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English

Basic 8

Facilitator's Guide



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English

Basic 8

Facilitator's Guide

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Contents

Introduction.....	iv
Teacher assessment rubrics	xxiii
Curriculum coverage.....	xxix
Unit 1 All about Basic 8	1
Unit 2 Tourism in Ghana	10
Unit 3 Travel	19
Unit 4 Sports news.....	28
Unit 5 A sporting legend	37
Unit 6 The advantages of communication technology	48
Unit 7 The dangers of the internet.....	57
Term 1 Revision and assessment	66
Unit 8 Local inventions	72
Unit 9 Global inventions.....	82
Unit 10 Exploring space	92
Unit 11 Saving money	101
Unit 12 Starting a business	108
Unit 13 Succeeding in business.....	116
Unit 14 Child labour.....	125
Term 2 Revision and assessment	134
Unit 15 Living a healthy life	140
Unit 16 Risky behaviour	149
Unit 17 Diseases caused by parasites and insects	158
Unit 18 Pandemics.....	167
Unit 19 Bad farming practices.....	175
Unit 20 Environmental degradation.....	183
Unit 21 Solving problems through technology	192
Term 3 Revision and assessment	201

Introduction

Core competencies and 21st century skills in the Common Core Programme

What are core competencies and 21st century skills?

Educationalists across the globe note that today's learners need more than the traditional 4Rs (reading, writing, arithmetic and creativity). There is a call to incorporate 21st century skills, also known as core competencies, into classroom curricula. But what exactly are these, and which ones should we be focusing on?

The basic 21st century skills include the 4Cs:

- critical thinking
- communication
- creativity
- collaboration.

Other approaches to understanding 21st century skills focus on the skills we need to navigate a modern, technological global society. Most of these approaches agree on a common set of 21st century competencies that in addition to the 4Cs include:

- ICT (digital) literacy
- cultural identity
- personal development
- leadership
- productivity
- problem solving
- innovation
- metacognition
- career skills
- global awareness.

There are numerous frameworks, models, guidelines and websites that outline what 21st century skills and core competencies are, how to organise them and how to teach and assess them. One of them is known as the KSAVE model. This defines ten skills and groups them into four categories as follows:

Ways of Thinking

1. Creativity and innovation
2. Critical thinking, problem solving, decision making
3. Learning to learn – metacognition

Ways of Working

4. Communication
5. Collaboration (teamwork)

Tools for Working

6. Information literacy
7. ICT (digital) literacy

Living in the World

8. Citizenship – local and global
9. Life and career
10. Personal and social responsibility – including cultural awareness and competence

The table below explains the four categories in the KSAVE model in more detail and shows how this course has embraced them.

Category	Core competencies and 21st century skills
Ways of thinking	<p>Creativity and innovation: Creativity is the process of generating new and unique ideas. Innovation is the process of putting those ideas into reality. Learners participate in numerous speaking and writing activities that require them to be creative and innovative.</p> <p>Examples in this course:</p> <ul style="list-style-type: none"> • Unit 6 Activity 9 page 67: learners create a drama text. • Unit 7 Activity 8 page 76: learners create dialogues between two or more characters. • Unit 16 Activity 8 page 181: learners create introductory paragraphs using different techniques. • Unit 17 Activity 7 page 192: learners write personal narratives using descriptive language. • Unit 19 Activity 7 page 210: learners create a vivid mental picture using words that appeal to the five senses. <p>Critical thinking, problem solving, decision making: Critical thinking is the process of examining thought processes by asking questions and considering different viewpoints. Problem solving is the process of working logically through a problem until you reach an effective solution. Decisions can be made based on the critical thinking and problem-solving processes.</p> <p>Examples in this course:</p> <ul style="list-style-type: none"> • Unit 3 Activity 1 page 24: learners ask open-ended questions to elicit information. • Unit 9 Activity 1 page 101: learners listen to and discuss ideas and share opinions. • Unit 14 Activity 1 page 150: learners respond to questions by considering different viewpoints and giving opinions backed with good reasons. • Unit 15 Activity 8 page 174: learners examine how monologues and dialogues are used to convey characters. • Unit 20 Activity 1 page 216: learners examine the connections between a text and points of view. <p>Learning to learn – metacognition: Understanding how we learn is an important part of the learning process. It helps us retain information more effectively and feel more confident about ourselves. There are many strategies that we can use to help us do this.</p> <p>Examples in this course:</p> <ul style="list-style-type: none"> • Unit 1 Activity 3 page 4: learners use prediction, skimming and scanning to assess and improve engagement and understanding of non-fictional texts. • Unit 1 Activity 4 page 6: learners use mental visualisation strategies to engage and understand non-fictional texts. • Unit 2 Activity 4 page 16: learners use self-monitoring strategies to engage and understand non-fictional texts.
Ways of working	<p>Communication: Communication skills are the abilities we have to share information, ideas and feelings with others. Good communication skills help us build positive relationships, work with others effectively and deal with difficult situations when they arise. To do this effectively we need to be able to express ourselves clearly, to listen to each other carefully and be respectful of each other.</p> <p>Examples in this course:</p> <ul style="list-style-type: none"> • Unit 1 Activity 1 page 1: learners identify when to use formal and informal language appropriately. • Unit 3 Activity 1 page 24: learners role-play a conversation. • Unit 5 Activity 1 page 46: learners listen to and give accurate directions. • Unit 8 Activity 1 page 89: learners learn how to agree and disagree in conversation. • Unit 16 Activity 1 page 176: learners demonstrate how to take turns in conversations and discussions.

Category	Core competencies and 21st century skills
Ways of working (cont.)	<p>Collaboration: Collaboration is the process of working with two or more people to achieve a common goal. Working in pairs or as a group exposes us to ideas we might not have considered on our own, and that lead to better outcomes.</p> <p>Examples in this course:</p> <ul style="list-style-type: none"> • Unit 1 Activity 4 page 6: learners work in groups to discuss answers to comprehension questions. • Unit 5 Activity 3 page 48: learners work in pairs to identify features of a text and to predict the text. • Unit 7 Activity 9 page 77: learners work in groups to perform a drama. • Unit 8 Activity 5 page 94: learners work in pairs to discuss the concepts of connotation and denotation.
Tools for working	<p>Information literacy: Information literacy is the ability to locate, evaluate, interpret and effectively use information gathered from electronic, printed and oral sources.</p> <p>Examples in this course: All units include comprehension questions based on a text, which require learners to apply the skills listed above.</p> <p>ICT literacy: This is to find and gather information from various IT sources, as well as to value IT as a source of information.</p> <p>Examples in this course:</p> <ul style="list-style-type: none"> • Unit 6 Activity 1 page 58 and Activity 4 page 62: learners listen, read and respond to texts about the advantages of communication technology. • Unit 7 Activity 1 page 69 and Activity 4 page 73: learners listen, read and respond to texts about the dangers of the internet. <p>In most units: Learners are encouraged to use ICT sources such as the internet. They apply the criteria listed in Information literacy above to make sense of and use this information effectively. For example:</p> <ul style="list-style-type: none"> • Unit 2 Activity 8 page 23: learners go online and use a search engine to find more information about characterisation. • Unit 8 Activity 6 page 96: learners visit websites with information and exercises on how to use the simple and future progressive tenses. • Unit 17 Activity 4 page 189: learners read and record a text at home on a cell phone or other device, and listen to the recording to find out where they can improve their pronunciation, reading and presentation skills. • Unit 21 Activity 8 page 232: learners do some research on a problem they have identified by looking up information on the internet, reading news reports and talking to people. <p>Note: For more information on the importance of teaching and learning through ICT, refer to the section under the heading Information and communications technology on page xii of this Introduction.</p>
Living in the world	<p>Citizenship: Citizenship is the idea that we all have civic responsibilities to our local communities, and also to the world as a whole. This involves being informed and engaged in both local and global issues and working together to help build a better world for all of us.</p> <p>Examples in this course:</p> <ul style="list-style-type: none"> • Unit 5 Activity 4 page 50: learners read and respond to a text about a famous Ghanaian football player that has made his country proud. • Unit 17 Activity 1 page 185 and Activity 4 page 189: learners listen to, read and respond to texts about diseases that are common in Ghana and other areas of Africa. • Unit 18 Activity 1 page 196 and Activity 4 page 199: learners listen to, read and respond to texts about global pandemics and the preventative measures that can be taken. • Unit 19 Activity 4 page 207: learners read and respond to a text about how bad farming practices, such as overuse of fertilizers and pesticides, can have a negative effect on the environment and people's health. • Unit 20 Activity 1 page 216 and Activity 4 page 220: learners listen to, read and respond to texts about some of the threats to the environment, such as air pollution, waste and overfishing.

Category	Core competencies and 21st century skills
Living in the world (cont.)	<p>Life and career: Life skills are skills that can enable us to deal with the demands and challenges of life, and to become contributing members of society. Choosing a suitable career and learning how to control finances is an important part of this process. The concept of entrepreneurship is also explored.</p> <p>Examples in this course:</p> <ul style="list-style-type: none"> • Unit 1 Activity 4 page 6: learners read and respond to a text about the importance of education and making a good career choice. • Unit 11 Activity 4 page 125: learners read and respond to a text about the need to save money and how to save it. • Unit 12 Activity 4 page 135: learners read and respond to a text about two successful Ghanaian entrepreneurs. • Unit 13 Activity 4 page 145: learners read and respond to a text about how to start and ensure a successful business. <p>Personal and social responsibility – including cultural awareness and competence:</p> <p>Personal responsibility is about taking responsibility for our own lives and making decisions that benefit us individually. Social responsibility is about making decisions and taking actions that benefit society as a whole. Understanding and sensitivity to the values, beliefs, customs and traditions of others is essential, as is knowing about the history of your country and feeling proud of it.</p> <p>Examples in this course:</p> <ul style="list-style-type: none"> • Unit 2 Activity 4 page 16: learners read and respond to a text that describes some of the beautiful places you can visit in Ghana and gives some historical background on slavery and folklore. • Unit 3 Activity 4 page 27: learners read and respond to a text that describes more of Ghana's beautiful sights and gives historical details about a leader who fought for independence. • Unit 15 Activity 1 page 167 and Activity 4 page 170: learners listen, read and respond to texts about living a healthy lifestyle and dealing with stress. • Unit 16 Activity 1 page 176 and Activity 5 page 179: learners listen, read and respond to texts about the consequences of risky behaviour.

Rationale of the English language and literacy curriculum

We use language to communicate and to express cultural elements. Through language, we carry meaning and culture from one generation to the next. We also express new meanings that reflect changes in society. Learning a language that is not our mother tongue enables us to learn about culture and change in other societies and communities.

In the context of globalisation and rapid technological advances and where English is widely used as an international language, the study of English as a second language will equip learners with important and effective communication skills. It will help them to become members of the international community and to understand, respect and appreciate values embodied in the language and culture of others.

In Ghana, English has the special status of being the official language and the language that is used across the curriculum. English thus plays a vital role in national life as the language used in government, business and administration, commerce and the media. It is thus important that Ghanaian learners learn English as a second language. However, as research has shown, learners must be given a strong foundation in their first (home) language. This foundation will enable them to transfer their language skills to learning English as a second language.

Teaching and learning philosophy

Learners go through developmental stages as they learn language, and research shows that they develop language at their own pace while they interact with the social environment around them. Therefore, learners develop language faster when they are provided with an interactive language environment. A participatory, task-based approach to teaching helps learners connect language learning in the classroom to solving real-world problems in their environment. The teacher should promote interaction and provide authentic, real-life language tasks that assist learners to become active in the learning process. Learners' differences in the language classroom should not be taken as a deficit but provide the teacher with the background to provide support.

Aims

The general aim of the English language and literacy curriculum is to enable learners to develop an appreciation and understanding of the English language and to use it effectively, making meaning with it in ways that are purposeful, imaginative, creative and critical. Learners should develop high standards of spoken and written literacy (in Ghanaian and English languages) to enable them to:

- acquire the basic skills that will help them decode any text
- read age-level texts easily, fluently and with comprehension
- cultivate the habit of reading widely for pleasure and information
- acquire a wide stock of vocabulary and understand a wide range of grammatical structures as well as linguistic conventions for easy reading and good writing and speaking
- write clearly, accurately and coherently, adapting their first language style in a range of contexts for varied purposes and audiences
- read a wide range of literary texts with pleasure and appreciation
- acquire the skill of self-expression and be able to communicate their ideas to different audiences to achieve the intended purpose
- develop critical reading and listening skills and cultivate the skill and ability to find out hidden or inferred meanings and ideas.

Instructional expectations

Teachers are expected to:

- guide and facilitate learning by generating discourse among learners and challenging them to accept and share responsibility for their own learning, based on their unique individual differences
- select English language content and adapt and plan lessons to meet the interests, knowledge, understanding, abilities and experiences of learners
- work together as colleagues within and across disciplines and grade levels to develop communities of English language learners who exhibit good communication skills and positive attitudes towards the learning of the English language
- use multiple methods to systematically gather data about learners' understanding and ability in order to guide the teaching and learning of the English language and also to provide feedback to both learners and parents
- design and manage learning environments that provide learners with the time, space and resources needed for learning the English language.

Expected learning behaviours

In this curriculum, learning indicators are stated with action verbs to show what the learner should know and be able to do (the expected outcome). For example, a learner who is able to 'describe' something after teaching and learning has been completed has acquired knowledge at the most basic level. A learner who is able to 'explain', 'summarise' and 'give examples' has understood the concept taught. The focus is to move teaching and learning from **surface learning** (memorising facts and rules without critiquing them or relating them to the real world) to **deep learning** (developing critical thinking skills and creative ideas to solve real-life problems).

The following cognitive processes, known as **Bloom's Taxonomy**, provide the basis for instruction and assessment:

- **Knowledge:** This is the ability to remember learnt concepts and constitutes the lowest level of learning. Action verbs that describe the acquisition of principles, facts and concepts include: recall, identify, define, describe, list, name, match or state.
- **Understanding:** This is generally the ability to grasp the meaning of some concepts that may be verbal, pictorial or symbolic. Action verbs that describe the demonstration of understanding include: explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict.
- **Application:** This is the ability to use or apply knowledge, rules, methods, principles or theories to situations that are new and unfamiliar. It may also involve the ability to produce, solve, plan, demonstrate or discover.
- **Analysis:** This is the ability to break down concepts or information into its component parts, separate facts from inferences and recognise assumptions and logical fallacies. Action words that demonstrate analysis include: differentiate, compare, distinguish, outline, separate, identify.
- **Synthesis:** This is the ability to put parts or ideas together to form a new whole, that is, to generate new ideas or solutions. Action words that demonstrate synthesis include: combine, compile, compose, devise, plan, revise, organise.
- **Evaluation:** This is the ability to judge the worth or value of some concepts based on some criteria. Action words that demonstrate evaluation include: appraise, comment on, criticise, justify, support, discuss, conclude, make recommendations.
- **Creativity:** This important learning behaviour is the highest form of thinking and learning. It requires analytical and critical thinking skills and is demonstrated by the learners' ability to use information or materials to plan, compose, produce or construct.

Language skills

There are four main language skills: listening and reading are receptive skills and speaking and writing are productive skills.

- **Listening:** Learners should be able to accurately receive and interpret oral messages in the communication process. They should be able to understand and follow directions and instructions.
- **Reading:** Learners should be able to read coherently and understand what is conveyed in a piece of writing. They should be able to answer questions based on a text and summarise the text in their own words.
- **Speaking:** Learners should be able to speak fluently and clearly.
- **Writing:** Learners should be able to express themselves clearly and comprehensively in writing, for example, simple sentences, short essays, compositions, summaries, letters or emails.

Attitudes and values

To be effective, competent and reflective citizens, capable of solving personal and societal problems, learners need to acquire positive attitudes, values and psychosocial skills that will enable them to participate in debates and take a stand on issues affecting them and others.

Attitudes to encourage in learners

The following attitudes are embedded in this course. We have provided examples of how this is done.

- **Curiosity** – an inclination towards seeking information about how things work.
Learners develop the skills to ask questions that elicit elaboration in order to find out more about a topic or an issue. (Unit 2 pages 14 and 15, Unit 3 pages 24 and 25, Unit 14 page 150) They are encouraged to use these questioning skills throughout the book. Topics they explore include the Advantages and Disadvantages of the Internet, Artificial Intelligence, Inventions, Entrepreneurship, Threats to the Environment and issues around Child Labour.
- **Perseverance** – an ability to pursue a problem until a satisfying solution is found.
Persevering is a message that is introduced in Unit 1, where the text focuses on the importance of working hard and steadily to achieve a good education, and learners are encouraged to think about their own education goals and how they might achieve them. In Unit 13 they are encouraged to think of a business they might choose to start themselves, and how they would do so. In Unit 16 they are asked to think of how to help a friend that has fallen in with bad friends and developed harmful habits. In Unit 20 they discuss the problem of water pollution and how this problem can be solved. In Unit 21 they focus on using mobile apps to solve problems and make life easier.
- **Flexibility in ideas** – a willingness to change their opinion in the face of more plausible evidence.
Learners are constantly encouraged to express opinions, and to agree or disagree with each other, giving good reasons. (Unit 8 page 90, Unit 9 page 103, Unit 10 page 112, Unit 16 page 176, Unit 18 page 196, Unit 20 page 217)
- **Respect for evidence** – a willingness to collect and use reliable data.
Learners will find the question skills mentioned above invaluable in helping them collect evidence. They learn how cite evidence to support ideas on Unit 12 page 135. They are also encouraged to use the internet to find data, for example Unit 5 page 50, Unit 16 page 182 and Unit 21 page 232.
- **Willingness to reflect** – a willingness to critically review their work and to improve on it.
Learners are provided with checklists to reflect on and asses their writing skills throughout the book, for example Unit 2 page 21, Unit 4 page 43, Unit 14 page 156, Unit 17 page 193, Unit 18 page 202.

Values learners should develop

The following values are embedded in this course:

- **Respect** for the nation of Ghana, its institutions, laws, culture, citizens and international friends.
- **Social cohesion:** Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners should respect the views of all persons and see national diversity as a powerful and positive force. They should also be aware of how stereotypes are formed and how harmful they can be.
- **Equity:** The socio-economic development across Ghana is uneven and learners are from diverse backgrounds. All learners should have equal opportunities, and all should strive to care for one another, personally and professionally.
- **Commitment to achieving excellence:** Learners should appreciate opportunities provided for them and persist in doing their best in every endeavour through creative and critical thinking and the use of modern technology.
- **Teamwork/collaboration:** Learners should engage with learning in a peaceful, constructive, collaborative and team-oriented environment.
- **Truth and integrity:** Learners should become individuals who will consistently tell the truth, irrespective of consequences; be morally upright with the attitude of doing the right thing, even when no one is watching; be true to themselves and lawful beliefs; and be willing to demonstrate honesty and compassion.

Creative pedagogical approaches

Every learner, regardless of ability and circumstances, should experience appropriate, relevant, quality teaching that promotes learner empowerment and independent learning. Approaches, methods, strategies and resources – including Information and Communications Technology (ICT) – should generate positive learning experiences. The use of differentiation and scaffolding should ensure that no learner is left behind. Assessment should be timely, and feedback should be provided to all stakeholders (including learners, parents and education authorities).

Learning-centred pedagogy

The learner is at the centre of learning. It is expected that at each curriculum phase, learners are offered essential learning experiences that enable them to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, differentiation and scaffolding should be provided to ensure that such a learner is ready to progress with his/her group. At the junior secondary school level, the progression phases are B7–B9.

The curriculum encourages the creation of a learning-centred classroom, with the opportunity for learners to engage in meaningful, ‘hands-on’ activities that bring together what they are learning in school and what they know from outside school. The learning-centred classroom is a place where learners can work in groups to discuss ideas and solve problems – researching for, analysing and evaluating information. The aim of the learning-centred classroom approach is to develop learner autonomy so that learners can take ownership of their learning. It provides the opportunity for deep learning to take place.

The teacher should create a learning atmosphere in which learners feel safe and accepted; and are given frequent opportunities to interact in a variety of ways with a wide range of information, ideas and teaching and learning materials.

The teacher should assume the position of a facilitator or coach who:

- helps learners to identify a problem suitable for investigation via project work
- connects the problem with the context of the learners’ world so that it presents authentic opportunities for learning
- organises the subject matter around the problem
- gives learners responsibility for defining their learning experience and planning to solve the problem
- encourages learners to collaborate in learning
- expects all learners to demonstrate the results of their learning through a product or performance.

Inclusion

All learners in every school in Ghana, especially those who are disadvantaged, should be ensured access to quality education and a broad and balanced curriculum. Learners have individual needs and different learning styles, learning experiences and levels of motivation for learning. Planning, delivery and reflections on daily learning episodes should consider these differences.

The curriculum suggests a variety of approaches that addresses learners’ diversity and special needs in the learning process which, when effectively used in lessons, will contribute to the full development of the learning potential of every learner.

The curriculum, therefore, promotes meaningful learning that:

- is linked to the learners’ background and to their prior experiences, interests, potential and capacities
- is oriented towards developing general capabilities and solving the practical problems of everyday life
- involves learners in the selection and organisation of their learning experiences, empowering them to assess their own learning outcomes.

Differentiation and scaffolding

Differentiation is a process by which differences between learners are accommodated so that all learners in a group have the best chances of learning. It could be by task, support and outcome.

- **Differentiation by task:** Teachers set different tasks for learners of different abilities; for example, in writing a creative composition, some learners could plan and write about a topic, while others are given a frame to support their writing.
- **Differentiation by support:** The teacher refers weak learners to the guidance and counselling unit for academic support.
- **Differentiation by outcome:** The teacher allows learners to respond at different levels. Weaker learners are allowed more time for complicated tasks.

Scaffolding in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and greater independence in the learning process. It means breaking up the learning episodes, experiences or concepts into smaller parts and then providing learners with the support they need to learn each part.

Common scaffolding strategies:

- Give learners a simplified version of a lesson, assignment or reading text and then gradually increase the complexity, difficulty or sophistication over time.
- Describe or illustrate a concept, problem or process in multiple ways to ensure understanding.
- Give learners an exemplar or a model of an assignment they will be asked to complete.
- Give learners a vocabulary lesson before they read a difficult text.
- Describe the purpose of a learning activity, the directions learners need to follow and the learning goals they are expected to achieve.
- Explain how the new lesson builds on the knowledge and skills that learners were taught in a previous lesson.

Information and communications technology

ICT has been integrated into this curriculum as a teaching and learning tool to enhance deep and independent learning. Some of the expected outcomes that this curriculum aims to achieve for teaching and learning through ICT use are:

- improved teaching and learning processes
- improved consistency and quality of teaching and learning
- increased opportunities for more learner-centred pedagogical approaches
- improved inclusive education practices by addressing inequalities in gender, language, ability
- improved collaboration, creativity, higher order thinking skills
- enhanced flexibility and differentiated approach to delivery.

Using ICT as a teaching and learning tool provides learners with access to large quantities of information online. It also provides a framework for analysing data to investigate patterns and relationships in a geographical context. Once learners have made their findings, ICT can help them organise, edit and present information in many different ways.

Learners need to be exposed to the various ICT tools around them, including calculators, radios, cameras, phones, television sets and computer-related software as teaching and learning tools, like Microsoft Office packages Word, Power Point and Excel. If learners are given exposure to ICT tools from as early as primary school level to explore learning, they will gain confidence, competence and motivation to apply the use of ICT in later years, both within and outside education.

In this course, learners are encouraged to use online resources to explore concepts further and get more practice where needed. Online resources include AI platforms such as ChatGPT, video sharing platforms such as YouTube, and websites. Here is a list of useful websites that you can refer learners to.

Poetry

- <https://www.poetryfoundation.org>
- <https://www.poemhunter.com/>
- <https://www.modernghana.com/ghanahome/poems/>

Literature

- <https://africanbookaddict.com/tag/ghanaian-literature/>
- <https://writersprojectghana.com/>
- <https://www.library.gov.gh/>
- www.wordpress.com

Grammar sites

- www.grammarly.com
- www.englishclub.com

General sites

- <https://www.modernghana.com/ghanahome> (This has a lot of info, including poetry, literature, history, etc.)
- <https://www.ghanaiantimes.com.gh/>
- <https://www.facebook.com/juniorgraphicgh/> (This is an online news site, a branch of the Graphic news site, aimed at school learners. It looks valid.)

Others

- Anagrams: [anagramsolver](http://anagramsolver.com)
- Synonyms: Wordhippo (There are many others, this one gives loads of words.)
- Wikipedia
- Gutenberg <https://www.gutenberg.org/> has legitimate free versions of many classics.
- TED.com
- <https://cambridge.dictionary.org>

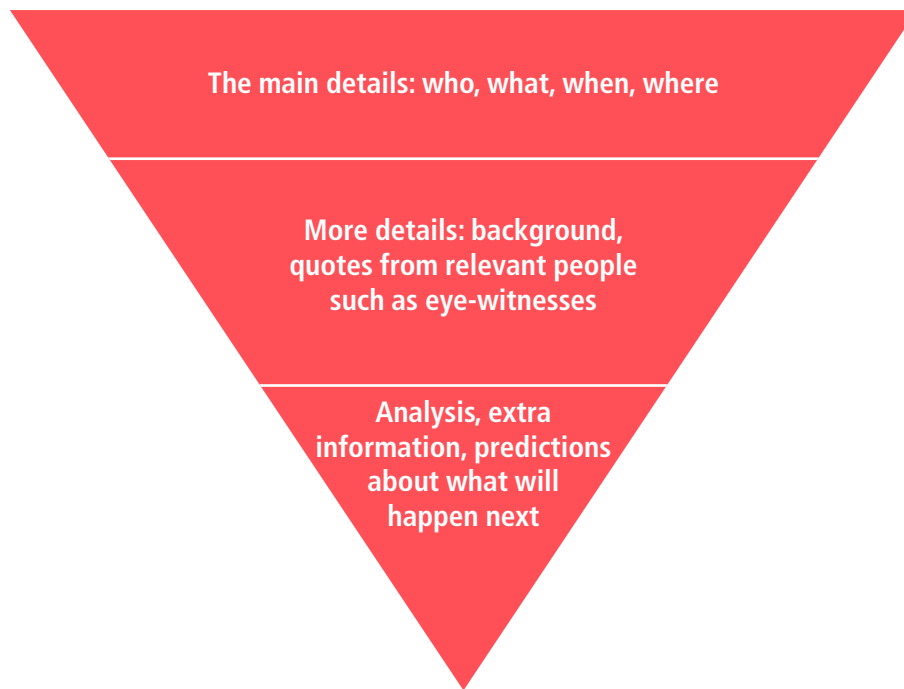
Low cost or no cost materials

The teaching and learning process is enhanced by using a wide range of tools and resources. These include technology tools, as outlined in the section on ICT above. However, not all learners and schools have access to technology. There are many other low-cost resources to consider, such as newspapers, leaflets, flyers, posters and packaging. Here are some ideas of how they can be used in the classroom.

Newspapers

You can use newspapers in various ways in the classroom:

- Use the headlines as examples of summarising. Also point out that headlines are almost never full sentences, and give learners more practice at sentence construction by getting them to write the headlines as full sentences.
- Use news articles to explore the inverted pyramid structure of articles.



The inverted pyramid structure of articles

- Use editorials and letters to the press to analyse how opinion is stated.
- Sports reporting usually has more opinion and description than news reporting.
- Use adverts in newspapers to analyse persuasive use of language and images.
- Use newspapers to teach critical language awareness. Ask learners whether they can believe the content of the articles? How have the reporters given credible information to show that the content is accurate?

Leaflets, flyers, posters

Many organisations develop leaflets and posters and might make these available free to schools. For example, health government departments and organisations will have printed material about health issues such as diabetes, pregnancy, and prevention of transmittable diseases. Choose information that ties in with the theme of the unit you are teaching. For example, if a unit is about COVID, get material on hygiene and preventing disease from a clinic. If a unit is about sport, get material from a local sports team, gym or stadium.

Broadcast media

Know what sorts of broadcast media your learners use. Ask the class to listen to a news broadcast on a particular radio or television station one evening, for homework. You can use this in a number of ways, for example:

- English sounds: If you have been studying consonant blends or a particular vowel sound, ask learners to listen for those sounds in the broadcast. You will need to listen as well so that you can check. Or you could play a short segment of a news programme in class and do this exercise there.
- If you have been teaching summary skills, ask learners to identify and write down the main points of the news broadcast. You might need to provide them with the correct spelling of some of the words they will hear. For example, a news segment in 2024 might have the words Ukraine, Israel, Palestine, drought, climate.

Packaging

Ask learners to look at a packaging packet or box at home. They can:

- identify particular sounds, such as consonant blends in *sweet, fruity, flour, healthy, store*.
- analyse how the wording might be persuasive, for example: *The healthiest way to start the day*.
- distinguish between fact and opinion in the wording, for example, *500 g, Boil for 15 minutes, Contains 4 g of protein*, are all facts. Words and phrases such as *tastiest, favourite, easy to prepare, family favourite*, are all opinions.

Games

Keep language games in the classroom, such as Scrabble.

Many other games are not about language, but they encourage reading in a fun, light-hearted way, for example, Trivial Pursuit.

There are also free online games that learners can play, either alone or as a class. Some examples are:

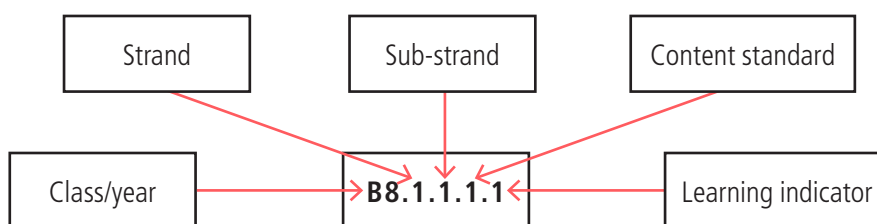
- Wordle: where players have six chances to guess a five-letter word.
- Target: where players have to make as many words as possible using given letters.

There are other word games suitable for young people at sites such as [Improvememory.org](https://www.improvememory.org/).

Organisation of the curriculum

The English Language Curriculum is organised into strands, sub-strands, content standards, indicators and exemplars.

- **Strands** are the broad learning areas of the content to be studied.
- **Sub-strands** are the sub-divisions of the broad learning areas or strands.
- **Content standards** are the expected level of knowledge, skill and/or attitude that a learner must attain at each grade level.
- **Learning indicators** are the distinct outcomes that learners must exhibit for each content standard at each level of learning.
- **Exemplars** clearly explain the distinct outcomes or indicators. They support and guide the teacher in helping learners to achieve the content standards.
- **Curriculum reference numbers** provide a unique annotation to number the strands, sub-strands, content standards and indicators, as shown below:



The table below shows the scope and sequence of the strands addressed at the B7–B9 phase for English. For a table showing the coverage of the English Language Curriculum for B8 in this course, see pages xxix–xxxiv.

Strand	Sub-strand
1. Oral language	1. Conversation/Everyday discourse 2. Listening comprehension 3. English sounds (phonics)
2. Reading	1. Comprehension 2. Summarising
3. Grammar usage	1. Grammar 2. Punctuation and capitalisation 3. Vocabulary
4. Writing	1. Production and distribution of writing 2. Text types and purposes 3. Building and presenting knowledge
5. Literature	1. Narrative, drama and poetry

Suggested time allocation: A total of four periods a week, each period consisting of 50 minutes, is allocated to the teaching of English Language at B7 to B9.

Structure of the Learner's Books (B7–B9)

Each unit has these skills headings in this order:

- Oral Language*
- Reading
- Grammar
- Writing
- Literature

(*Oral Language includes phonics.)

Oral Language

The purpose of Oral Language, with its sub-strands (conversation/everyday discourse, listening comprehension and English sounds) is to encourage learners to listen carefully and with understanding, and to communicate confidently and effectively in English. Learners require plenty of oral practice to become fluent in a second language.

Reading

In the Reading strand, the teacher is encouraged to expose learners to a variety of reading materials and reading comprehension strategies at the different stages of the reading process:

- pre-reading (strategies include using clues to predict, skimming and scanning)
- reading (strategies include understanding new words from their context)
- post-reading (strategies include comparing, contrasting and synthesising information within and across texts, evaluating, drawing conclusions and expressing one's own opinion).

This course provides a range of texts and strategies in every unit.

Grammar

Grammar should be introduced in a meaningful context, modelled adequately and practised meaningfully. The teacher's main task is to assist learners to learn to use the listed language/grammatical items correctly

and fluently. In B7 to B9, grammar has been integrated into the listening and speaking, reading and writing aspects of the lessons. Learners are also provided with theory and practice in a separate grammar section.

Writing

The focus of the writing strand is to assist learners to communicate ideas fluently and effectively through writing. In the curriculum, and in this course, the process approach to writing is followed:

- **Planning:** The learner is guided to generate and organise ideas and plan the structure of their writing.
- **Drafting:** The learner develops an outline or first draft of the composition, using the points identified at the planning stage.
- **Revision:** The learner reads through the composition to identify major changes regarding the content, language and organisation of the piece.
- **Editing:** The learner reads through the composition again, to identify and correct minor errors such as wrong choice of words, wrong spelling and incorrect use of grammatical structures.
- **Publishing:** The learner produces a final draft of the composition.

Literature

The purpose of the literature strand is to help learners develop a love for reading, to appreciate oral and written literature (stories, poems and plays) and to develop creative writing skills. Learners should be exposed to a variety of reading materials in a classroom environment that encourages them to freely express and share their ideas. Independent reading is an important part of the literature strand.

Integration of skills

A key concept of this curriculum is the integrated approach to the teaching of language skills.

This means, for example, that as you teach a writing skill, you should raise and explain grammatical issues in relation to the writing task. Similarly, a writing lesson should have oral and reading components. You should also use the opportunity to integrate the teaching of values and attitudes that are linked to the theme or specific task – without preaching or shifting the focus from teaching language skills.

Assessment

One purpose of assessment is to collect and evaluate information about learners' strengths and weaknesses, and to use the information to make decisions about how best to improve their learning. Assessment is also a learning process for the learner.

There are different assessment strategies one can use, such as self-assessment, peer-assessment, class assessment, homework and projects. These strategies complement one another to provide comprehensive information on learners' progress and achievements.

Diagnostic assessment

Diagnostic assessment is a form of pre-assessment or pre-test that allows the teacher to evaluate individual learners' strengths, weaknesses, knowledge and skills. Ideally, diagnostic assessment should be done at the beginning of the year. We suggest teachers use the activities in Unit 1 of the Learner's Book for this purpose. An outline of how this can be done is given below. We have also provided an activity based on parts of speech.

Oral Language

Conversation/everyday discourse: Activity 1, Exercise 3, page 2

Circulate and observe the learners while they are doing their role plays. Create a table like the one below and use it to help you. Identify which learners need more practice in conversation.

	Good	Average	Weak
The learner participated actively in the conversation.			
The learner listened carefully to what others said.			
The learner used an appropriate register.			
The learner used appropriate vocabulary.			
The learner spoke clearly.			

Reading

Read and understand a text: Activity 4, Exercise 3, page 6

Learners read the text and answer the questions. Take in their work and use the memorandum below to mark it. Identify which learners need more practice in reading and comprehension.

Memorandum

3. a) When they are four years old; to kindergarten school (2)
b) Any two sensible answers, for example: It is important for getting a job. It is important for the development of society. It is important because it offers equal opportunities to men and women. (2)
c) Women can study to work in any profession just as men do. (2)
d) Yes, it is important to recognise what the women achieved. It will encourage other women and female learners to be like them and work towards achieving that. (Learners can use other expressions, for example: They are good examples for other women and girls, other women can copy their example of hard work.) (2)
e) Someone who is educated is more likely to get a well-paid job, so they will not depend on other people. (2)
f) A grammar-type school or a technical/vocational institute (2)
g) Learner's own response. For example: I plan to attend a technical school because I want to study. Agricultural Science. I know that education is important and therefore I work hard to achieve my goal. (3)

Total: 15 marks

Grammar

Understand and use synonyms: Activity 5, Exercise 3, page 7

Learners do the exercise. Take in their work and use the memorandum below to mark it. Identify which learners struggle to use synonyms correctly.

Memorandum

3. a) profession – occupation b) offer – provide c) attain – reach
d) options – choices e) development – progress f) enrol – enter

Total: 6 marks

Identify parts of speech

Learners do the exercise below. Take in their work and use the memorandum below to mark it. Identify which learners struggle to identify parts of speech.

Copy the words that are underlined. Say what part of speech they are. There is one of each of these: **noun, pronoun, verb, adverb, adjective.**

Education provides equal opportunities for both males and females. In the past, some professions were dominated by men. Now, women have also ventured into these occupations, where they have done extremely well.

Memorandum

education – noun
equal – adjective
were dominated – verb
they – pronoun
well – adverb

Total: 5 marks

Writing

Write a paragraph: Activity 7, Exercise 5, page 10

Learners write their paragraphs. Take in their work and use the memorandum below to mark it. Identify which learners struggle to write good sentences to form a paragraph.

Rubric: Paragraph		
Content	<ul style="list-style-type: none">The paragraph is about the given topic. (1)The paragraph has one main idea. (1)	2 marks
Organisation	<ul style="list-style-type: none">The sentences are written together as a paragraph. (1)The paragraph starts with an introductory (topic) sentence. (1)It has several supporting sentences. (1)The paragraph uses five logical connectors of time or place correctly to create cohesion. (1)	4 marks
Expression	<ul style="list-style-type: none">Appropriate vocabulary is used. (1)	1 mark
Mechanical accuracy	<ul style="list-style-type: none">The spelling and punctuation are correct. (1)The grammar is correct. (1)The writing process has been used. (1)	3 marks
Total		... / 10 marks

Formative assessment

Formative assessment is both assessment as learning (AaL) and assessment for learning (AfL).

Assessment as learning

Assessment as learning (AaL) relates to engaging learners to reflect on their expectations of learning. Teachers assist learners to take responsibility for their own learning to improve performance. Learners set

their own goals and monitor their own progress. Examples include: portfolio, journal entries, project work, checklists, questionnaires.

In this course we have included the following in the Learner's Book to help learners set their own goals and monitor their own progress:

- **Learning Outcomes:** A clear list of what the learner can expect to achieve at the beginning of each unit.
- **Writing process** which includes:
 - planning how they will address the given topic
 - creating a text using a plan (drafting) the text
 - revising and editing the text, using a checklist provided to analyse and evaluate it
 - applying the insights gained during the review and editing process to write a final, correct version.
- **A summary and review** at the end of each unit, which learners can use to reflect on what they have learnt, and identify where they need more practice. This can also be done as a discussion with the teacher.
- The Facilitators Guide also offers many opportunities for self and peer-assessment, giving learners the chance to independently reflect on their learning.

Learners are encouraged to keep their written texts they generate during the year in a portfolio.

Assessment for learning

Assessment for learning (AfL) is a continuous process that happens at all stages of teaching and learning. It is the use of assessment to monitor learners' progress and achievement, and to offer learners feedback and guidance or to change teaching strategies to improve learners' performance. Examples include: class exercises, quizzes, class tests, class assessment tasks.

In this course there are multiple forms of activities that can be used for AfL assessment. These include:

- **Exercises based on new concepts learnt, that can be marked:** These assess how learners have understood, remembered and applied the new skills. Memorandums for marking are included in the Facilitator's Guide.
- **Comprehension questions based on reading texts:** These assess general understanding of the text, as well as the ability to analyse and evaluate the text. Marks are given for each question so that the learner can assess how much information he or she is required to provide. Memorandums for marking are included in the Facilitator's Guide.
- **Writing tasks:** Rubrics to assess the different text types are provided on pages xxv–xxviii of this Introduction.
- **Oral Language (listening and speaking) tasks:** Rubrics to assess the different skills are provided on pages xxiii–xxiv of this Introduction.

Summative assessment

Assessment of learning

Assessment of learning (AoL) is summative assessment that describes the level learners have attained over time – what they know and can do. The emphasis is to evaluate a learner's cumulative progress and achievement of expected learning outcomes. Through AoL, stakeholders such as parents and guardians are informed about learners' progress at a specific stage in the learning programme. Examples include class assessment tasks, end-of-term tests, end-of-year tests.

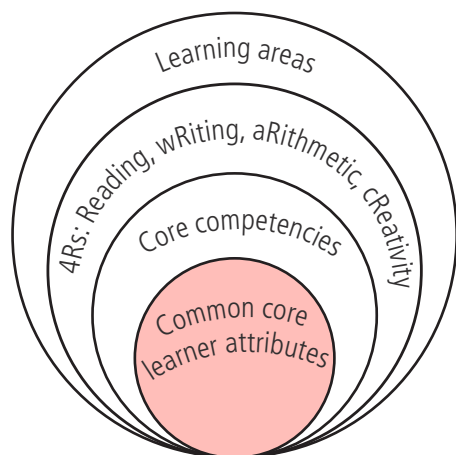
In this course, we have provided **Revision and assessment** sections at the end of each term in the Learner's Book. These can be used for AoL. They cover the skills learnt during the term, including vocabulary, grammar, writing, reading comprehension and literature.

What do we assess?

Assessment in the Common Core Programme (CCP) emphasises:

- knowledge and skills, with emphasis on the 4Rs (Reading, wRiting, aRithmetic and cReativity)
- the core competencies, with emphasis on attitudes and values
- the common core attributes of the learner, which describe essential outcomes in the three domains of learning (cognitive, psychomotor and affective).

The process is illustrated diagrammatically below.



Essential features of assessment

How do we monitor progress?

School-based assessments (SBA) cover all modes of assessment, including AfL, AaL and AoL, that can be undertaken by any school-level actor (learner, teacher, head teacher) to monitor the learner's achievement over a period of time. Data collection and keeping records of the data are central to the conduct of SBA. The following are samples of relevant records that can be kept:

- Learner's progress record (cumulative record)
- Learner's report card
- School-based assessment termly recording register.

Details of guidelines on SBA can be found in the *National Pre-tertiary Learning Assessment Framework (NPLAF)* document (Ministry of Education, 2020a) and the *School-Based Assessment Guidelines* (Ministry of Education, 2020b).

Reporting school-based assessment (SBA) in the CCP

The CCP uses a criterion-referenced model of presenting and reporting school-based assessment data. School-based assessment throughout the four-year duration of CCP is done against criteria linked to performance standards and not against the work of other learners. The CCP provides five levels of proficiency to be attained and descriptors for all grade levels of the programme (see the table that follows).

Benchmarks, levels of proficiency and the grade-level descriptors		
Level of proficiency	Benchmark	Grade level descriptor
1: Highly proficient (HP)	80% +	Learner shows high level of proficiency in knowledge, skills and values and can transfer them automatically and flexibly through authentic performance tasks.
2: Proficient (P)	68–79%	Learner demonstrates sufficient level of proficient knowledge, skills and core understanding and can transfer them independently through authentic performance tasks.
3: Approaching proficiency (AP)	54–67%	Learner is approaching proficiency in terms of knowledge, skills and values with little guidance and can transfer understanding through authentic performance tasks.
4: Developing (D)	40–53%	Learner demonstrates developing level of knowledge, skills and values but needs help throughout the performance of authentic tasks.
5: Emerging (E)	39% and below	Learner is emerging with minimal understanding in terms of knowledge, skills, and values but needs a lot of help.

In addition to the SBA, a national standards assessment test is conducted in B8 to provide national level indicators on learners' achievement.

Accommodating learners with different ability levels

This course provides additional activities in each unit under the headings Remedial Activities and Extension Activities in this book. These can be used as follows:

- **Remedial Activities:** for learners who have not or have only partially achieved the relevant knowledge and skills in the unit and need more practice to consolidate basic concepts.
- **Extension Activities:** for learners who are completely confident and competent in the knowledge and skills developed in the unit and can be challenged to further explore these.

