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Facilitator's Guide



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English

Basic 9

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 curricula. But what exactly are these, and which ones should we be focusing on?

The basic 21st century skills include the 4Cs:

- critical thinking
- communication
- creativity
- collaboration.

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

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

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

Ways of Thinking

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

Ways of Working

4. Communication
5. Collaboration (teamwork)

Tools for Working

6. Information literacy
7. ICT (digital) literacy

Living in the World

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

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

Category	Core competencies and 21st century skills
Ways of thinking	<p>Creativity and innovation: Creativity is the process of generating new and unique ideas. Innovation is the process of putting those ideas into reality. Learners participate in numerous speaking and writing activities that require them to be creative and innovative.</p> <p>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>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>
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>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>
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: 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.</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>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>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>

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. They are encouraged to use these questioning skills throughout the book. Topics they explore include the Advantages and Disadvantages of the Internet, Artificial Intelligence, Inventions, Entrepreneurship, Threats to the Environment and issues around Child Labour.
- **Perseverance** – an ability to pursue a problem until a satisfying solution is found.
Persevering is a message that is introduced in the Learner's Book, where certain texts encourage learners to think about the importance of working hard and steadily to achieve a good education.
- **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.
- **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.
- **Willingness to reflect** – a willingness to critically review their work and to improve on it.

Values learners should develop

The following values are embedded in this course:

- **Respect** for the nation of Ghana, its institutions, laws, culture, citizens and international friends.
- **Social cohesion:** Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners should respect the views of all persons and see national diversity as a powerful and positive force. They should also be aware of how stereotypes are formed and how harmful they can be.
- **Equity:** The socio-economic development across Ghana is uneven and learners are from diverse backgrounds. All learners should have equal opportunities, and all should strive to care for one another, personally and professionally.
- **Commitment to achieving excellence:** Learners should appreciate opportunities provided for them and persist in doing their best in every endeavour through creative and critical thinking and the use of modern technology.

- **Teamwork/collaboration:** Learners should engage with learning in a peaceful, constructive, collaborative and team-oriented environment.
- **Truth and integrity:** Learners should become individuals who will consistently tell the truth, irrespective of consequences; be morally upright with the attitude of doing the right thing, even when no one is watching; be true to themselves and lawful beliefs; and be willing to demonstrate honesty and compassion.

Creative pedagogical approaches

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

Learning-centred pedagogy

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

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

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

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

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

Inclusion

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

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

The curriculum, therefore, promotes meaningful learning that:

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

Differentiation and scaffolding

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

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

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

Common scaffolding strategies:

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

Information and communications technology

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

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

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

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

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

Poetry

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

Literature

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

Grammar sites

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

General sites

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

Others

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

Low cost or no cost materials

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

Newspapers

You can use newspapers in various ways in the classroom:

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



The inverted pyramid structure of articles

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

Leaflets, flyers, posters

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

Broadcast media

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

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

Packaging

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

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

Games

Keep language games in the classroom, such as Scrabble.

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

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

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

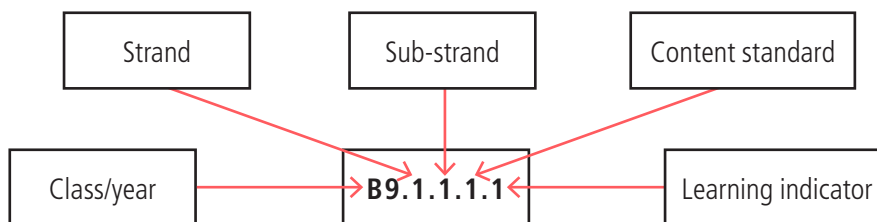
There are other word games suitable for young people at sites such as [Improvememory.org](https://www.improvememory.org).

Organisation of the curriculum

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

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

- **Curriculum reference numbers** provide a unique annotation to number the strands, sub-strands, content standards and indicators, as shown below:



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

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 oral language, reading and writing aspects of the lessons. Learners are also provided with theory and practice in a separate grammar section.

Writing

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

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

Literature

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

Integration of skills

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

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

Assessment

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

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

Diagnostic assessment

Diagnostic assessment is a form of pre-assessment or pre-test that allows the teacher to evaluate individual learners' strengths, weaknesses, knowledge and skills. Ideally, diagnostic assessment should be done at the beginning of the year. We suggest teachers use the activities in Unit 1 of the Learner's Book for this purpose. An outline of how this can be done is given below. We have also provided an activity based on register. For B9 it is Oral Language, using appropriate register in everyday communication.

Oral Language

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

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

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

Reading

Read and understand a text: Activity 4, Exercise 2, 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

2.
 - a) They are scared that they will fail the exams. (1)
 - b) self-discipline, conscious effort (2)
 - c) They should make a To-do list. (1)
 - d) No. "have enough rest and fun" (2)
 - e) Those students might distract you so that you do not concentrate in class. (1)
 - f) Reduce (1)
 - g) Repeat the material aloud to yourself from your memory, using your own words. (2)
 - h) "active participant" (1)
 - i) Your teacher does not know whether you have understood the work or not, so each learner must ask questions if necessary. (2)

- j) mnemonic (1)
- k) Learners who exercise regularly achieve more success with their studies. (2)
- l) As soon as possible, so that you are always managing your studies. (2)
- m) Accept any reasonable answer. For example: I think the advice about asking questions is important, because that will result in learners paying attention in class and getting extra explanations they might need. (3)
- n) Accept any reasonable answer. For example: form study groups with classmates, watch educational programmes on television or on the Internet. (2)
- o) Accept any reasonable answer. For example: I want to improve my language marks so that I can study journalism. I will follow all the advice in this article, and I will read books and newspapers in my spare time. (3)
- p) You also had to take notes when your teacher was teaching. (2)
- q) abstract noun – advice; common noun – article (2)

Total marks: 30

Grammar

Use subject and predicate in a sentence: Activity 6, Exercise 3, page 9

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

Memorandum

3. a) Reading books and newspapers helps to improve your language skills.
 b) Everyone in B9 must cultivate a good reading habit.
 c) Learning to improve performance takes determination.
 d) The government of Ghana has championed a reading project for learners.
 e) Kofi Mensah revises his notes every day.
 f) Reflecting on the previous term's results made all the learners change their study plans.
 g) The Internet is a good source of information.
 h) Badu and Manu read a storybook every week.

Writing

Write a sentence: Activity 7, Exercise 3, page 10

Learners write their sentences. Take in their work and use the rubric below to mark it. Identify which learners struggle to write good sentences.

Rubric: Sentence		
Content	<ul style="list-style-type: none"> The sentence is about the given topic. (1) 	1 mark
Layout	<ul style="list-style-type: none"> Each sentence starts with a capital letter and ends with a full stop (or an exclamation mark). (1) The sentences are numbered and each sentence is written on a new line. (1) 	2 marks
Language	<ul style="list-style-type: none"> The sentences are compound sentences. (1) Each sentence uses a coordinating conjunction. (1) 	2 marks

Rubric: Sentence (<i>continued</i>)		
Spelling, grammar and punctuation	<ul style="list-style-type: none"> The spelling is correct. (1) The grammar is correct. (1) Commas are used correctly. (1) 	3 marks
Process	<ul style="list-style-type: none"> A rough draft of the sentences was written first. (1) Learner revised and edited their rough draft before writing a final, neat copy. (1) 	2 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 xxii and xxx of this Introduction.
- **Oral Language (listening and speaking) tasks:** Rubrics to assess the different skills are provided on page xxi of this Introduction.

Summative assessment

Assessment of learning

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

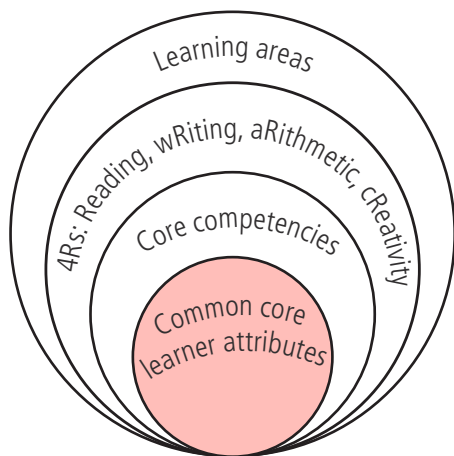
In this course, we have provided **Revision and assessment** sections at the end of each term in the Learner’s Book. These can be used for AoL. They cover the skills learnt during the term, including vocabulary, grammar, writing, reading comprehension and literature.

What do we assess?

Assessment in the Common Core Programme (CCP) emphasises:

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

The process is illustrated diagrammatically below.



Essential features of assessment

How do we monitor progress?

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

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

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

Reporting school-based assessment (SBA) in the CCP

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

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

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

Accommodating learners with different ability levels

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

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

Teacher assessment rubrics

Use the following rubrics to assess learners' listening and speaking and writing tasks in Basic 9.

Oral Language (listening and speaking)

Conversation		
Content	<ul style="list-style-type: none"> The content is based on the given topic/text/issue. (1) 	1
Organisation	<ul style="list-style-type: none"> All partners in the conversation participate and take turns to speak. (1) All partners listen attentively 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 partner(s) can hear them. (1) Pronunciation and grammar are correct. (1) 	2
Total marks		.../10

Ask and respond		
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 an appropriate register. (1) All partners use open-ended questions. (1) All partners use appropriate vocabulary. (1) 	3
Mechanical accuracy	<ul style="list-style-type: none"> All partners speak clearly so that all partners can hear them. (1) Pronunciation and grammar are correct. (1) 	2
Total marks		.../10

Listen and discuss/debate		
Content	<ul style="list-style-type: none"> The content is based on the given issue/topic. (1) Opinions are backed up with sound reasoning. (3) 	4
Organisation	<ul style="list-style-type: none"> All partners in the discussion participate and take turns. (1) All partners listen attentively to what others say. (1) 	2
Expression	<ul style="list-style-type: none"> Open-ended questions are asked. (1) An appropriate register is used. (1) Grammatically correct language and appropriate vocabulary are used. (1) 	3
Mechanical accuracy	<ul style="list-style-type: none"> All partners make eye contact, use appropriate body language and gestures, and speak clearly so that the rest of the group can hear them. (1) 	1
Total marks		.../10

Writing

Information/Expository essay		
Content	<ul style="list-style-type: none"> The content is relevant to the given topic. (3) There is no irrelevant content. (1) The learner has researched the information. (1) The introduction clearly states the topic and how the essay will explore it. (2) The body paragraphs expand on the given topic. (3) The conclusion is relevant to the topic, summarising the content, looking ahead to the future, etc. (2) 	12
Organisation	<ul style="list-style-type: none"> The essay has a title. (1) The body of the essay consists of three or more paragraphs, each one about a different subtopic. (1) Each paragraph has a topic sentence and supporting sentences. (3) 	5
Expression	<ul style="list-style-type: none"> The essay is written in a formal tone and register. (2) The language does not include contracted forms, interjections, idioms and proverbs. (1) The learner shows evidence of a wide vocabulary. (1) The learner is able to use different types of sentences. (1) 	5
Mechanical accuracy	<ul style="list-style-type: none"> The spelling is correct. (1) The grammar and punctuation are correct. (2) Paragraphs are well-structured. (2) Logical connectors express the link between paragraphs and sentences. (2) The writing process has been used. (1) 	8
Total marks		.../30

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

Descriptive essay		
Content	<ul style="list-style-type: none"> The theme relates to the title. (1) The essay describes a person, object, animal, scene, place or event, etc. (1) The introduction introduces the subject, and says why it is being described. It starts with an interesting sentence. (3) The body provides a lot of details about the subject. (3) The conclusion gives a summary of the main points in the description. (2) 	10
Organisation	<ul style="list-style-type: none"> The essay has a title. (1) The essay is organised into three distinct parts: an introduction, body and conclusion. (3) The body of the essay consists of three or more paragraphs. (1) 	5
Expression	<ul style="list-style-type: none"> The tone and register of the essay are appropriate and reflect the atmosphere or mood of the text. (2) The details about the subject are presented in a clear, logical order. (3) The essay includes descriptive language and vocabulary, including adjectives, adverbs, figures of speech, idioms and proverbs. (3) The essay includes images of sight, sound, hearing, taste and touch. (1) The essay 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 linking (transitional) words. (1) Each paragraph introduces a new idea or aspect. (1) The writing process has been used. (1) 	5
Total marks		.../30

Argumentative/Persuasive essay		
Content	<ul style="list-style-type: none"> The content is relevant to the given topic, and will persuade the reader to agree with the writer. (3) The learner has researched the information. (1) The introduction states clearly what the topic is and what the learner's opinion is. (1) The body paragraphs expand on the given topic. (3) An above-average essay will address the opposing point of view, explaining flaws and weaknesses. (2) The conclusion is relevant to the topic, summarising the content, looking ahead to the future, etc. (2) 	12
Organisation	<ul style="list-style-type: none"> The essay has a title. (1) The body of the essay consists of three or more paragraphs, each one about a different subtopic. (1) Each paragraph has a topic sentence and supporting sentences. (3) 	5
Expression	<ul style="list-style-type: none"> The essay is written in a formal tone and register. (2) The language does not include contracted forms or slang. (1) The learner shows evidence of a wide vocabulary. (1) The learner is able to use different types of sentences. (1) 	5
Mechanical accuracy	<ul style="list-style-type: none"> The spelling is correct. (1) The grammar and punctuation are correct. (2) Paragraphs are well-structured. (2) The learner has used logical connectors to express the link between paragraphs and sentences. (2) The writing process has been used. (1) 	8
Total marks		.../30

Formal letter		
Content	<ul style="list-style-type: none"> The letter is about the given topic. (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) 	9
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 has a heading that states the subject of the content. (1) The letter starts and ends with a suitable salutation and subscription. (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
Mechanical accuracy	<ul style="list-style-type: none"> The words are spelt correctly. (1) The sentences are all grammatically correct and punctuated correctly. (1) The punctuation in the addresses, salutation and subscription is correct. (1) Paragraphs are well-structured, and include a topic sentence, supporting sentences and transitional devices (logical connectors). (2) The writing process has been used. (1) 	6
ICT skills (if applicable)	<ul style="list-style-type: none"> The letter is correctly laid out. (2) The typing is neat and there are no or few typing errors. (1) The font is a suitable size and easy to read. (1) Bold type or underlining is used for the heading (subject line). (1) 	5
Total marks		.../35

Rebuttal letter		
Content	<ul style="list-style-type: none"> The rebuttal is about the given topic. (1) The heading and opening paragraph state what is being rebutted. (2) The body disputes the facts presented in the piece of writing that is being rebutted, and uses facts to do so. It can consist of more than one paragraph. The additional paragraphs introduce new ideas. (4) The conclusion is firm but polite. (2) 	9
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 has a heading or subject line that states the subject of the content. (1) The letter starts and ends with a suitable salutation and subscription. (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

Rebuttal letter (<i>continued</i>)		
Mechanical accuracy	<ul style="list-style-type: none"> The words are spelt correctly. (1) The sentences are all grammatically correct and punctuated correctly. (1) The punctuation in the addresses, salutation and subscription is correct. (1) Paragraphs are well-structured, and include a topic sentence, supporting sentences and transitional devices (logical connectors). (2) The writing process has been used. (1) 	6
ICT skills (if applicable)	<ul style="list-style-type: none"> The letter is correctly laid out. (2) The typing is neat and there are no or few typing errors. (1) The font is a suitable size and easy to read. (1) Bold type or underlining is used for the heading (subject line). (1) 	5
Total marks		.../35

E-mail		
Content	<ul style="list-style-type: none"> The content is relevant to the given topic. (For example, it requests information, makes a formal complaint, provides information, etc.) (3) The introduction states the reason for writing the email. (1) There is no irrelevant content. (1) The learner has researched the information. (1) The body paragraphs expand on the given topic. (3) The conclusion is relevant to the topic, offering follow-up contact, or suggesting further action, etc. (1) 	10
Organisation (including ICT skills, if applicable)	<ul style="list-style-type: none"> The layout follows the conventions of emails: <ul style="list-style-type: none"> To: gives the recipient's email address (1) CC: copies in other people (if relevant) (1) Subject: gives an accurate and short title to the email. (2) The learner has not made the error of including the features of a letter, such as the writer's address in the top right corner. (1) The learner includes a formal greeting. (1) There is a polite ending at the end. (1) The content is divided into paragraphs. (2) The email is neat. (1) 	10
Expression	<ul style="list-style-type: none"> The email is written in a formal, polite and respectful tone and register. (2) The language does not include contracted forms, interjections, idioms and proverbs. (1) The learner shows evidence of a wide vocabulary. (1) The learner is able to use different types of sentences. (1) 	5
Mechanical accuracy	<ul style="list-style-type: none"> The spelling is correct. (1) The sentences are all grammatically correct and punctuated correctly. (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

Summary		
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 did not add any own 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

Dialogue (play script for a scene)		
Content	<ul style="list-style-type: none"> The dialogue is about the given topic. (1) The characters are interesting. (1) The conversation between the characters is clear and makes sense. (1) It is clear what the problem is and that it is solved in the end. (1) 	4
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) Each speaker's words start on a new line. (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 register and tone are suited to the scene. (1) Appropriate vocabulary is used. (1) The dialogue has features of spoken language such as informal expressions, and contractions. (1) The way the characters speak and act shows their personality. (1) 	4
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

Flyer		
Content	<ul style="list-style-type: none"> The content is based on the given topic. (1) The nature of the event is clear. (1) The date, time and place are given. (3) The flyer has essential information only. (1) 	6
Organisation	<ul style="list-style-type: none"> The size is small, for example B5. (1) There are visual design elements (e.g. line, shape, space, colour, type, image). (1) There is a headline, slogan or logo. (1) The information is well laid out and easy to read. (1) 	4
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		.../15

Poster		
Content	<ul style="list-style-type: none"> The content is based on the given topic. (1) An eye-catching heading makes it easy to identify the event that is being advertised. (1) All contact information and event details are included. (2) The poster appeals to a specific target market. (1) The poster has a visual image. (1) 	6
Organisation	<ul style="list-style-type: none"> The heading is in large readable, eye-catching type/lettering. (1) The rest of the information is presented in different smaller font sizes. (1) The design is clear and attractive. (1) The visual image(s) work well with the text. (1) The poster looks neat and professional. (1) 	5
Expression	<ul style="list-style-type: none"> Polite language is used. (1) Appropriate vocabulary is used. (1) 	2
Mechanical accuracy	<ul style="list-style-type: none"> The spelling, grammar and punctuation are correct. (1) The writing process has been used. (1) 	2
Total marks		.../15

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

Report proposing a solution to a problem		
Content	<ul style="list-style-type: none"> The problem is identified. (1) A solution is proposed. (1) It is explained how the solution will work and whether it is cost-effective. (2) Reasons or evidence for why it will work are given. (1) Possible objections and a response to them are given. (2) An explanation is given of why the proposed solution is better than others. (1) 	8
Organisation	<ul style="list-style-type: none"> The report has a clear and concise heading. (1) The first paragraph states the problem. (1) The body paragraph(s) discuss the solution. (1) The final paragraph is a conclusion. (1) 	4
Expression	<ul style="list-style-type: none"> Concise, formal language is used. (1) Logical connectors of reason, such as therefore, since, as, etc., link the ideas. (1) 	2
Mechanical accuracy	<ul style="list-style-type: none"> The paragraphs are well-structured, and have topic and supporting sentences. (2) Each paragraph introduces a new idea or aspect. (1) The spelling is correct. (1) The grammar and punctuation are correct. (1) The writing process has been used. (1) 	6
ICT skills (if applicable)	<ul style="list-style-type: none"> The report is fully typed up and there are no or few typing errors. (2) The font is suitable for a formal document and easy to read. (1) The paragraphs can be clearly distinguished. (1) A suitably larger font size and bold type is used for the heading(s). (1) 	5
Total marks		.../25

Report based on own research		
Content	<ul style="list-style-type: none"> The research topic and methods used are clearly stated. (1) The analysed and interpreted findings, including the results of the research interviews, are presented. (3) Researched background information is given, and there is clear evidence that the learner used more than one source. (2) The research is summed up and recommendations (optional) are given. (2) The questionnaire that was used to gather information is attached. (1) The other sources used are listed at the end of the report. (1) 	10
Organisation	<ul style="list-style-type: none"> The report has a clear and concise heading stating what it is about. (1) The report has a date below the heading. (1) The name(s) of the learner(s) conducting the research are stated below the date. (1) The report is divided into sections with subheadings. (1) The first paragraph explains the research topic. (1) The body paragraphs present findings and information. (1) The final paragraph is a conclusion and presents a summary of the findings, and includes recommendations (optional). (1) 	7
Expression	<ul style="list-style-type: none"> The language is formal and factual. (1) The tenses are a combination of past and present tenses. (1) Paragraphs are well-structured and logical connectors are used. (2) Each paragraph introduces a new idea or aspect. (1) 	5
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
ICT skills (if applicable)	<ul style="list-style-type: none"> The report is fully typed up and there are no or few typing errors. (2) The font is suitable for a formal document and easy to read. (1) The paragraphs can be clearly distinguished. (1) A suitably larger font size and bold type is used for the heading. (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 who, what, when and where 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 by-line. (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 sentences are all grammatically correct. (1) Paragraphs are well-structured, and include a topic sentence, supporting sentences and linking (transitional) words. (1) Each paragraph in the body introduces a new idea, or aspect. (1) The writing process has been used. (1) 	5
Total marks		.../30

Curriculum coverage

Strand 1: Oral Language		
Content standards	Indicators	Units and activities
Sub-strand 1: Conversation/ Everyday discourse B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues	Unit 1, Activity 1 Unit 2, Activity 1 Unit 3, Activity 1 Unit 14, Activity 2
	B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion	Unit 4, Activity 1 Unit 7, Activity 1 Unit 9, Activity 1 Unit 17, Activity 1 Unit 18, Activity 1 Unit 21, Activity 1
	B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues	Unit 3, Activity 1 Unit 5, Activity 1 Unit 6, Activity 2 Unit 7, Activity 1 Unit 8, Activity 1 Unit 9, Activity 1 Unit 13, Activity 1 Unit 14, Activity 2 Unit 15, Activity 2 Unit 17, Activity 1 Unit 18, Activity 1 Unit 19, Activity 1 Unit 21, Activity 1
	B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)	Unit 5, Activity 1 Unit 6, Activity 2 Unit 7, Activity 1 Unit 9, Activity 1 Unit 10, Activity 1 Unit 13, Activity 1 Unit 14, Activity 2 Unit 17, Activity 1 Unit 18, Activity 1 Unit 19, Activity 1 Unit 20, Activity 1 Unit 21, Activity 1
Sub-strand 2: Listening comprehension B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/language/figures	Unit 6, Activity 1 Unit 11, Activity 1 Unit 12, Activity 1 Unit 14, Activity 1 Unit 15, Activity 1 Unit 16, Activities 1 & 2 Unit 19, Activity 2

(continued on the next page)

Content standards	Indicators	Units and activities
B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information (continued)	B9.1.2.1.2. Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others' ideas and expressing their own clearly and persuasively	Unit 11, Activity 1 Unit 16, Activity 1 Unit 19, Activity 2
Sub-strand 3: English sounds B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B9.1.3.1.1. Produce /r/ and /l/ sounds in different positions in words	Unit 1, Activity 1 Unit 2, Activity 2
	B9.1.3.1.2. Produce consonant clusters in context	Unit 3, Activity 2 Unit 4, Activity 2 Unit 5, Activity 2 Unit 6, Activity 3 Unit 7, Activity 2 Unit 8, Activity 2 Unit 9, Activity 2
	B9.1.3.1.3. Produce mono-syllabic and di-syllabic words with accurate stress in speech	Unit 10, Activity 2 Unit 11, Activity 2 Unit 12, Activity 2 Unit 13, Activity 3 Unit 14, Activity 3

Strand 2: Reading		
Content standards	Indicators	Units and activities
Sub-strand 1: Comprehension B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding	Unit 3, Activity 8 Unit 8, Activity 9 Unit 11, Activity 8 Unit 12, Activity 8 Unit 13, Activity 8 Unit 14, Activity 10 Unit 15, Activity 9 Unit 16, Activity 8 Unit 17, Activity 7 Unit 21, Activity 8
	B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility)	Unit 3, Activity 8 Unit 8, Activity 9 Unit 11, Activity 8 Unit 12, Activity 8 Unit 13, Activity 8 Unit 14, Activity 10 Unit 15, Activity 9 Unit 16, Activity 8 Unit 17, Activity 7 Unit 21, Activity 8

Content standards	Indicators	Units and activities
B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading (continued)	B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via different text types	Unit 12, Activities 1, 3 & 4 Unit 14, Activity 4 Unit 14, Activity 9 Unit 20, Activity 3 Unit 20, Activity 6
	B9.2.1.1.4. Expand various ideas and perspectives in texts	Unit 3, Activity 8 Unit 12, Activity 8 Unit 13, Activity 8 Unit 14, Activity 10 Unit 17, Activity 7 Unit 19, Activity 4 Unit 21, Activity 8
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information	Unit 1, Activity 4 Unit 2, Activity 4 Unit 3, Activity 4 Unit 4, Activity 4 Unit 5, Activity 4 Unit 6, Activity 5 Unit 7, Activity 4 Unit 8, Activity 4 Unit 9, Activity 4 Unit 10, Activity 4 Unit 11, Activity 4 Unit 12, Activity 3 Unit 13, Activity 3 Unit 14, Activity 4 Unit 15, Activity 3 Unit 16, Activity 3 Unit 17, Activity 2 Unit 18, Activity 2 Unit 19, Activity 4 Unit 20, Activity 2 Unit 21, Activity 2
	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts	Unit 1, Activity 3 Unit 2, Activity 3 Unit 3, Activity 3 Unit 4, Activity 3 Unit 5, Activity 3 Unit 6, Activity 4 Unit 7, Activity 3 Unit 8, Activity 3 Unit 9, Activity 3 Unit 10, Activity 3 Unit 11, Activity 3 Unit 12, Activity 3

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Content standards	Indicators	Units and activities
B9.2.1.2: Read, comprehend, and analyse varieties of texts (<i>continued</i>)	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts (<i>continued</i>)	Unit 13, Activity 3 Unit 14, Activity 4 Unit 15, Activity 3 Unit 16, Activity 3 Unit 17, Activity 2 Unit 18, Activity 2 Unit 19, Activity 3 Unit 20, Activity 2 Unit 21, Activity 2
	B9.2.1.2.3. Make generalisations from text and link to real life situations	Unit 3, Activity 4 Unit 4, Activity 4 Unit 5, Activity 4 Unit 6, Activity 5 Unit 7, Activity 4 Unit 11, Activity 4 Unit 12, Activity 4 Unit 15, Activity 4 Unit 16, Activity 4 Unit 17, Activity 3 Unit 18, Activity 3 Unit 19, Activity 4 Unit 21, Activity 3
	B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/ information from different types of texts	Unit 3, Activity 4 Unit 11, Activity 5 Unit 12, Activity 4 Unit 15, Activity 4 Unit 16, Activity 4 Unit 18, Activity 3
	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/ passages	Unit 1, Activity 4 Unit 2, Activities 3 & 4 Unit 3, Activity 3 Unit 7, Activity 4 Unit 8, Activity 4 Unit 9, Activity 4 Unit 10, Activity 4 Unit 11, Activity 4 Unit 12, Activity 4 Unit 13, Activity 4 Unit 14, Activity 5 Unit 15, Activity 4 Unit 16, Activity 4 Unit 17, Activity 3 Unit 18, Activity 3 Unit 19, Activity 4 Unit 20, Activity 3 Unit 21, Activity 3

Content standards	Indicators	Units and activities
B9.2.1.2: Read, comprehend, and analyse varieties of texts (<i>continued</i>)	B9.2.1.2.6. Show the effect a text has on the reader	Unit 10, Activity 4 Unit 15, Activity 4 Unit 17, Activity 3 Unit 21, Activity 3
	B9.2.1.2.7. Interpret use of words/phrases (figurative, symbolic, sensory) in complex texts	Unit 3, Activity 5 Unit 5, Activity 4 Unit 7, Activity 4 Unit 8, Activity 4 Unit 9, Activity 6 Unit 15, Activities 5 & 6 Unit 21, Activity 3
	B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context	Unit 1, Activity 5 Unit 3, Activity 4 Unit 7, Activity 5 Unit 8, Activity 6 Unit 11, Activities 4 & 5 Unit 12, Activity 5 Unit 13, Activity 5 Unit 16, Activity 5 Unit 17, Activity 4 Unit 18, Activity 4 Unit 20, Activity 4 Unit 21, Activity 4
	B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts	Unit 3, Activity 5 Unit 4, Activity 5 Unit 5, Activity 5 Unit 6, Activity 6 Unit 7, Activity 5 Unit 8, Activity 6 Unit 10, Activity 5 Unit 11, Activity 5 Unit 13, Activity 5 Unit 17, Activity 4 Unit 19, Activity 6 Unit 20, Activity 4
Sub-strand 2: Summarising B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary	B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary	Unit 6, Activity 5 Unit 6, Activity 10 Unit 8, Activity 5 Unit 9, Activity 5 Unit 14, Activity 6 Unit 19, Activity 5

Strand 3: Grammar usage

Content standards	Indicators	Units and activities
Sub-strand 1: Grammar B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in communication	B9.3.1.1.1. Use noun phrases accurately in context	Unit 2, Activity 6 Unit 3, Activity 6 Unit 4, Activity 8 Unit 5, Activity 7 Unit 17, Activity 5
	B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing	Unit 4, Activities 6, 7 & 8 Unit 5, Activity 7 Unit 15, Activity 7 Unit 21, Activity 5
	B9.3.1.1.3. Use more complex phrasal verbs accurately in speech and writing	Unit 6, Activity 7 Unit 18, Activity 5
	B9.3.1.1.4. Use the knowledge of the adverbial phrase and its functions	Unit 5, Activities 6 & 7 Unit 11, Activity 6 Unit 16, Activity 6
B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication	B9.3.1.2.1. Use conditional sentences in communication to indicate an impossible condition in the past and its probable result	Unit 3, Activity 7 Unit 7, Activity 6 Unit 19, Activity 7
	B9.3.1.2.2. Use defining and non-defining relative clauses appropriately in speech and writing	Unit 8, Activity 7
B9.3.1.3: Demonstrate command of structural and functional use of sentences	B9.3.1.3.1. Identify and use subject and predicate in texts	Unit 1, Activity 6
B9.3.1.4: Demonstrate mastery of the use of active and passive voice	B9.3.1.4.1. Use passive forms appropriately in speech and in writing	Unit 12, Activity 6 Unit 13, Activity 6 Unit 20, Activity 5
	B9.3.1.4.2. Demonstrate command of the use of reported speech	Unit 14, Activity 8 Unit 21, Activity 6
Sub-strand 2: Punctuation and capitalisation B9.3.2.1: Demonstrate mastery of capitalisation and punctuation in communication	B9.3.2.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context	Unit 9, Activity 7 Unit 10, Activity 6
Sub-strand 3: Vocabulary B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication	B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts	Unit 2, Activity 5 Unit 8, Activity 6 Unit 11, Activity 5 Unit 12, Activity 5 Unit 14, Activity 7 Unit 15, Activity 6 Unit 17, Activity 4 Unit 18, Activity 4 Unit 19, Activity 6

Strand 4: Writing		
Content standards	Indicators	Units and activities
Sub-strand 1: Production and distribution of writing B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures	Unit 1, Activity 7 Unit 2, Activity 7 Unit 4, Activity 8 Unit 5, Activity 7 Unit 8, Activity 8 Unit 15, Activity 7
	B9.4.1.1.2. Develop a paragraph to show paragraph unity and completeness using supporting details (e.g. explanation, elaboration, definition, examples)	Unit 6, Activity 8 Unit 7, Activity 7 Unit 18, Activity 6
B9.4.1.2: Create different paragraphs [on] a given topic	B9.4.1.2.1. Compose more complex paragraphs using appropriate strategies	Unit 6, Activity 9 Unit 18, Activity 6
Sub-strand 2: Text types and purposes B9.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational and persuasive, argumentative texts	B9.4.2.1.1. Create effective descriptive sentences when describing characters, settings or mood	Unit 15, Activity 8
	B9.4.2.1.2. Use different narrative techniques to manipulate time in a story	Unit 17, Activity 6
	B9.4.2.1.3. Write a well-organised persuasive piece (e.g. argumentative) that states and defends a position	Unit 20, Activities 6 & 7
	B9.4.2.1.4. Write an informative, explanatory text on a familiar or unfamiliar topic	Unit 6, Activity 9 Unit 18, Activity 6
B9.4.2.2: Apply writing skills to specific life situations	B9.4.2.2.1. Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format	Unit 13, Activity 7 Unit 16, Activity 7
	B9.4.2.2.2. Compose short text (flyers, posters, invitation cards, email, etc.) for different purposes and audiences	Unit 9, Activity 8 Unit 10, Activity 7 Unit 12, Activity 7
	B9.4.2.2.3. Write articles (short reports, letters and case studies) on given issues for publication	Unit 14, Activity 9
	B9.4.2.2.4. Compose speeches for different purposes and occasions	Unit 11, Activity 7 Unit 21, Activity 7
Sub-strand 3: Building and presenting knowledge B9.4.3.1: Research to build and present knowledge	B9.4.3.1.1. Conduct short research projects based on focused questions, and present key findings in writing	Unit 19, Activity 8

Strand 5: Literature

Content standards	Indicators	Units and activities
Sub-strand 1: Narrative, drama and poetry B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts	Unit 1, Activity 8 Unit 2, Activity 8 Unit 3, Activity 8 Unit 15, Activity 9 Unit 16, Activity 8 Unit 17, Activity 7 Unit 18, Activity 7 Unit 19, Activity 9 Unit 20, Activity 8 Unit 21, Activity 8
	B9.5.1.1.2. Create monologues and dialogues narratives in play scripts	Unit 4, Activity 9 Unit 5, Activity 8 Unit 7, Activity 8
	B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/drama)	Unit 6, Activity 10 Unit 9, Activity 9 Unit 16, Activity 8 Unit 17, Activity 7 Unit 18, Activity 7 Unit 19, Activity 9 Unit 20, Activity 8 Unit 21, Activity 8
	B9.5.1.1.4. Use literary devices (imagery) in texts	Unit 8, Activity 9 Unit 10, Activity 8 Unit 11, Activity 8 Unit 13, Activity 8 Unit 14, Activity 10 Unit 17, Activity 7
	B9.5.1.1.5. Analyse common themes in texts	Unit 3, Activity 8 Unit 8, Activity 9 Unit 11, Activity 8 Unit 12, Activity 8 Unit 13, Activity 8 Unit 14, Activity 10 Unit 15, Activity 9 Unit 16, Activity 8 Unit 17, Activities 6 & 7 Unit 21, Activity 8

Unit 1

Improve your academic results

Introduction

The theme of this unit has been carefully selected to help learners prepare for the academic year ahead. The material is accessible and practical. Learners will use the consonant sounds /r/ and /l/, and will discuss and use register that is appropriate for spontaneous conversations in various situations. There are detailed notes on the reading strategies of skimming and scanning, as applied to text, and to typographical and visual features of printed text. Learners read a text that gives academic advice, and answer questions. The grammar work revises subject and predicate. The writing tasks include writing compound sentences with coordinating conjunctions. The final task is a narrative text with activities that focus on character analysis.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues <ul style="list-style-type: none">Identify some slang words and jargon accepted locally and internationally.Use these in conversation on grade-level topics/texts/issues, e.g. informal (talking about music, sports, hobbies, going out with friends, social media, the cause of poor academic performance).Use appropriate register accurately in spontaneous conversation. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 3: English sounds		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B9.1.3.1.1. Produce /r/ and /l/ sounds in different positions in words <ul style="list-style-type: none">Listen to and produce /r/ and /l/ in different positions in words.Distinguish between the sounds and reproduce them in speech. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 2: Reading

Sub-strand 1: Comprehension

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> Read age-appropriate texts for the main ideas. Read within given time for specific information. Answer simple questions on the texts. Peer review the information gathered. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> Read a set text. Follow up with other strategies to find patterns and relationships between ideas. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> Skim for details. Scan for main ideas. Read for details and answer questions. Relate passages to personal experiences. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context <ul style="list-style-type: none"> Use the right vocabulary in complex sentences/paragraphs. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 3: Grammar usage

Sub-strand 1: Grammar

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.3: Demonstrate command of structural and functional use of sentences	B9.3.1.3.1. Identify and use subject and predicate in texts <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 Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 4: Writing

Sub-strand 1: Production and distribution of writing

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures <ul style="list-style-type: none"> Use coordinating conjunctions to join clauses in compound sentences: <i>and, but, nor, or, so, then, yet</i>. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 5: Literature

Sub-strand 1: Narrative, drama and poetry

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts <ul style="list-style-type: none"> Describe characters by their appearance, what they do, say, and what others say about them. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 1–14
- Examples of study timetables that learners can use
- Past examination papers and tests, to encourage learners to practise
- A dictionary

Teaching methodology

Oral Language (Learner's Book page 1)

ACTIVITY 1

Use appropriate register in everyday communication

(CLASS/PAIR)

- One effective way to introduce the topic of register is for you to ask one learner to greet you. He/she will do so in a formal way. Then ask that learner to greet another learner in the same way. Facilitate a class discussion on why it was correct to greet you formally, but why it was not appropriate to greet another learner formally.
- Read the three inappropriate greetings with the class. Discuss why each one is wrong. The mother and teacher should be greeted formally. The friend can be greeted informally.
- Read the notes in the information box in the Learner's Book with the class.

4. Point out that the issue of register applies in all languages, not just in English. Ask learners to give examples from their home language.
5. Learners work in pairs to read the five conversations in exercise 2 aloud.
6. Walk around to listen to the conversations.
7. Then learners work in groups to talk about how to say goodbye in those three given situations. Here are suggestions of what they can say.
 - a) Bye, see you tomorrow.
 - b) Thank you, Mrs Bissah. Good bye.
 - c) Thank you for your help. Good bye. / Have a good day.
8. Then learners continue working in pairs to make up their own conversations based on the topics in exercise 4. They first decide whether the scenario requires a formal or an informal register. Then they create the scene.
9. Depending on the time you have available, you can ask all pairs or only selected pairs to present their scenes for the rest of the class. Remind them that they do not need to act; they only need to have conversation.

Answers

2. Conversations a), c) and e) – formal; Conversations b) and d) – informal.
4. Topics A and D – informal; Topics B and C – formal.

Assessment

- **Self/peer assessment:** Learners should assess their own work, using these criteria:
 - Did I speak with confidence?
 - Did I have the vocabulary I needed to express my ideas?
 - Did I understand the concept of register correctly?
- **Diagnostic teacher assessment:** Use this activity for diagnostic assessment of learners' ability to speak fluently and in the correct register in English. This activity can be used to assess the following indicator:
B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues

Remedial activity

If any learners struggle with the concept of register, give them extra practice. For example, they can think of ways to offer to help carry a heavy load, and ways to thank someone. They should do these in a formal register suitable for speaking to a stranger, in a formal register suitable for speaking to an older family member, and in an informal register suitable for speaking with a peer.

ACTIVITY 2

English Sounds: Say and hear /l/ and /r/ correctly

(CLASS/PAIR/INDIVIDUAL)

1. Read the notes in the box in the Learner's Book with the class. If your learners are able to pronounce /l/ and /r/ correctly, then you can treat this as a revision activity. If your learners struggle with the pronunciation, then use this as an opportunity for them to practise the sounds.
2. Read the words in exercise 2 aloud. Listen while learners read them.
3. Read the two poems in exercise 2 aloud. Then learners can read the poems aloud in pairs.
4. Learners copy the table in exercise 3b) into their exercise books.

- Read the words in exercise 3a) aloud. Note: Point out that the **r** in *patter*, *clatter* and *spatter* is usually silent in UK English. (In US English it is pronounced.) The rule is that when an **r** appears after a vowel sound at the end of a word, it is silent. For example: *baker*, *visitor*, *far*, *pour*, *fur*, *dinosaur*.
- Learners listen as you read the words and then write the words in the correct place in the table. Note: Sometimes the **/l/** or **/r/** forms part of a consonant cluster. For example, *tree* and *clatter*. In those cases the letter is regarded as being at the beginning of the word, as the consonant cluster is at the beginning.
- Exercise 5 is a light-hearted activity, intended to be humorous and so make learners more interested in the pronunciation of **/l/** and **/r/**. Pronounce Luanda and Rwanda correctly for the class. Then pronounce the correct place names Mauritius, Freetown and Syria. As an extension general knowledge activity, learners can find all the places on a map of Africa.

Answers

4.	At the beginning	In the middle	At the end
/l/	love, lie, listen, little, clatter	umbrellas, silvery	all, falls, field
/r/	raining, tree, roof	around, umbrellas	(patter, clatter, spatter) See note at point 5 above.

Assessment

Diagnostic teacher assessment: As this is the first phonics and pronunciation activity of the year, use it for diagnostic assessment. Identify learners who will need extra assistance to bring their pronunciation and listening skills up to the required level. Assess the following indicator:

B9.1.3.1.1. Produce **/r/** and **/l/** sounds in different positions in words

Remedial activity

If any learners get more than half of the answers wrong, they should have more practice. Use the last paragraph of the literature text on page 13 of this unit. Ask learners to read it aloud, pronouncing the **/l/** and **/r/** sounds correctly.

Reading (Learner's Book page 4)

ACTIVITY 3

Predict a text

(CLASS/PAIR)

- Many readers ignore this reading skill, regarding it as a waste of time. Remind learners that prediction will save them time in reading comprehension activities, and will lead to more efficient reading.
- Refer learners to the notes on prediction on pages 279 and 280 at the end of the book. Make sure that learners understand all the points. They might not be familiar with terms such as "typographical" and "organisational patterns".
- Learners then answer the four questions in exercise 2, to consolidate their knowledge of typographical and visual features.
- Next, ask learners to look at the notes on skimming on page 279.
- Ask learners to read aloud the first sentence of a paragraph, and to predict what this tells readers about the probable content.
- Read the text aloud to the class.
- Learners should know, from their work in previous grades, that the words in bold font are defined in the glossary. Remind them of this, and show them how to look up the meanings.

Answers

2. a) The title is "Six steps to academic success". This tells very clearly that the article will have six different pieces of advice on how to improve your academic results.
- b) The picture shows learners writing an examination.
- c) Paragraph 4 has bullet points.
- d) Some letters in paragraph 6 are larger than the other letters in the words and in bold font. Some learners might be able to predict that this means those letters will be used to form a study technique (in this case a mnemonic).

Assessment

Diagnostic teacher assessment: Evaluate learners' ability to use reading strategies effectively, using the memorandum provided in the Answers section above, as well as informal observation, to assess the following indicator:

B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners read the article silently to themselves.
2. Learners can first work in groups to discuss the questions. They can ask you for clarification of any questions they do not understand.
3. Then they can work alone to write their answers.
4. Then learners apply the information in the reading text to their personal situations, by thinking about the techniques they have used and those that they can use this year.

Answers

2. a) They are scared that they will fail the exams. (1)
- b) self-discipline, conscious effort (2)
- c) They should make a To-do list. (1)
- d) No. "have enough rest and fun" (2)
- e) Those students might distract you so that you do not concentrate in class. (1)
- f) Reduce (1)
- g) Repeat the material aloud to yourself from your memory, using your own words. (2)
- h) "active participant" (1)
- i) Your teacher does not know whether you have understood the work or not, so each learner must ask questions if necessary. (2)
- j) mnemonic (1)
- k) Learners who exercise regularly achieve more success with their studies. (2)
- l) As soon as possible, so that you are always managing your studies. (2)
- m) Accept any reasonable answer. For example: I think the advice about asking questions is important, because that will result in learners paying attention in class and getting extra explanations they might need. (3)
- n) Accept any reasonable answer. For example: form study groups with classmates, watch educational programmes on television or on the Internet. (2)

- o) Accept any reasonable answer. For example: I want to improve my language marks so that I can study journalism. I will follow all the advice in this article, and I will read books and newspapers in my spare time. (3)
- p) You also **had** to take notes when your teacher **was** teaching. (2)
- q) abstract noun – advice; common noun – article (2)

Total marks: 30

Extension activity

The Cornell method of taking, organising and reviewing notes is named after the Cornell University in New York, where it was developed. Encourage learners to read up on the Internet about it.

Assessment

- **Self/peer assessment:** Learners can swap their answers with a partner. You work through the answers given above, explaining in more detail as necessary. Learners can assess each other's answers.
- **Diagnostic teacher assessment:** Alternatively, you can take in the answers and use them for a diagnostic assessment of learners' baseline reading proficiency. Use the answers to assess the following indicators:
 - B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages
 - B9.2.1.2.1. Read given text, within a specific time, for specific information

ACTIVITY 5

Use new vocabulary

(INDIVIDUAL)

1. Begin this activity by encouraging learners to develop the habit of looking again at the bold words in the reading text, checking that they understand all the words, and looking up the meanings of any words that they do not understand.
2. Then direct learners' attention to the ten word tiles. Read the words aloud.
3. Learners can complete the activity working alone.

Answers

2.
 - a) The doctor's **schedule** was divided into 20-minute slots for patients.
 - b) Her **procrastination** meant that she did not finish her essay on time.
 - c) Learners **grumble** when they are not comfortable with certain situations.
 - d) A person arrives at a decision after **contemplating** the consequences.
 - e) If we set a **goal**, it will motivate us to work harder.
 - f) Making our notes **succinct** enables us to learn easily.
 - g) I summarised the main points by drawing a **mind map**.
 - h) Only include **relevant** points in a summary.
 - i) I could remember the main cities by **visualising** the map of Ghana.
 - j) We all must strive to **attain** our targets.

Assessment

Self/peer assessment: Read the correct answers to the class. Learners can monitor their own accuracy in this activity. The activity assesses the following indicator:

B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context

Extension activity

If some learners found this activity too easy, ask them to write their own sentences using those words.

Grammar (Learner's Book page 8)

ACTIVITY 6

Use subject and predicate in sentences (CLASS/INDIVIDUAL)

1. Use the introductory activity to find out whether learners remember what a subject and a predicate are. Also point out that a sentence can contain only two words, although such short sentences are unusual.
2. Use the notes in the box to explain subject and predicate to the class.
3. Expand on the explanation as necessary.
4. Learners work alone to complete the exercises.

Answers

2.

Subject	Predicate
a) Mensah (1)	likes reading. (1) likes = verb (1); reading = object (what) (1)
b) I (1)	need to study harder. (1) need = verb (1); to study harder = object (what) (1) (Remember that an infinitive (to study) is not a finite verb; in this sentence it functions as the object.)
c) The story (1)	is interesting. (1) is = verb (1); (there is no object) (1) (Note: "is" is a form of the verb "to be", which is a linking verb; interesting = adjective)
d) Mavis (1)	will buy more textbooks or download them online. (1) will buy = verb (1); more textbooks = object (what) (1) download = verb (1); them = object (what) (1)
e) Adjoa and her father (1)	borrow books from the library. (1) borrow = verb (1); books from the library / books = object (what) (1)
f) I (1)	study every day at dawn and in the evening. (1) study = verb (1); (there is no object) (1) (Note: every day at dawn and in the evening = adverbial phrase)
g) My mother (1)	buys textbooks for me. (1) buys = verb (1); textbooks = object (what) / direct object (1); me = object (who) after preposition / indirect object (1)
h) His storybooks (1)	are his friends now. (1) are = verb (1); (there is no object) (1) (Note: his friends now = subject complement following the linking verb "are")

Total marks: 35

3.
 - a) Reading books and newspapers helps to improve your language skills.
 - b) Everyone in B9 must cultivate a good reading habit.
 - c) Learning to improve performance takes determination.
 - d) The government of Ghana has championed a reading project for learners.
 - e) Kofi Mensah revises his notes every day.
 - f) Reflecting on the previous term's results made all the learners change their study plans.
 - g) The Internet is a good source of information.
 - h) Badu and Manu read a storybook every week.

Assessment

- **Self/peer assessment:** Learners can correct their own answers while you explain them using the Answers section above.
- **Diagnostic teacher assessment:** Use exercise 2 for a baseline diagnostic assessment of learners' understanding of sentence structure. Allocate a mark out of 35. Note that this is not for recorded assessment; rather, it is to give you an indication of whether learners understand this work or not. Use the answers to assess the following indicator:
B9.3.1.3.1. Identify and use subject and predicate in texts

Extension activity

Learners can reread the text and summarise it in about 250 words. Summarising is a form of comprehension activity that requires the ability to read, comprehend and redraft.

Writing (Learner's Book page 9)

ACTIVITY 7

Write sentences with coordinating conjunctions

(CLASS/INDIVIDUAL)

1. Begin by discussing with the class how by B9 they should be trying to use more advanced sentence structures in their writing. They should not be writing simple S–V–O sentences all the time.
2. Use the notes in the box to explain what compound sentences are.
3. Ask learners to think back to the reading text in Activity 3 to remember the tip given there about how to remember the usual coordinating conjunctions.
4. Learners join the given sentences in exercise 2.
5. Exercise 3 is more difficult because learners have to write their own seven sentences. Remind them of the FANBOYS mnemonic. Draw their attention to the NOTE IT box, which explains how “so” can also be a subordinating conjunction. In this exercise, they should only use “so” as a coordinating conjunction.

Answers

2.
 - a) You can remember facts by visualising them **or** by creating a mnemonic.
 - b) Kofi does not come to class regularly, **nor** does he listen in class.
 - c) Abu sings in the school choir, **but/yet** he does not deviate from his study plan.
 - d) Esi studies hard, **but/yet** she did not perform well in the exams.
 - e) Every member of the drama troupe practised well, **for** they wanted their performance to be outstanding.

- f) You do not like planning your study time, **so** you will fail your examination.
 - g) Members of Ekya's study group always work out a plan for their study sessions, **and** they stick to it.
 - h) He wrote an essay, **and then** he proofread it carefully.
3. Accept any correct sentences.

Assessment

- **Self/peer assessment:** Learners can swap their work and check each other's sentences. Use the checklist provided in the Learner's Book for this.
- **Diagnostic teacher assessment:** Use the answers for a diagnostic assessment of learners' basic writing skills, to assess the following indicator:
B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures

Remedial activity

If learners have fewer than 9 of the 15 sentences in exercises 2 and 3 correct, they should take note of your explanation of the correct answers, and then they can repeat the exercises for homework.

Literature (Learner's Book page 11)

ACTIVITY 8

Identify and analyse characters in stories

(CLASS/INDIVIDUAL)

1. Read through the notes in the box with the class. Use a novel that learners read in a previous year to give examples of main and minor characters.
2. Read aloud the extract from the short story.
3. Then read the extract again, this time stopping to discuss the margin notes.
4. Read through the questions in exercise 3 with the class, calling on learners to give an oral answer. Also discuss the additional information that follows on this Answers section.
5. Then learners can write their own answers.
6. Note that exercise 4 is for learners to find their own stories to share with the class. This forms part of their **independent reading**:
B9.2.1.1. Demonstrate increasing confidence and enjoyment in independent reading
Spend some time pointing them to resources they can use, such as the school library or public library, or online resources.

Additional information: Characters in fiction

- Explain that stories usually have **main** and **minor characters**.
- Explain that a **protagonist** is usually a leading or main character that readers will find sympathetic.
- An **antagonist** is a main character who opposes the actions of the protagonist. So, in a police story, the police officers might be the protagonists and the criminals will be the antagonists.
- Most characters will have both **strengths** and **weaknesses**. This makes the characters more believable.

