sock* 3 *far* 4 *short* 5 *five*
6 *shirt* 7 *grain* 8 *gate* 9 *fool* 10 *few* 11 *look* 12
13 *feet* 14 *crop* 15 *saw*

Exercise cPB c
p37

Point out that words which rhyme do not always have the same letter combinations, e.g. *neat* – *feet* in the previous exercise. Pupils read out the word groups and write the words which do not rhyme with the others.

PB c
p37

Answers: 1 lost 2 sack 3 show 4 about

Exercise dPB d
p37

Pupils use their own ideas to add rhyming words to each group of words. At the end of the exercise make a list of all the rhyming words they have found.

PB d
p37

Answers: (open)

Exercise e, Penmanship

Pupils go to Exercise 3 on page 157 and practise their handwriting.

Unit

Key language:	Adverbs and adverb phrases
Skills:	Reading and reciting a poem; writing a simple poem; using adverbs and adverb phrases; listening comprehension; reading comprehension; recognising and using semantic markers of time; writing a story from a point of view
Teaching aids:	PB pages 38-42; dictionaries

Listening and Speaking

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

- read, understand and recite a poem,
- write a short poem based on their experiences.

Telling news

Spend about five minutes eliciting news from pupils.

Poem – Sounds of school

- 1 Ask pupils to close their eyes and be absolutely silent. Tell them to listen carefully for a minute and think about what they can hear. Then tell them to open their eyes and tell you what they heard. Make notes on the board.
- 2 Tell them that a schoolboy wrote a poem using all the sounds he could hear around him at school. Read the poem once or twice while the pupils listen only. Elicit the sounds described in the poem.
- 3 Tell pupils to open their books and read the poem silently. Go through the poem, eliciting the meaning of all the sounds – demonstrate them rather than trying to explain them.
- 4 Recite the poem with the class and then let them work in pairs, reciting it to each

other.

- 5 Look again at the notes of sounds on the board and tell pupils to work in pairs to write a similar short poem about the sounds of their school.
- 6 Ask for volunteers to read their poems aloud.

Grammar

By the end of the lessons, the pupils will be able to recognise and use adverb phrases as well as simple adverbs.

Adverbs (revision)

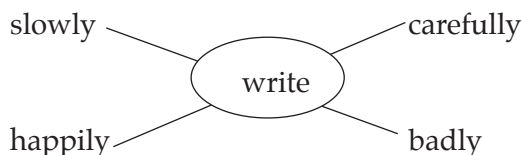
- 1 Revise adverbs (they were dealt with in detail in Primary 4 and 5). Start by playing the game **In the manner of the word**. This is a game that practises adverbs of manner.
 - a) Choose two pupils and send them out of the room. The rest of the class must then select an adverb of manner, e.g. *slowly, carefully, crazily*.
 - b) Bring back the pupils from outside and tell them they must find out which adverb the class chose. They can instruct the class, or any individual pupil, to do an action *in the manner of the word*. For example,

if the chosen adverb was *angrily* and the pupils who are searching for the word tell the class to *clean the board in the manner of the word*, then they must all act out cleaning the board angrily. This continues until the pair identifies the adverb correctly.

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c) Send out another pair and continue the game.

- 2 As pupils play, note the adverbs used on the board. Then elicit other adverbs of manner. Elicit what pupils can tell you about adverbs. Write the word *write* on the board, put a circle around it and add on some legs to make a *spider diagram*. Now elicit adverbs that can be used with *write* and put them at the end of the legs, e.g.



- 3 Tell pupils that there are other kinds of adverbs and see if they can remember *adverbs of time and place*. Elicit some examples of these.
- 4 Introduce the explanation in the book. Point out that adverbs are usually one word but can be made up of several words. Elicit more adverb phrases and put them on the board. Elicit sentences using each of the examples on the board.
- 5 Pupils copy the sentences in the Pupil's Book and underline the adverbs or adverb phrases.

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Answers: *The villagers sat under the tree.*

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- 2 *They went to bed late at night*
 3 *Early at dawn the birds began to sing.*
 4 *The people argued angrily about what to do.*

- 6 Elicit example sentences using the

adverb phrases in each of the boxes. Pupils can complete the first set of sentences, and write their own sentences for the second part of the exercise.

Answers: first part: 1 *Next year* 2 *Last year*
 3 *far away* 4 *early at dawn* 5 *in the afternoon*
 6 *late at night*
 second part: (open)

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Reading

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

- listen to a story for general understanding.
- read for comprehension in order to identify the lesson of the story and to give it a suitable title.
- work out the meaning of some words from the context.
- recognise and make some similes.

Listening comprehension

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p39

- 1 Tell pupils you are going to read them a story about a village and give them the questions; either write them on the board or let pupils look at them quickly in the Pupil's Book. Then read the entire story aloud as the pupils listen.
- 2 Elicit answers to the questions and encourage discussion. Do not confirm or deny answers at this stage, rather get them to read the story themselves silently.

Reading comprehension

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- 1 After they have read the story once, elicit final answers to the pre-text questions.

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Answers: 1 *There were many noisy birds in the trees.* 2 *They killed all the birds.* 3 *The insects the birds used to eat increased and caused problems.*

- 2 Introduce questions 1-3 on PB page 41 and tell pupils to read again and discuss and write answers in pairs. Elicit answers and discuss the lesson of the story and a suitable title. Tell them to use the context to find the words they are looking for in question 3.

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p41

Answers: 1 *Respect nature and the circle of life.*
2 (open) 3 a) *opposed* b) *decreased* c) *shame*

Writing and Composition

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

- recognise and use semantic markers of time.
- write a story from a particular point of view.

- 3 Now look at question 4. Discuss similes with the class; they were introduced in the Primary 5 book in this course. Elicit and discuss other similes that pupils can produce.

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Example answers: *as hot as a fire/a flame/hell; as heavy as a whale/elephant; as big as a mountain/an elephant*

Semantic markers

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- 1 Introduce the explanation in the Pupil's Book and elicit examples of other words that play a similar role that pupils know, e.g. *first, next, last*.
- 2 Tell pupils to read through the story again from paragraph four and make a note of the words they find. Make it clear to them some of these 'words' are actually short phrases, e.g. *the next day*.

They can then compare and discuss their words before you elicit them. Put the words they give you on the board and discuss their meaning with the class. Rub out those words which are incorrect without being critical of those who gave you the words. There will be errors but guide pupils towards finding the correct words.

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Answers: *The other words in the story are: the next day; in a few days; for a while; soon; when; then; now; over a long time; as this happened.*

- 3 Pupils then work together to write sentences illustrating the use of the semantic markers.

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Writing a story from a point of view

- 1 Ask pupils to think again about the story and imagine that they are the chief of the village. Ask them to think about what they did, and said, when the village people were discussing the killing of the birds, and after it was done. Then go through the same process with the other two characters mentioned in the activity.
- 2 Tell pupils to work in pairs. Each pair must decide which character to choose and then talk about what they want to say. They then write the story together. Monitor pairs as they write.
- 3 When they have finished, encourage them to show their work to other pairs for criticism and suggestions. Read some of the better stories aloud to the class or display them around the classroom.

Diagnostic assessment exercises

- 1 Pupils look at the *Check* box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - use a range of adverbs and adverb phrases appropriately?
 - understand a story when it is read to them?
 - use full stops and capital letters correctly?
 - read a story, appreciate its lesson or moral and give it a suitable title?
 - recognise and use some semantic markers?
 - write a story from a given point of view?
- 3 Ask yourself *Did I...*
 - read the poem in a vivid way to illustrate the effect of onomatopoeia? Ask pupils to suggest other such words, e.g. *crash*, *whisper*, etc.
 - enable pupils to identify and understand the use of semantic markers? Invent some 'fill-in-the-blanks' exercises for reinforcement

Key language:	Adjectives and adjective phrases
Skills:	Discussing the environment; telling a story; identifying adjectives; using adjectives and adjective phrases in descriptions; reading comprehension; reading aloud; writing a letter (formal or informal); writing a story
Teaching aids:	PB pages 43-46; dictionaries

Listening and Speaking

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

- discuss nature and the environment
- tell a story in groups.

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Telling news

Spend about five minutes eliciting news from pupils.

Telling a story

- 1 Elicit the outline of the story from the previous unit and its 'lesson' – that man cannot interfere with nature ('break the circle of life') without paying a price.
- 2 Elicit and discuss what other examples pupils may know about this, e.g. if we take too many fish from the sea, there will be no more to be caught; if we cut down too many trees for firewood, then the soil will blow away, etc. Focus on whatever environmental issues are relevant for your community / district.
- 3 Elicit what other stories the pupils may know which have something to say about nature or the environment. Give some examples of stories in local languages.
- 4 Have pupils work in groups of four

to tell a story about nature or the environment. Give them a choice, to:
a) tell one they already know in English,
b) translate into English a story they know in their local language, or
c) make up a new one.

As they work on their story, monitor groups and encourage them. If you find that some groups cannot think of any story at all, ask for one group that has had an idea to tell the class. Then work with the whole class, eliciting ideas and helping them develop the story. All the groups can then retell the class their story. They will return to their stories in the *Writing* lessons.

Grammar

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

- identify and use adjectives.
- use adjectives and adjective phrases for description.

Using phrases - Uncle Kweku's monkey

- 1 Ask pupils to choose any object in the classroom, e.g. a book, a desk, a piece of clothing. Then elicit a range of suitable adjectives to describe the object. Point out that the words they are using are called *adjectives* and their use makes the

description more interesting and more accurate.

- 2 Introduce the game of **Uncle Kweku's** monkey, which is an alphabetical adjective game.
 - a) The first pupil must describe Uncle Kweku's monkey using an adjective starting with the letter a, e.g. *Uncle Kweku's monkey is an angry monkey.*
 - b) The second pupil uses **b**, e.g. *Uncle Kweku's monkey is a beautiful monkey.*
 - c) After one round of the game, pupils play this in groups of four to give them more intensive practice.
- 3 Elicit a few longer phrases to describe the monkey, using some of the adjectives that were used in the game, e.g. *Uncle Kweku's monkey is a big, fat, angry monkey.* Put one or two of these on the board and underline all the words which are describing the monkey - point out that this is a **phrase**. Explain that in a phrase, all the words work together to do one thing, in this case to describe the monkey.

Using adjectives and adjective phrases

- 1 Introduce the activity by telling pupils that together they are going to tell the story of *The Ant and the Grasshopper* – it will help if they already know the story. Tell them that you are going to read the outline of the story and they have to make it more interesting and give it 'colour' by adding adjectives and adjective phrases.
- 2 Read the whole story aloud once so that they are familiar with it. The story is in the Pupil's Book but do not let them read it at this oral stage. Then read it again, pausing before each noun (where it is marked ... in the text) to elicit a suitable adjective or phrase. Once pupils have agreed on the words they want to use, go back and read the whole sentence. At the end, read through the completed story.
- 3 The pupils then copy and complete the

outline of the story from the Pupil's Book.

Possible answer

One **warm** day, a **large green** grasshopper was hopping about in the **thick, shady** forest. He was singing happily because he liked to play. Just then, a **little brown** ant walked by, carrying a **heavy load of** food he was taking home. "Come and sit, and relax," said the grasshopper. "There's no need to work." "But the **long** winter will come soon," replied the **busy** ant "I am storing food for then." "There's no need to worry about winter/ laughed the **silly, lazy** grasshopper. "Look around you now, it's a **wonderful** day. Enjoy yourself." But the ant carried on with his **hard** work. Then winter came and the grasshopper was **cold and hungry**. He had nothing. He sat and watched the **happy, well-fed** ants sharing out their food with one another. Then he knew that he should have worked when the days were long.

Reading

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

- read for specific information and make notes.
- read aloud with appropriate pronunciation, stress and intonation.

Reading comprehension

- 1 Elicit whatever the pupils can tell you about the environment and nature conservation. You could do this by building up a spider diagram with *Environment* in the centre. Find out what they have studied about the topic in other school subjects. Bring in the words *pollution*, *damage*, and *protection*. You can also discuss animals that are in danger of being made *extinct*. Find out what they know about *National Parks*.
- 2 Tell pupils that they are going to read

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a text about forests and the *Kakum National Park* in the Central Region. Elicit anything they might know about it. Look at the photographs with the class and discuss what they show.

- 3 Introduce the two pre-text questions. Read the text once, slowly and clearly, as pupils follow in their books. Then elicit some answers. They will probably not be able to remember all the things that can be done on one leading but they can read silently to find detailed answers later. Elicit answers to the questions.

Answers: 1 To save the rainforest. 2 (see below)

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- 4 Introduce the table on PB page 46. Tell pupils to copy it into their exercise books and then read the text silently to find the answers. Give them some examples of how to answer using brief notes; they should not write full sentences.
- 5 Pairs can compare and discuss their answers before you check answers.

Answers: Where is it? – 30 km from Cape Coast; When was it created? – 1992; How many workers are there? – about 2,000; Who visits? – foreign tourists & Ghanaians, school children; What can you see and do there? – walk through the treetops, see animals, birds and butterflies, see a huge baka tree, spend a night on a forest platform, (learn a lot about nature)

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Discussion

Elicit reasons why the rainforest should be protected e.g. it is home to animals, birds and insects.

Reading aloud

Read the text, or part of it, aloud again as a model for pupils. Then tell them to work in pairs, taking it in turns to read a paragraph aloud as their partner listens. As they do this, monitor the pairs and

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assist where necessary. Focus not only on the pronunciation of words but also on the natural rhythm and intonation. Choose pupils to read a paragraph or two of the text to the whole class.

Writing and Composition

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

- write a letter (formal or informal) about Kakum National Park.
- write a story about the environment.

Formal or informal letter

- 1 Focus pupils' attention on the photographs on PB pages 44 and 45. Ask them to say what they would most like to see in the park. Encourage them to speculate what it would be like.
- 2 Ask them to imagine they have been to the park; ask them some questions to help establish their ideas, e.g. *What did you see? What did you enjoy the most? What did you learn?*
- 3 Introduce the questions. Elicit ideas for each letter and remind pupils of the differences between formal and informal letters (see Unit 4, page 12). Let them choose which letter they want to write. Give an address for the formal letter.

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A story about nature/the environment

- 1 Elicit one or two of the stories about nature and the environment that groups told in the *Listening and Speaking* section of this unit. Discuss the stories and suggest ways in which the description could be improved –more or better adjectives or adjective phrases.
- 2 Tell pupils to continue working in their groups to write the story. One member of each group can be the secretary and do the actual writing; the rest must discuss the story and dictate it to the secretary. If any groups did not make sufficient

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progress with their story, tell them to write one of those that you elicited from other groups.

- 3 Monitor and assist groups as they write. When they have finished, read out a few of the stories or display them on the walls.

Fact Box

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

Diagnostic assessment exercises

- 1 Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - discuss the topic of the environment and deforestation?
 - find specific information in the text and record it in a table?
 - read aloud with appropriate pronunciation, stress and intonation?
 - write a letter about the Kakum Nature Park?
- 3 Ask yourself *Did I...*
 - communicate the advantages of using adjectives, adverbs and descriptive phrases to bring text to life? Read some passages with all these removed to show the contrast.
 - make use of information supplied by pupils during work on the environment and deforestation? Take every opportunity to incorporate their contributions and to elicit a teaching point from them.

Activity Page 4

Objectives: To practise

- using comparative and superlative adjectives.
- punctuating sentences with commas.
- using prefixes to form new words.

Exercise a

- 1 Pupils have already practised using comparative and superlative adjectives in Primary 4 and 5. Ask and answer questions around the class to revise this grammar point, e.g. *Which is bigger, Accra or Kumasi? Which is the biggest animal in Ghana? What is the most exciting story you have read?*

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- 2 Read the information in the grammar box. Pupils work in pairs to make sentences orally using the adjectives in the list. Elicit examples and write them on the board. Rub them off and tell pupils to write their sentences in their exercise books.

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Answers: (open)

Exercise b

- 1 Read the information about using commas. Pupils can then copy the sentences and punctuate them correctly.

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Answers: 1 Kumasi, Sekondi and Tamale are all regional capitals. 2 When we visited Kakum National Park, we went along the walkway. 3 My favourite fruits are mangoes, pineapple and bananas. 4 After we left Cape Coast, we travelled on to Winneba.

Exercise c

- 1 Pupils have already done some work on prefixes in Primary 5. Write a few examples of well known words with prefixes, e.g. *unkind, dislike*. Ask pupils to come out and underline the prefixes.
- 2 Read the information about prefixes. Elicit more examples of words with these prefixes.

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- 3 Pupils copy the table. They make new words with the prefixes *un-*, *dis-*, *over-*, *under-* and the words in the box and write their new words in the correct column. Point out that some of the words can have different prefixes, e.g. *unpopulated/overpopulated*.
- 4 Tell pupils to add their own words to each column.

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Answers: unusual, uncommon, unpopulated, unlikely, uncomfortable, dishonest, disappear, disobey, overeat, overtired, overcrowded, overweight, overpopulated, undereat, underweight, underpopulated

Exercise d, Penmanship

Pupils go to exercise 4 on page 157 and practise their handwriting.

Key language:	Phrases
Skills:	Describing people; using phrases; reading comprehension; recognising newspaper style; listening comprehension; writing a radio news report; writing descriptions of people
Teaching aids:	PB pages 48-51; pictures of people

Listening and Speaking

By the end of the lessons, the pupils will be able to describe people accurately.

Telling news

Spend about five minutes eliciting news from pupils.

Describing people

- 1 Revise what pupils already know about describing people. Bring one pupil at a time to the front and elicit a description by asking *What does he/she look like?* Prompt them by asking about specific features, e.g. *What about his/her hair/face/eyes?*
- 2 Tell pupils you are going to describe one of them and they must decide who you are describing. Take the opportunity to introduce elements of a description that are new to pupils, e.g. *She has light skin.* He has round eyes. Encourage pupils to ask questions, e.g. *What about her hair? Is he tall?*
- 3 Tell pupils to look at the pictures in the book and repeat the previous activity, i.e. you describe one of the people in the pictures and they must work out which one. Use the opportunity to revise and practise comparative and

superlative adjectives, e.g. *He is the tallest person.* *She has shorter hair than I have.*

Again, encourage them to ask questions.

- 4 Read through the substitution tables with the class. Elicit further adjectives to describe each feature.
- 5 Pupils work in pairs to do the same activity using the pictures in the book; one of them describes one of the people, the other asks questions and works out which one is being described.
- 6 If you have a collection of pictures of people cut from magazines and newspapers (see *Teaching resources – using low-cost and no-cost materials* in the Introduction, page xi), you can use these for further practice. These pictures should each show one person clearly (if there is more than one person in the pictures, indicate which one you want to be described).
 - a) Hold up a large, colourful picture and elicit a detailed description.
 - b) Repeat the activity above with a range of pictures stuck on the board or around the classroom.
 - c) Stick some large pictures on the board and around the classroom (if you have enough pictures, give one to each pair). Pupils work in pairs to choose one and prepare a description. Ask pairs to show and describe their picture to the class.

Grammar

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

- use phrases appropriately.
- use adjectives in the correct order in phrases.