Teacher assessment rubrics

Oral Language (listening and speaking)

Use appropriate register in everyday communication		
Content	<ul style="list-style-type: none"> The content is based on the given topic. (1) 	1 mark
Organisation	<ul style="list-style-type: none"> All partners in the conversation participate and take turns to speak. (1) All partners listen carefully to what others say. (1) All partners ask and respond to questions. (2) 	4 marks
Expression	<ul style="list-style-type: none"> An appropriate register is used (formal or informal, depending on the context of the conversation). (2) Appropriate vocabulary is used. (1) 	3 marks
Mechanical accuracy	<ul style="list-style-type: none"> All partners speak clearly. (1) Pronunciation and grammar are correct. (1) 	2 marks
Total		... /10 marks

Ask and respond to specific questions with elaboration		
Content	<ul style="list-style-type: none"> The content is based on the given topic. (1) 	1 mark
Organisation	<ul style="list-style-type: none"> All partners in the conversation participate and take turns to speak. (1) All partners listen carefully to what others say. (1) All partners ask and respond to questions. (2) 	4 marks
Expression	<ul style="list-style-type: none"> All partners use open-ended questions. (2) Appropriate vocabulary is used. (1) 	3 marks
Mechanical accuracy	<ul style="list-style-type: none"> All partners speak clearly so that the rest of the group can hear them. (1) Pronunciation and grammar are correct. (1) 	2 marks
Total		... /10 marks

Describe familiar places and events		
Content	<ul style="list-style-type: none"> The content is based on a subject that is familiar to the learner. (1) It describes a place or an event. (1) 	2 marks
Organisation	<p>The description consists of three parts:</p> <ul style="list-style-type: none"> The introduction introduces the topic that is being described. (1) In the body the information presented in the introduction is used to develop an interesting description of the subject. (1) The conclusion summarises what has been described. (1) 	3 marks
Expression	<ul style="list-style-type: none"> The tone and register are appropriate and reflect the atmosphere or mood of the subject being described. (1) The learner uses descriptive language that appeals to the senses, for example the shapes, colours, sounds and smells connected to the subject and its surroundings. (1) There is effective use of adjectives, adverbs and figurative language. (1) 	3 marks
Mechanical accuracy	<ul style="list-style-type: none"> The learner speaks clearly. (1) Pronunciation and grammar are correct. (1) 	2 marks
Total		... /10 marks

Give accurate directions of complex routes to different locations

Content	<ul style="list-style-type: none"> The directions describe how to get from one place to another. (1) The directions are accurate. (1) 	2 marks
Organisation	<ul style="list-style-type: none"> The directions are given one at a time, in a logical order that is easy to follow. (3) 	3 marks
Expression	<ul style="list-style-type: none"> The register is polite and respectful. (1) The learner uses clear, specific language and gives no unnecessary details. (1) Appropriate vocabulary is used. (1) 	3 marks
Mechanical accuracy	<ul style="list-style-type: none"> The learner speaks clearly so that the listener can hear him/her. (1) Pronunciation and grammar are correct. (1) 	2 marks
Total		... /10 marks

Listen to and discuss ideas and share opinions from a level-appropriate text

Content	<ul style="list-style-type: none"> The content is based on the given text. (1) 	1 mark
Organisation	<ul style="list-style-type: none"> All partners in the discussion participate. (1) All partners listen carefully to what others say. (1) All partners share opinions based on the text and back up their opinions with sound reasoning. (2) 	4 marks
Expression	<ul style="list-style-type: none"> An appropriate register is used (formal or informal, depending on the context of the discussion. (2) Appropriate vocabulary is used. (1) 	3 marks
Mechanical accuracy	<ul style="list-style-type: none"> All partners speak clearly so that the rest of the group can hear them. (1) Pronunciation and grammar are correct. (1) 	2 marks
Total		... /10 marks

Demonstrate appropriate turn-taking for effective oral communication

Content	<ul style="list-style-type: none"> The content is based on the given topic. (1) 	1 mark
Organisation	<ul style="list-style-type: none"> All partners in the conversation participate and take turns to speak. (1) All partners listen carefully to what others say. (1) All partners ask and respond to questions. (2) 	4 marks
Expression	<ul style="list-style-type: none"> All partners use open-ended questions. (2) Appropriate vocabulary is used. (1) 	3 marks
Mechanical accuracy	<ul style="list-style-type: none"> All partners speak clearly so that the rest of the group can hear them. (1) Pronunciation and grammar are correct. (1) 	2 marks
Total		... /10 marks

Reading

Summary (Determine the central idea in paragraphs and analyse to identify supporting ideas)		
Content	<ul style="list-style-type: none"> The content of the summary is based on the original text. (1) It provides a clear understanding of the original text. (2) The learner has identified and included the main idea in each paragraph of the original. (5) No unnecessary (supporting) details have been included. (1) The learner has included facts from the text only and not added his or her opinions. (1) 	10 marks
Organisation	<ul style="list-style-type: none"> The sentences in the summary are written in a clear, logical order. (2) 	2 marks
Expression	<ul style="list-style-type: none"> The learner has used his or her own words. (2) Appropriate vocabulary is used. (2) 	4 marks
Mechanical accuracy	<ul style="list-style-type: none"> The spelling and punctuation are correct. (1) The grammar is correct. (1) The required number of words has been used. (1) The writing process has been used. (1) 	4 marks
Total		... /20 marks

Writing

Notice		
Content	<ul style="list-style-type: none"> The content is based on the given topic. (1) The notice includes essential information only. (1) 	2 marks
Organisation	<ul style="list-style-type: none"> The notice includes a suitable heading. (1) The notice includes the correct date and person or organisation that produced it. (2) 	3 marks
Expression	<ul style="list-style-type: none"> Polite, formal language is used. (1) Appropriate vocabulary is used. (1) 	2 marks
Mechanical accuracy	<ul style="list-style-type: none"> The spelling and punctuation are correct. (1) The grammar is correct. (1) The writing process has been used. (1) 	3 marks
Total		... /10 marks

Advertisement		
Content	<ul style="list-style-type: none"> The content is based on the given topic. (1) The product or service is easy to identify. (1) The selling points are clearly presented. (2) It appeals to a specific target market. (1) It includes visual images. (1) 	6 marks
Organisation	<ul style="list-style-type: none"> The title of the advertisement is in big letters. (1) The rest of the information is presented in different font sizes. (1) The design is clear and attractive. (1) The visual image/s work well with the text. (1) 	4 marks
Expression	<ul style="list-style-type: none"> Persuasive language is used. (1) Appropriate vocabulary is used. (1) 	2 marks

Advertisement (continued)		
Mechanical accuracy	<ul style="list-style-type: none"> The spelling and punctuation are correct. (1) The grammar is correct. (1) The writing process has been used. (1) 	3 marks
Total		... /15 marks

Narrative essay		
Content	<ul style="list-style-type: none"> The essay tells a story and has a central theme, for example, love, jealousy, loneliness. (1) The theme relates to the title. (1) The introduction introduces the characters and setting. (2) The body develops the events of the plot. (3) The plot includes a conflict. (1) The conflict is resolved in the conclusion. (2) 	10 marks
Organisation	<ul style="list-style-type: none"> The essay has a title. (1) The essay is organised into three distinct parts, with an introduction, body and conclusion. (3) The body of the composition consists of three or more paragraphs. (1) 	5 marks
Expression	<ul style="list-style-type: none"> The tone and register of the essay is appropriate and reflect the atmosphere or mood of the text. (2) The events of the plot are presented in a clear chronological order. (3) The essay includes descriptive language and vocabulary, including adjectives, adverbs, figures of speech, idioms and proverbs. (3) The essay includes direct speech. (1) The essay includes different types of sentences. (1) 	10 marks
Mechanical accuracy	<ul style="list-style-type: none"> The words are spelt correctly. (1) The grammar and punctuation are correct. (1) Paragraphs are well structured and include a topic sentence, supporting sentences and linking (transitional) words. (1) Each paragraph introduces a new idea or aspect. (1) The writing process has been used. (1) 	5 marks
Total		... /30 marks

Personal narrative essay		
Content	<ul style="list-style-type: none"> The essay tells a story about something that has happened to the writer. (1) It has a central theme, for example love, jealousy, loneliness. (1) The theme relates to the title. (1) The introduction introduces the characters (this will be the writer and possibly other characters) and the setting. (2) The body develops the events of the plot. (3) The plot includes a conflict. (1) The conflict is resolved in the conclusion. (1) 	10 marks
Organisation	<ul style="list-style-type: none"> The essay has a title. (1) The essay is organised into three distinct parts, with an introduction, body and conclusion. (3) The body of the composition consists of three or more paragraphs. (1) 	5 marks

Personal narrative essay (continued)		
Expression	<ul style="list-style-type: none"> The tone and register of the essay is appropriate and reflect the atmosphere or mood of the text. (2) The events of the plot are presented in a clear chronological order. (3) The essay includes descriptive language and vocabulary, including adjectives, adverbs, and figures of speech. (3) The essay includes direct speech. (1) The essay includes different types of sentences. (1) 	10 marks
Mechanical accuracy	<ul style="list-style-type: none"> The words are spelt correctly. (1) The grammar and punctuation are correct. (1) Paragraphs are well structured and include a topic sentence, supporting sentences and linking (transitional) words. (1) Each paragraph introduces a new idea or aspect. (1) The writing process has been used. (1) 	5 marks
Total		... /30 marks

Magazine article		
Content	<ul style="list-style-type: none"> The article is about the given topic. (1) The introduction gives some background to the topic. (2) The body gives more details and provides information about different aspects on the topic. (4) The body includes a quote from someone who has experience of the topic. (1) The conclusion ends with a personal feeling or opinion, or information about the future. (2) 	10 marks
Organisation	<ul style="list-style-type: none"> The article has a short headline. (1) The writer's full name (or pseudonym) is written in the byline. (1) The article has been cohesively organised into an introduction, a body and a conclusion. (3) 	5 marks
Expression	<ul style="list-style-type: none"> The headline is short but interesting and attracts the reader's attention. (1) The headline is written in the present tense. (1) The article is written in a semi-formal register and tone. It is less formal than a newspaper. (2) The language is clear and to the point, but sentences can include adjectives and adverbs to make them interesting. (4) The vocabulary is relevant to the topic. (2) 	10 marks
Mechanical accuracy	<ul style="list-style-type: none"> The words are spelt correctly. (1) The grammar and punctuation are correct. (1) Paragraphs are well structured and include a topic sentence, supporting sentences and logical connectors. (1) Each paragraph in the body introduces a new idea or aspect. (1) The writing process has been used. (1) 	5 marks
Total		... /30 marks

Formal letter		
Content	<ul style="list-style-type: none"> The letter is about the given topic. (1) The letter is written to someone the writer does not know well or does not know at all. (1) The heading and introduction state the reason for writing the letter. This could include an inquiry, a request, a thank you, an application, a complaint, an order, a resignation, an acknowledgement or reference. (2) 	10 marks

Formal letter (continued)		
	<ul style="list-style-type: none"> The body gives more details about the reason for writing. It can consist of more than one paragraph. The additional paragraphs introduce new ideas. (4) The conclusion often requests some kind of response or follow-up to the letter. (2) 	
Organisation	<ul style="list-style-type: none"> The letter has the writer's address in the right-hand corner. (1) The date is written below the address. (1) The letter has the address of the person receiving the letter on the left, with the name and title of the recipient. (1) The letter starts and ends with suitable salutations. (1) The letter has a heading that states the subject of the content. (1) 	5 marks
Expression	<ul style="list-style-type: none"> The letter is written in formal, polite and respectful tone and register. (2) The language is correct and to the point, and does not include contracted forms, interjections, idioms and proverbs. (2) Each paragraph in the body introduces a new idea or aspect. (2) The letter includes different types of sentences. (2) The vocabulary is relevant to the topic. (2) 	10 marks
Mechanical accuracy	<ul style="list-style-type: none"> The words are spelt correctly. (1) The grammar and punctuation are correct. (1) Paragraphs are well structured and include a topic sentence, supporting sentences and logical connectors. (2) The writing process has been used. (1) 	5 marks
Total		... /30 marks

Speech		
Content	<ul style="list-style-type: none"> The speech is about the given topic. (1) The title makes the speaker, occasion, location, date and purpose of the speech clear. (2) The correct protocols are observed in the greetings (i.e. order of precedence). (2) The speech is suited to its purpose (this may be to persuade, appeal, inform, console or entertain the audience). (3) The speech is sensitive to the audience's needs and interests. (2) 	10 marks
Organisation	<ul style="list-style-type: none"> The speech has a title. (1) It is cohesively organised into an introduction, a body and a conclusion. (1) The body is well structured with facts, opinions and quotations where applicable. (1) The conclusion summarises the main points. (1) The conclusion restates the speaker's position. (1) 	5 marks
Expression	<ul style="list-style-type: none"> The speech uses the first-person pronoun. (1) The language is courteous and respectful. (1) The introduction grips and holds the audience's attention. (2) Signposts are used to help the audience to predict what is going to be said next. (2) The speech ends on a positive note. (1) The speech includes some or all of the following: narrative, descriptive details, explanations, quotations and persuasive language. (3) 	10 marks
Mechanical accuracy	<ul style="list-style-type: none"> The words are spelt correctly. (1) The grammar and punctuation are correct. (1) Paragraphs are well structured and include a topic sentence, supporting sentences and logical connectors. (2) The writing process has been used. (1) 	5 marks
Total		... /30 marks

Curriculum coverage

Strand 1: Oral language		
Content standard	Indicators	Unit and activities
Sub-strand 1: Conversation and everyday discourse B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	B8.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues	Unit 1, Activity 1 Unit 2, Activity 1 Unit 11, Activity 1 Unit 12, Activity 1 Unit 13, Activity 1
	B8.1.1.1.2. Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topics under discussion	Unit 3, Activity 1 Unit 14, Activity 2 Unit 21, Activity 2
	B8.1.1.1.3. Use appropriate language orally to describe familiar places and events	Unit 4, Activity 1 Unit 19, Activity 1
	B8.1.1.1.4. Listen to and give accurate directions of complex routes to different locations	Unit 5, Activity 1
	B8.1.1.1.5. Demonstrate appropriate turn-taking for effective oral communication	Unit 6, Activity 1 Unit 16, Activity 2
Sub-strand 2: Listening comprehension B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B8.1.2.1.1. Listen to a level-appropriate dialogue/discussion by more than one speaker attentively and identify key information	Unit 7, Activity 1 Unit 15, Activity 1 Unit 17, Activity 1
	B8.1.2.1.2. Listen to and discuss ideas and share opinions from a level-appropriate text	Unit 8, Activity 1 Unit 9, Activity 1 Unit 10, Activity 1 Unit 14, Activity 1 Unit 16, Activity 1 Unit 18, Activity 1 Unit 20, Activity 1 Unit 21, Activity 1
Sub-strand 3: English sounds B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.1. Produce consonant sounds in context (plosives)	Unit 1, Activity 2 Unit 2, Activity 2 Unit 3, Activity 2 Unit 4, Activity 2 Unit 5, Activity 2 Unit 6, Activity 2 Unit 21, Activity 3

(continued on the next page)

Strand 1: Oral language (*continued*)

Content standard	Indicators	Unit and activities
	B8.1.3.1.2. Produce consonant sounds (fricatives) in context	Unit 7, Activity 2 Unit 8, Activity 2 Unit 9, Activity 2 Unit 10, Activity 2 Unit 11, Activity 2 Unit 12, Activity 2 Unit 13, Activity 2 Unit 14, Activity 3 Unit 19, Activity 2 Unit 20, Activity 2 Unit 21, Activity 3
	B8.1.3.1.3. Produce consonant sounds (nasals and affricates) in context	Unit 15, Activity 2 Unit 16, Activity 3 Unit 17, Activity 2 Unit 18, Activity 2 Unit 21, Activity 3

Strand 2: Reading		
Content standard	Indicators	Unit and activities
Sub-strand 1: Comprehension B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading.	B8.2.1.1.1. Use monitoring and mental visualisation to engage and understand non-fiction texts	Unit 1, Activity 4 Unit 2, Activity 4
	B8.2.1.1.2. Use prediction to assess and improve engagement and understanding of non-fiction texts	Unit 1, Activity 3 Unit 2, Activity 3
	B8.2.1.1.3. Generate and answer questions to increase confidence and independent reading through a variety of non-fiction texts	Unit 3, Activity 3 and Activity 4 Unit 4, Activity 3 and Activity 4
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.1. Identify the main text features of non-fiction texts	Unit 5, Activity 3 and Activity 4 Unit 6, Activity 3 and Activity 4
	B8.2.1.2.2. Use contextual clues (topic sentence, vocabulary knowledge, cohesive devices, text features) to analyse texts	Unit 7, Activity 3 and Activity 4
	B8.2.1.2.3. Read silently and answer more complex comprehension questions on texts/passages	Unit 8, Activity 3 and Activity 4 Unit 9, Activity 3 and Activity 4
	B8.2.1.2.4. Provide evidence and show mastery to support understanding of texts	Unit 12, Activity 3 and Activity 4 Unit 13, Activity 3 and Activity 4 Unit 14, Activity 4 and Activity 5
	B8.2.1.2.5. Generate simple themes from a text and apply to different situations	Unit 15, Activity 3 and Activity 4 Unit 16, Activity 4 and Activity 5
	B8.2.1.2.6. Examine the connections between a text and other points of view	Unit 17, Activity 3 and Activity 4 Unit 18, Activity 3 and Activity 4 Unit 19, Activity 3 and Activity 4 Unit 20, Activity 3 and Activity 4
	B8.2.1.2.7. Use derivation to expand vocabulary to new contexts (historical, cultural, political)	Unit 19, Activity 5 Unit 20, Activity 5 Unit 21, Activity 6
	B8.2.1.2.8. Integrate appropriate grade-level vocabulary in different contexts	Unit 12, Activity 5 Unit 13, Activity 5 Unit 14, Activity 6 Unit 15, Activity 5 Unit 16, Activity 6 Unit 17, Activity 5 Unit 18, Activity 5
Sub-strand 2: Summarising B8.2.2.1: Cite the textual evidence that supports an analysis of a text to determine the central idea and provide an objective summary	B8.2.2.1.1. Determine the central idea in paragraphs and analyse to identify supporting ideas	Unit 10, Activity 3 and Activity 4 Unit 11, Activity 3 and Activity 4 Unit 21, Activity 4 and Activity 5

Strand 3: Grammar usage		
Content standard	Indicators	Unit and activities
Sub-strand 1: Grammar B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.1. Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences	Unit 1, Activity 6
	B8.3.1.1.2. Demonstrate use of relative pronouns (who/whom, which/that, whose) correctly in speaking and writing	Unit 2, Activity 6 Unit 4, Activity 7
	B8.3.1.1.3. Demonstrate command of the use of adjectives in discourse	Unit 3, Activity 6 Unit 4, Activity 6
	B8.3.1.1.4. Use verb forms correctly when talking about future events	Unit 5, Activity 6 Unit 8, Activity 7 Unit 9, Activity 6 Unit 16, Activity 7
	B8.3.1.1.5. Demonstrate command of the knowledge of adverbs	Unit 5, Activity 7 Unit 6, Activity 6 Unit 7, Activity 6 Unit 12, Activity 6
	B8.3.1.1.6. Demonstrate command of use of prepositions in speaking and writing	Unit 10, Activity 6 Unit 11, Activity 6
	B8.3.1.5.2. Demonstrate command of the use of reported speech	Unit 17, Activity 6 Unit 18, Activity 6 Unit 19, Activity 6
B8.3.1.6: Show understanding and use of question tags in communication	B8.3.1.6.1. Demonstrate command of question tags	Unit 20, Activity 6 Unit 21, Activity 7
Sub-strand 2: Punctuation and capitalisation B8.3.2.1: Demonstrate mastery of capitalisation and punctuation in communication	B8.3.2.1.1. Use punctuation marks (colon, semi-colon, apostrophe) in context	Unit 6 Activity 7 (colon) Unit 7 Activity 7 (semicolon) Unit 13 Activity 6 (apostrophe) Unit 14 Activity 7 (apostrophe) Unit 15 Activity 6 (apostrophe)
Sub-strand 3: Vocabulary B8.3.3.1: Demonstrate appropriate use of vocabulary in communication	B8.3.3.1.1. Use vocabulary appropriately in speaking and writing	Unit 1, Activity 5 Unit 2, Activity 5 Unit 3, Activity 5 Unit 4, Activity 5 Unit 5, Activity 5 Unit 6, Activity 5 Unit 7, Activity 5 Unit 8, Activity 6 Unit 9, Activity 5 Unit 10, Activity 5 Unit 11, Activity 5

Strand 4: Writing		
Content standard	Indicators	Unit and activities
Sub-strand 1: Production and distribution of writing B8.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B8.4.1.1.1. Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices (e.g. connectors, pronouns, repetition of vocabulary or grammatical structures)	Unit 1, Activity 7 Unit 2, Activity 7 Unit 3, Activity 7 Unit 4, Activity 8 Unit 5, Activity 8 and Activity 9
B8.4.1.2: Create different paragraphs within a composition on a given topic	B8.4.1.2.1. Record and use different techniques to capture the reader's attention in introductory paragraphs	Unit 15, Activity 7 Unit 16, Activity 8
Sub-strand 2: Text types and purposes B8.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts	B8.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences	Unit 17, Activity 7
	B8.4.2.1.2. Use precise words, phrases and sensory language to convey a vivid mental picture of places and events	Unit 19, Activity 7
	B8.4.2.1.3. Create shorter transactional texts to convince an audience to accept an opinion	Unit 8, Activity 8
	B8.4.2.1.4. Compose paragraphs that identify an issue, give details about it and suggest solutions	Unit 21, Activity 8
B8.4.2.2: Apply writing skills to specific life situations	B8.4.2.2.1. Compose formal writing (business letters, email) on given topics using the appropriate format	Unit 8, Activity 5 Unit 11, Activity 7 Unit 12, Activity 7 and Activity 8 Unit 13, Activity 7 Unit 14, Activity 8
	B8.4.2.2.2. Compose notes, brochures and flyers for different purposes and audiences	Unit 9, Activity 7 and Activity 8
	B8.4.2.2.3. Write articles on given issues for publication in school magazines	Unit 10, Activity 7
	B8.4.2.2.4. Create dialogues among multiple interlocutors on different themes	Unit 6, Activity 8 Unit 7, Activity 8
	B8.4.2.2.5. Compose speeches for different purposes and occasions	Unit 18, Activity 7
Sub-strand 3: Building and presenting knowledge B8.4.3.1: Research to build and present knowledge	B8.4.3.1.1. Use information from non-text sources (figures, tables graphs and maps) to support ideas in writing	Unit 20, Activity 7

Strand 5: Literature

Content standard	Indicators	Unit and activities
Sub-strand 1: Narrative, drama and poetry B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.1. Analyse the types of characters in texts	Unit 1, Activity 8 Unit 2, Activity 8 Unit 3, Activity 8 Unit 4, Activity 9 Unit 5, Activity 10 Unit 6, Activity 9 Unit 7, Activity 9
	B8.5.1.1.2. Examine the features of different types of poems	Unit 8 Activity 9 (acrostic poem) Unit 9 Activity 9 (haiku) Unit 10 Activity 8 (sonnet) Unit 11 Activity 8 (rap poem)
	B8.5.1.1.3. Examine how monologues and dialogues are used to convey characters in narratives and play scripts (drama)	Unit 15, Activity 8 Unit 16, Activity 9
	B8.5.1.1.4. Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts	Unit 12 Activity 9 (euphemism) Unit 13 Activity 8 (hyperbole) Unit 14 Activity 9 (onomatopoeia)
	B8.5.1.1.5. Analyse the sequence of events in film/media, narratives and play scripts (drama)	Unit 17, Activity 8 Unit 18, Activity 8 Unit 19, Activity 8 Unit 20, Activity 8 Unit 21, Activity 9

Introduction

The theme of Education is one of the topics selected in the curriculum for B8. In this unit, learners will read a text about the importance of education. They will hold conversations, learn about the consonant sounds /b/ and /p/, use synonyms and compound nouns, write a paragraph using logical connectors and examine the different types of characters in literature texts.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 1: Conversation/Everyday discourse		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	B8.1.1.1.1: Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics <ul style="list-style-type: none"> Converse using appropriate register (informal language) in everyday situations, e.g. about a football match, a fast-food joint, etc. (Activity 1)	Communication and collaboration
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.1: Produce consonant sounds in context (plosives) <ul style="list-style-type: none"> Listen to and identify plosives in context, e.g. /b/, /p/ Distinguish between voiced and voiceless plosives in context (Activity 2)	Communication and collaboration Digital literacy
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B8.2.1.1.2: Use prediction to assess and improve engagement and understanding of non-fiction texts <ul style="list-style-type: none"> Make connections with prior knowledge and experiences Reread/Skim portions of the text to better understand or to recall facts about events Restate the gist/main idea and key details (Activity 3)	Communication and collaboration

	B8.2.1.1.1: Use monitoring and mental visualisation strategies to engage and understand non-fictional texts <ul style="list-style-type: none"> • Read narrative texts and create mental pictures to aid understanding • Identify the basic information and then move to more complex and detailed information as arranged in texts • Underline main ideas of the text and how they add to meaning • Engage in meaningful interaction with text and peers (Activity 4)	Personal development and leadership Digital literacy
Strand 3: Grammar and grammar usage Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.1: Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences <ul style="list-style-type: none"> • Identify and use plural forms of compound nouns correctly in a variety of communication (Activity 6)	Communication and collaboration
Sub-strand 3: Vocabulary		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.3.1: Demonstrate appropriate use of vocabulary in communication	B8.3.3.1.1: Use vocabulary appropriately in speaking and writing <ul style="list-style-type: none"> • Use word relationships (synonyms) in context (Activity 5)	Communication and collaboration
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B8.4.1.1.1: Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices <ul style="list-style-type: none"> • Use logical connectors to create a cohesive paragraph: time clauses and place clauses (Activity 7)	Communication and collaboration

Strand 5: Literature

Sub-strand: Narrative, drama and poetry

Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.1: Analyse the types of characters in texts <ul style="list-style-type: none"> Narrative: Examine the different types of characters (round/dynamic and flat/static) in texts (Activity 8)	Communication and collaboration Personal development and leadership

Resources

- Learner's Book pages 1–12
- Dictionary or access to an online dictionary (Activity 5)
- Literature book with narrative stories (Activity 8)

Teaching methodology

Oral Language (Learner's Book page 1)

ACTIVITY 1

Converse using appropriate register in everyday communication (CLASS/PAIR/INDIVIDUAL)

- Work as a class. Ask for a learner to volunteer to read the information in the box in the Learner's Book about formal and informal register.
- Organise learners into pairs to answer the questions.
- Learners should work in the same pairs. Ask for two learners to volunteer to read the example of the beginning of a conversation. Then have learners role-play an informal conversation.
- Direct learners to a suitable YouTube video about formal and informal communication that you have identified before the lesson. This ensures that the content is educational, appropriate and relevant to the curriculum.

Answers

2. a) Informal b) Formal c) Informal
 d) Formal e) Informal

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to exercise 2 with the class. Read them aloud and/or write them on the board.

Teacher assessment: For the role plays in exercise 3, use the rubric on page xxiii of this Facilitator's Guide to assess the following indicator:

B8.1.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics.

Note that you may not have time to assess each learner in your class during one lesson – focus on a few individuals in one lesson and then a few more in another lesson until you have assessed the whole class.

ACTIVITY 2

Listen to and identify the consonant sounds /b/ and /p/

(CLASS/INDIVIDUAL/PAIR)

1. Work as a class. Read the information in the box in the Learner's Book about making the /b/ and /p/ sounds. (These are plosive sounds, which means that you make the sound by stopping air flowing out of your mouth, and then suddenly releasing it.) Say each sound, demonstrating the correct mouth movements. Have learners repeat the sounds after you.
2. Learners work individually. Read the words aloud slowly and clearly, asking learners to repeat after you. Point out that these words use the /p/ sound. Ask learners to do exercise 2b and 2c in writing in their exercise books.
3. Learners work individually. Read the words aloud slowly and clearly, asking learners to repeat after you. Point out that these words use the /b/ sound. Ask learners to do exercise 3b and 3c in writing in their exercise books.
4. This is a fun activity. Read the sentences asking the learners to repeat them after you a few times before they say them to their partners.

Answers

2. c) stupid: middle; paper: beginning and middle; dropped: middle; upstairs: middle; pencil: beginning; police: beginning; apple: middle; pepper: beginning and middle; pocket: beginning; develop: end
3. c) rabbit: middle; job: end; skateboard: middle; building: beginning; spiderweb: end; disturb: end; bottle: beginning; celebrity: middle; proverb: end; cabin: middle

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Reading (Learner's Book page 3)

ACTIVITY 3

Use prediction, skimming and scanning to understand a text

(CLASS/PAIR)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about prediction.
2. Learners work in pairs to predict the text using their prior knowledge. Afterwards, ask a few pairs to share their predictions with the whole class.
3. Work as a class. Ask for volunteers to read the information in the box in the Learner's Book about how to skim and scan a text.
4. Learners work in pairs. They should first try to work out the meaning of each word by reading the sentence in which it appears. They then check the meaning by using the Glossary at the end of the book or a dictionary.
5. Read the text aloud to the class or ask for a volunteer to read the text. Have a class discussion about whether the predictions were correct or not.

Answers

2. a) The text will be about education and career choices. (1)
b) The text will discuss women's education. (1)
4. a) The text is about the benefits of education/the importance of education, and what education options are available after B9. (2)
b) Refer to the Glossary.
c) A tool for digging up cassava (1)

Total: 5 marks

Assessment

Teacher assessment: Use the memorandum in the Answers section to award a total mark out of 5 to assess the following indicator:

B8.2.1.1.2 Use prediction to assess and improve engagement and understanding of non-fiction texts.

Note: Assess a few individuals at a time. You may assess the others over the next few weeks as you complete the prediction activities in the units that follow.

ACTIVITY 4

Read and understand a text

(CLASS/INDIVIDUAL/GROUP)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about visualisation.
2. Learners read the article about education, using visualisation.
3. Learners work in groups to discuss the comprehension questions, then write their answers individually. Encourage groups to listen to the input of all group members and modify their ideas based on input from all group members.
4. Encourage learners to record themselves reading aloud at home. It can help them gain confidence in their reading abilities and improve their pronunciation.

Answers

3. a) When they are four years old; to kindergarten school (2)
b) Any two sensible answers, for example: It is important for getting a job. It is important for the development of society. It is important because it offers equal opportunities to men and women. (2)
c) Women can study to work in any profession just as men do. (2)
d) Yes, it is important to recognise what the women achieved. It will encourage other women and female learners to be like them and work towards achieving that. (Learners can use other expressions, for example: They are good examples for other women and girls, other women can copy their example of hard work.) (2)
e) Someone who is educated is more likely to get a well-paid job, so they will not depend on other people. (2)
f) A grammar-type school or a technical/vocational institute (2)
g) Learner's own response. For example: I plan to attend a technical school because I want to study Agricultural Science. I know that education is important and therefore I work hard to achieve my goal. (3)

Total: 15 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 3. Award a total mark out of 15. This activity assesses the following indicator:
B8.2.1.1.1 Use monitoring and mental visualisation strategies to engage and understand non-fictional texts.

- Read narrative texts and create mental pictures to aid understanding.
- Identify the basic information and then move to more complex and detailed information as arranged in texts.
- Underline main ideas of the text and visualise how they add to meaning.
- Engage in meaningful interaction with text and peers.

Note: Assess a few individuals at a time. You may assess the others over the next few weeks as you complete the reading activities in the subsequent units.

Grammar (Learner's Book page 6)

ACTIVITY 5

Use synonyms

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. They answer the given questions.
2. Ask for a volunteer to read the information in the box in the Learner's Book about synonyms.
3. Learners work in pairs.
- 4–5. Learners work individually.

Answers

1. a) Important: meaningful, essential, significant
b) Synonyms

3.	Word	Synonym
	a) profession	occupation
	b) offer	provide
	c) attain	reach
	d) options	choices
	e) development	progress
	f) enrol	enter

4. Now that I have learnt that education is very important, I will work hard while at school and do all my assignments on time. This will enable me to **a) enrol** in a good senior high school where I can study general science. There are many options to choose from in the general science programme. Since I want to **b) offer** support to people who are sick, I would like to work in the health sector, either as a doctor or a pharmacist.
When I go on leave, I will visit my village with a team of health workers to provide free medical care to the sick. I will also speak with the elders in the community about the benefits of education. This will encourage parents to send their children to school so that they can **c) attain** a high level of education. In this way, the village children will have more **d) options** in the future. I will do this community service as my contribution to the community's **e) development**.
5. a) rich, well-off, **poor**
b) brave, daring, **cowardly**
c) fast, speedily, **slowly**
d) hate, loathe, **adore**
e) well-behaved, courteous, **impolite**
f) enjoyable, pleasing, **disagreeable**
g) polluted, soiled, **clean**
h) still, tranquil, **chaotic**

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Teacher assessment: Award one mark for each correct answer in exercises 3b to f, 4a to e, and 5b to f, giving a total mark out of 15.

Remedial Activity

Allow learners to use a dictionary if they need more support.

Extension Activity

Tell learners to write sentences of their own using the words in the table in exercise 3.

ACTIVITY 6

Identify and use plural forms of compound nouns

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Revise nouns. Find out what learners can remember from B7. Focus on common, proper, countable and uncountable nouns and compound nouns. Then do exercise 1a orally as a class and discuss the answers. Ask for a volunteer to read the information in the box in the Learner's Book about compound nouns and discuss if the class has understood them correctly.
2. Learners work in pairs.
3. Learners work individually.

Answers

1. a) bathroom, windscreen, fire-fighter, doorbell
2. Both my **brothers-in-law** are **police officers** in the same town, and they also both ride **motorbikes**.
3. a) I like their new **schoolbags**. Where did they get them?
b) My **sisters-in-law** are visiting. They arrived last night.
c) Good **schoolteachers** always understand their learners and provide for their learning needs.
d) The **classrooms** are too crowded. They need to build additional ones.
e) The **bus stops** are too far away from the hostels, so the learners always travel by taxi.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Remedial Activity

Write the compound nouns from the information box in the Learner's Book on the board and ask learners to make them plural: *washing machine, car park, blackboard, mother-in-law, passer-by, grown-up*.

Extension Activity

Ask learners to write five sentences of their own with new plural compound nouns.

Writing (Learner's Book page 9)

ACTIVITY 7

Use logical connectors to create a cohesive paragraph (time and place)

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information about logical connectors. Point out that these are sometimes called linking words and sometimes they are called conjunctions.
2. Learners work in pairs to compare the two paragraphs.
3. Learners work in pairs. If they need help, tell them to look at paragraphs 1, 4, 6 and 8.
4. Learners work individually.
5. Learners work individually.
6. When learners write their own texts, they should follow the writing process, as this helps take ownership of their writing and improve their writing ability. They plan, write a rough draft and revise and edit their text before writing a final, neat copy. In this course we provide checklists so that learners can work independently and understand the criteria for the task and check their work before handing it in.

Answers

2. The second paragraph reads more logically because the writer has included logical connectors of time, e.g. before, after.
3. Logical connector of time (any one): **when** (paragraph 1 and paragraph 8); **after** (paragraph 6)
Logical connector of place: **wherever** (paragraph 4)
4. a) We can go **wherever** you like.
b) Do you know **where** I put my pen?
5. a) **Since** I read that article on the importance of education, I have changed my attitude towards learning. b) **Until** then, I never worried about revising any lessons. I used to throw my books down anywhere c) **when** I got home. These days, I put them next to my bed and I read a few chapters d) **before** I go to sleep.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to exercises 2–5 with the class. Read them aloud and/or write them on the board.

Teacher assessment: For exercise 6, use the rubric that follows to assess the following indicator: B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices.

Rubric: Paragraph

Content	<ul style="list-style-type: none">• The paragraph is about the given topic. (1)• The paragraph has one main idea. (1)	2 marks
Organisation	<ul style="list-style-type: none">• The sentences are written together as a paragraph. (1)• The paragraph starts with an introductory (topic) sentence. (1)• It has several supporting sentences. (1)• The paragraph uses five logical connectors of time or place correctly to create cohesion. (1)	4 marks
Expression	<ul style="list-style-type: none">• Appropriate vocabulary is used. (1)	1 mark

Mechanical accuracy	<ul style="list-style-type: none"> The spelling and punctuation are correct. (1) The grammar is correct. (1) The writing process has been used. (1) 	3 marks
Total		... /10 marks

Literature (Learner's Book page 10)

ACTIVITY 8

Examine the different types of characters in texts

(CLASS/GROUP/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about different types of characters. Learners then read the story and notes.
2. Learners work in groups to discuss the questions. They should write the answers individually in their exercise books. Encourage discussion of the fact that learners should maintain a personal standard or value, unlike the dishonest character Agya Ansah.
3. For homework, learners apply the concepts to the characters in a different story. Learners could choose a story they enjoy, or you could suggest a suitable story.

Answers

2.
 - a) Teacher Nti is the main character. The story is mostly about him. (1)
 - b) Agya Ansah is a static character because his attitude and behaviour does not change. It appears that he committed a similar offence before. (2)
 - c) Teacher Nti is a dynamic character because his attitude and behaviour changes when he finds out his trusted learner was dishonest. (2)
 - d) Teacher Nti is kind/caring/generous. (1)
 - e) Agya Ansah is a flat character because we do not learn much about him or get an insight into his feelings or thoughts. (2)
 - f) Teacher Nti learnt not to trust any learner on the basis of everyday interaction. (2)

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to award a mark out of 10. Learners' answers can differ as long as they make sense and are relevant to the text.

Introduction

The theme of Tourism is one of the topics selected in the curriculum for B8. In this unit, learners will read a text about some tourist sites in Ghana. They will also hold conversations, practise the consonant sounds /b/ and /p/, use synonyms and relative pronouns, write a paragraph using a wide range of logical connectors and compare different types of characters in literature texts.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 1: Conversation/Everyday discourse		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	B8.1.1.1.1: Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics <ul style="list-style-type: none"> Converse using appropriate register in formal situations, e.g. making reservations at a travel and tour office (Activity 1)	Communication and collaboration Cultural identity and global citizenship Digital literacy
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.1: Produce consonant sounds in context (plosives) <ul style="list-style-type: none"> Listen to and identify plosives in context, e.g. /b/, /p/ Distinguish between voiced and voiceless plosives in context Use plosives in connected speech (Activity 2)	Communication and collaboration
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B8.2.1.1.2: Use prediction to assess and improve engagement and understanding of non-fiction texts <ul style="list-style-type: none"> Make connections with prior knowledge and experiences Reread/Skim portions of the text to better understand or to recall facts about events Restate the gist/main idea and key details Monitor your understanding of the text Generate thought-provoking questions 	Communication and collaboration

	<ul style="list-style-type: none"> Explain and support personal response to text Develop own experience using textual evidence (Activity 3)	
	B8.2.1.1.1: Use monitoring and mental visualisation strategies to engage and understand non-fiction texts <ul style="list-style-type: none"> Read narrative texts and create mental pictures to aid understanding Identify the basic information and then move to more complex and detailed information as arranged in texts Underline main ideas of the text and how they add to meaning Engage in meaningful interaction with text and peers (Activity 4)	Personal development and leadership Cultural identity and global citizenship
Strand 3: Grammar and grammar usage Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.2: Demonstrate use of relative pronouns correctly in speaking and writing <ul style="list-style-type: none"> Construct sentences with relative pronouns that relate to human beings Construct sentences with relative pronouns that relate to non-human entities Use relative pronouns to join two independent clauses together (Activity 6)	Communication and collaboration
Sub-strand 3: Vocabulary		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.3.1: Demonstrate appropriate use of vocabulary in communication	B8.3.3.1.1: Use vocabulary appropriately in speaking and writing <ul style="list-style-type: none"> Use word relationships (synonyms) in context (Activity 5)	Communication and collaboration
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B8.4.1.1.1: Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices <ul style="list-style-type: none"> Use logical connectors to create a cohesive paragraph: conditional clauses, purpose clauses, reason clauses, result clauses, concessive clauses, clauses of manner (Activity 7)	Communication and collaboration

Strand 5: Literature

Sub-strand: Narrative, drama and poetry

Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.1: Analyse the types of characters in texts <ul style="list-style-type: none"> Narrative: Compare different types of characters in two texts (Activity 8)	Critical thinking and problem-solving Digital literacy

Resources

- Learner's Book pages 13–23
- Dictionary

Review

Before you begin Unit 2, review the main skills and concepts developed in Unit 1 with the class. They are:

- register: informal language
- the /p/ and /b/ sounds
- the skills of prediction, skimming and scanning
- synonyms and plural forms of compound nouns
- cohesive paragraphs: using logical connectors.

Teaching methodology

Oral Language (Learner's Book page 13)

ACTIVITY 1

Use appropriate register in formal situations (CLASS/PAIR)

- Work as a class. Revise the information from Unit 1 on formal and informal register.
- Organise learners into pairs for the role play. Assist them with suggesting places to visit. They could look up details of the information online to make the role play more realistic. Circulate and ensure learners are using polite, formal language.

Assessment

Teacher assessment: For the role plays, use the rubric on page xxiii of this Facilitator's Guide to assess the following indicator:

B8.1.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics.

Note that you may not have time to assess each learner in your class during one lesson – focus on a few individuals in one lesson and then a few more in another lesson until you have assessed the whole class.

ACTIVITY 2

Revise the consonant sounds /b/ and /p/

(CLASS/INDIVIDUAL)

- Revise the information from Unit 1.
- Learners work individually. Read the words aloud slowly and clearly, asking learners to repeat after you. Point out that these words use the /b/ sound. Ask learners to write the words in their exercise books

and say them aloud. Circulate as learners work to monitor their pronunciation. They then complete exercise 2c in writing in their exercise books.

3. Learners work individually to complete the sentences. They then read the sentences to a partner.
4. For more practice in pronouncing words with the /p/ and /b/ sounds, encourage learners to go online. You could provide them with a link.

Answers

2. c) blind: beginning, brain: beginning, oppose: middle, super: middle, tribe: end, problem: middle, steep: end, body: beginning, paint: beginning, web: end
3. a) rope
b) beeping
c) robe
d) pair
e) bear
f) peeped

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Reading (Learner's Book page 14)

ACTIVITY 3

Predict a text

(CLASS/PAIR/INDIVIDUAL)

1. Revise the reading skills of prediction, skimming and scanning. Find out what learners can remember from Unit 1.
2. Learners work in pairs to make predictions. Ask some pairs to share their predictions.
3. Learners work in pairs to skim and scan. Remind learners that they learnt how to skim and scan in the previous unit. They should not read all the text but just look at the specific parts mentioned in the instructions. For the bold words, learners try to work out the meaning, then check by using the Glossary at the end of the book or a dictionary.
4. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about asking questions.
5. Learners think of their own questions that they hope the text will answer. Ask learners to share their questions with the class.
6. Ask for volunteers to read the text aloud to the class. Have a class discussion about whether the predictions were correct or not. Also review whether the text answered the learners' questions or not.

Answers

2. From the title we can predict that the text is about three tourist sites in Ghana. (1)
From the pictures we can predict that the sites are a forest reserve, a fort and a mountain. (3)
3. a) The subheadings give the names of the three tourist sites. The first paragraph of each section gives introductory information about each site. (2)
b) See the Glossary.
c) 879,000 (1)

Assessment

Teacher assessment: Use the memorandum in the Answers section to award a mark to assess the following indicator:

B8.2.1.1.2 Use prediction to assess and improve engagement and understanding of non-fiction texts.

Note: Assess a few individuals at a time. You may assess the others over the next few weeks as you complete the prediction activities in the units that follow.

ACTIVITY 4

Read and understand a text

(CLASS/INDIVIDUAL/GROUP)

1. Work as a class. Remind learners that we can use different strategies to help us understand a text. Find out what they can remember about the strategy of visualisation which they learnt about in Unit 1. Read and discuss the information in the box in the Learner's Book about another strategy: self-monitoring.
2. Read the article about tourism sites aloud a second time. Pause after each paragraph to allow learners to reflect on what they have just heard.
3. Learners read the article silently.
4. Learners work in groups to discuss the comprehension questions, then write their answers individually.

Answers

4.
 - a) Increase (1)
 - b) To experience nature, to have adventures and to learn about history and culture (3)
 - c) The walkways through the treetops (1)
 - d) It is a World Heritage Site. It is visited by thousands of people every year who want to reconnect with their ancestry. (2)
 - e) The local name "Gayito" means "God of Defence" because there is a story that this god residing in the mountain helped the local people to overcome an Ashanti invasion. (2)
 - f) People who are nervous will be scared that they could fall off the high walkways. (2)
 - g) The ancestors of African Americans were slaves who were sent from Africa to America and the slaves left Africa from forts like the Cape Coast Castle. (2)
 - h) Either one of these reasons: It has cool weather like Europe. / There is a connection with a European country, Germany. (1)
 - i) To be forced to accept the reality of something (1)
 - j) Learner's own response, with suitable reasons (3)
 - k) passers-by (1)
 - l) when (1)

Total: 20 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 4. Award a total mark out of 20. This activity assesses the following indicator:

B8.2.1.1.1 Use monitoring and mental visualisation strategies to engage and understand non-fictional texts.

- Read narrative texts and create mental pictures to aid understanding.
- Identify the basic information and then move to more complex and detailed information as arranged in texts.
- Underline main ideas of the text and how they add to meaning.
- Engage in meaningful interaction with text and peers.

Grammar (Learner's Book page 18)

ACTIVITY 5

Revise synonyms

(PAIR/INDIVIDUAL)

1. Learners work in pairs and revise what they learnt about synonyms.
2. Learners work in pairs. They can refer to a dictionary if necessary.
3. Learners work individually.

Answers

2.
 - a) anxious: nervous
 - b) characteristic: feature
 - c) sellers: vendors
 - d) cruelty: wickedness
 - e) local stories: folklore
 - f) attack: invasion
3. The tourists met several **(a) vendors** at the tourist information centre. At the start of the walk to the summit of the mountain, the tourists crossed a stream. According to **(b) folklore**, the stream had spiritual healing powers. The tourists climbed further but two of them were **(c) nervous** that they were not fit enough to reach the summit, so they turned back. A **(d) feature** of the mountain was its very rocky path. Finally, the tourists reached the top of the mountain. The guide told them a story about the **(e) wickedness** of one of the groups centuries ago, who would carry out **(f) invasions** at any time. So a local group moved to the top of mountains to seek safety.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Remedial Activity

For exercise 1, hint at which sections the synonyms are in: 1a) Kakum National Park; 1b) Kakum National Park; 1c) Cape Coast Castle; 1d) Cape Coast Castle; 1e) Mount Gemi; 1f) Mount Gemi. Encourage learners to use a dictionary.

Extension Activity

Tell learners to write sentences of their own using the words or synonyms in exercise 2.

ACTIVITY 6

Use relative pronouns correctly

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Find out what learners can remember about pronouns. Use the sentences provided.
2. Ask for a volunteer to read the information in the box in the Learner's Book about relative pronouns. Explain that, like logical connectors, relative pronouns help us link ideas. This helps us present ideas in a clear order, using correct sentence construction. Do some examples on the board of joining two sentences using relative pronouns before learners attempt the exercises.
- 3–4. Learners work in pairs.
5. Learners work individually.

Answers

1. *She* is a pronoun. It replaces the noun Abena.
3.
 - a) The Germans **who** first settled at Amedzofe were missionaries.
 - b) The engineers **who** constructed the canopy walkways were very brave.
 - c) The passers-by **whose** smiles welcome visitors show friendliness.
 - d) The slaves **who** were held in dungeons suffered so much.
 - e) The people **that** the German missionaries met at Amedzofe were friendly.
4.
 - a) The Cape Coast Castle, **which** was used for the slave trade, is now a World Heritage Site.
 - b) The canopy walkway, **which** is high up in the trees, is the Park's most striking feature.
 - c) Amedzofe is the town **that** hosted the German Evangelical Missionaries Institute (GEMI).
 - d) The Kakum National Park, **which** is 125 km from Accra, was declared a Park in 1992.
 - e) One piece of evidence of the German presence at Amedzofe is the cross **that** stands at the crest of Mount Gemi.
5.
 - a) We visited Digya National Park, **which** is next to Lake Volta.
 - b) We took the boat to the island, **which** hosts a great number of tourists.
 - c) We met friendly islanders **who** showed us how to catch crabs.
 - d) They cooked a delicious meal of crabs for us, **which** we ate for lunch.
 - e) We were thankful to the boat owner **who** took us to the island.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Remedial Activity

Write the following sentences and relative pronoun options on the board. Tell learners to choose the correct relative pronoun to complete each sentence. The answers are given in brackets.

whose

that

which

who

1. The woman _____ I met works at a nature reserve. (*who*)
2. The subject _____ I enjoy most is Maths. (*that*)
3. The town _____ we live in is very safe. (*which*)
4. The boy _____ phone was stolen is angry. (*whose*)

Extension Activity

Tell learners to write five sentences of their own about their own life using the relative pronouns: *who*, *whose*, *that*, *which*.

Writing (Learner's Book page 19)

ACTIVITY 7

Use logical connectors to create
a cohesive paragraph

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Remind learners that they learnt about logical connectors of time and place (such as *before*, *after*, *when* and *where*) in the last unit.

2. Ask for a volunteer to read the information in the box in the Learner's Book about other types of logical connectors.
3. Learners work in pairs.
4. Learners work individually. Ensure that they have used the connectors correctly before they do the next exercise.
5. Learners work individually to write their own paragraph. Learners should follow the writing process, as this helps improve their writing ability. They plan, write a rough draft and revise and edit their text before writing a final, neat copy. In this course we provide checklists so that learners can understand the criteria for the task and check their work before handing it in.

Answers

3. The logical connectors in the reading passage are: **although, because, so, as**.
4. Tourist sites, such as the Kakum National Park, need to maintain high standards **a) if** they want to continue to attract visitors. For example, the builders who construct the canopy walkways must choose ropes that are very strong **(b) in order to** ensure the safety of tourists. This is important **(c) because** any accidents can discourage tourists from visiting. The Park wants to attract visitors **(d) so that** it can continue to provide employment to people. Tourists who enjoy their time at the Park may return again in the future, **(e) although** there is no guarantee they will.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to exercises 3 and 4 with the class. Read them aloud and/or write them on the board.

Teacher assessment: For exercise 5, use the following rubric to assess the following indicator:

B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices.

Rubric: Paragraph

Content	<ul style="list-style-type: none"> The paragraph is about the given topic. (1) 	1 mark
Organisation	<ul style="list-style-type: none"> The sentences are written together as a paragraph. (1) The paragraph starts with an introductory (topic) sentence. (1) The paragraph has supporting sentences. (1) The paragraph uses five logical connectors of condition, purpose, reason, result, concession or manner correctly to create cohesion. (1) 	4 marks
Expression	<ul style="list-style-type: none"> Appropriate vocabulary is used. (1) 	1 mark
Mechanical accuracy	<ul style="list-style-type: none"> The spelling is correct. (1) The punctuation is correct. (1) The grammar is correct. (1) The writing process has been used. (1) 	4 marks
Total		... /10 marks

Remedial Activity

For exercise 3, refer learners to the sections to help them find the logical connectors used at the beginning of clauses. Although: Kakum National Park; because: Kakum National Park; so: Cape Coast Castle; as: Cape Coast Castle.

Extension Activity

Ask learners to write their own sentences using these logical connectors: *although, because, if, so that, in order to*.

Literature (Learner's Book page 21)

ACTIVITY 8

Compare different types of characters in two texts

(GROUP/INDIVIDUAL)

1. Learners work in groups. They revise what they learnt about characters from Unit 1.
2. Ask for a volunteer to read the information in the box in the Learner's Book about comparing characters. Comparing different texts is an important skill, as learners need to combine information and ideas from different sources to reach a conclusion.
3. Learners work individually to read the stories and write their answers individually.
4. Learners work individually to complete a table comparing the main characters from the two different texts.
5. Provide learners with suitable links so they can learn more about characterisation online.

Answers

3.
 - a) Story A: Kwabena Dankwa; Story B: Aniwaa (2)
 - b) Story A: Kwabena Dankwa; Story B: Aniwaa. They are both rounded characters because there is a lot of information about them and we understand why they behave like they do. (2)
 - c) Story B: Aniwaa is a dynamic character because at the beginning of the story she thinks that history is boring. By the end of the story she has changed her attitude. (2)
 - d) Learner's own response (3)
4. Accept any responses that fit with the texts. For example:

	Name of character: Kwabena	Name of character: Aniwaa
Similarities	Any two: They are both at school/learners. They are both talkative. They both want to impress their friends.	
Difference 1	He is interested in history (he knows folklore).	She is not interested in history at the beginning of the story.
Difference 2	He likes walking far distances.	She hates walking far distances.

(6)

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to award a mark out of 15. Learners' answers can differ as long as they make sense and are relevant to the text.

Introduction

The theme of Tourism is one of the topics selected in the curriculum for B8. In this unit, learners will read a text about someone who travels to Accra and visits a tourist site there. They will also ask each other questions and give answers, learn about the consonant sounds /t/ and /d/, use antonyms (opposites) and adjectives, write a paragraph using pronouns to connect ideas and create texts to illustrate different types of characters.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 1: Conversation/Everyday discourse		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	B8.1.1.1.2: Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topics under discussion <ul style="list-style-type: none"> Use open-ended questions in conversation on topics (Activity 1)	Communication and collaboration Cultural identity and global citizenship
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.1: Produce consonant sounds in context (plosives) <ul style="list-style-type: none"> Listen to and identify plosives in context, e.g. /t/, /d/ Distinguish between voiced and voiceless plosives in context Use plosives in connected speech (Activity 2)	Communication and collaboration
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B8.2.1.1.3: Generate and answer questions to increase confidence and independent reading through a variety of non-fiction texts <ul style="list-style-type: none"> Have a specified purpose for your reading Read the text closely for interpretation Think actively as you read and monitor for comprehension Make connections between texts and prior experience to build confidence 	Communication and collaboration Cultural identity and global citizenship Digital literacy

	<ul style="list-style-type: none"> Think about the sequence of events in the text Identify and restate the key words in the questions and relate to the text Generate relevant answers to different types of questions (Activity 3 and Activity 4)	
Strand 3: Grammar and grammar usage		
Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.3: Demonstrate command of the use of adjectives in discourse <ul style="list-style-type: none"> Use adjectives to provide vivid descriptions of participants, settings, materials and objects (Activity 6)	Communication and collaboration
Sub-strand 3: Vocabulary		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.3.1: Demonstrate appropriate use of vocabulary in communication	B8.3.3.1.1: Use vocabulary appropriately in speaking and writing <ul style="list-style-type: none"> Use word relationships (antonyms) in context (Activity 5)	Communication and collaboration
Strand 4: Writing		
Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B8.4.1.1.1: Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices <ul style="list-style-type: none"> Use pronouns to connect ideas in paragraphs: subject pronouns, object pronouns, demonstrative pronouns (Activity 7)	Communication and collaboration
Strand 5: Literature		
Sub-strand: Narrative, drama and poetry		
Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.1: Analyse the types of characters in texts <ul style="list-style-type: none"> Narrative: Create texts to illustrate different types of characters (Activity 8)	Personal development and leadership

Resources

- Learner's Book pages 24–35
- Dictionary

Review

Before you begin Unit 3, review the main skills and concepts developed in Unit 2 with the class. They are:

- self-monitoring or check our understanding of what we are reading
- relative pronouns to introduce a clause that gives more information about a noun
- cohesive paragraphs: using logical connectors to show condition, purpose, reason, result, concession and manner.

