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Basic 7

Facilitator's Guide



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Basic 7

Facilitator's Guide

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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 curricular. 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 of 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 1 Activity 8 page 13: learners research and prepare a folktale to tell their classmates. • Unit 4 Activity 8 page 48: learners write their own folktale, myth or legend. • Unit 7 Activity 6 page 81: learners brainstorm, plan and write instructions on a process. • Unit 9 Activity 7 page 116: learners write and recite own dirge, lullaby, war poem or praise song. • Unit 19 Activity 6 page 240: learners use precise language to write a vivid description. <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 5 Activity 1 page 51: learners ask open-ended questions to elicit information. • Unit 12 Activity 1 page 143: learners listen to and discuss ideas and share opinions. • Unit 8 Activity 6 page 103: learners write paragraphs to compare and contrast information. • Unit 10 Activity 6 page 126: learners write paragraphs to show problems and solutions. • Unit 20 Activity 7 page 254: learners respond critically to a text and share their ideas. <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 6 Activity 3 page 64: learners use prediction strategies (prior knowledge and visual, typographical and text features) to improve engagement and understanding of a text. • Unit 16 Activity 6 page 205: learners take notes for academic and other purposes. • Unit 20 Activity 4 page 236: learners generate and answer questions about a text.
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 2 Activity 1 page 15: learners use appropriate register when making and responding to requests. • Unit 3 Activity 1 page 27: learners role-play a conversation in which they ask for and give advice. • Unit 7 Activity 1 page 75: learners listen to and give accurate directions. • Unit 13 Activity 6 page 149: learners write an informal letter. • Unit 15 Activity 1 page 185: learners use techniques for effective oral communication.

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 5 Activity 3 page 52: learners work in pairs to predict and ask and answer questions about a text. • Unit 5 Activity 4 page 55: learners work in pairs make a graphic organiser to identify the main elements of a narrative text. • Unit 6 Activity 7 page 71: learners work in groups to brainstorm and list ideas. • Unit 7 Activity 7 page 83: learners work in groups to discuss questions about a poem.
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 3: learners engage with texts and ideas about using technology in the classroom. • Unit 4 Activity 1 page 39: learners state their opinions about the benefits and dangers of using cellphones for learning. • Unit 4 Activity 3 page 40: learners engage with the concept of using a cell phone wisely. <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 5 Activity 9 page 61: learners search the internet to find a dirge. • Unit 8 Activity 5 page 102: learners do an internet search for a video about Ghana's natural resources. • Unit 11 Activity 7 page 140: learners watch a YouTube video about the Aday Kese Festival. <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"> • Units 8, 9 and 10: learners engage with texts about Ghana's natural resources and mining in Ghana. • Units 11 and 12: learners engage with texts about environmental degradation and the preservation of the environment – issues that are relevant both locally and globally. • Units 12 and 13: learners engage with texts about industrialisation in Ghana and energy conservation, thus exploring the need for sustainable development. • Units 17 and 18: learners engage with texts about diseases and their prevention, and about water pollution – issues that are linked and that have local and global relevance. • Unit 20: learners engage with information about corruption at the level of the workplace.

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 5 Activity 1 page 51: learners talk about the need for young people to develop business skills. • Unit 5 Activity 4 page 54: learners read and respond to a text about entrepreneurship at school. • Unit 6 Activity 4 page 66: learners read and respond to a text about business activities at a market. • Unit 13 Activity 6 page 163: learners write a formal/business letter. <p>Personal and social responsibility – including cultural awareness and competence: 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"> • Units 5 Activity 9 page 59, Unit 6 Activity 8 page 72, Unit 7 Activity 7 page 83, and Unit 8 Activity 7 page 104: learners read and respond to different types of African poetry (dirge, lullaby, war poem, praise poem). • Units 10 Activity 7 page 127, Unit 11 Activity 7 page 139, and Unit 12 Activity 7 page 151: learners read and respond to texts that highlight the role of traditional drama in marriage ceremonies, festivals, and puberty rites. • Unit 16 Activity 1 page 197 and Activity 4 page 200: learners listen, read and identify key information in a text about adolescence and puberty. • Unit 19 Activity 1 page 232 and Activity 4 page 235: learners listen, read and respond to texts about child abuse.

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 5 Activity 1 page 50) They are encouraged to use these questioning skills throughout the book. Topics they explore include Using Technology in the Classroom, The Benefits of Cell Phones, Entrepreneurship at School, Tourism, Natural Resources, Environment, Adolescence, Diseases, Child Abuse and Corruption.
- **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 persevering in difficult situations, and learners are encouraged to think about the value of friendship in providing support. In Unit 5 they are encouraged to think about becoming an entrepreneur at school. In Unit 16 they consider the effects of puberty and adolescence and how to persevere in the face of factors such as peer pressure. In Unit 18 they discuss the problem of water pollution and how this problem can be solved. In Unit 20 they focus on the issue of corruption and read about how this issue was dealt with in a workplace.
- **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 4 page 39, Unit 11 page 132, Unit 12 page 143, Unit 13 page 157, Unit 14 page 168, Unit 17 page 209)
- **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 are required to cite evidence to support their ideas, for example on pages 6, 18, 91, 136, 147 and 248. They are also encouraged to use libraries and the internet to find data, for example on pages 13, 24, 37, 61, 73, 84, 106, 130, 140 and 155.
- **Willingness to reflect** – a willingness to critically review their work and to improve on it.
Learners are provided with checklists to reflect on and assess their writing skills throughout the book, for example on pages 10, 23, 35, 47, 55, 67, 79, 82, 104, 117, 139, 151, 164, 174, 193, 194, 201 and 207.

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
- that is oriented towards developing general capabilities and solving the practical problems of everyday life
- that 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>

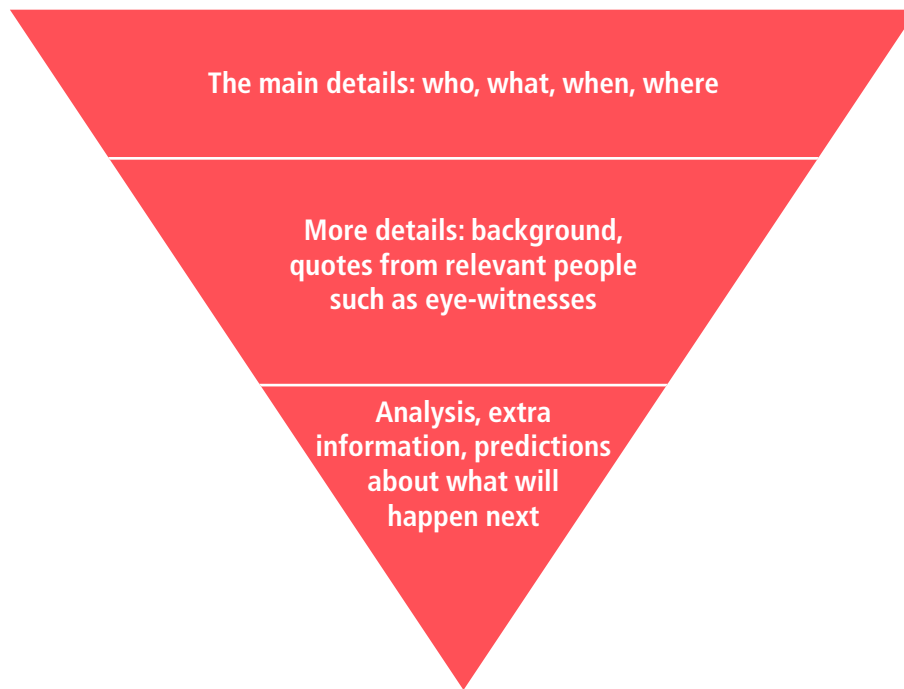
Low cost or no cost materials

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:

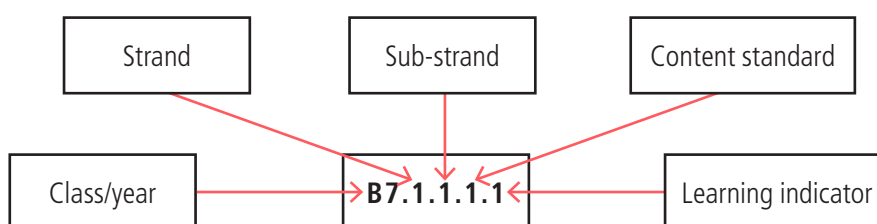
- Wordle: where players have six chances to guess a five-letter word.
- Target: where players have to make as many words as possible using given letters.

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 B7 in this course, please see page xxix.

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.

Oral Language

Conversation/everyday discourse: Activity 1, Exercise 2, 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 dialogue.			
The learner listened carefully to what their classmate 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 4, 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

4. a) Afua moved to Mpaniasa to live with her parents and attend junior high school. (2)
- b) He is a benevolent man and owner of the Kashkas chain of stores. (1)
- c) The old mud houses with old corrugated iron sheets. (2)
- d) The business people were busily arranging their goods. (1)
- e) They were thinking of what their new school would be like. (1)
- f) Unlike the other girls, she was not accompanied by her mother. (2)
- g) Afua's mother was kind-hearted, because she invited Akua to walk with them and she did not press the girl to answer the question about her own mother. (3)
- h) It was to make sure that all learners who had registered were present. (1)
- i) She embarrassed herself by shouting the name of her former primary school instead of responding with 'Present!' during roll-call. (2)
- j) She comforted Afua and she helped Afua to regain her self-confidence. (2)
- k) It means that the friendship lasted a long time. (1)
- l) Learner's own answer (2)

Total marks: 20

Grammar

Identify and use different types of nouns: Activity 5, Exercises 3, 4 and 5, pages 8 and 9

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

Memorandum

3. **Common nouns:** names, primary schools, schools, girl, groups, classrooms, teacher, timetable, change, periods, end, day, headmistress
Proper nouns: Mpaniasa, Akua, Dompouse, Prekum, Kodibenum, Mrs. Fati Seidu, Mrs. Assem

Total: 20 marks

4. advice – uncountable; storeroom – countable; subjects – countable; weather – uncountable; rain – uncountable; teacher – countable; hour – countable; hall – countable; jokes – countable; life – uncountable

Total: 10 marks

5. **Concrete nouns:** water, trees, Takoradi, teacher, Akua
Abstract nouns: friendship, patience, joy, diligence, pain (10 marks)
 Learners sentences are their own. (10 marks)

Total: 20 marks

Identify and use punctuation marks: Activity 6, Exercise 2, page 9

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

Memorandum

2. We left the assembly hall after the rain. As we moved to our classrooms, the other learners were coming out for their second break. I was walking with Akua. Suddenly, we heard a shout from behind us: "Hei, Akua! When did you come to this town?" asked one of the JHS 2 learners. "Oh, I came last week to live with my aunt and attend this school." "Great!" exclaimed the girl, whom I later got to know as Asabea.

Total: 15 marks

Writing

Write sentences using punctuation as a cohesive device: Activity 7, Exercises 4 and 5, page 10

Learners write their sentences. Take in their work and use the memorandum (rubric) below to mark it. Identify which learners struggle to write correctly punctuated sentences.

Rubric: Punctuation in sentences		
Content	<ul style="list-style-type: none"> The sentences are about the given topic. (1) The sentences are based on the information gained. (1) 	2 marks
Organisation	<ul style="list-style-type: none"> The sentences are numbered. (1) Each sentence starts on a new line. (1) 	2 marks
Expression	<ul style="list-style-type: none"> The learner used his/her own words. (1) The learner used punctuation to create cohesion. (1) 	2 marks
Mechanical accuracy	<ul style="list-style-type: none"> The spelling and punctuation are correct. (2) The grammar is correct. (1) The writing process has been used. (1) 	4 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 xxiv to xxviii of this Introduction.
- **Oral Language tasks:** Rubrics to assess the different skills are provided on pages xxiii and 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.

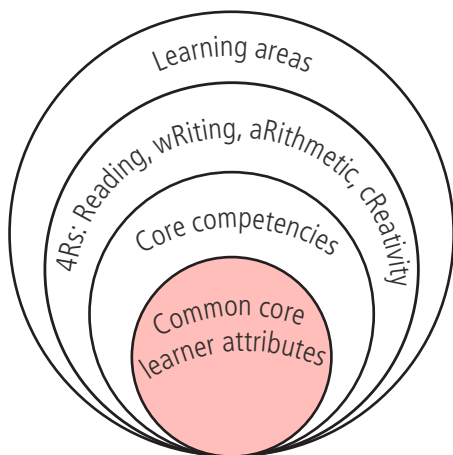
In this course, we have provided **Revision and assessment** sections at the end of each term in the Learner's Book. These can be used for AoL. They cover the skills learnt during the term, including vocabulary, grammar, writing, reading comprehension and literature.

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.

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

Use the following rubrics to assess learners' Oral Language and Writing tasks in B7.

Oral Language

Conversation		
Conversation with diverse partners on grade-level topics.		
Content	<ul style="list-style-type: none"> The content is based on the given topic. (1) 	1
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
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
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
Total marks	/10

Ask and respond		
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
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
Expression	<ul style="list-style-type: none"> All partners use open-ended questions. (2) Appropriate vocabulary is used. (1) 	3
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
Total marks	/10

Listen and discuss		
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
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
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
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
Total marks	/10

Describe		
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
Organisation	<ul style="list-style-type: none"> The description consists of three parts: <ul style="list-style-type: none"> The introduction introduces the topic that is being described. (1) The body uses the information presented in the introduction to develop an interesting description of the subject. (1) The conclusion summarises what has been described. (1) 	3
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 and colours, sounds or smells connected to the subject and its surroundings. (1) There is effective use of adjectives, adverbs, figurative language, idioms and proverbs. (1) 	3
Mechanical accuracy	<ul style="list-style-type: none"> The learner speaks clearly so that the class can hear him/her. (1) Pronunciation and grammar are correct. (1) 	2
Total marks	/10

Give directions		
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
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
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
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
Total marks	/10

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
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. (1) The points have been written as bullet points. (1) 	3
Expression	<ul style="list-style-type: none"> Polite, formal language is used. (1) Appropriate vocabulary is used. (1) 	2
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
Total marks	/10

Notes		
Content	<ul style="list-style-type: none"> The content is based on the given text. (1) The notes include key points. (1) There is at least one trigger to help remember information (for example, colour, sketch or mnemonic). (1) 	3
Organisation	<ul style="list-style-type: none"> There is a heading and subheadings. (1) Key points are listed under the correct headings. (2) 	3
Expression	<ul style="list-style-type: none"> The language is clear and to the point. (1) 	1
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
Total marks	/10

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
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
Expression	<ul style="list-style-type: none"> Persuasive language is used. (1) Appropriate vocabulary is used. (1) 	2
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
Total marks	/15

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. (2) 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/her opinions. (1) 	11
Organisation	<ul style="list-style-type: none"> The sentences in the summary are written in a clear, logical order. (3) 	3
Expression	<ul style="list-style-type: none"> The learner has used his/her own words. (1) Appropriate vocabulary is used. (1) 	2
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 have been used. (1) The writing process has been used. (1) 	4
Total marks	/20

Personal narrative		
Content	<ul style="list-style-type: none"> The narrative 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
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 narrative consists of three or more paragraphs. (1) 	5
Expression	<ul style="list-style-type: none"> The tone and register of the narrative are 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 descriptive language and vocabulary, including adjectives, adverbs, figures of speech, idioms and proverbs. (3) The narrative includes direct speech. (1) The narrative includes different types of sentences. (1) 	10
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 connectors. (1) Each paragraph introduces a new idea, or aspect. (1) The writing process has been used. (1) 	5
Total marks	/30

Newspaper article		
Content	<ul style="list-style-type: none"> The article is about the given topic. (1) It informs the reader about something that happened. (1) The lead paragraph summarises the main facts of the article and states the <i>who</i>, <i>what</i>, <i>when</i> and <i>where</i> of the story. (4) The body gives more details and provides background information. (2) The body includes a quote from someone involved in the incident. (1) The conclusion ends with a short summary of the facts. (1) 	10
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
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 formal register and tone. (2) The language is factual and concise, with minimal use of adjectives and adverbs. (4) The vocabulary is relevant to the topic. (2) 	10
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 connectors. (1) Each paragraph in the body introduces a new idea, or aspect. (1) The writing process has been used. (1) 	5
Total marks	/30

Informal letter		
Content	<ul style="list-style-type: none"> The letter is about the given topic. (1) The letter is written to someone the writer knows well. (1) The introduction states the reason for writing the letter. This could include giving some news, sending good wishes, giving support, thanking someone. (2) 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 offers some friendly thoughts, suggestions or advice, and often a promise of more contact. (2) 	10
Organisation	<ul style="list-style-type: none"> The letter has the writer's address in the top right-hand corner. (1) The date is written below the address. (1) The letter starts with a suitable salutation. (1) The letter ends with a suitable subscription and the writer's name. (1) The letter has been cohesively organised into an introduction, a body and a conclusion. (1) 	5
Expression	<ul style="list-style-type: none"> The letter is written in an informal, friendly tone and register. (2) The language is colloquial, and includes 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
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
Total marks	/30

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) 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 requests some kind of response or follow-up to the letter. (2) 	10
Organisation	<ul style="list-style-type: none"> The letter has the writer's address in the top 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 a suitable salutation and subscription. (1) The letter has a heading that states the subject of the content. (1) 	5
Expression	<ul style="list-style-type: none"> The letter is written in a 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

Formal letter (<i>continued</i>)		
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
Total marks	/30

Dialogue		
Content	<ul style="list-style-type: none"> The dialogue is about the given topic. (1) 	1
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
Expression	<ul style="list-style-type: none"> The dialogue has features of spoken language such as informal expressions or slang, and contractions. (1) The characters' voices are consistent. (1) 	2
Mechanical accuracy	<ul style="list-style-type: none"> The spelling is correct. (1) The punctuation is correct. (1) The writing process has been used. (1) 	3
Total marks	/10

Instructions		
Content	<ul style="list-style-type: none"> The instructions are about the given topic. (1) The instructions are in a logical order and no items are missing from the bulleted list. (1) 	2
Organisation	<ul style="list-style-type: none"> There is a heading and two subheadings. (1) The items needed are presented in a bulleted list. (1) The instructions are written below the list of items needed. (1) 	3
Expression	<ul style="list-style-type: none"> Imperative or command verbs are used. (1) Numbers or connectors are used to indicate the sequence. (1) 	2
Mechanical accuracy	<ul style="list-style-type: none"> The words are spelt correctly. (1) The instructions are all grammatically correct and the punctuation is correct. (1) The writing process has been used. (1) 	3
Total marks	/10

Curriculum coverage

Strand 1: Oral language		
Content standard	Indicators	Unit and activities
Sub-strand 1: Conversation and everyday discourse B7.1.1.1: Demonstrate use of appropriate language orally in specific situations	B7.1.1.1.1. 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
	B7.1.1.1.2. Ask questions that elicit elaboration and respond to other's questions in conversation	Unit 5, Activity 1
	B7.1.1.1.3. Use appropriate language orally to describe experiences about oneself and others	Unit 6, Activity 1 Unit 21, Activity 1
	B7.1.1.1.4. Listen to and give accurate directions to familiar places	Unit 7, Activity 1
	B7.1.1.1.5. Use techniques (voice modulation and eye contact) for effective oral communication	Unit 15, Activity 1 Unit 21, Activity 2
Sub-strand 2: Listening comprehension B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B7.1.2.1.1. Listen to level-appropriate text attentively and identify key information	Unit 8, Activity 1 Unit 9, Activity 1 Unit 10, Activity 1 Unit 16, Activity 1
	B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text	Unit 11, Activity 1 Unit 12, Activity 1 Unit 13, Activity 1 Unit 14, Activity 1 Unit 17, Activity 1 Unit 18, Activity 1 Unit 19, Activity 1 Unit 20, Activity 1
Sub-strand 3: English sounds B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7.1.3.1.1. Produce pure vowel sounds (short vowels) in context	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 7, Activity 2
	B7.1.3.1.2. Produce pure vowel sounds (long vowels) in context	Unit 8, Activity 2 Unit 9, Activity 2 Unit 10, Activity 2 Unit 11, Activity 2 Unit 12, Activity 2
	B7.1.3.1.3. Produce diphthongs in context (centring and closing)	Unit 13, Activity 2 Unit 14, Activity 2 Unit 15, Activity 2 Unit 16, Activity 2 Unit 17, Activity 2 Unit 18, Activity 2 Unit 19, Activity 2 Unit 20, Activity 2

Strand 2: Reading		
Content standard	Indicators	Unit and activities
Sub-strand 1: Comprehension B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B7.2.1.1.1. Read and understand a range of texts using monitoring and mental visualisation strategies to interpret texts	Unit 1, Activity 4 Unit 2, Activity 4 Unit 3, Activity 4 Unit 4, Activity 4
	B7.2.1.1.2. Use prediction to assess and improve understanding of texts	Unit 1, Activity 3 Unit 2, Activity 3 Unit 3, Activity 3 Unit 4, Activity 3 Unit 5, Activity 3 Unit 6, Activity 3 Unit 7, Activity 3 Unit 8, Activity 3 Unit 9, Activity 3 Unit 10, Activity 3 Unit 11, Activity 3 Unit 12, Activity 3 Unit 13, Activity 3 Unit 14, Activity 3 Unit 15, Activity 3 Unit 16, Activity 3 Unit 17, Activity 3 Unit 18, Activity 3 Unit 19, Activity 3 Unit 20, Activity 3 Unit 21, Activity 3
	B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts	Unit 19, Activity 4 Unit 20, Activity 4 Unit 21, Activity 4
	B7.2.1.1.4. Use text structure to understand and read texts independently	Unit 5, Activity 4 Unit 6, Activity 4 Unit 7, Activity 4 Unit 8, Activity 4 Unit 9, Activity 4 Unit 10, Activity 4
B7.2.1.2: Read, comprehend and interpret texts	B7.2.1.2.1. Identify the main text features of non-literary texts	Unit 11, Activity 4 Unit 12, Activity 4 Unit 13, Activity 4 Unit 14, Activity 3 and 4
	B7.2.1.2.2. Interpret non-fiction texts pointing out attitudes, opinions, biases and facts	Unit 15, Activity 4
	B7.2.1.2.3. Interpret a non-literary text showing personal responses and supporting responses with textual evidence	Unit 11, Activity 4 Unit 15, Activity 4

(continued on the next page)

Strand 2: Reading		
Content standard	Indicators	Unit and activities
Sub-strand 2: Summarising B7.2.2.1: Demonstrate an understanding in summarising	B7.2.2.1.1. Use summarising to understand key ideas in a range of texts	Unit 16, Activity 4
B7.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece	B7.2.2.2.1. Determine and analyse central and supporting ideas of texts	Unit 17, Activity 4 Unit 18, Activity 4

Strand 3: Grammar usage

Content standard	Indicators	Unit and activities
Sub-strand 1: Grammar B7.3.1.1: Apply the knowledge of word classes and their functions in communication	B7.3.1.1.1. Demonstrate command and application of nouns in speaking and texts	Unit 1, Activity 5 Unit 2, Activity 5
	B7.3.1.1.2. Use types of pronouns accurately in speaking and texts	Unit 3, Activity 5 and 6 Unit 4, Activity 5 and 6 Unit 5, Activity 5
	B7.3.1.1.3. Explore accurate use of adjectives in texts	Unit 6, Activity 5
	B7.3.1.1.4. Relate forms of verbs to everyday activities (tense & aspects) in context, role play, radio, TV, films and narratives	Unit 8, Activity 5 Unit 9, Activity 5
	B7.3.1.1.5. Use adverbs to modify verbs accurately at the phrase and sentence level	Unit 11, Activity 5 Unit 12, Activity 5
	B7.3.1.1.6. Use conjunctions accurately to link ideas in everyday discourse	Unit 5, Activity 6 Unit 6, Activity 6 Unit 7, Activity 5 Unit 12, Activity 5
	B7.3.1.1.7. Demonstrate command of the use of prepositions in daily discourse (TV, radio, social media, news, home, role play)	Unit 13, Activity 5 Unit 14, Activity 5
	B7.3.1.1.8. Identify and use determiners in speaking and texts	Unit 15, Activity 5 Unit 16, Activity 5
B7.3.1.2: Demonstrate command of structural and functional use of sentences	B7.3.1.2.1. Identify and use subject and predicate in text	Unit 2, Activity 6
B7.3.1.3: Demonstrate command of structural and functional use of sentences	B7.3.1.3.1. Demonstrate command and use of compound sentences	Unit 5, Activity 7
B7.3.1.4: Apply knowledge of clauses in communication	B7.3.1.4.1. Use dependent and independent clauses appropriately in speaking and writing	Unit 7, Activity 5
B7.3.1.5: Demonstrate understanding of the use of conditional tenses in communication	B7.3.1.5.1. Use conditional sentences in communication to indicate a possible condition and its possible result	Unit 10, Activity 5 Unit 17, Activity 5
B7.3.1.6: Demonstrate mastery of use of active and passive voice	B7.3.1.6.1. Use passive sentences for a range of functions	Unit 19, Activity 5
	B7.3.1.6.2. Demonstrate use and command of reported speech	Unit 20, Activity 5
B7.3.1.7: Show understanding and use of question tags in communication	B7.3.1.7.1. Use question tags accurately	Unit 18, Activity 5

(continued on the next page)

Strand 3: Grammar usage		
Content standard	Indicators	Unit and activities
Sub-strand 2: Punctuation and capitalisation B7.3.2.1: Demonstrate use and mastery of capitalisation and punctuation in communication	B7.3.2.1.1. Identify and use punctuation marks (question, exclamation, full stop, comma) in given texts	Unit 1, Activity 6
Sub-strand 3: Vocabulary B7.3.3.1: Demonstrate appropriate use of vocabulary in communication	B7.3.3.1.1. Apply vocabulary appropriately in specific contexts	Unit 3, Activity 1 Unit 4, Activity 1
B7.3.4.1: Demonstrate understanding of use of aesthetic language to enrich communication	B7.3.4.1.1. Explore the use of proverbs to enrich communication	Unit 21, Activity 5

Strand 4: Writing		
Content standard	Indicators	Unit and activities
Sub-strand 1: Production and distribution of writing B7.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B7.4.1.1.1. Use cohesive devices (pronouns, punctuations and conjunctions) to link sentences	Unit 1, Activity 7 Unit 2, Activity 7 Unit 3, Activity 7 Unit 4, Activity 7 Unit 5, Activity 8 Unit 7, Activity 5
B7.4.1.2: Create different paragraphs on a given topic	B7.4.1.2.1. Organise information in a logical manner	Unit 6, Activity 7 Unit 8, Activity 6 Unit 9, Activity 6 Unit 10, Activity 6
Sub-strand 2: Text types and purposes B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/ information and persuasion), audiences and contexts	B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences	Unit 20, Activity 6 Unit 21, Activity 6
	B7.4.2.1.2. Use precise (technical) vocabulary, phrases and sensory language to convey a vivid mental picture of people and experiences	Unit 19, Activity 6
	B7.4.2.1.3. Create advertisements to persuade a given audience to take decisions on products and services	Unit 15, Activity 6
	B7.4.2.1.4. Compose a paragraph to explain a process, social and natural phenomena (how to do or use something, how something works)	Unit 7, Activity 6
B7.4.2.2: Apply writing skills to specific life situations	B7.4.2.2.1. Compose informal letters on varied topics using appropriate format	Unit 12, Activity 6
	B7.4.2.2.2. Compose formal writing (application, invitation, email, media texts) on given topics using appropriate format	Unit 13, Activity 6
	B7.4.2.2.3. Take notes for academic and other purposes	Unit 16, Activity 6
	B7.4.2.2.4. Design notices and posters for different purposes and audiences	Unit 14, Activity 6
Writing the article	B7.4.2.2.5. Write articles on given issues for publication in class and club magazines	Unit 11, Activity 6
	B7.4.2.2.6. Create dialogues between two interlocutors on different themes	Unit 18, Activity 6
Sub-strand 3: Building and presenting knowledge B7.4.3.1: Research to build and present knowledge	B7.4.3.1.1. Identify and record information from non-text sources (figures and tables), organise and present it in writing	Unit 17, Activity 6

Strand 5: Literature		
Content standard	Indicators	Unit and activities
Sub-strand 1: Narrative, Drama and Poetry B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B7.5.1.1.1. Demonstrate understanding of oral literature (narratives, poetry, drama) and how the different genres contribute to meaning	Unit 1, Activity 8 Unit 2, Activity 8 Unit 3, Activity 8 Unit 4, Activity 8 Unit 5, Activity 9 Unit 6, Activity 8 Unit 7, Activity 7 Unit 8, Activity 7 Unit 9, Activity 7 Unit 10, Activity 7 Unit 11, Activity 7 Unit 12, Activity 7
	B7.5.1.1.2. Analyse the elements of written literature (narrative, drama, or poetry)	Unit 15, Activity 7 Unit 16, Activity 7 Unit 17, Activity 7 Unit 18, Activity 7 Unit 19, Activity 7 Unit 20, Activity 7 Unit 21, Activity 7
	B7.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)	Unit 13, Activity 7 Unit 14, Activity 7



Introduction

The theme of Unit 1 relates to the topic of Education, which is one of the topics selected in the syllabus for B7. In this unit, learners will learn to use both formal and informal register appropriately in the school setting, role-play situations in this context, and practise producing the short pure vowel sound /æ/. They will also learn how to predict a text using prior knowledge, read the text using visualisation strategies, discuss and answer questions on the text and then practise reading it aloud. In addition, learners will identify and use different types of nouns in context, learn to use punctuation marks as cohesive devices, and identify and distinguish between different types of oral narratives (with the focus on folktales in this unit).

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
B7.1.1.1: Demonstrate use of appropriate language orally in specific situations	B7.1.1.1.1. Use appropriate register in everyday communication with diverse partners on grade-level topics <ul style="list-style-type: none"> Identify formal situations Use appropriate language to participate in formal interactions Identify informal conversations Use appropriate language to participate in conversations in the following situations: Greetings (Activity 1)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation
Sub-strand 3: English sounds		
Content Standard	Indicators	Core competencies
B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7.1.3.1.1. Produce pure vowel sounds (short vowels) in context <ul style="list-style-type: none"> Identify and produce pure vowels in context Articulate pure vowels clearly in speech (Activity 2)	Communication and Collaboration Critical Thinking and Problem Solving Presentation
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content Standard	Indicators	Core competencies
B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B7.2.1.1.2. Use prediction to assess and improve understanding of texts <ul style="list-style-type: none"> Make predictions about the content of a text using: <ul style="list-style-type: none"> prior knowledge Answer questions to elicit understanding (meaning) (Activity 3)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation

	B7.2.1.1.1. Read and understand a range of texts using monitoring and mental visualisation strategies to interpret texts <ul style="list-style-type: none"> Engage narrative texts and create mental pictures to aid understanding Read fluently to build confidence (Activity 4)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation Digital Literacy
Strand 3: Grammar usage Sub-strand 1: Grammar		
Content Standard	Indicators	Core competencies
B7.3.1.1: Apply the knowledge of word classes and their functions in communication	B7.3.1.1.1. Demonstrate command and application of nouns in speaking and texts <ul style="list-style-type: none"> Identify noun types from passages Construct sentences using noun types (Activity 5)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital Literacy Presentation
Sub-strand 2: Punctuation and Capitalisation		
Content Standard	Indicators	Core competencies
B7.3.2.1: Demonstrate use and mastery of capitalisation and punctuation in communication	B7.3.2.1.1. Identify and use punctuation marks in given texts <ul style="list-style-type: none"> Identify and use punctuation marks (question, exclamation, full-stop, comma) in given texts Correct punctuation errors in paragraphs (Activity 6)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content Standard	Indicators	Core competencies
B7.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B7.4.1.1.1. Use cohesive devices to link sentences <ul style="list-style-type: none"> Use appropriate punctuation (Activity 7)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital Literacy Presentation
Strand 5: Literature Sub-strand 1: Narrative, Drama and Poetry		
Content Standard	Indicators	Core competencies
B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning <ul style="list-style-type: none"> Narrative <ul style="list-style-type: none"> Identify and distinguish between the types of oral narratives: folktales, myths and legends (Activity 8)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation Digital Literacy

Resources

- Learner's Book pages 1–12
- Oral narratives sources for learners' research, for example: library, the Internet or family and community members (Activity 8)

Teaching methodology

Oral Language (Learner's Book page 1)

ACTIVITY 1

Use appropriate register in everyday communication

(CLASS/PAIR)

1. Work as a class. Introduce the lesson by talking about how we greet different groups of people: friends, strangers, adults, children, family. Have learners role-play a couple of situations. Talk about the words and the tone of each. Then go through the information and examples about formal and informal register. Give or elicit other examples. Read the examples in the speech bubbles.
2. Divide the class into pairs. Ask them to identify if the given situations are formal or informal, following the example. Then ask pairs to share their answers with the class. Help learners to understand the use of appropriate register in these different situations, according to who the speakers are, how well they know each other and their social relationships.
3. Ask a volunteer to help you to role-play the first situation as an example. Then have learners do the exercise in pairs. Circulate, observe and help where necessary. Let learners perform their role plays for another pair of learners. Encourage them to give each other constructive feedback on the tone and words used. Help them to see the value of reflecting on what they do.

Answers

- | | | | |
|----------------|-----------|-----------|-------------|
| 2. a) informal | b) formal | c) formal | d) informal |
| e) informal | f) formal | g) formal | h) formal |

Assessment

- **Self/peer assessment:** Use the memorandum provided in the Answers section above to check the answers for exercise 3 with the class. Read them aloud and/or write them on the board.
- **Teacher assessment:** During the role plays, use the 'Conversation' rubric on page xxiii of this Facilitator's Guide to assess the following indicator:

B7.1.1.1. Use appropriate register in everyday communication with diverse partners on grade-level topics

(Note that you will 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. There will be an opportunity to assess this specific indicator in Unit 2 as well.)

ACTIVITY 2

Produce short pure vowel sounds (CLASS/PAIR/INDIVIDUAL)

1. Go through the information on English vowel sounds. Demonstrate how to check if a sound is voiced or unvoiced. Then demonstrate how to pronounce the short pure vowel sound /æ/ correctly, using the notes and picture to help you. Have the learners practise repeating the sound correctly.

2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. Repeat the procedure for exercise 2 here with these sentences. Then have the learners copy the sentences into their exercise books and underline the words with the short pure vowel sound /æ/, following the example. Go through the answers with the whole class.
4. Play a game. Say a word with the /æ/ sound, such as 'hat' and point to a learner to say another word with the /æ/ sound. Move swiftly round the class, as each learner quickly finds a word. If a learner struggles, point to something visible as a clue, such as 'hand' or 'stand'. Have fun!

Answers

3. a) Nancy thanked the man for the apples and the jam.
- b) The rabbit ran back into its hole.
- c) The school band practised according to plan.
- d) The rat did not eat the yam in the trap.
- e) The angry man threw sand at the black bag.
- f) The sad family wore rags.

Assessment

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

Extension activity

Ask the learners to make up more sentences using words with the short pure vowel sound /æ/. They can read aloud their sentences to a partner.

Reading (Learner's Book page 3)

ACTIVITY 3

Predict a text using prior knowledge

(CLASS/PAIR)

1. Introduce the lesson by talking about what we do before we start reading a text, such as a newspaper or magazine article. Encourage learners to think about what makes them want to read it, such as the headline, a photograph, and the subject matter.
2. Read the information in the box and explain that learners will find out more about each example of prediction later – for now they are going to focus on prior knowledge. Help the learners to understand the concept of prior knowledge by giving or eliciting further examples.
3. Divide the class into pairs to predict the text, using their prior knowledge. Have them focus on the given questions to guide their thinking. While they are doing this, circulate around the classroom, observe and help where necessary. Afterwards, ask a few pairs to share their predictions with the whole class.
4. Read aloud the text, while the learners follow in their books. Encourage the learners to think about whether their predictions were correct or not. Afterwards, ask a few individuals to share their responses with the whole class.

Answers

3. a) From the title of the text, you can predict that the topic of the story is about a schoolgirl's first day in junior high school. Based on his/her own first day in junior high school, the learner should have some understanding and experience of this topic.
- b) Learner's own answer. Accept any reasonable responses about what a story is.
- c) Learner's own answer. Accept any reasonable responses about whom and what the story is about.

Assessment

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

B7.2.1.1.2. Use prediction to assess and improve understanding of 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 following units.)

ACTIVITY 4

Read and understand a text (CLASS/INDIVIDUAL/GROUP/PAIR)

1. Discuss how to read and understand a text with the class. Use the information in the Learner's Book to guide you. Focus on visualisation. Give or elicit one or two more examples of how to use this strategy to help with understanding a text.
2. Read aloud the text again (or ask for volunteers), while the learners follow in their books. Pause at the end of every paragraph to ask the learners to visualise what they are reading, following the example. Ask individuals to share their responses with the whole class.
3. Ask the learners to read the text silently to themselves. Encourage them to visualise what they are reading, as they go along. (Note: The meanings of the words in bold are listed in the Glossary at the back of the Learner's Book.)
4. Divide the learners into groups to discuss the questions. You may wish to have a class discussion on the questions afterwards too. Then have learners work independently to write the answers in their exercise books. Collect their work for assessment purposes.
5. Demonstrate how to read aloud with fluency, expression, correct pronunciation, pace and volume, using the note in the Learner's Book to guide you. Then have learners practise reading aloud the text in pairs. Circulate, observe and help where necessary. Encourage learners to give each other constructive feedback.
6. Encourage learners to record themselves reading aloud at home. It can help them gain confidence in their reading abilities and improve their pronunciation.

Answers

4. a) Afua moved to Mpaniasa to live with her parents and attend junior high school. (2)
- b) He is a benevolent man and owner of the Kashkas chain of stores. (1)
- c) The old mud houses with old corrugated iron sheets. (2)
- d) The business people/shop owners were busily arranging their goods. (1)
- e) They were thinking of what their new school would be like. (1)
- f) Unlike the other girls, she was not accompanied by her mother. (2)
- g) Her mother was kind-hearted, because she invited Akua to walk with them and she did not press the girl to answer the question about her own mother. (3)
- h) It was to make sure that all learners who had registered were present. (1)
- i) She embarrassed herself by shouting the name of her former primary school instead of responding with 'Present!' during roll-call. (2)

- j) She comforted Afua and she helped Afua to regain her self-confidence. (2)
- k) It means that the friendship lasted a long time. (1)
- l) Learner's own answer (2)

Total marks: 20

Assessment

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

B7.2.1.1.1. Read and understand a range of texts using monitoring and mental visualisation strategies to interpret texts

(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 following units.)

Grammar (Learner's Book page 7)

ACTIVITY 5

Identify and use different types of nouns

(CLASS/PAIR/INDIVIDUAL)

1. Ask volunteers to answer the questions. In a), they have to define a noun (it is a naming word – accept any valid examples). In b), encourage learners to identify the different types of nouns they know already.
2. Discuss the different types of nouns with the class. Use the information and examples in the Learner's Book to guide you. Give or elicit other examples. Write these on the board.
3. Ask for a volunteer to read the text in the box aloud to the class. Divide the class into pairs. Ask them to identify the common and proper nouns in the given paragraph. Then have them copy and complete the table in their exercise books with the answers, following the example. They can check their answers with another pair.
4. Still working in pairs, ask the learners to identify whether each underlined noun in the given paragraph is countable or uncountable. Have them write the answers in their exercise books, following the example. Again, they can check their answers with another pair.
5. Working individually, ask the learners to sort and list the words into concrete nouns and abstract nouns. Next, encourage them to write a meaningful sentence with each noun. Have them submit their work for assessment afterwards.

Answers

3.

Common nouns		Proper nouns
names	timetable	Mpaniasa
primary schools	change	Akua
schools	periods	Dompoase
girl	end	Prekum
groups	day	Kodibenum
classrooms	headmistress	Mrs. Fati Seidu
teacher		Mrs. Assem

4. session – **countable**
weather – **uncountable**

advice – **uncountable**
rain – **uncountable**

hour – **countable**
teacher – **countable**
jokes – **countable**
life – **uncountable**

storeroom – **countable**
hall – **countable**
subjects – **countable**

5. Concrete nouns: water, trees, Takoradi, teacher, Akua
Abstract nouns: friendship, patience, joy, diligence, pain
Learners write their own sentences with the above words.

Assessment

- **Self/peer assessment:** Use the memorandum provided in the Answers section to check the answers for exercises 3 and 4 and the lists for exercise 5 with the class. Read them aloud and/or write them on the board.
- **Teacher assessment:** Assess each learner's sentences for exercise 5. Award one mark for each correct sentence, giving a total mark out of 10.

Remedial activity

For those learners who need remediation, ask them to find 10 common nouns and 5 proper nouns in the first paragraph of the reading text on page 4. Check the answers together.

Answers

- **Common nouns** (any **10** of the following): grandmother, days, home, morning, mother, school, gentleman, shops, kilometre, walk, town, parts, settlement, forefathers, place, houses, sheets, colour, businesses, sun, people, wares
- **Proper nouns** (any **5** of the following): Kodibenum, Mpaniasa, Madam Gladys Asare, Kashkas Girls' Junior High School, Kashkas, Mprasa

ACTIVITY 6

Identify and use punctuation marks (CLASS/INDIVIDUAL)

1. Ask volunteers to identify the reasons for using punctuation (answer: A, C, D, F). Discuss different kinds of punctuation marks with the class. Use the information and examples in the Learner's Book to guide you. Give or elicit more examples. Write these on the board. Emphasise the importance of using the correct punctuation to make one's writing clear and presentable.
2. Working individually, ask the learners to rewrite the given paragraph with the correct punctuation. Have them check their answers with a partner.

Answers

2. We left the assembly hall after the rain. As we moved to our classrooms, the other learners were coming out for their second break. I was walking with Akua. Suddenly, we heard a shout from behind us: "Hei, Akua! When did you come to this town?" asked one of the JHS 2 learners. "Oh, I came last week to live with my aunt and attend this school." "Great!" exclaimed the girl, whom I later got to know as Asabea.

Assessment

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

Extension activity

For those learners needing extension, ask them to rewrite the following paragraph with the correct punctuation (write it on the board):

we had our first english lesson after second break the teacher introduced herself as mrs. assem she asked, "What do you remember learning in primary school" one of the girls replied, "We learnt spelling grammar and punctuation" another girl raised her hand and said, "We read books and wrote poems stories and dialogues" our teacher replied, "That is wonderful Thank you."

Answers

We had our first English lesson after second break. The teacher introduced herself as Mrs. Assem. She asked, "What do you remember learning in primary school?" One of the girls replied, "We learnt spelling, grammar and punctuation." Another girl raised her hand and said, "We read books and wrote poems, stories and dialogues." Our teacher replied, "That is wonderful! Thank you."

Writing (Learner's Book page 10)

ACTIVITY 7

Use punctuation as a cohesive device

(CLASS/INDIVIDUAL/PAIR)

1. Discuss cohesive devices with the class. Use the information and examples in the Learner's Book to guide you. Give or elicit other examples. Explain that learners will focus on punctuation as a cohesive device in their writing. Punctuation helps us to communicate clearly in writing and to present our work well.
2. Working individually, ask the learners to write five questions that they could ask a partner to find out more about him/her. Remind them to use the correct punctuation.
3. Now divide the class into pairs. Ask them to give each other their questions to answer. They must write the answers in their partner's exercise book, using the correct punctuation.
4. Working individually again, ask the learners to read their partner's answers. Then have them write 10 sentences about their partner based on the information. Remind them to use the correct punctuation.
5. Ask the learners to revise and edit their sentences, using the given checklist. Then have them make a final, neat copy of their work and hand it in for assessment.

Answers

2. Learner's own questions
3. Learner's own answers
4. Learner's own sentences

Assessment

Teacher assessment: Use the rubric on the next page to assess each learner's sentences:

Rubric: Sentences with cohesive devices		
Content	<ul style="list-style-type: none"> The sentences are based on the given topic. (1) The sentences are based on the information found out. (1) 	2
Organisation	<ul style="list-style-type: none"> The sentences are numbered. (1) Each sentence is written on a new line. (1) 	2
Expression	<ul style="list-style-type: none"> The sentences are written in the learner's own words. (1) The sentences have cohesive devices that join sentences together. (1) 	2
Mechanical accuracy	<ul style="list-style-type: none"> The spelling is correct. (1) The punctuation is correct. (1) The grammar is correct. (1) The learner revised and edited a rough copy before submitting a final, neat copy. (1) 	4
Total marks	/10

Remedial activity

For those learners needing remediation, write the questions on the board that they could use to ask their partner.

For example:

- What is your name?
- Where do you live?
- What primary school did you attend?
- How many brothers and sisters do you have?
- What subjects do you enjoy at school?
- What subjects do you not enjoy?

Literature (Learner's Book page 11)

ACTIVITY 8

Identify and distinguish between types of oral narratives

(CLASS/GROUP/INDIVIDUAL)

1. Introduce the concept of oral narratives by asking about stories that learners have heard from their families. Explain that these are oral narratives and there are different types. Use the information and examples in the Learner's Book to discuss the types of oral narratives. Elicit or give other examples. Pay particular attention to folktales, which form the focus of this unit.
2. Divide the class into small groups. Ask them to read the folktale and the notes (annotations) around it. (They may do this by taking turns to read aloud different paragraphs.) You may wish to read aloud the folktale and go through the annotations with the whole class too.
3. Still working in their groups, ask the learners to discuss the questions. While they are doing this, circulate around the classroom, observe the groups, and help where necessary. Then ask the learners to write the answers in their exercise books for assessment purposes.
4. Discuss why people tell folktales. Three reasons are: to entertain, teach lessons, pass on values. Accept any other valid reason given. Encourage learners to explain how folktales can entertain, teach lessons, and pass on values.
5. Working individually, ask the learners to prepare a different traditional folktale that they can tell their classmates at the next literature lesson. (This can be done for homework. The learners may ask someone at home to help them or do research in the library or on the Internet.)

Answers

3. a) The setting of this story is typical of a folktale as it is introduced by a formulaic expression that refers to a non-specific time in the past ("Once upon a time") and an imaginary place ("in the animal kingdom of Besrame"). (2)
- b) Tortoise was deceitful as he played tricks on his friends. He was also lazy as he did not want to find food for himself. He was greedy too, as he ate and drank everything without sharing it with his friends. (3)
- c) The animals in the story have imaginary, human-like qualities. For example: It is impossible for a tortoise to fly – even with feathers. Real birds do not have parties in the sky either. Finally, a tortoise would not survive a high fall from the sky and that is not really why it has a rough, bumpy shell. (Any **two** examples.) (2)
- d) The moral of the story is not to be greedy / not to deceive your friends / not to be lazy. (1)
- e) Learner's own answer. For example, *The Goose with the Golden Eggs* (Aesop's Fable). (2)

Total marks: 10

Assessment

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

B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning

Unit 2

Being polite

Introduction

Similar to Unit 1, the theme of Unit 2 also relates to the topic of Education, which is one of the topics selected in the syllabus for B7. In this unit, learners will continue to learn to use both formal and informal register appropriately in the school setting, role-play situations in this context using appropriate register, and practise producing the short pure vowel sound /e/ in context too. Also, they will learn how to predict a text using typographical and visual features, read the text using self-monitoring strategies, discuss and answer questions on the text, and then practise reading it aloud to build confidence. In addition, learners will categorise and use plural noun forms in context, identify subject and predicate in text, and continue to learn how to use punctuation correctly as a cohesive device in text. Lastly, they will continue identifying and distinguishing between different types of oral narratives (with the focus on myths in this unit).

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
B7.1.1.1: Demonstrate use of appropriate language orally in specific situations	B7.1.1.1.1. Use appropriate register in everyday communication with diverse partners on grade-level topics <ul style="list-style-type: none"> Identify formal situations Use appropriate language to participate in formal interactions Identify informal conversations Use appropriate language to participate in conversations in the following situations: Requests (Activity 1)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation
Sub-strand 3: English sounds		
Content Standard	Indicators	Core competencies
B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7.1.3.1.1. Produce pure vowel sounds (short vowels) in context <ul style="list-style-type: none"> Identify and produce pure vowels in context Articulate pure vowels clearly in speech (Activity 2)	Communication and Collaboration Critical Thinking and Problem Solving Presentation Digital Literacy
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content Standard	Indicators	Core competencies
B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B7.2.1.1.2. Use prediction to assess and improve understanding of texts <ul style="list-style-type: none"> Make predictions about the content of a text using: <ul style="list-style-type: none"> prior knowledge typographical and visual features Answer questions to elicit understanding (meaning) (Activity 3)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation

	B7.2.1.1.1. Read and understand a range of texts using monitoring and mental visualisation strategies to interpret texts <ul style="list-style-type: none"> Engage narrative texts and create mental pictures to aid understanding Read fluently to build confidence Monitor for understanding and self-correct when necessary (Activity 4)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation
Strand 3: Grammar usage Sub-strand 1: Grammar		
Content Standard	Indicators	Core competencies
B7.3.1.1: Apply the knowledge of word classes and their functions in communication	B7.3.1.1.1. Demonstrate command and application of nouns in speaking and texts <ul style="list-style-type: none"> Categorise plural noun forms (emphasis on irregular nouns) in passages Use plural noun forms in paragraphs (Activity 5)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital Literacy Presentation
B7.3.1.2: Demonstrate command of structural and functional use of sentences	B7.3.1.2.1. Identify and use subject and predicate in text <ul style="list-style-type: none"> Distinguish elements of a sentence Use the knowledge of the composition of subject Know the composition of predicate of a sentence (Activity 6)	Communication and Collaboration Creativity and Innovation Critical Thinking and Problem Solving Presentation
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content Standard	Indicators	Core competencies
B7.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B7.4.1.1.1. Use cohesive devices to link sentences <ul style="list-style-type: none"> Use appropriate punctuation (Activity 7)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital Literacy Presentation
Strand 5: Literature Sub-strand 1: Narrative, Drama and Poetry		
Content Standard	Indicators	Core competencies
B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning <ul style="list-style-type: none"> Narrative <ul style="list-style-type: none"> Identify and distinguish between the types of oral narratives: folktales, myths and legends (Activity 8)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Presentation Digital Literacy

Resources

- Learner's Book pages 14–25
- Oral narratives sources for learners' research, for example: library, the Internet or family and community members (Activity 8)

Review

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

- formal and informal register
- the vowel sound /æ/
- the prediction strategy of prior knowledge
- the reading strategy of visualisation
- concrete and abstract nouns
- folktales as a form of oral narrative.

Teaching methodology

Oral Language (Learner's Book page 14)

ACTIVITY 1

Use appropriate register in everyday communication

(CLASS/PAIR)

1. Introduce the lesson by talking about the difference between formal and informal situations. How do we behave and speak in these different situations?
2. Discuss how to make and respond to formal and informal requests. Use the information and examples in the Learner's Book to help you. Give or elicit other examples. Remind the learners that the relationship between the speakers usually determines whether a formal or an informal register is used.
3. Divide the class into pairs. Ask them to look at the pictures and to identify if each situation is formal or informal. Check the answers with the whole class. Emphasise that being polite is a sign of good manners, regardless of whether the situation is formal or informal.
4. Still working in pairs, ask the learners to role-play the given situations, using the appropriate register. While they are doing this, move around the classroom, observing and helping where necessary. Choose a few pairs to do a role play in front of the class.

Answers

3. Left picture: formal; right picture: informal

Assessment

- **Self/peer assessment:** Use the memorandum provided in the Answers section to check the answers for exercise 3 with the class.
- **Teacher assessment:** During the role plays, use the 'Conversation' rubric on page xxiii of this Facilitator's Guide to assess the following indicator:

B7.1.1.1. Use appropriate register in everyday communication with diverse partners on grade-level topics

(Note that you will not have time to assess each learner in your class during one lesson – focus on the individuals that you did not have time to assess during Unit 1.)

ACTIVITY 2

Produce short pure vowel sounds (CLASS/PAIR/INDIVIDUAL)

1. Demonstrate how to pronounce the short pure vowel sound /e/ correctly, using the notes and the picture in the Learner's Book to help you. Have the learners practise repeating the sound correctly.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. Ask the learners, in pairs, to quietly read the words aloud so that they can identify the correct options.

4. Repeat the procedure for exercise 2 here with these sentences. Then have the learners copy the sentences into their exercise books and underline the words with the short pure vowel sound /e/, following the example. Go through the answers with the whole class.
5. Encourage learners to go online and find more words with the /e/ sound.

Answers

3. a) A b) B c) C
4. a) The men are well fed.
b) She rested her head on a pillow on the bed.
c) The nest was empty as the hen had laid no eggs.
d) Please lend me the book when you get to the end.
e) He said that he would get a red sweater.
f) He makes belts made of leather.
g) My friend gave me fried eggs and bread for breakfast.
h) We need to collect some feathers for our Art project.

Assessment

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

Extension activity

Ask the learners to make up more sentences using words with the short pure vowel sound /e/. They can read aloud their sentences to a partner.

Reading (Learner's Book page 16)

ACTIVITY 3

Predict a text using typographical and visual features

(CLASS/PAIR)

1. Work as a class. Revise predicting a text using prior knowledge. Tell learners they will now practise using another strategy to predict a text: using typographical and visual features. Use the information and examples in the Learner's Book to guide you. Have learners page through their books to find examples of typographical and visual features.
2. Divide the class into pairs to predict the text, using the typographical and visual features. Have them focus on the given questions to guide their thinking. Afterwards, ask a few pairs to share their predictions with the whole class.
3. Read aloud the text, while the learners follow in their books. Encourage the learners to think about whether their predictions were correct or not. Afterwards, ask a few individuals to share their responses with the whole class.

Answers

2.
 - a) The title tells us that the story is about someone who learns to ask for help.
 - b) The picture tells us that the story is about a schoolboy who asks his teacher for help with something.
 - c) The words in bold tell us more details about the story. For example, that the schoolboy is afraid to do something ("timid", "plucked up my courage", "desperate", "feebly"). The teacher

seems firm ("advised"), sometimes frightening ("boomed"), yet encouraging in the end ("showering praises").

- d) The words in italics tell us that the boy is speaking quietly, without confidence.
- e) The words in capitals tell us that the teacher is speaking very loudly.

Assessment

Teacher assessment: Use the memorandum for exercise 2 provided in the Answers section to assess the following indicator:

B7.2.1.1.2. Use prediction to assess and improve understanding of texts

ACTIVITY 4

Read and understand a text (CLASS/INDIVIDUAL/GROUP/PAIR)

1. Work as a class. Remind learners that just as there are different strategies to predict a text, there are also different strategies to read a text. They have used one strategy, visualisation. Now they will use a new strategy, self-monitoring. Discuss how to read and understand a text using self-monitoring. Use the information in the Learner's Book to guide you. Give or elicit one or two more examples of how to use this strategy to help with understanding a text.
2. Read aloud the text again or ask for a learner to volunteer to read it aloud, while learners follow in their books. Pause at the end of every paragraph to ask the learners to visualise what they are reading and to monitor their understanding, following the examples. Ask individuals to share their responses with the whole class.
3. Ask the learners to read the text silently to themselves. Encourage them to use the examples and to visualise what they are reading and to monitor their understanding, as they go along.
4. Divide the learners into groups to discuss the questions. You may wish to have a class discussion on the questions afterwards too. Then have learners work independently to write the answers in their exercise books. Collect their work for assessment purposes.
5. Ask the learners to practise reading aloud the text in pairs. Circulate, observe and help where necessary.

Answers

4. a) He found it difficult to ask for help. (1)
- b) understand (1)
- c) He made two failed attempts. (1)
- d) He grew desperate and worried that he might fail the examination. (2)
- e) He was nervous/afraid/frightened. (1)
- f) It means he relaxed/felt less nervous. (1)
- g) He understood all the topics. (1)
- h) No, they did not as they received their results after the vacation, "the following term". (2)
- i) He felt frightened and he responded weakly. (2)
- j) Possible answer: No, it was not because he had revised and understood all the topics and he felt certain that he would score good marks. **Or** Yes, it was, because he had had difficulty with one of the topics and so I did not expect him to score that well. (3)
- k) It helps one to take control of a problem in one's life. (2)
- l) Learner's own answer (2)
- m) Any or all three of the following would be correct: common noun / countable noun / concrete noun (1)

Total marks: 20

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the following indicator (based on the answers for exercise 4). Award a total mark out of 20.