Using descriptive phrases

- 1 Play **Uncle Kweku's monkey** again (see Unit 8, page 24), but this time the pupils have to repeat and build up the adjectives in alphabetical order. If the first pupil says *Uncle Kweku's monkey is an awful monkey*, then the next pupil must repeat *awful* and add an adjective beginning with **b**, e.g. *Uncle Kweku's monkey is an awful busy monkey*, and so on. Once a pupil forgets one of the adjectives, they are out of the game and the rest start again. Play it quickly once with the class as a demonstration and then get them to play in groups of four. You could ask them to play the game using other animals, e.g. elephant, mouse, in order to elicit other adjectives.
- 2 Stop the groups after about ten minutes and tell them to write down the longest sentence that they managed to produce in their group.
- 3 Elicit their adjectives and the noun from some groups, e.g. *an awful, busy clever monkey*. Point out that these are phrases - words working together to do one thing.
- 4 Introduce the activity and elicit some phrases. Pupils can then write their phrases in their exercise books.

PB b
p49**Adjective order in descriptive phrases**

- 1 Elicit whether you say *a big red car* or *a red big car*. Give further examples to make the point that adjectives have to go in a certain order in a phrase.
- 2 Introduce the table in the book. Explain that adjectives like *beautiful*, *handsome*, *funny* are adjectives of

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opinion. Different people find different things funny, beautiful, etc. Put a copy of the table on the board and use it to show the correct order for some of the phrases you have just used in examples.

- 3 Tell pupils to copy and complete the table using the words in the activity. Elicit the answers. Then elicit the phrases before pupils write them in their exercise books.

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Answers: 1 a handsome young man 2 a short new blue skirt 3 a large brown chair 4 an enormous old elephant 5 a funny old story 6 a lovely red and white flower

Reading

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

- read a newspaper article and recognise newspaper style.
- listen for specific information - and correct mistakes.

Reading comprehension

- 1 Elicit everything the class can remember of the road accident that Esi and Ali helped at (see Unit 3), and what happened afterwards (i.e. the letters that Esi received with an invitation to a ceremony - see Unit 4). Tell them that the ceremony has now happened.
- 2 Introduce the two preliminary reading questions and then get pupils to look at the text silently to find the answers. They should only skim it to find answers very quickly. Elicit answers.

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Answers: The text is about the ceremony and the accident and you would expect to read it in a newspaper.

- 3 Introduce the questions in 1 (PB page 51). These are about the 'style' of newspaper writing. Pupils work in pairs to find the answers. Elicit and discuss the answers, pointing out that

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newspapers have headlines, use short paragraphs and like to report what people said as well as what happened.

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*Answers: a) Schoolchildren in dramatic rescue
b) 16 c) ii)*

- 4 Discuss how the different people in the story felt, including Mr Bukari at the end.

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Suggested answers: 2 He thought they were very brave. He said they had done the right thing. 3 They were very proud of them.

- 5 Point out that newspapers also like to use a lot of expressions. Ask pupils to find each of the four expressions from the box (question 4, PB page 51) in the article then discuss and explain their meaning. Then tell pupils to copy and complete the sentences.

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p51

Answers: a) full of praise b) quick thinking c) kept their heads d) a turn for the worse

Listening comprehension

- 1 Explain that there was also a reporter from the radio at the ceremony at Police Headquarters. However, he was very young and not very good. When he wrote the report he made some mistakes. The pupils must listen to the radio report and note down any mistakes that they hear.
- 2 Read the report below through once or twice and then allow pupils to compare their answers with a partner. Then read it again before eliciting answers.

Text At a ceremony today at Police Headquarters, two young people were praised by Chief Inspector Anum Nyavi. Nyavi said that the two schoolchildren, who work at a local

factory, were very brave. Esi Boadi and Ali Abdulai helped at the scene of a road accident after a train crashed. Esi helped a man who was hurt after he was knocked off his bicycle. Ali ran home. Meanwhile the car was on fire and Esi had to rescue the driver and passenger. Esi's and Ali's parents were also at the ceremony. A man has been arrested by the police for driving his bicycle too fast.

Answers: There are 5 mistakes: The children don't work at a factory. There was no train crash. Ali didn't go home. The car wasn't on fire. Man arrested for driving his car too fast.

Writing and Composition

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

- write and present a news broadcast.
- write descriptions of people.

A radio news report

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- 1 Pupils work in pairs to write their own news report of the ceremony at Police Headquarters (without mistakes). They can use the newspaper report for guidance but should prepare it to be read aloud on the radio. If they want to, they can include interviews.
- 2 When they have written the broadcast, they practise presenting it. Monitor the pairs and then invite a few to present their broadcast.

Describing people

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Pupils write a description of the people in the pictures using the words in the substitution tables and their own words. They can also write descriptions of people in pictures cut from magazines and newspapers.

Review questions

- 1 Pupils look at the *Check* box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - identify and use phrases?
 - recognise the style of a newspaper report?
 - listen to a report and identify mistakes?

Key language:	Revision
Skills:	Revision; reading aloud; listening for dictation
Teaching aids:	PB pages 52-53
Notes:	Work from the previous units is recycled in this unit. Take the opportunity to go over any areas that pupils found difficult. Pupils can look back at the Check boxes to see what they remember. Discuss this with them.

Listening and Speaking

By the end of the lessons, the pupils will have reviewed some of the listening and speaking activities from Units 1-9.

Telling news

Spend about five minutes eliciting news from pupils.

Revision

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

Grammar

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

Revision

Take this opportunity to go back over anything that pupils have not yet mastered. If necessary, repeat the presentation of items that have caused difficulty. The grammatical areas covered in these units are listed on the **Contents** page.

Correction competition

1 Introduce the correction competition.

If pupils have used this course in Primary 4 or 5, they will be familiar with the activity.

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

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

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

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Answers: The incorrect ones are: 2 Dinosaurs are now dead so the action is completed, therefore the past simple, lived, is better. 3 Meeting is not an action that continues – it happens briefly. Therefore the continuous form is incorrect, the simple past, met, should be used. 5 The wrong modal verb has been used. The speaker is talking about ability so the modal verb can't should be used in place of 'shouldn't. 6 The speaker is saying he/she is not tired so it is not necessary to go to bed, the correct modal verb to use is don't need to or don't have to (or don't want to could be used). 7 After 'will' the base form of the verb should be used, you will have to hurry up ... 8 The order of adjectives is incorrect - it should be ... a nice new white shirt.

Reading

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

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

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A formal letter

- 1 Introduce the activity and tell pupils to work in pairs to do the matching orally (they can write the letters and numbers in their exercise books) before you elicit and discuss answers.

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Answers: 1-i, 2-c, 3-b, 4-f, 5-d, 6-g, 7-h, 8-e, 9-a.

Reading revision

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

Reading aloud

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

Dictation

- 1 Choose a paragraph or two from any of the reading texts in Units 1 to 9 for dictation.

- 2 Tell pupils that they are going to write the text as dictation. Give them a few minutes to look at the text carefully before you tell them to close their books.
- 3 Read the paragraph(s) through first at natural speed and then dictate them phrase-by-phrase slowly and clearly. Pause at the punctuation but do not tell them what it is. When you have finished, read it all again at natural speed.
- 4 Tell pupils to open their Pupil's Books again and correct their dictation themselves.

Writing and Composition

By the end of the lessons, the pupils will be able to organise and write a formal letter.

- 2 Tell pupils to write a formal letter. This could be one related to a project the class is working on (see Introduction page xiv) or any other that you consider appropriate.

Revision

Do any other writing activity from Units 1-9 that you have not had time for.

Fact Box

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

Key language:	<i>is used for, is made of</i>
Skills:	Preparing and using a questionnaire; drawing and writing up conclusions from a questionnaire; using <i>is used for</i> and <i>is made of</i> , reading comprehension; listening comprehension; reading aloud; planning and writing a story
Teaching aids:	PB pages 54-59; objects/pictures of objects

Listening and Speaking
By the end of the lessons, the pupils will be able to conduct a simple questionnaire by preparing, asking and answering questions about radio (or TV) programmes.

Telling news

Spend about five minutes eliciting news from pupils.

Questionnaire about radio (TV) programmes

1 Introduce the topic of radio or television (TV). Choose between radio and TV depending on what your pupils have access to and use. If you have pupils that regularly use both, let them choose. Talk about the kinds of programmes they hear on the radio, e.g. music, news, phone-in conversation, and what they like the most.

2 Divide the class into groups of four. Work through the instructions in the book. Draw an example questionnaire sheet on the board and fill it in with elicited questions if necessary, e.g. *What is your favourite programme?* Make sure that all members of the group prepare a sheet with the same questions but different names of pupils to ask.

3 When all groups have written their

questions, they should get up and go to ask their questions to other pupils. They should note down the answers to the questions they ask.

- 4 Once they have asked all their questions, they should sit down and compare their answers with the rest of their group. They should try to make some conclusions, e.g. *The most popular radio programme is ...*
- 5 Elicit some conclusions from the groups. These results will be written up in the *Writing* lessons.

Grammar

*By the end of the lessons, the pupils will be able to use **is used for** and **is made of** appropriately.*

is used for

- 1 Show some common objects (or pictures of objects cut from magazines or newspapers), e.g. a pencil, and ask *What is it?* and then *What is it used for?* Elicit its use and introduce the answer, e.g. *It's used for writing.* Repeat with other objects / pictures.
- 2 Hold up an object / picture and elicit the questions from one pupil and the answer from another. Do some repetition practice

with *What is it used for?* and *It's used for ...*

PB b
p54

- 3 Introduce the pictures and ask the same questions. Teach any names of the objects that pupils do not know. The purpose of the objects can be described in more than one way so be flexible with the answers, focusing on the correct use of the grammar. Pupils then ask and answer about the objects in pairs.

PB b
p54

Possible answers: radio: It's used for listening to music, bicycle: It's used for riding, submarine: It's used for travelling underwater, clock: It's used for telling the time, microscope: It's used for looking at small things, typewriter: It's used for writing, telephone: It's used for talking to people, television: It's used for watching programmes.

- 4 For further practice, turn it into a simple quiz. Say *It's used for travelling underwater. What is it?* Elicit the answer. Pupils then practise in pairs again. This can be developed to talk about other objects that are not in the picture, e.g. *It's used for flying in the sky. What is it? (plane).*

is made of

- 1 Follow the same procedure as activity b, but focus on what the object is made of. Try to have objects made of wood, metal, plastic, glass, paper and rubber to show as examples. Use objects, pictures of objects and the pictures in the book.
- 2 Pupils practise in pairs in the same way as stage 3 above.

PB c
p55

Answers: paper clip: It's made of metal; rubber band: It's made of rubber, pen: It's made of plastic, light bulb: It's made of glass, match: It's made of wood. newspaper: It's made of paper.

- 3 Use the same quiz as in stage 4 above. This time two pieces of information

can be given, i.e. *It's made of metal. It's used for holding paper. What is it? (paper clip).*

Reading

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

- find information from a text of short sections (as in a children's encyclopaedia).
- listen carefully to correct mistakes.
- read aloud with appropriate pronunciation, stress and intonation.

PB b
p54

Reading comprehension

- 1 Introduce the topic of inventions and inventors. Use the pictures in the book. Ask pupils to think about the time before the clock, radio, bicycle, etc. were invented and how people lived. Talk about how useful these things are. Ask *When do you think the bicycle was invented?* Elicit guesses and tell pupils they will find out when they read the text.
- 2 Ask the preliminary question and tell pupils to look at the text quickly to answer. Elicit answers. Point out the importance of reading titles and headings to get an idea of what a text is about.

PB d
p55PB d
p55

Answer: 5 (the introduction: Land transport: A short history of the bicycle: Sea, air and space: Patents)

- 3 Tell pupils to read the first three sections silently. They can try to do the matching activity in *Land transport* and find the answers. (Make sure they understand what BC and AD mean). When they have finished, ask the first two comprehension questions (PB pages 57 and 58) and elicit ideas. Discuss these ideas as there are no correct ones given in the text, but the answer to the first question is no doubt that the inventors wanted to avoid injury / death and regarding the second question, it is

probably because in 1493 they did not have the materials and tools to make the bicycle.

- 4 Read *Sea, air and space* (PB page 57) aloud as pupils follow in their books. Answer any questions and ask oral questions to check pupils understand. Check that they know how to say the years correctly.
- 5 Repeat the procedure with the final section on *Patents*. Pupils then answer questions 2 and 3 (PB page 58) in pairs. Elicit and discuss answers.

PB d
p58

Answers: 3 the wheel (6500 BC) - sailing ships (4500 BC) – the hot-air balloon (1783) – electric-powered submarine (1886) – the aeroplane (1903) – a man on the moon (1969) 4 copying an invention

- 6 Pupils work in groups and decide which of the inventions listed has been the most important to the world. Choose groups to present their conclusions to the class. Remind them to give reasons for their answers.

Listening comprehension

PB d
p57

Read the section *Sea, air and space* aloud again as pupils follow in their books. Every few sentences make a deliberate mistake, e.g.... *in Mesopotamia in 5400 BC*. Pupils must listen carefully and call out to correct your 'mistakes', i.e. *No., in 4500 BC*.

Reading aloud

PB d
p55

If there is time, pupils can work in pairs to do the same activity as in Listening comprehension. One pupil reads with 'mistakes', the other corrects.

Writing and Composition

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

- plan and write a story with a beginning, a middle and an end.
- write up the conclusions of their questionnaire.

Story-writing – a beginning, middle and end

PB e
p58

- 1 Ask pupils to think of their favourite stories. So far in this book they have read the story of *The fire on the hill* in Unit 1 and *The birds in the village* in Unit 7 but they can choose any other story they know, in any language. Elicit how some of these stories began, what happened in the middle, and how they ended.
- 2 Explain that every good story has a beginning, a middle and an end. When they plan a story to tell or write, they must think carefully about this. Divide the class into pairs and tell them to plan a beginning, middle and end for a story about an invention. They can write about any of the things in the pictures in sections **b** and **c**, in the text or any other invention. They can make up a story about a new invention of their own. Monitor pairs as they work.
- 3 Elicit ideas and discuss them with the whole class. Let the class choose one or two ideas that they like the most and then elicit more ideas to develop these stories.
- 4 Pupils then continue working in pairs to develop a plan and write the story. They can use the table to help them plan their story.
- 5 Pupils will tell their stories in the *Listening and Speaking* section of Unit 12. The written stories can be displayed on the walls.

The questionnaire

- 1 Pupils work in the same groups as they

worked in for *Listening and Speaking*. Elicit some of the results they got from their questionnaire.

Guide them to write sentences about their results on the board, e.g. *The most popular radio programme is ... All/Most/The majority of pupils like it. Very few/A minority of pupils listen to ...* Explain the meaning and use of *the/a majority/minority*.

PB 1
p58

- 2 Pupils write their paragraph in groups.

Fun Box

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

Diagnostic assessment exercises

- 1 Pupils look at the *Check* box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - prepare, use, draw conclusions from and write about a questionnaire (in groups)?
 - answer the comprehension questions on the text?
 - listen carefully to a text and identify errors?
 - read aloud with appropriate pronunciation, stress and intonation?
- 3 Ask yourself *Did I ...*
 - organise the questionnaire activity effectively? Encourage pupils to be systematic when analysing their findings.
 - help pupils to understand information presented in different formats (p55-57) – text, tables and picture sequences? Guide them to identify key points in all these formats.

Key language:	Passive (receptive only)
Skills:	Telling and discussing a story; talking about who does what; understanding the use of the passive; reading comprehension; reading aloud; recognising and writing large numbers; using setting of time and place in a story
Teaching aids:	PB pages 60-64

Listening and Speaking

By the end of the lessons, the pupils will be able to tell and discuss a story of their own.

Telling news

Spend about five minutes eliciting news from pupils.

Telling stories

PB a
p60

Divide the class into pairs to tell the stories about an invention that they planned and wrote in the lesson in Unit 11 (see page 36). Make sure that they are **not** in the same pairs they worked in for the planning and writing. Do not let them read what they have written – instruct them to tell the story orally. Encourage them to give each other feedback on their stories.

Grammar

By the end of the lessons, the pupils will be able to recognise the passive form and its use.

Note: The passive is not in the syllabus for Primary 6 and pupils are not taught here to use it. However, they have already encountered it in texts and it will help if

they recognise it and begin to understand its use. The syllabus does expect them to talk about processes and read texts on subjects which require the passive (see also *Grammar introduced in Primary 6* in the Introduction, page vi).

Who does what?

- 1 Revise the use of *is used for* and *is made of* (see Unit 11, page 34).
- 2 Divide the class into pairs and ask each pair to think of three things that men and boys usually do and three things that women and girls usually do in daily life. At this point, make it clear that they should write down the way things are in their community – not how they think it should be.
- 3 Ask the pairs *What is done by men/women?* and elicit answers, helping pupils to frame the answers using the present simple passive, e.g. *Cooking is done by women. Repairing fences is done by men.* Write some of these sentences on the board but do not focus attention on the passive construction.
- 4 Hold a discussion based on the sentences on the board asking whether or not these tasks should always be done by one sex, or which can be done by both sexes, etc. Elicit the pupils' ideas but express them using a passive form/voice wherever appropriate, e.g. *Cooking should be done*

by both men and women, Driving can be done by men and women. Again, do not focus on the passive form.

Introducing the passive

- 1 Introduce the passive, either on the board or using the explanation in the Pupil's Book. Elicit other examples of sentences using the passive. You can use more examples of what things are used for, e.g. *A saw is used for cutting wood.*
- 2 Introduce the activity. Read through it once and then give pupils time to decide on the verb to be used in each gap. Elicit the answers before getting pupils to copy and complete the activity in their exercise books.

Answers: 1 are found 2 are divided 3 are known 4 is made 5 are used 6 is caught

Reading

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

- answer questions on a 'technical' text - using headings and explanations of technical words.
- read aloud with appropriate pronunciation, stress and intonation.
- listen to and write down large numbers.

Reading comprehension

- 1 Tell pupils they are going to read a text about ants. Elicit what they already know about these insects.
- 2 Tell them to open their Pupil's Books and to quickly find the section headings in the text. Elicit these and put them on the board then tell pupils to close their books again. Look at each heading and elicit what kind of information might be expected to be found under such a heading (you might lead to explain the word *anatomy*).

Answers: Ant anatomy - about the bodies of ants The life cycle - the process from birth to

PB c
p61

death Social life - how ants live together

- 3 Pupils read the complete text silently to find out how close their predictions, based on the headings, were.
- 4 Introduce the questions on PB page 63. Pupils sometimes panic when they find texts with a lot of technical words that they do not know. This activity teaches them to look carefully to find the meaning of these 'difficult' words in the text and diagrams.

Answers: 1 a) head, thorax, abdomen, antennae, mandibles b) i) a skeleton outside the body ii) tiny worms iii) a stage between larvae and adult ants iv) knowledge of what to do without being taught v) a community vi) a group that looks and behaves differently from other groups and has its own job to do.

2 The queen's job is to mate with the males and lay eggs. The males' job is to mate with the queen. The soldiers' job is to defend the queen, the nest and the workers. The workers' job is to dig tunnels, build nests, gather food, to clean the nest and take care of eggs, larvae and pupae. 3 (open) 4 (open)

Reading aloud

Read the text, or part of it, aloud again as a model for pupils. Then tell them to work in pairs, taking it in turns to read a paragraph aloud as their partner listens. As they do this, monitor the pairs and assist where necessary. Focus not only on the pronunciation of words but also on the natural rhythm and intonation. Choose pupils to read a paragraph or two of the text to the whole class.

Listening comprehension

If there is time, read the Fact Box aloud while pupils follow in their books. Make some mistakes with the numbers and facts. This time, instead of pupils calling out the corrections, tell them to note down each thing which you said

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p60

PB b
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PB c
p63

PB c
p61

PB c
p61

wrongly. For example, If you read out *"More than 120,000 kinds of ants ..."* (instead of 12,000), then the pupils must note down 120,000. This gives practice to listening to, and writing large numbers. Make about five mistakes while reading the section.

