

# ESSENTIAL English Primary 6



Teacher's Guide



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**ESSENTIAL**  
**English**  
**Primary 6**  
**Teacher's Guide**

Comfort Dorvlo • Regina Ankama



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# Introduction

## Rationale




Language is used to express meaning and culture from one generation to another. Language also serves as a vehicle for reflecting changes that occur in society. The influx of rapid technology in our society coupled with globalisation, has made English the most widely used language in the world. In Ghana, English plays an important role in national life. It is used as the official language as well as the language across the curriculum. The study of English as the second language of the nation aims to equip the learners with vital effective communication skills - and to become members of the international community who understand, respect and appreciate values incorporated in their language and culture as well as that of other societies.

However, it must be noted that learning a second language is difficult. Essential English for primary schools provides the essential support that learners need. The series consist of six books for primary school learners from Grade 1 to Grade 6. Each grade level has a Learner's Book, a Workbook and a Teacher's Guide. The learner's books have four sections, with the sections designed to cater for the four basic language skills, namely, listening, speaking, reading, and writing.

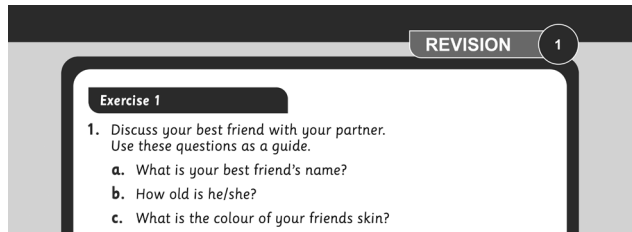
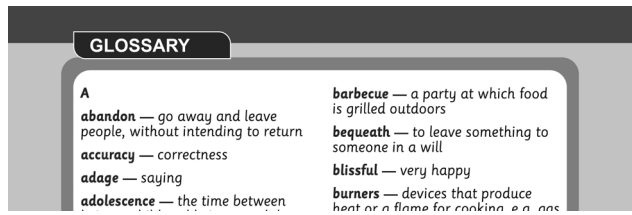
## Learner's Book

The Learner's Book has 30 units, each packed with variety of activities and exercises to help learners explore and develop the cognitive, psychomotor and affective domains and to acquire basic language skills. Bearing in mind that learners go through development stages as they learn language and that they develop language at their own pace, the activities are designed and graded to meet the learning style and needs of each child as well as to make learning fun for the young learners. In addition to the activities, the Learner's Book contains other vital items such as:

<b>a. Learning Outcome</b> – This refers to the unit objectives that are shared with the learners at the beginning of the unit to introduce them to the content of the unit.	<div><b>Learning Outcomes</b></div> <div>By the end of the unit, you will be able to:</div> <ul style="list-style-type: none"><li>• recite a poem and talk about its theme(s);</li><li>• silently read a passage and answer questions based on it;</li><li>• match words to their meanings;</li><li>• identify collective nouns and use them in sentences;</li><li>• complete sentences with the appropriate words; and</li><li>• punctuate a paragraph properly.</li></ul>
<b>b. Unit Summary</b> – This enables learners to reflect on what they have learnt in the unit.	<div><b>Unit Summary</b></div> <div>In this unit, we have learnt to:</div> <ul style="list-style-type: none"><li>• talk about yourself;</li><li>• predict the plot of a passage based on its title and picture(s);</li><li>• silently read a passage and answer questions based on it;</li><li>• build words with relevant sounds;</li><li>• appropriately use words from the passage in sentences;</li><li>• identify nouns in a given paragraph;</li><li>• identify a narrative text based on the elements discussed; and</li></ul>

<p><b>c. Picture(s)</b> – Relevant illustrations aid understanding and comprehension.</p>	
<p><b>d. Keywords</b> – These are important words that learners will come across in the unit and need to learn them. Teachers are encouraged to add to the keywords.</p>	<div> <b>KEYWORDS</b>  separate  immune  fatal  laboratories </div>
<p><b>e. Fun Fact</b> – Interesting facts for learners to read.</p>	<div> <b>Fun Fact</b>  Did you know that the Ghana government, organisations, and citizens planted 5 million trees in one day in 2022? The Forestry Commission led the exercise on June 10, 2022. </div>
<p><b>f. Check-in</b> – Questions that help learners to think about (reflect on) what they have learnt so far.</p>	<div> <b>Check-in</b>  What was your favourite part of this unit? How did you participate in the lessons? </div>
<p><b>g. Writing tip</b> – Tips to help learners improve their reading skills.</p>	<div> <b>Writing tip</b>  If you are not comfortable in your seat, you cannot write properly. It is important to find a sitting position that is comfortable for you and gives you good posture. </div>
<p><b>h. Listening tip</b> – Tips to help learners improve their listening skills.</p>	<div> <b>Listening tip</b>  Pay close attention as your teacher pronounces the keywords. It pays to know how the word is spelt before it is pronounced. Some words like 'knife' and 'psychology' have silent letters. </div>
<p><b>i. Discover More</b> – Useful websites that help to integrate technology into the learning experience, and provide learners with the opportunity to learn independently and gain extra practice. Teachers or learners can scan the QR code with their phone and follow the link to the website.</p>	<div> <b>Discover More</b>  Nouns and noun phrases make it easier to describe conditions. Find out more about noun phrases here: </div> <div>   </div>
<p><b>j. Homework</b> – Activities that help learners to practice what they have learnt at school in their home environments.</p>	<div> <b>Homework</b>  Identify the different types of nouns in each of the following sentences. <ol style="list-style-type: none"> <li>1. Ama Ata Aidoo wrote many books.</li> <li>2. Her husband is called Dzogbewu.</li> <li>3. Tsotsoo is very curious about the results.</li> <li>4. The entire Ghanaian team is celebrating their victory.</li> <li>5. Every morning, the herd follows its leader to the watering hole for a drink.</li> <li>6. Chains of gold are stronger than chains of iron.</li> </ol> </div>



<p><b>k. Revision</b> – Exercises that help learners to check their understanding.</p>	
<p><b>l. Glossary</b> – A list of keywords and their meanings, which is found at the end of the book.</p>	

## Workbook

The Workbook consists of 30 units designed to give learners additional practice for each unit of the Learner's Book. The Teacher's Guide indicates where learners can be referred to the Workbook for additional practice.

## Teacher's Guide

Written to complement the Learner's Book, the Teacher's Guide provides guidance on creative pedagogical approaches, strategies, and methods that can be used to promote learners' understanding.

The contents of the Teacher's Guide includes:

**a. Unit Overview:**

This is a summary of each section of the unit.

**b. Learning Outcome:**

This refers to unit objectives that teachers should aim to achieve at the end of the unit.

**c. Section Heading:**

This shows which of the four sections is being considered at a particular time. This indicates the learning focus of each section: A. Oral language; B. Reading; C. Vocabulary, D. Grammar Usage and E. Writing. The section heading also indicates the topic.

**d. Core competencies:**

All the core competences ((for example, communication and collaboration, creativity and innovation, etc.) that the section is supposed to develop through treating the target topic are stated here and so on. Teachers are free to add to the number.

**e. Teaching Strategies:**

These are strategies used to manage the classroom for effective teaching and learning to take place. Group work, pair work, demonstration, questioning, etc. are examples of strategies suggested in the Teacher's Guide.

**f. Teaching/Learning Resources:**

These are suggested resources for teaching the lessons. Teachers are free to add to the number.



**g. Teaching/Learning Activities:**

These are the activities that teachers and the learners are expected to undertake to enable effective teaching and learning to take place. This part has four sub-headings.

**h. Preparation before class:**

Teachers are expected to prepare all their resources before going to class. As part of the preparation, you can search the internet for pieces of information, learn to perform a particular activity, train some learners for a demonstration, etc.

**i. Phase 1/Starter:**

Here the guide suggests an interesting activity for opening the lesson.

**j. Phase 2/Main:**

Activities for teaching the actual lesson are stated here. Teachers need to read through the activities to familiarise themselves with them before going to class.

**k. Assessment:**

The assessment is part of the phase 2 of the lesson. Teachers are supposed to vary the questions to cater for the various domains (level) of the Bloom's Taxonomy. The tasks should vary from recall tasks to level 4 tasks like analyse, create, evaluate, etc.

**l. Plenary:**

Here are activities for reflecting upon the activities carried out in the lesson. It can be in the form of games, presentations, etc.

**m. Note:**

Where a section has more activities, the teacher can decide to teach it in more than one lesson, depending on the abilities of the learners.

**n. Answers:**

The Teacher's Guide contains answers to all the assessment tasks in the Learner's Book, the Workbook and the revision exercises.

**o. Additional Practice:**

The Teacher's Guide refers teachers to pages in the Workbook where learners can have additional practice of the concept learnt. Teachers must cross-check each page before referring learners to it.

**p. Homework:** Occasionally, the guide directs teachers to tasks that should be given to learners as a homework.

**q. Extension of Assessment:**

The guide sometimes differentiates tasks by suggesting what high or low achievers should do.

## Instructional expectations

### Differentiation:

Teachers are expected to use scaffolding and differentiation by tasks, support and outcome (refer to curriculum page xvi) to ensure no learner is left out in using the Essential English books.

The Teachers' Guide offers essential participatory experience that should enable learners to progress seamlessly from one phase to another. Learner centred pedagogy is key to the approaches suggested in the Teacher's Guide. The strategies selected (group work, pair work, individual activity, etc.) are employed to help learners develop and demonstrate national values such as respect for others, collaboration, honesty, integrity, etc.

## Structure of the Learner's Book (4–6)

The book for each grade has five sections, which are:

- Oral Language (Listening and Speaking)
- Reading/Phonics
- Vocabulary
- Grammar Usage
- Writing

### Section A: Oral Language

The oral section comprises sub-strands (rhyme, conversation/everyday discourse songs, asking and answering questions, giving and obeying commands and listening comprehension)


Its purpose is to motivate learners to listen carefully with understanding and share ideas confidently and effectively in English. Learners need to be taken through lots of oral practice to become fluent in a second language.

Section A Oral Language

Activity 1 (A)

Reciting a poem — Growing up

1. Share what you can see in the picture with your classmates.



2. Recite the poem with your teacher.

Growing up

Have you realized the older you get  
The more things start to change?  
Growing taller, voices break; longer breasts;  
Why can't things stay the same?  
Everyone says you're not a kid,  
But yet, you're not an adult too.  
It's all confusing, isn't it?  
Why won't they explain it to you?  
Well, here is an explanation  
As long as you're willing to hear  
About the whole transformation  
That's confusing you, my dear.

Unit 2: Adolescent reproductive health

You see, our bodies are still growing.  
And won't stop for a while.  
It is called adolescence, do you know it?  
As a concept, it's pretty wild.  
Our bodies and minds grow in different ways,  
Because of time and hormones inside.  
So whenever you notice a new change,  
Don't worry, you'll be fine!  
Adolescence is nothing to worry about,  
Don't hate it or be ashamed.  
It happens differently in everybody,  
And so embrace the change!  
3. Recite the poem again without your teacher until you can say it alone.

Activity 2 (A)

1. Read the poem again and share your thoughts about it with your partner.  
2. Think of the part you enjoy the most and share it with each other. Make sure to give reasons for why you enjoy that particular part.  
3. Answer the following questions on the poem.  
a. What is the poem about?  
b. Mention some of the changes that adolescents go through at that stage.  
c. According to the poem, why do our bodies and minds grow in different ways?  
d. Why shouldn't we be ashamed of adolescence?  
e. What do you think the poem is trying to teach you?

## Section B: Reading

The reading section includes ample reading texts and reading comprehension techniques at the different stages of reading process: Pre-reading: Strategies include using pictures or titles of texts to predict, understand new words in context, and form sentences.

While reading: Strategies include reading aloud individually, in pairs, in groups, and echo-reading. While reading learners also focus on pronunciation and finding the meaning of new words in their context.

Post-reading: Techniques include asking and answering questions based on the text, drawing conclusions, and sharing thoughts and opinions.

Each book has a wide variety of level-appropriate texts and strategies in every unit. The reading sections also include phonics titled as “Letters have sounds”. A variety of sounds/phonetic activities are provided to motivate learners to learn the sound system of the language.

The reading texts are creatively designed to help develop learners’ comprehension skills as well as take care of their extensive reading needs.

## Section C: Vocabulary

The purpose of the vocabulary section is to help learners expand their scope of vocabulary and enhance their language competence.

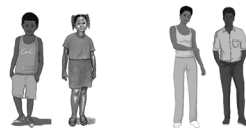
Activities in this section (including word hunt, matching words with their meaning, matching word parts, finding missing letters, re-arranging jumbled letters to form words, and so on) are structured to deepen learners’ understanding of key words from the passage.

Teachers are advised to consciously make time to help learners acquire vocabulary.

## Section B Reading

### Activity 3

1. Read the title of the passage on the next page, and look carefully at the picture below.



- a. What can you see in the pictures?
  - b. What do you think the passage will tell us?
  - c. Share your expectation(s) with the rest of the class.
2. Pronounce the following keywords correctly after your teacher:

adolescence   spurs   transition   drastic   reproductive  
hormones   gratification   arousal   definite

#### Listening tip

Pay close attention as your teacher pronounces the keywords. It pays to know how the word is spelt before it is pronounced. Some words like ‘knife’ and ‘psychology’ have silent letters.

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## Unit 2: Adolescent reproductive health

### Activity 4

1. Listen to your teacher read aloud the text.
  - a. Think about your predictions.
  - b. Are they correct or not?
  - c. Share your ideas with the rest of the class.

#### Adolescence

**Adolescence** is a period of growth among humans. Like all living things, human beings also have to grow. When we are born, we **experience a series of growth spurts**. The most **prominent** growth spurt occurs between the ages of ten and nineteen. This is when the young child starts to **transition** into a full adult. This is just an age range, and some people may begin to see signs of growth earlier or later. There are many changes that occur during adolescence in the body (**physically**), **emotionally** and **mentally**.

People experience different kinds of changes during adolescence. For instance, though all adolescents experience some **physical** growth in terms of height, size and muscle development, boys generally tend to show the most **drastic** physical changes. They grow tall and big, and their muscles become tough. Their voices break, and they also become strong and active. Girls also show **definite** signs of growth and change. They generally experience growth of their breasts, but depending on some **genetic** and **biological factors**, breasts develop in various sizes. Girls also develop other changes like wider hips and rounder shapes. There are other **physical developments** that we all share, like the growth of pubic hair.

Another change that happens during adolescence is the development of **reproductive organs**. Girls may start **menstruating**, meaning their **ovaries** have begun releasing eggs.

Boys also start having wet dreams to signify the **production of sperm**. These changes often come with **hormones** that create a desire for **sexual gratification**. For both boys and girls, sexual **arousal** can happen often and randomly.

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## Section C Vocabulary

### Fun with Words

1. Read the passage ‘Adolescence’ again to identify words that have the following meanings:
  - a. relating to or produced by or being a gene
  - b. producing new life or offspring
  - c. the monthly discharging of blood from the uterus of non-pregnant women
  - d. process of producing something
  - e. expected to become or be

2. Complete the following sentences with words in the box.

adolescence, puberty, spurs, transition, significant, definite

- a. \_\_\_\_\_ is a period of growth among humans.
- b. When we are born, we experience a series of growth \_\_\_\_\_.
- c. This is when the young child starts to \_\_\_\_\_ into a full adult.
- d. It is generally boys that tend to show the most \_\_\_\_\_ physical changes.
- e. Girls also show \_\_\_\_\_ signs of growth and change.
- f. In the past, some traditional societies organized \_\_\_\_\_ rites to educate adolescents about growing up.

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## Section D: Grammar Usage

At the primary level, grammar plays a crucial role in developing listening, speaking, and writing skills. The main objective is to provide adequate practice of grammatical concepts, which helps learners to become proficient users of the target language. The Standard-Based Curriculum emphasises the importance of an integrated approach to teaching language skills because listening, speaking, reading, and writing are complementary to each other. Grammar is essential in setting the right rules for speaking, reading, and writing correctly. Therefore, it is advantageous to adopt an integrated approach when teaching language skills. This way, important grammatical issues can be raised and explained during listening and speaking, and/or reading and writing lessons.

The Grammar Usage Section of the Essential English books for Basic 4-6 includes activities designed to help learners internalise the concepts and develop their speaking, reading, and writing skills fluently. Therefore, teachers should introduce grammatical concepts in meaningful situations, in the context of everyday activities. It covers a variety of sub-strands including Nouns, Determiners, Pronouns, Adjectives, Verbs, Adverbs, Idiomatic Expressions, Conjunctions, Modals, Prepositions, Adjective Phrase, Adverb Phrases, Direct and Reported Speech.

Teachers are expected to model the concept adequately and to allow each learner to practise orally and then in writing. At this level, learners should not be bothered with unnecessary definitions and lengthy explanations of grammatical terminologies and abstract concepts. The Adequate opportunity to practice in different real-life situations will make way for the primary school learner to gain competence and understanding of the usage of the grammatical concept. This is exactly what the Essential English books/series are designed to do. Thus, it supports the teacher and learners to teach and learn Grammar inductively.

### Section D Grammar Usage

#### Activity 10

1. Read the passage again, this time with your partner. Take a look at some of the nouns below from the passage. Are they singular or plural? Group them under their correct headings.

neighbour, friend, school, house, bottle, grandfather, children, cake, candles, kidneys, organs, cups.

Singular	Plural
E.g. neighbour	candles

2. Complete the table below by writing down the other form of the nouns in the groupings above.

Singular	Plural
E.g. neighbour	neighbours
candle	candles

#### Activity 11

1. Use three singular words and three plural words from the table to form your own sentences in your exercise book.

Singular	Plural
book	oranges
table	pictures
ball	bicycles
house	cars

2. Write down the singular and plural forms of five things you can find at home.

E.g. bed, chair, dogs, mats, plates, bucket, etc.

## Section E: Writing

This section is in two parts, namely, penmanship and guided writing. Penmanship is for writing skills development whereas guided writing deals with integration of skills, especially reading, writing and grammar usage in writing. In each section, care is taken to integrate the language skills. For instance, as you teach oral language, you should let learners have reading and writing exercises.

You should also use the chance to integrate the teaching of values and attitudes that are linked to them / the specific task – without preaching or changing the focus from teaching language skills.

## Assessment

The Essential English series for primary schools takes into account the three modes of assessing learners. The activities and exercises are designed to allow learners to manage their own learning (assessment as learning), for assessment to take place during the lessons (assessment for learners), and at the end of each lesson or unit (assessment of learners). For summative assessment, learners complete revision exercises after every four units, and complete homework activities at the end of every unit.

The Learner's Book follows the three hierarchical models as set out by Bloom's taxonomy, which means that assessment progress from level one (recall questions) to level four (where learners analyse, evaluate and create).

## Section E Writing

### Penmanship

- Read about the uses of the following punctuation marks:  
The period (full stop), question mark and exclamation mark.  
The period or full stop (.) is placed at the end of a sentence to signify its end.
  - I like oranges.
  - The children always play.A question mark (?) is placed at the end of a sentence to indicate that the sentence is a question.
  - How are you?
  - Do you travel every day?The exclamation mark (!) is used at the end of a sentence to suggest an interjection or to show strong feelings.
  - How wonderful! (The strong feeling being indicated here is excitement.)
  - What a sentence! (The strong feeling being indicated here is wonder.)
- Answer the following questions on punctuation marks.
  - Why is the period used in a sentence?
  - Where can you find a question mark or exclamation mark in a sentence?

### Activity 9

- Write these sentences with the appropriate punctuation marks.
  - I told you the story
  - Did I tell you the story

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## REVISION 1

### Exercise 3

- In pairs, read the following words.

seizure	measure	pleasure
picture	nature	denture
fetch	stretch	catch

- Make sentences with the above sample words and share them with the rest of your class before submitting the work to your teacher.

### Exercise 4

- Copy these sentences and underline the collective nouns in them.
  - The boy was driving a herd of cattle.
  - That ship has a crowd of hunched men.
  - He has a library of books.
  - The audience listened to the singer in complete silence.
  - A swarm of bees flew out of the hive.
  - A battalion of soldiers is being sent to the South.
- Match these collective nouns appropriately.

a pack of	soldiers
a flock of	wolves
a gang of	players
a troop of	thieves
a team of	sheep



Were you able to revise using these exercises? Do you remember what you were taught in the earlier units?

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## REVISION 1

### Exercise 1

- Discuss your best friend with your partner. Use these questions as a guide.
  - What is your best friend's name?
  - How old is he/she?
  - What is the colour of your friend's skin?
  - Is he/she tall or short?
  - Where does your friend come from?
  - Which school does your friend attend?
  - What class is your friend in?
  - Who are your friend's parents?
  - What work do they do?
  - How many siblings does your friend have?
  - What is your friend's favourite study subject and game?
  - Why do you like your best friend so much?
- Share what you told your partner with the rest of the class.  
My best friend's name is \_\_\_\_\_. He/she is \_\_\_\_\_ years old, etc.

### Exercise 2

- Indicate if the statements below are true or false. Read the passage in Unit 4 ('The Teenage Pregnancy Problem') again for more context.
  - Adolescents do not need to protect their health.
  - Health means well-being.
  - Adolescent girls develop full breasts.
  - They do not look like grown-up women.
  - During teenage pregnancy, the girl's education is disrupted.

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## Teacher assessment rubrics

### Poem

Use the following rubrics to assess learners' listening and speaking tasks in B4 – 6.