B7.2.1.1.1. Read and understand a range of texts using monitoring and mental visualisation strategies to interpret texts

Grammar (Learner's Book page 19)

ACTIVITY 5

Categorise and use plural noun forms

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Ask learners how much they remember about nouns, which they have learnt about before. Have them explain what singular and plural nouns are.
2. Help them to find examples of singular and plural nouns in your classroom.
3. Read the information and examples in the Learner's Book with the class and add other examples of singular and plural nouns on the board, focusing on irregular nouns.
4. Divide the class into pairs. Ask them to identify the nouns in singular form and the nouns in plural form in the given passage. Then have them copy and complete the table in their exercise books with the answers, following the example. They can check their answers with another pair.
5. Still working in pairs, ask the learners to identify whether each noun they identified is regular or irregular. They can write the answers in the table for exercise 4, following the example (house – *regular*), or draw a new table with two columns, 'Regular nouns' and 'Irregular nouns'. Again, they can check their answers with another pair.
6. Working individually, ask the learners to copy and complete the paragraph using the given nouns. They can check their own work, as you check the answers together afterwards.

Answers

4.	Singular nouns	Plural nouns
	house child candy* gentleman village girl direction pen way	gentlemen children shoes feet candy* men sweets teeth youngsters sheep animals women fields visitors girls

*candy may be singular or plural

5.	Regular nouns	Irregular nouns
	house shoes candy sweets youngsters village girl direction animals pen fields visitors way	gentlemen children feet men teeth sheep women

6. The **a) learners** of Mrs. Kyei's class went in two small **b) buses** on a field trip to the Kumasi Museum. All the boys and **c) girls** were very excited because many of them had never been to the museum before. The drive from Agona to the Kumasi Museum took a long time, and they passed many **d) places** along the way. The children also had fun pointing out different **e) vehicles** on the road. Mrs. Kyei led the **f) children** in her bus in singing. When they got to the museum, they were greeted by two **g) men**, who led them through the various sections. The children asked them many **h) questions**. The trip was very informative and everyone had a great time.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers for exercises 4, 5 and 6 with the class. Read them aloud and/or write them on the board.

Remedial activity

For those learners needing remediation, write the following sentences on the board and ask the learners to choose the correct plural noun forms to complete them. Check the answers together afterwards.

1. My grandparents have many (**grandchild/grandchildren**).
2. We passed several (**woman/women**) selling their wares.
3. Our grandfather has goats and (**sheep/sheeps**) on his farm.
4. The saleslady asked, "What size are your (**foot/feet**)?"
5. There are four (**oxen/oxes**) pulling the plough.
6. "Have you brushed your (**tooths/teeth**)?" asked my mother.
7. "Good evening, ladies and (**gentleman/gentlemen**)," said the speaker.
8. A flock of wild (**gooses/geese**) flew overhead.

Answers

1. My grandparents have many **grandchildren**.
2. We passed several **women** selling their wares.
3. Our grandfather has goats and **sheep** on his farm.
4. The saleslady asked, "What size are your **feet**?"
5. There are four **oxen** pulling the plough.
6. "Have you brushed your **teeth**?" asked my mother.
7. "Good evening, ladies and **gentlemen**," said the speaker.
8. A flock of wild **geese** flew overhead.

ACTIVITY 6

Identify and use the subject and predicate in sentences

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Discuss the subject and predicate in sentences. Use the information and examples in the Learner's Book to guide you. Give or elicit more examples. Write these on the board. Ask individual learners to come up and circle the subject and underline the predicate in each sentence.
2. Divide the class into pairs. Ask them to identify whether the underlined part in each sentence is the subject or the predicate. Check the answers with the whole class afterwards.
3. Working individually, ask the learners to copy the sentences into their exercise books. Have them circle the subject and underline the predicate, following the example. Check the answers together afterwards too.

4. Still working individually, ask the learners to match each subject with a suitable predicate, following the example. Have them write the sentences in their exercise books. Once again, check the answers together afterwards.

Answers

2. a) subject b) predicate c) predicate d) predicate
e) subject f) subject g) predicate h) predicate
3. a) Adwoa and her friends asked to meet with the teacher after school.
b) Respect in the classroom is very necessary in the life of every learner.
c) Part of being polite is to be kind and courteous.
d) A learner who lacks respect may indulge in bad habits.
e) Most of my friends in school use good manners when talking or eating.
f) Our class teacher advised us to include "please" when asking for something.
g) I have learnt to congratulate my friends on their achievements.
h) Good manners can make a huge difference.
4. a) The class thanked the teacher at the end of the lesson.
b) Our class prefect and I clapped our hands after the lesson.
c) School children should be polite to their teachers.
d) The teacher's arrival quickly transformed the atmosphere in the classroom.
e) Even common greetings need to be observed.
f) Different rules of behaviour are important in a learning environment.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers for exercises 2, 3 and 4 with the class. Read them aloud and/or write them on the board.

Extension activity

For those learners requiring extension, write the following gap-fill sentences on the board and ask the learners to copy and complete each one with a suitable subject or predicate:

- _____ asked for directions to the school office.
- The Director of Education _____.
- All the new learners _____.
- _____ thanked his partner for helping him.
- _____ requested that both parents sign the registration form.
- Our class prefect _____.
- Both my Science teacher and my Mathematics teacher _____.
- _____ assisted the new learners with finding the way to their classrooms.

Answers

Learner's own sentences. (Check that the correct subject-verb agreement is used.)

Writing (Learner's Book page 22)

ACTIVITY 7

Use appropriate punctuation

(CLASS/INDIVIDUAL)

- 1–2. Work as a class. Discuss the use of quotation marks to show direct speech in text. Use the information and examples in the Learner's Book to guide you. Give or elicit other examples. Write these on the board. Ask individuals to come up and fill in the correct quotation marks and commas.
3. Working individually, ask the learners to rewrite the given passage into their exercise books, using quotation marks and commas correctly. Have them check their work with a partner. (You may wish them to hand it in for assessment with exercise 5 too.)
4. Still working individually, ask the learners to make up five requests, which people say, with suitable responses (formal and informal). They should write these first as a rough draft in their exercise books, using the correct punctuation.
5. Have the learners revise and edit their sentences, using the given checklist to help them. They must then make a final, neat copy of their work and hand it in for assessment.

Answers

3. Kwabena greeted his friend, "Hello. How are you?"
Abena replied, "I am fine, thank you. But why do you look so worried, Kwabena?"
Kwabena explained, "I am worried about the final examination. How are your preparations going for it?"
"My studies are going well, although I am also a bit worried," responded Abena.
Kwabena said, "Please tell me how you are preparing for the different subjects."
Abena replied, "I am weak in English, you know. That is why I am paying special attention to this subject, even though I am also doing a detailed revision of other subjects."
"Are you reading other books as well?" asked Kwabena.
"Yes, I use the BrightSpark books," said Abena. "They are very helpful."
"I see," said Kwabena. "I must get copies, too. What do you think?"
Abena replied, "Yeah, I think you will also find them very helpful not only for English, but also for other subjects."
Kwabena said, "Thank you for your helpful idea."
"You are most welcome," replied Abena.
5. Learner's own sentences

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to check the answers for exercise 3. Use the rubric that follows to assess each learner's sentences for exercise 5.

Rubric: Sentences		
Content	<ul style="list-style-type: none">The sentences are based on the given topic. (1)The sentences consist of five requests and five responses. (1)	2
Layout	<ul style="list-style-type: none">The sentences are numbered. (1)Each sentence is written on a new line. (1)	2
Language	<ul style="list-style-type: none">The sentences are written in appropriate language. (1)The learner has used both formal and informal language. (1)	2

Rubric: Sentences (continued)

Spelling, grammar and punctuation	<ul style="list-style-type: none"> The spelling is correct. (1) The grammar is correct. (1) The punctuation is correct. (1) 	3
Process	<ul style="list-style-type: none"> The learner revised and edited a rough copy before submitting a final, neat copy. (1) 	1
Total marks	/10

Remedial activity

For those learners needing remediation, write the following gap-fill sentences on the board and ask the learners to copy and complete them with the appropriate language and the correct punctuation. (Note that some punctuation marks are omitted on purpose.)

- I asked, "Please may I _____?"
The teacher replied, "Yes, _____."
- My friend said, "Please give me _____."
I said, "Okay, _____."
- The headmaster requested, "Could you _____?"
We responded, "Yes, _____"
- My brother asked, "Can you _____"
I said, "Sure, _____"

Answers

Accept any reasonable sentences that use appropriate language and the correct punctuation.

Literature (Learner's Book page 23)**ACTIVITY 8****Identify and distinguish between types of oral narratives**

(CLASS/GROUP/INDIVIDUAL)

- Work as a class. Revise types of oral narratives. (Refer to the notes on page 11 in Unit 1 of the Learner's Book to help you.)
- Divide the class into small groups. Ask them to share the folktales that they found out for homework from the previous literature lesson (see page 13 in Unit 1). They may tell or read aloud their folktales. While they are doing this, circulate, observe and help where necessary. Afterwards, ask each group to choose their best one to be shared with the whole class.
- Work as a class again. Discuss myths, using the information in the Learner's Book to guide you.
- Ask the learners to work in their groups again. Have them read the myth in the book. (They can do this by choosing one group member to read it aloud. You may also wish to read aloud the myth first, while learners follow in their books.)
- Working in their groups, ask the learners to identify and discuss the features in the story that make it a myth. Then ask the learners to write the answer in their exercise books for assessment purposes. Afterwards, you may wish to revisit the features of myths listed in the information box in the Learner's Book, using this text as an example.
- Work as a class. Encourage learners to ask and answer questions about the value of oral literature such as myths. Work through questions a) to c) with the class, looking at the purpose of myth making long

ago, the value of myths today, and the way in which oral literature changes to suit the purpose and the context of the story telling. Accept reasonable answers, for example: a) To explain things that were difficult to understand before scientific discoveries; b) To entertain, to learn about cultures and people who lived long ago, to teach lessons; c) Yes; because people add details or forget details as they pass them on. They also highlight different parts to teach a lesson or to create an effect.

7. Working individually, ask the learners to think of or find another myth that they can tell their classmates at the next literature lesson. (They can do this for homework by asking someone at home to help them or by doing research in the library or on the Internet.)

Answers

5. The story has the following features of a myth:
- It is set in ancient times. (2)
 - It contains formulaic expressions ("Long, long ago"). (2)
 - It includes descriptive images. (2)
 - It includes supernatural characters such as God and his angels. (2)
 - It includes supernatural events such as the Earth touching the heavens, and the woman's pestle being long enough to pound the heavens. (2)

Total marks: 10

Assessment

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

B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning

Unit 3

Using technology in the classroom

Introduction

The theme of Unit 3 relates to the topic of Technology, which is one of the topics selected in the syllabus for B7. In this unit, learners will learn to ask for and give advice appropriately in the school setting, role-play situations in this context using appropriate register, and practise producing the short pure vowel sound /ɪ/. They will also learn how to predict a text using text features, read the text by engaging meaningfully with it, discuss and answer questions on the text, and then practise reading it aloud. In addition, learners will use personal and possessive pronouns in context, learn to use pronouns as cohesive devices in a paragraph, and identify and distinguish between different types of oral narratives (with the focus on legends in this unit).

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
B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7.1.3.1.1. Produce pure vowel sounds (short vowels) in context <ul style="list-style-type: none"> Identify and produce pure vowels in context Articulate pure vowels clearly in speech (Activity 2)	Communication and Collaboration Critical Thinking and Problem Solving Presentation Digital Literacy
Strand 2: Reading Sub-strand 1: Comprehension		
Content Standard	Indicators	Core competencies
B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B7.2.1.1.2. Use prediction to assess and improve understanding of texts <ul style="list-style-type: none"> Make predictions about the content of a text using: <ul style="list-style-type: none"> text features Answer questions to elicit understanding (meaning) (Activity 3)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation
	B7.2.1.1.1. Read and understand a range of texts using monitoring and mental visualisation strategies to interpret texts <ul style="list-style-type: none"> Engage in meaningful interaction with text and peers Read fluently to build confidence (Activity 4)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation

Strand 3: Grammar usage		
Sub-strand 1: Grammar		
Content Standard	Indicators	Core competencies
B7.3.1.1: Apply the knowledge of word classes and their functions in communication	B7.3.1.1.2. Use types of pronouns accurately in speaking and texts <ul style="list-style-type: none"> Explore the use of types of pronouns in narratives: <ul style="list-style-type: none"> personal pronouns possessive pronouns Use pronouns in contextual sentences (Activity 5, Activity 6) 	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital Literacy Presentation
Sub-strand 3: Vocabulary		
Content Standard	Indicators	Core competencies
B7.3.3.1: Demonstrate appropriate use of vocabulary in communication	B7.3.3.1.1. Apply vocabulary appropriately in specific contexts <ul style="list-style-type: none"> Use appropriate vocabulary in specific contexts and situations <ol style="list-style-type: none"> When asking for and giving advice (Activity 1) 	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital Literacy Presentation
Strand 4: Writing		
Sub-strand 1: Production and distribution of writing		
Content Standard	Indicators	Core competencies
B7.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B7.4.1.1.1. Use cohesive devices to link sentences <ul style="list-style-type: none"> Use pronouns to connect ideas in paragraphs (Activity 7) 	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital Literacy Presentation
Strand 5: Literature		
Sub-strand 1: Narrative, Drama and Poetry		
Content Standard	Indicators	Core competencies
B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning <ul style="list-style-type: none"> Narrative <ul style="list-style-type: none"> Identify and distinguish between the types of oral narratives: folktales, myths and legends (Activity 8) 	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital Literacy Presentation

Resources

- Learner's Book pages 26–37
- Oral narratives sources for learners' research, for example: library, the Internet or family and community members (Activity 8)

Review

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

- formal and informal requests
- the short pure vowel sound /e/
- predicting a text using typographical and visual features
- the reading strategy of self-monitoring
- plural noun forms
- subject and predicate
- punctuating direct speech
- myths as a form of oral narrative.

Teaching methodology

Oral Language (Learner's Book page 26)

ACTIVITY 1

Ask for and give advice

(CLASS/PAIR)

1. Work as a class. Talk about the kinds of situations where learners might need to ask for advice, or give advice. Use the information and examples in the Learner's Book to guide you. Give or elicit other examples in context.
2. Go through the words and phrases relating to the unit topic with the class. Check that the learners can pronounce the words and understand their meanings. Ask a volunteer to role-play the example situation with you for the whole class. Then divide the learners into pairs. Have them role-play the given situations, using the words and phrases. While they are doing this, move around the classroom, observe and help where necessary. Then choose a few pairs to do a role play for everyone.

Answers

2. Role plays may vary, but possible ways to ask for and give advice for the scenarios are:

Asking for advice	Giving advice
b) I want to create a folder on my desktop but I have no idea how to create it.	You must right-click on an empty space, then move the mouse pointer to 'new', click on 'folder', and type the name of your folder. Click on an empty space again or press 'Enter'. You have finished creating your folder.
c) How do I copy and paste a document onto my desktop?	You just have to right-click on the file you want to copy; then from the drop-down menu click on 'copy'. Now right-click an empty space on the desktop and from the drop-down menu that will appear, click on 'paste'.
d) Oh, I have mistakenly deleted my document from my computer. I need to retrieve it. What should I do?	To retrieve your document, double-click the recycle bin folder. Once it opens, right-click on the deleted document and click on 'restore'.
e) I have just finished typing. How do I save it on my desktop?	To save a new document, click on the office button on the menu bar. From the drop-down menu, click on 'save as'. Select and click on the desktop in the dialogue box. Type the name of the document in the appropriate column and finally click on 'save'.
f) I have no idea how to bold an important part of my document; what should I do?	What you need to do is open the document, select the important part of the document you want to make bold and click on 'B' in the formatting tool bar.

Assessment

Teacher assessment: During the role plays, use the checklist below to assess the following indicator:

B7.3.3.1.1. Apply vocabulary appropriately in specific contexts

• Is the learner's choice of vocabulary appropriate for the context?	Y / N
• Has the learner used the vocabulary for asking for and giving advice correctly?	Y / N
• Has the learner used a range of vocabulary?	Y / N

ACTIVITY 2

Produce short pure vowel sounds (CLASS/PAIR/INDIVIDUAL)

1. Demonstrate how to pronounce the short pure vowel sound /ɪ/ correctly, using the notes and pictures in the Learner's Book to help you. Have the learners practise repeating the sound correctly.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. Read aloud the sentence and ask the class to identify the word with the /ɪ/ sound. Then have them choose the word from the given list with the matching sound. You may wish to repeat this procedure with other sentences (see the suggested Remedial activity below).
4. Encourage learners to search the Internet for more words with the /ɪ/ sound. Ask them to make sentences with some of the words.
5. Read aloud the riddle, while learners follow in their books. Ask them to identify and write down the words that have the /ɪ/ sound. Then have them practise saying the riddle to a partner. Remind them to focus on saying the /ɪ/ sound correctly in context.

Answers

3. wind; fin
5. ink, isn't, milk, silk, filly

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers for exercises 3 and 5 with the class. Read them aloud and/or write them on the board.

Remedial activity

For those learners requiring remediation, write the following sentences on the board. Ask the learners to practise saying the sentences aloud. Then have them identify the words with the /ɪ/ sound. (They can write the answers in their exercise books. Check them together afterwards.)

1. She met him at the top of the hill.
2. Why did you spill the water?
3. I must take this pill every morning.
4. He hit the pillow with his fist.
5. Please write it in a list.
6. They did a dance with many spins and twists.
7. I bit my lip accidentally.
8. The river runs into a dip between the hills.

Answers

1. him, hill
2. did, spill
3. this, pill, morning
4. hit, pillow, his, fist
5. it, in, list
6. did, spins, twists
7. bit, lip, accidentally
8. river, into, dip, hills

Reading (Learner's Book page 28)

ACTIVITY 3

Predict a narrative text using its features

(CLASS/PAIR)

1. Work as a class. Revise the prediction strategies that learners have covered: prior knowledge, and typographical and visual features. Explain that learners will use those strategies as well as a new one: text features. Use the information and examples in the Learner's Book to guide you through the features of a narrative text.
2. Divide the class into pairs to predict the text, using the given questions to guide their thinking. Afterwards, ask a few pairs to share their predictions with the whole class.
3. Read aloud the text, while the learners follow in their books. Encourage the learners to think about whether their predictions were correct or not. Afterwards, ask a few individuals to share their responses with the whole class.

Answers

2. a) From the title, you can predict that the story is about the first time a person used a computer and from prior knowledge you can predict that this could be a positive or negative experience. (1)
- b) From the picture, you can predict that the story is about a schoolgirl who does not know how to use a computer at school, and her classmates think this is very funny. You can also predict that either her teacher gets cross with her or the teacher gets cross with her classmates' behaviour. (3)
- c) From the words in bold, you can predict that the girl feels very uncomfortable ("tough", "inferior", "bombshell", "lamented", "embarrassment"). Also, you can predict that her classmates are noisy or rowdy ("thunderous"), they tease her ("prolonged laughter") and they misbehave ("insolent"). (4)
- d) If it is a narrative story, you can predict that it will have characters, a setting and a theme. Also, the events in the story will involve a problem that the main character has to overcome, which will lead to a resolution. The story will have descriptive details too, as well as some direct speech. (7)

Total marks: 15

Assessment

Teacher assessment: If you want to assess the activity formally, use the memorandum in the Answers section to award a mark out of 15 to assess the following indicator:

B7.2.1.1.2. Use prediction to assess and improve understanding of texts

ACTIVITY 4**Read and understand a text** (CLASS/INDIVIDUAL/GROUP/PAIR)

1. Work as a class. Revise the reading strategies that learners have covered: visualisation and self-monitoring. Explain that learners will use those strategies as well as a new one: meaningful engagement. Ask for a volunteer to read the information in the Learner's Book aloud, and use it to explain 'meaningful engagement'. Give or elicit one or two examples of how to use this strategy to help with understanding a text.
2. Read aloud the text again, while the learners follow in their books. Pause every now and again to ask the learners the given questions that help them to engage meaningfully with the text. Ask individuals to share their responses with the whole class.
3. Ask the learners to read the text silently to themselves. Encourage them to think about the answers to the questions in the previous exercise to help them with understanding.
4. Divide the learners into groups to discuss the questions. You may wish to have a class discussion on the questions afterwards too. Then have the learners work independently to write the answers in their exercise books. Collect their work for assessment purposes.
5. Ask the learners to practise reading aloud the text in pairs. Circulate, observe and help where necessary.

Answers

2.
 - a) The village school differed from the school in the city in that it had little resources. They studied under trees in all kinds of weather and they competed for the few pieces of furniture they had.
 - b) She thought that "booting a computer" meant that she had to kick it, because she had never used a computer before and she did not know that "booting" meant starting it. (Note: The verb "boot" means to kick something/somebody hard with your foot, but it also means to start a computer.)
 - c) She will never forget the experience, because it was so embarrassing for her.
4.
 - a) Esi's aunt enrolled her in a school in Tema, the harbour city. (1)
 - b) Any **two** of the following: a well-furnished classroom; a marker board; learning materials displayed on the wall (2)
 - c) Personal responses / any reasonable answer close to this suggestion: Perhaps she had never seen learners welcoming a teacher to class in her village school. (2)
 - d) The instruction, "Boot your computers!" (2)
 - e) Esi was unable to boot her computer because she had never done it before. (2)
 - f) Personal responses, for example: She could have taught her how to boot the computer without drawing the attention of others with her laughter. (2)
 - g) Personal responses including: She was confused and ashamed. / She thought the teacher was coming to embarrass her more. / She thought the teacher was coming to punish her. (2)
 - h) Personal responses including: She was a kind/caring/responsible teacher, because she consoled Esi and helped her to boot the computer. (3)
 - i) Personal responses. Use your discretion and accept any reasonable answers. (2)
 - j) children (1)
 - k) Everyone who heard her (1)

Total marks: 20**Assessment**

Teacher assessment: Use the memorandum provided in the Answers section to assess the following indicator (based on the answers for exercise 4). Award a total mark out of 20.

B7.2.1.1.1. Read and understand a range of texts using monitoring and mental visualisation strategies to interpret texts

Grammar (Learner's Book page 31)

ACTIVITY 5

Identify and use personal pronouns

(CLASS/INDIVIDUAL)

1. Work as a class. Ask the learners what they know about personal pronouns. Let them find the personal pronouns in these sentences. Talk about which nouns they might replace.
 - a) "I will join **you**," he said. (Any male narrator; any person or group of people he is speaking to)
 - b) **She** gave **it** to **them**. (Any female; an object; a group of people)
 - c) **They** are visiting **us**. (A group of people; a group of people and the narrator)Work through the information in the Learner's Book with the learners. Give or elicit more examples of personal pronouns in context. Say them aloud and/or write them on the board.
2. Revise the subject and object of a sentence with the class. (The subject is the one that does the action; the object is the one that the action is being done to.) Then ask them to identify whether the personal pronoun in each sentence is the subject or object, following the example. (This may be done orally or in writing in their exercise books. Check the answers together.)
3. Working individually, ask the learners to replace the underlined noun in each sentence with the correct personal pronoun, following the example. They can check the answers in pairs.

Answers

2.

a) object	b) subject	c) object
d) subject	e) subject	f) object
g) object	h) subject	i) object
j) subject		
3.
 - a) The teacher showed **him** how to open a new document on the computer.
 - b) **They** came to our computer laboratory for practicals.
 - c) My mother asked **her** to bring the laptop.
 - d) **We** are going to the lab.
 - e) My brother right-clicked **it** to select "copy".
 - f) My teacher showed **them** how to boot a computer.
 - g) **He** is very fast at typing.
 - h) Tanowa gave **us** some data to put on our tablets.
 - i) **It** was enjoyable.
 - j) **She** gave my mother a pen drive.

Remedial activity

For those learners needing remediation, copy the following sentences onto the board. Ask the learners to choose the correct personal pronoun to complete each sentence. Check the answers together afterwards.

1. The girl asked the teacher to show **her/him** how to copy a document.
2. The learners watched the demonstration that the teacher gave to **us/them**.
3. "Please will you buy **I/me** more data for my cell phone?" asked Esi.
4. Afi's parents bought **her/she** a new laptop for high school.
5. Kojo did not know how to install the printer, so he asked a friend to do it for **he/him**.
6. "The lesson was interesting. We enjoyed **it/them**," said Leticia.
7. Kwasi and Mansa are in the computer room as the teacher is helping **him/them**.
8. "Kwame and **I/me** will show you how to do it," said Ama.

Answers

1. The girl asked the teacher to show **her** how to copy a document.
2. The learners watched the demonstration that the teacher gave to **them**.
3. "Please will you buy **me** more data for my cell phone?" asked Esi.
4. Afi's parents bought **her** a new laptop for high school.
5. Kojo did not know how to install the printer, so he asked a friend to do it for **him**.
6. "The lesson was interesting. We enjoyed **it**," said Leticia.
7. Kwasi and Mansa are in the computer room as the teacher is helping **them**.
8. "Kwame and **I** will show you how to do it," said Ama.

ACTIVITY 6

Identify and use possessive pronouns (CLASS/INDIVIDUAL)

1. Work as a class. Talk about the meaning of *possess* and *possession*. Ask learners if they can work out what *possessive pronoun* means. Then read and work through the information in the Learner's Book. Give or elicit other examples of possessive pronouns in context. Say them aloud or write them on the board. Also help the class to understand the difference between possessive pronouns and possessive adjectives, using the information and examples in the Learner's Book to guide you.
2. Working individually, ask the learners to choose the correct possessive pronoun to complete each sentence. Have them write the answers in their exercise books and then check the answers in pairs.
3. Still working individually, have the learners copy and complete each sentence with the correct possessive pronoun. Again, they may check the answers in pairs.
4. Direct learners to a suitable website that you have identified before the lesson. This ensures that the content is educational, appropriate, and relevant to the curriculum.

Answers

2.
 - a) The USB stick belongs to me. The USB stick is **mine**.
 - b) The cables belong to my friends. The cables are **theirs**.
 - c) The computer belongs to Ama. The computer is **hers**.
 - d) The tablets are for all of you. The tablets are **yours**.
 - e) The computer laboratory belongs to our school. The computer laboratory is **ours**.
 - f) It is Kwame's computer. It is **his**.
 - g) This desk belongs to you and my friend. It is **yours**.
 - h) The documents on the computer belong to my parents and me. They are **ours**.
 - i) The computers belong to you. They are **yours**.
3.

a) hers	b) theirs	c) his	d) ours
e) yours	f) mine	g) theirs	h) ours

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers for exercises 2 and 3 with the class. Read them aloud and/or write them on the board.

Extension activity

For those learners needing extension, ask them to make up their own sentences using possessive pronouns. Have them write the sentences in their exercise books and then swap them with a partner for checking.

Writing (Learner's Book page 33)

ACTIVITY 7

Use personal pronouns to link sentences (CLASS/INDIVIDUAL)

1. Work as a class. Discuss the use of personal pronouns to link sentences in text. Use the information and examples in the Learner's Book to guide you. Help the learners to understand how personal pronouns are used as cohesive devices in a text.
2. Working individually, ask the learners to rewrite the given paragraph by replacing the underlined nouns with suitable personal pronouns, following the example. Check the answers with the class afterwards.
3. Before writing their answers, you may wish to ask the learners to complete the sentences orally in small groups or pairs first. Then ask volunteers to say aloud their sentences for the class. Afterwards, have the learners work individually to write a paragraph about the use of technology at their school. Remind them to use suitable personal pronouns to link sentences in the paragraph.
4. Ask the learners to revise and edit their paragraphs, using the given checklist to help them. They can check each other's work in pairs too. Then have them make a final, neat copy for assessment.

Answers

2.

a) She	b) they	c) He
d) him	e) she	f) them
g) they	h) them	
3. Learner's own paragraph

Assessment

- **Self/peer assessment:** Use the memorandum provided in the Answers section to check the answers for exercise 2 with the class. Read them aloud and/or write them on the board.
- **Teacher assessment:** Use the rubric below to assess the following indicator and exemplar (based on the paragraph in exercise 3). Award a total mark out of 10.

B7.4.1.1.1. Use cohesive devices to link sentences

- Use pronouns to connect ideas in paragraphs

Rubric: Paragraph (Pronouns)		
Content	<ul style="list-style-type: none">• The paragraph is about the given topic. (1)• The paragraph consists of 10 completed sentences. (1)	2
Organisation	<ul style="list-style-type: none">• The sentences are written together as a paragraph. (1)• The paragraph starts with an introductory (topic) sentence and ends with a concluding sentence. (1)	2
Expression	<ul style="list-style-type: none">• The sentences have suitable pronouns to link them together. (1)• The sentences are written in the appropriate language. (1)	2
Mechanical accuracy	<ul style="list-style-type: none">• The correct spelling is used. (1)• The correct grammar is used. (1)• The correct punctuation is used. (1)• The writing process has been used. (1)	4
Total marks	/10

Literature (Learner's Book page 35)

ACTIVITY 8

Identify and distinguish between types of oral narratives

(CLASS/GROUP/INDIVIDUAL)

1. Revise myths with the class. Refer to the information on page 23 in Unit 2 to guide you.
2. Divide the class into small groups. Have them take turns to tell or read aloud a myth that they found out for homework from the previous lesson (page 24, Unit 2). While they are doing this, circulate amongst the groups, observing and helping where necessary. Ask each group to choose the best one to be told or read aloud to the whole class. Then have these chosen individuals do this for everyone.
3. Now discuss legends with the class, using the information in the Learner's Book to guide you. Ask for a volunteer to read the information aloud. Help the learners to distinguish between a myth and a legend.
4. Before the learners read the legend, ask them to predict it from the title and the illustration. Ask them what they know about Yaa Asantewaa (prior knowledge). You may also wish to read the legend aloud, while they follow in their books. Then have them take turns to read different sections aloud in small groups.
5. In groups, ask the learners to identify the features in the story that make it a legend. Have them use the information in the Learner's Book on pages 35–36 to help them. Then ask the learners to write the answer in their exercise books for assessment purposes. Afterwards, ask representatives from different groups to share their ideas with the rest of the class. Have a class discussion on legends, using the text in this unit as a reference.
6. Have learners turn to the glossary at the back of the book and find the definitions of prejudice and stereotype. Talk about how women and girls were and still are expected to behave, and how Yaa Asantewaa challenged this stereotype. Talk about how a prejudiced view of women and girls can stop them from achieving their potential.
7. Have learners talk about the purpose and value of legends: long ago, people told stories to teach culture, values, and history. We pass them on today for the same reasons, and to entertain. They change over time because when they are retold or rewritten, details are added and left out.
8. Ask each learner to think of or find another legend, which can be told or read aloud to the class at the next literature lesson. (They may ask someone at home or do some research in the library or on the Internet.)

Answers

5. The following features in the story make it a legend:
- The main character, the Ashanti queen mother called Nana Yaa Asantewaa, is a heroine from history. (1)
 - The story is believed to be based on historical fact. (1)
 - The story has a specific setting (time and place). (2)
 - The details of the story may have changed a bit through retelling. (1)
 - The details may have been exaggerated over time. (1)
 - The story reflects the beliefs and practices of the Ashanti culture. (2)
 - The language in the story reflects some of the features of oral literature such as a formulaic opening ("A long time ago") and descriptive images. (2)

Total marks: 10

Assessment

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

B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning

Unit 4

The benefits of cell phones

Introduction

The theme of Unit 4 relates to the topic of Technology, which is one of the topics selected in the syllabus for B7. In this unit, learners will learn to use vocabulary appropriately to agree or disagree in context, and will practise producing the short pure vowel sound /b/. They will also learn how to predict a text using organisational features, read the text by making connections, discuss and answer questions on the text, and then practise reading it aloud. In addition, learners will use reflexive and demonstrative pronouns in context, and continue to learn to use pronouns as cohesive devices in a paragraph. Finally, they will compose and write a simple oral narrative.

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
B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7.1.3.1.1. Produce pure vowel sounds (short vowels) in context <ul style="list-style-type: none"> Identify and produce pure vowels in context Articulate pure vowels clearly in speech (Activity 2) 	Communication and Collaboration Critical Thinking and Problem Solving Presentation
Strand 2: Reading Sub-strand 1: Comprehension		
Content Standard	Indicators	Core competencies
B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B7.2.1.1.2. Use prediction to assess and improve understanding of texts <ul style="list-style-type: none"> Make predictions about the content of a text using: <ul style="list-style-type: none"> organisational patterns organisational structure Answer questions to elicit understanding (meaning) (Activity 3) 	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation
	B7.2.1.1.1. Read and understand a range of texts using monitoring and mental visualisation strategies to interpret texts <ul style="list-style-type: none"> Make connections to what is read with own experiences Read fluently to build confidence (Activity 4) 	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation

Strand 3: Grammar usage		
Sub-strand 1: Grammar		
Content Standard	Indicators	Core competencies
B7.3.1.1: Apply the knowledge of word classes and their functions in communication	B7.3.1.1.2. Use types of pronouns accurately in speaking and texts <ul style="list-style-type: none"> Explore the use of types of pronouns in narratives: <ul style="list-style-type: none"> reflexive pronouns demonstrative pronouns Use pronouns in contextual sentences (Activity 5, Activity 6) 	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital Literacy Presentation
Sub-strand 3: Vocabulary		
Content Standard	Indicators	Core competencies
B7.3.3.1: Demonstrate appropriate use of vocabulary in communication	B7.3.3.1.1. Apply vocabulary appropriately in specific contexts <ul style="list-style-type: none"> Use appropriate vocabulary in specific contexts and situations <ol style="list-style-type: none"> When agreeing and disagreeing (Activity 1) 	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital Literacy Presentation
Strand 4: Writing		
Sub-strand 1: Production and distribution of writing		
Content Standard	Indicators	Core competencies
B7.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B7.4.1.1.1. Use cohesive devices to link sentences <ul style="list-style-type: none"> Use pronouns to connect ideas in paragraphs (Activity 7) 	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital Literacy Presentation
Strand 5: Literature		
Sub-strand 1: Narrative, Drama and Poetry		
Content Standard	Indicators	Core competencies
B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning <ul style="list-style-type: none"> Narrative <ul style="list-style-type: none"> Identify and distinguish between the types of oral narratives: folktales, myths and legends Write simple folktales, myths and legends (Activity 8) 	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation

Resources

Learner's Book pages 38–49

Review

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

- asking for and giving advice
- the short pure vowel sound /ɪ/
- predicting a text using textual features
- the reading strategy of meaningful engagement
- personal and possessive pronouns
- legends as a form of oral narrative.

Teaching methodology

Oral Language (Learner's Book page 38)

ACTIVITY 1

Use appropriate vocabulary when agreeing or disagreeing

(CLASS/GROUP)

1. Work as a class. Talk about agreeing and disagreeing with people: which is easier? Why? What could they say to someone with whom they disagree?
2. Have learners read the speech bubbles. Point out that each person states an opinion and provides at least one reason.
3. Ask for two learners to volunteer to read the examples in the box. Elicit or give other examples. Say them aloud or write them on the board.
4. Divide the class into small groups. Ask them to discuss the given statements, following the example. Remind them to use the phrases at the top of page 39 to help them. While they are doing this, circulate, observe and facilitate where necessary. Then have a brief discussion on each statement as a class afterwards. Encourage the learners to practise using the appropriate vocabulary. Remind them to provide at least one reason for why they agree or disagree.

Assessment

Teacher assessment: During the role plays, use the checklist below to assess the following indicator:

B7.3.3.1.1. Apply vocabulary appropriately in specific contexts

• Is the learner's choice of vocabulary appropriate for the context?	Y / N
• Has the learner used the vocabulary for agreeing and disagreeing correctly?	Y / N
• Has the learner used a range of vocabulary?	Y / N

ACTIVITY 2

Produce short pure vowel sounds (CLASS/PAIR/INDIVIDUAL)

1. Demonstrate how to pronounce the short pure vowel sound /ɒ/ correctly, using the notes and the pictures in the Learner's Book to help you. Have the learners practise repeating the sound correctly.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. Suggest that learners quietly say the words aloud so they can identify the correct option.
4. Repeat the procedure for exercise 2 here with these sentences. Then have the learners copy the sentences into their exercise books and underline the words with the short pure vowel sound /ɒ/, following the example. Go through the answers with the whole class.
5. Direct learners to a suitable YouTube video or website to help them practise the /ɒ/ sound.
6. Play a game with the class. In their groups, give them a set time, for example 3 minutes, to come up with as many words as they can with the /ɒ/ sound. One person in the group should list them. The group with the most correct words in their list, is the winner.

Answers

3. a) B b) C c) A d) B e) C
4. a) The logs were chopped in the forest.
b) The boss left his office to make strong, hot coffee.
c) She forgot to wash the orange.
d) Tom lost his sock, so now he has one odd sock.
e) She saw a frog on a rock in the pond.
f) The song was long, and the music was wrong.
g) Put this soft cloth in the cot with a bottle.
h) The dog's collar cost a lot.

Assessment

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

Extension activity

Ask the learners to make up more sentences using words with the short pure vowel sound /ɒ/. They can read aloud their sentences to a partner.

Reading (Learner's Book page 40)

ACTIVITY 3

Predict a text using organisational features (CLASS/GROUP)

1. Work as a class. Revise how to predict a text using prior knowledge (Unit 1, page 4), typographical and visual features (Unit 2, page 16) and text features (Unit 3, page 28). Tell the class they are going to focus on predicting a text using connectedness as the organisational features. The organisational feature they will focus on is sequence. Use the information in the Learner's Book to guide you. Draw attention to how connectors signal the way in which a text is organised.
2. Divide the class into small groups. Ask them to predict the text using the questions to guide them. Afterwards, invite a few individuals to share their group's responses with the whole class.
3. Read aloud the text, while the learners follow in their books. Encourage them to think about whether their predictions were correct or not. Ask a few individuals to share their ideas with the rest of the class.

Answers

2. a) From the title, you can predict that the story is about a person who uses (or learns to use) a cell phone wisely. (1)
- b) From the picture, you can predict that the story is about a young girl who is ill, and who is assisted by two other girls. One of them is comforting her, while the other one is calling for help on a cell phone. (2)
- c) Since the text is a narrative story, you can predict that the events in the story will be told in chronological order following a specific timeline. Connectors that indicate sequence will be used, like *then, next, after, later, finally* or *eventually*. (2)

Total marks: 5

Assessment

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

B7.2.1.1.2. Use prediction to assess and improve understanding of texts

ACTIVITY 4

Read and understand a text (CLASS/INDIVIDUAL/GROUP/PAIR)

1. Work as a class. Revise how to read and understand a text using the strategies of visualisation (Unit 1, page 6), self-monitoring (Unit 2, page 18) and meaningful engagement (Unit 3, page 30). Explain that in this unit, learners will focus on making connections to improve their understanding of a text. Use the information in the Learner's Book to guide you. Give or elicit other examples, based on texts that the learners read in previous units.
2. Working individually, have the learners read the text silently to themselves. Remind them to pause now and again to make connections, following the example. Ask them to make more connections to improve their understanding. (To help them, you may wish to write a question for each paragraph on the board.)
3. Working in small groups, ask the learners to discuss the answers to the given questions. Then have them work individually to write the answers in their exercise books.
4. Have the learners work in pairs to take turns to read aloud different paragraphs of the story to each other. Remind them to focus on reading aloud with fluency, expression and the correct pronunciation. While they are doing this, circulate, observe and facilitate where necessary.

Answers

3.
 - a) Korkor comes from Kablevu-Ada, a village in the Greater Accra Region of Ghana. (1)
 - b) Her parents are Mr. and Mrs. Assem. (1)
 - c) After completing junior high school, she attended Chemu Senior High School in Tema. (1)
 - d) Her parents rented a room for her in the city to avoid the stress of her having to travel from the village to school each day since the school had no hostel facility. (2)
 - e) Korkor's friends tried to discourage her by telling her how she would miss the evening play at the village square. (1)
 - f) Korkor wanted her parents to buy her a cell phone so that she could:
 - get in touch with her parents anytime
 - download educational applications from the Internet to help her with her assignments
 - be the same as her friends at school because they all had cell phones. (Any **two**.) (2)
 - g) Her parents refused to get her a cell phone because they argued that cell phones only distract learners and make them vulnerable to inappropriate online materials. (2)
 - h) to make oneself feel brave (1)
 - i) to feel sad or unhappy about something (1)
 - j) Korkor's friends used a cell phone to call for an ambulance so that she could be rushed to hospital for medical attention. They also used a cell phone to call Korkor's parents to tell them about their daughter. (2)
 - k) Yes, he did make a good decision to buy Korkor a cell phone so that she could use it for emergencies and for educational purposes. (2)
 - l) recommenced/restarted (1)
 - m) serious/critical (1)
 - n) **They** refused to agree to her request for a cell phone. (1)
 - o) **her** (as in "her bed") Note that the other use of "her" in the sentence is a personal pronoun. (1)

Total marks: 20

Assessment

Teacher assessment: Use the memorandum provided in the Answers section to assess the following indicator (based on the answers for exercise 3). Award a total mark out of 20.

B7.2.1.1.1. Read and understand a range of texts using monitoring and mental visualisation strategies to interpret texts

Grammar (Learner's Book page 44)

ACTIVITY 5

Use reflexive pronouns

(CLASS/INDIVIDUAL)

1. Work as a class. Start the lesson by talking about how, sometimes, we need to talk or write about ourselves. Say: *I cooked breakfast myself today*. Explain that, in that situation, the subject and the object are the same person. To do this we need to use the reflexive pronoun. Work through the information and examples in the Learner's Book. Give or elicit other examples. Say these aloud or write them on the board.
2. Working individually, ask the learners to choose the correct reflexive pronoun to complete each sentence. Have them write the answers in their exercise books. They may check the answers in pairs.
3. Still working individually, ask the learners to copy and complete each sentence with the correct reflexive pronoun, following the example. Again, have them write the answers in their exercise books and check the answers in pairs.

Answers

2.
 - a) Children often teach **themselves** how to use new technology.
 - b) Some parents blame **themselves** for their children wanting to use cell phones.
 - c) We gave her the cell phone **ourselves**.
 - d) She requested a cell phone for **herself**.
 - e) Kofi bought **himself** a new cell phone.
 - f) You are expected to acquire a cell phone for **yourself**.
 - g) I thought to **myself** that a cell phone has many benefits.
 - h) You should all learn to use technology properly **yourselves**.
3.
 - a) The young man bought **himself** a new cell phone with the money he earned.
 - b) Did you buy the cell phone for **yourself**?
 - c) I will teach **myself** how to use my new cell phone.
 - d) Cahill left a message to remind **himself** to charge his phone.
 - e) The learners need to learn to be responsible for **themselves**.
 - f) The girl shouted, "I can look after it **myself**."
 - g) We have to acquire cell phones for **ourselves**.
 - h) Jemima bought a cell phone for **herself** with her savings.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers for exercises 2 and 3 with the class. Read them aloud and/or write them on the board.

Extension activity

For those learners needing extension, ask them to make up sentences using reflexive pronouns. Have them write the sentences in their exercise books and swap them with a partner for checking.

ACTIVITY 6**Use demonstrative pronouns**

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Remind learners about the different pronouns they have used: personal, possessive and reflexive. Tell them they will now learn about demonstrative pronouns. Remind them that a pronoun stands in the place of a noun. Work through the information and examples in the Learner's Book. Give or elicit other examples. Say them aloud or write them on the board. Draw attention to the correct subject–verb agreement.
2. Working in pairs, ask the learners to identify the demonstrative pronouns in the given sentences. They must write down whether each one is singular or plural, following the example. Check answers together afterwards.
3. Working individually, ask the learners to change each sentence from singular to plural, or vice versa. They must use the correct demonstrative pronoun, following the example. Remind them to pay attention to the correct subject–verb agreement.

Answers

2.
 - a) this – singular
 - b) those – plural (Note: 'this' in 'this week' is a demonstrative adjective.)
 - c) those – plural
 - d) these – plural
 - e) this – singular
 - f) that – singular
 - g) these – plural (Note: 'that' in 'that cell phone' is a demonstrative adjective.)
 - h) those – plural
3.
 - a) We researched **those** on the Internet.
 - b) She gave **this** to us.
 - c) Where did you find **those**?
 - d) Mr. Klaye donated **that** to the community library.
 - e) Who gave **these** to the learners?
 - f) The thief stole **those** from Junction Mall.
 - g) **That** contains educational applications.
 - h) Are **these** yours?

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers for exercises 2 and 3 with the class. Read them aloud and/or write them on the board.

Remedial activity

For those learners requiring remediation, write the following sentences on the board and ask the learners to choose the correct demonstrative pronoun to complete each one. They must write the answers in their exercise books. Go through the answers together afterwards. Help them to understand the correct subject–verb agreement.

1. (**This/These**) are mine. They are not yours.
2. When was (**that/those**)?
3. Look at (**this/these**)! It is such a mess!
4. (**That/Those**) is her device. It is not his.
5. (**This/These**) are old computers that were donated to the school.
6. What about (**that/those**)? We have forgotten to switch them off.
7. Why is (**that/those**) such a problem? You know how to solve it.
8. (**These/This**) is our new computer laboratory. It was built last year.

Answers

1. **These** are mine. They are not yours.
2. When was **that**?
3. Look at **this**! It is such a mess!
4. **That** is her device. It is not his.
5. **These** are old computers that were donated to the school.
6. What about **those**? We have forgotten to switch them off.
7. Why is **that** such a problem? You know how to solve it.
8. **This** is our new computer laboratory. It was built last year.

Writing (Learner's Book page 46)

ACTIVITY 7

Use demonstrative pronouns to connect ideas in paragraphs

(CLASS/INDIVIDUAL)

1. Work as a class. Discuss the use of demonstrative pronouns to connect ideas in paragraphs. Use the information and examples in the Learner's Book to guide you.
2. Working individually, ask the learners to copy and complete the paragraph by filling in the missing demonstrative pronouns, following the example. Have them write the answers in their exercise books and then check them in pairs.
3. Still working individually, ask the learners to write a paragraph of 6–8 sentences about the benefits of cell phones. They must use suitable demonstrative pronouns to connect ideas in their paragraphs. They should start with the given sentences and then write a rough draft in their exercise books.
4. Ask the learners to revise and edit their paragraphs, using the given checklist to help them. They may swap their work with a partner for checking too. Then have them make a final, neat copy and hand it in for assessment.

Answers

2. Our school received a donation of two boxes of brand-new cell phones. We wanted our teacher to give us **a) those** from that box over there, because they have a lot of different applications. However, our teacher wanted us to use **b) these** from this box, because they only have educational applications downloaded onto them. The teacher could not understand why we all wanted **c) those**. However, we were grateful that all of **d) these** were donated to the school. "**e) This** is the latest technology you have here," our teacher said, "and **f) that** is a real privilege." She also warned us that cell phones can be distracting and **g) that** is the reason why she only wants us to use them for educational purposes.
3. Learner's own paragraph

Assessment

- **Self/peer assessment:** Use the memorandum provided in the Answers section to check the answers for exercise 2 with the class. Read them aloud and/or write them on the board.
- **Teacher assessment:** Use the rubric on the next page to assess the paragraph in exercise 3. Award a total mark out of 10. It covers the 'Use pronouns to connect ideas in paragraphs' aspect of the following indicator:

B7.4.1.1.1. Use cohesive devices to link sentences

Rubric: Paragraph (Pronouns)		
Content	<ul style="list-style-type: none"> The paragraph is about the given topic. (1) The paragraph consists of 6–8 sentences. (1) 	2
Organisation	<ul style="list-style-type: none"> The sentences are written together as a paragraph. (1) The paragraph starts with an introductory (topic) sentence and ends with a concluding sentence. (1) 	2
Expression	<ul style="list-style-type: none"> The sentences have suitable pronouns to link them together. (1) The sentences are written in the appropriate language. (1) 	2
Mechanical accuracy	<ul style="list-style-type: none"> The correct spelling is used. (1) The correct grammar is used. (1) The correct punctuation is used. (1) The writing process has been used. (1) 	4
Total marks	/10

Remedial activity

For those learners needing remediation, brainstorm and list the benefits of cell phones on the board. Then help them to make up sentences using demonstrative pronouns orally, before having them write a paragraph.

For example:

Cell phones can be used for schoolwork. **This** means that you can learn online.

Also, cell phones can be used in emergencies. **This** means that you can get help quickly if you have an accident. They can be used for making calls, messaging, taking photographs and videos too. **These** are some of the benefits of cell phones.

Literature (Learner's Book page 47)

ACTIVITY 8

Identify and distinguish between types of oral narratives

(CLASS/GROUP/INDIVIDUAL)

1. Work as a class. Revise folktales, myths and legends. (Refer to the literature activities in Units 1–3 for notes and examples on these types of oral narratives.)
2. Divide the class into small groups. Have the learners copy and complete the table about the differences between folktales, myths and legends, following the example. Then ask representatives from different groups to share their ideas with the whole class. Have a class discussion on the differences between folktales, myths and legends.
3. Follow the discussion on differences by talking with the whole class about the many similarities between these types of oral narratives. Talking about the similarities and the differences will help learners to understand their structures, features, purposes, and values.
4. In groups, have the learners take turns to tell or read aloud a legend that they found out for homework from the previous lesson (page 37, Unit 3). Ask each group to choose the best one to be told or read aloud to the whole class.
5. Working individually, ask the learners to plan a simple folktale, myth or legend. (It may be based on one that they know, or it may be one that they make up.) First, have them copy and complete the given mind map. Next, ask the learners to write a rough draft of their story, using their plan to guide them. Remind them to include the following:
 - Clear beginning, middle and ending
 - Descriptive language

- Direct speech
- Any other features that are specific to a folktale, myth or legend.

Then the learners to revise and edit their story, using the given checklist to help them. Also have them ask a partner to check their work before submitting a final, neat copy for assessment.

Answers

2. Possible answers:

Folktales	Myths	Legends
Folktales are traditional stories.	Myths are traditional stories that explain something in nature.	Legends are traditional stories that describe something in history.
Folktales may be told to teach a lesson or to support a value or moral.	Myths may be told to explain the early history of a people.	Legends often tell the story of a historical hero or heroine.
Personification may be used in folktales where non-human things are given human qualities.	Myths often contain supernatural figures or events.	It may be difficult to provide factual evidence to support the events in a legend.
The setting of a folktale is often imaginary.	The setting of a myth is usually in ancient times.	The setting of a legend is usually a specific time and place in the past.
Direct speech may be used for characterisation.	Description may be used to capture the supernatural elements.	Exaggeration may be used to add details to the story.

Assessment

Teacher assessment: Use the rubric below to assess the following indicator (award a total mark out of 10):

B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning

Rubric: Oral narrative		
Content	<ul style="list-style-type: none"> • The narrative is either a folktale, myth or legend. (1) 	1
Organisation	<ul style="list-style-type: none"> • The narrative has a clear beginning, middle and ending. (1) • The narrative has a main character. (1) • The narrative has a setting. (1) • The events in the narrative are told in chronological order. (1) 	4
Expression	<ul style="list-style-type: none"> • The narrative includes some descriptive language. (1) • The narrative includes some direct speech. (1) 	2
Mechanical accuracy	<ul style="list-style-type: none"> • The spelling is correct. (1) • The grammar and punctuation are correct. (1) • The writing process has been used. (1) 	3
Total marks	/10

Introduction

The theme of Unit 5 relates to the topic of Entrepreneurship, which is one of the topics selected in the syllabus for B7. In this unit, learners will learn to ask and answer questions that elicit elaboration, and will practise producing the short pure vowel sound /ʌ/. They will also learn to ask questions about a text before reading it in depth and how to read and understand a text using a graphic organiser. In addition, learners will learn how to use interrogative pronouns in context, and how to use coordinating conjunctions to form compound sentences in paragraphs. Finally, they will learn to distinguish between different types of poetry and read a type of poem called a dirge.

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
B7.1.1.1: Demonstrate use of appropriate language orally in specific situations	B7.1.1.1.2. Ask questions that elicit elaboration and respond to others' questions in conversation <ul style="list-style-type: none"> Identify words that can help give elaborate responses to questions in conversation Engage in conversation using these words to elicit elaboration (Activity 1)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation
Sub-strand 3: English sounds		
Content Standard	Indicators	Core competencies
B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7.1.3.1.1. Produce pure vowel sounds (short vowels) in context <ul style="list-style-type: none"> Identify and produce pure vowels in context Articulate pure vowels clearly in speech (Activity 2)	Communication and Collaboration Critical Thinking and Problem Solving Presentation
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content Standard	Indicators	Core competencies
B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B7.2.1.1.2. Use prediction to assess and improve understanding of texts <ul style="list-style-type: none"> Make predictions about the content of a text using: <ul style="list-style-type: none"> prior knowledge typographical and visual features text features organisational patterns organisational structure Ask questions to form ideas Answer questions to elicit understanding (meaning) (Activity 3)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation

	B7.2.1.1.4. Use text structure to understand and read texts independently <ul style="list-style-type: none"> • Interact with a variety of texts • Examine the topic sentences that give clues to a specific structure • Identify how the structure (how the information is organised) of the text influences meaning • Use a graphic organiser to make a chart of the text structure • Write paragraphs that follow a specific text structure (Activity 4)	Communication and Collaboration Creativity and Innovation Critical Thinking and Problem Solving Presentation
Strand 3: Grammar usage Sub-strand 1: Grammar		
Content Standard	Indicators	Core competencies
B7.3.1.1: Apply the knowledge of word classes and their functions in communication	B7.3.1.1.2. Use types of pronouns accurately in speaking and texts <ul style="list-style-type: none"> • Explore the use of types of pronouns in narratives: <ul style="list-style-type: none"> – interrogative pronouns • Use pronouns in contextual sentences (Activity 5)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital Literacy Presentation
	B7.3.1.1.6. Use conjunctions accurately to link ideas in everyday discourse <ul style="list-style-type: none"> • Explore sentences using coordinating conjunctions (Activity 6)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation
B7.3.1.3: Demonstrate command of structural and functional use of sentences	B7.3.1.2.1. Demonstrate command and use of compound sentences <ul style="list-style-type: none"> • Construct independent clauses • Join two or more independent clauses to form compound sentences using coordinating conjunctions (<i>and, but, or, so</i>, etc.) • Analyse compound sentences to identify the various independent clauses in them (Activity 7)	Communication and Collaboration Creativity and Innovation Critical Thinking and Problem Solving Presentation
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content Standard	Indicators	Core competencies
B7.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B7.4.1.1.1. Use cohesive devices to link sentences <ul style="list-style-type: none"> • Consolidate basic understanding of compound sentences using conjunctions (connectives): <i>nor, or, so, then, yet</i> (Activity 8)	Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital Literacy Presentation

Strand 5: Literature

Sub-strand 1: Narrative, Drama and Poetry

Content Standard	Indicators	Core competencies
B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning <ul style="list-style-type: none">Poetry<ul style="list-style-type: none">Read aloud and distinguish between the types of poetry by function (African poems such as dirges, lullabies, war and praise songs) paying attention to the rhythmic variationsDiscuss the cultural and social significance of the poems (Activity 9)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation

Resources

- Learner's Book pages 50–61
- Examples of dirge poems for the homework exercise in Activity 9

Review

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

- using appropriate vocabulary to agree/disagree
- the reading strategy of making connections
- the short pure vowel sound /ɒ/
- reflexive and demonstrative pronouns
- predicting a text using organisational features
- distinguishing between folktales, myths, legends.