Writing and Composition

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

- consider time and place when planning and writing a story.
- plan and start a story about mosquitoes and malaria.

Time and place in a story

Introduce the explanation and tell pupils to work in pairs to do the first two activities in the Pupil's Book. Elicit and discuss answers. You could also elicit the *time* and *place* of some other favourite stories of the pupils.

Answers; 1 Unit 1 (Fire on the hill)

a) "Long, long ago ...", b) in a village; Unit 7 (Birds in the village) a) "Once, not so long ago, b) in a village with beautiful trees. 2 (open)

Planning a story with a good setting of time and place

- 1 Pupils work in pairs for activity 3 (PB page 64). Elicit the adjectives chosen and discuss. Help the pupils to produce a few sentences, using some of the chosen adjectives, to describe the scene, e.g. *In a dirty, empty village on a strange, damp day.*
- 2 Introduce activity 4 and the title of the story. Elicit ideas before pupils write their opening paragraphs. Revise what the pupils already know about the life-cycle of mosquitoes, the fact that they

at the picture on PB page 64 and talk about the opportunities for mosquitoes in the water. Pupils then discuss and write the opening paragraph of their story, to develop the setting of the story.

- 3 Ask some pairs to read out their opening paragraphs. Discuss the use of time and place and praise the best efforts.
- 4 The pairs then go on to plan the rest of their story. They should not write it yet, they will tell it and discuss it in the next unit before they write the final version. They can also do further illustrations for their story.

Diagnostic assessment exercises

- 1 Pupils look at the *Check* box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - recognise some uses of the passive in context?
 - read a 'technical' text and find the meaning of technical words from the context?
 - read aloud with appropriate pronunciation, stress and intonation?
 - plan a story with a good setting of time and place?
- 3 Ask yourself *Did I...*
 - highlight clearly the distinction between the use of the active and the passive? Point this out during any suitable reading activity.
 - explain the importance of time and place settings in stories to help readers 'see' what is in the writer's imagination.

breed in stagnant (or still) water and that they spread malaria. Look again

PB d
p63

PB d
p63/64

Activity Page 5

Objectives: To practise

- using apostrophes to show possession or ownership.
- using words with prefixes *re-* and *pre-*.
- finding different groups of words, e.g. words with three syllables.

Exercise a

- Write phrases indicating ownership, omitting apostrophes, e.g. *the teachers car*, *the pupils books*. Ask pupils to tell you what is missing from these phrases. Choose pupils to correct the phrases.
- Read the information in the grammar box. Pupils can then write the phrases in the exercise inserting apostrophes in the correct places.

PB a
p65PB a
p65

Answers: 1. *my friends' books* 2. *the teacher's car* 3. *the fisherman's boat* 4. *The footballers' boots* 5. *my parents' house* 6. *Esi's computer*

Exercise b

- 1 Remind pupils of the prefixes they have already practised using: *un-*, *dis-*,

over-, *under-*. Elicit words beginning with each of these prefixes.

- 2 Read the information in the table. Elicit other words beginning with *re-* or *pre-*. Pupils use the words in the box to complete the sentences.

PB b
p65PB b
p65

Answers: 1 *return* 2 *replace* 3 *remake*
4 *prearrange* 5 *refill* 6 *preschool* 7 *prehistoric*

Exercise c

Word hunt

This exercise revises a number of points pupils have practised, e.g. syllables, prefixes, parts of speech, capital letters. Pupils can work through this exercise in pairs, or it could be used as a group competition. The winners are the group which finishes first and provides the most correct answers.

PB c
p65

Exercise d, Penmanship

Pupils go to Exercise 5 on page 159 and practise handwriting.

Key language:	Prepositions of place
Skills:	Telling a story about mosquitoes/malaria; understanding and using prepositions; listening comprehension; reading comprehension; writing instructions from a description of a process; writing a story
Teaching aids:	PB pages 66-69; beads (if possible)

Listening and Speaking

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

- tell a story about a mosquito.
- understand how a mosquito breeds and spreads malaria.

Telling news

Spend about five minutes eliciting news from pupils.

Telling stories

PB a
p66

- 1 Divide the class into pairs to tell the stories about mosquitoes and malaria that they planned and illustrated in the *Writing* lesson in Unit 12. Make sure that they are *not* in the same pairs they worked in for the planning and writing. Encourage them to give each other feedback on their stories. As they tell the stories, monitor the pairs.
- 2 Choose one story from those you have heard. It should be one which includes the important information about how a mosquito breeds and spreads malaria. Ask the pupils who produced the story to tell it to the whole class. They can also show any illustrations they have done. Then use the opportunity to reinforce the message on how to keep compounds and gardens clean and dry to reduce the

number of mosquitoes in and around the home.

Grammar

By the end of the lessons, the pupils will be able to recognise and use prepositions of place appropriately.

Revising prepositions – Find the treasure.

To revise and focus on prepositions, play the *Find the treasure* game.

- 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?*
- b) Answer *No, it isn't* or *Yes, it is*.
- c) The pupil who 'finds' the treasure can then 'hide' it somewhere else.
- d) 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*.

Prepositions of place



- 1 Write a few of the sentences pupils used during the game on the board. Underline the prepositions and tell them the name. Point out that these particular

prepositions all tell us about position, so they are called *prepositions of place* (other categories of prepositions are looked at in Unit 14). Elicit other prepositions of place that pupils can think of.

PB b
p66

- 2 Look at the diagrams in the book. Tell pupils to draw the other diagrams in their exercise books. They can check their answers in pairs before you put them on the board.

PB b
p66

Answers: a)  • 

b) 

- 3 Elicit a sentence for each preposition to illustrate its use. Pupils then write these in their exercise books.

PB c
p66

- 4 Read through the story (which is a summary of the story they read in Unit 7) and pause at each numbered gap to elicit the missing preposition. Pupils then copy and complete the story.

PB c
p66

Answers: 1 in 2 in 3 under (below) 4 in 5 beside/next to/by/near 6 in 7 on 8 under/below

Reading

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

- listen to a text and find specific information.
- recognise the source of a text.
- read silently and describe a process.

Listening comprehension

- 1 Introduce the topic of beadmaking and elicit what the pupils know about it: where it is done, how they are made, where the beads can be bought, which of them have some, etc. Show some beads if you have some.
- 2 Tell pupils that you are going to read a text about beadmaking which includes a description of how to make two different types of beads. They must listen and note down what these two types are. Read the text once clearly but at natural speed.

PB d
p67

Elicit answers. If there is any doubt, tell the class to read the text silently to confirm the answers.

PB d
p67

Answers: Krobo (or glass bodom) beads and Asante (or metal) beads

Reading comprehension

PB e
p67

- 1 Pupils read the text silently. Answer any questions related to vocabulary (*kiln* is explained in the text and *zigzag* can be explained with a drawing on the board, but you may need to show or explain *clay*, *mould*, *crush*, *hollow*, *settle the powder* and *model*).
- 2 Introduce the first comprehension question which asks the pupils to think about the source of the text (PB page 68). Encourage them to think about the layout and style of the text and elicit answers.

PB e
p68

Answer: b) magazine article

- 3 Point out that the passive is often used to describe a process because we are interested in what is done, not who does it. Introduce question 2 on PB page 69 and make it clear that all the missing verbs can be found in paragraphs 3 and 4. Give pupils a few minutes to read through again and then elicit the answers. Pupils can then copy and complete the process.

PB e
p69

Answers: a) is crushed b) is made c) is placed d) is poured e) are poured f) are used g) is knocked h) is heated i) is pushed

Writing and Composition

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

- write instructions based on a description of a process.
- write a story.

Writing instructions

PB e
p68

- 1 Tell pupils to read about the process of making metal beads using the lost wax method again. Tell them they are going to write the instructions for how to make these beads.
- 2 Give pupils some basic instructions to follow, e.g. *Stand up. Put your hands on your head.* Write some examples on the board and underline the verb. Elicit that this is the imperative (which is the base form of the verb used without a pronoun).
- 3 Look at the outline of the instructions in the book. Ask pupils to identify the imperatives used, *Make, Cover, Leave*, etc. Tell them that they have to change the description of the process in the text (which uses many verbs in the passive) to instructions (using the imperative). Elicit the sentences and write them on the board.
- 4 Rub out parts of the sentences to leave only a framework (as in the Pupil's Book). Pupils then copy and complete the instructions.

PB f
p69

Answer:

How to make metal beads using the lost wax method

- 1 *Make a model of the bead in wax.*
- 2 *Cover the model in clay. Leave a small hole in the clay cover.*
- 3 *Heat the mould. The wax will melt and run out of the clay.*
- 4 *Pour a liquid metal into the mould.*
- 5 *Leave it to cool.*
- 6 *Break off the clay mould.*

works for evaluation. Display the stories and illustrations around the class for all pupils, and visitors, to see.

Diagnostic assessment exercises

- 1 Pupils look at the *Check* box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - understand the main points in a text when it is read to them?
 - recognise and discuss the source of a text?
 - complete the description of a process based on the text?
 - write a set of instructions based on a description of a process?
- 3 Ask yourself *Did I ...*
 - use the diagrams in the Pupil's Book (p66) effectively to introduce prepositions of place? Use pupils to demonstrate these points – *Ali is behind the desk, Esi is outside the classroom*, etc.
 - enable pupils to recognise different styles of text and their uses? Show pupils examples from newspapers, magazines, instructions on packers, etc.

Writing a story

PB g
p69

Ask a few more pairs to tell their story of the mosquito and malaria planned in the previous unit and told in the first section of this unit. Pupils then write their stories. Monitor the writing and collect the finished

Key language:	Prepositions of direction; prepositions of time
Skills:	Giving instructions; understanding and using prepositions; reading comprehension; reading aloud; making an oral and written report of an event
Teaching aids:	PB pages 70-74

Listening and Speaking

By the end of the lessons, the pupils will be able to give instructions.

Telling news

Spend about five minutes eliciting news from pupils

Giving instructions

- 1 As revision and preparation, elicit the instructions for making glass bodom beads or metal beads that they read about in the last unit (PB pages 67-68).
- 2 Tell pupils they are going to give instructions on some common activities to each other. Elicit a few ideas for some of the activities suggested. Elicit or suggest alternative activities, if you like. They then work in pairs to give instructions to each other. The purpose is to communicate successfully with a partner. It does not matter if they use instructions using imperative verbs or outline the stages of a process using passive verbs. They can also draw diagrams to help communicate. Monitor pairs as they work and evaluate them on their ability to communicate. They will write about their chosen activity in a later Writing lesson.

PB a
p70

Grammar

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

- recognise and use prepositions of direction appropriately.
- recognise and use prepositions of time appropriately.

Prepositions of direction

- 1 Revise the prepositions of place practised in the previous unit (see page 41).
- 2 Revise and practise some prepositions of direction. Bring one pupil to the front and give him/her instructions using prepositions of direction, e.g. *go across the classroom, go around the desk, step over the chair*. Make sure the pupil follows the instructions correctly. When you have finished, elicit the instructions you used and write them on the board. Underline the prepositions of direction. Repeat with one or two different pupils.
- 3 Introduce the diagrams and the prepositions in the book. Elicit a few examples then tell pupils to work in pairs to match the prepositions with the diagrams. When they have completed this, elicit and check the answers.

PB b
p70

PB b
p70

Answers: 1 up 2 down 3 into 4 out of 5 through

6 onto 7 off 8 along 9 across 10 around

- 4 Elicit a sentence for each preposition to illustrate its use. Pupils can then write these in their exercise books.

Prepositions of time

- 1 Revise and practise some prepositions of time. Ask pupils to think for a moment about something important that has happened in their lives. Some may think of something really important, like a birth or death in the family or community, while others will only be able to think of what they did the previous day or weekend – it doesn't matter. They should write a sentence about it saying exactly when it happened. Elicit some sentences and put them on the board. Focus on the correct use of prepositions of time, particularly *in*, *on* and *at*. The basic rules for when each is used were introduced in Unit 26 of Book 4 of this course and are repeated below for reference. However, only expect pupils to get this correct with plenty of practice.

in	+ parts of the day	<i>in the morning, in the evening</i>
	+ months	<i>in May, in December</i>
	+ years	<i>in 2003, in 1999</i>
on	+ days	<i>on Tuesday, on Friday morning</i>
	+ dates	<i>on May 13th, on the 12th of July</i>
at	+ time	<i>at eight o'clock, at half past two</i>
	+ festival	<i>at Christmas, at Eid-ul-Fitr</i>
	+ specific times	<i>at night, at the weekend</i>

- 2 Introduce the activity and elicit the missing prepositions from the sentences. Note that more than one preposition

can be used in some gaps.

PB c p71 *Answers: 1 on/at 2 in/on/in 3 since/ago 4 until OR at OR before OR after OR by 5 about OR at OR before OR after OR by*

- 3 Elicit sentences to illustrate the remaining prepositions (exactly which ones remain depends on the answers used above).

PB c p71 *Possible examples: 1 He has been here for a week. 2 I'll be there before/after/about/by six o'clock. 3 I can't go out until I have helped Mother.*

Reading

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

- read for specific information.
- work out the meaning of words using clues in the context.
- read aloud with appropriate pronunciation, stress and intonation.

Reading comprehension

- PB d p71** 1 Write the word *energy* on the board and elicit what pupils can tell you about it. Also elicit any sources of energy pupils can think of. Then tell pupils to read the first paragraph as you read it aloud.
- 2 Tell pupils to look at the pictures and ask the question below them, i.e. *What energy sources do these run on?* Elicit answers.

PB d p71 *Answers: car – petrol; fridge – electricity or kerosene; sailing boat – wind; cooking pot – wood or charcoal; lorry/truck – diesel; radio-cassette player – batteries (a form of electricity)*

- 3 Read the rest of the text aloud as pupils follow in their books. Answer any questions pupils may have.
- 4 Introduce the comprehension questions on PB page 73 and tell pupils to read

silently to answer them. Pupils compare their answers in pairs before you elicit and discuss answers.

PB d
p73

Answers: 1 They cause pollution. 2 sun, wind and water 3 (open)

4. Suggested answers: cutting down trees, pollution from smoke, risk of setting fire to houses

PB e
p73

5 Now tell pupils to look at the matching activity. Tell them to read through the text again or read it aloud while they listen for the words 1-5. Pupils compare their answers in pairs. Then elicit and discuss answers.

PB e
p73

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

Reading aloud

PB d
p71

Read the text, or part of it, aloud again as a model for pupils. Then tell them to work in pairs, taking it in turns to read a paragraph aloud as their partner listens. As they do this, monitor the pairs and assist where necessary. Focus not only on the pronunciation of words but also on the natural rhythm and intonation. Choose pupils to read a section of the text to the whole class.

Writing and Composition

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

- make an oral and written report of an event.
- write a description of a process.

Report – oral and written

PB f
p74

- 1 Introduce the activity and read through the notes with the class. Elicit a few sentences the reporters might use and give an example of how a radio report on a fire might be given. Try to make it sound exciting.
- 2 Pupils make the reports to each other in pairs. Encourage them to discuss each other's reports and make suggestions for improvements. Invite one or two pupils

to present their oral report to the whole class.

- 3 Introduce activity 2 and elicit some possible headlines. Pupils continue working in pairs to write the written report. Tell them to write the headline in large letters at the top of their page. Monitor pairs as they work. Display the reports on the classroom walls.

Describing a process

PB a
p63

Elicit descriptions of some of the processes from the *Listening and Speaking* section. Pupils write sentences to describe their process.

Diagnostic assessment exercises

- 1 Pupils look at the *Check* box in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - give instructions?
 - answer reading comprehension questions on the text?
 - read aloud with appropriate pronunciation, stress and intonation?
 - give a brief oral report and write a report of an event?
- 3 Ask yourself *Did I...*
 - enable pupils to use prepositions of time correctly? Give practice using lists of prepositions that pupils must use in sentences.
 - help pupils develop a suitable writing style for the radio report? Give guidance on using adjectives and link words between sentences to the story.

Activity Page 6

Exercise a

PB a
p75

- 1 Spider diagrams are a useful planning tool which can be used to classify vocabulary, or to structure

information. Pupils will find them useful later when they plan essays. This is a simple spider diagram which helps pupils to classify what they know about crafts in Ghana. Tell them to copy the diagram and add more words, e.g. *more items which are carved such as masks or statues.*

- 2 Copy the diagram on the board and elicit ideas from pupils to complete it.

Additional activity: Pupils can select another topic, e.g. *music in Ghana*, and prepare a spider diagram about it.

Exercise b

PB b
p75

- 1 Revise prepositions of time with pupils. Write a few examples for them to complete, e.g. ... *Wednesday*, ... *2008*, ... *the weekend*. They can then copy and complete the expressions in the exercise.

PB b
p75

Answers: 1 at 2 on 3 on 4 in 5 in 6 in 7 on 8 on 9 at 10 at

Exercise c

PB c
p75

- 1 Discuss word families with pupils. Write the example *electricity – electric – electrification* on the board. Write a few more words, e.g. *clean, know on the board*. Elicit words which are in the same family, e.g. *clean – to clean – cleaning – cleanliness, know – known – unknown – knowledge*.
- 2 Pupils find and write the word families in the box.

PB c
p75

Answers: water – to water – watery – waterfall, to dam – dammed – dam, wind – windmill – windy, to cook – cooker – energy – energetic – energetically

Additional activity: If you have dictionaries, pupils can look up different words in the word families and find example sentences for them.

Exercise d, Penmanship

Pupils go to Exercise 6 on page 157 and practise handwriting.

Key language:	Direct speech
Skills:	Developing a simple play; punctuating direct speech; using verbs of speech; predicting a story; reading comprehension; listening for dictation; writing an account of events; writing a conversation
Teaching aids:	PB pages 76-80

Listening and Speaking

By the end of the lessons, the pupils will be able to tell a story and write a simple play.

Telling news

Spend about five minutes eliciting from pupils.

A play

PB a
p76

- 1 Give pupils a few minutes to look at the pictures and then elicit the outline of what is happening. The pupils may well know a version of this fable. Elicit what the animals might be saying in the first few pictures. Read out the full story (in Appendix 1). Compare this with pupils' predictions.
- 2 Pupils work in groups of three to tell the story and decide what each animal said in each picture. They should write down the words they decide on to make a simple play. Monitor the groups as they discuss and write. Elicit the story and the words from one or two groups.
- 3 If there is time, pupils practise reading their short plays in their groups. They will perform their plays in the next *Listening and Speaking* section, in Unit 16.

Grammar

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

- identify direct speech.
- punctuate direct speech.
- use a range of verbs of speech appropriate.

Direct speech – punctuation

PB b
p77

- 1 Introduce direct speech using the explanation in the book. If the pupils used this course in Primary 5, this will be revision. Ask a pupil to say something and then get others to write what he/she said, using direct speech. Put some examples on the board, e.g. *Kofi said, "I can't find my pencil"* Focus pupils' attention on the punctuation.
- 2 Elicit some examples of sentences used in the story in the previous section and elicit sentences of direct speech. Get pupils to write some of these on the board and ask the rest of the class to point out any errors.
- 3 Pupils then work individually to write direct speech sentences based on their story. They can work in their original groups of three to compare and discuss their answers.