Answers

3. a) Sefa started as the confident, almost arrogant, boy. He was popular and good-looking. By the end of the story he has realised that he needs to become more studious. (3)
- b) Abena is shy. She does not like being the centre of attention. She is studious. (3)
- c) He is just teasing his mother. We can deduce that because his mother does not respond with anger. Also, there is nothing disrespectful in his vocabulary. (3)
- d) Mrs. Osei uses the idiom “by the skin of your teeth”, which means that someone achieved something by the narrowest of margins. She calls his teeth “shiny white”, referencing the fact that he is very aware of his appearance. When she says that he needs to change his priorities, she is showing that she knows he pays more attention to his appearance than to his studies. (3)
- e) Sefa previously would not wear glasses because he thought they spoiled his good looks. Now he is wearing them because he has realised that he needs to study more. So the phrase “seeing more clearly” has two meanings: it refers to his actual vision and to his understanding of why he achieved low marks. (3)

Total marks: 15

Assessment

- **Self/peer assessment:** Learners can correct their own work while you provide and explain the answers above.
- **Teacher assessment:** Use the answers to assess the following indicator:
B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts.

Project: The project encourages learners to use ICT skills to look up other study skills online. The project also develops 21st Century skills by asking learners to take responsibility for their own research, and by facilitating collaboration with other learners. Discuss the tip in the project advising learners how to be safe when they use the Internet.

Introduction

The theme of this unit is health and well-being, focusing specifically on the COVID-19 pandemic. Learners look at the use of register in more detail, building on the work from Unit 1. They revise the correct pronunciation of /l/ and /r/. They read a non-fiction text about COVID-19, especially about Ghana's response to the pandemic. In the grammar section learners use noun phrases. They write complex sentences with subordinating conjunctions. The literature section looks at character in a narrative extract.

Note that there is a strong emphasis in Unit 2 on learners talking about their own experiences of COVID-19, or of the experiences of people they know. This requires learners to relate the content of the unit to their real lives. This is encouraged in all units of the course. Be aware that some learners might have lost family members during the COVID-19 pandemic, so be sensitive to that during your teaching on Unit 2.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues <ul style="list-style-type: none"> Identify some slang words and jargon accepted locally and internationally. Use these in conversation on grade-level topics/texts/issues, e.g. informal (talking about music, sports, hobbies, going out with friends, social media, the cause of poor academic performance). Create and act scenes dialogues/skits on texts/issues/topics using both formal and informal register to distinguish characters. Use appropriate register accurately in spontaneous conversation. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Sub-strand 3: English sounds		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B9.1.3.1.1. Produce /r/ and /l/ sounds in different positions in words <ul style="list-style-type: none"> Listen to and produce /r/ and /l/ in different positions in words. Distinguish between the sounds and reproduce them in speech. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 2: Reading Sub-strand 1: Comprehension		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> Read age-appropriate texts for the main ideas. Read within given time for specific information. Answer simple questions on the texts. Peer review the information gathered. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> Read a set text. Follow up with other strategies to find patterns and relationships between ideas. Put all information together and peer edit. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> Skim for details. Scan for main ideas. Read for details and answer questions. Relate passages to personal experiences. (Activity 3 & 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 3: Grammar usage Sub-strand 1: Grammar		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in communication	B9.3.1.1.1. Use noun phrases accurately in context <ul style="list-style-type: none"> Use noun phrases in texts. Determine and discuss the functions of noun phrases in texts. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Sub-strand 3: Vocabulary		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication	B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts <ul style="list-style-type: none"> Demonstrate appropriate use of vocabulary in context. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 4: Writing		
Sub-strand 1: Production and distribution of writing		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures <ul style="list-style-type: none"> Use coordinating conjunctions to join clauses in compound sentences: <i>and, but, nor, or, so, then, yet</i>. Expand sentences into paragraphs using defining and non-defining relative clauses. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 5: Literature		
Sub-strand 1: Narrative, drama and poetry		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts <ul style="list-style-type: none"> Describe characters by their appearance, what they do, say, and what others say about them. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 14–25
- Recent media texts about COVID-19 and the effects of the pandemic, for supplementary reading
- A dictionary

Review

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

- register can be formal or informal – choose the correct register according to who you speak to
- pronounce the /l/ and /r/ sounds correctly
- sentences have a subject and predicate

- compound sentences have clauses and coordinating conjunctions
- characters in fiction are developed by description, and by the words and actions of the characters.

Teaching methodology

Oral Language (Learner's Book page 14)

ACTIVITY 1

Use appropriate register in everyday communication

(CLASS/PAIR)

1. Ask a few learners to tell the rest of the class what they remember about register from the previous unit. This is an ideal opportunity to encourage weaker learners to speak in front of an audience, as the content is relatively simple.
2. Read the introductory examples to the class, before learners read them themselves. Ask learners whether the teacher's comment and the learner's comment mean the same thing or mean different things.
3. Read the notes about jargon with the class, expanding on the explanation as necessary.
4. Learners should be familiar with reading cartoons from their work in previous years. Make sure that they understand that cartoons usually make a point or entertain; that they use direct speech; that the artwork is not realistic, but rather is representative.
5. Ask three learners to read aloud the words of the cartoon, each learner taking one of the roles.
6. Then learners work in pairs to discuss one of the five topics in exercise 3. If your class is very large, you can change the instruction so that they discuss in groups of three or four instead of in pairs.
7. Supervise the choice of topics so that all topics are discussed in class.
8. Stress that the register is informal but that this does not mean that any swearing or offensive language can be used.
9. Circulate during the discussion, listening in order to do an informal assessment and identify learners who struggle with expressing their opinion.
10. Select one pair of learners who are confident speakers to model the conversation in a formal register (exercise 4). The rest of the class can listen, and then redo their own conversations in a similar way.

Assessment

- **Self/peer assessment:** Ask learners to reflect on their own work, assessing whether they now understand the difference between formal and informal register.
- **Diagnostic teacher assessment:** Use the rubric "Conversation" on page xiv of this Facilitator's Guide to assess the following indicator:
B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues

ACTIVITY 2

English Sounds: Say and hear /l/ and /r/ correctly

(CLASS/INDIVIDUAL)

1. You can treat this as a revision activity because learners have already practised this in Unit 1.
2. Read the text in exercise 2a) aloud, for learners to listen for the meaning. Then read it a second time, so that learners can listen for the /l/ and /r/ sounds.
3. Then learners read the text aloud.
4. Learners copy the table in exercise 2d) into their exercise books.
5. Learners identify the words to use to complete the table.

6. Note: Sometimes the **/l/** or **/r/** forms part of a consonant cluster. For example, **globe** and **spread**. In those cases the letter is regarded as being at the beginning of the word, as the consonant cluster is at the beginning.
7. Next, look at the table of rhyming words in exercise 3. Make sure that all learners understand that they need to fill in rhyming words.
8. Learners can complete this orally in pairs, and then write the answers for homework.

Answers

2.

	At the beginning (first syllable)	In the middle	At the end (last syllable)
/l/	globe, lungs, lose, gloves	millions, includes, develop, difficulty	quickly, people, smell, halt, frequently
/r/	spread, from, respiratory, throat, dry, breathing, transmission, frequently, from	around, (formed), coronavirus, covering, (metres) (Note: The <i>r</i> in the words in brackets is usually silent in UK English.)	(word, words, their, wear) (Note: The <i>r</i> in these words is usually silent in UK English.)

3.

Word with /l/ sound	Word with /r/ sound
alive	arrive
fly	fry
collect	correct
light	right
long	wrong
glass	grass
lane	rain/reign
leader	reader
load	road/rode
play	pray
lighter	writer
clash	crash
glamour	grammar

Assessment

- **Self/peer assessment:** This activity is ideal for self-assessment or peer assessment, as the answers are straightforward.
- **Diagnostic teacher assessment:** Use the answers to assess the following indicator:
B9.1.3.1.1. Produce **/r/** and **/l/** sounds in different positions in words

Reading (Learner's Book page 16)

ACTIVITY 3

Predict a text

(CLASS/PAIR)

1. Remind the class of the pre-reading information they read about in Unit 1.
2. Refer learners to the notes on page 278 on using prior knowledge as a reading strategy.
3. Then learners complete exercise 2 orally in pairs, to reinforce the concept of using prior knowledge to predict the text.
4. Be aware that some learners might have personal experience of COVID-19, so make sure that this discussion happens sensitively and with regard for the suffering experienced by affected learners.
5. Learners then complete exercises 3 (skimming) and 4 (scanning).
6. Finally, read the text aloud. Alternatively, select one learner to read the text aloud. Give that learner one day's notice so that he/she can prepare the reading for homework.

Answers

2.
 - a) The title shows clearly that the article will focus on Ghana's response to the pandemic.
 - b) The photograph shows a Veronica Bucket. It suggests that the article will mention ways to prevent infection.
3.
 - a) There is no specific answer here; rather, learners need to skim as accurately as they can. A possible answer would be:
 - Paragraph 1: causes and origin of the coronavirus disease
 - Paragraph 2: dangers of the disease
 - Paragraph 3: symptoms of the disease
 - Paragraphs 4 to 7: measures taken to contain the spread of the virus and to provide health care
 - Paragraph 8: results of the pandemic, including positive and negative effects
 - b) Paragraphs 4 to 7
 - c) These cities had tighter restrictions than other cities.
4.
 - b) Paragraph 8 (If learners struggle to find this, give them this hint: quotes are in inverted commas, so scan the text looking for that punctuation mark.)
 - c) 12 March 2020 (paragraph 4)

Assessment

- **Self/peer assessment:** Learners can correct their own answers as you explain the correct answers.
- **Diagnostic teacher assessment:** Use the answers to continue the baseline diagnostic assessment that you began in Unit 1, to assess the following indicators:
 - B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts
 - B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages

Remedial activity

If learners need extra assistance with using prediction effectively, give them the answers, but in a random order. They have to select the correct answers and explain their reasons for their choices.

1. Learners read the text silently to themselves.
2. Allow learners to ask you to explain any text that they do not understand.
3. Then learners discuss the answers in groups.
4. They work alone to write the answers. Decide whether you want learners to do this for homework or in class.

Answers

2. a) respiratory (1)
- b) By an infected person coughing or sneezing near you; by shaking hands with an infected person; by any other physical contact with an infected person (3)
- c) Any three of: closure of borders / restriction of movement in Accra and Kumasi / adoption of handwashing / use of face masks / quarantining and resting / social distancing (3)
- d) To make a special effort to give the best health care possible / to work more than they did before (1)
- e) No, because vomiting is not one of the symptoms. (2)
- f) Being in isolation will prevent them from infecting others until they have recovered. (2)
- g) "key" (1)
- h) It means keeping some distance among people in public places, at least 2 metres. (1)
- i) The word "alien" means foreign, unknown, unfamiliar. The author uses the word "alien" to emphasise how strange using hand sanitisers was at first. (2)
- j) B vulnerable (1)
(Remind learners that they should only write the letter of the correct option when answering multiple-choice questions, e.g. B. For your convenience, we are repeating the full wording.)
- k) A health hazard (1)
- l) Accept any three reasonable answers, such as: (3)
 - delivering lectures or lessons to learners at home
 - for learners to take their examinations
 - learner research
 - submission of assignments
 - sharing of information among learners and teachers
- m) Accept any correct answers, such as: (2 × 2 = 4)
 - Anything brought to the house from outside was sanitised before it came into the house.
 - We set up Veronica Bucket washing spots at four points in the house.
 - We drew up a set of rules to observe personal and household hygiene.
 - We took temperature checks every morning and evening.
- n) virtual (1)
- o) subject: the first two cases (2)
predicate: In Ghana ... were reported on 12 March 2020
- p) but (1)
- q) During lockdown, people were not allowed to socialise **nor** were they allowed in public places without a mask. / During lockdown, people were not allowed to socialise, **and** they were not allowed in public places without a mask. (1)

Total marks: 30

Assessment

- **Self/peer assessment:** Learners can swap answers and correct each other's work, while you use the memorandum above to explain the correct answers.
- **Diagnostic teacher assessment:** Use the answers to assess the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages

Remedial activity

If learners get less than 50% for this, they should analyse why they have made mistakes, and then redo the activity for homework.

Extension activity

Learners read recent articles on COVID-19 that you have brought to class for this unit. They should be able to summarise each article briefly after they have read it. This will give them more up-to-date information, and will give valuable extra reading practice.

ACTIVITY 5

Use new vocabulary

(INDIVIDUAL)

1. Begin this activity by encouraging learners to develop the habit of looking again at the bold words in the reading text, checking that they understand all the words, and looking up the meanings of any words that they do not understand.
2. Then direct learners' attention to the underlined words in exercise 2 and the words in brackets. Read the sentences and the words aloud.
3. Draw learners' attention to the explanation of a synonym in exercise 1.
4. Learners can complete exercise 2 working alone.

Answers

- | | | |
|------------------|--------------|----------------|
| 2. a) contagious | b) suffering | c) limitations |
| d) chance | e) ways | f) driven |
| g) created | h) emergency | i) manufacture |
| j) directed | | |

Assessment

- **Self/peer assessment:** Learners can correct their own answers.
- **Diagnostic teacher assessment:** Use the answers for a diagnostic assessment of the following indicator:
 - B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts

Grammar (Learner's Book page 20)

ACTIVITY 6

Use noun phrases in sentences

(CLASS/INDIVIDUAL)

1. Use the notes on noun phrases to explain this concept to the class. You may need to revise what a finite verb is. A finite verb has a subject and tense. (See the remedial activity for Unit 11, Activity 6 in this Facilitator's Guide for an example.)

2. As always when teaching grammar, the purpose is for learners to be able to improve their comprehension and their writing, rather than only to be able to use noun phrases correctly in this particular activity. Therefore, explain how noun phrases can be useful in writing clear sentences.
3. In exercise 2, learners identify the noun phrases in the sentences and think about the function of the phrase in each sentence.
4. In exercise 3, learners write their own sentences using supplied noun phrases. This is more complicated than exercise 2.

Answers

2.
 - a) **People with suspected conditions** were held in quarantine and tested. (People with suspected conditions = subject)
 - b) **The use of hand sanitisers** became **part of people's everyday life**. (The use of hand sanitisers = subject; part of people's everyday life = subject complement; became = linking verb)
 - c) **The government** instituted **several measures** to deal with **the alarming situation**. (The government = subject of "instituted"; several measures = object of "instituted"; the alarming situation = indirect object)
 - d) **Another practice introduced within the Ghanaian public** was **the use of Veronica Buckets**. (Another practice introduced within the Ghanaian public = subject; the use of Veronica Buckets = subject complement; was = linking verb)
 - e) **The disease**, which quickly spread across **most parts of the world**, was determined by **the World Health Organization (WHO)** to be **a respiratory illness**. (The disease = subject of a passive voice sentence; the World Health Organization (WHO) = agent of passive voice sentence; a respiratory illness = object of "was determined to be")
 - f) SolaWash, **a machine designed to dispense soap and water at the same time**, was invented by **Richard Kwarteng and his team** for handwashing. (a machine designed to dispense soap and water at the same time = a phrase that is in addition to "SolaWash"; Note: Richard Kwarteng and his team = agent of a passive voice sentence)
3. Accept any correct sentences, such as the following. Note that learners were not required to identify the function of the noun phrase, but we have provided this in case you want to use and explain any of these sentences for demonstration.
 - a) **Bandages, plasters, tweezers, sterile water and rehydration mixture** are basic items in a first aid kit. (Bandages, plasters, tweezers, sterile water and rehydration mixture = subject)
 - b) **People of different ages** struggled to get on board the bus for the trip. (People of different ages = subject)
 - c) **Our journey to the countryside** was delayed for several hours due to bad weather. (Our journey to the countryside = subject of "was delayed")
 - d) That chef knows how to serve **a well-prepared meal**. (a well-prepared meal = object)
 - e) We met Dr. Fati Ibrahim, **the hardworking and widely-respected Minister of Health**, at the government buildings. (the hardworking and widely-respected Minister of Health = phrase that is in addition to "Dr. Fati Ibrahim")
 - f) The Akosombo Dam is **Ghana's most extensive source of energy**. (Ghana's most extensive source of energy = subject complement)
 - g) The first Friday in December, **the day set aside to honour our hardworking farmers**, is a national holiday. (the day set aside to honour our hardworking farmers = phrase that is in addition to "The first Friday in December")

- h) Azumah Nelson, **Ghana's most celebrated boxer**, was **the toast of the fans** when he arrived at the durbar grounds. (Ghana's most celebrated boxer = phrase that is in addition to "Azumah Nelson"; the toast of the fans = subject complement)

Assessment

Teacher assessment: Use the answers to assess the following indicator:

B9.3.1.1.1. Use noun phrases accurately in context

Writing (Learner's Book page 21)

ACTIVITY 7

Write compound sentences with subordinating conjunctions

(CLASS/INDIVIDUAL)

1. Use the notes to explain complex sentences.
2. Explain the difference between coordinating conjunctions (used in Unit 1) and subordinating conjunctions, which link a clause that tells more about the main clause and does not stand alone.
3. Learners then complete exercise 2, forming sentences using the parts given to them.
4. They finish this activity by writing their own complex sentences about their own health in exercise 3.

Answers

2. a) **Even though** he knows that cigarettes are bad for his health, he has not stopped smoking.
b) **Unless** we dry our clothes early, they will be drenched by the rain.
c) **Since** Mr. Bakari came home on retirement five years ago, his health has been very good.
d) He got up early **as** he wanted to catch the first bus to the city.
e) He gave up his part of the property **because** he wanted peace to prevail in the family.
f) Kofi approached the headmaster to explain **why** he was late for school.
g) **Although** Ablata had a lot of chores to do at home, she studied hard to become a lecturer.
h) Seidu had to climb up into the ceiling **in order to** check what was making the noise up there.
3. Accept any correct complex sentences.

Assessment

- **Self/peer assessment:** Learners can use the checklist provided to check that their sentences are correct.
- **Diagnostic teacher assessment:** Use the answers for a diagnostic assessment of learners' basic writing skills, to assess the following indicator:
B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures

Literature (Learner's Book page 23)

ACTIVITY 8

Identify and analyse characters in stories

(CLASS/GROUP/INDIVIDUAL)

1. Explain the notes on how to develop characters to the class.
2. Divide the class into groups of three. Choose one learner from each group to read the story aloud.

3. Then groups can discuss the annotations to the play script. They should ask you for further explanation of any points that they do not understand.
4. Groups discuss the questions. Note that this is not a written activity.
5. Choose one learner from each group who will make notes of the answers, and will report back to the rest of the class. Point out that this will happen often during the year and that all learners will get a chance to be group spokesperson.
6. Do not forget the last part of this activity, where learners find another story to bring and recommend to the class. This forms part of their independent reading. Spend some time pointing them to resources they can use, such as the school library or public library, or online resources.

Answers

3.
 - a) Dadzie is calm, rational.
 - b) Sita is nervous, and she easily believes what she hears without thinking critically.
 - c) jab
 - d) vaccination
 - e) scared
 - f) She has heard incorrect rumours that the vaccination leaves a chip in people.
 - g) His father is a health worker, and Dadzie does not believe unfounded rumours.
 - h) Sita does not know she has been vaccinated, and she sits with her eyes closed, expecting to feel pain.

Assessment

- **Self/peer assessment:** Learners should assess whether they understand how character is developed by writers, and whether they were able to analyse the extract accurately.
- **Diagnostic teacher assessment:** If you want to use exercise 3 for formal assessment, ask learners to answer the questions on their own in writing (possibly as homework) and allocate 2 marks to each of the five questions, giving a total of 10 marks. Use the activity for diagnostic assessment of the following indicator:
B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts

Introduction

This unit explores issues in the use of social media. This is particularly relevant to learners of this age, who use social media a lot. Learners will consolidate the work on register in the previous units, looking this time at slang and jargon. The pronunciation looks at consonant clusters. Learners answer questions on a discursive information text. The grammar section revises noun phrases and then focuses on complex sentences. Learners write a paragraph, and analyse character in an extract from a play script.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues <ul style="list-style-type: none"> Use these in conversation on grade-level topics/texts/issues, e.g. informal (talking about music, sports, hobbies, going out with friends, social media, the cause of poor academic performance). (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues <ul style="list-style-type: none"> Discuss grade-level national issues with several speakers, using appropriate register and open-ended questions. Discuss orally grade-level global issues/topics using appropriate language e.g. register/vocabulary, phrasal verbs, idioms. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 3: English sounds		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B9.1.3.1.2. Produce consonant clusters in context <ul style="list-style-type: none"> Listen to texts and produce consonant clusters in context (e.g. pl, pr, cr, cl, tr, sm, sp, spl, spr, gh, etc.). Produce consonant clusters accurately in connected speech. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 2: Reading

Sub-strand 1: Comprehension

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding <ul style="list-style-type: none"> Read a variety of age-appropriate texts for enjoyment and knowledge. Set specific learning purposes to be achieved at the end of the reading task. Apply appropriate strategies to answer questions on the texts. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility) <ul style="list-style-type: none"> Read a variety of texts. Identify texts that give general view of oneself and others. Identify the different points of view through different approaches and texts. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.4. Expand various ideas and perspectives in texts <ul style="list-style-type: none"> Read a level appropriate text. Identify the main ideas and the writer's point of view. Compare own ideas with other points of view. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> Read age-appropriate texts for the main ideas. Read within given time for specific information. Answer simple questions on the texts. Peer review the information gathered. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> Read a set text. Using prediction, make a summary of the main ideas. Follow up with other strategies to find patterns and relationships between ideas. Put all information together and peer edit. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	<p>B9.2.1.2.3. Make generalisations from text and link to real life situations</p> <ul style="list-style-type: none"> • Read a text and identify specific patterns that form generalisations. • Identify the highest points and link to real life situations. • Modify portions of texts to suit the realities of life. <p>(Activity 4)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/information from different types of texts</p> <ul style="list-style-type: none"> • Have different types of texts: <ul style="list-style-type: none"> – narrative – expository – procedural. • Compare the language, style, structure and purpose, as well as the ideas/themes/ information in any two related texts. • Compare ideas through discussion, notes etc. <p>(Activity 4)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages</p> <ul style="list-style-type: none"> • Skim for details. • Scan for main ideas. • Read for details and answer questions. • Relate passages to personal experiences. <p>(Activity 3)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.2.1.2.7. Interpret use of words/ phrases (figurative, symbolic, sensory) in complex texts</p> <ul style="list-style-type: none"> • Identify the use of imagery for meaning: <ul style="list-style-type: none"> – The senses – Symbolism – Figurative language. • Identify how language (words/phrases) helps with interpreting meaning. <p>(Activity 5)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context</p> <ul style="list-style-type: none"> • Identify the use of different registers for specific texts. • Read texts that make distinctions in language use for a variety of purpose. • Use the right vocabulary in complex sentences/paragraphs. <p>(Activity 4)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>

	B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts <ul style="list-style-type: none"> • Read grade-appropriate texts. • Identify known and unknown words meaningfully. • Connect these words and phrases to the text and analyse the effect. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 3: Grammar usage Sub-strand 1: Grammar		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in communication	B9.3.1.1.1. Use noun phrases accurately in context <ul style="list-style-type: none"> • Use noun phrases in texts. • Determine and discuss the functions of noun phrases in texts. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication	B9.3.1.2.1. Use conditional sentences in communication to indicate an impossible condition in the past and its probable result <ul style="list-style-type: none"> • Use <i>if</i>-clauses to construct conditional sentences (type 3) to refer to an impossible condition in the past and its probable result. • Construct and analyse given conditional sentences (1–3) into main clauses and subordinate clauses (<i>if</i>-clauses). (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 5: Literature Sub-strand 1: Narrative, drama and poetry		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts <ul style="list-style-type: none"> • Describe characters by their appearance, what they do, say, and what others say about them. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	<p>B9.5.1.1.5. Analyse common themes in texts</p> <ul style="list-style-type: none"> Identify common themes in film/media, narratives and play scripts. Analyse common themes in film/media, narratives and play scripts. Adapt a narrative form or style to compose own stories around given theme. Use a range of ICT tools to present their composition. <p>(Activity 8)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
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Resources

- Learner's Book pages 26–37
- Recent articles about local issues in social media, as supplementary reading
- A dictionary

Review

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

- information about the COVID pandemic
- register, slang and jargon
- the /l/ and /r/ sounds
- noun phrases
- complex sentences, clauses and subordinating conjunctions
- characters in play scripts.

Teaching methodology

Oral Language (Learner's Book page 26)

ACTIVITY 1

Use and identify slang and informal language in discussions

(CLASS/GROUP)

- Revise the notes on jargon and slang in Unit 2.
- Read the short note on social media with the class. The jargon terms are bolded.
- Ask learners to explain the meaning of each term.
- Bear in mind that many learners will be so familiar with these terms that they will understand that they are jargon. Explain by asking them whether an elderly family member will understand these terms.
- Read the text message conversation aloud.
- Learners identify and explain all the slang terms. This is an ideal activity to get reluctant learners to speak.
- Finally, learners work in groups to discuss one of the topics provided.
- Monitor the selection of topics so that each one is addressed by at least one group.

Answers

- A **device** is a piece of equipment made for a specific purpose, such as a mobile phone or a laptop. **Platforms** are social media programs used by a large number of people. (Use this opportunity to draw the attention to the spelling of *program* – not *programme* – when talking about computers.)

app is a shortened form of “application”, but has become a term in its own right. It is a program that can be installed on a device to perform a specific function.

2. All of the shortened forms are slang or informal, such as “R” for “Are” and “U” for “you”.

“Hi” is a slang greeting.

“Yup” and “Sure” are slang forms of “yes”.

The incomplete sentences are a form of slang or informal register, for example: “What time?”

“Ping” is jargon for “send you a message”.

Assessment

- **Self/peer assessment:** Learners can monitor each other’s work in this section, paying attention to whether they are all showing an improved understanding of register and appropriate group discussion skills.
- **Diagnostic teacher assessment:** Use this activity for formative assessment of the following indicators:
 - B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues
 - B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues

ACTIVITY 2

English Sounds: Say and hear consonant clusters correctly

(CLASS/INDIVIDUAL)

1. Use the notes to explain what consonant clusters are.
2. Explain that most languages have sounds that are unfamiliar to speakers of other languages. Give examples from any other languages your learners might know, such as the difference in French between “rue” and “roux”, or the j sound in Spanish. Reassure learners that it is completely normal to struggle with some pronunciation, and that they will say these sounds correctly with practice.
3. Say all the words for the class.
4. Then learners repeat the words after you.
5. Note that, for example, “sh”, “ng” and “th” are not regarded as consonant clusters as those letter combinations form a new single sound, not a combination of sounds.
6. Exercise 3 can be completed for homework. Learners write the words and identify the consonant clusters. They should of course say the words aloud again.

Answers

treat
pretty

split
play

toddler
black

smile
clever

skate
aircraft

flask
think

spring
spelling

Assessment

- **Self/peer assessment:** Learners can listen to each other’s pronunciation and make corrections where necessary.
- **Diagnostic teacher assessment:** Use this activity to assess the following indicator:
B9.1.3.1.2. Produce consonant clusters in context

Reading (Learner's Book page 28)

ACTIVITY 3

Predict a text

(CLASS/PAIR)

1. Refer learners to the notes on organisational patterns on pages 279 and 280 and expand on the notes as necessary.
2. Ask learners why these transitional words and phrases are helpful in reading comprehension. Elicit from them that the words help us to know – even before we have read a section of text – that we are now going to read another example, or a contradiction, or the next event, etc.
3. Learners complete the prediction exercises in pairs. Decide whether you want this to be an oral or a written activity.
4. Finally, you read the text aloud to the class.

Answers

2. a) The title is very factual and shows clearly that the text is about social media locally.
b) A mobile phone
3. a) Each paragraph is written with the topic sentence at the beginning, so this skimming activity should be easy for all learners.
b) Paragraph 3
c) Paragraphs 4, 5 and 6
4. b) Facebook and Zoom are in paragraph 3. These words suggest the text will include information on communicating through social media.
c) Paragraph 4 deals with social media addiction.

Assessment

- **Self/peer assessment:** Learners should be able to assess whether their own reading has improved because they are using prediction skills.
- **Diagnostic teacher assessment:** Use the activity to assess the following indicators:
 - B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts
 - B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners read the text to themselves.
2. They can discuss the questions in groups.
3. Then they work alone to write the answers.

Answers

2. a) Learners only have to write the word *True* or the word *False*:

i) False	ii) True	iii) True	iv) True
v) True	vi) False	vii) False	

(7)
- b) People communicated with their friends and family. It reduced loneliness and boredom. It aided the distribution of information about protocols and preventive measures. (3)
- c) Any two correct responses, for example: Instagram, Twitter, Telegram. (2)

- d) How social media helped the following:
- i) Students and learners benefitted from online tutorials, and they could form study groups via social media networks.
 - ii) Institutions could conduct online study courses, seminars and workshops, and they could communicate with students and learners via social media networks. (2)
- e) They develop sleeping and concentration problems and become anxious when they are not able to access the platforms; they waste time on social media platforms instead of studying, and this negatively affects their academic life. (2)
- f) Accept any one of: disadvantages, harmful, excessive (1)
- g) Young people try to copy others, behave or act and strive to be like others. It can lead to feelings of inadequacy or questionable behaviour. (2)
- h) Learners' answers should state their opinion clearly, and give a reason to support their opinion. Award 3 marks if the opinion is clear and the reason is well-argued. Award 2 marks if the reason is not well-argued. Award 1 mark if there is an opinion but the reason makes no sense or is missing. (3)
- i) Accept any appropriate answer: not to trust anyone so easily on social media, there are fake people on social media, you can be duped, etc. (2)
- j) the whole day, or for the duration of the day (1)
- k) Noun phrases:
- i) fake social media accounts
 - ii) their identity or age
 - iii) sending or receiving sexual words, images or videos (3)
- l) Accept any correct sentence with the phrase as a subject, not an object, such as: The advantages of social media include quick and inexpensive communication, and access to the information. (1)
- m) Accept any correct sentence with the phrase as an object, not a subject, such as: People use the Internet to look up new languages, writing skills and online classes. (1)

Total marks: 30

Assessment

- **Self/peer assessment:** Learners can swap answers and correct each other's work as you work through the correct answers.
- **Teacher assessment:** Alternatively, take in the answers and mark them, using the memorandum above to assess the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.2.3. Make generalisations from text and link to real life situations
 - B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/information from different types of texts
 - B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context

Extension activity

Select one of the articles you have brought to class on this topic. Learners who need advanced work can read the article and write a short summary of it. This will give them extra reading practice, and the summaries can be used to encourage the rest of the class to read the articles.

ACTIVITY 5**Use new vocabulary**

(INDIVIDUAL)

1. Read the words in exercise 1 to the class.
2. Then learners can read the words aloud, making sure they have the correct pronunciation.
3. Learners should look up the words they do not understand, using the glossary.
4. Then they can complete the activity working alone.

Answers

2. a) A **blog** is a new word formed from web + log, meaning someone's personal experiences written as a diary and published on the Internet.
b) **Social media** refers to any digital platform that allows people to create and share content with the public quickly.
c) **Cyberbullying** is the type of bullying that occurs across social media sites.
d) Social media **addiction** is defined as devoting so much time to social media that it affects other important life areas.
e) **E-learning** is when you take courses over the Internet instead of in a physical classroom.
f) **Questionable** practices describe behaviours that are not good, or are wrong in some way.
g) **Dissemination** refers to the act of spreading something, especially information, widely.
h) A **smartphone** is a mobile phone that performs many of a computer's functions, usually with a touchscreen interface, access to the Internet, and an operating system that can run downloaded applications.
i) To **dupe** someone means to deceive or trick someone.
j) **Drawbacks** of social media are disadvantages of social media or negative effects of social media.

Assessment

- **Self/peer assessment:** This activity is ideal for self-assessment.
- **Diagnostic teacher assessment:** Use the answers to assess the following indicators:
 - B9.2.1.2.7. Interpret use of words/phrases (figurative, symbolic, sensory) in complex texts
 - B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context
 - B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts

Remedial activity

Identify learners who struggled with this. Provide them with the memorandum, but add one incorrect answer to each sentence. For example: To (dupe/blog) someone means to deceive or trick someone. This will simplify the activity as learners will only need to make the correct choice from two options.

Grammar (Learner's Book page 31)**ACTIVITY 6****Use noun phrases in sentences**

(INDIVIDUAL)

1. Begin by asking learners to explain what noun phrases are. They should be able to do this from their work in Unit 2.

2. Then revise the notes on noun phrases in Unit 2. Remind learners that noun phrases make our writing more interesting. Point out that noun phrases are extremely common. A noun with any sort of modifier is a noun phrase. Noun phrases can be long or short. "The photo of the beautiful young girl with the brand-new computer" is a noun phrase, so are "social media", "the computer", "young people", "their phones", "an app". Even compound nouns qualify as noun phrases. For example, in the compound noun "computer program", "computer" modifies "program".
3. Learners can work alone to identify the noun phrases and the function of each noun phrase in exercise 2.
4. Then learners complete exercise 3, writing sentences using the given phrases.
5. Finally there is a completion exercise, where learners complete a paragraph. Read through the completed paragraphs and point out how the noun phrases make the writing clear and informative.

Answers

2. a) **Social media** (subject), also called **social networks** (in addition to another noun / in addition to the subject), can allow people to connect easily and safely with others.
- b) **Social media** (subject) guarantees **the rapid distribution of educational materials** (object).
- c) **Social media platforms** (subject) are used to conduct **online study courses** (object).
- d) **Young people** (subject) can become addicted to **their devices** (object).
- e) **Social media networks** (subject) promote **continuing education** (object).
- f) **The dissemination of fake social media news** (subject) puts **someone's life** (object) in danger.
- g) **Social media** (subject) also increases **the circulation of fake news** (object).
- h) Cyberbullying, otherwise known as **online bullying** (in addition to another noun / in addition to the subject), is **another bad thing about social media** (subject complement – it is not an object).
3. Accept any correct sentences.
4. A **social media influencer** is someone who writes about products, or is seen to use those products, and tries to influence **other social media users** to use those products. Influencers endorse a range of products: from **shampoo, clothes and cars** to restaurants. Influencers are reimbursed by **free products or money**. Influencers can earn **a lot of money**, which increases in proportion to **their number of followers**. Some people think that influencers are dishonest as they do not always make it clear to their followers that they are being paid for **their positive reviews**.

Assessment

- **Self/peer assessment:** Learners can check each other's answers.
- **Teacher assessment:** Use the memorandum to assess the following indicator:
B9.3.1.1.1. Use noun phrases accurately in context

Remedial activity

If any learners struggled with this, they can have extra practice by identifying the noun phrases in paragraph 6 of the reading text.

Writing (Learner's Book page 34)

ACTIVITY 7

Write complex sentences with conditional clauses

(CLASS/INDIVIDUAL)

1. Use the notes to explain conditional clauses to the class.
2. Be aware that many learners find conditional clauses difficult, so spend enough time making sure that learners understand this work. For example, explain:
I will call her if I have her number. (It is possible or even likely that I have her number. So, I will call her.)
I would call her if I had her number. (But I don't have her number; so, I can't call her.)
I would have called her if I had had her number. (At that time I did not have her number, so I could not call her. Now it is too late.)
3. Point out that sometimes it is difficult to analyse a conditional clause correctly. For example, the sentence "If I practise singing, I might have a career as a musician." This is a Type 1 conditional, because of the use of the word "might". While it is unlikely, it is true that it might happen.
4. First learners create sentences using the given parts, in exercise 2. They then identify the conditional clause in each sentence and what type it is.
5. Exercise 3 is more challenging, requiring learners to create their own sentences.

Answers

2.
 - a) If I had charged my mobile phone, the battery would not have died. **Type 3**
 - b) I'll give her an invitation if I find her address. **Type 1**
 - c) If I get that job, I will earn a lot of money. **Type 1**
 - d) If I had been more careful, I would not have made so many mistakes. **Type 3**
 - e) If it rains, the sports will be cancelled. **Type 1**
 - f) I would have bought them a present if they had invited me to their wedding. **Type 3**
 - g) If I had his email address, I would write to him. **Type 2**
 - h) If I had my own car, I could operate a taxi business. **Type 2**
3. Answers will vary.

Assessment

- **Self/peer assessment:** Learners can mark their own work in exercise 2, and use the checklist in the Learner's Book to check their own work in exercise 3 before handing in their work.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.3.1.2.1. Use conditional sentences in communication to indicate an impossible condition in the past and its probable result

Literature (Learner's Book page 34)

ACTIVITY 9

Analyse characters in drama

(CLASS/GROUP/INDIVIDUAL)

1. One engaging way to introduce this activity is to have a brief class discussion about two characters in a popular television programme that learners watch.
2. Read the notes on how to compare characters with the class.
3. Read the sample character comparison.
4. Choose two learners to role-play the script for the class. If your school is not single-sex, you need one male and one female student.

5. Brief the learners performing the role play that the first part of the play has the characters texting each other, not speaking. So, they will not be looking at each other; instead, they will act that they are on their own, typing on their device. They only meet in the second part of the play.
6. Allow 5 minutes for discussion of the theme of the text: a woman being tricked by a man who has pretended to be a woman. Discuss how this could have ended very badly. Discuss how to avoid this kind of situation.
7. Do not forget the last part of this activity, where learners find another story to recommend to the class. This forms part of their independent reading.

Answers

3. a) Akosua thinks she is messaging a woman. When they finally meet, she realises that Ama is a man, and ends the meeting abruptly. (3)
- b) Comparison of characters in terms of:
 - i) gender: Ama is male. Akosua is female.
 - ii) use of social media: Akosua uses social media with a degree of naivety. Ama uses social media to trick a young woman into meeting him.
 - iii) age: Ama is older than Akosua. (6)
- c) She is either trusting or naive, because she is aware of the warnings about fake social media accounts but does not heed them. Ama is dishonest. (2)
- d) He thinks she will accept him if he offers to support her financially. (2)
- e) Accept any reasonable suggestion, such as that he is lonely, he does not have friends, or that he is a predator who thinks he can pay a woman to be with him. (3)
- f) People should not trust online profiles. They should not meet a person they have met online alone. (2)
- g) "Indeed, it is true what they say about fake social media accounts." (2)

Total marks: 20

Assessment

- **Self/peer assessment:** Learners can check their partner's answers.
- **Diagnostic teacher assessment:** Use the answers to assess the following indicators:
 - B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding
 - B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility)
 - B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts
 - B9.5.1.1.5. Analyse common themes in texts

Extension activity

Learners can create a scene where Akosua lays a charge against Ama. They should think about what the charge will be. The scene should have the same two characters as well as a police officer.

Project: The project refers learners to an article on social media in Ghana. They need to find this article themselves online, which allows them to practise ICT skills. Learners then apply the information to themselves and their communities by thinking of beneficial local social media use. Encourage the learners to share the projects they initiate with the rest of the class.

Introduction

The theme of this unit is honesty. Learners practise using open-ended questions, and they revise pronunciation of consonant clusters. They examine text features as a prediction reading skill, and read a discursive text. They learn that words and phrases can have nuances of meaning, even though they seem to be synonyms. The grammar work focuses on adjectives and quantifiers. Learners write sentences with noun and adjectival phrases. In the literature section they focus on monologues and dialogues.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion <ul style="list-style-type: none"> Use open-ended questions to enable speaker link ideas of other speakers on topics/issues. Listen attentively to viewpoints on topics/issues in a conversation and respond appropriately. Engage in conversations on topics/issues with several speakers and respond to different views. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> Read age-appropriate texts for the main ideas. Read within given time for specific information. Answer simple questions on the texts. Peer review the information gathered. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> • Read a set text. • Using prediction, make a summary of the main ideas. • Follow up with other strategies to find patterns and relationships between ideas. • Put all information together and peer edit. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.3. Make generalisations from text and link to real life situations <ul style="list-style-type: none"> • Read a text and identify specific patterns that form generalisations. • Identify the highest points and link to real life situations. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts <ul style="list-style-type: none"> • Read grade-appropriate texts. • Identify known and unknown words meaningfully. • Connect these words and phrases to the text and analyse the effect. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 3: Grammar usage

Sub-strand 1: Grammar

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in communication	B9.3.1.1.1. Use noun phrases accurately in context <ul style="list-style-type: none"> • Use noun phrases in texts. • Determine and discuss the functions of noun phrases in texts. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing <ul style="list-style-type: none"> • Use adjective phrases to provide vivid descriptions. (Activity 6 & 7 & 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 4: Writing

Sub-strand 1: Production and distribution of writing

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures <ul style="list-style-type: none"> Use noun phrases, adjectival phrases and adverbial phrases to expand sentences. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 5: Literature

Sub-strand 1: Narrative, drama and poetry

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.2. Create monologues and dialogues narratives in play scripts <ul style="list-style-type: none"> Identify monologues and dialogues in texts. Create dialogue using appropriate punctuation. (Activity 9)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 38–51
- A dictionary
- Recent newspaper articles

Review

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

- issues around social media
- consonant clusters
- noun phrases
- conditional sentences with if-clauses
- development of characters in fiction.

Teaching methodology

Oral Language (Learner's Book page 38)

ACTIVITY 1

Ask and answer open-ended questions

(CLASS/GROUP)

- Use the notes to explain the difference between closed and open-ended questions.
- Ask learners to give you examples of each type of question.
- Then learners work in groups of three to role-play the conversation in exercise 2.

4. Learners then discuss the conversation, giving their opinions about the ideas.
5. Learners apply what they have found out about open-ended questions to the script they have read, formulating open-ended and closed questions in exercise 3. They can do this individually or as a group.

Answers

There are no correct answers. Accept any questions so long as there are three open-ended and three closed questions.

Assessment

- **Self/peer assessment:** Learners can read each other's questions, analysing the question types.
- **Diagnostic teacher assessment:** You may find the rubric "Ask and respond" on page xiv of this Facilitator's Guide useful. This activity assesses the following indicator:
B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion

ACTIVITY 2

English Sounds: Say and hear consonant clusters correctly

(CLASS/PAIR)

1. Revise the notes on consonant clusters in Unit 3. Ensure learners understand that consonant clusters are sets of two or three consonant letters that are blended together when pronounced, but when they listen closely they can still hear each individual sound.
2. Say all the words for the class.
3. Then learners repeat the words after you.
4. Use this opportunity to explain that "practice" is a noun, and "practise" is a verb.
5. Note also that "sh", "ng" and "th" are not regarded as consonant clusters as those letter combinations form a new single sound, not a combination of sounds.
6. The written parts of this activity can be completed for homework. Learners write the words and identify the consonant clusters. They should of course say the words aloud again.

Answers

3. small fruit please steam honest bleeding pray
flask crawl help brother practise slippery retreat
frightened tourist wildlife protect truth result entry

- 4.
- | Single consonant initial sound | | Consonant cluster initial sound | | | |
|--------------------------------|------------|---------------------------------|--------|----------|--------|
| share | physics | stare | float | clue | spring |
| begin | thoughtful | splendid | string | great | train |
| ring | ghost | fruit | skill | creature | small |

- 5.
- | Single consonant final sound | | Consonant cluster final sound | | | |
|------------------------------|------|-------------------------------|-------|-------|---------|
| bring | nine | physics | bump | dust | plans |
| full | cash | spend | think | socks | shift |
| stack | path | sand | desk | field | protect |

Assessment

- **Self/peer assessment:** Learners can listen to and correct each other's pronunciation.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.1.3.1.2. Produce consonant clusters in context

Remedial activity

Use paragraph 4 of the reading text in Activity 3 for extra work for learners who are still struggling with consonant clusters. Those learners can read the paragraph aloud to you, and can then identify at least eight consonant clusters from the paragraph. Assist them with the correct pronunciation.

Reading (Learner's Book page 40)

ACTIVITY 3

Use text features to understand a text

(CLASS/PAIR)

1. Read through the notes on prediction using text features.
2. Ask learners to take out a textbook from one of their other learning areas. Look quickly at text features such as subheadings and captions of diagrams or photographs.
3. Learners work in pairs to complete the prediction exercises.
4. Complete this activity by reading the text aloud to the class, stopping occasionally to discuss whether their predictions were correct.

Answers

2.
 - a) The title is the question "Is honesty the best policy?" The question format shows that the article will consider this issue.
 - b) Answers will vary.
 - c) The picture shows a citizen swearing in court to tell the truth. Accept any reasonable predictions, such as: The text will include some information about the relationship between honesty, truth and the law.
3.
 - a) Each first line introduces the content of each paragraph.
 - b) Yes, paragraphs 4 and 6.
 - c) Yes, paragraph 2.
4.
 - b) The contestant was 18 years old.
 - c) Ghana's national anthem

Assessment

- **Self/peer assessment:** Learners can correct each other's answers.
- **Teacher assessment:** Use the answers to assess the following indicator:
B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners read the text working alone.
2. They work in groups to discuss the questions and answers.
3. Then they work alone again to write the answers, consolidating the work done in the discussion.

Answers

2. a) B Let it always be important to us to be brave enough to tell the truth. (1)
- b) Honesty develops trust and respect between people. An honest person feels better about himself/herself. (2)
- c) To say only that she had not seen the robber handle the money would imply that the robber had not been involved. So, the witness needs to explain how the robber was involved. (2)
- d) "cut and dried"; "black and white" (2)
- e) The author approves of the mother's lie. The author says that sometimes there are occasions when it is correct to lie to protect others. The author also points out that there was no advantage in telling the girl the truth. (2)
- f) Accept any answer that is well written and follows the instructions. Most learners are likely to answer that they agree with the author, that the mother was justified in lying, because the daughter could then have a better memory of her father. (3)
- g) The adverb "brutally" shows that the author feels that sometimes honesty is unnecessarily cruel. (2)
- h) The quotation marks around the word "humour" show that the author does not find that kind of remark funny or humorous, and does not believe that those sorts of remarks should be made for the crowd's amusement. (2)
- i) "Should you tell her?" (1)
- j) The context means the circumstances and possible effects of being honest or not. (2)
- k) You should tell them about the dirty mark if the mark is going to affect them negatively in any way, such as embarrass them later or give a bad impression in a job interview. (2)
- l) Answers will vary according to the learner's experience. The answer should describe the event and include sufficient detail to warrant 4 marks. (4)
- m) No. The author thinks that usually honesty is indeed best, but the author says that there are situations in which honesty is not called for or not productive. (2)
- n) in order to (1)
- o) However, if she does not add that she saw the robber force the cashier to put the money in his bag, at gunpoint, she does not tell the whole truth. (1)
- p) the truth, the whole truth and nothing but the truth (1)

Total marks: 30

Assessment

- **Self/peer assessment:** Learners can correct each other's work while you explain the correct answers.
- **Diagnostic teacher assessment:** Use this activity to assess the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.2.3. Make generalisations from text and link to real life situations

ACTIVITY 5

Analyse the nuances of words and phrases

(CLASS/INDIVIDUAL)

1. Learners often find the subtle differences in nuances of meaning a difficult topic, so plan to spend more time on this than on previous vocabulary activities.
2. Read through the notes with the class.
3. Learners can work in groups or pairs to complete exercises 2 and 3 orally.

4. Then they can consolidate by completing the answers in writing, working alone.

Answers

Note that sometimes the answers are debatable. For example, “terrified” and “scared to the bone” could both be first in answer 2a).

2.
 - a) terrified, scared to the bone, frightened, concerned
 - b) worried, troubled, disturbed
 - c) furious, cross, upset, unhappy
3.
 - a) Akosua **lied** to us about her health status. She told us she was well, only for us to hear about her death.
 - b) Mr. Mensah **deliberately misled** us. He made us believe all was well with the company so that we would not ask questions.
 - c) When Esi saw her aunt’s shabby old furniture, she said: “I think you **stretched the truth** when you said you were very wealthy, Aunt Kisi.”
 - d) One of the witnesses **told an untruth**, so the judge cautioned him.

Assessment

- **Self/peer assessment:** This activity is ideal for self-assessment.
- **Diagnostic teacher assessment:** Monitor the answers to see whether learners understand the concept of nuance. Use this activity to assess the following indicator:
B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts

Remedial activity

Use this fun remedial activity for learners who need extra help. Write a number of synonyms for “good” on the board. For example: excellent, wonderful, outstanding, good. Then ask learners to work in groups of five and decide which adjective applies to each of them in terms of a range of skills, such as athletic ability, English, mathematics, musical talent. Try to include at least one ability in each group that each learner is good at.

Grammar (Learner’s Book page 43)

ACTIVITY 6

Use adjectives in the correct order

(CLASS/INDIVIDUAL)

1. Use the notes to revise adjectives.
2. Explain that adjectives usually follow a set order.
3. Ask questions to find out what learners already know about the order of adjectives. For example, ask learners to make up sentences with three adjectives describing themselves. They might know the order of adjectives instinctively from usage rather than from having studied the concept previously.
4. Decide whether learners are able to answer the questions working alone or whether they need the benefit of doing the work orally in groups first.

Answers

2. a) Honesty is the best practice.
b) Make us cherish fearless honesty.
c) A nervous witness testified in court today.
d) There is too much salt in the food. (Note: Some learners might say that “too” is also an adjective. Explain that “too” is an adverb, qualifying the adjective/quantifier “much”.)
e) A learner, who has resolved to tell the whole truth, will be telling teachers everything.
f) Their beautiful relationship was marred.
g) Her foster parents hid the information from her.
h) He is honest, faithful and truthful.
i) We were sad to learn of her passing.
3. a) It is advisable to have **good moral** values.
b) The **tall young** man told a white lie.
c) The school is looking for **five honest** learners.
d) The girl wearing the **long black** earrings is trustworthy.
e) **Intelligent upright Ghanaian** students should always strive for honesty.
f) It took **six courageous young** men to stand up to the bully.
g) Honesty, friendliness and compassion are **important personal** traits.
h) Twisting the truth sometimes is like meandering a **long winding** curve.
i) Yvonne wore an **adorable short orange silky** dress to her friend’s wedding.

Assessment

- **Self/peer assessment:** Learners can correct each other’s work while you explain the answers.
- **Diagnostic teacher assessment:** Use the activities to assess the following indicator:
B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing

Remedial activity

Write the following sentence on the board and ask learners to explain what is wrong with it. Many learners will be able to identify that the adjectives are in the incorrect order.

I watched a television long detective complicated programme.

Then move on to this more challenging example:

I watched a(n) wildlife factual interesting documentary.

ACTIVITY 7

Use quantifiers

(CLASS/INDIVIDUAL)

1. Read the notes on quantifiers with the class, elaborating if necessary.
2. Then learners can complete the exercises working alone.
3. Point out that the purpose of this activity is for learners to use quantifiers correctly in their spoken and written English, rather than to be able to name the words as quantifiers.

Additional information: few vs. less

One of the most common errors in English (across the world, including countries where English is the first language) is to confuse the use of “few” and “less”. This is addressed in the Extension activity provided on the next page of this Facilitator’s Guide. Revise countable and uncountable nouns with the class first.

- **Countable nouns** can be counted or itemised. Examples include cups, potatoes, books, people. Use “fewer” or “fewest” with countable nouns: I read **fewer** books this year. We have **fewer** cups than our neighbours do.
- **Uncountable nouns** cannot be itemised or broken down into separate countable parts. Examples include water, tea, information. Use “less” or “least” with uncountable nouns: This bottle contains **less** water than that bigger bottle does. This thin book contains **less** information than that thick book does.

Answers

- a) Sadly, **few** people are honest these days.
 - b) Sena was not hungry and only ate **a bit of** / **a little** fufu.
 - c) We expect many visitors, so we have to make sure that we have **enough** chairs.
 - d) Kwesi does not know **much** about his late father.
 - e) We need **lots of** courage to tell people the hard truth.
 - f) We have to go shopping tomorrow. There is only **a little** / **a bit of** food left.
 - g) Akosua did not have **any** rooms left available for us in her guesthouse.
 - h) The police believed very **little** of what he said.
3. Accept any correct sentences.

Assessment

- **Self/peer assessment:** Learners can correct their own work here.
- **Diagnostic teacher assessment:** Use the answers to assess the following indicator:
B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing

Extension activity

Learners who scored almost full marks in this activity might enjoy seeing how well they do with this activity! You can suggest that learners look up countable and uncountable nouns to revise the correct use.