Teaching methodology

Oral Language (Learner's Book page 24)

ACTIVITY 1

Use open-ended questions in conversation (CLASS/PAIR)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about questions that elicit elaboration. These are questions that require the responder to give a reason or give more information, rather than just a yes/no or short answer.
2. Learners work in pairs to generate questions. Give more examples if needed.
3. Learners work in pairs to perform their role plays for the class.

Assessment

Teacher assessment: For the role plays in exercise 3, use the rubric on page xxiii of this Facilitator's Guide to assess the following indicator:

B8.1.1.1.2 Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topics under discussion.

Note that you may not have time to assess each learner in your class during one lesson – focus on a few individuals in one lesson and then a few more in another lesson until you have assessed the whole class.

ACTIVITY 2

Produce the consonant sounds /t/ and /d/ (CLASS/PAIR)

1. Work as a class. Read the information in the box in the Learner's Book about the consonant sounds /t/ and /d/. Say each sound, demonstrating the correct mouth movements. Have learners repeat the sounds after you.
2. Learners work in pairs. Read the sentences aloud slowly and clearly. After you say each sentence, pairs of learners will take turns to say it to each other. These sentences are "tongue-twisters" – a sentence that is intended to be difficult to say, especially when repeated quickly.
3. Learners work in pairs to complete the sentences and read them aloud to each other.

Answers

3.
 - a) drain
 - b) tennis
 - c) dove
 - d) tight
 - e) dentist
 - f) terrible
 - g) tide
 - h) train

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Reading (Learner's Book page 26)

ACTIVITY 3

Predict a text

(GROUP/INDIVIDUAL)

1. Learners work in groups to answer the prediction questions. Ask for a volunteer from each group to share their predictions with the class. Ask them if they recall reading other types of diary extracts previously.
2. Learners skim and scan for answers to the questions. For the bold words, learners try to work out the meaning, then check by using the Glossary at the end of the book or a dictionary.
3. Individually, learners think of something that they would like to find out about the topic that they hope the text will answer, so that they can have a specified purpose for reading. Ask learners to share their ideas with the class.
4. Ask for a volunteer to read the text aloud to the class. Have a class discussion about whether the predictions were correct or not. Also review whether the text contained the information that learners listed in exercise 3 or not.

Answers

1. **a)** The photographs show a bridge/the Adomi Bridge over the Volta River, and a building/a Mausoleum/the Kwame Nkrumah Mausoleum. (Answer will depend on learners, prior knowledge.) (3)
b) Answers will depend on learners' own experience.
c) It is text taken from diary entries. (1)
2. **a)** Fafa is travelling from Anyirawase. (1)
b) She is travelling by bus. (1)
c) She buys some *abolo* and one man thousand for breakfast. (1)
d) The Kwame Nkrumah Mausoleum. (1)

Assessment

Teacher assessment: Use the memorandum in the Answers section to award a total mark out of 8 to assess the following indicator:

B8.2.1.1.2 Use prediction to assess and improve engagement and understanding of non-fiction texts.

ACTIVITY 4

Read and understand a text

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Explain that in Activity 1 learners learnt about how to ask questions that elicit information. Now they are going to learn how to answer different kinds of questions.
2. Ask for a volunteer to read the information in the box in the Learner's Book about different types of comprehension questions.
3. Learners work in pairs to identify the instruction word and the key words in each of the comprehension questions. They then look for these key words in the reading text.
4. Learners read the article again silently.
5. Learners work in pairs to discuss the comprehension questions, then write their answers individually.
6. Encourage learners to record themselves reading the reading text aloud at home. It can help them gain confidence in their reading abilities and improve their pronunciation.

Answers

5. a) Accra. / Fafa was going to stay in Accra, with Uncle Norbert and his family. / She was going to stay with her uncle and his family in Accra. (1)
- b) She was going to spend her long vacation there to help her aunt with the new baby. (1)
- c) Accept any two of: The Volta Lake, the Adomi Bridge, hawkers selling food. (2)
- d) She is proud that Ghana has a bridge like the Adomi Bridge because it is impressive and it means road traffic can cross the Volta. (2)
- e) She was surprised because she had never seen such tall buildings before. (2)
- f) Her phone battery went dead. She could have charged the phone properly before setting off. / She could have asked the driver to charge it for her. (Accept any other reasonable response.) (2)
- g) She was filled with anticipation about the planned trip to the Mausoleum. (2)
- h) Yes. Accept any two valid reasons: They had an interesting time. / She got to learn lots of things about the Mausoleum. / Everything about the building looked beautiful to her. (3)
- i) Learner's own response (3)
- j) that (1)
- k) so (1)

Total: 20 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 5. Award a total mark out of 20. This activity assesses the following indicator:

B8.2.1.1.3 Generate and answer questions to increase confidence and independent reading through a variety of non-fiction texts.

- Have a specified purpose for your reading.
- Read the text closely for interpretation.
- Think actively as you read and monitor for comprehension.
- Make connections between texts and prior experience to build confidence.
- Think about the sequence of events in the text.
- Identify and restate the key words in the questions and relate to the text.
- Generate relevant answers to different types of questions.

Grammar (Learner's Book page 29)

ACTIVITY 5

Use antonyms

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Talk about antonyms and how they are useful. Ask for a volunteer to read the information in the box in the Learner's Book about antonyms.
2. Learners work in pairs to find antonyms. They can refer to a dictionary if necessary. If they struggle, hint which paragraph they should look at for each word.
3. Learners work individually to fill in the antonyms in the paragraph.
4. Learners work individually on this exercise, which revises synonyms.

Answers

2. a) bland: tasty
b) short: long
c) bored: excited
d) ugly: beautiful
e) few: many
3. Travelling to the Mausoleum was **(a) uncomfortable**. Uncle Norbert said it was **(b) impossible** to arrive in an hour's time. There was heavy traffic at Teshie. This was due to a fight that had taken place between two drivers. One of them, a very **(c) ugly** man, had recklessly entered the road without indicating, but he was too **(d) proud/arrogant** to accept he was at fault. It took us about one and half hours to **(e) reach/arrive at** the Mausoleum.
4. a) B: holiday b) D: lovely c) C: pleased
d) A: feeling e) C: well-known

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Remedial Activity

Give learners pairs of antonyms to match.

Word	Antonym
1. loud	lose
2. dirty	take
3. easy	full
4. correct	quiet
5. expensive	difficult
6. give	wrong
7. empty	cheap
8. find	clean

Answers

1. loud: quiet 2. dirty: clean 3. easy: difficult
4. correct: wrong 5. expensive: cheap 6. give: take
7. empty: full 8. find: lose

Extension Activity

Have learners look at printed or online dictionaries/thesauruses to find five examples of words with antonyms. They should look at the word's entry to see if the entry gives the word's opposite/antonym.

ACTIVITY 6

Use adjectives to create vivid descriptions

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Learners read the sentence and identify two adjectives: *Italian* marble, *black* star. The adjective *Italian* makes the noun *marble* more interesting because it comes all the way from a country that is far away, and is therefore rare and probably expensive. The blackness of the star reinforces pride in the country – it is a symbol of pride in Ghana – it appears on the flag. The fact that the star is black makes the noun star more interesting.
Ask for a volunteer to read the information in the box in the Learner's Book about using adjectives. Remind learners that an adjective can come before the noun it describes (for example: *The hotel is in a beautiful valley*) or it can come after the noun it describes (for example: *The guide was helpful*).
2. Learners work in pairs to complete the sentences.
3. Learners work individually to complete the paragraph.
4. Learners work individually to find 10 adjectives.

Answers

2.
 - a) Uncle Norbert's house has a **quiet** atmosphere.
 - b) I was **fascinated** to see how the hawkers sold their products.
 - c) She slept well on her **comfortable** bed.
 - d) They had a very **interesting** time at the Mausoleum.
 - e) It was time for the **planned** trip.
3. Learner's own response, for example:
Yesterday we went on our **(a) long awaited** visit to La Pleasure Beach. The **(b) roaring/huge** waves were such a **(c) thrilling/magnificent** sight. After cooling down in the sea, we bought some **(d) tasty/delicious** snacks. Then we watched some **(e) interesting/exciting/amazing** drumming and dancing. The **(f) beautiful/melodious** singing held us spellbound and we could not help but join in the dancing. We had such a **(g) wonderful/great/fantastic** time.
4. **long** vacation, **second** baby, **first** trip, **largest human-made** lake, **beautiful** bridge, **crescent** shape, **cane** basket, **iced** water, **fried** fish/yam/snails, **tasty**

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Remedial Activity

You could make exercise 3 easier by giving learners suggested adjectives on the board in a mixed-up order.

Extension Activity

Ask learners to write five sentences of their own about a place that they have been to. Each sentence should have at least one adjective.

Writing (Learner's Book page 31)

ACTIVITY 7

Use pronouns to connect ideas in paragraphs

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. In Unit 2, Activity 7, page 19 learners explored using logical connectors as cohesive devices. Find out what they can remember. Then explain they are going to use another device that can be used to join ideas: pronouns.
2. Ask for a volunteer to read the information in the box in the Learner's Book about using pronouns. Learners should remember personal pronouns and demonstrative pronouns from B7.
3. Learners work in pairs to rewrite the paragraph using pronouns.
4. Learners work in pairs for more practice on pronouns.
5. Learners work individually to write their own paragraph using pronouns. Learners should plan, write a rough draft and revise and edit their text using the checklist. Finally, they write a final, neat copy.

Answers

3. Mr. Amponsah loves nature. **(a) He** likes to spend his free time at Aburi Botanical Gardens. Mr. Amponsah is married to Mrs. Victoria Amponsah. **(b) She** loves **(c) him** very much. **(d) They** have three children. The children's names are Dzigbodi and Akpene. People say the children take after their father. **(e) This** is because they also love nature. Mr. Amponsah is taking his family to Aburi Botanical Gardens this weekend where he hopes to entertain **(f) them**.
4. **a) We** passed Lake Volta and I saw the Adomi Bridge. **(personal pronouns)**
b) The bridge looks like a bow without an arrow from afar, but closer up **it** has a crescent shape. **(personal pronoun)**
c) The Mausoleum looks like the handle of a sword. **This** is a symbol of peace. **(demonstrative pronoun)**
d) Many hawkers run to the lorry. **They** are mostly women and girls. **(personal pronoun)**
e) The hawkers sell products like *abolo*, fried fish and fried yam. **These** make tasty meals. **(demonstrative pronoun)**

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to exercise 3 with the class. Read them aloud and/or write them on the board.

Teacher assessment: For exercise 5, use the rubric that follows to assess the following indicator: B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices.

Rubric: Paragraph

Content	<ul style="list-style-type: none">• The paragraph is based on the given topic. (1)• The paragraph has one main idea. (1)	2 marks
Organisation	<ul style="list-style-type: none">• The paragraph has one topic sentence. (1)• The paragraph has several supporting sentences. (1)• The paragraph uses at least five pronouns to link ideas together. (1)	3 marks
Expression	<ul style="list-style-type: none">• Appropriate vocabulary is used. (1)• Different types and kinds of sentences are used. (1)	2 marks

Mechanical accuracy	<ul style="list-style-type: none"> The spelling and punctuation are correct. (1) The grammar is correct. (1) The writing process has been used. (1) 	3 marks
Total		... /10 marks

Literature (Learner's Book page 34)

ACTIVITY 8

Create a text to illustrate different types of characters

(CLASS/INDIVIDUAL)

1. Work as a class. Read the information in the box in the Learner's Book about features of narratives or stories.
- 2–3. Learners work on their own to write a story that has two different types of characters. Allow sufficient time for this task. Encourage learners to think about the values of the characters and how these relate to their own personal values. Learners follow the same writing-process steps that they use for the Writing activities. They also get feedback from a partner during the revising and editing steps. If learners struggle to generate ideas during the planning step, you could pair them with a more confident learner for the activity.

Assessment

Use the rubric that follows to assess the following indicator:

B8.5.1.1.1 Analyse the types of characters in texts.

Rubric: Narrative: Create texts to illustrate different types of characters

Content	<ul style="list-style-type: none"> The narrative tells a story. (2) The introduction introduces the characters and setting. (2) The body develops the events of the plot. (3) The plot shows the differences between two characters. (2) There is a clear conclusion. (1) 	10 marks
Organisation	<ul style="list-style-type: none"> The narrative has a title. (1) The narrative is organised into three distinct parts, with an introduction, body and conclusion. (3) The body of the composition consists of two or more paragraphs. (1) 	5 marks
Expression	<ul style="list-style-type: none"> The tone and register of the narrative is appropriate and reflect the atmosphere or mood of the text. (2) The events of the plot are presented in a clear chronological order. (3) The narrative includes adjectives and pronouns. (2) The narrative is in the past tense. (1) The narrative includes direct speech. (1) The narrative includes different types of sentences. (1) 	10 marks
Mechanical accuracy	<ul style="list-style-type: none"> The words are spelt correctly. (1) The sentences are all grammatically correct. (1) Paragraphs are well structured and include a topic sentence, supporting sentences and linking words. (1) Each paragraph introduces a new idea or aspect. (1) The writing process has been used. (1) 	5 marks
Total		... /30 marks

Introduction

The theme of Sports and Games is one of the topics selected in the curriculum for B8. In this unit, learners will read a sports report. They will use descriptive language to talk about places or events, learn about the consonant sounds /k/ and /g/, use antonyms (opposites) and adjectives, and use relative pronouns. They will write a paragraph using repetition of words, synonyms and antonyms to connect ideas. They will examine the different types of characters in drama texts.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 1: Conversation/Everyday discourse		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	B8.1.1.1.3: Use appropriate language orally to describe familiar places and events <ul style="list-style-type: none"> Identify descriptive language, e.g. adjectives and words that appeal to the senses, figurative language and adverbs Describe familiar places and events, e.g. a tourist site, a durbar or a festival (Activity 1)	Communication and collaboration
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.1: Produce consonant sounds in context (plosives) <ul style="list-style-type: none"> Listen to and identify plosives in context, e.g. /k/, /g/ Distinguish between voiced and voiceless plosives in context Use plosives in connected speech (Activity 2)	Communication and collaboration
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B8.2.1.1.3: Generate and answer questions to increase confidence and independent reading through a variety of non-fiction texts <ul style="list-style-type: none"> Have a specified purpose for your reading Read the text closely for interpretation Think actively as you read and monitor for comprehension 	Communication and collaboration Digital literacy

	<ul style="list-style-type: none"> • Make connections between texts and prior experience to build confidence • Think about the sequence of events in the text • Identify and restate the key words in the questions and relate to the text • Generate relevant answers to different types of questions (Activity 3 and Activity 4)	
Strand 3: Grammar and grammar usage		
Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.3: Demonstrate command of the use of adjectives in discourse <ul style="list-style-type: none"> • Use adjectives to provide vivid descriptions of participants, settings, materials and objects (Activity 6)	Communication and collaboration Digital literacy
	B8.3.1.1.2: Demonstrate use of relative pronouns correctly in speaking and writing <ul style="list-style-type: none"> • Construct sentences with relative pronouns that relate to human beings • Construct sentences with relative pronouns that relate to non-human entities • Use relative pronouns to join two independent clauses together (Activity 7)	Communication and collaboration
Sub-strand 3: Vocabulary		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.3.1: Demonstrate appropriate use of vocabulary in communication	B8.3.3.1.1: Use vocabulary appropriately in speaking and writing <ul style="list-style-type: none"> • Use word relationships (antonyms) in context (Activity 5)	Communication and collaboration
Strand 4: Writing		
Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B8.4.1.1.1: Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices <ul style="list-style-type: none"> • Use repetition of words, synonyms and antonyms to create a cohesive paragraph (Activity 8)	Communication and collaboration

Strand 5: Literature

Sub-strand: Narrative, drama and poetry

Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.1: Analyse the types of characters in texts <ul style="list-style-type: none"> Drama: Examine the different types of characters in texts (Activity 9)	Critical thinking and problem-solving Digital literacy

Resources

- Learner's Book pages 36–45
- Dictionary
- News reports (online or in newspapers) about sporting events (Activity 3)
- Additional drama texts for reference (Activity 9)

Review

Before you begin Unit 4, review the main skills and concepts developed in Unit 3 with the class. They are:

- open-ended questions to elicit elaboration
- the /t/ and /d/ sounds
- antonyms and adjectives
- cohesive paragraphs: using pronouns to connect ideas.

Teaching methodology

Oral Language (Learner's Book page 36)

ACTIVITY 1

Identify descriptive language and describe familiar places and events

(CLASS/PAIR)

- Work as a class. Ask for a learner to volunteer to read the information in the box in the Learner's Book about descriptive language. Learners will have covered figurative language, such as metaphor, simile and personification, in B7 in the context of literature.
- Learners work in pairs to identify the descriptive language.
- Learners work in pairs. They can each choose the same place or event or a different one to describe. Encourage them to make notes about their descriptions before they speak. If possible, show them pictures online of the places or events. They can also refer back to the pictures of tourist sites in Units 2 and 3.

Answers

2.

School sports day

Sight	Sound	Smell	Taste	Touch
bright sunshine	deafening cheers	sweaty	delicious	cool

Assessment

For exercise 3, use the rubric on page xxiii of this Facilitator's Guide to assess the following indicator:

B8.1.1.1.3 Use appropriate language orally to describe familiar places and events.

Note that you may not have time to assess each learner in your class during one lesson – focus on a few individuals in one lesson and then a few more in another lesson until you have assessed the whole class.

ACTIVITY 2

Produce the consonant sounds /k/ and /g/ (CLASS/INDIVIDUAL)

1. Work as a class. Read the information in the box in the Learner's Book about the consonant sounds /k/ and /g/. Say each sound, demonstrating the correct mouth movements. Have learners repeat the sounds after you.
2. Learners work individually. Read the words aloud slowly and clearly. Learners will repeat the words and sort them into the columns in the table.

Answers

2.	/k/ sound	/g/ sound
	cup clock chocolate bookcase milk electric bake back chaos class sickness cholera	jogging anger gulp guests August alligator telegram again girl dog bag ghost

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Reading (Learner's Book page 38)

ACTIVITY 3

Predict a text

(CLASS/PAIR)

1. Ask for a volunteer to read the information about sequencing.
2. Learners then work in pairs to find sequencing words in the text. They are also asked to find specific information in the text.
3. Learners work in pairs to think of something that they would like to find out about the topic that they hope the text will answer. Having a specified purpose for reading helps comprehension. Ask learners to share their ideas with the class.
4. Read with the class. Facilitate a discussion about whether the text contained the information that learners listed in exercise 3 or not.

Answers

2. a) First, next, then, before, after, then, in the end (7)
b) i) "Porcupine Warriors" or "Fabulous" (1)
ii) Kim Grant (1)
iii) Confederation of African Football (1)

Assessment

Teacher assessment: Use the memorandum in the Answers section to award a total mark out of 10 to assess the following indicator:

B8.2.1.1.3 Generate and answer questions to increase confidence and independent reading through a variety of non-fiction texts.

Note that you may not have time to assess each learner in your class during one lesson – focus on a few individuals in one lesson and then a few more in another lesson until you have assessed the whole class.

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP/CLASS)

1. Learners read the article silently. Remind them to monitor their understanding of the text as they read.
2. Learners work in groups to discuss the comprehension questions, then write their answers individually.
3. Find a video recording of a prominent football match played recently in Ghana. Watch it with the class. Ask learners what they liked most, and least, about the match.

Answers

2.
 - a) The fans have been arguing over whose kit is better. Fans of the winning team can boast that their side is better than the other side. (2)
 - b) B: The writer is a female Kotoko supporter and a member of a female jama group. (1)
 - c) With clapping and waving of hands (2)
 - d) Kotoko was using it to prepare for their CAF Championship campaign. Hearts of Oak was trying to rebuild its team for the local league. (2)
 - e) Alhassan of Hearts of Oak scored a goal against his own side (an own goal). (1)
 - f) Learners' own response, with a reason: He probably felt upset, because his team would not have lost if he had not scored an own goal. (2)
 - g) Accept any three sentences that make sequencing sense in the context of the text. For example: First, Hearts of Oak scored. Then Hearts of Oak scored an own goal so the score was 1 : 1. Next, Kotoko scored a goal. In the end, Kotoko won 2 : 1. (3)
 - h) Learner's own response, with a reason: She felt happy (ecstatic, overjoyed, delighted, excited, or other related words), because her team won this important match. (2)
 - i) Learner's own response, with a reason: He felt happy because his team won; he is the new coach for the team, so he has proved his worth. (2)
 - j) D: famous (1)
 - k) With a nice strike, he scored. Kofi Kordzi (2)

Total: 20 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 2. Award a total mark out of 20. This activity assesses the following indicator:

B8.2.1.1.3 Generate and answer questions to increase confidence and independent reading through a variety of non-fiction texts.

- Have a specified purpose for your reading.
- Read the text closely for interpretation.
- Think actively as you read and monitor for comprehension.
- Make connections between texts and prior experience to build confidence.
- Think about the sequence of events in the text.
- Identify and restate the key words in the questions and relate to the text.
- Generate relevant answers to different types of questions.

Grammar (Learner's Book page 41)

ACTIVITY 5

Revise antonyms

(PAIR/INDIVIDUAL)

1. Learners work in pairs. They can refer to a dictionary if necessary.
2. Learners work individually to complete the paragraph.

Answers

1. **a)** cloudy: sunny **b)** friend: rival **c)** enough: inadequate
d) powerless: powerful **e)** worse: better
2. The **a) first** game of the girls' tournament was between House 2 and House 4. I was the captain of the House 2 girls' football team. In the first half, one of our team made a **b) stupid** mistake, which cost us a goal. **c) Luckily/Fortunately**, I **d) managed** to score two goals in the second half. This meant that House 2 **e) won** the match. My rival Abiba looked **f) displeased/unhappy** as I walked past her smiling.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Remedial Activity

Hint to learners which paragraphs they should look at for the synonyms.

1. Cloudy: paragraph 3
2. Friend: paragraph 1
3. Enough: paragraph 8
4. Powerless: paragraph 7
5. Worse: paragraph 2

Extension Activity

Ask learners to write five sentences of their own using antonyms of these words.

1. Argue
2. Keen
3. Enter
4. Local
5. Close

ACTIVITY 6

Use adjectives to create vivid descriptions

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Review the information in Activity 1 on descriptive language.
2. Learners work in pairs to complete the paragraph.
3. Allow learners to go online to revise how adjectives can be used to make texts more interesting. Identify suitable websites before the lesson.

Answers

2. **a)** colourful **b)** loud **c)** fragrant
d) sweet **e)** hard

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

ACTIVITY 7**Use relative pronouns correctly**

(GROUP/PAIR/INDIVIDUAL)

1. Learners work in groups to revise the information about relative pronouns.
2. Learners work in pairs to complete the sentences.
3. Learners write their own sentences.

Answers

2.
 - a) Soccer is a sport **that** is played by two teams of eleven players.
 - b) Our national team, **whose** coach is very experienced, has a good chance of winning the match.
 - c) The stadium, **which** was full to capacity, roared as the first goal was scored.
 - d) Kumasi Asante Kotoko, **who** are known as the "Porcupine Warriors", train at Baba Yara Stadium in Kumasi.
 - e) That is the player **whose** photo I sent you.
 - f) The team **that** wins will go through to the next round.
 - g) Patrick Yeboah of Kotoko made a cross, **which** was headed into the net by the Guinean Naby Keita.
 - h) Liverpool is the club **that** won the Premier League last season.
 - i) Their captain, **who** has scored six goals already this season, will be in action on Saturday.
 - j) Our team lost, **which** is very disappointing.
3.
 - a) Basketball is a sport that can be played outside or inside.
 - b) Boxing, which is a dangerous sport, is popular worldwide. OR Boxing, which is popular worldwide, is a dangerous sport. OR Boxing is a dangerous sport that is popular worldwide.
 - c) The Ghanaian men's national football team, which is one of Africa's top football teams, is nicknamed the "Black Stars". OR The Ghanaian men's national football team, whose nickname is the "Black Stars", is one of Africa's top football teams.
 - d) Novak Djokovic, who won the Wimbledon men's tennis tournament in 2021, is from Serbia. OR Novak Djokovic, who is from Serbia, won the Wimbledon men's tennis tournament in 2021.
 - e) Athletics is a sports category that includes running, jumping, throwing and walking.
 - f) My younger brother, who is a keen supporter of our local team, is coming with us to the match.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Writing (Learner's Book page 42)**ACTIVITY 8****Use repetition, synonyms and antonyms
to connect ideas in paragraphs**

(CLASS/INDIVIDUAL)

1. Work as a class. With the class, read the information in the box in the Learner's Book about connecting ideas in paragraphs.
2. Learners work individually to write a paragraph. Learners should plan, write a rough draft and revise and edit their text using the checklist. Then they write a final, neat copy.

Assessment

Teacher assessment: For exercise 2, use the rubric that follows to assess the following indicator:
B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices.

Rubric: Paragraph

Content	<ul style="list-style-type: none">• The paragraph is based on the given topic. (1)• The paragraph has one main idea. (1)	2 marks
Organisation	<ul style="list-style-type: none">• The paragraph has one topic sentence. (1)• The paragraph has several supporting sentences. (1)• The sentences use repetition of key words as well as synonyms and antonyms to link ideas together cohesively. (1)	3 marks
Expression	<ul style="list-style-type: none">• Appropriate vocabulary is used. (1)• Different types and kinds of sentences are used. (1)	2 marks
Mechanical accuracy	<ul style="list-style-type: none">• The spelling and punctuation are correct. (1)• The grammar is correct. (1)• The writing process has been used. (1)	3 marks
Total		... /10 marks

Remedial Activity

If learners struggle to write a paragraph using all three of the techniques (repetition, synonyms and antonyms), tell them to just focus on either repetition or synonyms to connect the ideas.

Extension Activity

Learners can write two or three paragraphs rather than just one.

Literature (Learner's Book page 43)

ACTIVITY 9

Analyse the types of characters in a drama

(CLASS/PAIR/INDIVIDUAL)

1. Learners work in groups to revise the features of a narrative. Explain that they are now going to learn about another kind of text: a drama. Ask for a volunteer to read the information in the box in the Learner's Book about features of a drama.
2. Learners work in pairs to read the dialogue from the drama using the questions to identify some of the features they have just learnt. One learner should read the brother's dialogue and the other should read the sister's dialogue. You can also use any level-appropriate prescribed literature drama text as an example of characters in drama.
3. Learners work in pairs to analyse the characters.
4. Learners work in pairs to discuss the characters. Encourage learners to set a personal standard of being positive, like the character of the sister.
5. Provide learners with suitable links so they can access and analyse more drama extracts online.

Answers

2. a) The characters are Adjo and Effia.
b) They know each other very well: could be brother and sister, cousins, or Adjo could be Effia's son.
c) They are in a room in a home.
d) Adjo's upcoming Basic Education Certificate Examination and his preparation for (or stressing about) it.
e) Adjo is very worried/nervous/anxious. Effia is confident and optimistic about it.
3. Learner's own response, for example:

Name	Approximate age	Personality	What else you learnt about them
Adjo	About 15 years old	Nervous/anxious	<ul style="list-style-type: none">• He is Effia's brother, cousin or son.• He is writing his BECE exam soon.
Effia	Young adult or more mature adult	Positive/optimistic and helpful	<ul style="list-style-type: none">• She is Adjo's sister, cousin or mother.• She has a job.

(8)

4. Learner's own response, for example: They are rounded characters, because the writer conveys how they think and feel. (2)

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to award a mark out of 10 for exercises 3 and 4. Learners' answers can differ as long as they make sense and are relevant to the text.

Introduction

The theme of Sports and Games is one of the topics selected in the curriculum for B8. In this unit, learners will read a biographical text about a sportsperson. They will listen to directions, give directions to locations, practise the consonant sounds /k/ and /g/, use synonyms and antonyms, and learn about adverbs. They will complete sentences using defining and non-defining relative clauses and expand sentences using phrases. They will also compare different types of characters in two drama texts.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 1: Conversation/Everyday discourse		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	B8.1.1.1.4: Listen to and give accurate directions of complex routes to different locations <ul style="list-style-type: none"> Listen to and identify vocabulary and expressions used in giving accurate directions to complex locations, e.g. street names, complex prepositions, quite a distance, a day's journey, etc. Use relatively permanent landmarks as guides to specific locations, e.g. penthouses, supermarkets, avenues, churches, mosques, schools, hospitals, etc. Use these in giving directions to complex locations, e.g. from the airport to Jubilee House (Activity 1) 	Communication and collaboration
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.1: Produce consonant sounds in context (plosives) <ul style="list-style-type: none"> Listen to and identify plosives in context, e.g. /k/, /g/ Distinguish between voiced and voiceless plosives in context Use plosives in connected speech (Activity 2) 	Communication and collaboration

Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.1: Identify the main text features of non-fiction texts <ul style="list-style-type: none"> • Make connections between the text and your prior experience • Read a text closely for interpretation • Generate relevant answers to questions (Activity 3 and Activity 4)	Communication and collaboration Digital literacy
Strand 3: Grammar and grammar usage		
Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.5: Demonstrate command of the knowledge of adverbs <ul style="list-style-type: none"> • Use adverbs to modify adjectives • Use adverbs to pre-modify another adverb (Activity 7)	Communication and collaboration
	B8.3.1.1.4: Use verb forms correctly when talking about future events <ul style="list-style-type: none"> • simple future (Activity 6)	Communication and collaboration
Sub-strand 3: Vocabulary		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.3.1: Demonstrate appropriate use of vocabulary in communication	B8.3.3.1.1: Use vocabulary appropriately in speaking and writing <ul style="list-style-type: none"> • Use word relationships (synonyms, antonyms) in context (Activity 5)	Communication and collaboration
Strand 4: Writing		
Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B8.4.1.1.1: Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices <ul style="list-style-type: none"> • Use defining and non-defining relative clauses to expand sentences • Use noun phrases, adjectival phrases and adverbial phrases to expand sentences (Activity 8 and Activity 9)	Communication and collaboration Digital literacy

Strand 5: Literature

Sub-strand: Narrative, drama and poetry

Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.1: Analyse the types of characters in texts <ul style="list-style-type: none">Drama: Compare different types of characters in two texts (Activity 10)	Critical thinking and problem-solving

Resources

- Learner's Book pages 46–57
- Dictionary
- Map of your local area (either online or printed) (Activity 1)

Review

Before you begin Unit 5, review the main skills and concepts developed in Unit 4 with the class. They are:

- adjectives and words that appeal to the senses
- the /k/ and /g/ sounds
- sequence of events in a text
- cohesive paragraphs: using repetition, synonyms and antonyms to connect ideas.

Teaching methodology

Oral Language (Learner's Book page 46)

ACTIVITY 1

Listen to and give accurate directions to different locations

(CLASS/PAIR)

- Work as a class. Revise listening and giving directions learnt in B7, which focuses on familiar places. Revise the following words and phrases, and then ask for volunteers to give directions to familiar places in your school, or community: *go straight, turn left/right into, at the roundabout, take the first exit, carry on straight, pass, on your left/right, continue straight*. Ask for a volunteer to read the information in the box in the Learner's Book about listening to and giving directions.
- Learners work in pairs for the first role play.
- Learners work in pairs for the second role play. If you have a map available of your local area, learners could refer to this for ideas.

Answers

- Learner's own response, for example:

Directions for walking from Kotoka International Airport to Jubilee House

When you leave Kotoka International Airport, you will reach a traffic circle. Take the second exit, Airport Road. Go straight at the next traffic circle, then you will reach Liberation Rd. Turn left. Carry on straight for a couple of kilometres. Along the way you will pass through a big intersection. The building 37 Military Hospital is next to the intersection, on the right. Keep going straight. Turn right into Presidential Drive, then left into Liberation Crescent. After about 250 m, Jubilee House will be on your left.

Assessment

For either exercise 2 or exercise 3, use the rubric on page xxiv of this Facilitator's Guide to assess the following indicator:

B8.1.1.1.4 Listen to and give accurate directions of complex routes to different locations.

Note that you may not have time to assess each learner in your class during one lesson – focus on a few individuals in one lesson and then a few more in another lesson until you have assessed the whole class.

ACTIVITY 2

Revise the consonant sounds /k/ and /g/

(CLASS/PAIR)

1. Work as a class. Revise the information from the previous unit.
2. Learners work in pairs to read the words aloud and complete the sentences.

Answers

2.
 - a) Please **strike** a match to light the **cooking** fire.
 - b) We'll bake **biscuits** and **cupcakes** for the birthday party.
 - c) Auntie baked bread but it was as heavy as a **brick**!
 - d) The lonely king gazed out over his **kingdom**.
 - e) The picture was at a slight **angle**.
 - f) He is the cleverest boy in the **class**.
 - g) She dropped her soft drink and the **glass** broke.
 - h) He fell and sprained his **ankle**.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Reading (Learner's Book page 48)

ACTIVITY 3

Predict a text

(CLASS/GROUP)

1. Work as a class. Find out what learners know about fiction and non-fiction texts. (Fiction is not grounded in real-life events, it is made up or created by a writer. Non-fiction refers to factual information about the real world.) Ask a volunteer to read the information in the box in the Learner's Book about the text features of non-fiction texts.
2. Learners work in groups to identify the features of a non-fiction text.
3. Learners work in groups to predict the text. Ask for a volunteer from each group to share their predictions with the class. Ask them to make connections between the text and their prior experience: What do they know about this sportsperson already?
4. Ask for a volunteer to read the text aloud to the class. Have a class discussion about whether the predictions were correct or not.

Answers

2.
 - a) It is a non-fiction text. (1)
 - b) The content is about real people, places and events. The layout includes a photograph. There are subheadings that guide readers through the text. There is an introduction, body paragraphs and a conclusion. (6)
3.
 - a) The text is about the life of Asamoah Gyan. "Biography" means the life story of a person. (2)
 - b) The text is about Asamoah Gyan, a famous Ghanaian footballer. (1)

Assessment

Teacher assessment: Use the memorandum in the Answers section to award a total mark out of 10 to assess the following indicator:

B8.2.1.2.1 Identify the main text features of non-fiction texts.

Note: Assess a few individuals at a time. You may assess the others over the next few weeks as you complete the activities in the units that follow.

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners read the article silently.
2. Learners work in groups to discuss the comprehension questions, then write their answers individually.
3. Allow learners to search the internet to find out about other sports heroes. Let them share the information with the class.

Answers

2.
 - a) 22 November 1985 (1)
 - b) 18 (1)
 - c) He decided to take a break after people criticised him for missing a penalty kick. Missing the penalty kick meant that Ghana lost the match. (2)
 - d) He was made a chief of the Gbui Traditional Area because he sponsored a borehole for a college in the area. (2)
 - e) His mother was a former student of St Francis College of Education. (1)
 - f) Learner's own response, but it must make sense. For example: He was a very fast football player so they compared him to a fast jet plane. At age 17 he still had a baby face/looked young for his age. (2)
 - g) It means when he stops or retires from playing football. (1)
 - h) It means one should not concentrate all one's efforts and resources in only one area as one could lose everything. His life is an example of following this proverb, as he has not just concentrated on football but has also started his own businesses. (2)
 - i) Learner's own response. One of the following possible answers about an impressive achievement:
 - Playing in so many countries from such a young age – he was talented and adventurous.
 - Setting the record for the highest number of goals scored in the Ghanaian national team – he was committed to achieving his best.
 - Being a successful businessman as well as football player – he planned well and was focused. (3)

- j) Synonyms which can replace the following words in the passage: (3)

Word	Synonyms
i) elite	best, select, top, exclusive
ii) nicknamed	called, tagged, dubbed
iii) tycoon	magnate, entrepreneur, mogul

- k) Ghanaian (1)
l) lazy (1)

Total: 20 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 2. Award a total mark out of 20. This activity assesses the following indicator:

B8.2.1.2.1 Identify the main text features of non-fiction texts.

- Make connections between the text and your prior experience.
- Read a text closely for interpretation.
- Generate relevant answers to questions.

Grammar (Learner's Book page 51)

ACTIVITY 5

Revise synonyms and antonyms

(PAIR/INDIVIDUAL)

1. Learners work in pairs to find synonyms in the reading text. They can refer to a dictionary for these exercises if necessary.
2. Learners work individually to find antonyms in the reading text. Hint to learners which paragraphs they should look at for the antonyms.
3. Learners work individually to use synonyms and antonyms in context.

Answers

1. a) amount: number
b) achievement: success
c) a rest: a break
d) carrying on: continuing
e) zone: area
2. a) criticised: praised
b) international: local
c) impressive: unimpressive
d) success: failure
e) smoothly: roughly
3. a) The athlete's study fees were **paid/funded** by a company.
b) It is **unsurprising/predictable** to hear that Akosua Mansa is a basketball fan.
c) She started a very **unsuccessful** company.
d) They were rejected because they could not meet the **international** standard.
e) He **encouraged** my choice of career.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Remedial Activity

Hint to learners which paragraphs they should look at for the synonyms in exercise 1.

1. amount: paragraph 4
2. achievement: paragraph 4
3. a rest: paragraph 6
4. carrying on: paragraph 8
5. zone: paragraph 9

Extension Activity

Ask learners to replace the underlined words in these sentences with synonyms.

1. She started playing netball when she was just a child.
2. That is one of the top football leagues.
3. He has managed to combine business success with sports success.

Answers

1. She **began** playing netball when she was **only** a child.
2. That is one of the **best** football leagues.
3. He has **been able** to combine business success with sports success.

ACTIVITY 6

Identify verbs and tenses

(CLASS/PAIR)

Note: Although the **present** and **past tense** forms that learners learnt in B7 do not appear in the curriculum, it is important that they revise them before they learn the different future tense forms. You can use this activity, and the information and exercises provided at the back of the Learner's Book on pages 244 and 245 to do further revision and ensure that learners have a firm foundation on which to explore the future tenses in Units 8 and 9. Answers for the Revision exercises are provided below.

1. Work as a class. Find out what learners can remember about verbs and verb tenses. Learners discuss the questions in exercise 1, using the information in the box in the Learner's Book to help them.
2. Learners work in pairs to identify the present and past verb tenses in the sentences.
3. In exercise 3 they are introduced to the third tense: the future tense, and also identify verbs in the present and past tense.

Answers

2. **a)** is – present tense **b)** was born – present tense **c)** has played – past tense
d) holds – present tense **e)** will become – future tense
3. **a)** I hope that one day I **will** also **play** for a National Netball Championship.
b) present tense: is, play, am
past tense: played, was

Answers to Revision Activity: Present tense (Learner's Book page 244)

- 1–2. a) Ghanaian female footballers **have played (present perfect tense)** an important role in the history of soccer in Africa.
- b) Ghanaians **are (simple present tense)** proud of their women's national football team, the Black Queens.
- c) They **have been playing (present perfect progressive tense)** as a team for many years.
- d) They **have been (present perfect tense)** through bad times, but also many good times.
- e) Mercy Tagoe **is (simple present tense)** a famous Ghanaian footballer.
- f) She **has made (present perfect tense)** history for herself as the first female coach to win a trophy.
- g) We **are hoping (present progressive tense)** that the Black Queens will go from strength to strength in the future!

Answers to Revision Activity: Past tense (Learner's Book page 245)

3. Ghana **has produced** some remarkable athletes. Vida Anim **has set** records and **won** gold medals. She and her family **had not been planning** a career in sport. However, at school she **entered** some events and won them. Then she went to another school. One day they **were having** a sports competition and they **needed** someone to take part in the 4 × 100m relay. They **asked** her if she could run and she **said** yes. She won the race. That was when her family **decided** she must take sport seriously and she **went** to a special sports school. Her career **took** off and since then she has won numerous international competitions and awards. There **have been** some ups and downs, though. While she **was taking** part in the 2004 Olympics, she **suffered** an injury and could not compete in 2005.

ACTIVITY 7

Use adverbs to modify verbs, adjectives and other adverbs

(CLASS/INDIVIDUAL)

1. Work as a class. Ask learners to identify the adverbs in the sentences. Discuss how they add information to the verbs in each sentence.
2. Ask for a volunteer to read the information about adverbs. Adverbs add information about a verb, adjective or other adverb. Many adverbs end in “-ly”, for example: *She smiled **happily**.*
3. Learners work individually to complete the sentences using the given adverbs before adjectives and other adverbs.

Answers

1. a) always – tells you how long Gyan has been a keen football player
b) seriously – tells you how he played
c) often – tells you that he has recorded a lot
3. a) The captain of the team was **really** depressed after they lost the game.
b) He played **so** badly that they lost the match.
c) The spectators were **quite/extremely/very** sad after the match.
d) The defender was criticised for playing **extremely/very/quite** carelessly during the finals.

- e) The coach asked his trainees to listen **very/extremely/quite** carefully.
- f) We think he is **too** rude to be a good captain.
- g) The captain was **completely/really/extremely** overjoyed at the team's success.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Writing (Learner's Book page 53)

ACTIVITY 8

Use defining and non-defining relative clauses to expand sentences (CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Revise the relative pronouns that introduce a relative clause (Unit 2, Activity 6). Ask for a volunteer to read the information in the box in the Learner's Book about defining and non-defining relative clauses.
2. Learners work in pairs to match the main clauses and relative clauses.
3. Learners work individually to expand sentences using defining and non-defining relative clauses.

Answers

2. a) David Kotei, **whose nickname was "D.K. Poison"**, was the first Ghanaian professional boxer to win a world championship.
 b) Bukom, **which is a neighbourhood in Accra**, has produced many boxing champions.
 c) At our school we play cricket, **which is a sport growing in popularity**.
 d) That is the player **who I told you about**.
 e) Did you hear about the new boxing centre **that can seat 4,000 people**?
3. Learner's own response

Assessment

Teacher assessment: For exercise 3, use the rubric that follows to assess the following indicator: B8.4.1.1.1 Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices.

Rubric: Sentences

Content	<ul style="list-style-type: none"> The sentences use the correct relative pronouns. (½ mark for each of the eight sentences) 	4 marks
Organisation	<ul style="list-style-type: none"> Each sentence is numbered and written on a new line. (1) 	1 mark
Expression	<ul style="list-style-type: none"> The verbs in the relative clauses are in the correct tense. (1) The verbs agree with the subject. (1) 	2 marks
Mechanical accuracy	<ul style="list-style-type: none"> The spelling is correct. (1) The punctuation is correct. (1) Commas are used with non-defining clauses. (1) 	3 marks
Total		... /10 marks

Remedial Activity

If learners struggle, then give them sentences that can be added on to the sentence starters. The learners then need to select the correct relative pronoun and combine the sentences.

1. Basketball is a sport. It is played by two teams of five players.
2. The athlete won the medal. The athlete is from Ghana.
3. The players came late. They were criticised by the coach.
4. That is the player. The player scored many goals.
5. Elizabeth Addo is a well-known football player. She plays for our national team.
6. All the players enjoyed playing at the stadium. The stadium was full.
7. The coach is newly appointed. The coach trains the team well.
8. The Black Star Team is our national team. The team won the match.

Answers

1. Basketball is a sport **that** is played by two teams of five players.
2. The athlete **who** won the medal is from Ghana.
3. The players **who** came late were criticised by the coach.
4. That is the player **who** scored many goals.
5. Elizabeth Addo, **who** plays for our national team, is a well-known football player.
6. All the players enjoyed playing at the stadium, **which** was full.
7. The coach, **who** is newly appointed, trains the team well.
8. The Black Star Team, **which** is our national team, won the match.

Extension Activity

Ask learners to write five sentences using defining or non-defining relative clauses about a sport or sportsperson they are interested in.

ACTIVITY 9

Use phrases to expand sentences (CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Discuss the sentences. Learners should be able to identify that a) *In the 2010 World Cup* is not a sentence because it does not have a subject or a verb.
2. Ask for a volunteer to read the information in the box in the Learner's Book about noun phrases, adjectival phrases and adverbial phrases.
3. Learners work in pairs to expand sentences using the different types of phrases.
4. Allow learners to use a search engine to learn more about the noun, adjectival and adverbial phrases.

Answers

3. Learner's own response. For example:
 - a) The police arrested the thief **last night**. (adverbial phrase of time)
 - b) My sister is **very clever**. (adjectival phrase)
 - c) I spoke to him **in a whisper**. (adverbial phrase of manner)
 - d) They used to live **across the road**. (adverbial phrase of place)
 - e) We had **a tiring training session** this morning. (noun phrase)

Assessment

Teacher assessment: For exercise 3, award a mark out of 5 to assess whether learners can expand sentences using these types of phrases.

Literature (Learner's Book page 56)

ACTIVITY 10

Compare different types of characters in two drama texts

(PAIR/INDIVIDUAL)

1. Learners work in pairs to read the drama extracts. You can also use any level-appropriate prescribed literature drama text as an example of characters in drama.
2. Learners work individually to take notes in a table comparing two different characters.
3. Learners use their notes to write a paragraph comparing the two characters.

Answers

2–3. Learner's own response. This will depend on the characters chosen from the two drama texts.

Assessment

Teacher assessment: Award a mark out of 10 for each learner's response: award 6 marks for relevant content comparing the characters and 4 marks for expression and mechanical accuracy.

Introduction

The theme of Modern Communication and the theme of Communication (email, internet, print and electronic media) are two topics selected in the curriculum for B8. In this unit, learners will read a radio interview about communication technology. They will take turns in conversations and practise consonant sounds. They will use analogy, adverbs and the colon punctuation mark. They will create dialogues on a theme and create dialogues to illustrate different types of characters.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 1: Conversation/Everyday discourse		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	B8.1.1.1.5: Demonstrate appropriate turn-taking for effective oral communication <ul style="list-style-type: none"> View turn-taking in conversations, meetings and round-table conferences Use the different strategies to show turn-taking in conversations and discussions on varied topics/issues Use body language, gestures, eye contact, signal interest and attention through appropriate expressions and posture to involve others in conversation Demonstrate effective turn-taking in everyday discourse and discussions on varied topics/issues (Activity 1)	Creativity and innovation Personal development and leadership Digital literacy
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.1: Produce consonant sounds in context (plosives) <ul style="list-style-type: none"> Listen to and identify plosives in context, e.g. /p/, /t/, /g/ (Activity 2)	Communication and collaboration
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.1: Identify the main text features of non-fiction texts <ul style="list-style-type: none"> Make connections between the text and your prior experience Read a text closely for interpretation 	Communication and collaboration Digital literacy Presentation

	<ul style="list-style-type: none"> Generate relevant answers to questions (Activity 3 and Activity 4) 	
Strand 3: Grammar and grammar usage		
Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.5: Demonstrate command of the knowledge of adverbs <ul style="list-style-type: none"> Use adverbs to modify adjectives Use adverbs to pre-modify another adverb (Activity 6) 	Communication and collaboration
Sub-strand 2: Punctuation and capitalisation		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Demonstrate mastery of capitalisation and punctuation in communication	B8.3.1.1.1: Use punctuation marks in context <ul style="list-style-type: none"> Use colon to: introduce a list; introduce speech in plays; separate chapters from verses; separate hours from minutes (Activity 7) 	Communication and collaboration
Sub-strand 3: Vocabulary		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.3.1: Demonstrate appropriate use of vocabulary in communication	B8.3.3.1.1: Use vocabulary appropriately in speaking and writing <ul style="list-style-type: none"> Use word relationships (analogy) in context (Activity 5) 	Communication and collaboration Digital literacy
Strand 4: Writing		
Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.2.2: Apply writing skills to specific life situations	B8.4.2.2.4: Create dialogues among multiple interlocutors on different themes <ul style="list-style-type: none"> Writing dialogues of different lengths on given topics by using the following strategies: <ul style="list-style-type: none"> Write the names of the characters on the left side of the page Use a colon after the name of the character who is speaking Use a new line to indicate each new speaker Advice to characters (or readers) on how to speak or present the action must be given in brackets before the words are spoken Sketch a scenario before you start writing (Activity 8) 	Communication and collaboration Presentation

Strand 5: Literature

Sub-strand: Narrative, drama and poetry

Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.1: Analyse the types of characters in texts <ul style="list-style-type: none"> Drama: Create texts to illustrate different types of characters (Activity 9)	Cultural identity and global citizenship Personal development and leadership Presentation

Resources

- Learner's Book pages 58–68
- Dictionary
- Panel discussions or conversations on television or online (Activity 1)

Review

Before you begin Unit 6, review the main skills and concepts developed in Unit 5 with the class. They are:

- listening to or giving directions
- features of non-fiction texts
- verbs and adverbs
- cohesive paragraphs: using defining and non-defining relative clauses.

Teaching methodology

Oral Language (Learner's Book page 58)

ACTIVITY 1

Demonstrate turn-taking in conversations and discussions

(CLASS/INDIVIDUAL/PAIR)

- Work as a class. Read the conversation in the Learner's Book. Have a discussion as to whether it is a good conversation or not. (It is not a good conversation as it is one-sided: Speaker 2 does not listen to Speaker 1 or give him/her a turn to speak, she makes very little eye contact, her body language makes it clear she is not interested in what Speaker 1 has to say.)
- Ask for a learner to volunteer to read the information in the box in the Learner's Book about turn-taking. Point out that taking turns is polite and allows us to hear what the other person has to say. In this way, we are able to see things from a different perspective than our own.
- For homework, learners observe actual examples of turn-taking outside the classroom. If learners have access to television or the internet, they can watch a panel discussion or conversation on television or online.
- Learners work in pairs for the role plays. Point out the examples of expressions that they can use. Model an example conversation with a more confident learner. For example, using eye contact, tell the learner that you prefer using a cell phone to communicate rather than emailing from a computer. Lean towards the learner and ask: "What about you?"

Assessment

Teacher assessment: For exercise 4, use the rubric that follows to assess the following indicator:
 B8.1.1.1.5 Demonstrate appropriate turn-taking for effective oral communication.