Direct speech – verbs of speech

- 1 Point out that when we write what people say we often use *said* and *asked* but there are other verbs we can use as well. Elicit some of these, e.g. *answered*, *shouted*, *screamed*.
- 2 Introduce the explanation in the book. Elicit and put on the board some examples of sentences with the verb of speech in the middle of the quoted words. Focus on the punctuation.
- 3 Introduce the verbs of speech in the box and elicit a few others.
- 4 Introduce the activity on PB page 78 and elicit answers to the first few sentences. Pupils then work alone to copy and complete the sentences. Elicit and check the answers.

PB c
p77

Answers: 1 The lion asked, "Have you seen your friend?" 2 "Of course, and I don't want to talk to you" answered/replied the ox. 3 As the man fell from the building, he screamed/shouted/cried, "Help me!" 4 "Be quiet, the baby is asleep," whispered Mother. 5 "That's very funny!" laughed Kofi. 6 Kingston looked up and cried/called, "This is strange!"

PB c
p78

Reading

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

- predict a story from some key words.
- understand a story and interpret its moral.
- listen carefully for dictation.

Reading comprehension

- 1 Introduce the words in the book and write them on the board in a circle. Explain that all of these words appear in a story they are going to read. Give pupils five minutes to try to predict what the story will be about. Pupils work in pairs. Elicit some ideas.
- 2 Pupils read the story silently to find out

PB d
p78PB e
p78

what really happens.

- 3 Introduce comprehension question 1 on PB page 80. It is important that they imagine they are actually in the field when they speak (otherwise they might get the verb tenses wrong). Elicit the actual words used; this is the first time they have been asked to translate from reported to direct speech so you may need to give quite a lot of guidance. Pupils then write the words.

PB e
p80

Answers: a) "The corn is ready. Call our friends and neighbours. They have promised to help me with the harvest" b) "The neighbours didn't show up to help. We'll have to find some people we can rely on. Go to the huts of your uncles, aunts and cousins and call them to come to help harvest the guinea corn." c) "You and I will have to do the work ourselves. Go home and collect the machetes."

- 4 Pupils discuss and write answers to the other two questions in pairs. Elicit and discuss the answers.

PB e
p80

Answers: 2 Because she knows that the neighbours and family will not help. 3 If you want something doing, do it yourself.

Dictation

- 1 Tell pupils that they are going to write the first three paragraphs as dictation. Give them a few minutes to read the paragraphs before you tell them to close their books.
- 2 Read the paragraphs at natural speed first and then dictate them phrase-by-phrase. Pause at the punctuation but do not tell them what it is. When you have finished, read the paragraphs again at natural speed.
- 3 Tell pupils to open their books and correct their dictation themselves. Monitor their corrections. Focus on the punctuation of the direct speech.

PB e
p78

Writing and Composition

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

- write a short account of the events in the story.
- write a conversation between friends.

An account of eventsPB 1
p80

Elicit a short summary of what happened in the story. Do this sentence by sentence to guide pupils to include only the main points of the story. Remind them that they should not include direct speech in this kind of summary. Put the sentences on the board as you go along, if necessary. However, clean most of them off before pupils write the account, just leaving an outline to guide them.

PB 1
p80**Suggested answer**

A family of birds were very happy living in a nest in a field of guinea corn. But one day the farmer decided to harvest the guinea corn. The young birds in the nest heard the farmer send his son to call their neighbours to help with the harvest. The chicks told their mother anxiously but she just laughed. The next day the neighbours did not come so the farmer sent his son to call their family. Again the worried birds told their mother and again she just laughed. The next day the family did not come. The farmer and his son decided to do the work alone. The birds again told their mother what they had heard. This time she said they had to leave their nest. She knew that if the farmer and his son did the work themselves it would be done. So the birds flew away before the harvest began.

A conversationPB 9
p80

Introduce the topic and elicit some ideas of what it is that the friends might want to do that is not allowed by parents. Pupils work in pairs to practise the conversation before they write it. Monitor pupils as they write, focusing on the use of direct speech.

Diagnostic assessment exercises

- 1 Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - recognise and understand direct speech?
 - punctuate direct speech and use a range of verbs of speech?
 - write and correct a dictation?
 - write an account of what happened in the story?
- 3 Ask yourself *Did I...* explain clearly the rules of punctuating speech? Give pupils practice using examples like those on page 78 of the Pupil's Book. When you are reading the story point out the punctuation used in direct speech

Key language:	Direct and reported speech
Skills:	Performing a play; identifying direct and reported speech; writing reported speech; reading comprehension; identifying the elements of a story; listening comprehension; proof reading; writing and revising a story
Teaching aids:	PB pages 81-85

Listening and Speaking

By the end of the lessons, the pupils will be able to act out the play which they wrote.

Telling news

Spend about five minutes eliciting news from pupils.

Performing a play

- 1 Elicit the story of the two oxen and the lion from Unit 15 using the pictures on page 76 of the Pupil's Book.
- 2 Pupils work in the same groups of three they worked in to write the play. They choose a role each (the black ox, the white ox or the lion) and perform their plays. They read out the words and do the actions. As they will need space for this activity, and it could be noisy, you might want to do it outside,
- 3 Choose one or two groups to perform their play for the whole class. You could also invite pupils or teachers from other classes to watch.

PB a
p81**Grammar**

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

- identify direct and reported speech.
- report direct speech (in statements only).

Introducing reported speech

- 1 Ask pupils some questions and report their answers to the rest of the class, e.g.

Teacher: Naomi, what do you do at weekends?

Naomi: I play basketball.

Teacher: Did you hear, class? Naomi said she plays basketball at the weekends.

This is a good example of when it would be unnatural and unusual to change the verb tense to 'played' because not only has Naomi just spoken the words but it is also a regular habit for which the simple present is the most appropriate tense (see the notes on Grammar in the Introduction, page vi). Write an example of something a pupil says as both direct and reported speech and elicit the differences, focusing on the use (or non-use) of speech marks at this stage.

PB b
p81

- 2 Look at the explanation in the Pupil's Book and introduce the activity. Elicit answers. Pupils then write the sentences in their exercise books.

PB b
p81

Answers: 1 making too much noise 2 your work 3 Rest in bed 4 I am too busy 5 a drink

Direct to reported speech

- 1 Elicit something that was said recently and put this in reported speech, e.g. *Yesterday Ibrahim said he*

was sick. Compare this with the actual words that were said and elicit the fact that the verb tense has changed. Introduce and work through the explanation with the class. Elicit further examples. Focus on statements for the moment and avoid reporting questions.

Note: that is often used in reported statements, e.g. *He said that he was sick*. but is not essential. At this stage the examples do not include it but don't correct pupils if they do use *that*

PB c
p82

- 2 Introduce the activity and elicit answers to the first part before pupils write the reported speech in their exercise books.

PB c
p82

*Answers: 1 a) the story was funny
b) didn't like it c) helped her d) he wanted to talk to my teacher*

- 3 Tell pupils to look back at the sentences that they wrote to complete the speech bubbles for the lion and the oxen and used in their plays. They then work in the same groups of three to rewrite the words in reported speech.

PB c
p82

Answer: 2 (depends on the words pupils used in their plays)

Reading

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

- identify setting, character and plot in a story, and understand the stages of writing a story.
- listen for specific information and complete a form.

Reading comprehension

PB d
p82

- 1 Discuss the topic of **stories** before the pupils read the text. Discuss their favourite stories and elicit what they learnt about stories in Units 11 (the need for a beginning, middle and end) and 12 (the need for a setting of

place and time). Write the words *setting*, *character* and *plot* on the board and see if they can tell you what these mean.

- 2 Pupils read through the whole text once silently. Then elicit and discuss what *setting*, *character* and *plot* mean.
- 3 Elicit what the four tasks are in the first part of the text (on PB page 83) and then divide the class into pairs to read the text again and do these four activities together. Elicit ideas from pairs and discuss after each stage. Put an example of the *story planning form* on the board and guide pupils on how to complete it, if necessary.
- 4 Pupils read the final section (*The process of writing a story* – PB pages 84-85) silently. They will return to this when they put it into practice in the *Writing* section.

Listening comprehension

- 1 Pupils continue to work in the same pairs as above. Tell them they are going to present and explain the setting, characters and plot of their stories to another pair. Give them a few minutes to prepare.
- 2 Tell pupils to make another copy of the *story planning form* each.
- 3 Join pairs up to make groups of four. Each pair should present the details of their story in turn. The other pair should listen carefully and complete the *story planning form* (without seeing the original forms).
- 4 When they have finished, they can discuss each other's stories and make suggestions for improvement, etc.

PB d
p84

Writing and Composition

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

- proof read a story to correct mistakes of spelling and punctuation.
- write and revise a story.

Proof reading

PB e
p85

- 1 Introduce the explanation and activity and then tell pupils to work in pairs to find the mistakes. Have dictionaries available, if possible.
- 2 Elicit the mistakes and corrections before the pupils copy and write the corrected version of the story.

PB e
p85

Answers:

We had been walking for three days and were very tired. Mercy had lost her shoes and her feet were cut Peter had fallen and hurt his knee. I kept telling them to follow me because I was going to save them. "Don't I always do what I say?" I asked them.

They were too tired to answer.

Then suddenly we pushed through some thick trees and saw a village in front of us. I knew we were saved.

Story writing

PB d
p84

- 1 Refer pupils to the *Process of writing a story* and work through the process for *Saved!* (They have already completed stage 1.) They can do the first draft in one lesson (stage 2), or for homework, and discuss the draft and make improvements in the next (stages 3 and 4). They should also check the spelling and punctuation (stage 5) before handing it in for correction (stage 6).
- 2 When you mark the stories, focus on how clearly and well the story is told. Make comments with reference to the *setting, characters and plot*. Encourage pupils to read your comments and complete stages 7 to 9. At this point you could explain that the class will be working on a class magazine in Term 3 and might want to include their stories in that.

Pupils will have the opportunity to tell their completed stories in the *Listening and Speaking* section of Unit 17.

Diagnostic assessment exercises

- 1 Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - perform a simple play they have written?
 - put simple direct speech statements into reported speech?
 - listen to each other give details of a story and complete a form?
 - write and revise a story which includes setting, characters and plot?
- 3 Ask yourself *Did I...*
 - conduct the drama activity effectively? What lessons can I learn for future drama work?
 - communicate effectively the use of direct and reported speech? Give plenty of oral practice to reinforce this.

Activity Page 7

Objectives: To practise

- using speech marks.
- identifying direct and reported speech.
- using a range of words connected with writing stories or poems.

Exercise a

PB a
p86

- 1 Revise the rules for punctuating direct speech. Write examples of direct speech on the board, leaving out the speech marks. Choose pupils to come out and fill in the speech marks.
- 2 Pupils can copy the sentences and punctuate them with speech marks.

PB a
p86

Answers: 1 "Did you hear that sound?" asked the farmer. 2 "No, answered his son, "what was it?" 3 The farmer smiled, "Just a family of young birds in a nest." 4 "Are the neighbours coming, son?" the farmer asked. 5 "I don't think so," said the boy. "They all made excuses."

Exercise bPB b
p86

Remind pupils of the difference between direct and reported speech. Let them read the sentences and say whether they are direct or reported speech.

PB b
p86

Answers: 1 direct speech 2 reported speech 3 direct speech 4/5 reported speech

Exercise cPB c
p86

- 1 Check that pupils understand the words in the list by asking them questions, e.g. *What is the word for the place where the story takes place? What do we call the people in the story?*
- 2 Pupils can work in pairs to find the missing words in the sentences.

PB c
p86

Answers: 1 draft 2 moral 3 characters 4 verse 5 setting 6 proofread 7 author 8 plot 9 poet

Exercise d, Penmanship

Pupils go to Exercise 7 on page 158 and practise handwriting.

Key language:	Direct and reported speech questions
Skills:	Reading and discussing stories in groups; reporting questions; reading comprehension; reading aloud; writing a report, informal letter and/or a story
Teaching aids:	PB pages 87-90

Listening and Speaking

By the end of the lessons, the pupils will be able to read aloud stories they have written and discuss them in a group.

Telling news

Spend about five minutes eliciting news from pupils.

Read and discuss stories

Divide the class into groups of three and tell them to read each other the stories they wrote called **Saved!** in the previous unit (see page 52). When they have heard all three stories, tell them to decide which story they liked the most and why. They should discuss and compare the *situation*, *characters* and *plot* of the three stories. Elicit from the groups which story they liked and why – elicit a few details of the most popular stories.

PB a
p87

PB b
p87

PB b
p87

Grammar

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

- report questions in reported speech.
- report an interview.

Reporting questions

- 1 Revise the work on reported speech from the previous unit. Elicit some direct speech statements (avoid questions at this stage) to put on the board and then elicit the reported speech for the sentences. Elicit what has changed.
- 2 Elicit a direct speech question (with a question word) and put it on the board, e.g. *Where do you live?* Ask the pupils to report it and help them to do so, e.g. *Kingston asked where I live.*
- 3 Look at the explanation in the Pupil's Book and elicit further examples. Introduce the activity and elicit the answers before pupils write the sentences.

Answers: 1 a) where I lived b) I went to school c) Sandra was doing d) where the bus station was

- 4 Introduce the reporting game and demonstrate what to do. Then divide the class into groups of three to play the game. They can play this several times, changing roles each time.

Reporting an interview

- 1 Find a pupil who has an interesting hobby or a daily routine which is a bit different from the rest of the class.

Interview him/her at the front of the class for a few minutes about the hobby/routine. Elicit answers using the simple present.

- 2 Elicit what pupils remember from the interview, and tell them to write sentences reporting the interview (including the questions), e.g. *Our teacher asked Miriam what she collected, Miriam said she collected ..., She told us she went...* Help them to report the interview using the simple past.
- 3 Pupils work in pairs to compare their sentences (and memories of what was said) and then write a short report of the interview together.

Reading

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

- read an interview for specific information.
- read aloud with appropriate pronunciation, stress and intonation.

Reading comprehension

- 1 Elicit pupils' thoughts and ideas about boarding school and how they think their lives will change if they go to a boarding secondary school. Elicit some questions they would like to ask a secondary school pupil about life at secondary school. Do this either as a class discussion or in groups.
- 2 Pupils read the interview silently to find out what the boarding school pupil has to say. Ask *Does William enjoy life at boarding school? (he does, he says we have a lot of fun).*
- 3 Introduce the comprehension questions on PB page 90 and tell pupils to write answers. They can do question 3 in pairs as the reported speech requires quite a lot of changes for pronouns as well as verb tenses. Elicit and discuss answers.

PB c
p90

Answers: 1

Wake up on week days05.00
Wake up at weekends06.00
First lessons start07.00
Breakfast.....08.20
Lessons start again.....09.00
Lessons finish.....13.30
Grounds work starts15.30
Night study starts.....19.00

2 The pupils are woken up at six o'clock. After bathing, the dormitories are inspected. Teachers check that their clothes are washed and everything is neat and tidy. 3 He said it was a big step to go to boarding school but not to worry. If they studied hard and did what the teachers and prefects told them, then there were no problems. Once they found their way around and knew the routine, it was fine.

Reading aloud

Read the whole text aloud as a model for pupils. Then tell them to work in pairs, one of them reading the part of William, the other the part of the reporter. As they do this, monitor the pairs and assist where necessary. Focus not only on the pronunciation of words but also on the natural rhythm and intonation. Choose pairs to read the conversation to the whole class.

PB c
p88

Writing and Composition

By the end of the lessons, the pupils will be able to write a report of a day in the life of William, an informal letter and/or a story.

PB d
p90

Introduce each of the writing activities and elicit ideas. Let pupils choose one or two of these, depending on the time available.

PB c
p88

Diagnostic assessment exercises

- 1 Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - read aloud and discuss their own stories?
 - read a conversation and answer the comprehension questions?
 - choose and write a report, an informal letter and/or a story?
- 3 Ask yourself *Did I...*
 - explain clearly how we convert direct speech to reported speech? Give more practice if pupils find the exercise (p87b) difficult.
 - enable pupils to pick out specific information from the interview? Pupils having difficulty could be encouraged to look for key words.

Key language:	Reported speech
Skills:	Dismissing advantages and disadvantages; using reported speech; reading comprehension; reading aloud; identifying main ideas and supporting detail in paragraphs; writing paragraphs for and against an issue
Teaching aids:	PB pages 91-95

Listening and Speaking

By the end of the lessons, the pupils will be able to give their opinions and discuss them with others.

Telling news

Spend about five minutes eliciting news from pupils.

Class discussion – urban v rural life

- 1 Make the statement that life is better in urban areas than in rural areas (or the other way around, if you prefer) and elicit some responses from the class. Try to be provocative and stimulate the pupils to argue with you.
- 2 Introduce the table in the Pupil's Book. Tell pupils to copy it and work in pairs to note down ideas about urban and rural areas.
- 3 Tell pupils to look at the phrases in the book and elicit examples of their use.
- 4 Put a copy of the table on the board and elicit ideas from pairs. Encourage them to use the phrases and give you reasons for their opinions, e.g. if they say that life in urban areas is *more interesting* do not accept this, ask them to say **what** is more interesting. Encourage other pupils to agree or disagree, giving their reasons. If your pupils are from a rural area and you find they have an idealised view of life in the city, i.e. that everyone

PB a
p91

PB b
p91

PB b
p92

in the city is rich and happy, point out the disadvantages of city life and the problems young people have when they move to the city and have no job, home, etc.

Pupils will develop their ideas and begin to learn to write an argumentative essay in the *Writing* section of this unit.

Grammar

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

- report statements in a range of tenses.
- report an interview about a past event.

Reported speech – other tenses

- 1 Revise what has been covered in the last few units on direct and reported speech. Focus on the fact that when we report speech, we often change the tense.
- 2 Look at the explanation in the Pupil's Book and then introduce the table. Work through it, revising the names of the tenses. Elicit other examples for each tense, using statements, and help pupils to report these.
- 3 Introduce the activity on PB page 92 and elicit the answers before pupils write them in their exercise books.

*Answers: 1 Celia said she was going.
2 Francis said Celia had disappeared.*

3 Celia's friend said she had seen her outside.
 4 Thomas and Akua said they would go and look for her. 5 Her mother said she thought Celia was running away. 6 Mr Boamah said he wanted everyone to start looking for her.

PB c
p94

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

Reporting an interview

- 1 Repeat the interview activity from Unit 17 (see page 54) but this time use the past tense. Interview one of the pupils who has had an interesting experience recently.
- 2 After the interview, elicit what the pupils remember and help them to report what the interviewee said, e.g. *Gloria said she had been crossing the river ...* They then write these reported speech sentences.
- 3 Pupils work in pairs to compare their sentences and write a short report of the interview together.

Reading

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

- understand a technical text and discuss the use of computers.
- find the meaning of technical words from the context.
- read aloud with appropriate pronunciation, stress and intonation.

Reading comprehension

PB c
p92

- 1 Introduce the topic by talking about or showing a picture of a computer (they appear a lot in advertisements in newspapers). Elicit a few things pupils know about computers. Divide them into groups of four and do the pre-reading activity. When the groups have finished, elicit ideas from them.
- 2 Read the text as pupils follow in their books. Stop after each section to give pupils time to ask questions and look at the illustrations.
- 3 Introduce activity 1 on PB page 94 and tell pupils to read the text again silently and find the answers. Elicit answers.

PB d
p94

- 4 Divide pupils into groups, of about four, and tell them to discuss the questions in activity 2. After 5-10 minutes, elicit answers from groups and hold a class discussion. If possible, arrange for pupils to see a computer in use.