1. There are (fewer/less) learners in my class this year than last year.
2. I am trying to eat (fewer/less) sugary sweets in order to get healthier.
3. Parents of new-born babies usually get (fewer/less) sleep until the baby learns to sleep through the night.
4. Watch (fewer/less) television so that you have time to study more.
5. Watch (fewer/less) hours of television so that you have time to study more.
6. Far (fewer/less) gorillas exist now, and their numbers are so low that they are endangered.
7. Far (fewer/less) wildlife can be seen outside of game reserves now than in previous decades.

Writing (Learner's Book page 47)

ACTIVITY 8

Write sentences with noun and adjectival phrases

(CLASS/INDIVIDUAL)

1. Ask a few learners to tell the rest of the class what noun phrases are.
2. Then use the notes on adjectival phrases to explain these to the class.
3. Learners use the given sentences and phrases to write longer sentences in exercise 2.
4. In exercise 3, they make up noun and adjectival phrases of their own to add to the paragraph. Point out that they should be mindful not to confuse adjectival phrases with adverbial phrases. For example, if they were to add the phrase "along the street" as follows in the first sentence, they would have added an adverbial phrase: He was walking along the street when he saw ...

Answers

2.
 - a) The building behind the old State House is no longer occupied.
 - b) My preferred author of African fiction is Chinua Achebe.
 - c) The bread needs four cups of flour.
 - d) A learner from Mr. Kalola's team won first prize.
 - e) As part of our project, we visited many villages without any electricity.
 - f) The guidelines for the project puzzled the learners.
 - g) The bottle of water on the table is yours.
 - h) Somebody with extremely big feet has scuffed the wet floor.
 - i) He told us his very dark and deep secret in a low tone of voice.
 - j) As soon as my brother, a qualified engineer, graduated, he got a job overseas.
3. Learners' paragraphs will vary. Accept any correct sentences that have noun or adjectival phrases added.

Assessment

- **Self/peer assessment:** Learners can check a partner's work, reading each sentence aloud to make sure that it is correct. They should use the checklist in the Learner's Book for this purpose.
- **Teacher assessment:** Use the memorandum above to provide learners with the correct answers. Use this activity to assess the following indicators:
 - B9.3.1.1.1. Use noun phrases accurately in context
 - B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing
 - B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures

Literature (Learner's Book page 48)

ACTIVITY 9

Read monologues and dialogues (CLASS/GROUP/INDIVIDUAL)

1. Monologues and dialogues are explained in the notes. Learners can read the notes alone, and then you can discuss them as a class.
2. Select four learners who will prepare a reading of the scene from the drama (a dialogue) for the rest of the class. The characters are the lawyer Akoto, the barrister Osei, the judge and the witness Mr. George Nartey.
3. Discuss the phrases that are often heard in a courtroom, such as "Court, rise!", "Objection.", "Overruled." and "Order!". Use this opportunity to revise how certain professions have terms that are a form of jargon, as they have a meaning that is specific to that profession.
4. Then learners answer the questions. They can do this orally in groups before working alone to write the answers.

Answers

3.
 - a) Mr. Agbemenu has been charged with murdering his wife. (2)
 - b) Mr. Nartey has been bribed by Mr. Agbemenu to lie that he did not see the crime committed. (2)
 - c) Barrister Osei represents the state. (1)
 - d) "I put it to you that you are a very great liar." (1)
 - e) He stammers and repeats words. (1)
 - f) This is a term used in courts when a lawyer asks the judge to rule that the opposing lawyer has said something unacceptable. (1)
 - g) The judge's language is formal. Accept any correct word or phrase, such as "Counsel for the Defence, you may continue." (2)

Total marks: 10

Assessment

- **Self/peer assessment:** Learners can correct each other's answers while you explain the answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.5.1.1.2. Create monologues and dialogues narratives in play scripts

Extension activity

There are some excellent courtroom novels – and television programmes – available. Encourage learners to read these as part of their personal reading programme.

Introduction

This unit looks at the very important issue of corruption. As learners approach the age at which they are able to vote, part of our responsibility as educators is to prepare them for their civic responsibility, encouraging them to think about the values they would like to see in politicians so that they become informed voters. In this unit, learners will take part in discussions, with an emphasis on turn taking and conversation techniques. There is more work on pronunciation of consonant clusters. The comprehension text is a discursive passage about corruption. In the grammar section learners use phrases to expand sentences. They write a paragraph, and in the literature section they write a dialogue.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues <ul style="list-style-type: none"> Identify and explain grade-level global issues e.g. violence, gender and inclusion, kidnapping, terrorism, child trafficking. Discuss orally grade-level global issues/topics using appropriate language e.g. register/vocabulary, phrasal verbs, idioms. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating) <ul style="list-style-type: none"> Engage in arguments and debates on topics/issues using appropriate register. Observe and use the skills of turn taking in arguments and debates. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 3: English sounds		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B9.1.3.1.2. Produce consonant clusters in context <ul style="list-style-type: none"> Listen to texts and produce consonant clusters in context (e.g. pl, pr, cr, cl, tr, sm, sp, spl, spr, gh, etc.). Produce consonant clusters accurately in connected speech. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 2: Reading
Sub-strand 1: Comprehension

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> • Read age-appropriate texts for the main ideas. • Read within given time for specific information. • Answer simple questions on the texts. • Peer review the information gathered. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> • Read a set text. • Using prediction, make a summary of the main ideas. • Follow up with other strategies to find patterns and relationships between ideas. • Put all information together and peer edit. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.3. Make generalisations from text and link to real life situations <ul style="list-style-type: none"> • Identify the highest points and link to real life situations. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.7. Interpret use of words/phrases (figurative, symbolic, sensory) in complex texts <ul style="list-style-type: none"> • Identify the use of imagery for meaning: <ul style="list-style-type: none"> – The senses – Symbolism – Figurative language. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts <ul style="list-style-type: none"> • Read grade-appropriate texts. • Identify known and unknown words meaningfully. • Connect these words and phrases to the text and analyse the effect. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 3: Grammar usage

Sub-strand 1: Grammar

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in communication	B9.3.1.1.1. Use noun phrases accurately in context <ul style="list-style-type: none">Use noun phrases in texts.Determine and discuss the functions of noun phrases in texts. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing <ul style="list-style-type: none">Use adjective phrases to provide vivid descriptions. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.3.1.1.4. Use the knowledge of the adverbial phrase and its functions <ul style="list-style-type: none">Use adverb phrases. (Activity 6 & 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 4: Writing

Sub-strand 1: Production and distribution of writing

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures <ul style="list-style-type: none">Use noun phrases, adjectival phrases and adverbial phrases to expand sentences. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 5: Literature

Sub-strand 1: Narrative, drama and poetry

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.2. Create monologues and dialogues narratives in play scripts <ul style="list-style-type: none">Identify monologues and dialogues in texts.Create dialogue using appropriate punctuation. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 52–61
- Recent newspaper articles about corruption, both locally and internationally

Review

Before you begin Unit 5, review the skills and concepts developed in Unit 4. These are:

- the concept of honesty
- open-ended questions
- consonant clusters
- text features in predicting a text
- nuances of meaning
- order of adjectives
- quantifiers
- adjectival and noun phrases
- monologues and dialogues.

Teaching methodology

Oral Language (Learner's Book page 52)

ACTIVITY 1

Discuss bribery and corruption

(GROUP)

1. The notes give advice on how to conduct a group or pair discussion. Read through them with the class.
2. Monitor the selection of the chairperson of each group.
3. Remind learners that during the year they will each have a turn to be the chairperson.
4. Give learners about 15 minutes to discuss the topic.
5. Walk around between the groups, checking that each learner is participating.
6. Wrap up this activity by asking the chairperson of each group to report back their findings.
7. The group that reports back first will summarise all of their points.
8. The other groups will only add any points that have not been reported back by previous groups. This will avoid lengthy repetition.

Assessment

- **Self/peer assessment:** Learners can reflect on whether they spoke well, presenting their own opinions. The process of discussing is more important here than the content of the discussion.
- **Teacher assessment:** Use the rubric "Listen and discuss/debate" on page xiv of this Facilitator's Guide to assess the following indicators:
 - B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues
 - B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)

Extension activity

If your school does not have a debating society, suggest to learners that they form one. The advantages are varied and significant. Learners will develop their use of English. They will hone their skills of logic and presentation. They will acquire knowledge of the topics that are covered in their debates. Depending on the policy at your school about extra-mural societies needing to have a teacher present, you should oversee this society.

ACTIVITY 2

English Sounds: Say and hear consonant clusters correctly

(CLASS/PAIR)

1. This is a short oral activity.
2. Revise the notes on consonant clusters in Unit 3.
3. Say all the sounds and words for the class.
4. Then learners repeat the sounds and words after you.
5. Finally learners should say the words aloud again.

Assessment

- **Self/peer assessment:** Partners can check each other's pronunciation of the words.
- **Teacher assessment:** This activity assesses the following indicator:
B9.1.3.1.2. Produce consonant clusters in context

Remedial activity

Learners should look up any meanings they do not know. Then they can write sentences using each word. This will give practice at vocabulary enrichment and at sentence construction levels. Ask them to read their sentences aloud.

Reading (Learner's Book page 54)

ACTIVITY 3

Predict a text

(CLASS/PAIR)

1. Begin this lesson by asking learners whether they ever read simply for pleasure. Tell them what book you are reading for pleasure.
2. Refer learners to the notes on pages 279 and 280 at the back of their book. Work through the notes with the class, elaborating as necessary.
3. Point out that sometimes the purpose of reading is simply for entertainment or pleasure.
4. Discuss the two purposes described in 2a) and b).
5. Then learners answer the prediction questions in exercises 3, 4 and 5.
6. Finally, read the text aloud to the class, or ask a learner who reads well to do so.

Answers

3. a) The title is self-explanatory: "Bribery and corruption in Ghana". (Here you could ask learners whether the title suggests that the text will be fiction or non-fiction.)
b) The photograph shows a person handing cash to an official, as a bribe.
4. a) In all paragraphs, except paragraph 6, the first sentence is the topic sentence, so learners can predict the content accurately.
b) Paragraph 6 looks at learners and employees being asked for or pressured into sexual favours.
5. b) This answer is in paragraph 7: the Criminal Code, 1960, later changed to be the Criminal Offences Act, 2012.

Assessment

- **Self/peer assessment:** Learners can correct each other's answers.
- **Teacher assessment:** Use the answers to assess the following indicator:
B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

1. Learners read the text alone.
2. They can work in groups to discuss the questions and possible answers.
3. Then they work alone to write their answers.
4. Remind learners to look at the mark allocation of each question as a guide as to how much detail to write in their answers.
5. When you explain answer 2f), you could introduce the term “euphemism” for enrichment: “thank-you gifts” is a euphemism – a nicer or more acceptable word or phrase used to describe something unpleasant.
6. After completing the comprehension questions, facilitate the tasks in exercise 3, where learners think back to the learning purposes they set. They think about whether they have found out ways in which young people can prevent corruption, and how to write a good factual text.

Answers

2. a) “regrettably”. This word shows the author thinks the prevalence of corruption is something negative and should be discouraged. (2)
- b) Accept any suitable answers, such as using learner labour freely; helping learners to cheat; using public facilities for private use or gain, etc. (2)
- c) It has only had limited success. “Nevertheless, corruption continues to be widespread internationally.” (2)
- d) Ghanaians have laws and mechanisms to report such acts. (2)
- e) They might be asked to pay a bribe to be selected for employment. The wrong textbooks and other learning materials might be provided at schools. Schools might accept/select learners for enrolment in return for a bribe. (3)
- f) The quotation marks show that the author knows that the gifts are not really gifts but are in fact bribes. (See point 5 of the teaching notes above.) (1)
- g) All or any three of these: To study hard at school; prepare well for job interviews; not to seek favours; refuse to be lured into bribery and corruption; report any attempted corruption. (3)
- h) whistleblower (1)
- i) There are various reasons that some girls are vulnerable to older men. They might feel that they have to defer to older men because of cultural beliefs that elders must be respected. The men will have more money than the girls because the men will be earning a salary, so the men will be able to offer money to the girls. The men might be in a position to alter the girls’ marks. (Accept any two valid reasons.) (2)
- j) They might have false disciplinary action brought against them. Female students and learners might be stopped from writing exams, failed or suspended. Employees might be dismissed or transferred. (2)
- k) People get admission to a school or a job in a workplace because of a personal connection to someone in authority, rather than because they deserve the position. (2)
- l) canker (1)
- m) The author hates or is against bribery and corruption, and believes it destroys elements of society and has a negative effect on the country’s economy. (2)
- n) Accept any well-argued answer. (2)
- o) some (1)
- p) Corruption is an illegal destructive practice. (Only award 2 marks if the learner has changed “a” to “an”.) (2)

Total marks: 30

Assessment

- **Self/peer assessment:** Learners can check each other's work in pairs or groups while you explain the correct answers.
- **Teacher assessment:** Decide whether you want to take in the answers and mark them, or whether you want to use this for continuous assessment. This activity assesses the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.2.3. Make generalisations from text and link to real life situations
 - B9.2.1.2.7. Interpret use of words/phrases (figurative, symbolic, sensory) in complex texts

Extension activity

- Learners can read some of the articles on corruption that you have sourced from recent newspapers. This will form part of their independent reading.
- Learners could read a novel that deals with corruption. Two examples written by African authors are:
 - Helon Habila's *Waiting For An Angel*
 - Ayi Kwei Armah's *The Beautiful One's Are Not Yet Born*.

ACTIVITY 5

Understand the nuances of words and phrases

(CLASS/GROUP)

1. Ask learners what they remember about nuance from Unit 4.
2. Revise the notes on nuance in Unit 4.
3. Learners can do exercises 2 and 3 in groups.
4. Discuss the answers.

Answers

2. **b)** thank-you gift, favour, incentive, sweetener, bribe/kick-back (Bribes and kick-backs are equally serious, so either can come last.)
3. **a)** He took cake to work for the staff as a **thank-you gift** for having to work overtime every day for the whole of next week.
 - b)** The admissions officer took a financial **sweetener** to offer admission to the unqualified applicant.
 - c)** The accountant took a **kick-back** of 10% of the profits from the contractor on the road project.
 - d)** The opportunity to travel abroad was to serve as an **incentive** to the recruiting officer.
 - e)** The gift of a gold watch was a **bribe** for the politician.
 - f)** I will write your essay for you, but first I need you to do me a **favour**.

Assessment

Self/peer assessment: Learners can check their own answers. This activity assesses the following indicator: B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts

Grammar (Learner's Book page 58)

ACTIVITY 6

Use adverbial phrases

(CLASS/INDIVIDUAL)

1. Use the notes to teach adverbial phrases to the class.
2. Understanding adverbial phrases relies on two concepts: first, understanding the grammar; second, understanding the logic of each phrase in order to determine the function of each phrase.

3. As you work through the examples with the class, ask them to think logically about whether the phrase tells more about how, why, when or where.

Answers

2. a) I went to the school to check on my results. (reason)
b) The headmaster always spoke in a baritone voice. (manner)
c) The housemistress met the learners right in the school garden. (place)
d) The learners understood the work well because of the teacher's excellent explanation. (reason)
e) Kofi was asked to meet the senior housemaster later that evening. (time)
f) The team must arrive before noon to take part in the competition. (time; reason)
g) She told us the good news in an excited tone of voice. (manner)
h) Yusuf will see his bank manager on Friday morning. (time)
i) He went to the shop to buy meat. (reason)
j) Yvonne will meet us in front of the Golden Chop Bar. (place)
3. This happens in schools where some girls are vulnerable to older men, as well as at workplaces.

Assessment

Teacher assessment: Mark learners' work. Use the answers to assess the following indicator:
B9.3.1.1.4. Use the knowledge of the adverbial phrase and its functions

Remedial activity

If learners struggle with using adverbial phrases, give them this additional activity.

Use these adverbial phrases of time to complete the paragraph:

in the morning in the evening through the night over the long weekend

My family had a treat _____. We travelled by bus _____ to my aunt's house. We arrived early _____. _____, we ate some wonderful snacks and cake.

Writing (Learner's Book page 59)

ACTIVITY 7

Write sentences with noun, adjectival and adverbial phrases

(CLASS/INDIVIDUAL)

1. Learners should already understand the different types of phrases. If necessary, revise these, referring back to Units 3 and 4.
2. Learners use given adverbial phrases to expand sentences in exercise 2.
3. Then, in exercise 3, they generate their own noun, adjectival and adverbial phrases to expand the sentences.

Answers

2. a) We were all searched for hidden school notes before the examination.
b) We were entertained with Amakye Dede's songs at the shopping mall.
c) The tourists were frightened of the slippery paths in the Dodowa Forest.

- d) The small boy entered the road without looking.
 - e) The headmaster made the decision as quickly as possible.
 - f) We were stopped by the police right at end of the motorway.
 - g) The officer spoke to us in a surprisingly calm voice.
 - h) All the athletes converged on the field.
3. Learners' sentences will vary.

Assessment

- **Self/peer assessment:** Learners can work in pairs or small groups to check each other's sentences, before handing in the paragraphs for you to mark. They can use the checklist for this purpose.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.3.1.1.1. Use noun phrases accurately in context
 - B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing
 - B9.3.1.1.4. Use the knowledge of the adverbial phrase and its functions
 - B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures

Literature (Learner's Book page 60)

ACTIVITY 8

Create dialogue using appropriate punctuation

(CLASS/INDIVIDUAL)

1. Revise the layout and features of a dialogue in Unit 4.
2. Read and explain the information in this activity to the class. The notes focus particularly on the punctuation used in laying out a dialogue.
3. Read and discuss the cartoon strip with the class.
4. Ask learners what the moral lesson is in the cartoon strip.
5. Then learners write their own dialogue, following the usual steps of drafting, editing and then writing the final text.

Assessment

- **Self/peer assessment:** Learners can use the checklist to work through their draft.
- **Teacher assessment:** Take in the dialogues and mark them. This activity addresses the following indicator:
B9.5.1.1.2. Create monologues and dialogues narratives in play scripts

Extension activity

If you have time, learners can act their dialogues and present them to the rest of the class.

Introduction

The theme of this unit is different forms of government. This topic will help prepare learners to become citizens who participate in a democracy with knowledge and understanding. There is a listening comprehension and further work on consonant clusters. Learners explore the nuances of words, to develop their vocabulary. They practise the pre-reading skill of scanning. The reading passage looks at different systems of government. The grammar work focuses on phrasal verbs. In the writing section, learners focus on topic sentences of paragraphs, and transition words and phrases. They write an information essay. Finally, in the literature section, learners read a biographical text and answer questions about the sequence of events.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues <ul style="list-style-type: none"> Discuss orally grade-level global issues/ topics using appropriate language e.g. register/vocabulary, phrasal verbs, idioms. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating) <ul style="list-style-type: none"> Identify interesting topic/issues appropriate for argument and debate e.g. children should be allowed to take decisions on matters concerning them. Engage in arguments and debates on topics/issues using appropriate register. Observe and use the skills of turn taking in arguments and debates. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Sub-strand 2: Listening comprehension

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/language/figures <ul style="list-style-type: none"> Listen to and watch audio-visuals for about two hundred (200) words per two (2) minutes and write key information (message, theme, tone, mood, character) from them. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Sub-strand 3: English sounds

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B9.1.3.1.2. Produce consonant clusters in context <ul style="list-style-type: none"> Listen to texts and produce consonant clusters in context (e.g. pl, pr, cr, cl, tr, sm, sp, spl, spr, gh, etc.). Produce consonant clusters accurately in connected speech. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 2: Reading

Sub-strand 1: Comprehension

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> Read age-appropriate texts for the main ideas. Read within given time for specific information. Answer simple questions on the texts. Peer review the information gathered. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> Read a set text. Using prediction, make a summary of the main ideas. Follow up with other strategies to find patterns and relationships between ideas. Put all information together and peer edit. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	B9.2.1.2.3. Make generalisations from text and link to real life situations <ul style="list-style-type: none"> Read a text and identify specific patterns that form generalisations. Identify the highest points and link to real life situations. Modify portions of texts to suit the realities of life. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts <ul style="list-style-type: none"> Read grade-appropriate texts. Identify known and unknown words meaningfully. Connect these words and phrases to the text and analyse the effect. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 2: Summarising		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary	B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary <ul style="list-style-type: none"> Provide an objective summary of the text. (Activity 10)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 3: Grammar usage		
Sub-strand 1: Grammar		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in communication	B9.3.1.1.3. Use more complex phrasal verbs accurately in speech and writing <ul style="list-style-type: none"> Identify phrasal verbs in texts and determine what they mean in context (come after, come along, blow up, make up, etc.). Use phrasal verbs in developing meaningful paragraphs. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 4: Writing

Sub-strand 1: Production and distribution of writing

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing B9.4.1.2: Create different paragraphs a given topic	B9.4.1.1.2. Develop a paragraph to show paragraph unity and completeness using supporting details (e.g. explanation, elaboration, definition, examples) <ul style="list-style-type: none"> Write paragraphs showing the topic sentence, minor and major supporting sentences using transitional devices to bring about cohesion and coherence. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.4.1.2.1. Compose more complex paragraphs using appropriate strategies <ul style="list-style-type: none"> Write mixed paragraph (paragraph with the topic sentence located in the middle) and periodic paragraphs (paragraph with the topic sentence at the end) using transitional devices to create effect and purpose. Organise sentences in a logical sequence to create coherence and beauty that sustains interest in an introductory paragraph. Use logical connectors to link sentences in a paragraph. Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create cohesion and coherence and unity and completeness of paragraph. (Activity 9)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 2: Text types and purposes		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.2.1: Use a process approach to compose descriptive, narrative/ imaginative, informational and persuasive, argumentative texts	B9.4.2.1.4. Write an informative, explanatory text on a familiar or unfamiliar topic <ul style="list-style-type: none"> Write an informational text to show how and why something happened. Use appropriate, objective language to explain points. Organise ideas and points in an information text logically. Using selected topics, write reports that are devoid of decisions based on personal bias, cultural differences and any other criterion that cannot be measured or proven. (Activity 9)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 5: Literature

Sub-strand 1: Narrative, drama and poetry

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, autobiography, biography, narrative and play script/drama) <ul style="list-style-type: none">Identify and explain the key events in film/media, narratives and play scripts.Compare events across film/media, narratives and play scripts.Create film/media, narratives and play scripts. (Activity 10)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 62–75
- If there is an election happening soon:
 - borrow election posters and pamphlets for learners to read and analyse critically
 - give learners information about what they need to vote in elections once they are 18 years old. Explain how they register, if they have not already done so.
- A list of resources that contain information texts that learners might find interesting (see Additional information, Activity 9)
- Dictionaries, especially for Activity 6

Review

Review the main skills and concepts taught in Unit 5. These are:

- the concept of corruption
- how to participate in group discussions
- consonant clusters
- using a learning purpose as a reading strategy
- nuances of words
- adverbial phrases
- expanding sentences with various phrases
- dialogues and punctuation.

Teaching methodology

Oral Language (Learner's Book page 62)

ACTIVITY 1

Listen to a text and answer questions

(INDIVIDUAL)

- Introduce this topic with a short discussion about different systems of government. Ask learners to think of monarchies (England, Eswatini), democracies (Ghana, South Africa) and countries where one family or group rules (North Korea). By 2022, only Brunei, Eswatini, Oman, Qatar and Saudi Arabia were still absolute monarchies. You might like to discuss how many African countries have a number of royal

families, for example the AmaZulu king and the AmaXhosa king in South Africa, or the kings in Nigeria. Their traditional status is respected, even though the countries are ruled by elected governments.

2. Discuss the illustration, asking learners to suggest what types of government are illustrated.
3. Read the listening text on the next page of this Facilitator's Guide once to the class.
4. Then learners take a few minutes to read the questions alone.
5. Read the text again, fairly slowly, so that learners have an opportunity to listen for the answers.
6. They can take notes during this second reading. But they should not try to write down a lot. Rather, they can note down one or two key words that they know will form part of an answer.
7. Then learners can take 15 minutes to write the answers.

Listening text

There are many different types of government. Many countries, including Ghana, follow the system of **democracy**. This means that all adult citizens vote to elect the government. The government usually has a limited term of office, often four or five years. After that the country holds new elections.

In an **autocracy**, only one party or person governs, and there are no elections. This system is similar to a dictatorship, where one group or person rules and does not allow any opposition parties.

Countries that are ruled by a king or a queen are called **monarchies**. There are very few absolute monarchies left in the world. However, there are countries that have a system called a **constitutional monarchy**. Some examples are the United Kingdom, Sweden, Norway, the Netherlands, Morocco and Lesotho. These countries have elected governments, and they also have monarchs whose powers are limited by law.

An **oligarchy** is a government by one group, religion or family. The ruling group has an elite position in society, and does not allow any opposition.

Military rule means government by an army. The opposite of this is **civilian rule**, where the government is made up of non-military people. In most democracies the army is under the control of the government.

Answers

5. Answers to the questions in exercise 3:
 - a) democracy
 - b) Voters must be adult and must be citizens of the country.
 - c) It is the number of years for which governments are elected.
 - d) autocracy/dictatorship
 - e) A king or queen rules in a monarchy.
 - f) Constitutional monarchies have democratically elected governments, and then they have royalty who have limited powers, or who are largely ceremonial.
 - g) Accept any correct answer: United Kingdom, Sweden, the Netherlands, Morocco and Lesotho.
 - h) military rule
 - i) civilian rule

Assessment

Teacher assessment: You can either take in the answers for marking, or ask learners to swap books and correct each other's work, while you discuss the correct answers above. Use the answers to assess the following indicator:

B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/language/figures

ACTIVITY 2

Discuss types of government

(GROUP)

1. As always in group discussions, remind groups that they need to choose a group chairperson to facilitate the discussion and report back to the rest of the class.
2. The chairperson should be someone who has not yet had a turn.
3. Also remind the groups that each learner has to participate in the discussion.
4. Then groups should discuss the points about forms of government. They will need about 20 minutes for this.
5. Walk around to listen to snippets of each group's discussion, monitoring both the content and the process.

Assessment

Teacher assessment: Use the rubric "Listen and discuss/debate" on page xiv of this Facilitator's Guide to assess the following indicators:

- B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues
- B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)

ACTIVITY 3

English Sounds: Say and hear consonant clusters correctly

(CLASS/INDIVIDUAL)

1. Revise the notes on consonant clusters in Unit 3 and discuss the notes in this activity.
2. Say all the sounds and words for the class.
3. Then learners repeat the words after you.
4. Learners then copy the words into their exercise books.
5. They then say them aloud to themselves and underline the consonant clusters.
6. While they are doing exercise 2b), remind learners that, for example, "sh", "th" and "ng" are not regarded as consonant clusters as those letter combinations form a new single sound, not a combination of sounds.
7. Learners had best check each other's work in exercise 2b) before attempting exercise 3.
8. In exercise 3, they sort the words into the tables according to their initial (or beginning) and final (or ending) sounds. Note that the first columns ask for a single consonant sound.

Answers

2. share	<u>s</u> tare	<u>s</u> plendid	<u>f</u> ruit	begin	<u>e</u> nd
tem <u>p</u> t	so <u>s</u> ks	fi <u>e</u> ld	<u>b</u> ring	<u>f</u> loat	physi <u>c</u> s
thoug <u>t</u> ful	<u>s</u> tr <u>i</u> ng	<u>s</u> k <u>i</u> ll	<u>g</u> reat	<u>c</u> reature	<u>p</u> ronoun <u>c</u> e
<u>s</u> cream	<u>s</u> pend	sand	bu <u>m</u> p	p <u>u</u> m <u>p</u> s	full
th <u>i</u> nk	<u>f</u> irst	thi <u>r</u> sty	nine	<u>s</u> print	des <u>k</u>

3.

Initial sound**Single consonant sound**

share, begin, tempt, socks,
field, thoughtful, physics, sand,
bump, pumps, full, think, first,
thirsty, nine, desk

Two-consonant cluster

stare, fruit, bring, float, skill,
great, creature, pronounce,
spend, twelfth

Three-consonant cluster

splendid, string, scream, sprint

Final sound**Single consonant sound**

splendid, fruit, begin, bring,
float, thoughtful, string, skill,
great, scream, full, nine, sweet

Two-consonant cluster

end, socks, field, physics,
spend, pronounce, sand,
bump, think, sprint, desk

Three-consonant cluster

tempt, pumps, first

Assessment

- **Self/peer assessment:** Learners can work in pairs to say a word aloud. Their partner can check that they are correct.
- **Teacher assessment:** This activity assesses the following indicator:
B9.1.3.1.2. Produce consonant clusters in context

Remedial activity

Learners should look up the meaning of any words that they do not understand. Then they can write sentences using each word. This will give practice at vocabulary enrichment and sentence construction level. Ask them to read their sentences aloud.

Reading (Learner's Book page 64)**ACTIVITY 4****Scan the reading text**

(CLASS/PAIR)

1. First learners revise the information from Unit 5 about having a clear purpose for their reading.
2. Then they complete the pre-reading exercises 2, 3 and 4.
3. If necessary, learners can revise the notes on scanning in the appendix at the back of the book.
Encourage learners to become responsible for their own learning, advising them to look up information as they need to, rather than waiting for you to tell them to do so.
4. Read the text aloud to the class, or ask a learner with good reading skills to do so.
5. Finally, work through the prediction exercises, discussing whether learners' answers were correct.

Answers

3. b) Denmark, Norway, Finland
c) Accept any correct answers, such as in paragraph 3 where the author is using the example of South Africa pre-1994 to support the fact that some democracies are not truly democratic; or listing the drawbacks of communism discussed in paragraph 6.

Assessment

- **Self/peer assessment:** Learners can monitor their own progress as you work through the correct answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

ACTIVITY 5

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners read the text silently on their own.
2. Then they work in groups to answer the questions orally.
3. Finally, they work alone to write the answers.
4. End this reading comprehension activity by looking back at the reading purpose that learners set in Activity 4 and assessing informally whether this has been met.

Answers

2.
 - a) No. "Adult" citizens can vote. (2)
 - b) Adult citizens can choose the people who run the country. There is an opportunity to protect human rights, by electing candidates who believe in human rights. (2)
 - c) It gives governments an incentive to make sure that voters approve of their policies, so that they are re-elected. (2)
 - d) Holding elections costs a lot of money. Newly-elected parties might make large-scale changes that are expensive. (Also accept the option of the cost of corruption and bribery in vote-buying.) (2)
 - e) Some capitalist countries have legally-established minimum wages, others allow employers to set their own wages. Some capitalist countries have welfare systems such as payments to elderly, disabled or unemployed people. Other capitalist countries have no welfare systems. (2)
 - f) No. (1)
 - g) "There is only one political party." (1)
 - h) No. The author lists some aspects of communism, but does not give any examples of successful communist countries. Furthermore, the author states his/her opinion that "in most communist countries" the equality of all people has not been achieved. (3)
 - i) Accept any reasonable answer, such as that individuals will have no incentive to develop entrepreneurial-type businesses as there will be no extra benefit in doing so. Or that people have more reason to look after property, machinery, etc., if they own it. (2)
 - j) The freedom to criticise the government and the freedom to call for change. (2)
 - k) With socialism all people own equal shares in all economic resources and they can own land, while with communism the state owns all property and land. (1)
 - l) All wealth is distributed in equal shares to all people. (2)
 - m) Accept any well-presented answer. Most learners will say that the author favours democracy and to a lesser extent socialism. The author is honest about those systems and lists their failures and successes. The author describes the drawbacks of communism and does not describe its benefits. However, learners might argue that this is because the author genuinely believes that communism has not succeeded, rather than because the author is prejudiced against communism. Learners should also note that the author has given at least two paragraphs to each of the three systems of government, with an extra paragraph used in the section on capitalism in order to write about capitalism. (4)

- n) most, some (2)
- o) i) adverbial phrase (of manner)
- ii) noun phrase (2)

Total marks: 30

Assessment

- **Self-assessment:** Before learners hand in their answers, ask them to go through the questions one more time, paying attention to the mark allocation. They should check that they have not wasted time by giving too much detail in questions worth only 1 or 2 marks, and that they have given enough detail in questions worth 3 or 4 marks.
- **Teacher assessment:** Take in the answers and mark them. This activity assesses the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.2.3. Make generalisations from text and link to real life situations

ACTIVITY 6

Understand the nuances of words and phrases

(CLASS/INDIVIDUAL)

1. Ask learners what they remember about nuance from Unit 4.
2. They can revise the note on nuance in Unit 4 if necessary.
3. As learners have worked with the concept of nuance in two previous units, you should be able to treat this as a revision activity, with learners working alone.

Answers

2. a) King Leopold II of Belgium was a cruel **oppressor** who imposed forced labour, executions and punishments in the Congo in the 1800s.
- b) My primary school headmistress was so strict that we called her a **tyrant**.
- c) That boy was elected as class captain, but he has been a **bully** who shouts at us.
- d) The leader of the ruling party banned all opposition party meetings, making him a **dictator**.
- e) She is a good **leader** who encourages all staff to voice their opinions.
- f) Joseph Stalin was a **despot** who ruled the Soviet Union with a cruel and heavy hand.
- g) For hundreds of years, Europe was ruled by **autocrats**, such as monarchs or emperors, who had all the political power and took all the decisions themselves.

Assessment

- **Self/peer assessment:** Learners can correct each other's answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts

Grammar (Learner's Book page 68)

ACTIVITY 7

Use more complex phrasal verbs

(CLASS/INDIVIDUAL)

1. Use the notes to explain what a phrasal verb is.

2. Explain that a phrasal verb always has to have the two parts – a verb and a preposition – in order to have that special meaning.
3. In exercises 2 and 3 learners identify the phrasal verbs.
4. In exercise 4 learners use phrasal verbs to complete sentences.

Answers

2.
 - a) How can I **find out** who won the election?
 - b) It is very expensive to **set up** a business in Ghana.
 - c) I have decided to **run for** the election this year.
 - d) Can you **stand for** election?
 - e) I am sure you will **back** me **up** on delivering these promises.
 - f) You can **count on** me to get this done.
 - g) He **saw to** it that the aeroplane **took off** on time.
 - h) She is **cut out for** the job as gym instructor because she loves to **work out**.
3. After the Soviet Union **broke apart**, people could **look forward to** a freer society but they were **let down** because the new government **clamps down** on opposition.
4. One day, Aboagye **came across** a blog on the Internet where people were sharing their views about forms of governance and their weaknesses. After **going over** a few of these views and realising that different countries adopt different forms of governance, Aboagye **made up** his mind to look for more views on the Internet. After **checking out** several websites, Aboagye **found out** many other different forms of government. He decided to study them all critically.

Assessment

- **Self/peer assessment:** Learners can check each other's answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.3.1.1.3. Use more complex phrasal verbs accurately in speech and writing

Remedial activity

Learners should be able to give the meaning of all the phrasal verbs they have identified and used. They can look up any unfamiliar phrasal verbs in a dictionary.

Use this opportunity to show learners how different dictionaries treat phrasal verbs. Most dictionaries will list phrasal verbs as separate sub-entries under the main word.

Writing (Learner's Book page 69)

ACTIVITY 8

Write cohesive, well-constructed paragraphs

(CLASS/INDIVIDUAL)

1. The notes give more information on both topic sentences and transition words and phrases.
2. Point out that good writers use these to make their writing logical and clear.
3. Read the paragraph in exercise 2 to the class.
4. Allow a few minutes for discussion of the content: about how women were often only allowed to vote long after men were.
5. Then learners can complete the activity working alone.

Answers

2. a) Topic sentence: In many democratic countries women were only given the vote after men were.
- b) On the next page of this Facilitator's Guide, we have reproduced the paragraph, and have underlined the transition words and phrases.
- However, some countries were far ahead of others. For example, in Sierra Leone in Africa all heads of households could vote in the 1792 elections. One third of those were female. Also, New Zealand was one of the first countries to introduce lasting female suffrage, giving women the right to vote in 1893. Interestingly, in Sweden women could vote from 1718 to 1771, but then they lost the right to vote, and only regained it in 1921. The first country in Europe to give women the vote was Finland in 1907. In contrast to this, Swiss women were only given the vote in 1971. In Ghana, women have had the vote since independence in 1957. Yet, campaigners report that some women still think they are obliged to vote the same way their husbands do.
- c) The paragraph gives information about when women were given the right to vote in various countries.

Assessment

- **Self/peer assessment:** Learners can listen and correct their own work while you explain the transition words or phrases and the topic sentence.
- **Teacher assessment:** This activity assesses the following indicator:
B9.4.1.1.2. Develop a paragraph to show paragraph unity and completeness using supporting details (e.g. explanation, elaboration, definition, examples)

Extension activity

To reinforce how useful transition words and phrases are in creating clear writing, learners can read the paragraph leaving out the transition words. Discuss how less clear that version is.

ACTIVITY 9

Write an information essay

(CLASS/INDIVIDUAL)

1. Read the notes about the structure of an information essay.
2. Discuss how the information learners will use needs to be factual.
3. Suggest how learners can do research. They can read documents, speak to experts, and do online research.
4. Learners are given a detailed plan of their essay that shows them what should be in each paragraph.
5. Then learners write the first draft.
6. Learners can edit their essays working in small groups. They should edit for accurate content and for grammar and spelling.
7. Finally, they write the neat version and hand it in to you.

Additional information

Compile a list of resources that contain information texts that learners might find interesting. Explain that these texts will be useful examples of writing in this genre, and they will contain information that learners can use in a wide range of fields. Some possibilities are:

- Explanations from textbooks in other subjects
- Editorials in newspapers and magazines

- News reports
- Articles in reputable specialist magazines
- Encyclopaedias and other reference books
- Online sources, especially if they are reputable, such as Wikipedia.

Assessment

- **Self/peer assessment:** Learners use the checklist in the Learner's Book to edit and assess their own work.
- **Teacher assessment:** Use the rubric "Information/Expository essay" on page xv of this Facilitator's Guide to assess the learners' writing. This task assesses the following indicators:
 - B9.4.1.2.1. Compose more complex paragraphs using appropriate strategies
 - B9.4.2.1.4. Write an informative, explanatory text on a familiar or unfamiliar topic

Remedial activity

This is the first information essay that learners write this year. So, use this as a learning activity rather than as a formal assessment. Mark the essays, give detailed feedback, and then allow learners to rewrite, implementing your suggestions for improvement. Refer learners to the example of an informative essay on page 285 at the back of their books.

Literature (Learner's Book page 73)

ACTIVITY 10

Analyse the sequence of events (CLASS/GROUP/INDIVIDUAL)

1. Begin by asking learners to say what their favourite book or movie or television programme is, and to tell the plot very briefly.
2. Then ask two more learners to choose a person they admire, and to tell very briefly the sequence of events in this person's life.
3. Then read the notes in the textbook, expanding if necessary.
4. Ask a learner with good reading skills to read aloud the text on Kwame Nkrumah.
5. Learners work in groups to discuss the questions.
6. They can write the answers as homework, to consolidate their understanding.

Answers

3.
 - a) He had university degrees in philosophy, education, theology and law. (1)
 - b) He did not do very well in any of those fields. (1)
 - c) His admirers say that the broad scope of his studies is proof that he is intelligent. (1)
 - d) He held leadership positions on two organisations that advocated for an end to colonialism. (1)
 - e) He was involved in the riots that took place in 1948 against poverty. The UGCC did not approve of the riots. (1)
 - f) That means he lived in another country, unable or unwilling to return because of fear of arrest. (1)
 - g) Most learners will say that the author does not give his/her own opinion, because he/she balances writing about the negative and positive aspects of Nkrumah's rule. (2)
 - h) Accept any well-presented answer that clearly states the learner's opinion. (2)

Total marks: 10

4. **Model summary:** Nkrumah was born in 1909. (Also accept "... in Ghana".) His first employment was in teaching. His tertiary education in the United States and England was diverse: teaching, philosophy, theology and law. On returning to Ghana, Nkrumah was the secretary-general of the United Gold Coast Convention and then led the Convention People's Party. He became president of Ghana in 1960, until 1966. He achieved Ghanaian independence, and local developments such as the Volta Dam and education infrastructure. However, he failed to achieve pan-African unity, put Ghana into debt, and became dictatorial. (86 words)

Assessment

- **Self/peer assessment:** Learners can work with a partner to see how they can phrase their information more succinctly.
- **Teacher assessment:** Use the summary above and the rubric "Summary" on page xix of this Facilitator's Guide to assess the following indicators:
 - B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/drama)
 - B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary

Remedial activity

Many learners find summarising very difficult. If any of your class did not achieve at least 50% for this activity, then give the model summary above to which you have added in another four sentences that are repetition or irrelevant. They then identify the four sentences that are superfluous. This will help them develop the ability to select relevant information.

Extension activity

Learners can read more about Kwame Nkrumah. They can find articles in books and online. They should consider whether the articles are balanced, as the summary text was, or whether the articles are biased against or towards Nkrumah.

Introduction

The advances in technology and the proliferation of social media applications has seen a rise in fake news. This is a problem that young people need to learn about, so that they are aware of the possibility of manipulated imagery or claims, and so that they develop the skills to distinguish between fact and false information. Learners will practise asking open-ended questions and will take part in a group discussion. They list words with specific consonant clusters, and analyse the nuances of words. As always they predict the reading text, then read it and answer detailed questions. In the grammar section they use conditional clauses in sentences. They write paragraphs with topic sentences and transition words and phrases in the writing section, revising the work they did in Unit 6. Finally, in the literature section, learners write their own play script scene.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion <ul style="list-style-type: none"> Use open-ended questions to enable speaker link ideas of other speakers on topics/issues. Listen attentively to viewpoints on topics/issues in a conversation and respond appropriately. Engage in conversations on topics/issues with several speakers and respond to different views. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues <ul style="list-style-type: none"> Identify grade-level national issues (the youth in agriculture, sanitation, lifestyle diseases). Discuss orally grade-level global issues/topics using appropriate language e.g. register/vocabulary, phrasal verbs, idioms. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating) <ul style="list-style-type: none"> Engage in arguments and debates on topics/issues using appropriate register. Observe and use the skills of turn taking in arguments and debates. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 3: English sounds		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B9.1.3.1.2. Produce consonant clusters in context <ul style="list-style-type: none"> Listen to texts and produce consonant clusters in context (e.g. pl, pr, cr, cl, tr, sm, sp, spl, spr, gh, etc.). Produce consonant clusters accurately in connected speech. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> Read age-appropriate texts for the main ideas. Read within given time for specific information. Answer simple questions on the texts. Peer review the information gathered. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> Read a set text. Using prediction, make a summary of the main ideas. Follow up with other strategies to find patterns and relationships between ideas. Put all information together and peer edit. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.3. Make generalisations from text and link to real life situations <ul style="list-style-type: none"> Read a text and identify specific patterns that form generalisations. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> • Skim for details. • Scan for main ideas. • Read for details and answer questions. • Relate passages to personal experiences. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.7. Interpret use of words/phrases (figurative, symbolic, sensory) in complex texts <ul style="list-style-type: none"> • Identify how language (words/phrases) helps with interpreting meaning. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context <ul style="list-style-type: none"> • Read texts that make distinctions in language use for a variety of purpose. • Use the right vocabulary in complex sentences/paragraphs. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts <ul style="list-style-type: none"> • Read grade-appropriate texts. • Identify known and unknown words meaningfully. • Connect these words and phrases to the text and analyse the effect. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 3: Grammar usage Sub-strand 1: Grammar		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication	B9.3.1.2.1. Use conditional sentences in communication to indicate an impossible condition in the past and its probable result <ul style="list-style-type: none"> • Use <i>if</i>-clauses to construct conditional sentences (type 3) to refer to an impossible condition in the past and its probable result. • Construct and analyse given conditional sentences (1–3) into main clauses and subordinate clauses (<i>if</i>-clauses). (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 4: Writing

Sub-strand 1: Production and distribution of writing

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B9.4.1.1.2. Develop a paragraph to show paragraph unity and completeness using supporting details (e.g. explanation, elaboration, definition, examples) <ul style="list-style-type: none"> Write paragraphs showing the topic sentence, minor and major supporting sentences using transitional devices to bring about cohesion and coherence. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 5: Literature

Sub-strand 1: Narrative, drama and poetry

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.2. Create monologues and dialogues narratives in play scripts <ul style="list-style-type: none"> Identify monologues and dialogues in texts. Create dialogue using appropriate punctuation. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 76–85.
- Recent newspaper articles about fake news
- If elections have been held recently, bring the election manifestos of different candidates to class.
- Dictionaries
- A recording of and/or the lyrics to Beyoncé's song "If I were a boy"

Review

Review the main skills and concepts taught in Unit 6. These are:

- different forms of government
- making notes when listening
- consonant clusters
- learning purposes as a reading strategy
- nuance of words
- phrasal verbs
- topic and supporting sentences
- transition words and phrases in writing
- informative essays
- sequence of events in a narrative literature.

Teaching methodology

Oral Language (Learner's Book page 76)

ACTIVITY 1

Analyse information given to voters

(GROUP)

1. Begin by asking learners whether any of them have ever listened to a political speech by either a local or an international politician. Were they impressed? Did they think the politician made any promises that were clearly insincere?
2. Read the statements in the voter information survey.
3. Learners can make a copy of the survey and tick the three statements that best describe their personal attitude.
4. Then learners work in groups to discuss the results of the survey. Stress that they should be respectful of all answers or opinions, even when those differ from their own.
5. In exercise 3 learners think of three promises they would make if they were politicians. This should be a light-hearted and fun activity. If they seem unsure of what to do, give them three examples of your own, such as: "Firstly, I promise that I will give all adults a car. Secondly, I guarantee that I will reduce taxes. Finally, you can trust that I will always respect the wishes of the voters." Point out that no government anywhere can provide all adults with cars, and furthermore if they reduce taxes, they will have less money than previously!
6. The final part of this activity, exercise 4, is the serious part where learners start to analyse when they can believe politicians and when they should not.
7. Follow the usual procedure for group discussions of choosing a chairperson for each group who will ensure that all learners participate, and will report back to the class.
8. Remind learners that they should ask open-ended questions in their discussions.

Assessment

Teacher assessment: Use the discussions to assess the following indicators:

- B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion
- B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues
- B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)

ACTIVITY 2

English Sounds: Say and hear consonant clusters correctly

(CLASS/PAIR)

1. Quickly revise what consonant clusters are.
2. Read the consonant clusters and the words aloud with the class.
3. Then learners work in pairs and take turns to read the words aloud, making sure they pronounce them clearly and correctly.
4. Learners continue to work in pairs in exercise 3. It differs from the exercises in previous units, because learners need to think of their own words.
5. Ask some learners to read their lists to the class.

Assessment

- **Self/peer assessment:** Pairs can swap lists and correct each other's lists of words.
- **Teacher assessment:** This activity assesses the following indicator:
B9.1.3.1.2. Produce consonant clusters in context

Remedial activity

Learners who struggle to think of words can use a dictionary. Stipulate that they must include at least one word that is new to them, and at least one word that has the consonant cluster in the middle.

Extension activity

You could write a few interesting words that learners came up with on the board, as well as a few useful words that learners mispronounced. Read and explain them briefly, if necessary, and ask the whole class to say them aloud together.

Reading (Learner's Book page 77)

ACTIVITY 3

Predict a text

(INDIVIDUAL)

1. Learners are very used to predicting text using pre-reading skills. So, they can complete this activity working alone.
2. Remind the class that they need to set a learning purpose, i.e. something they would like to achieve by reading the text.

Answers

1. **a)** The title shows that the text will look at the issue of fake news, with a focus on how it applies locally.
b) It shows a woman surprised or shocked by something on her phone.
2. **a)** Each paragraph has the topic sentence at the beginning, so the content is clear.
b) Some fake news and lies are spread in order to generate money.
c) Fake news or lies exist in some advertisements.
3. **b)** There are two headlines in paragraph 6: "Akufo Addo bringing Jet Li to train NPP Militia in Karate" and "NDC behind alleged websites". The first headline was fake.
c) Accept any reasonable opinion.

Assessment

- **Self/peer assessment:** Learners can correct their own work as you go through the answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners have already skim-read and scanned the text, so now they can read it silently to themselves.
2. Allow 5–10 minutes for class discussion of their own experiences of fake news or scams. That will help to engage learners' interest in the topic.
3. Learners can answer the questions orally in groups.

4. Then they can consolidate their understanding by writing the answers working alone.
5. After completing the comprehension activity, note that learners have to answer a question in exercise 3. They analyse their understanding by reflecting on their understanding of the content and whether that has deepened by reading the article. They also think about how well written the article was.

Answers

2. a) Fake news is information or reporting that is not true, often deliberately. (1)
- b) Social media / online media allows fake news to spread to lots of people almost instantly. (1)
- c) No. "... but later the BBC issued a denial." (2)
- d) Advertisers pay to place their adverts in the false articles. Some communication is deliberately fraudulent, sent by scammers to trick readers into giving away their details. (2)
- e) Some writers of fake news want to spread false information about a rival in business or politics. Others want to raise money by asking for funds based on false information. (2)
- f) The public are more likely to believe articles that seem to come from reputable or well-known established businesses. (1)
- g) Any two of: Facebook, Twitter, Instagram, YouTube and WhatsApp. (2)
- h) Accept any well-presented answer. Most learners will say they do not agree with fake healers, but allow learners to argue that they believe that these healers are effective, so long as they can justify their response. (3)
- i) Candidates in elections will lie about their own abilities and might lie about rival credits to discredit them. (2)
- j) Any three of: Check the facts by referring to sources other than the article. Read the entire article, not only the headline. Check the Internet address. Read comments made by other readers, if those are available. Do not believe articles written by or shared by anonymous people. (3)
- k) She sympathises with them. The word "victim" shows that she regards them as having suffered at the hands of the fake news writers. (2)
- l) Accept any well-presented answer. Note that learners must follow the instruction of having at least three sentences. (4)
- m) i) check out (1)
- ii) look up, find out (2)
- iii) fell for (1)
- iv) fall in (1)

Total marks: 30

Assessment

- **Self/peer assessment:** Learners can swap their written answers, and check that they have answered in accordance with the mark allocation. In particular, they should consider whether their answers to questions h) and l) have enough detail to warrant 3 and 4 marks respectively.
- **Teacher assessment:** Use the answers to assess the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.2.3. Make generalisations from text and link to real life situations
 - B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages
 - B9.2.1.2.7. Interpret use of words/phrases (figurative, symbolic, sensory) in complex texts

Remedial activity

If you have any learners who are very weak, provide them with copies of these answers, in a random order or cut up so that there is only one answer on a piece of paper. Learners then match the answers to the questions. Take away the answers and ask learners to write their own answers.

Extension activity

Learners can do research into the term “click-bait”. This refers to adverts that pay when a person clicks on the site and reads the article. Articles often use misleading headlines or have misleading content in order to encourage readers to click.

ACTIVITY 5

Understand the nuances of words and phrases

(INDIVIDUAL)

1. Ask one or two learners to tell the class what “nuance” means.
2. Learners should understand this now as they have worked with the concept in previous units.
3. Decide whether they understand sufficiently, or whether they need to revise the notes in Unit 4.
4. Then learners can complete the exercises, working alone.