### Oral language

Poem with diverse partners on grade-level topics		
<b>Content</b>	<ul style="list-style-type: none"><li>The content is based on the given theme. (1)</li></ul>	1
<b>Organisation</b>	<ul style="list-style-type: none"><li>All learners took part in the recitation of the poem. (1)</li><li>All partners participate in sound-sensitizing activities. (2)</li><li>All partners listen carefully to what others say. (1)</li></ul>	4
<b>Expression</b>	<ul style="list-style-type: none"><li>An appropriate register is used. (2)</li><li>Appropriate vocabulary is used. (1)</li></ul>	3
<b>Mechanical accuracy</b>	<ul style="list-style-type: none"><li>All partners recite the poem clearly, so that the rest of the group can hear them. (1)</li><li>Pronunciations are correct. (1)</li></ul>	2
<b>Total marks</b>		<b>10</b>

Conversation with diverse partners on grade-level topics		
<b>Content</b>	<ul style="list-style-type: none"><li>The content is based on the given topic. (1)</li></ul>	1
<b>Organisation</b>	<ul style="list-style-type: none"><li>All partners in the conversation participate and take turns to speak. (1)</li><li>All partners listen carefully to what others say. (2)</li><li>All partners ask and respond to questions. (1)</li></ul>	4
<b>Expression</b>	<ul style="list-style-type: none"><li>An appropriate register is used (formal or informal depending on the context of the conversation). (2)</li><li>Appropriate vocabulary is used. (1)</li></ul>	3
<b>Mechanical accuracy</b>	<ul style="list-style-type: none"><li>All partners speak clearly so that the rest of the group can hear them. (1)</li><li>Pronunciation and grammar are correct. (1)</li></ul>	2
<b>Total marks</b>		<b>10</b>

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

Asking and answering questions		
Listen to and answer questions, then share opinions about level-appropriate texts		
<b>Content</b>	<ul style="list-style-type: none"> <li>The content is based on the given text. (1)</li> </ul>	1
<b>Organisation</b>	<ul style="list-style-type: none"> <li>All partners in the discussion participate. (1)</li> <li>All partners listen carefully to what others say. (1)</li> <li>All partners ask and answer questions based on the text correctly. (2)</li> </ul>	4
<b>Expression</b>	<ul style="list-style-type: none"> <li>An appropriate register is used (formal or informal depending on the text of the discussion). (2)</li> <li>Appropriate pronunciation is used. (1)</li> </ul>	3
<b>Mechanical accuracy</b>	<ul style="list-style-type: none"> <li>All partners speak clearly, so that the rest of the group can hear them. (1)</li> <li>Grammar is used correctly. (1)</li> </ul>	2
<b>Total marks</b>		<b>10</b>



## Grammar Usage and writing conventions

### Rubric: Nouns

Area	Assessment criteria	Mark
<b>Proper Nouns</b>	Identify specific names for people, places, festivals, holidays, organisations and events as proper nouns.	<b>1</b>
	Write proper nouns in sentences with appropriate capitalisation.	<b>1</b>
<b>Common Nouns</b>	Identify names that are common to people, places, animals and things as common nouns and use them in sentences with appropriate capitalisation.	<b>1</b>
	Identify and classify nouns as count or non-count nouns and use them with or without pluralisers appropriately.	<b>2</b>
<b>Collective Nouns</b>	Identify and use collective nouns to refer to a group of objects and people.	<b>1</b>
<b>Abstract Nouns/ Verbal Nouns</b>	Identify and use abstract nouns to refer to concepts and ideas./Use“-ing” words (verbal nouns) to refer to activities.	<b>2</b>
<b>General knowledge of nouns</b>	Identify nouns in text and classify them under the appropriate headings and use them appropriately in speech and writing.	<b>2</b>
<b>Total</b>		<b>10</b>

**Rubric: Determiners**

Area	Assessment criteria	Mark
<b>Articles</b>	Identify and use the definite articles “a” and “an” to refer to a person, animal, event, time or objects in general	<b>2</b>
	Identify and use the indefinite articles “the” to refer to a person, animal, event, time or objects in general.	<b>1</b>
<b>Quantifiers</b>	Identify and use quantifiers – Numerals and ordinals (one, two, first, last, etc.) to show quantities.	<b>1</b>
	Identify and use quantifiers (some, few/little, another, other, fewer, less, etc.) to show quantities.	<b>1</b>
<b>Possessive Pronouns</b>	Identify and use possessive pronouns to show possession.	<b>2</b>
<b>Demonstratives</b>	Identify and use demonstratives: “this/that” – this/that- with singular nouns appropriately in speech and writing.	<b>1</b>
<b>Interrogative determiners</b>	Identify and use interrogative determiners “which, whose” to find out about specific persons or objects.	<b>1</b>
	Identify and use interrogative determiners “which, whose” to find out which person something belongs to.	<b>1</b>
<b>Total</b>		<b>10</b>

**Rubric: Pronouns**

Area	Assessment criteria	Mark
<b>Personal Pronouns</b>	Identify and use different types of personal pronouns to identify people and objects.	<b>2</b>
<b>Interrogative/ Indefinite Pronouns</b>	Identify and use different types of interrogative and indefinite pronouns to find out a person's identity and specific information about a person, time, objects or events.	<b>2</b>
<b>Reflexive Pronoun</b>	Use reflexive pronouns to emphasise that an object of a verb is the same person as the subject.	<b>2</b>
<b>Relative Pronouns</b>	Identify and use relative pronouns (who, which, where, whose, etc.) to link ideas or add information to a noun or a noun phrase.	<b>2</b>
<b>Reciprocal Pronoun</b>	Identify and use reciprocal pronouns (each other, one another) in speech and writing correctly.	<b>2</b>
<b>Total</b>		<b>10</b>

**Rubric: Adjectives**

Area	Assessment criteria	Mark
<b>Comparatives</b>	Use regular adjectives to make comparison between two people or entities appropriately.	<b>2</b>
	Use irregular adjectives to make comparison between two people or entities appropriately.	<b>2</b>
<b>Superlatives</b>	Use regular and irregular adjectives to make comparison among three or more people or entities appropriately.	<b>3</b>
<b>Adjectival forms: more and most</b>	Use adjectival forms to make comparison between two or more people or entities appropriately (beautiful, more beautiful, etc.).	<b>3</b>
<b>Total</b>		<b>10</b>

**Rubric: Verbs**

Area	Assessment criteria	Mark
<b>Main and helping verbs</b>	Identify and use different types of verbs: Main verb and helping verbs (primary auxiliary and modal auxiliary), regular and infinitive appropriately in speech and writing.	<b>1</b>
<b>Subject-verb agreement</b>	Use singular subjects (including proper and common nouns, personal pronouns, indefinite pronouns and collective nouns) to agree with the appropriate verb in speech and writing	<b>2</b>
	Use plural subjects (including proper and common nouns, personal pronouns, indefinite pronouns and collective nouns) to agree with the appropriate verb in speech and writing.	<b>1</b>
<b>Simple Present Tense</b>	Use the simple present form of verbs in sentences to indicate habitual actions, for timeless and universal statements, and for facts which may change or hold true indefinitely and for expressing needs, preferences, thoughts and ideas.	<b>2</b>
	Use the simple present form of verbs in sentences to indicate instantaneous present and for scheduled future actions.	<b>1</b>
<b>Simple Past Tense</b>	Use the simple past form of verbs (regular and irregular) for indicating completed actions or events and regular actions in the past.	<b>1</b>
	Use the past continuous form of verbs to talk about actions/events which were going on when a second one took place.	<b>1</b>
<b>Imperative forms of the verb</b>	Use the imperative form of the verb to give commands or make suggestions and give orders.	<b>1</b>
<b>Total</b>		<b>10</b>

**Rubric: Adverbs**

Area	Assessment criteria	Mark
<b>Adverbs of manner</b>	Identify and use adverbs of manner to modify verbs appropriately in speech and writing.	<b>2</b>
<b>Adverbs of place</b>	Identify and use adverbs of place to modify verbs appropriately in speech and writing.	<b>2</b>
<b>Adverbs of time</b>	Identify and use adverbs of time to modify verbs appropriately in speech and writing.	<b>2</b>
<b>General knowledge of adverbs</b>	Identify, classify and use a variety of adverbs (including adverbs of manner, place, time, degree and time) to modify verbs appropriately in speech and writing.	<b>4</b>
<b>Total</b>		<b>10</b>

**Rubrics: Conjunctions**

Area	Assessment criteria	Mark
<b>Joining similar and contrasting ideas</b>	Identify and use simple conjunction (and) to link similar ideas.	<b>2</b>
	Identify and use simple conjunction (but) to link contrasting ideas.	<b>2</b>
<b>Conjunctions for showing choices and expressing alternatives</b>	Identify and use simple conjunctions (or, nor) to show choices.	<b>2</b>
	Identify and use simple conjunction (or) to express alternatives.	<b>1</b>
<b>Subordinating conjunction</b>	Identify and use simple subordinating conjunctions for giving reasons, linking contrasting ideas and showing results.	<b>1</b>
<b>Conjunctions for forming compound and complex sentences</b>	Identify and use simple coordinating and subordinating conjunctions to form compound and complex sentences.	<b>2</b>
<b>Total</b>		<b>10</b>

**Rubric: Prepositions**

Area	Assessment criteria	Mark
<b>Prepositions for time and direction</b>	Use prepositions to show a period of time.	<b>2</b>
	Use prepositions to show direction.	<b>2</b>
<b>Prepositions for purpose and possession</b>	Use prepositions to show purpose.	<b>1</b>
	Use prepositions to show possession.	<b>1</b>
<b>Prepositions for comparison</b>	Use prepositions for showing comparison (taller than).	<b>1</b>
<b>General knowledge of prepositions</b>	Identify missing prepositions in texts and fix them appropriately.	<b>3</b>
<b>Total</b>		<b>10</b>

**Rubric: Reported and direct speech**

Area	Assessment criteria	Mark
<b>Direct speech</b>	Form and use direct speech in the present tense appropriately.	<b>2</b>
	Form and use direct speech in the past tense appropriately.	<b>2</b>
	Form and use direct speech in the present and past tense appropriately and observing correct usage of punctuation marks.	<b>2</b>
<b>Reported speech</b>	Form and use reported speech appropriately.	<b>2</b>
<b>General knowledge of direct and reported speech</b>	Form and use direct and reported speech appropriately in sentences.	<b>2</b>
<b>Total</b>		<b>10</b>

**Rubric: Phrases**

Area	Assessment criteria	Mark
<b>Noun Phrases</b>	Identify and use noun phrases to describe conditions.	<b>2</b>
<b>Adjective Phrases</b>	Form and use adjective phrases correctly to describe nouns.	<b>2</b>
<b>Adverb Phrases</b>	Form and use adverb phrases correctly to describe actions.	<b>2</b>
<b>General knowledge of phrases</b>	Identify phrases in text and classify them under the appropriate headings and use them appropriately in speech and writing.	<b>4</b>
<b>Total</b>		<b>10</b>

**Rubrics: Sentences**

Area	Assessment criteria	Mark
<b>Content</b>	The sentences are based on the given topic and are based on the information found out.	<b>1</b>
<b>Layout</b>	The sentences are numbered and are on fresh lines.	<b>1</b>
<b>Language</b>	The sentences are written in the learner's own words.	<b>1</b>
<b>Paragraph level</b>	The sentences are varied and have cohesive devices that join sentences together.	<b>2</b>
<b>Spelling, punctuation and grammar</b>	The spelling is correct.	<b>1</b>
	End marks and other punctuation marks are used correctly.	<b>1</b>
	The grammar is correct.	<b>1</b>
<b>Process</b>	The learner revised and edited a rough copy before submitting a final, neat copy.	<b>2</b>
<b>Total</b>		<b>10</b>



**Rubric: Idiomatic Expressions**

Area	Assessment criteria	Mark
<b>Idiomatic Expressions</b>	Identify idiomatic expressions in text and speech.	<b>2</b>
	Assign meaning to idiomatic expressions based on the context.	<b>4</b>
	Use a variety of idiomatic expressions appropriately in communication.	<b>4</b>
<b>Total</b>		<b>10</b>

**Rubric: Penmanship**

Area	Assessment criteria	Mark
<b>Content</b>	<ul style="list-style-type: none"><li>The writing is about copying given letters, words, simple sentences or paragraphs. (1)</li></ul>	<b>1</b>
<b>Organisation</b>	<ul style="list-style-type: none"><li>The given items for the writing are copied clearly. (1)</li><li>The writing of each learner has good spacing, well-placed letters and correct alignment. (3)</li></ul>	<b>4</b>
<b>Expression</b>	<ul style="list-style-type: none"><li>Correct construction of sentences. (3)</li></ul>	<b>3</b>
<b>Mechanical accuracy</b>	<ul style="list-style-type: none"><li>The words are spelt correctly. (2)</li></ul>	<b>2</b>
<b>Total marks</b>		<b>10</b>

**Rubric: Penmanship**

Area	Assessment criteria	Mark
<b>Content</b>	<ul style="list-style-type: none"><li>• The content is based on the given topic. (1)</li></ul>	1
<b>Organisation</b>	<ul style="list-style-type: none"><li>• All questions are answered. (3)</li><li>• The gaps are appropriately filled. (1)</li></ul>	4
<b>Expression</b>	<ul style="list-style-type: none"><li>• Ability to use the writing content. (1)</li><li>• Ability to manipulate words in the text to come out with a new version of the given text. (2)</li></ul>	3
<b>Mechanical accuracy</b>	<ul style="list-style-type: none"><li>• Correct spelling. (1)</li><li>• Correct punctuation. (1)</li></ul>	2
<b>Total marks</b>		<b>10</b>

## Scope and sequence - Book 6

Unit	Content	LB pages	WB pages
<b>1</b>	Determination	1–11	1–8
<b>Oral language</b>	Talking about oneself	2	1
<b>Reading</b>	Crossing the Great River	3–5	2–3
<b>Phonics/Letters have Sounds</b>	Words with “sure”, “ture” and “tch”	6	4
<b>Vocabulary</b>	Collapsing, approaching, captured, grimly, horizon, essentials, footprint, undeterred <ul style="list-style-type: none"> <li>Meaning of words</li> <li>Spelling words correctly</li> <li>Content words and function words</li> </ul>	6–7	5–6
<b>Grammar</b>	Nouns	8	7
<b>Penmanship</b>	Copying sentences	9	
<b>Guided writing</b>	Retelling “Crossing the Great River”	9	8
<b>Homework</b>	Identify the noun phrase in sentences	11	

Unit	Content	LB pages	WB pages
<b>2</b>	Adolescent reproductive health	12–23	9–13
<b>Oral language</b>	Reciting the verse – Growing up	13–14	9
<b>Reading</b>	Adolescence	15–17	
<b>Phonics/Letters have Sounds</b>	Words with two consonants, a vowel and two consonants (ccvc), three consonants, a vowel and a consonant (ccvc)	18	10
<b>Vocabulary</b>	adolescence, sports, transmission, drastic, reproductive, hormones, gratification, arousal, definite <ul style="list-style-type: none"> <li>Identifying words and their meanings from the passage</li> <li>Sentence completion</li> </ul>	19	11
<b>Grammar</b>	Types of nouns – common nouns, concrete nouns, abstract nouns	20	11–12
<b>Penmanship</b>	Punctuation marks: the period (full stop), question mark and exclamation mark	21	13
<b>Guided writing</b>	Writing given sentences with the appropriate punctuation marks	21–22	13

<b>Writing tip</b>	The interrobang (?) A rarely used, non-standard punctuation mark that combines a question mark and an exclamation mark	22	
<b>Discover more</b>	Types of nouns – Find out more about the types of nouns by checking out the given link	23	
<b>Homework</b>	Identify the different types of nouns.	23	

Unit	Content	LB pages	WB pages
<b>3</b>	Cultural practices	24–33	14–18
<b>Oral language</b>	Using polite requests to talk about cultural practices	25–26	14
<b>Reading</b>	The Buem Lilu Festival	27–29	15
<b>Phonics/Letters have Sounds</b>	Multisyllabic words	29–30	15–16
<b>Vocabulary</b>	dynasty, staple, civic, theory, platform, opportune <ul style="list-style-type: none"> <li>Pick ten common nouns from the passage read and make meaningful sentences with five of them</li> <li>Explain these words from the passage</li> </ul>	30	
<b>Grammar</b>	Count nouns	31	17
<b>Penmanship</b>	Copying sentences	32	
<b>Guided writing</b>	Write two sentences about the purpose of the durbar held during the Buem Lilu Festival	32	
<b>Discover more</b>	Count nouns – learn more about count nouns	33	
<b>Homework</b>	Solve the worksheet in the link provided	33	

Unit	Content	LB pages	WB pages
<b>4</b>	Teenage pregnancy	34–44	
<b>Oral language</b>	Reading a story – Nana Osei and the pregnant school girl	35–36	19–20
<b>Reading</b>	The teenage pregnancy problem	37–39	21

<b>Phonics/Letters have Sounds</b>	Minimal pairs	40	
<b>Vocabulary</b>	crucial, psychological, unprotected, stigmatizes, discriminatory, prey, disrupted, coerce <ul style="list-style-type: none"> <li>• Sentence completion</li> <li>• Finding the meaning of given expressions</li> </ul>	41	
<b>Grammar</b>	Non- count nouns - identifying nouns non – count nouns and using them in forming sentences <ul style="list-style-type: none"> <li>• Gerund – verbal nouns</li> </ul>	42	23
<b>Penmanship</b>	Copying sentences formed with collective nouns	43	
<b>Guided writing</b>	Add one more paragraph to the story using guiding questions	43	
<b>Discover more</b>	Non–count nouns – use the link below to discover more about non–count nouns	44	
<b>Homework</b>		44	
<b>Revision 1</b>		45–46	

Unit	Content	LB pages	WB pages
<b>5</b>	Sexually transmitted disease	47–56	25–30
<b>Oral language</b>	Reciting a poem – The journey beyond	48–49	25–26
<b>Reading</b>	All about HIV /AIDS	49–51	26
<b>Phonics/Letters have Sounds</b>	Rhyming words ball/fall/wall	51	27
<b>Vocabulary</b>	separate, immune, fatal, laboratories, treatment <ul style="list-style-type: none"> <li>• Match words in column A with their meanings in column B</li> <li>• Sentence completion</li> <li>• Hyponyms</li> </ul>	52–53	28
<b>Grammar</b>	Collective nouns	54	29
<b>Penmanship</b>	Copying a paragraph with the right capitalisation		
<b>Discover more</b>	Use the link to discover more about collective nouns	56	
<b>Homework</b>		56	

Unit	Content	LB pages	WB pages
<b>6</b>	Locating the hidden treasure	57–67	31–37
<b>Oral language</b>	Giving accurate directions	58–59	31
<b>Reading</b>	The magician's tools	59–62	32
<b>Phonics/Letters have Sounds</b>	Words with digraphs /ch/ and /ph/	63	33
<b>Vocabulary</b>	hollow, galaxy, bequeath, fathom, severity, marauder, meteor, rag, tag, unworthy <ul style="list-style-type: none"> <li>Match words in column A with their correct meanings in B</li> <li>Form meaningful sentences with given words from the passage</li> </ul>	64	34
<b>Grammar</b>	Gerund (verbal nouns), writing jumping, swimming, exercising	65	35–37
<b>Penmanship</b>	Making sentences with quantifiers and copying sentences	66	
<b>Guided writing</b>	Write an essay: A good direction can bring about great benefits	66	
<b>Discover more</b>	Argumentative essay	67	
<b>Homework</b>	Identify the quantifiers in the sentences	67	

Unit	Content	LB pages	WB pages
<b>7</b>	Festivals	68–77	
<b>Oral language</b>	Engaging in the conversation: A festival celebrated in my hometown	68	38–42
<b>Reading</b>	Festival in Ghana	70–72	38
<b>Phonics/Letters have Sounds</b>	Words with digraphs /sh/, /hw/ and /ck/	73	39–40
<b>Vocabulary</b>	significant, vibrancy agriculture, agrarian, mourn, commemorative deity <ul style="list-style-type: none"> <li>Put words in alphabetical order</li> <li>Sentence completion</li> </ul>	74	40
<b>Grammar</b>	Articles – the, a, an	75	43
<b>Penmanship</b>	Copying the first paragraph of the passage on “festivals in Ghana”	74	42

<b>Guided writing</b>	Argumentative essay – “Celebrating festivals is more important than holding funerals”	76	43
<b>Discover more</b>	More about definite and indefinite articles	77	
<b>Homework</b>		77	

Unit	Content	LB pages	WB pages
<b>8</b>	Energy	78–79	45–51
<b>Oral language</b>	Practising a dialogue – sources/forms of energy	79	45
<b>Reading</b>	All about energy	81–83	46
<b>Phonics/Letters have Sound</b>	Words with diagraphs /ng/ and /qu/	83	46
<b>Vocabulary</b>	digestion, nutrients, kinetic, turbines, green-house, convert <ul style="list-style-type: none"> <li>• Sentence completion</li> <li>• Prefixes</li> </ul>	84–85	47–49
<b>Grammar</b>	Quantifiers – few, little, all, both, fewer	85–86	49
<b>Penmanship</b>	Copying a paragraph neatly	87	60
<b>Guided writing</b>	Identify and write down the topic sentence and supporting sentences in a given paragraph	87–88	
<b>Discover more</b>	A video on a quantifier and their usage	89	
<b>Homework</b>		89	
<b>Revision 2</b>		90–91	

Unit	Content	LB pages	WB pages
<b>9</b>	Global climate change	92–103	92–56
<b>Oral language</b>	Answering Yes/No questions about global climate change using the future expressions	93–94	52
<b>Reading</b>	Global climate change – facing the future	94–96	53
<b>Phonics/Letters have Sounds</b>	Diphthongs – words with/please symbols/	97	53
<b>Vocabulary</b>	phenomenon, inherently, atmosphere, radiation, predictability, glaciers, geothermal Explain the meanings of given words <ul style="list-style-type: none"> <li>• Sentence completion</li> <li>• Suffixes</li> </ul>	98–99	54



<b>Grammar</b>	Possessive adjectives – my, your, his, her, our, their	99–100	55
<b>Penmanship</b>	Making sentences with adverbs and writing in joint script	100	
<b>Guided writing</b>	Guide on how to write a good composition Rewrite a story and divide it into paragraphs	101–102	56
<b>Discover more</b>	More about possessive adjectives	103	
<b>Homework</b>		103	

<b>Unit</b>	<b>Content</b>	<b>LB pages</b>	<b>WB pages</b>
<b>10</b>	Communication	104–115	57–61
<b>Oral language</b>	Presentation – Spoken/informal language	105	57
<b>Reading</b>	Friendly letters	106–109	57
<b>Phonics/Letters have Sounds</b>	More diphthongs and a game	109	58
<b>Vocabulary</b>	deal, manners, influence, salient <ul style="list-style-type: none"> <li>• Sentence completion</li> <li>• Monosyllabic words</li> <li>• Spelling jumbled words correctly</li> </ul>	110–111	
<b>Grammar</b>	Possessive pronouns – his, hers, mine, yours, its, ours, theirs	112–113	60–61
<b>Penmanship</b>	Copying sentences correctly	112	61
<b>Guided writing</b>	Write a letter to your pen – pal abroad describing a day you will never forget in your life	113–114	
<b>Discover more</b>	Possessive pronouns and how to use them in sentences	115	
<b>Homework</b>		115	

Unit	Content	LB pages	WB pages
<b>11</b>	Forest depletion	116–125	62–67
<b>Oral language</b>	Using question tags in talking about the destruction of our forests	117–118	62
<b>Reading</b>	The destruction of our forests	118–120	
<b>Phonics/Letters have Sounds</b>	Words with consonants blends/clusters /bl/ and /br/	121	63
<b>Vocabulary</b>	Scientific, resources, construction, domestic, indiscriminate, facilitate, lumber, existence <ul style="list-style-type: none"> <li>• Sentence completion</li> <li>• Form 15 words from the word deforestation</li> <li>• Spelling words correctly</li> <li>• Identify non-count nouns</li> </ul>	121–122	65
<b>Grammar</b>	Demonstrative adjectives	123	66
<b>Penmanship</b>	Copying the topic sentence of a paragraph and the supporting sentences	124	
<b>Guided writing</b>	Write five sentences about <b>a.</b> Bush <b>b.</b> HIV/AIDs	124	
<b>Discover more</b>	More on demonstrative adjectives	126	
<b>Homework</b>		125	