Reading aloud

PB c
p92

Read the text, or part of it, aloud again as a model for pupils. Then tell them to work in pairs, taking it in turns to read a paragraph aloud as their partner listens. As they do this, monitor the pairs and assist where necessary. Focus not only on the pronunciation of words but also on the natural rhythm and intonation. Choose pupils to read the text to the whole class.

Writing and Composition

By the end of the lessons, the pupils will be able to write paragraphs with main and supporting points for argumentative essays.

Main points and supporting ideas – argumentative essay

PB d
p94/95

- 1 Introduce the explanation. Divide the class into pairs to do all the activities – they will benefit more by discussing them. After they have worked on each activity, elicit answers and discuss them before introducing and setting the next activity.
- 2 Introduce and set activity 1. Elicit and discuss answers. Point out that the main point is in the first sentence of each paragraph – this is often the case.

Answers: *The first sentence is the main point in each case. The other sentences have supporting ideas.*

- 3 Introduce and set activity 2. Elicit and discuss answers.

PB d
p95

Answers: *Only sentence c) is a supporting point. Sentence a) only repeats the main idea*

in a different way and b) is an opinion (point out that opinions are not enough to win an argument, facts are needed). However, c) refers to a particular illness (cancer) that can be caused by smoking.

- 4 Introduce and elicit ideas for activity 3 before pupils write. They can write short simple sentences but they should be relevant and support the main point.
- 5 Introduce activity 4 and give pairs some time to develop their ideas. Elicit these ideas and discuss them before they go on to the final writing activity, activity 5.

Fact Box

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

Diagnostic assessment exercises

- 1 Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - report statements in a range of tenses?
 - read aloud with appropriate pronunciation, stress and intonation?
 - advance reasons for and against a topic?
 - identify main points and supporting detail in paragraphs?
 - write paragraphs for and against statements?
- 3 Ask yourself *Did I...*
 - successfully provoke a class discussion? Did pupils contribute to the argument in a lively way without becoming antagonistic?
 - enable pupils to formulate the structure of an argumentative essay?
 - help them to distinguish between separate and related points in their arguments?

Activity Page 8

Objectives: To practise

- writing reported questions.
- changing reported speech to direct speech.
- identifying root words.
- classifying vocabulary.

Exercise a

- 1 Write a few examples on the board, e.g. *"Where are you going?" my friend asked. My friend asked me where I was going.* Remind pupils that present tenses change to past tenses in reported speech.

PB a
p96

- 2 Pupils write the questions as reported speech.

PB a
p96

*Answers: 1 Joe asked me what I was doing.
2 Afua asked me how I was.
3 My mother asked me where she lived.
4 My friend asked me what colour my father's car was.*

Exercise b

- 1 Give pupils a few examples to practise changing reported to direct speech, e.g. *My friend told me there was going to be a concert.* Ask pupils to tell you the actual words the speaker said, i.e. *"There is going to be a concert."*
- 2 Let pupils work through the exercise in pairs. Check answers with them before they write them in their exercise books.

PB b
p96

PB b
p96

*Answers: 1 "What does your father do?"
2 "How old are you?" 3 "What do you like to eat?" 4 "What time do you get home from school?"*

Exercise c

PB c
p96

- 1 Identifying root words is an important skill which will help pupils to work out the meanings of unfamiliar words they met. Read the information in the Pupil's Book, Write another word with a prefix and a suffix on the board, e.g.

unhappiness. Elicit the root word (*happy*). Explain that the spelling of words sometimes changes when prefixes or suffixes are added.

- 2 Pupils find the root words of the words in the list.

PB c
p96

Answers: walk, like, drink, child, usual, collect, appear

Exercise d

PB d
p96

This classification exercise gives pupils practice in identifying relationships between words. Tell them to copy the table and write the words in the box in the correct columns. Remind them that some items can be found both in the town and in the country.

PB d
p96

*Suggested answers: Urban areas: pavements, traffic, pollution, factories, car parks, schools, supermarkets, museums, buses, noise. Rural areas: fields, villages, traffic, lakes, schools, forests, cattle, buses, tractors, noise. Urban and rural: traffic, schools, buses, noise. **Additional activities:** Pupils can their own words to the lists above.*

Exercise e, Penmanship

Pupils go to Exercise e on page 158 and practise handwriting.

Key language:	Determiners
Skills:	Discussing current affairs and important issues; using determiners; listening comprehension; reading comprehension; completing a story
Teaching aids:	PB pages 97-100

Listening and Speaking

By the end of the lessons, the pupils will be able to discuss current affairs and give opinions.

Telling news

Spend about five minutes eliciting news from pupils.

Conversation – current affairs

PB a
p97

- 1 Cut out headlines from some recent newspapers and show them to the class. Try to choose issues and events that the pupils are likely to know about and choose some local and sporting events as well as major national and international news. Elicit what pupils know about the issues. Hold short discussions on the topics which they know quite a lot about and show interest in.
2. Divide the class into groups of four and give them one headline each (if you do not have enough suitable authentic headlines/ you can make these up). Tell them to discuss what the headline is about and then to write, in their group, a short report to go with the headline.

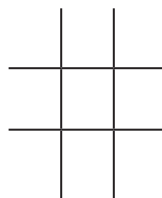
Grammar

By the end of the lessons, the pupils will be able to use determiners (quantifiers) appropriately.

Note: The role and use of articles and determiners (quantifiers) was introduced in Primary 5. However, it is a complicated area and you can expect your pupils to continue making mistakes. It is a question of practice makes perfect. In this unit, take the opportunity to revise areas that are causing the most difficulty.

Determiners – the noughts and crosses game

- 1 To identify areas of difficulty, start with this game. If pupils used this course in Primary 5, they will be familiar with it (in which case, omit the first two stages below).
 - a) Make sure the class knows how to play normal noughts and crosses. Put a grid with nine squares on the board:



- b) Divide the class into two teams and call one member from Team A to put a nought (0) in one of the squares of the grid, A member of Team B should then put a cross (X) in another square. The two teams take it in turns, trying to get a row of three noughts or three crosses, vertically, horizontally or diagonally.
- c) Now clean the grid and write a determiner in each square, e.g.

<i>much</i>	<i>some</i>	<i>a minority</i>
<i>not much</i>	<i>many</i>	<i>lots of</i>
<i>a little</i>	<i>a</i>	<i>the majority</i>

Introduce one or two less well-known determiners to make this more of a challenge, e.g. *a/the minority/majority* which were only introduced in Unit 11 of this book (see page 36).

- d) Team A now has to choose a square and make a sentence using the word in the square correctly. Set a time limit for this. When they produce the sentence, Team B can challenge it if they think it is not correct. If Team A's sentence is correct, give them a nought in their chosen square.
 - e) Team B then has a turn and the game continues until one team has a row of noughts or crosses.
- 2 This can be played several times, changing the grid slightly each time. It can also be played in groups once the rules are understood – you must give pupils the grids to use though. Monitor which of the determiners they are having difficulty with, and the nature of the problem.

Determiners – revision

- 1 Choose which area to focus on for revision and remedial work. Detailed explanation of these areas can be found in the Primary 5 book for this course:
 - count and non-count nouns, *some, any, much, many* – Unit 5
 - the definite and indefinite articles: the use of the zero article - Unit 11
 - *both, all, each* – Unit 12
 - *some, any, some/any + body/onef/thing/where* - Unit 13
 - *a few, a little, few, little, lots of, a lot of* - Unit 14.

- 2 Work through the explanations of your selected area(s) and elicit oral examples. Write a few sentences on the board with the determiners missing. The pupils copy and complete the sentences in their exercise books.

PB b
p97

- 3 Conclude by looking at the summary of the use of quantifiers in the Pupil's Book. Make sure they understand the difference between **count** and **non-count** nouns.

Reading

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

- listen to the gist of a story and complete it in groups.
- read silently for general understanding.

PB b
p97

- 4 Introduce the activity. Elicit answers before pupils write the paragraph in their exercise books.

PB b
p97

Answers: 1 a 2 the 3 a lot 4 many 5 much 6 any 7 a little 8 few 9 some 10 most

Listening comprehension

- 1 Tell pupils that they are going to listen to part of a story called *The money pot*. They must listen carefully because after hearing it they will have to continue the story.
- 2 Read the first part of the story as far as "Well, I can show you how to get your money back," replied his friend, (third paragraph on PB page 99) while pupils listen with their books closed. Ask a few questions to check that the pupils have understood the gist of it; read it a second time if they have not.
- 3 Divide the class into groups of three or four and tell them to discuss ways the friend can help the man get his money back. Tell them to complete the telling of the story in their groups and to make a few notes to help them remember their

PB c
p98

stories,

4 Elicit some ideas from groups.

Reading comprehension

- PB d
p98
- 1 Pupils read the complete story silently to find out what the man does to get his money back. Elicit this from the class and answer any questions they have.
 - 2 Introduce the comprehension questions on PB page 100 and then tell pupils to read the story again silently and write answers to the questions. Elicit and discuss the answers.

PB d
p100

Answers: 1 To hide the money in the bottom. 2 He thought the butter was bad and wanted to throw it away. 3 In case the traveller did return - he did not want the traveller to know that he had found the money. 4 He said he had finished his shopping and he had brought the neighbour's son back, and he thanked the neighbour for his help. 5 Suggested answer: friends should not take money for helping each other. 6-8 (open)

- 3 Tell pupils to copy the story planning form into their exercise books. Tell them to work in pairs to find the setting, characters and plot. Elicit answers.

PB e
p100

Answers:

Title	The money pot
Setting	In a village, and the forest nearby.
Characters	A man (the traveller), his neighbour, his neighbour's son, his clever friend.

Plot

Beginning: A man put his money in a pot covered with shea butter. He left it with his neighbour and went away. Middle: The neighbour took out the shea butter and replaced the money with small stones. When the man returned he was angry. A clever friend told him what to do. The man borrowed his neighbour's son and replaced him with a monkey. End: The neighbour learnt his lesson. He returned the money and the man returned the boy. The friend refused money for helping his friend.

Writing and Composition

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

- make a story plan.
- complete a story.

Making a story plan

PB f
p100

Pupils can now practise planning stories by completing a story plan for another story in the Pupil's Book. Tell them to work in pairs and to choose one of the stories they have read in the Pupil's book. Tell them to copy the *story planning form* into their exercise books and complete it for the story they have chosen.

Continuing a story

Remind pupils of their version of the story, *The money pot*, that they told in groups before they read the final part of the story (see *Listening comprehension* above). Elicit some more of their ideas. Encourage them and tell them their ideas are as good as the conclusion in the book. Pupils then work in the same groups to write their version of the story. Tell them to use the *story planning form* in the book to help them. When they have finished, ask some pupils to read their stories aloud.

Diagnostic assessment exercises

- 1 Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - discuss current affairs and give opinions?
 - use determiners appropriately?
 - listen and understand a story?
 - read silently and answer comprehension questions on the story?
 - make a story plan?
- 3 Ask yourself *Did I...*
 - conduct the revision exercise on determiners (p61 of this book) successfully? If pupils find this difficult spend some time regularly on the topic during which pupils fill in blanks with the relevant determiner.

Key language:	Revision
Skills:	Revision; following instructions; reading aloud; listening for dictation
Teaching aids:	PB pages 101-103; paper or cardboard; scissors; crayons; glue; completed finger puppet (see instructions in PB)
Notes:	Work from the previous units is recycled in this unit. Take the opportunity to go over any areas that pupils found difficult. Pupils can look back at the <i>Check boxes</i> to see what they remember. Discuss this with them.

Listening and Speaking
By the end of the lessons, the pupils will have reviewed some of the listening and speaking activities from Units 11-19.

Telling news

Spend about five minutes eliciting news from pupils.

Revision

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

Grammar

By the end of the lessons, the pupils will be able to use grammar and vocabulary items from Units 11-19.

Revision

Take this opportunity to go back over anything that pupils have not yet mastered. If necessary, repeat the presentation of items that have caused difficulty. The grammatical areas covered in these units are listed on the **Contents** page.

Correction competition

- 1 Introduce the correction competition. Follow the same procedure as in Unit 10 (see page 32). Give pupils sufficient time to do this. Encourage them to look back through the book and their work, as this is all revision. As they work, use the opportunity to see how well they are doing and what they are having problems with.
- 2 Go through each sentence and elicit opinions on its correctness. Elicit corrections for the incorrect sentences. Give a brief explanation of why the original is incorrect.

PB a
p101

Answers: The incorrect ones are: 1 The sentence requires a passive form which uses the past participle, therefore is made. 3 The preposition 'beside' is not appropriate for use with 'trees', better would be under or below (or perhaps near) 4 We use 'in' with years, therefore in 1996. 5 Ramadan is a period of time, so we use in Ramadan. 7 Speech marks and a question mark are missing, "What's the matter?" 10 Brothers and sisters are count nouns so we use the determiner 'many', I've got many brothers.

Reading

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

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

Following instructions

PB b
p102

- 1 You will need to have the items listed in the **You will need** box for the pupils to do this activity. You will also need to work through the instructions and make your own puppet to make sure you are quite clear on the process. Do this before the lesson and show your puppet to the class. Explain that they are going to make their own finger puppet.
- 2 Read the instructions aloud as pupils follow in their books. Refer them to the relevant diagrams.
- 3 Pupils make their puppets. Encourage them to do as much as possible on their own. Monitor their progress and point them to the relevant instruction or diagram when they go wrong. Pupils who succeed can guide those who are still having difficulty. If there are pupils who cannot manage, read the instructions again as you demonstrate each stage – the pupils can follow you.

Reading revision

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

Reading aloud

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

Finally ask pupils to read sections aloud for the class.

Dictation

- 1 Choose a paragraph or two from any of the reading texts in Units 11 to 19 for dictation.
- 2 Tell pupils that they are going to write the text as dictation. Give them a few minutes to look at the text carefully before you tell them to close their books.
- 3 Read the paragraph(s) through first at natural speed and then dictate them phrase-by-phrase slowly and clearly. Pause at the punctuation but do not tell them what it is. When you have finished, read it all again at natural speed.
- 4 Tell pupils to open their Pupil's Books again and correct their dictation themselves.

Writing and Composition

By the end of the lessons, the pupils will be able to write instructions, a dialogue, a story and/or an informal letter.

PB c
p103

Introduce each of the writing topics and elicit ideas. Let pupils choose one or two of these, using the time available. You can also do any other writing activity from Units 11 – 19 that you have not had time for.

Key language:	Determiners (quantifiers)
Skills:	Asking and answering questions; talking about famous people describing quantities; reading comprehensions; reading aloud; summarising
Teaching aids:	PB Pages 104-108

Listening and Speaking

By the end of the lessons, the pupils will be able to ask and answer questions about, and talk about, famous people.

Telling news

Spend about five minutes eliciting news from pupils.

Game – Who am I? (Famous people)

Introduce and explain the game **Who am I?** (if pupils used this course in Primary 5, they should remember it).

- Think of a famous person (these can be sports people, musicians; politicians, etc.) who the pupils will know. *Say I am a famous person. Who am I?*
- Pupils ask questions to find out who you are. Tell them that you will only answer yes or no so they must ask the right kind of questions. Give them some examples, e.g. *Are you a man or a woman? Are you a politician? Are you ...?*
- When pupils have guessed the correct person, tell them all you know about that person.
- Once pupils understand the game, let one or two come to the front and be a famous person. In each case, once the class have guessed the name of the famous person, the pupil answering the questions must tell the class as much as they know about the famous person.

PB a
p104

PB b
p104

PB b
p104

Grammar

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

- recognise and use determiners expressed as phrases.
- describe quantity using collective and partitive nouns.

- They then play the game in groups of four.

Determiners (quantifiers)

- Revise the use of determiners with count and non-count nouns. You can do this by playing the **noughts and crosses** game again, making sure you use a different grid from the previous games (see Unit 19, page 61). At this stage, use only single-word determiners.
- Elicit some of the multi-word determiners that pupils already know, e.g. *a lot of, a piece of* etc. Point out that these also indicate the quantity of something.
- Introduce the explanation and activity. Elicit answers before pupils write their sentences in their exercise books.

Example answers: 1 I want a lot of money when I grow up. 2 Can I have a piece of cake, please? 3 There is a bit of bread on the floor. 4 We lost a sum of money yesterday.

Describing quantity with collective and partitive nouns

1 Elicit some non-count nouns and point out that we cannot count these things. However, it is still possible to talk about a specific quantity of them. Ask pupils to imagine that they are at the market and want to buy some rice, how much would they ask for? Elicit some of the following: *a cup of, a bowl of, a bag of, a sack of, a kilogram of.*

2 Do the same for a liquid and elicit other quantities, e.g. *a bottle of, a jar of, a tin of, a litre of.*

PB c
p104

3 Introduce the explanation and the substitution table in the Pupil's Book. Elicit a few possible quantities from the table. Then let the pupils work through it and decide on which are possible quantities and which are not. Elicit these and discuss any others the pupils can think of.

PB c
p104

Answers: 1 a bowl of rice/milk/ water/ soup/sugar, a bag of rice/sugar, a glass of milk/water/, a piece of luck/information, a kilogram of rice/sugar, a cup of tea/oil, a bottle of oil, a bit of luck/ toothpaste/oil/ glue, a tube of tooth1paste/glue, a slice of bread, a litre of oil0.

oil

4 Elicit descriptions of the pictures in activity 2. Pupils then write them in their exercise books. **Note:** not all of these are non-count nouns.

PB c
p105

Answers: b) a bottle of oil c) a tube of glue d) a packet of sweets e) a slice/piece of bread f) a piece/slice of cake g) a tin/can of fish h) a jar/tin of coffee i) a box of matches

Reading

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

- scan a text quickly to find specific information.
- read about and discuss family types and gender roles.
- read aloud with appropriate pronunciation, stress and intonation.

Reading comprehension

1 Introduce the topic of families and ask about the people in their families. Ask pupils if they know what an **extended family** is.

PB d
p105

2 Introduce the question before the text and tell pupils to read quickly and silently to find the names of the four different types of family. When they have finished, elicit the names and a brief description of each. Answer any questions pupils may have.

PB d
p105

Answers: nuclear, single parent, extended and polygamous

3 Introduce the four comprehension questions on PB page 107 and tell pupils to read again silently and write answers. Elicit and discuss the answers for 1-3. Pupils can show and explain their family trees in pairs.

PB d
p107

Answers: 1 A nuclear family has a mother and a father and the single parent family has only one of these. 2 In an extended family the mother and father are married only to each other, in

a polygamous family the father is married to someone else as well. 3 (open) 4 (open)

- 4 Introduce the discussion questions in question 5 and elicit some ideas. Divide the class into groups of four for the discussion. Monitor groups as they talk.

Reading aloud

PB d
p105

Read the text aloud as a model for pupils. Then tell them to work in pairs, taking it in turns to read a paragraph aloud as their partner listens. As they do this, monitor the pairs and assist where necessary. Focus not only on the pronunciation of words but also on the natural rhythm and intonation. Choose pupils to read the text to the whole class.

Writing and Composition

By the end of the lessons, the pupils will be able to understand a summary and recognise main points in a paragraph.

Summary

Note: Throughout this course at Primary 4, 5 and 6 levels, pupils have been doing some basic summary work. They have been asked to look at a text and find the gist, to give texts titles and to extract the key information. More recently, in Unit 18 of this book (see PB page 94), they looked at the main points and supporting ideas in a paragraph. In this section, and the corresponding one in Unit 24, pupils are focused on summary, so that they are well prepared for this kind of work at secondary school.