Answers

2.
 - a) She **fibbed / did not tell the truth** to protect her friend from being fired at work.
 - b) No one can **cheat/trick/fool/dupe** Kwame because he is very clever.
 - c) The lady was **robbed/conned/swindled** after investing in a scam investment scheme.
 - d) He was able to **cheat/fool/dupe/swindle** the organisation into signing the cheque.
 - e) Adwoa was sentenced to death for a crime she didn't **do**.
3. To **deceive** people and to **defraud** people are very serious crimes. To **lie** can be very serious, depending on the circumstances. To **trick** and to **exaggerate** can be serious but in some contexts the words are used lightly.
 - a) Fake healers often **lie** that their remedies are effective.
 - b) No one can **trick/deceive** Majid because he thinks critically about what he reads.
 - c) The caller pretended to be from a charity to **trick/deceive** people into donating money.
 - d) He managed to **defraud** the company of a lot of money by opening a false bank account.
 - e) The advertising photographer plans to **exaggerate** the amount of meat in the burger.
4.
 - a) The organisation will **circulate** the correct information in the press and online.
 - b) Fake news has become **rampant** in Ghanaian society.
 - c) There is not yet enough data to support or **refute** the effectiveness of the product.
 - d) This medical information is **genuine** as two doctors have confirmed it.
 - e) There have been various false **rumours** about that organisation.
 - f) All **perpetrators** when caught should be punished by law.
 - g) Beware of fraudulent websites that **solicit** donations for charity.
 - h) The salespeople were trained to **entice** customers by offering small discounts.
 - i) He is a **propagandist** because he tries to make people believe that his opponents are evil.
 - j) The company was sued for illegal **manipulation** of its profits to make its share price increase.

Assessment

- **Self/peer assessment:** Learners can mark each other's answers.
- **Teacher assessment:** Use the answers to assess the following indicators:
 - B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context
 - B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts

Remedial activity

Identify the learners who struggled with this activity. Work with them in a separate group. Explain each answer orally, taking time to make sure that each learner in the group understands. Then learners can redo the written answers. This time they should aim to get 100% of the answers correct.

Grammar (Learner's Book page 81)

ACTIVITY 6

Use Type 3 conditional sentences

(CLASS/INDIVIDUAL)

1. Learners already worked with conditional clauses in Unit 3. Use the notes to revise and explain conditional clauses, focusing on Type 3 conditional sentences.
2. Many learners find conditional sentences quite difficult to understand, so spend time explaining both the concept and the use of the past perfect tense.

Answers

3.
 - a) If I had lived in the 19th century, I would not have had a phone.
 - b) If it had rained yesterday, we would have been inside.
 - c) If Akosua had taken the bicycle, she would not have been late for school.
 - d) If I had not broken my spectacles, I would have been able to read better.
 - e) If we had not been tired, we would have attended the party.
 - f) If he had done his assignment, the teacher would not have punished him.
4.
 - a) If you **had not been** so careless, this would not have happened.
 - b) If we were not enlightened, we would **have fallen** prey to the scammers.
 - c) If she had followed them, she could **also have been arrested** by the police.
 - d) If she **had not been near** the station, she would have been kidnapped.
 - e) If the police **had not arrived** on time, the robbers might have taken away all their belongings.
 - f) If I **had invited** her, she would have attended the birthday party.
 - g) Grace **would have worn** her raincoat if she had known that it was going to rain.
 - h) If she **had had** the money, she would have bought a more expensive dress.
 - i) If Ababio **had been** on time yesterday, he **would have heard** the president's opening speech too.

Assessment

- **Self/peer assessment:** Learners can check each other's answers. Then go through the answers of exercise 3 to check that learners' tenses are indeed correct.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.3.1.2.1. Use conditional sentences in communication to indicate an impossible condition in the past and its probable result

Extension activity

If you have time, ask learners to listen to the song referred to in the notes, “If I were a boy”, by Beyoncé. Allow learners about 15 minutes to discuss the issues of gender equality that the song raises.

Writing (Learner’s Book page 82)

ACTIVITY 7

Write paragraphs with topic sentences and transition words

(CLASS/INDIVIDUAL)

1. Learners have worked with topic sentences and transition words before, so you should be able to treat this as a revision activity.
2. Ask a few learners to give you examples of transition words, to gauge what they remember from the previous unit.
3. Learners can look back at Unit 6 to revise the notes there.

Answers

2. b) Paragraph:

The school organised an excursion for all the JHS learners after winning the trophy for the Science and Maths Quiz. **However**, most parents did not want to allow their children to take part in the excursion. They protested **because** they felt the cost involved was too much. **Therefore**, the excursion was cancelled. **Although** the learners weren’t happy, they had no choice other than to accept the school’s decision.

Answer to the question about the topic sentence:

The third bulleted sentence is the topic sentence, as it explains the planned event and the reason for it. (Some learners might argue that the second bulleted sentence is the topic sentence as the cancellation of the excursion is the most important point. Accept their argument.)

- c) The transition words are underlined in b) above.
3. b) Cholera is a very dangerous disease because it can kill people within short hours.
c) A lot of people died in my village after experiencing severe diarrhoea and vomiting. **At first**, some people assumed it was as a result of breaking taboos in the community. **After** research was conducted, it was discovered that they had suffered from cholera. Cholera is a dangerous disease **because** it can kill people within hours if untreated. It is caused by eating or drinking contaminated food or polluted water. **Therefore** the inhabitants in my village were advised to keep their surroundings clean and avoid drinking polluted water.
d) The transition words are underlined in c) above.
4. b) I don’t know who to vote for!
c) A politician from one party has promised to end unemployment within five years. **Another** party pledges to end the pay gap between men and women. **On the other hand**, one party is new, so I don’t know how capable they are. **And then, to add to my confusion**, my mother says I should vote for the same party that she has always supported. I don’t know who to vote for!
d) The transition words are underlined in c) above.

Assessment

- **Self/peer assessment:** Learners can use the checklist to assess their own work here.

- **Teacher assessment:** Use their work to assess the following indicator:
B9.4.1.1.2. Develop a paragraph to show paragraph unity and completeness using supporting details (e.g. explanation, elaboration, definition, examples)

Literature (Learner's Book page 83)

ACTIVITY 8

Write a scene for a play script

(CLASS/INDIVIDUAL)

1. Revise the correct layout of a play script by referring back to Unit 5.
2. Work through the notes on character with the class.
3. Discuss well-known characters from local television programmes. Analyse how those characters meet the criteria in the notes, of having a problem. Also discuss the way characters speak and what that can tell about their personality.
4. Discuss the two topics that learners can choose from.
5. Then learners write their own scene for a play script following all the usual stages of planning, drafting, editing and writing the final script.

Assessment

- **Self/peer assessment:** Learners can use the checklist to assess their own work.
- **Teacher assessment:** Use the rubric "Dialogue" on page xix of this Facilitator's Guide to assess the following indicator:
B9.5.1.1.2. Create monologues and dialogues narratives in play scripts

Extension activity

Discuss films and television series produced in Ghana. What job opportunities does the film industry create? Ask learners to find out more about local screen writers. Who are the successful screen writers? How do they write their scripts? What did they study or how did they qualify?

Project: This project gives learners more insight into the important topic of fake news. At the same time it develops learners' ability to do research using ICT skills. Learners read an article on the topic, and look for other articles. They also analyse useful questions to ask themselves when they read something they are not sure of. This helps to develop the habit of critical thinking.

Term 1 Revision and assessment

Assessment (Learner's Book pages 87–95)

English Language – Paper One: Memorandum

Part A English sounds

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

(10 × 1 = 10)

Part B Vocabulary

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

(10 × 1 = 10)

Part C Grammar

SECTION 1

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

(10 × 1 = 10)

SECTION 2

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

(10 × 1 = 10)

Total marks: 40

Term 1 Revision and assessment

English Language – Paper Two: Memorandum

Part A Writing

1. Learners write a paragraph of 80–120 words on the advantages of using the Internet in education. Assess the paragraph using the rubric that follows.

Content	<ul style="list-style-type: none">The paragraph is based on the given topic. (1)The paragraph has one main idea. (1)	2
Organisation	<ul style="list-style-type: none">The paragraph has one topic sentence. (1)The paragraph has several supporting sentences. (1)Transition words (logical connectors) are used to join sentences or ideas together cohesively. (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

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

Content	<ul style="list-style-type: none">The dialogue has two or three speakers and is about the given topic. (1)	1
Organisation	<ul style="list-style-type: none">The names of the speakers are on the left side of the page. (1)There is a colon after the name of the person who is speaking. (1)There is a new line to indicate each new speaker. (1)There is advice in brackets on how to speak or present the action. (1)	4
Expression	<ul style="list-style-type: none">The characters use language that suits their personalities and the setting. (1)	1
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

(20)

Part B Reading comprehension

- 2 billion tons (1)
- less (1)
- No. (1)
- Accept any reasonable replies, such as: People in rural areas have less access to convenience shopping and are therefore less likely to buy plastic-wrapped goods and more likely to shop at markets or to grow their own food. People in rural areas do not have municipal waste services, so they are more likely to cope with their own rubbish. (2)
- They can poison/contaminate water, land and air. (1)

Term 1 Revision and assessment

6. "biodegrade" (1)
 7. "landfill" (1)
 8. This will reduce the amount of material in landfills. It will also encourage companies to reuse parts of their products. (1)
 9. Food can be donated to people or organisations. Individuals can turn left-over food into compost. (2)
 10. The author finds it very depressing or sad that some people do not have enough food to eat while others have too much food. (2)
 11. paper and plastic (1)
 12. The recycling process will create new jobs. (1)
 13. The proverb encourages careful management of resources. If people do not waste, then they will not lack resources. For example, if people do not waste money on unnecessary things, they will not be short of money. This also applies to societies. (2)
 14. However (1)
 15. adjectival phrase (1)
 16. yet (1)
- (20)**

Part C Literature

SECTION 1

1. It was late in the evening (10.30 p.m.), so she was tired. She also felt disappointed that some learners did not put enough effort into their studies. (2)
 2. She works way past midnight to do what is expected of her as a teacher. (1)
 3. "diligently" (1)
 4. A model is a person who sets a good example – like Amina. A person who poses for the camera or wears items of clothing in advertisements or at fashion shows is also called a model – here the focus is on an attractive outer appearance, which is what Sefa seemingly wants to achieve. (2)
 5. It means he should focus more on his studies than on his appearance or hairstyle. The tone is humorous/sarcastic. (2)
 6. Accept any reasonable answers, such as: She is disappointed and annoyed that he does not work harder because she knows he is very talented. Yet she writes an encouraging, supportive comment and plans to have a serious talk to him too. (2)
- (10)**

Term 1 Revision and assessment

SECTION 2

1. No. (1)
 2. When his bicycle was stolen, Ali told a policeman that he was so cross that he wanted to beat up the thief. The policeman happened to also be a boxing trainer for young people. He told Ali that he would first have to learn how to fight before he would be able to beat up the thief. So, Ali went and trained with him. (2)
 3. False (1)
 4. He rejected his call-up to the US Army. (1)
 5. True (1)
 6. "Sadly" (1)
 7. shaking and slow speech (1)
 8. He was light on his feet and delivered powerful punches. (2)
- (10)**

Total marks: 60

Introduction

The theme of this unit is drug abuse. This is an issue that affects an increasing number of people in Ghana, and the education system needs to be part of the national attempts to educate young people about the harm of using illegal drugs. Learners will take part in a group discussion, and then pronounce consonant clusters. They read a text about drug abuse and answer comprehension questions on it. They also write a summary of the text. The vocabulary work involves homophones and antonyms, and then deals with ways to unravel the meaning of unknown words. The grammar section looks at defining and non-defining relative clauses. Learners apply that by writing paragraphs with relative clauses. The literature section continues the theme of drug abuse, with learners reading a personal narrative written by a child of an alcoholic father.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues <ul style="list-style-type: none"> Identify grade-level national issues (the youth in agriculture, sanitation, lifestyle diseases). Identify and explain grade-level global issues e.g. violence, gender and inclusion, kidnapping, terrorism, child trafficking. Discuss orally grade-level global issues/ topics using appropriate language e.g. register/vocabulary, phrasal verbs, idioms. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 3: English sounds		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B9.1.3.1.2. Produce consonant clusters in context <ul style="list-style-type: none"> Listen to texts and produce consonant clusters in context (e.g. pl, pr, cr, cl, tr, sm, sp, spl, spr, gh, etc.). Produce consonant clusters accurately in connected speech. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 2: Reading
Sub-strand 1: Comprehension

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding <ul style="list-style-type: none"> Set specific learning purposes to be achieved at the end of the reading task. Apply appropriate strategies to answer questions on the texts. (Activity 9)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility) <ul style="list-style-type: none"> Read a variety of texts. Identify texts that give general view of oneself and others. Identify the different points of view through different approaches and texts. Compare the views of others in achieving success. Peer edit information gathered. (Activity 9)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> Read age-appropriate texts for the main ideas. Read within given time for specific information. Answer simple questions on the texts. Peer review the information gathered. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> Read a set text. Using prediction, make a summary of the main ideas. Follow up with other strategies to find patterns and relationships between ideas. Put all information together and peer edit. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> Skim for details. Scan for main ideas. Read for details and answer questions. Relate passages to personal experiences. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	B9.2.1.2.7. Interpret use of words/phrases (figurative, symbolic, sensory) in complex texts <ul style="list-style-type: none"> Identify the use of imagery for meaning: <ul style="list-style-type: none"> The senses Symbolism Figurative language. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context <ul style="list-style-type: none"> Use the right vocabulary in complex sentences/paragraphs. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts <ul style="list-style-type: none"> Identify known and unknown words meaningfully. Connect these words and phrases to the text and analyse the effect. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 2: Summarising		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary	B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary <ul style="list-style-type: none"> Analyse a text. Identify the main and supporting ideas. Provide an objective summary on the text. Provide answer questions for summary questions. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 3: Grammar usage		
Sub-strand 1: Grammar		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication	B9.3.1.2.2. Use defining and non-defining relative clauses appropriately in speech and writing <ul style="list-style-type: none"> Apply the functions of dependent and independent clauses in sentences and texts. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Sub-strand 3: Vocabulary		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication	B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts <ul style="list-style-type: none"> Demonstrate appropriate use of vocabulary in context. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 4: Writing		
Sub-strand 1: Production and distribution of writing		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures <ul style="list-style-type: none"> Expand sentences into paragraphs using defining and non-defining relative clauses. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 5: Literature		
Sub-strand 1: Narrative, drama and poetry		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.4. Use literary devices (imagery) in texts <ul style="list-style-type: none"> Use imagery such as personification, simile, metaphors, idiomatic expressions in speech and writing. Create and apply imagery such as personification, simile, metaphors, idiomatic expressions. (Activity 9)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.5.1.1.5. Analyse common themes in texts <ul style="list-style-type: none"> Identify common themes in film/media, narratives and play scripts. Analyse common themes in film/media, narratives and play scripts. Adapt a narrative form or style to compose own stories around given theme. (Activity 9)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 96–106
- Collected pamphlets and other resources from organisations that treat drug and alcohol addiction
- A dictionary

Review

Begin Term 2 by working through learners' answers to the Revision and Assessment activity from pages 86 to 95. Identify areas where learners did not answer accurately, and instruct them to go back to those sections of their textbooks and revise the skills and concepts. Additionally, look at the suggestions in the introduction to this Teacher's Guide for online resources. Learners can use those as well for extra language information.

Teaching methodology

Oral Language (Learner's Book page 96)

ACTIVITY 1

Discuss the issue of drug abuse

(GROUP)

1. In the first part of this activity learners copy and complete the mind map.
2. The purpose of this activity is for learners to activate their existing knowledge of drugs, and to develop new knowledge.
3. The mind map will also help learners to acquire some of the vocabulary they will use during this unit.
4. The mind map lists various ways to prevent drug abuse.
5. Finally, groups discuss how they would help a peer who has developed a drug problem.
6. Make sure that groups elect a different chairperson to facilitate the group discussions.

Assessment

Teacher assessment: Monitor the discussions and use your observations for informal assessment of the following indicator:

B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues

ACTIVITY 2

English Sounds: Say consonant clusters correctly

(PAIR)

1. Learners work in pairs to fill in the correct consonant cluster in the sentences in exercise 1.
2. Explain that in each sentence, they use the same consonant cluster to complete the words.
3. Then learners take turns to read the sentences aloud.
4. Then learners say aloud the words in exercise 2.
5. They can identify the consonant clusters orally.
6. Remind them that the consonant clusters will not all be at the beginning of the words, but might be in the middle or at the end.

Answers

1. a) My **fr** friend took the **fr**uit **fr**om the **fr**eezer.
b) Well done on getting a **gr**eat **gr**ade after such a **gr**uelling exam!
c) I will use **gl**ue to stick the **gl**itter onto the **gl**ass.

- d) The fireman **s**prayed water and turned on the **s**prinklers to stop the fire from **s**preading.
 - e) The **b**lind man fell and was bruised **b**lack and **b**lue.
 - f) **P**lease **p**lay **p**lenty of music at your party.
 - g) The **t**ractor with its **t**railer had **t**rouble **t**ravelling in the **t**remendous **t**raffic.
 - h) "What a very **s**plendid **d**isplay," the old man **s**pluttered in amazement.
 - i) **P**riscilla from **P**restea **p**rints **p**retty pictures with her **p**ricey **p**rinter.
2. drugs, smoke, addict, prescription, supply, criminal, influence, drink

Assessment

- **Self/peer assessment:** Learners can swap their work with another pair to check the answers.
- **Teacher assessment:** This activity assesses the following indicator:
B9.1.3.1.2. Produce consonant clusters in context

Remedial activity

If learners struggle, write these consonant clusters on the board. Tell learners they need to choose the correct cluster to use in each sentence.

gr gl spr bl pl tr spl pr

Reading (Learner's Book page 97)

ACTIVITY 3

Predict a text

(PAIR)

1. By now learners should be familiar with the prediction activities, so they should be able to work in pairs, exchanging thoughts and ideas between them without your help.
2. After the prediction activities, read the text aloud, or ask a good reader to do so.

Answers

1. a) The title is "Drug abuse in Ghana". This obviously indicates that the text will address drug abuse, and that we can expect information and statistics relating to the current situation in Ghana.
b) The photograph shows a hand with pills.
2. a) Learners should be able to work out the topics of each paragraph.
b) World Health Organization
c) Yes, the author gives practical suggestions.
3. b) Paragraph 5; the consequences of drug abuse
c) His name is Kwaku.

Assessment

- **Self/peer assessment:** Learners can correct their own answers as you work through them.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

1. Learners have already listened to the text read aloud, so now they read it silently to themselves.
2. Learners work in groups to discuss the answers.
3. They consolidate their understanding by writing the answers on their own. This would be an ideal homework task.

Answers

2. a) "People use legal drugs for medical reasons, such as to reduce pain, or treat medical conditions." (1)
- b) Drug abuse is the misuse of legal or illegal drugs, to satisfy addiction or to create a "high" in the user. (2)
- c) Hard drugs are worse, because they create severe addiction. (1)
- d) Smoking/inhaling, injecting, swallowing (3)
- e) The author gives a figure from the WHO that 1 in 20 people use illegal drugs. (1)
- f) Drugs can help to reduce unpleasant emotions, or can make users feel a "high" (a false transient sense of pleasure). (2)
- g) Curiosity to see what taking drugs is like. Seeing their parents take drugs. Rebelling or opposing parental values and authority. The belief that drugs will help them stay awake to study. (4)
- h) Marijuana use can establish a habit of using drugs, leading to the use of more dangerous drugs. Marijuana causes damage to a user's brain. (2)
- i) The image is effective as a gateway leads to a new place, and likewise marijuana use can lead to taking more dangerous drugs. (1)
- j) at least five years (1)
- k) Accept any reasonable answers, such as: Drug addicts might contract HIV from sharing syringes or needles. When people are under the influence of drugs they are less rational and more likely to take risks such as having unprotected sex. Some drug addicts might turn to prostitution to earn money, and this can lead to both pregnancy and STDs. (2)
- l) Any two of: creating self-help groups for addicts; providing education on the effects of illegal drugs; establishing rehabilitation centres; reporting drug dealers. (2)
- m) Kwaku pays for his drug and for cooking it in a room. He has been arrested and fined. He has been to rehab twice. He risks losing his job, and not being able to raise his sons. (3)
- n) Yes, the author describes how Kwaku has tried to stop but cannot. The author does not use any vocabulary that shows disapproval of Kwaku. (2)
- o) i) If he **had** not used marijuana when he was young, he might not have become an addict.
 ii) Drug dealers would have longer sentences if the laws **were** stricter.
 iii) If she had not **been** influenced by peer pressure, she would not have started to drink alcohol. (3)

Total marks: 30

Assessment

- **Self/peer assessment:** Learners can check each other's answers as you explain them, using the model answers above.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages
 - B9.2.1.2.7. Interpret use of words/phrases (figurative, symbolic, sensory) in complex texts

Extension activity

Discuss the effect that this text has on the reader. Learners should focus particularly on the case study. Does reading about one individual's experience of addiction make learners more sympathetic, more determined not to become addicts? Or did they feel judgemental? Allow learners to express their own opinions freely.

ACTIVITY 5

Write a summary of a text

(CLASS/INDIVIDUAL/GROUP)

1. Work through the notes with the class, revising concepts such as topic sentences, main ideas, extra information that can be left out.
2. Reread paragraphs 2, 3 and 6.
3. Learners can then write their own summaries.

Answers

2. Paragraph 2: The growing number of drug users are frequently vulnerable, and want to deaden negative emotions.
Paragraph 3: Youth start using drugs for various reasons, including copying their parents, rebelling against authority and experimenting.
Paragraph 6: Society can help by establishing support and education resources, rehabilitation centres, and by reporting drug dealers.

Assessment

- **Self/peer assessment:** Learners can read each other's summaries in groups, and decide whether they have used their own words, have left out unnecessary details, and have included all the important information.
- **Teacher assessment:** Use the summaries to assess the following indicator:
B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary

ACTIVITY 6

Use new vocabulary

(CLASS/INDIVIDUAL)

1. Begin by asking learners to say the words aloud. The words are all simple to pronounce, so they should be able to do this without you modelling the pronunciation.
2. Explain what a homophone is.
3. Remind learners that antonyms are words with opposite meanings. Point out that often learners can make use of their knowledge of prefixes and suffixes to work out the correct antonyms.
4. The most challenging section of this activity is exercise 3. Explain that it is useful to be able to work out the meaning of words by using context clues.
5. Discuss the information in exercise 3b) with the class.
6. You might like to skip to the Remedial activity on the next page of this Facilitator's Guide, to give more practice at using prefixes and suffixes.
7. Then learners complete the exercises, working alone.

Answers

1.
 - b) i) He **knew** that he should not drink alcohol, but he could not stop himself.
 - ii) The drug test looks for the **presence** of drugs in a person's blood.
 - iii) The nurse inserts a thin needle into a patient's **vein**.
 - iv) A drug addict will lose a lot of **weight**.
 - v) She felt **weak** and had a high temperature.
 - vi) Many drug addicts lose **their** jobs, homes, family and money.
2.

a) aggressive – calm	b) sober – drunk
c) harmless – dangerous	d) illegal – legal
e) independent – dependent	f) ban – promote
g) rampant – controlled	h) vulnerable – protected
i) expert – amateur	
3.
 - a) formal register
 - c) craving, viewed, tendency, reliance, materials, inherited, rather, taking away, recovery, signs

Assessment

- **Self/peer assessment:** Learners can mark their own answers, as you explain them.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context
 - B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts
 - B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts

Remedial activity

If learners struggle to understand the word “homophone”, break it down into prefix and suffix:

- *Homo* means the same, as in *homogenous*.
- *Phone* means sound, as in *telephone*.

So, *homophone* means words with the same sound.

You can take this further, explaining that *tele* means transmitted across a distance. *Gram* means written or recorded. Learners can use that to work out what *telephone*, *telegram*, *television*, *gramophone* mean.

Grammar (Learner's Book page 102)

ACTIVITY 7

Use relative clauses

(CLASS/INDIVIDUAL)

1. Use the notes to teach defining and non-defining relative clauses.
2. Some learners find this concept difficult, so spend enough time explaining it thoroughly.
3. Begin by reading the sentence in the Learner's Book: “People are advised to go into rehabilitation.” First, of course, make sure that learners understand that a rehabilitation facility is usually called a rehab facility, and that it treats people with substance addictions. Then ask learners to volunteer what is wrong with the meaning of the sentence. Elicit from them that it is wrong because not all people are given this advice.
4. In exercise 2 learners identify the relative clauses and then decide whether they are defining or non-defining.

5. In exercise 3 learners complete the relative clauses by using the correct relative pronoun.

Answers

2. a) People who develop addiction usually suffer health problems. (**defining**)
b) Underage drinking, which is illegal in most countries, causes serious damage to people's health. (**non-defining**)
c) Our youth, whom we care about deeply, need more opportunities. (**non-defining**)
d) The clinic that has a substance abuse programme has helped many people to recover. (**defining**)
e) Our school, which has more than 500 learners, encourages us to take part in sports and activities. (**non-defining**)
f) Government should arrest people who deal in drugs. (**defining**)
3. It has been discovered that people **who** experience emotional pain often develop addiction to drugs. Most addicts **who** were interviewed were influenced by their friends. We need units in clinics **that** will run addiction programmes for the youth. The drugs **which/that** they abuse are very expensive. The syringes **that** are used to inject the drug addicts need to be properly disposed of. The wards **that/which** are meant for the addicts need to be secure. The government, **which** has the power to pass stricter laws, must ensure that narcotic laws are strictly enforced. Education programmes should be developed for young people **who** are at risk.

Assessment

- **Self/peer assessment:** Learners can correct their own work while you explain the correct answers.
- **Teacher assessment:** This activity assesses the following indicator:
B9.3.1.2.2. Use defining and non-defining relative clauses appropriately in speech and writing.

Writing (Learner's Book page 104)

ACTIVITY 8

Write paragraphs with relative clauses

(INDIVIDUAL)

1. You have just taught relative clauses in Activity 7, so move on to Activity 8 as soon as possible.
2. If there has been a break of some days since you completed Activity 7, then return to it in order to revise relative clauses.
3. Learners expand the sentences in exercise 2 by adding their own relative clauses.
4. Then they write their own paragraph generating their own sentences with relative clauses.

Answers

2. Examples of the sentences for demonstration purposes, if needed:
- a) The lady who is wearing the maroon dress is a nurse.
 - b) We met the nurse who diagnosed me at the OPD.
 - c) The ward where I slept consists of ten beds.
 - d) She called the pharmacists who gave me the medicine.
 - e) I left the novel, which was written by an American author, behind on my hospital bed.
 - f) The security guard who discovered the break-in yesterday is off duty today.
3. The paragraph should have a minimum of four relative clauses: two defining and two non-defining.

Assessment

- **Self/peer assessment:** Learners can use the checklist in the Learner's Book to assess their own work before handing it in.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures

Literature (Learner's Book page 105)

ACTIVITY 9

Read a narrative

(CLASS/INDIVIDUAL)

1. Read the story to the class, or ask a learner with good reading skills to do so.
2. Be aware that some learners might have parents with alcohol problems, so treat this topic sensitively, and make sure that all learners do so as well.
3. Read the annotations, expanding on the explanations as necessary.
4. Read the questions, making sure that learners understand them.
5. Revise the concept of irony, which learners often confuse with sarcasm. Sarcasm is meant to insult or hurt someone. This is an ideal opportunity to explain the difference.
6. Also make sure that all learners remember that an idiom is a well-known saying or figurative expression.
7. Then learners work alone to write answers to the questions.

Additional information: Irony

Irony can be **situational** or **unintentional**. For example, it is ironic that the refugees on the boat for four days had no water to drink, despite being surrounded by the ocean. It is ironic that a racing car driver scraped his car when he parked it.

Verbal irony can also be **intentional**. In these circumstances the speaker's words usually mean the opposite of what is said. "Oh, wonderful!" he said when he dropped the bowl full of food on the floor.

Explain the concept of **dramatic irony** to more able students. If everyone watching a play or a film can see that a criminal is lurking in the background, but the actor does not know, that is dramatic irony.

Answers

2.
 - a) It was her 13th birthday. (1)
 - b) The narrator's father thought he would look after his daughter and her friends. But he did the opposite, and needed to be looked after himself as he fell in his drunken state. (2)
 - c) Yes. "I thought that every father drank beer, especially on weekends." (2)
 - d) He slurred some words. He lost his balance. (Also accept that he lost the ability to be sensitive to how the girls were feeling.) (2)
 - e) They moved away from him. They had sympathy for the narrator. (2)
 - f) The idiom "bottled up" means that someone does not show or express their emotions, and instead keeps them very private. (1)

- g) The father drank bottles of alcohol. The daughter kept her feelings very private and did not confront her parents about the incident. So there is a double meaning. (2)
- h) Accept any three points: The writer felt humiliated by her father's behaviour. She lost some respect for her father, permanently. She probably became socially distant, as she says that she never invited friends to her house again. She probably is not close to her father. (3)

Total marks: 15

Assessment

- **Self/peer assessment:** Learners can swap answers and correct each other's work.
- **Teacher assessment:** Decide whether you want to take in the answers to mark them, or whether you will accept the peer-marking. Use the answers to assess the following indicators:
 - B9.5.1.1.4. Use literary devices (imagery) in texts
 - B9.5.1.1.5. Analyse common themes in texts
 - B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding
 - B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility)

Extension activity

Learners should read a story or novel that tells the story of the writer's childhood. These stories can be fiction or non-fiction. One local novel is *The Girl with the Louding Voice* by Abi Daré. This will form part of the learners' independent reading.

Introduction

The theme of this unit is the very topical one of teenage pregnancy. Learners in B9 are at an age where it is appropriate to discuss issues of pregnancy and adolescent health. Learners will take part in a discussion, and revise consonant clusters. They complete a comprehension activity, and summarise the text. The grammar section focuses on different functions of dashes, and on using brackets. Learners create a flyer in the writing activity, and write a short story in the literature section.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion <ul style="list-style-type: none"> Use open-ended questions to enable speaker link ideas of other speakers on topics/issues. Listen attentively to viewpoints on topics/issues in a conversation and respond appropriately. Engage in conversations on topics/issues with several speakers and respond to different views. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues <ul style="list-style-type: none"> Identify grade-level national issues (the youth in agriculture, sanitation, lifestyle diseases). Identify and explain grade-level global issues e.g. violence, gender and inclusion, kidnapping, terrorism, child trafficking. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating) <ul style="list-style-type: none"> Engage in arguments and debates on topics/issues using appropriate register. Observe and use the skills of turn taking in arguments and debates. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Sub-strand 3: English sounds		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B9.1.3.1.2. Produce consonant clusters in context <ul style="list-style-type: none"> Listen to texts and produce consonant clusters in context (e.g. pl, pr, cr, cl, tr, sm, sp, spl, spr, gh, etc.). Produce consonant clusters accurately in connected speech. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 2: Reading Sub-strand 1: Comprehension		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> Read within given time for specific information. Answer simple questions on the texts. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> Read a set text. Using prediction, make a summary of the main ideas. Follow up with other strategies to find patterns and relationships between ideas. Put all information together and peer edit. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> Skim for details. Scan for main ideas. Read for details and answer questions. Relate passages to personal experiences. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.7. Interpret use of words/phrases (figurative, symbolic, sensory) in complex texts <ul style="list-style-type: none"> Interpret text in simple sentences. Identify the use of imagery for meaning: <ul style="list-style-type: none"> The senses Symbolism Figurative language. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Sub-strand 2: Summarising		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary	B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary <ul style="list-style-type: none"> Analyse a text. Identify the main and supporting ideas. Provide an objective summary of the text. Provide answer questions for summary questions. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 3: Grammar usage		
Sub-strand 2: Punctuation and capitalisation		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.2.1: Demonstrate mastery of capitalisation and punctuation in communication	B9.3.2.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context <ul style="list-style-type: none"> Use the dash [...]. Use the hyphen [...]. Use bracket[s] [...]. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 4: Writing		
Sub-strand 2: Text types and purposes		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.2.2: Apply writing skills to specific life situations	B9.4.2.2.2. Compose short text (flyers, posters, invitation cards, email, etc.) for different purposes and audiences <ul style="list-style-type: none"> Write flyers. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 5: Literature		
Sub-strand 1: Narrative, drama and poetry		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, autobiography, biography, narrative and play script/drama) <ul style="list-style-type: none"> Identify and explain the key events in film/media, narratives and play scripts. Compare events across film/media, narratives and play scripts. Create film/media, narratives and play scripts. (Activity 9)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 107–116
- Examples of flyers from a range of organisations and businesses, as examples for the writing activity
- Information about teenage pregnancy from organisations that address adolescent health

Review

Before you begin Unit 9, review the skills and concepts developed in Unit 8. These are:

- the issue of drug abuse
- consonant clusters
- antonyms and synonyms
- word meaning using context and word parts
- homophones
- summary skills
- relative clauses
- personal narrative written in the first person.

Teaching methodology

Oral Language (Learner's Book page 107)

ACTIVITY 1

Discuss the issue of teenage pregnancy

(GROUP)

1. The discussion topic has been carefully chosen to avoid condemnation of pregnant schoolgirls. Instead, the topic asks learners to consider whether schoolboys who father babies should also have to leave school.
2. Be aware that some learners might face issues about teenage pregnancy: perhaps they themselves have been or are pregnant, or someone in their family is. So try very hard to set an atmosphere that is non-judgemental. This can be difficult because many religions and people hold strong beliefs about this issue. So, you need to respect all religious attitudes to this issue, while at the same time facilitating open, sensitive discussion.
3. Read the opinions expressed in the illustration in exercise 1a). You can ask five learners to each read one opinion aloud.
4. Then groups have a structured discussion.
5. Follow the usual procedure of electing a group chairperson to run the discussion and report back to the class.
6. In exercise 2, learners think of advice to help a friend who is pregnant. This activity will help to focus the attention on practical advice.
7. Remind learners to use open-ended questions in their group discussions.

Assessment

Teacher assessment: Use this activity to assess the following indicators:

- B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion
- B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues
- B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)

Extension activity

Learners can find out about local organisations that provide education around the issue of teenage pregnancy and general health. These could range from government clinics to NGOs.

ACTIVITY 2

Say and hear consonant clusters correctly

(INDIVIDUAL)

1. Learners work alone to fill in the correct consonant cluster in the sentences in exercise 1.
2. If necessary, point out that this exercise is set as a multiple-choice question, and that learners need to choose the letter of the correct consonant cluster.
3. Explain that in each list, they use the same consonant cluster to complete the words.
4. Then learners read the words aloud.

Answers

1. a) B br
b) D lp
c) C sm
d) B cl

Assessment

- **Self/peer assessment:** Learners can correct each other's answers.
- **Teacher assessment:** This activity assesses the following indicator:
B9.1.3.1.2. Produce consonant clusters in context

Reading (Learner's Book page 108)

ACTIVITY 3

Predict a text

(PAIR)

1. Learners can complete this activity working in pairs, or in groups if you prefer.
2. As prediction is meant to be a quick and efficient process, set a time limit of 10 minutes.
3. If any pairs or groups do not complete the questions within the time limit, refer to the Remedial activity on the next page of this Facilitator's Guide.
4. After learners have completed the prediction activities, read the text aloud to the class so that they can judge whether their predictions were correct.

Answers

1. a) The title is self-explanatory: the article will be about teenage pregnancy.
b) It is likely that the writer will advise against teenage pregnancy.
2. a) Joyce is the person written about, not the narrator.
b) teenage pregnancy in Ghana
c) Paragraph 7
3. b) 14%. (If learners answer 30%, explain that 30% is the percentage of all the babies in 2017 that had teenage mothers. Make sure that learners understand the difference.)
c) PPAG

Assessment

- **Self/peer assessment:** Learners can work in groups to check each other's answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

Remedial activity

Give learners these hints to help them find the information they are looking for.

2. a) To find the word Joyce, learners skim looking for words that start with a capital letter.
3. a) Make sure that learners know where to find the glossary in their textbooks. They should have been using the glossary in every unit, but often readers ignore the useful appendices in books.
b) Learners scan to find the percentage symbol: %.
c) Point out that abbreviations often have capital letters next to each other, so here learners scan for a "series" of capital letters.

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners read the text alone.
2. Then they work in groups to discuss the answers.
3. They should write the answers working alone.

Answers

2. a) The headmistress (1)
b) finish education, have a good job, get married before having children (3)
c) "Mensah was meeting all her needs" (1)
d) "devastated", "disappointed" (2)
e) She did not have the medical care that she needed while she was pregnant. (1)
f) The baby was born weak (malnourished and with a low blood iron count). The baby died some months later. (2)
g) i) false
ii) false
iii) false (3)
h) Pregnant teenagers are more likely to experience health problems. They are likely to not complete their education. This means they are less likely to have a career that pays well. They experience social or family stigma or embarrassment. (4)
i) Girls who have non-consensual or coerced sex or who are raped. (2)
j) Men must realise that sex with underage girls is wrong, and those men who do have sex with underage girls should receive harsher penalties. There should be more education on pregnancy for teenagers. (2)
k) She is sympathetic to Joyce and other girls in her situation. The writer states clearly that men need to change their attitude to having sex with underage girls. She gives details about Joyce that show that she understands that Joyce was young and believed that Mensah was in love with her. (3)
l) We must address this issue, for the sake of Joyce and all the other young girls who have had their dreams cut short. (1)

Total marks: 25

Assessment

- **Self/peer assessment:** Learners can correct their own answers when you explain them, using the suggested answers above.
- **Teacher assessment:** Use the answers to assess the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages

ACTIVITY 5

Write a summary of a text

(INDIVIDUAL)

1. Learners should revise the notes on summarising in the previous unit.
2. Discuss the specific summary topic with the class. Ask them to identify sections of the text that they should not include, such as details of Joyce's experience, or the author's suggestion that men who have sex with underage girls should face harsh penalties.
3. Explain that in examination papers, the summary question often requires learners to summarise points on one aspect of the text, rather than to summarise the entire text. Learners should be aware of this when they write examinations.
4. Learners should first identify the seven points they will include, and write these in point form.
5. Learners can then write their own summaries.

Answers

- Pregnant girls are often rejected by the men who have fathered their babies.
- They might become depressed.
- They are likely to experience health complications.
- They might not complete their school education.
- Being less educated will lead to unfulfilling or badly paid employment.
- Their families will have to help raise the child, which causes financial strain.
- Society often stigmatises young unwed mothers.

(Note that there are 60 words in the summary. We have presented it in point form for ease of marking. However, in examinations learners should read the instructions carefully to see whether they should write numbered points or write a prose paragraph.)

Assessment

- **Self/peer assessment:** Learners can read each other's summaries in groups, and decide whether they have used their own words, have left out unnecessary details, and have included all the important information.
- **Teacher assessment:** Use the summaries to assess the following indicator:
B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary

Remedial activity

1. You can assist learners by helping them to identify which parts of the article they should include in their summary. Then they rewrite that information in a summarised way.
2. If learners write summaries that are too long, help them to be more concise in writing the first two points. Then they should rewrite the rest of their points, trying to apply the same writing style that you have modelled for them.

ACTIVITY 6**Use new vocabulary**

(INDIVIDUAL/CLASS)

1. Learners should know what prefixes and suffixes are by now.
2. Emphasise that being able to identify the root word, or the root (i.e. the word part that provides the basic meaning), and the affixes (i.e. prefixes and suffixes) helps to understand unfamiliar words and thus with reading comprehension. It also helps to build one's vocabulary.
3. They can complete exercise 1 working alone.
4. Read the notes on literal and figurative meaning. Use the example in the Learner's Book notes of a pregnant woman and pregnant pause to explain the difference between literal and figurative meaning. Other examples you can use are: someone is cold in temperature, and someone who is unfriendly can also be described as cold. Someone can be hungry for food, or figuratively hungry for knowledge.
5. Be aware that the word "literal" is often used incorrectly in informal speech, which can cause confusion in learners. For example, people might say "I literally died of embarrassment!"
6. Then learners can complete exercise 3 on their own.

Answers

1.
 - a) gainfully – root word: gain; suffix: -fully
 - b) contracting – root word: contract; suffix: -ing
 - c) complications – root word: complicate; suffix: -ions
 - d) conception – root word: conceive; suffix: -tion
 - e) antenatal – root word: natal; prefix: ante-
 - f) postnatal – root word: natal; prefix: post-
 - g) unwanted – root word: want; prefix: un-; suffix: -ed
 - h) stigmatised – root word: stigma; suffix: -tised
 - i) malnourished – root word: nourish; prefix: mal-; suffix: -ed
 - j) ability – root word: able; suffix: -ity
 - k) parenthood – root word: parent; suffix: -hood
 - l) underage – root word: age; prefix: under-
2.

a) literal	b) figurative	c) literal
d) figurative	e) literal	f) figurative

Assessment

- **Self/peer assessment:** This activity is ideal for self-assessment.
- **Teacher assessment:** Use the activity to assess the following indicator:
B9.2.1.2.7. Interpret use of words/phrases (figurative, symbolic, sensory) in complex texts

Grammar (Learner's Book page 112)**ACTIVITY 7****Use dashes, hyphens and brackets** (CLASS/INDIVIDUAL)

1. Explain the use of parenthesis (extra information), using the notes to help you.
2. Introduce the use of dashes to show interruption by saying a sentence that has an interruption in it. For example: *Now we are going to learn more about – oh no, I have dropped my pen!* Then write those words on the board, showing how the dash indicates the change of topic or the interruption.
3. Explain that dashes or colons can introduce lists.
4. Explain the use of hyphens to link parts of words.

5. Point out that there are other uses of these punctuation marks, for example, colons are used in play scripts.
6. Learners can complete exercises 2 and 3 working alone.

Answers

2. Note that brackets can be used in all answers except for sentence b).
 - a) Abstinence from premarital sex – which is the best option – will help teenagers avoid teenage pregnancy.
 - b) You're going to have a – what did you say?
 - c) Becoming a school dropout – one of the most painful consequences of teenage pregnancy – can affect one's self-confidence.
 - d) It is the teenage girl herself – not the boy – who suffers the consequences of unplanned pregnancy.
 - e) Many teenagers – out of curiosity and peer pressure – ignore the advice to abstain from sex.
 - f) Some teenage mothers – especially those who are malnourished – find it difficult to feed their babies well.
 - g) A number of things – lack of parental care, poverty, broken homes and rape – lead to teenage pregnancy.
 - h) Nowadays – despite the disapproval of some people – many schoolgirl mothers in Ghana are readmitted to complete their education.
3.
 - a) It was pregnancy – not food poisoning or illness – that caused her to feel nauseous all the time.
 - b) Teenage mothers face more health problems than older mothers – lack of antenatal care, bad nutrition and depression.
 - c) Joyce (who had been an excellent student) dropped out of school. / Joyce – who had been an excellent student – dropped out of school.
 - d) Both boys and girls – not girls alone – should be responsible for avoiding unwanted pregnancies.
4. When she was thirty-two years old, the self-employed woman fell pregnant. She and her husband were thrilled. She had an x-ray that showed the pregnancy was doing well. Her parents-in-law were very happy because this would be their long-awaited first grandchild.

Assessment

- **Self/peer assessment:** Learners can correct their own answers.
- **Teacher assessment:** This activity assesses the following indicator:
B9.3.2.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context

Extension activity

Learners can find out the figurative meaning of colours. Some are well known, such as red being associated with danger, anger or love. They should understand the meaning of the word “connotation” – a meaning that is associated with a word, not the literal meaning – in order to complete this activity. These are some of the colours often used figuratively: green, blue, white, black, purple, grey, pink.

Writing (Learner's Book page 113)

ACTIVITY 8

Write and design a flyer

(CLASS/INDIVIDUAL)

1. Display the flyers that you have brought to class. (Refer to the list of resources at the beginning of this unit.)
2. Read through the notes that explain the features of a flyer.

3. Analyse the flyers you have brought, using the notes.
4. Learners can discuss which flyers they think are better.
5. Then study the flyer “Rescuing the girl child” with the class. Analyse what the purpose of the flyer is, and how successfully it achieves that purpose.
6. Learners then design and write their own flyer.
7. They follow the usual processes of drafting, editing and then producing the final flyer.

Assessment

- **Self/peer assessment:** Learners can use the checklist in the Learner’s Book to assess their own work.
- **Teacher assessment:** You can mark the flyers out of 10, using the rubric “Flyer” on page xx of this Facilitator’s Guide. This activity addresses the following indicator:
B9.4.2.2.2. Compose short text (flyers, posters, invitation cards, email, etc.) for different purposes and audiences

Extension/Remedial activity

For enrichment or further practice (remedial work), learners can design an invitation card, incorporating the following:

- Nature of the event
- Where it will take place
- Date and time (could include dress code)
- Name of invitee (could include RSVP)
- Could have a visual and/or a design element

Literature (Learner’s Book page 115)

ACTIVITY 9

Write a narrative

(INDIVIDUAL)

1. This activity follows on from the literature activity in Unit 8.
2. Ask one or two learners to recap what happened in the personal narrative that they read in Unit 8. Keep these questions basic, for example: what happened, how did the narrator/writer feel, how did she change as a result of the incident?
3. Explain the choice of topics that learners have. They tell the same incident, from the viewpoint of either the father or one of the daughter’s friends.
4. As always, learners should plan, draft, edit and then rewrite their stories.

Assessment

- **Self/peer assessment:** Learners use the checklist in the Learner’s Book to edit their own work.
- **Teacher assessment:** Use the rubric “Narrative essay” on page xv of this Facilitator’s Guide to mark the stories. This activity assesses the following indicator:
B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, autobiography, biography, narrative and play script/drama)

Introduction

This unit explores the issue of human trafficking, also called modern slavery. Learners have a structured debate. The pronunciation activity introduces mono- and disyllabic words. They read a text and answer comprehension questions. They explore the nuances of words, and write a summary. The grammar builds on the work on punctuation marks in Unit 9, this time focusing on hyphens. Learners write and design a poster, and in literature they analyse imagery.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating) <ul style="list-style-type: none"> Identify interesting topic/issues appropriate for argument and debate e.g. children should be allowed to take decisions on matters concerning them. Engage in arguments and debates on topics/issues using appropriate register. Observe and use the skills of turn taking in arguments and debates. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 3: English sounds		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B9.1.3.1.3. Produce mono-syllabic and di-syllabic words with accurate stress in speech <ul style="list-style-type: none"> Listen to and produce mono and di-syllabic words in context (dialogues). Listen to and write words containing di-syllabic words, e.g. travel, visit, etc. Produce mono and di-syllabic words accurately in speech. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 2: Reading
Sub-strand 1: Comprehension

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> Read age-appropriate texts for the main ideas. Read within given time for specific information. Answer simple questions on the texts. Peer review the information gathered. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> Read a set text. Follow up with other strategies to find patterns and relationships between ideas. Put all information together and peer edit. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> Skim for details. Scan for main ideas. Read for details and answer questions. Relate passages to personal experiences. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.6. Show the effect a text has on the reader <ul style="list-style-type: none"> Identify different literary devices used by the writer. Link the effect of the devices to the meaning of the text. Identify the impact of literary devices on the reader and how they add to meaning. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts <ul style="list-style-type: none"> Read grade-appropriate texts. Identify known and unknown words meaningfully. Connect these words and phrases to the text and analyse the effect. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 3: Grammar usage Sub-strand 2: Punctuation and capitalisation		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.2.1: Demonstrate mastery of capitalisation and punctuation in communication	B9.3.2.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context <ul style="list-style-type: none"> Use hyphens and brackets. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 4: Writing Sub-standard 2: Text types and purposes		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.2.2: Apply writing skills to specific life situations	B9.4.2.2.2. Compose short text (flyers, posters, invitation cards, email, etc.) for different purposes and audiences <ul style="list-style-type: none"> Write posters. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 5: Literature Sub-strand 1: Narrative, drama and poetry		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.4. Use literary devices (imagery) in texts <ul style="list-style-type: none"> Use imagery such as personification, simile, metaphors, idiomatic expressions in speech and writing. Create and apply imagery such as personification, simile, metaphors, idiomatic expressions. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 117–127
- A dictionary
- Resources from NGOs that focus on ending human trafficking (modern slavery)

Review

Before you begin Unit 10, review the skills and concepts developed in Unit 9. These are:

- issues to do with teenage pregnancy
- consonant clusters
- root words, prefixes and suffixes
- summary skills
- dashes, hyphens and brackets

- designing and writing flyers
- narratives: short stories.

Teaching methodology

Oral Language (Learner's Book page 117)

ACTIVITY 1

Debate the issue of human trafficking

(CLASS/GROUP)

1. Use the notes on debates to remind the class of the rules of structured debates.
2. Read the debate topic and discuss it with the class.
3. Obviously most learners will disagree with the topic. But point out that in a debate, a skilled debater can defend a position with which he/she does not necessarily agree.
4. Divide the class into teams to take part in the debate.

Assessment

Teacher assessment: You may find the rubric "Listen and discuss/debate" on page xiv of this Facilitator's Guide useful. This activity assesses the following indicator:

B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)

Extension activity

If there is a debating society at your school, encourage learners to join it. If not, consider starting one. Ask learners to list the advantages, such as developing the ability to express logical arguments for or against a statement; improved fluency in speaking formally in English; greater general knowledge.

ACTIVITY 2

Stress monosyllabic and disyllabic words correctly

(CLASS/GROUP)

1. A fun way to introduce this is to say a sentence to the class in which you stress some words incorrectly. Ask them what was wrong. Then explain that they instinctively know how to stress syllables correctly, so this activity should be easy.
2. Learners can read the notes working on their own.
3. Learners should complete the exercises working in groups, so that they can pronounce the words aloud.

Answers

- | | | | | |
|------------|---------|---------|---------|---------|
| 3. a) noun | b) verb | c) noun | d) verb | e) verb |
| f) noun | g) noun | h) verb | i) verb | j) noun |

Assessment

- **Self/peer assessment:** Learners listen to each other pronounce the words and correct each other if necessary.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.1.3.1.3. Produce monosyllabic and disyllabic words with accurate stress in speech

Reading (Learner's Book page 119)

ACTIVITY 3

Predict a text

(PAIR)

1. Learners can complete this activity working in pairs, or in groups if you prefer.
2. As prediction is meant to be a quick and efficient process, set a time limit of 10 minutes.
3. If any pairs do not complete the questions within the time limit, refer to the Remedial activity below.
4. After learners have completed the prediction activities, read the text aloud to the class so that they can judge whether their predictions were correct.

Answers

1. **a)** The title is self-explanatory: the article will be about the trafficking of children, particularly along the Volta River.
b) The picture shows young children working, pulling in a fishing net.
2. **b)** Paragraph 7
c) The Volta Lake was built with good intentions of improving economic circumstances, but it is ironic that the lake is used for moving victims of child trafficking.
3. **b)** Kodzo Agboda is the child slave of Koku Akpatsa.
c) 700

Assessment

- **Self/peer assessment:** Learners can work in pairs to check each other's answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

Remedial activity

Give learners these hints to help them find the information they are looking for:

2. **b)** Names of organisations begin with capital letters, so learners should look for capitalised words in the middle of sentences.
3. **b)** Learners scan to find names, which of course begin with capital letters.
c) Here learners should know that they need to scan to find a figure.

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners read the text alone.
2. Allow 5 minutes for learners to ask for clarity on any sections they did not understand.
3. Then learners work in groups to answer the questions orally. As always, they should not write the answers at this stage.
4. Finally, learners work alone to write their answers. They could do this for homework.