Unit	Content	LB pages	WB pages
<b>12</b>	Work		
<b>Oral language</b>	Reciting the poem – wet and dry season	127–128	68
<b>Reading</b>	Work	129–131	
<b>Phonics/Letters have Sounds</b>	Words with blends / consonants clusters /cl/ and /cr/	132	69
<b>Vocabulary</b>	impacted, menial, unrecognized, gatherers, infrastructure, automobile, outages, exert, taxation, technology <ul style="list-style-type: none"> <li>• Identify words that have the given meanings</li> <li>• Sentence completion</li> </ul>	133	
<b>Grammar</b>	Reflexive pronouns	134–135	71
<b>Penmanship</b>	Copying simple and compound sentences in joint script	235	
<b>Discover more</b>	Learn more about reflexive pronouns	136	
<b>Homework</b>		136	

Unit	Content	LB pages	WB pages
<b>13</b>	Patriotism		
<b>Oral language</b>	Singing the National Anthem (verse 2)		
<b>Reading</b>	Helping Rwanda		75–76
<b>Phonics/Letters have Sounds</b>	Words with consonants blends /gl/ and /gr/	144	77
<b>Vocabulary</b>	patriotism, genocide, peace – keeping, contingent, disregard abandon <ul style="list-style-type: none"> <li>Write sentences from the passage “Helping Rwanda” in own words.</li> <li>Spelling</li> </ul>	145	
<b>Grammar</b>	Relative pronouns	147	78–79
<b>Penmanship</b>	Copying sentences neatly and in joint script	147	
<b>Guided writing</b>	Friendly letter - A letter to your pen-pal telling him/her about the effects of teenage pregnancy and the education of adolescents	147–148	
<b>Discover more</b>	Read more about relative pronouns	149	
<b>Homework</b>		149	

Unit	Content	LB pages	WB pages
<b>14</b>	Inventions	150–160	81–86
<b>Oral language</b>	Listening comprehension – writing	151	
<b>Reading</b>	Writing	152–155	82
<b>Phonics/Letters have Sounds</b>	Words with consonants blends /spr/ and /scr/ sounds	155	
<b>Vocabulary</b>	endeavour, communicate human – kind invention, civilization, earliest symbols, phonetic, inform, unlimited <ul style="list-style-type: none"> <li>Write something about given terms</li> <li>Synonyms</li> </ul>	155–156	83
<b>Grammar</b>	Reciprocal pronouns	157	85
<b>Penmanship</b>	Write five sentences with relative pronouns neatly in joint script	158	
<b>Guided writing</b>	Formal letters: write a complaint about the misconduct of your school prefect	158–159	
<b>Discover more</b>	Read more about reciprocal pronouns		
<b>Homework</b>		161	

Unit	Content	LB pages	WB pages
<b>15</b>	Use of social media	161–172	87–93
<b>Oral language</b>	Taking part in a conversation – children should not be on WhatsApp	162	87
<b>Reading</b>	Mobile phones, the internet and more	163–166	88
<b>Phonics/Letters have Sounds</b>	Words with consonants blends /str and /chr/	166	
<b>Vocabulary</b>	unprecedented, multimedia, background, encyclopaedia, mindful, announcement, misinformation <ul style="list-style-type: none"> <li>Find examples of adverbs from the passage</li> <li>Sentence completion</li> <li>Find the antonyms of the given words</li> </ul>	167–168	91
<b>Grammar</b>	Indefinite pronouns – each, nobody, someone, everybody	168–169	91–93
<b>Penmanship</b>	Copy the addresses of a formal letter	170	
<b>Guided writing</b>	You fought with a school mate, and you were reported to your headteacher. She has decided to punish you. Write to the headteacher explaining what happened	169–171	
<b>Discover more</b>	Find out more about indefinite pronouns	172	
<b>Home work</b>		172	

Unit	Content	LB pages	WB pages
<b>16</b>	Unity is strength	173–182	94–98
<b>Oral language</b>	Listening to a story – unity	174–175	94
<b>Reading</b>	When fishes unite	176–178	
<b>Phonics/Letters have Sounds</b>	Words with digraphs /ch/ /sh/ and /gh/	178	95
<b>Vocabulary</b>	perturbed, predator, creeping, helm, hauled, rumour, blissful <ul style="list-style-type: none"> <li>Sentence completion</li> <li>Correct spelling of words</li> </ul>	179	96
<b>Grammar</b>	Comparison of adjectives	180	97–98
<b>Penmanship</b>	Copying a paragraph putting in commas where necessary	181	
<b>Discover more</b>	Find out more about words with digraphs	182	
<b>Home work</b>		182	
<b>Revision 4</b>		183–184	

Unit	Content	LB pages	WB pages
<b>17</b>	Cultural values	185–194	99–104
<b>Oral language</b>	Discussing the structure of a story	186	99
<b>Reading</b>	The prankster gets pranked	187–189	100
<b>Phonics/Letters have Sounds</b>	Diphthongs	190	101
<b>Vocabulary</b>	principle, doubted, genius, reputation, closed, humiliation, irritated, prankster, remarkable <ul style="list-style-type: none"> <li>Identify words that have same given meaning from the passage</li> <li>Look for six shortened words in the text and make sentences with them</li> </ul>	187–189	
<b>Grammar</b>	Primary auxiliary verbs	191–192	
<b>Penmanship</b>	Copying dialogue from the reading text	192	104
<b>Discover more</b>	Learn some auxiliary verbs from this link	194	
<b>Homework</b>		194	

Unit	Content	LB pages	WB pages
<b>18</b>	Socialization	195–205	105–110
<b>Oral language</b>	Engaging in a dialogue about children	196–197	105
<b>Reading</b>	The walls of Notsie	198–200	
<b>Phonics/Letters have Sounds</b>	Words with ending sounds like “sure”, “ture” and “tch”.	201	
<b>Vocabulary</b>	tread, crumbled, tradition, tunned, valuable, possible, <ul style="list-style-type: none"> <li>Identifying adjectives in expressions</li> </ul>	201	107
<b>Grammar</b>	Modal auxiliary verbs	202–203	108–109
<b>Penmanship</b>	Copying a text neatly in joint script	204	
<b>Guided writing</b>	In a few sentences write how terrible the conditions were in Notsie	204	
<b>Discover more</b>	Use a link to discover more about auxiliary verbs		
<b>Home work</b>		205	

Unit	Content	LB pages	WB pages
<b>19</b>	Use of ICT	207– 215	111–115
<b>Oral language</b>	Listening comprehension – Benefits of ICT to students	207–208	111
<b>Reading</b>	Computers	207–210	111–112
<b>Phonics/Letters have Sounds</b>	Words with consonant blends /br/ and /bl/ sounds	211	112
<b>Vocabulary</b>	leaps, designed, forecasting, mainframe, knowledge <ul style="list-style-type: none"> <li>• sentence completion</li> <li>• spelling words correctly</li> </ul>	211–212	113
<b>Grammar</b>	Subject – verb agreement with indefinite pronouns	213–214	115
<b>Penmanship</b>	Copying direct speeches neatly with the right punctuation marks (quotations marks)	214	115
<b>Discover more</b>	Learn more about sentence fragments and subject – verb	215	
<b>Homework</b>	Write a short essay on the benefits of computers. Be mindful of punctuation	215	

Unit	Content	LB pages	WB pages
<b>20</b>	Different cultures	216–225	116–121
<b>Oral language</b>	Listening comprehension – A journey I will never forget	217	116
<b>Reading</b>	Other people and other places	218–220	117
<b>Phonics/Letters have Sounds</b>	Words with consonants blends (/gl/ and /gr/)	221	117
<b>Vocabulary</b>	amazing, adage, fraction, estimated, diverse, discriminate, comparison, appreciated <ul style="list-style-type: none"> <li>• Sentence completion</li> <li>• Finding meanings of words as they are used in the passage</li> </ul>	221–222	
<b>Grammar</b>	Subject–verb agreement involving collective nouns	222	119–120
<b>Penmanship</b>	Copying five sentences with collective nouns in joint script	223	121

<b>Guided writing</b>	Write an essay about who you were before, who you are now, and the reason for the change	223	
<b>Discover more</b>	Learn how to write great narrative essay by taking a look at the examples provided in the link.	225	
<b>Homework</b>		225	
<b>Revision</b>		226–227	

Unit	Content	LB pages	WB pages
<b>21</b>	A responsible citizen	228–237	122–127
<b>Oral language</b>	Singing the patriotic song – Arise Ghana Youth for your country	229–230	122
<b>Reading</b>	Learning to care for public property	230–233	123–124
<b>Phonics/Letters have Sounds</b>	Words with consonants digraphs (/ch/ and /ph/)	233	
<b>Vocabulary</b>	responsible, public, democratic, property, earnestly <ul style="list-style-type: none"> <li>• Sentence completion</li> <li>• Matching words to their meanings</li> <li>• Reading compound nouns</li> </ul>	234–235	124
<b>Grammar</b>	Indefinite verbs – make sentences from the substitution table	235	126
<b>Penmanship</b>	Copying sentences with the right capitalisation, commas and question marks	236	126
<b>Discover more</b>	Understand more about finite and non-finite verbs	237	
<b>Homework</b>		237	



Unit	Content	LB pages	WB pages
<b>22</b>	Diligence	238–247	128–133
<b>Oral language</b>	Listening to a story – The diligent boy	239	128
<b>Reading</b>	From Kayayoo to entrepreneur: The Teni Agana story	240–247	129
<b>Phonics/Letters have Sounds</b>	Words have syllables	242–243	
<b>Vocabulary</b>	underneath, support, migrate, insensitive, demonstrate, vocational Matching words to their meaning <ul style="list-style-type: none"> <li>Pick five sentences with infinite forms of verbs from the passage</li> <li>Sentence completion</li> </ul>	243–244	130–131
<b>Grammar</b>	The simple present tense	244–245	132–133
<b>Penmanship</b>	Copying complex sentences using joint script	245	133
<b>Guided writing</b>	Creating and writing complex sentences	246	
<b>Discover more</b>	Read more on the simple present tense by following a link	247	
<b>Homework</b>		247	

Unit	Content	LB pages	WB pages
<b>23</b>	Facing adversities	248–257	134–140
<b>Oral language</b>	Listening to and solving riddles	249–250	134
<b>Reading</b>	Which one are you?	250–252	135
<b>Phonics/Letters have Sounds</b>	Multisyllabic words	253	137
<b>Vocabulary</b>	miserable, burners, potatoes, aroma, protecting, <ul style="list-style-type: none"> <li>Read a paragraph from the text</li> <li>Underline the nouns and circle the verbs in the sentences</li> <li>Correct spelling of words</li> </ul>	253 - 254	
<b>Grammar</b>	Irregular verbs in sentences – past tense forms	254–255	138–139
<b>Penmanship</b>	Copying any three sentences from “Which one are you?”	255	

<b>Guided writing</b>	Writing a process essay	256	
<b>Discover more</b>	Read more about irregular verbs	257	
<b>Homework</b>		257	

Unit	Content	LB pages	WB pages
<b>24</b>	Electric energy	258–268	141–147
<b>Oral language</b>	Reading a speech – Hydroelectricity in Ghana	259–261	141
<b>Reading</b>	Electricity	261–264	142–143
<b>Phonics/Letters have Sounds</b>	Words with blends / consonants clusters (/tr/ and /str/)	264	
<b>Vocabulary</b>	electricity, useful, complicated, substance, economic, <ul style="list-style-type: none"> <li>• Sentence completion</li> <li>• Rearrange the jumbled words to form sentences</li> </ul>	265	
<b>Grammar</b>	The past continuous tense	266	144–146
<b>Penmanship</b>	Copying sentences in joint script	267	
<b>Guided writing</b>	Write a process essay on how to prepare a breakfast meal	267	147
<b>Discover more</b>	Read more about the past continuous tense	268	
<b>Homework</b>		268	
<b>Revision 6</b>		269–270	

Unit	Content	LB pages	WB pages
<b>25</b>	Truthfulness is a good moral conduct	271–282	148–156
<b>Oral language</b>	Reading/listening to a story – A true servant	272–273	148–156
<b>Reading</b>	The house with three swimming pools	274–277	149
<b>Phonics/Letters have Sounds</b>	Words with consonant blends or clusters (/scr/, /str/ and /chr/) in them	277	150

<b>Vocabulary</b>	neighbourhood, garage, television, insanely, barbecue, intrigued, dentist, soberly • Sentence completion • Make sentences phrasal verbs:	278	150
<b>Grammar</b>	Adverbs of time/manner/degree	279–280	152
<b>Penmanship</b>	Copying sentences neatly in joint script	280	
<b>Guided writing</b>	The apostrophe: insert an apostrophe when needed	281	
<b>Discover more</b>	Discover more about adverbs of degree	282	
<b>Homework</b>		282	

Unit	Content	LB pages	WB pages
<b>26</b>	Honouring the aged	283–292	153–183
<b>Oral language</b>	Listening to a story: A good boy	284–285	157
<b>Reading</b>	Taami for Grammy	285–287	158
<b>Phonics/Letters have Sounds</b>	Consonants blends and digraphs (/spr/, /sh/, /ch/, /gh/)	288	
<b>Vocabulary</b>	hometown, stock, fascinating, pep, snagging, sapling, elated, shifted • Identifying words and meanings • Matching sentences and meanings		
<b>Grammar</b>	Adverbs of reason	290	161
<b>Penmanship</b>	Copying complex sentences neatly in joint script		
<b>Discover more</b>	Find out about adverbs of reason	292	
<b>Homework</b>		292	

Unit	Content	LB pages	WB pages
<b>27</b>	Being philanthropic	293–302	164–169
<b>Oral language</b>	Discussing being philanthropic	294	164–165
<b>Reading</b>	Daniel Mckorley, businessman and philanthropist	295–297	164–166
<b>Phonics/Letters have Sounds</b>	Words with sounds like “ck”, “qu” and “wh”	297	166
<b>Vocabulary</b>	philanthropy, critical, imperative, magnate, savvy, interpleural, notable, fundamental, estimation <ul style="list-style-type: none"> <li>• Sentence completion</li> <li>• Adding one part in A to another part in B to make one word</li> <li>• Breaking up words into roots and suffixes</li> </ul>	298–299	167
<b>Grammar</b>	Subordinating conjunctions	299–300	168
<b>Penmanship</b>	Copying sentences in joint script	301	
<b>Guided writing</b>	Using a question guide, write an essay about a philanthropist		
<b>Discover more</b>	Find out more about conjunctions	302	
<b>Homework</b>		302	

Unit	Content	LB pages	WB pages
<b>28</b>	Airlines	303–314	170–176
<b>Oral language</b>	Taking part in a conversation about reaching some regions in Ghana by air	301–306	170
<b>Reading</b>	A brief history of aeroplanes	306–309	171
<b>Phonics/Letters have Sounds</b>	Words with /oa/ and /ai/ sounds	309	
<b>Vocabulary</b>	balloons, cabins, framework, gliders, propellers, swiftly <ul style="list-style-type: none"> <li>• Matching parts of sentences in B to their corrects parts in A</li> <li>• Saying rhyming words</li> <li>• Writing sentences with word in the simple past tense</li> </ul>	310	
<b>Grammar</b>	Prepositions Phrasal verbs	311–312	173–174

<b>Penmanship</b>	Copying sentences that have -ing words in joint script	313	
<b>Discover more</b>	Find out more about prepositions	314	
<b>Homework</b>		314	
<b>Revision 7</b>		315–316	

Unit	Content	LB pages	WB pages
<b>29</b>	Communal labour	317–327	176–183
<b>Oral language</b>	Taking part in a conversation about communal labour	318–319	176
<b>Reading</b>	The people of Agyem build a clinic	319–321	177–178
<b>Phonics/Letters have Sounds</b>	Words with consonants clusters or blends (/gr/, /gl/, /cr/, /cl/, /br/, /bl/, /spr/ and /scr/).	322	
<b>Vocabulary</b>	fertile, remedy, facilities, supervise, pro bono, foundation, furnishing <ul style="list-style-type: none"> <li>• Sentence completion</li> <li>• Reading</li> <li>• Constructing meaningful sentences with phrasal verbs.</li> </ul>	323–324	181
<b>Grammar</b>	Adjectives phrases	324–325	181–182
<b>Penmanship</b>	Copying sentences neatly in your writing book	325	
<b>Guided writing</b>	Writing an article for a class magazine using tips	326	
<b>Discover more</b>	Find out more about adjective phrases	327	
<b>Homework</b>		327	

Unit	Content	LB pages	WB pages
<b>30</b>	The result of being untruthful	328–339	184–190
<b>Oral language</b>	Presentation: Appropriate pace, stress and tone	329	184
<b>Reading</b>	How the spider got a bald head	330–333	184–185
<b>Phonics/Letters have Sounds</b>	Words with diphthongs	333	

<b>Vocabulary</b>	<p>messenger, comforted, funeral, clock, leopard–skin, pain bald</p> <ul style="list-style-type: none"> <li>• Explaining the meaning of words and expressions</li> <li>• Studying idiomatic expressions and their meanings</li> <li>• Finding the meanings of idioms</li> </ul>	334–335	
<b>Grammar</b>	Direct speech and indirect/reported speech	336	188–189
<b>Penmanship</b>	Select four examples of direct speech from the story and write them in your writing book in joint script.	337	
<b>Guided writing</b>	Using guidelines to summarize the story “How the spider got a bald head” in four paragraphs	337–338	
<b>Discover more</b>	Use the information in this link to learn more about direct speech	339	
<b>Homework</b>		339	

# Curriculum coverage

**Note:** The page numbers refer to the pages in the Learner's book.

Strand 1: Oral Language		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 1: Songs</b> <b>B6.1.1.1. Demonstrate understanding of variety of songs.</b>	<b>B6.1.1.1.1.</b> Relate the central messages in songs to personal experiences.	Unit 13, pages 140 – 144 Activity 1&2 Unit 21, pages 220 – 230 Activity 1&2
<b>Sub-strand 3: Poems</b> <b>B6.1.3.1. Appreciate poems and other pieces of literary materials.</b>	<b>B6.1.3.1.1.</b> Relate the central messages of poems to personal experiences.	Unit 2, pages 13 – 14 Activity 1&2 Unit 5, pages 48 – 49 Activity 1&2
	<b>B6.1.3.1.2.</b> Discuss values in poems and talk about the importance of these values in society.	Unit 12, pages 127 – 128 Activity 1&2
<b>Sub-strand 4: Story Telling</b> <b>B6.1.4.1. Respond to stories.</b>	<b>B6.1.4.1.1.</b> Make connections between texts or stories and personal experiences.	Unit 16, pages 174 – 175 Activity 1&2 Unit 17, page 186 Activity 1&2 Unit 22, page 239 Activity 1&2
	<b>B6.1.4.1.2.</b> Tell stories around given themes.	Unit 4, pages 35 -36 Activity 1 – 3 Unit 25, pages 272 - 273 Activity 1&2 Unit 26, pages 284 - 285 Activity 1&2
<b>Sub-strand 5: Dramatisation and Role-play</b> <b>B6.1.5.1. Appreciate pieces of literary materials true dramatisation.</b>	<b>B6.1.5.1.1.</b> Dramatize/ role-play whole/ parts of stories/ scenes.	Unit 5, page Activity

<b>Sub-strand 6: Vocabulary</b> <b>B6.1.6.1.</b> Explore certain culturally acceptable language for communication.	<b>B6.1.6.1.1.</b> Describe/ talk about objects/ personalities/ events in the country and the world.	Unit 1, page 2 Activity 1 Unit 7, page 69 Activity 1 Unit 18, pages 196 - 197 Activity 1 – 3 Unit 27, page 294 Activity 1&2 Unit 28, pages 304 - 306 Activity 1 – 4
<b>B6.1.6.3.</b> Use knowledge of language and communicative skills to participate in conversation.	<b>B6.1.6.3.1.</b> Engage in collaborative conversation with unfamiliar audience.	Unit 15, pages 162 – 163 Activity 1&2 Unit 29, pages 318 - 319 Activity 1 – 3
<b>Sub-strand 7: Listening Comprehension</b> <b>B6.1.7.1.</b> Use appropriate skills and strategies to process meaning from texts.	<b>B6.1.7.1.1.</b> Employ Think Aloud and visualization strategies to make meaning from level-appropriate texts.	Unit 14, page 151 Activity 1&2 Unit 20, page 217 Activity 1&2
	<b>B6.1.7.1.4.</b> Use background knowledge to understand and build new knowledge while listening to informational text.	Unit 19, pages 207 - 208 Activity 1&2
<b>Sub-strand 8: Asking and answering questions.</b> <b>B6.1.8.1.</b> Demonstrate understanding in asking and answering questions correctly.	<b>B6.1.8.1.1.</b> Answer “Yes” or “No” questions correctly using the expression that show the future.	Unit 9, pages 93 - 94 Activity 1&2  Unit 23, page Activity
<b>B6.1.8.2.</b> Identify and use question tags correctly in speech.	<b>B6.1.8.2.1.</b> Use positive tags, negative tags and auxiliaries in speech.	Unit 11, page 117 Activity 1



<b>Sub-strand 9: Giving and Following Commands/ Instructions/ Directions and Making and Responding to Requests</b> <b>B6.1.9.1.</b> <b>Explore the use of verbs in commands, instructions, requests and directions appropriately in speech.</b>	<b>B6.1.9.1.1.</b> Create and present simple instructions or a manual on how to play a game.	Unit 6, pages 58 - 59 Activity 1&2
	<b>B6.1.9.1.2.</b> Make and respond to polite requests for help from unfamiliar people.	Unit 3, pages 25 - 26 Activity 1&2
<b>Sub-strand 10: Presentation</b> <b>B6.1.10.1.</b> <b>Demonstrate knowledge of spoken grammar and register.</b>	<b>B6.1.10.1.2.</b> Demonstrate awareness of the differences between spoken and written forms of language.	Unit 10, page 105 Activity 1&2
	<b>B6.1.10.1.3.</b> Demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone.	Unit 30, page 129 Activity 1 – 3

Strand 2: Reading		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 2: Phonics</b> <b>B6.2.2.1.</b> <b>Connect sounds to letters; and blend letters/ syllables in order to read and write.</b>	<b>B6.2.2.1.1.</b> Read words with ending sounds like “sure” as a measure, “ture” as in creature and “tch” as in stretch.	Unit 1, page 6 Activity 1 Unit 18, page 201 Activity 1
	<b>B6.2.2.1.2.</b> Read ccvcc, ccvc words and multi-syllabic words when reading continuous texts.	Unit 2, page 18 Activity 1 Unit 3, pages 29 – 30 Activity 1 Unit 22, pages 242 – 243 Activity 1 Unit 23, page 253 Activity 1
<b>Sub-strand 3: Word Families</b> <b>B6.2.3.1.</b> <b>Identify minimal pairs and common digraphs.</b>  <b>B6.2.3.1.</b> <b>Identify rhyming/ ending words and common digraphs.</b>	<b>B6.2.3.1.1.</b> Use common minimal pairs to decode words.	Unit 4, page 40 Activity 1 Unit 5, page 51 Activity 1 Unit 21, page 233 Activity 1 Unit 28, page 309 Activity 1
	<b>B6.2.3.1.2.</b> Use words with digraphs to make meaningful sentences.	Unit 6, page 63 Activity 1 Unit 7, page 73 Activity 1 Unit 8, page 83 Activity 1 Unit 16, page 178 Activity 1 Unit 27, page Activity