PB e
p108

- 1 Look at the explanation and give more detail. Introduce activity 1 and tell pupils to read the relevant paragraph again. Let them read each possible summary and then discuss with them which is the best summary. Explain what is wrong with the other alternatives.

PB e
p108

Answer: 1 The best answer is b, as it gives a definition of a nuclear family, (a tells us nothing about nuclear families, c is an example, not a main point.)

- 2 Introduce the other activities and tell pupils to work in pairs to read the paragraphs again and discuss the possible summaries. Emphasise the fact that a summary talks about the main point only and does not include examples. Elicit and discuss answers.

PB e
p108

Answers: 2c (a gives an example of one extended family, b is not a complete definition. Other relatives can live with extended families.) 3a (b gives an example, c is not entirely true – this happens in traditional families.) 4b (a gives only part of the information which can be found, c gives an example.)

- 3 Pupils write their own summary of the paragraph about polygamous families.

Key language:	Idioms
Skills:	Reciting a tongue twister; understanding and using idioms; reading comprehension; reading aloud; analysing magazines and planning a class magazine; writing for a class magazine
Teaching aids:	PB pages 109-113; old magazines

Diagnostic assessment exercises

- 1 Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - find specific information in a text quickly?
 - discuss families and gender roles?
 - read aloud with appropriate pronunciation, stress and intonation?
- 3 Ask yourself *Did I...*
 - introduce clearly the use of collective and partitive nouns to describe quantity? Provide more pictures or objects for reinforcement.
 - encourage pupils to understand differences in family type?

Listening and Speaking

By the end of the lessons, the pupils will be able to recite a tongue twister.

Telling news

Spend about five minutes eliciting news from pupils.

A tongue twister

- 1 See if the pupils can remember any of the tongue twisters that they practised in Unit 2.
- 2 Introduce this tongue twister. Read it

slowly as pupils follow in their books, making clear the different vowel sounds used. Introduce the explanation of vocabulary below the verse and answer any other questions relating to vocabulary.

- 3 Read it with the class slowly. Then again faster. Pupils then work in pairs to practise saying it, starting slowly but then faster and faster.
- 4 Invite one or two pupils to read the tongue twister to the whole class.

Grammar

By the end of the lessons, the pupils will be able to recognise and use some idioms.

Idioms

- 1 Present and discuss any idioms that you are confident that the class know, e.g. *keep an eye on, a short cut*. Explain what an idiom is using the explanation in the Pupil's Book and then elicit any others pupils can think of. Also elicit some in local languages.
- 2 Look at the idioms in the box in activity 1 and elicit their meanings. Encourage pupils to produce sentences to illustrate the meaning of each idiom. Introduce the activity and tell pupils to work in pairs on it orally. Elicit and discuss the answers. Pupils then work in pairs to read the

PB b
p109

PB a
p109

conversation with idioms.

PB b
p110

Answers: get a move on/hang on/make it/ what's the big deal/getting on my nerves/ pulling your leg

- 3 Introduce activity 2. Pupils work in pairs to find the idioms. Elicit and discuss the answers.

PB b
p110

Answers: a) to have cold feet about something – to be worried or nervous about something or not to feel very brave b) keep an eye on something – to watch c) look at something from both sides – consider all aspects of something d) make up one's mind – make a decision e) have a change of heart – change a decision f) to wash one's hands of somebody – to have nothing more to do with somebody g) to have nothing in common – to have no shared interests or characteristics

- 4 Introduce activity 3 and tell pupils to work in pairs. Elicit and discuss the answers. Pupils then write sentences to use each of the idioms in context. Elicit one or two and put them on the board to get the pupils started.

PB b
p110

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

Reading

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

- recognise and appreciate magazine 'style'.
- read for general understanding.
- read aloud with appropriate pronunciation, stress and intonation.

PB c
p110

Reading comprehension

- 1 Discuss the **layout** of the article: the use of columns, lots of headings and short paragraphs. Look at the first paragraphs and discuss the **style** of the article particularly the friendly informal way of writing, e.g. *You could say ...* and *Or what better way ...* Elicit, or explain, that it is the type of text you find

PB c
p112

in a magazine.

- 2 Introduce the questions following the article on PB page 112 and get pupils to read silently and write answers.

Answers: 1 They give more colour and force to what you want to say or write. 2 (Open) – but the sentences must use the expressions correctly.

Reading aloud

PB c
p112

Read the text, or part of it, aloud as a model for pupils. Then tell them to work in pairs, taking it in turns to read a paragraph aloud as their partner listens. As they do this, monitor the pairs and assist where necessary. Focus not only on the pronunciation of words but also on the natural rhythm and intonation. Choose pupils to read to the whole class.

Writing and Composition

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

- recognise and appreciate the content, approach and appearance of magazine articles.
- plan a class magazine.
- write a filler for the class magazine.

The class magazine (1) – planning

- 1 Introduce the idea of the class magazine. Show pupils any magazines that have been produced by other classes and/or schools. Encourage them to believe that they can produce one even better if they all work together. Give them a brief introduction of the work they will have to do.
- 2 Pass around a range of magazines for pupils to look at. These can be on almost any topic and do not have to be recent ones.
- 3 Work through the instructions and activities in the Pupil's Book. Encourage pupils to look at a range of articles in

PB d
p113

different magazines.

- a) In the section on *Appearance* bring to their attention the use of headings, CAPITAL LETTERS, **bold**, *italics* and the use of different fonts (different sets of letters and numbers with a different appearance). Also discuss the way in which colour is used in those magazines that are in colour.
- b) Elicit the lists of topics from the magazines and build up a class list before the pairs start planning what they want in their magazine. This work will continue in the next *Listening and Speaking* section in Unit 23.

A short filler for the class magazine

Point out (find an example in one of the magazines, if possible) that magazines often have short, light-hearted articles to fill space (called *fillers*). These might be tongue twisters, riddles, jokes or short stories with a moral. Tell them to work in pairs to write one or two for the class magazine.

Diagnostic assessment exercises

- 1 Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - recognise the style of magazine articles?
 - read aloud with appropriate pronunciation, stress and intonation?
 - work together to plan a class magazine?
 - write a tongue twister, riddle, joke or short story for the class magazine?
- 3 Ask yourself *Did I...*
 - explain clearly what 'idiom' means? Use as many local idioms as possible to convey the idea. Bear in mind that idiom, even in one language, varies from region to region.
 - engage pupils successfully in planning a school magazine? When pairing pupils for the activity on p113d in which they study magazine articles try to put a more-able pupil with a less-able one.

Activity Page 9

Key language:	Phrasal verbs (idiomatic expressions)
Skills:	Discussing the class magazine; understanding and using some phrasal verbs; listening comprehension; reading comprehension; preparing and using an interview form; writing a magazine article from an interview
Teaching aids:	PB pages 115-119

Objectives: To practise

- matching the names of family members with definitions.
- matching idioms with their meanings.
- using idioms in sentences.

Exercise a

1 Brainstorm the names of different family members. Ask and answer questions around the class, e.g. *What is your grandmother's name? Where does your uncle live?*

PB a
p114

2 Ask pupils to define different family members, e.g. *Your grandmother is the mother of your father or your mother.* It may help them if you sketch out a simple family tree on the board. Pupils can then work out the answers to the questions in pairs.

PB a
p115PB a
p114

Answers: 1 aunt 2 nephew 3 step-father 4 niece 5 mother-in-law 6 uncle 7 ancestors 8 grandparents 9 widow 10 brother-in-law 11 relatives 12 cousins

Exercise b

1 Write some of the different idioms pupils met in Unit 22, e.g. *have a heart of gold, tell a tall story.* Elicit their meanings. Ask pupils for more examples of idioms.

PB b
p114

2 Pupils match the idioms with their meanings. Then they complete the sentences using the idioms they have found.

PB b
p114

Answers: b1: 1c, 2f, 3d, 4b, 5a, 6e b2: 1 as good as gold 2 to get off the mark 3 over the moon 4 scared stiff 5 under the weather 6 out of this world

Exercise c, Penmanship

Pupils go to Exercise 9 on page 158 and practise handwriting.

Listening and Speaking

By the end of the lessons, the pupils will be able to discuss and plan the contents of the class magazine.

PB b
p115**Telling news**

Spend about five minutes eliciting news from pupils.

Planning the contents of the class magazine – pyramid discussion

1 Remind pupils of the previous *Writing* lessons in which the pupils looked at magazines and began to consider, in pairs, what they would like to include in the class magazine. Elicit a few ideas from some of the pairs.

- 2 Tell pupils to work in their pairs to decide on **four** articles they would most like to appear in the magazine. For each one they should just make very brief notes to explain the article, e.g. *report on success of school soccer team*.
- 3 Pairs join up to make groups of four. Tell them to look at both lists of four articles, discuss them and then produce a list of the **five** articles that the group considers to be the most important.
- 4 Each group joins up with another to produce groups of eight. The two lists of five articles should be presented, discussed and a final list of **six** articles produced. If there is insufficient time, you can omit this stage.
- 5 Elicit the lists from the groups, or get one member of each group to write their lists on the board. Discuss these ideas, delete any repetitions and come to a decision on what will be included in the magazine.

PB b
p115PB b
p115PB 17c
p88

Grammar

By the end of the lessons, the pupils will be able to recognise and use some phrasal verbs.

Phrasal verbs

- 1 Revise some of the idioms used the previous week. Point out that there are other expressions, similar to idioms, that you cannot understand just by knowing the meaning of the individual words. These are made up of a verb plus another word (or two). The usual term for these expressions used in most dictionaries is **phrasal verbs** but you might prefer to call them **multi-word verbs** or simply to refer to them as **idiomatic expressions** as the syllabus does. Look at the explanation and examples in the Pupil's Book. Elicit other examples.
- 2 Introduce the first activity. Pupils work

PB c
p115PB d
p116PB d
p118

individually or in pairs. Elicit answers.

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

- 3 Introduce the second activity. Tell pupils to work in pairs to think of suitable verbs. Elicit the answers before pupils write the completed sentences.

Answers: a) go b) tidy/clear (clean) c) broke d) wake/get e) Turn/Switch f) pay/give

- 4 Elicit the list of phrasal verbs used in activities 1 and 2. Elicit other examples. Tell pupils to look again at the interview in Unit 17 (*Life at boarding school*). Tell them to make a note of all the phrasal verbs they can find. Elicit these and put them on the board.

Answers: The verbs in their context are: What time do you get up? we are woken up at five a.m. Lessons go on until one thirty ...to the school farm to look after peppers, ...we are woken up an hour later ... who will read about your school

- 5 Pupils write a sentence using each of the verbs they found from the text. These should not be the actual sentences from the text but new ones which show the meaning of the phrasal verb. Elicit one or two examples before pupils write.

Reading

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

- listen for gist and discuss the development of a story.
- read intensively for detailed understanding of the plot of a story.
- discuss traditions and their relevance today.

Listening comprehension

- 1 Explain to the class that you are going to read part of a story set in an African village in the past. Tell them it involves a man and his wife who refuse to accept a traditional law of their village. Elicit any traditional rules or laws they know which people might not want to accept.
- 2 Tell them to listen carefully to the first part of the story so that they can answer the first question. Read until the question, "*You will ask - why?*" at the beginning of the fourth paragraph. Tell pupils not to look at the text. They work in pairs to discuss why the couple were unhappy. Elicit and discuss answers from some pairs.
- 3 Read the rest of the fourth paragraph aloud as pupils listen. Pairs then discuss what they think will happen in the rest of the story. Elicit ideas.

Reading comprehension

- 1 Pupils read the whole story silently to find out what does happen.
- 2 Introduce the first question on PB page 118 and tell pupils to find the correct sequence. Not all stories relate the events in chronological order and pupils need to get used to this technique. Focus

attention on the frequent use of the past perfect in the first paragraphs of the text. They can do this first on their own and then compare and discuss their answers with a partner. Elicit and discuss the answer.

Answer: i, f, c, a, d, j, b, h, e, g

- 3 Introduce the group discussion and elicit some ideas before dividing the class into groups of four. Monitor groups as they discuss.

Writing and Composition

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

- prepare, conduct and write up an interview.
- plan an interview for the class magazine.
- write a magazine article based on an interview.

Interviews

- 1 Refer back to the suggestions for articles to be included in the magazine made in the *Listening and Speaking* section of this unit, and single out any suggestions for interviews.
- 2 Elicit the stages in writing a magazine article based on an interview. Stress the importance of preparing the questions first so that the important information comes out of the interview.
- 3 Introduce activities 1-3 and elicit a few of the questions pupils might ask. Tell them to copy and complete the interview sheet, leaving enough space to write the answers. When pupils are prepared, let

Key language:	Question tags (1)
Skills:	Role playing an interview; using question tags; reading comprehension; reading aloud; understanding and writing a summary; planning the class magazine; writing an account of an event
Teaching aids:	PB pages 104-108

them move around the classroom to pair up and ask and answer their questions.

- 4 Pupils then write a short article for the class magazine based on the answers they received. Encourage them to focus only on the interesting information they gathered and not report everything. Monitor pupils as they write and give guidance on what to include and the use of reported speech.
- 5 Discuss and decide who might be interviewed for the class magazine. Elicit the kinds of questions that might be asked. Help organise which pupils are going to do which interviews.

PB a
p120

A magazine article based on an interview

- 1 Introduce activity 4. Look at the headline and the introduction. Elicit a few sentences. Again, encourage pupils to select the information which they think will be most interesting to the readers of the magazine; they do not need to report everything that William said.
- 2 Pupils write up the report in pairs. This will allow them to discuss what, and how, to report. Monitor this writing.

PB b
p120

Diagnostic assessment exercises

- 1 Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - discuss and plan their class magazine?
 - understand and use some phrasal verbs?
 - understand part of a story when read to them and discuss its development?
 - organise, conduct and write up an interview in class?
- 3 Ask yourself *Did I...*
 - explain phrasal verbs clearly? Give plenty of examples from which pupils can identify these.
 - help pupils conduct useful interviews? Some pupils may find it helpful to work with a partner for this activity.

Listening and Speaking

By the end of the lessons, the pupils will be able to role play an interview based on a story.

Telling news

Spend about five minutes eliciting news

from pupils.

Role play an interview

- 1 Elicit the story of *The twins* from Unit 23.
- 2 Tell pupils to imagine that it is now ten years after the events in the story happened and everyone is living happily and peacefully at the village of Serki again. Ask them to imagine that they are a character in the story; they can choose to be one of the twins, the mother, father or chief of the village. When they have chosen, ask them to think back to the events of the story and imagine how they would tell their story. Ask a few questions to pupils playing some of the roles to help the pupils 'get into their parts'.
- 3 Explain that a magazine wants to publish an article about how traditions change. A journalist wants to interview people in Serki about what happened there. Elicit some of the questions the magazine journalist might ask, e.g. *What was the tradition about twins? Why did it change? What happened to you?*
- 4 Divide the class into pairs. They must interview each other taking it in turns to play the part of the magazine journalist and a character from the story Monitor pairs as they talk.

Grammar

By the end of the lesson pupils will be able to ask questions and give short responses.

Question tags – revision

- 1 Ask pupils questions whose answers are already known to you, using question tags. To start with, use questions using the main verb or auxiliary verb be, e.g. *This is your pen, isn't it? You aren't going*

PB c
p123

for a break yet, are you?

- 2 Write a few of the examples on the board. Then look at the summary in the book. Make sure they understand what an **auxiliary** verb is using the examples on the board to form sentences.
- 3 Do some oral practice by giving some stems and eliciting the appropriate tag. Start with positive stems only, then move to negative stems, before mixing them up. Make sure all the stems contain an auxiliary at this stage. You can use some of the sentences in the activity.

Question-tags – the Yes/No game

Answers: 1 aren't you? 2 has she? 3 are you? 4 must we? 5 aren't I? 6 won't it? 7 can we? 8 will it?

- 1 a) The idea of the game is for one player to answer questions without using the words *yes* or *no*. The aim of the other players is to get them to use the words.
- b) Demonstrate by asking questions to one pupil who tries to answer without using *yes* or *no*, e.g. *Your name is Kofi, isn't it?* Ask the questions quickly using mostly question-tag questions.
- c) Practise with the class asking you the questions. Explain that it is more fun and more difficult if the questions are asked quickly.
- d) Pupils then play the game in groups of four.
- 2 Pupils then write answers to the activity in their exercise books.

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p121

PB b
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PB c
p121

Reading

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

- read silently for detailed understanding of a text.
- discuss issues related to teenage sexual health.
- read aloud with appropriate pronunciation, stress and intonation.

PB d
p124PB d
p124**Reading comprehension**

- 1 Introduce the topic and tell pupils to look at the headings in the text. Get them to work in small groups to try to answer the questions from the headings. After a time, elicit answers from groups and hold a class discussion. There may be some embarrassment in discussing this topic but it is better to openly confront the issues than avoid them.
- 2 Introduce the statements in activity 1, PB page 123. Pupils read the text silently to decide whether they are true or false. Tell them to compare and discuss their answers in pairs. Elicit answers and ask pupils to find evidence for their answers from the text.

PB d
p124

Answers: a) False (it is also a boy of this age) b) False (adolescent is another word for teenager) c) True (because she is more likely to have a partner and will have finished school) d) True e) False (the best way is to avoid having sex) f) True g) False (there are other kinds of contraception that women can use) h) False (he was very cruel to her) i) True (they have given her some money)

- 3 Pupils work in small groups to do questions 2-4. Monitor the groups and elicit some ideas for a class discussion at the end. Give further advice or information on the issue as appropriate.
- 4 If possible, ask a nurse or social worker

to talk to the class about the issues raised.

Reading aloud

Read the text, or part of it, aloud as a model for pupils. Then tell them to work in pairs, taking it in turns to read a paragraph aloud as their partner listens. As they do this, monitor the pairs and assist where necessary. Focus not only on the pronunciation of words but also on the natural rhythm and intonation. Choose pupils to read to the whole class.

Writing and Composition

By the end of the lessons, the pupils will be able to recognise the main points and supporting details or examples in paragraphs.

Summary main points and supporting detail

- 1 Introduce the explanation and then tell pupils to look at the first part of the text again. Elicit and discuss the main points and supporting detail.

Answers: Who is a teenager? The first sentence is the main point The second sentence gives extra detail and the third sentence gives another word for teenager. How can teenagers avoid pregnancy? The first sentence is the main point The other sentences explain how teenagers can avoid having sex.

- 2 Explain again that a summary only includes the main points. Introduce question 2. Once pupils have read through the sentences they can match them with the five main sections of the text.

Answers: e, a, d, b, c

PB a
p125PB a
p125

- 3 Pupils write their own summaries of *Emefa's Story*. Remind them to use one

sentence to summarise each paragraph.

Class magazine

- 1 Help pupils finalise their plans for the articles that they want in their class magazine (if they have not already done so). Divide the class up into pairs and/or groups (depending on how much work is involved for each article) and decide which group is going to do which article.
- 2 Help the groups decide what they need to do for their articles, e.g. who they need to interview, what reference material they need to find, etc.
- 3 Tell the groups to start planning their article.

Assign some of the *Writing* lessons over the next few weeks for work on these magazine articles.

PB b
p125

PB b
p125

Key language:	Question tags (2)
Skills:	Talking about health topics; using question tags; listening comprehension; reading comprehension; understanding reference books; writing for the class magazine
Teaching aids:	PB pages 126-129; any materials related to hygiene, nutrition, healthy living, exercise, e.g. public health leaflets and posters, school textbooks, etc.