Teaching methodology

Oral Language (Learner's Book page 50)

ACTIVITY 1

Ask and answer questions that elicit elaboration

(CLASS/GROUP)

- Work as a class. Discuss how to ask and answer questions that elicit elaboration. Make a statement, e.g. *I love eating ice cream*. Have the class ask you questions about it, e.g. *Do you love chocolate ice cream? What flavours do you prefer? Do you prefer ice cream in a cone or in a cup?*
- Explain that these are questions that elicit elaboration. Ask them to read the information and example in the Learner's Book. Elicit or give other examples, modelling a conversation with a learner.
- Divide the class into small groups. Ask them to discuss the given statement, using questions such as *Why do you think so? How should young people get skills? Where can they study? What skills are most useful?* While they are doing this, circulate, observe and facilitate where necessary. Then have a brief discussion on each statement as a class afterwards. If there is time, do part b): learners work in groups to take turns to make a statement, and the rest of the group ask questions to elicit elaboration. This activity will help learners to practise and consolidate the skill.

Assessment

Teacher assessment: During the discussions, use the 'Ask and respond' rubric on page xxiii of this Facilitator's Guide to assess the following indicator:

B7.1.1.1.2. Ask questions that elicit elaboration and respond to others' questions in conversation

ACTIVITY 2**Produce short pure vowel sounds** (CLASS/PAIR/INDIVIDUAL)

1. Demonstrate how to pronounce the short pure vowel sound /ʌ/ correctly, using the notes and the pictures in the Learner's Book to help you. Have the learners practise repeating the sound correctly.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. Repeat the procedure for exercise 2 here with these sentences. Then have the learners copy the sentences into their exercise books and underline the relevant words, following the example. Go through the answers with the whole class.
4. Go through the answers to exercise 4 with the whole class. Then ask pairs of learners to volunteer to say the rhyme for the class.

Answers

3. a) My brother and I used public transport to come to school on Monday.
 b) He cut his finger with the butter knife. c) They all had some supper together.
 d) He runs with his puppy down the road. e) The boy jumped over the bucket.
 f) Has she sung a love song? g) Sometimes I like eating hot buns for lunch.
 h) The juggler is having fun! i) My mother showed the doctor her painful gums.
 j) They summed up all the ideas in one sentence.
4. young, tough, enough, sunny, honey, fun, everyone

Assessment

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

Extension activity

Ask the learners to make up more sentences using words with the short pure vowel sound /ʌ/. They can read aloud their sentences to a partner.

Reading (Learner's Book page 52)**ACTIVITY 3****Predict and ask questions about a text**

(CLASS/PAIR)

1. Work as a class. Revise what the learners have learnt about predicting a text. Have learners ask each other what these terms mean: prior knowledge (Unit 1, page 3), typographical features (Unit 2, page 16), visual features (Unit 2, page 16), text features (Unit 3, page 28), and organisational features (Unit 4, page 40). Then explain that we can also ask and answer questions about a text before we read it. Read through the information in the Learner's Book with the class.
- 2–4. Divide the class into pairs. Ask them to predict the text using the questions to guide them.
5. Read aloud the text, while the learners follow in their books. Encourage them to think about whether their predictions and responses were correct or not. Afterwards, invite a few pairs to share their responses with the whole class.

Answers

2. a) From the title, you can predict that the text is about a person (or a group of people) that learn how to start a business.

(1)

- b) From the picture, you can predict that the text is about a group of schoolchildren who learn to make simple wooden furniture (to be sold, presumably). (2)
3. a) The genre is a personal narrative. We know this because it is narrated in the first person by the main character. Also, it has a clear setting and the events of the story are told in chronological order. There is direct speech too, as well as some description. (5)
- b) The story is about a group of schoolchildren who decide to make simple wooden furniture to sell in order to raise funds for their school football team. Their teacher helps them and they work together in teams to plan and make their items. Afterwards, they discuss how best to sell them and they realise that they have developed some entrepreneurial skills. (5)
4. a) Ajor Manu (1)
- b) Ahenfo Basic School (1)
- c) Note: The meanings of the words in bold are listed in the Glossary at the back of the Learner's Book.

Total marks: 15

Assessment

Teacher assessment: Use the memorandum in the Answers section to award a mark out of 15 to assess the following indicator:

B7.2.1.1.2. Use prediction to assess and improve understanding of texts

ACTIVITY 4

Read and understand a text

(CLASS/PAIR/INDIVIDUAL)

- Work as a class. Revise what the class has learnt about reading strategies that help us to understand a text. Have learners ask each other what these terms mean: visualisation (Unit 1, page 6), self-monitoring (Unit 2, page 18), meaningful engagement (Unit 3, page 30) and making connections (Unit 4, page 42). Explain that we can also make and use graphic organisers as a reading strategy. Read through the information in the Learner's Book with the class.
- Have the learners read the text *Becoming an Entrepreneur*. Remind them to pause at the end of every paragraph and to identify the characters, setting and plot events.
- Working in pairs, have the learners complete the graphic organiser. Review the answers as a class before learners move on to exercise 4.
- Go through the instructions, including the information about topic sentences and supporting sentences. The learners work individually to write a paragraph about the reading text.
- The learners use the checklist to edit their work.

Answers

3.	Title	Becoming an entrepreneur
	Characters Main character Other characters	Ajor Manu (the class leader) Teacher Ajuba Menson (classmate, and a player in the school football team) Asuma (classmate)
	Setting Where did the story take place? When did it happen?	In the school workshop at Ahenfo Basic School During a lesson

Plot (sequence of events)

First

Then

Next

After that

Last

Discussed ideas

Made sketches and added measurements

Cut various wood sizes

Smoothed wood surfaces and joined pieces together

Polished the furniture and arranged it in the corridor to dry

4. Model paragraph:

Our class was making furniture to sell to raise funds for the school football team. First, we discussed our ideas in the school workshop. Then we made sketches and added measurements. Next, we cut various wood sizes. After that we smoothed the wood surfaces and joined the pieces together. Lastly, we polished them and arranged our furniture in the corridor to dry. Ajuba Menson wanted to know how the furniture would be sold. Asuma said that we should showcase them to passers-by. As the class leader, I confirmed the plan. The teacher then asked us to reflect on what we had learned about entrepreneurship.

Assessment

Teacher assessment: Use the rubric below to award a mark out of 10 for the paragraph. This assesses the aspect 'Write paragraphs that follow a specific text structure' of the following indicator:

B7.2.1.1.4. Use text structure to understand and read texts independently

Rubric: Paragraph writing		
Content	<ul style="list-style-type: none"> The paragraph is based on the given topic. (1) 	1
Layout	<ul style="list-style-type: none"> The paragraph starts with the given topic sentence. (1) The paragraph has supporting sentences that follow the topic sentence. (2) 	3
Expression	<ul style="list-style-type: none"> The paragraph includes some words and phrases from the text, but the sentences are written in the learner's own words. (1) The paragraph has connectors that signal the sequence of events. (1) 	2
Mechanical accuracy	<ul style="list-style-type: none"> The spelling is correct. (1) The grammar is correct. (1) The punctuation is correct. (1) The writing process has been used. (1) 	4
Total marks	/10

Grammar (Learner's Book page 55)**ACTIVITY 5****Use interrogative pronouns**

(CLASS/INDIVIDUAL)

- Discuss pronouns with the class. Ask learners to name the different kinds of pronouns they have learnt so far. Tell them they can use the Index at the end of the book to remind them. Tell them they are going to learn about interrogative pronouns. Read the information and examples in the Learner's Book. Give or elicit other examples. Write these on the board.
- Working individually, ask the learners to complete the exercise.

Answers

- For **whom** did you buy that basket?
 - Whose** tools were you carrying?
 - Who** paid for the money you spent to buy the wood for the class?

- d) **Whose/Which** sketches did your teacher like most?
 e) **What** is the next woodwork topic? f) **Which** colours should we use to paint the chairs?
 g) To **whom** did you give the money? h) **Who** led the meeting with the prefects?
 i) **Whose** schoolbag knocked the paint over? j) **What** is the Woodwork teacher's name?

Assessment

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

ACTIVITY 6

Use coordinating conjunctions

(CLASS/INDIVIDUAL)

- Read the information and examples of coordinating conjunctions in the Learner's Book. Give or elicit other examples. Write these on the board.
- Working individually, the learners identify the conjunctions. If any learners struggle with f), point out that the meaning of the conjunction 'for' is 'because'.
- Working individually, the learners join the sentences using the conjunctions given.

Answers

- The learners sold cold drinks **and** snacks in the playground at break.
 - The groups **or** their supervisors can share ideas on how to set business goals.
 - Market women increase prices **so** they make a lot of profit.
 - Raw materials are affordable, **yet** the cost of products is high.
 - We joined the pieces together, **but** we could not get the shape right.
 - Someone will like to buy the furniture items, **for** they were made by learners.
 - We have never done a project **nor** have we ever raised funds before.
 - We followed the right steps, **for** we are becoming entrepreneurs.
- Our class expected to sell the furniture, **but** we did not expect to make so much money!
 - The furniture was simply made, **yet** customers bought all the items.
 - There were posters on the walls, **so** the workshop looked attractive.
 - The tools were not on the worktables **nor** were they in the cases.
 - He suggested we invest the money **and** we agreed with him.
 - Display the items on the table **and** hang some on the wall.
 - They saved the money at the bank, **for** they will need to buy more materials.
 - You can buy the football first **or** you can look for the jerseys.

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers for exercises 2 and 3 with the class. Read them aloud and/or write them on the board.

Extension activity

Ask learners to make five of their own sentences using different coordinating conjunctions.

ACTIVITY 7

Understand simple and compound sentences

(CLASS/INDIVIDUAL)

- First, revise subject and predicate (pages 20–21 in Unit 2). Then read the information and examples on simple and compound sentences. Work through the information carefully as it is important that learners grasp this aspect of sentence structure.

- Working individually, the learners identify the two different clauses in the compound sentences and the coordinating conjunction. You could also put learners into mixed-ability pairs for this exercise.

Answers

2.	Independent clause 1	Independent clause 2	Coordinating conjunction
a)	The vendor told her he had nothing to sell	there were still items on display at his stall.	yet
b)	The teacher explained the points to the class	they got all the answers right.	so
c)	Manu led the class to make furniture,	he did not buy the jerseys.	but
d)	You need some money	you need skills to start a business too.	and
e)	Let us invest the money into buying more materials	we will not make much profit.	or
f)	They could not buy the football	could they buy the jerseys.	nor

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers with the class. Write them on the board.

Writing (Learner's Book page 58)

ACTIVITY 8

Use coordinating conjunctions to link sentences in paragraphs

(CLASS/INDIVIDUAL)

- Read the information and examples in the Learner's Book – it is about why coordinating conjunctions help to make our writing better.
- Read through the two example paragraphs.
- Discuss the questions with the class. They are designed to help learners see why they should become confident and able to use coordinating conjunctions in their writing.
- Working individually, the learners complete the paragraph using appropriate coordinating conjunctions. You could also put learners into mixed-ability pairs for this exercise.
- Working individually, the learners write a paragraph of 8–10 sentences about entrepreneurship at your school, linking ideas and forming compound sentences with conjunctions. They should start with the given sentence and then write a rough draft in their exercise books.
- Ask the learners to revise and edit their paragraphs, using the given checklist to help them. They may swap their work with a partner for checking too. Then have them make a final, neat copy and hand it in for assessment.

Answers

- Teachers know learners have different talents **a) and** skills, **b) so** they encourage them to work on those skills to become experts in their own field. Learners often work in groups of threes, fours **c) or** fives, **d) but** sometimes they work in pairs. They display the items they make **e) so** they can sell them to visitors. There are several items to choose from, including lemonade. I hate to drink the lemonade they make, **f) for** it has too much sugar in it.
- Learner's own paragraph

Assessment

Teacher assessment: Use the rubric below to assess the paragraph the learners write. Award a total mark out of 10. This exercise assesses the following indicator:

B7.4.1.1.1. Use cohesive devices to link sentences

Rubric: Paragraph with coordinating conjunctions		
Content	<ul style="list-style-type: none">The paragraph is based on the given topic. (1)The paragraph has one main idea. (1)	2
Organisation	<ul style="list-style-type: none">The paragraph has one topic sentence. (1)The paragraph has several supporting sentences. (1)Coordinating conjunctions are used to form compound sentences. (1)	3
Expression	<ul style="list-style-type: none">Appropriate vocabulary is used. (1)Different types and kinds of sentences are used. (1)	2
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
Total marks	/10

Literature (Learner's Book page 59)

ACTIVITY 9

Distinguish between types of poetry

(CLASS/GROUP/INDIVIDUAL)

- 1–2. First talk about poetry with the class: its features, different kinds of poems, poems that rhyme and those that do not, the value and purpose of poems. Explain that they are going to find out about African poetry, specifically a kind called a dirge. Read the information in the Learner's Book.
3. In groups, the learners read the poem aloud. Encourage them to show sadness through their tone of voice and facial expressions.
4. In groups, the learners discuss the questions. Review the answers with the class.
5. For homework, the learners find another dirge that they will recite or read at the next literature lesson. You can give them examples if you have examples available, or the learners can do research at home, in the library or on the Internet.

Answers

4. a) The speaker is mourning the death of a loved one. (1)
- b) 'The land has swallowed my own.' The land has been given human attributes of swallowing, meaning that the dead person was buried in the ground. (2)
- c) Line 3 is repeated: "'Why did you come?' they asked.' It shows that the speaker's presence in the world is not needed. (2)
- d) Line 6: 'Oh my people, hear my cry!' The line suggests that it is accompanied by loud wailing. (1)
- e) Line 8: 'The world has seen my nakedness.' This line suggests that the poet feels vulnerable, because she has lost a loved one and has nothing (no protection) left. (2)
- f) Possible answer: A destitute person usually has no means of support. The statement indicates that the culture rejects a woman whose husband has died and does not support her. (2)

Total marks: 10

Assessment

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

B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning: Poetry

Introduction

The theme of Unit 6 relates to the topic of Entrepreneurship, which is one of the topics selected in the syllabus for B7. In this unit, learners will learn to use appropriate language to describe experiences, and will practise producing the short pure vowel sound /ʊ/. They will predict a text using a variety of strategies, as well as read and understand it through looking at text structure. In addition, learners will identify and use adjectives to describe nouns, and use correlative conjunctions. Finally, they will write a coherent descriptive paragraph, and learn about poems called lullabies.

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
B7.1.1.1: Demonstrate use of appropriate language orally in specific situations	B7.1.1.1.3. Use appropriate language orally to describe experiences about oneself and others <ul style="list-style-type: none"> Use: <ul style="list-style-type: none"> language: tense structures, variety of sentences, figurative expressions, etc. vocabulary: nouns, adjectives, adverbs, etc. to communicate about one's experiences and those of others in specific situations, e.g. the hospital, shopping in a market or supermarket, at a bus terminal or station, etc. (Activity 1)	Communication and Collaboration Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Presentation
Sub-strand 3: English sounds		
Content Standard	Indicators	Core competencies
B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7.1.3.1.1. Produce pure vowel sounds (short vowels) in context <ul style="list-style-type: none"> Identify and produce pure vowels in context Articulate pure vowels clearly in speech (Activity 2)	Communication and Collaboration Critical Thinking and Problem Solving Presentation
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content Standard	Indicators	Core competencies
B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B7.2.1.1.2. Use prediction to assess and improve understanding of texts <ul style="list-style-type: none"> Make predictions about the content of a text using: <ul style="list-style-type: none"> prior knowledge 	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation

	<ul style="list-style-type: none"> – typographical and visual features – text features – organisational patterns – organisational structure <ul style="list-style-type: none"> • Answer questions to elicit understanding (meaning) (Activity 3)	
	B7.2.1.1.4. Use text structure to understand and read texts independently <ul style="list-style-type: none"> • Interact with a variety of texts • Examine the topic sentences that give clues to a specific structure • Identify how the structure (how the information is organised) of the text influences meaning: description • Use a graphic organiser to make a chart of the text structure • Write paragraphs that follow a specific text structure (Activity 4)	Communication and Collaboration Creativity and Innovation Critical Thinking and Problem Solving Digital Literacy Presentation
Strand 3: Grammar usage Sub-strand 1: Grammar		
Content Standard	Indicators	Core competencies
B7.3.1.1: Apply the knowledge of word classes and their functions in communication	B7.3.1.1.3. Explore accurate use of adjectives in texts <ul style="list-style-type: none"> • Recognise the effective use of adjectives in paragraphs: <ul style="list-style-type: none"> – directly before nouns – with the verb “to be” to describe the subject of the sentence • Use adjectives with sense verbs (sight, taste, smell, touch, hearing) or verbs of appearance to modify the nouns which come before the verb (Activity 5)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation
	B7.3.1.1.6. Use conjunctions accurately to link ideas in everyday discourse <ul style="list-style-type: none"> • Construct sentences using correlative conjunctions (Activity 6)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Digital Literacy Presentation
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content Standard	Indicators	Core competencies
B7.4.1.2: Create different paragraphs on a given topic	B7.4.1.2.1. Organise information in a logical manner <ul style="list-style-type: none"> • Write a paragraph beginning with topic (main) sentence and supporting sentences • Organise sentences in a logical sequence to create a coherent paragraph that is appropriate for the text type (e.g. description) 	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving

	<ul style="list-style-type: none"> Use logical connectors to link sentences in a paragraph: <ul style="list-style-type: none"> addition: <i>moreover, furthermore, in addition</i>, etc. (Activity 7)	Cultural Identity and Global Citizenship Digital Literacy Presentation
Strand 5: Literature Sub-strand 1: Narrative, Drama and Poetry		
Content Standard	Indicators	Core competencies
B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning <ul style="list-style-type: none"> Poetry <ul style="list-style-type: none"> Read aloud and distinguish between the types of poetry by function (African poems such as dirges, lullabies, war and praise songs) paying attention to the rhythmic variations Discuss the cultural and social significance of the poems (Activity 8)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation

Resources

- Learner's Book pages 62–73
- Examples of lullaby poems for the homework exercise in Activity 8

Review

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

- asking and answering questions that elicit elaboration
- the short pure vowel sound /ʌ/
- predicting and asking questions about a text
- the reading strategy of text structure
- interrogative pronouns
- coordinating conjunctions and compound sentences
- dirges as a form of poetry.

Teaching methodology

Oral Language (Learner's Book page 62)

ACTIVITY 1

Use appropriate language to describe experiences

(GROUP)

- Divide the class into groups. Ask them to describe and discuss the places shown in the photographs. Model the activity by talking about a hospital: *People who are very ill or who need to have an operation go to hospital. There are doctors and nurses at the hospital who treat the patients. The patients' relatives can visit them in hospital. You must speak quietly when visiting a patient. I don't enjoy going to hospital myself because I don't like being sick.*
- In groups, learners discuss an experience they have had at one of the four places. Remind them to ask questions that elicit elaboration. Circulate, observe and help where necessary. Ask a few learners to describe their experience for the class afterwards.

Assessment

Teacher assessment: Use the 'Describe' rubric on page xxiv of the Introduction to this Facilitator's Guide to assess the following indicator:

B7.1.1.1.3. Use appropriate language orally to describe experiences about oneself and others

ACTIVITY 2

Produce short pure vowel sounds (CLASS/PAIR/INDIVIDUAL)

1. Demonstrate how to pronounce the short pure vowel sound /ʊ/ correctly, using the notes and the pictures in the Learner's Book to help you. Have the learners practise repeating the sound correctly.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. The learners identify the missing word in each sentence. Then they read the sentences aloud to their partner. Go through the answers with the whole class.
4. First ask volunteers to identify the words with the /ʊ/ sound (foot, should, cushion, could). Have learners read the paragraph aloud.
5. Direct groups of learners to a suitable website or YouTube video that you have identified before the lesson. This ensures that the content is appropriate and relevant to the lesson.

Answers

3.
 - a) Stirring sugar in your tea will make it sweet.
 - b) Kobe chopped the wood to make a fire.
 - c) I rested my head on a soft cushion.
 - d) Ekow will cook the vegetables for dinner tonight.
 - e) The woman hurt her foot.
 - f) The hunter could/would/should go into the wood/bush.
 - g) He was not scared by the howling of the wolf in the forest.
 - h) He took a jacket with him in case it got cold.
 - i) You must push/pull the door open and then you must pull/push it closed.
 - j) She could/would/should not pull the rope.
 - k) Would you like me to close the door?
 - l) My brother could/would get higher marks if he really tried.

Assessment

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

Extension activity

Ask the learners to make up more sentences using words with the short pure vowel sound /ʊ/. They can read aloud their sentences to a partner.

Reading (Learner's Book page 64)

ACTIVITY 3

Use prediction strategies

(PAIR)

1. The learners work in pairs to use the prediction strategies they have learnt.

2. Read aloud the text or ask for learners to volunteer to read it aloud, while the learners follow in their books. Encourage the learners to think about whether their predictions were correct or not. Afterwards, ask a few individuals to share their responses with the whole class.

Answers

1.
 - a) From the title, you can predict that the text is about a market (or a trip to a market). (1)
 - b) From the picture, you can predict that the market is similar to one found in Ghana, with fresh vegetables for sale. (1)
 - c) The text is about a visit to the market at Abotoase by a brother, his sister and a friend. The text describes the sights, sounds, smells, tastes and feelings that the three visitors experience. (3)
 - d) It is a descriptive text, because it describes things in detail using the different senses. (1)
 - e) The text has the following typographical features: The title and challenging words are in **bold**; the names of the fish in the local language are in *italics*, as well as the names of the canoes. It has the following text features: There are many adjectives that are used to describe things in detail. There are also sense verbs that are used to describe the sight, sound, smell, taste and feel of things. (4)
 - f) Twi, Ewe, Ga, Kotokoli and Hausa (5)
 - g) Next, Going further, Further on, From this point, As we approached (5)
 - h) Note: The words in bold are listed with their meanings in the Glossary at the back of the Learner's Book.

Total marks: 20

Assessment

Teacher assessment: Use the memorandum in the Answers section to award a mark out of 20 to assess the following indicator:

B7.2.1.1.2. Use prediction to assess and improve understanding of texts

ACTIVITY 4

Read and understand a text

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Review the information about descriptive texts, and about using graphic organisers to show the structure of a text. Use the information in the Learner's Book to guide you.
2. Read aloud the text again, while learners follow in their books. Pause at the end of every paragraph to give the learners time to identify the vocabulary that describes the sight, sound, smell, taste and touch of things. Point out that although the writer does not use sense verbs such as *see*, *hear*, *smell*, *taste* or *touch*, he or she uses descriptive vocabulary that relates to these five senses.
3. Working in pairs, have the learners complete the graphic organiser. Review the answers as a class before learners move on to exercise 4.
4. Go through the instructions, including the information about connectors. The learners work individually to write a paragraph about the reading text.
5. The learners use the checklist to edit their work.

Answers

3.	At the market				
	Sight	Sound	Smell	Taste	Touch
	blue jeans and a brightly-coloured T-shirt	tooting of horns	the smell of fish	delicious dishes	soft materials

At the market

Sight	Sound	Smell	Taste	Touch
bustling market	shouting of names	rottenness ... from decaying food items		
people jostling in a crowd	deafening noise			
basketfuls of fresh tomatoes	calling out in different languages			
different species and sizes of yam tubers				
young men packing yams in big trucks				
brightly painted canoes				
clothing stalls with attractive materials				
traders handling money				

4. Model paragraph:

There are many things to see, hear, smell, taste and touch at the market. First, we hear the tooting of horns, the shouting of names and the calling out in different languages. Then we see a crowd of people jostling to buy fish. Next, we smell decaying fruit and vegetables and we see basketfuls of fresh tomatoes and many different species and sizes of yam tubers. We watch young men energetically throwing, catching and packing the yams into trucks. After that, we see brightly painted canoes at the waterfront and we read their interesting names. Then we eat delicious dishes before feeling the soft materials of the cloth and clothing stalls. Lastly, we notice the interesting way in which the traders count and pack their money.

Assessment

Teacher assessment: Use the rubric below to award a mark out of 10 for the paragraph. This assesses the aspect 'Write paragraphs that follow a specific text structure' of the following indicator:

B7.2.1.1.4. Use text structure to understand and read texts independently

Rubric: Descriptive paragraph

Content	<ul style="list-style-type: none"> The paragraph is based on the given topic and contains information from the text only. (1) 	1
Layout	<ul style="list-style-type: none"> The paragraph starts with the given topic sentence. (1) The paragraph has supporting sentences that follow the topic sentence. (1) 	2
Expression	<ul style="list-style-type: none"> The paragraph includes some words and phrases from the text, but the sentences are written in the learner's own words. (1) Descriptive language has been used. (1) Connectors link ideas together. (1) 	3

Rubric: Descriptive paragraph (<i>continued</i>)		
Mechanical accuracy	<ul style="list-style-type: none"> The spelling is correct. (1) The grammar and punctuation are correct. (2) The writing process has been used. (1) 	4
Total marks	/10

Grammar (Learner's Book page 67)

ACTIVITY 5

Use adjectives to describe nouns

(CLASS/INDIVIDUAL)

1. Work as a class. Discuss adjectives. Use the information and examples in the Learner's Book to guide you. Give or elicit other examples that relate to the classroom environment. Say these aloud or write them on the board.
2. Working individually, ask the learners to identify the adjectives in each sentence. Have them write the answers in their exercise books. They may check the answers in pairs.
3. Still working individually, ask the learners to copy and complete each sentence with the correct adjective, following the example. Again, have them write the answers in their exercise books and check the answers in pairs.
4. The learners write their own sentences using the given adjectives.

Answers

2.
 - a) The **large** market was **busy**.
 - b) The women selling vegetables were **crowded** in **small** spaces.
 - c) The **pretty** owner of the stall looked **happy** when we bought the dress.
 - d) The **decaying** vegetables were all thrown into a **huge** container.
 - e) The **yellow** dress that we felt was made of **velvet** material.
 - f) The **small** pies tasted very **good**.
 - g) The site where the **colourful** canoes landed appeared **dangerous**.
 - h) We saw the **packed** vehicle leaving the **noisy** station for its destination.
3.
 - a) The range of fabrics on display looked **colourful**.
 - b) The back of the market was **overgrown** with weeds.
 - c) The **loud** bang at the other end of the lorry station was frightening.
 - d) We met a group of **noisy** young men sitting on a pavement.
 - e) Adamu gave us **friendly** advice as we walked to the market.
 - f) The market appeared **crowded** from the outside.
 - g) The driver found a **safe** place to park his car.
 - h) The bread we ate was **fresh** from the oven.
4. Learner's own sentences

Assessment

Self/peer assessment: Use the memorandum provided in the Answers section to check the answers for exercises 2 and 3 with the class. Read them aloud and/or write them on the board.

Remedial activity

For those learners who need remediation, suggest nouns for them to pair with the adjectives for exercise 4: beautiful – dress; tasty – meal; busy – day; handsome – man; rotten – banana; bright – light; tired – legs; strong – woman; interesting – taste; different – colours

ACTIVITY 6**Use correlative conjunctions**

(CLASS/INDIVIDUAL)

1. First remind learners that on page 58 in Unit 5, they learnt that coordinating conjunctions join simple sentences to form compound sentences. Turn back to revise this. Explain that they are now going to learn about correlative conjunctions. Work through the information and examples in the Learner's Book. Emphasise that these conjunctions have two parts to them. Give or elicit other examples. Write these on the board.
2. Working individually, the learners join the sentences using the conjunctions.
3. Working individually, the learners write five sentences of their own.

Answers

2.
 - a) We can buy meat **either** at the market **or** at the shop.
 - b) **Neither** Abena **nor** Esi went to the market last Saturday.
 - c) Yawa was trained **not only** to be a dressmaker, **but also** to be a fashion designer.
 - d) **Both** Ebo **and** Amadu went to see the man who sold yams at the market.
 - e) The storekeeper was **too** busy **to** attend to us.
 - f) We were required to answer **either** question 1 **or** question 2.
 - g) We were told **neither** Mr. Adu **nor** Mr. Boateng was in school on Monday.
 - h) **Both** Yawa **and** Esi taught Mensah how to prepare *banku*.
3. Learner's own sentences

Assessment

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

Writing (Learner's Book page 70)**ACTIVITY 7****Write a coherent descriptive paragraph**

(CLASS/GROUP/INDIVIDUAL)

1. Work as a class. Discuss the information on how to write a coherent descriptive paragraph. Use the information and example in the Learner's Book to guide you.
2. Working in small groups, the learners brainstorm ideas for descriptive paragraphs about different places.
- 3–4. Working individually, the learners choose one of the places and plan and write a descriptive paragraph of 8–10 sentences. They should write a rough draft in their exercise books.
5. Ask the learners to revise and edit their paragraphs, using the given checklist to help them. They may swap their work with a partner for checking too. Then have them make a final, neat copy and hand it in for assessment.

Assessment

Teacher assessment: Use the rubric below to assess the following indicator:

B7.4.1.2.1. Organise information in a logical manner**Rubric: Descriptive paragraph**

Content	• The paragraph is about the given topic. (1)	1
Organisation	• The paragraph has a topic sentence. (1) • The rest of the paragraph consists of supporting sentences. (1)	2

Rubric: Descriptive paragraph (<i>continued</i>)		
Expression	<ul style="list-style-type: none"> There are adjectives for description. (1) There are sense verbs. (1) There are connectors to link ideas in the paragraph. (1) 	3
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
Total marks	/10

Literature (Learner's Book page 72)

ACTIVITY 8

Distinguish between types of poetry

(CLASS/GROUP/INDIVIDUAL)

- Revise the different types of African poetry with the class.
- In groups, the learners recite or read aloud a dirge that they found for homework. Encourage them to show sadness through their tone of voice and facial expressions. Each group chooses the best one to be read aloud to the class.
- Work as a class. Discuss lullabies. Use the information in the Learner's Book to guide you. Ask learners whether they remember any lullabies from when they were very young. Have them share these with the class.
- In groups, the learners read the lullaby poem.
- In groups, the learners discuss the questions. Review the answers with the class.
- For homework, the learners find another lullaby that they will recite or read at the next literature lesson. You can give them examples if you have examples available, or the learners can do research at home, in the library or on the Internet.

Answers

- It has the effect of soothing the baby not to cry. (1)
 - The question and answer form are to engage the baby and to indicate that it is not alone / there is someone to keep it company. (2)
 - The repetition of "When your mother/father comes back" (lines 8 and 9) and "Yaa yaa, wushi-o!" (lines 10 and 11) has the effect of soothing the baby to sleep. (2)
 - These lines should be sung or chanted quietly while gently rocking the baby to sleep. / They should be repeated more than twice while gently rocking the baby to sleep. (1)
 - The poem indicates that caring for one another in the community is important. It also indicates that people should share what they have and help to raise one another's children. It indicates that interacting with a baby is important, because this develops communication skills. (2)
 - We sing them to lull babies to sleep and to calm small children. The features and structure of a lullaby are repetitive, rhythmical, soothing and predictable. Lullabies also help babies learn to speak a language. (2)

Total marks: 10

Assessment

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

B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning: Poetry

Introduction

The theme of Unit 7 relates to the topic of Tourism, which is one of the topics selected in the syllabus for B7. In this unit, learners will listen to and give directions, and will practise producing the short pure vowel sound /ə/. They will use prediction strategies to predict a text, as well as read and understand it through looking at text structure. In addition, learners will use subordinating conjunctions to write complex sentences. Finally, they will write instructions to explain a process, and learn about war poems.

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
B7.1.1.1: Demonstrate use of appropriate language orally in specific situations	B7.1.1.1.4. Listen to and give accurate directions to familiar places <ul style="list-style-type: none"> Use appropriate language to give directions Direct different individuals using a range of these vocabularies and expressions appropriately to given locations (Activity 1)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation
Sub-strand 3: English sounds		
Content Standard	Indicators	Core competencies
B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B7.1.3.1.1. Produce pure vowel sounds (short vowels) in context <ul style="list-style-type: none"> Identify and produce pure vowels in context Articulate pure vowels clearly in speech (Activity 2)	Communication and Collaboration Critical Thinking and Problem Solving Presentation
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content Standard	Indicators	Core competencies
B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B7.2.1.1.2. Use prediction to assess and improve understanding of texts <ul style="list-style-type: none"> Make predictions about the content of a text using: <ul style="list-style-type: none"> prior knowledge typographical and visual features text features organisational patterns organisational structure Ask questions to form ideas Answer questions to elicit understanding (meaning) (Activity 3)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation

	B7.2.1.1.4. Use text structure to understand and read texts independently <ul style="list-style-type: none"> Examine the topic sentences that give clues to a specific structure Identify how the structure (how the information is organised) of the text influences meaning: sequence Use a graphic organiser to make a chart of the text structure Write paragraphs that follow a specific text structure (Activity 4)	Communication and Collaboration Creativity and Innovation Critical Thinking and Problem Solving Presentation
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Strand 3: Grammar usage

Sub-strand 1: Grammar

Content Standard	Indicators	Core competencies
B7.3.1.1: Apply the knowledge of word classes and their functions in communication	B7.3.1.1.6. Use conjunctions accurately to link ideas in everyday discourse <ul style="list-style-type: none"> Use subordinating conjunctions to link ideas (Activity 5)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Presentation
B7.3.1.4: Apply knowledge of clauses in communication	B7.3.1.4.1. Use dependent and independent clauses appropriately in speaking and writing <ul style="list-style-type: none"> Recognise sentences as independent/dependent clauses in texts Construct sentences by combining dependent and independent clauses Construct complex sentences and analyse them to show the main clause and the subordinate clause(s) (Activity 5)	Communication and Collaboration Creativity and Innovation Critical Thinking and Problem Solving Presentation

Strand 4: Writing

Sub-strand 1: Production and distribution of writing

Content Standard	Indicators	Core competencies
B7.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B7.4.1.1.1. Use cohesive devices to link sentences <ul style="list-style-type: none"> Write complex sentences using subordinating conjunctions (Activity 5)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital Literacy Presentation
B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts	B7.4.2.1.4. Compose a paragraph to explain a process, social or natural phenomena (how to do or use something, how something works) <ul style="list-style-type: none"> Write the steps taken to do or make something or how something works (Activity 6)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Digital Literacy Presentation

Strand 5: Literature

Sub-strand 1: Narrative, Drama and Poetry

Content Standard	Indicators	Core competencies
B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning <ul style="list-style-type: none">Poetry<ul style="list-style-type: none">Read aloud and distinguish between the types of poetry by function (African poems such as dirges, lullaby, war and praise songs) paying attention to the rhythmic variationsDiscuss the cultural and social significance of the poems (Activity 7)	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving Digital Literacy Presentation

Resources

- Learner's Book pages 74–84
- Examples of war poems for the homework exercise in Activity 7

Review

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

- using appropriate language to describe experiences
- the short pure vowel sound /ʊ/
- using prediction strategies before reading a text
- using a table or chart as a graphic organiser of a text
- adjectives
- correlative conjunctions
- writing a coherent descriptive paragraph
- lullabies as a form of poetry.

Teaching methodology

Oral Language (Learner's Book page 74)

ACTIVITY 1

Listen to and give directions

(CLASS/PAIR)

- Work as a class. Read the list in the Learner's Book of the names of the places shown on the map. The learners repeat the names after you.
- Read aloud the directions from the listening text below while the learners follow the directions on the map. Read the text slowly twice so that they can focus on both the route and the language used to give directions.
- The learners work in pairs to take turns to give each other directions from A to B on the map.

Listening text

To go from the Accra Sports Stadium (marked A on the map) to the Metro Mass Transit bus terminal near the Melcom Shopping Mall in Accra (marked B on the map), follow these directions:

When you exit the **Accra Sports Stadium**, go straight to the traffic light. First, turn sharp left into **Starlets 91 Road**. Then turn right onto **28th February Road**. At the roundabout (or traffic circle), take the first exit so that you remain on 28th February Road, and carry on

straight. You will come to a set of traffic lights at the junction with **Liberia Road**. Notice that here the name changes from 28th February Road to **John Evans Atta Mills High Street**, and continue straight. You will first pass the **Law Courts Complex** on your right and then the **Ministry of Food and Agriculture** on your left. Next, you will pass both the **Centre for National Culture** and the **Kwame Nkrumah Mausoleum** on your left. A little further on, you will see **GCB Bank** on your right. Shortly after that, the road makes a slight bend to the right and becomes **Asafoatse Nettey Road**. Carry on straight, pass the **Accra Metropolitan Assembly** and turn right into the first road on your right. It is called **Pagan Road**. Carry on straight until you get to **GT Bank**. The **Melcom Shopping Mall** will be on your right. There, turn left and walk down the street until you finally reach the entrance to the **Metro Mass Transit** bus terminal on your left.

Assessment

Teacher assessment: Use the rubric ‘Give directions’ on page xxiv of the Introduction to this Facilitator’s Guide to assess the following indicator:

B7.1.1.1.4. Listen to and give accurate directions to familiar places

Remedial activity

If learners struggle, write the directions on the board with gaps for the expressions.

ACTIVITY 2

Produce short pure vowel sounds

(CLASS/PAIR)

1. Demonstrate how to pronounce the short pure vowel sound /ə/ correctly, using the notes and the pictures in the Learner’s Book to help you. Have the learners practise repeating the sound correctly. Emphasise that it is a very common vowel sound in English.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. The learners take turns to read the sentences aloud in pairs, then copy the sentences and underline the relevant words.
4. Have learners read aloud the words they underlined and decide whether the /ə/ sound comes at the beginning, middle or end of the word. They copy and complete the table.

Answers

Note that in these answers it is assumed that the word ‘a’ in 3a), b) and h) is pronounced as the strong form /eɪ/ not /ə/.

3. a) He is a famous writer.
 b) She used a ladder to hang the picture.
 c) The customer wanted an answer to his question.
 d) Did you understand the poem we read yesterday?
 e) I need some paper to cover my book.
 f) The number is above the sofa.
 g) My brother understands his customers.
 h) Esther’s father is a teacher.

- i) **After** their trip, **the travellers returned** home.
 - j) There are **about** three **different** ways to get there.
4. Beginning: above, about
 Middle: customer, understand, yesterday, travellers, different
 End: famous, writer, ladder, picture, the, answer, paper, cover, number, sofa, brother, Ester's, father, teacher, after, returned

Assessment

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

Reading (Learner's Book page 76)

ACTIVITY 3

Use prediction strategies

(PAIR)

1. The learners work in pairs to predict the type of text and content.
2. Read aloud the text, while the learners follow in their books. You could also read it with a learner who is a strong reader, or ask two strong readers to read it aloud. Encourage the learners to think about whether their predictions were correct or not. Afterwards, ask a few individuals to share their responses with the whole class.

Answers

1. a) From the title, you can predict that the text is about a man called Mr. Jones who asks for directions to somewhere. (You may predict that the man is a tourist too, based on the title and the general theme of the unit.) (2)
- b) From the picture, you can predict that Mr. Jones wants directions to the Centre for National Culture in Accra. (1)
- c) The text is about a conversation between Mr. Jones, a tourist from the UK, and Naa, an airport attendant. He asks her for directions to the Centre for National Culture in Accra. She gives him a map and uses it to show him how to get there. (4)
- d) The text is a dialogue. (1)
- e) We notice the following typographical features: The speaker's names are in **bold**; the descriptions of how a speaker says something, or what he or she does while speaking, are written in *italics*. We also notice the following text features: the speaker's names are on the left; each speaker's name is followed by a colon and then the words that he or she says; a new line is started every time the speaker changes. (5)
- f) Any **two** of the following: N4/Main 37 Road; Liberty Road; Independence Avenue; John Evans Atta Mills Highway (2)
- g) Any **five** of the following: Airport junction traffic light; 37 Military Teaching Hospital; Opebea House; Silver Star Auto Ltd; Golden Tulip Hotel; Goil Filling Station; Flagstaff House School; Jubilee House; Ridge Hospital roundabout; Cedi House; Afua Sutherland Children's Park; Ministries; The National Theatre; High Court traffic light; National Lotteries building (5)
- h) Note: The words in bold and their meanings are listed in the Glossary at the back of the Learner's Book.

Total marks: 20

Assessment

Teacher assessment: Use the memorandum in the Answers section to award a mark out of 20 to assess the following indicator:

B7.2.1.1.2. Use prediction to assess and improve understanding of texts

ACTIVITY 4

Read and understand a text

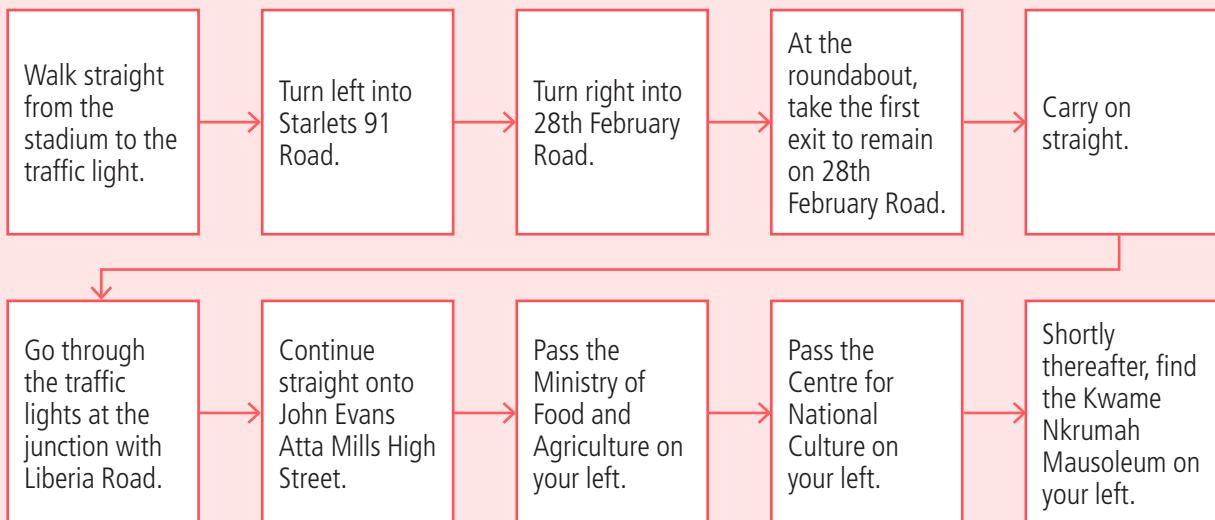
(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Review the graphic organisers that were covered previously (tables) to show the structure of a text. Then go through the information in the Learner's Book about using a flow chart to show the sequence (order) of a text.
2. Have learners read the text. Remind them to pause at the end of every paragraph to identify the sequence of the directions.
3. Working in pairs, have the learners complete the flow chart. Review the answers as a class before learners move on to exercise 4.
4. The learners work individually to make a flow chart of the directions using part of the route shown on the map in Activity 1.
5. The learners write a paragraph giving the directions, using the given connectors.
6. They use the checklist to edit their work.

Answers

- 3.
-
- ```
graph LR; A[Take the first exit on the right.] --> B[Continue straight to the Airport junction traffic light.]; B --> C[Turn left to join the N4 (Main 37 Road).]; C --> D[Drive straight and go through four traffic lights.]; D --> E[Drive towards 37 Military Teaching Hospital.]
```

4. Model flow chart:



5. Model paragraph:

This is how to get from the Accra Sports Stadium to the Kwame Nkrumah Mausoleum. **First**, exit the stadium and go straight to the traffic light. **Then** turn sharp left into Starlets 91 Road. **Next**, turn right onto 28th February Road. At the roundabout (or traffic circle), take the first exit to remain on 28th February Road. Carry on straight. **Then** go through the traffic lights at the junction with Liberia Road and continue straight onto John Evans Atta Mills High Street. **Lastly**, pass both the Ministry of Food and Agriculture and the Centre for National Culture on your left. Shortly thereafter, you will see the Kwame Nkrumah Mausoleum on your left.



## Assessment

**Teacher assessment:** Use the rubric that follows to award a mark out of 10 for the paragraph. This assesses the aspect 'Write paragraphs that follow a specific text structure' of the following indicator:

### B7.2.1.1.4. Use text structure to understand and read texts independently

| Rubric: Paragraph (giving directions) |                                                                                                                                                                                                                                             |                 |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Content</b>                        | <ul style="list-style-type: none"><li>The paragraph is based on the given topic. (1)</li><li>The paragraph contains information from the map only. (1)</li></ul>                                                                            | <b>2</b>        |
| <b>Layout</b>                         | <ul style="list-style-type: none"><li>The paragraph starts with the given topic sentence. (1)</li><li>The paragraph has supporting sentences that follow the topic sentence. (1)</li></ul>                                                  | <b>2</b>        |
| <b>Expression</b>                     | <ul style="list-style-type: none"><li>Imperative verbs are used. (1)</li><li>Connectors showing sequence are used to give the directions in the correct order. (1)</li></ul>                                                                | <b>2</b>        |
| <b>Mechanical accuracy</b>            | <ul style="list-style-type: none"><li>The spelling is correct. (1)</li><li>The grammar and punctuation are correct. (1)</li><li>The writing process, which included using a flow chart as a graphic organiser, has been used. (2)</li></ul> | <b>4</b>        |
| <b>Total marks</b>                    |                                                                                                                                                                                                                                             | <b>...../10</b> |

## Grammar (Learner's Book page 79)

### ACTIVITY 5

#### Use subordinating conjunctions to make complex sentences

(CLASS/INDIVIDUAL)

1. Work as a class. Remind learners they can use the Index at the back of the book to find out which pages have information on coordinating and correlative conjunctions. Have them ask each other what these conjunctions are, and why we use them. Explain they are going to learn about using subordinating conjunctions to construct complex sentences. Use the information and examples in the Learner's Book to guide you. Give or elicit other examples. Say these aloud or write them on the board. For example: *They asked for directions because they did not have a map.* In this example, the main clause is 'They asked for directions' and the subordinate clause that cannot stand by itself is 'because they did not have a map'.
2. The learners work individually to identify the different types of clauses.
3. The learners use the subordinating conjunctions to create complex sentences.
4. They write eight complex sentences of their own.

### Answers

2. a) The tourists missed their flight (as the bus to the airport was delayed).  
b) Mr. Jones was lucky (as he got someone to direct him to the Centre for National Culture).  
c) (Although Naa thought eavesdropping on people's conversations was bad), it was helpful to Mr. Jones.  
d) The tourist was able to locate the Centre (because he was given directions).  
e) (Since he had a rental car), he arrived very early at the hotel.  
f) (Although the artefacts were quite expensive), he bought a good number of them.  
g) The tourist found his way around the Centre, (though he had no prior knowledge of the place).  
h) The tourist looked very tired (because of the long walk around the tourist facility).



3.
  - a) Some tourists prefer to visit cultural sights **whereas** others prefer (to visit) natural sights.
  - b) The tourist dozed off **because** he was tired.
  - c) It is difficult to locate the Arts Centre **unless** someone directs you.
  - d) Consult the tour guide **if** you need assistance or explanations.
  - e) He began to take note of the scenery **as soon as** they started the tour.
  - f) Prepare adequately for the journey **before** you set off.
  - g) The man was tired and wanted to give up **whereas** the tour guide wanted them to continue moving.
  - h) Mr. Jones collapsed **because** he had over-exerted himself.
4. Learner's own sentences

## Assessment

**Self/peer assessment:** Use the memorandum provided in the Answers section to check the answers for exercises 2 and 3 with the class. Read them aloud and/or write them on the board.

## Extension activity

Ask learners to find examples of complex sentences in the reading text in this unit (Learner's Book, pp. 76–78).

## Answers

- Once you have collected your rental car at the parking lot, take the first exit on the right.
- I must go through four traffic lights before I get to the hospital.
- Continue straight on Liberty Road for about 800 metres until it links up with Independence Avenue.
- Continue straight on this road until you reach the High Court traffic light.
- Keep straight on this road until you see National Lotteries building on your right.
- Finally, turn to your left to enter the yards of the Centre for National Culture, where everything about Ghanaian culture is displayed.

## Writing (Learner's Book page 81)

### ACTIVITY 6

### Write instructions to explain a process

(CLASS/GROUP/INDIVIDUAL)

1. Work as a class. Ask volunteers to read the following instructions: *Turn right at the corner. Then continue for three blocks. and First, fill up the kettle. Then switch it on.* Talk about how giving directions and giving instructions are similar. Draw the learners' attention to the layout of written instructions as shown in the notes (annotations) next to the example. If you have any posters in the classroom that give instructions for a process, discuss these with the learners.
2. Working in small groups, the learners brainstorm ideas for writing instructions about the given topics. You might want to allocate different topics to different groups. Each group can then give feedback to the class on their ideas.
3. Working individually, learners choose one of the topics and create a flow chart to plan their instructions.
4. The learners write a rough draft of their instructions in their exercise books.
5. Ask the learners to revise and edit their instructions, using the given checklist to help them. They may swap their work with a partner for checking too. Then have them make a final, neat copy and hand it in for assessment.

## Assessment

**Teacher assessment:** Use the rubric for instructions on page xxviii of the Introduction to this Facilitator's Guide to assess the following indicator:

**B7.4.2.1.4 Compose a paragraph to explain a process, social or natural phenomena (how to do or use something, how something works)**

## Literature (Learner's Book page 83)

### ACTIVITY 7

### Distinguish between types of poetry

(CLASS/GROUP/INDIVIDUAL)

1. Revise lullabies with the class.
2. In groups, the learners sing, chant or read aloud a lullaby that they found for homework. Each group chooses the best one to be read aloud to the class.
3. Work as a class. Discuss the information on war poems. Use the information in the Learner's Book to guide you.
4. In groups, the learners read the war poem, with actions.
5. In groups, the learners discuss the questions. Review the answers with the class.
6. Lead learners to talk about the differences between lullabies and war poems. Include the differences between their structures, features, purposes and effects.
7. For homework, the learners find another war poem that they will recite or read at the next literature lesson. You can give them examples if you have examples available, or the learners can do research at home, in the library or on the Internet.

### Answers

5. a) This poem would be said before a battle, because it is written in the simple future tense ("We shall fire!") (2)
- b) The repeated word "fire" conveys danger, because it refers to the firing of guns, which can injure or kill people. (2)
- c) Power is depicted in the poem through the reference to "Great warriors of the clan!" (lines 3, 7 and 13), which suggests that they are strong and mighty fighters. (2)
- d) Heroism is expressed through the lines "We are not afraid!" (line 5) and "We are not afraid of anyone!" (line 12), which indicate that the fighters are courageous. (2)
- e) Yes, the poem has a steady, repetitive rhythm through the use of stressed words that are repeated throughout the poem. (For example, "Fire! Fire! Fire!") Thus, the poem can be sung or chanted aloud to accompany the marching of the warriors. (2)

**Total marks: 10**

## Assessment

**Teacher assessment:** Use the memorandum in the Answers section to assess the following indicator:

**B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning: Poetry**

## Term 1 Revision and assessment

### Assessment (Learner's Book page 85)

#### English Language – Paper One: Memorandum

##### Part A English sounds

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

(10 × 1 = 10)

##### Part B Vocabulary

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

(10 × 1 = 10)

##### Part C Grammar

###### Section 1

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

(10 × 1 = 10)

###### Section 2

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

(10 × 1 = 10)

Total marks: 40

#### English Language – Paper Two: Memorandum

##### Part A Writing

1. Learner's own descriptive paragraph. Use the rubric for a descriptive paragraph on page 56 in Unit 6 of this Facilitator's Guide for assessment. (10)
  2. Learner's own instructions. Use the rubric for instructions on page xxviii of the Introduction to this Facilitator's Guide for assessment. (10)
- (20)

## Term 1 Revision and assessment

### Part B Reading comprehension

1. Everyone in the kingdom was invited to the feast. (1)
2. Ebo travelled throughout the kingdom to tell everyone about the feast. (1)
3. After the feast, Ebo told the king he wanted to retire. (1)
4. He had to choose his favourite place in the kingdom to live. (1)
5. The first place he chose was next to the river on the outskirts of the forest. (2)
6. His friends advised him not to live there, because the land belonged to an old man who might make Ebo's life very difficult if he settled there. (2)
7. It was difficult for Ebo to find another place to live because either it belonged to someone or it was very dry. (2)
8. Ebo's friends gave him good advice, because it turned out that his land became lush after all. / ... because it did not belong to anyone else who might give him trouble for settling there. (2)
9. The king was a kind/generous person, because he gave Ebo a leaving gift that made his land lush. / ... because he invited all his subjects to a big feast. (2)
10. arid (1)
11. lush (1)
12. personal pronoun (1)
13. This (1)
14. complex sentence (1)
15. narrative text (1)

**(20)**

### Part C Literature

#### Section 1

1. It is a folktale, because it teaches a moral lesson. (2)
2. The main characters in the story are the ant and the grasshopper. (2)
3. The moral of the story is that you should not be lazy in order to secure your future. (2)
4. Learner's own answers. Note that they should name two animals and provide a reason for choosing each one. (2 × 2 = 4)

**(10)**

#### Section 2

The following five features make this poem a lullaby:

- It has words that are repeated for a soothing effect, namely "Lullaby, oh, lullaby!" (2)
- It has a repetitive rhythm that allows it to be sung or chanted for a calming effect. For example, lines 1, 3, 5, 7 and 9 have 7 syllables per line, while lines 4, 6 and 8 have 8 syllables per line. (2)
- Every second line ends in a rhyming word, which also provides a soothing effect. For example, "sleeping, peeping, keeping, a-sleeping". (2)
- The repetition of words and rhyme also promote language development, which is one of the purposes of a lullaby. (2)
- The references that are made to flowers, lambs and birds relate to the particular cultural context in which the lullaby originated. (2)

**(10)**

**Total marks: 60**

# Unit 8

# Ghana's natural resources

## Introduction

The theme of Unit 8 relates to the topic of Ghana's Natural Resources, which is one of the topics selected in the syllabus for B7. In this unit, learners will listen to a text to identify key information, and practise producing the long pure vowel sound /a:/. They will prepare to read a text, as well as read and understand it through looking at text structure (compare and contrast). In addition, learners will identify and use verbs that show present tense in sentences. Finally, they will write a paragraph to compare and contrast information, and learn about praise poems.

## 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                                                                                                                                            |
| <b>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations</b>                       | <b>B7.1.2.1.1. Listen to level-appropriate text attentively and identify key information</b> <ul style="list-style-type: none"> <li>Identify key points: <ul style="list-style-type: none"> <li>intent or purpose of the message</li> <li>main idea and supporting points</li> </ul> </li> <li>Read out and cross check the information written</li> </ul> <b>(Activity 1)</b>                                                                                                                                    | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |
| Sub-strand 3: English sounds                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Core competencies                                                                                                                                            |
| <b>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</b> | <b>B7.1.3.1.1. Produce pure vowel sounds (long vowels) in context</b> <ul style="list-style-type: none"> <li>Identify and produce long vowels in context</li> <li>Distinguish between long and short vowels in context</li> <li>Listen to and produce sounds as used in connected speech</li> </ul> <b>(Activity 2)</b>                                                                                                                                                                                           | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Strand 2: Reading                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                              |
| Sub-strand 1: Comprehension                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Core competencies                                                                                                                                            |
| <b>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading</b>                      | <b>B7.2.1.1.2. Use prediction to assess and improve understanding of texts</b> <ul style="list-style-type: none"> <li>Make predictions about the content of a text using: <ul style="list-style-type: none"> <li>prior knowledge</li> <li>typographical and visual features</li> <li>text features</li> <li>organisational patterns</li> <li>organisational structure</li> </ul> </li> <li>Ask questions to form ideas</li> <li>Answer questions to elicit understanding (meaning)</li> </ul> <b>(Activity 3)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |

|                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                             | <b>B7.2.1.1.4. Use text structure to understand and read texts independently</b> <ul style="list-style-type: none"> <li>Examine the topic sentences that give clues to a specific structure</li> <li>Identify how the structure (how the information is organised) of the text influences meaning: compare and contrast</li> <li>Use a graphic organiser to make a chart of the text structure</li> </ul> <b>(Activity 4)</b>                                                                                                                                | Communication and Collaboration<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                                                        |
| <b>Strand 3: Grammar usage</b><br><b>Sub-strand 1: Grammar</b>                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.3.1.1: Apply the knowledge of word classes and their functions in communication</b>                   | <b>B7.3.1.1.4. Relate forms of verbs to everyday activities (tense and aspects) in context, role play, radio, TV, films and narratives</b> <ul style="list-style-type: none"> <li>Present tense: Identify the use of verbs that show present tense and aspect in sentences: simple present, present progressive, present perfect, present perfect progressive</li> </ul> <b>(Activity 5)</b>                                                                                                                                                                 | Communication and Collaboration<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation<br>Digital Literacy                                                                                    |
| <b>Strand 4: Writing</b><br><b>Sub-strand 1: Production and distribution of writing</b>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.4.1.2: Create different paragraphs on a given topic</b>                                               | <b>B7.4.1.2.1. Organise information in a logical manner</b> <ul style="list-style-type: none"> <li>Write a paragraph beginning with topic (main sentence) and supporting sentences</li> <li>Organise sentences in a logical sequence to create a coherent paragraph that is appropriate for the text type</li> <li>Use logical connectors to link sentences in a paragraph: addition: <i>moreover, furthermore, in addition, etc.</i>; similarity: <i>similarly, likewise, etc.</i>; contrast: <i>however, although, etc.</i></li> </ul> <b>(Activity 6)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Digital Literacy<br>Presentation |
| <b>Strand 5: Literature</b><br><b>Sub-strand 1: Narrative, Drama and Poetry</b>                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</b> | <b>B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning</b> <ul style="list-style-type: none"> <li>Poetry               <ul style="list-style-type: none"> <li>Read aloud and distinguish between the types of poetry by function (African poems such as dirges, lullaby, war and praise songs) paying attention to the rhythmic variations</li> <li>Discuss the cultural and social significance of the poems</li> </ul> </li> </ul> <b>(Activity 7)</b>                                             | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |

## Resources

- Learner's Book pages 94–106
- Dictionaries
- Examples of praise poems for the homework exercise in Activity 7

## Review

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

- listening to and giving directions
- the short pure vowel sound /ə/
- using prediction strategies before reading a text
- using a flow chart as a graphic organiser of a text
- subordinating conjunctions
- complex sentences
- writing instructions to explain a process
- war poems as a form of poetry.