<p><b>Sub-strand 4: Diphthongs</b>  <b>B6.2.4.1.</b>  Identify and use diphthongs to decode texts.</p>	<p><b>B6.2.4.1.1.</b>  Use words with centering diphthongs (e.g. /iə, eə, uə/) to make meaningful sentences.</p>	Unit 9, page 97 Activity 1 Unit 10, page 109 Activity 1 Unit 17, page 190 Activity 1 Unit 30, page 333 Activity 1
<p><b>Sub-strand 5: Blends and Consonant Clusters</b>  <b>B6.2.5.1.</b>  Identify and use consonant blends and clusters in reading.</p>	<p><b>B6.2.5.1.1.</b>  Orally produce three-syllable words by blending sounds (phonemes) including consonant blends.</p>	Unit 11, page 121 Activity 1 Unit 12, page 132 Activity 1 Unit 13, page 144 Activity 1 Unit 14, page 155 Activity 1 Unit 15, page 166 Activity Unit 19, page 211 Activity 1 Unit 20, page 221 Activity 1 Unit 24, page 264 Activity 1 Unit 25, page 277 Activity 1 Unit 29, page 322 Activity 1
	<p><b>B6.2.5.1.2.</b>  Use the spelling sound correspondences for common consonant digraphs.</p>	Unit 26, page 288 Activity 1
<p><b>Sub-strand 6: Vocabulary</b>  <b>B6.2.6.1.</b>  Understand word meanings and usages.</p>	<p><b>B6.2.6.1.1.</b>  Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication.</p>	Unit 7, page 74 Activity 1 Unit 19, pages 211 – 212 Activity 1 Unit 24, page 265 Activity 1

	<p><b>B6.2.6.1.2.</b></p> <p>Use the following terms: Compound words, Idiom, simile, synonym, antonym, prefix, suffix, phrasal verbs, etc. in spoken and written expressions.</p>	<p>Unit 8, pages 84 – 85 Activity 1 Unit 9, pages 98 – 99 Activity 1 Unit 15, pages 167 – 168 Activity 1 Unit 21, pages 234 – 235 Activity 1 Unit 22, pages 243 – 244 Activity 1 Unit 25, page 278 Activity 1 Unit 29, page 323 Activity Unit 30, pages 334 - 335 Activity 1</p>
<p><b>B6.2.6.2.</b> <b>Build vocabulary</b></p>	<p><b>B6.2.6.2.1.</b></p> <p>Develop a rich vocabulary stock through extensive reading of age-appropriate text: substituting selected nouns, verbs and adjectives in a text with synonyms/ near synonyms.</p>	<p>Unit 2, page 19 Activity 1 Unit 4, page 41 Activity 1 Unit 8, page 84 Activity 1 Unit 9, page 98 Activity 1 Unit 10, page 110 Activity 1 Unit 11, pages 121 – 122 Activity 1 Unit 16, page 179 Activity 1 Unit 20, pages 221 – 222 Activity 1 Unit 25, page 278 Activity 1</p>

<p><b>B6.2.6.3.</b>  <b>Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills.</b></p>	<p><b>B6.2.6.3.1.</b>  Deduce meaning of words from how they relate to one another eg. Hyponyms- fruits-apple, Meronyms- hand -finger synonyms.</p>	Unit 1, pages 5 -7 Activity Unit 3, page 30 Activity 1 Unit 5, pages 52- 53 Activity 1 Unit 6, page 64 Activity 1 Unit 12, page 133 Activity 1 Unit 14, pages 155 – 156 Activity 1 Unit 17, pages 190 - 191 Activity 1 Unit 21, pages 234 – 235 Activity 1 Unit 22, page 243 - 244 Activity 1 Unit 26, page 289 Activity 1
<p><b>Sub-strand 7:</b>  <b>Comprehension</b>  <b>B6.2.7.1.</b>  <b>Process and comprehend level-appropriate texts.</b></p>	<p><b>B6.2.7.1.1.</b>  Construct meaning from texts.</p>	Unit 7, pp 70 - 72 Activity 3 – 7 Unit 11, pp 118 - 120 Activity 2 – 6 Unit 21, pp 230 - 233 Activity 3 – 7
	<p><b>B6.2.7.1.2.</b>  Note are recall main ideas in sequence.</p>	Unit 22, pp 240 - 242 Activity 4 – 7 Unit 23, pp 250 - 252 Activity 3 – 6 Unit 27, pp 295 - 297 Activity 3 – 7
	<p><b>B6.2.7.1.3.</b>  Skim/ scan for details.</p>	Unit 3, pp 27 - 29 Activity 3 – 7 Unit 4, pp 37 - 39 Activity 4 – 8 Unit 15, pp 163 - 166 Activity 3 – 7 Unit 22, pp 240 - 242 Activity 4 – 7

	<b>B6.2.7.1.4.</b> Read level-appropriate texts silently and closely for comprehension.	Unit 21, pp 230 - 233 Activity 4 – 7 Unit 23, pp 250 - 252 Activity 3 – 6
<b>B6.2.7.2.</b> <b>Apply critical reading, implied meaning, higher order thinking, judgment and evaluation.</b>	<b>B6.2.7.2.1.</b> Respond to a text with reason, simple judgment and personal interpretations.	Unit 25, pp 274 - 277 Activity 3 – 6
	<b>B6.2.7.2.2.</b> Compare and contrast two or more events in a text.	Unit 25, pp 274 - 277 Activity 3 – 6
	<b>B6.2.7.2.3.</b> Demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion).	Unit 18, pp 198 - 201 Activity 4 – 8 Unit 26, pp 285 - 287 Activity 3 – 7
<b>B6.2.7.3.</b> <b>Demonstrate understanding of the use of words and phrases as used in the text.</b>	<b>B6.2.7.3.1.</b> Determine the contextual meaning of words and phrases.	Unit 14, pp 152 - 155 Activity 3 – 7
<b>Sub-strand 8: Silent Reading</b> <b>B6.2.8.1.</b> <b>Construct meaning from text read.</b>	<b>B6.2.8.1.1.</b> Read silently and reasonably for meaning from a level-appropriate text.	Unit 5, pp 49 - 51 Activity 3 – 7 Unit 13, pp 141 - 144 Activity 3 – 7 Unit 20, pp 218 - 220 Activity 3 – 7 Unit 26, pp 285 - 287 Activity 3 – 7 Unit 28, pp 306 - 309 Activity 5 – 9
	<b>B6.2.8.1.2.</b> Find meaning of words as used in context.	Unit 2, pp 15 - 17 Activity 3 – 6 Unit 9, pp 94 - 96 Activity 3 – 7 Unit 28, pp 306 - 309 Activity 5 – 9

	B6.2.8.1.3. Ask and answer questions based on a passage read.	Unit 13, pp 141 - 144 Activity 3 – 7 Unit 20, pp 218 - 220 Activity 3 – 7
<b>Sub-strand 9: fluency</b> <b>B6.2.9.1.</b> <b>Read fluently to enhance comprehension.</b>	<b>B6.2.9.1.1.</b> Read grade-level text with meaning.	Unit 6, pp 59 - 62 Activity 3 – 6 Unit 8, pp 80 - 83 Activity 2 – 6 Unit 10, pp 106 - 109 Activity 3 – 7 Unit 12, pp 129 - 131 Activity 3 – 7 Unit 16, pp 176 - 178 Activity 3 – 7 Unit 17, pp 188 - 189 Activity 5 – 7 Unit 19, pp 208 - 210 Activity 3 – 7 Unit 24, pp 261 - 264 Activity 4 – 7 Unit 27, pp 295 - 297 Activity 3 – 7
	<b>B6.2.9.1.2.</b> Read aloud with expressions that reflect the author's purpose and meaning.	Unit 16, pp 176 - 178 Activity 3 – 7 Unit 17, pp 188 - 189 Activity 5 – 7 Unit 19, pp 208 - 210 Activity 3 – 7 Unit 24, pp 261 - 264 Activity 4 – 7
<b>Sub-strand 10: Summary</b> <b>B6.2.10.1.</b>	<b>B6.2.10.1.1.</b> Summarize level-appropriate passage/ text orally.	Unit 29, pp 319 - 321 Activity 4 – 8
	<b>B6.2.10.1.2.</b> Write short summary of a level-appropriate.	Unit 30, pp 330 - 332 Activity 4 – 8

Strand 3: Grammar Usage at Word and Phrase Levels		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 1: Nouns</b> <b>B6.3.1.1.</b> <b>Apply knowledge of different types of nouns in communication.</b>	<b>B6.3.1.1.1.</b> Identify and use nouns or noun phrases to describe conditions.	Unit 1, page 6 Activity 1 Unit 18, page 201 Activity 1
	<b>B6.3.1.1.2.</b> Identify and use: - <ul style="list-style-type: none"> <li>Count / Non-count nouns</li> <li>Singular/ Plural</li> </ul>	Unit 3, pp 31 Activity 8 Unit 4, pp 42 Activity 9
	<ul style="list-style-type: none"> <li>Collective nouns</li> </ul>	Unit 5, pp 54 Activity 8
	<b>B6.3.1.1.3.</b> Use “ing” nouns and noun phrases to refer to activities.	Unit 4, pp 42 Activity 9 Unit 6, pp 65 Activity 7
<b>Sub-strand 2: Determiners</b> <b>B6.3.2.1.</b> <b>Apply knowledge of different types of determiners in communication.</b>	<b>B6.3.2.1.1.</b> Identify and use definite and indefinite articles.	Unit 7, pp 75 Activity 8
	<b>B6.3.2.1.2.</b> Identify and use quantifiers.	Unit 8, pp 85 – 86 Activity 7 & 8
	<b>B6.3.2.1.3.</b> Identify and use possessive pronouns to show possession.	Unit 9, pp 99 Activity 8 Unit 10, pp 112 – 113 Activity 8
	<b>B6.3.2.1.4.</b> Identify and use demonstratives: this/ that, these/ those – concepts and ideas.	Unit 11, pp 123 Activity 7
<b>Sub-strand 3: Pronouns</b> <b>B6.3.3.1.</b> <b>Apply knowledge of different types of pronouns in communication.</b>	<b>B6.3.3.1.1.</b> Identify and use: Reflexive pronouns to emphasize that objects of a verb is the same person as the subject, e.g myself, yourself, etc.	Unit 12, pp 134 – 135 Activity 8



<b>Sub-strand 4: Adjectives</b> <b>B6.3.4.1.</b> <b>Apply the knowledge of adjectives in communication.</b>	<b>B6.3.4.1.1.</b> Use comparative forms of regular and irregular adjectives to make comparisons.	Unit 16, pp 180 Activity 8
<b>Sub-strand 5: Verbs</b> <b>B6.3.5.1.</b> <b>Apply the knowledge of verbs in communication.</b>	<b>B6.3.5.1.1.</b> Use different types of verbs: Main verb and Helping verb (Primary / Modal auxiliary)	Unit 17, pp 191 – 192 Activity 8 Unit 18, pp 202 – 203 Activity 9 & 10
	<b>B6.3.5.1.2.</b> Use appropriate subject-verb agreement (indefinite pronouns, singular/ plural and collective nouns)	Unit 19, pp 212 - 213 Activity 8 Unit 20, pp 222 Activity 8
	<b>B6.3.5.1.3.</b> Use different types of verbs: - Infinitive to talk about personal activities.	Unit 21, pp 235 – 236 Activity 8
	<b>B6.3.5.1.4.</b> Use the simple present form of verbs in sentences.	Unit 22, pp 244 - 245 Activity 8
	<b>B6.3.5.1.5.</b> Use the past form of verbs in sentences.	Unit 23, pp 254 - 255 Activity 7
	<b>B6.3.5.1.6.</b> Use the past continuous form of verbs to talk about actions/events which were going on when a second one took place.	Unit 24 Pp. 266 Activity 8
<b>Sub-strand 6: Adverbs</b> <b>B6.3.6.1.</b> <b>Apply the knowledge of different types of adverbs in communication.</b>	<b>B6.3.6.1.1.</b> Use adverbs to express degree and reason.	Unit 25 PP. 278-280 Activity 7 Unit 26 PP.290 Activity 8
<b>Sub-strand 8: Conjunctions</b> <b>B6 3.8.1.</b> <b>Apply the knowledge of conjunctions in speech and in writing.</b>	<b>B6.3.8.1.1.</b> Identify and use simple conjunctions - so that, when, while, if, etc. to show purpose, express time, conditions etc.	Unit 27 PP 299-300. Activity 8

<b>Sub-strand 10: Prepositions</b> <b>B6.3.10.1.</b> Apply the knowledge of prepositions in oral and written communication.	<b>B6.3.10.1.1.</b> Use propositions to convey a variety of meanings - time, purpose, possession, etc.	Unit 28 PP 311 Activity 10
<b>Sub-strand 11: Adjective Phrases</b> <b>B6.3.11.1.</b> Show understanding of adjective phrases in oral and written communication.	<b>B6.3.11.1.1.</b> Form and use adjective phrases correctly e.g. This is a very beautiful flower.	Unit 29 PP. 324-325 Activity 9
<b>Sub-strand 13: Direct and Reported speech</b>	<b>B6.3.13.1.1.</b> Form and use direct/ reported speech appropriately.	Unit 30 PP. 336 Activity 9
<b>Sub-strand 3: Pronouns</b> <b>B6.3.3.1.</b> Apply knowledge of different types of pronouns in communication.	B6.3.3.1.1. Identify and use: <ul style="list-style-type: none"> <li>Relative pronouns</li> </ul>	Unit 13 PP.146 Activity 8
	<ul style="list-style-type: none"> <li>Reciprocal pronouns</li> </ul>	Unit 14 PP 157 Activity 8
	<ul style="list-style-type: none"> <li>Indefinite pronouns</li> </ul>	Unit 15 PP.168 - 169 Activity 8

Strand 4: Writing		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 2: Penmanship and Handwriting</b> <b>B6.4.2.1.</b> <b>Copy and rewrite sentences correctly.</b>	<b>B6.4.2.1.1.</b> Write with legible, fluent and personal handwriting style.	Unit 1. PP .9 Activity 1 Unit 22PP 245 Activity 1 & 9 Unit 3 PP 32 Activity 1
<b>Sub-strand 6: Paragraph Development</b> <b>B6.4.6.1. Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience and contexts.</b>	<b>B6.4.6.1.1.</b> Choose appropriate ways and modes of writing for a variety of purposes.	Unit 1 PP 9 Activity 829
	<b>B6.4.6.1.2.</b> Use key words, phrases or clauses to introduce the main idea in the paragraph.	Unit 3 PP 32 Activity 9
	<b>B6.4.6.1.3.</b> Elaborate on, explain and/ or justify the main ideas of a paragraph by providing relevant details and examples.	Unit 4 PP 43 Activity 10 Unit 8 PP 87 - 88 Activity 9
	<b>B6.4.6.1.4.</b> Use cohesive devices pronouns references, repeated key terms or grammatical structures to link ideas in a paragraph. E.g. Use connectors to link contrasting ideas, shows results and purpose.	Unit 9 PP 101-102 Activity 9 & 10

<b>Sub-strand 9: Writing as a process.</b> <b>B6.4.9.1.</b> <b>Apply the skills and strategies for idea generation, selection, development, organisation and revision in writing.</b>	<b>B6.4.9.1.1.</b> Select a topic of choice on national issue or from different areas, brainstorm ideas and organise them before writing.	Unit 12 PP 135 Activity 9
<b>B6.4.9.3. Apply strategies for improving drafts for publishing.</b>	<b>B6.4.9.3.2.</b> Edit/ proofread draft, checking capitalisation, usage, punctuation and spelling. <b>B6.4.9.3.3.</b>	Unit 20 PP 223 Activity 9 & 10
<b>Sub-strand 10: Narrative Writing</b> <b>B6.4.10.3.</b> <b>Apply strategies for improving drafts for publishing.</b>	<b>B6.4.10.3.1.</b> Review and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement.	Unit 16 PP, 181 Activity 9
<b>Sub-strand 11: Creative/Free Writing</b> <b>B6.4.11.1.</b> <b>Create texts.</b>	<b>B6.4.11.1.2</b> Write poems and imaginative narrative stories using ideas from imaginative texts read or viewed-play.	Unit 11 PP 124 Activity 8 Unit 19 PP 214 Activity 9 Unit 26 Pp. 291 Activity 9
<b>Sub-strand 12: Descriptive Writing</b> <b>B6.4.12.1.</b> <b>Demonstrate knowledge of descriptive words/ expressions in writing.</b>	<b>B6.4.12.1.1.</b> Use descriptive words/ sound devices/ figurative language to describe events/ situation/ places/ and personal experience.	Unit 18 Pp 204 Activity 11 Unit 23 PP. 256 Activity 8 Unit 28 Pp.313 Activity 12

<b>Sub-strand 13:</b> <b>Argumentative/ Persuasive Writing</b> <b>B6.4.13.1.</b> <b>Support an opinion in writing.</b>	<b>B6.4.13.1.1.</b> Write explanations and examples to support opinions.	Unit 6 Pp 66 Activity 829
<b>B6.4.13.2</b> <b>Write argument to support claims with clear reasons and relevant evidence.</b>	<b>B6.4.13.2.2.</b> Use words, phrases and clauses to clarify the relationships among claims and reasons.	Unit 7 PP 76 Activity 9-11
<b>Sub-strand 14:</b> <b>Expository/ Informative Writing</b> <b>B6.4.14.1.</b> <b>Write the event of the day.</b>	<b>B6.4.14.1.1.</b> Write short paragraphs to describe incidents. E.g. accidents, fire outbreak	Unit 11 PP.124 Activity 8 Unit 24 Pp. 267 Activity 9
	<b>B6.4.14.2.1.</b> Write articles on varied topics.	Unit 21 PP.236 Activity 9 Unit 29 PP. 326 Activity 10
<b>Sub-strand 15:</b> <b>Letter writing</b> <b>B6.4.15.1.</b> <b>Write informal letters on given topics.</b>	<b>B6.4.15.1.1.</b> Write to friends to express their views on given topics using appropriate letter formats.	Unit 10 PP 113-114 Activity 9 Unit 13 Pp 147 Activity 9 Unit 14 PP 158-159 Activity 9/10/11 Unit 15 Pp.169-171 Activity 9

Strand 5: Using Writing Conventions/ Grammar Usage		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 1:</b> <b>Using capitalization</b> <b>B6.5.1.1</b> Use capital letters to start the first word in direct speech.	<b>B6.5.1.1.1.</b> Follow appropriate mechanical convention.	Unit 5 PP 55 Activity 9 Unit 21 PP 236 Activity1 Unit 10 Pp 113-114 Activity 9/10
<b>Sub-strand 2: Using Punctuation</b> <b>B6.5.2.1.</b> Show understanding of how punctuations are used appropriately in writing.	<b>B6.5.2.1.1.</b> Use the comma around a phrase for modifying of the proceeding noun.	Unit 2 PP 21 Activity 8 Unit 25 Pp 281 Activity 829
<b>Sub-strand 3:</b> <b>Using naming words/ nouns.</b> <b>B6.5.3.1.</b> Apply knowledge of different types of nouns in communication.	<b>B6. 5.3.1.1.</b> Identify and use nouns and noun phrases to describe conditions.	Unit 3 Pp 32 Activity 9 Unit 23 Pp 256 Activity 8
<b>Sub-strand 5:</b> <b>Using Qualifying words – Adjectives</b> <b>B6.5.5.1.</b> Demonstrate understanding of adjectives in speech and in writing.	<b>B6.5.5.1.1.</b> Use adjectives in sentences appropriately.	Unit 18 Pp 204 Activity 9
<b>Sub-strand 6: Using adverbs</b> <b>B6.5.6.1.</b> Understand and use adverbs correctly in speech and in writing.	<b>B6.5.6.1.1.</b> Use adverbs to express degree and reason.	Unit 9 Pp 100-102 Activity 9/10

<b>Sub-strand 9:</b> <b>Using simple, compound and complex sentences.</b> <b>B6.5.9.1.</b> <b>Apply knowledge of grammatical rules to form words, phrases and sentences.</b>	<b>B6.5.9.1.2.</b> Construct simple sentences correctly.	Unit 28 Pp 313 Activity 12
<b>Sub-strand 10:</b> <b>Spelling</b> <b>B6.5.10.1.</b> <b>Spell words accurately.</b>	<b>B6.5.10.1.1.</b> Check pieces of literary work for spelling.	Unit 1 Pp 9 Activity 8/9 Unit 11 Pp 124 Activity 8 Unit 27 PP 301 Activity 9

Strand 6: Extensive Reading		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 1:</b> <b>Building the Love and Culture of Reading</b> <b>B6.6.1.1.</b> <b>Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.1.1.1.</b> Read and critique, a variety of age and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.	All units



## Unit Overview

This unit is about a group of villagers determined to escape slave raiders. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will take part in a conversation entitled, “Myself” and answer a few questions on it. Section B is in two parts. In the first part, learners will read a passage entitled, “Determination” and answer questions about it. The second part, Letters have Sounds, focuses on words with “sure”, “ture” and “tch” sound. Learners will learn words with the “sure”, “ture” and “tch” sound.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Section D focuses on grammar and specifically proper nouns. Learners will learn about the features of proper nouns, identify proper nouns from the reading passage, and sort nouns into names of people, places, animals, and things.

In Section E, learners will copy sentences with words from the reading passage, as well as study the elements of a narrative text, and identify them in a model story.