Content	<ul style="list-style-type: none"> The content is based on the given topic. (1) 	1 mark
Organisation	<ul style="list-style-type: none"> All partners in the conversation participate and take turns to speak. (1) All partners listen carefully to what others say. (1) 	2 marks
Expression	<ul style="list-style-type: none"> All partners use body language, gestures, facial expressions and eye contact to signal interest and attention and involve others in conversation. (4) Appropriate vocabulary is used. (1) 	5 marks
Mechanical accuracy	<ul style="list-style-type: none"> All partners speak clearly. (1) Pronunciation and grammar are correct. (1) 	2 marks
Total		... /10 marks

ACTIVITY 2

Revise consonant sounds

(CLASS/INDIVIDUAL)

- Work as a class. Revise the information about plosive sounds from Units 1 to 5.
- Learners work individually to identify the plosive consonant sounds.

Answers

2. a) B: sleeping b) A: heart c) D: noodle
d) D: clang e) E: grown

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Teacher assessment: Award a mark out of 5.

Reading (Learner's Book page 60)

ACTIVITY 3

Predict a text

(GROUP)

- Learners work in groups to answer the questions which are based on prior knowledge and own experience. Ask for a volunteer from each group to share their answers with the class.
- Learners scan the text to find specific information.
- Learners identify what type of text it is, giving reasons.
- Learners read the text in pairs. You could ask for two volunteers to read the text aloud to the class.

Answers

- a) Communication technology is all the tools used to send, receive and process information. (1)

b) and c) Responses will depend on learner's own experience. Possible technological tools used for learning might include digital whiteboards, tablets, laptops, digital books as well as access to a computer room or media centre.
- a) Joojo Osei (1)

b) Dr. Yentumi (1)

c) Videoconferencing / Online meetings. (1)
- It is an interview between a radio host and an expert guest. (1)

Assessment

Teacher assessment: Use the memorandum in the Answers section to award a total mark out of 5 to assess the following indicator:

B8.2.1.2.1 Identify the main text features of non-fiction texts.

Note: Assess a few individuals at a time. You may assess the others over the next few weeks as you complete the activities in the units that follow.

ACTIVITY 4

Read and understand a text

(CLASS/INDIVIDUAL/PAIR)

1. Work as a class. Read about making connections with your own experience when reading with the class. Remind learners that in Activity 3 they discussed what they already knew about the topic of communication technology based on their own experience. Tell them that some comprehension questions also require them to make connections with their own experience.
2. Learners read the radio interview text.
3. Learners work in pairs to discuss the comprehension questions, then write their answers individually. Encourage learners to express their answers using their own words.
4. Encourage learners to record themselves reading aloud at home. It can help them gain confidence in their reading abilities and improve their pronunciation.

Answers

3.
 - a) It is very easy to get information through communication technology. (2)
 - b) Accept responses that explain that information is the basis for decision-making and action, for example: Information is important because we need it to make decisions, plan our activities and take actions. (2)
 - c) When people use technological devices, they work faster and better, which results in a good output of work. (2)
 - d) Dr. Yentumi means that with the internet, you can work from wherever you are and that you do not need to rely on the postal service or physical deliveries. (2)
 - e) When we use technology tools in the workplace, we save money, time and effort. (2)
 - f) The chat rooms are used to discuss assignments. (1)
 - g) Learners can watch live videos to help them study. They can download information and share it with other learners. (2)
 - h) Learners do not just sit and listen to the teacher – they can go online and search for information by themselves. (2)
 - i) Learner's own response. For example: The major benefit to me, as a learner, will be to improve upon my studies and performance. A good performance will make it possible to enter a good senior high school. (3)
 - j) Dr. Yentumi, thank you for the **very** informative discussion. (1)
 - k) Doctor, most people already use social media apps, such as Facebook, Instagram and so on, which are all types of communication technology. (1)

Total: 20 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 3. Award a total mark out of 20. This activity assesses the following indicator:

B8.2.1.2.1 Identify the main text features of non-fiction texts.

- Make connections between the text and your prior experience.
- Read a text closely for interpretation.
- Generate relevant answers to questions.

Grammar (Learner's Book page 63)

ACTIVITY 5

Use analogy

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Discuss the questions. Learners should be able to identify that the relationship between the first word and the other words in list a) is that they have similar meanings, so they are synonyms. The words in list b) have opposite meanings to the first word, so they are antonyms.
2. Ask for a volunteer to read the information in the box in the Learner's Book about other kinds of word relationships. Make sure learners understand that word analogies are about a conceptual relationship. You need to use logic and reasoning to work out the relationship between the pairs of items.
3. Learners work in pairs to complete the analogies.
4. Provide learners with suitable links so they can learn more about analogies online.

Answers

3. a) email : writing, phone : speaking
b) oven : heating, fridge : cooling
c) happy : smile, angry : frown
d) metre : kilometre, kilobyte : megabyte
e) legs : walk, mouth : chew

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Remedial Activity

Give learners more items to practise analogy.

1. dog : puppy, cat : _____
2. chef : food, artist : _____
3. tilapia : fish, crow : _____
4. hair : comb, teeth : _____
5. up : down, difficult : _____

Answers

- | | | |
|-----------|-------------|---------|
| 1. kitten | 2. painting | 3. bird |
| 4. brush | 5. easy | |

Extension Activity

Ask learners to make up analogies for their partner to solve for these relationships. 1. part : whole; 2. tool/object : its action; 3. category : member (for example, ostrich : bird, elephant : mammal)

ACTIVITY 6

Use adverbs to modify adjectives and other adverbs

(CLASS/INDIVIDUAL)

1. Work as a class. Revise the information from Unit 5 on adverbs, and ask learners to identify the adverb in the sentence provided, and its function. Then ask for a volunteer to read the information in the box in the Learner's Book.
2. Learners work individually to complete the sentences.
3. Learners work individually to complete the sentences.
4. Learners work individually to write their own sentences.

Answers

1. "Probably" is an adverb. It tells us more about the verb "offer".
2.
 - a) I was **very** tired after studying all evening.
 - b) She told me she felt **absolutely** exhausted after her exam.
 - c) It is **really** wonderful to see the excitement in learners' faces.
 - d) He is the host of the **extremely** popular programme *The Present and the Future*.
 - e) You should listen to this podcast – it is **absolutely** fantastic!
3.
 - a) My sister complained that this new app is **extremely/incredibly/really/too** complicated.
 - b) The camera on this phone is **quite/really/simply** incredible.
 - c) What's **really** amazing is how quickly people adapt to new technology.
 - d) I thought his joke was **quite/fairly** funny but not as funny as mine.
 - e) This computer is **too** old to be worth fixing.
 - f) She's **so** talented with computers that I think she should become a programmer.
 - g) I've been trying to buy that new phone for ages, but it's **extremely/incredibly/really** difficult to get hold of one.
 - h) The new version is **only** available overseas at the moment.
 - i) It's **really/so** kind of you to help me.
 - j) Modern communication technology is **definitely** more convenient than previous forms of communication.
 - k) I can't remember my password. It's **extremely/incredibly/so** frustrating.
 - l) I find it **almost** impossible to keep up with the news.
 - m) This new podcast is **extremely/hugely/incredibly/really** popular; it has thousands of listeners.
 - n) Digital technology has introduced an **entirely** new way of thinking about education.
 - o) I think that the phone is **fairly/quite** affordable, although there are cheaper ones available.
4. Learner's own response

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

ACTIVITY 7

Use punctuation marks: colons

(CLASS/PAIR)

1. Work as a class. Ask learners to identify the punctuation marks in the sentence.
2. Learners read the information in the box in the Learner's Book about colons. Tell learners they will learn about different punctuation marks in the next few units. If you feel it is necessary, revise the punctuation marks that learners should already be familiar with (full stop, question mark, exclamation mark and comma) by writing some unpunctuated sentences on the board and having learners punctuate them.

3. Learners work in pairs to punctuate the sentences.

Answers

1. The sentence has:
 - a) one full stop (.)
 - b) five commas (,)
 - c) one colon (:)The colon is used before a list of things.
3.
 - a) To join online classes, you need any of the following devices: a smartphone, a tablet or a laptop.
 - b) Punctuation marks include the following: full stops, commas, exclamation marks, question marks, colons and semicolons.
 - c) Learner: I think we need Wi-Fi too.
 - d) The next virtual class starts at 13:15.
 - e) "He who has ears, let him hear." Mark 4:9

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Writing (Learner's Book page 66)

ACTIVITY 8

Create a dialogue

(CLASS/GROUP)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about how to write dialogue. Point out that dialogue can be used to write down interviews or conversations, and it can also be used to write playscripts/drama texts. You could read the example dialogue aloud with a more confident learner or ask two confident learners to read it.
2. Learners work in groups to write their own dialogues on the given topics. Groups should assign roles within the group: for example, one learner could be the "chair", ensuring that everyone's ideas are heard; another learner could be the "scribe" who notes down the ideas that everyone agrees on. Learners should plan, write a rough draft and revise and edit their text using the checklist. Then they write a final, neat copy.

Assessment

Teacher assessment: For exercise 2, use the rubric that follows to assess the following indicator: B8.4.2.2.4 Create dialogues among multiple interlocutors on different themes.

Rubric: Dialogue

Content	<ul style="list-style-type: none">The dialogue has three characters and is about the given topic. (2)	2 marks
Organisation	<ul style="list-style-type: none">The names of the characters are on the left side of the page. (1)There is a colon after the name of the character who is speaking. (1)There is a new line to indicate each new speaker. (1)There is advice to characters on how to speak or present the action in brackets before the words are spoken. (1)	4 marks

(continued on the next page)

Expression	<ul style="list-style-type: none"> The characters use language that suits their personalities and the setting. (1) 	1 mark
Mechanical accuracy	<ul style="list-style-type: none"> The spelling and punctuation are correct. (1) The grammar is correct. (1) The writing process has been used. (1) 	3 marks
Total		... /10 marks

Literature (Learner's Book page 67)

ACTIVITY 9

Create a drama text to illustrate different types of characters

(INDIVIDUAL)

- Learners work individually to plan a short drama text. Encourage them to look back at the example from Activity 8 and also to look at the examples from the Literature sections of Units 4 and 5. Encourage learners to express their cultural identity through the text that they create.
4. Learners should write a rough draft and revise and edit their text using the checklist. Then they write a final, neat copy. Note that learners will perform their drama texts in the next unit.

Assessment

Use the rubric that follows to assess the following indicator:

B8.5.1.1.1 Analyse the types of characters in texts.

Rubric: Drama: Create texts to illustrate different types of characters

Content	<ul style="list-style-type: none"> The dialogue has different types of characters. (2) 	2 marks
Organisation	<ul style="list-style-type: none"> The names of the characters are on the left side of the page. (1) There is a colon after the name of the character who is speaking. (1) There is a new line to indicate each new speaker. (1) There is advice to characters on how to speak or present the action in brackets before the words are spoken. (1) 	4 marks
Expression	<ul style="list-style-type: none"> The characters use language that suits their personalities and the setting. (1) 	1 mark
Mechanical accuracy	<ul style="list-style-type: none"> The spelling and punctuation are correct. (1) The grammar is correct. (1) The writing process has been used. (1) 	3 marks
Total		... /10 marks

Introduction

The theme of Modern Communication and the theme of Technology are two topics selected in the curriculum for B8. In this unit, learners will read an article about the disadvantages of the internet. They will do a listening comprehension and learn about the consonant sounds /f/ and /v/. They will use analogy, adverbs and the semicolon punctuation mark. They will create dialogues on a theme and perform the drama texts they created in Unit 6.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 2: Listening comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B8.1.2.1.1: Listen to a level-appropriate dialogue/discussion by more than one speaker attentively and identify key information <ul style="list-style-type: none"> Listen to and note important issues in a level-appropriate dialogue/discussion by more than one speaker, e.g. message, mood, tone Listen (again) and compare the issues in the dialogue/discussion by more than one speaker with what was noted in the first listening Identify implicit meaning based on vocabulary/language used in the selected dialogue or discussion (Activity 1)	Communication and collaboration
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.2: Produce consonant sounds (fricatives) in context <ul style="list-style-type: none"> Listen to and identify fricatives (/f/, /v/) in context Distinguish between voiced and voiceless fricatives in context Use fricatives in connected speech (Activity 2)	Communication and collaboration
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.2: Use contextual clues (topic sentence, vocabulary knowledge, cohesive devices, text features) to analyse text <ul style="list-style-type: none"> Read an age-appropriate text Use contextual cues to understand the text 	Communication and collaboration

	<ul style="list-style-type: none"> Identify ways that any of the cues help with meaning Identify ways through which cues like date of writing/author/culture influence the writing to help with meaning Find other texts and use contextual clues to help with meaning (Activity 3 and Activity 4)	
Strand 3: Grammar and grammar usage		
Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.5: Demonstrate command of the knowledge of adverbs <ul style="list-style-type: none"> Use adverbs to modify adjectives (Activity 6)	Communication and collaboration
Sub-strand 2: Punctuation and capitalisation		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Demonstrate mastery of capitalisation and punctuation in communication	B8.3.1.1.1: Use punctuation marks in context <ul style="list-style-type: none"> Use semi-colon to separate two independent clauses when a co-ordinating conjunction is not used; separate different items in a list that has commas (Activity 7)	Communication and collaboration
Sub-strand 3: Vocabulary		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.3.1: Demonstrate appropriate use of vocabulary in communication	B8.3.3.1.1: Use vocabulary appropriately in speaking and writing <ul style="list-style-type: none"> Use word relationships (analogy) in context (Activity 5)	Communication and collaboration
Strand 4: Writing		
Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.2.2: Apply writing skills to specific life situations	B8.4.2.2.4: Create dialogues among multiple interlocutors on different themes <ul style="list-style-type: none"> Writing dialogues of different lengths on given topics (Activity 8)	Communication and collaboration

Strand 5: Literature

Sub-strand: Narrative, drama and poetry

Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.1: Analyse the types of characters in texts <ul style="list-style-type: none"> Drama: Perform drama created (Activity 9) 	Communication and collaboration Presentation

Resources

- Learner's Book pages 69–78
- Dictionary
- Objects to use as props for the drama performances (Activity 9)

Review

Before you begin Unit 7, review the main skills and concepts developed in Unit 6 with the class. They are:

- turn-taking strategies in conversations and discussions
- analogies: relationships between words
- adverbs
- punctuation: colons
- dialogue: features
- listening for the main message.

Teaching methodology

Oral Language (Learner's Book page 69)

ACTIVITY 1

Listen to a discussion and identify key information

(CLASS/INDIVIDUAL)

- Work as a class. Ask for a learner to volunteer to read aloud the information in the box in the Learner's Book about mood, tone, and implicit meaning.
- Talk through the steps carefully with the learners as this is the first time that they are doing a listening comprehension. Learners work individually; however, consider asking less confident learners to pair with more confident learners if needed. Before you read the listening text, ask learners if they have heard of scams before.
 - Read the following listening text dialogue aloud clearly, at a natural pace. Learners make notes while they listen.
 - Read the dialogue again. Learners review their notes. Ask learners who they think Laadi and Abra are (two young people who are friends). Lead a class discussion to review the responses for the notes. The notes will reflect their own ideas but check that they are along these lines:
Message: Laadi has lost her mother's money through a mobile money wallet scam. Mood: Worried/ concerned. Tone: Laadi – upset; Abra – a bit critical of Laadi, but trying to help.
- Learners answer the comprehension questions.

Listening text

Laadi: Oh no! Abra, look what's happened!

Abra: What's the matter? Are you all right?

Laadi: I'm in very big trouble. I had Mummy's money in my mobile money wallet on my phone. You remember I told you that Bro Kofi sent her some money yesterday for hospital.

Abra: And what has happened to the money?

Laadi: I was fiddling with the phone and before I realised it, the money was stolen from the wallet.

Abra: No! How? Tell me exactly what happened.

Laadi: I had a call from an unknown person. He gave his name as Kwasi Abaka and said that he had sent some money to my phone wallet by mistake.

Abra: So, what did you do next?

Laadi: Hmmm ... he asked me to send it back to him. I asked him how I could do that. He gave me a code which, without thinking, I entered on my phone. Then a message came up, asking for my password.

Abra: And you entered it?

Laadi: Yes, I did. I didn't want to keep anybody's money. Then, when I checked the account, all the money I had in the wallet was gone.

Abra: Oh Laadi, you've fallen for a scam. Look, if you receive a call like that, just tell the person you haven't received any money in your wallet. Then refuse to answer any further calls. You should have known these tricks are going on these days.

Laadi: It's true, Abra.

Abra: I receive many calls and messages on my phone, asking me to do one thing or another. I just delete the messages, and don't answer strange numbers. I also refuse to carry out any instruction if I'm unsure about the person at the other end. You should be smarter at your age, eh!

Laadi: Thank you, my sister. I'll call Bro Kofi immediately to tell him what has happened. I know he won't be happy but I don't have a choice. Mummy has to go to hospital.

Answers

3. a) She regrets what she did. / She is upset. (1)
b) Laadi should not have entered her password. (1)
c) Learner's own response. For example: Yes, she was not aware of the scams/tricks going on around her. (1)
d) At her age, Laadi should know how to deal with scams/tricks. (1)
e) It is implied that he will be disappointed or angry. (1)

Total: 5 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 3. Award a total mark out of 5.

ACTIVITY 2**Produce the consonant sounds /f/ and /v/**

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Read the information in the box in the Learner's Book about the consonant sounds /f/ and /v/ with the class. These are fricative sounds, which means the sound is made by forcing air through a narrow space. Say each sound, demonstrating the correct mouth movements. Have learners repeat the sounds after you.
2. Read the sentences aloud slowly and clearly, asking learners to repeat after you. Then learners take turns to say the sentences to a partner.
- 3–4. Learners work individually. Explain any vocabulary that they are unfamiliar with.
5. Learners do this task at home.

Answers

- 3.
- | Words with /f/ sound | Words with /v/ sound |
|---|---|
| furnish, life, Friday, gift, afraid, February, feast, often, hoof, defend, deafness, inform | lively, November, vest, varnish, given, oven, avoid, hover, devote, devil, vanity, active |
- 4.
- a) leaf – leaves
 - b) fan – van
 - c) view – few
 - d) fault – vault
 - e) veil – fail
 - f) fast – vast
 - g) vine – fine
 - h) safe – save

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Reading (Learner's Book page 71)**ACTIVITY 3****Predict a text**

(PAIR)

1. Learners work in pairs to predict the text. Ask them to share their predictions with the class.
2. Learners work in pairs to skim and scan the text. For the bold words, learners try to work out the meaning, then check by using the Glossary at the end of the book or a dictionary.
3. Ask for a volunteer to read the text aloud to the class. Have a class discussion about whether the predictions were correct or not.

Answers

2. c) One example of cybercrime: computer or phone scam where someone gets your password and steals money OR online dating scam

Assessment

Self/peer assessment: Learners check their predictions against those of their classmates.

ACTIVITY 4**Read and understand a text**

(CLASS/INDIVIDUAL/GROUP)

1. Work as a class. Ask for volunteers to read the information in the box in the Learner's Book about using contextual clues.
2. Learners read the article again.
3. Learners work in groups to discuss the comprehension questions, then write their answers individually. Encourage learners to express their answers using their own words.
4. Learners work individually to find another article and use contextual clues to take short notes about the main ideas of the text. This could be a homework task.

Answers

3. a) Ghana. Accept either of the following as reasons: The writer's name is Ghanaian. The second paragraph says, "Ghana is no exception." (2)
- b) Four (1)
- c) Problem (1)
- d) Learner's own response but should include the idea of false or untrue information that is presented as being factual information. (2)
- e) Learner's own response. For example: He or she would feel afraid/worried/depressed/angry/helpless because now everyone believes something untrue about him or her. (2)
- f) Spending long hours looking at a screen is bad for your eyes. If you do not spend time in the company of your friends or family, you will feel lonely. (2)
- g) It means unable to leave a place because you have no money and no one to help you. (1)
- h) The first sentence of the last paragraph: "In conclusion, although the internet has some very important benefits, it also has some dangers." (1)
- i) Learner's own response, with a reason. (2)
- j) Learner's own response, with three sensible suggestions. (3)
- k) It introduces a list. (1)
- l) "social media", plural (2)

Total: 20 marks**Assessment**

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 3. Award a total mark out of 20. This activity assesses the following indicator:

B8.2.1.2.2 Use contextual clues (topic sentence, vocabulary knowledge, cohesive devices, text features) to analyse text.

- Read an age-appropriate text.
- Use contextual cues to understand the text.
- Identify ways that any of the cues help with meaning.
- Identify ways through which cues like date of writing/author/culture influences the writing to help with meaning.
- Find other texts and use contextual clues to help with meaning.

Grammar (Learner's Book page 74)

ACTIVITY 5

Revise analogy

(CLASS/INDIVIDUAL)

1. Revise the information in the previous unit about analogy.
2. Learners work individually to complete the analogies.

Answers

2. a) internet : browse, newspaper : read
b) up : down, install : uninstall
c) cinema : movie, television : programme
d) tired : sleep, broken : fix/repair
e) criminal : jail, teacher : school/classroom

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Remedial Activity

Give learners more items to practise analogy.

1. foot : feet, mouse : _____
2. bottom : top, first : _____
3. cow : calf, lion : _____
4. bake : bread, boil : _____
5. Atlantic : ocean, Kilimanjaro : _____

Answers

- | | | |
|-----------------|-------------|--------|
| 1. mice | 2. last | 3. cub |
| 4. water/liquid | 5. mountain | |

Extension Activity

Ask learners to make up analogies for their partner to solve for these categories:

1. collective nouns
2. irregular plurals of nouns
3. geographical categories.

ACTIVITY 6

Revise adverbs to modify adjectives

(INDIVIDUAL)

1. Learners work individually. Encourage them to revise the previous material on adverbs.
2. Learners work individually.
3. Learners work individually.

Answers

2.
 - a) Since the internet has become **widely** available, some people have started to misuse it.
 - b) I decided to check my messages because I was feeling **slightly** bored.
 - c) Even **highly** intelligent people fall victim to internet scams.
 - d) That school has **particularly** strict rules on phone usage.
 - e) You need to be **extremely** vigilant to avoid being tricked by fraudsters.
3.
 - a) He fell **seriously** ill after eating rotten food.
 - b) She thought the call was **highly** unusual and later realised it was from a fraudster.
 - c) Credit cards are **readily/widely** accepted in most countries.
 - d) It is **totally** unacceptable to post negative comments about your fellow students online.
 - e) She is **strongly** opposed to the way internet companies use our private data for marketing.
 - f) In my view, this laptop is **reasonably** priced.
 - g) It's **perfectly** obvious that that is fake news.
 - h) If you receive a message saying you have won a prize, it is **highly** likely to be a scam.
 - i) The two teams are **fiercely** competitive; they both want to win the trophy.
 - j) That phone is **readily/widely** available; you can buy it in most shops.

ACTIVITY 7

Use punctuation marks: semicolons

(CLASS/PAIR)

1. Work as a class. Revise the use of the colon in Unit 6.
2. Ask for a volunteer to read aloud the information in the box in the Learner's Book about colons.
3. Learners work in pairs.

Answers

3.
 - a) The learners were asked to use the internet responsibly; it would help them in their studies.
 - b) They went on an excursion to the computer labs of the University of Ghana, Legon; the University of Education, Winneba; and the University of Mines and Technology, Tarkwa.
 - c) Fraudsters are the ones destroying the world of the internet; they do not care what harm their actions cause.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to exercise 3 with the class. Read them aloud and/or write them on the board.

Writing (Learner's Book page 76)

ACTIVITY 8

Create a dialogue

(GROUP)

1. Learners work in groups of three. Encourage them to look back at Unit 6 to revise how to write a dialogue.
2. Learners plan their own dialogue. Walk around and assist with suggestions if learners get stuck. Learners first write a rough draft and act it out to identify improvements. Next, they revise and edit their text using the checklist. Then they write a final, neat copy.

Assessment

Teacher assessment: Use the rubric that follows to assess the following indicator:
B8.4.2.2.4 Create dialogues among multiple interlocutors on different themes.

Rubric: Dialogue

Content	<ul style="list-style-type: none">The dialogue has three characters and is about the given topic. (2)	2 marks
Organisation	<ul style="list-style-type: none">The names of the characters are on the left side of the page. (1)There is a colon after the name of the character who is speaking. (1)There is a new line to indicate each new speaker. (1)There is advice to characters on how to speak or present the action in brackets before the words are spoken. (1)	4 marks
Expression	<ul style="list-style-type: none">The characters use language that suits their personalities and the setting. (1)	1 mark
Mechanical accuracy	<ul style="list-style-type: none">The spelling and punctuation are correct. (1)The grammar is correct. (1)The writing process has been used. (1)	3 marks
Total		... /10 marks

Literature (Learner's Book page 77)

ACTIVITY 9

Perform your drama text

(CLASS/GROUP)

1. Work as a class. Ask for a learner to volunteer to read the information in the box in the Learner's Book about how to perform a drama.
2. Learners work in groups to perform the drama text they wrote in Unit 6. Allow sufficient time for the rehearsals and performances. You could also allow learners to video their performances using their phones. Then show the video in class.

Assessment

Teacher assessment: Use the activity to assess the "Perform drama created" aspect of the following indicator:

B8.5.1.1.1 Analyse the types of characters in texts.

Assess whether learners speak the dialogue loudly enough and with the correct intonation, and whether they perform suitable gestures to convey their emotions and actions.

Term 1 Revision and assessment

Work through the **Revision section** in preparation for the Assessment.

Have the learners complete each paper of the **Assessment section** under the normal test or examination conditions that are followed at your school. They should complete each paper individually within a specified time. Have them submit their answers for assessment afterwards.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language

Sub-strand 3: English sounds

Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.1: Produce consonant sounds in context (plosives) <ul style="list-style-type: none"> Listen to and identify plosives in context, e.g. /b/, /p/, /t/ 	Communication and collaboration

Strand 2: Reading

Sub-strand 1: Comprehension

Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.3: Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> Read a text closely for interpretation Make connections between texts and prior experience Read silently to comprehend text Answer questions appropriately 	Communication and collaboration

Strand 3: Grammar and grammar usage

Sub-strand 1: Grammar

Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.1: Use an increasing range of singular and plural forms of compound nouns correctly and appropriately in sentences <ul style="list-style-type: none"> Identify and use plural forms of compound nouns correctly in a variety of communications 	Communication and collaboration

Term 1 Revision and assessment

	B8.3.1.1.2: Demonstrate use of relative pronouns (who/whom, which/that, whose) correctly in speaking and writing <ul style="list-style-type: none"> Construct sentences with relative pronouns that relate to human beings Construct sentences with relative pronouns that relate to non-human entities 	Communication and collaboration
	B8.3.1.1.3: Demonstrate command of the use of adjectives in discourse <ul style="list-style-type: none"> Use adjectives to provide vivid descriptions of participants, settings, materials, objects, etc. 	Communication and collaboration
	B8.3.1.1.5: Demonstrate command of the knowledge of adverbs <ul style="list-style-type: none"> Use adverbs to modify adjectives Use adverbs to pre-modify another adverb 	Communication and collaboration
Sub-strand 2: Punctuation and capitalisation		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Demonstrate mastery of capitalisation and punctuation in communication	B8.3.1.1.1: Use punctuation marks (colon, semi-colon, apostrophe) in context <ul style="list-style-type: none"> Use colon to: introduce a list; separate chapters from verses Use semi-colon to: separate two independent clauses when a co-ordinating conjunction is not used 	Communication and collaboration
Sub-strand 3: Vocabulary		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.3.1: Demonstrate appropriate use of vocabulary in communication	B8.3.3.1.1: Use vocabulary appropriately in speaking and writing <ul style="list-style-type: none"> Use word relationships (synonyms, antonyms, analogies) in context 	Communication and collaboration
Strand 4: Writing		
Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B8.4.1.1.1: Demonstrate understanding of how different sentences relate within a paragraph using appropriate cohesive devices <ul style="list-style-type: none"> Use logical connectors to create a cohesive paragraph 	Communication and collaboration

Term 1 Revision and assessment

B8.4.2.2: Apply writing skills to specific life situations	B8.4.2.2.4: Create dialogues among multiple interlocutors on different themes <ul style="list-style-type: none"> • Writing dialogues of different lengths on given topics 	Communication and collaboration
Strand 5: Literature Sub-strand: Narrative, drama and poetry		
Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.1: Analyse the types of characters in texts <ul style="list-style-type: none"> • Narrative: Examine the different types of characters (round/dynamic and flat/static) in texts • Drama: Examine the different types of characters (round/dynamic and flat/static) in texts 	Critical thinking and problem-solving

Term 1 Revision and assessment

English Language – Paper 1

Total: 40 marks

PART A ENGLISH SOUNDS

Answers

- | | | |
|-------|------|------|
| 1. C | 2. D | 3. A |
| 4. B | 5. C | 6. B |
| 7. C | 8. D | 9. C |
| 10. A | | |

Total: 10 marks

PART B VOCABULARY

Answers

- | | | |
|-------|------|------|
| 1. B | 2. D | 3. A |
| 4. C | 5. D | 6. A |
| 7. D | 8. C | 9. B |
| 10. C | | |

Total: 10 marks

PART C GRAMMAR

SECTION 1

Answers

- | | | |
|-------|------|------|
| 1. B | 2. C | 3. D |
| 4. B | 5. C | 6. B |
| 7. D | 8. A | 9. A |
| 10. C | | |

Total: 10 marks

SECTION 2

Answers

- | | | |
|-------|------|------|
| 1. D | 2. B | 3. A |
| 4. D | 5. A | 6. C |
| 7. B | 8. A | 9. D |
| 10. B | | |

Total: 10 marks

Term 1 Revision and assessment

English Language – Paper 2

Total: 60 marks

PART A WRITING

1. Learners write a paragraph of 80–120 words on the topic of sport.
Assess the paragraph using the rubric that follows.

Content	<ul style="list-style-type: none">The paragraph is based on the given topic. (1)The paragraph has one main idea. (1)	2 marks
Organisation	<ul style="list-style-type: none">The paragraph has one topic sentence. (1)The paragraph has several supporting sentences. (1)Logical connectors are used to join sentences together cohesively. (1)	3 marks
Expression	<ul style="list-style-type: none">Appropriate vocabulary is used. (1)Different types and kinds of sentences are used. (1)	2 marks
Mechanical accuracy	<ul style="list-style-type: none">The spelling and punctuation are correct. (1)The grammar is correct. (1)The writing process has been used. (1)	3 marks
Total		... /10 marks

2. Learners write a dialogue between two friends. Assess the dialogue using the rubric that follows.

Content	<ul style="list-style-type: none">The dialogue has two speakers and is about the given topic. (1)	1 mark
Organisation	<ul style="list-style-type: none">The names of the speakers are on the left side of the page. (1)There is a colon after the name of the person who is speaking. (1)There is a new line to indicate each new speaker. (1)There is advice in brackets on how to speak or present the action before the words are spoken. (1)	4 marks
Expression	<ul style="list-style-type: none">The characters use language that suits their personalities and the setting. (1)	1 mark
Mechanical accuracy	<ul style="list-style-type: none">The spelling is correct. (1)The punctuation is correct. (1)The grammar is correct. (1)The writing process has been used. (1)	4 marks
Total		... /10 marks

PART B READING COMPREHENSION

Answers

1. She woke up late, so there was no time for breakfast. (1)
2. She was late, so everyone was already in class. (1)
3. The head teacher (1)
4. Extra work (1)
5. She did not own a cell phone. (1)
6. The teacher took away the cell phone. (1)

Term 1 Revision and assessment

7. She had stomach ache / an upset tummy. (1)
8. She fell over a bag on the stairs and broke her arm. (2)
9. Learner's own response, which should include four of the problems, with reasonable opinions.
For example:
 - She was late for school because she woke up late: This was her fault because she could have set an alarm to wake her up or asked a family member to wake her up.
 - Her father's cell phone was taken away by the teacher: This was not her fault because she did not put the cell phone in her bag.
 - She felt ill after eating the fish her friend gave her: This was not her fault because the fish smelled and looked fine.
 - She fell on the stairs and broke her arm: This was her fault because she was not looking where she was going. (8)
10. so (1)
11. who (1)
12. so (1)

Total: 20 marks

PART C LITERATURE

SECTION 1

Answers

1. A: humble (1)
2. King Cobra had grown bigger and he had become proud, so he wanted a beautiful new home. (2)
3. B: proud (1)
4. He noticed an anthill that he thought was ugly and he ordered the ants to break down their home and move away. (2)
5. Learner's own response, for example: The ants were brave because they were not scared of the cobra and they defended their home from him. (2)
6. Learner's own response, for example: Pride comes before a fall. / You should not become too proud and treat others badly. (2)

Total: 10 marks

SECTION 2

Answers

1. King Midas, the fairy, Marigold (3)
2. Any two of: The characters' names are written on the left. / Information on how the characters should move or say the dialogue is given in brackets. / No quotation marks are used. (2)
3. He is greedy and not clever. (2)
4. He cannot eat or drink because food and water turn to gold when he touches them, and his daughter has turned to gold. (2)
5. Life and one's family are more important than money. (1)

Total: 10 marks

Introduction

The theme of Inventions: local is a topic selected in the curriculum for B8. In this unit, learners will read an article about a local inventor. They will do a listening comprehension and learn about the consonant sounds /θ/ and /ð/. They will also interpret an advertisement, learn about connotations (associations) of words and use the simple future and future progressive verb forms. They will create an advertisement and compose and perform an acrostic poem.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 2: Listening comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B8.1.2.1.2: Listen to and discuss ideas and share opinions from a level-appropriate text <ul style="list-style-type: none"> Listen and write down key information from a text/talk show/news Discuss the key information from the text and add opinions (Activity 1)	Communication and collaboration Critical thinking and problem-solving
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.2: Produce consonant sounds (fricatives) in context <ul style="list-style-type: none"> Listen to and identify fricatives (/θ/ and /ð/) in context Distinguish between voiced and voiceless fricatives in context Use fricatives in connected speech (Activity 2)	Communication and collaboration
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.3: Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> Read a text closely for interpretation Make connections between the text and prior experience Read silently to comprehend text Answer questions appropriately (Activity 3 and Activity 4)	Communication and collaboration Creativity and innovation Cultural identity and global citizenship

Strand 3: Grammar and grammar usage

Sub-strand 1: Grammar

Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.4: Use verb forms correctly when talking about future events <ul style="list-style-type: none">• Future time: Use the future form of verbs to talk/write about future events<ul style="list-style-type: none">– Simple future– Future progressive (Activity 6)	Communication and collaboration Digital literacy

Sub-strand 3: Vocabulary

Content standard	Indicators	Core competencies and subject-specific practices
B8.3.3.1: Demonstrate appropriate use of vocabulary in communication	B8.3.3.1.1: Use vocabulary appropriately in speaking and writing <ul style="list-style-type: none">• Use connotations (associations) of words with similar denotations (Activity 5)	Communication and collaboration

Strand 4: Writing

Sub-strand 1: Production and distribution of writing

Content standard	Indicators	Core competencies and subject-specific practices
B8.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts	B8.4.2.1.3: Create shorter transactional texts to convince an audience to accept an opinion <ul style="list-style-type: none">• Compose texts on advertisements, diary entries, postcards, invitation cards, etc. using the appropriate formats/style using a process approach:<ul style="list-style-type: none">– Title– Body – information about the product or service including design and pictures, the buyer and selling points– Use the simple present for conveying timeless statements and facts– Use modals/imperative verbs for persuasive effect– Use mental verbs for conveying a viewpoint– Use phrasal verbs– Use appropriate persuasive devices, such as rhetorical questions and repetition (Activity 8)	Communication and collaboration Creativity and innovation
B8.4.2.2: Apply writing skills to specific life situations	B8.4.2.2.1: Compose formal writing (business letters, email) on given topics using the appropriate format <ul style="list-style-type: none">• Identify and interpret media texts, highlighting overt and implied messages as evidence for their interpretations (e.g. explain why the advertisements used in a particular magazine are appropriate for that magazine, identifying the messages that would appeal to the magazine's audience) (Activity 7)	Digital literacy

Strand 5: Literature

Sub-strand: Narrative, drama and poetry

Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.2: Examine the features of different types of poems <ul style="list-style-type: none"> Identify and recognise a type of poem (e.g. acrostic) Compose an acrostic poem Perform an acrostic poem (Activity 9)	Communication and collaboration Cultural identity and global citizenship Presentation Digital literacy

Resources

- Learner's Book pages 89–100
- Dictionary
- Advertisements in online or printed magazines (Activity 5)

Review

Before you begin Unit 8, review the main skills and concepts developed in Unit 7 with the class. They are:

- mood, tone and implicit meaning in a discussion
- the /f/ and /v/ sounds
- using contextual clues to analyse text: topic sentences, vocabulary knowledge, cohesive devices, text features and the date of writing/author/culture
- punctuation: semicolon
- dialogue.

Teaching methodology

Oral Language (Learner's Book page 89)

ACTIVITY 1

Listen to a talk show and share opinions

(CLASS/INDIVIDUAL/PAIR)

- Work as a class. Talk about the difference between opinions and facts: an opinion is what you think about a topic. A fact is something that is true and can be proved to be true. Then ask learners to identify fact and opinion in the sentences provided.
 - Ghana became independent in 1957.* This is a fact because we can check historical records to prove it is true.
 - Ghana is the best country in the world.* This is an opinion because some people might not agree with this.
 Ask for a volunteer to read the information in the box in the Learner's Book about how to agree and disagree.
- Read the Listening text discussion that follows to the class. Learners work individually to take notes while listening to the discussion.
- Read the discussion again. Learners answer the comprehension questions.
- Learners share their opinions in pairs about what the most important invention is. Remind them to give reasons for their opinions and ensure that they are polite and listen to each other without interrupting.

Listening text

- Host:** Welcome to another edition of our programme entitled *Which is Which?* I am Emmanuel Ayenini, your regular host. We are joined by two guests, Mrs. Borley Kyei, a well-known writer, and Mr. Kofi Awuni, a teacher and social media enthusiast. Today's topic is "What is the most important invention of the last 200 years?" Welcome to the show, both of you.
- Guests:** Thank you.
- Host:** Mrs. Kyei, you believe that the car is the most important invention of the last 200 years. What are your reasons?
- Mrs. Kyei:** The car is definitely the greatest invention. It completely changed our lives in the twentieth century. People and goods can now move around very quickly and easily thanks to cars and other motor vehicles, such as buses and trucks. Before cars were invented, it could take days to get from one place to another. Cars can also save lives. For example, if someone has an accident or is sick, they can be taken to the nearest hospital or clinic quickly.
- Host:** Thanks, Mrs. Kyei. Let's hear what Mr. Awuni has to say.
- Mr. Awuni:** I see things differently. Why is Mrs. Kyei saying that a car saves lives? I disagree – cars actually cause a lot of deaths through road accidents. In my view, electricity is the most important invention of the last 200 years. Electricity has changed the way people live and work throughout the world. The majority of inventions would never have existed without electricity. It makes modern technology, such as computers, televisions and the internet, possible. We wouldn't even be able to make this radio programme without electricity.
- Mrs. Kyei:** I am with you on that point. But I still think motor vehicles are the best invention because they are the most common form of transport for most people.
- Mr. Awuni:** In future, we will have electric cars, which shows that electricity is important for almost every part of our lives. I think the second most important invention is antibiotics, not the car. Antibiotics are used to treat infections. Without antibiotics, many people would die from these infections.
- Mrs. Kyei:** I agree with you that they are an important invention.
- Host:** I'm afraid that we have to wrap up the discussion now. Thank you both for sharing your views today.

Answers

3. a) People and goods can now move around very quickly and easily, whereas in the past it could take days to get from one place to another. (2)
b) People can use cars to get to a clinic or hospital quickly when they are ill or have had an accident. (1)
c) Electricity is needed for all modern technology. (1)
d) Antibiotics save lives, as without antibiotics many people would die from infections. (1)

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 3. Award a total mark out of 5.

Teacher assessment: For exercise 4, use the rubric on page xxiv of this Facilitator's Guide to assess the following indicator:

B8.1.2.1.2 Listen to and discuss ideas and share opinions from a level-appropriate text.

ACTIVITY 2

Produce the consonant sounds /θ/ and /ð/ (CLASS/PAIR)

1. Work as a class. Read the information in the box in the Learner's Book about the consonant sounds /θ/ and /ð/ with the class. Say each sound, demonstrating the correct mouth movements. Have learners repeat the sounds after you.
- 2–3. Read the words aloud slowly and clearly, asking learners to repeat after you. Then learners take turns to say the words to a partner.
4. Learners repeat the words after you, and sort them into the correct columns.

Answers

4. Words with the /θ/ sound (left column): birthday, tooth, thumb, month, thunder, three, path, thorn
Words with the /ð/ sound (right column): feather, other, father, weather, though, either, that

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Reading (Learner's Book page 91)

ACTIVITY 3

Predict a text

(GROUP)

- 1–2. Learners work in groups to answer the questions.
3. Ask for a volunteer to read the text aloud to the class.

Answers

1. a) An inventor is someone who designs or creates something that has never been made before. (1)
b) The text is about an inventor called Apostle Kwadwo Safo Katanka. (1)
c) He has invented an electric car, a robotic guard and a helicopter. (1)
2. a) 26th August 1948 (1)
b) He founded his own church. (1)
c) 1998 (1)
d) 2012 (1)

Assessment

Teacher assessment: Use the memorandum in the Answers section to assess the learners' ability to answer questions appropriately.

1. Learners read the article silently. Remind learners to use visualisation, to think actively and to check their own understanding when reading.
2. Learners work in pairs to discuss the comprehension questions, then write their answers individually. Encourage learners to express their answers using their own words.
3. Encourage learners to record themselves reading aloud at home. It can help them gain confidence in their reading abilities and improve their pronunciation.

Answers

2. a) D: A TV that waves at people (1)
- b) Learner's own response. For example: Yes, learning welding helped him because he learnt how to join metal parts together, which was important for many of the inventions that he later made, for example cars. (2)
- c) Any two examples mentioned in the text, for example the first car built in Ghana, a 4x4 vehicle, musical instruments, a sensor to prevent a car from starting, etc. (2)
- d) Learner's own response. For example: An electric car is cheaper to run, as it does not use petrol. It does not pollute the environment. (2)
- e) If the driver was not wearing a seatbelt; if the driver was drunk. (2)
- f) Learner's own response. For example: Yes, because people should not drive without a seatbelt or when they are drunk because it is dangerous. (2)
- g) He is creative because he has unusual ideas and also has ideas for many different types of inventions. (2)
- h) Award two marks for a correct statement of the attitude and a mark for an appropriate quotation. The quotation should be enclosed in quotation marks, for example: The writer's attitude towards the inventor is admiring/positive. The writer uses the adjective "brilliant". / The title is "A Talented Inventor". (3)
- i) The semicolon is separating two independent clauses. It could be replaced by a full stop. (2)
- j) "Although"; it introduces a concessive clause. (2)

Total: 20 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 2. Award a total mark out of 20. This activity assesses the following indicator:

B8.2.1.2.3 Read silently and answer more complex comprehension questions on texts/passages.

- Read a text closely for interpretation.
- Make connections between the text and prior experience.
- Read silently to comprehend text.
- Answer questions appropriately.

Grammar (Learner's Book page 94)

ACTIVITY 5

Use connotations of words with similar denotations

(CLASS/PAIR)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about connotations. Point out that understanding the connotations of words will assist learners in both comprehension tasks and writing tasks.
- 2-3. Learners work in pairs. Tell them to read the instructions carefully. Encourage them to use dictionaries to look up the meanings of unfamiliar words.

Answers

2.
 - a) She deserved to win the prize. She is the most **industrious** person I know.
 - b) He is a **gifted** engineer.
 - c) She has **exceptional** talent.
 - d) That is a **popular** product.
 - e) His inventions have **unique** features.
3.
 - a) He always wants to know what is going on. He is very **nosy**.
 - b) Inventors are often very **arrogant** people.
 - c) Famous people can be too **stubborn** to admit that they are wrong.
 - d) Some people are **cruel** to those who have new ideas.
 - e) He comes from a **poor** background.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Remedial Activity

Give learners more pairs or sets of words to order into the most negative to the most positive.

1. fragrance, stink, smell, odour
2. nasty, unpleasant, horrible
3. economical, cheap

Answers

1. stink, odour, smell, fragrance
2. horrible, nasty, unpleasant
3. cheap, economical

Extension Activity

Give learners these words and ask them to identify one negative and one positive connotation for each one: thin (skinny or scrawny; slim or slender), ask (demand; request), young (immature or juvenile; youthful).

ACTIVITY 6

Use the simple future and future progressive form of verbs

(CLASS/INDIVIDUAL)

1. Work as a class. Read the information in the box in the Learner's Book about the simple future and the future progressive tenses with the class. Check learners' understanding of the simple future by asking some learners: "What will you do after school today?" They should use the simple future in their answer. The future progressive is a tense that is not used very often, so check that learners understand when to use it.
2. Learners work individually to complete the exercise on the simple future.
3. Learners work individually to complete the exercise on the future progressive.
4. Learners work individually to identify the future tense forms.
5. Provide learners with suitable links so they can learn more about the simple and future progressive tenses online.

Answers

2.
 - a) Electric cars **will provide** a cheaper way to travel.
 - b) He **will produce** vehicles, industrial machinery and agricultural equipment.
 - c) The batteries **will be recharged** by electricity or the sun's energy.
 - d) New inventions **will transform** our lives.
 - e) We **will need** to believe in ourselves to succeed.
3.
 - a) Inventors **will be competing** against each other for the prize.
 - b) The company **will be manufacturing** a range of products in its new factory.
 - c) We **will be discussing** Apostle Kwadwo Safo's inventions.
 - d) **Will** she **be driving** her mother's car?
 - e) What **will** you **be doing** in the holidays?
4. will change – simple future
will be driving – future progressive

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Remedial Activity

Write the sentences that follow on the board. Ask learners to rewrite them using the simple future form of the verb in brackets.

1. We (do) a project about global inventions.
2. Inventors (create) many new inventions in my lifetime.
3. It (be) interesting to see what is invented in the future.
4. Although she won the inventors' prize, she (not be) able to attend the awards.
5. New inventions (help) us save money.

Answers

1. We **will/We'll** do a project about global inventions.
2. Inventors **will create** many new inventions in my lifetime.
3. It **will/It'll** be interesting to see what is invented in the future.
4. Although she won the inventors' prize, she **will not be / won't be** able to attend the awards.
5. New inventions **will help** us save money.

Extension Activity

Ask learners to write five sentences about their own future plans. At least one sentence should use the future progressive.

Writing (Learner's Book page 96)

ACTIVITY 7

Identify and interpret an advertisement

(CLASS/GROUP)

1. Work as a class. Ask learners to look at the advertisement and read the information about the audience for advertisements.
2. Learners work in groups to discuss the questions that follow. Before they do this, remind them that implied messages are not stated in the text but are suggested by the images used and the type of language used (positive or negative words, etc.). They will learn more about advertisements when they write their own advertisement in the next activity.

Assessment

Teacher assessment: Use the checklist that follows to assess the learners' ability to interpret media texts.

Checklist: Compose formal writing (business letters, email) on given topics using the appropriate format

Identify and interpret media texts

Can identify that the target market for the phone is young active people who are independent and keen to make their lives easier. **Y/N**

Can identify the messages in the advertisement that would appeal to the target market (the name of the product, the idea of being in control of your life, and making life less stressful, the fact that the phone works within 50 metres, and the idea of the price being affordable). **Y/N**

Can identify that this advertisement would appear in a newspaper or magazine – these could be online, or printed. It could also appear on a website. **Y/N**

ACTIVITY 8

Compose an advertisement to convince an audience

(CLASS/GROUP/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about features of advertisements and how they can be used to attract a particular target market.
2. Learners work in groups to discuss the features in the advertisement, and say how they help in attracting the target market.
- 3–5. Learners work on their own to plan their advertisements. They can draw their own pictures for their advertisements or use images that they find. Learners work individually to write a rough draft and revise and edit their advertisement using the checklist. Then they create a final, neat copy.

Answers

2. b) new, amazing, latest, affordable

Assessment

Teacher assessment: Use the Advertisement rubric on page xxv of this Facilitator's Guide to assess the advertisement aspect of the following indicator:

B8.4.2.1.3 Create shorter transactional texts to convince an audience to accept an opinion.

Literature (Learner's Book page 99)

ACTIVITY 9

Compose and perform an acrostic poem

(CLASS/INDIVIDUAL)

1. Work as a class. Ask learners to identify the difference between a poem and a story. They should be able to identify the following: A story is a narrative that has a plot, with a beginning, middle and end. It is usually written in paragraphs, using full sentences. A poem does not necessarily tell a story (although some can). It is written in verses, and uses language more creatively than in a story, for example it tends not to use full sentences, it uses words to evoke emotion or imagery. Poems are generally much shorter than stories.
2. Ask for a volunteer to read the information in the box in the Learner's Book about acrostic poems.
3. Learners work individually to write a poem. Encourage learners to express their sense of cultural identity through their poem.
4. Learners perform their poem.
5. Provide learners with suitable links so they can read more examples of acrostic poems online.

Assessment

Teacher assessment: Use the rubric that follows to assess the following indicator:

B8.5.1.1.2 Examine the features of different types of poems.