## Teaching methodology

### Oral Language (Learner's Book page 94)

#### ACTIVITY 1

#### Listen to a text and identify key information

(CLASS/PAIR/INDIVIDUAL/GROUP)

#### Before listening

1. Work as a class to discuss the photograph of the Akosombo Dam and the learners' prior knowledge of Ghana's natural resources.
2. Read the vocabulary aloud for learners to repeat.
3. The learners work in pairs to match the vocabulary items to the meanings. Allow them to use dictionaries if needed.

#### Answers

1. Learner's own answers. Accept any reasonable responses based on the learner's prior knowledge of the topic.
3. 

|                 |             |               |
|-----------------|-------------|---------------|
| a) challenges   | b) mainstay | c) bulk goods |
| d) resources    | e) expanse  | f) adjoining  |
| g) endowed      | h) man-made | i) behold     |
| j) displacement |             |               |

#### While listening

4. Read the listening text below clearly at a natural pace.
5. Read the text again. While they listen, learners work individually to decide whether the statements are true or false.
6. Read the text for a third time so that learners can check their answers to exercise 5.

## Listening text

Natural resources are those **resources** that have not been made by human beings. Rather, human beings use these resources to make life easier. Natural resources can be classified into two types – renewable and non-renewable resources. Renewable resources are those that can replace themselves at the same rate as they are used by human beings. These include the sun, wind and water. On the other hand, non-renewable resources are those that cannot be replaced as quickly or as easily after use. These include minerals, natural gas and oil.

Like many other countries, Ghana is **endowed** with natural resources that it exploits for development. For example, the Volta River is a major body of water that has many uses. First, it is important for transportation. **Bulk goods** and passengers are transported along the river, especially from Yeji in the Northern Region, through Kete Krachi in the Oti Region to Akosombo in the Eastern Region. Some of the goods include petroleum products and foodstuffs.

Second, we have all heard about the Akosombo Dam in Ghana. It is said to be one of the biggest **man-made** lakes in the world. It was made by constructing a dam over the Volta River. The construction was started in 1961 and completed in 1965. The dam was designed for hydroelectric power generation to produce 912 megawatts of power to promote Ghana's industrial development.

Third, apart from power generation, the large area covered by the dam has enabled a lot of fishing and fish farming to take place on and along the lake. The creation of the dam has been helpful in providing irrigation for farming too. Water is drawn from the dam to irrigate the **adjoining** lands for the cultivation of food items like maize, rice and vegetables. Irrigation farming ensures that there is food production all year round.

Another important outcome of the dam is the development of tourism. The dam site itself provides enough for tourists to see. The winding drive to the top of the dam, the engineering design, the tour of the control room, the shaft-holding floor, and then down to the location of the turbines is a real experience of a lifetime. Furthermore, travel by boat in the *Akosombo Queen* brings tourists face to face with different varieties of vegetation along the lake. Quite a sight to **behold**!

However, in spite of its many uses, the dam has its disadvantages too. For example, the large **expanse** of land covered by the lake brought about the **displacement** of so many people. Resettlement homes were built for these people, but their original livelihoods could not be restored again. They had to learn to live in unfamiliar places and to begin new lives.

In addition, the dam has brought about environmental **challenges**. For instance, the weather pattern of the area covered by the dam has changed. Whereas previously most of this area was forest, it is now buried under water along with the cocoa farms that were once the **mainstay** of the local people.

## Answers

- |            |          |          |
|------------|----------|----------|
| 5. a) true | b) false | c) false |
| d) true    | e) true  | f) false |
| g) true    | h) false | i) true  |
| j) false   |          |          |

Total marks: 10



## After listening

7. Ask learners to discuss the questions in small groups. Observe and provide help where necessary.

### Answers

7. a) A (inform the listener about one of Ghana's natural resources.)  
b) C (For example, the Volta River is a major body of water that has many uses.)  
c) B (However, in spite of its many uses, the dam has its disadvantages too.)  
d) C (Furthermore, travel by boat in the *Akosombo Queen* brings tourists face to face with different varieties of vegetation along the lake.)  
e) B (Quite a sight to behold!)

Total marks: 5

## Assessment

- **Self/peer assessment:** Use the memoranda provided in the Answers sections to check the answers for exercises 3, 5 and 7 with the class. Read them aloud and/or write them on the board.
- **Teacher assessment:** Use the memoranda for exercises 5 and 7 to award marks to assess the following indicator:

### B7.1.2.1.1. Listen to level-appropriate text attentively and identify key information

#### ACTIVITY 2

#### Produce long pure vowel sounds

(CLASS/PAIR)

1. Demonstrate how to pronounce the long pure vowel sound /a:/ correctly, using the notes and the pictures in the Learner's Book to help you. Have the learners practise repeating the sound correctly.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. The learners take turns to read the sentences aloud in pairs, then copy the sentences and underline the relevant words.
4. Still working in pairs, they complete the table.

### Answers

3. a) Father has a fast car.  
b) The man with the hat walked farther down the path.  
c) The sharks swim past in the dark tank.  
d) My happy aunt danced on the grass in the park.  
e) At school, my favourite subjects are Art and Drama.  
f) She had made some beautiful stars out of glass.  
g) Margaret fell asleep on the mat after her bath.  
h) The apple farm is far away from the town.  
i) The cat drank half a glass of milk.

4.

**Words with short /æ/ vowel sound**

has  
man  
hat  
tank  
happy  
at  
had  
mat  
apple  
cat  
drank

**Words with long /a:/ vowel sound**

|         |          |
|---------|----------|
| father  | are      |
| fast    | Art      |
| car     | Drama    |
| farther | stars    |
| path    | glass    |
| sharks  | Margaret |
| past    | after    |
| dark    | bath     |
| aunt    | farm     |
| danced  | far      |
| grass   | half     |
| park    | glass    |

**Assessment**

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

**Reading (Learner's Book page 97)****ACTIVITY 3****Use prediction strategies**

(PAIR)

1. The learners work in pairs to predict the type of text and content.
2. Read aloud the text, while the learners follow in their books. Encourage the learners to think about whether their predictions were correct or not. Afterwards, ask a few individuals to share their responses with the whole class.

**Answers**

1. a) From the title, the learner can predict that the text is about natural resources in Ghana. (Based on knowledge acquired during Activity 1, the learner will know what natural resources are and will be able to distinguish between renewable and non-renewable resources. Apart from resources such as the sun, wind and water, he/she may have prior knowledge of other types of natural resources found in Ghana, such as minerals.) (1)
- b) From the visual features (photographs), the learner can predict that the text will include some information about the fishing and timber industries in Ghana. (1)
- c) The text is about Ghana's natural resources. It gives examples of natural resources, and it explains the difference between renewable and non-renewable natural resources. It also discusses the socio-economic advantages and disadvantages of these resources for the people of Ghana. (3)
- d) The text is a non-fiction text containing information in the form of facts with examples. (2)
- e) Text features include a title and words in bold. (2)
- f) Note: All the words in bold are listed with their meanings at the back of the Learner's Book.
- g) water, wind, sun and trees (4)
- h) Similarly, In the same way (2)

**Total marks: 15**

## Assessment

**Teacher assessment:** Use the memorandum in the Answers section to award a mark out of 15 to assess the following indicator:

### B7.2.1.1.2. Use prediction to assess and improve understanding of texts

#### ACTIVITY 4

#### Read and understand a text

(CLASS/PAIR)

1. Work as a class. Review the graphic organisers that have already been taught. Then go through the information in the Learner's Book about using a double bubble map, or a compare and contrast map, to show how ideas are compared and contrasted in a text. This type of graphic organiser is also known as a Venn diagram. Show the learners the example in exercise 4.
2. Have the learners read the text. Remind them to pause at the end of every paragraph to identify the ideas that are compared and contrasted.
3. Working in pairs, have the learners complete the table about natural resources. Review the answers as a class before moving on to exercise 4.
4. The learners work in pairs to make a 'compare and contrast map'.

## Answers

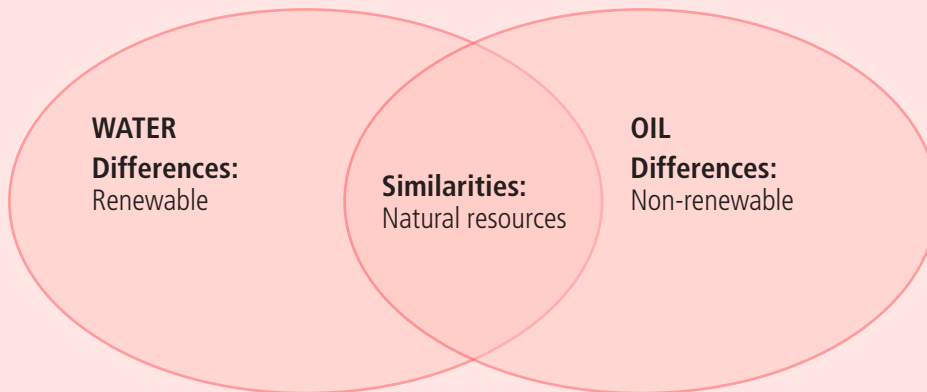
1. g) Water, solar, wind and thermal energy are all renewable natural resources.  
h) The connector, "In the same way," indicates this.

3.

#### Natural resources

| Renewable                                                        | Non-renewable                                  |
|------------------------------------------------------------------|------------------------------------------------|
| water<br>timber<br>solar energy<br>wind energy<br>thermal energy | oil<br>minerals<br>coal<br>iron<br>natural gas |

4.



## Assessment

**Teacher assessment:** Use the exercises to assess the 'Use a graphic organiser to make a chart of the text structure' aspect of the following indicator:

### B7.2.1.1.4. Use text structure to understand and read texts independently

### ACTIVITY 5

### Identify and use present tense verbs in sentences

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Remind the learners that verbs have tenses, and that we use present verb forms to talk about the present, past verb forms to talk about the past, and future verb forms to talk about the future. Tell them that they are going to learn about four different forms of the present tense. Work through the information and examples in the Learner's Book.
2. The learners work in pairs or individually to identify the verbs that are in a present tense.
3. The learners identify which tenses were used for exercise 2.
4. They write present tense sentences choosing from different forms of the present tense.
5. Allow the learners to go online to learn more about the four present tense forms. Identify suitable websites before the lesson, for example informational websites, interactive websites or YouTube tutorials.
6. Allow the learners to watch YouTube videos about Ghana's natural resources online. Circulate, observe and help where necessary. Draw their attention to the use of the present tense in documentaries.

### Answers

2.
  - a) Water **evaporates** into the air to form clouds.
  - b) The company **has been lumbering** in the Atiwa Forest for years.
  - c) The chiefs and people of Nsuta **are salvaging** the degraded forest gradually.
  - d) Some small-scale miners **are mining** illegally in the forest reserve.
  - e) They **have done** a lot of damage to the farmlands in the area.
  - f) The Operation Gong Gong team **has been guarding** the forest for several weeks now.
  - g) The rescue team **has been working** all night to rescue the trapped miners.
  - h) The continuous rains **make** it difficult for the rescue team to work effectively.
  - i) Hope **has not been lost**, however.
  - j) It **is taking** a lot of effort to push the operation ahead.
3.
  - a) evaporates – **simple present tense**
  - b) has been lumbering – **present perfect progressive tense**
  - c) are salvaging – **present progressive tense**
  - d) are mining – **present progressive tense**
  - e) have done – **present perfect tense**
  - f) has been guarding – **present perfect progressive tense**
  - g) has been working – **present perfect progressive tense**
  - h) make – **simple present tense**
  - i) has not been lost – **present perfect tense**
  - j) is taking – **present progressive tense**
4.
  - a) People **are destroying** the rainforests as they clear the land for planting crops.
  - b) The fishermen **have been drifting** away from the shore since yesterday.
  - c) Their distress calls **have faded** now.
  - d) The rescue mission **has been alerted** to try to trace the boat.
  - e) The stormy weather **is not subsiding** to allow the rescue boat to set sail.
  - f) Twelve souls **are** out there at sea, struggling to survive.
  - g) They **are going** to perish if rescue delays for the next six hours.

- h) They **have been rowing** all night and they should be weary and hungry.
- i) Prayers **have been offered** for their safe return.
- j) Suddenly, there is a calm in the storm and the rescue boat **sets** sail speedily.

## Assessment

**Self/peer assessment:** Use the memorandum provided in the Answers section to check the answers for exercises 2, 3 and 4 with the class. Read them aloud and/or write them on the board.

## Extension activity

Ask learners to write five of their own sentences using different present tense verb forms.

## Writing (Learner's Book page 102)

### ACTIVITY 6

### Use connectors in a paragraph (CLASS/GROUP/INDIVIDUAL)

1. Work as a class. To prepare for the lesson, have the learners look at two items in your classroom, such as a table and a chair. Ask them to describe how they are different/the same. Then work through the information in the Learner's Book, which teaches how to use connectors in a paragraph to compare or contrast people, things or ideas. Go through the example carefully.
2. Working in small groups, the learners brainstorm ideas for comparing wind energy and solar energy.
3. Working individually, the learners plan their two paragraphs using the bubble map.
4. The learners write a rough draft of their paragraphs in their exercise books.
5. Ask the learners to revise and edit their work, using the given checklist to help them. They may swap their work with a partner for checking too. Then have them make a final, neat copy and hand it in for assessment.

## Assessment

**Teacher assessment:** Use the rubric below to assess the following indicator:

### B7.4.1.2.1. Organise information in a logical manner

| Rubric: Compare or contrast paragraphs |                                                                                                                                                                                                                                                        |                 |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Content</b>                         | <ul style="list-style-type: none"> <li>The first paragraph is about similarities. (1)</li> <li>The second paragraph is about differences. (1)</li> </ul>                                                                                               | <b>2</b>        |
| <b>Layout</b>                          | <ul style="list-style-type: none"> <li>Each paragraph has a topic sentence. (1)</li> <li>The rest of each paragraph consists of supporting sentences. (1)</li> </ul>                                                                                   | <b>2</b>        |
| <b>Expression</b>                      | <ul style="list-style-type: none"> <li>Connectors showing comparison are used. (1)</li> <li>Connectors showing contrast are used. (1)</li> </ul>                                                                                                       | <b>2</b>        |
| <b>Mechanical accuracy</b>             | <ul style="list-style-type: none"> <li>The spelling is correct. (1)</li> <li>The grammar and punctuation are correct. (1)</li> <li>The writing process, which included using a double bubble map as a graphic organiser, has been used. (2)</li> </ul> | <b>4</b>        |
| <b>Total marks</b>                     |                                                                                                                                                                                                                                                        | <b>...../10</b> |

## Literature (Learner's Book page 104)

### ACTIVITY 7

### Distinguish between types of poetry

(CLASS/GROUP/INDIVIDUAL)

1. Revise war poems with the class.

2. In groups, the learners recite or read aloud a war poem that they found for homework. Each group chooses the best one to be read aloud to the class.
3. Work as a class. Recall the types of African poetry that have been taught so far: dirges, lullabies and war poems. Ask the learners to read the information in the Learner's Book to find out about **praise poems**, which are another type of African poetry. Discuss the information on praise poems. Use the information in the Learner's Book to guide you.
4. In groups, the learners read the praise poem.
5. In groups, the learners discuss the questions. Review the answers with the class.
6. With the class, talk about the purpose and value of praise poems. Why do people sing praise poems? Where are praise poems sung? What effect do praise poems have?
7. For homework, the learners find another praise poem that they will recite or read at the next literature lesson. You can give them examples if you have examples available, or the learners can do research at home, in the library or on the Internet.

## Answers

5. a) "His Majesty", the king, is being praised in the poem. The praise names used are: Okatakyie, Okoforobuo, Obrempong, Ogidigidi, Omintinminim, Okofo, He who fights uphill and never retreats, fearless fighter, conqueror of our enemies, liberator of our lands, father of the fatherless, and the rock of safety. (13)
- b) The following images are used to describe the person in the poem:
  - "He who fights uphill and never retreats" (indicates a relentless fighter who never gives up in a fight)
  - "The vanquished shall vanish at the scent of the victor" (depicts the king as someone who puts fear in the enemy and they retreat at his approach)
  - "the fearless fighter" (depicts the king as a courageous soldier)
  - "the conqueror of our enemies" (depicts the king as someone who has defeated all of his opponents in battle)
  - "the liberator of our lands" (depicts the king as someone who has freed his people from enemy rule)
  - "The father of the fatherless" (depicts the king as a caring father to the nation)
  - "The rock of safety" (depicts the king as someone who provides a sense of security for the people of Agbomo) (7)
- c) Yes, the poem is directly addressed to the person, because of the following:
  - The pronouns "your" and "you" are used in the last stanza.
  - The person is addressed directly by various names (for example, "Okatakyie" and "Obrempong").
  - A praise poem is usually said as a spoken tribute in the presence of the person it is about. (3)
- d) This poem can be performed with a drum accompaniment to convey the greatness of the king. (2)

**Total marks: 25**

## Assessment

**Teacher assessment:** Use the memorandum in the Answers section to assess the following indicator:

**B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning: Poetry**

# Unit 9

# Ghana's mineral resources

## Introduction

The theme of Unit 9 relates to the topic of Ghana's Natural Resources, which is one of the topics selected in the syllabus for B7. In this unit, learners will listen to a text to identify key information, and practise producing the long pure vowel sound /ɜː/. They will predict a text, as well as read and understand it through looking at text structure (cause and effect). In addition, learners will identify and use verbs that show past tense in sentences. Finally, they will write a paragraph to show cause and effect, and write and recite their own 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                                                                                                                                            |
| <b>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations</b>                       | <b>B7.1.2.1.1. Listen to level-appropriate text attentively and identify key information</b> <ul style="list-style-type: none"> <li>Identify key points: <ul style="list-style-type: none"> <li>intent or purpose of the message</li> <li>the speaker's enthusiasm and passion for the topic</li> <li>main idea and supporting points</li> </ul> </li> <li>Read out and cross check the information written</li> </ul> <b>(Activity 1)</b>                                                                        | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |
| Sub-strand 3: English sounds                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Core competencies                                                                                                                                            |
| <b>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</b> | <b>B7.1.3.1.1. Produce pure vowel sounds (long vowels) in context</b> <ul style="list-style-type: none"> <li>Identify and produce long vowels in context</li> <li>Distinguish between long and short vowels in context</li> <li>Listen to and produce sounds as used in connected speech</li> </ul> <b>(Activity 2)</b>                                                                                                                                                                                           | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Strand 2: Reading                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                              |
| Sub-strand 1: Comprehension                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Core competencies                                                                                                                                            |
| <b>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading</b>                      | <b>B7.2.1.1.2. Use prediction to assess and improve understanding of texts</b> <ul style="list-style-type: none"> <li>Make predictions about the content of a text using: <ul style="list-style-type: none"> <li>prior knowledge</li> <li>typographical and visual features</li> <li>text features</li> <li>organisational patterns</li> <li>organisational structure</li> </ul> </li> <li>Ask questions to form ideas</li> <li>Answer questions to elicit understanding (meaning)</li> </ul> <b>(Activity 3)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |

|                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                             | <b>B7.2.1.1.4. Use text structure to understand and read texts independently</b> <ul style="list-style-type: none"> <li>Examine the topic sentences that give clues to a specific structure</li> <li>Identify how the structure (how the information is organised) of the text influences meaning: cause and effect</li> <li>Use a graphic organiser to make a chart of the text structure</li> <li>Write paragraphs that follow a specific text structure</li> </ul> <b>(Activity 4)</b> | Communication and Collaboration<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                                                        |
| <b>Strand 3: Grammar usage</b><br><b>Sub-strand 1: Grammar</b>                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.3.1.1: Apply the knowledge of word classes and their functions in communication</b>                   | <b>B7.3.1.1.4. Relate forms of verbs to everyday activities (tense and aspects) in context, role play, radio, TV, films and narratives</b> <ul style="list-style-type: none"> <li>Past tense: Identify the use of verbs to show past tense and aspect in sentences: simple past, past progressive, past perfect, past perfect progressive</li> </ul> <b>(Activity 5)</b>                                                                                                                  | Communication and Collaboration<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                                                        |
| <b>Strand 4: Writing</b><br><b>Sub-strand 1: Production and distribution of writing</b>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.4.1.2: Create different paragraphs on a given topic</b>                                               | <b>B7.4.1.2.1. Organise information in a logical manner</b> <ul style="list-style-type: none"> <li>Write a paragraph beginning with topic (main sentence) and supporting sentences</li> <li>Organise sentences in a logical sequence to create a coherent paragraph that is appropriate for the text type</li> <li>Use logical connectors to link sentences in a paragraph: cause/ effect: <i>because, therefore, as a result, consequently</i>, etc.</li> </ul> <b>(Activity 6)</b>      | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Digital Literacy<br>Presentation |
| <b>Strand 5: Literature</b><br><b>Sub-strand 1: Narrative, Drama and Poetry</b>                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</b> | <b>B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning</b> <ul style="list-style-type: none"> <li>Poetry: Write and recite poems (dirge, lullabies, war poem or praise poem)</li> </ul> <b>(Activity 7)</b>                                                                                                                                                                                                                       | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |

## Resources

- Learner's Book pages 107–117
- Dictionaries



## Review

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

- listening to a text and identify key information
- the long pure vowel sound /a:/
- using a double bubble map as a graphic organiser of a text
- four present tense forms
- writing a paragraph to compare and contrast
- praise poems as a form of poetry.

## Teaching methodology

### Oral Language (Learner's Book page 107)

#### ACTIVITY 1

#### Listen to a text and identify key information

(CLASS/PAIR/INDIVIDUAL/GROUP)

#### Before listening

1. Read the vocabulary aloud for the learners to repeat.
2. The learners work in pairs to match the vocabulary items to the meanings. Allow them to use dictionaries if needed.

#### Answers

- |                |                 |
|----------------|-----------------|
| 2. a) minerals | b) extraction   |
| c) revenue     | d) construction |
| e) conducts    | f) components   |
| g) positive    | h) materials    |
| i) created     | j) development  |

#### While listening

3. Read the listening text below clearly at a natural pace.
4. Read the text again. While they listen, the learners work individually to decide whether the statements are true or false.
5. Read the text for a third time so that they can check their answers to exercise 4.

#### Listening text

A mineral is a naturally occurring material contained in the earth. Ghana's mineral resources – in particular gold, diamonds, bauxite and manganese – play a very significant role in the **development** of the country. They are important to the country's **construction** and manufacturing industries, as well as its economy.

**Minerals** form the **components** of many **materials** used in the construction industry. We need these materials to build houses, schools, hospitals, roads, highways, bridges and airports. For example, limestone is an important component of cement, which is widely used in construction.

Minerals are also used in the manufacture of electronic devices and home appliances. For example, copper is a common mineral used in electronics, because it **conducts** electricity very well.

Finally, mineral resources are important to every Ghanaian, not only for the raw materials they provide, but also for the **positive** impact they have on our economy. Government generates **revenue** from the **extraction** of mineral resources. Jobs are also **created** that enhance people's quality of life, support local businesses and schools, and bring tax revenue to local government.

### Answers

- |            |          |         |
|------------|----------|---------|
| 4. a) true | b) false | c) true |
| d) true    | e) false | f) true |
| g) false   | h) false | i) true |
| j) true    |          |         |

Total marks: 10

### After listening

6. Ask the learners to discuss the questions in small groups. Observe and provide help where necessary.

### Answers

6. a) A (inform the listener about the role of minerals in Ghana.)  
b) C (The writer explicitly supports his or her line of thought.)  
c) B (Minerals form important components of materials used in the construction industry.)  
d) C (Copper is an example of a mineral used in the making of electronics.)  
e) C (Mineral extraction creates jobs that improve people's quality of life.)

Total marks: 5

### Assessment

**Self/peer assessment:** Use the memoranda provided in the Answers sections to check the answers for exercises 2, 4 and 6 with the class. Read them aloud and/or write them on the board.

**Teacher assessment:** Use the memoranda for exercises 4 and 6 to award marks to assess the following indicator:

#### B7.1.2.1.1. Listen to level-appropriate text attentively and identify key information

### ACTIVITY 2

### Produce long pure vowel sounds

(CLASS/PAIR)

1. Demonstrate how to pronounce the long pure vowel sound /ɜ:/ correctly, using the notes and the pictures in the Learner's Book to help you. Have the learners practise repeating the sound correctly.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. The learners take turns to read the sentences aloud in pairs, then copy the sentences and underline the relevant words.
4. Have fun with the class, creating sentences with as many words as possible that have the /ɜ:/ sound, for example: *Do not shirk your work said the nurse whose surname was Perk.*

## Answers

3. a) We **learnt** about minerals in the **earth**.
- b) We are in the **third term** at school.
- c) **Bertha returned** to school on **Thursday**.
- d) You have some **dirt** on your **skirt**.
- e) If you **burn** yourself, it will **hurt**.
- f) The **nurse** has a long **journey** to **work**.
- g) The **earth turns** on its axis.
- h) There will be a short **service** in the **church**.
- i) Draw a **circle** around the **words**.
- j) She **earned** a lot of money at that law **firm**.

## Assessment

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

## Reading (Learner's Book page 110)

### ACTIVITY 3

### Prepare to read a text

(PAIR)

1. The learners work in pairs to predict the content.
2. Read aloud the text, while the learners follow in their books. Encourage the learners to think about whether their predictions were correct or not. Afterwards, ask a few individuals to share their responses with the whole class.

## Answers

1. a) From the title, you can predict that the text is about Ghana's mineral resources. (The learner may have some prior knowledge of this topic from Activity 1.) (1)
- b) From the photograph, you can predict that the text will be about mining. (1)
- c) The text is about what minerals are, how they are formed and why some minerals are more valuable than others. It focuses particularly on gold, but it also provides some information about diamonds, bauxite and manganese. (3)
- d) The text is a non-fiction text that provides information. It includes facts with supporting details and examples. (2)
- e) Any **three** of the following: Goldfields Ghana Limited, AngloGold Ashanti, Golden Star Resources, Newmont Ghana, Ghana Bauxite Company Limited, Ghana Manganese Company Limited, Ghana Consolidated Diamonds (GCD) (3)
- f) Note: The words in bold and their meanings are listed in the Glossary.

**Total marks: 10**

## Assessment

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

**B7.2.1.1.2. Use prediction to assess and improve understanding of texts**

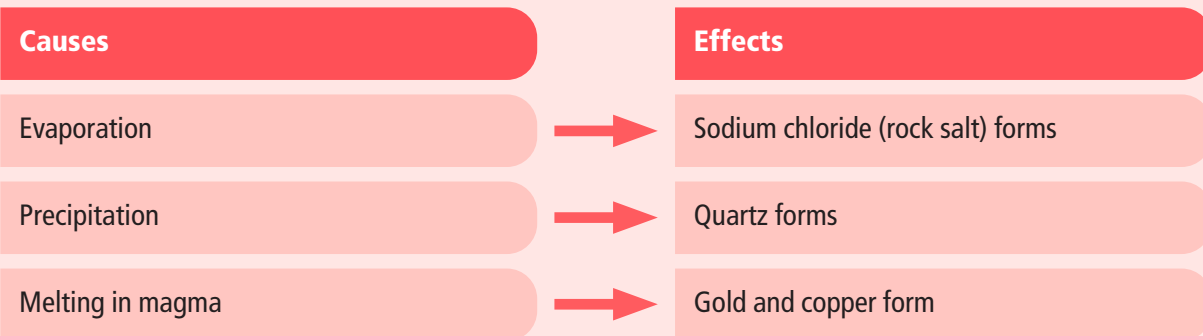
**ACTIVITY 4****Read and understand a text**

(CLASS/PAIR/INDIVIDUAL)

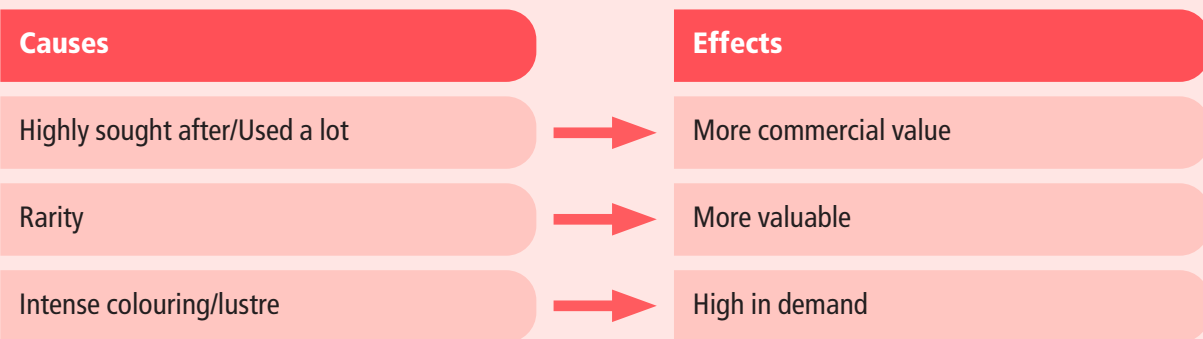
1. Work as a class. Refer to the previous graphic organisers taught: tables, flow charts and double bubble maps. Remind learners why graphic organisers are helpful: to summarise information and as a reading strategy to understand a text. Go through the information in the Learner's Book about using a cause and effect diagram to understand the structure of a text. Show the learners the example in exercise 3.
2. Read aloud the text again, while the learners follow in their books. Pause at the end of paragraph 2 to ask them to identify three causes and effects. Also pause at the end of paragraph 5 to ask them to identify three causes and effects in that paragraph. The learners can take notes.
3. Working in pairs, have the learners complete the cause and effect diagram. Review the answers as a class before moving on to exercise 4.
4. Go through the instructions, including the information about connectors. The learners work individually to write two paragraphs about the reading text.
5. The learners use the checklist to edit their work.

**Answers**

3. Paragraph 2:



Paragraph 5:



#### 4. Model paragraphs:

##### Paragraph 1:

There are several processes that cause minerals to form. Some minerals are formed because of evaporation. Others are formed as a result of precipitation. Minerals may be formed when substances melt in magma. When the substances cool and harden, minerals are formed.

##### Paragraph 2:

There are several things that cause some minerals to be more valuable than others. First, some minerals are highly sought after and therefore fetch high prices. Second, if a mineral is rare, it increases the value. Third, intense colouring or lustrousness make minerals attractive to people. Consequently, minerals with a bright and shiny appearance are more expensive.

## Assessment

**Teacher assessment:** Use the rubric below to award a mark out of 10 for the paragraphs. This assesses the aspect 'Write paragraphs that follow a specific text structure' of the following indicator:

### B7.2.1.1.4. Use text structure to understand and read texts independently

| Rubric: Cause and effect paragraphs |                                                                                                                                                                                                                                                           |                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Content</b>                      | <ul style="list-style-type: none"><li>The paragraphs are based on the given topic. (1)</li><li>The paragraphs contain information from the text only. (1)</li></ul>                                                                                       | <b>2</b>        |
| <b>Layout</b>                       | <ul style="list-style-type: none"><li>The paragraphs start with the given topic sentences. (1)</li><li>The paragraphs have supporting sentences that follow the topic sentences. (1)</li></ul>                                                            | <b>2</b>        |
| <b>Expression</b>                   | <ul style="list-style-type: none"><li>The sentences are written in the learner's own words. (1)</li><li>Connectors link ideas together. (1)</li></ul>                                                                                                     | <b>2</b>        |
| <b>Mechanical accuracy</b>          | <ul style="list-style-type: none"><li>The spelling is correct. (1)</li><li>The grammar and punctuation are correct. (1)</li><li>The writing process, which included using a cause and effect diagram as a graphic organiser, has been used. (2)</li></ul> | <b>4</b>        |
| <b>Total marks</b>                  |                                                                                                                                                                                                                                                           | <b>...../10</b> |

## Remedial activity

For exercise 2, you could provide more support for the learners by asking the following questions.

- After reading paragraph 2: *What can evaporation cause? What can precipitation cause? What can melting in magma cause?*
- After reading paragraph 5: *What happens if a mineral is highly sought after? What happens if a mineral is rare? What happens if a mineral is intensely coloured or shiny?*

## Extension activity

Ask the learners to complete a cause and effect diagram for a short text from one of their other school subjects for homework.

## Grammar (Learner's Book page 113)

### ACTIVITY 5

#### Identify and use past tense verbs in sentences

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Review the four different forms of the present tense. Work through the information and examples of the past tense in the Learner's Book.
2. The learners work in pairs or individually to identify the verbs that are in a past tense.
3. The learners identify which tenses were used for exercise 2.
4. They write past tense sentences choosing from different forms of the past tense.

### Answers

2.
  - a) Evaporation **caused** the rock salt to form.
  - b) Illegal mining activities **damaged** the environment.
  - c) Our teacher **was explaining** the role of minerals in Ghana's economy.
  - d) The exploration and mining of Ghana's bauxite **started** in the 1940s.
  - e) Ghana Bauxite Company **had been operating** on the mining site.
  - f) AngloGold Ashanti **was founded** on the 26th of April, 2004.
  - g) In pre-colonial times, Ghana's gold **reached** Europe via trans-Saharan trade routes.
  - h) Iduapriem's mine **had been mined** by the Europeans previously.
  - i) We **were discussing** the value of Ghana's minerals.
3.
  - a) caused – **simple past tense**
  - b) damaged – **simple past tense**
  - c) was explaining – **past progressive tense**
  - d) started – **simple past tense**
  - e) had been operating – **past perfect progressive tense**
  - f) was founded – **simple past tense**
  - g) reached – **simple past tense**
  - h) had been mined – **past perfect tense**
  - i) were discussing – **past progressive tense**
4.
  - a) In the 15th century, the Portuguese **discovered** so much gold between the Ankobra and Volta rivers that they named the place Mina, which means "Mine".
  - b) The first gold mining company **was formed** in 1874.
  - c) Mining **existed** in Ghana long before the colonial era.
  - d) Ghana **had been exporting** gold before the Portuguese arrived.
  - e) Recently, Ghana **took** the spot as Africa's largest gold producer.
  - f) Diamonds **were found** in Ghana.
  - g) Diamonds **were exploited** in Ghana before 1989.
  - h) Ghana Consolidated Diamonds (GCD) **produced** the first commercial diamonds at Akwatia.
  - i) Some mineral resources **were discovered** in that part of the country.
  - j) That company **had been involved** in gold mining in Ghana before 2000.

### Assessment

**Self/peer assessment:** Use the memorandum provided in the Answers section to check the answers for exercises 2, 3 and 4 with the class. Read them aloud and/or write them on the board.

## Writing (Learner's Book page 115)

### ACTIVITY 6

### Use connectors in a paragraph (CLASS/GROUP/INDIVIDUAL)

1. Work as a class. Discuss how to write a paragraph to show cause and effect, using the information in the Learner's Book. Go through the example carefully.
2. Working in small groups, the learners brainstorm ideas for a paragraph on the given topic. If learners struggle to think of effects, remind them of what they learnt about the effects of mining in the listening activity: Minerals have a positive impact on the economy because government generates revenue from the extraction of mineral resources. Jobs are also created that enhance people's quality of life, supporting local businesses. Some learners might mention that mining can have negative environmental effects.
3. Working individually, the learners plan their paragraph using the diagram.
4. The learners write a rough draft of their paragraph in their exercise books.
5. Ask the learners to revise and edit their work, using the given checklist to help them. They may swap their work with a partner for checking too. Then have them make a final, neat copy and hand it in for assessment.

### Assessment

**Teacher assessment:** Use the rubric below to assess the following indicator:

#### B7.4.1.2.1. Organise information in a logical manner

| Rubric: Cause and effect paragraph |                                                                                                                                                                                                                                                                                       |          |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Content                            | <ul style="list-style-type: none"> <li>The paragraph is about the given topic. (1)</li> </ul>                                                                                                                                                                                         | 1        |
| Layout                             | <ul style="list-style-type: none"> <li>The paragraph has a topic sentence. (1)</li> <li>The rest of the paragraph consists of supporting sentences. (1)</li> </ul>                                                                                                                    | 1<br>1   |
| Expression                         | <ul style="list-style-type: none"> <li>Connectors are used to clearly show cause and effect. (2)</li> </ul>                                                                                                                                                                           | 2        |
| Mechanical accuracy                | <ul style="list-style-type: none"> <li>The grammar is correct. (1)</li> <li>The spelling is correct. (1)</li> <li>The punctuation is correct. (1)</li> <li>The writing process, which included using a cause and effect diagram as a graphic organiser, has been used. (2)</li> </ul> | 5        |
| Total marks                        |                                                                                                                                                                                                                                                                                       | ...../10 |

## Literature (Learner's Book page 116)

### ACTIVITY 7

### Distinguish between types of poetry

(CLASS/GROUP/INDIVIDUAL)

1. Revise praise poems with the class.
2. In groups, learners recite, sing or read aloud a praise poem that they found for homework. Each group chooses the best one to be read aloud to the class.
3. Working individually, learners plan a poem belonging to one of the types that they have studied. Do an example of a mind map plan on the board based on one of the poems from the previous units.
4. The learners write their rough drafts, ensuring it has the features given.
5. The learners use the given checklist to edit their drafts. Finally, they recite their poems to the class.

### Assessment

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

## Introduction

The theme of Unit 10 relates to the topic of Ghana's Natural Resources. In this unit, learners will listen to a speech to identify key information, and practise producing the long pure vowel sound /i:/ . They will read and understand a text by looking at text structure (problems and solutions). They will construct simple sentences using the future time, will write a paragraph to show a problem and a solution, and distinguish between different types of traditional drama, focusing on dramas about marriage.

## 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                                                                                                                                            |
| <b>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations</b>                       | <b>B7.1.2.1.1. Listen to level-appropriate text attentively and identify key information</b> <ul style="list-style-type: none"> <li>Identify key points:               <ul style="list-style-type: none"> <li>intent or purpose of the message</li> <li>the speaker's enthusiasm and passion for the topic</li> <li>main idea and supporting points</li> </ul> </li> <li>Read out and cross check the information written</li> </ul> <b>(Activity 1)</b>                                                                        | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |
| Sub-strand 3: English sounds                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Core competencies                                                                                                                                            |
| <b>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</b> | <b>B7.1.3.1.1. Produce pure vowel sounds (long vowels) in context</b> <ul style="list-style-type: none"> <li>Identify and produce long vowels in context</li> <li>Distinguish between long and short vowels in context</li> <li>Listen to and produce sounds as used in connected speech</li> </ul> <b>(Activity 2)</b>                                                                                                                                                                                                         | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Strand 2: Reading                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |
| Sub-strand 1: Comprehension                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Core competencies                                                                                                                                            |
| <b>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading</b>                      | <b>B7.2.1.1.2. Use prediction to assess and improve understanding of texts</b> <ul style="list-style-type: none"> <li>Make predictions about the content of a text using:               <ul style="list-style-type: none"> <li>prior knowledge</li> <li>typographical and visual features</li> <li>text features</li> <li>organisational patterns</li> <li>organisational structure</li> </ul> </li> <li>Ask questions to form ideas</li> <li>Answer questions to elicit understanding (meaning)</li> </ul> <b>(Activity 3)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |



|                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                             | <b>B7.2.1.1.4. Use text structure to understand and read texts independently</b> <ul style="list-style-type: none"> <li>Examine the topic sentences that give clues to a specific structure</li> <li>Identify how the structure (how the information is organised) of the text influences meaning: problem and solution</li> <li>Use a graphic organiser to make a chart of the text structure</li> <li>Write paragraphs that follow a specific text structure</li> </ul> <b>(Activity 4)</b> | Communication and Collaboration<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                                                        |
| <b>Strand 3: Grammar usage</b><br><b>Sub-strand 1: Grammar</b>                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.3.1.5: Demonstrate understanding of the use of conditional tenses in communication</b>                | <b>B7.3.1.5.1. Use conditional sentences in communication to indicate a possible condition and its possible result</b> <ul style="list-style-type: none"> <li>Construct simple sentences using the future time</li> </ul> <b>(Activity 5)</b>                                                                                                                                                                                                                                                 | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |
| <b>Strand 4: Writing</b><br><b>Sub-strand 1: Production and distribution of writing</b>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.4.1.2: Create different paragraphs on a given topic</b>                                               | <b>B7.4.1.2.1. Organise information in a logical manner</b> <ul style="list-style-type: none"> <li>Write a paragraph beginning with topic (main sentence) and supporting sentences</li> <li>Organise sentences in a logical sequence to create a coherent paragraph that is appropriate for the text type</li> <li>Use logical connectors to link sentences in a paragraph: problem/ solution: <i>thus, therefore, as a result, consequently</i>, etc.</li> </ul> <b>(Activity 6)</b>         | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Digital Literacy<br>Presentation |
| <b>Strand 5: Literature</b><br><b>Sub-strand 1: Narrative, Drama and Poetry</b>                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</b> | <b>B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning</b> <ul style="list-style-type: none"> <li>Drama:               <ul style="list-style-type: none"> <li>Read and listen to traditional drama texts</li> <li>Distinguish types of traditional drama according to their social functions</li> <li>Determine cultural/social significance of drama</li> </ul> </li> </ul> <b>(Activity 7)</b>                                      | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |

## Resources

- Learner's Book pages 118–130
- Dictionaries

## Review

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

- the long pure vowel sound /ɜ:/
- using a cause and effect diagram as a graphic organiser of a text
- four past tense forms
- writing a paragraph to show cause and effect
- writing and reciting a dirge, lullaby, war poem or praise poem.

## Teaching methodology

### Oral Language (Learner's Book page 118)

#### ACTIVITY 1

#### Listen to a text and identify key information

(CLASS/PAIR/INDIVIDUAL/GROUP)

#### Before listening

1. Read the vocabulary aloud for the learners to repeat.
2. The learners work in pairs to match the vocabulary items to the meanings. Allow them to use dictionaries if needed.

#### Answers

- |                   |                |
|-------------------|----------------|
| 2. a) mining      | b) approach    |
| c) indiscriminate | d) trespassing |
| e) geologist      | f) adherence   |
| g) preserve       |                |

#### While listening

3. Read the listening text below clearly at a natural pace.
4. Read the text again. While they listen, the learners work individually to answer the questions.
5. Read the text for a third time so that they can check their answers to exercise 4.

#### Listening text

I am a **geologist** who has worked in **mining** my whole life. It is such an exciting field to work in. First, let's begin with a definition of mining. Mining is the process of extracting valuable minerals from the earth, either from rocks or from underwater. Gold, bauxite, diamonds and manganese are currently mined in Ghana. Ghana used to be called the Gold Coast due to its rich gold deposits, and today the country is the largest gold producer in Africa. The majority of mining companies in Ghana focus on gold.

Different methods are used to mine in Ghana. The most commonly used ones are strip mining, open pit mining and underground mining. You can use strip mining to extract the minerals if they are not far below the surface of the earth. In this method, you first remove a strip of the earth's surface and then dig out the minerals. In open pit mining, you dig a large hole to extract the minerals. Most gold is found very deep below the earth, which requires using an underground mining method. The miners go down underground by means of tunnels to reach the mineral ore. Machines are used to blast the bigger rocks in order to extract the gold. Another mining method that is used is dredging. This is used if the minerals are located underwater.

Ghana has laid down regulations for mining to prevent **indiscriminate** mining activities. If you want to operate a mining company in Ghana, you must read and be familiar with the Mining Laws and Regulations document. This document explains which authorities to **approach** in order to acquire the right to mine. Study the guidelines so that you operate without **trespassing**. Always bear in mind that the authorities expect mining activities to cause no harm to the environment. When you finally begin to mine, make sure your company makes payments to the owners of the land. Strict **adherence** to these laws and regulations will help **preserve** the environment and the mining industry. Mining is such an important industry for our country – we need to protect it!

### Answers

4. **b)** Any **two** of: gold, bauxite, diamonds and manganese (2)
- c)** the Mining Laws and Regulations document (1)
- d)** Ghana has rich gold deposits. (1)
- e)** gold (1)
- f)** True (1)
- g)** Any **three** of: strip mining, open pit mining, underground mining, dredging (3)
- h)** False (1)

**Total marks: 10**

### After listening

6. Ask the learners to discuss the questions in small groups. Observe and provide help where necessary.

### Answers

6. **a)** C (instruct the listener to observe the guidelines guiding mining in Ghana.)
- b)** B (He thinks mining is an exciting topic.)
- c)** D (Different methods are used to mine in Ghana.)
- d)** C (You will help preserve the environment and the mining industry.)

### Assessment

- **Self/peer assessment:** Use the memoranda provided in the Answers sections to check the answers for the exercises with the class. Read them aloud and/or write them on the board.
- **Teacher assessment:** Use the memorandum for exercise 4 to award marks to assess the following indicator:

**B7.1.2.1.1. Listen to level-appropriate text attentively and identify key information**

**ACTIVITY 2****Produce long pure vowel sounds**

(CLASS/PAIR/INDIVIDUAL)

1. Demonstrate how to pronounce the long pure vowel sound /i:/ correctly, using the notes and the pictures in the Learner's Book to help you. Have the learners practise repeating the sound correctly.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. The learners take turns to read the sentences aloud in pairs, then copy the sentences and underline the relevant words.
4. The learners work individually to identify the relevant words, and then they read the rhyme aloud.
5. If time permits, as a **fun activity**, you could ask the learners to think of silly sentences with words that have the /i:/ sound, for example: *Three sneaky mice wheeled away Pete's cheese.*

**Answers**

3. a) We **eat meat** with **green beans**.  
 b) He likes **sweet** pears with ice **cream**.  
 c) My **feet** get sore when I climb the **steep** hill.  
 d) The **fleet** of ships sailed **east** over the **deep sea**.  
 e) Would you like to sit and **read** with **me** under the **green tree**?  
 4. three, geese, green, field, cease

**Assessment**

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

**Reading (Learner's Book page 121)****ACTIVITY 3****Prepare to read a text**

(PAIR)

1. The learners work in pairs to predict the content.
2. Read aloud the text, while the learners follow in their books. Encourage the learners to think about whether their predictions were correct or not. Afterwards, ask a few individuals to share their responses with the whole class.

**Answers**

1. a) From the title, you can predict that the text is about the challenges facing the mining industry in Ghana. (Learners will have prior knowledge about some minerals in Ghana from the previous unit.) (1)  
 b) From the photograph, you can predict that the text will discuss small-scale mining. (1)  
 c) The text discusses the problems in mining, including illegal small-scale mining, the health and safety risks of mining and the economic challenges of mining. (3)  
 d) The text is a non-fiction text that provides information. It includes facts with supporting details and examples. (2)  
 e) The text has the following typographical features: The title and certain key words are written in bold. The text has the following text features: Connectors like "therefore" and "consequently" are used to explain links between ideas. (2)

- f) Note: The words in bold and their meanings are listed in the Glossary at the back of the Learner's Book.
- g) Any **one** of the following: the Ashanti belt, the Kibi belt of the Eastern Region and the Sefwi belt of the Western North Region

(1)

**Total marks: 10**

## Assessment

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

### B7.2.1.1.2. Use prediction to assess and improve understanding of texts

#### ACTIVITY 4

#### Read and understand a text

(CLASS/INDIVIDUAL/PAIR)

1. Work as a class. Go through the information in the Learner's Book about using a problem and solution diagram to understand the structure of a text. Remind them that they used a similar diagram in the previous unit to show a cause and effect structure.
2. Have the learners read the text. Remind them to pause at the end of each paragraph and take notes.
3. Working in pairs, have the learners complete the diagram. Review the answers as a class before moving on to exercise 4.
4. Go through the instructions, including the information about connectors. The learners work individually to write a paragraph about the reading text.
5. The learners use the checklist to edit their work.

## Answers

3.

### Problem

Illegal miners destroy vegetation and pollute water bodies.



### Solution(s)

- Passing a law called the *Mining Act* (2006)
- Creation of an anti-*galamsey* task force (Operation Vanguard)

Mining can be dangerous.



- Laws about better ventilation
- Mining companies should provide lifelong health insurance

Mineral prices can rise or fall very quickly.



Ways of making prices more stable

Mining equipment is very expensive.



Small-scale miners need financial support

There is no electricity in some mining areas.



Improve access to electricity in these areas

4–5. Model paragraph:

There are numerous challenges facing the mining industry in Ghana. Illegal miners destroy vegetation and pollute water bodies. As a result, the government has passed a law to stop this type of mining. Mining can be dangerous, resulting in death or serious health problems. Therefore, laws

about better ventilation have been passed and it is recommended that mining companies provide lifelong health insurance. Mineral prices can rise or fall very quickly, so the government could consider ways of making prices more stable. Mining equipment is very expensive. Consequently, small-scale miners need financial support in order to expand. Finally, there is no electricity in some mining areas, which means miners need to use more expensive energy sources. Because of this, the government should improve access to electricity in these areas.

## Assessment

**Teacher assessment:** Use the rubric below to award a mark out of 10 for the paragraph. This assesses the aspect 'Write paragraphs that follow a specific text structure' of the following indicator:

### B7.2.1.1.4. Use text structure to understand and read texts independently

| Rubric: Problem and solution paragraph |                                                                                                                                                                                                                                                                   |                 |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Content</b>                         | <ul style="list-style-type: none"> <li>The paragraph is based on the given topic. (1)</li> <li>The paragraph contains information from the text only. (1)</li> </ul>                                                                                              | <b>2</b>        |
| <b>Layout</b>                          | <ul style="list-style-type: none"> <li>The paragraph starts with the given topic sentence. (1)</li> <li>The paragraph has supporting sentences that follow the topic sentence. (1)</li> </ul>                                                                     | <b>2</b>        |
| <b>Expression</b>                      | <ul style="list-style-type: none"> <li>The paragraph includes some words and phrases from the text, but the sentences are written in the learner's own words. (1)</li> <li>Connectors are used to link ideas together. (1)</li> </ul>                             | <b>2</b>        |
| <b>Mechanical accuracy</b>             | <ul style="list-style-type: none"> <li>The grammar and punctuation are correct. (1)</li> <li>The spelling is correct. (1)</li> <li>The writing process, which included using a problem and solution diagram as a graphic organiser, has been used. (2)</li> </ul> | <b>4</b>        |
| <b>Total marks</b>                     |                                                                                                                                                                                                                                                                   | <b>...../10</b> |

## Remedial activity

You could partially fill out the problem and solution diagram for learners on the board, and ask them to fill in the missing information.

## Grammar (Learner's Book page 124)

### ACTIVITY 5

### Identify and use future tense verbs in sentences

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Briefly revise verbs and tenses and the forms of past and present tense that have been taught. Then work through the future tense information and examples in the Learner's Book.
2. The learners work in pairs or individually to identify the verbs that are in the simple future tense.
3. The learners change the sentences to the simple future tense.
4. They write simple future tense sentences choosing the appropriate verbs.

## Answers

2. a) The deep mine **will collapse** soon.  
b) Some investors **will visit** our local mine today.  
c) The government **is going to ban** indiscriminate small-scale mining in Ghana.  
d) We **shall do** our best to educate people to stop illegal mining.  
e) The chief in my community **will control** all mining activities.  
f) We **are going to learn** about the dangers of illegal mining.  
g) Our children **are going to suffer** in future if we do not take good care of our environment.  
h) The pit dug by the illegal miners **will cave in** if care is not taken.  
i) Ghana **will export** oil in large quantities from next year.  
j) There **is going to be** a public forum on gold exploration in Ghana and its impact on the environment.
3. a) The officials **will conduct** a health and safety inspection of the mine next month.  
b) The business **will explore** some new goldfields next year.  
c) Ghana **will mine** diamonds in larger quantities from next year.  
d) Employees of AngloGold Ashanti **will go** for a medical check-up tomorrow.  
e) Kojo said even though mining is dangerous, he **will apply** for the mining job.  
f) The mining of oil **will continue** from generation to generation.  
g) They **will find** mineral deposits in almost all parts of the country.  
h) Gold prices **will rise** by the end of next month.  
i) The illegal miners **will be punished** after the trial.  
j) Ghana's oilfields **will produce** oil in larger quantities.
4. a) The dirty water that is pumped from the mine into the river **will poison** the animal and plant life.  
b) Diamond prices **will rise/fall** towards the end of the year.  
c) The security services **will arrest** *galamsey* operators at mining sites.  
d) Disposing of mining chemicals incorrectly **will harm** the environment.  
e) The mining industry **will expand** this year.  
f) You **will fall** sick if you inhale poisonous chemicals.  
g) The geologist thinks they **will discover** oil in that area of the sea.  
h) Miners **will obey** the mining laws from now on.  
i) The law **will curb** indiscriminate mining.  
j) The government **will provide** all mining villages with electricity.

## Assessment

**Self/peer assessment:** Use the memorandum provided in the Answers section to check the answers for exercises 2, 3 and 4 with the class. Read them aloud and/or write them on the board.

## Extension activity

Ask the learners to write five of their own sentences in the future tense: three in the simple future and two using 'going to' + verb.

## Writing (Learner's Book page 125)

### ACTIVITY 6

### Use connectors in a paragraph (CLASS/GROUP/INDIVIDUAL)

1. Work as a class. Discuss how to write a paragraph to show problems and solutions, using the information in the Learner's Book. Go through the example carefully.
2. Working in small groups, the learners brainstorm ideas for a paragraph on the given topic. If learners struggle to think of environmental problems and solutions regarding mining, allow them to do research on the Internet. Some ideas are:

| Problem                                    | Solution(s)                                                                                      |
|--------------------------------------------|--------------------------------------------------------------------------------------------------|
| Cutting down vegetation for mining         | Minimise the amount of land that is disturbed and do not mine in environmentally sensitive areas |
| Pollution of soil, water and air pollution | Enforce strict guidelines and use technology to reduce pollution                                 |

3. Working individually, the learners plan their paragraph using the diagram.
4. The learners write a rough draft of their paragraph in their exercise books.
5. Ask the learners to revise and edit their work, using the given checklist to help them. They may swap their work with a partner for checking too. Then have them make a final, neat copy and hand it in for assessment.