Answers

2. a) He helps to haul in nets, and dives into the water to remove entangled nets. (2)
- b) The children can get trapped, exhausted and get drowned. (2)
- c) Accept any reasonable answer expressing how they feel and why, such as: I feel sad because he is being badly treated, and his whole life will be affected by his lack of education. / I feel angry that Kodzo has to live like that and that our own people treat our children in such a way. (2)
- d) They believed that the children would get a better life where they were going. They did not know their children would be used as forced labour. (2)
- e) Child trafficking has to do with forcibly taking a child from his or her original home. Child labour has to do with putting children to work that is usually beyond their capacity. Child labourers are sometimes paid. (2)
- f) A sum of money is paid; periodic payments are made over a time; or the parents are promised their children will have better lives and opportunities. (3)
- g) The promises are not true. (2)
- h) Cocoa farming; weeding of farms; mining; etc. (Any such work in learners' environment.) (2)
- i) The author describes them as victims. The author used words such as "harsh", "imprisoning", "malnourished", which shows that the author understands that their circumstances are extremely bad. The author also refers to the fact that some of the children die. The author shows no sympathy for the adults who "own" these children, and describes how they imprison the children, not allowing them to go back to their parents. (3)
- j) Enactment of the Human Trafficking Act, 2005, including a fund to assist victims, and a Management Board to improve how the issue is addressed. (2)
- k) "prescribed punishments" (1)
- l) "heart-warming" (1)
- m) (Note that learners have already discussed this in the prediction section, Activity 3, so now they have to show their understanding by writing an answer.) The Volta Lake was built with good intentions of improving economic circumstances, but it is ironic that the lake is used for moving child victims of trafficking. (3)
- n) They separate extra information. (1)
- o) i) All children have rights – to education, safety, play and freedom.
ii) The government has passed legislation – the Human Trafficking Act of 2005 – to deal with this problem. (2)

Total marks: 30

Assessment

- **Self/peer assessment:** Learners can swap answers and correct each other's work as you explain the answers.
- **Teacher assessment:** Alternatively, you can take in the answers and use them for formal assessment of comprehension. The answers assess the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages
 - B9.2.1.2.6. Show the effect a text has on the reader

Grammar (Learner's Book page 122)

ACTIVITY 5

Use new vocabulary

(INDIVIDUAL)

1. Learners should look at the options they are given for each question in exercise 2.
2. If there are any words they do not understand, they should look those up in a dictionary.
3. Stress that they must not simply guess the correct word, as then they will not be using the opportunity to expand their vocabulary.
4. Learners can answer the questions working alone.

Answers

- | | | |
|-----------------|-------------------------|-------------|
| 2. a) smuggling | b) trafficking | c) lose |
| d) passed | e) deprives children of | f) deceived |

Assessment

- **Self/peer assessment:** Learners can correct their own work as you work through the answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts

ACTIVITY 6

Use hyphens

(CLASS/INDIVIDUAL)

1. Learners worked with dashes in Unit 9. To avoid confusion between dashes and hyphens, explain that a dash separates, whereas a hyphen joins. A dash is usually a little longer than a hyphen, too.
2. Use the notes and the table of examples to teach hyphens.
3. Learners can complete the activities working alone.

Answers

2. a) passers-by – to form a compound noun
b) kind-hearted – to form a compound adjective
c) deep-blue, all-white – to form compound adjectives / to show which words belong together
d) re-enact – to join a prefix to a root word
e) one-third – to join parts of numbers
f) tourna-ment – to link parts of a word that breaks over the end of a line
g) re-lay – to avoid confusion with the word "relay"
3. a) We were supposed to work out the plans for the village festival but there was **procras-tination** on the part of the chairman.
b) My **sister-in-law** is a teacher at my school.
c) The **twenty-fourth** runner finished the race in less than **three-quarters** of an hour.
d) The **well-behaved** student got the overall prize for discipline.
e) My sister in Abuja promised to buy me a **coffee-brown** suit for my graduation.
f) You have to **re-do** the exercise according to the instructions given.
g) Esi advised her friend to **re-edit** her essay before handing it in for assessment.

Assessment

- **Self/peer assessment:** Learners can correct their own answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.3.2.1.1. Identify and use punctuation marks (dash, hyphen, bracket) in context

Remedial activity

If learners get fewer than half of the sentences right, give them these extra sentences to punctuate with hyphens. You could also use this activity as an extension activity for extra practice.

1. The doctor will have to reoperate to set the broken bone again.
2. One third of the learners did very well in the test.
3. My sister is a tall and good looking young woman.
4. She was elected as vice president of the committee.
5. The little used bicycle had flat tyres and rust.
6. He became a well known athlete.
7. My half sister and I have different fathers.
8. My birthday was on the thirtyfirst of January.
9. They have a two year old son and their daughter is three years old.
10. We need to re educate people to change their behaviour.

Writing (Learner's Book page 123)

ACTIVITY 7

Create a poster

(CLASS/INDIVIDUAL)

1. The notes give detailed advice about designing and creating a poster. Work through these with the class.
2. Spend some time analysing the poster in exercise 2. In particular, ask learners about the emotional effect the poster has on them.
3. In exercise 3 learners create their own posters.
4. Read the suggested topics, making sure that all learners understand them.
5. Point out that learners can also choose a topic of their own.
6. Learners follow the steps outlined in the Learner's Book.

Answers

2. **c)** The poster was created by Talitha Kum, an organisation that works to stop human trafficking in Ghana.
d) The purpose is to raise awareness, garner support for the cause, to advertise World Day Against Human Trafficking In Persons. (Note that for some reason the final -s of "Persons" is missing in the poster.)
e) A hashtag is used on social media platforms such as Twitter. Users attach hashtags to a post. These hashtags should be short, and indicate the main idea or theme. Other users can then search for posts with hashtags in which they are interested.

Assessment

- **Self/peer assessment:** Learners use the checklist in the textbook to assess and edit their own work.
- **Teacher assessment:** Use the rubric “Poster” on page xx of this Facilitator’s Guide to mark the final posters. Use this activity to assess the following indicator:
B9.4.2.2.2. Compose short text (flyers, posters, invitation cards, email, etc.) for different purposes and audiences

Extension activity

1. Ask learners to do some research into the campaign that began in 2019, called #MeToo. Learners should find out that it was started in response to numerous cases of sexual harassment in Hollywood, and quickly spread around the world.
2. If any learners have particularly enjoyed the activity of analysing visual text and creating a poster, they can find out about careers in advertising, or in art or graphic design.

Literature (Learner’s Book page 125)

ACTIVITY 8

Analyse literary devices: imagery (CLASS/INDIVIDUAL/GROUP)

1. Use the notes on imagery, metaphors and similes to explain this to the class.
2. Learners should know the difference between a metaphor and simile. However, it is far more important that they are able to analyse all comparisons and figures of speech, and that they understand how figurative language enriches text.
3. Read the extract aloud. Alternatively ask a learner with good reading skills to do so.
4. Learners can discuss the answers orally first.
5. Then they can write their answers for homework.

Additional information: Imagery and symbolism

These two concepts are similar and so can be easily confused.

A **symbol** has connotations that will be understood by people in a culture, age or even universally. Some examples are:

- A cross is a symbol of Christianity, and a sickle moon is a symbol of Islam. These symbols are widely recognised.
- A red cross has come to be associated with the international organisation The Red Cross. Similarly, the linked Muslim organisation, The Red Crescent, has a very recognisable symbol of a red crescent.
- A dove is often a symbol of peace.
- A rose and a stylised heart are symbols of love.
- A snake is an interesting symbol: it is used in the logo of many health organisations, but it is also a symbol of fear or danger.

An **image** can be something that applies only within a book, a film or a poem. For example, a book about a child who goes through an ordeal might use a doll as an image of the child’s innocence. An advertising campaign might use a car as an image of success and wealth.

Answers

3. a) This simile is an appropriate choice of comparison. A calf can be used to carry loads, and if it is separated from its mother it is probably about to be killed or sold to another owner, so the comparison mirrors the situation of the boy. The boy is confused and scared. (2)
- b) True. Metaphors say that one thing **is** another thing. (Similes always use “as” or “like”.) (2)
- c) This is a metaphor. The man who has captured him is not explaining anything to him, and is not being friendly. The boy’s fear and lack of understanding make him feel as if he is about to die. (2)
- d) People used to use the stars to navigate and find their direction. This simile helps the reader to picture how the boy stares into the water, desperately trying to work out what is happening and where he is going. The calmness of the water shows the brief period of calm the boy has before having to get into a canoe. (2)
- e) The man is described as having “a heart of stone”. This helps the writer to develop the man’s character as being hard, lacking any compassion for the boy. (3)
- f) “That world of pain” is a metaphor. It suggests that in his new life, there was nothing except pain. (2)
- g) This idiom is used to describe a person who is in a new place which he/she does not know very well, and in which he/she feels uncomfortable or unable to cope. (2)

Total marks: 15

Assessment

- **Self/peer assessment:** Learners should be able to assess whether they understand the difference between a simile and a metaphor.
- **Teacher assessment:** Use the answers to assess the following indicator:
B9.5.1.1.4. Use literary devices (imagery) in texts

Introduction

This unit is based on information about the history of political organisations between countries of Africa. Learners listen to a text and complete a listening comprehension. They do more work on stressing syllables in words. They read a speech held at the inaugural meeting of the African Union (AU), and answer comprehension questions. They use the new vocabulary that they acquired when they read the speech. In the grammar section they learn more about and use adverbial phrases. The writing activity is a speech. In the literature section they continue the work from Unit 10 on analysing imagery.

Learning Outcomes

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

Strand 1: Oral language Sub-strand 2: Listening comprehension		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/language/figures <ul style="list-style-type: none"> Listen to and watch audio-visuals for about two hundred (200) words per two (2) minutes and write key information (message, theme, tone, mood, character) from them. Make inferences (about purpose, intention, theme/message) and simple connections to real life and personal experiences. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.2.1.2. Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others' ideas and expressing their own clearly and persuasively <ul style="list-style-type: none"> Listen to and identify key issues in level-appropriate texts/speeches/dialogues e.g. argumentative texts, news, presentations. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Sub-strand 3: English sounds		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B9.1.3.1.3. Produce mono-syllabic and di-syllabic words with accurate stress in speech <ul style="list-style-type: none"> Listen to and produce mono and di-syllabic words in context (dialogues). Listen to and write words containing di-syllabic words, e.g. travel, visit, etc. Produce mono and di-syllabic words accurately in speech. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 2: Reading Sub-strand 1: Comprehension		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding <ul style="list-style-type: none"> Read a variety of age-appropriate texts for enjoyment and knowledge. Set specific learning purposes to be achieved at the end of the reading task. Apply appropriate strategies to answer questions on the texts. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility) <ul style="list-style-type: none"> Read a variety of texts. Identify texts that give general view of oneself and others. Identify the different points of view through different approaches and texts. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> Read a set text. Using prediction, make a summary of the main ideas. Follow up with other strategies to find patterns and relationships between ideas. Put all information together and peer edit. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	B9.2.1.2.3. Make generalisations from text and link to real life situations <ul style="list-style-type: none"> Read a text and identify specific patterns that form generalisations. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/information from different types of texts <ul style="list-style-type: none"> Have different types of texts: <ul style="list-style-type: none"> narrative expository procedural. Compare the language, style, structure and purpose, as well as the ideas/themes/ information in any two related texts. Compare ideas through discussion, notes etc. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> Skim for details. Scan for main ideas. Read for details and answer questions. Relate passages to personal experiences. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context <ul style="list-style-type: none"> Identify the use of different registers for specific texts. Read texts that make distinctions in language use for a variety of purpose. Use the right vocabulary in complex sentences/paragraphs. (Activity 4 & 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.9. Make conceptual connections between known and unknown words/ phrases and analyse nuances of words/ phrases in texts <ul style="list-style-type: none"> Read grade-appropriate texts. Identify known and unknown words meaningfully. Connect these words and phrases to the text and analyse the effect. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 3: Grammar usage

Sub-strand 1: Grammar

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in communication	B9.3.1.1.4. Use the knowledge of the adverbial phrase and its functions <ul style="list-style-type: none">• Use adverb phrases. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Sub-strand 3: Vocabulary

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication	B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts <ul style="list-style-type: none">• Demonstrate appropriate use of vocabulary in context. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 4: Writing

Sub-strand 2: Text types and purposes

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.2.2: Apply writing skills to specific life situations	B9.4.2.2.4. Compose speeches for different purposes and occasions <ul style="list-style-type: none">• Compose a speech: introduction, body and conclusion.• Use the following to create effect:<ul style="list-style-type: none">– Emotive adjectives– Tripling– Repetition– Parallel sentence structure– Powerful imagery– Use of 'we' to include everyone (inclusive language). (Activity 7)	Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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 and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.4. Use literary devices (imagery) in texts <ul style="list-style-type: none"> Use imagery such as personification, simile, metaphors, idiomatic expressions in speech and writing. Create and apply imagery such as personification, simile, metaphors, idiomatic expressions. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.5.1.1.5. Analyse common themes in texts <ul style="list-style-type: none"> Identify common themes in film/media, narratives and play scripts. Analyse common themes in film/media, narratives and play scripts. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 128–137
- Recent newspaper articles about the AU and ECOWAS
- A recording of Thabo Mbeki delivering the inaugural AU address in 2002

Review

Before you start Unit 11, review the skills and concepts developed in Unit 10. These are:

- child labour and human trafficking
- structured debates
- syllables
- extended use of hyphens
- creating a poster
- imagery, metaphor and simile.

Teaching methodology

Oral Language (Learner's Book page 128)

ACTIVITY 1

Listen to a text and identify key information

(INDIVIDUAL)

- Read the listening text below once to the class.
- Then give learners a few minutes to read the questions silently to themselves.
- Read the text again. This time learners can make brief notes of information to use in their answers, so read quite slowly.
- Learners write their answers.

Listening text: The Birth of the African Union

The African Union (AU) is the body of heads of 55 African countries. It was formed in 2002, out of the Organisation of African Unity (OAU), which had completed its mandate of helping other African countries to gain independence, for example, by supporting South Africa in the fight against apartheid.

The Union has seventeen objectives, some of which are economic development, uniting African countries and their people, defending member countries' authority and national honour, and encouraging other non-African countries to cooperate with Africa in diverse areas.

The AU has a working document known as Agenda 2063 which outlines plans and actions to undertake by 2063. It seeks to make Africa prosperous, peaceful and well integrated. It stresses also that Africans themselves must lead in ensuring that the Agenda 2063 goals are achieved.

The AU has different departments that deal with different matters affecting the Union and member countries. These departments handle issues such as democracy and good governance, human rights, international law, corruption, finance and investment.

The AU Commission (AUC), which is located in Addis Ababa, Ethiopia, manages the administrative affairs of the AU. It works under the supervision of the Assembly and Executive Council. The Assembly consists of the heads of all African countries that are members of the Union. The Executive Council coordinates decisions and guidelines of the Assembly. The Assembly meets twice a year. However, the Executive Council and other employees work throughout the year.

One of the responsibilities of the AUC is to ensure that there is gender balance in appointments within the Union. The AUC also promotes and coordinates programmes of regional economic communities such as the South African Development Community (SADC) and the Economic Community of West African States (ECOWAS), made up of fifteen West African countries. ECOWAS is driven by four pillars which help to promote the financial well-being and security of member countries. These four pillars are: peace and security, facilitating trade in the region, good governance, developing infrastructure.

Answers

4. a) It was formed in 2002. (1)
- b) It was formed out of the OAU. (1)
- c) The headquarters is in Addis Ababa, Ethiopia. (1)
- d) Expect answers ranging from economic independence, self-reliance, reducing poverty to building more infrastructure. Learners must explain why they think these issues are important. (2)
- e) Agenda 2063 is a working document that sets out plans/goals and activities of the AU that it wants to achieve by 2063. (2)
- f) The AU Commission meets twice a year. (1)
- g) Assembly members are heads of states in their various countries. (1)
- h) The AUC manages the administrative affairs of the AU, and it promotes and coordinates programmes of regional economic communities such as the South African Development Community (SADC) and the Economic Community of West African States (ECOWAS). (2)

- i) It belongs to ECOWAS because Ghana is located in West Africa. (1)
- j) Developing infrastructure, because the provision of communications technology such as satellite or fibre falls under the category of infrastructure. (Also accept the answer “facilitating trade”, as some learners might argue that providing Internet access is vital for modern trade.) (2)
- k) Yes, under the pillar of peace and security. (1)

Total marks: 15

Assessment

- **Self/peer assessment:** Learners can mark their own answers as you explain them, using the model answers above.
- **Teacher assessment:** Use the answers to assess the following indicators:
 - B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/language/figures
 - B9.1.2.1.2. Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others’ ideas and expressing their own clearly and persuasively

Extension activity

Learners can discuss the effectiveness of the AU and ECOWAS. They should draw from the information they have just listened to, from their general knowledge, and they can do research by reading articles in the press. (Refer to the list of resources at the beginning of this unit.) Encourage them to form opinions about current issues.

ACTIVITY 2

English Sounds: Stress disyllabic words correctly

(INDIVIDUAL)

1. Learners can revise the notes on stress of syllables in Unit 10.
2. At this stage, do not read the words aloud, because you have already read them in the listening text in Activity 1.
3. Listen to learners say the words aloud.
4. If necessary, correct their pronunciation.

Answers

2. mandate gender guidelines member diverse
 promotes affairs countries ensure handles

Assessment

Teacher assessment: Use this activity to assess the following indicator:

B9.1.3.1.3. Produce monosyllabic and disyllabic words with accurate stress in speech

Remedial activity

Give learners these words to say aloud. The stressed syllables are in bold.

re**mind** **rou**nder **uni**t **uni**te
 pro**pose** **pur**pose en**ga**ge **endi**ng

Reading (Learner's Book page 129)

ACTIVITY 3

Predict a text

(PAIR)

1. Learners can complete this activity working in pairs, or in groups if you prefer.
2. As prediction is meant to be a quick and efficient process, set a time limit of 10 minutes.
3. After learners have completed the prediction activities, read the text aloud to the class so that they can judge whether their predictions were correct.

Answers

1. a) The title is much longer than the usual reading text titles. It gives all the details of the speech.
b) The photograph shows Thabo Mbeki standing behind a lectern / on a podium with a microphone.
2. b) Paragraph 3
c) Paragraph 5
3. b) An exclamation mark
c) TB, Aids

Assessment

- **Self/peer assessment:** Learners can work in groups to check each other's answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Point out that the greeting, the first part of the speech and some text here and there have been left out to reduce the length of the speech as a reading text. A text omission is indicated by an ellipsis, that is, by a set of dots (...).
2. Learners can read the extract of the speech again, silently, to themselves.
3. Learners can answer the questions orally in groups.
4. Finally, they consolidate their understanding by working alone to write their answers.

Answers

2. a) Mr. Mbeki is addressing African leaders / the African Union / African heads of states, delegates and guests / everybody present at the inaugural meeting of the AU. (Any one of these.) (1)
- b) The tone is forceful/compelling/stirring. (1)
- c) First, to achieve unity, solidarity, cohesion and cooperation between the peoples of Africa and states of Africa. Second, to establish new forms of partnerships between levels and segments of our societies, between segments of our societies and our governments, and between governments of African states. (2)
- d) The phrase "new forms of partnerships" implies that some partnerships already exist. (1)
- e) Three drivers of sustainable development mentioned in paragraph 4 are peace, security and stability. (3)

- f) Conflict has caused pain and suffering. / People are displaced or have become refugees or are in exile. (2)
- g) dialogue and peaceful resolution (2)
- h) Accept any well-reasoned answer. (2)
- i) The following words can replace the word "proclaim": announce, declare publicly, make known. (1)
- j) Invest in education. Invest in research in all fields. Develop capacity in science and technology. (3)
- k) unemployment (1)
- l) To change from only exporting raw materials to manufacturing and producing products for own use and for export. (1)
- m) Accept well-reasoned answers, such as: Yes. When Africa produces its own goods, more people will get employment and the rate of poverty will reduce. (2)
- n) Accept well-reasoned answers, such as: African countries should support the economies of other African countries by trading with them. Goods produced on the continent should be cheaper than those imported from other continents. Also, if local countries have better economies, there will be increased stability. (2)
- o) The speech is inspiring. (Learners should explain in their own words, but key words could include: gives hope, motivates, encourages combined efforts of leaders, etc.) (1)
- p) i) Thabo Mbeki was a **well-known** politician from South Africa.
 ii) The AU plans **co-ordinated** action to improve infrastructure.
 iii) The AU addresses problems in **post-colonial** Africa.
 iv) Madagascar is the **fourth-largest** island in the world, and is an AU member.
 v) She is a **part-time** translator at the AU headquarters. (5)

Total marks: 30

Assessment

- **Self/peer assessment:** Decide whether you want learners to correct their own work as you work through the answers, or whether you want to take in the written answers and mark them yourself.
- **Teacher assessment:** Use the answers to assess the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.2.3. Make generalisations from text and link to real life situations
 - B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages
 - B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context

Extension activity

Learners can find other well-known speeches and read them or listen to them. These are widely available on the Internet. Some examples are: Martin Luther King's "I have a dream" speech (1963), Nelson Mandela's "I am the first accused" (1964), Emmeline Pankhurst's "Freedom or death" (1913).

ACTIVITY 5**Use new vocabulary**

(INDIVIDUAL)

1. Learners first check that they know all the words that are bolded in the speech.
2. Ask them to find any other words that they do not understand, and to look up their meanings.
3. Discuss why it is appropriate that the speech uses fairly academic language and is not simple in tone.
4. Then learners rewrite the given paragraph, replacing the underlined words with the given easier words and phrases.

Answers

2. A **crucial** challenge we have set ourselves is to end the levels of unemployment that have been **typical** of our societies. To do this, there is no alternative but to **gather** all our own resources both on the continent, and elsewhere, to **spend money on** factories, mines, agriculture and **roads and communications, etc.** No longer should Africa be simply an exporter of **minerals and produce** to the West. We **aim** to produce and manufacture the highest quality products for our own use and for export. In order to do this we shall have to invest in training our own working people. If we are to **keep up** our development, then we shall have to increase trade among ourselves.

Assessment

- **Self/peer assessment:** Learners can correct their own work, while you explain the correct answers.
- **Teacher assessment:** Use the activity to assess the following indicators:
 - B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/information from different types of texts
 - B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context
 - B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts
 - B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts

Grammar (Learner's Book page 133)**ACTIVITY 6****Use adverbial phrases**

(INDIVIDUAL)

1. Revise adverbial phrases of reason with the class. Make sure that learners understand that a phrase does not have a finite verb.
2. They should also understand that an adverbial phrase of reason explains why an action occurred.
3. Also revise adverbial phrases of time and place, which are practised in exercise 3.
4. Then learners complete exercises 2 and 3, working alone.

Answers

2.
 - a) The AU was formed in order to promote unity between African countries.
 - b) We must build institutions necessary to deepen social integration of the African continent.
 - c) The African Union advocates for gender equality to end discrimination.
 - d) Food security and nurturing agriculture have to be central to our enterprise to end hunger on the African continent.

- e) We shall act together to build a brighter future.
- f) We read about the AU to understand how it works.
- 3. a) The African Union developed an agenda with goals to be reached by 2063. (time)
- b) Addressing the AU (time), Mbeki asked the members to work all year round. (time)
- c) After dancing throughout the night (time), the team members went to bed at dawn. (time)
- d) The AU intends to conclude the meeting at the main hall. (place)
- e) They agreed to meet at the crossroads. (place)
- f) On 9 July 2002, the African Union was officially launched. (time)

Assessment

- **Self/peer assessment:** Learners can swap and correct each other's answers, while you explain the correct answers.
- **Teacher assessment:** Use the answers to assess the following indicator:
B9.3.1.1.4. Use the knowledge of the adverbial phrase and its functions

Remedial activity

You might need to revise what a finite verb is. A finite verb has a subject and tense. So, this sentence has a finite verb, with the past tense and the subject "we".

We understood how the organisation worked.

But this phrase does not have a finite verb, because there is no tense. The verb can be put into any tense when it is in a complete sentence.

to understand how the organisation worked

Writing (Learner's Book page 133)

ACTIVITY 7

Write a speech

(CLASS/INDIVIDUAL)

1. Ask the class whether any of them have ever had to give a speech outside of the classroom. Possibly they have spoken at a school assembly, or at a family function. They can briefly tell the rest of the class what the occasion was, and what they spoke about.
2. Spend about 10 minutes reading the notes and explaining the ideas.
3. Discuss the goals of the AU, as outlined in Mbeki's speech in Activity 3. In the discussion, ask learners whether each goal has been met or not.
4. Then learners choose one of the goals that they would like to talk about in their speech.
5. Monitor the selection of goals so that not all learners write a speech about the same goal.
6. Learners need to collect information they will include in their speech. Therefore they should prepare for this the day before they do the final writing, so that they have time to research in their own time.
7. Learners follow the usual processes of drafting, editing and then writing the final speech.

Additional information: Speeches

Here are some techniques used by speakers to present effective speeches.

The strategies used	Examples of the technique
Emotional appeals	"Children are being bullied as we speak."
Appeals	"Please, please, support our fund-raising campaign ..."
Make the content personal	"How can you say no to me, who you know so well?"
Analogies	"Just like a well-oiled machine, we must all pull together."
Rhetorical questions	"Don't we all want to see a greener economy?"
The "rule of three", giving three examples to illustrate a point	The climate crisis affects our weather; it ruins our agriculture; it threatens our very lives.
Varying your tone when you present a speech orally	Speak more softly or loudly; pause so that listeners wait to hear what you will say next. Even make your voice sound sad or tearful.

Assessment

- **Self/peer assessment:** Learners check their own work using the checklist in the Learner's Book.
- **Teacher assessment:** Use the rubric "Speech" on page xxi of this Facilitator's Guide to mark learners' written speech. This activity assesses the following indicator:
B9.4.2.2.4. Compose speeches for different purposes and occasions

Extension activity

Learners can present their speeches to the rest of the class. Set a time limit of 3 minutes per learner. Give them some advice about how to speak effectively, such as not reading their speech verbatim, but rather glancing at it occasionally to remember key words.

Literature (Learner's Book page 135)

ACTIVITY 8

Analyse themes in fiction

(CLASS/GROUP/INDIVIDUAL)

1. Introduce this activity by reading the list of themes in the notes, and asking learners to comment on the themes of books, stories and television programmes with which they are familiar.
2. Then read the rest of the notes with the class.
3. Revise similes and metaphors briefly, as these are included in the questions.
4. Read aloud the extract from *Things Fall Apart*.
5. Learners can answer the questions orally in groups.
6. Finally, learners work alone to write their answers.

Answers

3. a) The village people do not keep to their huts. The villagers gather for a moon-play. Children stay up late, some women practise a new moon dance, young men walk about and visit their friends or girlfriends. (2)
- b) People have heard the bad news about the murder, the arrests and the death sentence. (1)
- c) The mood in Umuofia was tense and nervous. People are aware of the danger and threat of death, like a frightened animal is. (2)
- d) Any one detail of: Ezinma had come home for the meeting. People whispered. (1)
- e) It is a simile. (It means there is no life in a deserted homestead, and Okonkwo's compound also has no ordinary family life left in it.) It creates fear and uncertainty. (2)
- f) It creates an ominous or gloomy mood. (It shows there was no happiness in the house. Everything was at a standstill. Cold water is poured on a fire to put it out, and the sense of family life has been out in the compound.) (2)
- g) She heard her father had been arrested and would be hanged. (2)
- h) To find out what was being done to save her father. (1)
- i) (The villagers contribute a lot of cowries – worth a lot of money – hoping to buy forgiveness for Okonkwo. This in itself is a form of corruption, although it comes from desperation. The court messengers are also corrupt and have inflated the fine in order to take 20% of it for themselves.) Corruption can occur anywhere if the wrong people are put in charge of affairs. It is people who make a corrupt a system, etc. (2)

Total marks: 15

Assessment

- **Self/peer assessment:** Learners can swap answers and mark each other's work as you explain the correct answers, using the memorandum above.
- **Teacher assessment:** This activity assesses the following indicators:
 - B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding
 - B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility)
 - B9.5.1.1.4. Use literary devices (imagery) in texts
 - B9.5.1.1.5. Analyse common themes in texts

Extension activity

Encourage learners to read the novel *Things Fall Apart*, and other novels by Chinua Achebe, such as *No Longer At Ease*. Explain that he is regarded as one of the best novelists, both from Africa and internationally. This reading will form part of learners' independent reading.

Project: This project encourages learners to expand their independent reading for pleasure. Learners look at the list provided of African authors. They can also look up other authors by using the Internet. If your school or local library has copies of books by any of these authors, bring them into the classroom, and encourage learners to look at the blurbs on the covers, and at the introductions, to see whether they might find one of the novels interesting.

Introduction

The theme of this unit is different forms of news. Learners listen to a text and answer comprehension questions, and continue the work on stressing the correct syllables in disyllabic words. In the reading section learners will read a variety of digital media texts and compare them. They explain new vocabulary. The grammar section is on passive voice verbs. Learners write an email, and in the literature section they do more work on themes in stories.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 2: Listening comprehension		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/language/figures <ul style="list-style-type: none"> Listen to and watch audio-visuals for about two hundred (200) words per two (2) minutes and write key information (message, theme, tone, mood, character) from them. Make inferences (about purpose, intention, theme/message) and simple connections to real life and personal experiences. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 3: English sounds		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B9.1.3.1.3. Produce mono-syllabic and di-syllabic words with accurate stress in speech <ul style="list-style-type: none"> Listen to and produce mono and di-syllabic words in context (dialogues). Listen to and write words containing di-syllabic words, e.g. travel, visit, etc. Produce mono and di-syllabic words accurately in speech. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 2: Reading

Sub-strand 1: Comprehension

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding <ul style="list-style-type: none"> Read a variety of age-appropriate texts for enjoyment and knowledge. Set specific learning purposes to be achieved at the end of the reading task. Apply appropriate strategies to answer questions on the texts. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility) <ul style="list-style-type: none"> Read a variety of texts. Identify texts that give general view of oneself and others. Identify the different points of view through different approaches and texts. Compare the views of others in achieving success. Peer edit information gathered. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via different text types <ul style="list-style-type: none"> Gather samples of media messages/articles/stories (kindle) from credible sources. Critique these messages and suggest improvements. Identify better ways to use the media for messaging. Create your own articles/stories etc. and post using ICT. (Activity 1, 3 & 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.4. Expand various ideas and perspectives in texts <ul style="list-style-type: none"> Read a level appropriate text. Identify the main ideas and the writer's point of view. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> • Read age-appropriate texts for the main ideas. • Read within given time for specific information. • Answer simple questions on the texts. • Peer review the information gathered. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> • Read a set text. • Using prediction, make a summary of the main ideas. • Follow up with other strategies to find patterns and relationships between ideas. • Put all information together and peer edit. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.3. Make generalisations from text and link to real life situations <ul style="list-style-type: none"> • Read a text and identify specific patterns that form generalisations. • Identify the highest points and link to real life situations. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/information from different types of texts <ul style="list-style-type: none"> • Have different types of texts: <ul style="list-style-type: none"> – narrative – expository – procedural. • Compare the language, style, structure and purpose, as well as the ideas/themes/information in any two related texts. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> • Skim for details. • Scan for main ideas. • Read for details and answer questions. • Relate passages to personal experiences. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context <ul style="list-style-type: none"> Identify the use of different registers for specific texts. Read texts that make distinctions in language use for a variety of purpose. Use the right vocabulary in complex sentences/paragraphs. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 3: Grammar usage Sub-strand 1: Grammar		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.4: Demonstrate mastery of the use of active and passive voice	B9.3.1.4.1. Use passive forms appropriately in speech and in writing <ul style="list-style-type: none"> Change active to passive sentences. Construct an opinion using active and passive sentences in speech and in writing. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 3: Vocabulary		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication	B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts <ul style="list-style-type: none"> Demonstrate appropriate use of vocabulary in context. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 4: Writing Sub-strand 2: Text types and purposes		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.2.2: Apply writing skills to specific life situations	B9.4.2.2.2. Compose short text (flyers, posters, invitation cards, email, etc.) for different purposes and audiences <ul style="list-style-type: none"> Write emails to contacts, parents or teachers ensuring that the following are present: <ul style="list-style-type: none"> The recipient's address [...] CC [...] Subject [...] Message Sender's name and contact. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 5: Literature

Sub-strand 1: Narrative, drama and poetry

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.5. Analyse common themes in texts <ul style="list-style-type: none">Identify common themes in film/media, narratives and play scripts.Analyse common themes in film/media, narratives and play scripts. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 139–147
- A dictionary
- Mobile phones and computers, in order to show learners real examples of digital text forms
- Copies of the short story *Strictly not for sale*

Review

Before starting Unit 12, review the skills and concepts developed in Unit 11. These are:

- understanding the AU
- syllable stress
- adverbial phrases of reason, manner, time or place
- a speech written to be presented orally
- themes and character in fiction narratives.

Teaching methodology

Oral Language (Learner's Book page 139)

ACTIVITY 1

Listen to a text and identify key information (INDIVIDUAL)

- Read the listening text below once to the class.
- Then give learners a few minutes to read the questions silently to themselves.
- Read the text again. This time learners can jot down brief points to use in their answers, so read quite slowly.
- Point out that in the last two questions learners have to give their own ideas, rather than provide an answer from the text.
- Then learners write their answers.

Listening text: How people get local news and information in different communities

A lot has changed in the way people get news and information. Previous generations tended to get their news mostly from a local news station or a local newspaper. Then came cable, fibre and the Internet, so information is now international. More and more

consumers – especially young people – are now getting their news from Facebook and other social media sites. In recent years, online sources have become a more popular form of news, especially in urban areas. Printed newspapers have declined rapidly in the same period, and social media has become much more important.

In the under-25 age group, social media is most popular, followed by other online platforms. This age group might look at traditional media for specific kinds of information. For the older generation, traditional media such as radio and newspapers remain their favourites, followed by television where that is affordable.

There is also a marked difference in how urban and rural or suburban people get information. People who live in large cities rely on a wider combination of sources, including Internet searches, Twitter, blogs and the websites of local TV stations and newspapers. They get news via mobile devices. They also look for news, rather than waiting for a scheduled broadcast.

Those who live in rural and remote villages rely more on traditional news platforms such as local radio. Television and newspapers are also important to them for local information, depending on their level of literacy. Some rural dwellers might not have access to electric energy or to mobile phone reception, so this means they are less likely to use digital sources of news.

Answers

4. a) local newspapers or local television or radio stations (2)
- b) the Internet and related technology (1)
- c) social media sites (1)
- d) Television is used less than radio. (1)
- e) radio, newspapers (2)
- f) people in rural areas (1)
- g) They will go onto the Internet and look for news. (2)
- h) People in rural areas might not have electricity or mobile phone reception. (1)
- i) Accept any reasonable answer, such as that young people are used to finding information instantly, so they use their devices rather than wait to be given the news. (2)
- j) Accept any correct answer. Note that they have to explain their answer. (2)

Total marks: 15

Assessment

- **Self/peer assessment:** Learners can mark their own answers as you explain them.
- **Teacher assessment:** Use the answers to assess the following indicator:
B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/language/figures

Extension activity

Give learners a topic that is in the news at the moment. Ask them to find news items on that topic on a radio news broadcast, a television news broadcast, a newspaper and on a social media site. They can compare how the different sites cover the news item. This will address the following indicator:

B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via different text types

ACTIVITY 2

English Sounds: Stress disyllabic words correctly

(INDIVIDUAL)

1. Learners can revise the notes on stress of syllables in Unit 10.
2. At this stage, do not read the words aloud, because learners have already heard them in the listening text in Activity 1. Listen to learners say the words aloud. If necessary, correct their pronunciation.

Answers

2. people tended local Twitter other online
platforms mobile again declined become remain

Assessment

Teacher assessment: Use this activity to assess the following indicator:

B9.1.3.1.3. Produce monosyllabic and disyllabic words with accurate stress in speech

Remedial activity

Ask learners who still struggle with this to work in pairs. Each learner thinks of five words that stress the first syllable, and five that stress the second syllable. They can look around the classroom to think of words, for example: chalkboard, learner, revise. They swap their lists with each other and check them. They should also read all their words aloud.

Reading (Learner's Book page 140)

ACTIVITY 3

Predict a text

(GROUP)

1. Learners can complete this activity working in groups.
2. As there are more texts than usual, increase the time limit to 15 minutes.
3. After learners have completed exercises 1 to 3, choose learners to read the texts aloud to the class so that they can judge whether their predictions were correct. Choose different learners to read each text.

Answers

1. **a)** Learners should notice the titles and that they are all factual and clear, and have information about the coronavirus and/or the COVID-19 pandemic.
b) Here learners should be able to comment on how the layout helps to identify the type of text:
Text A: a Google Internet search result – factual content
Texts B, C and D: social media platforms – conversations about the coronavirus
2. **a)** Accept any reasonable answers.
b) Text B is informal.
c) They should notice that Text D contains factual information, with emojis. (If they are familiar with Twitter, they should be able to identify that as the platform.)
3. **b)** Text B: Facebook Messenger posts
Text C: WhatsApp conversation
c) Text D is from Twitter.

Assessment

- **Self/peer assessment:** Learners can work in groups to check each other's answers.
- **Teacher assessment:** Use this activity to assess the following indicators:

- B9.2.1.2.1. Read given text, within a specific time, for specific information
- B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via different text types
- B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners read each text on their own.
2. They can discuss the answers working in groups.
3. Then they work alone to write the answers.

Answers

2. Answers to the questions based on the four texts:

Text A

- a) It is a search result from the search engine Google. (1)
- b) Accept any reasonable answers, such as: Covid in Ghana, Covid cases in Ghana, Ghana + Covid. (1)

Text B

- c) It was forwarded twice. (1)
- d) She wondered whether they were safe. (1)
- e) Hopefully, learners will say that they disagree with the information and opinions, that they now know that the vaccines are safe. (2)
- f) Korshiwor believed the story and felt it was important to share with a friend. (1)
- g) She believed the story, because she forwarded it to another person. (2)
- h) People forward messages because they think the information is relevant, so others must know about it. (1)

Text C

- i) Araba thought she had the coronavirus. (1)
- j) Joojo showed fear and lack of knowledge. (1)
- k) He described it as “that thing that started from China because they were using the 5G thing”. (1)
- l) Accept logical and intelligent answers such as: The stories do not make sense and are therefore hard to believe. The stories include wording such as “They say”, instead of quoting credible experts. (2)
- m) Learners should be able to provide a convincing response to this question. The answers should include a warning about not believing everything they read, or only trusting sites that quote facts that can be checked. (2)

Text D

- n) You need to know what to do to avoid getting the virus and to avoid passing it on. (1)
- o) You should have a hand sanitiser. (1)
- p) To clean your hands when there is no water and soap available. (1)
- q) Frequently, especially when you handle things in public places. (1)
- r) You should find out if it has 70% alcohol in it. (1)
- s) It is important to follow the scientific advice about how best to prevent becoming infected. (2)
- t) The emoji means we should stop in order to pay attention. (1)
- u) Get your information from **well-known** sites such as the World Health Organization (WHO). Be careful of fake news – researchers estimate that **three-quarters** of the information on the Internet is fake. Follow all **anti-COVID** measures such as handwashing. (5)

Total marks: 30

Assessment

- **Self/peer assessment:** Learners can mark their own answers as you explain them.
- **Teacher assessment:** Use the answers to assess the following indicators:
 - B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via different text types
 - B9.2.1.2.3. Make generalisations from text and link to real life situations
 - B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/information from different types of texts
 - B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages

Remedial activity

Be aware that some learners might not be familiar with the various text forms included in this activity. Show learners examples of these texts on a laptop screen and on a mobile phone, so that they see actual examples. This will help to develop familiarity with forms of modern digital texts.

ACTIVITY 5

Use new vocabulary

(GROUP)

1. Learners can complete this activity working in groups.
2. Use the notes to explain what neologisms are. Also explain that it is not important for learners to remember the word “neologisms”, but that they should be able to explain why new words develop, and to identify some of the more common neologisms.
3. Explain that emoticons are created with keyboard characters such as punctuation marks, letters, numbers, etc. If you rotate an emoticon 90° in the clockwise direction, you can see the facial expression. The colon forms the eyes, the hyphen signifies the nose, D signifies a laughing mouth, and so on. (Note that digital images such as hearts, flowers, hand signs and smileys are emojis.)

Answers

1.
 - a) “text” is a verb, meaning to write a text message to someone.
 - b) “tweeted” is also a verb, meaning to send a tweet on the platform Twitter.
 - c) “forward” means to send a message, post, photograph, etc. that has been sent to you to someone else.
 - d) A screenshot is a photograph of what appears on a screen of a smartphone or computer. (Allow some discussion here of when the screenshot function is useful. For example, to keep a record of a conversation or a post before it is deleted.)
 - e) A platform means a programme, app, social media system. Facebook, Twitter and Instagram are all platforms.
 - f) Learners have worked with fake news before, so they should be able to explain that it is false information, whether intentional or not.
 - g) Airtime is the time you have paid for in advance to talk on your mobile phone.
 - h) A smartphone can connect to the Internet. (Point out that “smartphone” is one word, not two.)
2. :-D means laughing. Emoticons that learners might know include:
:-) happy :-(unhappy :-o surprised ;-) winking :’-(crying :-* kiss

Assessment

- **Self/peer assessment:** Learners can mark their own answers.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context
 - B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts

Grammar (Learner's Book page 143)

ACTIVITY 6

Use the passive voice

(CLASS/INDIVIDUAL)

1. Read the two example sentences in the notes: "I left my homework at home. Sorry."
"Sorry, my homework was left behind." Ask learners to explain the difference between the two. They should also comment on the intention of the person using the second sentence, which is to avoid taking responsibility for not having their homework.
2. Explain the notes to the class.
3. Explain that it is best to use the active voice where possible. The passive voice is only used in certain situations, such as when the action should be made more prominent than the agent who performed the action, or when we do not know who performed the action.
4. Also point out that sometimes sentences cannot be in the passive voice. For example: *She laughed. The plants died.*
5. Learners can answer the questions orally first.
6. Then they can write the answers, working alone.

Additional information: Passive voice

There are five situations in which the passive voice is correct.

1. We do not know who performs the action.
For example: The thief was arrested with the stolen money in his possession.
2. We do not know who performs the action and it is not relevant.
For example: Refreshments will be served after the speeches. (We do not need to know the name of the person or people who will serve the refreshments.)
3. Scientific writing.
For example: Soil samples were taken at 30 sites and the results were analysed.
4. The speaker or writer wants to disguise the person who did the action.
For example: I am sorry, sir, my homework was left behind this morning.
5. In commands or orders.
For example: No alcohol may be taken into the park.

Answers

2. a) The fake news **was forwarded** several times. (The agent is obvious: everyone who has forwarded the fake news.)
b) Several sanitisers **are being traded** in the market. (The agent is obvious.)
c) Hand sanitisers **are used** when there is no water. (The agent is obvious: all people who use sanitisers.)
d) They **were surrounded** by hardworking people. (The passive voice means that the important thing is that they were surrounded, rather than who surrounded them.)

- e) The crime scene **was sealed off** from trespassers. (The agent is obvious: police.)
 - f) Flowers **were sent** to the old people's home. (The agent is not known.)
3. a) They were seen climbing the tall wall.
- b) The learners who were hurt were carried to the clinic by the big boys.
- c) The accident victims were attended to by the nurses.
- d) The driver was questioned by the police about the accident. / The driver was questioned about the accident.
- e) The driver was blamed by the witnesses for the accident.
- f) The mausoleum is visited by students every Saturday.

Assessment

- **Self/peer assessment:** Learners can check their own answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.3.1.4.1. Use passive forms appropriately in speech and in writing

Remedial activity

If learners need more practice, give them these sentences. They should identify the passive voice verbs. They can also say the sentences in the active voice, orally.

1. The meal was cooked by him last night.
2. The house was bought by a wealthy businesswoman.
3. The money was given to the hospital anonymously.
4. He was kicked by a donkey.
5. That dress was made by my aunt.
6. The broken-down car was pushed along the road by two helpers.
7. The dead soldiers were remembered at a ceremony.
8. The national anthem is sung at official events.

Writing (Learner's Book page 144)

ACTIVITY 7

Write an email

(CLASS/INDIVIDUAL)

1. Use the sample email and the annotations to explain to learners how to lay out and write an email.
2. Explain how the Cc field enables one to copy others in on the email. It is seldom used in informal emails.
3. Ideally learners should write an email and send it to you. However, if that is not possible, they should write an email on paper, copying all the fields such as email addresses, subject line, and so on.
4. Discuss the content of the sample email.
5. Make sure that all learners realise that the supposed job offer is probably a scam. No job offer should require applicants to pay money.
6. Discuss the four points that learners need to include in the content of their emails.
7. Learners follow the usual processes of drafting, editing, and then writing the final text.

Assessment

- **Self/peer assessment:** Learners use the checklist in the Learner's Book to assess their own work before handing it in to you.

- **Teacher assessment:** Use the rubric “Email” on page xviii of this Facilitator’s Guide to assess the following indicator:
B9.4.2.2.2. Compose short text (flyers, posters, invitation cards, email, etc.) for different purposes and audiences

Literature (Learner’s Book page 146)

ACTIVITY 8

Analyse an extract from a short story (CLASS/INDIVIDUAL)

1. Learners revise the notes on theme in Unit 11.
2. Read aloud this extract.
3. Alternatively ask a learner who reads well to do so.
4. Discuss the questions with the class. In particular, discuss the mark allocation and how much learners should write in each answer.
5. Then learners work alone to write their answers.

Answers

3. a) The theme is child marriage, and how this is not good. (2)
- b) The title refers to young girls not being for sale to men as child brides. (1)
- c) The death of Amina. (1)
- d) The gods were consulted. (1)
- e) They decided that fate or destiny had caused her death. (1)
- f) Safia was not held responsible for Amina’s death. (1)
- g) “She sometimes wished that Mama was her biological mother.” (1)
- h) No. “little was said about her” (2)
- i) She had predicted that Abiba would be married at the age of 14. (1)
- j) They had both been married when they were still children. (2)
- k) This statement implies that child marriage is bad, by saying that Abiba will also be married young and that therefore she will be as unhappy as her mother and grandmother had been. (2)

Total marks: 15

Assessment

- **Self/peer assessment:** Learners can mark their own answers while you work through the memorandum provided above.
- **Teacher assessment:** Alternatively you can take in the answers and mark them. Use the answers to assess the following indicators:
 - B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding
 - B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility)
 - B9.2.1.1.4. Expand various ideas and perspectives in texts
 - B9.5.1.1.5. Analyse common themes in texts

Extension activity

Encourage learners to read the story *Ripples* and others from the anthology *The Cockcrow*. This will form part of their independent reading.

Introduction

This unit introduces learners to some of the principles of entrepreneurship, and discusses some of the issues around the topic. Learners take part in group discussions, and work on pronouncing words with more than one syllable. They read a text and complete prediction and comprehension activities. The grammar continues from the previous unit, looking in more detail at the passive voice. Learners write a formal letter, and in the literature section read an extract from a biography, with a focus on analysing imagery and idioms.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues <ul style="list-style-type: none"> Identify grade-level national issues (the youth in agriculture, sanitation, lifestyle diseases). Discuss grade-level national issues with several speakers, using appropriate register and open-ended questions. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating) <ul style="list-style-type: none"> Identify interesting topic/issues appropriate for argument and debate e.g. children should be allowed to take decisions on matters concerning them. Engage in arguments and debates on topics/issues using appropriate register. Observe and use the skills of turn taking in arguments and debates. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Sub-strand 3: English sounds		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B9.1.3.1.3. Produce mono-syllabic and di-syllabic words with accurate stress in speech <ul style="list-style-type: none"> Listen to and produce mono and di-syllabic words in context (dialogues). Listen to and write words containing di-syllabic words, e.g. travel, visit, etc. Produce mono and di-syllabic words accurately in speech. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 2: Reading Sub-strand 1: Reading comprehension		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding <ul style="list-style-type: none"> Read a variety of age-appropriate texts for enjoyment and knowledge. Set specific learning purposes to be achieved at the end of the reading task. Apply appropriate strategies to answer questions on the texts. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility) <ul style="list-style-type: none"> Read a variety of texts. Identify texts that give general view of oneself and others. Identify the different points of view through different approaches and texts. Compare the views of others in achieving success. Peer edit information gathered. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.4. Expand various ideas and perspectives in texts <ul style="list-style-type: none"> Read a level appropriate text. Identify the main ideas and the writer's point of view. Compare own ideas with other points of view. Peer review other ideas. Put ideas together to expand the different perspectives. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> • Read age-appropriate texts for the main ideas. • Read within given time for specific information. • Answer simple questions on the texts. • Peer review the information gathered. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> • Read a set text. • Using prediction, make a summary of the main ideas. • Follow up with other strategies to find patterns and relationships between ideas. • Put all information together and peer edit. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> • Skim for details. • Scan for main ideas. • Read for details and answer questions. • Relate passages to personal experiences. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context <ul style="list-style-type: none"> • Identify the use of different registers for specific texts. • Read texts that make distinctions in language use for a variety of purpose. • Use the right vocabulary in complex sentences/paragraphs. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts <ul style="list-style-type: none"> • Read grade-appropriate texts. • Identify known and unknown words meaningfully. • Connect these words and phrases to the text and analyse the effect. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 3: Grammar usage**Sub-strand 1: Grammar**

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.4: Demonstrate mastery of the use of active and passive voice	B9.3.1.4.1. Use passive forms appropriately in speech and in writing <ul style="list-style-type: none"> • Change active to passive sentences. • Construct an opinion using active and passive sentences in speech and in writing. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 4: Writing**Sub-strand 2: Text types and purposes**

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.2.2: Apply writing skills to specific life situations	B9.4.2.2.1. Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format <ul style="list-style-type: none"> • Formal letters: <ul style="list-style-type: none"> – Use appropriate text features to write various formal letters on a variety of themes. – Provide information, explain a situation and/or express points of view. – Describe, elaborate on and/or support/explain key points – Apply the appropriate format – Use formal language, avoid using short forms and abbreviations. – Edit/Proofread the writing for sense or meaning, and effect. – Publish writing using various media including ICT. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 5: Literature**Sub-strand 1: Narrative, drama and poetry**

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.4. Use literary devices (imagery) in texts <ul style="list-style-type: none"> • Use imagery such as personification, simile, metaphors, idiomatic expressions in speech and writing. • Create and apply imagery such as personification, simile, metaphors, idiomatic expressions. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	B9.5.1.1.5. Analyse common themes in texts <ul style="list-style-type: none"> Identify common themes in film/media, narratives and play scripts. Analyse common themes in film/media, narratives and play scripts. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
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Resources

- Learner's Book pages 148–158
- A dictionary
- Examples of formal letters sent or received, to supplement the example letter in Activity 7
- Pamphlets, brochures, etc. from local organisations that assist entrepreneurs

Review

Before starting Unit 13, review the concepts and skills developed in Unit 12. These are:

- various forms of social media
- syllable stress
- passive and active voice verbs
- writing an email
- themes and character in narrative fiction.

Teaching methodology

Oral Language (Learner's Book page 148)

ACTIVITY 1

Discuss entrepreneurship

(CLASS/GROUP)

- Read the definition of an entrepreneur and have a short discussion if necessary.
- Make sure that learners understand points a) to d) of exercise 2.
- In exercise 3, groups need to think of businesses that entrepreneurs could start.
- Divide the class into groups. Groups choose a chairperson to run the discussion and report back.
- Allow about 10 minutes for groups to report back their main findings to the rest of the class.

Assessment

Teacher assessment: Use this activity to assess the following indicators:

- B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues
- B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)

ACTIVITY 2

English Sounds: Stress disyllabic words correctly

(CLASS)

- Learners say the words in exercise 1 aloud. They should be able to do this on their own, but if necessary model the correct pronunciation for them.
- Exercise 2 has words that change their stress when suffixes are added. Read those words aloud for the class, and then learners say them aloud.

3. Exercise 3 has words that do not change their stress when suffixes are added. Read those words aloud, and then learners say them aloud.

Answers

- | | | | | |
|--------------------|----------------|----------------|------------------|----------------|
| 1. <u>referred</u> | <u>design</u> | <u>vision</u> | <u>target</u> | <u>explore</u> |
| <u>knowledge</u> | <u>trigger</u> | <u>balance</u> | <u>outsource</u> | <u>venture</u> |

Assessment

Teacher assessment: Use this activity to assess the following indicator:

B9.1.3.1.3. Produce monosyllabic and disyllabic words with accurate stress in speech

Reading (Learner's Book page 149)

ACTIVITY 3

Predict a text

(GROUP)

1. Learners can complete this activity working in groups.
2. As prediction is meant to be a quick and efficient process, set a time limit of 10 minutes.
3. Briefly discuss the reading goal in exercise 2. Learners should be open to finding out more about entrepreneurship and whether they might follow this path in their professional lives after school.
4. After learners have completed the prediction activities, read the text aloud to the class so that they can judge whether their predictions were correct.