## Learning Outcomes

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

Strand 1: Oral Language Sub-strand 6: Conversation		
Content Standard	Indicators	Core Competencies
<b>B6.1.6.1. Explore certain culturally acceptable languages for communication</b>	<b>B6.1.6.1.1.</b> Describe/talk about objects, personalities or events in the country and the world.	Cultural Identity, Global Citizenship and Collaboration
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B6.2.7.1. Process and comprehend level-appropriate texts</b>	<b>B6.2.7.1.1.</b> Construct meaning from texts B6.2.7.1.2. Note and recall ideas in sequence	Critical Thinking and Problem Solving; Communication and Collaboration
Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B6.2.2.1. Connect sounds to letters and blend letters/syllables in order to read and write</b>	<b>B6.2.2.1.1.</b> Read words with ending sounds like: “sure” as in “measure”, “ture” as in “creature” and “tch” as in “stretch”	Communication and Collaboration Personal Development and Leadership

Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills</b>	<b>B6.2.6.3.1.</b> Deduce meaning of words from context.	Critical Thinking and Problem-solving Communication and Collaboration
<b>B6.2.6.1. Understand word meanings and usage</b>	<b>B6.2.6.1.1.</b> Use level-appropriate content words and function words appropriately in spoken and written communication.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership
Strand 5: Using Writing Conventions/Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B6.5.10.1. Spell words accurately.</b>	<b>B6.5.10.1.1.</b> Check piece of literary work for spelling.	Personal Development Creativity and Originality Communication and Collaboration
Strand 3: Grammar Usage at Word and Phrase Levels Sub-strand 1: Nouns		
Content Standard	Indicators	Core Competencies
<b>B6.3.1.1. Apply knowledge of different types of nouns in communication.</b>	<b>B6.3.1.1.1.</b> Identify and use nouns or noun phrases to describe conditions.	Communication and Collaboration
Strand 4: Writing Sub-strand 2: Penmanship and handwriting		
Content Standard	Indicators	Core Competencies
<b>B6.4.2.1. Copy and rewrite sentences correctly.</b>	<b>B6.4.2.1.1.</b> Write with legible, fluent and personal handwriting style.	Creativity and Innovation Critical Thinking
Sub-strand 6: Paragraph Development		
Content Standard	Indicators	Core Competencies
<b>B6.4.6.1. Develop, organise and express ideas cohesively in writing and representing for a writing of purposes, audience and contexts.</b>	<b>B6.4.6.1.1.</b> Choose appropriate ways and modes of writing for a variety of purposes.	Communication and Collaboration Personal Development and Leadership

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1. Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

## Section A

### Strand 1: Oral Language

#### Sub-strand 6: Conversation

**B6.1.6.1.1.** Describe/talk about objects/personalities/events in the country and the world.

**Conversation: Talking about oneself.**

**Teaching Strategies:** Discussion, pair work, group/class activities

**Teaching/Learning Resources:** A model conversation on a manila card, word cards.

**Core Competencies:** Communication and Collaboration, Cultural Identity

**Key Vocabulary:** come from, attend, future, prominent

#### Preparation before class

Make sure that you have all the materials you need. You could prepare a dialogue on a manila card and word cards.

### Teaching/Learning Activities

#### Activity 1

1. Let learners sing a familiar song or recite a verse related to the lesson. After this, let learners read the title “Talking about oneself” and predict what the conversation will be about.
2. Drill key vocabulary words using word cards and the board.
3. Put up the poster of the conversation or write it on the board.  
While the class listen and follow attentively, have the good readers read the dialogue.

#### Talking about oneself

**Adzo:** What is your name?

**Kwame:** I am/My name is Kwame Oklu.

**Adzo:** How old are you?

**Kwame:** I am eleven years old/of age.

**Adzo:** Where do you come from?

**Kwame:** I come from Abom.

**Adzo:** Which school do you attend?

**Kwame:** My school is Abom Primary 'A' School. /I attend Abom Primary 'A' School.

**Adzo:** What do you want to be in the future?

**Kwame:** I want to be a very prominent man/rich man/kind man, etc.

**Adzo:** When you have a problem, what do you do?

**Kwame:** I help myself. /I tell my parents, etc.

4. In pairs, have learners take turns reading the dialogue with their partners until they can perform it naturally without looking at the words. Then, as another challenge, let the partners exchange roles and redo the conversation.

## Assessment

- a. Have the learners mention other things they can say about themselves?

### Answers

We can speak about:

- our parents and their occupations.
- siblings
- hobbies

Continue the conversation, adding the above to your dialogue.

### Reflection

Have learners reflect on the conversation. Then, let them say which part of the dialogue they enjoyed. Ask them to give reasons why they liked those parts.

### Additional Practice

Refer learners to **page 1** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 6: Comprehension

**B6.1.7.1.1.** Construct meaning from texts.

**B6.1.7.1.2.** Note and recall main ideas in sequence.

**Teaching Strategies:** Echo-reading, drill, repetition, silent reading, language games (pick and read), pair work, reading

**Teaching/Learning Resources:** Picture on **page 3** of the Learner's Book, word/sentence cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking.

**Key Vocabulary:** collapsing, horizon, approaching, undeterred, footprints, captured, grimly, essentials

### Preparation before class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 3** of the Learner's Book 6, if possible, for a more co-operative picture reading activity.

## Teaching/Learning Activities

### Activity 2

1. Begin the lesson by discussing the picture on **page 3** of Learner's Book 6. Allow learners to discuss what they see and predict the lesson's topic.
2. Teach and drill the pronunciation of the keywords: collapsing, horizon, approaching, undeterred, footprints, captured, grimly, essentials.

### Activity 3

1. In pairs, have learners search the text to find the words in bold. Let them try to read out these words and work out their meanings by reading the sentence(s) in which they appear.
2. Teach the meaning of the keywords (if necessary) using contexts, demonstration, and miming. (Remember the order of teaching new vocabulary. Do not write the words on the board ahead of time.)

### Activity 4

1. Write pre-reading questions on the board to guide the learners' reading.  
Examples:
  1. Who is mentioned in the text?
  2. What is happening to them?
  3. Why?
  4. Where are they going?
  5. How did they escape?
2. Let the learners read the text aloud and ask them to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
3. Have learners read the text aloud a second time. Then, have learners read the text after you several times. Ask good readers to also read the text aloud.

### Activity 5

Let learners read the text silently to look for the answers to the pre-reading questions. Then, discuss the pre-reading questions.

### Activity 6

Encourage the learners to indicate where the answers can be located in the passage. Discuss the passage with them. Ask them to read the passage silently again, concentrating on the details. Guide learners to present facts and ideas in a sequential order.

## Assessment

- a. In pairs, have learners read each question below and discuss the answers with their partners.
- b. Have learners answer some of the questions in their exercise books for marking.

### Answers

- a. Kutu collapsed in the town square.
- b. He had been running so he could warn the villagers that the slave raiders were coming.
- c. They wanted to capture the villagers and sell them as slaves.
- d. They were in a hurry to escape./They wanted to move quickly./They had no time to pack everything.
- e. They made a makeshift rope using their clothes.
- f. To escape the wickedness of the slave raiders.
- g. Individual responses

### Reflection

Let learners reflect on the story and relate it to the measures they should take to be successful.

**NB:** When teaching reading comprehension, teach it in a way that helps learners develop comprehension skills and not as a test. Guide the learners to find the answers to the questions in a way that will teach them to work out the answers to comprehension questions.

### Sub-Section B: Letters have sounds

#### Strand 2: Reading

#### Sub-strand 2: Phonics

**B6.2.2.1.1.** Read words with ending sounds like “sure” as in measure, “ture” as in creature and “tch” as in stretch.

End the reading session with this activity. Play the phonics song and have learners sing along with it. While learners listen to you, blend the letters in the following words and read the words aloud: (leisure, measure, closure, seizure, future, nature, denture, picture, watch, catch, sketch, stretch). Have learners blend and read the words after you.

Guide learners to play the Pick and Read game to practise reading the target words.

Have learners sit in pairs and find words that have “sure”, “ture”, or “tch” in them. Then let them share their words with the class.

Have groups make sentences with their words and present four of them to the class.

Ask learners to search the internet for more words with the target sounds.

### Additional Practice

Refer learners to **pages 2–4** of the Workbook for more exercises.

**Strand 2: Reading****Sub-strand 6: Vocabulary**

**B6.2.6.3.1.** Deduce meaning of words from context.

**B6.2.6.1.1.** Use level appropriate content words (nouns, verbs, adjectives and adverbs) and function words (pre-positions) appropriately in spoken and written communication.

**Teaching Strategies:** Demonstration, explanation, leading questions

**Teaching /Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

**Preparation before class**

Before the lesson, prepare your word cards.

**Teaching/Learning Activities****1. Matching meaning**

Working as a class, have learners reread the passage and find words with their meanings as listed in this exercise. Ask the learners to raise their hand when they find a word and tell the class in which paragraph and sentence they found it.

Put learners in pairs and ask them to read the sentence where the word was found again. Let them match the meanings of the words.

**Answers**

- |                |               |
|----------------|---------------|
| a. collapsed   | d. decision   |
| b. horizon     | e. captured   |
| c. approaching | f. essentials |

**2. Spelling**

Still in pairs, have learners spell the jumbled words correctly. Do the first one with them. Ask them to glance through the passage to look for the given words. Ask the learners to raise their hand when they find a word and tell the class in which paragraph and sentence they found it. Let the learner who found the word read it to the class. Ask the class if they agree that it is the correct word. If it is correct, let the whole class write the word.

**Answers**

- |             |               |             |
|-------------|---------------|-------------|
| a. cross    | d. reached    | g. achieved |
| b. distress | e. flooded    | h. current  |
| c. struck   | f. disappears |             |

### 3. Content words and function words

Working as a class, let learners read samples of the target words.

Examples: Nouns, verbs, adjectives, and adverbs (Naana, river, tossed, threw, torn, greater, completely, fast)

Still, as a class, let the learners read the function words. Examples: Prepositions (through, on, under, etc.)

Have learners explain the meaning of content words and function words.

Now let the learners reread the text to find five sentences and share the content/function words with the rest of the class.

**NB:** Teaching vocabulary is very important for developing language skills. The teacher must therefore make time and consciously help learners to acquire vocabulary.

#### Additional Practice

Refer learners to **pages 5–6** of the Workbook for more exercises.

## Section D

### Strand 3: Grammar Usage at word and phrase levels

#### Sub-Strand 1: Nouns

**B6.3.1.1.1.** Identify and use nouns or noun phrases to describe conditions.

**Teaching/Learning Strategies:** Discussion, modelling, drills, repetition

**Teaching/Learning Resources:** Word cards, sentence cards, a chart showing nouns.

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** naming words – tree, Teni, village, raiders, etc

#### Preparation before class

Before the lesson, prepare your chart, word cards, and sentence cards.

### Teaching/Learning Activities

#### Activity 1

1. Together as a class, help learners revise their previous knowledge by asking them to mention the names of people, places, and things.
2. Present the chart on nouns and let the learners take turns saying the words.
3. In pairs, let the learners read the passage in this unit again to find examples of nouns. Present their examples on the board under the following labels.

#### Persons

Naana

people

#### Places

bank

home

#### Things

river

danger

4. Using the information on the chart, explain to the learners what a noun is. (A noun is a word that names a person, a place, or a thing.)



Have learners read the nouns on the chart again in pairs, groups, and individually. Let them make sentences with their nouns.

5. Put the learners in pairs and have them work together. One learner identifies a noun, and the partner uses it in a sentence.

### Reflection

Have learners reflect on the lesson. Has the lesson helped them? In what way?

## Assessment

1. Have learners work individually. Let them identify the nouns in the given paragraph. (Learner's Book, **page 8.**)

### Remedial Activity

In pairs, have learners read a list of nouns from the board. For example: bank, tree, raiders, etc.

### Extension Activity

Display word cards containing nouns on your table. Call individual learners to pick a card and read the noun. Then ask the class to repeat it.

## Answers

Mama Esi, Mabel, Aku, Efua, Kwamena, Mawuli, La Royal Beach Resort, Homowo Festival

### Additional Practice

Refer learners to **page 7** of the Workbook for more exercises.

## Section E

### Strand 4: Writing

#### Sub-Strand 2: Penmanship and Handwriting

**B6.4.2.1.1.** Write with legible, fluent and personal handwriting style.

#### Sub-strand 6: Paragraph Development

**B6.4.6.1.1.** Choose appropriate ways and modes of writing for a variety of purposes, audience and contexts and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features.

**Teaching/Learning Strategies:** Modeling, Discussion, Writing.

**Teaching/Learning Resources:** Writing materials, a model story, sample sentence/word cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving.

**Key Vocabulary:** characters, conflict, plot, action, setting

### Preparation before class

Before the lesson, prepare your word cards and model story. Go online to get the guidelines for joint script writing and practise writing the sentences in joint script.

## Teaching/Learning Activities

### Penmanship

This part of the writing session is for developing good handwriting. You should patiently guide learners to develop this skill. Lead learners to revise writing the letters and words in joint script.

1. Have learners look through the text “Crossing the Great River” to find the given words and read the sentences in which each appears.
2. Have learners read some words from the board and on cards in pairs.  
Encourage learners to make sentences and share them with the rest of the class. As learners observe, write five of learners’ sentences on the board in joint script.  
Have learners copy the five sentences into their exercise books.  
Mark the books and provide feedback.  
Have learners share their work with their partners.

### Activity 8

#### Guided Writing - Narrative writing

1. Have learners retell the story of “Crossing the Great River” to their classmates.
2. Have learners discuss the story.
3. Explain to the learners that the story is a narrative and lead them to discuss the features of narratives.  
Narratives have certain elements. They have characters (the people in the story). The characters face problems known as conflicts. The problem happens at a particular time and in a particular place. This is called the setting. There is also a storyline known as the plot. In the story, we see what people do (action), and when two characters talk, it is called dialogue.
4. In groups have them identify the characters, the setting the problems and the solutions in the story. Have them use Graphic text organiser to make it easier for them.
5. Have pairs of learners answer these questions based on the elements of narrative writing.
  - a. Mention the character(s) in the story, “Crossing the Great River.”
  - b. Where and when did the story take place (setting)?
  - c. What was the problem (conflict)?
  - d. Was there any dialogue in the story? If yes, give an example.
  - e. State four actions that took place in the story.
6. Jumble the paragraphs in the story. Still in their groups, have learners re-arrange the paragraphs into a coherent piece.

## Answers

- a. Teni, Venya, Kutu, and Lamisi.
- b. The story takes place in a village and on the bank of a river.
- c. The conflict was a group of villagers running away from slave raiders.
- d. There is no dialogue in the story.
- e. Actions/events: that took place in the story
- i. Kutu collapsed on the ground.
- ii. Venya threw a rope.
- iii. Lamisi climbed the rope.
- iv. The villagers left the village.
- v. Teni had an idea. Etc.

## Reflection

Have learners reflect on the lesson and discuss what they now know about narratives.

## Remedial Activity

Work with struggling groups to identify the features/elements of narrative writing in the story.

## Extended Activity

Have high achievers change the characters, settings, conflicts and the solutions in the story.

## Additional Practice

Refer learners to **page 8** of the Workbook for more exercises.

## Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

## Discover more

Scan the QR code on Learner's Book 6 **page 10** in class, have learners watch it and discuss what they have learnt about noun phrases.

## Homework

Working individually, assign learners to copy the given sentences on Learner's Book 6 **page 11** into the exercise books and underline the noun phrases in them.

## Workbook Answers

### A. Oral Language

#### Describe yourself

**Myself** (Sample Answers)

My name is Sabina Ampofo.

I am fair in complexion.

I am also plump.

I am in class six.

I am eleven years old.

I am tall.

I like playing ampe every day.

My best subject is Maths.

### B. Reading

#### Activity 1

Ans: 7, 10, 1, 5, 3, 9, 6, 4, 8, 2.

#### Activity 2

A	B	C
closure	fixture	watch
seizure	temperature	stretch
pleasure	posture	catch
measure	nurture	crotchet
leisure	gesture	scratch
exposure	creature	match
treasure	torture	
enclosure	furniture	
	butcher	
	teacher	

### C. Vocabulary

#### Activity 1

- Character(s) – Kutu, Teni, Lamisi, Venya
- Setting – In a village and at the bank of a river.
- Conflict – A group of villagers running away from slave raiders.

- Plot – How some villagers outwitted and escaped slave raiders.

#### Activity 2

- |             |                |
|-------------|----------------|
| 1. bank     | 6. caught      |
| 2. snatch   | 7. senses      |
| 3. roots    | 8. almost      |
| 4. swirl    | 9. fortunately |
| 5. branches | 10. river      |

#### Activity 3

Content words	Function words
Examples – nouns, adjectives, verbs, adverbs (Any 10 of the above)	Examples – prepositions (Any 10 of the above)

#### Activity 4

Individual responses

### D. Grammar

#### Activity 1

- |                   |                    |
|-------------------|--------------------|
| 1. students/today | 5. question/answer |
| 2. question       | 6. jollof rice     |
| 3. picture/wall   | 7. party           |
| 4. drink          | 8. tea/tea-cups    |

## Activity 2

Proper Noun	Common Noun	Abstract Noun	Collective Noun	Compound Noun
1. Teni	slave	truth	stationery	footprints
2. Kutu	raiders	Love	staff	earthquake
3. Lamisi	heart	hatred	family	grandmother
4. Venya	decisions	patience	team	shoe maker
5. Abena	essentials	goodness	crowd	supermarket
6. Tom	village	intelligence	a flock of sheep	basketball
7. Mr. Adu	dilemma	favor	cloud of	headache
8. The Great River	rafts	kindness	dust	motor bike
9. Esi	bridge	honour	a shoal of fish	netball
10. Isaac	time	mercy	staff	volleyball

## E. Writing

Individual responses

## Unit 2

## Adolescent reproductive health

### Unit Overview

This unit is about the importance of maintaining good adolescent reproductive health. It consists of four sections, A–E. Section A focuses on Oral Language Development. Learners will learn a new poem entitled “Growing up” and answer questions about it. Section B is in two parts. In the first part, learners will read a short text about “Adolescence” and answer questions on the text. The second part, Letters have Sounds, focuses on learning words with two consonants, a vowel and two consonants (CCVCC), and three consonants, a vowel and a consonant (CCCVC). In Section C, learners will have fun with keywords they read in the passage and in Section D, they will learn about types of nouns: common nouns, (concrete nouns, and abstract nouns). Lastly in Section E, learners will have the chance to practise using punctuation marks such as a period or full stop, question mark and exclamation mark to enhance their writing skills.

### Learning Outcomes

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

Strand 1: Oral Language Sub-Strand 3: Poems		
Content Standard	Indicators	Core Competencies
<b>B6.1.3.1. Appreciate poems and other pieces of literary materials.</b>	<b>B6.1.3.1.1.</b> Relate the central message of poems to personal experiences.	Personal Development and Leadership
Strand 2: Reading Sub-strand 8: Silent Reading		
Content Standard	Indicators	Core Competencies
<b>B6. 2.8.1. Construct meaning from text read.</b>	<b>B6. 2.8.1.2.</b> Find meaning of words as used in context. <b>B6. 2.8.1.3.</b> Ask and answer questions based on passage read.	Communication and Collaboration Critical Thinking
Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B6.2.2.1. Connect sounds to letters and blend letters/ syllables in order to read and write.</b>	<b>B6.2.2.1.2.</b> Read ccvcc, cccvc and multi-syllabic words when reading continuous texts.	Communication and Collaboration Personal Development and Leadership

Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.2. Build vocabulary.</b>	<b>B6.2.6.2.1.</b> Develop a rich vocabulary stock through extensive reading of age-appropriate text; substituting selected nouns, verbs and adjectives in a text with synonyms/hear synonyms.	Communication and Collaboration Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels. Sub-strand 1: Nouns		
Content Standard	Indicators	Core Competencies
<b>B6.3.1.1. Apply knowledge of different types of nouns in communications.</b>	<b>B6.3.1.1.1.</b> Identify and use nouns or noun phrases to describe conditions.	Communications and Collaborations
Strand 5: Using Writing Conventions/Grammar Usage Sub-strand 2: Using Punctuations		
Content Standard	Indicators	Core Competencies
<b>B6.5.2.1. Show understanding of how punctuations are used appropriately in writing.</b>	<b>B6.5.2.1.1.</b> Use the comma around a phrase for modifying the proceeding noun.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1. Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

**Strand 1: Oral Language****Sub-strand 3: Poems**

**B6.1.3.1.1.** Relate the central messages of poems to personal experiences.

**Poem: Growing up**

**Teaching Strategies:** Repetition, discussion, personal response, back chaining, group work, pair work

**Teaching/Learning Resources:** Pictures of adolescents, males and females, in deep thought (use thinking bubbles), word cards

**Core Competencies:** Personal Development and Leadership, Critical Thinking, Problem-Solving

**Key Vocabulary:** realized, change, voices, adult, adolescence, transformation, confusing

**Preparation before class**

Make sure you have all the materials you need. Write the poem in large letters on a manila card. Have word cards with key vocabulary prepared.

**Teaching/Learning Activities****Activity 1**

Let learners recite a familiar poem. Let them clap to the rhythm of the poem.

1. Show the picture of adolescents to the learners and ask them to talk about what they see. Ask leading questions such as: Who is in the picture? What are they thinking? Do you also think about things? What things and why?  
Have learners predict what the poem is about.

2. Teach the meanings and pronunciation of keywords using pictures and word cards.

**Activity 2**

Put up the poster of the verse on the board or write it on the board.

Recite the verse line by line for learners to listen, and then have them say it after you. Have groups, pairs, and individuals recite the verse on their own. Ask them to accompany it with actions.

Have learners do “back chaining”. For example, start the first line from the end of the line. Then, let learners start from the beginning to join the last word. Do the same with the second or another line. For example: .....

..... change?

The more things start to change?

3. Have learners read through the verse again from their boards.
4. Have learners give their personal thoughts about the poem, e.g., do they like or dislike the poem? Why?



## Assessment

Let learners answer the following questions with their partners.

- a. What is the poem about?
- b. Mention some of the changes that adolescents go through at this stage of their lives.
- c. According to the poem, why do our bodies and minds grow differently?
- d. Why shouldn't we be ashamed of adolescence?
- e. What do you think the poem is trying to teach you?

### Answers

- a. It is about adolescents.
- b. Grow taller, voices break, larger breasts.
- c. Because of time and hormones.
- d. Adolescence is nothing to worry about; it happens differently in everybody.
- e. Individual responses

### Reflection

Have learners reflect on the poem. Let them compare what they knew about adolescents and what they now know after reading the poem.

### Additional Practice

Refer learners to **page 9** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 8: Silent Reading

**B6.2.8.1.2.** Find meaning of words as used in context.

**B6.2.8.1.3.** Ask and answer questions based on a passage read.

**Teaching Strategies:** Echo reading, silent reading, pair work, class/individual activities, matching, sentence formation

**Teaching/Learning Resources:** Picture, word/sentence cards, etc.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking.

**Key Vocabulary:** adolescence, spurts, transition, drastic, definite, reproductive health, hormone, gratification, arousal

### Preparation before class

Make your word/sentence cards before the lesson. You can even make a large copy of the picture on **page 15** of the Learner's Book 6 for a more co-operative picture description activity.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson by discussing the picture on **page 15** of the Learner's Book 6. Allow learners to talk about what they see and predict what the passage will be about.
2. Teach and drill the pronunciation of the keywords: adolescence, spurts, transition, drastic, definite, reproductive health, hormones, gratification, arousal
3. In pairs, have learners search the text to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
4. Teach the meaning of keywords using context, demonstration, and miming. Do not copy the new words on the board ahead of time.

### Activity 4

1. Display pre-reading questions on the board to guide learners' reading. As you good reader the text aloud, ask learners to listen attentively and check the correctness of their predictions based on the pre-reading questions.
2. Encourage a few learners to share their ideas with the rest of the class after the reading. Then, instruct learners to read the text silently on their own.
3. Engage in a discussion with learners about the pre-reading questions to deepen their understanding of the text.

### Activity 5

Allow learners to read the text silently again to reinforce comprehension and internalize the content.

## Assessment

Let learners read each of the questions below and discuss the answers with their partners.