### Assessment

**Teacher assessment:** Use the rubric below to assess the following indicator:

#### B7.4.1.2.1. Organise information in a logical manner

| Rubric: Problem and solution paragraph |                                                                                                                                                                                                                                                                                              |          |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Content                                | <ul style="list-style-type: none"><li>• The paragraph is about the given topic. (1)</li></ul>                                                                                                                                                                                                | 1        |
| Layout                                 | <ul style="list-style-type: none"><li>• The paragraph has a topic sentence. (1)</li><li>• The rest of the paragraph consists of supporting sentences. (1)</li></ul>                                                                                                                          | 2        |
| Expression                             | <ul style="list-style-type: none"><li>• Connectors are used to show problems and solutions. (2)</li></ul>                                                                                                                                                                                    | 2        |
| Mechanical accuracy                    | <ul style="list-style-type: none"><li>• The spelling is correct. (1)</li><li>• The grammar is correct. (1)</li><li>• The punctuation is correct. (1)</li><li>• The writing process, which included using a problem and solution diagram as a graphic organiser, has been used. (2)</li></ul> | 5        |
| Total marks                            |                                                                                                                                                                                                                                                                                              | ...../10 |

## Literature (Learner's Book page 127)

### ACTIVITY 7

### Distinguish between types of drama (CLASS/GROUP)

1. Work as a class. Encourage the learners to share their experiences of ceremonies and festivals, and the traditional drama that may have been performed there. Work through the information on traditional drama in the Learner's Book.
2. Now work through the information about the elements of written drama. Encourage the learners to share their experiences of going to watch plays. Talk about plot, characters, actors, setting and theme.
3. In groups, the learners read the scene from a drama about marriage.



4. In groups, the learners discuss the questions. Review the answers with the class.
5. Ask volunteers to read the stage directions in brackets in the script. Talk about why these are an important part of the written play.
6. Ask: What dramatic features does a traditional wedding have? Prompt learners to think about the roles that different people play, the clothes they wear, the things they say or do, and to share their ideas with the class.
7. For homework, the learners find another marriage ritual or marriage scene to read at the next literature lesson. You can give them examples if you have examples available, or the learners can do research at home, in the library or on the Internet.

### Answers

4. a) The negotiations were handled by the elders and the family members of both parties, and the couple-to-be were absent. (2)
- b) The tsiami is the spokesperson of each family for traditional customs. (1)
- c) It is believed that neither the groom nor the bride should witness any of the arguments that might accompany the initial discussions. (2)

**Total marks: 5**

### Assessment

**Teacher assessment:** Use the memorandum in the Answers section to assess the following indicator:

**B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning: Drama**

# Unit 11

# The degradation of the environment

## Introduction

The theme of Unit 11 relates to the topic of Environment – Degradation, which is one of the topics selected in the syllabus for B7. In this unit, learners will listen to and write key points from a text, and practise producing the long pure vowel sound /ɔ:/. They will prepare to read a text, as well as identify the main text features of a non-literary text (article). In addition, learners will recognise and use adverbs correctly. Finally, they will write an article on a given topic for publication, and distinguish between different types of traditional drama, focusing on festivals.

## 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                                                                                                                                            |
| <b>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations</b>                       | <b>B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text</b> <ul style="list-style-type: none"> <li>Listen to and write key points from texts, speeches or presentations</li> <li>Discuss key points identified and share opinions</li> </ul> <b>(Activity 1)</b>                                                     | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Sub-strand 3: English sounds                                                                                 |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                            | Core competencies                                                                                                                                            |
| <b>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</b> | <b>B7.1.3.1.1. Produce pure vowel sounds (long vowels) in context</b> <ul style="list-style-type: none"> <li>Identify and produce long vowels in context</li> <li>Distinguish between long and short vowels in context</li> <li>Listen to and produce sounds as used in connected speech</li> </ul> <b>(Activity 2)</b>                               | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Strand 2: Reading                                                                                            |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                              |
| Sub-strand 1: Comprehension                                                                                  |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                            | Core competencies                                                                                                                                            |
| <b>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading</b>                      | <b>B7.2.1.1.2. Use prediction to assess and improve understanding of texts</b> <ul style="list-style-type: none"> <li>Make predictions about the content of a text using:               <ul style="list-style-type: none"> <li>prior knowledge</li> </ul> </li> <li>Answer questions to elicit understanding (meaning)</li> </ul> <b>(Activity 3)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |

|                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B7.2.1.2: Read, comprehend and interpret texts</b>                                     | <b>B7.2.1.2.1. Identify the main text features of non-literary texts</b> <ul style="list-style-type: none"> <li>• Use samples of varied texts such as non-fiction – articles, formal letters, etc. to identify text features: <ul style="list-style-type: none"> <li>– Print features: title, heading/sub-heading, bold print, italics, caption, etc.</li> <li>– Graphic features: photograph with or without caption, drawing, diagram, map, graph, chart, etc.</li> <li>– Organisational features: table of contents, index, glossary, etc.</li> </ul> </li> <li>• Discuss how the text features aid in the comprehension of a text: <ul style="list-style-type: none"> <li>– A title indicates the topic, subject matter or the main idea of an entire text</li> <li>– Bold print signals important vocabulary and/or a phrase that is integral to understanding the content of a text</li> </ul> </li> </ul> <b>(Activity 4)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |
|                                                                                           | <b>B7.2.1.2.3. Interpret a non-literary text showing personal responses and supporting responses with textual evidences</b> <ul style="list-style-type: none"> <li>• Read a variety of texts discussing the main ideas.</li> <li>• Identify how a writer's choice of words and intentions contribute to meaning.</li> <li>• Differentiate viewpoints with textual evidence.</li> <li>• Examine the impact of different viewpoints and how these contribute to meaning.</li> </ul> <b>(Activity 4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem-Solving<br>Presentation                                                                 |
| <b>Strand 3: Grammar usage</b>                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                              |
| <b>Sub-strand 1: Grammar</b>                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                   | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.3.1.1: Apply the knowledge of word classes and their functions in communication</b> | <b>B7.3.1.1.5. Use adverbs to modify verbs accurately at the phrase and sentence level</b> <ul style="list-style-type: none"> <li>• Recognise the effective use of adverbs in paragraphs: <ul style="list-style-type: none"> <li>– to give more information about the verb</li> <li>– to give more information about the adjective</li> </ul> </li> </ul> <b>(Activity 5)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |
| <b>Strand 4: Writing</b>                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                              |
| <b>Sub-strand 1: Production and distribution of writing</b>                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                   | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.4.2.2: Apply writing skills to specific life situations</b>                         | <b>B7.4.2.2.5. Write articles on given issues for publication in class and club magazines</b> <ul style="list-style-type: none"> <li>• Identify the topic of, purpose of, and audience for article writing</li> <li>• Generate ideas about more challenging topics and identify those most appropriate for the purpose</li> <li>• Write, using a variety of strategies and a wide range of print and electronic resources</li> <li>• Sort and classify ideas and information for writing a variety of articles</li> <li>• Write articles of different lengths on given issues for publication</li> </ul> <b>(Activity 6)</b>                                                                                                                                                                                                                                                                                                         | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Digital Literacy<br>Presentation |

| Strand 5: Literature<br>Sub-strand 1: Narrative, Drama and Poetry                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Standard                                                                                            | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                 | Core competencies                                                                                                                                                                |
| <b>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</b> | <b>B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning</b> <ul style="list-style-type: none"> <li>Drama: <ul style="list-style-type: none"> <li>Read and listen to traditional drama texts</li> <li>Distinguish types of traditional drama according to their social functions</li> <li>Determine cultural/social significance of drama</li> </ul> </li> </ul> <b>(Activity 7)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation<br>Digital Literacy |

## Resources

- Learner's Book pages 131–141
- Dictionaries
- Newspapers for learners to look at features of newspapers for the Reading and Writing sections

## Review

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

- the long pure vowel sound /i:/
- using a problem and solution diagram as a graphic organiser of a text
- the future tense
- writing a paragraph to show problems and solutions
- elements of written drama
- traditional drama used in marriage ceremonies.

## Teaching methodology

### Oral Language (Learner's Book page 131)

|                   |                                              |                         |
|-------------------|----------------------------------------------|-------------------------|
| <b>ACTIVITY 1</b> | <b>Listen to a text and write key points</b> | (PAIR/INDIVIDUAL/GROUP) |
|-------------------|----------------------------------------------|-------------------------|

### Before listening

- Ask pairs of learners to discuss the questions about the photographs. This is to establish their prior knowledge of these environmental problems.
- Read the vocabulary aloud for learners to repeat.
- The learners work in pairs to match the vocabulary items to the meanings. Allow learners to use dictionaries if needed.

### Answers

- Learner's own answers. Accept any reasonable responses based on the learner's prior knowledge of the topic of environmental degradation. The top left photo shows sand winning for construction, the top right shows flooding, the bottom left shows a bush fire, and the bottom right shows companies felling trees.
- |            |                  |                 |                  |
|------------|------------------|-----------------|------------------|
| a) felling | b) environment   | c) surroundings | d) urbanisation  |
| e) natural | f) unsustainable | g) destruction  | h) deterioration |

## While listening

4. Read the listening text below clearly at a natural pace.
5. Read the text again. While they listen, learners work individually to note the missing words in the key points.
6. Read the text for a third time so that learners can check their answers to exercise 5.

### Listening text

The **environment** refers to the physical **surroundings** in which a person, animal or plant lives. Environmental degradation is the **deterioration** of the environment through the loss of **natural** resources such as clean water, fertile soil, trees and plants. It also includes the **destruction** of wildlife and animal homes (which are called habitats). In Ghana, several factors cause environmental degradation. These may be divided into natural causes and human causes. Natural causes include droughts, floods, earthquakes and volcanic eruptions. For example, during floods, vegetation and fertile topsoil are removed, causing soil erosion. Human causes include uncontrolled fires, indiscriminate **felling** of trees for firewood, **unsustainable** agricultural practices, deforestation, population pressure, increased **urbanisation**, overuse of agrochemicals, sand winning, mining and industrial activities.

### Answers

5.
  - a) The **environment** is the physical surroundings that contain both living and non-living things.
  - b) The deterioration of natural resources, as well as the destruction of wildlife and animal habitats is referred to as environmental **degradation**.
  - c) The factors that cause environmental degradation can broadly be categorised into **natural** and **human** causes.
  - d) Droughts, floods, earthquakes and volcanic eruptions are examples of **natural** causes.
  - e) Soil **erosion** occurs when fertile topsoil is removed.
  - f) Indiscriminate felling of trees, sand winning, poor grazing management and illegal mining activities are examples of **human** causes of environmental degradation.

Total marks: 7

## After listening

7. Ask learners to discuss the questions in small groups. Observe and provide help where necessary.
8. The learners share their responses with the class.

### Answers

7. Answers may vary. Accept any reasonable answers.
  - a) Any **three** ways that plants can be affected, for example: Trees can be felled for use as firewood or timber, or to clear land for farming or mining; vegetation can be burnt in fires; poor grazing management can destroy vegetation; flooding can lead to removal of vegetation and the topsoil. (3)
  - b) Any **three** ways that wild animals can be affected, for example: Population pressure can mean that people hunt more wild animals than in the past; flooding, drought and fires all mean that there is less vegetation for wild animals to eat; felling of trees removes the natural habitat of many wild animals. (3)

- c) Learner's own response, for example: No, I don't think that the natural causes of environmental degradation can be prevented, but I do think we can manage these natural disasters in ways to try to minimise their impact on the environment. For example, we can practise sustainable agricultural methods to cope better with drought. (2)
- d) Learner's own response, for example: Urbanisation leads to water and air pollution, the destruction of vegetation and topsoil (as people need space to build homes), and the loss of wild animals' natural habitats. (3)
- e) Learner's own examples of two types of environmental degradation in your local area, with explanations of what causes the degradation. (4)

**Total marks: 15**

## Assessment

- **Self/peer assessment:** Use the memoranda provided in the Answers sections to check the answers for the exercises with the class. Read them aloud and/or write them on the board.
- **Teacher assessment:** Use the memorandum for exercise 7 to award marks to assess the following indicator: **B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text**

### ACTIVITY 2

### Produce long pure vowel sounds (CLASS/PAIR/INDIVIDUAL)

1. Demonstrate how to pronounce the long pure vowel sound /ɔ:/ correctly, using the notes and the pictures in the Learner's Book to help you. Have the learners practise repeating the sound correctly.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. The learners take turns to read the sentences aloud in pairs, then copy the sentences and underline the relevant words.
4. The learners work individually to complete the columns of the table.
5. Working in pairs, first, the learners read the sentences to themselves. Then they take turns to read the sentences aloud and give each other feedback on pronunciation. Walk around the classroom and listen to the sentences and the feedback. Help where necessary.
6. If time permits, play a game. Say a word with the /ɔ:/ sound, such as 'fork' and point to a learner to say another word with the /ɔ:/ sound. Move swiftly round the class, as each learner quickly finds a word. If a learner struggles, point to something visible as a clue, such as 'wall', or mime an action, such as 'call' or indicate 'four' with four fingers. Have fun!

## Answers

3. a) I saw a small horse on top of the dam wall.  
 b) The sore on the dog's paw was raw.  
 c) Her daughter taught drawing to four people in the hall.  
 d) He walks along the lawn at dawn.  
 e) I ate the golden corn with a fork.  
 f) The author who won the top award is Rob's mom.

4.

**Words with short /ɒ/ vowel sound**

on  
top  
of  
dog's  
along  
Rob's  
mom

**Words with long /ɔ:/ vowel sound**

|          |        |
|----------|--------|
| saw      | four   |
| small    | hall   |
| horse    | walks  |
| wall     | lawn   |
| sore     | dawn   |
| paw      | corn   |
| raw      | fork   |
| daughter | author |
| taught   | award  |
| drawing  |        |

**Assessment**

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

**Reading (Learner's Book page 134)****ACTIVITY 3****Prepare to read a text**

(PAIR)

1. The learners work in pairs to predict the content.
2. Read aloud the text, while the learners follow in their books. Encourage the learners to think about whether their predictions were correct or not. Afterwards, ask a few individuals to share their responses with the whole class.

**Answers**

1. a) From the title, you can predict that the text is about something called *galamsey*, which is destroying the environment. Some learners may have prior knowledge of *galamsey* and will know that the text is about how illegal gold mining activities are destroying the environment. (1)
- b) From the visual feature (photograph), you can predict two of the ways in which the environment is affected negatively: the pollution of water bodies and the destruction of the topsoil. The caption helps with this too. (1)
- c) The text is about illegal gold mining operations in Ghana known locally as *galamsey*. These activities have a negative impact on the environment, including water pollution and damage to land. Several suggestions have been put forward to deal with this problem that is a danger to the Ghanaian public. (3)
- d) The text is a newspaper article. (1)
- e) The text has a title in bold, as well as key terms in bold. The local word *galamsey* is written in italics within the text. There is direct speech in quotation marks too. In addition, the text has a caption written under a photograph. (5)
- f) *galamseyers* (1)
- g) Any **three** of the following: Birim, Densu, Offinso, Pra and Ankobra rivers (3)
- h) Note that all the words in bold are written with their meanings in the Glossary at the back of the Learner's Book.

**Total marks: 15**

## Assessment

**Teacher assessment:** Use the memorandum in the Answers section to award a mark out of 15 to assess the following indicator:

### B7.2.1.1.2. Use prediction to assess and improve understanding of texts

#### ACTIVITY 4

#### Read and understand a text

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Ask the learners for their ideas about what the features of a newspaper article are, to elicit their prior knowledge. Then go through the information in the Learner's Book about the features. Remind them that all texts have print, graphic and organisational features. Ask them what the organisational features of this textbook are. Their answers should include: table of contents, units, headings and subheadings, verb list, glossary, index.
2. In pairs, the learners identify the newspaper article features in the reading text.
3. Working in pairs, the learners discuss the questions and write their answers individually.
4. In pairs, the learners take turns to read sections of the text aloud. Model the activity by reading a paragraph without hesitation (fluently), using appropriate word stress and pauses, as well as correct pronunciation. Circulate and observe. Allow them to ask for help with pronunciation if necessary, or encourage them to look up the pronunciation in a dictionary.

#### Answers

2. The newspaper article has the following features:
  - The headline is short and attention-grabbing; it is written in the present tense.
  - The byline gives the name and surname of the writer.
  - The first or lead paragraph summarises what the article is about; it states the *what*, *who*, *where* and *how* of the story.
  - The body gives more details; the language is factual and concise.
  - The article includes a quote from someone who has an in-depth understanding of the issue.
  - The conclusion includes the writer's opinion about what he regards as the most important initiative.
  - The language is formal in style.
  - The purpose of the article is to urge the public to educate themselves about illegal mining operations in Ghana and to oppose it.
3.
  - a) *Galamsey* is a local word for illegal gold mining activities in Ghana. (1)
  - b) It is facing criticism, because it poses a great threat to the environment. (1)
  - c) *Galamsey* pollutes water bodies and it harms the land. (2)
  - d) It destroys rivers by converting them into reservoirs for hazardous chemical disposal and by rendering them muddy due to heavy silting. (2)
  - e) The pits created become death traps for animals and humans, breeding grounds for mosquitoes, and they result in the destruction of valuable topsoil. (3)
  - f) Learner's own answer. Accept any reasonable answer. For example: Yes, the government should regularise it so that it is controlled properly in a way that does not damage the environment. (2)
  - g) The writer disapproves of it. The word "menace" in paragraph 4 indicates this. (2)
  - h) *Galamsey* poses the following threats to the public:
    - it pollutes valuable sources of water
    - it damages soil (for planting crops)



- it creates death traps in the form of abandoned, uncovered pits
  - it provides a breeding ground for mosquitoes (which can spread malaria). (4)
- i) i) *Galamseyers* **dug** many pits haphazardly.
- ii) Illegal mining activities **have polluted** water bodies.
- iii) The activities of illegal mining operators **will pose / are going to pose** great threats to the environment. (3)

**Total marks: 20**

## Assessment

**Teacher assessment:** Use the memorandum provided in the Answers section to assess the answers for exercise 3. Award a total mark out of 20.

Exercise 2 assesses the following indicators:

**B7.2.1.2.1. Identify the main text features of non-literary texts**

**B7.2.1.2.3. Interpret a non-literary text showing personal responses and supporting responses with textual evidences**

## Grammar (Learner's Book page 137)

### ACTIVITY 5

### Identify and use adverbs

(CLASS/INDIVIDUAL)

1. Work as a class. Discuss adverbs. Use the information and examples in the Learner's Book to guide you.
2. The learners work individually to identify the adverbs.
3. The learners complete the sentences with the correct adverbs.
4. They write their own sentences with the given adverbs.

## Answers

2. a) The soil in the ground is **completely** dry.
- b) *Galamseyers* dig many pits **haphazardly**.
- c) Illegal gold mining operations are criticised **heavily** throughout Ghana.
- d) Some Ghanaians cut down trees **indiscriminately** for charcoal production.
- e) *Galamseyers* leave their pits **completely** uncovered.
- f) Illegal mining activities are **largely** harmful to the environment.
- g) Illegal mining activities result in the destruction of the **very** rich topsoil.
- h) Mining can **negatively** affect people by forcing them from their homes.
- i) **Previously**, illegal miners used traditional tools such as pickaxes and shovels.
3. a) Our teacher said that we will write newspaper articles **tomorrow**.
- b) Unfortunately, we arrived **late**.
- c) The teacher disciplined the learners for their misbehaviour **yesterday**.
- d) The witness answered the police officer's questions **truthfully**.
- e) She arrived **early** for the meeting.
- f) She **firmly** rejected his proposal.
- g) She speaks English **fluently**.
- h) The learner learns his lessons very **diligently**.
- i) John answered the question **correctly**.
- j) After hearing the news, my mother became **completely** quiet.
4. Learner's own sentences

## Assessment

**Self/peer assessment:** Use the memorandum provided in the Answers section to check the answers for exercises 2 and 3 with the class. Read them aloud and/or write them on the board.

### Remedial activity

Pair learners who are struggling with exercise 4 with learners who have grasped the concept.

## Writing (Learner's Book page 138)

### ACTIVITY 6

#### Write a newspaper article

(CLASS/GROUP/INDIVIDUAL)

1. Work as a class. Revise the features of a newspaper article from the Reading section of this unit.
2. Working in small groups, the learners brainstorm ideas for an article on the given topic. If you have access to the Internet or to recent newspapers, the learners can research the topic.
3. Working individually, learners plan their article using the mind map.
4. The learners write a rough draft of their article in their exercise books.
5. Ask the learners to revise and edit their work, using the given checklist to help them. They may swap their work with a partner for checking too. Then have them make a final, neat copy and hand it in for assessment.

## Assessment

**Teacher assessment:** Use the rubric for assessing a newspaper article on page xxvi of the Introduction to this Facilitator's Guide. Award a total mark out of 30. This activity assesses the following indicator:

**B7.4.2.2.5. Write articles on given issues for publication in class and club magazines**

## Literature (Learner's Book page 139)

### ACTIVITY 7

#### Distinguish between types of drama

(CLASS/GROUP/PAIR)

1. Work as a class. Revise traditional drama associated with marriage.
2. Divide the class into small groups. Ask them to take turns to act out the aspect of a marriage ritual that they found out for homework from the previous literature lesson. Afterwards, ask each group to choose their best one to be shared with the whole class.
3. Work as a class again. Read the text about traditional drama associated with a festival.
4. Ask the learners to work in their groups again to answer the questions.
5. In groups, the learners discuss the following question: What elements of traditional drama do festivals have? Encourage them to think about the roles that different people play, the clothes they wear, the things they say or do. Ask volunteers from each group to share their ideas with the class.
6. Try to find a YouTube video of the Aday Kese Festival and have the class watch it together.
7. In pairs or small groups, the learners think of another ritual or ceremony from a festival that they can research in order to present the information at the next literature lesson.

## Answers

4. a) The Aday Kese Festival is celebrated to honour and remember the independence of the Ashanti people. It is also an occasion to reaffirm each state's loyalty to the Ashanti Empire. (2)  
b) The following rituals are normally performed:
  - beating of drums
  - sacrifice of sheep

- pouring of libation
- cleaning up of ancestral stools
- offering food to the gods and ancestors.

(5)

- c) Learner's own answers. For example, he is believed to be the first priest of the Ashanti Empire. Also, he is noted to have united the Empire under one umbrella. He is noted for his powers and wonders too, such as moulding an *oware* game with his hands out of a rock; commanding the rain to stop falling; walking through the rain without getting wet; planting a plantain, making it grow and harvesting it all on the same day.

(2)

- d) The social function of the festival is to serve as a reminder to the Ashanti people to be united. (1)

**Total marks: 10**

## Assessment

**Teacher assessment:** Use the memorandum in the Answers section to assess the following indicator:

**B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning: Drama**

## Introduction

The theme of Unit 12 relates to the topic of Environment – Preservation, which is one of the topics selected in the syllabus for B7. In this unit, learners will listen to and write key points from a presentation, then discuss the points and share opinions. They will practise producing the long pure vowel sound /uː/. They will prepare to read a text, as well as identify the main text features of a non-literary text (newsletter). In addition, learners will recognise and use adverbs that modify other adverbs correctly, and use adverbs that function as conjunctions. Finally, they will write an informal letter, and distinguish between different types of traditional drama, focusing on puberty rites.

## 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                                                                                                                                            |
| <b>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations</b>                       | <b>B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text</b> <ul style="list-style-type: none"> <li>Listen to and write key points from texts, speeches or presentations</li> <li>Discuss key points identified and share opinions</li> </ul> <b>(Activity 1)</b>                                                     | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Sub-strand 3: English sounds                                                                                 |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                            | Core competencies                                                                                                                                            |
| <b>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</b> | <b>B7.1.3.1.1. Produce pure vowel sounds (long vowels) in context</b> <ul style="list-style-type: none"> <li>Identify and produce long vowels in context</li> <li>Distinguish between long and short vowels in context</li> <li>Listen to and produce sounds as used in connected speech</li> </ul> <b>(Activity 2)</b>                               | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Strand 2: Reading                                                                                            |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                              |
| Sub-strand 1: Comprehension                                                                                  |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                            | Core competencies                                                                                                                                            |
| <b>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading</b>                      | <b>B7.2.1.1.2. Use prediction to assess and improve understanding of texts</b> <ul style="list-style-type: none"> <li>Make predictions about the content of a text using:               <ul style="list-style-type: none"> <li>prior knowledge</li> </ul> </li> <li>Answer questions to elicit understanding (meaning)</li> </ul> <b>(Activity 3)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |

|                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B7.2.1.2: Read, comprehend and interpret texts</b>                                                       | <b>B7.2.1.2.1. Identify the main text features of non-literary texts</b> <ul style="list-style-type: none"> <li>Use samples of varied texts such as non-fiction – articles, formal letters, etc. to identify text features: <ul style="list-style-type: none"> <li>print features</li> <li>graphic features</li> <li>organisational features</li> </ul> </li> <li>Discuss how the text features aid in the comprehension of a text</li> </ul> <b>(Activity 4)</b>                | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |
| <b>Strand 3: Grammar usage</b>                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                              |
| <b>Sub-strand 1: Grammar</b>                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.3.1.1: Apply the knowledge of word classes and their functions in communication</b>                   | <b>B7.3.1.1.5. Use adverbs to modify verbs accurately at the phrase and sentence level</b> <ul style="list-style-type: none"> <li>Explore using the first adverb to give more information about the second adverb in sentences</li> </ul> <b>(Activity 5)</b>                                                                                                                                                                                                                    | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |
|                                                                                                             | <b>B7.3.1.1.6. Use conjunctions accurately to link ideas in everyday discourse</b> <ul style="list-style-type: none"> <li>Use adverbs that function as conjunctions in sentences. E.g. <i>until, after, or before</i></li> </ul> <b>(Activity 5)</b>                                                                                                                                                                                                                             | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |
| <b>Strand 4: Writing</b>                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                              |
| <b>Sub-strand 1: Production and distribution of writing</b>                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.4.2.2: Apply writing skills to specific life situations</b>                                           | <b>B7.4.2.2.1. Compose informal letters on varied topics using appropriate format</b> <ul style="list-style-type: none"> <li>Identify features of informal letters (writer's address, date, salutation, body, subscription, name)</li> <li>Use the correct features of informal letters appropriately</li> <li>Write informal letters on a range of themes to friends and relatives</li> <li>Correct errors of informal letters written by others</li> </ul> <b>(Activity 6)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Digital Literacy<br>Presentation |
| <b>Strand 5: Literature</b>                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                              |
| <b>Sub-strand 1: Narrative, Drama and Poetry</b>                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</b> | <b>B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning</b> <ul style="list-style-type: none"> <li>Drama: <ul style="list-style-type: none"> <li>Read and listen to traditional drama texts</li> <li>Distinguish types of traditional drama according to their social functions</li> <li>Determine cultural/social significance of drama</li> </ul> </li> </ul> <b>(Activity 7)</b>                                       | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |

## Resources

- Learner's Book pages 142–155
- Dictionaries

## Review

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

- the long pure vowel sound /ɔ:/
- the main text features of a newspaper or magazine article
- adverbs
- writing a newspaper article
- traditional drama used in festivals.

## Teaching methodology

### Oral Language (Learner's Book page 142)

#### ACTIVITY 1

Listen to a text and write key points (CLASS/PAIR/GROUP)

#### Before listening

1. Work as a class to discuss the photographs. They show a child planting a tree and another child holding up a green plastic crate with a white recycling logo on it.
2. Read the vocabulary aloud for the learners to repeat.
3. The learners work in pairs to match the vocabulary items to the meanings. Allow them to use dictionaries if needed.

#### Answers

- |                   |                 |                  |
|-------------------|-----------------|------------------|
| 3. a) environment | b) preservation | c) deforestation |
| d) afforestation  | e) measures     | f) recycling     |
| g) sanctions      | h) sanitation   | i) overgrazing   |
| j) existence      |                 |                  |

#### While listening

4. Read the listening text below clearly at a natural pace, as if you are doing a presentation.
5. Read the text again. While they listen, the learners work in pairs to write down 10 key points.
6. Read the text for a third time so that the learners can check their key points.

#### Listening text

Good morning everybody,

My name is Mr./Mrs. .... (use a fictitious name). In this short presentation, I will inform you about the work of the Environmental Protection Agency (EPA).

Environmental protection is all about environmental **preservation**. The word 'preservation' means that you keep something the same or prevent it from being destroyed. It can also be defined as keeping something in **existence** by protecting it from being harmed or damaged.

Environmental preservation is when you keep the environment the same or prevent it from being destroyed. In other words, you maintain and protect the environment from being harmed or damaged.

Basically, the **environment** is the things that surround us. These include living and non-living things that are both natural and made by humans. For example, air, water, land, plants, animals, buildings, roads and even other people form part of our environment.

Environmental preservation involves the **measures** we put in place to prevent activities that destroy the environment.

These measures include:

- Using good farming methods
- Preventing **overgrazing**
- Practising **afforestation**
- Setting aside parts of the forest from **deforestation**
- Applying **sanctions** against illegal mining and chainsaw operators
- Ensuring good **sanitation** in communities
- **Recycling** plastic waste into useful items
- Educating the public about environmental issues.

In Ghana, the Environmental Protection Agency (EPA) is in charge to see to it that the environment is well preserved.

I thank you for your attention.

## Answers

5. Possible points:

- Environmental preservation means maintaining and protecting the environment.
- The environment is the things surrounding us.
- We can put measures in place to protect the environment, such as:
  - Using good farming methods
  - Practising afforestation and managing deforestation
  - Applying sanctions against illegal mining and chainsaw operators
  - Ensuring good sanitation
  - Recycling plastic waste
  - Educating the public about environmental issues.
- The EPA is in charge of environmental preservation in Ghana.

**Total marks: 10**

## After listening

7. Ask learners to discuss the questions in small groups. Observe and provide help where necessary.
8. The learners share their responses with the class.

## Answers

7. Learner's own responses

## Assessment

**Teacher assessment:** Use the memorandum for exercise 5 to award marks to assess the following indicator:  
**B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text**

**ACTIVITY 2****Produce long pure vowel sounds**

(CLASS/PAIR/INDIVIDUAL)

1. Demonstrate how to pronounce the long pure vowel sound /u:/ correctly, using the notes and the pictures in the Learner's Book to help you. Have the learners practise repeating the sound correctly.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. In pairs, the learners identify which words have the /u:/ sound. Go through the answers with the class.
4. Repeat the procedure for exercise 2 here with these sentences. Then have the learners copy the sentences into their exercise books and underline the relevant words. Go through the answers with the whole class.
5. Working in pairs or individually, learners complete the table with the words.

**Answers**

3. a) D                      b) B                      c) A                      d) C                      e) A
4. a) Who put fruit in my soup?  
 b) Each group must look at a few clues.  
 c) Whose blue book is this?  
 d) You took the shoes and the new suit too.  
 e) Cook the food in this juice.  
 f) Is it true you will move to a new school soon?  
 g) Who gave you that blue bruise?  
 h) The youth group's routine is to meet on a Tuesday in this room.

| Words with short /ʊ/ vowel sound | Words with long /u:/ vowel sound |         |
|----------------------------------|----------------------------------|---------|
| put                              | who                              | food    |
| look                             | fruit                            | juice   |
| book                             | soup                             | true    |
| took                             | group                            | move    |
| cook                             | few                              | new     |
|                                  | clues                            | school  |
|                                  | whose                            | soon    |
|                                  | blue                             | bruise  |
|                                  | you                              | youth   |
|                                  | shoes                            | routine |
|                                  | suit                             | Tuesday |
|                                  | too                              | room    |

**Assessment**

**Self/peer assessment:** Use the memorandum provided in the Answers section to check the answers for exercises 3, 4 and 5 with the class. Read them aloud and/or write them on the board.

**Reading (Learner's Book page 144)****ACTIVITY 3****Prepare to read a text**

(PAIR)

1. The learners work in pairs to predict the content.
2. Read aloud the text, while the learners follow in their books. Encourage the learners to think about whether their predictions were correct or not. Afterwards, ask a few individuals to share their responses with the whole class.



## Answers

1. a) From the title, you can predict that the text is about the preservation of the environment in a place called Gbetsile, which is in the Kpone Katamanso District of Ghana. (Learners may have prior knowledge of the place and/or they may have prior knowledge of ways to preserve the environment.) (1)
- b) From the print features, you can predict from the subheadings in bold green and the key words in bold red that the text deals with the problems, effects and solutions relating to the environment in Gbetsile. (1)
- c) From the graphic features, you can predict from the photographs the ways in which the community are working to preserve the environment in Gbetsile. (2)
- d) The text is about the environmental problems and effects in Gbetsile. It also includes the measures put in place to deal with these problems and effects. It includes an appeal to the government and the Environmental Protection Agency (EPA) too. (2)
- e) The text is a newsletter. (1)
- f) Any **three** of the following:
  - Poor drainage systems
  - Deforestation
  - Bad farming practices
  - Bush fires
  - Poor roads
  - Sand winning
  - Waste management
  - Burning of domestic waste and fossil fuels
  - Overgrazing by cattle(3)

**Total marks: 10**

## Assessment

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

**B7.2.1.1.2. Use prediction to assess and improve understanding of texts**

### ACTIVITY 4

### Read and understand a text

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Remind the learners that on page 136 they learnt about the features of a newspaper article. Read the information in the Learner's Book about newsletters. Ask the learners to identify the features that are the same as for an article, and the features that are different.
2. In pairs, the learners identify the newsletter features in the reading text.
3. Working in pairs, the learners discuss the questions and write their answers individually.
4. In pairs, the learners take turns to read sections of the text aloud. Circulate and observe. Allow them to ask for help with pronunciation if necessary, or encourage them to look the pronunciation up in a dictionary or online dictionary.

## Answers

2. The newsletter has the following features:
- Print features such as a heading and subheadings in bold, as well as different sizes, kinds and colours of font
  - Bullet points listing relevant and up-to-date information
  - Photographs with captions illustrating some of the information
  - An image of a sign illustrating other information
  - The contact details of the organisation that published the newsletter
3. a) Gbetsile is in the Kpone Katamanso District of Ghana. (1)
- b) Any **two** of the following: (2)
- Poor drainage systems
  - Deforestation
  - Bad farming practises
  - Bush fires
  - Poor roads
  - Sand winning
  - Waste management
  - Burning of domestic waste and fossil fuels
  - Overgrazing by cattle
- c) Short description on any **two** of the following: (2)
- Destruction of the vegetation
  - Destruction of life and properties
  - Floods
  - Creation of gullies
  - Pollution
  - Soil erosion
  - Death traps for humans and animals
- d) The chief of the township, together with a group of concerned citizens, organised open forums to address the issues. (2)
- e) Prosecution of culprits that go against environmental preservation laws. (1)
- f) Answers may vary. For example: The government could provide drainage systems such as gutters. This is because the community encounters poor drainage systems. (2)
- g) It is to inform the public of the environmental issues facing the community and to gain more support for their appeal to the authorities to give assistance. (2)
- h) The email address at the bottom of the newsletter is to make people aware of its source, so that they can contact the organisation for further information / to offer their support. (2)
- i) Answers may vary. For example: I would engage in communal labour / provide support in educating the public on the effects of environmental problems / report culprits who go against environmental preservation laws. (2)
- j) Answers may vary. Accept any environmental problem with a good explanation. (2)
- k) very (1)
- l) adjective (1)

**Total marks: 20**

## Assessment

**Teacher assessment:** Use the memorandum provided in the Answers section to assess the answers for exercise 3. Award a total mark out of 20.

Exercise 2 assesses the following indicator:

### B7.2.1.2.1. Identify the main text features of non-literary texts

## Grammar (Learner's Book page 148)

### ACTIVITY 5

### Identify and use adverbs

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Work through the information and examples in the Learner's Book to revise and learn more about adverbs.
2. The learners work in pairs to identify the adverbs.
3. The learners complete the sentences with the correct adverbs.
4. They write their own sentences with the given adverbs.

### Answers

2.
  - a) The chairperson of the organisation spoke very well.
  - b) The chief of the land quite often discusses environmental problems.
  - c) Bernice takes everything so seriously.
  - d) Cahill and Michael study very hard to pass their examination.
  - e) The weather here is sometimes very cold.
  - f) She was never completely changed.
  - g) Comfort speaks extremely fast.
3.
  - a) The newsletter will be published **very** soon.
  - b) They finished the project **more** quickly than we did.
  - c) **Almost** daily my teacher gives us assignments.
  - d) Bernice sings **extremely** loudly.
  - e) She walked **slowly** upstairs to get her bag.
4.
  - a) You need to practise more, **otherwise** you will not get into the team.
  - b) He wanted to go to school, **however** his mother kept him at home because he had a temperature.
  - c) You did not study for the test, **therefore** it is not at all surprising that you did badly.
  - d) Kisi is always in a good mood, **in contrast** her sister is very moody.
  - e) They look very similar, **in fact** they could be brothers.
  - f) My uncle did not have the required qualifications, **nevertheless** he applied for the job.
  - g) My mother has a demanding job, **consequently** she is extremely tired at night.
  - h) She planned to visit her friend on Saturday, **instead** she stayed at home.
  - i) Emmanuel cooked the supper, **in addition** he did the washing up.
  - j) I did not finish my project last night, **although** I worked until midnight.

(Note that these sentences require a comma before the conjunction.)

## Assessment

**Self/peer assessment:** Use the memorandum provided in the Answers section to check the answers for exercises 2, 3 and 4 with the class. Read them aloud and/or write them on the board.

### Extension activity

1. Write the following adverbs on the board. Ask learners to make up and write five sentences with the adverbs. The adverbs should modify other adverbs.

incredibly

almost

always

never

really

2. Write the following adverbs on the board. Ask learners to make up and write five sentences in which the adverbs are used as conjunctions, like in the sentences in exercise 4.

meanwhile

therefore

consequently

instead

finally

### Remedial activity

Write the following adverbs and sentences on the board. Ask the learners to copy and complete the sentences with the correct adverbs.

so

fairly

incredibly

quite

too

always

1. Joseph ate \_\_\_\_\_ quickly and then rushed out of the room.
2. Angela left \_\_\_\_\_ abruptly without saying goodbye.
3. The price of the jewel rose \_\_\_\_\_ quickly that soon most of the interested buyers could not afford it.
4. He ran \_\_\_\_\_ fast across the road, so he tripped and fell.
5. My parents were \_\_\_\_\_ there to care for me.
6. I answered the questions \_\_\_\_\_ easily, but there were one or two that were difficult.

### Answers

1. Joseph ate **incredibly** quickly and then rushed out of the room.
2. Angela left **quite** abruptly without saying goodbye.
3. The price of the jewel rose **so** quickly that soon most of the interested buyers could not afford it.
4. He ran **too** fast across the road, so he tripped and fell.
5. My parents were **always** there to care for me.
6. I answered the questions **fairly** easily, but there were one or two that were difficult.

## Writing (Learner's Book page 149)

### ACTIVITY 6

#### Write an informal letter

(CLASS/GROUP/INDIVIDUAL)

1. Work as a class. Go through the information on informal letters and the example.
2. Working in small groups, the learners brainstorm ideas for an informal letter on the given topic.
3. Working individually, the learners plan their letter using the features of a letter.
4. The learners write a rough draft of their letter in their exercise books.
5. Ask the learners to revise and edit their work, using the given checklist to help them. They may swap their work with a partner for checking too. Then have them make a final, neat copy and hand it in for assessment.

### Assessment

**Teacher assessment:** Use the rubric for assessing an informal letter on page xxvii of the Introduction to this Facilitator's Guide. This activity assesses the following indicator:

**B7.4.2.2.1. Compose informal letters on varied topics using appropriate format**

**ACTIVITY 7**

**Distinguish between types of drama**

(CLASS/GROUP/PAIR)

1. Work as a class. Revise traditional drama associated with festivals.
2. Revise elements of written drama.
3. Divide the class into small groups. Ask the learners to take turns to act out a festival ritual or ceremony that they found out about for homework from the previous literature lesson. Afterwards, ask each group to choose their best one to be shared with the whole class.
4. In their groups, the learners read aloud the drama text about puberty rites.
5. The learners discuss and answer the questions in their groups.
6. In their groups, the learners think about the elements of traditional drama that are found in puberty rites. They also think about the roles that different people play, the clothes they wear, and the things they say or do. Encourage volunteers from each group to share their ideas with the class.
7. In pairs or small groups, the learners think of another ritual or ceremony about puberty rites that they can research in order to present the information at the next literature lesson.

**Answers**

5. a) An announcement is made before the Dipo rites begin, because it alerts the villagers to send their daughters who are ready to the clan priest or priestess for the necessary arrangements. (1)
- b) The Dipo girls go through the spiritual cleansing to teach them how to practise personal hygiene and to wash away anything that prevents their growth into womanhood and motherhood. (2)
- c) Learners should mention at least **two** possible effects, for example:
  - The girls may contract infections or diseases.
  - The girls may lose too much blood from their wounds.
  - Their bodies may be disfigured. (2)
- d) Learners should mention at least **three** aspects of the cultural significance of Dipo, for example:
  - It initiates the girls into womanhood.
  - It prepares them for marriage.
  - It teaches personal hygiene and good grooming.
  - It checks the girls' morality and their virginity.
  - It tests the girls' courage and endurance.
  - It teaches the girls about their traditions.
  - It brings honour and prestige to their families. (3)
- e) Learner's own responses. Possible ideas include:  
 Yes, due to the points listed in (d) above.  
**OR** No, due to the following reasons:
  - The privacy of the initiates is exposed.
  - The girls' rights may be violated.
  - A pot breaking when a girl carries it is no scientific proof of the girl not being a virgin.
  - The girls' sexual health may be compromised.
  - It may encourage promiscuity as some girls may decide to have sex because they feel they are mature after the Dipo.

- It may encourage girls to marry when they are too young.
- Some people believe that evil spirits may destroy the life of the initiates as their nakedness has been shown to the public.

(2)

**Total marks: 10**

## Assessment

**Teacher assessment:** Use the memorandum in the Answers section to assess the following indicator:

**B7.5.1.1.1. Demonstrate understanding of oral literature and how the different genres contribute to meaning: Drama**

## Introduction

The theme of Unit 13 relates to the topic of Industrialisation in Ghana, which is one of the topics selected in the syllabus for B7. In this unit, learners will listen to and write key points from a speech, discuss key points and share opinions, and practise producing the diphthong /eə/ in context. They will also learn how to prepare to read a formal letter, identify the main text features of a formal letter, answer questions on a text and then practise reading it aloud. In addition, learners will use complex prepositions in sentences, write a formal letter and use basic literary devices in texts.

## 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                                                                                                                                            |
| <b>B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information</b>          | <b>B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text</b> <ul style="list-style-type: none"> <li>Listen to and write key points from a speech</li> <li>Discuss key points identified and share opinions</li> </ul> <b>(Activity 1)</b>                                                                                                                                                                                                                                                       | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Sub-strand 3: English sounds                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Core competencies                                                                                                                                            |
| <b>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</b> | <b>B7.1.3.1.3. Produce diphthongs in context (centring and closing)</b> <ul style="list-style-type: none"> <li>Identify centring diphthong /eə/ in context</li> <li>Listen and distinguish between short vowel /e/ and /eə/ in context</li> <li>Use vowels and diphthongs accurately in connected speech</li> </ul> <b>(Activity 2)</b>                                                                                                                                                                                         | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Strand 2: Reading                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |
| Sub-strand 1: Comprehension                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Core competencies                                                                                                                                            |
| <b>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading</b>                      | <b>B7.2.1.1.2. Use prediction to assess and improve understanding of texts</b> <ul style="list-style-type: none"> <li>Make predictions about the content of a text using:               <ul style="list-style-type: none"> <li>prior knowledge</li> <li>visual and text features</li> <li>typographical features</li> <li>organisational patterns</li> <li>organisational structure</li> </ul> </li> <li>Ask questions to form ideas</li> <li>Answer questions to elicit understanding (meaning)</li> </ul> <b>(Activity 3)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |

|                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B7.2.1.2: Read, comprehend and interpret texts</b>                                                       | <b>B7.2.1.2.1. Identify the main text features of non-literary texts</b> <ul style="list-style-type: none"> <li>• Use a sample of a non-fiction text (i.e. formal business letter) to identify text features (print, graphic, and organisational)</li> <li>• Discuss how the text features aid in the comprehension of a text</li> </ul> <b>(Activity 4)</b>                                                                                                                                                                                                                                                                                                                                                                              | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |
| <b>Strand 3: Grammar usage</b><br><b>Sub-strand 1: Grammar</b>                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.3.1.1: Apply the knowledge of word classes and their functions in communication</b>                   | <b>B7.3.1.1.7. Demonstrate command of the use of prepositions in daily discourse (TV, radio, social media, news, home, role play)</b> <ul style="list-style-type: none"> <li>• Use complex prepositions (more than one word) in constructing sentences, e.g. <i>consist of, in front of, on behalf of, in view of, in spite of, due to, near to, because of, by means of, by dint of (hard work)</i>, etc.</li> <li>• Use complex prepositions to express: <ul style="list-style-type: none"> <li>– place, e.g. <i>near/close to, in front of, out of, far from, by the side of</i>, etc.</li> <li>– time, e.g. <i>in time of, about to, during the course of, at noon, for one week</i>, etc.</li> </ul> </li> </ul> <b>(Activity 5)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |
| <b>Strand 4: Writing</b><br><b>Sub-strand 2: Text types and purposes</b>                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.4.2.2: Apply writing skills to specific life situations</b>                                           | <b>B7.4.2.2.2. Compose formal writing (application, invitation, email, media texts) on given topics using appropriate format</b> <ul style="list-style-type: none"> <li>• Identify features of formal letters (writer's address, recipient's address, date, heading, salutation, body, subscription, signature, name, etc.)</li> <li>• Write formal letters to offices (e.g. to the Headmaster/Headmistress, the Director of Education, the Assembly Man/Woman, the SMC Chairman/Chairperson, the PTA Chairman/Chairperson, etc.</li> <li>• Correct errors of formal letters written by others</li> </ul> <b>(Activity 6)</b>                                                                                                             | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Digital Literacy<br>Presentation |
| <b>Strand 5: Literature</b><br><b>Sub-strand 1: Narrative, Drama and Poetry</b>                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</b> | <b>B7.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)</b> <ul style="list-style-type: none"> <li>• Identify the use of basic literary devices in selected genres (poetry, narrative and drama)</li> <li>• Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)</li> </ul> <b>(Activity 7)</b>                                                                                                                                                                                                                                                                                         | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |



## Resources

- Learner's Book pages 156–166
- Dictionaries
- Prescribed literature for identifying literary devices (Activity 7)

## Review

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

- the long pure vowel sound /u:/
- the main text features of a newsletter
- adverbs
- writing an informal letter
- traditional drama used in puberty rites.

## Teaching methodology

### Oral Language (Learner's Book page 156)

#### ACTIVITY 1

#### Listen to a text and write key points

(CLASS/PAIR/INDIVIDUAL/GROUP)

#### Before listening

1. Work as a class. Read the vocabulary aloud for learners to repeat.
2. Learners work in pairs to match the vocabulary items to the meanings. Allow learners to use dictionaries if needed.

#### Answers

- |                         |                  |
|-------------------------|------------------|
| 2. a) industrialisation | b) transforming  |
| c) dependence           | d) establishment |
| e) investment           | f) embarked on   |
| g) earnings             | h) substitute    |
| i) policy               | j) imported      |

**Total marks: 10**

#### While listening

3. Ask learners what they can predict about the listening text from the photograph. Then read the listening text below clearly at a natural pace.
4. Read the text again. While they listen, learners work individually to write seven key points. Industrialisation is a fairly challenging topic, so you might want to pause after each paragraph for them to write the main point made in each paragraph.
5. Read the text for a third time so that learners can check their key points.

## Listening text

Dear learners, my talk today is about **industrialisation** in Ghana. To begin with, let's define the term 'industrialisation'. Industrialisation is the process of **transforming** a country's economy so that it includes many manufacturing industries. This is expected to lead to the growth of the economy. Industrialisation involves adding value to raw materials such as agricultural produce and minerals through the use of machines to produce high-quality goods. It also makes use of skilled labour to run the machines in the production process.

At the time of Ghana's independence in 1957, almost every manufactured product was **imported** from the colonial countries such as England, France and Germany. These included beverages, sugar, meat products, fabrics, footwear and vehicles.

After independence, the government of Ghana decided to transform some of the country's raw materials into finished products in order to reduce the country's **dependence** on imported products. This led to the **establishment** of factories such as the Aboso Glass Factory, Kade Match Factory, Bolgatanga Rice Mills, Zuarungu Meat Factory, Komenda Sugar Factory, Pwalugu Tomato Factory, Bonsa Tyre Factory, and Kumasi Shoe Factory, among others. All these factories were owned by the state but unfortunately they were not successful due to poor management.

Over the years, the government has tried to introduce policies to promote industrial **investment**. Under the presidency of Nana Addo Dankwa Akufo-Addo, the government **embarked on a policy** of 'One District, One Factory', popularly called '1D1F'. Factories that have been established under the 1D1F policy range from agricultural processing, wood processing and pharmaceuticals to steel and related products. The policy has five main objectives:

- To add value to the natural resources of every district so the district can develop,
- To ensure a spread of industries across the country,
- To create employment, especially for the youth, reduce poverty and improve standards of living,
- To promote exports and increase foreign exchange earnings, and
- To produce local **substitutes** for imported goods.

In addition to this policy, other policies have allowed foreign companies to establish factories in Ghana. For instance, automobile companies like Mahindra from India, Volkswagen from Germany and Toyota from Japan all build vehicles in Ghana. There is also a wholly-owned Ghanaian company, Kantanka Automobile Company, producing vehicles.

What are the main factors promoting industrialisation in Ghana? One factor is government policies that offer new manufacturing businesses low tax rates. Other factors include the availability of raw materials, well-qualified or skilled manpower, and easy access to the markets of the Economic Community of West African States (ECOWAS).

Finally, let's consider the factors that can hold back our industrialisation drive. These include unreliable electricity supply, lack of finance for investment and lack of infrastructure, such as good roads, railways and water supplies.

## Answers

4. The following seven key points may be extracted from the listening text. Accept any similar points written in the learner's own words.
- Industrialisation is the process of transforming a country's economy so that it includes many manufacturing industries.
  - At the time of independence, Ghana imported most of its goods.
  - After independence, the government decided to establish its own factories to reduce the country's dependence on imported goods, but many of these were not successful.
  - Since then, the government has introduced policies to promote industrial investment, such as the 'One District, One Factory' policy.
  - Other policies have allowed foreign companies to establish factories in Ghana.
  - Factors that promote industrialisation in Ghana include low tax rates, availability of raw materials, skilled manpower, and easy access to regional markets.
  - The factors that hold back industrialisation include unreliable energy supply, access to finance and lack of infrastructure.

**Total marks: 7**

## After listening

6. Ask learners to discuss the questions in small groups. Observe and provide help where necessary.

## Answers

6. a) Learners' own responses, for example: A country can transform its economy by promoting industrialisation through policies such as the 'One District, One Factory' policy in Ghana. (2)
- b) Ghana wanted to reduce its dependence on imported goods. The government established its own factories to produce finished goods. (2)
- c) Learners' own responses, for example: To develop every district so that manufacturing is spread out across the country; to reduce unemployment so that poverty decreases; to increase exports so that Ghana earns foreign currency; to produce local substitutes for imported goods. (4)
- d) Factors that promote industrialisation are low tax rates, availability of raw materials, skilled manpower, and easy access to regional markets. (4)
- e) The factors that hold back industrialisation include unreliable energy supply, access to finance and lack of infrastructure. Learners should suggest what they think can be done to overcome these problems. (3)

**Total marks: 15**

## Assessment

- **Self/peer assessment:** Use the memoranda provided in the Answers sections to check the answers for exercises 2, 4 and 6 with the class. Read them aloud and/or write them on the board.
- **Teacher assessment:** Use the memoranda for exercises 4 and 6 to award marks to assess the following indicator:

### **B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text**

You could also use the 'Listen and discuss' rubric on page xxiii of the Introduction to this Facilitator's Guide to assess the 'discuss ideas and share opinions' aspect of this indicator.

**ACTIVITY 2****Produce diphthongs**

(CLASS/PAIR)

1. Note that a diphthong is different from a pure vowel sound because a pure vowel sound is one sound, whereas a diphthong is a vowel sound made up of two vowel sounds joined together. As a class, go through the note on the /eə/ sound. Then demonstrate how to pronounce the sound correctly, using the notes and pictures to help you. Have the learners practise repeating the sound correctly.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. Repeat the procedure for exercise 2 here with these sentences. Then have the learners copy the sentences into their exercise books and underline the words with the /eə/ sound, following the example. Go through the answers with the whole class. Check that learners have distinguished between the short vowel /e/ and /eə/ in sentences such as b) *Clare, who has beautiful hair, always forgets to comb it.*
4. Have the learners working in pairs to say the poem 'Beware of the Bear'. Ask volunteers to say it for the class. Ask different volunteers to identify the words with the /eə/ sound (beware, bear, stairs, chair, care, wear, pair, stare, scary).
5. If there is time, encourage the learners to make up a poem starting with: *There is an elephant in the village square.* They should include as many words with the /eə/ sound as possible. Ask volunteers to recite their poems to the class.

**Answers**

3. a) Beware of the bear that went up the stairs.  
b) Clare, who has beautiful hair, always forgets to comb it.  
c) I was unaware of the airfare to Nigeria.  
d) He repaired the tear in the armchair.  
e) There is an elephant in the village square.  
f) She had a spare hat for me to wear at the airport.  
g) The millionaire peeled the pear with a knife.  
h) The scary film ended with a dare.  
i) Their parents taught them to say their prayers at night.

**Assessment**

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

**Reading (Learner's Book page 158)****ACTIVITY 3****Prepare to read a text**

(PAIR)

1. Work in pairs. Draw learners' attention to the heading of the letter in terms of the topic of the text. Check that they understand that timber is wood that is harvested for commercial use. Ask them what is special about the typography of the heading, and elicit that it is underlined. From the features and layout, learners will conclude it is a business letter. Remind them that they learnt about informal letters in Unit 12. Note that the words in bold appear in the Glossary at the back of the Learner's Book. For d) and e), the learners should search the text to find the answer. Ask volunteers for the answer.

2. Read aloud the text, while the learners follow in their books. Encourage them to think about whether their predictions were correct or not. Ask a few individuals to share their ideas with the rest of the class.

### Answers

1. **d)** minerals, cocoa, oil and timber (4)  
**e)** Government has introduced three incentives to encourage business people to invest in the manufacturing industry. (1)

**Total marks: 5**

### Assessment

**Self-assessment:** Use the memorandum for question 1 provided in the Answers section to assess learner's ability to quickly look for information.

#### ACTIVITY 4

#### Read and understand a text

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Discuss the features of formal letters using the notes. Check that learners understand how the print, graphic and organisational features of formal letters assist in making it easy to read and comprehend the letter. For example, ask: *Why is it important to include the writer's address and the date in the letter? Why do you think these are at the top right-hand side of the page? Why is it helpful to have a heading or subject line? Why do we need to separate the paragraphs in a letter?*
2. In pairs, learners identify the features of formal letters in the reading text.
3. Learners discuss the questions in pairs and then write answers individually in their exercise books.
4. Have the learners work in pairs to take turns to read aloud different sections of the text to each other. Remind them to focus on reading aloud with fluency, expression and the correct pronunciation. While they are doing this, circulate, observe and assist where necessary.

### Answers

3. **a)** The Managing Director of Batatane Industrial Processing Ltd. (1)  
**b)** Any **two** of: the formal salutation, the subject line and the formal closing (subscription) (2)  
**c)** To promote a partnership between Opportunities Ghana Ltd. and Batatane Industrial Processing Ltd. It is expressed in the heading or subject line. (2)  
**d)** about 1,200 (1)  
**e)** The background of the timber industry in Ghana including exports. (2)  
**f)** False (1)  
**g)** The timber processing industry has become an important part of Ghana's policy to promote industrial growth and increase exports. (2)  
**h)** Factories that are built in the regions will be paid back part of the taxes they paid. This is to promote the spread of factories across all Ghana's regions. (2)  
**i)** To give the Managing Director of Batatane information about Opportunities Ghana Ltd. to persuade her to invest in the company. (2)  
**j)** Being close together means that the companies can share the same suppliers and share technical knowledge and expertise. Smaller companies develop around the big ones. (2)  
**k)** **mutually** (adverb), **beneficial** (adjective) (2)  
**l)** The adverb **very** modifies the adverb **rapidly**. (1)

**Total marks: 20**

## Assessment

**Teacher assessment:** Use the memorandum provided in the Answers section to assess the following indicator (based on the answers for exercise 3). Award a total mark out of 20.