Rubric: Acrostic poem

Content	<ul style="list-style-type: none">• The first letters of each line spell out the subject of the poem. (2)• Each line relates to the subject of the poem. (1)• The poem is about the writer's name or something he or she likes. (1)	4 marks
Organisation	<ul style="list-style-type: none">• Each line of the poem begins on a new line. (1)	1 mark
Expression	<ul style="list-style-type: none">• Appropriate vocabulary is used. (1)• Adjectives and other descriptive language are used. (1)	2 marks
Mechanical accuracy	<ul style="list-style-type: none">• The spelling and punctuation are correct. (1)• The grammar is correct. (1)• The writing process has been used. (1)	3 marks
Total		... /10 marks

Introduction

The theme of Inventions: foreign is a topic selected in the curriculum for B8. In this unit, learners will read an article about global inventions. They will do a listening comprehension and practise the consonant sounds /θ/ and /ð/. They will practise connotations (associations) of words and use the future perfect and future perfect progressive verb forms. They will create a flyer, write a notice and compose and perform a haiku poem.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 2: Listening comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B8.1.2.1.2: Listen to and discuss ideas and share opinions from a level-appropriate text <ul style="list-style-type: none"> Listen and write down key information from a text/talk show/news Discuss the key information from the text and add opinions (Activity 1)	Communication and collaboration
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.2: Produce consonant sounds (fricatives) in context <ul style="list-style-type: none"> Listen to and identify fricatives (/θ/ and /ð/) in context Distinguish between voiced and voiceless fricatives in context Use fricatives in connected speech (Activity 2)	Communication and collaboration
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.3: Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> Read a text closely for interpretation Make connections between the text and prior experience Read silently to comprehend text Answer questions appropriately (Activity 3 and Activity 4)	Communication and collaboration Creativity and innovation Cultural identity and global citizenship Digital literacy

Strand 3: Grammar and grammar usage

Sub-strand 1: Grammar

Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.4: Use verb forms correctly when talking about future events <ul style="list-style-type: none">• Future time: Use the future form of verbs to talk/write about future events<ul style="list-style-type: none">– Future perfect– Future perfect progressive (Activity 6)	Communication and collaboration

Sub-strand 3: Vocabulary

Content standard	Indicators	Core competencies and subject-specific practices
B8.3.3.1: Demonstrate appropriate use of vocabulary in communication	B8.3.3.1.1: Use vocabulary appropriately in speaking and writing <ul style="list-style-type: none">• Use connotations (associations) of words with similar denotations (Activity 5)	Communication and collaboration

Strand 4: Writing

Sub-strand 1: Production and distribution of writing

Content standard	Indicators	Core competencies and subject-specific practices
B8.4.2.2: Apply writing skills to specific life situations	B8.4.2.2.2: Compose notes, brochures and flyers for different purposes and audiences <ul style="list-style-type: none">• Compose flyers for different purposes, including:<ul style="list-style-type: none">– use small size, e.g. A5 paper– use eye-catching headline, slogan or logo– brief description of a product– list of benefits or offers– contact information, e.g. website• Write notices/posters of different lengths for different purposes and audiences using appropriate forms, conventions and techniques (Activity 7 and Activity 8)	Communication and collaboration Creativity and innovation

Strand 5: Literature

Sub-strand: Narrative, drama and poetry

Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.2: Examine the features of different types of poems <ul style="list-style-type: none">• Identify and recognise a type of poem (e.g. haiku)• Compose a haiku poem• Perform a haiku poem (Activity 9)	Communication and collaboration Cultural identity and global citizenship Presentation

Resources

- Learner's Book pages 101–111
- Dictionary
- Flyers and notices for reference (Activity 7 and Activity 8)

Review

Before you begin Unit 9, review the main skills and concepts developed in Unit 8 with the class. They are:

- agreeing and disagreeing appropriately in conversation
- the /θ/ and /ð/ sounds
- detonation and connotation
- verbs: the simple future and the future progressive tenses
- advertisements: target market and features
- poetry: acrostic poems.

Teaching methodology

Oral Language (Learner's Book page 101)

ACTIVITY 1

Listen to a talk show and share opinions

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Revise fact and opinion from Unit 8, and the expressions that can be used to agree or disagree with an opinion. Ask for a volunteer to read the information in the box in the Learner's Book about backing opinions with good reasons.
2. Read the Listening text discussion that follows. Learners work individually to take notes while listening to the discussion.
3. Read the discussion again. Learners then answer the comprehension questions.
4. Learners work in pairs to discuss which of the inventions is the most useful. Remind them to give reasons for their opinions and ensure that they are polite and listen to each other without interrupting.

Listening text

Awusi Otoo: Good morning, listeners. Today we welcome into our studio Mr. Kwesimi Akwaah and Mrs. Adjuba Afraato, both experts in health and sanitation. I am your host, Awusi Otoo. Welcome.

The guests: Thank you.

Awusi Otoo: Mr. Akwaah, every year we hear about new inventions designed to solve problems in poor countries, especially in health. Please share your views on this subject.

Mr. Akwaah: Certainly. Recently, many efforts have been made to reduce malaria worldwide, since it continues to be a problem in many countries, especially in Africa. One recent invention that interests me is a patch. When you stick the patch on your body, it releases a chemical which stops the mosquito from landing on your skin. This and other inventions, such as a malaria vaccine, will help to reduce the number of people who get malaria.

- Awusi Otoo:** This could be a major breakthrough because some people don't like taking malaria prevention medication. It'll also help reduce the number of people needing to go to hospital.
- Mrs. Afraato:** Hmm, I'm not so sure. Many of these new inventions seem like a good idea. However, there is also the issue of one's ability to pay for them. Poor people are the most affected by malaria. They may not be able to afford to keep buying patches to deal with malaria. I think we still need to find an effective solution to controlling malaria.
- Awusi Otoo:** Let's turn to the topic of providing safe drinking water, which is very important for health.
- Mrs. Afraato:** Of course, providing safe drinking water also helps reduce malaria. In Ghana there has been a big focus in recent years on making water safe for drinking. Water from ponds, streams and rivers is being channelled to places closer to where people live. New technology can remove germs and other dirt from polluted water. Water supplied via pipes to homes is also becoming more common nowadays. There is also the borehole water pump, which has been in use in Ghana for years, mostly in rural communities. People use electricity or solar energy to pump water up from the borehole. This global invention is used in rural communities worldwide.
- Mr. Akwaah:** Another possible source of water is seawater that has been desalinated to make it possible to drink. It is even possible to recycle wastewater to make it safe to drink these days.
- Awusi Otoo:** Making wastewater safe to drink! That must be really difficult!
- Mr. Akwaah:** Strange as it might sound, it seems that it has been done in some countries. You wouldn't even know that it's recycled water.
- Mrs. Afraato:** Well, I think that water recycling would be too expensive in Ghana. We should rather encourage more rainwater harvesting. I went to my village last week and noticed that rainwater is now being stored in large tanks and distributed to the community through pipes.
- Awusi Otoo:** You have both made such interesting points. Unfortunately, our time is up. Thank you very much for being on the show.

Answers

Marks have been indicated here for the listening comprehension.

3. **a)** Malaria and safe drinking water (2)
- b)** He thinks the patch will work well because mosquitoes will not land on your skin when you have the patch stuck on you. (1)
- c)** She says the poor may not be able to buy them/cannot afford it as it may be too expensive for them. (1)
- d)** She mentions cost. (1)

Total: 5 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 3. Award a total mark out of 5.

Teacher assessment: For exercises 3 and 4, use the rubric on page xxiv of this Facilitator's Guide to assess the following indicator:

B8.1.2.1.2 Listen to and discuss ideas and share opinions from a level-appropriate text.

ACTIVITY 2

Revise the consonant sounds /θ/ and /ð/ (INDIVIDUAL/PAIR)

1. Revise the information about these consonant sounds from the previous unit. Remind learners that /θ/ is the beginning sound in *think* and /ð/ is the beginning sound in *the*.
2. Learners work in pairs to read the sentences aloud to each other and mark the different sounds.
3. Learners work in pairs to read the words aloud and sort them into the columns. Point out that the highlighted letters represent the sounds they should use for sorting the words. Explain the meaning of any unfamiliar words.

Answers

2. a) Although my grandfather and grandmother live together, my theory is that they would both be happier by themselves.
b) On the third Thursday of the month, their brother got a thick thorn in his thumb and they thought that they should take him to the doctor.
c) Thanks for the water that you thoughtfully bought me. I am thirsty and my throat is sore.

/θ/	/ð/	/t/	/d/	/f/	/v/
thin, nothing, thread, both	then, breathe, slither, father, there	slight, train, tick, tread	slide, drape, dread	finger, face	sleeve, driver, thrive

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Reading (Learner's Book page 103)

ACTIVITY 3

Predict a text

(CLASS/PAIR)

1. Learners work as a class to discuss the questions. Use the activity to find out how much they know about AI. Some may not have much knowledge of what it is. If so, ask them to scan the first paragraph of the text which gives a description.
2. Learners work in pairs to skim and scan the text to find specific information.
3. Ask for volunteers to read the text aloud to the class. Learners check their answers with those of other learners.

Answers

1. The class discussion will depend on learners' prior understanding of AI.
2.
 - a) AI
 - b) Global Positioning System
 - c) Robots reduce the cost of producing goods.
 - d) GPS is used in maps.

Assessment

Teacher assessment: Use the memorandum provided in the Answers section for exercise 2 to assess learners' ability to scan the content of a text for specific information.

Note: Assess a few individuals at a time. You may assess the others over the next few weeks as you complete the activities in the units that follow.

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Remind learners to use visualisation, to think actively and to check their own understanding when reading.
2. Learners work in groups to discuss the comprehension questions, then write their answers individually. Encourage learners to express their answers using their own words.
3. Allow learners to go online and watch videos or listen to podcasts about inventions that have helped improve our lives. Let them share what they have learnt with the class.

Answers

2.
 - a) Work, health/medicine and travel/transport (3)
 - b) Programmed machine (2)
 - c) The writer accepts that robots are useful and will continue to be used despite some people's concerns. (2)
 - d) The patient and the surgeon. The surgeon will be able to try more effective surgical methods. The risk to the patient will be reduced because the surgeon has mastered the procedure through simulated practice. (4)
 - e) Major breakthrough (1)
 - f) The likely response will be "yes", but some learners may respond in the negative. Their explanation should be related to real situations. The learners' ability to provide their own reasons is being tested here. (3)
 - g) Learners' own response. They should be able to provide a convincing and realistic explanation for their choice. (3)
 - h) Simple future (1)
 - i) Future progressive (1)

Total: 20 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 2. Award a total mark out of 20. This activity assesses the following indicator:

B8.2.1.2.3 Read silently and answer more complex comprehension questions on texts/passages.

- Read a text closely for interpretation.
- Make connections between the text and prior experience.

- Read silently to comprehend text.
- Answer questions appropriately.

Grammar (Learner's Book page 106)

ACTIVITY 5

Use connotations of words with similar denotations

(INDIVIDUAL)

1. Learners revise the information on connotations from the previous unit.
- 2–3. Learners work individually. Tell them to read the instructions carefully.

Answers

- | | | |
|-----------------|---------------|-----------------|
| 2. a) fake | b) used | c) stolen |
| d) difficult | e) ridiculous | |
| 3. a) delicious | b) exciting | c) self-assured |
| d) affordable | | |

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

ACTIVITY 6

Use the future perfect and future perfect progressive form of verbs

(CLASS/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about the future perfect and future perfect progressive tenses. Check learners' understanding of the future perfect by asking some learners: "What will you have done by the age of 19?" They should use the future perfect in their answer.
- 2–4. Learners work individually.

Answers

2. a) will have caused
b) will have become
c) will have made
d) will not have been found
e) will have reduced
3. a) will have been doing
b) will have been saving
c) will have been drinking
4. will have replaced – future perfect form
will have become – future perfect form
will have been evolving – future perfect progressive form

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Remedial Activity

Write the sentences below on the board. Ask learners to complete the sentences using the future perfect. Remind them to use *will have* + past participle.

1. By the end of this week, I (finish) my revision.
2. By the time I turn 16, I (write) my BECE exam.
3. By the time I turn 25, I (graduate) and I (find) a job.
4. I want to buy a bike before the end of the year, but I think I (not save) enough money by then.

Answers

1. By the end of this week, I **will have finished** my revision.
2. By the time I turn 16, I **will have written** my BECE exam.
3. By the time I turn 25, I **will have graduated** and I **will have found** a job.
4. I want to buy a bike before the end of the year, but I think I **will not have saved** enough money by then.

Extension Activity

Ask learners to write five sentences about what they think the world will be like in 100 years. They should use the future perfect.

Writing (Learner's Book page 107)

ACTIVITY 7

Compose a flyer

(CLASS/GROUP/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about features of a flyer.
2. Ask learners to identify the different features in the example of a flyer.
3. Discuss the question about stereotypes. Learners should be able to identify that the person is not a stereotype as it is a woman shown in the role of a farmer using modern technology, whereas many people make the assumption that only male farmers would be farming in this way.
4. Learners work in groups to plan their flyer. Show them some real flyers to help generate ideas. Walk around and assist as needed while they work.
- 5–6. Learners work individually to write a rough draft and revise and edit their flyer using the checklist. Then they create a final, neat copy.

Assessment

Teacher assessment: For the flyer, use the rubric on the next page to assess the following indicator: B8.4.2.2.2 Compose notes, brochures and flyers for different purposes and audiences.

Rubric: Flyer

Content	<ul style="list-style-type: none">• There is product information that tells you about the product. (1)• There is contact information. (1)	2 marks
Layout	<ul style="list-style-type: none">• The flyer is A5 size. (1)• The slogan is in bigger letters. (1)• The design is colourful and attractive. (1)	3 marks
Language	<ul style="list-style-type: none">• I have used at least two persuasive language features. (1)	1 mark
Spelling and punctuation	<ul style="list-style-type: none">• I have used the correct spelling. (1)• I have used the correct punctuation. (1)	2 marks
Process	<ul style="list-style-type: none">• I created a rough draft of my text first. (1)• I revised and edited my rough draft before creating a final, neat copy. (1)	2 marks
Total		... /10 marks

Remedial Activity

Give learners a template for a flyer similar to the one that follows. Alternatively, if learners have access to the internet, they can download a free template for a flyer online.

WRITE YOUR SLOGAN HERE
Product description: _____ _____
Our product is the best because: • • • •
Contact details Visit our website: _____ Or send a text message: _____

Extension Activity

In groups, ask learners to look at real flyers for products or events and discuss which flyers are the most persuasive and why.

ACTIVITY 8

Write a notice

(CLASS/INDIVIDUAL)

1. Work as a class. Ask a volunteer to read the information in the box in the Learner's Book about features of notices.
2. Learners look at an example of a notice and identify its features.
3. Learners compare a notice to a flyer. They should be able to identify that they are similar in that they both inform people of something. They are different in the following ways: A flyer has pictures, a notice does not. A notice is shorter than a flyer. A notice is put up on a noticeboard, a flyer is handed out to people.
4. Learners work individually to write a notice.

Assessment

Teacher assessment: Award a mark out of 5 for a completed notice that follows the model in the Learner's Book and makes sense. Here is a sample answer:

NOTICE

11 September 2021

The school is organising a voluntary cleaning session on Tuesday 21 September and Friday 24 September.

The details are: 1 hour cleaning starting at 2.30 p.m.

Those who are interested should contact the head teacher's office.

Nana Kojo Mensah

Head teacher

Literature (Learner's Book page 110)

ACTIVITY 9

Compose and perform a haiku poem (CLASS/INDIVIDUAL)

1. Work as a class. Ask a volunteer to read the information in the box in the Learner's Book about haiku poems.
2. Learners work individually to write a poem. Encourage learners to express their sense of cultural identity through their poem.
3. Learners perform their poem.

Assessment

Teacher assessment: Use the rubric that follows to assess the following indicator:

B8.5.1.1.2 Examine the features of different types of poems.

Rubric: Haiku poem

Content	<ul style="list-style-type: none">• The poem creates a vivid picture. (2)	2 marks
Organisation	<ul style="list-style-type: none">• Each line of the poem begins on a new line. (1)• The poem has 17 syllables. (1)	2 marks
Expression	<ul style="list-style-type: none">• Appropriate vocabulary is used. (1)• Adjectives and other descriptive language are used. (1)	2 marks
Mechanical accuracy	<ul style="list-style-type: none">• The spelling is correct. (1)• The grammar is correct. (1)• No capital letters have been used. (1)• The writing process has been used. (1)	4 marks
Total		... /10 marks

Introduction

The theme of Space Crafts is a topic selected in the curriculum for B8. In this unit, learners will read and summarise an article about space exploration. They will do a listening comprehension and practise the consonant sounds /s/ and /z/. They will practise synonyms of words and use prepositions. They will write an autobiographical text for a youth magazine and compose and perform a sonnet.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 2: Listening comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B8.1.2.1.2: Listen to and discuss ideas and share opinions from a level-appropriate text <ul style="list-style-type: none"> Listen and write down key information from a text/talk show/news Discuss the key information from the text and add opinions (Activity 1)	Communication and collaboration
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.2: Produce consonant sounds (fricatives) in context <ul style="list-style-type: none"> Listen to and identify fricatives (/s/ and /z/) in context Distinguish between voiced and voiceless fricatives in context Use fricatives in connected speech (Activity 2)	Communication and collaboration
Strand 2: Reading		
Sub-strand 2: Summarising		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.2.1: Cite the textual evidence that supports an analysis of a text to determine the central idea and provide an objective summary	B8.2.2.1.1: Determine the central idea in paragraphs and analyse to identify supporting ideas <ul style="list-style-type: none"> Read a text for information Identify the most important/central idea in the paragraphs that make up the text Eliminate unnecessary information as you write down the main ideas 	Communication and collaboration

	<ul style="list-style-type: none"> State details in own words as far as possible Summarise the ideas in specific detail (Activity 3 and Activity 4)	
Strand 3: Grammar and grammar usage Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.6: Demonstrate command of use of prepositions in speaking and writing <ul style="list-style-type: none"> Use different types of prepositions to convey a variety of meanings: <ul style="list-style-type: none"> time place movement (Activity 6)	Communication and collaboration
Sub-strand 3: Vocabulary		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.3.1: Demonstrate appropriate use of vocabulary in communication	B8.3.3.1.1: Use vocabulary appropriately in speaking and writing <ul style="list-style-type: none"> Use word relationships (synonyms) in context (Activity 5)	Communication and collaboration
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.2.2: Apply writing skills to specific life situations	B8.4.2.2.3: Write articles on given issues for publication in school magazines <ul style="list-style-type: none"> Identify the topic, purpose, and audience for article writing Generate ideas about more challenging topics and identify those most appropriate for the purpose Writing, using a variety of strategies and a wide range of print and electronic resources Sort and classify ideas and information for writing in a variety of ways that allow manipulating information and see different combinations and relationships of data gathered Identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies Determine whether the ideas and information gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary Write articles of different lengths on given issues for publication (e.g. an autobiography for a youth magazine, web page or blog) (Activity 7)	Communication and collaboration Creativity and innovation

Strand 5: Literature

Sub-strand: Narrative, drama and poetry

Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.2: Examine the features of different types of poems <ul style="list-style-type: none"> Identify and recognise a type of poem (e.g. sonnet) Compose a sonnet Perform a sonnet (Activity 8)	Communication and collaboration Cultural identity and global citizenship Presentation Digital literacy

Resources

- Learner's Book pages 112–122
- Dictionary
- Youth magazines or school magazines (Activity 7)

Review

Before you begin Unit 10, review the main skills and concepts developed in Unit 9 with the class. They are:

- backing opinions with good reasons
- verbs: the future perfect and future perfect progressive tenses
- flyers and notices: purpose and features
- poetry: haiku.

Teaching methodology

Oral Language (Learner's Book page 112)

ACTIVITY 1

Listen to a text and share opinions

(INDIVIDUAL/PAIR)

- Read the Listening text that follows. Learners work individually to take notes while listening to the discussion.
- Read the text again. Learners then answer the comprehension questions.
- Learners work in pairs to discuss the topic. Remind them to give reasons for their opinions and ensure that they are polite and listen to each other without interrupting.

Listening text

I am an astronaut who works on board a spacecraft. We orbit the planet Earth and conduct experiments as well as maintain and repair satellites. These satellites collect information about outer space.

Life in space is very different from life on Earth, as we do not have everyday responsibilities, such as shopping, travelling to work, etc. We spend most of our time working on board the spacecraft. We conduct experiments and monitor the experiments that are controlled from the ground. We also take part in medical experiments to determine how well our bodies cope with living in space over long periods of time.

I work with a small crew of people and these are the only people I see for months. Sometimes I get lonely and miss my family.

On the spacecraft, we live in a very small space so we need to keep the place very clean and tidy. In our free time, we eat, communicate with our families and exercise to keep fit and healthy. We can communicate using email and video chats, just like on Earth.

There is very little gravity in space compared to on Earth. Gravity is the force that makes things fall to the ground. Because there is no gravity, people and things will float in the spacecraft unless they are strapped down. So, for example, when I want to sleep, instead of a nice big bed, I have to squeeze into a narrow sleeping bag that is strapped to the wall, ceiling or floor.

Eating normal food is impossible in space because there is no gravity. For example, we cannot eat bread, as the crumbs could fly around and damage equipment. Astronauts are given dried food in packets. We then add liquid and heat the food in a microwave before eating the food through a straw. My favourite foods are fruit, chicken and beef among others. To drink, we suck liquids from bags through straws, as the liquid would float away if it were in a cup.

People often ask how astronauts go to the toilet. Well, we use equipment that suctions the waste away from the body. We also keep our solid waste in a canister that is disposed of later.

When we are outside the spacecraft, working in space, we have to wear special spacesuits. This is because there is no air in space and it is very cold. The suit inflates and surrounds us with air to breathe.

All in all, it is exciting working in space despite the challenges we encounter. Space research is discovering new facts about our amazing universe every year.

Answers

2.
 - a) They conduct experiments as well as maintain and repair satellites. (2)
 - b) They have to sleep strapped to the side of the spacecraft. They have to eat foods that are in packets. They have to drink liquid from bags through straws. (3)
 - c) They have to wear spacesuits when working outside the spacecraft because there is no air in space and it is very cold. (3)
 - d) Yes, he says that the work is exciting despite the challenges. (2)

Total: 10 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 2. Award a total mark out of 10.

Teacher assessment: For exercise 3, use the rubric on page xxiv of this Facilitator's Guide to assess the following indicator:

B8.1.2.1.2 Listen to and discuss ideas and share opinions from a level-appropriate text.

ACTIVITY 2**Produce the consonant sounds /s/ and /z/**

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Read the information in the box in the Learner's Book about the consonant sounds /s/ and /z/. Say each sound, demonstrating the correct mouth movements. Have learners repeat the sounds after you.
2. Read the pairs of words aloud slowly and clearly, asking learners to repeat after you. Then learners take turns to say the words to a partner.
3. Learners work individually to complete the table. Remind learners that English can have different spellings for the same sound. Explain the meaning of any unfamiliar words.
4. Learners do this task at home.

Answers

3.	/s/ sound	/z/ sound
	price	a) prize
	b) dice	dies
	dose	c) doze
	ice	d) eyes
	e) fussy	fuzzy
	race	f) rays

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Reading (Learner's Book page 114)**ACTIVITY 3****Predict a text**

(PAIR)

1. Learners work in pairs to scan the text for specific information.
2. Ask for a volunteer to read the text aloud.

Answers

1. a) 3,475 km
b) President John Kennedy
c) 20 July 1969
d) Neil Armstrong, Edwin Aldrin and Michael Collins

Assessment

Self/peer assessment: Learners check their answers with those of other learners.

ACTIVITY 4**Read and understand a text**

(CLASS/INDIVIDUAL/PAIR)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about summarising a text. Summarising is a very valuable skill for all subjects, so spend sufficient time to ensure learners have grasped the principles.
2. Learners read the article silently.
3. Learners work in pairs to identify the main idea in each paragraph.
4. Then learners work individually to summarise the article. They follow the writing process steps:
 - they plan by referring back to the main ideas they identified
 - they write a rough draft
 - they revise and edit their summary
 - they create a final, neat copy.
5. Encourage learners to record themselves reading aloud at home. It can help them gain confidence in their reading abilities and improve their pronunciation.

Answers

Here is a sample summary:

The Moon is a heavenly body that orbits our planet Earth. People had wanted to explore the Moon for hundreds of years. In 1957, Russia became the first country to explore outer space when it launched a satellite. In 1961, the United States decided to plan an expedition in which people would land on the Moon. In July 1969, NASA's Apollo 11 mission achieved its goal of exploring the Moon. Hundreds of millions of people were able to watch the Moon landing live. The astronauts Neil Armstrong and Edwin Aldrin walked on the Moon's surface for about two and a half hours. Many other countries have explored the Moon but no country can claim to own the Moon. (118 words)

20 marks**Assessment**

Teacher assessment: Use the rubric on page xxv of this Facilitator's Guide to assess the following indicator: B8.2.2.1.1 Determine the central idea in paragraphs and analyse to identify supporting ideas.

Remedial Activity

If learners need more help, provide a template on the board of the summary memorandum above, with sections missing for learners to complete.

Extension Activity

Ask learners to practise summarising the article in even fewer words, for example 80 words.

Grammar (Learner's Book page 116)**ACTIVITY 5****Use synonyms in context**

(INDIVIDUAL)

1. Learners remind themselves of what synonyms are.
2. Learners work individually. Allow learners to use a dictionary or online dictionary if necessary.

3. Learners work individually. When they find a word, they should read the whole sentence in which it appears to find out what the word means. Allow them to consult a dictionary or online dictionary if they cannot figure out the meaning.
4. This exercise builds on exercise 3. Learners work individually.

Answers

2. a) container
b) sucks
c) duties
d) risky
e) run
4. a) evolved, advanced, **developed**
b) anxious, distressed, **worried**
c) favourably, satisfyingly, **successfully**
d) expectation, hope, **anticipation**
e) notably, remarkably, **famously**
f) collected, assembled, **gathered**
g) dug, put, **planted**
h) succeeded, triumphed, **won**

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

ACTIVITY 6

Use prepositions of time, place and movement

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about prepositions of time, place and movement.
2. Learners work in pairs. Demonstrate the exercise yourself with one of the learners using an object in the classroom such as a ruler or a pen, and placing it in different positions.
- 3–4. Learners work individually.

Answers

3. a) The Moon moves around the Earth. **movement**
b) The astronaut travelled through space. **movement**
c) The Sun is in the centre of the solar system. **place**
d) Sputnik was launched in 1957. **time**
e) The astronauts explored the Moon for two and a half hours. **time**
f) The spacecraft landed on the Moon's surface. **place**
4. a) between
b) through
c) behind
d) inside
e) into

Remedial Activity

Ask learners to fill in the missing prepositions for these sentences. They should choose from these options: *at, around, from, in, into, on*.

1. It is very cold _____ the planet Mars.
2. Mars is the fourth planet _____ the Sun.
3. Scientists believe that it will be possible to land on Mars _____ the future.
4. Mars has two Moons that move _____ it.
5. Many African countries have launched satellites _____ space.
6. Some planets can be seen _____ night.

Answers

- | | | |
|-----------|---------|-------|
| 1. on | 2. from | 3. in |
| 4. around | 5. into | 6. at |

Extension Activity

Ask learners to fill in the missing prepositions for these sentences.

1. The rocket launched _____ time.
2. The astronauts will have completed their training _____ the end of the year.
3. People will explore Mars _____ our lifetime.
4. Mercury is _____ the Sun, because it is the first planet in the solar system.
5. Earth is _____ Venus and Mars.

Answers

- | | | |
|---------|------------|--------------|
| 1. on | 2. by/at | 3. within/in |
| 4. near | 5. between | |

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Writing (Learner's Book page 118)

ACTIVITY 7

Write an autobiographical article

(CLASS/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about how to write an article. If you have any youth or school magazines available, show them to learners.
2. Learners work individually to plan, write a rough draft and revise and edit their article using the checklist. Then they create a final, neat copy.

Assessment

Teacher assessment: Use the rubric on page xxvii of this Facilitator's Guide to assess the following indicator: B8.4.2.2.3 Write articles on given issues for publication in school magazines.

Literature (Learner's Book page 119)

ACTIVITY 8

Compose and perform a sonnet poem

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about sonnets. Read the sonnet to the class.
2. Learners work in pairs to read the sonnet by Elizabeth Barrett Browning and work out the rhyme pattern. Remind them to stress every second syllable when they read the sonnet to each other.
3. Learners work individually to write a poem. Learners could search online for rhyming words for the words they want to use. Encourage learners to express their sense of cultural identity through their poem.
4. Learners perform their poem.
5. Provide opportunities for learners to share their poems with a wider audience, for example publish them on your school's Facebook page if you have one.
6. Provide learners with suitable links so they can read more examples of sonnets online.

Assessment

Teacher assessment: Use the rubric that follows to assess the following indicator:

B8.5.1.1.2 Examine the features of different types of poems.

Rubric: Sonnet poem

Content	<ul style="list-style-type: none">• The poem makes at least three points about the subject of the poem. (2)• The poem has a conclusion. (1)	3 marks
Organisation	<ul style="list-style-type: none">• The poem has 4 lines. (1)• The poem follows the rhyme scheme: A-B-A-B, C-D-C-D, E-F-E-F and G-G. (1)	2 marks
Expression	<ul style="list-style-type: none">• Appropriate vocabulary is used. (1)• Adjectives and other descriptive language are used. (1)	2 marks
Mechanical accuracy	<ul style="list-style-type: none">• The spelling and punctuation are correct. (1)• The grammar is correct. (1)• The writing process has been used. (1)	3 marks
Total		... /10 marks

Unit 11

Saving money

Introduction

The theme of Banking is a topic selected in the curriculum for B8. In this unit, learners will read and summarise an article about saving money using bank accounts. They will hold conversations and practise the consonant sounds /s/ and /z/. They will use connotations of words and use more prepositions. They will write a formal letter of complaint and compose and perform a rap poem.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 1: Conversation/Everyday discourse		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	B8.1.1.1.1: Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues <ul style="list-style-type: none"> Converse using appropriate register in formal situations (Activity 1)	Communication and collaboration
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.2: Produce consonant sounds (fricatives) in context <ul style="list-style-type: none"> Listen to and identify fricatives (/s/ and /z/) in context Distinguish between voiced and voiceless fricatives in context Use fricatives in connected speech (Activity 2)	Communication and collaboration Presentation
Strand 2: Reading		
Sub-strand 2: Summarising		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.2.1: Cite the textual evidence that supports an analysis of a text to determine the central idea and provide an objective summary	B8.2.2.1.1: Determine the central idea in paragraphs and analyse to identify supporting ideas <ul style="list-style-type: none"> Read a text for information Identify the most important/central idea in the paragraphs that make up the text Eliminate unnecessary information as you write down the main ideas State details in own words as far as possible Summarise the ideas in specific detail (Activity 3 and Activity 4)	Communication and collaboration Personal development and leadership

Strand 3: Grammar and grammar usage		
Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.6: Demonstrate command of use of prepositions in speaking and writing <ul style="list-style-type: none"> Use different types of prepositions to convey a variety of meanings: <ul style="list-style-type: none"> agent direction instrument (Activity 6)	Communication and collaboration
Sub-strand 3: Vocabulary		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.3.1: Demonstrate appropriate use of vocabulary in communication	B8.3.3.1.1: Use vocabulary appropriately in speaking and writing <ul style="list-style-type: none"> Use connotations (associations) of words with similar denotations (Activity 5)	Communication and collaboration Digital literacy
Strand 4: Writing		
Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.2.2: Apply writing skills to specific life situations	B8.4.2.2.1: Compose formal writing (business letters, email) on given topics using the appropriate format <ul style="list-style-type: none"> Write formal letters Edit/Proofread the writing for sense or meaning, and effect Publish writing using different media including ICT (Activity 7)	Communication and collaboration Digital literacy
Strand 5: Literature		
Sub-strand: Narrative, drama and poetry		
Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.2: Examine the features of different types of poems <ul style="list-style-type: none"> Identify and recognise a type of poem Compose a poem Perform a poem (Activity 8)	Communication and collaboration Cultural identity and global citizenship Presentation Digital literacy

Resources

- Learner's Book pages 123–131
- Dictionary
- Brochures from banks about savings accounts (Activity 1)

Review

Before you begin Unit 11, review the main skills and concepts developed in Unit 10 with the class. They are:

- the /s/ and /z/ sounds
- summary-writing
- prepositions
- article: features
- poetry: sonnet.

Teaching methodology

Oral Language (Learner's Book page 123)

ACTIVITY 1

Converse using appropriate register in formal situations

(PAIR)

1. Learners work in pairs. They revise the information from Unit 1 on formal and informal register.
2. Learners role-play a conversation in pairs. If you have brochures from banks about savings accounts, show them to learners for reference. Circulate and ensure learners are using polite, formal language.

Assessment

Teacher assessment: Use the rubric on page xxiii of this Facilitator's Guide to assess the following indicator: B8.1.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues.

ACTIVITY 2

Revise the consonant sounds /s/ and /z/ (INDIVIDUAL/PAIR)

1. Learners revise how to make the sounds from Unit 10. Suggest that they read the poem aloud quietly, so that they can hear the sounds. They work individually to complete the table.
2. Learners work individually to identify the words and add them to the same table.
3. In pairs, learners read the poem and proverbs to each other, focusing on pronunciation.

Answers

1.	/s/ sound	/z/ sound
	boats, sail, ships, sail, seas, sail, across, skies	rivers, sea, clouds, skies, these
2.	/s/ sound	/z/ sound
	soon, makes, person, waste, best	his, rise, wise, doesn't, trees

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Remedial Activity

If learners are struggling to identify the sounds, allow them to work in pairs to read the poem and proverbs to each other and discuss the answers.

Extension Activity

Ask learners to write explanations of the proverbs using their own words.

Reading (Learner's Book page 124)

ACTIVITY 3

Predict a text

(PAIR)

1. Learners work in pairs to skim and scan the text. Spend sufficient time on the exercise of skimming the text by reading the first and last paragraphs and the first sentence of each paragraph. This assists learners in identifying the central or main idea of each paragraph and prepares learners for the summary activity in Activity 4. For the bold words, learners try to work out the meaning, then check by using the Glossary at the end of the book or a dictionary.
2. Ask for a volunteer to read the text aloud.

Answers

1. **b)** A passport-sized photograph, a valid photo identity, such as the Ghana Card or Voter's ID, proof of address and an introductory letter from your employers or school

Assessment

Self/peer assessment: Learners check their answers with those of other learners.

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners read the article silently.
2. Learners work in groups to identify the main idea in each paragraph.
3. Learners work individually to summarise the article. They follow the writing process steps:
 - they plan by referring back to the main ideas they identified
 - they write a rough draft
 - they revise and edit their summary
 - they create a final, neat copy.

Answers

Here is a sample summary:

Opening a savings account is easy and has many benefits for young people. Firstly, your money is safe from dangers, such as theft or fire. Secondly, you can access your money easily. You can withdraw your money from an ATM or branch any time you need it and you can also make payments to other people electronically. Thirdly, you can earn interest on your savings, so your money grows over time. This allows you to invest some of the money to earn more income. Fourthly, keeping a savings account teaches you to budget and plan ahead. Finally, if a person is able to discipline himself or herself to manage his or her finances at an early age, he or she is able to transfer this habit to other areas of life. All in all, savings accounts can improve your life generally. (140 words)

Total: 20 marks

Assessment

Teacher assessment: Use the rubric on page xxv of this Facilitator's Guide to assess the following indicator: B8.2.2.1.1 Determine the central idea in paragraphs and analyse to identify supporting ideas.

Grammar (Learner's Book page 126)

ACTIVITY 5

Use connotations of words with similar denotations

(INDIVIDUAL)

1. If necessary, revise the concept of the connotation of a word from Unit 8. It is the emotion (positive or negative) that is suggested by the word. Learners work individually.
2. Learners work individually. Tell them to read the instructions carefully.
3. Provide learners with suitable links so they can learn more about positive and negative connotations online.

Answers

1.
 - a) Spending all your money rather than saving is **wasteful**.
 - b) Because of interest payments, your money will **appreciate**.
 - c) Developing a saving habit can **induce** good study habits.
 - d) Thanks to technological advances, parents can **wire** money to their children who are studying in other towns.
 - e) Savings account holders have **access** to their money any time they need it.
2.
 - a) Ako has shown that he is a **gifted** investor.
 - b) A savings account **encourages** you to budget.
 - c) Our friends were **thrifty** in their expenditure.
 - d) The youth group operated a **unique** savings account.
 - e) Afrakoma was **delighted** with the attitude of the bank staff.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

ACTIVITY 6

Use prepositions of agent, instrument and direction

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about prepositions of agent, instrument and direction.
2. Learners work in pairs. Read the example aloud with one of the learners.
3. Learners work individually to complete the sentences.
4. Learners work individually, for more practice on prepositions.

Answers

3.
 - a) Savings accounts are appreciated **by** all who want to improve themselves in life.
 - b) We can learn to budget **with** a savings account.
 - c) There are several banks **along** that street.

- d) Savings accounts can push young people **towards** a better life.
- e) A savings account can be opened **by** anyone.
- 4. a) This is an introductory letter **from** your employer.
- b) She walked **out of** the bank.
- c) Money can be wired **from** other people's accounts.
- d) My cousin took money from my wallet **without** my permission.
- e) We walked **away from** the bank.
- f) This letter was written **to** my uncle.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Remedial Activity

Ask learners to fill in the missing prepositions in these sentences using these options: *across, by, on, past, with*.

1. I was helped _____ the bank manager.
2. She travelled to the bank _____ foot.
3. He logged into his account _____ his password.
4. She walked _____ the street to the ATM.
5. We drove _____ that bank yesterday on the way to school.

Answers

- | | | |
|-----------|---------|---------|
| 1. by | 2. on | 3. with |
| 4. across | 5. past | |

Extension Activity

Give learners the above sentences without the options and ask them to fill in suitable prepositions.

Writing (Learner's Book page 127)

ACTIVITY 7

Write a formal letter of complaint

(CLASS/INDIVIDUAL)

1. Work as a class. Read the information in the box in the Learner's Book about formal letters with the class. Carefully explain the layout of a formal letter using the notes next to the example letter.
- 2–4. Learners work individually to plan, write a rough draft and revise and edit their letter using the checklist. Then they create a final, neat copy. Encourage learners to type and print the letter if the school has ICT equipment available for this.

Assessment

Teacher assessment: Use the rubric on page xxvii of this Facilitator's Guide to assess the following indicator: B8.4.2.2.1 Compose formal writing (business letters, email) on given topics using the appropriate format.

Literature (Learner's Book page 130)

ACTIVITY 8

Compose and perform a rap poem

(CLASS/GROUP/INDIVIDUAL)

1. Work as a class. Let learners discuss what they remember about acrostic poems, haiku poems and sonnets.
2. Ask a volunteer to read the information in the box in the Learner's Book about rap poems. This is not a genre prescribed by the curriculum for Literature study, so the activity is an optional fun activity.
3. Learners read an example of a rap poem and talk about the structure.
4. They identify the rhyming scheme in the poem (AA, BB, CC, DD, EE, FF, DD, GG).
5. Learners work in groups to write a poem. Learners could search online for rap songs to give them ideas for rhyming words. Encourage learners to express their sense of cultural identity through their poem. Make sure that they do not include swear words or sexual language in their rap poems.
6. In groups, learners perform their poem for the class.
7. Provide learners with suitable links so they can listen to more examples of rap poems online.

Assessment

Self/peer assessment: Hold a class discussion on which of the poems the class liked best, and why.

Introduction

The theme of Entrepreneurship is a topic selected in the curriculum for B8. In this unit, learners will read an article about entrepreneurs and use vocabulary in different contexts. They will hold conversations, practise the consonant sounds /f/ and /z/ and use adverbs. They will write a formal letter of request and a notice to club members and will learn about euphemism in literature.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 1: Conversation/Everyday discourse		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	B8.1.1.1.1: Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/ issues <ul style="list-style-type: none"> Converse using appropriate register (informal language) in everyday situations (Activity 1)	Communication and collaboration
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.2: Produce consonant sounds (fricatives) in context <ul style="list-style-type: none"> Listen to and identify fricatives (/f/ and /z/) in context Distinguish between voiced and voiceless fricatives in context Use fricatives in connected speech (Activity 2)	Communication and collaboration
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.4: Provide evidence and show mastery to support understanding of texts <ul style="list-style-type: none"> Read a text closely for interpretation Interpret the text, citing evidence to support ideas that help with implicit meaning Generate relevant answers to questions (Activity 3 and Activity 4)	Communication and collaboration Critical thinking and problem-solving Creativity and innovation

	B8.2.1.2.8: Integrate appropriate grade-level vocabulary in different contexts <ul style="list-style-type: none"> • Use grade-level appropriate texts to identify the needed vocabulary • Integrate the vocabulary in different contexts • Use the vocabulary in meaningful sentences (Activity 5)	Communication and collaboration
Strand 3: Grammar and grammar usage Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.5: Demonstrate command of the knowledge of adverbs <ul style="list-style-type: none"> • Use adverbs to pre-modify prepositions or prepositional phrases • Use adverbs to pre-modify: <ul style="list-style-type: none"> – indefinite pronouns – pre-determiners – cardinal numbers (Activity 6)	Communication and collaboration
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.2.2: Apply writing skills to specific life situations	B8.4.2.2.1: Compose formal writing (business letters, email) on given topics using the appropriate format <ul style="list-style-type: none"> • Write formal letters • Correct errors of formal letters written by others • Write notices to class or club members to provide updates on rules, schedules or programmes (Activity 7 and Activity 8)	Communication and collaboration
Strand 5: Literature Sub-strand: Narrative, drama and poetry		
Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.4: Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts <ul style="list-style-type: none"> • Identify the use of euphemism in selected narrative, poetry and drama • Use euphemism in speech and writing (Activity 9)	Communication and collaboration Digital literacy

Resources

- Learner's Book pages 132–141
- Dictionary

Review

Before you begin Unit 12, review the main skills and concepts developed in Unit 11 with the class. They are:

- register: formal
- prepositions
- formal letter: features
- poetry: rap.

Teaching methodology

Oral Language (Learner's Book page 132)

ACTIVITY 1

Converse using appropriate register in informal situations

(CLASS/PAIR)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about how to ask for and give advice.
2. Organise learners into pairs for the role play. Circulate and ensure learners are using informal language and expressions for asking for and giving advice.

Assessment

Teacher assessment: Use the rubric on page xxiii of this Facilitator's Guide to assess the following indicator: B8.1.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues.

ACTIVITY 2

Produce the consonant sounds /ʃ/ and /ʒ/

(CLASS/PAIR)

1. Work as a class. Read the information in the box in the Learner's Book about making the sounds with the class. Say each sound, demonstrating the correct mouth movements. Have learners repeat the sounds after you.
2. Learners work in pairs. Read the words with the /ʃ/ aloud slowly and clearly, asking learners to repeat after you. Then learners say the words to their partner. Explain the meaning of any unfamiliar words.
3. Follow the same procedure for the words with the /ʒ/ sound.
4. Learners continue to work in pairs, for more practice.

Answers

4. b) Words with the /ʃ/ sound (left column): washing, bush, shout, malnutrition, contribution, station, attention
Words with the /ʒ/ sound (right column): television, treasure, confusion, leisure, pleasure, usual, invasion, closure

Assessment

Teacher assessment: To assess that learners can distinguish between the sounds, have each learner say one of the words with the /ʃ/ sound and one of the words with the /ʒ/ sound.

Reading (Learner's Book page 134)

ACTIVITY 3

Predict a text

(GROUP)

1. Learners work in groups and discuss people they know who work for themselves or run their own businesses. They then take turns to describe someone they know who does this, and give details of how they do it.
2. Learners reflect on how they might want to earn a living when they leave school. Ask for a few volunteers to share their ideas with the class.
3. Learners scan the text for specific information.
4. Ask for volunteers to read the text aloud to the class.

Answers

- 1–2. The discussions will be based on learners' own experiences.
3. a) an entrepreneur
b) London and New York
c) She gives it to education and health projects in rural communities.
d) the Ashanti Region
e) Peace FM, Hello FM, Okay FM or NEAT FM (any one)

Assessment

Self/peer assessment: Learners check their answers with those of their classmates.

ACTIVITY 4

Read and understand a text

(CLASS/INDIVIDUAL/PAIR)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about how to cite (give or quote) evidence to support ideas. Also remind learners that ideas are sometimes conveyed implicitly in a text (suggested rather than stated).
2. Learners read the article silently.
3. Learners work in pairs to discuss the comprehension questions, then write their answers individually. Remind learners that when they are quoting directly from the text, they must use quotation marks and use the exact words of the writer.
4. Encourage learners to record themselves reading aloud at home. It can help them gain confidence in their reading abilities and improve their pronunciation.

Answers

3. a) There is a high number of unemployed young people in the country. Creating new businesses will reduce unemployment. (2)
b) There are very few mentors or role models for female entrepreneurs. Women often do not have access to finance, such as bank loans. There is not enough support or training for them. (3)
c) She gives 10% of her profit to education and health projects. (1)
d) She thinks education is important to help people improve their lives. She thinks that better health care for women and children will reduce the number of children with malnutrition. (2)
e) No, his timber business was unsuccessful. The writer says, "On his first attempt to enter the timber contract business, his chainsaw was destroyed by a falling tree." (3)

- f) "undeterred" (answer should be in quotation marks) (1)
- g) They are both successful entrepreneurs. They are both philanthropists. Also accept: They have both given money to health projects. (2)
- h) Learners can agree or disagree, providing evidence from their own experience. If their answer is "disagree", they will probably cite the challenges mentioned in the text under b) above. (2)
- i) Learners' own response. Any choice between the two for 1 mark and 1 mark for a justifiable reason. (2)
- j) by (1)
- k) famous (1)

Total: 20 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 3. Award a total mark out of 20. This activity assesses the following indicator:

B8.2.1.2.4 Provide evidence and show mastery to support understanding of texts.

- Read a text closely for interpretation.
- Interpret the text, citing evidence to support ideas that help with implicit meaning.
- Generate relevant answers to questions.

ACTIVITY 5

Use vocabulary in different contexts

(INDIVIDUAL/PAIR)

1. Learners work individually to complete the sentences using the vocabulary from the Reading text.
2. Learners work in pairs to write their own sentences using the vocabulary.

Answers

1.
 - a) He never gets discouraged. Through thick and thin, he is **undeterred**.
 - b) Shadrack Frimpong is a **philanthropist** who founded the charity "Students for a Healthy Africa", which helps AIDS orphans in Ghana.
 - c) She is an **entrepreneur** who made her money running a mining company.
 - d) Yankey-Ayeh has a **conviction** that women should be given equal opportunities in all spheres of life.
 - e) **Malnutrition** is higher in the Northern regions of Ghana than in other regions.
 - f) The difficulty of raising money is often an **obstacle** to starting your own business.
2. Learner's own response

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Remedial Activity

1. Ask learners to match the words to the meanings.

a) conviction	a person who sets up a business or businesses
b) philanthropist	a strong belief

c) obstacle	not discouraged or prevented from acting
d) entrepreneur	something that prevents progress
e) undeterred	a person who helps the poor, especially by giving them money through charitable organisations

Answers

- a strong belief
 - a person who helps the poor, especially by giving them money through charitable organisations
 - something that prevents progress
 - a person who sets up a business or businesses
 - not discouraged or prevented from acting

Extension Activity

Write these words on the board: *entrepreneur*, *philanthropist*, *deter*. Ask learners to use a dictionary to find related words, identify the part of speech of the words they found and use them in a meaningful sentence of their own.

Answers

entrepreneurship (noun); entrepreneurial (adjective)
 philanthropy (noun); philanthropical (adjective)
 deterrent (noun); deterrent (adjective)

Grammar (Learner's Book page 137)

ACTIVITY 6

Use adverbs with different parts of speech

(CLASS/INDIVIDUAL)

- Work as a class. Ask for volunteers to read the information in the box in the Learner's Book about using adverbs with different parts of speech.
- Learners work individually.
- Learners continue to work individually. The exercise practises adverbs.

Answers

- That photo looks **quite** like my cousin, but I don't think it is her.
 - The man went **straight** toward the thief.
 - Almost** everybody came to the event in the end.
 - Nearly** twenty cars were destroyed.
 - The committee has **almost** enough members.
 - Quite** a few members of the audience had to leave.
 - Approximately** thirty people came to the lecture.

3. a) I arrived at the shop **just** before it closed.
- b) **Nearly/Almost** everything was sold when I got there.
- c) You put **too** much sugar in my tea.
- d) He has been sick for **more than/exactly** a month.
- e) She crept **quietly** behind the sofa.
- f) There are **exactly/more than/almost/just** six eggs in the fridge.
- g) **Quite** a lot of the plantains were rotten.
- h) **Exactly/More than/Almost/Just/Nearly** one year has passed since our mother died.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Writing (Learner's Book page 139)

ACTIVITY 7

Write a formal letter of request

(PAIR/INDIVIDUAL)

1. Learners work in pairs to identify the errors in a formal letter. Give them a hint by telling them the number of layout/convention errors that they should look for (see Answers that follow).
2. Learners work individually to rewrite the letter correcting the errors. They should refer back to the errors they identified, write a rough draft and revise and edit their letter using the checklist. Then they create a final, neat copy.

Answers

1. The writer has used the following informal language that is not appropriate for a formal letter: "Good morning, sir. How are you?" "It'll be great if you can accept this invitation! Anytime in term time is fine. Thank you." The writer should not use contracted forms, such as "I'm" and "It'll", but should use the full forms. The polite form "could" should be used instead of "can".

Layout/convention errors:

- Both the writer's and recipient's address should end with commas and a full stop.
- The post box number should come before the name of the town, not after it.
- The date should end with a full stop and should be after the writer's address, not after the recipient's address, which is incomplete – there is no post box number or street address.
- There should be an underlined heading/subject line after the greeting.
- The signature should come before the printed name and should include the full surname.

Assessment

Teacher assessment: Use the rubric on page xxvii of this Facilitator's Guide to assess the following indicator: B8.4.2.2.1 Compose formal writing (business letters, email) on given topics using the appropriate format.

Remedial Activity

Give learners a copy of the letter with the incorrect informal language underlined and the layout/conventions errors circled, to help them identify the problems.

Extension Activity

Ask learners to identify a need that their club or class has for an item or for training and to identify a person or organisation that could help with that. They should write a real letter of request to the person or organisation. Choose the best letter to send.

ACTIVITY 8

Write a notice

(INDIVIDUAL)

1. Learners revise how to write notices.
2. They work individually to create a notice to club members about a programme of talks.