Answers

1. a) The title is self-explanatory. The text will be about being or becoming an entrepreneur.
3. a) Learners should read the first and last sentences very quickly, in order to get an idea of what the paragraph might be about.
b) Paragraphs 2 and 3
c) The author is in favour of entrepreneurship.
4. b) 74.11%
c) shoe designer and producer

Assessment

- **Self/peer assessment:** Learners can check their own answers.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

ACTIVITY 4

Read and understand a text

(INDIVIDUAL)

1. Learners read the text silently to themselves.
2. They can answer the questions working alone.
3. At the end of the comprehension, allow learners 5 minutes to ask for clarification about any questions they could not answer.

Answers

2. a) Because they grow the economies of countries. (1)
b) "design their own businesses" / "are initiators of business ideas" (1)
c) You are in charge of your own working life.
You have a flexible time schedule.
You have the opportunity to explore new ideas for implementation. (3)
d) That is not true. "though you have to listen to your customers" (2)
e) B does not have to work fixed hours (1)
f) A putting money into the business (1)
g) Entrepreneurs can outsource some tasks, which means paying other people to do some of the tasks. (1)
h) The three factors are: money needed to start the business; the cost of registering a patent on something you have invented; loss of money through something unexpected such as a dip in the economy or a pandemic such as COVID-19. (3)
i) Understand as much as you can about how business works and about your chosen field.
Network or co-operate with other people. (4)
j) Both. He needs creative skills to design new shoe styles. He needs business skills to run his factories and business profitably. (2)
k) Heal the world means make the world better, which is what entrepreneurs often do by employing people. ("Heal the world" is also the title of a song by Michael Jackson.) Heal the world means to provide shoes to people all around the world. (2)
l) He sold his house in order to raise money to pay off debts that his new business had accrued. He left his secure job at a bank. (2)
m) The author supports or is in favour of entrepreneurship. He or she states that there are risks, but going into business can be rewarding. The author gives examples of successful entrepreneurs, whereas if the author did not approve of entrepreneurship, the examples would have been cautionary tales of people who had failed. (3)
n) The entrepreneur alone bears this loss. (2)
o) Thirdly, the opportunity to explore and develop new learning experiences is offered by being an entrepreneur. (2)

Total marks: 30

Assessment

- **Self/peer assessment:** Learners can correct each other's answers, working in pairs.
- **Teacher assessment:** Use the answers to assess the following indicator:
B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages

ACTIVITY 5

Use new vocabulary

(INDIVIDUAL)

1. Ask learners to explain the meaning of the words. They should already know the meanings from their work in Activity 3, where they find the bold words and look them up in the glossary.
2. Learners can work alone to complete the sentences in exercise 1.
3. They then work alone and write sentences of their own in exercise 2.

Answers

1.
 - a) The Manager of Top Grade Grains shows a lot of **ingenuity** in developing new methods of storing grain.
 - b) The young entrepreneur **ventured** into the production of fruit juice after he learnt about the booming market in Lome.
 - c) He designs websites for companies and makes a **substantial** profit.
 - d) Although Mr. Agro keeps a strict business schedule, he has the **flexibility** to take time off.
 - e) She was close to **burn-out** after working 16-hour days as a lawyer.
 - f) Managing a farming business can be a **stressful** venture; however, Mrs. Amlalo still finds time to prepare confectionaries as a pastime.
 - g) When he started his online marketing business, he needed to become familiar with the digital **terrain**.
2. Learners' own sentences

Assessment

- **Self/peer assessment:** Learners can mark and correct their own work in exercise 1 before you take in and assess their work.
- **Teacher assessment:** This activity can be used to assess the following indicators:
 - B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context
 - B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts

Grammar (Learner's Book page 153)

ACTIVITY 6

Use the passive voice

(CLASS/INDIVIDUAL)

1. Ask learners to explain what the passive voice is. They should remember because they worked with this in Unit 12. If they do not remember sufficiently, turn back to the notes in Unit 12 to revise.
2. Then learners can complete the activity, working alone.

Answers

2. She was able to open her food supply business after her bank loan **had been approved**, her first month's rent **had been paid** and her premises **had been inspected** by the Environmental Health Office of the District Assembly. The first month in business was difficult, and sometimes she only got home after her children **had been put** to bed by her husband. But slowly, satisfied customers spoke of this delicious bread that **had been baked** in the new shop on Rev. Oberko Street, and the trickle of customers grew into a regular crowd.
3. Madam Laad **had been tasked / had been engaged** to prepare food for the workers who **had been engaged / had been tasked** to build the new fruit juice factory at Ekumfi. She had done this for the past ten years for other companies in the area. She **had been given** start-up capital by the Ekumfi Rural Bank. She **had been taught** how to record her operations and this **had been inspected** over time by officials of the bank.
4.
 - a) The learners **had been taught** by Amina how to wear a face mask.
 - b) They **were seen** without their face masks on by the police.

- c) They **were arrested** and detained (by the police) for two hours.
- d) The learners **had been warned** by the headmistress about the consequences of not wearing a face mask.
- e) A staff meeting **was called** by the headmistress immediately she heard the news.
- f) The housemistress **was tasked** by the staff to rescue the learners.
- g) The learners **had been asked** by the police to sign a bond by the time the housemistress got there.
- h) Some learners from a neighbouring school **were arrested** (by the police) too.
- i) Hopefully a lesson **was learnt** (by the learners) that day.
- j) The learners **were reminded** by the headmistress to always wear their masks in public.

Assessment

- **Self/peer assessment:** Learners can check their own answers while you explain, using the model answers above.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.3.1.4.1. Use passive forms appropriately in speech and in writing

Extension activity

If learners understand the passive voice well, give them these sentences. Ask them to decide which ones can be put into the passive voice, and to do so. They should also explain why three of the sentences cannot be changed into the passive voice. Sentences 1, 4 and 5 cannot be written in the passive voice.

1. I slept well last night.
2. Over 1 000 people downloaded our documentary and watched it.
3. Many urban people use Google maps to find new destinations.
4. He arrived on time.
5. The laptop belongs to the school.
6. The school owns the laptop.

Writing (Learner's Book page 154)

ACTIVITY 7

Write a formal letter

(CLASS/INDIVIDUAL)

1. Begin by asking learners what types of formal letters they have already written or expect to write soon.
2. They should be able to suggest some of the following: letters of application for tertiary study, applications for funding, complaints about bad service.
3. Explain that many letters are sent now by email, but that it is still important to use the approach, formal tone and sequence of the letter shown here.
4. Read the sample letter and annotations to the class.
5. Discuss the topic with the class.
6. Then learners draft, edit and write their final, neat letters.

Assessment

- **Self/peer assessment:** Learners use the checklist in the Learner's Book to edit their own work.
- **Teacher assessment:** Use the rubric "Formal letter" on page xvii of this Facilitator's Guide to assess the following indicator:

B9.4.2.2.1. Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format

Extension activity

If any learners have an idea for a small business that they would like to start, then allow them to change the topic of the letter to one that is to do with their idea. This will serve two purposes: it will encourage learners to think of possible business ideas, and it will make the writing activity personally relevant.

Literature (Learner's Book page 156)

ACTIVITY 8

Analyse a biographical text

(CLASS/INDIVIDUAL)

1. First read the notes on idioms.
2. Ask learners to call out examples of other idioms that they know.
3. Then read the extract from an unpublished biography in exercise 2 aloud to the class.
4. Allow a few minutes of discussion of the issue of women not being treated fairly in the workplace. Do learners think this is a problem in the field they plan to go into after school? Do learners know of any examples of this experienced by their family or friends?
5. Then learners can work alone to answer the questions in exercise 3.

Answers

3.
 - a) She worked at a good law firm, and she was promoted three times in five years. (2)
 - b) Any two of: she often had to work extremely late; she had to work on weekends; she was not included when the male staff went out to socialise; she prepared work for senior partners who did not acknowledge her work. (2)
 - c) She became very exhausted and stressed, and developed back pain and could not sleep. (2)
 - d) The idioms are:
 - i) flew up the (corporate) ladder
 - ii) stood head and shoulders above
 - iii) taken for a ride
 - iv) glass ceiling
 - v) took the plunge (5)
 - e) She worked extremely hard, hardly taking a break. (2)
 - f) She wanted to make sure that other young female lawyers have more support than she had, so that they are able to avoid being treated unfairly. (2)

Total marks: 15

Assessment

- **Self/peer assessment:** Learners can check their own answers as you explain them.
- **Teacher assessment:** This activity can be used to assess the following indicators:
 - B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding
 - B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility)
 - B9.2.1.1.4. Expand various ideas and perspectives in texts
 - B9.5.1.1.4. Use literary devices (imagery) in texts
 - B9.5.1.1.5. Analyse common themes in texts

Introduction

This unit appeals to learners' interest in entertainment. They complete a listening activity based on a radio news bulletin, and take part in a group discussion. They continue practising the correct pronunciation of disyllabic words. The reading passage is about the entertainment industry in Ghana, and has prediction activities, comprehension questions and a summary activity. They then also interpret vocabulary in a more complex text. The language is about reported speech. Learners write their own newspaper article. The unit ends with a literature extract from the African classic *Weep Not, Child*, by Ngũgĩ Wa Thiong'o, with a focus on personification.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues <ul style="list-style-type: none"> Identify some slang words and jargon accepted locally and internationally. Use these in conversation on grade-level topics/texts/issues, e.g. informal (talking about music, sports, hobbies, going out with friends, social media, the cause of poor academic performance). Create and act scenes dialogues/skits on texts/issues/topics using both formal and informal register to distinguish characters. Use appropriate register accurately in spontaneous conversation. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues <ul style="list-style-type: none"> Identify grade-level national issues (the youth in agriculture, sanitation, lifestyle diseases). (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating) <ul style="list-style-type: none"> Identify interesting topic/issues appropriate for argument and debate e.g. children should be allowed to take decisions on matters concerning them. Engage in arguments and debates on topics/issues using appropriate register. Observe and use the skills of turn taking in arguments and debates. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 2: Listening comprehension		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/language/figures <ul style="list-style-type: none"> Listen to and watch audio-visuals for about two hundred (200) words per two (2) minutes and write key information (message, theme, tone, mood, character) from them. Make inferences (about purpose, intention, theme/message) and simple connections to real life and personal experiences. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 3: English sounds		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	B9.1.3.1.3. Produce mono-syllabic and di-syllabic words with accurate stress in speech <ul style="list-style-type: none"> Listen to and produce mono and di-syllabic words in context (dialogues). Listen to and write words containing di-syllabic words, e.g. travel, visit, etc. Produce mono and di-syllabic words accurately in speech. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 2: Reading

Sub-strand 1: Comprehension

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding <ul style="list-style-type: none"> Read a variety of age-appropriate texts for enjoyment and knowledge. Set specific learning purposes to be achieved at the end of the reading task. Apply appropriate strategies to answer questions on the texts. (Activity 10)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility) <ul style="list-style-type: none"> Identify texts that give general view of oneself and others. (Activity 10)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via different text types <ul style="list-style-type: none"> Gather samples of media messages/articles/stories (kindle) from credible sources. (Activity 4 & 9)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.4. Expand various ideas and perspectives in texts <ul style="list-style-type: none"> Read a level appropriate text. Identify the main ideas and the writer's point of view. Compare own ideas with other points of view. (Activity 10)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> Read age-appropriate texts for the main ideas. Read within given time for specific information. Answer simple questions on the texts. Peer review the information gathered. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> • Read a set text. • Using prediction, make a summary of the main ideas. • Follow up with other strategies to find patterns and relationships between ideas. • Put all information together and peer edit. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> • Skim for details. • Scan for main ideas. • Read for details and answer questions. • Relate passages to personal experiences. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 2: Summarising		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary	B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary <ul style="list-style-type: none"> • Analyse a text. • Identify the main and supporting ideas. • Provide an objective summary of the text. • Provide answer questions for summary questions. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 3: Grammar usage		
Sub-strand 1: Grammar		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.4: Demonstrate mastery of the use of active and passive voice	B9.3.1.4.2. Demonstrate command of the use of reported speech <ul style="list-style-type: none"> • Use reported speech in oral communication. • Compose text using reported speech. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 3: Vocabulary		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication	B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts <ul style="list-style-type: none"> • Demonstrate appropriate use of vocabulary in context. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 4: Writing		
Sub-strand 2: Text types and purposes		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.2.2: Apply writing skills to specific life situations	B9.4.2.2.3. Write articles (short reports, letters and case studies) on given issues for publication <ul style="list-style-type: none"> Write short reports, case studies and letters to the Editor on given issues for publication. (Activity 9)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 5: Literature		
Sub-strand 1: Narrative, drama and poetry		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.4. Use literary devices (imagery) in texts <ul style="list-style-type: none"> Use imagery such as personification, simile, metaphors, idiomatic expressions in speech and writing. Create and apply imagery such as personification, simile, metaphors, idiomatic expressions. (Activity 10)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.5.1.1.5. Analyse common themes in texts <ul style="list-style-type: none"> Identify common themes in film/media, narratives and play scripts. Analyse common themes in film/media, narratives and play scripts. Adapt a narrative form or style to compose own stories around given theme. Use a range of ICT tools to present their composition. (Activity 10)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 159–169
- A dictionary
- Recent media articles about entertainers in Ghana, as supplementary independent reading
- Recent newspaper articles, as supplementary examples for Activity 9, as well as for independent reading
- The novel *Weep Not, Child*, for learners to read as part of their independent reading

Review

Before you begin Unit 14, review the skills and concepts developed in Unit 13. These are:

- entrepreneurship
- syllable stress
- formal vocabulary to do with business
- the agent of passive voice verbs

- writing formal letters
- idioms.

Teaching methodology

Oral Language (Learner's Book page 159)

ACTIVITY 1

Listen to a text and identify key information (INDIVIDUAL)

1. Read the listening text below once to the class.
2. Allow learners 2 minutes to look quickly at the questions.
3. Read the text again, so that learners can listen for specific information.
4. Then learners answer the questions working alone.

Listening text

It's twelve noon. This is the midday news bulletin from Radio Tessa, Accra. I'm your presenter, Lucky Asiban.

A notorious **robber**, Laasi Konteh, was arrested when he **attempted** to steal canned foods from a stall in a shopping centre early this morning. Konteh, **disguised** as an elderly man with a long grey beard, was spotted by a security guard who confronted him. Konteh's false beard came off in the struggle that **ensued**. Other security staff helped to overpower him. If listeners recall, Konteh and three others robbed a **merchant** in his warehouse at gunpoint about two weeks ago. Konteh escaped from the police, so a search warrant was issued for his arrest. Konteh is being held at the Kuniase Police station, where he will be processed and arraigned for court.

Flash floods caused by torrential rainfall, which lasted for several hours on Saturday morning, have led to the deaths of three people and left more than 3 000 homeless. The floods occurred in the eastern part of the city, sweeping away buildings, household items and trees. As a result, a woman and two children drowned. Many shops and school buildings were also flooded. Items including computers, school desks and textbooks were destroyed. The National Disaster Organisation (NADMO) estimates the damage to be worth **thousands** of cedis. The rainy **weather** is expected to continue this week.

The Medical **Research** Centre in Litape City has had a major breakthrough in the search for an effective **vaccine** to prevent malaria. The research team led by Dr. Sedinam Nifor has been working on the study for more than a decade. The research team is satisfied so far with the preliminary results, but caution that further tests are necessary.

Now for sports news. All the midweek football matches have been **postponed** due to the rains. The FA states that another date will be set for the games.

That was the midday news flash presented by Lucky Asiban. Have a good day.

Answers

5.
 - a) Radio Tessa
 - b) Laasi Konteh
 - c) He had escaped from the police.
 - d) Saturday morning

- e) three people
- f) thousands of cedis (actual amount not stated)
- g) malaria
- h) No. (Further tests are needed.)
- i) All midweek football matches were postponed.
- j) Lucky Asiban

Assessment

- **Self/peer assessment:** Learners can swap their answers with a partner and mark each other's work. Allocate 1 mark for each answer.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/language/figures

ACTIVITY 2

Discuss different broadcast media

(GROUP)

1. Read the five discussion points with the class.
2. Ask questions to make sure that they understand what each point means, so that they can discuss these effectively.
3. Remind learners that they can use an informal register in their group discussions, but that the discussion needs to be polite.
4. They should try to use vocabulary that has to do with broadcast media.
5. Divide the class into groups.
6. As always, groups choose a new chairperson to run the discussion and to report back.
7. Allow about 10 minutes for groups to report back their main findings to the rest of the class.

Assessment

Teacher assessment: Use this activity to assess the following indicators:

- B9.1.1.1.1. Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/texts/issues
- B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues
- B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)

Remedial activity

Provide learners with this list of words to use in their group discussions:

- soap operas / soapies
- comedies/sit-coms
- panel discussions
- propaganda
- serials
- reality programmes
- interviews

ACTIVITY 3

Stress disyllabic words correctly

(PAIR)

1. Learners say the words aloud in pairs.
2. They should be able to do this on their own, because they have heard the words in Activity 1.
3. If necessary, model the correct pronunciation for them.

Answers

- | | | | | |
|-----------|----------|-----------|-----------|---------|
| 2. robber | ensued | merchant | disguised | vaccine |
| weather | research | thousands | postponed | attempt |

Assessment

Teacher assessment: Use this activity to assess the following indicator:

B9.1.3.1.3. Produce monosyllabic and disyllabic words with accurate stress in speech

Reading (Learner's Book page 160)

ACTIVITY 4

Predict a text

(PAIR)

1. Learners can complete this activity working in pairs, or in groups if you prefer.
2. Learners are very familiar by now with the reading strategy of prediction, so set a time limit of 10 minutes.
3. After learners have completed the prediction activities, read the text aloud to the class so that they can judge whether their predictions were correct.

Answers

1. a) The title is self-explanatory. The article will be about entertainment in Ghana.
b) The photograph illustrates a family watching television. It tells that at least some of the text will be about television programmes or home entertainment.
2. a) Here learners look very quickly at the first sentences, to see what the subtopic is in each paragraph.
b) Both paragraphs give details of the history of when those broadcast media were introduced in Ghana.
c) It refers to media in the United States and Rwanda, whereas the other paragraphs are about Ghana.
3. b) sad, not hopeful about the future of cinemas
c) propaganda

Assessment

- **Self/peer assessment:** Learners can swap answers with another pair or work in groups to check each other's answers.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via different text types
 - B9.2.1.2.1. Read given text, within specific time, for specific information
 - B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

Extension activity

Interested learners can read more about the conflict in Rwanda in the 1990s. This was one of the worst modern African conflicts, and propaganda played a significant role in influencing people to take part in the atrocities.

1. Learners read the text silently to themselves.
2. Then they work in groups to discuss each question.
3. Remind them to be aware of the mark allocation.
4. They can work alone to write the answers.

Answers

2. a) technology (1)
- b) 1935 (1)
- c) "controlled by the government" (1)
- d) Radio is cheap, and it does not need Internet access or electricity. (2)
- e) No. The author refers to recent propaganda (2016 to 2020) in the USA in support of the right-wing president Donald Trump. (2)
- f) Radio **consists only of sound/audio**, whereas television **has visuals that can be very powerful**. (2)
- g) Television sets are more expensive than radios. Television requires viewers to be in one place to watch, which can lead to weight problems or lack of movement. (2)
- h) False. "Television can be used to spread propaganda, just as radio can be." (2)
- i) motion picture, movie (2)
- j) People can meet and socialise when they attend films in cinemas. (1)
- k) Any two of: more people have televisions in their homes; films are available to download; the COVID pandemic caused cinemas to close. (2)
- l) The entertainment industry has many employment opportunities, ranging from creative to technical. People spend money on entertainment. (2)
- m) Learners should be able to explain their interest in the profession they choose. (2)
- n) Learners' ability to reflect and be insightful is tested here. Answers should make meaning based on the text. (4)
- o) i) Radio **was introduced** into the Gold Coast (as Ghana was called then) by the British colonial rulers in 1935.
- ii) Television **can be used** to spread propaganda, just as radio can be. (2)
- p) i) The British colonial rulers introduced radio into the Gold Coast (as Ghana was called then) in 1935.
- ii) Politicians/Governments (accept any other suitable subject) can use television to spread propaganda, just as they can use radio. (2)

Total marks: 30

Assessment

- **Self/peer assessment:** Learners can swap answers with a partner and correct each other's work while you explain the correct answers, using the memorandum above.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages

Remedial activity

If there are learners who struggle with this and other comprehension activities, then provide them with the correct answers, as provided above. But muddle these so that they are not in the correct order. Learners select the correct answer for each question. Then later they can write their own answers, without referring to the answers you provided in this remedial activity.

ACTIVITY 6

Write a summary

(INDIVIDUAL)

1. First revise the notes in Unit 8, which give advice on how to summarise.
2. Then make sure that learners understand what the topic is.
3. Discuss what sorts of information learners should not include, such as information on the history of the entertainment industry.
4. Then learners follow the process outlined in the Learner's Book to draft and write their summaries.

Answers

Here are the 10 points, listed very succinctly. Learners should include all of these in their summaries. These points use only 58 words. Learners are allowed up to 120.

- Entertainment is interesting.
- Entertainment has become diverse.
- Radio is affordable.
- Radio is also an accessible entertainment form.
- Television offers many genres, such as dance and sport.
- Television has visuals that have a powerful impact.
- Watching films can be a sociable occasion.
- Ghana has a local film industry.
- Entertainment creates employment.
- Money spent on entertainment contributes to the economy.

Assessment

Teacher assessment: Take in the summaries and mark them out of 10. Use the summaries to assess the following indicator:

B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary

ACTIVITY 7

Use vocabulary

(INDIVIDUAL)

1. Read the paragraph aloud to the class.
2. Allow learners to look up the meanings of any words they do not understand.
3. Ask a few learners to explain the meanings of some of the bold words, to monitor that they understand them correctly.
4. Then learners can write the synonyms working alone.

Answers

- | | |
|------------------------------------|------------------------|
| 2. propaganda – biased information | misleading – deceptive |
| influence – alter | agenda – plan |
| prosperous – wealthy | feature – include |
| dissent – difference in opinion | identify – recognise |
| plots – stories | censored – controlled |

Assessment

- **Self/peer assessment:** Learners can correct their own answers when you explain the synonyms.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts

Grammar (Learner's Book page 164)

ACTIVITY 8

Use direct and reported speech

(CLASS/INDIVIDUAL)

1. A fun way to introduce this is to say something quietly to one learner. Ask that learner to repeat to the class what you said, using the format "(Teacher's name) said that ..."
2. Correct any errors that the learner made.
3. Repeat this a few times, until learners seem to be using reported speech correctly.
4. Use the notes to teach direct and reported speech.
5. Learners can complete the exercises orally first, then in writing.

Answers

2.
 - a) She asked her friend whether she/he had seen the latest episode of *Home Sweet Home*.
 - b) Her friend replied that he/she had not.
 - c) He asked whether it was showing that day.
 - d) She confirmed/said that it was, and that it would be on at 5 p.m.
 - e) He said that he thought he would listen to the soccer commentary on the radio instead.
 - f) She exclaimed that she had forgotten that the soccer was on that day as well.
 - g) He told her not to worry, as there would be a repeat broadcast of the soccer the following week.
 - h) She asked her mother whether she would record *Home Sweet Home* for her.
3.
 - a) He asked me whether I wanted to go and see a movie with him.
 - b) I said that I would like that.
 - c) The actor said that that was his favourite film role.
 - d) The manager reminded me that mobile phones must be switched off during the film.
 - e) He said that he had booked tickets for the following day.
 - f) I asked whether I could have two tickets for the 3 p.m. show.
 - g) He asked if he could see me later that evening.
 - h) I invited him to come at 8 o'clock. / I invited him for 8 o'clock.

Assessment

- **Self/peer assessment:** Learners can correct their own answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.3.1.4.2. Demonstrate command of the use of reported speech

Writing (Learner's Book page 166)

ACTIVITY 9

Write a newspaper article

(CLASS/INDIVIDUAL)

1. Use the notes to explain how a newspaper article should be structured.
2. Also point out the features of a newspaper article, as explained in the notes.
3. Read the list of possible topics with the class.
4. Note that learners have the option of thinking of their own topic. They should check that you are happy with their topic before they write.
5. Learners follow the usual processes of planning, researching, drafting and editing.
6. If possible, learners should use ICT to present and post their article.

Additional information: Parts of a newspaper

Explain these parts of a newspaper to the class.

- **Front page:** It has the latest, most important news.
- **Inside pages:** They have more news reports, often in more detail than those on the front page.
- **Editorial:** Here the editor and other selected experts give their opinion on issues of the day.
- **Arts and entertainment:** Many newspapers have specialist pages with news about music, films, books, etc. These pages also have reviews giving opinions about new releases.
- **Sports:** Many newspapers have the sports section at the back. This is because many readers are interested in the sports results and they can turn to this section more easily if it is at the back rather than in the middle.
- **Business:** Business news includes statistics about exchange rates, the prices of stocks and shares, as well as news about businesses. This section is often in the middle of a newspaper.

Assessment

- **Self/peer assessment:** Learners use the checklist provided to assess their own writing before writing their final article.
- **Teacher assessment:** Use the rubric "Newspaper article" on page xxiii of this Facilitator's Guide to assess the following indicators:
 - B9.4.2.2.3. Write articles (short reports, letters and case studies) on given issues for publication
 - B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via different text types

Remedial activity

Learners can study some of the articles you have brought (as suggested in the Resources list at the beginning of this unit), and note the headline, by-line and important details in the first paragraph. This will help them to understand the features needed in a newspaper report.

Extension activity

Learners can type their articles in a word processing program, using different fonts, column widths and layout features. Print the articles and display them in the classroom as a form of publication.

Literature (Learner's Book page 167)

ACTIVITY 10

Analyse literary devices: imagery (CLASS/INDIVIDUAL/GROUP)

1. Read the notes on personification to the class, expanding as necessary.
2. Then read the extract from *Weep Not, Child*.
3. Learners re-read the extract silently to themselves.
4. Learners can work in groups to discuss the answers.
5. Then they consolidate their understanding by writing the answers, working alone.
6. Do not forget exercise 4, which ties together the telling of creation and other traditional stories – a traditional form of entertainment – with the more modern forms discussed in this unit.

Answers

3.
 - a) A special or holy tree grew very tall. God put the first people under this tree, and that caused the sun to rise and bring light. (2)
 - b) Frightening, sad, without any hope. (2)
 - c) Thunder is given human qualities of aggression. This is effective, as many people are afraid of thunder. The description suggests that the loud sound of thunder claps is harmful. (2)
 - d) Any two of: It wanted to reach the light. This tree had Life. A holy tree. (2)
 - e) The animals were calm, and are given the human quality of being able to worship their god. (2)

Total marks: 10

Assessment

- **Self/peer assessment:** Learners can correct their own work in exercise 3 while you explain the answers.
- **Teacher assessment:** This activity focuses on the following indicators:
 - B9.5.1.1.4. Use literary devices (imagery) in texts
 - B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding
 - B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility)
 - B9.2.1.1.4. Expand various ideas and perspectives in texts

Project: This project requires learners to look ahead to page 240 of their books, to see the information about writing a rejoinder or a rebuttal. The act of looking ahead will encourage learners to see their textbooks as a learning resource that they can use as they need to, looking ahead and back as necessary. Learners imagine that someone has written a letter to the press (or posted on an online forum), expressing negative opinions of a popular musician. The learners are going to write a rejoinder, defending the musician, and explaining why they believe the original writer's views are wrong.

As stated in the project, you can choose for learners to write about a fictional musician, or you can choose a real musician with whom learners will be familiar.

Term 2 Revision and assessment

Assessment (Learner's Book page 170–177)

English Language – Paper One: Memorandum

Part A English sounds

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

Part B Vocabulary

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

Part C Grammar

SECTION 1

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

SECTION 2

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

Total marks: 40

Term 2 Revision and assessment

English Language – Paper Two: Memorandum

Part A Writing

1. Learners write a poster. Assess the poster using the rubric that follows.

Content	The poster contains all relevant information: <ul style="list-style-type: none"> • event (1) • date (1) • venue (1) • time. (1) 	4
Organisation	<ul style="list-style-type: none"> • The poster has a heading. (1) • The layout is clear and will get the attention of readers. (1) 	2
Expression	<ul style="list-style-type: none"> • Appropriate vocabulary is used. (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 followed. (1) 	3
Total marks		.../10

2. Learners write a formal letter. Assess the letter using the rubric that follows.

Content	<ul style="list-style-type: none"> • The letter is about the given topic. (½) • The heading and introduction state the request clearly. (1) • The body gives more details about the feeding scheme. (1) • The additional paragraphs introduce new ideas. (1) • The conclusion thanks the business owner in anticipation. (½) 	4
Organisation	<ul style="list-style-type: none"> • The writer's address and date are in the right-hand corner. (½) • The recipient's address and name are on the left. (½) • The letter starts and ends with a suitable salutation and subscription. (½) • The letter has a heading that states the subject of the content. (½) 	2
Expression	<ul style="list-style-type: none"> • The letter is written in a formal, polite and respectful tone and register. (1) • The writing is to the point, and has no contractions and unnecessary words. (1) 	2
Mechanical accuracy	<ul style="list-style-type: none"> • The spelling, grammar and punctuation are correct. (1) • The writing process has been followed. (1) 	2
Total marks		.../10

Part B Reading comprehension

- True (1)
 - False (1)
 - False (1)
 - False (1)
- People under the age of 18 who smoke are more likely to become addicted to nicotine, to be harmed by nicotine and smoke, and to take other even more harmful drugs. (3)
- The authorities are not doing enough to stop shops from selling cigarettes to underage youth. The authorities might not have the resources to take action, or they might be unwilling because they do not take the issue seriously. (2)

Term 2 Revision and assessment

4. It is sarcastic. The shop owner is implying that it is unreasonable to expect him to check the ages of young customers. (2)
 5. Ask to see proof of age, such as an ID. (1)
 6. Record the sale, and if possible get hold of and keep the receipt. (2)
 7. The writer feels strongly that smoking is harmful to young people and that shopkeepers who sell to young people give a message that adults do not take the issue seriously. (1)
 8. Yes. Learners should explain that "going up in smoke" refers to the tobacco legislation being ineffective, and to the actual process of tobacco going up in smoke. (2)
 9. The shopkeeper said he did not know how old they were. (2)
 10. who is under the age of 18 (1)
- (20)**

Part C Literature

SECTION 1

1. Any one of: dusty, silvery, splintered, faded, tiny (1)
 2. Any one of: loudly, always (1)
 3. All the life has gone from the house, only the structure remains, like a skeleton that was once part of a living body. (1)
 4. "like a swarm of tiny flies". This simile describes the cloud of dust that flies off the curtain. The dust is so thick that it looks like flies. Some learners might also comment on how the analogy of flies is appropriate given that the house is no longer well-cared for. (2)
 5. The wind whistled, the door creaked. (2)
 6. The writer was grateful that his/her grandparents no longer lived there to see the way the house had decayed. (1)
 7. "Home is where the heart is". This means that if you have lived in a place that you liked or loved (the heart), you will always consider that as your home. (2)
- (10)**

SECTION 2

1. He had caught and skinned a waterbuck. (1)
 2. bushbuck meat (1)
 3. It was limping, so it was injured and would not be able to run fast. (1)
 4. fruitful (1)
 5. He was tired and thirsty. (2)
 6. Do not try to take more than you can handle, because you might land up losing what you already have. (2)
 7. Accept any suitable answer, such as: If you have an old car that is paid for, do not get rid of it and take out a loan to buy a bigger or newer car, because you might not be able to repay the loan and then you could end up with no vehicle. (2)
- (10)**

Total marks: 60

Introduction

This unit looks at the issue of travel. There is an audio-visual text as a listening comprehension. Learners take part in a simple group discussion. The reading text looks at the emotional impact on the writer of a visit to a site used previously in the slave trade. As always, the reading text has prediction activities and comprehension questions. There is an activity in which learners look at sensory writing, followed by an activity with idioms relating to the topic of travelling. They extend their knowledge of adjectives and adjectival phrases in the grammar section. The writing activity is a descriptive essay. Finally learners read a description of a journey on a slave ship from an autobiography written by the former slave Olaudah Equiano, this tying together the themes of slavery and travel.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues <ul style="list-style-type: none"> Identify grade-level national issues (the youth in agriculture, sanitation, lifestyle diseases). Discuss grade-level national issues with several speakers, using appropriate register and open-ended questions. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 2: Listening comprehension		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/language/figures <ul style="list-style-type: none"> Listen to and watch audio-visuals for about two hundred (200) words per two (2) minutes and write key information (message, theme, tone, mood, character) from them. Make inferences (about purpose, intention, theme/message) and simple connections to real life and personal experiences. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 2: Reading

Sub-strand 1: Comprehension

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding <ul style="list-style-type: none"> Read a variety of age-appropriate texts for enjoyment and knowledge. Set specific learning purposes to be achieved at the end of the reading task. Apply appropriate strategies to answer questions on the texts. (Activity 9)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility) <ul style="list-style-type: none"> Identify the different points of view through different approaches and texts. Compare the views of others in achieving success. Peer edit information gathered. (Activity 9)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> Read age-appropriate texts for the main ideas. Read within given time for specific information. Answer simple questions on the texts. Peer review the information gathered. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> Read a set text. Using prediction, make a summary of the main ideas. Follow up with other strategies to find patterns and relationships between ideas. Put all information together and peer edit. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.3. Make generalisations from text and link to real life situations <ul style="list-style-type: none"> Read a text and identify specific patterns that form generalisations. Identify the highest points and link to real life situations. Modify portions of texts to suit the realities of life. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/information from different types of texts <ul style="list-style-type: none"> Have different types of texts: <ul style="list-style-type: none"> narrative expository procedural. Compare the language, style, structure and purpose, as well as the ideas/themes/ information in any two related texts. Compare ideas through discussion, notes etc. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> Skim for details. Scan for main ideas. Read for details and answer questions. Relate passages to personal experiences. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.6. Show the effect a text has on the reader <ul style="list-style-type: none"> Identify different literary devices used by the writer. Link the effect of the devices to the meaning of the text. Identify the impact of literary devices on the reader and how they add to meaning. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.7. Interpret use of words/ phrases (figurative, symbolic, sensory) in complex texts <ul style="list-style-type: none"> Read a variety of texts. Interpret text in simple sentences. Identify the use of imagery for meaning: <ul style="list-style-type: none"> The senses Symbolism Figurative language. Identify how language (words/phrases) helps with interpreting meaning. (Activity 5 & 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 3: Grammar usage Sub-strand 1: Grammar		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in communication	B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing <ul style="list-style-type: none"> Use adjective phrases to provide vivid descriptions. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Sub-strand 3: Vocabulary		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication	B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts <ul style="list-style-type: none"> Demonstrate appropriate use of vocabulary in context. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 4: Writing		
Sub-strand 1: Production and distribution of writing		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures <ul style="list-style-type: none"> Use noun phrases, adjectival phrases and adverbial phrases to expand sentences. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 2: Text types and purposes		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational and persuasive, argumentative texts	B9.4.2.1.1. Create effective descriptive sentences when describing characters, settings or mood <ul style="list-style-type: none"> Write descriptive essays using the following: <ul style="list-style-type: none"> multiple, powerful adjectives for effect sentence structure for effect e.g. frontloading, listing, climactic sentence structure. Make selective use of detail for effect when describing a character. Proofread to self-correct or peer correct. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 5: Literature

Sub-strand 1: Narrative, drama and poetry

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts <ul style="list-style-type: none">Describe characters by their appearance, what they do, say, and what others say about them. (Activity 9)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.5.1.1.5. Analyse common themes in texts <ul style="list-style-type: none">Identify common themes in film/media, narratives and play scripts.Analyse common themes in film/media, narratives and play scripts.Adapt a narrative form or style to compose own stories around given theme. (Activity 9)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 179–188
- A dictionary
- Brochures for local travel destinations
- A copy of *Equiano's Travels*, for learners to read as part of their independent reading programme

Review

Before you begin Unit 15, Term 3, review the work done in Term 2. You can do this by working through the assessment activities from pages 170 to 178.

Identify sections of the assessment where learners did not answer well, and assist learners to go back to where those sections were taught in the units, and revise.

This review activity will be tailored to the requirements of each learner. Learners who do well might want to revise any sections where they achieved less than 70%. Other learners might want to revise sections where they achieved less than 50%.

Teaching methodology

Oral Language (Learner's Book page 179)

ACTIVITY 1

Listen to an audio-visual text

(CLASS/INDIVIDUAL)

- Either show learners a video about Mole National Park, such as this one available on YouTube: <https://www.youtube.com/watch?v=kVVs6IKVLeU>, or read the listening text on the next page of this Facilitator's Guide once for the class.
- Learners can read the questions silently to themselves.
- Then play the video again, or read the text again.

4. Remind learners that the second time round, they know what information they need to answer the questions, so they need to listen specifically for that information.
5. Learners can answer the questions working alone.

Listening text: Mole National Park

The Mole National Park is located inside the northern part of Ghana. It includes savannah grasslands and forests. Mole was the first protected park, established in 1958, and it is a favourite of local and international tourists.

Mole has an abundance of plants and animals. There are many buck species, rare monkeys including both the black and white Colobus and green monkey, buffalo, elephant, leopard and spotted hyena. There used to be wild dogs and lions but these are feared to have vanished from the park. Because there are many villages bordering the park, there are problems with subsistence hunting.

As is the case wherever there are wild elephant populations, Mole National Park has some problems with poaching. Poachers are well-armed, so although Mole has armed rangers protecting it, this is an on-going issue that needs continued management and resources, as well as cooperation between various arms of government such as conservation, police and border control.

More than 300 birds can be seen in Mole. The larger birds include the Beaudouin's snake eagle, the martial eagle and the white-backed vulture. Smaller colourful birds also live in the park, such as the blue-bellied roller and the carmine bee-eater.

Visitors usually see the park on a driving safari. But because there are relatively few predators, the park officials also offer walking safaris. A wildlife ranger will accompany you, armed with a rifle, and the walks last from two to four hours. In the dry season wildlife come to the watering holes to drink, and visitors can spend hours at the nearby viewing platforms.

Other interesting activities in the area are to visit the Mognori Cultural Village, in particular to see a musical performance, and to visit the mosque at Larabanga. This mosque is made of mud and sticks, and is particularly lovely.

Answers

3. a) "audio" refers to sound, or things we hear with our ears; "visual" refers to sight, or things we see with our eyes. (2)
- b) Accept any correct answer, such as: buck, Colobus monkeys, buffaloes. (3)
- c) Accept any reasonable answer, such as: The descriptions of the variety of animals, the variety of birds, the rare animals and birds, the possibility of a walking safari, the mosque that is described as "particularly lovely". (2)
- d) Hunting for food or to earn a bit of money. It does not mean hunting for large profit. (1)
- e) Different arms of government, such as conservation authorities, police and border control, need to cooperate more closely. There should be more resources made available. (2)
- f) Going on organised game drives (in safari vehicles), walking with an armed ranger, watching watering holes from platforms (3)
- g) Mognori Cultural Village, Larabanga Mosque (2)
- h) Traditional African music (Accept any correct answer that accurately describes the music in the audio-visual that you show to the class, if you do not use the link provided.) (2)

- i) Positive. The author writes that there is a wide range of wildlife to see. The author refers to “interesting activities”. Some of the vocabulary used is very positive: abundance, colourful, particularly lovely. (3)

Total marks: 20

Assessment

- **Self/peer assessment:** Learners should pay particular attention to whether they have used the mark allocation as a guide to the length and detail of their answers.
- **Teacher assessment:** Use the answers to assess the following indicator:
B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/language/figures

ACTIVITY 2

Discuss different ways of travelling

(GROUP)

1. This is a simple structured discussion where learners use the given sentence format to discuss how they would travel.
2. This activity gives practice at using the prepositions *by* and *to*.
3. The activity also requires learners to be familiar with vocabulary about travel and Africa’s geography.

Assessment

Teacher assessment: Use the activity to assess the following indicator:

B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues

Extension activity

1. If any learners have been on a trip to somewhere that most other learners have not been, allow them to tell the class briefly about their trip.
2. Broaden the scope of the discussion by discussing which methods of travel are the most cost-effective, and which produce the lowest impact on the environment through use of fuel and carbon emissions.

Reading (Learner’s Book page 180)

ACTIVITY 3

Predict a text

(GROUP)

1. Learners can complete this activity working in groups.
2. As prediction is meant to be a quick and efficient process, set a time limit of 10 minutes.
3. After learners have completed the prediction activities, read the text aloud to the class so that they can judge whether their predictions were correct.
4. As you read, try to use your voice to create a light-hearted atmosphere at the beginning, becoming more serious and depressed by the end of the article.

Answers

1. a) The title is more cryptic than the titles of previous reading texts. Learners should think about what “the beauty” might refer to.
b) The picture shows a group of beautiful girls in front of a building. Learners’ predictions will vary.

2. a) Learners should use the first lines of the paragraphs to get a brief outline of the journey the group went on.
b) bitter
c) It ends in a sad mood.
3. b) Paragraph 6
c) mascara

Assessment

- **Self/peer assessment:** Learners should swap their books with another learner, and correct each other's answers.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners can read the text silently to themselves.
2. Ask them to be aware of the changing mood as they read.
3. Then they discuss the questions in groups.
4. Check that learners all remember how to answer multiple-choice questions, writing only the letter of the correct answer. (It is for your convenience only that we give the complete wording.)
5. Check that learners all remember the difference between literal and figurative meaning, so that they can answer question k).
6. Then learners work alone to write their answers.

Answers

2. a) Cities are noisy, busy, not restful. (1)
- b) B light-hearted (1)
- c) "oo", "hmmm". (Also accept that calling his wife "Mrs. A" is informal language.) (2)
- d) Whoever wins the title of Miss Tourism will be responsible for advertising or promoting various tourist destinations around the country, so they need to be familiar with the places they will promote. (2)
- e) The author of the article, Kofi Akpabli. "As part of their preparation they had to study tourism publications on Ghana including books by Yours Truly." (Note: You may need to explain that "Yours truly" is a phrase sometimes used before the signature when ending a letter, like "Yours faithfully"). But it has also come to be used as an expression with which you refer informally or humorously to yourself. (2)
- f) They are taken on field trips to relevant destinations. They read books about places in Ghana. They attend briefings or presentations about the tourism industry. (3)
- g) The mood in paragraph 6 is happy, light-hearted and celebratory. People are pleased for the fishermen who are successful. Customers rush to buy fish. In contrast, in paragraph 7 the group moves inside the castle and finds out about the role it played in slavery. The author's writing becomes more serious. He uses words like "bitter" and "dungeon". Instead of observing the excitement of paragraph 6, the author now is aware that the mood will change. (4)

- h) Captured people were held there before being sold as slaves. (1)
- i) Slave women would be raped by the colonial governor, and subjected to degrading treatment by the soldiers. (2)
- j) Any two of: sagged, confused, sad. (2)
- k) The actual blood, sweat and tears are no longer there. Now “blood, sweat and tears” is used as a metaphor for the suffering of those people hundreds of years ago. (2)
- l) Learners will give their own opinions here. Most will say yes, there is value, because it reminds us of an atrocity that must never be repeated. (3)
- m) Accept any well-reasoned answer. For example, Akpabli wanted to show that the contestants of beauty competitions are often stereotyped as being superficial and shallow, but these women were deeply sensitive to the suffering of the slaves. Or that Akpabli wanted to show the lasting impact of the horrors of slavery. (2)
- n) Akpabli asked his wife whether he could accompany that group to Elmina. (3)

Total marks: 30

Assessment

- **Self/peer assessment:** Learners should swap their books with another learner, and correct each other's answers. They need to be careful when they mark questions l) and m), as these do not have one correct answer. So they should think carefully about whether the answers warrant all the marks or only 1 or 2 marks.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.2.1.2.3. Make generalisations from text and link to real life situations
 - B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/information from different types of texts
 - B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages
 - B9.2.1.2.6. Show the effect a text has on the reader

Remedial activity

Learners might need help with answering questions l) and m) correctly. Spend 5 minutes discussing what examiners in final exams are looking for in questions like those. Explain that they want to see evidence that the learner understands the text and is able to comment on the meaning. Remind learners that the mark allocation is always important in answering questions like that, as it guides learners as to how much detail to include.

ACTIVITY 5

Identify language that appeals to the senses

(CLASS/GROUP)

1. Before using the textbook, ask learners to tell you what the five senses are.
2. Then use the notes to revise the five senses.
3. Discuss how good writers will try to appeal to at least some of the senses, so that readers are able to imagine the scene more vividly.
4. Learners can answer the questions in groups.

Answers

2. a) "looking prim and sharp"
b) sound, sight
c) bitter, beautiful
d) The faces and expressions of the contestants are described. Their tears are also described. The blood, sweat and tears of the slaves are included.
e) The writer says that the contestants "could no longer find their voices". This silence contrasts with the happy chatting of previous paragraphs, and shows how deeply affected they are.

Assessment

- **Self/peer assessment:** Learners can assess their own answers when groups report back to the rest of the class.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.2.1.2.7. Interpret use of words/phrases (figurative, symbolic, sensory) in complex texts

ACTIVITY 6

Use vocabulary

(CLASS/INDIVIDUAL)

1. Learners have worked with idioms before, so they should remember what an idiom is.
2. Read each idiom to the class.
3. Ask learners to suggest what each idiom means.
4. Then learners can complete the activity in writing, working alone.

Answers

2. a) She is a very strict parent, and tells her children **it is her way or the highway**.
b) I was distracted by the noise outside, so I **lost my train of thought**.
c) Teenagers who do not have hope for the future sometimes give up on education and **go off the rails**.
d) I don't like to do what everyone else is doing; I prefer to **paddle my own canoe**.
e) When the soccer team lost a few matches in a row, their fans left them **like rats deserting a sinking ship**.
f) **That ship has sailed**; you should have tried last year.

Assessment

- **Self/peer assessment:** This is a simple exercise, so learners can mark their own answers.
- **Teacher assessment:** This activity assesses the following indicators:
 - B9.2.1.2.7. Interpret use of words/phrases (figurative, symbolic, sensory) in complex texts
 - B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts

Extension activity

Ask learners to think of idioms with similar meanings to those used here, but from other languages that they speak.

Grammar (Learner's Book page 184)

ACTIVITY 7

Use adjectives

(CLASS/GROUP)

1. Turn back to Unit 4, and read the notes on noun and adjectival phrases again to the class.
2. Explain that Charles Dickens was a novelist writing in England. He lived from 1812 to 1870. Many of his novels dealt with poverty and the suffering of the working classes in England.
3. Read the brief synopsis of the novel *Oliver Twist* in the Learner's Book.
4. Then read the paragraph aloud.
5. Learners can discuss the questions in groups.
6. Then they can write their answers, working alone.

Answers

3. a) with dirt or litter, and mud
b) 8. "the whistling of drovers, the barking of dogs, the bellowing and plunging of oxen, the bleating of sheep, the grunting and squeaking of pigs, the cries of hawkers, the shouts, oaths, and quarrelling on all sides; the ringing of bells and roar of voices" (Also accept 9, if learners regard "the ringing of bells" and "roar of voices" as two separate noun phrases.)
c) Most learners will say that it is effective, as the list of so many different sounds helps to create the experience of many noises together in a confusing mass.
d) ugly, conflicting
e) sight and smell
4. (Note that there are other options, for example, d) My family were shown another side of that part of northern Ghana.)
a) The family were not used to the sights of the countryside of that part of northern Ghana.
b) My dad's car is old and rusted.
c) Damongo is the regional capital of the Savanna Region.
d) My family were shown another side of local and natural life.
e) The use of motorbikes is common among people from the city.
f) Mole National Park offers visitors a lot of recreational activities.
g) Mole National Park is the home of different mammal species.
h) Mole National Park boasts a myriad of animals.

Assessment

- **Self/peer assessment:** Learners can mark each other's work, swapping answers within their groups.
- **Teacher assessment:** Use the answers to assess the following indicators:
 - B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing
 - B9.4.1.1.1. Compose logically connected paragraphs to show unity, completeness and coherence using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures

Writing (Learner's Book page 185)

ACTIVITY 8

Write a descriptive essay

(CLASS/INDIVIDUAL)

1. There are detailed notes about the features and style of descriptive writing.
2. Work through these with your class, expanding as necessary.
3. Make sure that all learners understand the terms "first person" and "third person".
4. Also spend some time explaining how some sentences have the main point first, and some have the main point at the end.
5. Learners have a choice of two topics: to describe a journey or to describe a place.
6. Learners should be clear about the purpose of their writing, which is to describe so that readers can picture the scene for themselves.
7. Learners follow the usual processes of planning, drafting, editing and rewriting.

Assessment

- **Self/peer assessment:** Learners use the checklist in the Learner's Book to assess their own writing.
- **Teacher assessment:** Use the rubric "Descriptive essay" on page xvi of this Facilitator's Guide to assess the following indicator:
B9.4.2.1.1. Create effective descriptive sentences when describing characters, settings or mood

Remedial activity

When you return the marked essays to the learners, allow them to rewrite their essays, correcting all the errors you have identified, and making any improvements that you suggest.

Literature (Learner's Book page 187)

ACTIVITY 9

Analyse themes and descriptions in text

(INDIVIDUAL)

1. Explain that the book *Equiano's Travels* is an autobiography, written by a man who was captured and sold to slave traders as a child in 1755.
2. Ask learners to imagine what it must feel like to be a 10- or 11-year-old child, captured, and about to get onto a ship that has appalling conditions.
3. Draw the link to what they learnt in Unit 10 about modern slavery and child trafficking.
4. Read the text aloud to the class, at least once but preferably twice, as it is a complex and difficult text.
5. Learners can look up difficult words in a dictionary.
6. Learners can read it again silently to themselves.
7. Then they write their answers.

Additional information: Autobiographies

Suggest to learners that they read autobiographies of people who have inspired them or others. Here is a list of 10 good autobiographies:

- *The Diary of Anne Frank* (Anne Frank)
- *Becoming* (Michelle Obama)
- *I Know Why the Caged Bird Sings* (Maya Angelou)
- *Long Walk to Freedom* (Nelson Mandela)

- *Born a Crime* (Trevor Noah)
- *A Dedicated Life* (David Lawrence)
- *The Autobiography of Martin Luther King Jnr* (Martin Luther King)
- *The Autobiography of Kwame Nkrumah* (Kwame Nkrumah)
- *Courage to Soar* (Simone Biles)
- *A Long Way Home* (Saroo Brierley)

Answers

2. a) He felt sick and depressed. (1)
- b) His situation is so awful that death would be preferable to continuing to live. (2)
- c) He was beaten/whipped/flogged. (1)
- d) They would sell the slaves when they arrived at their destination. The more slaves they could sell, the more their profit would be. (1)
- e) the loathsomeness of the stench / the stench of the hold ... was so intolerably loathsome / this produced copious perspirations / the air soon became unfit for respiration, from a variety of loathsome smells (1)
- f) He was extremely depressed, to the extent that he thought of jumping overboard and dying. (2)
- g) He knows that the treatment of slaves is wrong, as shown by his reaction to being flogged, which was a treatment he had not experienced before. He thinks that the slave owners are greedy, as shown by his phrase "improvident avarice". (2)

Total marks: 10

Assessment

- **Self/peer assessment:** Learners can mark their own answers.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding
 - B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility)
 - B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts
 - B9.5.1.1.5. Analyse common themes in texts

Introduction

This unit is about transport. It continues from Unit 15, picking up on the issues of slavery and transport. Learners listen to an audio-visual text, or a heard text. The reading text looks at the environmental impact of vehicles, with a possible solution. The vocabulary activity focuses on technical words. Learners use adverbial phrases in the grammar section. They write a report and present it using ICT skills. Finally, they read a short story.