### B7.2.1.2.1. Identify the main text features of non-literary texts

## Grammar (Learner's Book page 161)

### ACTIVITY 5

### Identify and use complex prepositions (CLASS/INDIVIDUAL)

1. Work as a class. Have the learners take turns to say where items in the classroom are, for example, *The clock is on the wall. The book is on top of the cupboard.* Ask: What kind of word is "on"? (preposition) Ask: What do we call this when we add "top of" to "on"? Let them read the information in the box to find out. Work through the information and examples in the Learner's Book. Also write the following examples on the board:
  - The manager gave a speech **on behalf of** the factory's owner.
  - The manager said that **by dint of / by means of** hard work, the company sales had increased.
  - She said that **in view of** the good sales, the company would pay staff bonuses.
- 2–3. Working individually, ask the learners to write the answers in their exercise books.

### Answers

2.
  - a) Many factories may be seen **by the side of** the river.
  - b) The forestry officer met the foreman **in front of** his office.
  - c) The meeting was **prior to** the court case.
  - d) The company had felled trees **in the middle of** the forest reserve.
  - e) This was against the ban on logging **up until** the end of the year.
  - f) The forestry officer wanted to find out who was **at the centre of** the illegal activity.
  - g) The company wanted to keep the matter **out of** the courts.
  - h) The forestry officer would proceed to court **as soon as** he had assembled the facts.
  - i) The company must act **in accordance with** the law.
  - j) All loggers must have it **at the back of** their minds that there are laws to protect our forests.
3.
  - a) Large clouds of dark smoke were coming **out of** the factory's chimneys.
  - b) Mr. Issah was declared Industry Man of the Year **in front of** a gathering of industry leaders.
  - c) The security guard ran **away from** the fire on the factory grounds.
  - d) We realised **in the middle of** the year that we were not going to meet our production goal.
  - e) The winner of the prestigious award was known **ahead of** the official announcement.
  - f) A railway line had to be constructed because the factory was **far from** the harbour.
  - g) **Prior to** the rains, there were already signs that road construction companies would face a difficult year.
  - h) The Minister announced that **up until** the beginning of the new year, no new licences would be issued.
  - i) The iron ore extraction machinery was sited **at the top of** the Ososo hill.
  - j) Mr. Karikari, the Managing Director of Power Gold Resources, sat **next to** the Minister of Energy.

## Assessment

**Self/peer assessment:** Use the memorandum provided in the Answers section to check the answers for exercises 2 and 3 with the class. Read them aloud and/or write them on the board.

## Remedial activity

Ask learners to complete these sentences with complex prepositions that include the word in brackets.

1. She asked me to meet her \_\_\_\_\_ the bank. (**front**)
2. \_\_\_\_\_ that moment, I had not realised who he was. (**until**)
3. The item I was looking for was \_\_\_\_\_ the cupboard. (**top**)
4. There is a new building being constructed \_\_\_\_\_ town. (**middle**)
5. \_\_\_\_\_ the announcement, we didn't know what to expect. (**ahead**)

## Answers

1. She asked me to meet her **in front of** the bank.
2. **Up until** that moment, I had not realised who he was.
3. The item I was looking for was **on top of** the cupboard.
4. There is a new building being constructed **in the middle of** town.
5. **Ahead of** the announcement, we didn't know what to expect.

## Extension activity

For those learners needing extension, ask them to make up sentences using complex prepositions. Have them write the sentences in their exercise books and swap them with a partner for checking.

## Writing (Learner's Book page 163)

### ACTIVITY 6

### Write a formal letter

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Discuss the additional information about formal letters. Do a quick review of the parts of a formal letter: writer's address, date, recipient's address, heading, salutation, body, subscription: signature, name.
2. Working in pairs, learners choose one of the topics and brainstorm ideas for a formal letter on that topic. Ask pairs to share their ideas with the whole class.
- 3–5. Working individually, learners plan and draft their formal letters. Ask the learners to revise and edit their letters, using the given checklist to help them. They may swap their work with a partner for checking too. Then have them make a final, neat copy and hand it in for assessment.

## Assessment

**Teacher assessment:** Use the rubric for a formal letter on page xxvii of the Introduction to this Facilitator's Guide to assess the following indicator. Award a total mark out of 30.

**B7.4.2.2.2. Compose formal writing (application, invitation, email, media texts) on given topics using appropriate format**

## Literature (Learner's Book page 164)

### ACTIVITY 7

### Identify and use basic literary devices

(CLASS/INDIVIDUAL)

1. Work as a class. Discuss basic literary devices. Use the information and examples in the Learner's Book to guide you. Tell learners that they can remember that a simile says that something is similar to or like something else because the word 'simile' sounds like the word 'similar'. Show them extracts from the different genres of prescribed literature (poetry, narrative and drama) that contain these devices and



ask them to work in groups to identify the devices. Encourage the learners to give their own creative examples of each literary device. This active engagement will consolidate their understanding.

2. Learners work individually to identify the literary devices in the sentences. If learners struggle, have them work in mixed-ability pairs. (Note: A 'peck' in 2f) is an old UK and USA unit of measurement.)
3. Learners work individually to match the words to the sentences.
4. Learners write their own sentences using the given literary devices.

### Answers

2.
  - a) The stream gurgled down the slope. **personification**
  - b) His sister's school is situated on a slippery hillside. **alliteration**
  - c) The lake was a mirror. **metaphor**
  - d) Ama fights like a lion when it comes to defending women's rights. **simile**
  - e) Mount Gemi stands imposingly at the northern end of the town. **personification**
  - f) Peter Piper picked a peck of pickled peppers. **alliteration**
  - g) The arrow whistled through the wind and struck the victim in the back. **personification**
  - h) The sight of the fire at the site was frightening. **assonance**
  - i) The boxer was as slippery as an eel. **simile**
  - j) The candidates were tricked into ticking the wrong answers. **consonance** (10)
3.
  - a) She is as quiet as a **mouse**.
  - b) Our sprinter in the 100 m race was as swift as a **deer**.
  - c) The earth wailed at the **death** of her sons.
  - d) Amaliba was a star in the game of **wrestling**.
  - e) Kwasi hiked while Kwame trekked with his new **bike**.
  - f) The barber banged on the door with his big **bag**.
  - g) The villagers consulted the oracle anytime misfortune **visited** them.
  - h) The **spiritedness** of the sisters surprised the audience.
  - i) She greased the **squeaky** wheel.
  - j) Life is a long **journey**. (10)

**Total marks: 20**

4. Learner's own sentences

### Assessment

**Teacher assessment:** Use the memorandum for exercises 2 and 3 provided in the Answers section to assess the following indicator. Award a total mark out of 20.

**B7.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)**

### Remedial activity

For metaphors and similes, tell learners to identify the quality that is being discussed, as this will help them understand the metaphor or simile. For example: *b) Our sprinter in the 100 m race was as swift as a deer.* Underline the word 'swift' and elicit that the meaning is 'fast'. Then ask which of the nouns in the exercise is a person or animal that runs fast. The answer is 'deer'.

### Extension activity

For homework, ask learners to find one example of each type of literary device in a poem, narrative or drama.



# Unit 14

# Energy conservation

## Introduction

The theme of Unit 14 relates to the topic of Energy Conservation, which is one of the topics selected in the syllabus for B7. In this unit, learners will listen to and write key points from a text, discuss key points and share opinions, and practise producing the diphthong /ɪə/ in context. They will also learn how to predict a text using prior knowledge, print and graphic features, identify the main text features of a poster and answer questions on a text. In addition, learners will use complex prepositions in sentences, write a notice, and use basic literary devices in texts.

## 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                                                                                                                                                                |
| <b>B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information</b>          | <b>B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text</b> <ul style="list-style-type: none"> <li>Listen to and write key points from speeches, texts or presentations</li> <li>Discuss key points identified and share opinions</li> </ul> <b>(Activity 1)</b>                                                                                                                                                                                                                               | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                                         |
| Sub-strand 3: English sounds                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                  |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Core competencies                                                                                                                                                                |
| <b>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</b> | <b>B7.1.3.1.3. Produce diphthongs in context (centring and closing)</b> <ul style="list-style-type: none"> <li>Identify centring diphthong /ɪə/ in context</li> <li>Listen and distinguish between short vowel /ɪ/ and /ɪə/ in context</li> <li>Use vowels and diphthongs accurately in connected speech</li> </ul> <b>(Activity 2)</b>                                                                                                                                                                                         | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                                         |
| Strand 2: Reading                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                  |
| Sub-strand 1: Comprehension                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                  |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Core competencies                                                                                                                                                                |
| <b>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading</b>                      | <b>B7.2.1.1.2. Use prediction to assess and improve understanding of texts</b> <ul style="list-style-type: none"> <li>Make predictions about the content of a text using:               <ul style="list-style-type: none"> <li>prior knowledge</li> <li>visual and text features</li> <li>typographical features</li> <li>organisational patterns</li> <li>organisational structure</li> </ul> </li> <li>Ask questions to form ideas</li> <li>Answer questions to elicit understanding (meaning)</li> </ul> <b>(Activity 3)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation<br>Digital Literacy |

|                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B7.2.1.2: Read, comprehend and interpret texts</b>                                     | <b>B7.2.1.2.1. Identify the main text features of non-literary texts</b> <ul style="list-style-type: none"> <li>• Use a sample of a non-fiction text (poster) to identify text features (print, graphic, and organisational)</li> <li>• Discuss how the text features aid in the comprehension of a text</li> </ul> <b>(Activity 3 and 4)</b>                                                                                                                                                                                                                                                                                                                                                             | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |
| <b>Strand 3: Grammar usage</b><br><b>Sub-strand 1: Grammar</b>                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                   | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.3.1.1: Apply the knowledge of word classes and their functions in communication</b> | <b>B7.3.1.1.7. Demonstrate command of the use of prepositions in daily discourse (TV, radio, social media, news, home, role play)</b> <ul style="list-style-type: none"> <li>• Use complex prepositions (more than one word) in constructing sentences, e.g. <i>consist of, in front of, on behalf of, in view of, in spite of, due to, near to, because of, by means of, by dint of (hard work)</i>, etc.</li> <li>• Use complex prepositions to express:               <ul style="list-style-type: none"> <li>– reason, e.g. <i>due to, because of, on account of, as a result of</i>, etc.</li> <li>– concession, e.g. <i>in spite of, apart from</i>, etc.</li> </ul> </li> </ul> <b>(Activity 5)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |
| <b>Strand 4: Writing</b><br><b>Sub-strand 2: Text types and purposes</b>                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                   | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.4.2.2: Apply writing skills to specific life situations</b>                         | <b>B7.4.2.2.2. Compose formal writing (application, invitation, email, media texts) on given topics using appropriate format</b> <ul style="list-style-type: none"> <li>• Write notices to class or club members to provide updates on rules, schedules or programmes</li> </ul> <b>(Activity 6)</b>                                                                                                                                                                                                                                                                                                                                                                                                      | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Digital Literacy<br>Presentation |
|                                                                                           | <b>B7.4.2.2.4. Design notices and posters for different purposes and audiences</b> <ul style="list-style-type: none"> <li>• Write notices/posters of different lengths for different purposes and audiences, using appropriate forms, conventions, and techniques (posters on a school excursion, notices on voluntary cleaning etc.)</li> <li>• Edit/proofread the writing for sense or meaning, and effect (emotional reaction)</li> <li>• Record/represent writing in a flow chart and illustrations and other design packages including ICT</li> </ul> <b>(Activity 6)</b>                                                                                                                            | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Digital Literacy<br>Presentation |

## Strand 5: Literature

### Sub-strand 1: Narrative, Drama and Poetry

| Content Standard                                                                                            | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                 | Core competencies                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</b> | <b>B7.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)</b> <ul style="list-style-type: none"><li>Identify the use of basic literary devices in selected genres (poetry, narrative and drama)</li><li>Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)</li></ul> <b>(Activity 7)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation<br>Digital Literacy |

## Resources

- Learner's Book pages 167–175
- Prescribed literature for identifying literary devices (Activity 7)
- Dictionaries

## Review

Before you begin Unit 14, review the main skills and concepts developed in Unit 13 with the class. They are:

- the diphthong /eə/
- the main text features of a formal letter
- literary devices: similes, metaphors, personification, alliteration, consonance and assonance.
- complex prepositions
- writing a formal letter

## Teaching methodology

### Oral Language (Learner's Book page 167)

#### ACTIVITY 1

#### Listen to a text and write key points

(CLASS/PAIR/INDIVIDUAL/GROUP)

### Before listening

- Learners work as a class to look at the photos and discuss the questions.
- Read aloud the vocabulary for learners to repeat.
- Learners work in pairs to match the vocabulary items to the meanings. Allow learners to use dictionaries if needed.

### Answers

- Possible answers:
  - Energy conservation is the wise use of all forms of energy without wasting them for future use.
  - It is important to conserve energy so that we do not run out of it and we have access to it at all times, now and in the future.
  - At home, we conserve energy in the following ways:
    - Switching off the lights when not in use
    - Switching off electrical appliances when not in use
    - Using energy efficient light bulbs (known as LEDs) and energy efficient appliances
    - Repairing faulty appliances so that they do not consume more energy
    - Replacing old appliances
    - Avoiding leaving the door of the refrigerator open

- Avoiding putting hot substances into the refrigerator or freezer to cool them down
- Shutting all windows and doors when using an air conditioner (AC)
- Avoiding the use of electrical fans and an air conditioner simultaneously
- Shutting down computers rather than logging off
- Unplugging our cell phone chargers and other chargers when not in use
- Ironing clothes in bulk and not in bits
- Planting more trees to keep the environment cool.

3. a) consume      b) energy      c) faulty      d) simultaneously  
 e) conservation      f) exhausted      g) unplug      h) refrigerators  
 i) renewable      j) appliances

## While listening

4. Read the listening text below clearly at a natural pace.
5. Read the text again. While they listen, learners work individually to write the key points.
6. Read the text for a third time so that learners can check their key points.

## Listening text

**Energy** is the ability or capacity to do work. There are various forms of energy that come from different sources. These include solar energy (from the sun), electrical energy (that may be generated by the burning of coal or the movement of water or wind), thermal energy (powered by heat), chemical energy (from batteries), stored energy (from food) and so on.

Energy sources can be grouped according to whether they are **renewable** or non-renewable. Renewable sources of energy do not get **exhausted** and may be replaced at more or less the same rate that they are used. They include the sun, wind and water. Non-renewable sources of energy can be exhausted and cannot be replaced easily. They include charcoal, firewood, oil and gas.

Energy **conservation** is the wise use of all forms of energy without wasting them for future use. Therefore, it is vital that everyone aims to conserve energy, especially non-renewable sources so that we do not run out of them. As citizens of Ghana, we can conserve electricity by:

- Switching off the lights when they are not in use
- Switching off electrical appliances when they are not in use
- Using energy efficient light bulbs (known as LEDs) and energy efficient appliances
- Repairing **faulty appliances** so that they do not **consume** more energy
- Replacing old appliances
- Avoiding leaving the door of the **refrigerator** open
- Avoiding putting hot substances into the refrigerator or freezer to cool them down
- Shutting all windows and doors when using an air conditioner (AC)
- Avoiding the use of electrical fans and an air conditioner **simultaneously**
- Shutting down computers rather than logging off
- **Unplugging** your cell phone charger and other chargers when they are not in use
- Ironing clothes in bulk and not in bits
- Planting more trees to keep the environment cool.

To conclude, it is necessary to conserve energy so that we do not run out of it and we have access to it at all times, now and in the future.

## Answers

5. The following 10 key points may be extracted from the listening text:

- Energy is the ability or capacity to do work.
- There are different sources of energy.
- Energy sources can be renewable or non-renewable.
- Renewable sources of energy do not get exhausted and may be replaced at more or less the same rate that they are used.
- Renewable sources of energy include the sun, wind and water.
- Non-renewable sources of energy can be exhausted and cannot be replaced easily.
- Non-renewable sources of energy include charcoal, firewood, oil and gas.
- Energy conservation is the wise use of all forms of energy without wasting them for future use.
- As Ghanaians, there are many ways that we can conserve energy.
- It is vital that everyone aims to conserve energy, especially non-renewable sources so that we do not run out of them.

**Total marks: 10**

## After listening

7. Ask learners to discuss the questions in small groups. Observe and provide help where necessary.

## Answers

7. Possible answers:

- a) Renewable resources are replaced naturally. For example, rainfall replaces water in rivers and dams used for hydroelectricity. (2)
- b) We have to conserve energy so that we have a continuous supply of energy sources and they do not get exhausted. (1)
- c) If all non-renewable energy sources become exhausted, we will need to depend more on renewable sources and will compete increasingly over these (for example, water has already become a contested natural resource in many parts of the world). (1)
- d) We can do the following:
  - Switch off the lights when they are not in use
  - Switch off electrical appliances when they are not in use
  - Use energy efficient light bulbs (known as LEDs) and energy efficient appliances
  - Repair faulty appliances so that they do not consume more energy
  - Replace old appliances
  - Shut all windows and doors when using an air conditioner (AC)
  - Avoid the use of electrical fans and an air conditioner simultaneously
  - Shut down computers rather than logging off
  - Unplug cell phone chargers and other chargers when they are not in use
  - Plant more trees to keep the environment cool. (10)
- e) They should be charged more for overconsumption of energy in their homes, schools, factories or other businesses. (1)

**Total marks: 15**

## Assessment

- **Self/peer assessment:** Use the memoranda provided in the Answers sections to check the answers for exercises 3, 5 and 7 with the class. Read them aloud and/or write them on the board.
- **Teacher assessment:** Use the memorandum for exercise 5 to assess the 'write key points' aspect of the following indicator. Use either the memorandum for exercise 7 above or the 'Listen and discuss' rubric on page xxiii of the Introduction to this Facilitator's Guide to assess the 'discuss ideas and share opinions' aspect of the following indicator:

### B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text

## ACTIVITY 2

## Produce diphthongs

(CLASS/PAIR)

1. Go through the notes on the /ɪə/ sound. Then demonstrate how to pronounce the sound correctly, using the notes and picture to help you. Have the learners practise repeating the sound correctly.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. Repeat the procedure for exercise 2 here with these sentences. Then have the learners copy the sentences into their exercise books and underline the words with the /ɪə/ sound, following the example. Go through the answers with the whole class. Check that learners have distinguished between the short vowel /ɪ/ and /ɪə/ in sentences such as a) *I can hear it quite clearly.*
4. Play a game with the class. Have the learners take turns to say different words with the /ɪə/ sound. They should say a new word each time. Write the words on the board and count them at the end.

## Answers

3. a) I can hear it quite clearly.  
b) The taxi is nearly here.  
c) This year I am really going to try some new ideas.  
d) After the rain, the atmosphere is very clear.  
e) Being an engineer is a good career.  
f) The beard on his face is grey.  
g) She wiped away her tears and gave him a cheerful grin.  
h) He felt weary after his long trip here.  
i) The hunter killed the deer with a long spear.  
j) "I cannot hear you, my dear," said the old gentleman.

## Assessment

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

## Reading (Learner's Book page 169)

## ACTIVITY 3

## Prepare to read a text

(PAIR)

1. Learners work in pairs. Draw learners' attention to the title or heading of the text to predict the topic of the text. Ask them to look at the print features such as subheadings, colour print, bold print, bullets, as well as the graphic features such as images or photographs. Ask them to answer the questions. Then

read aloud the text, while the learners follow in their books. Encourage them to think about whether their answers were correct or not. Ask a few individuals to share their ideas with the rest of the class.

2. Allow learners to go online, search for, and watch videos about energy conservation.

### Answers

1.
  - a) From the title, you can predict that the text is about an institution called “Prime Academy” that has taken the initiative to conserve energy. (1)
  - b) The print and graphic features include a banner, boxes, a pie chart, a photograph and symbols – all of which highlight and summarise information. From this, we can see it is a poster. (3)
  - c) Any **two** of the following: solar energy, chemical energy, hydroelectric energy, wind energy, biogas, liquefied petroleum gas energy. (2)
  - d) Prime Academy (1)
  - e) Any **three** of the following:
    - Replace old appliances.
    - Close refrigerator doors immediately after use.
    - Repair all faulty appliances.
    - Switch off all electrical appliances when not in use.
    - Use CFL and LED bulbs.
    - Plant more trees.
    - Iron clothes in bulk.
    - Shut down computers after use. (3)

**Total marks: 10**

### Assessment

**Teacher assessment:** Using the memorandum provided in the Answers section, award a mark out of 10 for the following indicator:

**B7.2.1.1.2. Use prediction to assess and improve understanding of texts**

#### ACTIVITY 4

#### Read and understand a text

(CLASS/PAIR/INDIVIDUAL)

1. Work as a class. Talk about making posters. Ask the class: When you make a poster, what do you include to make it attractive and interesting to read? Then read the information in the Learner’s Book. Discuss the information on posters.
2. In pairs, learners identify the features in the poster. Encourage them to discuss whether they think the poster is effective in getting the message across to its audience.
3. Learners discuss the questions in pairs, then work individually to write the answers in their exercise books.

### Answers

2. The poster has the following features:
  - A bold heading
  - An eye-catching photograph, pie chart and banner
  - Different sizes, types and colours of print
  - Some information about the topic
  - Name and phone number of the institution that made the poster. (5)



3. a) Energy used in Ghana can be renewable or **non-renewable**. (1)
- b) The effect of rising energy consumption in Ghana is power cuts. (1)
- c) When the door of a refrigerator is opened, the appliance uses more energy. (1)
- d) All electrical appliances when not in use must be **switched off**. (1)
- e) We save energy by ironing our clothes in bulk, because an iron uses more energy each time we switch it on to heat up. So, it is better to keep it on for a longer period than to switch it on for short periods at a time. (2)
- f) We should repair faulty appliances, because they may use more energy if they do not work properly. Also, it may be dangerous to use a faulty appliance. (2)
- g) Any **two** of the following: water, wind, sun, plants, electricity, oil, gas. (2)
- h) Energy is essential in our daily activities, because without it we would be unable to function properly. For example, we need energy from food for our bodies to function / we need electrical energy to use our household appliances / we need heat energy from fire to cook our food or keep warm / we need energy from the sun to have daylight and to keep warm / we need energy from water to generate hydroelectric power, etc. (2)
- i) We can reduce the high rise of energy consumption in Ghana by using energy more efficiently and by using more renewable sources of energy. (2)
- j) Any **one** of the following: How to save energy; Types of energy used in Ghana. (1)
- k) The types of energy in Ghana are shown in a circle diagram rather than as a list, because it indicates the information more effectively and more attractively. (2)
- l) The use of danger or hazard signs at the bottom of the poster serves as a warning that, if we do not conserve energy, we will be at risk. Also, these signs are usually used to warn people about electrical hazards, so they suit the context of an energy poster. (2)
- m) as a result of (1)

**Total marks: 25**

## Assessment

**Teacher assessment:** Use the memorandum provided in the Answers section to assess the reading comprehension in exercise 3. Award a total mark out of 20.

Use the memorandum for exercise 2 provided in the Answers section to assess the following indicator:

### B7.2.1.2.1. Identify the main text features of non-literary texts

## Grammar (Learner's Book page 172)

### ACTIVITY 5

### Identify and use complex prepositions

(CLASS/INDIVIDUAL)

1. Work as a class. Revise complex prepositions of time and place. Have the learners give examples of each in sentences. If they are struggling, ask "Where is...?" or "When do/does...?" Then work through the information and examples in the Learner's Book.
- 2–6. Working individually, the learners write the answers in their exercise books.



## Answers

2.
  - a) **As a result of** an increased demand for electricity, the price has gone up.
  - b) We all acknowledged him **in spite of** his appearance.
  - c) The woman's fitness is **due to** regular exercise taken each morning.
  - d) **In spite of** the pain in her foot, she managed to climb the mountain.
  - e) She was dismissed **on account of** the theft incident.
  - f) She was given a scholarship to study abroad **because of** her academic ability.
3.
  - a) Complex preposition of reason
  - b) Complex preposition of concession
  - c) Complex preposition of reason
  - d) Complex preposition of concession
  - e) Complex preposition of reason
  - f) Complex preposition of reason
4.
  - a) **Apart from** in a few regions, the most widely used form of power in the country is electricity.
  - b) Mr. Asante retired **on account of** his age.
  - c) Naa was able to complete her work **in spite of** the challenges.
  - d) The company went bankrupt **as a result of** huge loans taken early this year.
  - e) Alice was late **because of** her accident yesterday.
  - f) The traffic jam was **due to** a terrible motor accident on the highway.
5.
  - a) The country's inhabitants have been urged to reduce their electricity consumption **because of** the shortage of supply.
  - b) Akweley was stubborn **in spite of** all the cautions she was given.
  - c) **Apart from** her salary, she was given a travel allowance.
  - d) He lost his job **on account of** his arrogance.
  - e) Yaa Asantewaa died **as a result of** pneumonia.
6. Learner's own sentences

## 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 173)

### ACTIVITY 6

### Write a notice

(CLASS/GROUP/INDIVIDUAL)

1. Work as a class. Work through the information and example in the Learner's Book. Ask the learners to identify similarities and differences between notices and posters.
2. Working in groups, learners brainstorm ideas. Ask groups to share their ideas with the whole class.
- 3–4. Working individually, learners plan and draft their notices. Ask the learners to revise and edit their texts, using the given checklist to help them. They may swap their work with a partner for checking too. Then have them make a final, neat copy and hand it in for assessment. If they have access to computers, they can design their notices in a word processing program or presentation program. Put all the notices up in the class and ask learners to reflect on which ones are the most effective and why.

## Assessment

**Teacher assessment:** Use the rubric for a notice on page xxiv of the Introduction to this Facilitator's Guide to assess the following indicator. Award a total mark out of 10.

### B7.4.2.2.4. Design notices and posters for different purposes and audiences

## Literature (Learner's Book page 174)

### ACTIVITY 7

### Identify and use basic literary devices

(CLASS/INDIVIDUAL/PAIR)

1. Work as a class. Remind the learners that literary devices are special ways that writers use language to create an effect. Have a fun quiz with the class, in which one team asks questions about the literary devices on pages 164–165 of Unit 13 and the other team answers. Then work through the information and examples in the Learner's Book. Encourage the learners to provide more examples. Show them extracts from the different genres of prescribed literature (poetry, narrative and drama) that contain these devices and ask them to work in groups to identify the devices.
2. Learners work individually to identify the literary devices in the sentences. If learners struggle, have them work in mixed-ability pairs.
3. Learners work individually to match the words to the sentences.
4. Learners work individually to make up their own sentences.
5. Allow learners to search the Internet for more examples of euphemism, hyperbole and/or onomatopoeia. Challenge them also to keep their ears open for examples of these literary devices when listening to the radio or watching television at home. Ask them to write any examples down and share them with you and/or the class.

### Answers

2. 

|                 |              |                 |
|-----------------|--------------|-----------------|
| a) onomatopoeia | b) hyperbole | c) onomatopoeia |
| d) euphemism    | e) hyperbole | f) euphemism    |
3. 

|                                                           |
|-----------------------------------------------------------|
| a) I really need some <b>peace</b> and quiet.             |
| b) The old man <b>kicked</b> the bucket this morning.     |
| c) Amavi was out of <b>work</b> for two years.            |
| d) They have been sitting and waiting for <b>ages</b> .   |
| e) The <b>buzzing</b> of the bees alerted us to the hive. |
| f) She runs <b>faster</b> than the wind.                  |
4. Learner's own sentences
5. Learner's own examples

## 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

Exercise 2 could be made simpler by telling learners to underline these words and phrases as a hint for identifying the device:

- a) The plates smashed onto the floor.

- b) Her luggage weighs a ton.
- c) The hoot of the owl woke up the family.
- d) We all know she is a senior citizen.
- e) I am so famished I could eat a horse.
- f) Akosua terminated her pregnancy.

### Extension activity

For those learners requiring extension, copy the following sentences onto the board and ask the learners to identify the literary device used in each one:

1. We walked a billion miles before finding the treasure.
2. This tea is hotter than the sun.
3. Kwame runs like the wind.
4. Our pet was put to sleep.
5. Her cry was as loud as thunder.
6. My teeth chattered as we ran in the rain.
7. The river water gushed through the village.
8. She was scolded for passing wind in the company of her friends.
9. Aku has been out of work for a year now.
10. The children have been as good as gold.

### Answers

1. hyperbole
2. hyperbole
3. simile
4. euphemism
5. simile
6. onomatopoeia/personification
7. onomatopoeia
8. euphemism
9. euphemism
10. simile

## Term 2 Revision and assessment

### Assessment (Learner's Book page 176)

#### English Language – Paper One: Memorandum

##### Part A English sounds

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

(10 × 1 = 10)

##### Part B Vocabulary

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

(10 × 1 = 10)

##### Part C Grammar

###### Section 1

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

(10 × 1 = 10)

###### Section 2

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

(10 × 1 = 10)

Total marks: 40

#### English Language – Paper Two: Memorandum

##### Part A Writing

1. Learner's own newspaper article. Use the rubric for a newspaper article on page xxvi of the Introduction to this Facilitator's Guide for assessment. (30 ÷ 3 = 10)
  2. Learner's own formal letter. Use the rubric for a formal letter on page xxvii of the Introduction to this Facilitator's Guide for assessment. (30 ÷ 3 = 10)
- (20)

## Term 2 Revision and assessment

### Part B Reading comprehension

1. A library may be used to find books to read for pleasure, to find information for school projects, and to study in peace and quiet. (Any **two**) (2)
  2. You would usually find the librarian at the circulation desk. (1)
  3. A librarian can help you with borrowing, returning, finding or reserving books. (Any **two**) (2)
  4. You cannot take out materials in the reference section, because they are valuable, there may only be one copy of them in the library, and many people may want to use them. (Any **two**) (2)
  5. It is important to know the Dewey Decimal number of a book you are looking for, because then you know exactly in which section to find it. (1)
  6. You should remember the date for returning your books so that you do not return them late and have to pay a fine. (2)
  7. You should look after your library books by not losing them, tearing the pages or making them dirty. (Any **two**) (2)
  8. Possible answers: Yes, I think it is important for a school or a community to have a library so that people can enjoy reading books for pleasure / become better readers / get information for study purposes / have a place to study. (2)
  9. reference books (1)
  10. archive materials (1)
  11. simple future tense (1)
  12. very (1)
  13. apart from (1)
  14. non-fiction text (1)
- (20)**

### Part C Literature

#### Section 1

1. Mr. Osei and Afi (2)
  2. Any **two** of the following:
    - The characters' names are written on the left followed by a colon.
    - There are directions written in italics after the characters' names.
    - A new line is started every time a new character speaks. (2)
  3. Afi values her education, particularly the study of Mathematics and Science. She wants to be a doctor or an engineer one day. In contrast, Afi's father values her domestic responsibilities as she is the eldest child/girl and he believes she must help her younger siblings at home. (2)
  4. Learner's own answer. Note that the learner must state whether he/she agrees with Afi or her father and then give a reason to support the answer. (2)
  5. This is a modern drama, because it deals with a problem that many young girls still face today – that of wanting to continue their education versus bowing to parental pressure to stay at home to do domestic work. (2)
- (10)**

## Term 2 Revision and assessment

### Section 2

1. Accept metaphor or personification. The mist is compared to a very big person or animal moving slowly into the landscape. (2)
2. "like a small boy to a sleeping grasshopper" and "like a lazy cat on a sleeping lap" (2)
3. Any **one** of these:
  - Slowly it **comes** **creeping** over the
  - mountains and **tree** **tops**.
  - Like a **s**mall boy to a **s**leeping grasshopper.
  - As it **w**eaves its **w**ay through the surrounding forests.
  - **L**ike a **l**azy cat on a sleeping **l**ap,
  - it **s**ettles on the **s**leeping hill,
  - To **l**eave in the **l**ater hours, quietly (1)
4. "as it **came**,  
Un**veiling** the new **day**" (2)
5. a) "like a **s**mall boy to a **s**leeping grass**sh**opper" **or** "like a sma**ll** boy to a **s**leeping grasshopper" (1)  
b) "**A**s it weaves **s** **i**s way through the **s**urrounding fore**sts**." (1)  
c) "It sett**l**es on the **s**leeping hill" (1)

**(10)**

**Total marks: 60**

# Unit 15

# Looking after your health

## Introduction

The theme of Unit 15 relates to the topic of Health – Exercise, Diet, which is one of the topics selected in the syllabus for B7. In this unit, learners will use techniques for effective oral communication, and practise producing the diphthong /ɔɪ/ in context. They will also learn how to identify facts and opinions in an advertisement. In addition, learners will use determiners (articles) in context, create an advertisement, and analyse the elements of acrostic poems.

## 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                                                                                                                                                                |
| <b>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations</b>                       | <b>B7.1.1.1.5. Use techniques (voice modulation and eye contact) for effective oral communication</b> <ul style="list-style-type: none"> <li>Converse using appropriate voice (pace, volume, tone, stress)</li> <li>Maintain eye contact (look in the eyes/face of the person speaking, maintain appropriate posture and facial expression) in conversation</li> <li>Engage in conversation using voice modulation and maintaining eye contact. Monitor how your partner shows this in the conversation</li> <li>Demonstrate appropriate non-interruptive verbal and non-verbal cues/responses to show attention</li> </ul> <b>(Activity 1)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation<br>Digital Literacy |
| Sub-strand 3: English sounds                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                  |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Core competencies                                                                                                                                                                |
| <b>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</b> | <b>B7.1.3.1.3. Produce diphthongs in context (centring and closing)</b> <ul style="list-style-type: none"> <li>Identify closing diphthong /ɔɪ/ in context</li> <li>Listen and distinguish between vowel /ɔɪ/ and /ɔɪ/ in context</li> <li>Use vowels and diphthongs accurately in connected speech</li> </ul> <b>(Activity 2)</b>                                                                                                                                                                                                                                                                                                               | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                                         |
| Strand 2: Reading                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                  |
| Sub-strand 1: Comprehension                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                  |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Core competencies                                                                                                                                                                |
| <b>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading</b>                      | <b>B7.2.1.1.2. Use prediction to assess and improve understanding of texts</b> <ul style="list-style-type: none"> <li>Make predictions about the content of a text using:               <ul style="list-style-type: none"> <li>prior knowledge</li> <li>visual and text features</li> <li>typographical features</li> <li>organisational patterns</li> <li>organisational structure</li> </ul> </li> <li>Ask questions to form ideas</li> <li>Answer questions to elicit understanding (meaning)</li> </ul> <b>(Activity 3)</b>                                                                                                                 | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                     |

|                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B7.2.1.2: Read, comprehend and interpret texts</b>                                                                                                                                                       | <b>B7.2.1.2.2. Interpret non-fiction texts pointing out attitudes, opinions, biases and facts</b> <ul style="list-style-type: none"> <li>• Write out essential questions</li> <li>• Read the text</li> <li>• Make connections between texts and personal experiences</li> <li>• Research or make inferences and share opinions on biases and facts in texts</li> <li>• Distinguish between facts and opinions in a range of non-fiction texts</li> <li>• Interpret the different attitudes exhibited by the choice of words in texts to support understanding</li> </ul> <b>(Activity 4)</b>                                                                                                                                                                                                                                                                                                             | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |
|                                                                                                                                                                                                             | <b>B7.2.1.2.3. Interpret a non-literary text showing personal responses and supporting responses with textual evidences</b> <ul style="list-style-type: none"> <li>• Read a variety of texts discussing the main ideas.</li> <li>• Identify how a writer's choice of words and intentions contribute to meaning.</li> <li>• Differentiate viewpoints with textual evidence.</li> <li>• Examine the impact of different viewpoints and how these contribute to meaning.</li> </ul> <b>(Activity 4)</b>                                                                                                                                                                                                                                                                                                                                                                                                    | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem-Solving<br>Presentation                                                                 |
| <b>Strand 3: Grammar usage</b>                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                              |
| <b>Sub-strand 1: Grammar</b>                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                                                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.3.1.1: Apply the knowledge of word classes and their functions in communication</b>                                                                                                                   | <b>B7.3.1.1.8. Identify and use determiners in speaking and texts</b> <ul style="list-style-type: none"> <li>• Identify determiners from texts: <ul style="list-style-type: none"> <li>– articles</li> </ul> </li> <li>• Use determiners in sentences and paragraphs</li> </ul> <b>(Activity 5)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |
| <b>Strand 4: Writing</b>                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                              |
| <b>Sub-strand 2: Text types and purposes</b>                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                                                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts</b> | <b>B7.4.2.1.3. Create advertisements to persuade a given audience to take decisions on products and services</b> <ul style="list-style-type: none"> <li>• Compose advertisement for the sale of products, services, events following appropriate format/style using process approach: <ul style="list-style-type: none"> <li>– title</li> <li>– body – information about the product or service including design and pictures, the buyer (target market/audience) and selling points (what is good about the product or service, why is the product or service better than others?)</li> </ul> </li> <li>• Use: <ul style="list-style-type: none"> <li>– the simple present for conveying timeless statements and facts</li> <li>– modals or imperatives (commands) for persuasive effect and hedging</li> <li>– mental verbs (e.g. I think, I believe) for conveying a viewpoint</li> </ul> </li> </ul> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Digital Literacy<br>Presentation |



|                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                             | <ul style="list-style-type: none"> <li>– verb phrases</li> <li>– rhetorical questions and repetition for persuasion</li> <li>• Edit/proofread the writing for sense or meaning, and effect (emotional reaction)</li> <li>• Publish writing using different media including ICT</li> </ul> <b>(Activity 6)</b>                                                                                           |                                                                                                                                                              |
| <b>Strand 5: Literature</b>                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |
| <b>Sub-strand 1: Narrative, Drama and Poetry</b>                                                            |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                       | <b>Core competencies</b>                                                                                                                                     |
| <b>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</b> | <b>B7.5.1.1.2. Analyse the elements of written literature</b> <ul style="list-style-type: none"> <li>• Poetry <ul style="list-style-type: none"> <li>– Read and distinguish between poems looking at the different types and functions</li> <li>– Discuss and make connections with values in poems</li> <li>– Compose and perform poems illustrating values</li> </ul> </li> </ul> <b>(Activity 7)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |

## Resources

- Learner's Book pages 185–195
- Dictionaries
- Examples of real-life advertisements (online or print)

## Review

Before you begin Unit 15, review the main skills and concepts developed in Unit 14 with the class. They are:

- the diphthong /ɪə/
- the main text features of a poster
- complex prepositions
- writing a notice
- literary devices: euphemism, hyperbole and onomatopoeia.

## Teaching methodology

### Oral Language (Learner's Book page 185)

#### ACTIVITY 1

#### Use techniques for effective oral communication

(CLASS/PAIR)

1. Work as a class. Talk about what makes listening to someone easy and pleasant, and what makes it difficult. Copy this table on the board and ask volunteers to help complete it:

| Listening is easy if the speaker ... | Listening is difficult if the speaker ... |
|--------------------------------------|-------------------------------------------|
|                                      |                                           |

Then read the information in the Learner's Book. Check whether there are any techniques not in the table. Discuss the information on techniques for effective oral communication. Demonstrate some of the techniques by holding a short conversation on an everyday topic with a more confident learner.

- Find a suitable, age-appropriate YouTube video on effective oral communication. Watch it with the class, or have learners watch it on their own. Have a class discussion about it afterwards.
- In pairs, the learners take turns to tell each other about living a healthy life. Refer them to the questions and photographs provided in the Learner's Book. Circulate and give tips on how learners can improve.

## Assessment

**Teacher assessment:** Use this rubric to assess the following indicator:

### B7.1.1.1.5. Use techniques (voice modulation and eye contact) for effective oral communication

| Rubric: Effective oral communication |                                                                                                                                                                                                                                                                                                                                                   |                 |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Content</b>                       | <ul style="list-style-type: none"> <li>The content is based on the given topic. (1)</li> </ul>                                                                                                                                                                                                                                                    | <b>1</b>        |
| <b>Organisation</b>                  | <ul style="list-style-type: none"> <li>All partners in the conversation participate and take turns to speak. (1)</li> <li>All partners listen carefully to what others say without interrupting. (1)</li> </ul>                                                                                                                                   | <b>2</b>        |
| <b>Expression</b>                    | <ul style="list-style-type: none"> <li>The pace and volume are appropriate. (1)</li> <li>Word and sentence stress are used correctly. (1)</li> <li>Eye contact is maintained. (1)</li> <li>Non-verbal cues such as posture and facial expressions to signal attention are used. (1)</li> <li>An appropriate informal tone is used. (1)</li> </ul> | <b>5</b>        |
| <b>Mechanical accuracy</b>           | <ul style="list-style-type: none"> <li>All partners speak clearly so that the rest of the group can hear them. (1)</li> <li>Pronunciation and grammar are correct. (1)</li> </ul>                                                                                                                                                                 | <b>2</b>        |
| <b>Total marks</b>                   |                                                                                                                                                                                                                                                                                                                                                   | <b>...../10</b> |

## ACTIVITY 2

## Produce diphthongs

(CLASS/PAIR/INDIVIDUAL)

- Go through the notes on the /ɔɪ/ sound. Then demonstrate how to pronounce the sound correctly, using the notes and picture to help you. Have the learners practise repeating the sound correctly.
- Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
- Repeat the procedure for exercise 2 here with these sentences. Then have the learners copy the sentences into their exercise books and underline the words with the sound, following the example. Go through the answers with the whole class.
- Working individually, learners complete the table.
- Working individually, learners complete exercise 5.
- Learners do this task at home.

## Answers

- The **boy** had a **choice** between a **toy** and a ball.
  - This **soil** is good for growing small **soybeans**.
  - The **joints** in the door need some **oil**.
  - You ought to **join** the choir, as you have a good singing **voice**.
  - I will be **annoyed** if you let the water **boil** for too long.
  - The **employees** that **destroyed** their office were caught.
  - Go talk to **Joy** if you are bored.
  - She counted all the **coins**.

4.

**Words with /ɔɪ/ sound**

|        |           |        |
|--------|-----------|--------|
| boy    | annoyed   | joints |
| choice | boil      | oil    |
| toy    | employees | join   |
| soil   | destroyed | Joy    |
| voice  | soybeans  | coins  |

**Words with /ɔɪ/ sound**

|       |        |
|-------|--------|
| ball  | caught |
| small | talk   |
| door  | bored  |
| ought | all    |
| water |        |

5. B moist

6. Learner's own examples of words

**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 187)****ACTIVITY 3****Prepare to read a text**

(PAIR)

- Learners work in pairs to predict the text from the features.
- Read aloud the text or ask for a volunteer to read it, while the learners follow in their books. Encourage them to think about whether their predictions were correct or not. Ask a few individuals to share their ideas with the rest of the class.

**Answers**

- From the print features, you can predict that the text is about a particular brand of sports shoes. (The learner may have prior knowledge of this brand – if it exists – as well as different types of sports shoes such as running shoes, football boots, basketball trainers, etc.) You can also predict that the shoes are on sale (capital letters, bold red print, 20% discount printed on a red star); the shoes are new, fashionable and in demand (sentence in green print); the shoes are locally available (smaller print). (4)
  - From the graphic features (illustration), you can predict that the sports shoes are very stylish and modern. (1)
- The text is an advertisement. (1)

**Total marks: 6****Assessment**

**Teacher assessment:** Use the memorandum in the Answers section to award marks to assess the following indicator:

**B7.2.1.1.2. Use prediction to assess and improve understanding of texts****ACTIVITY 4****Read and understand a text**

(CLASS/PAIR/INDIVIDUAL)

- Work as a class. Talk about advertisements that you see in newspapers or magazines. Ask: What makes them different from other kinds of texts (length, text features, graphic features, layout, language)? Discuss the purpose of advertisements. Then work through the information on advertisements in the Learner's Book. Spend sufficient time on the section on persuasive language as this is an important concept.

2. In pairs, learners identify the features in the advertisement. Encourage them to discuss whether they think the advertisement is effective in persuading the target market to buy the shoes. Also point out the use of the superlative adjectives 'the best' and 'the most comfortable'.
3. Learners discuss the questions in pairs, and then work individually to write the answers in their exercise books.

## Answers

2. The advertisement has the following features:
  - The title names the product and the information about the sale in big, bold letters.
  - The body of the advert contains information about the product by stating the product's various selling points.
  - A large image of the product is included, which illustrates the product in an attractive way.
  - The design and layout of the advertisement is colourful and appealing.
  - The advertisement uses persuasive language, such as: a rhetorical question, simple present verbs, modal verbs ('must' in the noun 'must-get'), repetition of words and phrases, and imperative verbs.
3.
  - a) The item being advertised is a type of sports footwear. (1)
  - b) We know that it is on sale, because it says, "Huge sale!" and "20% off original price". (2)
  - c) Any **two** of the following: The inside lining is soft, the sole is made of long-lasting material, and the top is made of canvas. (2)
  - d) The following is a rhetorical question: "Are you looking for the best footwear for workouts and the sports field?" The question is aimed at persuading the reader that he or she needs the best sports footwear. (2)
  - e) A "must-get" implies that sportspeople should do everything to get or buy the item. (2)
  - f) It is an opinion, because it is difficult to support it with real evidence. (2)
  - g) It is a fact, because it describes how the shoe is made without personal bias. (2)
  - h) Learner's own answer. For example, the phrase makes me feel that I should buy the item so that I have the same things as my peers. (2)
  - i) It has a persuasive effect on the reader, because it urges the reader to hurry up and buy the item (otherwise he or she will miss out on this special deal). (2)
  - j) The simple present tense is used, because it convinces the reader that the statements made in the text are true. (2)
  - k) false (1)

**Total marks: 20**

## Assessment

- **Self/peer assessment:** Use the memorandum provided in the Answers section to check the answers for exercise 2 with the class. Read them aloud and/or write them on the board.
- **Teacher assessment:** Use the memorandum provided in the Answers section to assess the reading comprehension in exercise 3. Award a total mark out of 20. This activity can be used to assess the following indicators:  
**B7.2.1.2.2. Interpret non-fiction texts pointing out attitudes, opinions, biases and facts**  
**B7.2.1.2.3. Interpret a non-literary text showing personal responses and supporting responses with textual evidences**

## Grammar (Learner's Book page 190)

## ACTIVITY 5

## Identify and use articles (determiners) (CLASS/INDIVIDUAL)

1. Work as a class. Read these sentences aloud, emphasising the articles, and talk about the differences between them:

- I want to join choir because I have good voice.
- I want to join **the** choir because I have **a** good voice.

Then work through the information and examples in the Learner's Book.

Learners should already be familiar with the use of definite and indefinite articles.

- 2–6.** Working individually, the learners write the answers in their exercise books.

## Answers

2.
  - a) Everyone should aim to have a balanced diet.
  - b) They packed some sports equipment in the store.
  - c) She hid her balls under a table.
  - d) They need an envelope and some sheets of paper.
  - e) The mountain bikes that they gave to the teams look very strong.
  - f) Afuya Sports makes the best footwear.
  - g) Write down your answers to the questions.
  - h) An athlete must always dress fittingly.
3. 

|               |               |               |
|---------------|---------------|---------------|
| a) indefinite | b) definite   | c) indefinite |
| d) indefinite | e) definite   | f) definite   |
| g) definite   | h) indefinite |               |
4.
  - a) A lack of appetite can be one of **the** signs of depression.
  - b) We will plan **the** training project.
  - c) It makes you fly off **the** ground.
  - d) We bought **a** set of jerseys for the school football team.
  - e) Jumping is **an** exercise.
  - f) Exercise in fresh air is **the** best.
  - g) **A** balanced diet and exercise keep you healthy.
  - h) Good mental health is **the** secret to happiness.
  - i) The lady walks up **the** hill every morning.
5.
  - a) If you do not have regular exercise, you will become **an** unhealthy person.
  - b) **An** apple **a** day, keeps **the** doctor away.
  - c) Refresh your mind daily with **an** outdoor exercise.
  - d) **The** lazy ones do not want to exercise for more than **an** hour.
  - e) **The** gym was packed with young men from **the** neighbourhood.
  - f) **An** idea can lead to **an** action.
6. Learner's own sentences

## 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

For support, give the learners the exercise 5 sentences with two answer options written in for each blank.

### Writing (Learner's Book page 192)

#### ACTIVITY 6

#### Create an advertisement

(CLASS/GROUP/INDIVIDUAL)

1. Work as a class. Refer learners back to the information about advertisements in this unit.
2. Working in groups, learners brainstorm ideas. Ask groups to share their ideas with the whole class.
- 3–4. Working individually, learners plan and draft their advertisements. Ask the learners to revise and edit their advertisements, using the given checklist to help them. They may swap their work with a partner for checking too. Then have them make a final, neat copy and hand it in for assessment. If they have access to computers, they can design their advertisements in a word processing program or presentation program. Put all the advertisements up in the class and ask learners to reflect on which ones are the most effective and why.

#### Assessment

**Teacher assessment:** Use the rubric for an advertisement on page xxv of the Introduction to this Facilitator's Guide to assess the following indicator:

**B7.4.2.1.3. Create advertisements to persuade a given audience to take decisions on products and services**

### Literature (Learner's Book page 193)

#### ACTIVITY 7

#### Analyse the elements of written poetry

(CLASS/GROUP/INDIVIDUAL)

1. Work as a class. Talk about what the learners already know about poems. Encourage them to use these words: *rhyme, rhythm, literary devices*. Then work through the information on written poetry and acrostic poems in the Learner's Book. Remind learners that they learned about oral poetry in Units 5 to 9. Review their understanding of the difference between poetry and prose by asking: *Does poetry have paragraphs?* (No) *How are poems organised?* (Every sentence or idea is on a new line.) *Do poems have rhyming words at the end of each line?* (Some poems do; others do not.)
2. Working in groups, learners brainstorm ideas. Ask groups to share their ideas with the whole class. Encourage them to discuss and make connections with values, such as demonstrating respect for their body by living a healthy life.
- 3–4. Working individually, learners plan and draft their acrostic poems. Ask the learners to revise and edit their poems, using the given checklist to help them. They may swap their work with a partner for checking too. Then have them make a final, neat copy and hand it in for assessment. Learners can then perform their poems for the rest of the class.
5. Publishing learners' poems and other pieces of writing on your school's Facebook page can provide a sense of accomplishment and pride for the learners, as they see their work being valued and shared with a wider audience.

#### Assessment

**Teacher assessment:** Use the rubric on the next page to assess the following indicator:

**B7.5.1.1.2. Analyse the elements of written literature**

| Rubric: Acrostic poem      |                                                                                                                                                                                                              |                 |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Content</b>             | <ul style="list-style-type: none"> <li>The poem describes the chosen topic. (1)</li> <li>The poem promotes a positive value. (1)</li> </ul>                                                                  | <b>2</b>        |
| <b>Organisation</b>        | <ul style="list-style-type: none"> <li>The poem is written down vertically. (1)</li> <li>Each line starts with a letter of the word. (1)</li> <li>Each line consists of at least one word. (1)</li> </ul>    | <b>3</b>        |
| <b>Expression</b>          | <ul style="list-style-type: none"> <li>Descriptive language is used to describe the chosen topic. (1)</li> </ul>                                                                                             | <b>1</b>        |
| <b>Mechanical accuracy</b> | <ul style="list-style-type: none"> <li>The spelling is correct. (1)</li> <li>The punctuation is correct. (1)</li> <li>The grammar is correct. (1)</li> <li>The writing process has been used. (1)</li> </ul> | <b>4</b>        |
| <b>Total marks</b>         |                                                                                                                                                                                                              | <b>...../10</b> |

### Extension activity

Ask the learners to write another acrostic poem with a longer phrase or sentence for each line, as in the following example:

#### Exercise

**E**very day comes dawn, calling  
**X**avier and his teammates out.  
**E**very evening at twilight,  
**R**uns the leader up the hill,  
**C**limbing higher by the day,  
**I**ncreasing his pace breath by breath,  
**S**ame steps he repeats without fail,  
**E**very step towards his goal.

## Introduction

The theme of this unit relates to the topic of Adolescent Reproductive Health, which is one of the topics selected in the syllabus for B7. In this unit, learners will listen to a text and identify key information, and practise producing the diphthong /eɪ/ in context. They will predict and read a text and summarise key ideas. In addition, learners will identify and use determiners (possessive and demonstrative adjectives) in context, take notes for academic and other purposes, and analyse the elements of haiku poems.

## Learning Outcomes

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

| Strand 1: Oral language                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sub-strand 1: Listening comprehension                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Core competencies                                                                                                                                            |
| <b>B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information</b>          | <b>B7.1.2.1.1. Listen to level-appropriate text attentively and identify key information</b> <ul style="list-style-type: none"> <li>Identify key points               <ul style="list-style-type: none"> <li>intent or purpose of the message</li> <li>the speaker's enthusiasm and passion for the topic</li> <li>main idea(s) and supporting points</li> </ul> </li> <li>Read out and cross check the information written (Activity 1)</li> </ul>                                                                      | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |
| Sub-strand 3: English sounds                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Core competencies                                                                                                                                            |
| <b>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</b> | <b>B7.1.3.1.3. Produce diphthongs in context (centring and closing)</b> <ul style="list-style-type: none"> <li>Identify closing diphthong (/eɪ/) in context</li> <li>Listen and distinguish between vowels and diphthongs in context</li> <li>Use vowels and diphthongs accurately in connected speech (Activity 2)</li> </ul>                                                                                                                                                                                           | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Strand 2: Reading                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                              |
| Sub-strand 1: Comprehension                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Core competencies                                                                                                                                            |
| <b>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading</b>                      | <b>B7.2.1.1.2. Use prediction to assess and improve understanding of texts</b> <ul style="list-style-type: none"> <li>Make predictions about the content of a text using:               <ul style="list-style-type: none"> <li>prior knowledge</li> <li>visual and text features</li> <li>typographical features</li> <li>organisational patterns</li> <li>organisational structure</li> </ul> </li> <li>Ask questions to form ideas</li> <li>Answer questions to elicit understanding (meaning) (Activity 3)</li> </ul> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |



| Sub-strand 2: Summarising                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Standard                                                                          | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Core competencies                                                                                                                                                                                                            |
| <b>B7.2.2.1: Demonstrate an understanding in summarising</b>                              | <b>B7.2.2.1.1. Use summarising to understand key ideas in a range of texts</b> <ul style="list-style-type: none"> <li>Read a variety of passages and identify the main ideas</li> <li>Analyse and decide what is important <ul style="list-style-type: none"> <li>Do not write the same words as the author</li> <li>Think and write in your own words</li> <li>Ask, "What is the whole write-up about?"</li> </ul> </li> <li>Restate or map out the gist/main idea and key details</li> <li>Put up a defence for the choice/answer</li> <li>Restate the main ideas in own words</li> </ul> <b>(Activity 4)</b>                                                                                                                                                          | Communication and Collaboration<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                                                        |
| Strand 3: Grammar usage                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                              |
| Sub-strand 1: Grammar                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                              |
| Content Standard                                                                          | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Core competencies                                                                                                                                                                                                            |
| <b>B7.3.1.1: Apply the knowledge of word classes and their functions in communication</b> | <b>B7.3.1.1.8. Identify and use determiners in speaking and texts</b> <ul style="list-style-type: none"> <li>Identify determiners from texts: <ul style="list-style-type: none"> <li>possessives</li> <li>demonstratives</li> </ul> </li> <li>Use determiners in sentences and paragraphs</li> </ul> <b>(Activity 5)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |
| Strand 4: Writing                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                              |
| Sub-strand 2: Text types and purposes                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                              |
| Content Standard                                                                          | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Core competencies                                                                                                                                                                                                            |
| <b>B7.4.2.2: Apply writing skills to specific life situations</b>                         | <b>B7.4.2.2.3. Take notes for academic and other purposes</b> <ul style="list-style-type: none"> <li>Identify and record: <ul style="list-style-type: none"> <li>source information</li> <li>headings</li> <li>key points, examples, names, new ideas</li> <li>triggers to make your notes more memorable</li> </ul> </li> <li>Identify and select key ideas</li> <li>Organise ideas and make connections</li> <li>Plan and structure written assignments</li> <li>Write notes while listening to the teacher, reading a text, viewing a video, recording or revising</li> <li>Edit/proofread the writing for sense or meaning and effect</li> <li>Record/represent in a flow chart, illustrations and notes in other media including ICT</li> </ul> <b>(Activity 6)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Digital Literacy<br>Presentation |

## Strand 5: Literature

### Sub-strand 1: Narrative, Drama and Poetry

| Content Standard                                                                                            | Indicators                                                                                                                                                                                                                                                                                                                                                                              | Core competencies                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</b> | <b>B7.5.1.1.2. Analyse the elements of written literature</b> <ul style="list-style-type: none"><li>Poetry<ul style="list-style-type: none"><li>Read and distinguish between poems looking at the different types and functions</li><li>Discuss and make connections with values in poems</li><li>Compose and perform poems illustrating values</li></ul></li></ul> <b>(Activity 7)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |

## Resources

- Learner's Book pages 196–207
- Dictionaries

## Review

Before you begin Unit 16, review the main skills and concepts developed in Unit 15 with the class. They are:

- techniques for effective oral communication
- the diphthong /ɔɪ/
- facts and opinions in an advertisement
- articles (determiners)
- creating an advertisement
- features of acrostic poems.