Diagnostic assessment exercises

- 1 Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - use information from a story to role play an interview?
 - read aloud with appropriate pronunciation, stress and intonation?
 - form questions which require short responses?
 - understand what a summary is and recognise the difference between main points and supporting ideas or examples in paragraphs?
 - work in groups on their articles for the class magazine?
- 3 Ask yourself *Did I...*
present the comprehension activity on teenage sex in an appropriate way for my class?

Objectives: To practise

- finding synonyms for phrasal verbs.
- matching types of stories with their descriptions.
- selecting books according to readers' tastes.

Exercise a

- 1 Revise phrasal verbs with pupils. Write a few examples on the board, e.g. *I got up early today. I put on my clothes. The children ran away.* Ask pupils to underline the verbs (*got up, put on, ran away*).
- 2 Pupils find words in the box to replace the underlined verbs.

Answers: 1 return 2 collect 3 wait 4 discover 5 search (for) 6 remove 7 rise

Exercise b

- 1 Elicit different types of story from pupils, e.g. *fables, adventure stories*. Ask them which ones they prefer to read.
- 2 Pupils work in pairs and list different types of books, e.g. *dictionaries, atlases, encyclopaedias*. Write their suggestions on the board. Elicit the type of information they would expect to find in each type of book.
- 3 Pupils work through both parts of the exercise in pairs. Discuss answers with

Activity Page 10

the whole class.

Answers: b1: 1d, 2c, 3a, 4e, 5b b2: 1c, 2d, 3f, 4b, 5e, 6a

Additional activity: This is a good opportunity to discuss use of the library and pupils' personal reading. Ask pupils to tell you how people should behave in libraries and how they should look after books. You could also ask them to tell you about interesting books or stories they have read this year.

Exercise c, Penmanship

Pupils go to Exercise 10 on page 158 and practise handwriting.

Listening and Speaking

By the end of the lessons, the pupils will be able to give a short talk on, and discuss, topics related to good health.

Telling news

Spend about five minutes eliciting news from pupils.

Just a minute – talking about good health

- 1 Introduce the topic of good health and ask *Why is it important to be healthy?* Elicit and discuss ideas on the value of good health for the individual and the country.
- 2 Tell pupils they are going to talk about how to keep healthy. Write the three topics on the board or tell pupils to read them in the book. Elicit a few ideas. Explain that each of them has to talk for one minute about one of the topics.
- 3 Divide the class into three groups to prepare what they are going to say. This will let them talk to each other as they prepare and share any materials and/or ideas they have. Tell the groups

PB a
p126

to pass round any materials you can give them, e.g. public health leaflets or texts in school textbooks. The text in Unit 22 of the Primary 4 Pupil's Book in this series covers the topic. They can practise what they want to say within their groups.

- 4 Now divide them into groups of three. Take one pupil from each of the larger groups so that they discuss all three topics in their group. Tell them to take it in turns to talk about their topic. Tell them when to start and when to stop (after approximately one minute). After each pupil has spoken, give them a few minutes to discuss the topic further amongst the group. Monitor groups but do not interrupt pupils as they are speaking.
- 5 Tell them to decide which of the three pupils in their group talked for the full minute and spoke well. Choose some of these group 'winners' to give their talk to the whole class.

Grammar

By the end of the lessons, the pupils will be able to use question tags (with sentences without auxiliary verbs in the simple present).

Question tags – without auxiliaries (simple present)

- 1 Revise the work on question tags from the previous unit (see page 75).
- 2 Introduce the new question-tag questions by asking some present tense questions you know the answers to; the stems should not contain auxiliary verbs and the tag should use don't or doesn't, e.g. *I know you, don't I? She always arrives at school late, doesn't she?*
- 3 Write some of the (positive) stems on the board and elicit which tags you used. Explain that when there is no auxiliary in the stem, then the verb do is used to

PB b
p126

make the tag. Look at the explanation in the Pupil's Book.

- 4 Give some more oral practice by producing stems without auxiliaries and letting the class supply the tags,
- 5 Look at activity 1 and elicit oral answers. Pupils then write answers in their exercise books.

PB b
p126

Answers: a) don't I? b) don't you? c) doesn't he? d) doesn't she? e) don't we? f) don't they? g) do I? h) do you? i) does he? j) does it? k) do we? l) do they?

- 6 Play the **Yes/No game** again in groups (see page 76). It is very good practice for forming questions, not only question-tag questions.
- 7 Look at activity 2 and elicit oral answers. Pupils then write answers in their exercise books.

PB b
p126

Answers: a) isn't it? b) don't you? c) doesn't she? d) hasn't it? e) isn't it? f) can we? g) does she? h) doesn't he? i) are you? j) don't they?

Reading

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

- understand the topic and gist of a text read to them.
- discuss the topic of HIV and AIDS.
- read silently to understand a story and its message.

Listening comprehension

PB c
p127

- 1 The pupils you are going to read them a story and ask them the two questions before the text.
- 2 Read the first part of the story once at a natural pace. Elicit answers to the questions.

PB c
p127

Answers: 1 a nurse 2 She is talking about AIDS.

- 3 Elicit what pupils already know about HIV and AIDS. Discuss this with them, making sure you are correctly informed

before you start.

Reading comprehension

PB d
p127

- 1 Pupils read the first part of the text silently. Answer any questions they

Key language:	Question tags (3)
Skills:	Discussing health issues and making a poster; using question tags; identifying the purpose of advertisements; scanning advertisements for specific information; listening for dictation; writing advertisements; writing a formal letter of rejection
Teaching aids:	PB pages 130-133; posters; large card/paper for posters; coloured pens or pencils; advertisements from posters, leaflets, magazines and newspapers; dictionaries

- might have about the text or the topic.
- Pupils read the second part of the text silently. They then answer the comprehension questions on PB page 129.
 - Elicit and discuss the answers.

PB d
p129

Answers: 1 no (not yet) 2 by not having sex 3 It is a virus that causes AIDS. 4 Because Henry will have to get a job and earn money for their mother (as Arthur will not be able to anymore). 5 Because he would have known how to behave and would not have got AIDS. 6 (open)

Writing and Composition

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

- identify resources to help write a factual article for the class magazine.
- work individually and in groups on articles for the class magazine.

Research and reference books

- Introduce the section in the Pupil's Book. Elicit ideas for class magazine articles which would require pupils to find information in reference books.

Bring as many different kinds of

reference books to the classroom and let pupils look through them.

- Pupils work in pairs to do the matching activity. Elicit the answers.

PB e
p126

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

Class magazine

Organise the pupils to continue work on their articles for the class magazine.

PB e
p130

Diagnostic assessment exercises

- 1 Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - talk reasonably fluently for a minute on a given topic?;
 - use question tags appropriately in present tense sentences with no auxiliary verbs?
 - listen to and understand the gist of a story read to them?
 - recognise useful reference books for researching articles for the class magazine?
- 3 Ask yourself *Did I...*
 - conduct the 'Just a minute' activity successfully? Give some guidance as to the amount of information needed to produce a one-minute talk.
 - deal with the topic of AIDS successfully? As with Unit 24, it may be helpful to have a nurse or similar person involved in the lesson.
 - ensure pupils could distinguish different types of question tags (with and without auxiliaries)?

PB b
p130**Listening and Speaking**

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

- discuss matters related to HIV/AIDS, drug abuse and other health issues.
- make a poster to convey a public health message.

PB b
p130**Telling news**

Spend about five minutes eliciting news

from pupils.

Poster

- 1 Show any public health posters you can find to the class. Remind pupils, if they used this course in Primary 4, of the posters they made about malaria. Point out that posters have to be bold to get their message across. They do not have a lot of writing, usually just a short clear message (a slogan) written in large letters. There are often big colourful pictures to illustrate the message.
- 2 Tell pupils they are going to make their own posters. Tell them they must select their own topic but it should be on an important health issue. Elicit some topics and the main points related to them. Some areas to be discussed are:
 - HIV / AIDS: sexual transmission and the need to use condoms; transmission by re-using syringes or old razor blades; supporting people with HIV / AIDS.
 - Drug abuse: the dangers of smoking; the dangers of alcohol; using prescription drugs in the wrong quantities; buying drugs without a prescription; the dangers of illegal addictive drugs.
- 3 Divide the class into groups of three to discuss which issue they want to cover and the message they want to get across in their poster. Make available some large sheets of card or paper (see *Teaching Resources – Using low-cost and no-cost materials* on page xi). Go round and assist with their discussions. Encourage pupils to keep the posters quite simple: a short catchy slogan is more effective than lots of sentences.
- 4 Groups present their posters to the class. Encourage questions from the rest of

the class to stimulate discussions on the topics.

- 5 Collect the posters and display them on the walls of the classroom, or another suitable surface. Pupils will read them all as part of the *Reading* lesson.

Grammar

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

- use question tags (with sentences without auxiliary verbs in the simple past).
- recognise and use question tags with falling intonation (to confirm knowledge) and with rising intonation (to ask a genuine question).

PB c
p130/131

Question tags – without auxiliaries (past tense)

- 1 Revise the work done on question tags in the last two weeks.
- 2 Introduce the new question-tag questions by asking some past tense questions you know the answer to; the stems should not contain auxiliary verbs and the tag should use *didn't*, e.g. *Kofi dropped his pen again, didn't he?* *You went home early, didn't you?*
- 3 Point out that the rules for question tags without auxiliaries in the present tense are also the same for those in the past tense as the tags use *didn't*. Give some oral practice by producing past tense stems without auxiliaries and letting the class supply the tags.
- 4 Look at the explanation in the Pupil's Book and then elicit answers to the activity. Pupils then write the sentences in their exercise books.

PB c
p130

PB c
p130

Answers: 1 didn't you? 2 didn't I? 3 did he? 4 did they? 5 didn't you? 6 did we? 7 didn't you? 8 wasn't it? 9 didn't she? 10 was it?

Question tags – using intonation to

change the meaning

- 1 Elicit a few question-tag questions and write them on the board. Choose one and say it a few times, at first with a normal falling intonation on the tag and then with a rising intonation. Explain that sometimes your voice falls, and sometimes it rises. You can show tills on the board by using falling and rising arrows, e.g.

She's late, isn't she? She's late, isn't she?

- 2 Do some oral practice (using various tags) so that pupils can experience the difference between the two intonation patterns.
- 3 Explain that rising intonation (call it rising *voice* if you want to avoid *intonation*) on the tag indicates a real question. Falling intonation is used commonly with question tags when we know the answer and want someone to agree with us or to confirm an answer.
- 4 Tell pupils they are going to play a game called **It's true, isn't it?** They must all look around the class and write down five things they remember about different pupils (no more than one thing for each pupil), e.g. *Joseph broke his leg last year. Mercy hates spiders.*
- 5 Once they have written their sentences, they get up and go to the people they have written about and check they have got their facts right. They should use question-tag questions. If they are very sure their facts are right, they should use falling intonation: if they are not so sure, then they must make it a real question and use rising intonation, e.g.

Joseph, you broke your leg last year, didn't you? (certain)

Mercy, you hate spiders, don't you? (not certain)

As they work, monitor the conversations

and do any necessary correction work with the whole class after they have finished speaking to each other.

Reading

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

- identify the purpose of an advertisement.
- read advertisements quickly for specific information.
- listen carefully for dictation.

PB e
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Reading comprehension

- 1 Show pupils some advertisements. These can be on posters, in leaflets or in magazines and newspapers. Elicit any advertisement slogans (a short memorable phrase) or jingles (a simple and memorable song or verse) used in radio advertisements. Tell them they are going to look at some advertisements and then (in the *Writing* lessons) make their own advertisement.
- 2 Show pupils the advertisements in a newspaper. Point out that they advertise lots of different things – they have different purposes. Tell pupils to look at question 1 on PB page 130 and read it with them. It refers to four different purposes of advertisements. Tell pupils to look quickly at the advertisements on PB pages 131-132 and match one advertisement with each purpose. Treat this as a race and tell them to put up their hand as soon as they have finished. **Note:** pupils should do this quickly to practise skim reading. It is not natural or efficient to read advertisements slowly and carefully. We skim our eyes over advertisements just to see what they are

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about and move on quickly if they do not interest us.

Answers: a)-F, b)-C, c)-B/D/E, d)-A

- 3 Tell pupils to answer the questions in activity 2. Again they should do this as fast as possible so make it a race. The aim is to find the information quickly, they should ignore any words they do not understand. **Note:** this time they will scan the adverts looking for specific information which is what we do in real life – we find the information we need and move on.

Answers: a) 19th June b) 15-25 years c) 2 (B and E) d) write to the address on advertisement Fe)D f) Kumasi g) c15 h) in a restaurant i) 2 years j) French, and English will also be required as the post is in Ghana

Note: for a job in Ghana, the secretary will need English, the language of the area and French, as required by the job.

- 4 Discuss with pupils the kind of information employers might like to find out about job applicants, e.g. their previous work experience, special skills. Pupils make up their own questions. If there is time they could role play a job interview. Also talk about qualities employers are looking for, e.g. honesty, punctuality.
- 5 Focus pupils on advertisement C (for the cassette recorders). Point out that *Hear the sound* is a slogan. It is a short phrase that readers can easily remember and might persuade them to buy the product. Elicit other advertising slogans. Point out that the posters they made in the *Listening and Speaking* lesson have slogans. However, these slogans are to put a message across powerfully rather than to sell something. Look at all the

completed posters. Ask pupils to decide which ones they like the best. Ask them which are the most eye-catching and which have the most striking slogans, or messages.

Dictation

- 1 Choose a paragraph or two from one of the reading texts in Units 24 or 25 for dictation. Tell pupils that they are going to write the text as dictation. Give them a few minutes to look at the text carefully before you tell them to close their books.
- 2 Read the paragraph(s) through first at natural speed and then dictate them phrase-by-phrase slowly and clearly. Pause at the punctuation but do not tell them what it is. When you have finished read it all again at natural speed.
- 3 Tell pupils to open their Pupils' Books again and correct their dictation themselves.

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or crayons. Encourage them to make the details simple and clear. If they want to sell something, they should write a slogan and make the language persuasive.

- 3 When they have finished, tell them to put up their advertisements on a wall or other surface. Look at them with the whole class. Discuss the best ones, looking at layout and clarity, and the use of slogans.

Letter of rejection

Introduce and explain the activity. Give pupils time to read the letter and the advertisement again (D). Elicit the answers to question 1 (*No* for a-c) and what the Manager will need to write when he rejects the application. Pupils then write the letter in their exercise books.

Example:

Writing and Composition

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

- write an advertisement showing a clear purpose and appropriate style.
- write a letter of rejection.

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Advertisements

- 1 Pupils work in pairs. Each pair should first decide which of the two choices they want to do. They must then decide on the purpose for their advertisement: to sell something, to give the details of a school event, etc. Elicit what they have decided to do before they start.
- 2 Pupils then write their advertisement on sheets of paper or board. They can use colour if there are coloured pens

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Key language:	Formal and informal language
Skills:	Reciting a poem; discussing and developing a poem; recognising and using formal and informal language; listening comprehension; reading comprehension; proof reading and revising class magazine articles
Teaching aids:	PB pages 135-139

Adventure Travel Tours
P.O. Box 341
Kumasi
26 June, 20**

Ms Naomi Abrefi
P.O. Box 2870
Kumasi

Dear Madam,

Job application: Secretary

Thank you for your application of 17 June for the job of secretary.

I am sorry to tell you that we cannot consider you for the job. I am afraid you are not old enough and do not have the qualifications. We need someone who speaks French and can already use a computer. We also want someone who has passed at least three subjects in the 'O' level.

I hope you soon find a job.

Yours faithfully,

J Owusu, Manager

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Diagnostic assessment exercises

- 1 Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - discuss HIV / AIDS, drug abuse and other health issues?
 - use question-tag questions appropriately?
 - recognise the purpose of advertisements and find relevant information efficiently?
 - listen carefully to write a dictation?
 - write a formal letter of rejection to a job applicant?
- 3 Ask yourself *Did I...*
 - explain clearly the use of intonation to convey meaning in question tags? Do plenty of oral work to give pupils practice.
 - introduce the advertisements topic successfully? Point out to pupils that in advertisements the words work more like a picture – people absorb them at a glance.
 - enable pupils to write the rejection letter? Consider layout and language use as well as context.

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Activity Page 11

PB b
p135

Objectives: To practise

- matching sentences and question tags.
- finding words beginning with two consonants.
- matching verbs and nouns to make common phrases.

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Exercise a

- 1 Ask a few questions with question tags around the class, e.g. *It's very hot today, isn't it? It will soon be time to go home, won't it?* Pupils can ask their own questions using question tags.
- 2 Pairs work to match the sentences with the question tags. Pupils could write the sentences out in full for homework.

Answers: 1f, 2h, 3j, 4i, 5a, 6b, 7c, 8e, 9d, 10g

Exercise b

Ask pupils to tell you the five vowels (a, e, i, o, u). Read the information about consonants. They should then find two examples for each pair of consonants. Write some of their suggestions on the board.

Answers: (open)

Additional activity: Use the words pupils have found as a pronunciation exercise. Make sure that pupils do not separate the consonants when they say them, e.g. *s-tar, s-ting*. The two consonants must be said together, even though both sounds can be heard.

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Exercise c

Pupils should be able to link the verbs and the nouns independently. When they have done this, ask them to choose four or five expressions and write them in sentences.

Answers: answer a question, draw a picture,

wash your face, fly a plane, write a letter, run a race, climb a mountain, ride a bicycle, switch on a light, sing a song, build a house

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Exercise d, Penmanship

Pupils go to Exercise 11 on page 159 and practise handwriting.

Listening and Speaking

By the end of the lessons, the pupils will be able to read, recite and discuss a poem, and develop a class poem.

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Telling news

Spend about five minutes eliciting news from pupils.

Poem – Imagine if...

- 1 Read the poem while pupils listen with books closed. Elicit some of the strange ideas in the poem.
- 2 Pupils read the poem silently and then aloud, following you. Answer any questions on meaning, e.g. *Double Dutch* is a nonsense language that nobody can understand.
- 3 Pupils recite the poem as a class and in groups. Then divide them into pairs to recite the poem to each other.
- 4 Discuss some of the strange ideas in the poem and elicit other, similar ones whose ideas pupils do not like. Tell pupils to work in pairs to write a few more lines of the poem following the same format as the original poem.
- 5 Elicit some of the lines pairs have produced and put some of the best on the board. Organise them to produce a class poem.

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Grammar

By the end of the lessons, the pupils will be able to recognise the difference between formal and informal spoken language, and use it appropriately.

Appropriate formality

- 1 Revise the work on intonation and question-tag questions done in the previous unit: play the game **It's true, isn't it?** again. Point out that question tags are used in informal speech, i.e. when speaking to friends and people of approximately the same age. They are not usually used in formal speech.
- 2 Pupils are already aware of levels of formality and the need to be appropriate as they have looked at this when learning to write informal (friendly), semi-formal and formal letters. It is important to make it clear that this is also true for speech. Start by discussing the issue of appropriacy in the pupils' local language before considering English. Elicit some

formal and informal ways of saying the same thing.

- 3 Look at the explanation in the book and then introduce the first activity. Give pupils a few minutes to match the expressions and then elicit the answers. For each expression, elicit a situation in which it might be used, i.e. who would say it to whom, and where.

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

- 4 Look at the pictures on PB page 136 and elicit what is wrong in each case. Tell pupils to write more appropriate words for each situation. Elicit some of these and discuss.

Possible answers: a) "Good morning, sir. Could you tell me something about the traditional beliefs in your village?" b) "Hello. I had a good meeting with the chief who told me all about traditions in his village."