Assessment

Teacher assessment: Use the Notice rubric on page xxv of this Facilitator's Guide to assess the notice component of the following indicator:

B8.4.2.2.1 Compose formal writing (business letters, email) on given topics using the appropriate format.

Literature (Learner's Book page 140)

ACTIVITY 9

Identify and use euphemism

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about the literary device of euphemism.
2. Learners work in pairs to answer the questions about the use of euphemisms in the literature extracts. Allow learners to use a dictionary if needed.
3. Learners work individually to match euphemisms to their meanings.
4. Learners work in pairs to write and say their own sentences using euphemisms.
5. Encourage learners to go online to find more examples of euphemisms.

Answers

2.
 - a) colonists who took slaves to America (1)
 - b) He uses the word "readjustment" rather than "reduction" of the food because "readjustment" is vague / makes the change sound small, whereas "reduction" makes it clear the animals will be getting less food, which is an unpleasant fact. (2)
3.
 - a) to feel under the weather: to feel ill (1)
 - b) to be laid off: to lose one's job (1)
 - c) a correctional facility: a prison (1)
 - d) a senior citizen: an old person (1)
 - e) to be between jobs: to be unemployed (1)
 - f) to be on the streets: to be homeless (1)
4. Learner's own sentences (6)

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to award a mark out of 15.

This activity addresses the following indicator:

B8.5.1.1.4: Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts.

Introduction

The theme of Entrepreneurship is a topic selected in the curriculum for B8. In this unit, learners will read an article about what makes a business successful and use vocabulary in different contexts. They will hold conversations, practise the consonant sounds /f/ and /z/ and use apostrophes. They will write a formal letter of thanks and learn about hyperbole in literature.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 1: Conversation/Everyday discourse		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	B8.1.1.1.1: Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues <ul style="list-style-type: none"> Converse using appropriate register in formal situations, e.g. inviting the District Chief Executive to a function in your school (Activity 1)	Communication and collaboration
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.2: Produce consonant sounds (fricatives) in context <ul style="list-style-type: none"> Listen to and identify fricatives (/f/ and /z/) in context Distinguish between voiced and voiceless fricatives in context Use fricatives in connected speech (Activity 2)	Communication and collaboration
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.4: Provide evidence and show mastery to support understanding of texts <ul style="list-style-type: none"> Read a text closely for interpretation Interpret the text, citing evidence to support ideas that help with implicit meaning Generate relevant answers to questions (Activity 3 and Activity 4)	Communication and collaboration Critical thinking and problem-solving Creativity and innovation

	B8.2.1.2.8: Integrate appropriate grade-level vocabulary in different contexts <ul style="list-style-type: none"> • Use grade-level appropriate texts to identify the needed vocabulary • Integrate the vocabulary in different contexts • Use the vocabulary in meaningful sentences (Activity 5)	Communication and collaboration
Strand 3: Grammar and grammar usage Sub-strand 2: Punctuation and capitalisation		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Demonstrate mastery of capitalisation and punctuation in communication	B8.3.1.1.1: Use punctuation marks in context <ul style="list-style-type: none"> • Use apostrophe to: <ul style="list-style-type: none"> – show possession in singular and plural nouns – indicate indefinite case of possessive pronouns – indicate possessive form of the last word in compound nouns – show names of business firms – construct texts and punctuate them correctly (Activity 6)	Communication and collaboration Digital literacy
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.2.2: Apply writing skills to specific life situations	B8.4.2.2.1: Compose formal writing (business letters, email) on given topics using the appropriate format <ul style="list-style-type: none"> • Write formal letters • Correct errors of formal letters written by others • Publish writing using different media including ICT (Activity 7)	Communication and collaboration Digital literacy
Strand 5: Literature Sub-strand: Narrative, drama and poetry		
Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.4: Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts <ul style="list-style-type: none"> • Identify the use of hyperbole in selected narrative, poetry and drama • Use hyperbole in speech and writing (Activity 8)	Communication and collaboration

Resources

- Learner's Book pages 142–149
- Dictionary

Review

Before you begin Unit 13, review the main skills and concepts developed in Unit 12 with the class. They are:

- asking for and giving advice in conversations
- the /f/ and /z/ sounds
- adverbs giving more information about prepositions, indefinite pronouns, determiners and cardinal numbers
- figures of speech: euphemisms.

Teaching methodology

Oral Language (Learner's Book page 142)

ACTIVITY 1

Converse using appropriate register in formal situations

(CLASS/PAIR)

1. Revise informal and formal register.
2. Organise learners into pairs for the role play. Circulate and ensure learners are using polite, formal language.

Assessment

Teacher assessment: Use the rubric on page xxiii of this Facilitator's Guide to assess the following indicator: B8.1.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues.

ACTIVITY 2

Revise the consonant sounds /f/ and /z/

(PAIR/INDIVIDUAL)

1. Revise the information from the previous unit about making the sounds.
2. Learners work in pairs. Tell them to read the words aloud to each other to help identify the sounds.
3. Learners read the sentences in exercise 2 to each other to practise the pronunciation of the two sounds.
4. Learners work individually to complete the sentences.
5. Learners do this task at home.

Answers

2.
 - a) The sheep rushed into the marsh.
 - b) Shawn the illusionist gives shows in the shopping mall.
 - c) In my leisure time I enjoy watching action television series set in Asia.
 - d) Shagari initially showed confusion about how to solve the equation.
 - e) She came to the conclusion that her shiny patent leather shoes are her most precious possession.
 - f) The fishermen were under pressure to make provision for the sharks that were catching their fish.
 - g) The shooting star brushed across the horizon in a short visual display.
 - h) After the invasion it took little persuasion for us to rush home to share the delicious refreshments.
4.
 - a) It is important for everyone to have a basic **education**.
 - b) She showed a lot of **patience** with her little brother when she helped him with his homework.

- c) We must **measure** all the ingredients before we start to bake the cake.
- d) Last Friday we did not wear our school uniforms because we were allowed to go to school in **casual** clothing.
- e) The mother wiped her baby's nose with a **tissue**.
- f) Have you made a **decision** about where you will spend your holiday?
- g) You need **special** training to do this job.
- h) My sister's wedding was a lovely **occasion** for both families.
- i) The teacher has a great **vision** of what she can help her learners achieve.
- j) When their car broke down, they spent an **anxious** night waiting for help.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Reading (Learner's Book page 143)

ACTIVITY 3

Predict a text

(PAIR)

1. Learners work in pairs to predict the text. Ask them to share their predictions with the class.
2. Learners work in pairs to skim and scan the text. For the bold words, learners try to work out the meaning, then check by using the Glossary at the end of the book or a dictionary.
3. Ask for a volunteer to read the text aloud. Hold a class discussion about whether the predictions were correct or not.

Answers

2. c) Any one example of a type of business mentioned in the text – washing and ironing people's clothes; organising events; offering tour-guide services; running a market stall, a food-vending or restaurant spot; running a hair salon; running a clothes shop

Assessment

Self/peer assessment: Learners check their predictions against those of their classmates.

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners read the article silently.
2. Learners work in groups to discuss the comprehension questions, then write their answers individually. Remind learners that when they are quoting directly from the text to cite evidence in support of their ideas, they must use quotation marks and use the exact words of the writer.

Answers

2. a) They have a special talent; they have an idea for a new invention or product; they want to become independent / be their own boss; they need to survive. (4)
- b) Is there a need for the product or service in your area? Can you provide the product or service at a competitive price? (2)

- c) Mistakes that can mean running out of money – if you buy extra goods for the busy season but cannot sell them quickly enough or if you borrow too much money from the bank and cannot pay it back. (2)
- d) No, not everyone in business is successful. The writer says, “Very few business owners are able to make it on their first attempt. Almost everybody experiences challenges before they succeed”. (Award 1 mark for the opinion, 1 mark for a relevant quotation from the text and 1 mark for the correct punctuation of the quotation. Note that either one of the two sentences quoted here is acceptable.) (3)
- e) Learner’s own response, with a reason. (2)
- f) You need to make sure that there is a need for your product or service and that you can provide it at a competitive price. You need to manage your money/finances well. You need to learn from your mistakes and not give up. You need to listen to your customers and improve your product or service. (4)
- g) start their own business (1)
- h) The adverb is “very”; it is modifying “few”. (2)

Total: 20 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 2. Award a total mark out of 20. This activity assesses the following indicator:

B8.2.1.2.4 Provide evidence and show mastery to support understanding of texts.

- Read a text closely for interpretation.
- Interpret the text, citing evidence to support ideas that help with implicit meaning.
- Generate relevant answers to questions.

Extension Activity

Set a project for learners to go into more detail about how they would get the projects they discussed in questions 2e and f off the ground. They can use some of the ideas they read about in the text.

ACTIVITY 5

Use vocabulary in different contexts

(INDIVIDUAL/PAIR)

1. Learners work individually to complete the sentences using the vocabulary from the Reading text.
2. Learners work in pairs to write their own sentences using the vocabulary.
3. Learners work in pairs. This exercise gives more practice in using vocabulary in different contexts.

Answers

1.
 - a) He asked his mother to lend him some **capital** to start his own business.
 - b) The shop pays too much for the goods, so it is not a **profitable** business.
 - c) She is a good **customer** who has been coming to this shop for years.
 - d) That business is **booming**. They can hardly keep up with the demand from customers.
 - e) We need to cut down on our **expenditure** because we have made fewer sales this year.
 - f) The **survival** of any business depends on meeting customers’ needs.
 - g) Her **expertise** in computers led her to set up her own IT support business.
2. Learner’s own response

3. a) Here are some **tips** for running your own business.
- b) **Have** a clear business idea.
- c) **Understand** your customer's needs.
- d) Make sure you are offering what they **need**.
- e) Stay **open** to changes in the market.
- f) Make **bold** decisions and be quick to adapt.
- g) **Manage** your finances at all times!

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Remedial Activity

Ask learners to use these words to complete the sentences.

customer

booming

capital

profit

expenditure

1. You need some money to start your business; this is your _____.
2. The money you make in business is known as _____.
3. Somebody who buys products from your shop is your _____.
4. Business is _____ when you continue to make lots of sales.
5. The money that your business spends is known as _____.

Answers

- | | | |
|------------|----------------|-------------|
| 1. capital | 2. profit | 3. customer |
| 4. booming | 5. expenditure | |

Extension Activity

Ask learners to give the opposite of these words:
income, outset, profit, spend, survival.

Answers

expenditure, end, loss, save, failure

Grammar (Learner's Book page 146)

ACTIVITY 6

Use apostrophes to show possession (CLASS/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about using apostrophes to show possession.
2. Learners work individually to punctuate the sentences.
3. Provide learners with suitable links so they can learn more about using apostrophes to show possession online.

Answers

2. a) The **twins' father's** business is doing very well.
- b) The shop **manager's** key is with me.
- c) To succeed in business, you need to satisfy your **customers'** needs.
- d) It takes so much sacrifice for **one's** business to grow.
- e) Choosing a good product is important for your **business's** success.
- f) Ansah **Brothers'** wholesale and retail shop is well placed.
- g) **Esi's** bag was bought from a retail shop.
- h) Mrs. Mensah buys her **family's** vegetables at shopping malls.
- i) I shopped for my **parents'** gifts at the Mawuli & Co. stores.
- j) Our **school's** materials were donated by a philanthropist.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Remedial Activity

Ask learners to add the missing apostrophes to the underlined words in these sentences.

1. My mothers business produces clothes.
2. That business sells mens clothes.
3. One needs to learn from ones mistakes to succeed.
4. Learners skills in English can help their studies.
5. He is Atsu and Atsupis father.

Answers

1. My **mother's** business produces clothes.
2. That business sells **men's** clothes.
3. One needs to learn from **one's** mistakes to succeed.
4. **Learners'** skills in English can help their studies.
5. He is Atsu and **Atsupi's** father.

Extension Activity

Ask learners to correct the apostrophe errors in these sentences.

1. The business had to close it's doors for a while.
2. Most of the learners parents attended the parents evening at the school.
3. She is Atsu's and Atsupi's teacher.
4. The businesses failure meant that my aunt had to find a new job.

Answers

1. The business had to close **its** doors for a while.
2. Most of the **learners'** parents attended the **parents'** evening at the school.
3. She is **Atsu** and Atsupi's teacher.
4. The **business's** failure meant that my aunt had to find a new job.

Writing (Learner's Book page 147)

ACTIVITY 7

Write a formal letter of thanks

(CLASS/INDIVIDUAL/PAIR)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about writing a formal letter of thanks.
2. Learners work on their own to plan their letter.
- 3–4. Learners draft their letter, then work in pairs to revise and edit each other's letters using the checklist. Walk around and check that the feedback that learners are giving each other is correct. Learners then create a final, neat copy. They can type and print the letter if you have access to ICT equipment.

Assessment

Teacher assessment: Use the Formal letter rubric on page xxvii of this Facilitator's Guide to assess the following indicator:

B8.4.2.2.1 Compose formal writing (business letters, email) on given topics using the appropriate format.

Literature (Learner's Book page 147)

ACTIVITY 8

Identify and use hyperbole

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Use the sentence provided to assess how well learners have understood the literary device of euphemisms from Unit 12.
2. Explain that they are going to learn about another literary device: hyperbole. Ask for a volunteer to read the information in the box in the Learner's Book about the literary device of hyperbole.
3. Learners work in pairs to answer the questions about the use of hyperbole in the literature extracts. Allow learners to use a dictionary if needed.
4. Learners match examples of hyperbole to their meanings.
5. Learners work in pairs to write their own sentences using hyperbole. They take turns to read them to each other.
6. Learners work individually for more practice on hyperbole.

Answers

1. The euphemism is "no longer with us". It can have more than one meaning, and is a gentler way of saying: she has left the company, she has been fired, she has died.
3.
 - a) The writer refers to the group of soldiers as "one thousand sozas" to show how scared and outnumbered he felt. There were not really one thousand soldiers. (1)
 - b) She is comparing her bounty (generosity) and love to the sea. It is a hyperbole because she is exaggerating how deep her love is and how endless. (2)
 - c) The poet is exaggerating his love by saying he will love the woman until all the water in the sea dries up and the Earth's rocks melt from the heat of the sun. These two things will never happen. (1)
4.
 - a) to sleep like a rock: to sleep very deeply (1)
 - b) to weigh a ton: to be very heavy (1)
 - c) to be as old as the hills: to be very old (1)
 - d) to run around like a chicken: to be very busy doing a lot of things (1)
 - e) to be drowning in paperwork: to feel overwhelmed by the amount of work (1)

5. Learner's own sentences (6)
6.
 - a) My uncle drives at 10,000 miles an hour. (1)
 - b) Although she seems busy, she is running around in circles. (1)
 - c) You will die of embarrassment when they find out how badly you have done. (1)

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to award a mark out of 15.

This activity addresses the following indicator:

B8.5.1.1.4: Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts.

Introduction

The theme of Social Issues – Child Labour is a topic selected in the curriculum for B8. In this unit, learners will read a text about child labour and use vocabulary in different contexts. They will do a listening comprehension, ask each other questions, answer questions and identify consonant sounds. They will use apostrophes for contractions, write an email to a news editor and learn about onomatopoeia in literature.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 1: Conversation/Everyday discourse		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	B8.1.1.1.2: Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topics under discussion <ul style="list-style-type: none"> Use open-ended questions in conversation on texts/topics/issues (Activity 2)	Communication and collaboration Critical thinking and problem-solving Cultural identity and global citizenship
Sub-strand 2: Listening comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B8.1.2.1.2: Listen to and discuss ideas and share opinions from a level-appropriate text <ul style="list-style-type: none"> Listen and write down key information from a text/talk show/news item Discuss the key information and add opinions (Activity 1)	Communication and collaboration Critical thinking and problem-solving Cultural identity and global citizenship
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.2: Produce consonant sounds (fricatives) in context <ul style="list-style-type: none"> Listen to and identify fricatives in context (Activity 3)	Communication and collaboration

Strand 2: Reading

Sub-strand 1: Comprehension

Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.4: Provide evidence and show mastery to support understanding of texts <ul style="list-style-type: none"> Read a text closely for interpretation Interpret the text, citing evidence to support ideas that help with implicit meaning Generate relevant answers to questions (Activity 4 and Activity 5)	Communication and collaboration Critical thinking and problem-solving Personal development and leadership
	B8.2.1.2.8: Integrate appropriate grade-level vocabulary in different contexts <ul style="list-style-type: none"> Use grade-level appropriate texts to identify the needed vocabulary Integrate the vocabulary in different contexts Use the vocabulary in meaningful sentences (Activity 6)	Communication and collaboration

Strand 3: Grammar and grammar usage

Sub-strand 2: Punctuation and capitalisation

Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Demonstrate mastery of capitalisation and punctuation in communication	B8.3.1.1.1: Use punctuation marks in context <ul style="list-style-type: none"> Use apostrophe to: <ul style="list-style-type: none"> show contractions construct texts and punctuate them correctly (Activity 7)	Communication and collaboration

Strand 4: Writing

Sub-strand 1: Production and distribution of writing

Content standard	Indicators	Core competencies and subject-specific practices
B8.4.2.2: Apply writing skills to specific life situations	B8.4.2.2.1: Compose formal writing (business letters, email) on given topics using the appropriate format <ul style="list-style-type: none"> Create a variety of media texts (e.g. write emails to news editors to make suggestions, compliments or complaints) for different purposes and audiences using appropriate forms, conventions, and techniques Publish writing using different media including ICT (Activity 8)	Communication and collaboration Digital literacy

Strand 5: Literature

Sub-strand: Narrative, drama and poetry

Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.4: Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts <ul style="list-style-type: none"> Identify the use of onomatopoeia in selected narrative, poetry and drama Use onomatopoeia in speech and writing (Activity 9) 	Communication and collaboration

Resources

- Learner's Book pages 150–158
- Dictionary
- A computer or mobile device to show an example of an email (Activity 8)
- Newspapers to show examples of letters to the editor (Activity 8)

Review

Before you begin Unit 14, review the main skills and concepts developed in Unit 13 with the class. They are:

- register: formal and informal
- apostrophe (') to show possession
- formal letters of thanks
- figures of speech: hyperbole.

Teaching methodology

Oral Language (Learner's Book page 150)

ACTIVITY 1

Listen to a news report and share opinions

(CLASS/INDIVIDUAL)

- Work as a class. Revise expressing opinions.
- Read the Listening text that follows. Learners work individually to take notes while listening to the news item. Read the text again.
- Learners answer the comprehension questions, including giving their opinion on the topic.

Listening text

Child labour is the illegal employment of children under the age of 15 in any job that stops them from attending regular education or that is physically, psychologically, socially or morally hazardous and harmful. Child labour deprives children of their childhood. Children are often sent out to work because one of their parents has fallen ill, has died or has lost their job.

Worldwide, over 152 million children are forced to do child labour. Out of this number, some 72 million children come from Africa, accounting for nearly half of the world's total. In Ghana, most of these children work in agriculture, in livestock herding and in the fishing industry.

The worst forms of child labour in Ghana include the selling of children as labourers and as child prostitutes, as well as children living and working on the streets of Ghana. The buying and selling of people is known as trafficking. "The majority of human trafficking cases in Ghana involve girls," reports Okatakyie Adjei of A1 TV. "Child labour is a major problem in Ghana, affecting almost two million children," added the reporter.

What can be done to prevent child labour? We need to deal with the problem from two sides. One side is catching and punishing offenders and helping the children return to schooling. The other side is educating communities about how harmful child labour is and how it can trap children in poverty for life.

Answers

Marks have been indicated here for the listening comprehension.

3. a) Any two of:

It deprives children of their childhood. /

It stops them from attending school regularly. /

It is psychologically, physically and socially harmful. (2)

b) Any two of: agriculture; herding; fishing. (2)

c) Learner's own views. Accept any appropriate response. (1)

Total: 5 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to the listening comprehension. Award a total mark out of 5.

Teacher assessment: Use the rubric on page xxiv of this Facilitator's Guide to assess the following indicator: B8.1.2.1.2 Listen to and discuss ideas and share opinions from a level-appropriate text.

ACTIVITY 2

Use open-ended questions in conversation

(PAIR)

1. Learners work in pairs to revise the information on asking open-ended questions that elicit elaboration, rather than yes/no questions.
2. Learners discuss the topic. Walk around and ensure learners are not interrupting each other, and are asking appropriate questions.

Assessment

Teacher assessment: Use the rubric on page xxiii of this Facilitator's Guide to assess the following indicator: B8.1.1.1.2 Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topics under discussion.

ACTIVITY 3

Revise consonant sounds in context

(INDIVIDUAL)

This activity revises the fricative consonant sounds covered in Units 7 to 13. Learners work individually to identify the sounds. Demonstrate the first question on the board by saying the sound /f/ and then saying the five options. Elicit from the class that the answer is A: safe. Tell learners to say the words aloud to themselves. Explain the meaning of any unfamiliar words or ask learners to look them up in a dictionary.

Answers

- | | |
|---------|-------------|
| 1. /f/ | A. safe |
| 2. /v/ | D. oven |
| 3. /θ/ | B. with |
| 4. /ð/ | C. these |
| 5. /s/ | A. dancing |
| 6. /z/ | A. graze |
| 7. /ʃ/ | E. massive |
| 8. /ʒ/ | C. seizure |
| 9. /f/ | C. phantom |
| 10. /z/ | A. lose |
| 11. /ð/ | E. bathe |
| 12. /ʃ/ | E. sunshine |
| 13. /s/ | E. fussy |
| 14. /f/ | D. stuff |
| 15. /ʒ/ | C. pleasure |

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board. Award a mark out of 15.

Reading (Learner's Book page 151)

ACTIVITY 4

Predict a text

(PAIR)

1. Learners work in pairs to predict the text. Ask them to share their predictions with the class.
2. Learners work in pairs to skim and scan the text. For the bold words, learners try to work out the meaning, then check by using the Glossary at the end of the book or a dictionary.
3. Ask for a volunteer to read the text aloud to the class. Have a class discussion about whether the predictions were correct or not.

Answers

1. a) It is about someone called Ato, a child fisherman.
b) It is about children and young men who engage in fishing.
c) It is a biographical account/story of someone's life.
2. a) Learner's own response.
b) Learners refer to the Glossary.
c) Elmina

Assessment

Self/peer assessment: Learners check their predictions with those of other learners.

ACTIVITY 5

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners read the text silently.

- Learners work in groups to discuss the comprehension questions, then write their answers individually. Remind learners that when they are quoting directly from the text, they must use quotation marks and use the exact words of the writer.
- Encourage learners to record themselves reading aloud at home. It can help them gain confidence in their reading abilities and improve their pronunciation.

Answers

- Any two: He was sent on errands; he washed the fishing gear; he carried the fishing gear from the beach to the building where they kept it. (2)
 - He was often late. (1)
 - He was sometimes scolded. He was sent to the headmaster. (2)
 - No, the writer says "I carried on being late". (1)
 - The teachers gave up trying to change Ato's behaviour. He says, "Eventually, the teachers no longer commented on my lateness." (2)
 - His father and senior members became too old and left the crew. (1)
 - 10 or 11 years old (1)
 - In the early morning and in the early evening (2)
 - Once or twice a week or not at all (1)
 - Accept "No", with any appropriate reason based on interpreting the text for 2 marks. For example: No, because most of his crew members could not go to school. / No, because he would probably have gone back to fishing in the daytime when Mr. Ato Insaadoo was transferred. (2)
 - He says, "It robs children of their potential and keeps families in poverty." (2)
 - Learner's own response, with a reason. (2)
 - It shows possession. (1)

Total: 20 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 2. Award a total mark out of 20. This activity assesses the following indicator:

B8.2.1.2.4 Provide evidence and show mastery to support understanding of texts.

- Read a text closely for interpretation.
- Interpret the text, citing evidence to support ideas that help with implicit meaning.
- Generate relevant answers to questions.

ACTIVITY 6

Use vocabulary in different contexts

(INDIVIDUAL/PAIR)

- Learners work individually to complete the sentences using the vocabulary from the Reading text.
- Learners work in pairs to write their own sentences using the vocabulary.

Answers

- Youth **ambassadors** stand up against child labour: they are working in their communities in an effort to change opinions about the issue.
 - Kwame Nkrumah is very **famous** in Ghana.
 - It's not fair! He never stops **scolding** me.

- d) They've been running **errands** for that family for quite a few months now.
- e) We need to find a new **technique** as this way is not working.
- f) She was the **breadwinner** because she was the only one in the family earning an income.
- g) I was so **impressed**, I felt like saying, "Wow!"
- h) I **gradually** realised that I needed to concentrate harder on my studies.

2. Learner's own response

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Grammar (Learner's Book page 154)

ACTIVITY 7

Use apostrophes to show contraction (CLASS/INDIVIDUAL)

1. Work as a class. Ask a volunteer to read the information in the box in the Learner's Book about using apostrophes to show contraction.
2. Learners work individually to punctuate the sentences.

Answers

2. a) After becoming a leader, I **couldn't** go to school at all.
- b) "**I've** been through a lot," Ato said.
- c) I **didn't** do well in the end-of-term examinations.
- d) Working as a fisherman, I **didn't** have enough time to go to school.
- e) **I'm** happy that I was able to get an education.
- f) **It's** very bad for children to work at a tender age.
- g) Some parents **can't** work, so they force their children to work instead.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Remedial Activity

Ask learners to add the missing apostrophes to the underlined words in these sentences.

1. Its sad that so many young children are forced to work.
2. Dont you think that something should be done?
3. He cant go to school because he has to work.
4. Shes coming to our school to give a talk about the problem.
5. Id like to find out more about the topic.

Answers

1. **It's** sad that so many young children are forced to work.
2. **Don't** you think that something should be done?
3. He **can't** go to school because he has to work.
4. **She's** coming to our school to give a talk about the problem.
5. **I'd** like to find out more about the topic.

Extension Activity

Ask learners to correct the apostrophe errors in these sentences.

1. Its his fault that Im not at school today.
2. Lets solve the problem.
3. Isnt the situation getting better?
4. Shell give a talk about the problem next week.
5. Do'nt you know the boy I mean?

Answers

1. **It's** his fault that **I'm** not at school today.
2. **Let's** solve the problem.
3. **Isn't** the situation getting better?
4. **She'll** give a talk about the problem next week.
5. **Don't** you know the boy I mean?

Writing (Learner's Book page 155)

ACTIVITY 8

Write a formal email to an editor

(CLASS/INDIVIDUAL)

1. Work as a class. Read the information in the box in the Learner's Book about how to write emails to an editor with the class. If learners have not seen an actual email, you could show them an email on a computer or mobile device. If possible, also show them real examples of letters to the editor in newspapers.
- 2–4. Learners work individually to plan the email, write a rough draft, revise and edit their email using the checklist, and then produce a final, neat copy. They can type the email and send it to you.

Assessment

Teacher assessment: Use the Formal letter rubric on page xxvii to assess the email for the following indicator: B8.4.2.2.1 Compose formal writing (business letters, email) on given topics using the appropriate format.

Literature (Learner's Book page 156)

ACTIVITY 9

Identify and use onomatopoeia

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Revise the two literary devices learners have learnt so far: euphemism and hyperbole.
2. Explain that learners are going to learn about a third device: onomatopoeia. Ask for a volunteer to read the information in the box in the Learner's Book about the literary device of onomatopoeia.

3. Learners work in pairs to answer the questions about the use of onomatopoeia in the literature extracts. Allow learners to use a dictionary if needed.
4. Learners work individually to match the examples of onomatopoeia to the thing that makes the sound. Encourage them to say the words aloud.
5. Learners work in pairs to write and say their own sentences using onomatopoeia.
6. Provide learners with suitable links so they can learn more about onomatopoeia online.

Answers

3.
 - a) She has used “whimpers” rather than “cries” because it describes the noise the baby is making. She has used “yell” rather than “shout” because “yell” sounds more indignant or cross than shout. These words make the reader feel sorry for the woman and baby. (3)
 - b) clack, click (2)
4.
 - a) splash: water or liquid
 - b) slam: a door
 - c) flutter: a flag
 - d) beep: a phone
 - e) growl: a dog
 - f) pop: balloon
 - g) buzz: a bee
 - h) chirp: a bird
 - i) vroom: a scooter
 - j) bang: a pistol ($10 \times \frac{1}{2} = 5$)
5. Learner’s own sentences (5)

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to award a mark out of 15.

This activity addresses the following indicator:

B8.5.1.1.4: Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts.

Term 2 Revision and assessment

Work through the **Revision section** in preparation for the Assessment.

Have the learners complete each paper of the **Assessment section** under the normal test or examination conditions that are followed at your school. They should complete each paper individually within a specified time. Have them submit their answers for assessment afterwards.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language Sub-strand 3: English sounds

Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.2: Produce consonant sounds (fricatives) in context <ul style="list-style-type: none"> Listen to and identify fricatives in context (/θ/ and /ð/, /s/ and /z/, /ʃ/ and /ʒ/) 	Communication and collaboration

Strand 2: Reading Sub-strand 1: Comprehension

Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.3: Read silently and answer more complex comprehension questions on texts/ passages <ul style="list-style-type: none"> Read a text closely for interpretation Make connections between texts and prior experience Read silently to comprehend text Answer questions appropriately 	Communication and collaboration

Sub-strand 2: Summarising

Content standard	Indicators	Core competencies and subject-specific practices
B8.2.2.1: Cite the textual evidence that supports an analysis of a text to determine the central idea and provide an objective summary	B8.2.2.1.1: Determine the central idea in paragraphs and analyse to identify supporting ideas <ul style="list-style-type: none"> Read a text for information Identify the most important/central idea in the paragraphs that make up the text Eliminate unnecessary information as you write down the main ideas State details in own words as far as possible Summarise the ideas in specific detail 	Communication and collaboration

Term 2 Revision and assessment

Strand 3: Grammar and grammar usage

Sub-strand 1: Grammar

Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.4: Use verb forms correctly when talking about future events <ul style="list-style-type: none"> Future time: Use the future form of verbs to talk/write about future events: <ul style="list-style-type: none"> simple future future progressive future perfect future perfect progressive 	Communication and collaboration
	B8.3.1.1.5: Demonstrate command of the knowledge of adverbs <ul style="list-style-type: none"> Use adverbs to pre-modify: <ul style="list-style-type: none"> indefinite pronouns determiners 	Communication and collaboration
	B8.3.1.1.6: Demonstrate command of use of prepositions in speaking and writing <ul style="list-style-type: none"> Use different types of prepositions to convey a variety of meanings: <ul style="list-style-type: none"> time place movement agent direction instrument 	Communication and collaboration

Sub-strand 2: Punctuation and capitalisation

Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Demonstrate mastery of capitalisation and punctuation in communication	B8.3.1.1.1: Use punctuation marks in context <ul style="list-style-type: none"> Use apostrophe to: <ul style="list-style-type: none"> show possession in singular and plural nouns show contraction 	Communication and collaboration

Sub-strand 3: Vocabulary

Content standard	Indicators	Core competencies and subject-specific practices
B8.3.3.1: Demonstrate appropriate use of vocabulary in communication	B8.3.3.1.1: Use vocabulary appropriately in speaking and writing <ul style="list-style-type: none"> Use connotations (associations) of words with similar denotations 	Communication and collaboration

Term 2 Revision and assessment

Strand 4: Writing

Sub-strand 1: Production and distribution of writing

Content standard	Indicators	Core competencies and subject-specific practices
B8.4.2.2: Apply writing skills to specific life situations	B8.4.2.2.2: Compose notes, brochures and flyers for different purposes and audiences <ul style="list-style-type: none"> • Compose flyers for different purposes, including: <ul style="list-style-type: none"> – use small size, e.g. A5 paper – use eye-catching headline, slogan or logo – brief description of a product – list of benefits or offers – contact information, e.g. website 	Communication and collaboration
	B8.4.2.2.1: Compose formal writing (business letters, email) on given topics using the appropriate format <ul style="list-style-type: none"> • Write formal letters 	Communication and collaboration

Strand 5: Literature

Sub-strand: Narrative, drama and poetry

Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.2: Examine the features of different types of poems <ul style="list-style-type: none"> • Identify and recognise a haiku poem 	Critical thinking and problem-solving
	B8.5.1.1.4: Use literary devices (euphemism, hyperbole, onomatopoeia, etc.) in texts <ul style="list-style-type: none"> • Identify the use of hyperbole in selected narrative, poetry and drama 	Critical thinking and problem-solving

Term 2 Revision and assessment

English Language – Paper 1

Total: 40 marks

PART A ENGLISH SOUNDS

Answers

- | | | |
|-------|------|------|
| 1. B | 2. A | 3. D |
| 4. A | 5. C | 6. B |
| 7. D | 8. B | 9. B |
| 10. D | | |

Total: 10 marks

PART B VOCABULARY

Answers

- | | | |
|-------|------|------|
| 1. C | 2. A | 3. A |
| 4. C | 5. D | 6. C |
| 7. A | 8. D | 9. B |
| 10. D | | |

Total: 10 marks

PART C GRAMMAR

SECTION 1

Answers

- | | | |
|-------|------|------|
| 1. B | 2. A | 3. D |
| 4. C | 5. B | 6. A |
| 7. B | 8. A | 9. C |
| 10. D | | |

Total: 10 marks

SECTION 2

Answers

- | | | |
|-------|------|------|
| 1. C | 2. A | 3. D |
| 4. B | 5. D | 6. B |
| 7. C | 8. B | 9. A |
| 10. D | | |

Total: 10 marks

Term 2 Revision and assessment

English Language – Paper 2

Total: 60 marks

PART A WRITING

1. Learners compose a flyer to advertise a made-up business product. Assess the flyer using the rubric that follows.

Content	<ul style="list-style-type: none">• There is product information that tells you about the product. (1)• There is contact information. (1)	2 marks
Organisation	<ul style="list-style-type: none">• The flyer is A5 size. (1)• The slogan is in bigger letters. (1)• The design is clear and attractive. (1)	3 marks
Expression	<ul style="list-style-type: none">• There are at least two persuasive language features. (2)	2 marks
Mechanical accuracy	<ul style="list-style-type: none">• The spelling and punctuation is correct. (1)• The grammar is correct. (1)• The writing process has been used. (1)	3 marks
Total		... /10 marks

2. Learners write a formal letter of complaint. They write 180–200 words (body of the letter) to the manager of a shop to complain about a faulty product. Assess the letter using the Formal letter rubric on page xxvii of this Facilitator's Guide.

Total: 10 marks

PART B READING COMPREHENSION

Answers

1. To draw your attention to the existence of a product and persuade you that you need to buy it. (2)
2. Any four of: the internet, television, radio, newspapers, magazines, billboards and posters (4)
3. Radio relies on words and sound whereas magazine advertising relies on words, pictures, colours and different fonts. (2)
4. Learner's own response, for example: *I like adverts that use humour and show young people.* (2)
5. The summary should be no more than 70 words. A model summary is included here.

An advertisement makes you aware of a product and persuades you that you should buy it.
Advertisements are aimed at a particular target market.

Advertisements are all around us. Depending on where they are found, advertisements use different techniques to attract people's attention. Television adverts often use humour, dance or music.
Radio adverts use words and sound. Printed advertisements use words, colour, pictures and bold words. (10)

Total: 20 marks

Term 2 Revision and assessment

PART C LITERATURE

Answers

SECTION 1

1. The speaker of the poem is watching a pond that was made long ago, and hears a frog jumping into the water. (3)
2. The vowel sound in "pond" is the same as that in "frog". (1)
3. It is a short poem with 17 syllables that creates a vivid picture. (3)
4. Haikus are often about nature. (1)
5. No, because haikus do not use rhyme. (2)

Total: 10 marks

SECTION 2

1. Two examples of euphemism: "passed" means "died" and "adult beverages" means "alcoholic drinks". (4)
2. Three examples of hyperbole: "My uncle was a demon", "He never stopped criticising me", "beat me to a pulp". (3)
3. Three examples of onomatopoeia: "booming voice", "hiss", "sobbing". (3)

Total: 10 marks

Introduction

The theme of Health – Exercise, diet, etc. is a topic selected in the curriculum for B8. In this unit, learners will read a text about health and use vocabulary in different contexts. They will do a listening comprehension, and produce the consonant sounds /m/, /n/ and /ŋ/. They will use apostrophes for possession and contraction, write an introductory paragraph and learn about monologues in literature.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 2: Listening comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B8.1.2.1.1: Listen to a level-appropriate dialogue/discussion by more than one speaker attentively and identify key information <ul style="list-style-type: none"> Listen to and note important issues in a level-appropriate dialogue/discussion, e.g. message, mood, tone Listen and compare the issues in the dialogue/discussion with what was noted in the first listening Identify implicit meaning based on vocabulary/language used in the selected dialogue/discussion (Activity 1)	Communication and collaboration Personal development and leadership Critical thinking and problem-solving
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.3: Produce consonant sounds (nasals) in context <ul style="list-style-type: none"> Distinguish between nasal sounds (/m/, /n/, /ŋ/) in context Listen to nasals in context Use nasals in connected speech (Activity 2)	Communication and collaboration
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.5: Generate simple themes from a text and apply to different situations <ul style="list-style-type: none"> Read a text closely for interpretation Identify the main ideas Generate simple themes from the text Gather relevant details to support the themes Apply these themes to relevant situations (Activity 3 and Activity 4)	Communication and collaboration Personal development and leadership Critical thinking and problem-solving Digital literacy

	B8.2.1.2.8: Integrate appropriate grade-level vocabulary in different contexts <ul style="list-style-type: none"> • Use grade-level appropriate texts to identify the needed vocabulary • Integrate the vocabulary in different contexts • Use the vocabulary in meaningful sentences (Activity 5)	Communication and collaboration
Strand 3: Grammar and grammar usage Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Demonstrate mastery of capitalisation and punctuation in communication	B8.3.1.1.1: Use punctuation marks in context <ul style="list-style-type: none"> • Use apostrophe to: <ul style="list-style-type: none"> – show possession in singular and plural nouns – show contraction (Activity 6)	Communication and collaboration
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.1.2: Create different paragraphs within a composition on a given topic	B8.4.1.2.1: Record and use different techniques to capture reader's attention in introductory paragraphs <ul style="list-style-type: none"> • Write a paragraph using a particular technique to capture the reader's attention in the introduction, e.g. anecdotes • Write introductory paragraphs showing how the sentences are organised in a logical sequence to create a coherence appropriate for the text type • Use logical connectors to link sentences in a paragraph: contrast, cause/effect, conditions • Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create cohesion and coherence and unity and completeness of paragraph (Activity 7)	Communication and collaboration Personal development and leadership
Strand 5: Literature Sub-strand: Narrative, drama and poetry		
Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.3: Examine how monologues and dialogues are used to convey characters in narratives and playscripts (drama) <ul style="list-style-type: none"> • Identify a monologue in a text • Create a monologue using appropriate punctuation (Activity 8)	Communication and collaboration Critical thinking and problem-solving Digital literacy

Resources

- Learner's Book pages 167–175
- Dictionary

Review

Before you begin Unit 15, review the main skills and concepts developed in Unit 14 with the class. They are:

- open-ended questions in conversation
- apostrophe (') to show contraction
- emails: formal
- figures of speech: onomatopoeia.

Teaching methodology

Oral Language (Learner's Book page 167)

ACTIVITY 1

Listen to a discussion and identify key information

(CLASS/PAIR)

1. Work as a class to revise listening for information, including listening for the message, mood and tone.
2. Read the Listening text that follows. Learners work in pairs to take notes while listening to the discussion. Read the text again. Learners compare the message with their notes.
3. Learners answer the comprehension questions.

Listening text

Host: Welcome to our talk show on Davdel 96.8 FM! Today, we have with us Dr. Michael Darko, who is a health expert in the Ghana Health Service. He will be talking to us on the topic of "Teenagers and Health". Welcome, Dr. Darko!

Dr. Darko: Thank you!

Host: Let's start with teenagers' eating habits.

Dr. Darko: Well, these days, teenagers have adopted bad eating habits, such as eating junk food as well as refined and processed foods.

Host: What do you suggest they do?

Dr. Darko: In order to eat healthily, teenagers must avoid eating roadside food and cut down on their intake of sugary food and drinks as well as deep-fried foods. For a healthy diet, we need to eat food prepared at home, drink more water, and eat more fruits and vegetables. We also need to eat small meals and avoid eating when we feel full. We should eat from the three food groups: energy-giving foods, body-building foods and protective foods in order to have a balanced diet. This helps our immune system become stronger so we can fight against diseases.

Host: Yes, that's so important. My teenage children love junk food and sweet snacks but I guess from today we will have to cut down on sugary foods and also eat home-cooked food.

Dr. Darko: For sure, snacks might be very sweet and easily accessible, but let's not forget they put our health at risk.

Host: What about teenagers and exercising?

Dr. Darko: Yes, good health doesn't only depend on eating healthily but also on exercising the body to keep it as fit as a fiddle! Most teenagers eat and immediately go to bed without exercising. My message to them is, pick an exercise you enjoy to

work out your body. You can take up some simple exercise like walking, running, jogging or skipping for ten minutes. You can also try to walk barefoot as it helps to decrease muscle pain. Exercising builds our strength and provides oxygen and nutrients to our body to help us function more efficiently. It also lowers stress.

Host: Some teenagers say taking alcohol and other drugs helps to boost their mood. What do you have to say about that?

Dr. Darko: Hmm, ignorance is a disease, as they say! Using harmful substances, such as alcohol, cocaine, other drugs or cigarettes, is very bad for our bodies. They can also have negative effects on our mental health. I strongly recommend that teenagers avoid smoking, drinking alcohol or taking any other harmful substances.

Host: What is mental health and why is it important?

Dr. Darko: Mental health is the well-being of an individual emotionally and psychologically. Our mental health is just as important as our physical health, because it helps us deal with stress and anxiety, manage our relationship problems and make good choices in everyday situations.

Host: Interesting! On behalf of our teenagers, I say a very big thank you to Dr. Michael Darko.

Answers

2. **b)** Serious, but with some humorous parts (1)
3. **a)** The three food groups are: energy-giving foods; body-building foods and protective foods. (3)
b) Learners' own examples from their prior knowledge, for example any one food per category:
 - energy-giving foods: carbohydrates, such as grains (rice, wheat, millet), tubers (cassava, yams) and plantains
 - body-building foods: animal proteins (meat, fish, snails, eggs) and some plant proteins (beans, agushie)
 - protective foods: vitamins and minerals can be found in fruit (apples, bananas, mangoes, etc.) and vegetables (carrots, cabbages, etc.) (3)**c)** Exercising keeps us fit. It builds our strength and provides oxygen and nutrients to our body to help us function more efficiently. It also helps to lower stress. (Any three) (3)
d) These substances can damage our bodies and affect our mental health. (2)
e) It helps us deal with stress and anxiety, manage our relationship problems, and make good choices in everyday situations. (3)

Total: 15 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 3. Award a total mark out of 15. This activity assesses the following indicator:

B8.1.2.1.1 Listen to a level-appropriate dialogue/discussion by more than one speaker attentively and identify key information.

ACTIVITY 2

Produce the nasal consonant sounds /m/, /n/ and /ŋ/

(CLASS/INDIVIDUAL)

1. Work as a class. Read the information in the box in the Learner's Book about making nasal consonant sounds with the class. (These are called nasal sounds because air passes through your nose when you make these sounds.) Say each sound, demonstrating the correct mouth movements. Have learners repeat the sounds after you.
- 2–4. Learners work individually. You could read the words aloud slowly and clearly, asking learners to repeat after you. Explain the meaning of any unfamiliar words or ask learners to look them up in a dictionary.
5. Learners work individually.

Answers

- | | | |
|---------------|--------------|------------|
| 5. a) cooking | b) anxious | c) begin |
| d) losing | e) situation | f) never |
| g) depressing | h) enough | i) playing |
| j) bring | | |

Assessment

Teacher assessment: This activity assesses the following indicator:

B8.1.3.1.3 Produce consonant sounds (nasals) in context

Reading (Learner's Book page 169)

ACTIVITY 3

Predict a text

(GROUP)

1. Learners work in groups to discuss the questions.
2. Learners identify the genre of the text.
3. Learners scan the text to find answers to the questions.
4. Ask for volunteers to read the text to the class. Have a class discussion about the questions.

Answers

1. a) Accept any suitable adjective, for example, the woman is feeling anxious/distressed/very unhappy.
b) Accept any reasonable answer, for example, she has lost a close family member, she is worried about a big problem, someone has been violent towards her.
c) This depends on learners' own experience. It is a sensitive topic which some learners might not want to share with the rest of the group. It is important to respect this.
2. It is an information text.
3. a) Any one example of a harmful substance: alcohol, cocaine, cigarettes or other drugs.
b) studying is stressful, shyness
c) depression

Assessment

Self/peer assessment: Learners check their answers against those of other learners.

ACTIVITY 4**Read and understand a text**

(INDIVIDUAL/PAIR)

1. Learners read the text silently.
2. Learners work in pairs to discuss the comprehension questions, then write their answers individually. Be sensitive to learners who do not want to share their own sources of stress or anxiety – you can ask them to talk about an anonymous friend or family member instead.
3. Allow learners to go online and watch videos or listen to podcasts about causes of stress and how to deal with them. Let them share what they have learnt with the class.

Answers

2.
 - a) A: a psychiatrist (1)
 - b) False. (According to the article it is only experiencing stress *regularly* that can interfere with daily activities.) (1)
 - c) Learner's own response, for example: Anxiety is how your body responds to stress. / Anxiety is fear or nervousness about things that could go wrong. (2)
 - d) Anxiety can cause you to sweat, feel restless and even have a very fast heartbeat. (3)
 - e) Any two of: the death of a friend or close relative; work or study stress; loss of a job; relationship problems (such as break-ups) and financial problems. (2)
 - f) C: How to cope with anxiety and stress (1)
 - g) Some teenagers use harmful substances, such as alcohol, cocaine, cigarettes and other drugs. Many teenagers try to cope with their problems alone. (2)
 - h) Any two of: take time out to get enough rest; eat a balanced diet; exercise daily; be organised and plan ahead; talk to sympathetic people; talk to a professional. (2)
 - i) The learner did not use positive coping methods for dealing with the stress of the exam. If she had planned ahead and begun studying earlier, she would have been less anxious. Also, she should have remembered to get enough rest, as not sleeping properly meant she was not able to function properly. (2)
 - j) Learner's own response. (3)
 - k) To show omission in a contraction (1)

Total: 20 marks**Assessment**

Teacher assessment: In the previous prereading activity the learners generated simple themes from texts by identifying the main ideas. In exercise 2 they gather relevant details to support the themes and apply these themes to relevant situations. This activity assesses the following indicator:

B8.2.1.2.5 Generate simple themes from a text and apply to different situations.

- Read a text closely for interpretation.
- Identify the main ideas.
- Generate simple themes from the text.
- Gather relevant details to support the themes.
- Apply these themes to relevant situations.

ACTIVITY 5**Use vocabulary in different contexts**

(INDIVIDUAL/PAIR)

1. Learners work individually to complete the sentences using the vocabulary from the Reading text.
2. Learners work in pairs to write their own sentences using the vocabulary.

Answers

1. Yayra is a teenager who lost her parents in a motor accident. The **a) stress** of the accident led Yayra to suffer from **b) depression**. Even though her friends were **c) sympathetic**, Yayra stopped talking to them and felt very **d) isolated**. Her grandmother had to take her to see a psychologist for **e) counselling** to help her feel less anxious.
2. Learner's own response.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Remedial Activity

Ask learners to complete these sentences with the following words.

stress

depression

sympathetic

isolated

counselling

1. If you think your friend is suffering from _____, encourage him or her to seek help.
2. She is a very _____ person; she is always ready to listen to my problems.
3. I am not sure what I should do after I finish B9. I think I will go for career _____.
4. When we are very busy or are in a difficult situation, we experience _____.
5. Studying at home by herself was making her feel _____.

Answers

- | | | |
|---------------|----------------|----------------|
| 1. depression | 2. sympathetic | 3. counselling |
| 4. stress | 5. isolated | |

Extension Activity

Ask learners to give synonyms for each of the words.

Answers

Example answers are given here:

Stress: pressure; tension; strain; worry; distress; trauma

Depression: misery; sadness

Sympathetic: caring; supportive; concerned

Isolated: lonely

Counselling: advice; guidance

Grammar (Learner's Book page 171)

ACTIVITY 6

Revise apostrophes for possession and contraction

(INDIVIDUAL)

1. Encourage learners to revise the information about apostrophes from Units 13 and 14.

2–3. Learners work individually.

Answers

2.
 - a) My brother said, “I’m fine, leave me alone.”
 - b) My mother complained about my brother’s drinking but didn’t know how to help him.
 - c) My brother’s shyness made it hard for him to talk to other people.
 - d) The doctor’s recommendations were extremely helpful.
 - e) Her parents’ financial problems were very stressful for her.
 - f) Anxiety is your body’s response to stress.
 - g) Anxiety tells us there’s a dangerous situation.
 - h) I don’t want to hear about his problems – I’ve enough of my own!
 - i) There is a perception that such substances can calm one’s nerves.
 - j) He gave advice about teenagers’ eating habits.
3.
 - a) Let’s start with a discussion about eating habits.
 - b) We’re talking to Dr. Darko, who’s a health expert in the Ghana Health Service.
 - c) That’s so important.
 - d) Good health doesn’t only depend on eating healthily but also on exercising.
 - e) You shouldn’t use illegal substances.
 - f) I loved the photos of the match!
 - g) This book is yours, isn’t it?
 - h) Emmanuel and Isaac’s house is close to mine.
 - i) The Owusus’ house is around the corner.
 - j) My sister’s boyfriend is a psychologist.
 - k) She’d wanted to drive to town, but her car wasn’t working.
 - l) The dog had its leg broken in an accident.
 - m) It’s difficult to change people’s eating habits.
 - n) If you’re going to eat snacks between meals, make sure they are healthy ones.
 - o) It’s never too late to begin exercising.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Writing (Learner’s Book page 172)

ACTIVITY 7

Write an introductory paragraph

(CLASS/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner’s Book about how to write introductory paragraphs.
2. Learners choose one of the topics and work individually to plan, write a rough draft, revise and edit their paragraph using the checklist and then produce a final, neat copy. You could ask learners to read and give feedback on each other’s paragraphs.