Learning Outcomes

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

Strand 1: Oral language Sub-strand 2: Listening comprehension		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/language/figures <ul style="list-style-type: none"> Listen to and watch audio-visuals for about two hundred (200) words per two (2) minutes and write key information (message, theme, tone, mood, character) from them. Make inferences (about purpose, intention, theme/message) and simple connections to real life and personal experiences. (Activity 1 & 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.2.1.2. Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others' ideas and expressing their own clearly and persuasively <ul style="list-style-type: none"> Listen to and identify key issues in level-appropriate texts/speeches/dialogues e.g. argumentative texts, news, presentations. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 2: Reading
Sub-strand 1: Comprehension

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding <ul style="list-style-type: none"> • Read a variety of age-appropriate texts for enjoyment and knowledge. • Set specific learning purposes to be achieved at the end of the reading task. • Apply appropriate strategies to answer questions on the texts. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility) <ul style="list-style-type: none"> • Identify the different points of view through different approaches and texts. • Compare the views of others in achieving success. • Peer edit information gathered. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> • Read age-appropriate texts for the main ideas. • Read within given time for specific information. • Answer simple questions on the texts. • Peer review the information gathered. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> • Read a set text. • Using prediction, make a summary of the main ideas. • Follow up with other strategies to find patterns and relationships between ideas. • Put all information together and peer edit. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.3. Make generalisations from text and link to real life situations <ul style="list-style-type: none"> • Read a text and identify specific patterns that form generalisations. • Identify the highest points and link to real life situations. • Modify portions of texts to suit the realities of life. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/information from different types of texts <ul style="list-style-type: none"> Have different types of texts: <ul style="list-style-type: none"> narrative expository procedural. Compare the language, style, structure and purpose, as well as the ideas/themes/ information in any two related texts. Compare ideas through discussion, notes etc. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> Skim for details. Scan for main ideas. Read for details and answer questions. Relate passages to personal experiences. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context <ul style="list-style-type: none"> Identify the use of different registers for specific texts. Read texts that make distinctions in language use for a variety of purpose. Use the right vocabulary in complex sentences/paragraphs. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 3: Grammar usage Sub-strand 1: Grammar		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in communication	B9.3.1.1.4. Use the knowledge of the adverbial phrase and its functions <ul style="list-style-type: none"> Use adverb phrases. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 4: Writing
Sub-strand 2: Text types and purposes

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.2.2: Apply writing skills to specific life situations	B9.4.2.2.1. Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format <ul style="list-style-type: none"> • Reports: <ul style="list-style-type: none"> – Provide information, explain a situation and/or express points of view. – Describe, elaborate on and/or support/explain key points. – Apply the appropriate format [...]. – Use formal language, avoid using short forms and abbreviations. – Edit/Proofread the writing for sense or meaning, and effect. – Publish writing using various media including ICT. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 5: Literature
Sub-strand 1: Narrative, drama and poetry

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts <ul style="list-style-type: none"> • Describe characters by their appearance, what they do, say, and what others say about them. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, autobiography, biography, narrative and play script/drama) <ul style="list-style-type: none"> • Identify and explain the key events in film/media, narratives and play scripts. • Compare events across film/media, narratives and play scripts. • Create film/media, narratives and play scripts. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	<p>B9.5.1.1.5. Analyse common themes in texts</p> <ul style="list-style-type: none"> Identify common themes in film/media, narratives and play scripts. Analyse common themes in film/media, narratives and play scripts. Adapt a narrative form or style to compose own stories around given theme. Use a range of ICT tools to present their composition. <p>(Activity 8)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
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Resources

- Learner's Book pages 189–200
- Other articles about green or solar-powered vehicles
- A dictionary

Review

Before you begin Unit 16, review the skills and concepts developed in Unit 15. These are:

- audio-visual text
- descriptive writing appeals to the five senses
- travel writing
- adjectival phrases
- idioms in creative writing
- descriptive essays.

Teaching methodology

Oral Language (Learner's Book page 189)

ACTIVITY 1

Listen to an audio-visual text

(CLASS/INDIVIDUAL)

- Read the listening text below once for the class.
- Learners also need to look at the photographs that accompany the text.
- Learners can read the questions silently to themselves.
- Then read the text again.
- Remind learners that the second time round, they know what information they need to answer the questions, so they need to listen specifically for that information.
- Learners can answer the questions working alone.

Listening text: Car advert

The new Topride family sedan is now available.

Top-level safety features include airbags, seatbelts, reinforced bumpers and ABS brakes, because at Topride we know you value protecting your loved ones. Topride includes maximum comfort, with padded seats, air conditioning in all models and adjustable headrests.

We know that our customers are modern professionals, so there is a blue-tooth audio system, built-in GPS, customised display and the ability to sync your phone with the audio system. The exterior of the car will turn heads, with a sleek new grill, streamlined design, tasteful modern colours and rust-resistant features.

Finally, we know you care about the world as much as we do, so our engines meet the strictest criteria in terms of fuel efficiency and low emissions.

Topride – the vehicle that all top people choose.

Answers

5. a) It is an advert. The text clearly tries to influence people to buy the car. (2)
b) Any three of: airbags, seatbelts, reinforced bumpers, ABS brakes. (3)
c) Any two of: padded seats, air conditioning, adjustable headrests. (2)
d) Parents of children (1)
e) It is good-looking or stylish. (2)
f) “we know you care about the world as much as we do” (1)
g) It is fuel efficient, and it has low carbon emissions. (2)
h) Accept any reasonable response. (2)

Total marks: 15

Assessment

- **Self/peer assessment:** Learners can correct their own answers when you explain them, using the model answers above.
- **Teacher assessment:** Use the activity to assess the following indicators:
 - B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/language/figures
 - B9.1.2.1.2. Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others’ ideas and expressing their own clearly and persuasively

Extension activity

Learners should discuss how adverts try to appeal to consumers. Is this advertisement a good one or not?

ACTIVITY 2

Listen to a text

(GROUP/INDIVIDUAL)

1. Learners predict the text by looking at the picture.
2. Read the listening text below once to the class.
3. Then learners read the questions to themselves, so that they know what sort of information they should listen for.
4. Read the text aloud again.
5. Learners can answer the questions working alone.

Listening text

Transport influences the history of the world. The invention of cars allowed people to move over distances more easily, railways led to transporting goods over land, ships allowed people and goods to cross large oceans, planes make travelling fast and quite safe.

But people do not always use new technology for good purposes. Think about how the improvement in building large ships led to the slave trade.

Slave ships were cargo ships adapted or built for transporting slaves. They were also known as "Guineamen" because the trade involved human trafficking from the Guinea in West Africa, amongst other places, to sugar and cotton plantations in America and the Caribbean. The ships therefore travelled across the Atlantic Ocean to America and the West Indies. Slave ships also picked up slaves from places like Tanzania in East Africa.

During the travels across the oceans, slaves often died because of the awful conditions. On average, 15% of the slaves on each voyage died en route from hunger, disease and sometimes even from being punished. Slave ship owners were paid according to the number of live slaves they delivered, so it should have been in their interests to keep more slaves alive.

It is ironic that 300 years later, many of the people crossing oceans by ship are wealthy holiday makers who go on luxurious cruise ships, where they eat as much food as they want from extravagant buffets, sleep in comfortable cabins and have entertainment and sports facilities to occupy their time. On the positive side, this creates work opportunities, as ships need crews, for example, officers, technicians, deck hands and cooks.

Answers

3. a) People can move faster from one place to another. Goods can be transported more easily and over long distances. (2)
- b) Those ships transported slaves from the Guinea in West Africa. (1)
- c) America and the Caribbean or West Indies (2)
- d) Atlantic (1)
- e) 15% (1)
- f) Any two of: hunger, disease, punishment (2)
- g) The ship owners received payment based on the number of slaves they delivered alive, so this should have been an incentive to keep the slaves alive. (2)
- h) luxurious, ample food, comfortable accommodation (2)
- i) During the slave trade most people who crossed oceans did so as slaves, in horrible conditions. It is ironic that now the opposite is the case: many people crossing oceans today are wealthy tourists who travel in luxury and style on cruise ships. (2)

Total marks: 15

Assessment

- **Self/peer assessment:** Learners can mark their own answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/language/figures

Reading (Learner's Book page 191)

ACTIVITY 3

Predict a text

(GROUP)

1. Learners can complete this activity working in groups.
2. As prediction is meant to be a quick and efficient process, set a time limit of 10 minutes.
3. After learners have completed the prediction activities, read the text aloud to the class so that they can judge whether their predictions were correct.

Answers

1. a) The title tells us that the article will be about an alternative to carbon emitting minibuses in Africa.
b) The photograph shows many minibuses. The large number of minibuses must cause a lot of carbon emission.
2. a) The text will be about reducing emissions in public transport.
b) It will increase (see the first subtitle).
3. b) 2.3% (paragraph 5)

Assessment

- **Self/peer assessment:** Learners can work in groups to check each other's answers.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners can read the text to themselves.
2. Then they discuss the questions in groups.
3. Finally, they work alone to write their answers.

Answers

2. a) *Nature Sustainability*, Katherine Collett, Stephanie Hirmer (3)
b) Figuratively. Green is used to mean environmentally friendly. (2)
c) electric vehicle (1)
d) They are cleaner and healthier (in terms of emitting fewer fumes). (2)
e) Transport could be cheaper and will cause less pollution. (4)
f) Solar-powered electricity does not rely on large power stations; instead, small plants use the sun's rays to produce electricity. (2)
g) The idiom "chicken and egg" means that there is a question about which one should come first. (2)
h) No. (1)
i) There will be increased demand for vehicle transport because of people migrating from rural areas to cities, because of increasing population size and because of more people becoming middle-class. (3)
j) Increased. "Transport emissions in Africa grew by 84% between 2010 and 2016" (2)

- k) Data about how drivers and other transport users behave. (2)
- l) Companies would have proof that there is a large enough market for solar-powered vehicles, and this would encourage them to invest in the machinery needed. (2)
- m) cleaner, healthier (2)
- n) i) abundant (2)
- ii) mandatory (2)

Total marks: 30

Assessment

- **Self/peer assessment:** Learners can mark their own work or switch with a partner and do peer-marking.
- **Teacher assessment:** Use the activity to assess the following indicators:
B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages
B9.2.1.2.3. Make generalisations from text and link to real life situations

Extension activity

Learners can have a discussion comparing the style of the text they have just read with that of the reading text in the previous unit. They should comment on how this text in Unit 16 is very data-based, using research and statistics to support its points. This will address the following indicator:
B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/information from different types of texts

Remedial activity

If any learners struggled to answer the questions, they can read the text again and write a summary of the important points. Check this with those learners. They can attempt to answer the questions again.

ACTIVITY 5

Use vocabulary

(GROUP)

1. This is a fun activity that learners will enjoy.
2. Ask them whether they have started learning the rules of the road in preparation for getting a driver's licence one day in the future.
3. Learners can do this activity in groups.

Answers

2. a) stop sign – Drivers must come to a complete stop and make sure the intersection is safe before they proceed.
- b) yield – Merging drivers must prepare to stop if necessary, to let a driver on another approach proceed.
- c) red traffic light – Drivers must stop and wait for the green light before they proceed.
- d) no parking – Do not park here, and do not stop here to pick up or drop off a passenger.
- e) no motorbikes – No motorbikes are allowed to pass, enter or go beyond areas or points marked with such signs.
- f) turn right – Make only right turns in that lane, or take note that the road makes a turn to the right ahead.

- g) pedestrian crossing – Pedestrians have the right to cross here.
- h) no overtaking – It is forbidden for vehicles to overtake or pass another vehicle in the same lane.
- i) uneven road – The road surface ahead is rough or in poor condition and you have to slow down because you may have a bumpy or rough ride.
- j) no use of horn – Do not use your horn here.

Assessment

- **Self/peer assessment:** Learners can correct their own answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context

Grammar (Learner's Book page 194)

ACTIVITY 6

Use adverbial phrases

(CLASS/INDIVIDUAL)

1. Look back at Unit 5 to revise adverbial phrases.
2. Revise the different functions of adverbial phrases.
3. Then learners can answer the questions working alone.

Answers

2.
 - a) Helena will write her quiz **in June**. (adverbial phrase of **time**)
 - b) We sweep the compound **with a grass broom**. (adverbial phrase of **manner**)
 - c) The teacher will return **to take in our essays**. (adverbial phrase of **reason**)
 - d) The bell was rung **at 8 a.m. for morning assembly**. (at 8 a.m. = adverbial phrase of **time**; for morning assembly = adverbial phrase of **reason**)
 - e) He sat **right here in front of me**. (adverbial phrase of **place**)
 - f) The boy spoke **in an angry manner**. (adverbial phrase of **manner**)
 - g) The children are playing **under the tree**. (adverbial phrase of **place**)
3.
 - a) The plane will land at 18:35.
 - b) The virus has spread all over the world.
 - c) Angelina always acts in a virtuous manner.
 - d) Their driver often drives without care.
 - e) The bus took off a while ago.
 - f) He plans to move to Accra to study medicine.
 - g) We go for assembly early in the morning.
 - h) Many accidents happen because of speeding drivers.
4. Accept any correct sentences, such as these:
 - a) I would like to travel to France when I am older.
 - b) You should start to study for the test as soon as possible.
 - c) Vehicle manufacturers are looking at electric systems to reduce pollution.
 - d) The car crashed into the wall with a loud noise.
 - e) The driver braked at the red traffic light.
 - f) A careful driver almost never needs to slam on the brakes.

Assessment

- **Self/peer assessment:** Learners can correct their own work and swap sentences in exercise 4.
- **Teacher assessment:** Use the answers to assess the following indicator:
B9.3.1.1.4. Use the knowledge of the adverbial phrase and its functions

Writing (Learner's Book page 195)

ACTIVITY 7

Write a report about a problem

(CLASS/INDIVIDUAL)

1. Work through the detailed notes thoroughly with the class.
2. Use the sample report and annotations to show learners how to structure a good report.
3. Then read the possible topics in exercise 2 to the class.
4. Note that learners can also think of topics that are not on the list, so long as they are somehow linked to transport.
5. Learners use the table provided to draft their reports after they have investigated or researched the problem.
6. Then they follow the usual process of drafting, editing, improving and then writing the final report.

Assessment

- **Self/peer assessment:** There is a checklist in the Learner's Book that they can use to edit their drafts.
- **Teacher assessment:** Use the rubric "Report proposing a solution to a problem" on page xxi of this Facilitator's Guide to assess the following indicator:
B9.4.2.2.1. Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format

Literature (Learner's Book page 198)

ACTIVITY 8

Analyse plot in a narrative: short story

(CLASS/GROUP/INDIVIDUAL)

1. Begin by asking learners whether they have ever been scammed or whether people have tried to scam them.
2. Then read the story to the class or ask a good reader to do so.
3. You could also ask four learners to prepare a reading of the story. One will read all the text that is not someone's direct words. One will read the part of Yusuf. The other two will read the parts of the scammer and the accomplice.
4. Learners can answer the questions orally first in groups.
5. Then they write their answers, working alone.

Answers

3.
 - a) It was drawn by the scammers. (2)
 - b) Some readers might expect Yusuf to get the all-expenses-paid trip. (1)
 - c) When Yusuf wants to draw some of his hard-earned cash to celebrate and finds that he has been robbed of all his money. (2)
 - d) He is tired at the end of a day; he is walking home instead of using transport. (2)
 - e) Yusuf answered the call by stating his name. (1)
 - f) He is suspicious because he cannot remember entering a competition. (1)

- g) The caller replies that a friend of Yusuf's had entered him and then plays the theme tune of a radio station, and has some cheering in the background. (2)
- h) The caller could have downloaded it, or recorded it. (1)
- i) An unexpected amount of money or good fortune. (1)
- j) The abrupt ending mirrors the abrupt change in Yusuf's feelings. It shows that there is no solution, nothing further to be done. It makes the mood sad. (2)
- k) Do not state your name when you answer the phone. Never give your bank details or identity details to someone you do not know. (3)
- l) Lucky numbers are the basis for a number of competitions such as lotteries. The scammers have dialled random phone numbers but their luck is that they phoned Yusuf who fell for the scam. The title is ironic because the call was completely unlucky for Yusuf. (2)

Total marks: 20

4. Learners' answers will vary, depending on whether they know someone who has been the victim of a scam.

Assessment

- **Self/peer assessment:** Learners can check their own work, before handing in the answers to you for marking.
- **Teacher assessment:** Use the answers to assess the following indicators:
 - B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts
 - B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/drama)
 - B9.5.1.1.5. Analyse common themes in texts
 - B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding
 - B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility)

Extension activity

Learners can dramatise this story and present it to the rest of the class as a short play.

Introduction

In this unit, learners find out more about the issue of disability. There is a group discussion. The reading text is about a remarkable role model who also happens to have a disability, and learners complete the usual activities of prediction and answering comprehension questions. They also work in more detail on examining how a text has an emotional effect on a reader. They learn that words can have negative connotations, and then focus on the appropriate terminology that should be used when referring to people with disabilities. In the grammar section they revise noun phrases. Learners write a story, and in the literature section they read and analyse a short story.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion <ul style="list-style-type: none"> Use open-ended questions to enable speaker link ideas of other speakers on topics/issues. Listen attentively to viewpoints on topics/issues in a conversation and respond appropriately. Engage in conversations on topics/issues with several speakers and respond to different views. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues <ul style="list-style-type: none"> Identify grade-level national issues (the youth in agriculture, sanitation, lifestyle diseases). Discuss grade-level national issues with several speakers, using appropriate register and open-ended questions. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating) <ul style="list-style-type: none"> Identify interesting topic/issues appropriate for argument and debate e.g. children should be allowed to take decisions on matters concerning them. Engage in arguments and debates on topics/issues using appropriate register. Observe and use the skills of turn taking in arguments and debates. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 2: Reading Sub-strand 1: Comprehension		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding <ul style="list-style-type: none"> Read a variety of age-appropriate texts for enjoyment and knowledge. Apply appropriate strategies to answer questions on the texts. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility) <ul style="list-style-type: none"> Read a variety of texts. Identify texts that give general view of oneself and others. Identify the different points of view through different approaches and texts. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.4. Expand various ideas and perspectives in texts <ul style="list-style-type: none"> Read a level appropriate text. Identify the main ideas and the writer's point of view. Compare own ideas with other points of view. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> Read age-appropriate texts for the main ideas. Read within given time for specific information. Answer simple questions on the texts. Peer review the information gathered. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	<p>B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts</p> <ul style="list-style-type: none"> • Read a set text. • Using prediction, make a summary of the main ideas. • Follow up with other strategies to find patterns and relationships between ideas. • Put all information together and peer edit. <p>(Activity 2)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.2.1.2.3. Make generalisations from text and link to real life situations</p> <ul style="list-style-type: none"> • Read a text and identify specific patterns that form generalisations. • Identify the highest points and link to real life situations. • Modify portions of texts to suit the realities of life. <p>(Activity 3)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages</p> <ul style="list-style-type: none"> • Skim for details. • Scan for main ideas. • Read for details and answer questions. • Relate passages to personal experiences. <p>(Activity 3)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.2.1.2.6. Show the effect a text has on the reader</p> <ul style="list-style-type: none"> • Identify different literary devices used by the writer. • Link the effect of the devices to the meaning of the text. • Identify the impact of literary devices on the reader and how they add to meaning. <p>(Activity 3)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context</p> <ul style="list-style-type: none"> • Identify the use of different registers for specific texts. • Read texts that make distinctions in language use for a variety of purpose. • Use the right vocabulary in complex sentences/paragraphs. <p>(Activity 4)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>

	B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts <ul style="list-style-type: none"> • Read grade-appropriate texts. • Identify known and unknown words meaningfully. • Connect these words and phrases to the text and analyse the effect. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 3: Grammar usage Sub-strand 1: Grammar		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in communication	B9.3.1.1.1. Use noun phrases accurately in context <ul style="list-style-type: none"> • Use noun phrases in texts. • Determine and discuss the functions of noun phrases in texts. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 3: Vocabulary		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication	B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts <ul style="list-style-type: none"> • Demonstrate appropriate use of vocabulary in context. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 4: Writing Sub-strand 2: Text types and purposes		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational and persuasive, argumentative texts	B9.4.2.1.2. Use different narrative techniques to manipulate time in a story <ul style="list-style-type: none"> • Compose narrative essays showing the following: <ul style="list-style-type: none"> – Backstory – Flashback and flash forward – Foreshadowing. • Express feelings and thoughts through free writing on self-selected topics, using emotive/sensory details. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 5: Literature

Sub-strand 1: Narrative, drama and poetry

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts <ul style="list-style-type: none"> Describe characters by their appearance, what they do, say, and what others say about them. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/drama) <ul style="list-style-type: none"> Identify and explain the key events in film/media, narratives and play scripts. Compare events across film/media, narratives and play scripts. Create film/media, narratives and play scripts. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.5.1.1.4. Use literary devices (imagery) in texts <ul style="list-style-type: none"> Use imagery such as personification, simile, metaphors, idiomatic expressions in speech and writing. Create and apply imagery such as personification, simile, metaphors, idiomatic expressions. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.5.1.1.5. Analyse common themes in texts <ul style="list-style-type: none"> Identify common themes in film/media, narratives and play scripts. Analyse common themes in film/media, narratives and play scripts. Adapt a narrative form or style to compose own stories around given theme. Use a range of ICT tools to present their composition. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 201–211
- A dictionary
- Articles about athletes who have disabilities, for learners to use in their independent reading
- If possible, have copies of Farida Bedwei's books available for learners to read as part of their independent reading programme.

Review

Before starting Unit 17, review the concepts and skills developed in Unit 16. These are:

- listening and making mental notes
- transportation and related vocabulary
- traffic rules, signs and symbols
- adverbial phrases
- writing an information report
- plot and plot twists
- ICT skills and safety.

Teaching methodology

Oral Language (Learner's Book page 201)

ACTIVITY 1

Discuss challenges

(GROUP)

1. Discuss the photographs with the class. Make sure that they have the required vocabulary to join in the discussion.
2. In groups, learners make a copy of the mind map, and complete it. They can of course add more than three challenges if they think of more.
3. Groups draft three open-ended questions.
4. If necessary, revise the difference between a closed and an open-ended question.
5. Remind groups to choose a chairperson to monitor that every group member takes part, and to report back to the class.

Assessment

Teacher assessment: Use the discussions to assess the following indicators:

- B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion
- B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues
- B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)

Reading (Learner's Book page 202)

ACTIVITY 2

Predict a text

(GROUP)

1. Learners can complete the prediction activities in groups.
2. Allow 15 minutes for Activity 2.
3. Then read the text aloud to the class.
4. Then work through the answers, to see whether their predictions were accurate.

Answers

1. a) The title suggests that Farida Bedwei is successful and has achieved or done something extraordinary.
b) The photograph shows a confident, smiling woman (Bedwei), so it suggests that the article is about her achievements.

2.
 - a) It is a magazine or newspaper article.
 - b) The language is formal.
 - c) Learners should be able to see what the topic of each paragraph is.
 - d) The writer quotes Farida Bedwei a lot, so the article is probably based on an interview conducted with her, after some background research using other sources.
 - e) CP
3.
 - b) *Definition of a Miracle*
 - c) Zaara
 - d) He is the co-founder of her company.
 - e) Karmzah
 - f) "Farida's advice for young people living with CP"

Assessment

- **Self/peer assessment:** Learners can correct their own answers when you work through the questions after reading the text aloud.
- **Teacher assessment:** Use the activity to assess the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

ACTIVITY 3

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners read the text silently to themselves again.
2. They discuss the questions in groups.
3. Then they work alone to write their answers.

Answers

2.
 - a) cerebral palsy (1)
 - b) Farida is a successful **entrepreneur** and **software engineer / computer program developer**. (2)
 - c) Karmzah (1)
 - d) There were no female superhero characters who had cerebral palsy or other disabilities. (2)
 - e) Readers with CP will see a successful character with CP. This will inspire them to believe that they too can achieve something great, and not be limited by their disability. (2)
 - f) Yes/Partly. Either of these two sentences can be quoted: "The story about Zaara is a bit more personal for me ..." / "... I went through similar experiences growing up here in Ghana." (2)
 - g) Learners' answer will vary, and will depend largely on their own experiences. Allocate 3 marks if the answer is detailed and uses evidence to support the opinion. (3)
 - h) her mother (1)
 - i) Her mother's intelligent approach to supporting her and encouraging her; her early years in Ghana without special facilities, which forced her to become very independent; her acceptance of her CP. (3)
 - j) Figuratively. She does not swallow any potion or tablets, rather the term applies to her attitude. (2)
 - k) Any two of: don't resist accepting that you have a disability; discover ways to achieve; don't let others decide what you are capable of. (4)

- l) Accept any reasonable answer, such as: her intelligence; her hard work; her creativity. (3)
- m) i) But well before she was creating fictional characters to educate the world about living with CP, Farida was a successful software engineer and entrepreneur. (why/reason)
- ii) Disability is still largely misunderstood and a bit of a taboo in various parts of Ghana and other African countries. (where/place)
- iii) After working in the software industry for over a decade, I moved on to the micro-banking industry. (where/place)
- iv) Instead, she completed a Diploma in Information Systems and started working part-time while completing a higher diploma. (when/time) (4)

Total marks: 30

Assessment

- **Self/peer assessment:** Learners can work in groups to check each other's answers.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.2.1.2.3. Make generalisations from text and link to real life situations
 - B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages
 - B9.2.1.2.6. Show the effect a text has on the reader

Remedial activity

Identify any learners who have fewer than half of the questions correct. They should work with you in a separate group. Try to work out whether they did not understand the text, or whether they did not understand the questions. Then try to assess whether the cause of their lack of understanding is poor vocabulary or carelessness. Often, when learners understand why they make mistakes, they can start to improve their reading comprehension skills.

ACTIVITY 4

Use vocabulary

(CLASS/INDIVIDUAL)

1. Use the notes to explain the concept of the connotation of words.
2. Learners match the terms in Column A with the better terms in Column B.
3. Stress that the terms in Column A are offensive when used to describe someone with a disability.
4. Exercise 3 is designed to equip learners with vocabulary naming some other disabilities.

Answers

2. a) cripple – wheelchair user
 b) slow – learning disabled
 c) crazy – having an emotional disability
 d) victim – survivor / someone living with
 e) midget – person with dwarfism
 f) handicapped learners – learners with disabilities
 g) albino – person with albinism
 h) spastic – person with cerebral palsy
3. Accept any correct answers, such as: having chronic headaches or migraines; having bipolar disorder; epilepsy; schizophrenia; chronic depression; chronic pain; chronic dizziness; many types of cancer are not visible; some digestive disorders are not visible such as Crohn's disease; arthritis.

Assessment

- **Self/peer assessment:** Learners can correct their own work.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context
 - B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts
 - B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts

Remedial activity

Use this activity to assist learners who have not fully grasped the concept of connotation of words. What are the connotations of these animals? Which ones have a positive connotation? Which ones have a negative connotation? (The connotations are given briefly in brackets after each one.)

- | | |
|---------------------------------------|--------------------------------|
| 1. snake (evil, sinful) | 5. elephant (strong, reliable) |
| 2. worm (cowardice) | 6. crocodile (deceitful) |
| 3. butterfly (beautiful, transformed) | 7. dove (peace) |
| 4. lion (brave, leader) | 8. mosquito (irritation) |

Grammar (Learner's Book page 206)

ACTIVITY 5

Use noun phrases

(CLASS/INDIVIDUAL)

1. Revise noun phrases using the notes in Unit 2, and the revision in Unit 3.
2. Then learners identify the noun phrases in exercise 2a).
3. They apply their knowledge by discussing how the sentences in 2a) are more interesting than those without noun phrases in 2b).
4. They identify more noun phrases in exercise 3.
5. Exercise 4 is a cloze procedure where learners use noun phrases to complete a written paragraph.

Answers

2. The highly successful entrepreneur and software engineer has brought hope to people living with CP and their families through her powerful fictional protagonists, Karmzah and Zaara. Karmzah is the phenomenal female comic superhero with CP that Farida launched on World CP Day in 2018.
3. Farida Bedwei is a role model. She is a highly successful entrepreneur. She has started her own company in the field of micro-banking software. Bedwei also has a creative side, and she has written two comic books. These books are unusual because their main characters are people with disabilities.
4. Learners with disabilities can easily attend main-stream high schools, so long as those schools are adapted to make it easy for them to have access. Make sure that there are ramps instead of steps. Ensure that any learners in wheelchairs attend all their classes in rooms on the ground floor. Also have at least one very wide toilet cubicle. If a school has learners with hearing disabilities, those learners should sit at the front so that they can lip-read what the teacher says. Provide textbooks printed in Braille or in very large print for visually-challenged learners. Remember: Learners with disabilities do not want special treatment. In fact, they want the opposite. They want the opportunity to be treated the same way as every other learner!

Assessment

- **Self/peer assessment:** This activity is suitable for self-assessment, with learners correcting their answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.3.1.1.1. Use noun phrases accurately in context

Writing (Learner's Book page 207)

ACTIVITY 6

Write a narrative story

(CLASS/INDIVIDUAL)

1. There are detailed notes on how to write a narrative story. Work through them with the class.
2. Note that there is a story on this topic in the next activity, in the literature section of this unit. Decide whether you want to complete that activity before learners write their own stories, or whether you want learners to write their own stories first.
3. Learners follow the usual steps of planning, drafting and editing.
4. Stress that they have to be very careful not to be insensitive about people with disabilities.

Assessment

- **Self/peer assessment:** Learners use the checklist in the Learner's Book to assess and edit their stories before handing them in to you.
- **Teacher assessment:** Use the rubric "Narrative essay" on page xv of this Facilitator's Guide to assess the following indicator:
B9.4.2.1.2. Use different narrative techniques to manipulate time in a story

Extension activity

If any of the stories are good, you could consider asking learners to write them neatly or type them and print them. Other learners could illustrate them. Then give them to younger children as reading material. This addresses the following exemplar of B9.5.1.1.5. Analyse common themes in texts:

- Use a range of ICT tools to present their composition

Literature (Learner's Book page 209)

ACTIVITY 7

Analyse themes and description in text (CLASS/INDIVIDUAL)

1. Read the story to the class.
2. Alternatively, ask a learner who reads well to read it.
3. Then use the notes from Activity 6, on character, setting, theme and dialogue, to analyse the story.
4. Then learners can answer the questions.

Answers

2. a) He only reacted to sight, not to sound. (1)
- b) Adamah went to a speech teacher who is trained in teaching deaf people to speak. Hearing people learn to speak by copying the sounds they hear others make. (2)
- c) He had to develop determination in order to learn to speak. (1)
- d) "Hey", and any of the contractions such as "don't" or "it's". (2)
- e) He felt the team should have scored more, and that he in particular should have scored the goal he missed. Most learners will say this is reasonable, as it is part of his character to be very determined. (2)
- f) He practised every day until it was almost dark. / He kicked 400 practice goals a day. (1)
- g) Adamah's father used shortness as a metaphor for being able to overcome any disability if you use the right equipment and stretch. The action of stretching is appropriate because stretch can mean the literal act of extending a limb, or it can mean to try extremely hard. (2)
- h) They have many similarities: the same age, same year in school, both interested in soccer. Their differences are that the narrator was not competitive at first, that the narrator can hear, that Adamah is better-looking. (2)
- i) Adamah jokes that if the rest of the team could not hear, they would not have heard the crowd cheering, so they would not have been so happy. This shows that he is able to joke about his deafness, but in a way that shows up his teammates, not himself. (2)
- j) Adamah has the ability to set an aim or a goal, and to work extremely hard to achieve that goal, even if it means a lot of sacrifice. Most learners will agree with the narrator's mother. (3)
- k) The writer wants readers to form an opinion about Adamah's character before they realise that he has a disability. This is because the writer believes that his disability does not define him, is not the most important thing about him. (2)

Total marks: 20

Assessment

- **Self/peer assessment:** Learners can correct their own answers while you explain, using the model answers above.
- **Teacher assessment:** Use the activity to assess the following indicators:
 - B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts
 - B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/drama)
 - B9.5.1.1.4. Use literary devices (imagery) in texts
 - B9.5.1.1.5. Analyse common themes in texts
 - B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding
 - B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility)
 - B9.2.1.1.4. Expand various ideas and perspectives in texts

Project: This project reinforces two concepts and skills: sign language and internet research skills. Learners use the internet to find out some basic words and phrases in order to communicate with someone who is deaf. Discuss with the class how it is polite to make the effort to learn some phrases in sign language. Elicit from learners that even if deaf people are able to lip-read, they would probably appreciate the gesture.

Introduction

This unit has an environmental focus. Learners discuss the issue of deforestation. They read two texts on the issue: one, an article with facts, the other a letter to the editor with opinions. Learners use technical vocabulary relating to forestry, and revise phrasal verbs. They research and write an information essay. Finally, they analyse a film script.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion <ul style="list-style-type: none"> Use open ended questions to enable speaker link ideas of other speakers on topics/issues. Listen attentively to viewpoints on topics/ issues in a conversation and respond appropriately. Engage in conversations on topics/issues with several speakers and respond to different views. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues <ul style="list-style-type: none"> Identify and explain grade-level global issues e.g. violence, gender and inclusion, kidnapping, terrorism, child trafficking. Discuss orally grade-level global issues/ topics using appropriate language e.g. register/vocabulary, phrasal verbs, idioms. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating) <ul style="list-style-type: none"> Identify interesting topic/issues appropriate for argument and debate e.g. children should be allowed to take decisions on matters concerning them. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 2: Reading

Sub-strand 1: Comprehension

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> Read age-appropriate texts for the main ideas. Read within given time for specific information. Answer simple questions on the texts. Peer review the information gathered. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> Read a set text. Using prediction, make a summary of the main ideas. Follow up with other strategies to find patterns and relationships between ideas. Put all information together and peer edit. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.3. Make generalisations from text and link to real life situations <ul style="list-style-type: none"> Read a text and identify specific patterns that form generalisations. Identify the highest points and link to real life situations. Modify portions of texts to suit the realities of life. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/information from different types of texts <ul style="list-style-type: none"> Have different types of texts: <ul style="list-style-type: none"> narrative expository procedural. Compare the language, style, structure and purpose, as well as the ideas/themes/information in any two related texts. Compare ideas through discussion, notes etc. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> Skim for details. Scan for main ideas. Read for details and answer questions. Relate passages to personal experiences. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context <ul style="list-style-type: none"> Identify the use of different registers for specific texts. Read texts that make distinctions in language use for a variety of purpose. Use the right vocabulary in complex sentences/paragraphs. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 3: Grammar usage Sub-strand 1: Grammar		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in communication	B9.3.1.1.3. Use more complex phrasal verbs accurately in speech and writing <ul style="list-style-type: none"> Identify phrasal verbs in texts and determine what they mean in context (come after, come along, blow up, make up, etc.). Use phrasal verbs in developing meaningful paragraphs. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 3: Vocabulary		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication	B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts <ul style="list-style-type: none"> Demonstrate appropriate use of vocabulary in context. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 4: Writing Sub-strand 1: Production and distribution of writing		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.1.1: Develop, organise and express ideas coherently and cohesively in writing	B9.4.1.1.2. Develop a paragraph to show paragraph unity and completeness using supporting details (e.g. explanation, elaboration, definition, examples) <ul style="list-style-type: none"> Write paragraphs showing the topic sentence, minor and major supporting sentences using transitional devices to bring about cohesion and coherence. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

B9.4.1.2: Create different paragraphs a given topic	B9.4.1.2.1. Compose more complex paragraphs using appropriate strategies <ul style="list-style-type: none"> Organise sentences in a logical sequence to create coherence and beauty that sustains interest in an introductory paragraph. Use logical connectors to link sentences in a paragraph. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 2: Text types and purposes		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational and persuasive, argumentative texts	B9.4.2.1.4. Write an informative, explanatory text on a familiar or unfamiliar topic <ul style="list-style-type: none"> Write an informational text to show how and why something happened: <ul style="list-style-type: none"> Vividly describe a situation. Give details of how a problem situation occurs. Use appropriate, objective language to explain points. Organise ideas and points in an information text logically. Using selected topics, write reports that are devoid of decisions based on personal bias, cultural differences and any other criterion that cannot be measured or proven. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 5: Literature		
Sub-strand 1: Narrative, drama and poetry		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts <ul style="list-style-type: none"> Describe characters by their appearance, what they do, say, and what others say about them. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/drama) <ul style="list-style-type: none"> Identify and explain the key events in film/media, narratives and play scripts. Compare events across film/media, narratives and play scripts. Create film/media, narratives and play scripts. (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 212–221
- A dictionary
- Recent news articles about deforestation and climate, especially in West Africa
- If possible, a video of *The Fisherman and his Wife*, for learners to watch as a supplementary activity when they complete Activity 7. There are some on YouTube, for example: https://www.youtube.com/watch?v=1_BS7UGKZEo

Review

Before beginning Unit 18, review the concepts and skills developed in Unit 17. These are:

- information about various disabilities
- connotations of words
- noun phrases
- fiction and non-fiction narrative essays
- elements of a narrative text.

Teaching methodology

Oral Language (Learner's Book page 212)

ACTIVITY 1

Discuss forests and deforestation

(GROUP)

1. First learners look at the two photographs and identify the differences.
2. Then they think of possible reasons for the differences.
3. They discuss how forests benefit people.
4. They also discuss the effects of deforestation on animals.
5. Finally learners talk about how the cutting of trees should be regulated.
6. Groups follow the usual process of electing a group chairperson who will ensure that all group members take part.

Assessment

Teacher assessment: Use this discussion to assess the following indicators:

- B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion
- B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues
- B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)

Reading (Learner's Book page 213)

ACTIVITY 2

Predict texts

(GROUP)

1. Learners can complete this activity working in groups.
2. Set a time limit of 10 minutes.
3. After learners have completed the prediction activities, read the texts aloud to the class so that they can judge whether their predictions were correct.

4. You could also ask two different learners who read well to read the texts aloud.

Answers

1. a) The title is “Deforestation reaches alarming levels”. This shows clearly what the article is about.
b) The photographs show logging, a form of deforestation.
2. a) In each of the paragraphs, the topic sentence is the first sentence.
b) Bia Tano
c) Paragraph 2
3. b) It is a letter.
c) The footnote is at the end of the article.

Assessment

- **Self/peer assessment:** Learners can assess their own answers.
- **Teacher assessment:** Use the answers to assess the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

ACTIVITY 3

Read and understand a text

(INDIVIDUAL/GROUP)

1. Before learners begin, remind them of the importance of setting a reading purpose. In this case the purpose is twofold: to find out more about the important issue of deforestation, and to read in order to develop their comprehension.
2. Learners can read the factual text to themselves.
3. Then they can read the letter to the editor.
4. They discuss the answers in groups.
5. Then they write their own answers.

Answers

2. Text A

- a) The cutting down of trees in such a way that the forests do not regrow. (1)
- b) i) The figure of 60% is by an independent researcher and writer. The figure of 31% is the government's figure. (2)
ii) The writer feels that the difference is not important, as whichever figure you accept, Ghana still has one of the highest rates of deforestation in the world. (2)
- c) Mining plays an important part in the economy. Mining can damage the environment. (2)
- d) No, because their activities have a “damning” effect, which suggests that the harm caused is irreversible. (2)
- e) Forest land is cleared by farmers so that they have fields to plant crops. (1)
- f) Rivers dry up or are polluted. Deforestation contributes to global warming. Local plants and animals are harmed and endangered by deforestation. (3)
- g) Accept any correct answer, such as soil erosion, flooding, an increase in greenhouse gases. (1)
- h) The writer calls for more trees to be planted, and for government action to limit deforestation. (2)

- i) i) **The loss of old forests** is particularly harmful as these will take decades to grow back, if ever. (**subject**)
- ii) This has resulted in **acute water shortages** in many areas. (**object**)
- iii) Also, deforestation adversely affects **both the flora and the fauna of the country**. (**object**) (3)

Text B

- j) The mood can be described as sad or disheartened. (2)
- k) Any three of: the trees have gone; there is soil erosion; the river has dried up; the wild animals have gone. (3)
- l) The writer appeals for lots of trees to be planted, and for more government action. (2)

Comparing Texts A and B

- m) Text A is more factual; Text B is more emotional. (2)
- n) Text B is in the first person, because it gives the letter writer's personal experience. (2)

Total marks: 30

Assessment

- **Self/peer assessment:** Learners can work in groups to check each other's answers.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.2.1.2.3. Make generalisations from text and link to real life situations
 - B9.2.1.2.4. Compare the language, style, structure and purpose, as well as the ideas/information from different types of texts
 - B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages

Remedial activity

Learners might struggle with the questions that call for analysis of the writers' moods, purposes and conclusions. Identify learners who struggle. Provide them with the answers above, write each answer on a separate strip of paper and ask the learners to match them with the questions. They should be able to explain their choice of answer to you, to prevent them from guessing.

Then take away the sample answers, and learners can write their answers in order to consolidate the work done in the Remedial activity.

ACTIVITY 4

Use vocabulary

(CLASS/PAIR)

1. Read the words to the class.
2. Ask learners to suggest what each word means.
3. They should be able to explain most of the words.
4. Possibly "habitat" will be confusing to some learners.
5. Learners take turns to read the words to each other.
6. Then they use the words to complete the sentences.
7. Encourage them not to guess but look up the words they do not know in a dictionary.

Answers

2. a) Indiscriminate felling of trees can result in **deforestation**.
- b) The forests serve as **habitats** for different species of animals and plants.
- c) Deforestation can result in **erosion**.
- d) If left unchecked, **soil** erosion can make land unsuitable for plant growth.
- e) Illegal loggers cut down trees for **timber** for the export market.
- f) **Logging** contributes to deforestation.
- g) Some species of animals are becoming **endangered** due to deforestation.
- h) As a nation, our priority now must be **conservation** of the remaining forests.

Assessment

- **Self/peer assessment:** This activity is ideal for self-assessment.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context
 - B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts

Extension activity

Use this to revise the correct pronunciation of multisyllabic words. Learners should say the words aloud, stressing the correct syllable.

conservation	deforestation	discrepancy	endangered	erosion
habitat	indiscriminate	logging	reforestation	vulnerable

Grammar (Learner's Book page 216)

ACTIVITY 5

Use phrasal verbs

(INDIVIDUAL)

1. Learners should know what phrasal verbs are.
2. Ask a few learners to explain, in order to determine whether they do know, or whether they need to revise this.
3. Learners can revise on their own, by looking back at Unit 6.
4. Then they work alone to answer the questions.

Answers

2. a) It is not good to **cut down** trees.
- b) The Forestry Commission must **clamp down** on illegal loggers.
- c) Government needs to **draw up** a clear plan to prevent further loss of forests.
- d) Perpetrators of forestry related crimes must not be allowed to **get away with** it.
- e) We all must **take up** the responsibility of replanting trees.
- f) All citizens are **called upon** to join in the fight to conserve Ghana's forests.
- g) Task forces should be **set up** to check night-time chainsaw operators.
- h) Everyone must **wake up** to the threat to our environment.

3. Illegal loggers work in small groups or alone in forests to **cut down** trees and to then **cut up** the trunks into timber for sale. They **get away with** this for various reasons: it is difficult for authorities to monitor all areas of forests, and the loggers often **carry out** their activities at night. We urgently need to **take steps** to stop illegal logging. Perhaps there should be a dedicated armed response unit that officials can **call on**. This unit could **back up** the monitoring efforts of local officials. We need to **take back** control of our forests, and **cut down on** illegal logging, so that future generations do not **lose out on** enjoying our local forests.
4. Accept any correct answers, for example:
 - a) Remember to log out of the Internet search machine before closing your computer.
 - b) I like pop music, but I want to branch out and listen to more genres.
 - c) The officials have promised to root out any corruption in the department.
5.
 - a) I have a headache; I might be **coming down with** flu.
 - b) Something urgent has **come up** at work, so I will be home late today.
 - c) I don't think we will experience a flood but if it should **come about**, we will evacuate the low-lying areas.
 - d) I hope the wedding photos will **come out** well.
 - e) I have lost my keys somewhere in the school grounds. If you **come across** them, please hand them in at the office.
 - f) His long stay in hospital was an ordeal but he has **come through** it.
 - g) **Come over** for a cup of tea this afternoon.
 - h) When the right opportunity **comes along**, you must take it.

Assessment

- **Self/peer assessment:** Learners can swap their answers with a partner, and correct each other's work.
- **Teacher assessment:** These exercises assess the following indicator:
B9.3.1.1.3. Use more complex phrasal verbs accurately in speech and writing

Writing (Learner's Book page 218)

ACTIVITY 6

Write an information essay

(CLASS/INDIVIDUAL)

1. Use the detailed notes to revise how to plan and write an information essay.
2. There are three topics given to learners. Read those with the class.
3. Discuss how they can do research to find information to use. For example, they can do Internet research, so long as they make sure they use reputable sites. They can take books out of a library. They might be able to find out information from any local organisations or government departments that deal with deforestation or environmental issues.
4. Learners should have at least one homework period to do the research.
5. Then they will need time to write the draft, edit it and rewrite the final essays.

Assessment

- **Self/peer assessment:** Learners can use the checklist in the Learner's Book to assess their own work in the editing process. They can also ask a classmate or friend to read their essay and suggest improvements.

- **Teacher assessment:** Use the rubric “Information/Expository essay” on page xv of this Facilitator’s Guide to assess the following indicators:
 - B9.4.1.1.2. Develop a paragraph to show paragraph unity and completeness using supporting details (e.g. explanation, elaboration, definition, examples)
 - B9.4.1.2.1. Compose more complex paragraphs using appropriate strategies
 - B9.4.2.1.4. Write an informative, explanatory text on a familiar or unfamiliar topic

Literature (Learner’s Book page 219)

ACTIVITY 7

Identify, narrate and analyse events in films

(CLASS/GROUP)

1. Explain that the plot diagram or chart shows the development of a plot.
2. Learners have worked with plot before, so they should understand that quite easily.
3. Then read the summary of *The Fisherman and his Wife*.
4. Learners use the information from the summary to complete the plot diagram or chart analysing the plot development.
5. Finally, learners read an extract from a film script and decide where it comes from in the plot.

Answers

2. b) Learners will copy the chart diagram and write these words along the diagram. They can use their own words, so their answers will not necessarily be the same as these in the model answer.

Introduction: A fisherman who is married to a discontented wife, catches a magic flounder that can grant wishes.

Rising action: His wife demands various things in an attempt to be happy.

Climax: Finally she demands that she be made the Almighty.

Falling action: The wife becomes invisible to her husband, who selflessly asks the fish to grant him a wish: that his wife be happy.

Resolution: She returns (or becomes visible to him again) and is much happier.

3. The extract comes from the middle of the plot, probably from the climax as the criminals are captured.

Assessment

- **Self/peer assessment:** Learners can work in groups to assess each other’s understanding of plot.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts
 - B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/drama)

Extension activity

Learners can watch the film *The Fisherman and his Wife* as a supplementary activity.

Introduction

This unit uses the topic of the Volta River as a springboard to explore Ghana's serious water crisis, as well as the effect that water pollution is having on people and the environment. Learners take part in a structured group discussion, and complete a listening comprehension. The reading text is about rivers and pollution, with prediction activities and comprehension questions. Learners also summarise the text and increase their vocabulary with words related to water. The grammar section revises conditional sentences. Learners write a report, researching the topic. The literature section continues the work begun in Unit 18, with work on analysing a film scene.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues <ul style="list-style-type: none"> Identify grade-level national issues (the youth in agriculture, sanitation, lifestyle diseases). (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating) <ul style="list-style-type: none"> Engage in arguments and debates on topics/issues using appropriate register. Observe and use the skills of turn taking in arguments and debates. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 2: Listening comprehension		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/language/figures <ul style="list-style-type: none"> Listen to and watch audio-visuals for about two hundred (200) words per two (2) minutes and write key information (message, theme, tone, mood, character) from them. Make inferences (about purpose, intention, theme/message) and simple connections to real life and personal experiences. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	<p>B9.1.2.1.2. Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others' ideas and expressing their own clearly and persuasively</p> <ul style="list-style-type: none"> • Listen to and identify key issues in level-appropriate texts/speeches/dialogues e.g. argumentative texts, news, presentations. • Initiate discussions on ideas and share opinions on level-appropriate texts/speeches/dialogues. • Engage in conferences to discuss ideas noted from texts/speeches/dialogues and express your own clearly and persuasively. <p>(Activity 2)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
<p>Strand 2: Reading Sub-strand 1: Comprehension</p>		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
<p>B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading</p>	<p>B9.2.1.1.4. Expand various ideas and perspectives in texts</p> <ul style="list-style-type: none"> • Read a level appropriate text. • Identify the main ideas and the writer's point of view. • Compare own ideas with other points of view. • Peer review other ideas. • Put ideas together to expand the different perspectives. <p>(Activity 4)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
<p>B9.2.1.2: Read, comprehend, and analyse varieties of texts</p>	<p>B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts</p> <ul style="list-style-type: none"> • Read a set text. • Using prediction, make a summary of the main ideas. • Follow up with other strategies to find patterns and relationships between ideas. • Put all information together and peer edit. <p>(Activity 3)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.2.1.2.3. Make generalisations from text and link to real life situations</p> <ul style="list-style-type: none"> • Read a text and identify specific patterns that form generalisations. • Identify the highest points and link to real life situations. • Modify portions of texts to suit the realities of life. <p>(Activity 4)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>

	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> • Skim for details. • Scan for main ideas. • Read for details and answer questions. • Relate passages to personal experiences. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts <ul style="list-style-type: none"> • Read grade-appropriate texts. • Identify known and unknown words meaningfully. • Connect these words and phrases to the text and analyse the effect. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Sub-strand 2: Summarising		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary	B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary <ul style="list-style-type: none"> • Analyse a text. • Identify the main and supporting ideas. • Provide an objective summary of the text. • Provide answer questions for summary questions. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 3: Grammar usage		
Sub-strand 1: Grammar		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication	B9.3.1.2.1. Use conditional sentences in communication to indicate an impossible condition in the past and its probable result <ul style="list-style-type: none"> • Use <i>if</i>-clauses to construct conditional sentences (type 3) to refer to an impossible condition in the past and its probable result. • Construct and analyse given conditional sentences (1–3) into main clauses and subordinate clauses (<i>if</i>-clauses). (Activity 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Sub-strand 3: Vocabulary		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication	B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts <ul style="list-style-type: none"> • Demonstrate appropriate use of vocabulary in context. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 4: Writing Sub-strand 3: Building and presenting knowledge		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.3.1: Research to build and present knowledge	B9.4.3.1.1. Conduct short research projects based on focused questions, and present key findings in writing <ul style="list-style-type: none"> • Identify issues of interest in your environment/school/community and conduct an investigation on them based on focused questions. <ul style="list-style-type: none"> – Sample research questions. – Record, organise findings for presentation. – Make a list of references to avoiding plagiarism. – Individual/group presentation of findings. <i>NB: Digital sources can be used to collect data (information).</i> (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 5: Literature Sub-strand 1: Narrative, drama and poetry		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts <ul style="list-style-type: none"> • Describe characters by their appearance, what they do, say, and what others say about them. (Activity 9)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	<p>B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/drama</p> <ul style="list-style-type: none"> Identify and explain the key events in film/media, narratives and play scripts. Compare events across film/media, narratives and play scripts. Create film/media, narratives and play scripts. <p>(Activity 9)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
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Resources

- Learner's Book pages 222–233
- A dictionary
- Copies of the questionnaire for learners to use in the research activity

Review

Before starting Unit 19, review the concepts and skills taught in Unit 18. These are:

- deforestation
- how to express point of view in discussions
- phrasal verbs
- researching and writing an informative essay
- dialogue and plot in a film script.