Key language:	Adjectives and adverbs (revision)
Skills:	Talking about the regional capitals and places of interest; using adjectives and adverbs to add detail; listening comprehension; reading comprehension; writing a tourist guide to the area; class magazine
Teaching aids:	PB pages 140-144

Reading

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

- understand a story when it is read to them and predict its development.
- read for general understanding, to work out the meaning of words from their context and to interpret the moral of a story.

Listening comprehension

- 1 Ask pupils to imagine they could be anything they liked, a particular person, themselves doing wonderful things, an animal, etc. Ask What would you be? and elicit the answer *I wish I was (a) ...*. In each case, see if the pupil can explain why.
- 2 Tell pupils to listen carefully as you read them part of a story about someone who made wishes (they must keep their books closed). They will have to continue the story in pairs. Read the story as far as the fifth paragraph (the bottom of PB page 137) - *He said to himself, "I wish I was as powerful as the sun, then I would be happy."*
- 3 Pupils work in pairs (or groups of four, if you prefer) to decide on how the story will develop. Monitor pairs as they work. When they have finished, elicit some ideas from pairs.

Reading comprehension

- 1 Pupils read the whole story silently to find out what happens.
- 2 Answer any questions and then introduce comprehension questions 1 and 2 on PB page 139. For question 1, make sure they look at the sentences in the context of the passage before they give their answers.

Answers: 1 a)-1, b)-1, c)-2 2 (Any three of) I wish I was the sun/a cloud/a rock/a stonecutter.

- 3 Pupils discuss answers to question 3 in pairs. Elicit their ideas and discuss with the class.

Answer: We should not waste our time on impossible dreams but rather we should learn to appreciate and enjoy what we have. OR No life is perfect so we should live with what we have.

Writing and Composition

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

- work individually and in groups on articles for the class magazine.
- proof read and revise articles for the class magazine.

Class magazine

- 1 Organise the pupils to continue work on their articles for the class magazine. They should complete their research, interviews, etc. and write the first draft

of the articles.

- 2 They now proof read and revise their articles:
 - a) Tell them that they are all writers and editors and must work together to produce a good magazine – they must therefore help each other.
 - b) Refer them back to the work in Unit 16, page 52, on **proof reading**. The process is exactly the same whatever the type of article that has been written. Tell them to exchange articles and proof read one another's work.
 - c) They should also make comments on the structure of the articles: do they have a title, an introduction, a main body and a conclusion?
 - d) They should also make comments on content, particularly suggestions on ways in which the article could be made more interesting.
 - e) They can also think about the length of the article; if they think it is too long or too short, they should say so.
 - f) Pupils then work in pairs or groups to return the proof read work and to discuss the corrections, criticisms and suggestions. Wherever there is disagreement on a correction, give guidance or the correct answer.
 - g) Pupils then rewrite their work making all the corrections and improvements they can.

Diagnostic assessment exercises

- 1 Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - recite a poem with appropriate rhythm and intonation?
 - recognise the difference between formal and informal spoken language, and use it appropriately?
 - understand a story when it is read to them and predict how it will continue?
- 3 Ask yourself *Did I...*
 - introduce appropriate formality in language successfully? Consider role play exercises to reinforce this.
 - organise the editing of the magazine successfully? Consider allocating specific tasks to specific groups. Avoid pupils directing criticism to others personally.

Listening and Speaking

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

- talk about regional capitals and places of interest in Ghana.
- say which places they would like to visit, and why.

Telling news

Spend about five minutes eliciting news from pupils.

Regional capitals – conversation

- 1 Elicit the names of the regional capitals and which ones any of them have been to. Ask them where else they would like to go.
- 2 Tell pupils to look at the pictures in pairs. Ask them to decide what and where they are, and share what they know about the places.
- 3 Elicit information from the pairs about

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the pictures.

- 4 Ask them to discuss in pairs which regional capitals, or other places in Ghana, they would most like to visit, and why. Elicit this information from some pairs.
- 5 Introduce the skeleton conversation at the bottom of page 140. Pupils discuss where they would like to go in pairs. They can talk about anywhere in the country, not just places in the photographs. Monitor pairs as they work.

Grammar

By the end of the lessons, the pupils will be able to use adjectives and adverbs to make sentences more interesting.

- 1 Take this opportunity to revise adjectives. Write the names of different places on the board, e.g. *the sea, a forest, a market*. Tell them to work in groups and brainstorm adjectives to describe these places. See which group has produced the longest/the most interesting list.
- 2 Ask pupils to brainstorm adverbs, e.g. describing the way people move or speak.
- 3 Read the information in the Pupil's Book. Point out that adding different adjectives and adverbs can change the entire meaning of a sentence.
- 4 Elicit different sentences using the adjectives and adverbs in activity 1, e.g. *The frightened child walked hesitantly towards the door. The excited child walked quickly towards the door.*
- 5 Pupils use their own ideas to rewrite the sentences in activity 2.

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p141

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Possible answer: The tired children walked home slowly. They saw a smart young man with a brand new car. The children looked curiously at the car. The young man spoke to them angrily. He drove off rapidly.

Reading

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

- listen to a text and identify the two sides of an argument.
- read and identify the advantages and disadvantages of tourism.

Listening comprehension

- 1 Introduce the topic of tourism in Ghana. If you live in an area where foreign tourists visit ask pupils if they have ever met any tourists, what they come to see, what they do, etc. If you live in an area which does not receive tourists, ask pupils about where they think the tourists go, why and what they do.
- 2 Tell pupils there are some things which are good about tourism, and some things which are bad. Elicit a few ideas. Then tell them you are going to read five paragraphs about tourism and they must note down which paragraphs are talking about the advantages of tourism, and which about the disadvantages. They can write the numbers 1-5 on a piece of paper before they listen.
- 3 Read paragraphs 2 to 6 of the text aloud while pupils listen with their books closed. Pause after each paragraph for pupils to note down their answers. Elicit

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Key language:	Reported speech (revision)
Skills:	Debating; reporting the debate; using <i>said</i> and <i>told</i> , reading comprehension; reading aloud; summarising; writing an argumentative essay; completing class magazine
Teaching aids:	PB pages 146-150; materials for covering and binding the class magazine (see below)

the answers reading the paragraphs again, if necessary.

Answers: The first three paragraphs are about the advantages, the other two are about the disadvantages.

Reading comprehension

- 1 Introduce the text and discuss the pictures. Then ask pupils to read the whole text silently.
- 2 Introduce the first question on PB page 143 and tell pupils to copy and complete the table. Point out that they should only write brief notes so they must use only the main point of each paragraph. Elicit answers and point out that the main point is in the first sentence of each paragraph (except in paragraph 5 where it is in the second sentence). The rest of the paragraphs contain examples. Pupils then complete their tables.

Answers:

<i>Advantages</i>	<i>Disadvantages</i>
<i>a) Spend a lot of money</i>	<i>a) Damage what they come to see</i>
<i>b) Create work for local people</i>	<i>b) Change the traditional way of life</i>
<i>c) Local people use tourist facilities</i>	

- 3 Introduce the next two questions and

elicit answers before pupils write answers.

Answers: 2 To see the animals. 3 To see the beaches, sea, lake, tropical rainforest, savannah, villages and cities. Also to see the castles and learn about the slave trade. They also want to appreciate Ghanaian culture.

- 4 Look at the last paragraph of the text and then introduce question 4. Elicit a few ideas before getting pupils to discuss in groups. Elicit some ideas from the groups.

Writing and Composition

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

- write a tourist guide of their local area for the class magazine.
- work individually and in groups on the class magazine.

Tourist guide

- 1 Discuss the attractions of your local area for tourists. Introduce the questions in the book and get the class to discuss them in groups of four. Elicit some of the ideas they come up with.
- 2 In their groups, pupils write a guide to the local area. Tell them that the best

one can be used in the class magazine. Emphasise that it must be made interesting for the tourists so they can use pictures and maps as well as making their descriptions sound lively and colourful. Elicit ideas before they start work. Monitor and assist the groups as they work.

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Class magazine

Organise the pupils to continue work on their articles for the class magazine. They should be close to finishing their revised articles by this time.

Fun Box

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

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Diagnostic assessment exercises

- 1 Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - name and talk about the regional capitals?
 - discuss places of interest in Ghana?
 - use adverbs and adverb phrases appropriately?
 - listen to a text and identify the sides of an argument?
 - identify the main points in an argumentative text (advantages and disadvantages)?
- 3 Ask yourself *Did I...*
 - engage the whole class in discussion about regional capitals? Encourage the less knowledgeable through praising their contributions.
 - enable pupils to pick out advantages and disadvantages in the comprehension exercise? Suggest they use the 'first sentence' technique in their own tourist guides.

Activity Page 12

Objectives: To practise

- choosing adjectives to describe nouns.
- completing a form with personal information.

Exercise a

PB a
p145

Read the information about adjectives. Pupils work independently or in pairs to find adjectives to describe the nouns in the Pupil's Book. When they have finished, write some of their suggestions on the board.

Additional activity: Revise the rules for the order of adjectives (Unit 9). Pupils can choose four or five of the nouns from Exercise a and write them in sentences.

Exercise bPB d
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Use this form to give pupils practice in filling in forms. Point out to them that they must fill in forms clearly and legibly. They do not need to write in full sentences. Discuss with them other times when they might be required to fill in forms, e.g. applying to be a member of a library, applying for a job, applying for a driving licence when they are older.

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p150

is good for Ghana, and two will oppose. One of each pair will have three minutes to open the argument for their side; the other will have two minutes to conclude the argument at the end. They should prepare their points together for about ten minutes. Meanwhile, the rest of the class can work in pairs to prepare points they want to make about the topic.

- 3 Play the role of chairperson yourself. Introduce the topic and call on the proposing pair to open the argument for three minutes. Then give the same opportunity to the opposing team. After that, allow points to be made from the 'floor'. Finally, ask the second member of each team to conclude their arguments. If you like, conclude with a vote on the topic.

Exercise c, Penmanship

Pupils go to Exercise 12 on page 159 and practise handwriting.

Listening and Speaking

By the end of the lessons, the pupils will be able to take part in a class debate.

PB f
p150**Telling news**

Spend about five minutes eliciting news from pupils.

Debate - tourism in Ghana

- 1 Introduce the topic, *Tourism* is good for *Ghana*, and explain that the class is going to hold a short debate on the subject. Elicit some of the ideas for both sides of the argument that were discussed in the last unit.
- 2 Choose four pupils who are confident when speaking in front of the class. Two will support the idea that tourism

Grammar

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

- use reported speech accurately and appropriately.
- use *said* and *told* (+ *someone*) with reported speech.

Reporting the debate – revision of reported speech

- 1 Talk about the debate from the previous section and elicit the best and most interesting points made. Elicit these as

Key language:	Revision
Skills:	Revision; reading aloud; listening for dictation
Teaching aids:	PB pages 151-152
Notes:	Work from the previous units is recycled in this unit. Take the opportunity to go over any areas that pupils found difficult. Pupils can look back at the Check boxes to see what they remember. Discuss this with them.

reported speech, e.g. *Fatima said that tourists bring a lot of money to the country.*

Put some of the sentences on the board.

- 2 Focus on the form of reported speech and revise what was taught earlier in the year. Look back to the table of verb tenses in Unit 18 on PB page 91, if necessary.
- 3 Pupils work in pairs to write at least six sentences reporting the debate.

Reported speech – *said* and *told*

- 1 Elicit some of the sentences the pairs wrote reporting the debate. Write one or two using *said* and one or two using *told* (+ *someone*). Elicit, or explain the difference using the explanation in the Pupil's Book. You could also explain that *told* has the meaning of *inform* or *instruct*. Elicit further examples.

Note: that is often used in these sentences but is not essential, e.g. *Penny said that tourists make a lot of litter.* It is not used here but do not correct pupils if they use it.

- 2 Introduce the activity and elicit some of the answers. Pupils then copy and complete the sentences in their

exercise books. They compare and discuss their answers in pairs.

Answers: 1 told 2 told 3 said 4 said 5 told 6 told 7 said 8 told

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Reading

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

- predict a story from some key words.
- understand a story and complete a guided summary of it.
- read aloud with appropriate pronunciation, stress and intonation.

Reading comprehension

- 1 Introduce the words in the book, or write them on the board in a circle. Explain that all of these words appear in a story they are going to read. Give them five minutes to try to predict what the story will be about. Pupils work in pairs. Elicit some ideas.
- 2 Pupils read the story silently to find out what really happens.
- 3 Look at some examples of direct and reported speech in the story and then introduce the first two questions on PB page 149. Elicit answers before pupils

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write.

Answers: 1 "You must eat a monkey's heart to get well again." 2 Shark said he wanted to show him (Monkey) his home and introduce him to his brothers and sisters. He was sure they would get on well.

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- 4 Introduce question 3 and tell pupils they are going to write a summary of the story. Give them time to look at the unfinished sentences and think about how to complete them. Then elicit suitable ways of completing the sentences before getting the class to copy and complete the summary. They can work in pairs.

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Possible summary: a) Monkey lived in a tree by the sea. b) Monkey threw some fruit into the sea which Shark ate and enjoyed, c) One day Shark invited Monkey to visit his home and family, d) Monkey thought about it and finally decided to go with Shark, e) He enjoyed the journey on Shark's back, f) Shark told Monkey that he was going to take him to Shark's chief who was going to eat his heart, g) Monkey quickly thought of a plan to save himself, h) He told Shark that he had left his heart at home in the tree, i) Shark took him back to get his heart, j) Monkey escaped into the tree and didn't return, k) Silly Shark waited for Monkey but Monkey laughed at him and threw a coconut at his nose.

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Discussion

Pupils discuss the questions in pairs or small groups. Compare answers around the class.

Reading aloud

Read the text aloud as a model for pupils. Then tell them to work in pairs, taking it in turns to read a paragraph aloud as their partner listens. As they do this, monitor the pairs and assist where necessary. Focus not only on the pronunciation of words but

also on the natural rhythm and intonation. Choose pupils to read the text to the whole class.

Writing and Composition

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

- write a guided argumentative essay.
- organise their work on the final stages of the class magazine.

An argumentative essay

- 1 Elicit and comment on some of the best ideas that were presented during the debate in the first section of this unit. Present the title of the composition to be written and look at the instructions in the Pupil's Book. Explain the meaning of the word *benefits*.
- 2 Elicit ideas and sentences. You can also introduce some conjunctions to link ideas, as appropriate, e.g. *first, secondly, finally, also, furthermore, moreover*.
- 3 Pupils then write their essays. Monitor and assist them as they write. Evaluate how well they are able to present the two different sides of the argument.

Class magazine

- 1 Introduce the section and discuss the issues with the class. If you have a ring folder you can punch holes in all the pages and produce the magazine in this. Or you can simply put it all together inside a loose-leaf cover, made out of a large sheet of paper or card (see *Teaching Resources – using low-cost and no cost materials* on page xi). Encourage pupils to think of a title and make an attractive cover for the magazine.
- 2 Pupils then work on the final stages of the magazine.

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Diagnostic assessment exercises

- 1 Pupils look at the *Check box* in the Pupil's Book. Discuss their answers. If necessary, tell them to revise the unit for homework.
- 2 Ask yourself *Can my pupils ...*
 - use reported speech appropriately, including the use of the verbs said and told?
 - understand a story and write a summary under guidance?
 - read aloud with appropriate pronunciation, stress and intonation?
 - work individually and in groups to finalise the class magazine?
- 3 Ask yourself *Did I ...*
conduct the class debate successfully? Allow pupils from the floor to make contributions and ensure debate remains amicable!

Listening and Speaking

By the end of the lessons, the pupils will have reviewed some of the listening and speaking activities from the book.

Telling news

Spend about five minutes eliciting news from pupils.

Revision

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

Grammar

By the end of the lessons, the pupils will be able to use grammar and vocabulary items from the book.

Revision

Take this opportunity to go back over anything that pupils have not yet mastered. If necessary, repeat the presentation of items that have caused difficulty. (The grammatical areas covered are listed on the **Contents** page.)

Correction competition

- 1 Introduce the correction competition. Follow the same procedure as in Unit 10 (see page 32). Give pupils sufficient time to do this. Encourage them to look back through the book and their work, as this is all revision. As they work, use the opportunity to see how well they are doing and what they are having problems with.
- 2 Elicit opinions on the correctness of each sentence. Elicit corrections for the incorrect sentences. Give a brief explanation of why the original is incorrect.

Answers: The incorrect ones are: 1 The correct phrasal verb to use with 'light' is turn on or switch on. 4 The question tag must use the same tense as the stem, it should be doesn't she?. 5 The plural is shown by the V on cups, not on 'tea' which is a non-count noun. 6 Rice is a non-count noun so the determiner should be much. 8 If a direct object is used we use 'told' i.e. He told me ... (alternatively it can be He said to me ...) 10 There is a single action completed in the past, therefore the simple past should be used, i.e. We broke...

Word hunt

Pairs find three words about each of the topics in the exercise. Write their suggestions on the board. Elicit sentences using the words pupils have found.

Question tags

- 1 Revise question tags by asking questions around the class, e.g. *We've finished the*

book, haven't we? You are going to secondary school soon, aren't you?

- 2 Pupils can work in pairs to make question tags for the sentences in the first part of the exercise. Check answers with the whole class before they write them in their exercise books.

Answers: 1 did it? 2 could we? 3 didn't we? 4 didn't you? 5 isn't she? 6 did they? 7 didn't it?

- 3 Pupils write their own sentence beginnings for the question tags in the second part of the exercise. Elicit examples and write some of them on the board.

Quantifiers

Revise quantifiers by playing the noughts and crosses game (see Unit 19). Pupils can then copy and complete the phrases in their exercise books.

*Answers: 1 a tin of fish 2 a bottle of oil
3 a piece of cake 4 a bunch of flowers 5 a slice of bread 6 a tube of glue 7 a glass of water
8 a packet of biscuits*

Reading

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

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

Reading revision

Pupils read any of the texts from the book that they enjoyed reading, or you didn't have time to cover sufficiently.

Reading aloud

- 1 Choose a text that the pupils have enjoyed reading. Pupils read the text silently first. Then read it aloud yourself to give the pupils a good model. They then practise reading aloud in pairs, as you monitor.

- 2 Ask pupils to read a text, or part of a text, to you for you to assess their end-of-year ability.

Dictation

- 1 Choose a paragraph or two from any of the reading texts for dictation.
- 2 Tell pupils that they are going to write the text as dictation. Give them a few minutes to look at the text carefully before you tell them to close their books.
- 3 Read the paragraph(s) through first at natural speed and then dictate them phrase-by-phrase slowly and clearly. Pause at the punctuation but do not tell them what it is. When you have finished, read it all again at natural speed.
- 4 Tell pupils to open their Pupil's Books again and correct their dictation themselves.

Writing and Composition

By the end of the lessons, the pupils will be able to work individually and in groups to complete the class magazine.

Class magazine

Tell pupils to complete their magazine. Put all of the articles together and put on the cover. If the school has a copier, or access to one, produce more than one copy. Give pupils the opportunity to read each other's articles. Praise them for what they have achieved. If other classes in the school have also produced a magazine, arrange to exchange these so that they can read other articles. If possible, arrange an opportunity for parents to see the magazine.

Revision

Do any other writing activity from the book that you think pupils could usefully repeat, or any there has not been time to do.

Primary English *Teacher's Guide 6*

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 Pupil's Books contain stimulating language presentation accompanied by a range of practice exercises.
- ▶ The Teacher's Guides 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.