Assessment

Teacher assessment: Use the rubric that follows to assess the following indicator:

B8.4.1.2.1 Record and use different techniques to capture reader’s attention in introductory paragraphs.

Rubric: Introductory paragraph

Content	<ul style="list-style-type: none">The paragraph is based on the given topic. (1)The paragraph uses an interesting anecdote to get the reader's attention. (2)	3 marks
Organisation	<ul style="list-style-type: none">The paragraph has a topic sentence. (1)There are supporting sentences that follow the topic sentence. (1)	2 marks
Expression	<ul style="list-style-type: none">The paragraph uses logical connectors, pronouns and/or the repetition of words, synonyms and antonyms to create cohesion. (2)	2 marks
Mechanical accuracy	<ul style="list-style-type: none">The spelling and punctuation are correct. (1)The grammar is correct. (1)The writing process has been used. (1)	3 marks
Total		... /10 marks

Literature (Learner's Book page 174)

ACTIVITY 8

Understand and create monologues

(CLASS/INDIVIDUAL/PAIR)

1. Work as a class. Find out what learners can remember about dialogues from Unit 6. Then ask them to turn back to Unit 6 page 66 to revise how to write dialogue. Ask for a volunteer to read the extract from *Macbeth* and ask the class to identify the similarities (the name of the character is written on the left of the page, there is a colon after the name) and differences (it is not a conversation, only one person is speaking, and that person is addressing the audience – not another character in the play).
2. Ask for a volunteer to read the information in the box in the Learner's Book about monologues, including the example of a monologue from a literature text, *Dilemma of a Ghost*. This assists learners in identifying monologues.
3. Learners work individually to create their own monologue for a playscript.
4. Learners work in pairs to read each other's monologues aloud and give each other feedback.
5. Learners revise and edit their text based on the feedback before making a final, neat copy.
6. Allow learners to go online and find interesting monologues.

Assessment

Teacher assessment: Use the rubric that follows to assess the following indicator:

B8.5.1.1.3 Examine how monologues and dialogues are used to convey characters in narratives and playscripts (drama).

Content	<ul style="list-style-type: none">The monologue is a long speech by one character. (1)The character reveals his or her thoughts or feelings. (2)	3 marks
Organisation	<ul style="list-style-type: none">The names of the character(s) are on the left side of the page. (1)There is a colon after the name of the character who is speaking. (1)There is advice to the character(s) on how to speak or present the action in brackets before the words are spoken. (1)	3 marks
Expression	<ul style="list-style-type: none">The character uses language that suits their personalities and the setting. (1)	1 mark
Mechanical accuracy	<ul style="list-style-type: none">The spelling and punctuation are correct. (1)The grammar is correct. (1)The writing process has been used. (1)	3 marks
Total		... /10 marks

Introduction

The theme of Adolescent reproductive health is a topic selected in the curriculum running across B7 to B10. In this unit, learners will read a text about sexually transmitted infections and use vocabulary in different contexts. They will do a listening comprehension, take turns in conversations and practise the consonant sounds /m/, /n/ and /ŋ/. They will use future verb forms, write an introductory paragraph and learn about and create dialogues.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 1: Conversation/Everyday discourse		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	B8.1.1.1.5: Demonstrate appropriate turn-taking for effective oral communication <ul style="list-style-type: none"> View turn-taking in conversations, meetings and round table conferences Use the different strategies to show turn-taking in conversations and discussions on varied topics/issues Use body language, gestures, eye contact, signal interest and attention through appropriate expressions and posture to involve others in conversation Demonstrate effective turn-taking in everyday discourse and discussions on varied topics/issues (Activity 2)	Communication and collaboration Critical thinking and problem-solving
Sub-strand 2: Listening comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B8.1.2.1.2: Listen to and discuss ideas and share opinions from a level-appropriate text <ul style="list-style-type: none"> Listen and write down key information from a text/talk show/news item Discuss the key information from the text and add opinions (Activity 1)	Communication and collaboration Personal development and leadership Critical thinking and problem-solving Cultural identity and global citizenship
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.3: Produce consonant sounds (nasals) in context <ul style="list-style-type: none"> Distinguish between nasal sounds (/m/, /n/, /ŋ/) in context Listen to nasals in context Use nasals in connected speech (Activity 3)	Communication and collaboration Presentation

Strand 2: Reading Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.5: Generate simple themes from a text and apply to different situations <ul style="list-style-type: none"> • Read a text closely for interpretation • Identify the main ideas • Generate simple themes from the text • Gather relevant details to support the themes • Apply these themes to relevant situations (Activity 4 and Activity 5)	Communication and collaboration Critical thinking and problem-solving Personal development and leadership
	B8.2.1.2.8: Integrate appropriate grade-level vocabulary in different contexts <ul style="list-style-type: none"> • Use grade-level appropriate texts to identify the needed vocabulary • Integrate the vocabulary in different contexts • Use the vocabulary in meaningful sentences (Activity 6)	Communication and collaboration
Strand 3: Grammar and grammar usage Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.4: Use verb forms correctly when talking about future events <ul style="list-style-type: none"> • Future time: Use the future form of verbs to talk/write about future events: <ul style="list-style-type: none"> – simple future – future progressive – future perfect – future perfect progressive (Activity 7)	Communication and collaboration Digital literacy
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.1.2: Create different paragraphs within a composition on a given topic	B8.4.1.2.1: Record and use different techniques to capture reader's attention in introductory paragraphs <ul style="list-style-type: none"> • Write a paragraph using a particular technique to capture the reader's attention in the introduction, e.g. facts • Write introductory paragraphs showing how the sentences are organised in a logical sequence to create a coherence appropriate for the text type • Use logical connectors to link sentences in a paragraph: contrast, cause/effect, conditions • Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create cohesion and coherence and unity and completeness of paragraph (Activity 8)	Communication and collaboration Digital literacy

Strand 5: Literature

Sub-strand: Narrative, drama and poetry

Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.3: Examine how monologues and dialogues are used to convey characters in narratives and playscripts (drama) <ul style="list-style-type: none"> Identify a dialogue in a text Create a dialogue using appropriate punctuation (Activity 9)	Communication and collaboration Presentation

Resources

- Learner's Book pages 176–184
- Dictionary

Review

Before you begin Unit 16, review the main skills and concepts developed in Unit 15 with the class. They are:

- the /m/, /n/ and /ŋ/ sounds
- apostrophe: revision
- introductory paragraphs: using anecdotes
- monologues.

Teaching methodology

Oral Language (Learner's Book page 176)

ACTIVITY 1

Listen to a talk show and share opinions

(CLASS/INDIVIDUAL/GROUP)

- Work as a class. Revise the information on expressing opinions.
- Read the Listening text that follows aloud. Learners work individually to take notes while listening to the talk show. Read the text again and have learners check their notes.
- Learners answer the comprehension questions.
- Learners work in groups to discuss risky behaviours and solutions.

Listening text

Nkansah: Welcome, dear listeners, to our popular radio programme, Facing the Issues. I'm your regular host, Yayra Nkansah. Today I'm featuring one of our renowned medical experts, Dr. Alhassan Seidu. Dr. Seidu has practised medicine for the past 35 years: 20 years in various hospitals in Ghana and 15 years with international health organisations. Doc, you're most welcome to the show this evening.

Dr. Seidu: Thank you. It's great to be on your show.

Nkansah: Today, we're discussing a very important issue: the risky behaviour that teenagers often take part in. We all, especially parents, see how our teenagers live these days, engaging in all kinds of unacceptable behaviour. Now, Doc, first help us understand what is considered risky behaviour.

Dr. Seidu: I'd say risky behaviour is when a person does something which may have an unpleasant outcome for that person, their family or society. Such acts may offend social norms or bring about physical or psychological harm to the person.

Nkansah: Okay, please list some of these types of behaviour for us.

Dr. Seidu: Some examples are drug abuse, alcohol drinking, fighting, unacceptable or unprotected sexual behaviours, smoking, vandalism, truancy and dangerous driving.

Nkansah: What are some of the reasons that young adults take part in these behaviours?

Dr. Seidu: Well, there are many different reasons. Teenagers have a desire to explore or gain new experiences. If parents do not provide clear guidance, this can lead to a teenager trying out risky activities. Another factor is peer pressure. This is when a group of friends influences the teenager to behave in a particular way. Parents also need to be careful not to expose children to risk. For instance, some parents teach their teenage children how to drive and before the teenagers get their driving licences, they sneak out with their parents' cars and cause accidents.

Nkansah: This is eye-opening, indeed. We should really be concerned about protecting our young people, shouldn't we?

Dr. Seidu: You've hit the nail on the head. We should understand that young people are quick to make decisions without thinking about the consequences. Let's take the example of early sex. Many teenagers fall in love and start having a relationship. They hardly understand anything about sex or love and before they know it, they're having unprotected sex. This can result in teenage pregnancy or in sexually transmitted diseases.

Nkansah: I think this last point on unprotected sex is very important. It'll need further discussion as a topic on its own. All too soon our time is up. Thank you, Dr. Alhassan Seidu, for speaking with us today.

Dr. Seidu: Thank you. It's been a pleasure.

Answers

3. a) Learner's own wording of the definition in the discussion. For example: Risky behaviour is when someone does something which could have a negative effect on that person, their family or society as a whole. (2)
- b) Dangerous driving: accidents. Unprotected sex: teenage pregnancy and sexually transmitted diseases. (3)
- c) Teenagers do not receive clear guidance from their parents. Teenagers are influenced by their friends to try these activities. Teenagers are exposed to risk by their parents. (3)
- d) Learner's own response, for example: Drug abuse could lead to physical illness and to the teenager not finishing their education. (2)

Total: 10 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 3. Award a total mark out of 10. This activity assesses the following indicator:

B8.1.2.1.1 Listen to a level-appropriate dialogue/discussion by more than one speaker attentively and identify key information.

ACTIVITY 2

Demonstrate turn-taking in conversations and discussions

(PAIR)

1. Learners work in pairs. Encourage them to revise turn-taking.
2. Learners work in pairs to read the scenario and take turns to share their opinions. They should use appropriate body language and not interrupt each other.

Assessment

Teacher assessment: Use the rubric on page xxiv of this Facilitator's Guide to assess the following indicator:

B8.1.1.1.5 Demonstrate appropriate turn-taking for effective oral communication.

ACTIVITY 3

Revise the consonant sounds /m/, /n/ and /ŋ/

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Revise the previous unit's information about nasal consonant sounds.
2. Learners work in pairs. They sort the words into the columns and then say the poems to each other. Explain the meaning of any unfamiliar words or ask learners to look them up in a dictionary.
3. Learners do this task at home.

Answers

2. a)

/m/ sound	/n/ sound	/ŋ/ sound
many, kingdom, maiden, whom, may, name, me	many, maiden, know, name, Annabel, and, no, than	kingdom
seemed, merry, small, farmyard, came	wooden, hands, and, in, when, children, running	rustling, bustling, jostling, pitching, hustling, pattering, clattering, clapping, tongues, chattering, scattering, running

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Reading (Learner's Book page 178)

ACTIVITY 4

Predict a text

(PAIR)

1. Learners work in pairs to skim and scan the text. For the bold words, learners try to work out the meaning, then check by using the Glossary at the end of the book or a dictionary.
2. Ask for a volunteer to read the text aloud. Have a class discussion about the main ideas in the text.

Answers

1. c) Auntie Abena

Assessment

Self/peer assessment: Learners share what they think the main ideas are.

ACTIVITY 5

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners read the text silently.
2. Learners work in groups to discuss the comprehension questions, then write their answers individually. If learners struggle to identify the themes, guide them to look at the second paragraph, where the writer says what topics she will cover.

Answers

2. a) Over 370 million (1)
b) Any two of: gonorrhoea, syphilis, chlamydia, HIV (2)
c) So that they don't spread the disease / To control the spread of STIs (1)
d) Having sex without condoms; having many sex partners; using alcohol and drugs (3)
e) They will be too occupied with something interesting or fun to do, so they won't engage in risky behaviour. (1)
f) A model answer is provided here: (6)

	Theme	Supporting details
1	Risk factors that lead to STIs (1)	Having unprotected sex, having many different sex partners, and using alcohol and drugs (1)
2	What happens if you contract an STI (1)	Pain during sex and urination; sores, bumps or rashes around the genitals or mouth; unusual discharge or bleeding from the penis or vagina; and swelling and itchiness of the genitals (1)
3	How not to contract STIs (1)	Receive education and counselling on STIs, participate in extracurricular activities and develop good values. (1)

- g) It relates to the theme of risk factors that lead to STIs. (1)
h) Learner's own response. For example: I would try to get closer to him when he is sober and find out from him why he skips school. I would point out the negative effects his behaviour could have on his health and his future career. I would remind him how well he did at school in the past and encourage him to return to his former self. (3)
i) It implies that having only one sex partner is less likely to lead to an infection. (2)

Total: 20 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 2. Award a total mark out of 20. This activity assesses the following indicator:

B8.2.1.2.5 Generate simple themes from a text and apply to different situations.

- Read a text closely for interpretation.
- Identify the main ideas.

- Generate simple themes from the text.
- Gather relevant details to support the themes.
- Apply these themes to relevant situations.

ACTIVITY 6

Use vocabulary in different contexts

(INDIVIDUAL/PAIR)

1. Learners work individually to complete the sentences using the vocabulary from the Reading text.
2. Learners work in pairs to write their own sentences using the vocabulary.

Answers

1. a) She decided to **abstain** from sex to avoid teenage pregnancy and STIs.
 b) Ama sought medical attention immediately when she realised she had **contracted** an infection.
 c) His explanation for being in the company of the drug addicts was completely **frivolous**.
 d) I heard that that disease is highly **infectious**.
 e) Those teenagers behave so badly – did you hear about their latest **escapade**?
 f) All learners should take the **opportunity** to attend counselling sessions at least once a year.
 g) The gangsters were able to pressure Atu to drink with them because he appeared so **vulnerable**.
2. Learner's own response

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Grammar (Learner's Book page 181)

ACTIVITY 7

Revise verb forms to talk about future events

(PAIR/INDIVIDUAL)

1. Encourage learners to revise the information about future verb forms.
2. Learners work individually to identify the verb forms.
3. Learners work in pairs to complete the sentences.
4. Learners work individually to write their own sentences.
5. Provide learners with suitable links so they can learn more about all four future tenses online.

Answers

2. a) will be: simple future
 b) he'll be: simple future; he'll have been dancing: future perfect progressive
 c) they will be celebrating: future progressive
 d) they will have danced ... and talked: future perfect
3. a) Atta Kwadwo **will realise** that he needs to change his behaviour.
 b) He **won't hang out** with the unemployed boys any more.
 c) His attendance **will improve** and he'll **be** on time for class.
 d) By the end of the term, his grades **will have improved**.
 e) He **will look back** on his year in Basic 8 and feel happy about his decision.
4. Learner's own response

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Writing (Learner's Book page 181)

ACTIVITY 8

Write an introductory paragraph

(CLASS/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about using facts in introductory paragraphs.
2. Learners work individually to plan, write a rough draft, revise and edit their paragraph using the checklist and then produce a final, neat copy. You could allow learners to research statistics or facts online.

Assessment

Teacher assessment: Use the rubric that follows to assess the following indicator:

B8.4.1.2.1 Record and use different techniques to capture reader's attention in introductory paragraphs.

Rubric: Introductory paragraph

Content	<ul style="list-style-type: none">• The paragraph is based on the given topic. (1)• The paragraph uses a fact to get the reader's attention. (2)	3 marks
Organisation	<ul style="list-style-type: none">• The paragraph has a topic sentence. (1)• There are supporting sentences that follow the topic sentence. (1)	2 marks
Expression	<ul style="list-style-type: none">• The paragraph uses logical connectors, pronouns and/or the repetition of words, synonyms and antonyms to create cohesion. (2)	2 marks
Mechanical accuracy	<ul style="list-style-type: none">• The spelling and punctuation are correct. (1)• The grammar is correct. (1)• The writing process has been used. (1)	3 marks
Total		... /10 marks

Literature (Learner's Book page 183)

ACTIVITY 9

Understand and create a dialogue

(CLASS/INDIVIDUAL/PAIR)

1. In Unit 15 you discussed the similarities and differences between monologues and dialogues. Find out what learners can remember. Then ask for a volunteer to read the dialogue extract and identify the features in the layout.
2. Learners work individually to create their own dialogue for a playscript.
3. Learners work in pairs to read each other's dialogues aloud and give each other feedback.
4. Learners then revise and edit their text based on the feedback before making a final, neat copy.

Assessment

Teacher assessment: Use the rubric that follows to assess the following indicator:

B8.5.1.1.3 Examine how monologues and dialogues are used to convey characters in narratives and playscripts (drama).

Rubric: Dialogue

Content	<ul style="list-style-type: none">The dialogue has two characters and is about the given topic. (2)	2 marks
Organisation	<ul style="list-style-type: none">The names of the characters are on the left side of the page. (1)There is a colon after the name of the character who is speaking. (1)There is a new line to indicate each new speaker. (1)There is advice to characters on how to speak or present the action in brackets before the words are spoken. (1)	4 marks
Expression	<ul style="list-style-type: none">The characters use language that suits their personalities and the setting. (1)	1 mark
Mechanical accuracy	<ul style="list-style-type: none">The spelling and punctuation are correct. (1)The grammar is correct. (1)The writing process has been used. (1)	3 marks
Total		... /10 marks

Extension Activity

Ask learners to look through the Literature sections of the Learner's Book and identify other examples of dialogues in drama. They can be found in Units 4, 5 and 6. Point out that dialogues in narrative texts are written as direct speech using quotation marks.

Unit 17

Diseases caused by parasites and insects

Introduction

The theme of Diseases and their control – Guinea worm, bird flu, etc. is a topic selected in the curriculum for B8. This unit covers Guinea worm disease. In this unit, learners will read a text about diseases caused by parasites and insects, and use vocabulary in different contexts. They will do a listening comprehension and learn about the consonant sounds /tʃ/ and /dʒ/. They will use reported speech, write a personal narrative and analyse events in a narrative.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 2: Listening comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B8.1.2.1.1: Listen to a level-appropriate dialogue/discussion by more than one speaker attentively and identify key information <ul style="list-style-type: none"> Listen to and note important issues in a level-appropriate dialogue/discussion, e.g. message Listen and compare the issues in the dialogue/discussion with what was noted in the first listening Identify implicit meaning based on vocabulary/language used in the selected dialogue/discussion (Activity 1)	Communication and collaboration Personal development and leadership
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.3: Produce consonant sounds (affricates) in context <ul style="list-style-type: none"> Distinguish between affricates (/tʃ/, /dʒ/) in context Listen to affricates in context Use affricates in connected speech (Activity 2)	Communication and collaboration
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.6: Examine the connections between a text and other points of view <ul style="list-style-type: none"> Read a text closely for interpretation Make connections between the text and your prior experiences 	Communication and collaboration Personal development and leadership

	<ul style="list-style-type: none"> • Make connections between the text and different viewpoints • Identify relevant answers to questions and provide evidence (Activity 3 and Activity 4)	
	B8.2.1.2.8: Integrate appropriate grade-level vocabulary in different contexts <ul style="list-style-type: none"> • Use grade-level appropriate texts to identify the needed vocabulary • Integrate the vocabulary in different contexts • Use the vocabulary in meaningful sentences (Activity 5)	Communication and collaboration
Strand 3: Grammar and grammar usage Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.5.2: Demonstrate command of the use of reported speech <ul style="list-style-type: none"> • Compose text using reported speech • Use reported speech to talk/write about past events (Activity 6)	Communication and collaboration
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts	B8.4.2.1.1: Write personal narratives using effective techniques incorporating descriptive details and logical event sequences <ul style="list-style-type: none"> • Plan and record ideas detailing personal experiences or past events: <ul style="list-style-type: none"> – use descriptive details (setting, experiences or series of events) – use first person's point of view to convey feelings, experiences and thoughts – use appropriate grammatical structures • Edit/Proofread the writing for sense, meaning and effect (targeted audience reaction) • Publish writing using different media including ICT (Activity 7)	Communication and collaboration Cultural identity and global citizenship Digital literacy
Strand 5: Literature Sub-strand: Narrative, drama and poetry		
Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.5: Analyse the sequence of events in film/media, narratives and playscripts (drama) <ul style="list-style-type: none"> • Identify and narrate events in narratives • Analyse events in narratives (Activity 8)	Cultural identity and global citizenship

Resources

- Learner's Book pages 185–195
- Dictionary
- A narrative from a prescribed literature text

Review

Before you begin Unit 17, review the main skills and concepts developed in Unit 16 with the class. They are:

- future tenses: revision of simple future, future progressive, future perfect or future perfect progressive
- introductory paragraphs: using facts
- dialogue: revision.

Teaching methodology

Oral Language (Learner's Book page 185)

ACTIVITY 1

Listen to a discussion and identify key information

(CLASS/GROUP)

1. Work as a class. Revise the information in Unit 7 on listening for information.
2. Read the Listening text that follows aloud. Learners work in pairs to take notes while listening to the discussion. Read the text again and have learners check and compare their notes.
3. Learners answer the comprehension questions.

Listening text

Journalist Maamle: I'm Miss Jemima Maamle, a journalist. I'm here in Kpanvo in the north of Ghana to talk to people about how their lives have changed since Guinea worm disease has been wiped out completely in the north of Ghana. Today I'm talking to Nuhu Mohammed, who previously suffered from the disease. Hello, Nuhu!

Nuhu Mohammed: Hello! Yes, I had Guinea worm disease at the age of 16 and I'm here to share my experience with your viewers.

Journalist Maamle: OK. Tell us about Guinea worm disease.

Nuhu Mohammed: Guinea worm disease is a disease caused by a parasitic worm. The worm gets into the body of an animal or human when the animal or human drinks infected water. Unfortunately, many of us who live in the north of Ghana don't have good drinking water. Some of us drink from streams, ponds, or lakes and the water is sometimes stagnant.

Journalist Maamle: How did you know you were infected by the disease?

Nuhu Mohammed: I started to vomit and the lower part of my leg got swollen. It was itchy with blisters on it. I was rushed to the hospital where I was seen by a doctor.

Journalist Maamle: What did the doctor do after realising you were infected by Guinea worm?

Nuhu Mohammed: I was examined and my leg was put into water. This made the worm start poking out through the blisters. The doctor then removed the worm. It was about 60 centimetres long. I felt relieved and was given

injections and medicine. It took about four weeks for the wound to heal completely.

Journalist Maamle: What would you say were the consequences of the Guinea worm disease for the villagers?

Nuhu Mohammed: The people who were infected had severe pain, so they couldn't attend school or work, they couldn't farm or even care for themselves for months. Some people became physically disabled as they couldn't treat their wounds properly.

Journalist Maamle: Did it have any financial consequences?

Nuhu Mohammed: Yes, a lot of families had to spend all their money on medication. Some people lost their jobs as a result of not being able to go to work.

Journalist Maamle: Tell us how the health campaigns helped to wipe out the Guinea worm disease.

Nuhu Mohammed: During the health campaigns, we were all educated on the Guinea worm disease. Everyone was advised to drink filtered or boiled water. In addition, we were told to cook fish caught in stagnant water sources thoroughly before eating it. The health providers advised people to see a doctor rather than putting their body into drinking water, which could transfer the disease. They also said that infected people should allow a doctor to remove the worm from the blisters so that they could recover quickly.

Journalist Maamle: Thank you, Nuhu, for the informative discussion. I hope viewers will realise the importance of following health guidelines in controlling diseases.

Answers

3. a) Guinea worm disease is caused by a parasitic worm that you get from drinking infected water / stagnant water. (2)
- b) Any two of: swollen legs, itching and blisters, vomiting (2)
- c) They put the victim's leg into water and remove the worm, give injections and medicine. (2)
- d) Any two of: pain; unable to attend school, unable to work, unable to farm, unable to care for themselves; financial difficulties; disability (2)
- e) Any two of: drinking filtered or boiled water; cooking fish caught in stagnant water sources thoroughly before eating it; seeing a doctor and not risking transferral by putting their body into drinking water; allowing a doctor to remove the worm from the blisters (2)

Total: 10 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 3. Award a total mark out of 10. This activity assesses the following indicator:

B8.1.2.1.1 Listen to a level-appropriate dialogue/discussion by more than one speaker attentively and identify key information.

ACTIVITY 2**Produce the consonant sounds /tʃ/ and /dʒ/**

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Read the information in the box in the Learner's Book about the consonant sounds /tʃ/ and /dʒ/ with the class. These are affricate sounds. Affricate sounds consist of a combination of a plosive sound and a fricative sound. For example, /tʃ/ is a combination of /t/ and /ʃ/. Say each sound, demonstrating the correct mouth movements. Have learners repeat the sounds after you.
- 2–3. Learners work in pairs. Read the words aloud slowly and clearly, asking learners to repeat after you. Then pairs say the words to each other. Explain the meaning of any unfamiliar words or ask learners to look them up in a dictionary.
4. Learners underline the sounds and identify them. Tell learners that some words contain both the sounds.
5. Learners do this task at home.

Answers

- | | | |
|--|---|--|
| 4. a) <u>ch</u> ea <u>p</u> /tʃ/ | b) a <u>p</u> o <u>l</u> o <u>g</u> i <u>s</u> e /dʒ/ | c) d <u>a</u> ng <u>e</u> r <u>o</u> u <u>s</u> /dʒ/ |
| d) m <u>a</u> r <u>ch</u> /tʃ/ | e) j <u>u</u> n <u>g</u> l <u>e</u> /dʒ/ | f) <u>ch</u> an <u>n</u> el /tʃ/ |
| g) <u>in</u> <u>ch</u> /tʃ/ | h) g <u>e</u> o <u>g</u> r <u>a</u> p <u>h</u> y /dʒ/ | i) g <u>i</u> n <u>g</u> e <u>r</u> /dʒ/ and /dʒ/ |
| j) <u>ex</u> <u>ch</u> an <u>g</u> e /tʃ/ and /dʒ/ | k) <u>ch</u> ar <u>g</u> e /tʃ/ and /dʒ/ | l) j <u>o</u> u <u>r</u> n <u>e</u> y /dʒ/ |
| m) r <u>a</u> n <u>g</u> e /dʒ/ | n) <u>ch</u> ur <u>ch</u> /tʃ/ and /tʃ/ | o) t <u>ea</u> ch <u>e</u> r /tʃ/ |

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 4.

Reading (Learner's Book page 187)**ACTIVITY 3****Predict a text**

(PAIR)

1. Learners work in pairs to predict the type of text. For the bold words, learners try to work out the meaning, then check by using the Glossary at the end of the book or a dictionary.
2. Ask for a volunteer to read the text aloud to the class. Have a discussion about whether the predictions were correct or not.

Answers

1. a) It is an article because it is based on information and facts from the real world.
- b) The first paragraph introduces the topic of the article: we need to know how parasites and insects cause diseases so we can prevent them. The first sentence in each of the next four paragraphs tells us what disease the paragraph is about. The last paragraph summarises/emphasises the main idea of the article.
- d) blackfly

Assessment

Self assessment: Learners share their answers and what they think the main ideas are.

ACTIVITY 4**Read and understand a text**

(INDIVIDUAL/GROUP)

1. Learners read the text silently.

2. Learners work in groups to discuss the comprehension questions, then write their answers individually. Remind learners that when they are quoting directly from the text, they must use quotation marks and use the exact words of the writer.
3. Encourage learners to record themselves reading aloud at home. It can help them gain confidence in their reading abilities and improve their pronunciation.

Answers

2.
 - a) An animal or plant that lives on or in another animal or plant of a different type and feeds from it (1)
 - b) Any two of: high temperature (fever), severe headache, loss of appetite, vomiting, shivering, loss of weight (2)
 - c) Any one of: damage to the kidneys; damage to the brain (1)
 - d) An infected mosquito bites a person. The parasite infects that person's blood, so when another mosquito bites the person, that mosquito becomes infected and will infect the next person it bites. (2)
 - e) Learners name one way that each of the following diseases can be prevented or treated. (4)
 - i) Malaria: any one of: sleeping under mosquito nets; destroying all mosquito-breeding areas, for example by draining swamps; introducing tilapia in ponds to eat the mosquitoes; taking prescribed medication, such as chloroquine or artesunate-amodiaquine, among others.
 - ii) Hookworm: any one of: taking prescribed medication, such as albendazole and mebendazole; wearing shoes when outdoors, especially where people do not have latrines/toilets; practising proper hand washing and good food hygiene; drinking boiled or filtered water.
 - iii) River blindness: any one of: wearing protective clothing to prevent bites from blackfly; spraying river surfaces to kill blackfly larvae.
 - iv) Snail fever (bilharzia): any one of: avoiding urinating near or into water sources; avoiding swimming or walking in water that could be infected; drinking boiled or filtered water; taking prescribed medication, such as praziquantel; killing snails with chemicals.
 - f) People with hookworm who defecate/go to toilet on the ground will pass hookworm parasites onto the ground. Wearing shoes will stop the parasites from entering the skin on your feet. (2)
 - g) Learner's own response, mentioning any two actions mentioned in the article that are relevant to the learner's environment; should mention good hygiene. (2)
 - h) Learner's own response, with two relevant reasons, for example: People who are very poor often do not have latrines or access to safe drinking water or medication, so they are more likely to get these diseases. (2)
 - i) Learner's own response, with two relevant reasons, for example: People who suffer from these diseases can become too ill to work or farm, so they cannot earn an income. (2)
 - j) Snail fever disease, which is also known as bilharzia, is also caused by a parasite. (2)

Total: 20 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 2. Award a total mark out of 20. This activity assesses the following indicator:

B8.2.1.2.6 Examine the connections between a text and other points of view.

- Read a text closely for interpretation.
- Make connections between the text and your prior experiences.

- Make connections between the text and different viewpoints.
- Identify relevant answers to questions and provide evidence.

ACTIVITY 5

Use vocabulary in different contexts

(INDIVIDUAL/PAIR)

1. Learners work individually to complete the sentences using the vocabulary from the Reading text.
2. Learners work in pairs to write their own sentences using the vocabulary.

Answers

1. a) Sleeping sickness is **transmitted** by the tsetse fly.
b) Some **insects** help transmit diseases.
c) **Diseases** can cause individuals to be unable to work.
d) We need to see a doctor for **medication** when we feel sick.
e) One **symptom** of malaria is a severe headache.
f) We need to improve **sanitation** in our communities.
g) One common disease that can lead to death is **malaria**.
2. Learner's own response

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Remedial Activity

Ask learners to match the words with the meanings.

1. Transmitted	a) A type of very small animal with six legs, a body divided into three parts and usually two pairs of wings
2. Disease	b) The systems for taking dirty water and other waste products away from buildings in order to protect people's health
3. Symptom	c) (An) illness caused by infection or a failure of health rather than by an accident
4. Insect	d) Medicine that a doctor prescribes for a patient
5. Sanitation	e) Any feeling of illness or physical or mental change that is caused by a particular disease
6. Medication	f) Passed from one person or animal to another

Answers

- | | | |
|------|------|------|
| 1. f | 2. c | 3. e |
| 4. a | 5. b | 6. d |

Extension Activity

Ask learners to use a dictionary or the internet to find words or phrases that are synonyms of these words or phrases:

- | | | |
|-------------|-------------|------------|
| 1. infected | 2. symptom | 3. blister |
| 4. stagnant | 5. campaign | |

Grammar (Learner's Book page 190)

ACTIVITY 6

Use reported speech

(CLASS/INDIVIDUAL)

1. Work as a class. Read the information in the box in the Learner's Book about reported speech with the class. Do an example on the board of how to change direct to reported speech.
2. Learners work individually to make reported speech statements.
3. Learners work individually to make direct speech statements.

Answers

2.
 - a) Amina said that they were both diagnosed with Guinea worm infection the previous day.
 - b) Dr. Michaels said that the Guinea worm disease affected that village badly.
 - c) Kareem said that the NGO had supported all the victims of the disease.
 - d) Comfort requested/asked that her cousin be sympathetic to them because they had been affected by the disease. / Comfort told her cousin to be sympathetic...
 - e) She said that the previous week her uncle had returned to work after his sick leave.
3.
 - a) The scientist said, "Malaria is a disease caused by parasites or insects."
 - b) She said, "Symptoms of malaria include fever, severe headache and loss of appetite."
 - c) She added, "If it is not treated, it can cause damage to the kidneys and brain."
 - d) She said, "Parasites also cause other diseases like river blindness and bilharzia."
 - e) She asked the audience, "Has anyone ever had any of these diseases?"
 - f) She concluded, "These diseases can be prevented by practising good hygiene and improving sanitation."

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Remedial Activity

Ask learners to change these direct speech statements to reported speech.

1. "I am going to the clinic tomorrow," she said.
2. "I read an interesting news report yesterday," he said.
3. "You should use a mosquito net when you sleep," she said to her friends.
4. "We don't have Guinea worm disease in this area," she said.
5. "I haven't heard about that disease," he said.

Answers

1. She said that she was going to the clinic the next/following day.
2. He said that he had read an interesting news report the previous day/the day before.
3. She told her friends that they should use a mosquito net when they sleep.
4. She said that they didn't have Guinea worm disease in that area.
5. He said that he hadn't heard about that disease.

Extension Activity

Ask learners to work in pairs. One partner makes a statement and the other partner reports what he/she said. They should make five statements.

Writing (Learner's Book page 192)

ACTIVITY 7

Write a personal narrative

(CLASS/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about personal narratives. Learners will also have written personal narratives in previous years.
- 2–4. Learners work individually to plan, write a rough draft, revise and edit their narrative using the checklist and then produce a final, neat copy. Make sure they remember that a personal narrative should be about something that has happened to them. Encourage learners to type and print the letter if the school has ICT equipment available for this.

Assessment

Teacher assessment: Use the Personal narrative essay rubric on page xxvi of this Facilitator's Guide to assess the following indicator:

B8.4.2.1.1 Write personal narratives using effective techniques incorporating descriptive details and logical event sequences.

Literature (Learner's Book page 193)

ACTIVITY 8

Analyse events in a narrative

(CLASS/PAIR)

1. Work as a class. Revise the sequence words you can use to develop a logical plot in Activity 7. Then explain that learners are going to learn about a 5-stage structure that writers find very helpful when developing a logical plot. Ask for a volunteer to read the information in the box in the Learner's Book about plot structure.
2. Learners summarise the main events in the narrative individually. They then work in pairs to analyse the plot structure and discuss the events in a narrative text.

Answers

2. The response depends on the narrative text that is chosen.

Assessment

Teacher assessment: Award a mark out of 10 for exercise 2: give 5 marks for identifying the introduction, rising action, climax, falling action and resolution of the plot and 5 marks for their own opinion of the plot. This activity assesses the following indicator:

B8.5.1.1.5: Analyse the sequence of events in film/media, narratives and playscripts (drama)

- Identify and narrate events in narratives
- Analyse events in narratives

Introduction

The theme of Diseases and their control – Guinea worm, bird flu, etc. is a topic selected in the curriculum for B8. This unit covers bird flu, along with other viruses. In this unit, learners will read a text about diseases caused by viruses, and use vocabulary in different contexts. They will do a listening comprehension and practise the consonant sounds /tʃ/ and /dʒ/. They will use reported speech, compose a speech and create a narrative.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 2: Listening comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B8.1.2.1.2: Listen to and discuss ideas and share opinions from a level-appropriate text <ul style="list-style-type: none"> Listen and write down key information from a text/talk show/news item Discuss the key information from the text and add opinions (Activity 1)	Communication and collaboration Personal development and leadership
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.3: Produce consonant sounds (affricates) in context <ul style="list-style-type: none"> Distinguish between affricates (/tʃ/, /dʒ/) in context Listen to affricates in context Use affricates in connected speech (Activity 2)	Communication and collaboration
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.6: Examine the connections between a text and other points of view <ul style="list-style-type: none"> Read a text closely for interpretation Make connections between the text and your prior experiences Make connections between the text and different viewpoints Identify relevant answers to questions and provide evidence (Activity 3 and Activity 4)	Communication and collaboration Personal development and leadership Critical thinking and problem-solving Digital literacy

	B8.2.1.2.8: Integrate appropriate grade-level vocabulary in different contexts <ul style="list-style-type: none"> • Use grade-level appropriate texts to identify the needed vocabulary • Integrate the vocabulary in different contexts • Use the vocabulary in meaningful sentences (Activity 5)	Communication and collaboration
Strand 3: Grammar and grammar usage Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.5.2: Demonstrate command of the use of reported speech <ul style="list-style-type: none"> • Report questions in different situations • Write a news report (using reported speech) (Activity 6)	Communication and collaboration Digital literacy
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.2.2: Apply writing skills to specific life situations	B8.4.2.2.5: Compose speeches for different purposes and occasions <ul style="list-style-type: none"> • Write a speech by combining narrative, descriptive, explanatory and persuasive skills to make both logical and emotional appeals: <ul style="list-style-type: none"> – tell what you are going to tell them (introduction) – tell them (body) – tell them what you told them (conclusion) (Activity 7)	Communication and collaboration Personal development and leadership Presentation Digital literacy
Strand 5: Literature Sub-strand: Narrative, drama and poetry		
Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.5: Analyse the sequence of events in film/media, narratives and playscripts (drama) <ul style="list-style-type: none"> • Create narratives (Activity 8)	Cultural identity and global citizenship

Resources

- Learner's Book pages 196–203
- Dictionary

Review

Before you begin Unit 18, review the main skills and concepts developed in Unit 17 with the class. They are:

- the /tʃ/ and /dʒ/ sounds
- direct and reported speech

- personal narrative stories
- plot structure in a film, narrative or play.

Teaching methodology

Oral Language (Learner's Book page 196)

ACTIVITY 1

Listen to a text and share opinions

(CLASS/GROUP)

1. Work as a class. Revise sharing opinions.
2. Learners work in groups to share their prior knowledge of pandemics. Then read the Listening text that follows aloud. Learners work in groups to take notes while listening to the discussion. Read the text again so learners can review their notes.
3. Learners answer the comprehension questions.
4. Learners share their opinions about either bird flu or COVID-19. You may also allow them to discuss other diseases. You could choose to do this exercise after the Reading section, as the Reading text gives more details about the COVID-19 disease.

Listening text

Pandemics

What is a pandemic? It is a dangerous disease that infects many people or animals at the same time. These diseases are often caused by viruses. A virus is a kind of tiny germ that you cannot see that can cause a disease. The spread of bird flu and COVID-19 are two examples of pandemics.

Bird flu is a disease that first appeared in the 1990s and spread to several countries. It is spread from bird to bird and affects mainly poultry birds, such as chickens. The disease can also be passed to humans who look after the birds, but this is not very common.

Bird flu outbreaks in Ghana have caused over 100 000 birds to die. In some cases, the birds have died of the disease. In other cases, infected birds were killed to help control the spread of the disease.

COVID-19 is a disease that first spread throughout the world in 2020. Less than 10 months after the first case was discovered in China, one million people had died of the disease. The disease is spread from person to person. Most infections happen from people breathing in the virus in small particles of air. Some people who are infected with COVID-19 become very ill, but other people do not even know that they have the disease.

Answers

3. a) A dangerous disease that infects many people or animals at the same time. (2)
b) Bird flu: 1990s. COVID-19: 2020. (2)
c) Learner's own response, for example HIV/AIDS pandemic. (1)

Total: 5 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 3. Award a total mark out of 5. For exercise 4, use the rubric on page xxiv of this Facilitator's Guide to assess the following indicator:

B8.1.2.1.2 Listen to and discuss ideas and share opinions from a level-appropriate text.

ACTIVITY 2

Revise the consonant sounds /tʃ/ and /dʒ/

(CLASS/INDIVIDUAL)

1. Work as a class. Revise the previous unit's information.
2. Learners work individually. Encourage them to read aloud quietly to themselves to hear the sounds. Explain the meaning of any unfamiliar words or ask learners to look them up in a dictionary.
3. Learners work individually. Tell learners that one word contains both sounds.

Answers

2. Amina is a teacher. Her father is the manager of a gold mine. In January, Amina watched her father switch on a new electrical generating plant for the mine. There were journalists who took pictures for the newspaper. In June, Amina's children arranged a party for her birthday. There was a lot of food to eat. There was chicken and spicy jollof rice with lots of chillies. The chief cook made a chocolate cake decorated with cream and cherries that looked like sparkling gems. What a joyous occasion it was!
3.
 - a) With its rivers and waterfalls, it is an area of great **natural** beauty.
 - b) Which **channel** on television do you like to watch?
 - c) My brother and sister are preparing food in the **kitchen**.
 - d) The driver slowed down because the traffic light had turned from green to **orange**.
 - e) The explorer's **journey** covered over 1,000 kilometres.
 - f) He was easily tricked. I do not think he is a very good **judge** of character.
 - g) A **cheetah** runs very fast in short bursts.
 - h) It is **dangerous** to run with scissors.
 - i) We often do mapwork in **geography**.
 - j) I am going to the library to **change** this book for one I have not read.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Reading (Learner's Book page 197)

ACTIVITY 3

Predict a text

(PAIR)

1. Learners work in pairs to discuss the questions and give responses based on their own experience of COVID-19.
2. Learners skim the text to identify the genre.
3. Learners work in pairs and scan the text to find specific information.
4. Ask for volunteers to read the text aloud to the class.

Answers

1. a) The 9 measures are:
 - Avoid handling bank notes.
 - Avoid touching your face.
 - Put your hand in front of your mouth when you cough.
 - Don't attend large gatherings.
 - Wash your hands with soap and water.
 - Wear a mask.
 - Stand at least 2 m away from people next to you.
 - Use hand sanitizer.
 - Don't shake hands.
- b) Responses will depend on learners' own experiences.
- c) Responses will depend on learners' own experiences.
2. It is a speech. The person speaking the words is addressing an audience directly.
3. a) Ama Gyamea
- b) The director-general of the World Health Organization.
- c) The hospitality and the travel industries.

Assessment

Self/peer assessment: Learners check their answers with those of other learners.

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/PAIR)

1. Learners read the text silently.
2. Learners work in pairs to discuss the comprehension questions, then write their answers individually. The questions include examining the connection between a text and other points of view. Remind learners that when they are quoting directly from the text, they must use quotation marks and use the exact words of the writer.
3. Allow learners to go online and watch videos or listen to podcasts about pandemics that have affected our world in the past. Let them share what they have learnt with the class.

Answers

2. a) COVID-19 (1)
- b) Any four of: a fever, a dry cough, tiredness, a loss of taste or smell, aches and pains, headache, sore throat, diarrhoea or a skin rash (2)
- c) Yes, because she is the local District Director of Health. (2)
- d) Call the hotline for medical advice and testing. Stay home and self-isolate. (2)
- e) The disease is spread through breathing and coughing, so wearing a mask stops the virus from spreading. (2)
- f) Any two of: wash our hands with soap and water or use sanitiser; practise social distancing/stay two metres apart; avoid touching our faces; avoid sharing food and drink; avoid attending large gatherings; avoid shaking hands (2)
- g) The WHO director-general agrees with the writer of the speech, not the people who do not want to follow the prevention advice. He says "we will not be going back to the old normal", which means that we have to follow the preventive measures. (3)
- h) Learner's own response, with reasons. (2)
- i) Learner's own response, with reasons. (2)
- j) He said that the world/we would not be going back to the old normal. (2)

Total: 20 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 2. Award a total mark out of 20. This activity assesses the following indicator:

B8.2.1.2.6 Examine the connections between a text and other points of view.

- Read a text closely for interpretation.
- Make connections between the text and your prior experiences.
- Make connections between the text and different viewpoints.

ACTIVITY 5

Use vocabulary in different contexts

(INDIVIDUAL/PAIR)

1. Learners work individually to complete the sentences using the vocabulary from the Reading text.
2. Learners work in pairs to write their own sentences using the vocabulary.

Answers

1. a) Kwame **collapsed** when he heard his father had passed on.
b) If you experience any of these **symptoms**, seek medical advice.
c) Some people died of COVID-19 because they were **ignorant** of what the symptoms were.
d) You should **self-isolate** if you have symptoms of the virus.
e) Everyone ought to observe the **preventive** measures to avoid further spread of the disease.
f) The wearing of a mask is **mandatory** for all citizens during the pandemic.
g) Since the beginning of the pandemic, some people's **livelihoods** have been affected.
2. Learner's own response.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Remedial Activity

Ask learners to match the words with the meanings.

1. Self-isolate	to be unable to continue
2. Preventive	the way someone earns the money they need to live
3. Collapse	to see something happen
4. Ignorant of	to avoid contact with other people
5. Livelihood	a sign that you have a particular disease
6. Mandatory	intended to stop something before it happens
7. Symptom	must be done; compulsory
8. Witness	unaware of, not knowing about

Answers

1. Self-isolate – to avoid contact with other people
2. Preventive – intended to stop something before it happens
3. Collapse – to be unable to continue
4. Ignorant – unaware of, not knowing about

5. Livelihood – the way someone earns the money they need to live
6. Mandatory – must be done; compulsory
7. Symptom – a sign that you have a particular disease
8. Witness – to see something happen

Extension Activity

Ask learners to write their own sentences using these terms from the Reading text:

administer

curb

hospitality industry

witness

Grammar (Learner's Book page 200)

ACTIVITY 6

Use reported speech to report questions

(CLASS/INDIVIDUAL/PAIR)

1. Work as a class. Read the information in the box in the Learner's Book about questions in reported speech with the class. Do examples on the board of how to change a question from direct to reported speech.
2. Learners work individually to change questions into reported speech.
3. Learners work in pairs to report the dialogue.
4. Provide learners with suitable links so they can learn more about reported speech online.

Answers

2.
 - a) The teacher asked if/whether they had washed their hands with soap and water.
 - b) Gifty asked her mother if/whether she thought that Esi would test negative for COVID-19.
 - c) Akua asked her husband if/whether the doctor had advised him to practise social distancing until the pandemic was over.
 - d) Shine asked her teacher what type of sanitiser they should use.
 - e) A little boy wanted to know when the COVID-19 pandemic would be over.
3. Note that learners can use different reporting verbs from these suggested answers.
 - a) The journalist asked the doctor if she/he could ask some questions about COVID-19. The doctor told her/him to go ahead.
 - b) The journalist asked who the people were that were likely to get the disease. The doctor explained that anyone could get it, from babies to adults.
 - c) The journalist asked what symptoms showed that someone had the COVID-19 virus. The doctor said that the symptoms include a fever, a dry cough and tiredness.
 - d) The journalist asked what someone should do if they noticed these symptoms. The doctor said that they should call the emergency helpline to get medical advice.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Remedial Activity

Ask learners to change these direct speech questions to reported speech.

1. "Are you going to the clinic next week?" she asked her brother.

2. "Did you hear the latest news?" he asked his mother.
3. "Why isn't Serwaa at school?" she asked her friends.
4. "Which place has the most cases of bird flu?" he asked the vet.
5. "When will the schools reopen?" he asked.

Answers

1. She asked her brother if/whether he was going to the clinic the following week.
2. He asked his mother whether she had heard the latest news.
3. She asked her friends why Serwaa wasn't at school.
4. He asked the vet which place had the most cases of bird flu.
5. He asked when the schools would reopen.

Extension Activity

Ask learners to work in pairs. One partner asks five questions and the other partner reports what he/she said.

Writing (Learner's Book page 201)

ACTIVITY 7

Write a speech

(GROUP/INDIVIDUAL)

1. Learners work in groups to share their experiences of speech-making. They can also identify speeches they have listened to.
2. Ask for a volunteer to read the information in the box in the Learner's Book about speeches. Tell learners to look back at the example of a speech in the Reading section of this unit.
- 3–5. Learners work individually to plan, write a rough draft, revise and edit their speech using the checklist and then produce a final, neat copy. If time allows, learners can present their speeches to the class. Encourage them to use visual aids, such as pictures and posters. Provide learners with an opportunity to publish their speeches, for example on your school's Facebook page, if there is one.

Assessment

Teacher assessment: Use the Speech rubric on page xxviii of this Facilitator's Guide to assess the following indicator:

B8.4.2.2.5 Compose speeches for different purposes and occasions.

Literature (Learner's Book page 203)

ACTIVITY 8

Create a narrative

(CLASS/INDIVIDUAL)

1. Work as a class. Revise the information from Unit 17 on narratives and plot structure.
2. Learners work individually to create their own narrative. This should be a made-up story. Learners plan, draft, revise and edit their narrative following the guidelines for Activity 7 in Unit 17. Then they make a final, neat copy of their work. Read the best stories aloud or ask learners to read them aloud.

Assessment

Teacher assessment: Use the Narrative essay rubric on page xxvi of this Facilitator's Guide to assess the "create a narrative" component of the following indicator:

B8.5.1.1.5 Analyse the sequence of events in film/media, narratives and playscripts (drama).