## Teaching methodology

### Oral Language (Learner's Book page 196)

#### ACTIVITY 1

#### Listen to a text and identify key information

(CLASS/PAIR/INDIVIDUAL/GROUP)

### Before listening

- Work as a class. Read the vocabulary aloud for learners to repeat.
- Learners work in pairs to match the vocabulary items to the meanings. Allow learners to use dictionaries if needed.

### Answers

- |                   |              |                 |
|-------------------|--------------|-----------------|
| 2. a) puberty     | b) ovulation | c) menstruation |
| d) larynx         | e) maturity  | f) adventurous  |
| g) self-conscious | h) oestrogen | i) testosterone |
| j) adolescence    |              |                 |

**Total marks: 10**

### While listening

- Ask learners what they can predict about the listening text from the image. Then read the listening text that follows clearly at a natural pace.

4. Read the text again. While they listen, learners work individually to decide whether the statements are true or false.
5. Read the text for a third time so that learners can check their answers to exercise 4.

### Listening text

#### Changes during puberty

**Puberty** is the time when a child's body undergoes changes and becomes like that of an adult.

**Adolescence** is the period when an individual makes a gradual transition from childhood to adulthood. During this period, adolescent boys and girls undergo many changes. These changes include physical, mental and emotional changes.

The physical changes are due to an increase in certain chemicals in the body called hormones. As a result, adolescents become capable of reproducing. The physical changes in males are caused by a hormone called **testosterone**. The changes in females are caused by the hormone **oestrogen**. These changes include:

- Both boys and girls increase in height and weight.
- They both grow hair on their genitals and armpits.
- They both develop acne or pimples on their faces.
- Their reproductive organs get bigger.
- Boys begin to produce sperm and then experience nocturnal emissions (also called wet dreams).
- The chest of boys broadens.
- Boys develop a deeper voice because their **larynx** or voice box enlarges.
- A girl's pelvis begins to widen.
- Girls experience **ovulation** and **menstruation**.
- The breasts of girls enlarge.

The emotional changes that adolescents experience affect their behaviour. Adolescents also develop mentally at puberty. They often think critically and in a more idealistic manner. These changes include:

- They become more **adventurous**.
- They experience mood swings.
- Some adolescents become shy, anxious and worried.
- They become **self-conscious**.
- They develop strong feelings for the opposite sex.
- They feel they are reaching **maturity** and can make independent decisions.

### Answers

- |            |          |
|------------|----------|
| 4. a) true | b) false |
| c) false   | d) true  |
| e) false   | f) true  |
| g) true    | h) true  |
| i) true    | j) false |

Total marks: 10

## After listening

6. Ask learners to discuss and answer the questions in small groups. Observe and provide help where necessary.

### Answers

6. a) C inform the listener about the changes that occur in your body during puberty  
 b) B menstruation c) A nocturnal emissions  
 d) A an increase in weight and height e) A an increase in height and weight

Total marks: 5

## Assessment

- **Self/peer assessment:** Use the memoranda provided in the Answers sections to check the answers for exercises 2, 4 and 6 with the class. Read them aloud and/or write them on the board.
- **Teacher assessment:** Use the memoranda for exercises 4 and 6 to award marks to assess the following indicator:

**B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text**

### ACTIVITY 2

### Produce diphthongs

(CLASS/PAIR/INDIVIDUAL/GROUP)

1. Go through the notes on the /eɪ/ sound. Then demonstrate how to pronounce the sound correctly, using the notes and picture to help you. Have the learners practise repeating the sound correctly.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. Repeat the procedure for exercise 2 here with these sentences. Then have the learners copy the sentences into their exercise books and underline the words with the /eɪ/ sound, following the example. Go through the answers with the whole class.
4. Working individually, learners complete the table.
5. Working in small groups, the learners create rhyming word strings. Each learner should find a word to rhyme with the following: a) gale, b) brain, c) face, d) mistake. (For example: gale, kale, male, fail, frail, stale, tale, nail, pale, etc.) Circulate among the groups as they work, assisting where needed.

### Answers

3. a) The man was late for the train the next day.  
 b) Anna explained how to play the game.  
 c) Is that lady waiting for a slice of cake?  
 d) The batsman is taking a break.  
 e) The family is going to paint the gate today.  
 f) How many kilograms does the baby weigh?

4.

| Words with /æ/ sound | Words with /eɪ/ sound |         |       |
|----------------------|-----------------------|---------|-------|
| man                  | late                  | lady    | paint |
| Anna                 | train                 | waiting | gate  |
| that                 | day                   | cake    | today |
| batsman              | explained             | taking  | baby  |
| family               | play                  | break   | weigh |
| kilograms            | game                  |         |       |

## 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 199)

### ACTIVITY 3

### Prepare to read a text

(PAIR)

1. Learners work in pairs to predict the text from the title and features.
2. Read aloud the text, while the learners follow in their books. Encourage them to think about whether their predictions were correct or not. Ask a few individuals to share their ideas with the rest of the class.

### Answers

1. a) The title tells us that the text is about managing puberty to ensure adolescent health. (The learners will likely answer that they are adolescents and so they have to manage puberty themselves.) (1)
- b) The text features are the heading and captions on the photographs. They tell us that it is a non-fiction text. The two visual images show a hand holding (illegal) drugs and a girl looking at the results of her pregnancy test. Both have warning messages as captions. The title gives the focus of the content. These elements together suggest it is an article. (4)
- c) Note that all the words in bold are listed with their meanings in the Glossary.
- d) Any **three** of: indiscriminate sexual activity, teenage pregnancy, drug abuse, petty crime, dropping out of school, running away from home. (3)

**Total marks: 8**

## Assessment

**Teacher assessment:** Use the memorandum in the Answers section to award marks to assess the following indicator:

**B7.2.1.1.2. Use prediction to assess and improve understanding of texts**

### ACTIVITY 4

### Summarise key ideas in a text

(CLASS/INDIVIDUAL)

1. Work as a class. Remind the learners that a summary is a short text that gives the key ideas (main ideas) about a topic. Ask: When do we use a summary? What is its purpose? Is it useful? Why or why not? Then work through the information and examples in the Learner's Book. Spend sufficient time working through the information and example as this is a key skill for learners to master.
2. Working individually, learners write a summary of the reading text in this unit.
3. They revise and edit their summary using the checklist.

### Answers

2. Learner's own summary. A model summary is provided here in paragraph form. In this summary, it would also be acceptable to omit the examples of the social problems caused by irresponsible adolescent behaviour. Note, however, that the expected length of the summary is 150–180 words.

Adolescents should not participate in activities that could endanger their health. Adolescent behaviour changes can be classified as either positive or negative. Positive behaviour is called responsible adolescent behaviour, whereas negative behaviour is called irresponsible adolescent behaviour. Irresponsible adolescent behaviour has several causes and can lead to many social problems, such as teenage pregnancy, school drop-outs, crime, poverty, illiteracy and sexually transmitted diseases. To promote responsible behaviour, parents and authorities should provide thorough sex education to youth entering puberty. Adolescents should also be able to seek free guidance and counselling from experts. In addition, parents should educate adolescents on how to live a moral life and be assertive. Furthermore, authorities should take steps to ensure that the media is free from pornographic and other unwanted materials that could promote irresponsible behaviour in adolescents. In conclusion, sex education, guidance and counselling and moral education will help to reduce irresponsible adolescent behaviour. (150 words)

## Assessment

**Teacher assessment:** Use the model summary in the Answers section and the rubric for a summary on page xxv of the Introduction to this Facilitator's Guide to assess each learner's summary. Award a total mark out of 20. This assesses the following indicator:

**B7.2.2.1.1. Use summarising to understand key ideas in a range of texts**

## Grammar (Learner's Book page 202)

### ACTIVITY 5

**Identify and use possessive and demonstrative adjectives (determiners)** (CLASS/INDIVIDUAL)

1. Work as a class. First, revise determiners they have learnt so far. Ask: What are the most common determiners? Then work through the information and examples in the Learner's Book.
- 2–5. Working individually, the learners write the answers in their exercise books.
6. Provide learners with suitable links so they can learn more about these adjectives online.

### Answers

2.
  - a) All children should learn how to manage the changes in **their** bodies during puberty.
  - b) I need to borrow **your** book that has information on adolescent reproductive health.
  - c) They gave **their** invitation card to **their** niece.
  - d) The cat played with **its** kitten.
  - e) **Our** parrot is very noisy.
  - f) Wash **your** hands with soap and water.
  - g) This is **her** purse.
  - h) Akosua is **my** best friend.
  - i) When did Michael buy **his** television?
  - j) Tina is crying because she can't find **her** purse.
  - k) The monkey is scratching **its** head.
3.
  - a) A boy will notice **his** chest broadening when he is about twelve years old.
  - b) The woman left **her** purse on the table.
  - c) All the learners were asked to leave **their** books behind before they entered the exam hall.
  - d) The woman gave **your** father's phone to the security guard to be given to him.
  - e) We were all ordered to leave **our** luggage at the reception.

- f) Adolescents need to learn to resist pressure from **their** peers.
  - g) That girl has very bad acne on **her** face.
  - h) Mr. Assem locked **his** bag in the car.
  - i) They rented out **their** house before leaving for abroad.
  - j) Who can take care of **my** pet when I am not available?
  - k) The tree is shedding **its** leaves.
- 4.
- a) You should eat some of **this** fruit.
  - b) She requested one of **these** books.
  - c) **That** boy is my classmate.
  - d) I need some of **those** apples to make dessert.
  - e) Is **this** purse yours?
  - f) The children want to live in **that** house.
  - g) We gave all the bananas to **those** monkeys.
  - h) Do you like **this** phone?
  - i) **This** girl will soon be reaching puberty.
  - j) **That** novel is very interesting.
  - k) In **those** days, people did not have cell phones or computers.
- 5.
- a) Have you read any of **those** books over there?
  - b) The learners enjoy reading **these** comic books. (Also accept: those)
  - c) I found **this** wallet under the table.
  - d) **That** house across the road belongs to my uncle.
  - e) Will you visit us **this** holiday?
  - f) Look! Kwasi gave **those** toy cars to the children. (Also accept: these)
  - g) Gene and Lucy donated **these** clothes to the orphanage. (Also accept: those)
  - h) Is **this** the entrance or the exit? (Also accept: that)
  - i) Emefa couldn't discipline **that** girl.
  - j) **Those** ships arrived in the harbour yesterday.
  - k) **These** days we have a lot of school work.

## 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 204)

### ACTIVITY 6

### Take notes for academic and other purposes

(CLASS/INDIVIDUAL)

1. Work as a class. Discuss the information about how to take notes. Emphasise that you do not need to use full sentences when you take notes. Explain that writing notes is similar to writing a summary in that you are focusing on the most important points. However, with notes, you can include examples and details if you want.
2. Read aloud the listening text from the unit. Learners work individually to make notes. Read the text for a second time, while learners add to their notes, and then read it for a third time, while they check their notes.

3. Learners then revise and edit their notes using the given checklist. If learners have access to computers, they could present their notes in electronic format using a word processing program or presentation program.

## Answers

Learner's own notes. A model of the notes is provided here. Some of the words are highlighted in shading to show an example of a memory 'trigger' as discussed in the information box.

### Changes during puberty

Puberty = when a child's body changes into an adult's body

Adolescence = the period between childhood and adulthood

#### Physical changes:

- Are caused by increases in **hormones** (chemicals produced in your body) that enable you to reproduce
- **Testosterone** : boys. **Oestrogen** : girls
- Both: increase in height and weight, hair (genitals and armpits), reproductive organs get bigger, acne
- Boys: sperm, nocturnal emissions, chest broadens, deeper voice
- Girls: pelvis begins to widen, ovulation and menstruation, breasts enlarge

#### Mental and emotional changes:

- think critically and are idealistic
- become more adventurous
- experience mood swings
- are sometimes shy, anxious and worried
- become self-conscious
- develop feelings for the opposite sex
- can make independent decisions

## Assessment

**Teacher assessment:** Use the rubric for notes on page xxv of the Introduction to this Facilitator's Guide to assess the notes. This activity assesses the following indicator:

### B7.4.2.2.3. Take notes for academic and other purposes

#### Remedial activity

Give the learners a copy of the listening text to make the activity easier. Alternatively, after reading the text for the first time, brainstorm the subheadings that could be used to organise the notes.

#### Extension activity

Assign learners other texts or even videos to make notes on.



## Literature (Learner's Book page 206)

### ACTIVITY 7

### Analyse the elements of written poetry

(CLASS/GROUP/INDIVIDUAL)

1. Work as a class. Revise written poetry, by talking about the questions: What is a poem? How is it different from prose? Revise the structure of acrostic poems. Then work through the information on haiku poems in the Learner's Book. Ask volunteers to read the examples. Talk about the number of syllables in each line and in the poem as a whole. Talk about the difference between traditional and modern haiku poems. Discuss the information on haiku poems.
2. Working in groups, learners brainstorm ideas. Ask groups to share their ideas with the whole class. Encourage them to discuss and make connections with values, such as the importance of education and respecting other people and living things.
- 3–4. Working individually, learners plan and draft their poems. Ask the learners to revise and edit their poems, using the given checklist to help them. They may swap their work with a partner for checking too. Then have them make a final, neat copy and hand it in for assessment. Learners can then perform their poems for the rest of the class.
5. Publishing learners' poems and other pieces of writing on your school's Facebook page can provide a sense of accomplishment and pride for the learners, as they see their work being valued and shared with a wider audience. If your school doesn't have a Facebook page, think of other ways to regularly publish some examples of learners' work.

### Assessment

**Teacher assessment:** Use the rubric below to assess the following indicator:

#### B7.5.1.1.2. Analyse the elements of written literature

| Rubric: Haiku poem         |                                                                                                                                                                                                                              |                 |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Content</b>             | <ul style="list-style-type: none"><li>• The poem is about the chosen topic. (1)</li><li>• The poem describes the chosen topic. (1)</li></ul>                                                                                 | <b>2</b>        |
| <b>Organisation</b>        | <ul style="list-style-type: none"><li>• The poem is written in three lines. (1)</li><li>• The first and third lines consist of five syllables each. (1)</li><li>• The second line consists of seven syllables. (1)</li></ul> | <b>3</b>        |
| <b>Expression</b>          | <ul style="list-style-type: none"><li>• Descriptive language is used to describe the topic. (1)</li></ul>                                                                                                                    | <b>1</b>        |
| <b>Mechanical accuracy</b> | <ul style="list-style-type: none"><li>• The spelling is correct. (1)</li><li>• The grammar is correct. (1)</li><li>• There are no capital letters. (1)</li><li>• The writing process has been used. (1)</li></ul>            | <b>4</b>        |
| <b>Total marks</b>         |                                                                                                                                                                                                                              | <b>...../10</b> |

## Introduction

The theme of this unit relates to the topic of Diseases and Their Prevention, which is one of the topics selected in the syllabus for B7. In this unit, learners will listen to a text and write key points, discuss key points and share opinions, and practise producing the diphthong /aɪ/ in context. They will predict and read a text, and identify main and supporting ideas in a text in order to summarise the main ideas. In addition, learners will analyse and use conditional sentences, identify and record information from non-text sources (a table and a graph) in order to organise the information and present it in writing, and analyse the elements of sonnets.

## 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                                                                                                                                            |
| <b>B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information</b>          | <b>B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text</b> <ul style="list-style-type: none"> <li>Listen to and write key points from texts, speeches or presentations</li> <li>Discuss key points identified and share opinions</li> </ul> <b>(Activity 1)</b>                                                                                                                                                                                                                               | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Sub-strand 3: English sounds                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Core competencies                                                                                                                                            |
| <b>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</b> | <b>B7.1.3.1.3. Produce diphthongs in context (centring and closing)</b> <ul style="list-style-type: none"> <li>Identify closing diphthong (/aɪ/) in context</li> <li>Listen and distinguish between vowels and diphthongs in context</li> <li>Use vowels and diphthongs accurately in connected speech</li> </ul> <b>(Activity 2)</b>                                                                                                                                                                                           | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Strand 2: Reading                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |
| Sub-strand 1: Comprehension                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Core competencies                                                                                                                                            |
| <b>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading</b>                      | <b>B7.2.1.1.2. Use prediction to assess and improve understanding of texts</b> <ul style="list-style-type: none"> <li>Make predictions about the content of a text using:               <ul style="list-style-type: none"> <li>prior knowledge</li> <li>visual and text features</li> <li>typographical features</li> <li>organisational patterns</li> <li>organisational structure</li> </ul> </li> <li>Ask questions to form ideas</li> <li>Answer questions to elicit understanding (meaning)</li> </ul> <b>(Activity 3)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |

| Sub-strand 2: Summarising                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Standard                                                                                            | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Core competencies                                                                                                                                                                                                            |
| <b>B7.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece</b>                | <b>B7.2.2.1. Determine and analyse central and supporting ideas of texts</b> <ul style="list-style-type: none"> <li>Read a text for main ideas</li> <li>Identify the main idea/topic sentence in the paragraphs</li> <li>Identify supporting details and how these relate to main details in texts</li> <li>Summarise main idea of text in own words and peer edit it</li> </ul> <b>(Activity 4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |
| Strand 3: Grammar usage                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                              |
| Sub-strand 1: Grammar                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                              |
| Content Standard                                                                                            | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Core competencies                                                                                                                                                                                                            |
| <b>B7.3.1.5: Demonstrate understanding of the use of conditional tenses in communication</b>                | <b>B7.3.1.5.1. Use conditional sentences in communication to indicate a possible condition and its possible result</b> <ul style="list-style-type: none"> <li>Use <i>if</i>-clauses appropriately in communication (to indicate varied possible conditions and their possible results)</li> <li>Analyse given conditional sentences (main clause and subordinate clauses)</li> </ul> <b>(Activity 5)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation<br>Digital Literacy                                             |
| Strand 4: Writing                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                              |
| Sub-strand 3: Building and presenting knowledge                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                              |
| Content Standard                                                                                            | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Core competencies                                                                                                                                                                                                            |
| <b>B7.4.3.1: Research to build and present knowledge</b>                                                    | <b>B7.4.3.1.1. Identify and record information from non-text sources (figures and tables), organise and present it in writing</b> <ul style="list-style-type: none"> <li>Identify and record:               <ul style="list-style-type: none"> <li>source information (title, author, date, etc.)</li> <li>headings to help you identify the key topics</li> <li>key points, examples, names, new ideas</li> <li>triggers to make your notes more memorable – such as mnemonics, colour or drawings</li> <li>further reading and ideas to follow up later</li> </ul> </li> <li>Identify and select key ideas</li> <li>Organise ideas and make connections (write sentences to describe simple graphical data accurately)</li> <li>Edit/proofread the writing for sense or meaning, and effect</li> <li>Record/represent writing in flow chart, illustrations and notes in other media including ICT</li> <li>Describe simple graphical data in words during presentation</li> </ul> <b>(Activity 6)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Digital Literacy<br>Presentation |
| Strand 5: Literature                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                              |
| Sub-strand 1: Narrative, Drama and Poetry                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                              |
| Content Standard                                                                                            | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Core competencies                                                                                                                                                                                                            |
| <b>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</b> | <b>B7.5.1.1.2. Analyse the elements of written literature</b> <ul style="list-style-type: none"> <li>Poetry               <ul style="list-style-type: none"> <li>Read and distinguish between poems looking at the different types and functions</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation                                                                                                                          |

|  |                                                                                                                                                                                    |                                                       |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>– Discuss and make connections with values in poems</li> <li>– Compose and perform poems illustrating values</li> </ul> <b>(Activity 7)</b> | Critical Thinking and Problem Solving<br>Presentation |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|

## Resources

- Learner's Book pages 208–219
- Dictionaries

## Review

Before you begin Unit 17, review the main skills and concepts developed in Unit 16 with the class. They are:

- the diphthong /eɪ/
- summarising key ideas in a text
- possessive and demonstrative adjectives (determiners)
- taking notes
- features of haiku poems.

## Teaching methodology

### Oral Language (Learner's Book page 208)

#### ACTIVITY 1

#### Listen to a text and write key points

(GROUP/CLASS/PAIR/INDIVIDUAL)

#### Before listening

1. In small groups, learners look at the photograph and discuss the questions to activate their prior learning about the topic.
2. Work as a class. Read the vocabulary aloud for learners to repeat.
3. Learners work in pairs to match the vocabulary items to the meanings. Allow learners to use dictionaries if needed.

#### Answers

1. **a)** coronavirus disease / COVID-19  
**b)** Through breathing in the virus in the air or touching infected surfaces and then touching your face.  
**c)** In order not to get ill and to avoid infecting other people.
3. **a)** acronym      **b)** disease      **c)** acute      **d)** alcohol-based  
**e)** sanitiser      **f)** respiratory system      **g)** critically      **h)** symptoms  
**i)** contracting      **j)** droplets

#### While listening

4. Read the listening text below clearly at a natural pace.
5. Read the text again. While they listen, learners work individually to write the key points.
6. Read the text for a third time so that learners can check their key points.

## Listening text

### The COVID-19 pandemic

We all know about this strange **disease**, COVID-19, which has been described as a pandemic and for which the world is still struggling to find a cure. The name COVID is an **acronym** that stands for coronavirus disease. It attacks the **respiratory system**. Respiratory has to do with breathing – taking up oxygen from the air we breathe into our lungs and then letting out carbon dioxide. COVID-19 can affect our nose, sinuses, throat, windpipe and lungs, which are all part of the respiratory system.

COVID-19 is caused by a virus that is part of a family of viruses known as coronaviruses. Another well-known disease caused by one of the coronaviruses is Severe **Acute** Respiratory Syndrome (or SARS). COVID-19 is called COVID-19 because the disease emerged in 2019 in the city of Wuhan in China. Within a few months, it spread around the world and entered Ghana in March 2020.

It has been discovered that the coronavirus is airborne, which means it moves through the air in respiratory **droplets**. It can be spread from person to person by coughing, sneezing, touching one another or infected surfaces. It can even be spread by talking, laughing or singing if people are standing too close together. A person becomes infected when respiratory droplets containing the virus enter the nose, mouth or eyes.

Most people who have the virus show **symptoms** common to flu, such as a fever, dry cough and tiredness. Some infected people show no symptoms at all. Other people show more severe symptoms such as a headache, sore throat, body aches and pains, a loss of smell and taste, nausea or dizziness. Also, some people experience shortness of breath. Most people who develop the symptoms recover from the illness without getting **critically** ill or needing to be admitted into a hospital. However, some people do experience very severe symptoms such as difficulty breathing and need to be admitted into hospital for treatment. Often these people are elderly or they have existing illnesses (known as comorbidities) such as diabetes, hypertension or asthma. These people may develop severe respiratory illnesses and end up needing a ventilator in hospital to help them to breathe. The virus can also destroy internal organs such as the liver and kidney. Thus, the symptoms of the disease vary from one person to another. Although the vast majority of people do recover, millions of people throughout the world have lost their lives to this disease.

Therefore, to avoid getting COVID-19, it is important that we wash our hands frequently with soap and water. We should do this when we use the toilet, before cooking or eating a meal, when we touch surfaces and when we leave crowded places such as a church, mosque, market, shopping mall or a rally. If soap and water are not available, we should use **alcohol-based** hand **sanitisers**. We should avoid shaking hands too. Furthermore, we should avoid touching the nose, mouth and eyes since they are the avenues of **contracting** the virus. Also, we should avoid contact with people who are sick. In addition, we should keep a distance of about two metres between us and the next person (called 'social distancing'). Above all, we should wear face masks in public and we should ensure that visitors to our homes wash their hands and wear their face masks too. Finally, we must stay at home and avoid contact with other people (known as 'self-isolation') if we experience any symptoms of the disease and we should get a COVID test. We should seek medical attention the moment we experience any severe symptoms such as breathing difficulties.

## Answers

5. 10 key points:

- COVID-19 is a pandemic disease.
- It attacks the respiratory system.
- The virus that causes the disease moves through the air in droplets.
- You become infected when you come into contact with the droplets.
- COVID-19 symptoms are similar to those of flu.
- The symptoms vary from one person to another.
- We should wash our hands with water and soap or use alcohol-based hand sanitisers.
- We should observe social distancing and wear face masks.
- We should self-isolate if we show symptoms of the disease.
- We should seek medical attention if we experience difficulty breathing.

**Total marks: 10**

## After listening

7. Ask learners to discuss the questions in small groups. Observe and provide help where necessary.

## Answers

7. a) Because it affects the respiratory system / parts of the respiratory system / people's breathing. (1)
- b) Some people experience no symptoms, but others experience some or all of the following: headache, sore throat, body aches and pains, a loss of smell and taste, vomiting, dizziness and breathing problems. (2)
- c) In order not to get ill and to avoid infecting other people. (1)
- d) Learner's own response, with reasons. For example: People should follow all the advice about how not to spread the disease, as this will stop the disease spreading. / Governments should share vaccines so that people can be vaccinated worldwide. / We should share factual information of our own and others' experiences. When we share information, we are more able to fight the virus than when we work as individual countries or regions. (1)

**Total marks: 5**

## Assessment

- **Self/peer assessment:** Use the memoranda provided in the Answers sections to check the answers for exercises 1 and 3 with the class. Read them aloud and/or write them on the board.
- **Teacher assessment:** Use the memoranda for exercises 5 and 7 to award marks to assess the following indicator:

**B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text**

### ACTIVITY 2

### Produce diphthongs

(CLASS/PAIR/INDIVIDUAL/GROUP)

1. Go through the notes on the /aɪ/ sound. Then demonstrate how to pronounce the sound correctly, using the notes and picture to help you. Have the learners practise repeating the sound correctly.

2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. Repeat the procedure for exercise 2 here with these sentences. Then have the learners copy the sentences and underline the words with the sound. Go through the answers with the whole class.
4. Working individually, learners complete the table.
5. In small groups, the learners can create rhyming word strings. Each learner should find a word to rhyme with the following: a) bright, b) hike, c) spy, d) kind. (For example: bright, light, fight, might, tight, kite, site, sight, night, ignite, fright, plight, white, invite, etc.)

## Answers

3. a) It is time to shine.  
 b) Why did you not try to find him?  
 c) The moon is like a big light in the sky at night.  
 d) The building is very high and wide.  
 e) This is my white tie.  
 f) To lie is the same as to hide the truth.  
 g) "Stop fighting," she said with a sigh.  
 h) He quite likes riding his bike.

| 4. | Words with /ɪ/ sound | Words with /aɪ/ sound |
|----|----------------------|-----------------------|
|    | it                   | time                  |
|    | is                   | shine                 |
|    | did                  | why                   |
|    | him                  | try                   |
|    | big                  | find                  |
|    | in                   | like                  |
|    | building             | light                 |
|    | this                 | sky                   |
|    | fighting             | night                 |
|    | with                 | high                  |
|    | riding               | wide                  |
|    | his                  |                       |
|    |                      | white                 |
|    |                      | tie                   |
|    |                      | lie                   |
|    |                      | hide                  |
|    |                      | fighting              |
|    |                      | sigh                  |
|    |                      | quite                 |
|    |                      | likes                 |
|    |                      | riding                |
|    |                      | bike                  |

## 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 210)

### ACTIVITY 3

### Prepare to read a text

(PAIR)

1. Learners work in pairs to predict the text from the title and features.
2. Read aloud the text, while the learners follow in their books. Encourage them to think about whether their predictions were correct or not. Ask a few individuals to share their ideas with the rest of the class.

## Answers

1. a) From the title, you can predict that the text is about preventing the spread of malaria in Ghana. (Learners may have prior knowledge of this disease, such as its cause, symptoms and prevention.) (1)
- b) From the captioned photograph of a demonstration of how to use an insecticide-treated net correctly, you can predict that the text discusses ways to prevent malaria. (2)
- c) It is an information text / a non-fiction text. (1)
- d) The topic sentence of each paragraph is as follows:
  - Paragraph 1: Malaria is a disease caused by a parasite found in mosquitoes.
  - Paragraph 2: The malaria parasite is transmitted by the female *Anopheles* mosquito.
  - Paragraph 3: Malaria is widespread in Ghana and everyone is at risk of being infected with the parasite.
  - Paragraph 4: In order to prevent malaria, the Ghanaian Government has established a National Malaria Control Programme (NMCP). (4)
- e) ITNs = insecticide-treated nets; NMCP = National Malaria Control Programme (2)
- f) Note that all the words in bold are listed in the Glossary at the back of the Learner's Book.

**Total marks: 10**

## Assessment

**Teacher assessment:** Use the memorandum in the Answers section to award marks out of 10 to assess the following indicator:

### B7.2.1.1.2. Use prediction to assess and improve understanding of texts

#### Extension activity

For those learners requiring a challenge, ask them to complete the following comprehension activity on the text (write the questions on the board and have learners complete them in their exercise books).

1. What causes malaria? (1)
2. How many types of what you named in question 1 cause malaria in humans? (1)
3. Which mosquito carries the malaria parasite? (1)
4. Explain how malaria is transmitted. (2)
5. Why do you think malaria is more common in poor and rural communities than in urban communities? (2)
6. Do you think mothers should be well-educated on how to manage malaria? Give a reason for your answer. (2)
7. State two side effects of malaria in pregnant women, apart from maternal death. (2)
8. Name three symptoms of malaria. (3)
9. What are the government's two strategies to reduce cases of malaria? (2)
10. Describe any one strategy in your own words. (2)
11. Do you think public education on preventing malaria is necessary? Why? (2)

**Total marks: 20**



## Answers

1. Parasites found in mosquitoes. (1)
2. Five types of parasites cause malaria. (1)
3. The female *Anopheles* mosquito. (1)
4. Malaria is spread when an infected mosquito bites people with the infected blood from another person. (2)
5. Accept any reasonable answer, for example: People have a better chance of getting treatment at a hospital in urban areas than in rural areas. / Due to poverty, rural dwellers are not able to seek medical help early when they get malaria. (2)
6. Accept any reasonable answer, for example: When mothers are educated, they can apply the knowledge in their homes to attend to the health needs of their children better. (2)
7. Any **two** of: miscarriage, anaemia, premature births and low-weight births. (2)
8. Any **three** of: a high temperature, headache, nausea, diarrhoea, muscle pains, a general feeling of non-wellness. (3)
9. Treatment and prevention are the government's two strategies to reduce malaria. (2)
10. The learner should be able to describe the strategy of treatment, which includes diagnosis and prescription, or the strategy of prevention through the distribution of ITNs, residual spraying, and the use of repellents. (2)
11. Learners should be convincing in their reasons for their answer. (2)

**Total marks: 20**

## ACTIVITY 4

### Summarise key ideas in a text

(INDIVIDUAL)

1. Working individually, learners write a summary of the reading text in this unit.
2. They revise and edit their summary using the given checklist. They also do a peer edit (asking a partner to check it).

## Answers

2. Learner's own summary. A model summary is provided below:

### Fighting malaria in Ghana

Malaria is a disease caused by a parasite found in mosquitoes. It is widespread in Ghana, which is among the countries with the highest reported cases. The parasite is transmitted by the female *Anopheles* mosquito. When it sucks the blood of an infected person, it becomes infected and spreads the parasite to other people. More cases of malaria are reported in hospitals in Ghana than any other disease. Pregnant women and children under five years easily get malaria. It is very common in rural communities. People with malaria usually show symptoms of nausea, fever or general body pain. Malaria can cause anaemia, miscarriages, premature births, low-weight births and maternal death. If you have symptoms, you can get a prescription after you have been diagnosed with malaria. We can prevent malaria by sleeping under treated mosquito nets, using all types of mosquito repellents and spraying indoors and outdoors to get rid of mosquitoes. (152 words)

## Assessment

**Teacher assessment:** Use the memorandum in the Answers section and the rubric for a summary on page xxv of the Introduction to this Facilitator's Guide to assess each learner's summary. This activity assesses the following indicator:

### B7.2.2.2.1. Determine and analyse central and supporting ideas of texts

## Grammar (Learner's Book page 213)

### ACTIVITY 5

### Analyse and use conditional clauses

(CLASS/INDIVIDUAL)

**1–2.** Work as a class. Have the learners use a dictionary to find the meaning of the phrase “on condition that”. Tell them that it is a phrase that means the same as “only if”. Example: *I will clean up on condition that (only if) you help me.* Ask: What must happen for something else to happen? Have the learners complete these sentences:

- *They will swim if ...*
- *He will get high marks if ...*

This prepares the learners to work through the information about conditional clauses in the Learner's Book. Discuss conditional sentences. Use the information in the Learner's Book to guide you.

**3–5.** Working individually, the learners write the answers in their exercise books.

**6.** Identify suitable websites so learners can gain more practise in using *if*-clauses.

### Answers

- If you are not wearing a mask, you will not be permitted in the building.
  - You must see a doctor if you have difficulty breathing.
  - If I have enough money, I will buy some insect repellent
  - If you do not protect yourself, you will get malaria.
  - If people get critically ill, they will be admitted to hospital.
  - If we educate ourselves, we will avoid many diseases.
  - If you contract the disease, you will experience some symptoms.
  - If you are bitten by an infected mosquito, you will get malaria.
  - You will prevent contracting malaria if you sleep under an insecticide-treated net.
  - You will know more about malaria prevention if you listen to radio talk shows on the topic.
- If you cannot use soap and water, you must use hand sanitiser.
  - You will wear a face mask if you go out in public.
  - If you touch your face, you will increase the risk of infection.
  - If we listen to the radio, we will get more information.
  - If you exercise for 30 minutes each day, you will stay healthy.
  - I will be happy if I test negative for the disease.
  - The baby will cry loudly if he has a fever.
  - If they cannot go to hospital, they must visit the pharmacist.
  - She will stay at home if she has a running nose.
  - He will go to the pharmacy if he wants a diagnosis.
- Learner's own sentences. Accept any reasonable answers.

## 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 the learners this text for them to fill in the blanks with 'if':

\_\_\_\_ a mosquito bites an infected person, it can spread the disease to other people that it bites afterwards. However, it is important to remember that people become infected with malaria only \_\_\_\_ a mosquito carrying the parasite bites them.

## Extension activity

Ask learners to find an example of a statement with an *if*-clause in the reading text from this unit. (It is: 'a person can be diagnosed and treated more quickly if the result proves positive.')

## Writing (Learner's Book page 215)

### ACTIVITY 6

### Identify and record information from a non-text source

(CLASS/PAIR)

- 1–2. Work as a class. Ask the learners: What do graphs, tables, diagrams, and written texts all give us? Challenge them to unscramble the word 'information'. Then work through the text and graphics in the Learner's Book. Discuss how to identify and record information from a non-text source. Review the information from the previous unit if necessary. Make sure that you work through the example carefully as this is a useful skill for many school subjects.
- 3–4. In pairs, learners identify and record the key information as rough notes, then revise and edit their notes into short sentences which they can then present to the class.

### Answers

4. Learner's own notes. A model of the notes is provided here:

#### Information about COVID-19 cases in the period March to 25 November 2020

During this period, Ghana had experienced a total of 51,476 confirmed cases of COVID-19. Of that total, 50,358 people had recovered or been discharged, which was a recovery percentage of 97.9%. Active cases were 795 people. The regions with the highest number of cases were Greater Accra and Ashanti.

(Source of information: Ghana Health Services website)

## Assessment

**Teacher assessment:** Use the rubric for notes on page xxv of the Introduction to this Facilitator's Guide to assess the notes. This activity assesses the following indicator:

**B7.4.3.1.1. Identify and record information from non-text sources (figures and tables), organise and present it in writing**

## Literature (Learner's Book page 217)

### ACTIVITY 7

### Analyse the elements of written poetry

(CLASS/GROUP)

1. Work as a class. Revise acrostic and haiku poems, and tell the learners they will now learn about the features of sonnets. Work through the information and example in the Learner's Book. If you have

access to the Internet, find a recording of Sonnet 116 'Let me not to the marriage of true minds' to play for the class.

2. Working in groups, learners brainstorm ideas. Ask groups to share their ideas with the whole class. Encourage them to discuss and make connections with values, such as the importance of marriage, religious faith, peace, truth or courage.
- 3–4. Working in groups still, learners plan and draft their poem. Ask the learners to revise and edit their poem, using the given checklist to help them. Then have them make a final, neat copy and hand it in for assessment. Learners can then perform their poem for the rest of the class.
5. If your school has a Facebook page, consider publishing your learners' sonnets on it. This can be in written form or as a video clip in which each group recites its sonnet.

## Assessment

**Teacher assessment:** Use the rubric below to assess the following indicator:

### B7.5.1.1.2. Analyse the elements of written literature

| Rubric: Sonnet             |                                                                                                                                                                                                                                    |                 |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Content</b>             | <ul style="list-style-type: none"> <li>The poem is about the chosen topic. (1)</li> <li>The poem describes the chosen topic. (1)</li> </ul>                                                                                        | <b>2</b>        |
| <b>Organisation</b>        | <ul style="list-style-type: none"> <li>The poem is written in 14 lines. (1)</li> <li>The poem follows the Shakespearean rhyme pattern. (1)</li> <li>The poem mostly follows the Shakespearean pattern of syllables. (1)</li> </ul> | <b>3</b>        |
| <b>Expression</b>          | <ul style="list-style-type: none"> <li>Descriptive language is used to describe the chosen topic. (1)</li> </ul>                                                                                                                   | <b>1</b>        |
| <b>Mechanical accuracy</b> | <ul style="list-style-type: none"> <li>The spelling is correct. (1)</li> <li>The grammar is correct. (1)</li> <li>Each line starts with a capital letter. (1)</li> <li>The writing process has been used. (1)</li> </ul>           | <b>4</b>        |
| <b>Total marks</b>         |                                                                                                                                                                                                                                    | <b>...../10</b> |

## Introduction

The theme of this unit relates to the topic of Destruction of Water Bodies, which is one of the topics selected in the syllabus for B7. In this unit, learners will listen to a text and write key points, discuss key points and share opinions, and practise producing the diphthong /ʊə/ in context. They will prepare to read a text, and identify main and supporting ideas in a text in order to summarise main ideas. In addition, learners will use question tags accurately, write a dialogue, and analyse the elements of written drama.

## 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                                                                                                                                            |
| <b>B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information</b>          | <b>B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text</b> <ul style="list-style-type: none"> <li>Listen to and write key points from texts, speeches or presentations</li> <li>Discuss key points identified and share opinions (Activity 1)</li> </ul>                                                                                                                                                                                                                               | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Sub-strand 3: English sounds                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Core competencies                                                                                                                                            |
| <b>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</b> | <b>B7.1.3.1.3. Produce diphthongs in context (centring and closing)</b> <ul style="list-style-type: none"> <li>Identify centring diphthong /ʊə/ in context</li> <li>Listen and distinguish between vowels and diphthongs in context</li> <li>Use vowels and diphthongs accurately in connected speech (Activity 2)</li> </ul>                                                                                                                                                                                            | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Strand 2: Reading                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                              |
| Sub-strand 1: Comprehension                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Core competencies                                                                                                                                            |
| <b>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading</b>                      | <b>B7.2.1.1.2. Use prediction to assess and improve understanding of texts</b> <ul style="list-style-type: none"> <li>Make predictions about the content of a text using:               <ul style="list-style-type: none"> <li>prior knowledge</li> <li>visual and text features</li> <li>typographical features</li> <li>organisational patterns</li> <li>organisational structure</li> </ul> </li> <li>Ask questions to form ideas</li> <li>Answer questions to elicit understanding (meaning) (Activity 3)</li> </ul> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |
| Sub-strand 2: Summarising                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Core competencies                                                                                                                                            |
| <b>B7.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece</b>                 | <b>B7.2.2.2.1. Determine and analyse central and supporting ideas of texts</b> <ul style="list-style-type: none"> <li>Read a variety of texts for main ideas</li> <li>Identify the main idea/topic sentence in the paragraphs</li> </ul>                                                                                                                                                                                                                                                                                 | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation                                                          |

|                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                             | <ul style="list-style-type: none"> <li>Identify supporting details and how these relate to main details in texts</li> <li>Summarise main ideas of texts in own words and peer edit it</li> </ul> <b>(Activity 4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Critical Thinking and Problem Solving<br>Presentation                                                                                                                                                                        |
| <b>Strand 3: Grammar usage</b>                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                              |
| <b>Sub-strand 1: Grammar</b>                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.3.1.7: Show understanding and use of question tags in communication</b>                               | <b>B7.3.1.7.1. Use question tags accurately</b> <ul style="list-style-type: none"> <li>Listen to dialogues involving question tags</li> <li>Identify statements with question tags</li> <li>Compose statements with question tags</li> </ul> <b>(Activity 5)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation<br>Digital Literacy                                             |
| <b>Strand 4: Writing</b>                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                              |
| <b>Sub-strand 2: Text types and purposes</b>                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.4.2.2: Apply writing skills to specific life situations</b>                                           | <b>B7.4.2.2.6. Create dialogues between two interlocutors on different themes</b> <ul style="list-style-type: none"> <li>Compose dialogues of different lengths on given topics by using the following strategies:               <ul style="list-style-type: none"> <li>Say the dialogue out loud</li> <li>Keep your dialogue brief and impactful</li> <li>Give each character a unique voice</li> <li>Add world-appropriate slang</li> <li>Be consistent with the characters' voices</li> <li>Remember who they're speaking to</li> <li>Avoid long dialogue paragraphs</li> <li>Cut out greetings</li> </ul> </li> <li>Use appropriate grammatical conventions and structures, e.g.               <ul style="list-style-type: none"> <li>capitalisation</li> <li>use of speech (quotation) marks</li> <li>comma</li> <li>question mark where needed</li> <li>full-stops</li> </ul> </li> </ul> <b>(Activity 6)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Digital Literacy<br>Presentation |
| <b>Strand 5: Literature</b>                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                              |
| <b>Sub-strand 1: Narrative, Drama and Poetry</b>                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                     | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</b> | <b>B7.5.1.1.2. Analyse the elements of written literature (drama)</b> <ul style="list-style-type: none"> <li>Identify and describe the plot, setting and characters</li> </ul> <b>(Activity 7)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |

## Resources

- Learner's Book pages 220–230
- Dictionaries

## Review

Before you begin Unit 18 review the main skills and concepts developed in Unit 17 with the class. They are:

- the diphthong /aɪ/
- identifying main and supporting ideas in a text
- summarising key ideas in a text
- conditional sentences
- identifying and recording information from tables and graphs
- features of sonnets.

## Teaching methodology

### Oral Language (Learner's Book page 220)

#### ACTIVITY 1

#### Listen to a text and write key points

(CLASS/PAIR/INDIVIDUAL/GROUP)

#### Before listening

1. Work as a class. Read the vocabulary aloud for learners to repeat.
2. Learners work in pairs to match the vocabulary items to the meanings. Allow learners to use dictionaries if needed.

#### Answers

2.
  - a) destruction
  - b) hydrologist
  - c) inadequate
  - d) herbicides
  - e) industrial waste
  - f) aquatic
  - g) pesticides
  - h) sewage
  - i) penetrate
  - j) residue

**Total marks: 10**

#### While listening

3. Read the listening text that follows clearly at a natural pace.
4. Read the text again. While you read, learners work individually to write the key points.
5. Read the text for a third time so that learners can check their key points.

## Listening text

- Kofi:** Good morning, Mr. Mensah. You've been a **hydrologist** for several years now. Please explain to us why we should be concerned about Ghana's water bodies, such as rivers and lakes?
- Mensah:** Good morning, Kofi. The point is, if we are not careful, the world will experience severe water problems in the near future. We are seeing terrible **destruction** of our water bodies due to pollution.
- Kofi:** (*surprised*) It hasn't got that bad, has it?
- Mensah:** Yes, it has, unfortunately. There are several causes of water pollution in Ghana. Firstly, there is pollution from mining activities, from both illegal mining or *galamsey* and legal mining. The chemicals used in mining pollute water if the chemicals are not disposed of in the right way. Secondly, there is dumping of both household rubbish and **industrial waste** into water bodies. Thirdly, some people use chemicals to catch fish.
- Kofi:** What about agricultural chemicals? They can also cause water pollution, can't they?
- Mensah:** (*frowning*) Yes, indeed. However, because we can't see the pollution with our naked eyes, we're not aware of its bad effects. **Residues** of fertilizers, **pesticides** and **herbicides** **penetrate** into the ground and pollute both surface water and underground water. Another cause of pollution is **sewage** which is released into water bodies. We see this happen every day, don't we?
- Kofi:** We do, but how serious is the situation?
- Mensah:** Very serious. In Ghana, about nine million people have **inadequate** supplies of safe drinking water due to water pollution. The Densu River, for example, flows through different regions and serves about four million people in the Eastern, Greater Accra and Central regions. Sadly, this river is heavily polluted with sewage, industrial waste, household rubbish and agricultural chemicals. These days, there is almost no **aquatic** life in the river and any fish caught in the river is no longer safe to eat.
- Kofi:** It really is a serious problem. I would like to speak to you again soon, Mr. Mensah, to find out about solutions to our water pollution problems. Thank you for your time.

## Answers

4. Key points:
- Water bodies are being destroyed by pollution.
  - Polluted water is not safe for human use.
  - Living things in water bodies are being destroyed.
  - Pollution could lead to a possible shortage of water.
  - Pollution could lead to disease, death, hunger and poverty.

Total marks: 5



## After listening

6. Ask learners to discuss the questions in small groups. Observe and provide help where necessary.

### Answers

6. a) Mining activities and discharge of industrial and domestic waste into water bodies. (2)  
b) The chemicals penetrate into underground water and pollute it. (2)  
c) About four million people (1)

Total marks: 5

## Assessment

- **Self/peer assessment:** Use the memoranda provided in the Answers sections to check the answers for exercises 2, 4 and 6 with the class. Read them aloud and/or write them on the board.
- **Teacher assessment:** Use the memoranda for exercises 4 and 6 to award marks to assess the following indicator:

**B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text**

### ACTIVITY 2

### Produce diphthongs

(CLASS/PAIR/INDIVIDUAL/GROUP)

1. Go through the notes on the /ʊə/ sound. Then demonstrate how to pronounce the sound correctly, using the notes and picture to help you. Have the learners practise repeating the sound correctly.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. Repeat the procedure for exercise 2 here with these sentences. Then have the learners copy the sentences into their exercise books and underline the words with the sound, following the example. Go through the answers with the whole class.
4. Working individually, learners complete the table.
5. Have the learners work in small groups to talk about the words *curious* and *curiosity*. They should identify that both words have the /ʊə/ sound. They should use a dictionary to check the meanings. They then talk about the value of being curious or having the characteristic of curiosity, and the relationship between this characteristic and knowledge. Have the learners share their ideas with the class. Remind the learners about the idiom, 'Curiosity killed the cat', which means that being curious can lead to trouble. However, without curiosity there would be no real learning and no new knowledge.

### Answers

3. a) The doctors are not sure that there is a cure for his foot.  
b) I would love to go on a tour around Europe.  
c) They are looking at ways to ensure food security.  
d) She bought a good brand of pure water from that shop.  
e) "I wonder what a mature hyena weighs," said the curious tourist.  
f) "This book makes me furious!" shouted the woman.  
g) She said, "Put the picture of the moor over here."  
h) "I could never feel secure," explained the European.

4.

**Words with /ʊ/ sound**

foot  
would  
looking  
good  
book  
put  
could

**Words with /ʊə/ sound**

|          |          |
|----------|----------|
| sure     | mature   |
| cure     | curious  |
| tour     | tourist  |
| Europe   | furious  |
| ensure   | moor     |
| security | secure   |
| pure     | European |

**Assessment**

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

**Reading (Learner's Book page 222)****ACTIVITY 3****Prepare to read a text**

(PAIR)

- Learners work in pairs to predict the text from the title and features. They quickly read the topic sentences to predict the main content of the text.
- Read aloud the text or ask for volunteers to read it aloud, while the learners follow in their books. Encourage them to think about whether their predictions were correct or not. Ask a few individuals to share their ideas with the rest of the class.

**Answers**

- The title indicates it is about water pollution in Ghana, and the photographs and captions provide some details and context (dredging adds to silting, mining results in chemicals in the water, and sewage pollutes the rivers).
  - Learners are likely to have some prior knowledge of water pollution; encourage them to talk about the problem in their own communities.
  - The topic sentences are:
    - Paragraph 1: Today, many of our rivers are unsafe for use because they have been polluted with harmful substances.
    - Paragraph 2: One source of water pollution is silting.
    - Paragraph 3: A second source of pollution is the chemicals used in farming and fishing.
    - Paragraph 4: A third source of pollution is illegal mining.
    - Paragraph 5: Industrial and household waste is a fourth source of water pollution.
    - Paragraph 6: A fifth source of water pollution is when sewage is released into rivers, or human faeces along the river bank is washed into the water bodies.
    - Paragraph 7: Water pollution is a major concern because Ghana could face a water crisis by 2030 if nothing is done to stop water pollution.
  - Note that all the words in bold are listed with their meanings in the Glossary at the back of the Learner's Book.

**Assessment**

**Self/peer assessment:** Review learners' ideas as a class.

**ACTIVITY 4****Summarise key ideas in a text**

(INDIVIDUAL)

1. Working individually, learners write a summary of the reading text in this unit.
2. They revise and edit their summary using the given checklist. They also do a peer edit (asking a partner to check it).

**Answers**

1. Learner's own summary. You can either ask learners to present it in point form or as a paragraph. A model summary is provided below:
  - Today, many of Ghana's rivers are unsafe for use because they are polluted. There are many sources of water pollution.
  - The first source of water pollution is silting, which blocks the water flow. This is caused by the illegal collection of sand along river banks and by farming along river banks. Dredging also contributes to silting.
  - Secondly, chemicals used in farming and fishing have contaminated some rivers.
  - Thirdly, illegal mining causes water pollution through chemicals.
  - Fourthly, waste from manufacturing industries and households also enters rivers.
  - Finally, the disposal of sewage into rivers and other water bodies causes pollution.
  - The effects of water pollution are serious. People can develop diseases if they do not have safe drinking water. The habitat for fish and other creatures living in the water is destroyed. Fish in polluted rivers die, which affects the income of fishing communities. If nothing is done to solve the problem, Ghana could run out of safe drinking water by 2030. (160 words)

**Assessment**

**Teacher assessment:** Use the memorandum in the Answers section and the rubric for a summary on page xxv of this Facilitator's Guide to assess each learner's summary. This activity assesses the following indicator:

**B7.2.2.2.1. Determine and analyse central and supporting ideas of texts**

**Grammar (Learner's Book page 225)****ACTIVITY 5****Identify and use question tags**

(CLASS/INDIVIDUAL/PAIR)

1. Work as a class. Have the learners ask each other the questions listed, and respond. Encourage them to ask any other similar questions, and then work through the information and examples on question tags in the Learner's Book.
- 2–6. Working individually or in pairs, the learners write the answers in their exercise books.
7. Allow the learners to go online and watch videos about water pollution. Water pollution is a serious problem, and it is a worldwide problem. Watching such videos is a powerful way to drive home the urgent message that we all have to stop wasting and polluting water. Let them share how they feel about what they have seen.

**Answers**

2. The other two question tags in the listening text are:
  - They can also cause water pollution, **can't they?**
  - We see this happen every day, **don't we?**

3. a) The Densu River is polluted, isn't it?  
 b) Hydrologists are experts in water, aren't they?  
 c) Illegal mining pollutes water bodies, doesn't it?  
 d) There is no aquatic life in the Densu River, is there?  
 e) Collecting sand from river beds can cause silting, can't it?  
 f) We used to wash our things in the river, didn't we?  
 g) You do not throw your rubbish into the river, do you?

|       |                                                              |               |
|-------|--------------------------------------------------------------|---------------|
| 4. a) | Farming activities have polluted many sources of water,      | haven't they? |
| b)    | Dredging is contributing to silting,                         | isn't it?     |
| c)    | Chemicals do not remain on the earth's surface,              | do they?      |
| d)    | Communities cannot depend on river water,                    | can they?     |
| e)    | Farming along river banks is not a good practice,            | is it?        |
| f)    | You read that it is unsafe to eat fish from the River Densu, | didn't you?   |
| g)    | We should never use contaminated water,                      | should we?    |
| h)    | We can no longer swim in the River Pra,                      | can we?       |
| i)    | Some industries dispose of waste into water bodies,          | don't they?   |
| j)    | Ghana could have severe water problems by 2030,              | couldn't it?  |
| k)    | Both surface and underground water are polluted,             | aren't they?  |

5. a) Poor management of water sources leads to their destruction, **doesn't it?**  
 b) Water pollution is a serious issue, **isn't it?**  
 c) People and animals are at risk, **aren't they?**  
 d) We shouldn't throw rubbish into the sea, **should we?**  
 e) Industrial waste pollutes water bodies, **doesn't it?**  
 f) Household rubbish and farming activities also pollute rivers, **don't they?**  
 g) We see this happen every day, **don't we?**  
 h) The chemicals are not disposed of in the right manner, **are they?**

6. Learner's own sentences

## 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.

## Extension activity

For speaking practice, learners ask and answer the question tag sentences in exercises 3 to 5 in pairs.

## Writing (Learner's Book page 227)

### ACTIVITY 6

### Write a dialogue

(CLASS/PAIR)

1. Work as a class. Discuss the information on how to write a dialogue. Tell learners also to remember to:
  - Say the dialogue out loud
  - Keep the dialogue brief and impactful
  - Give each character a unique voice
  - Add world-appropriate slang
  - Be consistent with the characters' voices
  - Remember who they are speaking to
  - Avoid long dialogue paragraphs
  - Cut out greetings.

2. In pairs, learners write a draft of their dialogue. If they need a reminder about contractions, point to the use of 'hasn't' in the example dialogue. Tell learners to read their dialogues to each other to check that they make sense and sound realistic. Tell them to check their punctuation carefully.
3. Learners revise and edit their dialogues using the given checklist. They make a final neat copy for assessment. Finally, learners act out their dialogues for the class.

## Assessment

**Teacher assessment:** Use the rubric for a dialogue on page xxviii of the Introduction to this Facilitator's Guide to assess the following indicator:

### B7.4.2.2.6. Create dialogues between two interlocutors on different themes

## Literature (Learner's Book page 228)

### ACTIVITY 7

### Analyse the elements of written drama (CLASS/PAIR/GROUP)

1. Work as a class. Remind learners that they learnt and identified the elements of written drama. Read through the information in Unit 10 in the Learner's Book to revise these. Point out that a drama script is written in the same format as a dialogue.
2. In pairs, learners choose different characters and read aloud the scene from the drama using the stage directions in brackets. Walk around and assist with word stress within sentences, pronunciation of words or meaning if needed.
3. In groups, learners discuss the questions about the plot, setting and characters and then share their responses with the rest of the class. Questions f) and g) should encourage discussion about traditional and modern values and expectations, as well as relationships between parents and children, fathers and daughters, and how girls, in some families, are not allowed to choose their careers and their futures.
4. In groups, learners practise the scene from the drama and perform it at the next literature lesson. Remind them to project their voices loud enough for the class to hear.