Teaching methodology

Oral Language (Learner's Book page 222)

ACTIVITY 1

Discuss issues about the Volta River

(GROUP)

- The discussion begins with learners looking at positive uses of the Volta River.
- Learners use their own knowledge, and the information in the photographs, to complete the chart.

Assessment

Teacher assessment: Listen to the discussions to make sure that all learners contribute. Also monitor that the content of the discussions is accurate. You may find the rubric "Listen and discuss/debate" on page xiv of this Facilitator's Guide useful. Use the discussions to assess the following indicators:

- B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues
- B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)

ACTIVITY 2

Listen to a text

(INDIVIDUAL)

- First learners predict the topic of the listening text from the photograph.
- Read the listening text provided on the next page of this Facilitator's Guide once aloud to the class.
- Then learners skim-read the questions, so that they listen the next time with understanding of what information they need to remember.

4. Read the text aloud again.
5. Give learners 10 minutes to write their answers.

Listening text

The Korle Lagoon is a large body of water in Accra, Ghana's capital city, west of the city centre. The Odaw River and two large drains empty into the lagoon, therefore waste from the drains collects here. Regrettably, it is now notorious for its dangerous levels of pollution.

The lagoon's pollution has three major causes. Firstly, untreated industrial waste is pumped into drains, including lots of sawmill dust from the timber industries at Korle Dudor. Secondly, rapid urbanisation in Accra leads to large quantities of waste. However, the Waste Management Department collects only 60% of the waste generated daily. The remainder is dumped in open fields and water bodies and ends up in the Korle Lagoon. Even a local hospital discharges its waste into the lagoon. Thirdly, because of the lack of toilets and sewerage systems in some areas, people resort to using open land around the lagoon.

The pollution of the lagoon negatively impacts Accra's physical and economic environment. One result is persistent flooding. Because the lagoon is filled with silt and waste, it has become shallow over time, consequently even minor rainfall causes the lagoon to flood. Korle Lagoon has lost its attractive scenery, which used to draw visitors. Alien vegetation has become established, and conversely fish and bird species are dwindling. There has been an increase in disease such as malaria and diarrhoea in communities close to the lagoon. Finally, the upper part of the lagoon has become muddy and filthy, and the stench that comes from it is unbearable, jeopardising the livelihoods of fishermen who depend on the lagoon as a source of jobs and food.

The Government of Ghana, with assistance from donor agencies, has initiated measures to restore the lagoon to its natural state. Attempts are also being made to involve the communities in the catchment area through environmental education and awareness campaigns about the need to protect the lagoon.

Answers

5. a) unregulated industrial waste, rapid urbanisation (or rural-to-urban migration), lack of sanitation facilities (3)
- b) People use land around the lagoon, and toilets in the area discharge into the lagoon. (2)
- c) The silt and waste have made the lagoon shallower, therefore it floods easily whenever it rains. (2)
- d) malaria, diarrhoea (2)
- e) Fish stocks have declined because of the poor water quality. (2)
- f) There are attempts to undo the damage to the lagoon and restore it to a natural state. There are also education programmes aimed at people living or working in the area. (2)
- g) Accept any correct answer. Most learners will say that both local people and the authorities are to blame. (2)

Total marks: 15

Assessment

- **Self/peer assessment:** Learners can assess their own answers.
- **Teacher assessment:** Use the listening comprehension to assess the following indicators:
 - B9.1.2.1.1. Listen to audio-visual texts attentively and support ideas with vocabulary/language/figures
 - B9.1.2.1.2. Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others' ideas and expressing their own clearly and persuasively

Extension activity

Learners should have a discussion about who is to blame, which is the focus of question g). Use this to prompt learners to start thinking about how each individual can make a difference in addressing environmental issues, and to think about how we can hold government more accountable for lack of adequate policies.

Reading (Learner's Book page 223)

ACTIVITY 3

Predict a text

(GROUP)

1. Learners can complete this activity working in groups.
2. As prediction is meant to be a quick and efficient process, set a time limit of 10 minutes.
3. After learners have completed the prediction activities, read the text aloud to the class so that they can judge whether their predictions were correct.

Answers

1. a) The title states clearly that the topic is water pollution.
b) The photograph shows a scene of water pollution.
2. a) The first and last sentences all help to work out the subtopic of each paragraph.
b) Paragraph 6
c) Yes, the warnings are clear that rivers and waterways must be protected.
3. b) Ganges

Assessment

- **Self/peer assessment:** Learners can work in groups to check each other's answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

ACTIVITY 4

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners read the text in Activity 3 silently to themselves.
2. Then they work in groups to discuss the questions.
3. Ask groups to identify the questions that require them to state an opinion or to analyse opinions. They should be able to identify questions e), h), l) and m). Remind them that in those answers they do not look for an answer in the text. Instead, they analyse or comment on the text.
4. Learners write the answers working alone.

Answers

2. a) Nzulezo (Also accept any other correct answers that are not given in the text.) (1)
- b) Any two of: people need water to drink; people need water for domestic purposes; people need water to grow their agricultural crops and for their livestock/animals; water is home to fish, reptiles, birds, mammals and amphibians. (2)
- c) Any three of: cooking; washing bodies, washing cooking utensils, laundry; gardening; watering crops and animals (3)
- d) Any correct answer such as ferries. (1)
- e) Learners' answers will vary, depending on whether they have experience of rivers being neglected or cared for. (2)
- f) Accept any reasonable answers, such as any two of the following: Polluted water causes diseases, even kills people; polluted water cannot be used in agriculture; plants and animals using polluted water become toxic or die. (2)
- g) i) The Birim River: Illegal mining practices
ii) The Murray River: Residue of farm management practices
iii) The Nawui River: Sand mining (3)
- h) People know that we need fresh water in order to live, so it is surprising that we do not take better care of our water sources. (2)
- i) He/she finds it extremely depressing. "I am reduced to tears" (2)
- j) The chemical waste makes the water toxic, sometimes to the extent that it cannot even be used to water plants in agriculture or becomes uninhabitable for aquatic animals. (2)
- k) Any three of the stated examples, such as that contaminated water causes/carries diseases; alters brain function; damages the immune and reproductive systems, etc. (3)
- l) Accept any reasonable suggestion. (2)
- m) Optimistic, because the author reminds readers that we can achieve success if we try. (2)
- n) Award half a mark for correct identification, and half a mark for the correct meaning.
i) cut back (on) – use less of
ii) crack down (on) – enforce legislation, punish
get away with – break the law without suffering any consequences (3)

Total marks: 30

Assessment

- **Self/peer assessment:** Learners can check their own answers while you explain them.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.1.4. Expand various ideas and perspectives in texts
 - B9.2.1.2.3. Make generalisations from text and link to real life situations
 - B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages

ACTIVITY 5

Write a summary

(INDIVIDUAL)

1. First stress that learners need to understand the summary topic very clearly, so that they avoid the common error of summarising the whole text instead of selecting relevant information.
2. Learners write rough notes of the eight points they will include.

3. Remind learners that these notes do not need to be in full sentences.
4. Then they check that their points are correct.
5. Draw learners' attention to the tip about estimating the total number of words.
6. Finally, they write their neat summaries using full sentences.

Answers

2. The summaries should include these eight points:
 - Residue of farming
 - Illegal mining
 - Chemical waste
 - Plastic and other litter
 - Human excrement
 - Polluted water causes diseases, even kills people
 - Cannot be used in agriculture
 - Plants and animals using polluted water become toxic or die

Assessment

- **Self/peer assessment:** Learners can work in pairs to check that they have the correct information. They can also work together, if necessary, to redraft their writing so that the summaries do not exceed 80 words.
- **Teacher assessment:** Use the rubric "Summary" on page xix of this Facilitator's Guide to assess the summaries. This activity addresses the following indicator:
B9.2.2.1.1. Analyse critically a given text in entirety and provide an objective summary

Remedial activity

Before learners write their summaries, skim-read the paragraphs quickly with the class, and help them decide whether each paragraph has information that should be included, or whether that paragraph should be left out of the summary. Learners should be able to identify that the first three paragraphs do not have relevant information.

ACTIVITY 6

Use vocabulary

(PAIR)

1. Learners take turns to pronounce the words aloud.
2. Learners look up any of the words in the word tiles that they do not know.
3. Learners should understand by now what nuance means. If necessary, revise the notes on nuance in Unit 4.
4. Then learners complete the sentences working in pairs so that they can confer with each other, or on their own if you prefer.

Answers

1. c) i) My friend's eyes were red and **watery** from all the dust in the air.
 ii) The cost of the goods is **eye-watering**.
 iii) **Waterborne** diseases are diseases caused by contaminated water.
 iv) The waitress came back with a tray of **mouth-watering** cream cakes.

- v) The deep-sea diver uses a **waterproof** watch.
 - vi) **Waste water** needs to be treated and purified before it is used.
2. a) Seawater is **cloudy** because there is salt in it.
 - b) Rainwater on the ground is **muddy**.
 - c) The river water is **polluted** with plastic and other litter.
 - d) The water near the factory is **toxic** and unfit for drinking.

Assessment

- **Self/peer assessment:** Learners can correct their own answers.
- **Teacher assessment:** Use the answers to assess the following indicators:
 - B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts
 - B9.3.3.1.1. Interpret vocabulary appropriately in more complex texts

Grammar (Learner's Book page 227)

ACTIVITY 7

Use conditional sentences

(INDIVIDUAL)

1. Learners first worked with conditional sentences in Unit 3, and then again in Unit 7.
2. Look back at the notes in Unit 3 and Unit 7 to revise the concepts.
3. Learners can work alone to do the exercises.
4. Draw learners' attention to the correct use of the comma.

Answers

2. a) If you swim in the river, you will get wet. **Type 1 – definite**
- b) The lagoon would have been in a better state today if drastic action had been taken decades ago. **Type 3 – impossible (because it is too late)**
- c) If all Ghanaians worked together, we would not have a problem with pollution. **Type 2 – unlikely (imaginary/hypothetical)**
3. a) If the Volta River did not exist, the Akosombo Dam would not have been built.
- b) If he had known how to swim, the boy might not have drowned.
- c) People will protect the water quality if they are educated on the effects of water pollution.
- d) If we stop polluting the water bodies, we will be healthier.
- e) A lot of aquatic animals will die if people pollute the water bodies.
- f) We can reduce pollution problems caused by plastics if we reduce the use of plastics.
4. a) If a river **becomes** polluted, its water **is** not suitable for drinking water.
- b) If we **don't do** something now about water pollution, it **will be** too late.
- c) If we **changed** our ways, we **might save** the water bodies.
- d) If people **used** reusable bags, they **would throw** away less plastic.
- e) If we **had taken** more sustainable measures, our environment **would have been** less damaged.
- f) If waste materials and litter enter the water, water bodies **face** the threat of water pollution.

Assessment

Teacher assessment: Use the answers above to mark learners' work. This activity assesses the following indicator:

B9.3.1.2.1. Use conditional sentences in communication to indicate an impossible condition in the past and its probable result

Writing (Learner's Book page 228)

ACTIVITY 8

Do research and write a report

(CLASS/PAIR/INDIVIDUAL)

1. Use the notes to assist learners to decide how to research information for their report.
2. Discuss how to list sources used. Use the examples for this.
3. Also discuss the issue of plagiarism, and why it is important to acknowledge all sources used.
4. Discuss the notes on using formal language.
5. The notes also include examples of useful vocabulary. Read these, ensuring that learners understand what they all mean.
6. There are three suggested research topics for learners to choose from. Try to ensure that learners do not all choose the same topic.
7. Learners make copies of the questionnaire and complete them with the people they interview. *Note: Digital sources could be used to collect data (information).*
8. Ask two learners to role-play conducting an interview.
9. Learners then do their research, working in pairs. (If they interview strangers in the community, working in pairs is a safer option than doing this alone.)
10. Learners follow the usual stages of drafting, editing and then writing their final reports. They can write and submit one report as a pair, or each partner can write his/her own report.

Assessment

- **Self/peer assessment:** Learners use the checklist to assess their own work.
- **Teacher assessment:** Use the rubric "Report based on own research" on page xxii of this Facilitator's Guide to mark the reports. This assesses the following indicator:
B9.4.3.1.1. Conduct short research projects based on focused questions, and present key findings in writing

Literature (Learner's Book page 232)

ACTIVITY 9

Identify, narrate and analyse events in film

(CLASS/GROUP)

1. Use the notes in Unit 18 to revise plot in film scripts.
2. Learners work in groups of four to role-play the script.
3. Learners discuss the questions, still working in their groups of four.
4. Learners then work on their own and write the answers in their exercise books.

Answers

3. a) It was Friday. / He was happy because the weekend had just started for them. (1)
b) The seriousness of the current extent of water pollution levels in Ghana / The causes, effects, and prevention of water pollution (2)

- c) Any three: household waste being dumped in the rivers; chemical fertilisers and insecticides washing into canals and streams; waste materials from mills, factories and mines; dead bodies and rotten debris of animals and plants; germs of diseases and insanitary latrines (3)
- d) The government must ensure strict measures to deal with any culprits of water pollution. People need to be made aware of the importance of clean, healthy fresh water. (2)
- e) The scene does not have a climax. It is an extract of a conversation. / It is a conversation without a plot. The characters discuss an issue, offering differing viewpoints. They are in general agreement; there is not a point of conflict. (2)

Total marks: 10

Assessment

- **Self/peer assessment:** Learners can correct their work informally while you explain the answers.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts
 - B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/drama)

Remedial activity

Ask learners to copy the table they used in Unit 18, and to summarise the sequence of events. Use the suggested answer below. *Note that the scene does not have a climax in the sense of an exciting plot development.*

Introduction	Initiated by Acheampong's greeting.
Rising action	Starts when Boansiwaa expresses her concern and Oforiwaah supports her view, and continues until all four learners eventually acknowledge that there is a problem.
Climax	When Acheampong states that water pollution has to stop now.
Falling action	When the learners agree that citizens and government should all play a part.
Resolution	When the learners greet and go their separate ways.

Introduction

Climate change is a vital issue that increasingly affects communities detrimentally all around the world. Learners will start to find out more about it in this unit. They take part in a debate. They read a factual article about the broader impact of sea level rise and extreme weather on development in Africa, completing prediction and comprehension activities. The grammar section begins with a vocabulary activity that includes revision of the concepts nuance, literal meaning and figurative meaning. It then revises the passive voice, and applies this by showing how the passive voice can be used to express opinions. Learners write an argumentative essay, and write a letter refuting the ideas in the essay. The literature section requires learners to write their own scene for a film.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating) <ul style="list-style-type: none"> Identify interesting topic/issues appropriate for argument and debate e.g. children should be allowed to take decisions on matters concerning them. Engage in arguments and debates on topics/issues using appropriate register. Observe and use the skills of turn taking in arguments and debates. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 2: Reading		
Sub-strand 1: Comprehension		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via different text types <ul style="list-style-type: none"> Gather samples of media messages/articles/stories (kindle) from credible sources. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

B9.2.1.2: Read, comprehend, and analyse varieties of text	B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts <ul style="list-style-type: none"> • Read a set text. • Using prediction, make a summary of the main ideas. • Follow up with other strategies to find patterns and relationships between ideas. • Put all information together and peer edit. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages <ul style="list-style-type: none"> • Skim for details. • Scan for main ideas. • Read for details and answer questions. • Relate passages to personal experiences. (Activity 3)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context <ul style="list-style-type: none"> • Identify the use of different registers for specific texts. • Read texts that make distinctions in language use for a variety of purpose. • Use the right vocabulary in complex sentences/paragraphs. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts <ul style="list-style-type: none"> • Read grade-appropriate texts. • Identify known and unknown words meaningfully. • Connect these words and phrases to the text and analyse the effect. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 3: Grammar usage Sub-strand 1: Grammar		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.4: Demonstrate mastery of the use of active and passive voice	B9.3.1.4.1. Use passive forms appropriately in speech and in writing <ul style="list-style-type: none"> • Change active to passive sentences. • Construct an opinion using active and passive sentences in speech and in writing. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 4: Writing

Sub-strand 2: Text types and purposes

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.2.1: Use a process approach to compose descriptive, narrative/imaginative, informational and persuasive, argumentative texts	B9.4.2.1.3. Write a well-organised persuasive piece (e.g. argumentative) that states and defends a position <ul style="list-style-type: none"> • Compose an argumentative piece suitable following appropriate format/style using process approach. • Write a rejoinder for publication noting the following: <ul style="list-style-type: none"> – An address to the rejoinder. – A date. – A reference should be included. – The recipient's address. (Activity 6 & 7)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 5: Literature

Sub-strand 1: Narrative, drama and poetry

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts <ul style="list-style-type: none"> • Describe characters by their appearance, what they do, say, and what others say about them. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, autobiography, biography, narrative and play script/drama) <ul style="list-style-type: none"> • Identify and explain the key events in film/media, narratives and play scripts. • Compare events across film/media, narratives and play scripts. • Create film/media, narratives and play scripts. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 234–245
- Dictionaries
- Recent articles or news clips about extreme weather events locally or internationally
- Access to the Internet so that learners can use the suggested sites to research for their debates

Review

Before you start Unit 20, review the skills and concepts of Unit 19. These are:

- issues arising from human settlements near water
- water pollution

- expressing point of view in discussions
- selecting information for summaries
- conditional sentences Type 3
- researching and writing reports
- dialogue and plot in film scripts.

Teaching methodology

Oral Language (Learner's Book page 234)

ACTIVITY 1

Debate solutions to climate change

(CLASS/GROUP)

1. Learners look at the photograph, read the caption below the photograph, and share with the class what they know about climate change.
2. Revise the procedures and conventions of debating by referring to the detailed notes in Unit 10.
3. We have included two debate topics, so that more learners have an opportunity to take part as speakers.
4. Read the topics with the class.
5. Allow a few minutes of discussion on each topic, as a way to brainstorm ideas that teams can use when they prepare their presentations.
6. Learners do some research, using the sites suggested, as well as any other resources that are suitable.
7. The debates should run formally, with speakers presenting formally, sticking to the time limits, and learners in the audience using the correct procedure to ask questions.

Assessment

Teacher assessment: You could use the rubric "Listen and discuss/debate" on page xiv of this Facilitator's Guide in order to assess the teams' work. This activity can be used to assess the following indicator: B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)

Reading (Learner's Book page 235)

ACTIVITY 2

Predict a text

(GROUP)

1. Learners can complete this activity in groups.
2. As prediction is meant to be a quick and efficient process, set a time limit of 10 minutes.
3. After learners have completed the prediction activities, read the text aloud to the class so that they can judge whether their predictions were correct.

Answers

1. a) The title is self-explanatory: the text will be about the negative effect of sea level rise on development in Africa.
b) The photograph shows a road washed away by flooding.
2. a) The first sentences of each paragraph are the topic sentences, so learners should be able to use those to predict the content.
b) Paragraph 3
3. b) World Meteorological Organization
c) 14 million

Assessment

- **Self/peer assessment:** Learners can work in groups to check each other's answers.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.2.1.2.1. Read given text, within a specific time, for specific information
B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

ACTIVITY 3

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners can read the text alone.
2. Then groups discuss the questions. The text is quite challenging.
3. Learners work alone to write their answers.

Answers

2.
 - a)
 - i) Petteri Taalas – Senior person at an organisation dealing with international weather
 - ii) Vera Songwe – UN specialist on Africa economic issues
 - iii) Josefa L. C. Sacko – Specialist in agriculture and rural issues of Africa (3)
 - b) C ensuring a constant supply of food and water (1)
 - c) “growing impact” (1)
 - d) The poorest people, with the least access to resources and so the least able to protect themselves. (1)
 - e) A spectre is a ghost, a frightening vision. The prospect of a drought is frightening, and will lead to death and suffering, so it is appropriate to use a metaphor of a ghostly presence. (2)
 - f) Erosion of land at the coast; saltwater seeping into drinking water, water for domestic use and water for irrigation. (2)
 - g) Senegal – “It is Africa’s west coast, however, that is expected to see the biggest impact.” (Note: Côte d’Ivoire is on the south coast of West Africa.) Also accept: “Saint-Louis, in northern Senegal near the mouth of the Senegal River, has been identified by the UN as the city most threatened by rising sea levels in Africa.” (2)
 - h) They are islands, so their coastlines are vulnerable to rising sea levels. (2)
 - i) Some buildings on the coast had to be abandoned. Saltwater has got into agricultural land around the mouth of the Senegal River. Saltwater has also damaged freshwater and wetland fisheries. (3)
 - j) Some coastal villages have turned into islands, cut off from the mainland. (1)
 - k) Learners’ own suggestions, such as: The infrastructure did not keep up with the growing number of people living in the city. Coastal erosion may expose stormwater infrastructure (which runs under the ground) and tidal intrusion could damage it. A rising sea level will cause drainage systems that depend on gravity for run-off to be less effective. Sand and saltwater may block or damage the drain material. There could also be too much water for the drain system to handle, especially after torrential rains (which are on the increase owing to climate change). (1)
 - l) The text is not quite clear. Accept any one of these: They want more research into weather predictions, so that they can prepare for extreme conditions. / They want more research into the kinds of weather extremes Africa could expect as the climate warms. (2)
 - m) Coastal communities need to build structures (levees) that will keep higher waters out of their villages. They need to add huge quantities of sand and sediment to halt or slow down erosion of affected beaches. (2)

- n) We need to reduce human factors that contribute to climate change. This requires the international community to agree on measures that will be applied across the world. (2)
- o) The writer feels the situation is very urgent, and that we will experience even more disasters if we do not address the problem. (2)
- p) If climate change continues to worsen, it is Africa's west coast that will see the biggest impact. (1)
- q) Unless we address the problem of climate change, sea level rise is forecast to radically alter economies and communities throughout West Africa. / Unless we address the problem of climate change, sea level rise will alter economies and communities throughout West Africa radically. (2)

Total marks: 30

Assessment

- **Self/peer assessment:** Learners can correct their own work as you explain the answers, using the memorandum above.
- **Teacher assessment:** Use this activity to assess the following indicator:
 - B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages
 - B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via different text types

ACTIVITY 4

Use vocabulary

(PAIR)

1. Revise the difference between figurative and literal meaning with the class. Use the example of "The weather is sunny" (literal) and "That friendly man has a sunny personality" (figurative) to explain the difference.
2. Learners take turns to pronounce the words in exercise 1 correctly.
3. Then learners look up the meaning of each word in exercise 1 in a dictionary. Show them how a dictionary gives the literal meaning first, and then any figurative meanings.
4. In exercises 1b), 2 and 3, learners continue working in pairs so that they can confer with each other and/or share a dictionary, but they could work alone if you prefer.
5. Remind the class that words have nuances, or shades of meaning. They will apply this when they do exercise 3.

Answers

1.
 - a) The news of her illness cast a gloomy **cloud** over the gathering.
 - b) The **climate** in the classroom is not favourable for learning.
 - c) The boy will **thunder** when he finds out that someone stole his money.
 - d) The old woman was in a **flood** of tears after hearing about her son's demise.
 - e) COVID-19 created an academic **drought** in some schools.
 - f) There has been a **hurricane** of problems in my friend's home.
 - g) The boy dashed out of the class at **lightning** speed.
2.
 - a) It was **irritating/upsetting** that we could not sit outside because of the rain.
 - b) My school pants got muddy in the rain, so I will need to wash them again, which is **upsetting/irritating**.
 - c) The flood was **devastating**, causing damage to many houses.
 - d) The 2004 Indian Ocean tsunami was **catastrophic**, causing the loss of over 200 000 lives.

Assessment

- **Self/peer assessment:** This activity is suitable for self-assessment.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context
 - B9.2.1.2.9. Make conceptual connections between known and unknown words/phrases and analyse nuances of words/phrases in texts

Grammar (Learner's Book page 239)

ACTIVITY 5

Use the passive voice

(CLASS/INDIVIDUAL)

1. Introduce this activity by asking the class "Has the passive voice been covered already this year?" Then ask them whether the question you asked is in the passive voice or in the active voice. This will be an interesting way to revise the passive voice.
2. Refer to the notes in Unit 12 for further revision.
3. Learners can complete the exercises working alone.
4. Note that exercise 4 requires learners to write a paragraph giving suggestions, using the passive voice at least three times. Study the example paragraph with them, pointing out how scientific writing often uses the passive voice.

Answers

2.
 - a) An average increase of 1.0 °C **has been recorded** in Ghana since 1960.
 - b) This increase **has been put down** to climate change.
 - c) Forty-eight more hot days **were recorded** in 2003 than in 1960.
 - d) Climate change **is caused** by various factors, including use of fossil fuels.
 - e) Poorer communities **are impacted** more by climate change.
 - f) Low-lying areas **are threatened** by the rise in sea levels.
3.
 - a) Climate change is contributed to by burning fossil fuels such as coal, oil and natural gas.
 - b) Erosion can be caused by the loss of trees and other vegetation.
 - c) Lots of vegetation in East Africa was destroyed by emissions from volcanoes.
 - d) The use of mitigation policies to fight the threats of sea level rise is advised by climate change experts.
 - e) Human existence is threatened by climate change.
 - f) Diseases were contracted by people as a result of climate change.
4.
 - b) Learners write a paragraph in which they give their own opinion using the passive voice.

Assessment

- **Self/peer assessment:** Learners can work in groups to correct each other's answers in exercises 2 and 3.
- **Teacher assessment:** Use the activity to assess the following indicator:
B9.3.1.4.1. Use passive forms appropriately in speech and in writing

Extension activity

The information in the sentences in exercises 2 and 3 is factually accurate. Have a class discussion on the information. Ask them what they know about COP26, the global climate summit held in 2021. Also encourage learners to do their own reading in their own time, for example on the Internet, and to find the most recent statistics, projections and predictions for Ghana.

Writing (Learner's Book page 240)

ACTIVITY 6

Write an argumentative essay

(CLASS/INDIVIDUAL)

1. Use the detailed notes in the Learner's Book to revise argumentative essays (also sometimes called persuasive writing).
2. Be aware that some learners find argumentative writing difficult. They need to use facts and logic, and express their ideas in a persuasive or convincing way.
3. Learners can use information from the texts in this unit, and from other units in the book.
4. They can also do other research.
5. Allow for a short class discussion of whether a climate change action plan is urgent, or whether the problem is not that severe.
6. Then learners follow the processes of planning, drafting, editing and writing the final essays.

Assessment

- **Self/peer assessment:** Learners use the checklist in the Learner's Book to edit and improve their essays.
- **Teacher assessment:** Use the rubric for "Argumentative/Persuasive essay" on page xvi of this Facilitator's Guide to assess these essays and hence the following indicators:
 - B9.2.1.1.3. Evaluate ways that the media helps to disseminate information via different text types
 - B9.4.2.1.3. Write a well-organised persuasive piece (e.g. argumentative) that states and defends a position

Remedial activity

Learners can work in groups and present their essays to each other orally, as spoken speeches, as a form of mini-debate. The other group members can ask questions that the presenter has to answer. At the end, learners should have an idea of any logical weaknesses in their writing. They can apply this to improve their final drafts.

ACTIVITY 7

Write a rebuttal letter

(CLASS/INDIVIDUAL)

1. Read the example letter with the class. Note the formal letter format.
2. Then have a short class discussion about the opinions in the letter.
3. Then learners write a rebuttal of their own essay written in Activity 6.
4. Explain that this means they will be writing opinions that they do not really believe.
5. Learners follow the standard process of drafting, editing and rewriting.

Assessment

- **Self/peer assessment:** Learners use the checklist in the Learner's Book to edit their own letters.
- **Teacher assessment:** Use the rubric "Rebuttal letter" on page xvii of this Facilitator's Guide to mark this writing task. It assesses the following indicator:
B9.4.2.1.3. Write a well-organised persuasive piece (e.g. argumentative) that states and defends a position

Literature (Learner's Book page 243)

ACTIVITY 8

Analyse description and character in fiction (CLASS/GROUP)

1. This short story is set in Ghana. It is split over this unit and Unit 21.
2. Begin by asking learners whether they have attended any traditional ceremony or festival. If so, they can tell the class about it.
3. Briefly revise how writers create characters. Refer back to Unit 1.
4. Read the story aloud. Alternatively ask a learner who reads well to do so.
5. Learners then read the story silently to themselves.
6. Groups can discuss the answers.
7. Then learners work alone to answer the questions in writing.

Additional information: Traditional stories

This story falls into the category of traditional stories. There are many sub-genres: fables such as Aesop's Fables, traditional African stories, "fairy" stories and folk tales.

Traditional stories have a moral lesson that is taught as the events of the plot unfold. These lessons cover a range of issues, such as: do not give up even when you are losing (*The Tortoise and the Hare*); do not go into unknown places with strangers (*Sleeping Beauty*), listen to authority; how the world or a particular animal came to be (*How Giraffe got its Long Neck*).

Some traditional stories feature animal characters, such as Brer Rabbit, the Hare, or Baboon of many African stories.

Traditional stories are usually in the past tense, and use a third-person narrator.

This particular story that learners will read in this unit and the next differs from expectations in that it criticises the institution of a traditional leader, on the basis of his impersonal and greedy attitude to marrying as many young women as possible. This unexpected twist in the plot makes the impact of the lesson more powerful.

Answers

4.
 - a) Accept any correct answer, such as details of the large crowds, alcohol, clothing in traditional styles and bright colours, drums beating. (2)
 - b) He was very wealthy. He had a gold crown, his kente cloth was studded with gold beads, he had lots of gold jewellery. (2)
 - c) They are wearing beautiful clothes in a variety of colours and patterns. (2)
 - d) In the paragraph that has only one sentence: "The drums beat on." (1)

- e) The past tense at the beginning establishes that the story happened in the past. Once this has been established the writer moves to the present tense, which means the reader starts to imagine it as if it is happening now. (2)
- f) She is beautiful, she moves gracefully when she dances. (2)
- g) Accept opinions that approve or disapprove of the Omanhene throwing money. Learners must express a reason for their opinion. (3)
- h) He is bored with them, he is not careful to treat them with respect and often confuses their names. (2)
- i) Accept any opinion as long as learners substantiate it with reasons. (4)

Total marks: 20

Assessment

- **Self/peer assessment:** Learners can assess their own answers. In particular, they should consider whether they gave enough detail in answers g) and i) so that an examiner would award them the full marks.
- **Teacher assessment:** This activity assesses the following indicators:
 - B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts
 - B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/drama)

Extension activity

Learners can find out more about the author of the short story, Mabel Dove Danquah. They should find out about her political career, her writing and other achievements.

Introduction

This unit has been designed to encourage learners to use this time at the end of the academic year to think about their own futures. They take part in a discussion about the advantages and disadvantages of employment versus tertiary education, about marriage, and finances. The reading text is a speech, with prediction activities and comprehension questions. The grammar section teaches vocabulary, and revises order of adjectives and reported speech. Learners write their own speeches. The literature section has the second half of the short story that began in Unit 20.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 1: Conversation / Everyday discourse		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.1.1.1: Demonstrate the use of appropriate language orally in specific situations	B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion <ul style="list-style-type: none"> Use open-ended questions to enable speaker link ideas of other speakers on topics/issues. Listen attentively to viewpoints on topics/issues in a conversation and respond appropriately. Engage in conversations on topics/issues with several speakers and respond to different views. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues <ul style="list-style-type: none"> Identify grade-level national issues (the youth in agriculture, sanitation, lifestyle diseases). (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating) <ul style="list-style-type: none"> Identify interesting topic/issues appropriate for argument and debate e.g. children should be allowed to take decisions on matters concerning them. Engage in arguments and debates on topics/issues using appropriate register. Observe and use the skills of turn taking in arguments and debates. (Activity 1)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Strand 2: Reading
Sub-strand 1: Comprehension

Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading	B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding <ul style="list-style-type: none"> Read a variety of age-appropriate texts for enjoyment and knowledge. Apply appropriate strategies to answer questions on the texts. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility) <ul style="list-style-type: none"> Read a variety of texts. Identify texts that give general view of oneself and others. Identify the different points of view through different approaches and texts. Compare the views of others in achieving success. Peer edit information gathered. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.2.1.1.4. Expand various ideas and perspectives in texts <ul style="list-style-type: none"> Read a level appropriate text. Identify the main ideas and the writer's point of view. Compare own ideas with other points of view. Peer review other ideas. Put ideas together to expand the different perspectives. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
B9.2.1.2: Read, comprehend, and analyse varieties of texts	B9.2.1.2.1. Read given text, within a specific time, for specific information <ul style="list-style-type: none"> Read age-appropriate texts for the main ideas. Read within given time for specific information. Answer simple questions on the texts. Peer review the information gathered. (Activity 2)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

	<p>B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts</p> <ul style="list-style-type: none"> • Read a set text. • Using prediction, make a summary of the main ideas. • Follow up with other strategies to find patterns and relationships between ideas. • Put all information together and peer edit. <p>(Activity 2)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.2.1.2.3. Make generalisations from text and link to real life situations</p> <ul style="list-style-type: none"> • Read a text and identify specific patterns that form generalisations. • Identify the highest points and link to real life situations. • Modify portions of texts to suit the realities of life. <p>(Activity 3)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages</p> <ul style="list-style-type: none"> • Skim for details. • Scan for main ideas. • Read for details and answer questions. • Relate passages to personal experiences. <p>(Activity 3)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.2.1.2.6. Show the effect a text has on the reader</p> <ul style="list-style-type: none"> • Identify different literary devices used by the writer. • Link the effect of the devices to the meaning of the text. • Identify the impact of literary devices on the reader and how they add to meaning. <p>(Activity 3)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>
	<p>B9.2.1.2.7. Interpret use of words/phrases (figurative, symbolic, sensory) in complex texts</p> <ul style="list-style-type: none"> • Read a variety of texts. • Interpret text in simple sentences. • Identify the use of imagery for meaning: <ul style="list-style-type: none"> – The senses – Symbolism – Figurative language. • Identify how language (words/phrases) helps with interpreting meaning. <p>(Activity 3)</p>	<p>Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation</p>

	B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context <ul style="list-style-type: none"> Identify the use of different registers for specific texts. Read texts that make distinctions in language use for a variety of purpose. Use the right vocabulary in complex sentences/paragraphs. (Activity 4)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 3: Grammar usage Sub-strand 1: Grammar		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.3.1.1: Apply the knowledge of phrases and clauses and their functions in communication	B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing <ul style="list-style-type: none"> Use adjective phrases to provide vivid descriptions. (Activity 5)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
B9.3.1.4: Demonstrate mastery of the use of active and passive voice	B9.3.1.4.2. Demonstrate command of the use of reported speech <ul style="list-style-type: none"> Use reported speech in oral communication. Compose text using reported speech. (Activity 6)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
Strand 4: Writing Sub-strand 2: Text types and purposes		
Content standard	Indicators and exemplars	Core competencies and subject-specific practices
B9.4.2.2: Apply writing skills to specific life situations	B9.4.2.2.4. Compose speeches for different purposes and occasions <ul style="list-style-type: none"> Compose a speech: introduction, body and conclusion. Use the following to create effect: <ul style="list-style-type: none"> Emotive adjectives Tripling Repetition Parallel sentence structure Powerful imagery Use of 'we' to include everyone (inclusive language). (Activity 7)	Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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 and exemplars	Core competencies and subject-specific practices
B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning	B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts <ul style="list-style-type: none">Describe characters by their appearance, what they do, say, and what others say about them. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/drama) <ul style="list-style-type: none">Identify and explain the key events in film/media, narratives and play scripts.Compare events across film/media, narratives and play scripts.Create film/media, narratives and play scripts. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation
	B9.5.1.1.5. Analyse common themes in texts <ul style="list-style-type: none">Identify common themes in film/media, narratives and play scripts.Analyse common themes in film/media, narratives and play scripts.Adapt a narrative form or style to compose own stories around given theme.Use a range of ICT tools to present their composition. (Activity 8)	Communication and Collaboration Digital Literacy Personal Development and Leadership Cultural Identity and Global Citizenship Critical Thinking and Problem Solving Creativity and Innovation Presentation

Resources

- Learner's Book pages 246–255
- A dictionary
- Pamphlets or promotional material from local tertiary institutions

Review

Before you start Unit 21, review the skills and concepts developed in Unit 20. These are:

- climate change and global warming
- expressing point of view in discussions
- passive voice verbs
- argumentative essays: expressing and defending point of view
- letter of rebuttal or rejoinder
- descriptions of atmosphere and character in fiction.

Teaching methodology

Oral Language (Learner's Book page 246)

ACTIVITY 1

Take part in a discussion

(CLASS/GROUP)

1. Begin by asking some of the learners whether they have decided what to do when they leave school. Are they going to look for employment or are they planning to study further?
2. Read the three bulleted points that learners should include in their discussion.
3. Revise discussion techniques and also read the advice about asking open-ended questions.
4. Then learners can work in their groups to discuss the points.
5. Reserve 10 minutes at the end of the lesson for groups to report back their main conclusions.

Assessment

Teacher assessment: Use the rubric "Listen and discuss/debate" on page xiv of this Facilitator's Guide to assess learners' participation in the discussions. This activity assesses the following indicators:

- B9.1.1.1.2. Ask questions that link the ideas of several speakers and respond to others' questions in a discussion
- B9.1.1.1.3. Use appropriate language and open-ended questions to discuss grade-level national and global issues
- B9.1.1.1.4. Demonstrate appropriate turn taking and use techniques for effective argument (debating)

Extension activity

Learners can work out the relative expense/saving of:

- Studying for three years, paying fees, possibly taking out student loans, and then earning a salary in the field in which they qualify.
- Starting to work immediately and earning a salary.
- Starting to work, possibly part-time, and studying part-time.

Reading (Learner's Book page 247)

ACTIVITY 2

Predict a text

(PAIR)

1. Learners can complete the prediction activities working in pairs, or in small groups if you prefer.
2. Set a time limit of 5 minutes for this activity.
3. After discussing the answers, read the text aloud as if you were presenting a speech.

Answers

1. a) The title states explicitly that the text is a speech for Outgoing B9 learners. We can predict that it will be a farewell speech with points of advice for the future.
b) The picture shows an adult presenting a speech in a school setting. It confirms the prediction in 1a).
2. a) The first sentences of each paragraph are the topic sentences, so learners should be able to use those to predict the content.
b) Representatives from school management, parents, teachers/staff and learners.
c) parents or guardians
4. b) Life is what you make it.

Assessment

- **Self/peer assessment:** Learners can assess their own answers here.
- **Teacher assessment:** Use the activity to assess the following indicators:
 - B9.2.1.2.1. Read given text, within a specific time, for specific information
 - B9.2.1.2.2. Make predictions, identify patterns and relationships of ideas to analyse texts

ACTIVITY 3

Read and understand a text

(INDIVIDUAL/GROUP)

1. Learners can read the speech again silently to themselves.
2. Then in groups they discuss the questions.
3. They work alone to write their answers.

Answers

2.
 - a) All those present at the occasion/event (1)
 - b) The head of school (1)
 - c) The outgoing/school-leaving B9 learners (1)
 - d) Formal. Accept any suitable quote, such as the formal greeting, or "As is tradition, I am honoured ...". (2)
 - e) "the road was hard and rough" (2)
 - f) There have been other speeches at the ceremony congratulating the learners. (1)
 - g) No, the speaker gives the learners advice about the challenges they will face in the future. He uses the word "but" in paragraph 3, which shows that he will not be continuing to praise the learners but will take a different approach in the rest of his speech. (2)
 - h) figuratively (1)
 - i) The small river represents the (small) community that the learners are in. They have been in school, but now they will be competing in a larger community. (1)
 - j) Keep busy with something worthwhile instead of being lazy and doing nothing. Use the time productively. (2)
 - k) They should think practically about whether they would be able to carry or even contribute anything at all to the expense of raising a child. And they should do this before they risk becoming pregnant or making their girlfriend pregnant. (2)
 - l) This question is open-ended. Most learners will answer that the speaker wants them to wait until they are established in their careers before having children, so that they will have the opportunity to make the most of their lives. Some learners might suggest that the speaker is opposed to sex before marriage for religious reasons, but there is nothing in the text to support that view. (2)
 - m) Do not be influenced by everything you see or hear. Develop firm principles. (2)
 - n) To continue to provide direction to their wards and mentor their children so that they will practise good citizenship. (2)
 - o) The speech talks honestly about a wide range of issues, such as work and starting families, so most learners will say that the speech has some relevance. Accept any well stated, reasonable arguments. (4)
 - p) Dear learners, many people have spoken words in your honour. (2)
 - q) The risk of pregnancy should not be taken until you are financially independent. (2)

Total marks: 30

Assessment

Teacher assessment: As this is the final reading comprehension activity of the year, you can mark it as preparation for the final examination. This activity addresses the following indicators:

- B9.2.1.2.3. Make generalisations from text and link to real life situations
- B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts/passages
- B9.2.1.2.6. Show the effect a text has on the reader
- B9.2.1.2.7. Interpret use of words/phrases (figurative, symbolic, sensory) in complex texts

ACTIVITY 4

Use vocabulary

(PAIR)

1. The words in exercise 1 are all quite formal, and it is likely that learners will not know the meanings of some of them.
2. Learners should have looked up the meanings in Activity 2, as a pre-reading activity.
3. Learners can work in pairs so they can confer with each other, or alone, to write the correct answers.

Answers

2.
 - a) They were asked to remain in the **confines** of the school grounds.
 - b) Learning is a **worthwhile** activity we all need to undergo.
 - c) Long-distance runners need to **persevere** to complete marathons.
 - d) Final year learners should go on **internship** to gain practical experience.
 - e) He **diligently** spent time on his task.
 - f) The new employee benefitted from **mentoring** by the more experienced staff.
 - g) He lay around **idly** all day, doing nothing.
 - h) Have you heard the **adage** "Many hands make light work"?

Assessment

- **Self/peer assessment:** Learners can correct their own work as you explain the answers.
- **Teacher assessment:** Use the activity to assess the following indicator:
B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context

Grammar (Learner's Book page 250)

ACTIVITY 5

Use adjectives in the correct order

(CLASS/INDIVIDUAL)

1. Turn back to the notes in Unit 4 to remind learners that adjectives usually occur in a set order.
2. Learners might well use adjectives in the correct order because of their fluency in English, without having studied the order of categories of adjectives.
3. Learners can work alone to answer the questions.

Answers

2.
 - a) The sitting room has **eight large wooden** chairs.
 - b) She has an **interesting, well-paid senior** job in technology sales.
 - c) She wore a **long white lacy** wedding dress.
 - d) They live in a **large, impressive double-storey** house.

- e) The **aggressive brown** guard dog barked the whole night.
- f) We walked through the **beautiful, cool** avenue of **tall old Canadian** pine trees.

Assessment

- **Self/peer assessment:** This activity is ideal for self-assessment.
- **Teacher assessment:** Use the answers to assess the following indicator:
B9.3.1.1.2. Demonstrate command using multiple adjectives in the correct order, and using quantifiers effectively in speaking and writing

ACTIVITY 6

Use reported speech

(CLASS/INDIVIDUAL)

1. Ask a few learners to change a sentence into reported speech. Use sentences from the speech in Activity 2.
2. If most learners do that correctly, then they can move on to exercises 2 and 3.
3. If not, turn back to Unit 14, revising the notes there.
4. Note that in exercises 2 and 3 learners rewrite direct speech into reported speech.
5. In exercise 4 they write original material using reported speech.

Answers

2. a) The headmaster stated that most of them would enter college the following year. / The headmaster stated that most of the learners would enter college the following year.
b) The teacher announced that the learners would write the exam the next day.
c) The English teacher wished them good luck with the exams the following week. / The English teacher wished the learners good luck with the exams the following week.
d) The speaker then asked the audience to pay attention to things that young people engage in. / The speaker then asked the audience to direct their minds to things that young people engage in.
e) She asked whether her friend was going to study after completing school. / She asked her friend whether he/she was going to study after school.
f) The speaker told them that day marked the beginning of a great separation.
3. b) My mother said that she knew I had fallen in love with Awo and that she thought Awo was really nice. But she advised me to be very careful. She warned me that if we had sex, Awo might fall pregnant. Then I would not be able to study next year / the following year. And I would have to earn money in order to support the child. She asked me to remember that I am very young, and that therefore I should not make any bad decisions.
4. Learners' paragraphs will vary.

Assessment

- **Self/peer assessment:** Learners can swap books and check each other's work.
- **Teacher assessment:** Use this activity to assess the following indicator:
B9.3.1.4.2. Demonstrate command of the use of reported speech

Writing (Learner's Book page 251)

ACTIVITY 7

Write a speech

(CLASS/INDIVIDUAL)

1. Ask learners whether they thought the speech in Activity 2 was good. What were the features that made it a good speech?
2. Read the notes about speech presentation with the class. Expand on them as necessary.
3. Read the three possible topics that learners choose from.
4. Learners work alone to plan and draft their speeches.
5. Then they present them to the class (or to a small group in order to save time).
6. They can give each other feedback about how to improve the content of their speeches. Remind the class to give polite and constructive comments only.
7. Then learners write the final, neat copy of their speech.

Assessment

- **Self/peer assessment:** Steps 5 and 6 above are a form of peer assessment, where learners make suggestions about each other's speeches.
- **Teacher assessment:** Use the rubric "Speech" on page xxi of this Facilitator's Guide to assess the following indicator:
B9.4.2.2.4. Compose speeches for different purposes and occasions

Literature (Learner's Book page 252)

ACTIVITY 8

Analyse themes and plot in a short story

(CLASS/INDIVIDUAL/GROUP)

1. Ask one or two learners to remind the class what happened in the first instalment of this story, which they read in Unit 20.
2. Revise plot twist. This will alert learners to the fact that there will be a plot twist at the end of the story.
3. You could ask them to guess what they think it will be.
4. Then read the second half of the story aloud to the class.
5. Alternatively, a learner who reads well can read it.
6. Learners work alone to write the answers. Learners also discuss their responses to the story, and compare their responses with those of other learners. First they decide who approved of Effua, and who thought she was wrong. Then they discuss why they have different responses, using the skills they have practised in the last three units of how to express opinion in a group discussion.

Answers

6.
 - a) The linguist should woo the girl with money to entice her. (1)
 - b) The linguist was to pay 100 pounds for the girl's hand. / The linguist was to pay 50 pounds to bring the girl into the palace. (1)
 - c) He had his bath, changed his clothes and relaxed in his private room. (2)
 - d) He had an envelope containing the remaining 50 pounds near him. (1)
 - e) He engaged her in a conversation to know more about her. (1)
 - f) Affua told the chief that her mother was grateful, but wondered about the generosity of the chief. Affua was trying to let the chief know they had met before, while the chief was all the time admiring her. (2)

- g)** Accept all reasonable opinions such as: Affua is a sensible and responsible girl. She is wise and realises that she must hand over the money before Nana Adaku realises his mistake. But she is honest too, because she does tell him the truth. (2)
- h)** He is overly confident. He disrespects his wives to the extent that he does not even remember that he is already married to Affua. (2)
- i)** The author disapproves of the tradition of unchecked polygamy and privilege given to leaders, especially because Nana Adaku is not a wise or intelligent leader. He is forgetful and indulgent of his desires. Affua, on the other hand, is described as intelligent and insightful. (3)

Total marks: 15

Assessment

- **Self/peer assessment:** Learners can swap their answers and mark each other's work.
- **Teacher assessment:** Use this activity to assess the following indicators:
 - B9.5.1.1.1. Analyse the use of language to convey characters in film/media, narratives and play scripts
 - B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/drama)
 - B9.5.1.1.5. Analyse common themes in texts
 - B9.2.1.1.1. Read a variety of grade-level texts and demonstrate understanding
 - B9.2.1.1.2. Reflect on how reading impacts self and others see the world (contrasting viewpoints, evaluating reasoning, determining importance or credibility)
 - B9.2.1.1.4. Expand various ideas and perspectives in texts

Extension activity

Learners can read other stories or novels about marriage. This will form part of their independent reading programme.

Term 3 Revision and assessment

Assessment (Learner's Book pages 256–264)

English Language – Paper One: Memorandum

Part A English sounds

- | | | |
|-------|------|---------------|
| 1. C | 2. C | 3. D |
| 4. C | 5. A | 6. D |
| 7. D | 8. C | 9. C |
| 10. D | | (10 × 1 = 10) |

Part B Vocabulary

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

Part C Grammar

SECTION 1

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

SECTION 2

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

Total marks: 40

Term 3 Revision and assessment

English Language – Paper Two: Memorandum

Part A Writing

1. Learners write an information essay. Assess the essay using the rubric that follows.

Content	<ul style="list-style-type: none"> The essay is about managing money well. (1) The content is correct. (1) All the information is relevant. (1) 	3
Organisation	<ul style="list-style-type: none"> The essay has paragraphs that deal with separate topics. (1) The introduction and conclusion are clear. (1) 	2
Expression	<ul style="list-style-type: none"> Appropriate vocabulary is used. (½) The language is formal. (½) Logical connectors are used to link ideas. (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 was followed. (1) 	3
Total marks		.../10

2. Learners write a speech. Assess it using the rubric that follows.

Content	<ul style="list-style-type: none"> The speech is sensitive to the audience's needs and interests. (1) The speech is about the given topic. (1) The speech is suited to its purpose. (1) 	3
Organisation	<ul style="list-style-type: none"> The speech is organised into an introduction, a body and a conclusion. (1) The body is well structured with facts, opinions and quotations where applicable. (1) 	2
Expression	<ul style="list-style-type: none"> The speech uses the first-person pronoun. (1) The language is courteous and respectful. (1) The introduction grips and holds the audience's attention. (1) 	3
Mechanical accuracy	<ul style="list-style-type: none"> The words are spelt correctly. (1) The sentences are all grammatically correct. (1) 	2
Total marks		.../10

(20)

Part B Reading comprehension

- False (1)
 - False (1)
 - True (1)
- She bought and collected the books for herself. She wanted as many people as possible to be able to read the books. (2)
- patrons (1)
- "The lion's share" means "the biggest part". So this means that most of the books are by African writers. (2)
- She has music, and there is conversation. (2)

Term 3 Revision and assessment

6. No, she is not male, and she is not in school. (2)
 7. An archive keeps items of historical importance. A library lends books to users. (2)
 8. Most of the writers of books about Africa are by non-African writers. Also accept other sensible suggestions such as that there are more libraries in countries in Europe and in the USA. (2)
 9. Ghana has produced a number of excellent writers. (1)
 10. Arthur said that she thought it was important for Ghanaian people to know that they come from a literary background. (2)
 11. adverbial phrase (of place) (1)
- (20)**

Part C Literature

SECTION 1

1. B, D, A, C (4 × ½ = 2)
 2. A town, at the end of a working day. (1)
 3. No. He is middle-class, an electrician who does not own a car. (2)
 4. enthusiastically (1)
 5. He did not recognise the number. (1)
 6. It might be a customer wanting him to do some electrical work. (1)
 7. Yusuf speaks calmly. The caller is extremely enthusiastic, in order to sound more convincing. (2)
- (10)**

Total marks: 60

SECTION 2

1. A beach (1)
 2. two (1)
 3. They are poor. One of them talks about how desperately he needs to catch a fish, and mentions that his children are hungry. (2)
 4. Accept any correct answer such as "Hey". (1)
 5. They both scream. (1)
 6. A body that at first seems to be dead. (2)
 7. Accept any correct answer such as "reels in using all his strength". (1)
 8. crime (1)
- (10)**

ESSENTIAL

English

Basic 9

Facilitator's Guide

ESSENTIAL English offers you a premium course in English. The material has been developed to meet the full requirements of the Common Core curriculum for JHS, as developed by the National Council for Curriculum and Assessment (NaCCA), carefully addressing all strands, sub-strands, content standards, indicators and core competencies.

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- answers to activities in the Learner's Book
- assessment rubrics to assess learners' listening, speaking and writing tasks
- memos to assess learners' comprehension and grammar tasks
- activities that can be used for Diagnostic assessment
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