- a. What is your interpretation of the proverb in the introduction of the passage?
- b. How would you define adolescence?
- c. In what age range is adolescence most likely to occur?
- d. According to the passage, what does it mean when a girl menstruates?
- e. "Generally, boys show the most drastic physical changes." What does this mean?
- f. Do all girls grow the same size of breasts? Explain your answer.
- g. What are unplanned pregnancies and sexually transmitted diseases consequences of?
- h. What kind of emotional changes do adolescents also experience?

## Answers

- a. Individual responses
- b. A period of growth that helps children transition into adulthood.
- c. Ten years to nineteen years.
- d. Their ovaries have started producing eggs.
- e. They grow tall and big, they develop muscles, they become strong, their voices break.
- f. No. There are different biological and genetic factors.
- g. Unsafe sex, not practising safe sex.
- h. They experience intense and sometimes irrational emotions.

### Sub-Section B: Letters have sounds

#### Strand 2: Reading

##### Sub-strand 2: Phonics

**B6.2.2.1.2.** Read CCVCC words and multisyllabic words when reading continuous texts.

End the reading session with this activity. Have learners sing any alphabet song/verse. While learners listen to you, read out words with CCVCC and CCCVC sounds (trend, slept/spread, strong, etc.). Have the learners read the words after you. Use a language game (Lucky Dip) to give learners more pronunciation practice.

Draw learners' attention to the initial (beginning) and final (end) sounds of the target words.

Have learners sit in pairs and find words that have CCVCC and CCCVC sounds.

Have learners share the part of the lesson they enjoyed most and ask them to give reasons.

#### Additional Practice

Refer learners to **pages 9–10** of the Workbook for more exercises.

## Section C

#### Strand 2: Reading

##### Sub-strand 6: Vocabulary

**B6.2.6.2.1.** Develop a rich vocabulary stock through extensive reading of age-appropriate text: substituting selected nouns verbs and adjectives in a text with synonyms/hear synonyms.

**Teaching Strategies:** Demonstration, explanation, leading questions

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

## Preparation before class

Before the lesson, prepare your word cards.

## Teaching/Learning Activities

### 1. Matching words in the passage with their meanings.

Working in pairs, have learners read the meanings of each word.

Have learners reread the passage to find the words and their meanings.

Still working as a class, ask the learners to raise their hand when they find a word and tell the class in which paragraph and sentence they found it. Let the learner who found the word read it to the class.

Have learners match the words to their given meanings.

## Answers

- a. genetic — relating to or produced by or being a gene
- b. reproductive — producing new life or offspring
- c. menstruation — the monthly discharge of blood from the uterus of non-pregnant women
- d. production — the process of producing something
- e. potential — expected to become or be
- f. associated — keep company with

### 2. Completion of sentences

Working in pairs, let the learners read the words in the box.

Individuals pick word cards and read what is on them for the class to repeat.

Have pairs of learners reread the text to find the given words. Let the learner who found the word read it and tell the class which paragraph they found it in.

Now ask learners to work in pairs to complete the sentences with the appropriate words.

Refer learners to **page 19** of Learner's Book for the exercise.

## Answers

- a. Adolescence is a period of growth among humans.
- b. When we are born, we experience a series of growth spurts.
- c. This is when a young child starts to transition into a full adult.
- d. It is generally boys that tend to show the most significant physical changes.
- e. Girls also show definite signs of growth and change.
- f. In the past, some traditional societies organized puberty rites to educate adolescents about growing up.

**Strand 3: Grammar Usage at word and phrase levels****Sub-Strand 1: Nouns**

**B6.3.1.1.2.** Identify and use common nouns and concrete nouns to describe conditions.

**B6.3.1.1.4.** Identify and use abstract nouns to refer to concepts and ideas.

**Types of nouns – Common, concrete and abstract nouns**

**Teaching Strategies:** Discussion, modeling, drills, repetition, pair work.

**Teaching/Learning Resources:** Word cards, a poster containing proper nouns, concrete and abstract nouns

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** concrete nouns, abstract nouns, proper nouns, common nouns

**Preparation before class**

Before the lesson, prepare your word cards and a poster of the types of nouns.

**Teaching/Learning Activities****Activity 7**

Before teaching the new structure, do the following:

1. Working as a class, have learners revise nouns by identifying nouns in given sentences on the board.

Examples:

- i. It means he or she has no disease.
- ii. Boys tend to grow tall. Etc.

1. Still working as a class, introduce common nouns through discussion and ask learners to say the names of people, places, days, months, towns, countries, and rivers.
2. Ask learners to say what kinds of words these are (proper nouns: they begin with capital letters)
3. Ask learners to read the text “Adolescence” again with their partners to look for nouns that don’t start with capitals (people, breast injury, etc)
4. Have individual learners establish the fact that common nouns begin with small letters. This is because they are common to all persons, places, and things. They start with capitals only when they begin a sentence.
5. Have learners read the sample nouns on the poster in groups/pairs/individuals several times.
6. Next, have learners identify and mention words that are proper nouns (beginning with capital letters).

Guide individual learners to understand that common nouns begin with lowercase letters. This is because they are general and apply to all persons, places, and things. They only start with capitals when they appear at the beginning of a sentence.

Afterwards, have learners read the sample nouns on the poster multiple times, either in groups, pairs, or individually, to reinforce their understanding of common nouns and proper nouns.

## Assessment

- a. Have learners do the exercise orally with their partners. Then they can write the answers in their exercise books.

Circle the common nouns and underline the proper nouns.

1. injury, Joseph, shapes, breast, teenager
2. Switzerland, girls, signs, Africa, blood
3. bodies, feeling, River Oti, Adzo, factors
4. market, muscles, nature, London, Kate
5. America, something, adult, Kintampo, risk

### Activity 8

#### Concrete and Abstract Nouns

Deal with these types of nouns in the same way as the proper and common nouns.

## Assessment

- a. Completing a table with types of nouns.

Put the exercise on the board. Learners should take turns completing it orally.

Have learners refer to the exercise on **page 20**. In pairs, they should take turns completing the work orally, and the class should repeat after them. Learners should put the nouns in the box under their appropriate columns. Finally, each learner should write the nouns into their exercise books.

### Answers

#### Concrete Nouns

- a. ice cream
- b. cake
- c. orange
- d. rag
- e. sugar

#### Abstract Nouns

- a. peace
- b. justice
- c. freedom
- d. kindness
- e. love

Ask learners to search the internet for ten other abstract nouns and make sentences with them.

### Remedial Activity

Learners work in groups. One learner reads a list of proper nouns and the other reads common nouns. Do the same with concrete and abstract nouns.

### Extension Activity

Ask learners to read and identify types of nouns on flash cards with their partners.

## Reflection

Have learners give their impression about the lesson. What have they learned from the lesson?

## Additional Practice

Refer learners to **pages 11–12** of the Workbook for more exercises.

## Section E

### Strand 5: Using Grammar Conventions/Grammar Usage

#### Sub-strand 2: Using Punctuation

**B6.5.2.1.1.** Use the comma around a phrase for modifying the proceeding noun.

**Teaching strategies:** Modeling, copying, good sitting posture, copying.

**Teaching/Learning Resources:** Writing materials

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

**Key Vocabulary:** Period/full stop, question mark, exclamation mark

#### Preparation before class

Before the lesson, prepare your sentence cards covering the target punctuation marks.

### Teaching/Learning Activities

#### Penmanship

Draw the target punctuation marks (the period (.), question mark (?), and exclamation mark (!), on the board.

Let learners observe and say what they represent.

Let pairs of learners talk about them.

Refer learners to **pages 21–22** of the Learner's Book 6 to discuss the uses of the target punctuation marks. Encourage them to share their ideas and understanding of the punctuation marks with the rest of the class.

#### Activity 9 Guided Writing

Refer learner to **page 21** of their learners book to read the two sentences and identify how comma is used in each sentence.

Explain to them that in each sentence comma is used to separate the appositive from the noun or pronoun that preceeds it. Example in sentence “a” comma is used to separate “the carpenter” from Mr. Adjei.

Explain further that an appositive is a noun or pronoun to identify or explain or rename.

Example: Mansa , my sister, is six years old today.

Write the sentences under Exercise 4 on the board. Lead learners to separate the appositives from the nouns or pronouns that they are modifying.

Give learners the following sentences to use commas to set off the appositives from the rest of the sentences.

- a. John Mark the best player has won lots of medals.
- b. In 1957 Ghana an African country become independent.
- c. Time my only pet died last year.
- d. Mary sent a birthday card to Jane her mother.
- e. Those fruits the mangoes are rotten.

## Answers

- 2. a. I told you the story.
  - b. Did I tell you the story?
  - c. Does Kofi know Sule?
  - d. Kofi knows Sule.
  - e. This is a hot day.
  - f. What a hot day!
  - g. How lovely!
  - h. Are you going home?
4. a. Give your lorry fare to the mate, the boy in the red top, for the driver.
- b. Kofi, the young guy by her side, is her grandson.
- c. Can I see Mrs Kyere the Manager, at 2 p.m.?
- d. Show him his place, the guest room.
- e. Is Adjoa, the Girls' Prefect, in your class.

## Additional Practice

Refer learners to **page 13** of the Workbook for more exercises.

## Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

## Discover more

Scan the code on Learner's Book 6 **page 23** with learners and have them discuss the types of nouns they saw.

## Homework

Ask learners to study the given sentences on Learner's Book 6 **page 23** with their partners. Then, state the different types of nouns in each sentence.



## Workbook Answers

### A. Oral Language

Our bodies and minds grow in different ways, because of time and hormones.

So, whenever you notice a new change, don't worry, you will be fine!

### B. Reading

#### Activity 1

1. Adolescence
2. spurts
3. transition
4. drastic
5. definite
6. puberty
7. emotional
8. insecurities

#### Activity 2

- |          |                  |
|----------|------------------|
| 1. plant | 5. <u>spring</u> |
| 2. stand | 6. <u>stress</u> |
| 3. grind | 7. <u>spread</u> |
| 4. crept | 8. <u>scream</u> |

### C. Vocabulary

#### Activity 1

- |                 |                  |
|-----------------|------------------|
| 1. mentally     | 11. menstruating |
| 2. physical     | 12. ovaries      |
| 3. drastic      | 13. production   |
| 4. definite     | 14. sperm        |
| 5. genetic      | 15. adolescence  |
| 6. biological   | 16. ovaries      |
| 7. factors      | 17. sperm        |
| 8. developments | 18. experience   |
| 9. reproductive | 19. emotionally  |

10. organs

20. spurts

### D. Grammar Usage

#### Activity 1

1. Mr. Mensah, table, tea, Agnes, Aburi
2. Africa, ladies, Kumasi, woman, man
3. Market, Professor Darko, fever, orange
4. Seamstress, worker, Aku, dress, John
5. Australia, soldiers, spoon, Kofi, River, Densu

#### Activity 2

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

### E. Writing

1. What is your name?
2. My name is Mary Addo.
3. You like the mangoes, don't you?
4. What a lovely picture!
5. Can I help you?
6. The sun rises from the east.
7. What a beauty!
8. You must work hard to pass the examinations.

### Unit Overview

This unit is about cultural practices. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will use polite requests to talk about cultural practices. Section B is in two parts. In the first part, learners will read a short text silently about “The Buem Lilu Festival” and answer questions about the text. The second part, Letters have Sounds, focuses on multisyllabic words. Learners will read words that have more than one syllable forming it and in Section C, learners will have fun with keywords they found in the passage. In Section D, learners will learn and use count nouns in writing and in speaking. Finally, in Section E, they will write down in their exercise books the purpose of the durbar held during the Buem Lilu Festival.

### Learning Outcomes

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

#### Strand 1: Oral Language

##### Sub-strand 9: Giving and Following Commands / Instructions / Directions and Making and Responding to Requests

Content Standard	Indicators	Core Competencies
<b>B6.1.9.1. Explore the use of verbs in commands, instructions, requests and directions appropriately in speech.</b>	<b>B6.1.9.1.2.</b> Make and respond to polite requests for help from unfamiliar people.	Communication and Collaboration Personal Development and Leadership

#### Strand 2: Reading

##### Sub-strand 7: Comprehension

Content Standard	Indicators	Core Competencies
<b>B6.2.7.1. Process and comprehend level-appropriate texts</b>	<b>B6.2.7.1.3.</b> Scan/skim for details. <b>B6.2.7.1.4.</b> Read level-appropriate texts silently and closely for comprehension.	Communication and Collaboration Critical Thinking and Problem-solving

#### Sub-Strand 2: Phonics

Content Standard	Indicators	Core Competencies
<b>B6.2.2.1. Connect sounds to letters and blend letters/syllables in order to read and write.</b>	<b>B6.2.2.1.2.</b> Read ccvcc, cccvc and multi-syllabic words when reading continuous texts.	Communication and Collaboration Personal Development and Leadership

Strand 5: Using Writing Conventions/Grammar Usage Sub-strand 3: Using Naming Words/Nouns		
Content Standard	Indicators	Core Competencies
<b>B6.5.3.1.1. Apply knowledge of different types of nouns in communication.</b>	<b>B6.5.3.1.1.</b> Identify and use nouns and noun phrases to describe.	Communication and Collaboration
Strand 2: Reading Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills.</b>	<b>B6.2.6.3.1.</b> Deduce meaning of words from context.	Critical Thinking and Problem-solving Communication and Collaboration
Strand 3: Grammar Usage at Word and Phrase Levels Sub-strand 1: Nouns		
Content Standard	Indicators	Core Competencies
<b>B6.3.1.1. Apply knowledge of different types of nouns in communication.</b>	<b>B6.3.1.1.1.</b> Identify and use count nouns: singular/ plural (regular/irregular).	Communication and Collaboration
Strand 4: Writing Sub-strand 6: Paragraph Development		
Content Standard	Indicators	Core Competencies
<b>B6.4.6.1. Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience and contexts.</b>	<b>B6.4.6.1.2.</b> Use key words, phrases or clauses to introduce the main idea in the paragraph. <b>B6.4.2.1.1.</b> Write with a legible handwriting style.	Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1. Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

**Strand 1: Oral Language****Sub-strand 9: Giving and Following Commands/Instructions/Directions and Making and Responding to Requests.**

**B6.1.9.1.2.** Make and respond to polite requests for help from unfamiliar people.

**Conversation:** Using polite requests to talk about some cultural practices.

**Teaching Strategies:** Discussion, dialogue, repetition, demonstration, pair work.

**Teaching/Learning Resources:** A poster on the conversation, real objects like books, pens, etc.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership

**Key Vocabulary:** polite, request, organized, celebrated, cultural, practices

**Preparation before class**

Before the lesson, prepare a poster of the conversation and picture, and get the necessary real objects ready.

**Teaching/Learning Activities****Activity 1**

Using the clap and dance method, let learners sing a familiar song related to the lesson.

1. Put the picture on the board and have learners discuss what they see. Have them name the people in the picture and say what they are doing.  
Let learners say why the people must do what they are doing and have learners predict what they will learn from the lesson.
2. Put up the poster of the conversation or write it on the board.

**Polite Requests**

**FIIFI:** Can you tell me some of the cultural activities practised in your hometown?

**AKOS:** Yes, I can/No, I can't.

**FIIFI:** Could you share with your friends how a festival in your area is celebrated?

**AKOS:** Yes, I could/No, I couldn't.

**FIIFI:** May I come over to your house for the feast?

**AKOS:** Yes, you may/No, you may not.

**FIIFI:** Can they serve me some of the food to eat?

**AKOS:** Yes, they can/No, they can't.

**FIIFI:** May I know why the feast was held?

**AKOS:** Yes, you may/No, you may not.

3. In pairs, have learners take turns reading the dialogue with their partners until they can read it alone without looking at the words. Let learners exchange roles in the conversation.
4. Then, let learners state the part of the dialogue they enjoyed most and share it. They should give reasons for what they dislike/like.

## Activity 2

Have learners answer the following questions with their partners.

1. Have you ever asked someone to do something for you?
2. What was it?
3. How did you make the request?
4. In the dialogue, which words were used to make the request?

## Assessment

In pairs, let learners use the given situations to make polite requests. Learner A reads a situation, and B makes a request.

Example:

A: You want a caterer for your family's annual feast. Make a polite request.

B: Can you help me to contact a caterer for my family's annual feast?

A: No, I can't.

(Refer to the Learner's Book, **pages 25–26**)

## Additional Practice

Refer learners to **page 14** of the Workbook for more exercises.

## Reflection

Have learners ponder over the conversation and compare how they used to make requests to what they learnt in the conversation.

## Section B

### Strand 2: Reading

#### Sub-strand 7: Comprehension

**B6.2.7.1.3.** Scan/Skim for details.

**B6.2.7.1.4.** Read level-appropriate texts silently and closely for comprehension.

**Teaching Strategies:** Echo Reading, silent reading, pair work, class/group activities

**Teaching/Learning Resources:** Word cards, pictures, etc.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** dynasty, staple, civic, theory, platform, opportune

### Preparation before class

Before the lesson, prepare your word cards, picture, and cut-up sentence cards.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson by discussing the picture on **page 27** of the Learner's Book 6. Allow learners to discuss what they see and predict the lesson's topic.
2. Teach and drill the pronunciation of the keywords: dynasty, staple, civic, theory, platform, opportune) one after the other

### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold. Let them work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of keywords (if necessary) using context, demonstration, and miming. Remember the order of teaching new vocabulary, **DO NOT** copy the new words on the board beforehand.

### Activity 5

Read the text aloud for learners to listen with attention and ask them to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.

Have learners read the text silently.

Read the text again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what is happening in the story.

### Activity 6

Put pre-reading questions on the board.

Have learners read the text silently.

## Assessment

Let learners read each of the questions below and discuss the answers with their partners. (Refer to **page 29** of the Learner's Book for the questions.)

### Answers

- a. They are also known as the Balemi.
- b. Oti Region.
- c. They speak Lelɛmi (also called Lɛfana).
- d. Guan ethnic group.
- e. The people of Buem celebrate Buem Lilu Festival to thank their gods for showering them with blessings throughout the year, honouring their ancestors and feeding them, and as a way of reuniting all the citizens of the Buem State.

## Sub-Section B: Letters have Sounds – Multisyllabic Words

### Strand 2: Reading

#### Sub-strand 2: Phonics

**B6.2.2.1.2.** Read CCVCC, CCCVC and multisyllabic words when reading continuous texts.

End the reading session with this activity.

Instruct learners to listen as a good reader reads some multisyllabic words to them

Read the words again, and have learners repeat after you: previous, wooden, relations, approaching, festival, plenty, calabashes.

Now, ask learners to say and clap the syllables of each given word to determine the number of syllables in each word. For example, for “previous” learners should say “pre-vi-ous” and clap two times to indicate three syllables. Proceed similarly for the rest of the words to practise counting syllables effectively.

Have learners sit in pairs and find:

- a. two syllabic words: woo-den, plen-ty
- b. Three syllabic words: re-la-tions, a-pproa-ching, fe-sti-val
- c. four syllabic words: ca-la-ba-shes, pro-nun-cia-tion

Let them share their examples with the rest of the class. Then, they can make sentences with their multisyllabic words and present four of them to the class.

#### Additional Practice

Refer learners to **pages 15–16** of the Workbook for more exercises.

## Section C

### Strand 5: Using Writing Conventions/Grammar Usage

#### Sub–Strand 3: Using Naming Words/ Nouns

**B6.5.3.1.1.** Identify and use nouns and noun phrases to describe conditions.

**Teaching Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

#### Preparation before class

Before the lesson, prepare your word cards.

#### Teaching/Learning Activities

1. As a class, have learners reread the passage and find ten common nouns. Individuals make sentences with their nouns and share them with the class.
2. Working as a class, have learners read the text again and find the following expressions: after the fall of, under their great leaders, showering them with blessings).

Let them put their hands up when they find any of them and tell the class the paragraph in which they find it. Have learners read the sentence in which the expression appears. Drill the given expressions from word cards.

3. Put learners in pairs to read the sentence in which each expression is found. Have them share their meanings with the class.

## Section D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub–Strand 1: Nouns

**B6.3.1.1.1.** Identify and use count nouns - singular / plural (regular/ irregular).

**Teaching Strategies:** Repetition, drill

**Teaching/Learning Resources:** pictures, word cards

**Core Competencies:** Communication and Collaboration.

**Key Vocabulary:** count nouns – books, learners, schools, lives, mice etc.

#### Preparation before class

Before the lesson, prepare your picture and word cards.

### Teaching/Learning Activities

#### Activity 8

1. For revision, ask learners to mention some nouns. Let them explain what a noun is.
2. Working as a class, present sample count nouns for discussion. Examples: guest/ guests, feast/feasts, relation/relations.
3. Have learners observe the examples and say how the plurals are formed.
4. Guide them to define count nouns. Count nouns are naming words that refer to items that can be counted. Such nouns can be both singular and plural.
5. Have pairs of learners reread the text to find examples of count nouns. Let them share their findings with the rest of the class.
6. Have the learners find the sentences with count nouns and read them to the class.
7. Have learners give their own examples of count nouns. Encourage them to make sentences with count nouns.

## Assessment

Ask learners to complete the exercise (4) on singular and plural forms of nouns on **page 31** of the Learner's Book.

#### Remedial Activity

Ask learners to identify count nouns in sentences on the board. They should write the plural form and share it with the class: leg - legs, shoe - shoes, etc.



## Extension Activity

Ask learners to write four sentences of their own with new plural count nouns.

## Reflection

Have learners share their opinions about the lesson. Did it help them? In what way?

## Section E

### Strand 4: Writing

#### Sub-Strand 6: Paragraph Development

**B6.4.6.1.2.** Use keywords, phrases or clauses to introduce the main idea in the paragraph.

**B6.4.2.1.1.** Write with a legible, fluent personal handwriting style.

**Teaching Strategies:** Discussion, narration, writing

**Teaching/Learning Resources:** Sample story/text

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving

**Key Vocabulary:** Buem Lilu, festival, celebrated, platform, migrated

#### Preparation before class

Before the lesson, prepare your sample essay.

### Teaching/Learning Activities

#### Penmanship

1. In pairs, have learners reread the text “The Buem Lilu Festival” and share the story with the rest of their partners. Have learners choose any four sentences from the passage and copy them into their exercise books.

### Activity 10

#### Guided Writing: Paragraph Development

1. Display a model paragraph on the board. Explain what a paragraph is and put learners into groups to read the paragraphs. Task them to identify:
  - a. The main idea of the paragraph.
  - b. The sentence that contains the main idea.
  - c. The supporting sentences.
  - d. What each sentence is saying about the topic sentence.Have groups share their work with the class.
2. Ask the class to read paragraph one of the reading passage of the unit. Have them write a five-sentence paragraph similar to the one read. Read your parallel paragraphs to the learners and have them work in groups to come out with their versions. Have groups share their work with the class.

3. After writing, let each group present their writing for discussion.
4. Ask learners to copy their work into their exercise books.

### Reflection

Let learners reflect on the festival they wrote about and compare it to that of their hometown. Which one is more interesting and why?

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Have learners watch the video on Learner's Book 6 **page 33** to see more about count nouns.

### Homework

Let learners do the exercise about count nouns on Learner's Book 6 **page 33** on the worksheet provided in their exercise books.