Unit 19

Bad farming practices

Introduction

The theme of Bad farming practices is a topic selected in the curriculum for B8. In this unit, learners will read a text about farming practices that damage the environment. They will use vocabulary in different contexts. They will describe familiar places and events and learn about the sounds /h/, /j/ and /w/. They will use reported speech, write a description of a place and analyse the sequence of events in a film.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 1: Conversation/Everyday discourse		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	B8.1.1.1.3. Use appropriate language orally to describe familiar places and events <ul style="list-style-type: none"> Identify descriptive language, e.g. adjectives and words that appeal to the senses, figurative language and adverbs Describe familiar places and events (Activity 1)	Communication and collaboration
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.2: Produce consonant sounds (fricatives) in context <ul style="list-style-type: none"> Listen to and identify fricatives in context, e.g. /h/ Distinguish between voiced and voiceless fricatives in context Use fricatives in connected speech (Activity 2)	Communication and collaboration
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.6: Examine the connections between a text and other points of view <ul style="list-style-type: none"> Read a text closely for interpretation Make connections between the text and your prior experiences Make connections between the text and different viewpoints Identify relevant answers to questions and provide evidence (Activity 3 and Activity 4)	Communication and collaboration Cultural identity and global citizenship Critical thinking and problem-solving

	B8.2.1.2.7: Use derivation to expand vocabulary to new contexts <ul style="list-style-type: none"> • Read a text closely for interpretation • Use word formation strategies to expand vocabulary • Use appropriate vocabulary in sentences and to situation (Activity 5)	Communication and collaboration
Strand 3: Grammar and grammar usage Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.5.2: Demonstrate command of the use of reported speech <ul style="list-style-type: none"> • Write a news report (using reported speech) (Activity 6)	Communication and collaboration
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts	B8.4.2.1.2: Use precise words, phrases and sensory language to convey a vivid mental picture of places and events <ul style="list-style-type: none"> • Describe places using adjectives • Describe events • Use appropriate grammatical structures • Edit/proofread the writing for sense, meaning and effect • Publish writing using different media including ICT (Activity 7)	Communication and collaboration Digital literacy
Strand 5: Literature Sub-strand: Narrative, drama and poetry		
Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.5: Analyse the sequence of events in film/media, narratives and playscripts (drama) <ul style="list-style-type: none"> • Create narratives (Activity 8)	Cultural identity and global citizenship

Resources

- Learner's Book pages 204–215
- Dictionary

Review

Before you begin Unit 19, review the main skills and concepts developed in Unit 18 with the class. They are:

- reported speech in questions
- speeches: features.

Teaching methodology

Oral Language (Learner's Book page 204)

ACTIVITY 1

Describe familiar places and events

(CLASS/PAIR)

1. Work as a class for exercise 1. Ask for volunteers to read the information in the box in the Learner's Book about using figurative language and adverbs in descriptions. Revise the information about adjectives and words that appeal to the senses from Unit 4.
2. Learners work in pairs to describe a place or event orally to each other.

Assessment

Teacher assessment: Use the rubric on page xxiii of this Facilitator's Guide to assess the following indicator: B8.1.1.1.3 Use appropriate language orally to describe familiar places and events.

ACTIVITY 2

Produce the consonant sounds /h/, /j/ and /w/

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Read the information in the box in the Learner's Book about the consonant sounds with the class. (The consonant sound /h/ is a fricative sound.) Say each sound, demonstrating the correct mouth movements. Have learners repeat the sounds after you.
2. Learners work in pairs. Read the words aloud slowly and ask learners to repeat them after you. Then learners say the words to each other.
3. Learners work individually to identify the /h/ sound.
4. Learners do this task at home.

Answers

3.
 - a) Yesterday we heard the hero yelling to the helpers to hurry.
 - b) Your hamburger is cold, why don't you reheat it?
 - c) Harry painted the wheel white and yellow with a huge brush.
 - d) I hate this hot, uncomfortable uniform that we usually have to wear.
 - e) Whose home is high on the hill beyond your village?
 - f) The sweet young child drew a halo around the queen's head with a yellow crayon.
 - g) Who was the handsome man who asked me "How are you?"
 - h) Tetteh happily sails his yacht somewhere beyond West Africa.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Reading (Learner's Book page 206)

ACTIVITY 3

Predict a text

(PAIR)

1. Learners work in pairs to predict, skim and scan the text.
2. Ask for volunteers to read the text aloud to the class. Have a class discussion about whether their predictions were correct or not.

Answers

1. c) Cocoa

Assessment

Self/peer assessment: Learners share their predictions about the text.

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners read the text silently.
2. Learners work in groups to discuss the comprehension questions, then write their answers individually. Remind learners that when they are quoting directly from the text, they must use quotation marks and use the exact words of the writer. Also remind them to support their point of view with reasons.

Answers

2.
 - a) The environment and people's health (2)
 - b) It clears a larger portion of land with less financial cost. (2)
 - c) It destroys the natural nutrients in the soil; pollutes underground water; there is a loss of variety of plants and animals. (Encourage learners to answer in their own words.) (3)
 - d) To chase away pests and animals that destroy food crops; to clear new land for farming (2)
 - e) Across-slope farming prevents soil erosion. Farmers make furrows across the slope, which protects the soil from being washed away by rainwater. (3)
 - f) The writer said that farmers should be educated on best practices in farming. Also accept "The writer says that..." (2)
 - g) Learner's own response, for example: radio and television talk shows, drama, community lectures, one-on-one teaching, town hall meetings, churches and mosques. Learners should be able to provide a convincing explanation for their choice and why it would be the most effective method. (3)
 - h) Sections of the farm should not be planted with crops for a period (for example one or two years) so that the soil can regain lost nutrients. Although farmers might make less profit at first, the fallow period will ensure that they have good crops in the future instead of the soil becoming infertile. (3)

Total: 20 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 2. Award a total mark out of 20. This activity assesses the following indicator:

B8.2.1.2.6 Examine the connections between a text and other points of view.

- Read a text closely for interpretation.

- Make connections between the text and your prior experiences.
- Make connections between the text and different viewpoints.
- Identify relevant answers to questions and provide evidence.

ACTIVITY 5

Expand vocabulary to new contexts

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about expanding vocabulary to new contexts. Point out that learners can remember that a prefix comes before the root word (word stem) because "pre" means "before".
2. Learners work in pairs to complete the missing words.
3. Learners work individually to create new words using prefixes and suffixes.
4. Learners work individually to match the words and old meanings with their new meanings.

Answers

- | | | |
|--|-----------|-----------|
| 2. a) flood | b) burns | c) drain |
| d) slash | e) crop | |
| 3. a) suitable | b) useful | c) unwise |
| d) seriousness | e) longer | |
| 4. New meanings: | | |
| a) Tinder: a mobile date-matching application | | |
| b) Amazon: a big company that sells things online | | |
| c) spam: unwanted material on the internet | | |
| d) tag: marking a social media post or website with specific words to help identify it | | |
| e) troll: someone who tries to annoy or hurt others on the internet | | |

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Remedial Activity

Give learners the following words and ask them to first identify the root word and the suffix, and then to explain the meaning.

- | | | |
|----------------|-------------|--------------|
| 1. cultivation | 2. argument | 3. ownership |
| 4. regional | 5. childish | 6. lawless |
| 7. smelly | 8. homeless | 9. happily |
| 10. scientist | | |

Answers

- | | | |
|--------------------|-----------------|-----------------|
| 1. cultivate + ion | 2. argue + ment | 3. owner + ship |
| 4. region + al | 5. child + ish | 6. law + less |
| 7. smell + y | 8. home + less | 9. happy + ly |
| 10. science + ist | | |

Extension Activity

Ask learners to identify five words that use either prefixes or suffixes in any of the Reading texts in this textbook. They should write the word, break it down into the prefix and/or suffix and the root word, then explain the meaning.

Grammar (Learner's Book page 210)

ACTIVITY 6

Use reported speech to write a news report (CLASS/PAIR)

1. Work as a class. Revise reported speech.
2. Learners work in pairs to think of reporting verbs and to write a news report using reported speech.

Answers

2. a) Learner's own response, for example: *claimed, explained, insisted, recommended, suggested, told, warned*, etc.
b) The farmers of Liisekope recently spoke out about their problems. They complained that the soil was not very good in their area and that they did not have a good irrigation system to water their crops. They said that the drought the previous year was one of the worst they had ever experienced. They explained that because their village's population was growing, they cut down more forest to grow crops every year. They hoped that agricultural extension officers would be able to help solve their problems.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers to the exercises with the class. Read them aloud and/or write them on the board.

Writing (Learner's Book page 210)

ACTIVITY 7

Write a description

(CLASS/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about how to write descriptions.
2. Learners write a description of a place. They work individually to plan, write a rough draft, revise and edit their description using the checklist and then produce a final, neat copy. Encourage learners to type and print the text if the school has ICT equipment available for this.
3. Learners write a description of an event for homework, following the same process.

Assessment

Teacher assessment: You can assess either the description of a place or the description of an event, or both. Use the rubric that follows to assess the following indicator:

B8.4.2.1.2 Use precise words, phrases and sensory language to convey a vivid mental picture of places and events.

Rubric: Descriptive writing

Content	<ul style="list-style-type: none">The paragraph is about the given topic. (1)The paragraph has one main idea. (1)	2 marks
Organisation	<ul style="list-style-type: none">The paragraph has a topic sentence and supporting sentences. (1)	1 mark
Expression	<ul style="list-style-type: none">The paragraph includes adjectives and adverbs. (1)The paragraph includes figures of speech. (1)The paragraph includes details using precise words and phrases. (1)The paragraph includes vocabulary that appeals to some of the five senses. (1)	4 marks
Mechanical accuracy	<ul style="list-style-type: none">The spelling and punctuation are correct. (1)The grammar is correct. (1)The writing process has been used. (1)	3 marks
Total		... /10 marks

Remedial Activity

If learners struggle to write a description of a place, give them the following ideas to use for a description of the lake scene in the photograph.

LAKE AMANSURI

Sight words: wooden boat, huts on stilts, a person rowing, a lake, land in the distance, buoys in the water, sunlight, reflections in the water, ripples

Touch words: the feeling of the sun on skin, of the gentle breeze as the boat moves

Sound words: an oar paddling in the water, the rhythmic lapping of the water against the boat and the stilts, bird song, fish jumping

Smell words: the organic smell of the water, and the wet wood of the boat

Adjectives: peaceful, calm, tranquil, gentle, warm, beautiful, pure, sparkling, natural

Figures of speech: the water is like a mirror, the soft golden light plays/dances on the water, the sun casts a warm embrace on the water, the distant trees frame the water, the scene is like a canvass painted in shades of green, brown and sliver

Extension Activity

For the description of an event, tell learners to include five of these words for describing events: ultimate, rare, far-off, divine, violent, stellar, common, cross-cultural, unusual, unhinged, historic, freakishly, major, memorable, dire, huge, inexplicable, tortuous, unusual and significant.

Literature (Learner's Book page 213)

ACTIVITY 8

Identify, narrate and analyse events in films

(CLASS/GROUP)

1. Work as a class. Ask for a volunteer to read the information about film and TV scripts.
2. Learners work in groups to identify, narrate and analyse events in a film.
3. Learners work in groups to identify where the film script extract fits into the plot structure.

Answers

2. b)

Introduction	Iddrisu is a medical student living in Kumasi. He learns that his father has died so he has to return home to his small farming village. He does not mean to stay in the village long because he needs to complete his studies or lose his scholarship. (1)
Rising action	However, there are many pressures for him to stay. The crops are failing and his family is in debt and will lose their land if there is not a good harvest. His brother has got a young woman pregnant. In addition, Iddrisu begins to fall in love with the chief's daughter, Comfort. (1)
Climax	The most exciting moment of the film is when the harvest is a success thanks to the changes Iddrisu introduced. The family manages to sell the produce at a good price. (1)
Falling action	Following this, Iddrisu is able to pay off his family's debt. Iddrisu then has to decide whether to stay in the village or return to his studies. (1)
Resolution	In the end we see him back in the city. (1)

c) Learner's own response (1)

d) Learner's own response (2)

3. b) Learner's own response, with reasons. For example: This could be the climax in a romantic film, as the man is proposing to the woman and she accepts. (2)

Assessment

Teacher assessment: Use the memorandum in the Answers section to assess the following indicator:
B8.5.1.1.5 Analyse the sequence of events in film/media, narratives and playscripts (drama).

Introduction

The theme of Environmental degradation is a topic selected in the curriculum for B8. In this unit, learners will read a text about environmental problems and use vocabulary in different contexts. They will do a listening comprehension and practise the sounds /h/, /j/ and /w/. They will use question tags and also use information from non-text sources to support ideas in writing as well as analyse events in a drama script.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 2: Listening comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B8.1.2.1.2: Listen to and discuss ideas and share opinions from a level-appropriate text <ul style="list-style-type: none"> Listen and write down key information from a text/talk show/news item Discuss the key information from the text and add opinions (Activity 1)	Communication and collaboration Critical thinking and problem-solving Cultural identity and global citizenship
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.2: Produce consonant sounds (fricatives) in context <ul style="list-style-type: none"> Listen to and identify fricatives in context, e.g. /h/ Distinguish between voiced and voiceless fricatives in context Use fricatives in connected speech (Activity 2)	Communication and collaboration
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.6: Examine the connections between a text and other points of view <ul style="list-style-type: none"> Read a text closely for interpretation Make connections between the text and your prior experiences Make connections between the text and different viewpoints Identify relevant answers to questions and provide evidence (Activity 3 and Activity 4)	Communication and collaboration Cultural identity and global citizenship Creativity and innovation Digital literacy

	B8.2.1.2.7: Use derivation to expand vocabulary to new contexts <ul style="list-style-type: none"> Read a text closely for interpretation Use word formation strategies to expand vocabulary Use appropriate vocabulary in sentences and to situation (Activity 5)	Communication and collaboration
Strand 3: Grammar and grammar usage Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.6: Show understanding and use of question tags in communication	B8.3.1.6.1: Demonstrate command of question tags <ul style="list-style-type: none"> Use question tags in everyday expressions (Activity 6)	Communication and collaboration Digital literacy
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.3.1: Research to build and present knowledge	B8.4.3.1.1: Use information from non-text sources (figures, tables, graphs and maps) to support ideas in writing <ul style="list-style-type: none"> Interpret non-textual elements, such as figures, tables, graphs and maps Use the information retrieved to support ideas/ opinions in writing (Activity 7)	Communication and collaboration
Strand 5: Literature Sub-strand: Narrative, drama and poetry		
Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.5: Analyse the sequence of events in film/media, narratives and playscripts (drama) <ul style="list-style-type: none"> Identify and narrate events in a playscript (drama) Analyse events in a playscript (drama) (Activity 8)	Cultural identity and global citizenship

Resources

- Learner's Book pages 216–226
- Dictionary

Review

Before you begin Unit 20, review the main skills and concepts developed in Unit 19 with the class. They are:

- using figurative language and sensory language in spoken descriptions
- the /h/, /j/ and /w/ sounds
- prefixes and suffixes

- descriptive writing
- plot structure: revision.

Teaching methodology

Oral Language (Learner's Book page 216)

ACTIVITY 1

Listen to a news item and share opinions

(GROUP)

1. Learners work in groups. Ask learners to give their predictions about the topic of the news item from the photograph. Then read the following Listening text aloud. Learners make notes while they listen. Read the text again. Learners share and review their notes with the rest of the group.
2. Learners discuss and answer the comprehension questions.
3. Learners discuss water pollution in their area. Remind them not to interrupt each other and to be polite when disagreeing.

Listening text

Good afternoon, listeners. This is the midday news. I'm your presenter, Mensimaa Laasi.

"Water is the most important of all our renewable resources. It is a basic need which sustains all types of life." These were the words of the Minister of Water and Mineral Resources when he addressed the chiefs and people of Akim Swedru yesterday. The Minister made the statement when he saw the level of pollution of the Birim River that serves several communities. He said that water bodies, such as rivers, lakes and the ocean, were being polluted across the country. He warned that if the situation did not improve, Ghana would face water shortages by 2030.

Water pollution is caused by waste from illegal mining activities, bad farming practices, and industrial and household waste. The Minister stated that diseases such as typhoid fever, dysentery, diarrhoea, jaundice and cholera were caused by polluted water. He added that other water-borne infections could cause blindness.

Finally, the minister advised that District Assemblies should meet with NGOs in their districts to educate people on how to reduce water pollution.

Answers

2.
 - a) Water (2)
 - b) The year 2030 (2)
 - c) He said that water bodies, such as rivers, lakes and the ocean, were being polluted across the country. (2)
 - d) Any two: waste from illegal mining activities, bad farming practices, industrial and household waste (2)
 - e) District Assemblies should work with NGOs to educate people on how to reduce water pollution. (2)

Total: 10 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 2. Award a total mark out of 10.

Teacher assessment: For the discussion in exercise 3, use the rubric on page xxiv of this Facilitator's Guide to assess the following indicator:

B8.1.2.1.2 Listen to and discuss ideas and share opinions from a level-appropriate text.

- Read a text closely for interpretation.
- Make connections between texts and prior experiences.
- Make connections between texts and different viewpoints.
- Identify relevant answers to questions providing evidence.

ACTIVITY 2

Revise the consonant sounds /h/, /j/ and /w/

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Revise the information about the consonant sounds from the previous unit.
2. Learners work in pairs. Read the words aloud slowly and ask learners to repeat them after you. Then learners say the words to each other. Explain the meaning of any unfamiliar words or ask learners to look them up in a dictionary.
3. Learners work individually to identify the sounds. Encourage them to say the sentences aloud to help them hear the sounds.
4. Learners work in pairs. Read the words aloud slowly and ask learners to repeat them after you.
5. Learners work individually to identify the /w/ sound.

Answers

3. a) Yesterday we heard the hero yelling to the helpers to hurry.
b) Your hamburger is cold, why don't you reheat it?
c) Harry painted the wheel white and yellow with a huge brush.
d) I hate this hot, uncomfortable uniform that we usually have to wear.
e) Whose home is high on the hill beyond your village?
f) The sweet young child drew a halo around the queen's head with a yellow crayon.
g) Who was the handsome man who asked me "How are you?"
h) Tetteh happily sails his yacht somewhere beyond West Africa.
5. a) Yesterday we heard the hero yelling to the helpers to hurry.
b) Your hamburger is cold, why don't you reheat it?
c) Harry painted the wheel white and yellow with a huge brush.
d) I hate this hot, uncomfortable uniform that we usually have to wear.
e) Whose home is high on the hill beyond your village? (No /w/ sound)
f) The sweet young child drew a halo around the queen's head with a yellow crayon.
g) Who was the handsome man who asked me "How are you?"
h) Tetteh happily sails his yacht somewhere beyond West Africa.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Reading (Learner's Book page 217)

ACTIVITY 3

Predict a text

(CLASS/INDIVIDUAL)

1. Learners work as a class to answer the questions.
2. Learners work individually to find specific information in the text.
3. Ask for a volunteer to read the text aloud to the class. Learners check their answers with those of other learners.

Answers

1.
 - a) Pollution is the act of introducing harmful substances such as oil, smoke, sewerage, etc. to the environment, which results in harming natural surroundings.
 - b) The e in e-waste stands for 'electronic' and includes home appliances such as stoves, TVs, game consoles, mobile phones, wireless speakers, etc.
 - c) Any one of: damaged refrigerator / computer / cell phone
2.
 - a) 22,000 metric tons a year
 - b) 40% of people are not affected by air pollution.
 - c) Fish consumption has gone down.

Assessment

Self/peer assessment: Learners check their answers with those of other learners.

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners read the text silently. If learners need support with understanding the non-visual sources, refer them to the information box in Activity 7 on interpreting tables. You can also guide them on what to focus on when interpreting graphs, for example what is represented by the horizontal and vertical axes.
2. Learners work in groups to discuss the comprehension questions, then write their answers individually. Remind learners that when they are quoting directly from the text, they must use quotation marks and use the exact words of the writer.
3. Allow learners to go online and watch videos or listen to podcasts about threats to our environment and how we can protect it. Let them share what they have learnt with the class.

Answers

2.
 - a) A healthy environment (1)
 - b) People throw away plastic carelessly instead of disposing of it properly. (1)
 - c) Menace (1)
 - d) Learner's own response, which must include a reasonable argument for their opinion. (3)
 - e) Pollution by e-waste can pollute the soil, water and air and cause various diseases. (2)
 - f) Most e-waste comes from locally used appliances and devices. These make up 87.1% of e-waste in Ghana. (2)
 - g) Any two: emissions from vehicle exhausts, burning of waste materials from factories, burning of household rubbish and e-waste, smoke from burning stoves and hearths (2)
 - h) Learner's own response. For example: The use of chemicals and dynamite. Both fish and other living creatures can die from chemicals, and the explosion from the dynamite will destroy all the living things in the water. (3)

- i) The quantity of fish will be reduced so fishers will become poor because they have fewer fish to sell. Consumers will go hungry because they will no longer be able to buy fish, which is a cheap source of healthy food. (2)
- j) Learner's own response. The responses should be realistic and include a reason for the suggested solution. (3)

Total: 20 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 2. Award a total mark out of 20. This activity assesses the following indicator:
B8.2.1.2.6 Examine the connections between a text and other points of view.

ACTIVITY 5

Expand vocabulary to new contexts (CLASS/INDIVIDUAL)

1. Encourage learners to revise the information about how we expand vocabulary to new contexts.
2. Learners work individually to create new words using prefixes and suffixes.

Answers

2.
 - a) pollution
 - b) overfishing
 - c) essentially
 - d) effective
 - e) recollect
 - f) reduction
 - g) airy
 - h) education

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Remedial Activity

Give learners the following words and ask them to identify the root word and the prefix or suffix, and then to look the meaning up in a dictionary.

1. careful
2. confusion
3. global
4. action
5. freedom
6. overflow
7. redo
8. impossible
9. disagree
10. illegal

Answers

- | | | |
|----------------|------------------|----------------|
| 1. care + ful | 2. confuse + ion | 3. globe + al |
| 4. act + ion | 5. free + dom | 6. over + flow |
| 7. re + do | 8. im + possible | 9. dis + agree |
| 10. il + legal | | |

Extension Activity

Ask learners to write sentences of their own using the words from exercise 2.

Grammar (Learner's Book page 221)

ACTIVITY 6

Use question tags in everyday expressions

(CLASS/INDIVIDUAL/PAIR)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about using question tags.
2. Learners work individually to add question tags to statements.
3. Learners work in pairs to ask and answer questions using question tags.
4. Provide learners with suitable links so they can learn more about question tags online.

Answers

2.
 - a) isn't there?
 - b) doesn't she?
 - c) doesn't it?
 - d) do you?
 - e) is she/he?
 - f) shouldn't we?
 - g) don't they?

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Writing (Learner's Book page 222)

ACTIVITY 7

Use information from non-text sources to support ideas

(CLASS/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about using information from non-text sources to support ideas. This is an important skill in presenting arguments.
2. Learners work individually to interpret the graph and write a draft of the paragraph using the information from the graph. They revise and edit their paragraph using the checklist, and then produce a final, neat copy.

Answers

2. Overfishing is when people catch too many fish in an area, so that there are not many fish left there. In some parts of Ghana, overfishing has meant that there are now **fewer** fish than in the past. This is shown by the fact that people are consuming or eating **less** fish each year. According to the Food and Agriculture Organization of the UN, in 2006 **the average person ate almost 27 kg of fish per year**. By **2016**, **the average person ate only about 21 kg of fish per year**.

Remedial Activity

If learners struggle to use information from the graph, ask them easier questions before they write the paragraph. For example:

1. What does the heading tell you about what the graph shows? (Fish consumption in Ghana 2006–2016)
2. What information is shown on the vertical (left) axis of the graph? (the number of kilograms of fish eaten per person per year)
3. What information is shown on the horizontal (bottom) axis of the graph? (the years 2006 to 2016)
4. How many kilograms of fish did the average person eat per year in 2006? (almost 27 kg)
5. How many kilograms of fish did the average person eat per year in 2016? (about 21 kg)

Extension Activity

Ask learners to look at their Social Studies textbooks and find an example of a graph, table or map showing information about an environmental problem. They should write a paragraph using this non-text source to support statements about the environmental problem.

Assessment

Teacher assessment: Use the rubric that follows to assess the following indicator:

B8.4.3.1.1 Use information from non-text sources (figures, tables, graphs and maps) to support ideas in writing.

Rubric: Paragraph using information from a non-text source

Content	<ul style="list-style-type: none">• The graph has been interpreted correctly. (2)• The paragraph uses the data in the graph accurately. (2)• The information supports the idea in the paragraph. (1)	5 marks
Organisation	<ul style="list-style-type: none">• The paragraph has five sentences. (1)	1 mark
Expression	<ul style="list-style-type: none">• The language is accurate and appropriate. (1)	1 mark
Mechanical accuracy	<ul style="list-style-type: none">• The spelling and punctuation are correct. (1)• The grammar is correct. (1)• The writing process has been used. (1)	3 marks
Total		... /10 marks

Literature (Learner's Book page 223)

ACTIVITY 8

Identify, narrate and analyse events in playscripts

(CLASS/GROUP/INDIVIDUAL)

1. Work as a class. Discuss the differences between a play script and a film script, using the information provided. Revise the information from Unit 17 on plot structure.
2. Learners read the summary of the drama.
3. Learners work in groups to identify, narrate and analyse events in a playscript.
4. Learners work individually to identify where the playscript extracts fit into the 5-stage plot structure.

Answers

3.	Introduction	Ato Yawson is returning to Ghana with his new African-American wife, Eulalie Rush. (1)
	Rising action	Ato's family are unhappy that he has married a woman who is not from Ghana. Eulalie does not like living in Ghana and starts drinking heavily. Eulalie upsets Ato's mother, Esi, by throwing away a gift of snails. (3)
	Climax	Ato and Eulalie argue. Ato assaults his wife and she disappears / runs away. (2)
	Falling action	Ato explains to his mother that he and his wife have decided not to have children. His mother is angry with Ato. (1)
	Resolution	Weak and worn out, Eulalie returns home and Esi goes to support her. (1)

4. Extract 1: resolution. Extract 2: climax. (2)

Assessment

Teacher assessment: Use the memorandum in the Answers section to award a mark to assess the following indicator:

B8.5.1.1.5 Analyse the sequence of events in film/media, narratives and playscripts (drama).

Introduction

The theme of Technology is a topic selected in the curriculum for B8. In this unit, learners will read and summarise a text about technology solving a problem, and use vocabulary in different contexts. They will do a listening comprehension and identify consonant sounds. They will use question tags, write paragraphs to propose a solution to a problem and create a film script or drama script.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language		
Sub-strand 1: Conversation/Everyday discourse		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.1.1: Demonstrate use of appropriate language orally in specific situations	B8.1.1.1.2: Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topics under discussion <ul style="list-style-type: none"> Use open-ended questions in conversation on a text/topic/issue (Activity 2)	Communication and collaboration Critical thinking and problem-solving
Sub-strand 2: Listening comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B8.1.2.1.2: Listen to and discuss ideas and share opinions from a level-appropriate text <ul style="list-style-type: none"> Listen and write down key information from a text/talk show/news item Discuss the key information from the text and add opinions (Activity 1)	Communication and collaboration Critical thinking and problem-solving
Sub-strand 3: English sounds		
Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.1: Produce consonant sounds in context (plosives) <ul style="list-style-type: none"> Listen to and identify plosives in context B8.1.3.1.2: Produce consonant sounds (fricatives) in context <ul style="list-style-type: none"> Listen to and identify fricatives in context B8.1.3.1.3: Produce consonant sounds (nasals and affricates) in context <ul style="list-style-type: none"> Listen to nasals and affricates in context (Activity 3)	Communication and collaboration

Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.7: Use derivation to expand vocabulary to new contexts <ul style="list-style-type: none"> Read a text closely for interpretation Use word formation strategies to expand vocabulary Use appropriate vocabulary in sentences and to situation (Activity 6)	Communication and collaboration
Sub-strand 2: Summarising		
Content standard	Indicators	Core competencies and subject-specific practices
B8.2.2.1: Cite the textual evidence that supports an analysis of a text to determine the central idea and provide an objective summary	B8.2.2.1.1: Determine the central idea in paragraphs and analyse to identify supporting ideas <ul style="list-style-type: none"> Read a text for information Identify the most important/central idea in the paragraphs that make up the text Eliminate unnecessary information as you write down the main ideas State details in own words as far as possible Summarise the ideas in specific detail (Activity 4 and Activity 5)	Communication and collaboration Creativity and innovation
Strand 3: Grammar and grammar usage		
Sub-strand 1: Grammar		
Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.6: Show understanding and use of question tags in communication	B8.3.1.6.1: Demonstrate command of question tags <ul style="list-style-type: none"> Use question tags in everyday expressions (Activity 7)	Communication and collaboration
Strand 4: Writing		
Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts	B8.4.2.1.4: Compose paragraphs that identify an issue, give details about it and suggest solutions <ul style="list-style-type: none"> Analyse and write about a topic by identifying a problem and proposing one or more solutions: <ul style="list-style-type: none"> Explain your solution clearly Give details about how this solution will solve the problem Explain who will be in charge and how it will be funded 	Communication and collaboration Critical thinking and problem-solving Creativity and innovation Cultural identity and global citizenship

	<ul style="list-style-type: none"> – Give evidence that your solution will work (expert opinion, examples of when it has worked before, statistics, studies, or logical argument) • Write to show the following clearly in the body of a problem/solution text that the solution you provide: <ul style="list-style-type: none"> – will solve the problem – is cost-effective – is feasible to implement – is a reasonable solution to the problem – can stand up to possible objections – is better than other solutions <p>(Activity 8)</p>	
Strand 5: Literature Sub-strand: Narrative, drama and poetry		
Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.5: Analyse the sequence of events in film/media, narratives and playscripts (drama) <ul style="list-style-type: none"> • Create film/media, narratives and playscripts (drama) <p>(Activity 9)</p>	Cultural identity and global citizenship

Resources

- Learner's Book pages 227–236
- Dictionary
- Websites to research solutions to problems (Activity 8)

Review

Before you begin Unit 21, review the main skills and concepts developed in Unit 20 with the class. They are:

- question tags
- non-text sources.

Teaching methodology

Oral Language (Learner's Book page 227)

ACTIVITY 1

Listen to a talk show and share opinions (INDIVIDUAL/GROUP)

1. Read the Listening text that follows. Learners work individually to make notes while they listen. Read the text again and ask learners to review their notes.
2. Learners answer the comprehension questions.
3. Learners work in groups to discuss their opinions about the most useful apps. Remind them not to interrupt each other and to be polite when disagreeing.

Listening text

Kodwo Bonny: Listeners, if you have just tuned in, this is Radio Tamsil. We've been talking about phone apps and how they've benefitted us. We'd like to hear your experiences. Let's hear from our first caller.

- Mrs. Kapinter:** I'm Mrs. Adwoa Kapinter calling from Kupoese.
- Kodwo Bonny:** Mrs. Kapinter, could you share your experiences with us, please.
- Mrs. Kapinter:** Gladly, Kodwo. I'm a baker and I do a lot of deliveries. Last month, I was on my way to make some deliveries. I had to deliver a birthday cake within two hours, but on the way I got stuck in terrible traffic. I was becoming anxious and feeling frustrated at the slow-moving traffic. Then my assistant, who was in the vehicle with me, suggested we should try a motorbike courier service. She said she had seen adverts for an app that provided motorbike courier services. Initially, I brushed off the idea because I'd never been a believer in these internet apps. My children always called me "BBC", meaning "born before computer". However, my attitude changed after this experience. My assistant kept urging me to try the app. Eventually, she used her phone to download the app for local motorbike couriers. She submitted a request for their urgent service. The courier arrived in thirty minutes and thankfully the cake was delivered just in time. Since then, I've used quite a number of these apps many times to buy products, sell items and arrange car rental services. It's so convenient.
- Kodwo Bonny:** So, tell us, Mrs. Kapinter, would you recommend these apps to your friends who have some doubts about apps?
- Mrs. Kapinter:** Definitely, I'm already convincing some of my friends in the Bakers' Association to try these apps.
- Kodwo Bonny:** Thank you, madam, for sharing your experiences.

Answers

2. **a)** The talk show is about the benefits of apps / how apps can solve problems. (1)
- b)** Mrs. Kapinter is a baker. (1)
- c)** An app that provides motorbike courier services. (1)
- d)** Any two: car rental app, shopping app, app to sell items. (2)

Total: 5 marks

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the answers to exercise 2. Award a total mark out of 5.

Teacher assessment: For exercise 3, use the rubric on page xxiv of this Facilitator's Guide to assess the following indicator:

B8.1.2.1.2 Listen to and discuss ideas and share opinions from a level-appropriate text.

ACTIVITY 2

Use open-ended questions in conversation

(CLASS/PAIR)

1. Work as a class. Revise the information about asking questions.
2. Learners work in pairs to ask and answer questions.

Assessment

Teacher assessment: Use the rubric on page xxiii of this Facilitator's Guide to assess the following indicator: B8.1.1.1.2 Ask and respond to specific questions with elaboration by making comments that contribute to texts, issues or topics under discussion.

ACTIVITY 3**Revise consonant sounds**

(INDIVIDUAL)

This activity revises some of the consonant sounds covered in this course. Learners work individually to identify the sounds. They should say the words aloud to help them hear the sounds.

Answers

- | | | |
|------------|-----------|----------|
| 1. D /j/ | 2. B /tʃ/ | 3. E /ð/ |
| 4. C /k/ | 5. B /f/ | 6. D /ŋ/ |
| 7. A /w/ | 8. E /z/ | 9. D /θ/ |
| 10. E /dʒ/ | | |

Assessment

Teacher assessment: Award a mark out of 10.

Reading (Learner's Book page 228)**ACTIVITY 4****Predict a text**

(GROUP)

1. Learners work in groups to discuss the questions. The questions focus on their own experience of using mobile apps to solve problems and make their own lives easier. They each identify an app that they find useful, and say why. Then they share their information with the class.
2. Learners skim and scan the text to find answers to the questions.
3. Ask for a volunteer to read the text. Learners check their answers with those of other learners.

Answers

1. **a) and b)** The discussions will depend on learners' own experience.
2. **a)** Agya Koo Manu
b) vegetables
c) Problem 1: Middlemen were buying the vegetables from the farmer at low prices and selling them to buyers at much higher prices.
Problem 2: He was not producing enough vegetables to meet the needs of his customers.

Assessment

Self/peer assessment: Learners check their answers with those of other learners.

ACTIVITY 5**Read and understand a text**

(INDIVIDUAL/PAIR)

1. Learners read the text silently.
2. Learners work in pairs to identify the main idea in each paragraph.
3. Revise the procedure on how to summarise. Emphasise that learners need to use their own words. Learners work individually to summarise the text. They follow the writing process steps:
 - they plan by referring back to the main ideas they identified
 - they write a rough draft
 - they revise and edit their summary
 - they create a final, neat copy.

Answers

Here is a sample summary:

Internet apps have been very useful to many people. An example is Agya Koo Manu, a farmer who sells vegetables directly to customers. He noticed that he was not making profit any more, as middlemen were buying all the vegetables at very low prices and selling them at high prices. He was also losing his customers as he could not produce enough vegetables to meet their needs. Instead of cultivating crops once a year, he decided to harvest three times a year by irrigating the farm. However, the irrigation system was too expensive to run. He therefore approached an agricultural NGO for assistance. The organisation assisted him with a solar-powered irrigation pump after he satisfied their conditions. He also received training on how to use apps to sell to customers. As a result, he was able to increase his crop yield and sell his produce directly to customers. He also uses apps to reach other vegetable growers to share ideas on growing and marketing products. He also helps other farmers in town to increase their yield to make more profit. (180 words)

Total: 20 marks

Assessment

Teacher assessment: Use the Summary rubric on page xxv of this Facilitator's Guide to assess the following indicator:

B8.2.2.1.1 Determine the central idea in paragraphs and analyse to identify supporting ideas.

ACTIVITY 6

Expand vocabulary to new contexts

(INDIVIDUAL)

1. Encourage learners to revise the information about expanding vocabulary to new contexts.
2. Learners work individually to create new words using prefixes and suffixes.
3. Learners use the new words in sentences of their own.

Answers

- | | | |
|----------------|-----------------|---------------|
| 2. a) yearly | b) solution | c) profitable |
| d) informative | e) relocate | f) inspection |
| g) elimination | h) advantageous | |

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Remedial Activity

Ask learners to match the suffixes to the root words to form the parts of speech shown in brackets. They should look up the meaning of any unfamiliar words using a dictionary.

-ance	-ive	-ment	-ity	-ion
1. communicate (noun)	2. attach (noun)	3. innovate (adjective)		
4. perform (noun)	5. popular (noun)			

Answers

1. communication
2. attachment
3. innovative
4. performance
5. popularity

Extension Activity

Ask learners to write sentences of their own using the words from the remedial activity.

Grammar (Learner's Book page 231)

ACTIVITY 7

Use question tags in everyday expressions

(CLASS/INDIVIDUAL/PAIR)

1. Do a quick revision of question tags with the class.
Say: *It's [day of the week] today.*
Ask: *What question tag would we add to this sentence? (isn't it?)*
2. Learners work individually to add question tags to statements.
3. Learners work in pairs to ask and answer questions using question tags.

Answers

2.
 - a) You've used internet apps before, **haven't you?**
 - b) You don't like that social media platform, **do you?**
 - c) Learners are crazy about smartphones, **aren't they?**
 - d) Teachers like hardworking learners, **don't they?**
 - e) She bought a new laptop, **didn't she?**
 - f) It's a holiday next Monday, **isn't it?**
 - g) They haven't uttered a word, **have they?**
 - h) You won't reveal my secret, **will you?**

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Read them aloud and/or write them on the board.

Writing (Learner's Book page 231)

ACTIVITY 8

Write paragraphs that propose a solution to a problem

(CLASS/INDIVIDUAL)

1. Work as a class. Ask for a volunteer to read the information in the box in the Learner's Book about how to propose a solution to a problem.
2. Learners work individually to research a problem and possible solutions to the problem. Allow sufficient time for them to do the research. Assist learners with ideas if they struggle to identify a problem and solution. Learners then write a draft of a proposal about how to solve the problem. They revise and edit their paragraphs using the checklist and then produce a final, neat copy.

Remedial Activity

You could pair less confident learners with more confident learners for the researching and planning parts of the activity.

Extension Activity

Tell learners to choose a problem that is relevant to their local area. They can then submit their proposal to the stakeholders who are responsible for dealing with the issue.

Assessment

Teacher assessment: Use the rubric that follows to assess the following indicator:

B8.4.2.1.4 Compose paragraphs that identify an issue, give details about it and suggest solutions.

Rubric: Paragraphs proposing a solution to a problem

Content	<ul style="list-style-type: none">• I have identified the problem. (1)• I have explained how the solution would work and whether it is cost-effective. (2)• I have provided evidence that the solution would work. (1)• I have discussed possible objections and stated why the solution is better than other possible solutions. (1)	5 marks
Organisation	<ul style="list-style-type: none">• The first paragraph states the problem, the body paragraphs discuss the solution and the final paragraph is a conclusion. (1)	1 mark
Expression	<ul style="list-style-type: none">• I have used logical connectors of reason to link the ideas.	1 mark
Mechanical accuracy	<ul style="list-style-type: none">• The spelling and punctuation are correct. (1)• The grammar is correct. (1)• The writing process has been used. (1)	3 marks
Total		... /10 marks

Literature (Learner's Book page 233)

ACTIVITY 9

Create a film script or playscript

(INDIVIDUAL/PAIR)

1. Learners work individually to write a film script or a playscript based on the narrative that they wrote in Units 17 and 18. Encourage them to revise how to write a dialogue before starting to write their draft.
2. Learners work with a partner to act out their scripts and give each other feedback. Where parts of their script are not working, encourage learners to rework the script, trying new alternatives and different approaches. For example, if it is a playscript, perhaps they could introduce a flashback so that we understand why a character behaves the way they do.
3. Learners then revise and edit the script using the checklist before making a final, neat copy. If time allows, learners could perform their scripts in class and/or make videos of the performances to share using their phones.

Assessment

Teacher assessment: Use the rubric that follows to assess the following indicator:

B8.5.1.1.5 Analyse the sequence of events in film/media, narratives and playscripts (drama).

Rubric: Create film script or drama script

Content	<ul style="list-style-type: none">• The dialogue has a plot which follows a logical sequence of events. (2)	2 marks
Organisation	<ul style="list-style-type: none">• The names of the characters are on the left side of the page. (1)• There is a colon after the name of the character who is speaking. (1)• There is a new line to indicate each new speaker. (1)• There is advice to characters on how to speak or present the action in brackets before the words are spoken. (1)	4 marks
Expression	<ul style="list-style-type: none">• The characters use language that suits their personalities and the setting. (1)	1 mark
Mechanical accuracy	<ul style="list-style-type: none">• The spelling and punctuation are correct. (1)• The grammar is correct. (1)• The writing process has been used. (1)	3 marks
Total		... /10 marks

Term 3 Revision and assessment

Work through the **Revision section** in preparation for the Assessment.

Have the learners complete each paper of the **Assessment section** under the normal test or examination conditions that are followed at your school. They should complete each paper individually within a specified time. Have them submit their answers for assessment afterwards.

Learning Outcomes

By the end of this unit, learners should have developed the following learning outcomes.

Strand 1: Oral language

Sub-strand 3: English sounds

Content standard	Indicators	Core competencies and subject-specific practices
B8.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B8.1.3.1.2: Produce consonant sounds (nasals and affricates) in context <ul style="list-style-type: none"> Distinguish between nasal sounds in context, e.g. /m/, /n/ Distinguish between affricates in context, e.g. /tʃ/ and /dʒ/ 	Communication and collaboration

Strand 2: Reading

Sub-strand 1: Comprehension

Content standard	Indicators	Core competencies and subject-specific practices
B8.2.1.2: Read, comprehend, interpret texts	B8.2.1.2.3: Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> Read a text closely for interpretation Make connections between texts and prior experience Read silently to comprehend text Answer questions appropriately 	Communication and collaboration
	B8.2.1.2.8: Integrate appropriate grade-level vocabulary in different contexts <ul style="list-style-type: none"> Use the vocabulary in meaningful sentences 	Communication and collaboration

Strand 3: Grammar and grammar usage

Sub-strand 1: Grammar

Content standard	Indicators	Core competencies and subject-specific practices
B8.3.1.1: Apply the knowledge of word classes and their functions in communication	B8.3.1.1.4: Use verb forms correctly when talking about future events <ul style="list-style-type: none"> Future time: Use the future form of verbs to talk/write about future events: <ul style="list-style-type: none"> simple future future progressive future perfect future perfect progressive 	Communication and collaboration

Term 3 Revision and assessment

	B8.3.1.5.2: Demonstrate command of the use of reported speech <ul style="list-style-type: none"> • Compose text using reported speech • Report questions in different situations • Use reported speech to talk/write about past events 	Communication and collaboration
B8.3.1.6: Show understanding and use of question tags in communication	B8.3.1.6.1: Demonstrate command of question tags <ul style="list-style-type: none"> • Use question tags in everyday expressions 	Communication and collaboration
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content standard	Indicators	Core competencies and subject-specific practices
B8.4.1.2: Create different paragraphs within a composition on a given topic	B8.4.1.2.1: Record and use different techniques to capture the reader's attention in introductory paragraphs <ul style="list-style-type: none"> • Write paragraphs using different techniques to capture the reader's attention in introductory paragraphs, e.g. using anecdotes, facts, etc. • Write introductory paragraphs showing how the sentences are organised in a logical sequence to create a coherence appropriate for the text type 	Communication and collaboration
B8.4.2.2: Apply writing skills to specific life situations	B8.4.2.2.5: Compose speeches for different purposes and occasions <ul style="list-style-type: none"> • Write a speech by combining narrative, descriptive, explanatory and persuasive skills to make both logical and emotional appeals 	Communication and collaboration
Strand 5: Literature Sub-strand: Narrative, drama and poetry		
Content standard	Indicators	Core competencies and subject-specific practices
B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B8.5.1.1.3: Examine how monologues and dialogues are used to convey characters in narratives and playscripts (drama) <ul style="list-style-type: none"> • Identify monologues and dialogues in texts 	Communication and collaboration
	B8.5.1.1.5: Analyse the sequence of events in film/media, narratives and playscripts (drama) <ul style="list-style-type: none"> • Analyse events in film/media, narratives and playscripts (drama) 	Communication and collaboration

Term 3 Revision and assessment

English Language – Paper 1

Total: 40 marks

PART A ENGLISH SOUNDS

Answers

- | | | |
|-------|------|------|
| 1. B | 2. A | 3. B |
| 4. D | 5. C | 6. B |
| 7. C | 8. A | 9. D |
| 10. C | | |

Total: 10 marks

PART B VOCABULARY

Answers

- | | | |
|-------|------|------|
| 1. C | 2. B | 3. D |
| 4. A | 5. C | 6. B |
| 7. D | 8. B | 9. A |
| 10. C | | |

Total: 10 marks

PART C GRAMMAR

SECTION 1

Answers

- | | | |
|-------|------|------|
| 1. A | 2. C | 3. D |
| 4. B | 5. B | 6. A |
| 7. C | 8. B | 9. A |
| 10. D | | |

Total: 10 marks

SECTION 2

- | | | |
|-------|------|------|
| 1. C | 2. D | 3. B |
| 4. C | 5. B | 6. D |
| 7. B | 8. C | 9. A |
| 10. D | | |

Total: 10 marks

Term 3 Revision and assessment

English Language – Paper 2

Total: 60 marks

PART A WRITING

1. Learners write an introductory paragraph to an essay titled “Living a healthy life”. Assess the paragraph using the rubric below.

Content	<ul style="list-style-type: none">The paragraph is based on the given topic. (1)The paragraph uses an anecdote, quote or facts to get the reader's attention. (2)	3 marks
Organisation	<ul style="list-style-type: none">The paragraph has a topic sentence. (1)There are supporting sentences that follow the topic sentence. (1)	2 marks
Expression	<ul style="list-style-type: none">The paragraph uses logical connectors, pronouns and/or the repetition of words, synonyms and antonyms to create cohesion. (2)	2 marks
Mechanical accuracy	<ul style="list-style-type: none">The spelling and punctuation are correct. (1)The grammar is correct. (1)The writing process has been used. (1)	3 marks
Total		... /10 marks

2. Learners write a speech of 200–300 words on one of the four topics. Assess the speech using the Speech rubric on page xxviii of this Facilitator's Guide.

Total: 10 marks

PART B READING COMPREHENSION

Answers

- It is the first care/help given to a person who is injured or sick before the person can get further medical help if they need it. (2)
- False. Sometimes, if the person only has a small cut or a headache, they would not need to see a doctor. (2)
- Any three of: at home, at school, on the farm, at the office, in the street, at the market or at the shops (3)
- It contains items and medicine that can be used to treat minor illnesses or injuries. Any two examples of items (not medicines): plasters, bandages, gauze, disinfectant, antiseptic ointment, scissors, tweezers (2)
- To stop or limit the bleeding from the wounds (1)
- Learner's own response, for example: Yes, because “aid” means “help” and first aid is the first help or care given to the person who is sick or injured. (2)
- Learner's own response, for example: Yes, because the teacher could help a learner who becomes sick or injured at school. (2)
- Learner's own response, for example: If someone burnt themselves or cut themselves at home, I would know what to do and whether to call an ambulance or not. (2)
- The symbol means that even if people speak different languages, they will know that this is a first aid kit. (2)

Term 3 Revision and assessment

10. The first sentence introduces the topic by saying that first aid is “a matter of life and death”, meaning that it can make the difference between someone living or dying. The final sentence repeats this idea by saying: “You could save a life with basic first aid.” (2)

Total: 20 marks

PART C LITERATURE

Answers

SECTION 1

1. Learner's own response, for example: She tells Stephen that she loves him but she knows that he does not love her. She says she has tried to hide her love from him until now. (3)
2. It is a monologue because it is a long speech by a single character that reveals their secret thoughts and feelings. (3)
3. Eileen is a kind and thoughtful person because she does not want to hurt Stephen. (2)
4. Learner's own response, for example: He is silent because he feels guilty for not loving Eileen. (2)

Total: 10 marks

SECTION 2

Introduction	Ananse is a sly man who has a beautiful daughter, Anansewa. He decides that he will marry her off to an important chief. He identifies four chiefs and shows his daughter off to all four chiefs.
Rising action	Each chief believes himself to be Anansewa's only suitor. The chiefs give Ananse generous gifts to try to impress him and his daughter. Ananse accepts all four offers of marriage for his daughter and the chiefs all choose the same wedding day!
Climax	Ananse's solution to this problem is to tell his daughter to fake her death.
Falling action	He tells the suitors about her “death” to see which of them truly loved her. Only one of the chiefs mourns her death appropriately. Ananse then tells his daughter to come back to life.
Resolution	She marries the chief who really loves her.

Total: 10 marks

ESSENTIAL English Basic 8

Facilitator's Guide

ESSENTIAL English offers you a premium course in English. The material has been developed to meet the full requirements of the Common Core curriculum for JHS, as developed by the National Council for Curriculum and Assessment (NaCCA), carefully addressing all strands, sub-strands, content standards, indicators and core competencies.

ESSENTIAL English encourages learners to be responsible and creative citizens who are self-confident, digitally literate and excellent communicators. Throughout the course, attitudes, values and skills as prescribed by the curriculum, are addressed.

The **ESSENTIAL Basic 8 Learner's Book** offers you attractive pages with:

- accessible and relevant content, supported by meaningful illustrations that bring English to life
- clear explanations of basic concepts
- a variety of activities to develop and consolidate knowledge and skills, including creative problem-solving skills to improve learner engagement
- checklists that can be used for self-assessment of activities
- assessment sections that can be used to evaluate progress and achievement.

Each Learner's Book comes with a FREE digital edition of the book. The code for the digital edition appears on the inside front cover of the book and provides access for one year.



The **ESSENTIAL Basic 8 Facilitator's Guide** enables you to teach the new curriculum with confidence and offers:

- step-by-step teaching guidelines
- answers to activities in the Learner's Book
- assessment rubrics to assess learners' listening, speaking and writing tasks
- memos to assess learners' comprehension and grammar tasks
- activities that can be used for Diagnostic assessment
- suggestions for how to include local materials and ICT in the learning process
- a Curriculum coverage table indicating how the standards and core competencies are covered in the course
- remedial and extension activities to support multi-ability learning.

Learning is Essential!