### Answers

3. a) It is about marriage. (1)
- b) It is set in the past, as Ananse talks about typewriters and guineas instead of computers and cedi. (2)
- c) Ananse's home (1)
- d) Ananse is trying to convince Anansewa to agree to a marriage to a rich husband, so that he will have money. (1)
- e) He wants to impress people / be seen and recognised in society. (2)
- f) Anansewa does not give his daughter a chance to say what she thinks is important. He believes that his word is more important than hers, and this is also what Anansewa has been taught. (2)
- g) Ananse's relationship with Anansewa is one where he is in authority and she must obey him. (1)

**Total marks: 10**

## Assessment

**Teacher assessment:** Use the memorandum for exercise 3 provided in the Answers section to assess the following indicator:

### B7.5.1.1.2. Analyse the elements of written literature (drama)

## Introduction

The theme of this unit relates to the topic of Social Issues: Child Abuse, which is one of the topics selected in the syllabus for B7. In this unit, learners will listen to a text and write key points, discuss key points and share opinions, and practise producing the diphthong /əʊ/ in context. They will prepare to read a text, generate and answer questions to increase understanding of the text, discuss and answer questions on the text, and then practise reading it aloud. In addition, learners will use the passive voice in sentences, use precise language to write a vivid description, and analyse the elements of written drama.

## 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                                                                                                                                            |
| <b>B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information</b>          | <b>B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text</b> <ul style="list-style-type: none"> <li>Listen to and write key points from texts, speeches and presentations</li> <li>Discuss key points identified and share opinions</li> </ul> <b>(Activity 1)</b>                                                                                                                                                                                                                              | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Sub-strand 3: English sounds                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Core competencies                                                                                                                                            |
| <b>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</b> | <b>B7.1.3.1.3. Produce diphthongs in context (centring and closing)</b> <ul style="list-style-type: none"> <li>Identify closing diphthong /əʊ/ in context</li> <li>Listen and distinguish between vowels and diphthongs in context</li> <li>Use vowels and diphthongs accurately in connected speech</li> </ul> <b>(Activity 2)</b>                                                                                                                                                                                             | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Strand 2: Reading                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |
| Sub-strand 1: Comprehension                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Core competencies                                                                                                                                            |
| <b>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading</b>                      | <b>B7.2.1.1.2. Use prediction to assess and improve understanding of texts</b> <ul style="list-style-type: none"> <li>Make predictions about the content of a text using:               <ul style="list-style-type: none"> <li>prior knowledge</li> <li>visual and text features</li> <li>typographical features</li> <li>organisational patterns</li> <li>organisational structure</li> </ul> </li> <li>Ask questions to form ideas</li> <li>Answer questions to elicit understanding (meaning)</li> </ul> <b>(Activity 3)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                       |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
|  | <b>B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts</b> <ul style="list-style-type: none"> <li>• Read a text closely for implicit meaning</li> <li>• Write questions to guide reading</li> <li>• Look back at questions as you read and create a link with text</li> <li>• Provide and interpret evidence to support understanding</li> <li>• Answer questions accurately</li> <li>• Use the answers to identify the main idea of the text</li> </ul> <b>(Activity 4)</b> | Communication and Collaboration<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|

### Strand 3: Grammar usage

#### Sub-strand 1: Grammar

| Content Standard                                                        | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Core competencies                                                                                                                                            |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B7.3.1.6: Demonstrate mastery of use of active and passive voice</b> | <b>B7.3.1.6.1. Use passive sentences for a range of functions</b> <ul style="list-style-type: none"> <li>• Use the passive voice to: <ul style="list-style-type: none"> <li>– describe processes</li> <li>– talk/write about past actions (when we do not know who did them)</li> <li>– talk/write about past actions (when we know who did them)</li> <li>– write reports and other formal texts</li> </ul> </li> <li>• Construct sentences in the active voice (subject, verb and object)</li> <li>• Reconstruct active sentences into the passive voice</li> </ul> <b>(Activity 5)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |

### Strand 4: Writing

#### Sub-strand 2: Text types and purposes

| Content Standard                                                                                                                                                                                            | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Core competencies                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/information and persuasion), audiences and contexts</b> | <b>B7.4.2.1.2. Use precise (technical) vocabulary, phrases and sensory language to convey a vivid mental picture of people and experiences</b> <ul style="list-style-type: none"> <li>• Describe people using precise words, phrases and sensory details</li> <li>• Use appropriate grammatical structures: <ul style="list-style-type: none"> <li>– adjectives and adjective phrases for producing vivid descriptions in paragraph</li> <li>– adverbs and adverbials for describing how an action has been carried out</li> <li>– connectors to show sequence of events and extend ideas</li> <li>– direct and indirect speech for variation and adding interest</li> <li>– nouns and noun phrases</li> <li>– prepositions and prepositional phrases</li> <li>– first-person pronouns</li> </ul> </li> <li>• Revise and edit the writing for sense or meaning, and effect</li> <li>• Proofread to self-correct or peer-correct</li> </ul> <b>(Activity 6)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Digital Literacy<br>Presentation |

## Strand 5: Literature

### Sub-strand 1: Narrative, Drama and Poetry

| Content Standard                                                                                            | Indicators                                                                                                                                                                                                                                     | Core competencies                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</b> | <b>B7.5.1.1.2. Analyse the elements of written literature (drama)</b> <ul style="list-style-type: none"> <li>Compare plot, setting and characters between two texts</li> <li>Compose and act out a simple drama <b>(Activity 7)</b></li> </ul> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |

## Resources

- Learner's Book pages 231–242
- Dictionaries

## Review

Before you begin Unit 19 review the main skills and concepts developed in Unit 18 with the class. They are:

- the diphthong /ʊə/
- question tags
- writing a dialogue
- elements of written drama.

## Teaching methodology

### Oral Language (Learner's Book page 231)

#### ACTIVITY 1

#### Listen to a text and write key points

(CLASS/PAIR/INDIVIDUAL/GROUP)

#### Before listening

- Work as a class. Discuss the pictures to activate prior knowledge of the topic.
- Read the vocabulary aloud for learners to repeat.
- Learners work in pairs to match the vocabulary items to the meanings. Allow learners to use dictionaries if needed.

#### Answers

- |                 |                |                 |
|-----------------|----------------|-----------------|
| 3. a) abuse     | b) utmost      | c) exploitation |
| d) maltreatment | e) encountered | f) neglect      |
| g) activist     | h) trafficking | i) nurture      |
| j) inflict      |                |                 |

**Total marks: 10**



## While listening

4. Read the listening text that follows clearly at a natural pace.
5. Read the text again. While you read, learners work individually to write the key points.
6. Read the text for a third time so that learners can check their key points.

### Listening text

Ladies and gentlemen, thank you for inviting me here today to speak to you about the important topic of child **abuse**.

Children are gifts from God and they deserve the **utmost** care from their parents and relatives. But unfortunately we find that children are often abused by adults in our country. As a children's rights **activist**, I have **encountered** many instances where children were abused by their parents, guardians, close relatives, neighbours or strangers. Daily, we see media reports of child abuse in all regions of our country. Innocent children are victims of abuse every passing moment.

Child abuse is any form of **maltreatment** or violence, whether physical, emotional or sexual that is carried out on children.

Physical abuse means hitting the child or **inflicting** pain on his or her body. **Neglect** is another form of abuse: this is when parents or guardians abandon the child, failing to provide food, shelter, education, health care or other protection. Some adults abuse children emotionally, for example by saying cruel things to them.

In extreme cases, children are abused sexually by raping them or making them perform sexual acts. Other very serious types of child abuse found in Ghana are child **trafficking**, which is selling children's labour to someone in another place, and the commercial sexual **exploitation** of children.

Ladies and gentlemen, child abuse can be prevented if we **nurture** our children with patience and love and appreciate each child's unique nature. That is not to say we shouldn't discipline them. Let's all take it as our duty to protect children against violence by speaking out when we see abuse. As parents, social workers, teachers and police officers, we can all help to prevent child abuse. If necessary, the police's Domestic Violence and Victim Support Unit can take action.

### Answers

5. 10 key points:
- Children are often abused by adults in our country.
  - Children are abused by their parents, guardians, close relatives, neighbours or strangers.
  - Child abuse is any form of maltreatment or violence, whether physical, emotional or sexual that is carried out on children.
  - Physical abuse is hitting the child or inflicting pain.
  - Neglect is when you don't provide the things the child needs.
  - Emotional abuse includes saying cruel things to the child.
  - Sexual abuse is raping the child or forcing the child to perform sexual acts.
  - Trafficking is selling children's labour or sex.
  - Adults should be patient and loving with children.
  - All adults need to watch out for and speak out about child abuse.

**Total marks: 10**

## After listening

7. Ask learners to discuss the questions in small groups. Observe and provide help where necessary. **As it is a very sensitive topic, do not make learners participate if they are reluctant to discuss their own experience.** Encourage learners to show empathy and respect towards each other.

### Answers

7. a) Physical abuse, neglect, emotional abuse, sexual abuse, trafficking, commercial sexual exploitation (prostitution)  
b) Learner's own response      c) Learner's own response  
d) Learner's own response      e) Learner's own response

Total marks: 5

## Assessment

- **Self/peer assessment:** Use the memoranda provided in the Answers sections to check the answers for exercises 3 and 5 with the class. Read them aloud and/or write them on the board.
- **Teacher assessment:** Use the memorandum for exercise 7 to award marks to assess the following indicator: **B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text**

### ACTIVITY 2

### Produce diphthongs

(CLASS/PAIR/INDIVIDUAL)

1. Go through the notes on the /əʊ/ sound. Then demonstrate how to pronounce the sound correctly, using the notes and picture to help you. Have the learners practise repeating the sound correctly.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. Repeat the procedure for exercise 2 here with these sentences. Then have the learners copy the sentences into their exercise books and underline the words with the sound, following the example. Go through the answers with the whole class.
4. Working individually, learners complete the table.
5. Have learners think of words with the /əʊ/ sound to complete the rhymes. They can do this individually or in pairs.

### Answers

3. a) The goat is going across the road.  
b) I hope he got home.  
c) Most of the people live on the coast.  
d) Do not play with that rope around your throat.  
e) This box of tomatoes is roasting in the hot sun.  
f) The boat looks very low on the water.  
g) Both heroes did not return home.  
h) Use a plaster to stop your toe from bleeding.

4.

**Words with /ɒ/ sound**

|        |      |
|--------|------|
| across | box  |
| got    | hot  |
| on     | stop |
| not    | from |

**Words with /əʊ/ sound**

|       |          |          |
|-------|----------|----------|
| goat  | most     | roasting |
| going | coast    | boat     |
| road  | rope     | low      |
| hope  | throat   | heroes   |
| home  | tomatoes | toe      |

5. a) rope                                      b) home                                      c) toast  
      d) know                                     e) road                                      f) goat

**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 233)****ACTIVITY 3****Prepare to read a text**

(PAIR)

- Learners work in pairs to predict the text from the title and features.
- Read aloud the text or ask for volunteers to read it aloud, while the learners follow in their books. Encourage them to think about whether their predictions were correct or not. Ask a few individuals to share their ideas with the rest of the class.

**Answers**

- a) It is about a person called Dzidefo. The picture shows that in the text the girl is crying and the woman is angry. The context is a restaurant and there is mess all over the floor; perhaps the girl was supposed to clean it up.

b) A fiction text

c) Dzidefo, Davi Adzo, Uncle Tom and Auntie Yaa. The setting is first Dzidefo's home in Adanukofe, then Adjiringanor in Accra.

d) Note that all the words in bold are listed with their meanings in the Glossary at the back of the Learner's Book.

**Assessment**

**Self/peer assessment:** Review learners' ideas as a class.

**ACTIVITY 4****Generate and answer questions about a text**

(CLASS/INDIVIDUAL/PAIR)

- Work as a class. Have learners discuss the reading strategies they already know:
  - visualisation
  - self-monitoring
  - meaningful engagement
  - making connections.

They identify how these strategies help them to read a text with understanding. Then work through the notes in the Learner's Book to add another reading strategy to the list: generating and answering questions.

2. Have learners read the text to themselves, pausing after each paragraph to give them time to generate questions about the text. Encourage learners to write down their questions. They then share their questions with the rest of the class. Write any relevant questions on the board for learners to refer to for exercise 3.
3. Working individually, learners read the text silently and think about the answers to the questions that they generated in exercise 2. Then ask them to share their responses with the whole class. Discuss what the class thinks the main idea of the text is. (It is wrong to buy and sell child labour and stop children from going to school.)
4. In pairs, learners discuss the answers to the comprehension questions and then work individually to write the answers in their exercise books.
5. Have the learners work in pairs to take turns to read aloud different sections of the text to each other. Remind them to focus on reading aloud with fluency, expression and the correct pronunciation. While they are doing this, circulate, observe and assist where necessary.

### Answers

4. a) six (1)
- b) Uncle Tom (1)
- c) She was worried that her uncle would prevent her from continuing her education in the city. (2)
- d) It was a small lotto kiosk in a slum area. She thought that it wasn't as good as the houses in the rural area where she used to live. (2)
- e) Learner's own response, for example: She probably had just clothes and perhaps a photo of her family. Her family is poor, so all her possessions fit into one small bag and she can only afford a plastic bag. (3)
- f) Learner's own response, with reasons (2)
- g) They were sent to jail because they had broken the law by buying and selling child labour. (2)
- h) Learner's own response, with reasons (3)
- i) Learner's own response (2)
- j) "He will allow me to continue my education, won't he?" and "Young lady, you are attending school, aren't you?" (2)

**Total marks: 20**

### Assessment

**Teacher assessment:** Use the memorandum provided in the Answers section to assess the following indicator (based on the answers for exercise 4). Award a total mark out of 20.

**B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts**

### Grammar (Learner's Book page 237)

#### ACTIVITY 5

#### Use the passive voice

(CLASS/INDIVIDUAL)

1. Work as a class. Ask a volunteer to read the definition of passive:  
*If a person is passive, they do not take action but instead let things happen to them.*  
 Talk about what it means to be active or passive in a situation. Then work through the information and examples in the Learner's Book. Learners should look for who is doing/taking action and who/what is having the action done to them.

**2–5.** Working individually, the learners write the answers in their exercise books. Encourage learners to identify the subject, verb and object in each sentence.

### Answers

- 2.** a) passive voice    b) passive voice    c) passive voice    d) active voice  
e) passive voice    f) active voice    g) passive voice    h) active voice  
i) passive voice    j) passive voice    k) passive voice    l) active voice
- 3.** a) The boy was cared for by his grandparents.  
b) The girl was protected by the police officer.  
c) The activist was praised by the media for her fight for children's rights.  
d) The public was called upon by the government to help in the fight against child abuse.  
e) The two girls were impregnated by their stepfather.  
f) The interests of children will be protected by the law.  
g) The girl was sold into prostitution by her mother.  
h) The boy was abandoned by his parents.  
i) Children are advised by the Domestic Violence and Victim Support Unit to report any form of child abuse.  
j) The girl/daughter was told by her mother not to trust any man.  
k) The abuse was reported by the neighbour.  
l) The children were rescued by the social worker.

**4–5.** Learner's own sentences

### 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.

### Extension activity

Ask learners to change the passive voice sentences in exercise 2 into active voice and the active voice sentences into passive voice, where possible.

### Writing (Learner's Book page 239)

#### ACTIVITY 6

#### Write a description

(CLASS/INDIVIDUAL)

1. Work as a class. Talk about what a good writer is. What makes a text more interesting to read? Ask volunteers to read the two sentences, and talk about which sentence is more interesting and why:  
*I laughed.*  
*I laughed until the tears streamed from my eyes and my sides ached.*  
Work through the information about how to write descriptive paragraphs. Let volunteers read aloud the examples. Point to examples of precise language for description in the reading text. For example, instead of just saying 'She cried', the writer says 'Uncontrollable tears rolled down her cheeks.'
2. If time permits, have learners watch a YouTube video about using descriptive detail and sensory language in their writing. Go online before the lesson and select a video that is age-appropriate and suitable for your class.
3. Working individually, learners plan their paragraphs using the mind map given.
4. Learners draft their paragraphs.
5. Learners revise and edit their paragraphs using the given checklist.

## Assessment

**Teacher assessment:** Use the rubric below to assess the following indicator:

**B7.4.2.1.2. Use precise (technical) vocabulary, phrases and sensory language to convey a vivid mental picture of people and experiences**

| Rubric: Descriptive paragraphs |                                                                                                                                                                                                                                               |                 |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Content</b>                 | <ul style="list-style-type: none"><li>The description is based on the chosen topic and vividly conveys it. (1)</li></ul>                                                                                                                      | <b>1</b>        |
| <b>Organisation</b>            | <ul style="list-style-type: none"><li>The description consists of at least one paragraph that has a topic sentence and supporting details. (1)</li></ul>                                                                                      | <b>1</b>        |
| <b>Expression</b>              | <ul style="list-style-type: none"><li>Precise language is used for description. (1)</li><li>Sensory details are given. (1)</li><li>Connectors are used to link ideas. (1)</li><li>A variety of grammatical structures are used. (1)</li></ul> | <b>4</b>        |
| <b>Mechanical accuracy</b>     | <ul style="list-style-type: none"><li>The spelling is correct. (1)</li><li>The punctuation is correct. (1)</li><li>The grammar is correct. (1)</li><li>The writing process has been used. (1)</li></ul>                                       | <b>4</b>        |
| <b>Total marks</b>             |                                                                                                                                                                                                                                               | <b>...../10</b> |

## Literature (Learner's Book page 240)

### ACTIVITY 7

### Analyse the elements of written drama

(CLASS/GROUP)

- Revise the elements of written drama from Unit 18.
- Organise learners into groups of four to read the drama scene aloud.
- In groups, learners discuss the questions about the plot, setting and characters and then share their responses with the rest of the class.
- In their groups, learners practise the scene from the drama. They can do this for homework. Emphasise that they should just act the violence in the scene, not actually hit or touch anyone. Learners can perform the scene in the next literature lesson.

### Answers

- Mame Krobo, Efua Atta, the neighbour and a police officer (4)
  - Mame Krobo behaves in a cruel way. She abuses Efua by asking her to do many things at once, not allowing her to eat proper meals, calling her names and hitting her. Efua behaves in an obedient way and does not stand up for herself. (4)
  - Kumasi, the present time (2)
  - Learner's own summary of events (4)
  - She might beg Efua's forgiveness and treat her better. / She might go to jail. (1)

**Total marks: 15**

## Assessment

**Teacher assessment:** Use the memorandum for exercise 3 provided in the Answers section to assess the following indicator:

**B7.5.1.1.2. Analyse the elements of written literature (drama)**

## Introduction

The theme of this unit relates to the topic of Social Issues: Bribery, Corruption, which is one of the topics selected in the syllabus for B7. In this unit, learners will listen to a text and write key points, discuss key points and share opinions, and practise producing the diphthong /au/ in context. They will prepare to read a text, and generate and answer questions to increase understanding of the text. In addition, learners will use reported speech, write a personal narrative, and analyse the elements of written 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                                                                                                                                            |
| <b>B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information</b>          | <b>B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text</b> <ul style="list-style-type: none"> <li>Listen to and write key points from texts, speeches or presentations</li> <li>Discuss key points identified and share opinions</li> </ul> <b>(Activity 1)</b>                                                                                                                                                                                                                               | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Sub-strand 3: English sounds                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Core competencies                                                                                                                                            |
| <b>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</b> | <b>B7.1.3.1.3. Produce diphthongs in context (centring and closing)</b> <ul style="list-style-type: none"> <li>Identify closing diphthong /au/ in context</li> <li>Listen and distinguish between vowels and diphthongs in context</li> <li>Use vowels and diphthongs accurately in connected speech</li> </ul> <b>(Activity 2)</b>                                                                                                                                                                                             | Communication and Collaboration<br>Critical Thinking and Problem Solving<br>Presentation                                                                     |
| Strand 2: Reading                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |
| Sub-strand 1: Comprehension                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |
| Content Standard                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Core competencies                                                                                                                                            |
| <b>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading</b>                      | <b>B7.2.1.1.2. Use prediction to assess and improve understanding of texts</b> <ul style="list-style-type: none"> <li>Make predictions about the content of a text using:               <ul style="list-style-type: none"> <li>prior knowledge</li> <li>visual and text features</li> <li>typographical features</li> <li>organisational patterns</li> <li>organisational structure</li> </ul> </li> <li>Ask questions to form ideas</li> <li>Answer questions to elicit understanding (meaning)</li> </ul> <b>(Activity 3)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |

|                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                              | <b>B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts</b> <ul style="list-style-type: none"> <li>• Read a text closely for implicit meaning</li> <li>• Write questions to guide reading</li> <li>• Look back at questions as you read and create a link with text</li> <li>• Provide and interpret evidence to support understanding</li> <li>• Answer questions accurately</li> <li>• Use the answers to identify the main idea of the text</li> </ul> <b>(Activity 4)</b>                                                                                                                                                                                    | Communication and Collaboration<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                                                        |
| <b>Strand 3: Grammar usage</b><br><b>Sub-strand 1: Grammar</b>                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                                                                                                                      | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.3.1.6: Demonstrate mastery of use of active and passive voice</b>                                                                                                                                      | <b>B7.3.1.6.2. Demonstrate use and command of reported speech</b> <ul style="list-style-type: none"> <li>• Compose sentences in direct speech and change them to reported speech</li> <li>• Report what people say in formal and informal situations</li> <li>• Compose news reports</li> </ul> <b>(Activity 5)</b>                                                                                                                                                                                                                                                                                                                                                                                                      | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation<br>Digital Literacy                                             |
| <b>Strand 4: Writing</b><br><b>Sub-strand 2: Text types and purposes</b>                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                                                                                                                      | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/ information and persuasion), audiences and contexts</b> | <b>B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences</b> <ul style="list-style-type: none"> <li>• Plan and record ideas detailing personal experiences or past events               <ul style="list-style-type: none"> <li>– Use:                   <ul style="list-style-type: none"> <li>» descriptive details</li> <li>» first-person point of view to convey feelings, experiences and thoughts</li> <li>» appropriate grammatical structures</li> </ul> </li> </ul> </li> <li>• Edit/proofread the writing for sense, meaning and effect</li> <li>• Publish writing using different media including ICT</li> </ul> <b>(Activity 6)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Digital Literacy<br>Presentation |
| <b>Strand 5: Literature</b><br><b>Sub-strand 1: Narrative, Drama and Poetry</b>                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                              |
| <b>Content Standard</b>                                                                                                                                                                                      | <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Core competencies</b>                                                                                                                                                                                                     |
| <b>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</b>                                                                                                  | <b>B7.5.1.1.2. Analyse the elements of written literature (narrative)</b> <ul style="list-style-type: none"> <li>• Identify and describe the plot, setting and characters</li> </ul> <b>(Activity 7)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation                                                                 |



## Resources

- Learner's Book pages 243–254
- Dictionaries

## Review

Before you begin Unit 20 review the main skills and concepts developed in Unit 19 with the class. They are:

- the diphthong /əʊ/
- generating and answering questions as a reading strategy
- passive voice
- using precise language to write a vivid description
- elements of written drama.

## Teaching methodology

### Oral Language (Learner's Book page 243)

#### ACTIVITY 1

#### Listen to a text and write key points

(PAIR/CLASS/INDIVIDUAL/GROUP)

#### Before listening

1. Learners work in pairs to discuss the photographs to activate prior knowledge of the topic.
2. Work as a class. Read the vocabulary aloud for learners to repeat.
3. Learners work in pairs to match the vocabulary items to the meanings. Allow learners to use dictionaries if needed.

#### Answers

- |                     |                   |                 |
|---------------------|-------------------|-----------------|
| 3. a) bribery       | b) illicit        | c) theft        |
| d) corruption       | e) unfair         | f) combat       |
| g) misappropriating | h) nepotism       | i) fraud        |
| j) suspect          | k) abuse of power | l) embezzlement |

#### While listening

4. Read the listening text below clearly at a natural pace.
5. Read the text again. While they listen, learners work individually to write the key points.
6. Read the text for a third time so that learners can check their key points.

#### Listening text

**Corruption** is a serious problem in many countries around the world. Corruption affects both politics and the business world. Corrupt activities are illegal activities by someone entrusted with a position of authority. The person commits these **illicit** activities for their personal gain.

Corruption can take several forms, including bribery, embezzlement, theft, fraud, nepotism, or abuse of power. **Bribery** involves offering bribes, such as money or other incentives, to persuade somebody to do something. **Embezzlement** is when individuals wrongfully **misappropriate** resources entrusted to their care. **Fraud** refers to a situation where someone deceives people to make money. By comparison, **theft** is when a person steals something belonging to another. **Nepotism** is when a person favours the employment of

his or her own relatives and friends. This is certainly a practice that is very **unfair** and means that many deserving candidates fail to get jobs. Ultimately, **abuse of power** is when a person misuses his or her power. An example may be a judge dismissing the case of a **suspect** because the judge has been bribed.

We must all take a stand against corruption. We need to fight corruption in politics to make sure public funds are used for the public good. Similarly, we need to **combat** corruption in business because it can lead to the failure of companies.

## Answers

5. Key points:

- Corruption is an illegal activity. It affects both politics and business. (2)
- People engage in corrupt practices for their personal gain. (1)
- There are many forms of corruption, including bribery, embezzlement, theft, fraud, nepotism, and abuse of power. (6)
- All forms of corruption should be discouraged. (1)

**Total marks: 10**

## After listening

7. Ask learners to discuss the questions in small groups. Observe and provide help where necessary.
8. Have a short feedback session. Emphasise the fact that corruption, whether big or small, in politics or business, is unacceptable. It harms people, relationships, businesses and the country.

## Answers

7. a) Corruption takes many forms, and bribery is one of its forms. (2)
- b) Both theft and fraud mean that someone takes other people's money or property. Theft is taking something from another person without that person's permission, but fraud means deceiving the person in order to take the money or property. (3)
- c) i) abuse of power (Also accept: sexual harassment) (1)
- ii) nepotism (1)
- iii) embezzlement/theft (1)
- iv) bribery (1)
- v) fraud (1)

**Total marks: 10**

## Assessment

- **Self/peer assessment:** Use the memoranda provided in the Answers sections to check the answers for exercises 3, 5 and 7 with the class. Read them aloud and/or write them on the board.
- **Teacher assessment:** Use the memoranda for exercises 5 and 7 to award marks to assess the following indicator:  
**B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text**

**ACTIVITY 2****Produce diphthongs**

(CLASS/PAIR/INDIVIDUAL/GROUP)

1. Go through the notes on the /aʊ/ sound. Then demonstrate how to pronounce the sound correctly, using the notes and picture to help you. Have the learners practise repeating the sound correctly.
2. Read aloud each word with the correct pronunciation. Ask the class to repeat each word after you. Do this several times. Then divide the class into pairs and have them practise saying the words correctly to each other. Circulate, observe and help where necessary.
3. Repeat the procedure for exercise 2 here with these sentences. Then have the learners copy the sentences into their exercise books and underline the words with the sound, following the example. Go through the answers with the whole class.
4. Working individually, learners complete the table.
5. Learners work in small groups to learn and say the poem. Ask a few groups to volunteer to say the poem for the class. Have volunteers make a list of the words with the /aʊ/ sound on the board.

**Answers**

3. a) A brown cow pulls the plough.  
 b) He put a mouse trap on the ground.  
 c) We look for rain clouds in the sky during a drought.  
 d) You should not shout so loudly!  
 e) Would you mind picking some flowers for the house?  
 f) The round cook frowns all the time.  
 g) Tiwaah doubts that her sister took the cushion.  
 h) You could bounce the ball against the brown wall.  
 i) Would the proud woman come on foot?

| 4. | Words with /ʊ/ sound | Words with /aʊ/ sound |
|----|----------------------|-----------------------|
|    | pulls                | brown                 |
|    | put                  | cow                   |
|    | look                 | plough                |
|    | should               | mouse                 |
|    | would                | ground                |
|    |                      | clouds                |
|    |                      | drought               |
|    |                      | shout                 |
|    | cook                 | loudly                |
|    | took                 | flowers               |
|    | cushion              | house                 |
|    | could                | round                 |
|    | foot                 | frowns                |
|    |                      | doubts                |
|    |                      | bounce                |
|    |                      | proud                 |

5. mouse, house, sound, about, without, doubt, ground, shout, loud, around, out, underground

**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 246)****ACTIVITY 3****Prepare to read a text**

(PAIR)

1. Learners work in pairs to predict the text from the title and features.
2. Read aloud the text or ask for volunteers to read it aloud, while the learners follow in their books. Encourage them to think about whether their predictions were correct or not. Ask a few individuals to share their ideas with the rest of the class.

## Answers

- 1 a) The text is about corruption in the workplace. (Ensure learners understand that corruption can take place in any institution.)
- b) The picture shows that a woman is looking out a window, and seeing men carry boxes to a vehicle. She is looking shocked, so we assume this is part of the corruption at work.
- c) The text is a narrative text / a story.
- d) Main character: Tiwaah; setting: Tiwaah's home and also her workplace.
- e) Note: The meanings of the words in bold are listed in the Glossary at the back of the Learner's Book.

## Assessment

**Self/peer assessment:** Review learners' ideas as a class.

### ACTIVITY 4

### Generate and answer questions about a text

(CLASS/INDIVIDUAL/PAIR)

1. Have learners read the text, pausing after each paragraph to generate questions about the text. Encourage learners to write down their questions. They then share their questions with the rest of the class. Write any relevant questions on the board for learners to refer to for exercise 2.
2. Working individually, learners read the text silently and think about the answers to the questions that they generated in exercise 1. Then ask them to share their responses with the whole class. Discuss what the class thinks the main idea of the text is. (All people should take action against corruption.)
3. In pairs, learners discuss the answers to the comprehension questions and then work individually to write the answers in their exercise books.
4. Have the learners work in pairs to take turns to read aloud different sections of the text to each other. Remind them to focus on reading aloud with fluency, expression and the correct pronunciation. While they are doing this, circulate, observe and assist where necessary.

## Answers

3. a) Mr. Assibey (1)
- b) No. The text says it is "unusual for him". (2)
- c) She heard her boss, Mr. Assibey, order someone to bring a car quickly and then she heard the sound of the car arriving. (2)
- d) She wanted to get a clear view of what was going on. (1)
- e) The security guard. He was helping to load the goods into the car. (2)
- f) She decided to report him to the CEO. (1)
- g) She asked her friend to follow the car to find out where the goods were being taken, and to take photos as evidence. (2)
- h) He placed hidden cameras in the compound. (1)
- i) It prevents companies from growing and reduces the productivity of different industries. (2)
- j) Learner's own response, with reasons (2)
- k) Learner's own response, with reasons. For example: I think they felt proud because although she owed her job to Mr. Assibey, she was going to report him. (2)
- l) And they/the police arrested the security guard, too. (1)
- m) Hidden cameras had been placed all over the compound by the CEO. (1)

**Total marks: 20**

## Assessment

**Teacher assessment:** Use the memorandum provided in the Answers section to assess the following indicator (based on the answers for exercise 3). Award a total mark out of 20.

**B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts**

## Grammar (Learner's Book page 249)

### ACTIVITY 5

### Understand and use reported speech (CLASS/INDIVIDUAL)

1. Work as a class. Play a few rounds of "He said / She said". One volunteer says something, for example, *I eat toast for breakfast*. Another volunteer reports what the first volunteer said: *He said that he ate toast for breakfast*. Tell learners we call this reported speech. Work through the information and examples in the Learner's Book. Write the example from the information box on the board: *He said, "I do not pay bribe money."* Demonstrate how to change this into reported speech by erasing the quotation marks and comma, adding 'that', changing 'I' to 'he' and changing the tense from 'do' to 'did'.
- 2–3. Working individually, the learners write the answers in their exercise books.
4. Tell learners that their sentences should form part of a news report. The report could be on corruption or on any other topic.
5. Provide learners with links to practise direct and reported speech online. Before the lesson, identify suitable websites to ensure the content is appropriate and relevant to the curriculum.

### Answers

2. 

|                    |                    |
|--------------------|--------------------|
| a) reported speech | b) direct speech   |
| c) reported speech | d) reported speech |
| e) direct speech   | f) reported speech |
| g) direct speech   | h) direct speech   |
| i) reported speech |                    |
3. 

|                                                                                  |
|----------------------------------------------------------------------------------|
| a) The man said that he would share half of the money.                           |
| b) Tiwaah recounted that she had seen Mr. Assibey with her own eyes.             |
| c) She said that that week had been hectic.                                      |
| d) Mansa said that Mr. Assibey was involved in corrupt practices.                |
| e) My father advised that I should report people who engaged in corruption.      |
| f) I asked her if/whether she would report her corrupt boss.                     |
| g) Mansa asked/inquired where I worked.                                          |
| h) She explained that the security guard had helped her boss steal the goods.    |
| i) Her father said that corrupt people are nation wreckers. (Also accept 'were') |
4. Learner's own sentences

## 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.

### Extension activity

Ask learners to find examples of direct speech in news reports and change them to reported speech.

## Writing (Learner's Book page 251)

### ACTIVITY 6

#### Write a personal narrative

(CLASS/INDIVIDUAL)

1. Work as a class. Explain that a personal narrative is a story about something that happens to you. Point out that the story in the reading text in this unit is an example of a personal narrative. Work carefully through the information in the Learner's Book.
2. Working individually, learners plan their narrative using the mind map given.
3. Learners draft their narrative.
4. Learners revise and edit their narrative using the given checklist.
5. Learners publish their story using ICT (Information and Communication Technology) skills if equipment is available.

### Assessment

**Teacher assessment:** Use the rubric for a personal narrative on page xxvi of the Introduction to this Facilitator's Guide to assess the following indicator:

**B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences**

## Literature (Learner's Book page 252)

### ACTIVITY 7

#### Analyse the elements of a written narrative

(INDIVIDUAL/GROUP)

1. Working individually, the learners read the personal narrative.
2. The learners read it a second time and identify the elements of a narrative (characters, setting, plot, point of view, theme).
3. In groups, learners discuss the questions about the plot, setting and characters and then share their responses with the rest of the class.

### Answers

3.
  - a) Mr. Frimpong and Mr. Owusu (2)
  - b) A government department and hotel lounge in Ghana. (2)
  - c) It is a first-person point of view. (1)
  - d) Mr. Frimpong is asked by his manager, Mr. Owusu, to award the tender to a particular company. Mr. Frimpong refuses. Mr. Owusu introduces him to four men and a woman who work for the company, who try to bribe Mr. Frimpong. He rejects the bribe. In the end, the tender is awarded to another company. (6)
  - e) The theme is corruption / the need to fight corruption. (1)
  - f) The values highlighted are truth, honesty, integrity, lack of greediness. (Any 3) (3)

**Total marks: 15**

### Assessment

**Teacher assessment:** Use the memorandum for exercise 3 in the Answers section to assess the following indicator:

**B7.5.1.1.2. Analyse the elements of written literature (narrative)**

## Introduction

The theme of this unit relates to the topic of Festivals, which is one of the topics selected in the syllabus for B7. In this unit, learners will use appropriate language to describe experiences, and use appropriate sentence and word stress. They will prepare to read a text as well as generate and answer questions to increase understanding of the text. In addition, learners will understand and use proverbs, write a personal narrative, and analyse the elements of written literature (narrative).

## 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                                                                                                                                                 |
| <b>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations</b>  | <b>B7.1.1.1.3. Use appropriate language orally to describe experiences about oneself and others</b> <ul style="list-style-type: none"> <li>Use               <ul style="list-style-type: none"> <li>language: tense structures, variety of sentences, figurative expressions, etc.</li> <li>vocabulary: nouns, adjectives, adverbs, etc. to communicate about one's experiences and those of others in specific situations</li> </ul> </li> </ul> <b>(Activity 1)</b>                                                           | Communication and Collaboration<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Presentation |
|                                                                                         | <b>B7.1.1.1.5. Use techniques (voice modulation and eye contact) for effective oral communication</b> <ul style="list-style-type: none"> <li>Converse using appropriate voice: word stress and sentence stress</li> </ul> <b>(Activity 2)</b>                                                                                                                                                                                                                                                                                   | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation      |
| Strand 2: Reading                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                   |
| Sub-strand 1: Comprehension                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                   |
| Content Standard                                                                        | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Core competencies                                                                                                                                                 |
| <b>B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading</b> | <b>B7.2.1.1.2. Use prediction to assess and improve understanding of texts</b> <ul style="list-style-type: none"> <li>Make predictions about the content of a text using:               <ul style="list-style-type: none"> <li>prior knowledge</li> <li>visual and text features</li> <li>typographical features</li> <li>organisational patterns</li> <li>organisational structure</li> </ul> </li> <li>Ask questions to form ideas</li> <li>Answer questions to elicit understanding (meaning)</li> </ul> <b>(Activity 3)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation      |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                       |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
|  | <b>B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts</b> <ul style="list-style-type: none"> <li>• Read a text closely for implicit meaning</li> <li>• Write questions to guide reading</li> <li>• Look back at questions as you read and create a link with text</li> <li>• Provide and interpret evidence to support understanding</li> <li>• Answer questions accurately</li> <li>• Use the answers to identify the main idea of the text</li> </ul> <b>(Activity 4)</b> | Communication and Collaboration<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|

### Strand 3: Grammar usage

#### Sub-strand 3: Vocabulary

| Content Standard                                                                                | Indicators                                                                                                                                                                                                                                                                                                                                            | Core competencies                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B7.3.4.1: Demonstrate understanding of use of aesthetic language to enrich communication</b> | <b>B7.3.4.1.1. Explore the use of proverbs to enrich communication</b> <ul style="list-style-type: none"> <li>• Identify and examine proverbs in context to figure out their meanings</li> <li>• Find Ghanaian proverbs to match the English ones identified</li> <li>• Use proverbs to construct meaningful sentences</li> </ul> <b>(Activity 5)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Digital Literacy<br>Presentation |

### Strand 4: Writing

#### Sub-strand 2: Text types and purposes

| Content Standard                                                                                                                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Core competencies                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/ information and persuasion), audiences and contexts</b> | <b>B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences</b> <ul style="list-style-type: none"> <li>• Plan and record ideas detailing personal experiences or past events: <ul style="list-style-type: none"> <li>– Use: <ul style="list-style-type: none"> <li>» descriptive details</li> <li>» first-person point of view to convey feelings, experiences and thoughts</li> <li>» appropriate grammatical structures</li> </ul> </li> </ul> </li> <li>• Edit/proofread the writing for sense, meaning and effect</li> <li>• Publish writing using different media including ICT</li> </ul> <b>(Activity 6)</b> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Cultural Identity and Global Citizenship<br>Digital Literacy<br>Presentation |



## Strand 5: Literature

### Sub-strand 1: Narrative, Drama and Poetry

| Content Standard                                                                                            | Indicators                                                                                                                                                                                                                                                         | Core competencies                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B7.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning</b> | <b>B7.5.1.1.2. Analyse the elements of written literature (narrative)</b> <ul style="list-style-type: none"> <li>Compare plot, setting and characters between two texts</li> <li>Compose and read out simple narratives<br/>(Activity 6 and Activity 7)</li> </ul> | Communication and Collaboration<br>Personal Development and Leadership<br>Creativity and Innovation<br>Critical Thinking and Problem Solving<br>Presentation |

## Resources

- Learner's Book pages 255–264
- Dictionaries

## Review

Before you begin Unit 21 review the main skills and concepts developed in Unit 20 with the class. They are:

- the diphthong /au/
- writing a personal narrative
- reported speech
- elements of a narrative.

## Teaching methodology

### Oral Language (Learner's Book page 255)

#### ACTIVITY 1

#### Use appropriate language to describe experiences

(GROUP)

- Learners work in groups to discuss the photographs of festivals and describe their experiences of festivals. Encourage them to use figurative expressions such as metaphors and similes, as well as appropriate nouns, adjectives and adverbs to describe their experience.
- Have a short feedback session afterwards.

## Assessment

**Self/peer assessment:** Have groups share their descriptions of festivals they have experienced with the class.

#### Remedial activity

If learners struggle to describe their experience of festivals, write vocabulary on the board for them to refer to, such as *palanquins, umbrellas, costumes, dancing, cheering, singing, lively, colourful, joyfully*, etc.

#### ACTIVITY 2

#### Use appropriate sentence and word stress

(CLASS/PAIR/INDIVIDUAL)

- Work as a class. Ask volunteers to say the following sentences aloud:
  - Do not create such a mess!
  - I am excited about our holidays.
  - I love eating cake.

Ask: Which word or words in each sentence did you say louder than the rest? (Answers: a) do not; b) excited, holidays; c) love, cake) Remind them that more important words are usually said with more emphasis than others, and this is called sentence stress. Tell them that now they will focus on how to converse using appropriate word stress. Work through the information and examples in the Learner's Book. Read the two examples aloud, exaggerating the emphasis on the first syllable of 'increase' when it is a noun and on the second syllable when it is a verb. Write the examples below on the board, read them aloud and ask learners to say where the sentence stress falls. Suitable sentence stress is shown here by underlining:

- There has been an INcrease in the number of people participating in festivals recently.
- Let us inCREASE the number of tickets available for the festival.

2. Read the words aloud to the class. Learners repeat after you, and then practise saying the words in pairs.
3. In pairs, learners take turns to read the sentences aloud and choose the word with the correct stress depending on whether it is a noun or verb.
4. Working individually, learners complete the table.
5. Learners use words from exercise 4 to complete the sentences.

## Answers

3. a) The festival organisers needed to get a **per**mit for the event.  
b) There has been a **de**crease in the number of people attending this festival.  
c) Chocolate is one of Ghana's main **ex**ports.  
d) We need to **im**port palanquins for the celebration.  
e) We can **con**vert pounds into cedi.

| 4. | Nouns                                                                                     | Verbs                                                                                     |
|----|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
|    | <b>per</b> mit<br><b>de</b> crease<br><b>ex</b> port<br><b>im</b> port<br><b>con</b> vert | per <b>mit</b><br>de <b>crease</b><br>ex <b>port</b><br>im <b>port</b><br>con <b>vert</b> |

5. a) permit      b) decreased      c) exports      d) import      e) convert

## 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.

## Extension activity

Challenge learners to find more such words using the Internet or dictionaries, for example 'suspect' and 'convict' (which they may remember from Unit 20).

## Reading (Learner's Book page 257)

### ACTIVITY 3

### Prepare to read a text

(PAIR)

1. Learners work in pairs to predict the text from the title and features.
2. Read aloud the text or ask for volunteers to read it aloud, while the learners follow in their books. Encourage them to think about whether their predictions were correct or not. Ask a few individuals to share their ideas with the rest of the class.

## Answers

1. a) Title: Someone becomes lost at a festival. Picture: It is probably a young boy, who then walks into a smart-looking place.
- b) Learner's own response
- c) narrative text or story
- d) Ada
- e) Note: The meanings of the words in bold are listed in the Glossary at the back of the Learner's Book.

## Assessment

**Self/peer assessment:** Learners share their responses with the class.

### ACTIVITY 4

### Generate and answer questions about a text

(CLASS/INDIVIDUAL/PAIR)

1. Learners read the text silently, pausing after each paragraph to generate questions about the text. Encourage learners to write down their questions. They then share their questions with the rest of the class. Write any relevant questions on the board for learners to refer to for exercise 2.
2. Working individually, learners read the text silently again and think about the answers to the questions that they generated in exercise 1. Then ask them to share their responses with the whole class. Discuss what the class thinks the main idea of the text is. (People should listen to advice. / People should not do what is forbidden.)
3. In pairs, learners discuss the answers to the comprehension questions and then work individually to write the answers in their exercise books.
4. Have the learners work in pairs to take turns to read aloud different sections of the text to each other. Remind them to focus on reading aloud with fluency, expression and the correct pronunciation. While they are doing this, circulate, observe and assist where necessary.

## Answers

3. a) He plays with his friends. (1)
- b) They planned to sneak away to the festival. (1)
- c) No, because he persuaded his mother to let him go. (2)
- d) It celebrates the victories won by the warriors of Ada village years ago and celebrates the start of the new harvest season. (2)
- e) Any **two** of: the warriors entered the forest chanting war songs and shooting muskets; there was a canoe race; rituals were performed; chiefs were carried in palanquins; there was drumming and pouring of libations. (2)
- f) The fetching of water using a basket. (1)
- g) He wanted to see the secret ritual at the palace. (1)
- h) He got lost and security guards found him and put him in a dungeon. His friends became worried because they couldn't find him. (2)
- i) Learner's own opinion, with a reason (2)
- j) Learners should answer "Yes" and give two reasons, for example: Yes, he argued with his mother until she agreed to let him go to the festival. He went to the palace even though it was forbidden and his friend had said it was too risky. (Also: The story says that he always ignored his family's advice when he had set his mind on something.) (2)

- k) Enquiring into other people's business can be dangerous, hence you should mind your own business. (2)
- l) Kojo told Kwaku that Kwame was probably just enjoying himself somewhere. (2)

**Total marks: 20**

## Assessment

**Teacher assessment:** Use the memorandum provided in the Answers section to assess the following indicator (based on the answers for exercise 3). Award a total mark out of 20.

### B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts

## Grammar (Learner's Book page 259)

### ACTIVITY 5

### Understand and use proverbs

(CLASS/PAIR/GROUP)

1. Work as a class. Discuss the information about proverbs. Ask learners to think of one or two Ghanaian proverbs to confirm they understand the concept.
- 2–4. Learners work in small groups or pairs but individually complete the exercises in their books. See the Remedial activity suggestion for exercise 4 below for an option of presenting this exercise.
5. In small groups or pairs, learners make up situations in which they would use the English proverbs in exercise 4. Have a short feedback session afterwards and write correct sentences on the board for the learners to copy.
6. Allow learners to search online for more proverbs. They should share the proverbs and their meanings with the class.

## Answers

|    |                                                 |                                                                                   |
|----|-------------------------------------------------|-----------------------------------------------------------------------------------|
| 2. | a) Pride comes before a fall.                   | If you are too proud or arrogant, something will happen to make you look foolish. |
|    | b) Beauty is only skin deep.                    | A person's character is more important than how he or she looks.                  |
|    | c) Beauty is in the eye of the beholder.        | What may seem beautiful to one person may not seem so to another.                 |
|    | d) Don't count your chickens before they hatch. | Don't make plans that depend on future events that may not happen at all.         |
|    | e) Actions speak louder than words.             | What you do shows your real attitude or feelings better than what you say.        |
|    | f) All that glitters is not gold.               | Things that look good outwardly may not really be as valuable or good.            |
|    | g) Always put your best foot forward.           | Try as hard as you can or give your best.                                         |
|    | h) A friend in need is a friend indeed.         | Someone who supports us when things are difficult is a real friend.               |
|    | i) An empty vessel makes the most noise.        | Foolish or stupid people are the most talkative.                                  |
|    | j) A picture is worth a thousand words.         | It is easier to show or explain something through a picture than through words.   |

3.
  - a) Akua should not boast about her solo dance at the coming festival, because **pride comes before a fall**.
  - b) If you want to succeed in life, **always put your best foot forward**.
  - c) You like that dress, but I do not. I guess **beauty is in the eye of the beholder**.
  - d) That beauty queen was so rude to the journalist! It shows you it is true that **beauty is only skin deep**.
  - e) Don't just complain about the pollution in your village all the time. Do something about it! Remember, **actions speak louder than words**.
  - f) I could not find the right words to apologise to him. So, I decided to give him a hand-drawn card. As they say, **a picture is worth a thousand words**.
  - g) Grandma always warned my sister against young men with flashy wristwatches. She used to say that **all that glitters is not gold**.
  - h) Do not spend so much money! You do not have that job yet, so **don't count your chickens before they hatch**.
  - i) When our house was flooded last year, our friend Kofi spent a whole week helping us. We just realised again that **a friend in need is a friend indeed**.
  - j) That politician talks and talks but never really answers any questions. Like they say, **an empty vessel makes the most noise**.
4.
  - a) A crab does not give birth to a bird.
  - b) The rod that was used to punish Takyi is the very same one that will be used to strike Baah.
  - c) One head does not go into council.
  - d) The elder who looks on as the young people he lives with feast on a snake, is considered a snake eater himself.
  - e) If nothing had rustled the dry palm fronds, there would not have been a sound.
  - f) If you prevent your friend from harvesting nine, you'll also fail to harvest ten.
  - g) The wise are spoken to in proverbs, not plain language.
  - h) Someone's delicacy is the intestines of an *odompo*.
  - i) The one who has been bitten by a snake before, is afraid of a worm.
5. Learner's own responses
6. Learner's own examples

## 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 Ghanaian proverbs in random order for them to match to the English proverbs for exercise 4.

## Writing (Learner's Book page 261)

### ACTIVITY 6

### Write a personal narrative

(CLASS/GROUP/INDIVIDUAL)

1. Revise the information from the previous unit on personal narratives if needed.
2. In groups, learners brainstorm ideas for a personal narrative about a festival. They share their ideas with the rest of the class afterwards.

3. Working individually, learners plan a personal narrative using the given table.
4. They write a draft of their narrative.
5. They revise and edit their narrative using the given checklist.
6. They publish their narrative using ICT skills if equipment is available.

### Assessment

**Teacher assessment:** Use the rubric for a personal narrative on page xxvi of the Introduction to this Facilitator's Guide to assess the following indicator:

**B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences**

### Literature (Learner's Book page 262)

#### ACTIVITY 7

#### Analyse the elements of a written narrative

(PAIR/GROUP/INDIVIDUAL)

1. Learners read the narrative silently to themselves.
2. Have them read it a second time and while reading it, think about the elements of a narrative. They should share their ideas with the rest of the class. Learners should identify the following: plot, characters, setting (time and place), theme (or lesson or moral), climax (most exciting part).
3. In groups, learners discuss the questions and then share their responses with the rest of the class.
4. Working individually, learners plan, draft, revise and edit a simple written narrative on one of the given topics. Finally, ask learners to read out their narratives. They can either do this in groups or to the whole class.

#### Answers

3. a) Mama Korkor and Maku, the two wives of Nene Huadzi (2)
- b) a coastal village called Kablevu-Ada (1)
- c) Suggested plot summary:
  - The villagers wanted Nene to take a second wife as his first wife, Mama Korkor, had not borne any children. He was reluctant, but Korkor persuaded him to take a second wife.
  - His second wife, Maku, gave birth to two daughters whom Korkor treated lovingly, despite the fact that Maku tried to make her jealous.
  - Korkor helped an old woman who told her that she would have an heir to the throne. Years passed but Korkor did not become pregnant.
  - Then, she discovered she was pregnant at the same time as Maku and the women both gave birth to boys, with Korkor's child being two days older.
  - Maku was furious that she was not the mother to the heir. She tried to kill Korkor's son by giving him poisoned food but he generously swapped his food with Maku's son that day.
  - Maku's son died and Maku confessed what she had done. She fell ill from grief and died, asking Korkor to take care of her daughters. (6)
- d) That it is important to be generous, forgiving and loving. (1)

e) Learner's own response, an example is provided here.

(10)

|                                                                      | My corrupt boss                                                                                                                                                       | The wicked stepmother                                                                                             |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| What is the setting of the narrative?                                | The present, Ghana (1)                                                                                                                                                | The past, a coastal village called Kablevu-Ada in Ghana (1)                                                       |
| How do the main characters in each narrative behave?                 | Tiwaah is honest because she wants to report her corrupt boss. She is also clever as she asks her friend to follow the vehicle with stolen goods to get evidence. (2) | Korkor behaves in a generous, forgiving and kind-hearted way. Maku is cruel and wants everything for herself. (2) |
| What is the moral of the plot?                                       | Corruption does not pay. (1)                                                                                                                                          | People who are cruel will be punished whereas the good will be rewarded. (1)                                      |
| Which part of the narrative did you find the most exciting, and why? | When the police came to arrest Tiwaah's boss, because it was a surprise. (1)                                                                                          | When Kabu was poisoned, because his mother had meant to poison Katey. (1)                                         |

**Total marks: 20**

## Assessment

**Teacher assessment:** Use the memorandum for exercise 3 in the Answers section to assess the following indicator:

**B7.5.1.1.2. Analyse the elements of written literature (narrative)**

## Term 3 Revision and assessment

### Assessment (Learner's Book page 265)

#### English Language – Paper One: Memorandum

##### Part A English sounds

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

(10 × 1 = 10)

##### Part B Vocabulary

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

(10 × 1 = 10)

##### Part C Grammar

###### Section 1

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

(10 × 1 = 10)

###### Section 2

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

(10 × 1 = 10)

Total marks: 40

#### English Language – Paper Two: Memorandum

##### Part A Writing

1. Learner's own dialogue. Use the rubric for a dialogue on page xxviii of the Introduction to this Facilitator's Guide for assessment. (10)
2. Learner's own personal narrative. Use the rubric for a personal narrative on page xxvi of the Introduction to this Facilitator's Guide for assessment. (30 ÷ 3 = 10)

(20)



## Term 3 Revision and assessment

### Part B Reading comprehension

1. There are estimated to be between 200 and 300 Cross River Gorillas left in the world. (1)
2. The IUCN's Red List is a list of animals that are in danger of becoming extinct. (1)
3. Two other species that are already extinct are the Crowned Guenon and the Grey-cheeked Mangabey. (2)
4. Poaching is a threat to Cross River Gorillas because poachers kill the animals for bushmeat and this leads to a decrease in their numbers. (2)
5. The gorillas are losing their habitat due to deforestation (for human settlement and agricultural activity) and logging. (2)
6. Answers may vary. For example: The best way for local communities to be involved in conserving the gorillas is to educate them about the economic and environmental benefits of conservation, so that they feel more responsible about the species. (2)
7. Model paragraph:  
Cross River Gorillas, an endangered species, live in the mountains bordering Cameroon and Nigeria. They are named after the river there. It was thought that they were extinct, but now it is estimated that there are no more than 300 of these animals remaining. They are difficult to find because of the mountainous area where they live. They are on the IUCN's Red List. The reasons why their numbers are declining include poaching, deforestation and logging, which affect their habitat. The slow birth rate of the females and inbreeding means that the number of healthy babies that are born is low. The animals may be infected by human illnesses too. Attempts to prevent the animals' extinction include providing them with a protected environment, educating the local inhabitants about the financial and environmental benefits of conservation, educating young people about the importance of preserving the forests and creatures living there, promoting wildlife tourism and co-operation with the Cameroonian and Nigerian governments' efforts. (161 words) (10)

**(20)**

### Part C Literature

#### Section 1

1. The main characters in the story are Fish and Leopard. (2)
2. The story is set long ago in the grasslands/bush where leopards are found. (2)
3. The main event is when Leopard comes home unexpectedly one night to find Fish and his wife together. (1)
4. Leopard decided not to punish Fish himself because they had been friends for so long that he would rather report the matter to the king. (1)
5. The king thought that the fact that Leopard was Fish's friend made the betrayal even worse and the case therefore very serious. (1)
6. The king ordered Fish to live in water in future and, if he ever came on land, he would die. He also ordered that humans and animals could catch and eat Fish. (2)
7. Answers may vary. A possible answer is: Why Fish live in Water. (1)

**(10)**

## Term 3 Revision and assessment

### Section 2

1. The poem has 14 lines, which is what a traditional sonnet has. (1)
2. The rhyme pattern in the first verse is as follows: A B A B (1)
3. The rhyme pattern in the last verse is G G, whereas the rhyme pattern in verses 1, 2 and 3 is A B A B, C D C D, E F E F. (2)
4. There are 10 syllables in each line. (1)
5. You should stress every second syllable, starting with the second syllable in each line. (2)
6. It is a metaphor since there is no use of 'like' or 'as' in the comparison. (2)
7. The personification is in the verb "shake" as the movement of the wind on the buds of the trees is given a human-like quality. (1)

**(10)**

**Total marks: 60**



# ESSENTIAL

# English

## Basic 7

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