## Workbook Answers

### A. Oral Language

#### Activity 1

Individual responses

### B. Reading

#### Activity 1

1. They are also known as the Balemi.
2. Oti Region.
3. They speak Lelɛmi (also called Lɛfana).
4. Guan ethnic group.
5. Lilu means yams.
6. The people of Buem celebrate Buem Lilu Festival to thank their gods for showering them with blessings throughout the year, to honour their ancestors and to feed them, and as a way of reuniting all the citizens of the Buem State.
7. Second week of October.

#### Activity 2

1. approaching – a/proa/ching
2. festival – fes/ti/val
3. before – be/fore
4. women – wo/men
5. previous – pre/vious
6. celebration – ce/le/bra/tion
7. relations – re/la/tions
8. vegetable – ve/ge/ta/ble
9. calabashes – ca/la/ba/shes
10. occasion – o/cca/sion
11. number – num/ber
12. tolerate – to/le/rate

### C. Vocabulary

#### Activity 1

- |            |              |
|------------|--------------|
| 1. honour  | 6. neighbour |
| 2. evening | 7. spirits   |
| 3. measure | 8. syllable  |

4. throughout

9. disrespect

5. economy

10. invite

### D. Grammar Usage

#### Activity 1

1. I can see some goats near the tree.  
(Goat)
2. There are three lorries on the road.  
(Lorry)
3. She sold twelve eggs yesterday.(Egg)
4. We met three men in the street.  
(Man)
5. The butterflies are flying around.  
(Butterfly)
6. Give them some dresses. (Dress)
7. Insects have wings. (Wing)
8. He has many books. (Book)
9. She and her mother are kind women. (Woman)
10. Some children are playing in the field. (Child)

#### Activity 2

- |              |            |
|--------------|------------|
| 1. oxen      | 4. cities  |
| 2. dresses   | 5. cargoes |
| 3. volcanoes | 6. keys    |

### E. Writing

1. Development: A process in which something passes by degrees to a different stage (especially a more advanced or mature stage).
2. Puberty: The time in life when a boy or girl becomes sexually mature.
3. Modern: Of or relating to recent or current times.
4. Stage: Any distinct period in a sequence of events.
5. Spare: Save or relieve from an experience or action.

## Unit 4

## Teenage pregnancy

### Unit Overview

This unit is about teenage pregnancy. It consists of five sections, A–E. Section A focuses on Oral Language Development.. Learners will listen to a short story titled “Nana osei and the pregnant school girl” and answer questions about it. Section B is in two parts, in the first part, learners will read a passage entitled “The teenage pregnancy problem” and answer comprehension questions about it. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds. Section C is structured to deepen learner’s understanding of keywords from the comprehension passage. Grammar is handled in Section D with emphasis on the learner’s ability to identify non count nouns and incorporating them effectively into sentences to reinforce their understanding. Their attention will be drawn to the features of non-count nouns. Section E ends the unit by asking learners to copy sentences in joint script (cursive writing) as well as add one more paragraph (using guiding questions) to what happened to Nana Osei when the news got to the parents.

### Learning Outcomes

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

Strand 1: Oral Language Sub-strand 4: Storytelling		
Content Standard	Indicators	Core Competencies
<b>B6.1.4.1. Respond to stories.</b>	<b>B6.1.4.1.2.</b> Tell stories around given themes.	Communication and Collaboration, Critical Thinking and Problem-solving
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B6.2.7.1. Process and comprehended level-appropriate texts</b> <b>B6.2.7.2. Apply critical reading, implied meaning, higher order thinking, judgment and evaluation</b>	<b>B6. 2.7.1.3.</b> skim/scan for details.  <b>B6.2.7.2.1.</b> Respond to a text with reason, simple judgment and personal interpretations.	Communication and Collaboration

Sub-strand 3: Word Families, Minimal Pairs and Common Digraphs		
Content Standard	Indicators	Core Competencies
<b>B6.2.3.1. Identify minimal pairs and common digraphs.</b>	<b>B6.2.3.1.1.</b> Use common minimal pairs to decode words.	Communication and Collaboration
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.2. Build vocabulary.</b>	<b>B6.2.6.2.1.</b> Develop a rich vocabulary stock through extensive reading of age-appropriate text; substituting selected nouns, verbs, and adjectives in a text with synonyms/near synonyms.	Communication and Collaboration Personal Development and Leadership
Sub-strand 3: Grammar Usage at Word and Phrase Levels		
Sub-strand 1: Nouns		
Content Standard	Indicators	Core Competencies
<b>B6.3.1.1. Apply knowledge of different types of nouns in communication.</b>	<b>B6.3.1.1.2.</b> Identify and use non-count nouns: singular/plural.	Critical Thinking and Communication and Collaboration
Sub-strand 4: Writing		
Sub-strand 6: Paragraph Development		
Content Standard	Indicators	Core Competencies
<b>B6.4.6.1. Develop, organise and express ideas cohesively in writing and representing for variety of purposes, audience and contexts.</b>	<b>B6.4.6.1.3.</b> Elaborate on, explain and /or justify the main ideas of a paragraph by providing relevant details and examples.	Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1. Read widely for pleasure and to demonstrate independent reading and learning in the literary/content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

**Strand 1: Oral Language****Sub–Strand 4: Story Telling**

**B6.1.4.1.2.** Tell stories around given themes.

**Storytelling: Nana Osei and the pregnant school girl**

**Teaching Strategies:** Discussion, demonstration, retelling the story

**Teaching/Learning Resources:** Picture in the Learner's Book, **page 36**, word cards

**Core Competencies:** Critical Thinking and Problem-Solving, Creativity and Innovation

**Key Vocabulary:** pregnancy, respectful, teased, hardworking, innocent

**Preparation before class**

Before the lesson, prepare your word cards.

**Teaching/Learning Activities****Activity 1**

1. Paste the picture on the board and ask learners to discuss what they see. Based on the picture, have learners predict what they will hear from the story.
2. Teach the meaning and pronunciation of keywords. Drill pronunciation using word cards: pregnant, respectful, teased, shy, innocent, hardworking.

**Activity 2**

1. Discuss themes in storytelling.
2. Refer learners to the story on **pages 36–37** of the Learner's Book. Read it with expression while learners listen and follow from their books. Ask prediction questions as the story unfolds. For example, do you think Nana Osei will become a bad boy by telling the truth? Why do you think so?
3. In pairs and individually, instruct learners to read the story aloud.
4. Learners should narrate either part of the story or the entire story.
5. Discuss the theme(s) in the story. For example, have learners share the message or ideas they got from the story (peer pressure, disappointment, waywardness, etc.).

**Activity 3**

Have learners read the story again in groups.

**Assessment**

Instruct learners to answer the questions about the story on **page 37** of the Learner's Book.

**Answers**

2. a. Yes/No  
b. The story is about Nana Osei. His friends misled him and he impregnated a school girl. He stopped going to school because of shame.  
c. They are dishonesty/waywardness/peer pressure/.  
(Accept learners' other reasonable suggestions.)

## Reflection

Have learners state the parts of the story that they enjoyed and share them with each other. Ask them to give reasons why they enjoyed those parts.

## Additional Practice

Refer learners to **pages 19–20** of the Workbook for more exercises.

## Section

## B

### Strand 2: Reading

#### Sub–Strand 7: Comprehension

**B6.2.7.1.3.** Scan/ skim for details.

**B6.2.7.2.1.** Respond to a text with reason, simple judgement and personal interpretations.

**Teaching Strategies:** Echo reading, pair work, class/group activities, silent reading.

**Teaching/Learning Resources:** Sentence/word Cards, picture in the Learner's Book **pages 38–40**.

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** crucial, psychological, unprotected, stigmatizes, discriminatory, prey, disrupted, coerce

### Preparation before class

Before the lesson, prepare your word/sentence cards, and an enlarged picture from **page 38** of the Learner's Book.

## Teaching/Learning Activities

### Activity 4

1. Have learners look at the picture on **page 38** of the Learner's Book 6. Allow them to talk about what they see and predict the lesson's topic.
2. Teach and drill the pronunciation of the keywords: crucial, psychological, unprotected, stigmatizes, discriminatory, prey, disrupted, coerce.

### Activity 5

1. In pairs, instruct learners to skim through the text to locate the words in bold. Encourage them to deduce the meaning of each word by reading the sentence(s) in which it is used.
2. The meaning of keywords can also be deduced using context, pictures, and demonstrations. (**DO NOT** copy the new words on the board beforehand.)

### Activity 6

Write pre-reading questions on the board, e.g., Who are teenagers? What are the ages of senior high learners? What does a boy or girl of 13 years look like?

Read the text aloud for the learners to listen and follow from their books. Ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.

Engage learners in a discussion about the answers to the pre-reading questions. Encourage them to locate the specific paragraphs where the answers are found.

### Activity 7

Have learners read the text silently.

Let learners create a mental image from the text read.

## Assessment

Let learners read each of the questions based on the passage (Learner's Book, **page 40**) and discuss the answers with their partners.

### Answers

- a. Teen years
- b. It is a period of great physical and psychological growth and development.
- c. Teenagers engaging in unprotected sex.
- d. A pregnancy can prove very dangerous to her health. / It can negatively affect the mental health of the girl.
- e. Many schools expel pregnant schoolgirls rather than assist them with schooling. This causes their education to be disrupted.
- f. Some older men in society prey on younger girls because the girls do not know any better. Unfortunately, some boys and men also rape these young girls.
- g. In the case of sexual abuse and rape, we must inform the police and let the law deal with such terrible people.

### Reflection

Have learners reflect on the story and say what they learnt about teenage pregnancy.

### Sub-Section B: Letters Have Sounds – Minimal Pairs

#### Strand 2: Reading

#### Sub-Strand 3: Word Families, Minimal Pairs and Common Digraphs

**B6.2.3.1.1.** Use common minimal pairs to decode words.

As learners listen, read out the following minimal pairs: coat/boat, load/road, coal/shoal.

Learners should repeat the words after you. Elicit from learners the sound that all the words have in common. Let learners also read the words in context.

Have learners sit in pairs and identify pairs of words that rhyme.

Let them write sentences with their sample words and share four of their sentences with the class.



## Additional Practice

Refer learners to **page 20** of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub–Strand 6: Vocabulary

**B6.2.6.2.1.** Develop a rich vocabulary stock through extensive reading of age-appropriate text; substituting selected nouns, verbs and adjectives in a text with synonyms/ near-synonyms.

**Teaching Strategies:** Repetition, drills, explanation, and sentence formation

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

### Preparation before class

Before the lesson, prepare your word and sentence cards.

### Teaching/Learning Activities

#### 1. Sentence completion

Working as a class, have learners read the passage again.

Then let pairs look at the incomplete sentences (Learner's Book, **page 42**) and fill the blank spaces with appropriate words from the passage.

Individually, learners should complete each sentence with words from the text in their exercise books.

### Answers

- a. It is, therefore, important that we all understand the **implications** of getting involved in such activities.
- b. Teenage pregnancy causes many **unpleasant** problems.
- c. It places an **unfair** burden of shame on her.
- d. There are many **discriminatory** rules and regulations that affect the teenage girl because of pregnancy.
- e. This causes their **education** to be disrupted.

2. Working as a class, have learners reread the passage and find the following expressions (Learner's Book 6, **page 42**)

- i. a period of – time
- ii. burden of shame – shameful situation

- iii. on the increase – multiplied
- iv. prey on – to hunt and kill
- v. meaningful work – a job where they feel fulfilled and valuable
- vi. let the law deal with –

Ask learners to put up their hands when they find any of the expressions and to tell the class the paragraph in which they find it. Have them read the sentence in which they find it. Have learners read the given expressions from word/sentence cards.

Have learners give the meanings of the expressions in turns.

In pairs, let the learners write sentences with the expressions given. Ask them to share their sentences with the rest of the class.

Examples:

1. Teenage pregnancy is on the increase.
2. This is a period of mourning.

## Section D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub-Strand 1: Nouns

**B6.3.1.1.2.** Identify and use non-count nouns.

- singular
- plural

**Teaching/Learning Strategies:** Drills, repetition, pair work, discussion, group/class activities

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** a cup of, two glasses of, bowls of, tins of milk, etc

#### Preparation before class

Before the lesson, prepare your word cards/sentence cards.

#### Teaching/Learning Activities

1. Review count nouns in simple sentences: Put sample sentences on the board for learners to identify the count nouns in them. E.g. The orange is sweet.

His house is painted blue.

2. Write the following sentences on the board and ask learners which is correct. Ask for the reason why one is right or wrong.

Examples:

- |                        |                           |
|------------------------|---------------------------|
| a. I like musics.      | c. I like music.          |
| b. He gave us a water. | d. He gave us some water. |
3. Briefly explain to learners that some nouns, like water, gari, life, milk, money, etc., cannot be counted. That is, you cannot add 's' to make it plural.

4. Make learners aware that non-count nouns take determiners such as “some”, “a piece of”, “a bit of”, and “a loaf of”.
- Examples: some food, a lot of people, a piece of cake, a loaf of bread, a piece of meat.
5. Have learners give their examples of non-count nouns. Let them give examples of plural forms of non-count nouns using ‘some’, ‘a lot of’, etc.
- Have learners do Exercise 2a–d on non-count nouns—(Learner’s Book, **page 43**).

### Answers

- a. bottles (of water)
- b. bags (of gari)
- c. gallons (of oil)
- d. bags (of cement).

Let learners read the passage again in pairs and find non-count nouns in it.

### Reflection

Ask learners to say what they have learnt from the lesson. Have them say which part of the lesson they have enjoyed most and why.

## Section E

### Paragraph Development

#### Strand 4: Writing

#### Sub-Strand 6: Paragraph Development

**B6.4.6.1.3.** Elaborate on, explain and/or justify the main ideas of a paragraph by providing relevant details and examples.

**Teaching Strategies:** Discussion, group work, and writing

**Teaching/Learning Resources:** Sample story

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

**Key Vocabulary:** Nana Osei, teenage pregnancy, parents

#### Preparation before class

Before the lesson, prepare your sample story, funny way, name-calling.

### Teaching/Learning Activities

#### Activity 10

1. In pairs, let learners reread the story titled “Nana Osei and the pregnant school girl” on **pages 36–37** of the Learner’s Book.

Ask them to read paragraph two again and identify the main idea of the paragraph and the sentences that support it.

### Extension Activity

Ask high-achieving learners to extend their paragraph by answering the following questions.

2. Have learners work in groups to identify the supporting sentences. Let them say what each supporting sentence says about the idea in the topic sentence (the sentence that carries the main idea of the paragraph).
3. Have groups share their work with the class. Draw learners' attention to the fact that supporting sentences elaborate on the main idea by explaining the main idea or giving examples.
4. While in their groups, have learners write supporting sentences for the topic sentence, "Nana Osei's parents got to know about the pregnancy".
5. Ask learners to use the questions on **page 44** of the learners' book as a guide in writing the supporting sentences for their paragraph.
6. Invite groups to share their work with the class.
  - a. How did the other boys treat Nana Osei?
  - b. Why did they do that?
  - c. What would have happened if Nana Osei had not got drunk?
  - d. Do you think you could have continued attending school if you were the victims in this story?

Learners should read each other's work, and then submit their scripts. Mark each script and provide feedback.

Refer learners to Revision 1 on **pages 46–47** for more practice.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Let learners watch the video in the QR code on Learner's Book 6 **page 45** then, lead them to discuss what they have learnt about non-count nouns.

### Homework

Discuss with learners a pleasant day in their lives to enable them (learners) write a few paragraphs about the topic "A pleasant day you had".

## Workbook Answers

### A. Oral Language

#### Activity 1

3 6 2 1 5 4 9 8

### B. Reading

- |         |          |
|---------|----------|
| 1. True | 4. False |
| 2. True | 5. False |
| 3. True | 6. True  |

### C. Vocabulary

#### Activity 1

- |            |              |
|------------|--------------|
| 1. fortune | 7. natural   |
| 2. feat    | 8. fort      |
| 3. Tuna    | 9. fortunate |
| 4. truly   | 10. tear     |
| 5. often   | 11. turn     |
| 6. nature  | 12. front    |

#### Activity 2

Individual responses

#### Activity 3

- |                |                |
|----------------|----------------|
| 1. racial      | 5. pregnancy   |
| 2. teenage     | 6. regulations |
| 3. period      | 7. dangerous   |
| 4. development | 8. unprotected |

### D. Grammar Usage

#### Activity 1

1. Varied answers  
They are non-count nouns
2. Varied answers

#### Activity 2

1. A swarm of bees attacked them on the field.
2. The fisherman saw a big shoal of fish.
3. A team of policemen was trying to control the mob.
4. We met a bevy of ladies at the party.
5. My school has a whole library of books.

#### Activity 3

Individual responses

### E. Writing

#### Activity 1

Individual responses

**Exercise 1**

My Best Friend (Sample answers)

My best friend's name is Kofi Arko. He is twelve years old. He is dark in complexion, tall and plump.

He comes from Edo. He attends the Africa Primary School. He is in class six. Arko's parents are Mr. Kwadwo Arko and Mrs. Evelyn Arko. His father is a teacher and his mother works as a secretary. My friend has two brothers and three sisters. His best study subject is English language. He also likes playing football and volleyball so much. I like Arko so much because he is a good and hard working person.

**Exercise 2**

- a. False
- b. True
- c. True
- d. False
- e. True

**Exercise 3**

2. Varied answers

**Exercise 4**

- 1. a. A herd of cattle
- b. A crowd of hunched men
- c. A library of books
- d. Audience
- e. A swarm of bees
- f. A battalion of soldiers

- 2. A pack of ————— soldiers
- A flock of ————— wolves
- A gang of ————— players
- A troop of ————— thieves
- A team of ————— sheep

## Unit 5

## Sexually transmitted disease

### Unit Overview

This unit is about being aware of sexually transmitted diseases. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will learn a new poem entitled “The Journey Beyond”, a poem by a Ghanaian poet, Kofi Awoonor, which explores the concept of life after death, and write a parallel poem. Section B is in two parts. In the first part, learners will read a passage entitled “All about HIV/AIDS”. Learners will then actively participate in answering comprehension questions related to the text to assess their understanding. The second part, Letters have Sounds, focuses on learners exploring minimal pairs to improve their vocabulary. Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ knowledge of the passage read. Grammar is handled in section D with emphasis on learners’ ability to identify collective nouns and incorporate them effectively into sentences to reinforce their understanding. Their attention will be drawn to the features of collective nouns. Section E ends the unit by asking learners to copy a short paragraph and insert capital letters where necessary.

### Learning Outcomes

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

Strand 1: Oral Language Sub-strand 3: Poems		
Content Standard	Indicators	Core Competencies
<b>B6.1.3.1. Appreciate poems and other pieces of literary materials.</b>	<b>B6.1.3.1.1.</b> Relate the central messages of poems to personal experiences. <b>B6.1.3.1.3.</b> Compose eight-line poems.	Personal Development Communication and Collaboration
Strand 2: Reading Sub-strand 7: Comprehension/Silent Reading		
Content Standard	Indicators	Core Competencies
<b>B6.2.7.3</b> <b>Demonstrate understanding of the use of words and phrases as used in the text.</b> <b>B6.2.8.1. Construct meaning from texts read.</b>	<b>B6.2.7.3.1</b> Determine the contextual meaning of words and phrases. <b>B6.2.8.1.1.</b> Read silently and reasonably for meaning from a level-appropriate text.	Communication and Collaboration

Sub-strand 3: Word Families, Minimal Pairs and Common Digraphs		
Content Standard	Indicators	Core Competencies
<b>B6.2.3.1. Identify minimal pairs and common digraphs.</b>	<b>B6.2.3.1.1.</b> Use common minimal pairs to decode words.	Communication and Collaboration
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills.</b>	<b>B6. 2.6.3.1.</b> Deduce meaning of words from how they relate to one another. 1. meaning from context 2. meaning from word relationships: hyponyms	Critical Thinking and Problem-solving, Communication and Collaboration
Sub-strand 3: Grammar Usage at Word and Phrase Levels		
Sub-strand 1: Nouns		
Content Standard	Indicators	Core Competencies
<b>B6.3.1.1. Apply knowledge of different types of nouns in communication.</b>	<b>B6.3.1.1.2</b> Identify and use collective nouns in sentences.	Communication and Collaboration
Strand 5: Using Writing Conventions/Grammar Usage		
Sub-strand 1: Using Capitalisation		
Content Standard	Indicators	Core Competencies
<b>B6.5.1.1. Use capital letters to start the first words in direct speech.</b>	<b>B6.5.1.1.1.</b> Follow appropriate mechanical convention.	Creativity and Innovation
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1. Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership



**Strand 1: Oral Language****Sub–Strand 3: Poems**

**B6.1.3.1.1.** Relate the central messages of poems to personal experiences.

**B6.1.3.1.3.** Compose eight-line poems.

**Poetry: The journey beyond**

**Teaching Strategies:** Discussion, recitation/reading and repetition

**Teaching/Learning Resources:** A poster of the verse to be read, the picture in the Learner's Book, **page 49**, and word cards

**Core Competencies:** Personal Development

**Key Vocabulary:** beyond, benevolent, feaster, ferry, stewardship

**Preparation before class**

Before the lesson, prepare your picture and word cards.

**Teaching/Learning Activities****Activity 1****Before the verse**

1. Put the picture on the board and ask the learners to talk about it.
2. Teach the keywords with the aid of cards, picture/demonstration: beyond, benevolent, feaster, ferry, stewardship.
3. Put up the poster of the verse or write it on the board.

**The Journey Beyond** (by Kofi Awoonor)

*The howling cry through door posts  
carrying boiling pots  
ready for the feasters.  
Kutsiami the benevolent boatman;  
when I come to the river shore  
please ferry me across  
I do not have tied in my cloth the  
price of your stewardship.*

4. The verse should be recited twice, using gestures and proper voice modulation to convey meaning. Working as a class, learners should repeat the lines after the teacher and then practise on their own several times.
5. In pairs, let learners take turns reciting the verse with their partners until they can recite it alone without looking at the words.
6. Have learners discuss the central messages (themes) of the verse (death/death is inevitable/life after death).  
Let learners answer the questions on the verse.
  - i. What kind of image does the poem invoke?
  - ii. Kutsiami refers to a ferryman who carries the dead from the land of the living to the afterworld. What does this person look like to you?

- iii. Why do you think the person in the poem has no money for the ride into the afterworld?
- iv. What is the theme/main message of the poem?

## Answers

- i. Individual responses
- ii. Individual responses
- iii. Individual responses
- iv. The main messages/themes are death and life after death.

## Reflection

Have learners share their feelings about the lesson.

## Additional Practice

Refer learners to **page 25** of the Workbook for more exercises.

## Section

### B

## Strand 2: Reading

### Sub–Strand 7: Comprehension

**B6.2.7.3.1.** Determine the contextual meaning of words and phrases.

### Sub–Strand 8: Silent Reading

**B6.2.8.1.1.** Read silently and attentively for meaning from a level-appropriate text.

**Teaching Strategies:** Echo Reading, pair work, class/group activities, silent reading

**Teaching/Learning Resources:** Word cards, picture in the Learner's Book, **page 50**.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** separate, immune, fatal, laboratories, treatment

## Preparation before class

Before the lesson, prepare your picture and word cards.

## Teaching/Learning Activities

### Activity 3

1. Engage in discussion with the learners about the title and picture of the passage. Based on this discussion, they can make predictions about what the passage will be about.
2. Teach the meaning and pronunciation of keywords using word cards. The keywords are: separate, immune, fatal, laboratories, treatment.

#### Activity 4

In pairs, have learners quickly search the text to find the words in bold. Let them try to work out the meaning of each word by reading the sentences in which they appear.

#### Activity 5

As learners listen attentively, read the text aloud and ask them to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.

#### Activity 6

Ask learners to read the text silently, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Discuss the passage with the learners. Let them read silently again at a reasonable pace to get meaning from the text. Direct learners in reading with “while reading questions”.

#### Activity 7

Discuss the answers to the pre-reading questions with the learners.

### Assessment

- a. Let the learners read the text silently on their own.
- b. Let the learners read the questions on **page 52** of the Learner’s Book 6 and discuss the answers with their partners.

### Answers

- a. Human immunodeficiency virus
- b. AIDS occurs when someone’s immune system has become weak as a result of HIV.
- c. It can be transferred through sex, shared blades or needles, or from mother to child.
- d. Being infected by HIV is no longer a death sentence because the virus is very treatable.
- e. True
- f. False
- g. False
- h. No, it is transmitted from one person to the other through different body fluids.

#### Sub-Section B: Letters Have Sounds

##### Strand 2: Reading

##### Sub–Strand 3: Word Families, Minimal Pairs/ Rhyming Words and Common Digraphs.

**B6.2.3.1.1.** Use common minimal pairs and common digraphs.

The reading session is now complete. Play the phonic song and encourage learners to join in and sing. As learners listen, read the following words aloud to them.

- i. ball/fall, wall/hall, call/mall
- ii. chain/train, main/strain, pain/cane
- iii. bridge/fridge

After you have read the words, have learners read them as well. Let learners also read the words in context. Ask learners to sit in pairs and let them find their own examples of minimal pairs. Go around the class to assist them as needed.

### Reflection

Ask learners to tell the class how what they have learnt about HIV/AIDS can help them to avoid being infected.

### Additional Practice

Refer learners to **pages 26–27** of the Workbook for more exercises.

## Section C

### Sub–Strand 6: Vocabulary

**B6.2.6.3.1.** Deduce the meaning of words from how they relate to one another.

1. Meaning from context.
2. Meaning from word relationships: hyponyms.

**Teaching Strategies:** Demonstration, explanation, leading questions

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving.

**Key Vocabulary:** virus, infected serious, cure, dangerous, disease, develop

### Preparation before class

Before the lesson, prepare your word cards.

### Teaching/Learning Activities

#### 1. Matching Exercise

As a class, have learners reread the passage and find the following words: virus, infected, serious, care, dangerous, disease, develop. Ask them to put their hands up when they find any of them and to tell the class the paragraph in which they find it. Have them read the sentence in which it appears.

In pairs, let the learners read the sentence where each word is found again. Let them think about the meanings of the words.

Still in pairs, have learners match the given words to their meanings. Refer to the Learner's Book 6, **page 53**.

### Answers to the matching exercise:

- |              |   |                                    |
|--------------|---|------------------------------------|
| a. virus     | – | a type of germ that causes disease |
| b. infected  | – | caused to carry germs              |
| c. serious   | – | bad                                |
| d. cure      | – | treatment                          |
| e. dangerous | – | harmful                            |
| f. disease   | – | illness                            |
| g. develop   | – | grow                               |

### Additional Vocabulary Consolidation Task

#### 2. Completion of sentences (Learner's Book, pages 53–54)

Ask learners to identify the words for completing the given sentences from the reading text.

Then let them read the words to the partners from their Learner's Book and word cards.

Have learners do the exercise orally as a class. Then, individuals do it in their exercise books.

### Answers (Completion of sentences)

- |              |             |
|--------------|-------------|
| a. infected  | d. carry    |
| b. sick      | e. diseases |
| c. dangerous |             |

#### 3. Hyponyms

As a class, discuss the meaning of a hyponym. Practise drilling the word from the board and using word cards to reinforce learning.

Explain to learners that we can get the meaning of some words through other words. Such words are known as hyponyms. Drill the word several times. Illustrate your explanation with the word “vehicle.” Ask learners to mention the words/things associated with “vehicle” (bus, car, lorry, van, motorcycle).

In pairs, learners should provide the hyponyms of “jewellery”. They can then share their findings with the rest of the class, e.g., earrings, bracelets, rings, anklets, chain, watches, branches.

Still, in pairs, learners find the hyponyms for:

- i. fruit
- ii. furniture
- iii. vegetables

Let them write their answers in their exercise books.

### Additional Practice

Refer learners to **pages 27–28** of the workbook for more exercises.

**Strand 3: Grammar Usage at Word and Phrase Levels****Sub–Strand 1: Nouns**

**B6.3.1.1.2.** Identify and use collective nouns in sentences.

**Teaching Strategies:** Drills, repetitions, pair work

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Creativity and Innovation

**Key Vocabulary:** flock, crowd, convoy, mob, committee

**Preparation before class**

Before the lesson, prepare your word cards.

**Teaching/Learning Activities****Activity 8**

1. For revision, ask learners to list types of nouns: proper nouns, common nouns, count nouns, etc.
2. Put up examples of collective nouns on the board for learners to observe and read.
3. Discuss what collective nouns are: A collective noun names a group of people or things.

Examples:

- a swarm of bees
- a crowd of people
- a band of musicians

Refer to **page 55** of the Learner's Book 6 for more examples.

4. Have learners take turns reading sample collective nouns from their textbooks and word cards.

Let them form sentences with collective nouns. Examples:

- i. We met Esi's family.
- ii. He came with a convoy of cars.
- iii. A swarm of bees attacked us.

5. Learners should take turns creating sentences using collective nouns of their choice and share their examples with the class. Afterwards, ask them to write three of their own sentences in their exercise books.

**Reflection**

Have learners say what they learnt from the lesson. How do they think their new knowledge will help them?

**Additional Practice**

Refer learners to **page 29** of the workbook for more exercises.

**Remedial Activity**

Learners should then be encouraged to find more collective nouns from the internet. They should make sentences with ten of them and write the sentences in their homework books.

**Extension Activity**

Complete the collective nouns on **page 55** of the Learner's Book, Exercise 1.

## Answers

- a. A flock of sheep
- b. A swarm of bees
- c. A troop of monkeys
- d. A herd of cattle

## Section E

### Creative Writing

#### Strand 5: Using Writing Conventions/Grammar Usage

##### Sub-Strand 1: Using Capitalisation

**B6.5.1.1.1.** Follow appropriate mechanical convention.

**Teaching Strategies:** Discussion, writing

**Teaching/Learning Resources:** Illustration on the board, sample exercise

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem-Solving, Communication and Collaboration

**Key Vocabulary:** capital letters

#### Preparation before class

Before the lesson, prepare a sample story on the rejection of an HIV/AIDS patient by his family for testing positive for the virus.

### Teaching/Learning Activities

#### Penmanship

1. Lead learners to do hand and wrist exercise.
2. Review the uses of capital letters through questions and illustrations on the board.
3. Have learners list the various uses of capital letters (the first word of a sentence/ to introduce a direct quotation/for proper nouns: names of persons, months, days, particular places, rivers, etc.)  
Example:
  - a. Esi ate mangoes yesterday.
  - b. The boy is sick.
  - c. Meet me on Tuesday.
4. Refer learners to the exercise on **page 56** of the Learner's Book. In pairs, have them put in capital letters where necessary.

## Answers

HIV is transmitted from one person to the other through different body fluids like blood, breast milk, semen and vaginal secretions. That's why it can be transferred through sex, shared blades or needles, or from mother to child. Formerly, being infected by HIV was a death sentence because there was not enough knowledge about the virus. However, HIV is very treatable these days. The most important thing is knowing your status. There are many hospitals and laboratories that offer free tests for HIV.

## Activity 9

### Guided Writing

#### Strand 4: Writing

#### Sub-Strand 11: Creative/Free Writing

**B6.4.11.1.2.** Write poems and imaginative ideas from poems and imaginative texts read

1. Using the story “Nana Osei and the Pregnant School Girl”, lead learners to identify and discuss these elements of a narrative text:  
Characters, settings, and conflicts.
2. Have learners read the passage about HIV/AIDS again.  
Share your story with learners.
3. Put learners into mixed-ability groups to write a short story about an HIV/AIDS patient who was rejected by his or her parents for testing positive for the virus.  
The story must have elements of a narrative such as title, characters, settings plot/ storyline showing conflicts/dialogues and solutions (the victim should be accepted back after parents have been educated on HIV/AIDS).
4. Have learners go through the writing process to write the story (brainstorm to create the draft, revise the draft, edit it and publish it - display it for others to read).  
Go around to support learners to create characters, settings, conflicts and to plan actions/dialogues.
5. Invite the groups to paste their work on the classroom walls.

### Additional Practice

Refer learners to **page 30** of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Have learners watch the video in the QR code on Learner's Book 6 **page 56** to learn more about collective nouns. As a research, have learners find 10 more collective nouns and use them in sentences. Their sample sentences should be posted on the classroom walls for gallery walk activities.

### Homework

Assign learners to do the work on Learner's Book 6 **page 58** individually in their exercise books for marking.



## Workbook Answers

### A. Oral Language

#### Activity 1

1. People Mourning/Death/Individual responses
2. Individual responses
3. Individual responses
4. Death/Afterlife/Mourning/Individual responses
5. Individual responses

### B. Reading

#### Activity 1

- |      |      |      |
|------|------|------|
| 1. c | 3. c | 5. d |
| 2. a | 4. a | 6. b |

#### Activity 2

- a. mall, hall, tall, ball, etc.
- b. rain, pain, wane, sane, etc.
- c. gait, fate, gate, mate, etc.
- d. rolled, mould, fold, gould, etc.
- e. hound, mound, sound, pound, etc.

### C. Vocabulary

#### Activity 1

- |              |                |
|--------------|----------------|
| 1. people    | 11. mosquitoes |
| 2. power     | 12. protect    |
| 3. cruel     | 13. tears      |
| 4. destroy   | 14. possible   |
| 5. dangerous | 15. scientist  |
| 6. develop   | 16. spoon      |
| 7. normally  | 17. dishes     |
| 8. person    | 18. moment     |
| 9. defend    | 19. important  |
| 10. touching | 20. hyponym    |

#### Activity 2 – Hyponyms

1. Cassava, plantain, fufu. They are food.
2. Shirts, shorts, dress. They are clothes.
3. A storey building, a bungalow, a mud hut. They are houses.
4. Nyankpala, Asesewa, Koforidua. They are towns.

5. Horse, cow, lion. They are animals.
6. Football, ludo, volleyball. They are games.

### D. Grammar Usage

#### Activity 1

1. My father gave me a new book yesterday.
2. Have you brought the cups?
3. He gave me an egg.
4. There is the/a basket on the table.
5. Here is the orange seller.
6. This is a/the bottle.
7. Show me the bottle.
8. Esi has an umbrella.
9. That is a/the bag of rice.
10. Look at the flower pot.

#### Activity 2

1. A bevy of ladies
  2. A bouquet of flowers
  3. A jury of judges
  4. A crew of sailors
  5. A convoy of cars
  6. A pride of lion
  7. A pack of wolves
  8. A brood of pigs
- b. Varied answers

### E. Writing

HIV is transmitted from one person to the other through different body fluids like blood, breast milk, semen and vaginal secretions. That's why it can be transferred through sex, shared blades or needles, or from mother to child. Formerly, being infected by HIV was a death sentence because there was not enough knowledge about the virus. However, HIV is very treatable these days. The most important thing is knowing your status. There are many hospitals and laboratories that offer free tests for HIV.

## Unit 6

## Locating the hidden treasure

### Unit Overview

This unit is about locating hidden treasure. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will participate in a conversation centered on providing directions to different locations. Section B is in two parts. In the first part, learners will read a passage entitled “The Magician’s Tools”, about outcast children who discovered the tools used by an ancient magician and answer comprehension questions about the text. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds by identifying words that contain “ch” and “ph” sounds. Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in section D. Learners will learn and incorporate gerunds (verbal nouns) into their sentence constructions. Section E ends the unit by asking learners to copy sentences in joint script and, write an argumentative essay on a given topic.

### Learning Outcomes

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

Strand 1: Oral Language		
Sub-strand 9: Giving and Following Commands / Instructions/Directions		
Content Standard	Indicators	Core Competencies
<b>B6.1.9.1. Explore the use of verbs in commands, instructions, requests and directions appropriately in speech.</b>	<b>B6.1.9.1.1.</b> Create and present simple instructions/ directions to given places.	Communication and Collaboration, Creativity and Innovation, Personal Development and Leadership
Strand 2: Reading		
Sub-strand 9: Fluency		
Content Standard	Indicators	Core Competencies
<b>B6. 2.9.1. Read fluently to enhance comprehension.</b>	<b>B6.2.9.1.1.</b> Read grade-level text with meaning. <b>B6.2.9.1.2.</b> Read aloud with expressions that reflect the author’s purpose and meaning.	Communication and Collaboration

Sub-strand 3: Word Families, Minimal Pairs/Rhyming Words and Common Digraphs		
Content Standard	Indicators	Core Competencies
<b>B6. 2.3.1. Identify rhyming/ ending words and common digraphs.</b>	<b>B6.2.3.1.2</b> Use words with digraphs to make meaningful sentences.	Communication and Collaboration
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6. 2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills.</b>	<b>B6.2.6.3.1.</b> Determine the contextual meaning of the words and phrases	Critical Thinking and Problem-solving, Communication and Collaboration
Sub-strand 3: Grammar Usage at Word and Phrase Levels		
Sub-strand 1: Nouns		
Content Standard	Indicators	Core Competencies
<b>B6 3.1.1. Apply knowledge of different types of nouns on communication.</b>	<b>B6.3.1.1.</b> Use “-ing” nouns and noun phrases to refer to activities.	Communication and Collaboration
Strand 4: Writing		
Sub-strand 13: Argumentative / Persuasive Writing		
Content Standard	Indicators	Core Competencies
<b>B6.4.13.1. Support an opinion in writing.</b>	<b>B6.4.13.1.1.</b> Write explanations and examples to support opinions.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem-solving
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1. Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

**Giving and Following Instructions/ Directions****Strand 1: Oral Language****Sub–Strand 9: Giving and Following Commands/ Instructions/ Directions**

**B6.1.9.1.1.** Create and present simple instructions/ directions to given places.

**Teaching Strategies:** Discussion, drill and demonstration

**Teaching/Learning Resources:** Picture, a poster of the conversation

**Core Competencies:** Critical thinking and problem-solving

**Key Vocabulary:** go straight, at the junction, adjacent to, opposite, turn right/left, cross the street

**Preparation before class**

Before the lesson, prepare your picture and a poster for the conversation.

**Teaching/Learning Activities****Activity 1**

Start by writing the title of the conversation on the board and ask learners to predict what it will be about.

1. Put the picture on the board and ask learners to answer questions about it, e.g., Who is in the picture? What are they doing?

Working in pairs, learners should discover whether their partners have ever helped someone find a place he/she did not know. Where was the place they helped them find? Where were they beforehand?

**Activity 2**

1. In pairs, have learners give some common words or expressions used in giving directions. (Refer them to **page 60–61** of the Learner's Book 6.)
2. Put up the poster of the conversation on the board.

**AKUA:** Can you help me locate Eno Post Office, please?

**KWAKU:** No problem. Go straight to the Angel Primary School. You will see a taxi rank adjacent to the school. Turn right, and then walk along the Palace Road. There is a provision store at the corner. Pass by it. Right ahead of you is the Eno Post Office.

**AKUA:** Thank you very much.

**KWAKU:** You are welcome. Do you need a password to identify your treasure at the post office? If yes, contact the officials at the place.

**AKUA:** I am very grateful. I will do as you say.

**Activity**

1. In pairs, have learners take turns reading the dialogue with their partners until they can read it alone without looking at the words. Let learners exchange roles in the conversation.

2. Have learners state the parts of the dialogue that they enjoyed and share them with each other. Let learners give reasons why they enjoyed those parts.
3. In pairs, have learners take turns giving directions to places indicated by their partners.

### Reflection

Have learners reflect on the conversation and relate it to how they were directing people to some places to what they have learnt now.

### Additional Practice

Refer learners to **page 31** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub–Strand 9: Fluency

**B6.2.9.1.1.** Read grade-level text with meaning.

**B6.2.9.1.2.** Read aloud with expressions that reflect the author's purpose and meaning.

**Teaching Strategies:** Echo Reading, pair work, class/group activities

**Teaching/Learning Resources:** Word cards, picture in the Learner's Book, **page 61**.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

**Key Vocabulary:** hollow, galaxy, fathom, bequeath, severity, etc.

### Preparation before class

Before the lesson, prepare your word cards and picture.

### Teaching/Learning Activities

#### Activity 3

1. Begin the lesson with a discussion of the picture based on the passage. Allow learners to talk about what they see and predict what the text will be about.
2. Teach and drill the pronunciation of the keywords: hollow, galaxy, fathom, bequeath, severity, meteor, unworthy, ragtag, marauder.
3. In pairs, ask learners to search the text quickly to find the words in bold. Allow them to try to deduce the meaning of each word by reading the sentence(s) in which it appears. If needed, teach the meaning of keywords using contextual clues, demonstrations, and pictures.

#### Activity 4

1. While learners listen carefully, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.

2. Read the text a second time while learners listen or ask a good reader to read.
3. Have learners read the text after you several times. Discuss the pre-reading questions with learners. Drill pronunciation using the word cards.

### Activity 5

- a. In pairs, instruct learners to take turns reading the text aloud to each other, either sentence by sentence or paragraph by paragraph.  
Have learners read the text independently, paying attention to punctuation marks, words, sentences and paragraphs.

### Activity 6

Let learners read each of the questions on **page 64** of the Learner's Book 6 and discuss the answers with their partners.

## Answers

- a. He had lived for millennia.
- b. He meant that the sword and staff would only go to someone worthy and in need.
- c. She was worthy and in need.
- d. Because of how prosperous it was as a hub for trade.
- e. She had to find ways to survive in Oldtown.
- f. Although she was a thief, she was a good person.

### Reflection

Ask learners to say what they learnt from the story.

### Sub-Section B: Letters Have Sounds

#### Strand 2: Reading

#### Sub-Strand 3: Word Families, Minimal Pairs and Common Digraphs

**B6.2.3.1.2.** Use words with digraphs to make meaningful sentences.

Conclude the reading session with this activity.

Working as a class, read the following words to the learners:

- a. cheer chain choice search each which
- b. phone graph apostrophe Josephine Philip

Then let the learners read the words and sentences to reinforce their pronunciation and comprehension.

Next, have the learners sit in pairs and identify words that contain the letter combinations "ch" and "ph." Supervise the activity while they work together.

Finally, ask the learners to make sentences using the words they found to practise their usage and understanding.

### Additional Practice

Refer learners to **page 32–33** of the Workbook for more exercises.

**Strand 2: Reading****Sub–Strand 6: Vocabulary**

**B6.2.6.3.1.** Determine the contextual meaning of words and phrases.

**Teaching Strategies:** Demonstration, explanation, leading questions

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving.

**Preparation before class**

Before the lesson, prepare your words cards.

**Teaching/Learning Activities****Matching**

Working as a class, have learners read the passage again to find the following words and expressions. Drill pronunciation using the word cards.

- |                |                |
|----------------|----------------|
| i. resourceful | v. unbeknownst |
| ii. ragtag     | vi. marauder   |
| iii. misfit    | vii. severity  |
| iv. unworthy   |                |

Ask them to put up their hands when they find any of them and to tell the class in which paragraph they found it.

Put learners in pairs to read the sentence where each word/expression is found again. Have them think about what the words and expressions could mean.

Still in pairs, have learners match the given words and expressions to their meanings (**page 66** of the Learner's Book).

**Answer**

A

B

- |  |
|--|
| i. resourceful — having inner resources; adroit or imaginative   |
| ii. ragtag — disparaging term for the common people              |
| iii. unworthy — not deserving                                    |
| iv. unbeknownst — occurring or existing without the knowledge of |
| v. marauder — someone who attacks in search of booty             |

Still in pairs, have learners reread the passage and look for these words: severity, meanest, instantly, flickered, bandit. Let learners read the given words from the board and on word cards.

Let them read the sentence(s) in which each word is found.

Ask learners to write sentences with the given words as homework.

## Additional Practice

Refer learners to **page 34** of the Workbook for more exercises.

## Section D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub–Strand 1: Nouns

**B6.3.1.1.3.** Use “-ing” nouns and noun phrases to refer to activities.

**Teaching Strategies:** Discussion, modelling, writing

**Teaching/Learning Resources:** Word/sentence cards

**Core Competencies:** Communication and collaboration, Personal Development and Leadership

**Key Vocabulary:** swimming, dancing, jumping, hiking

#### Preparation before class

Before the lesson, prepare your word/sentence cards.

### Teaching/Learning Activities

#### Activity 7

1. Write verbs on the board for learners to identify. For instance: swim, play, work, jump, swing.
2. Write sample sentences with “\_ing forms of the sample verbs.  
For example **a.** Swimming is an exercise.  
**b.** Jumping is very good.  
**c.** I like swinging.  
**d.** Working is a good thing to do.
3. Invite individuals to make sentences with “\_ing”.
4. Write the sample sentences on the board
5. Allow learners to read them in groups, pairs and individually several times from the board as well as sentence cards. Then let learners observe the sentences and talk about the form of the verbal nouns.
6. Emphasize that verbs in the “\_ing” form are gerunds. They are used as nouns.
7. Encourage learners to work in pairs, make their own sentences with any gerund of their choice and share their work with their classmates.
8. Let them write four of their sentences in their exercise books for marking,

## Additional Practice

Refer learners to **page 35–37** of the Workbook for more exercises.



**Strand 4: Writing****Sub-Strand 13: Argumentative/Persuasive Writing**

**B6.4.13.1.1.** Write explanations and examples to support opinions.

**Teaching Strategies:** Discussion and writing

**Teaching/Learning Resources:** A model essay

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem-Solving.

**Key Vocabulary:** motion, stand, for, against

**Preparation before class**

Before the lesson, prepare your model essay.

**Teaching/Learning Activities****Activity 8**

1. Discuss argumentative essays with learners.

Through a class discussion, explain these relevant terms to learners: motion (the statement for the argument), for (those who like the motion), against (those who do not like the motion), stand (one's choice).

2. Put the following motion on the board and have a learner read it aloud: "Boys Boarding school are better than girls."
3. Then divide the learners into groups and ask them to raise points for and against the motion. As they discuss the motion, walk around the class and provide support where necessary.
4. Have the groups share their points with the rest of the class.
5. Ask learners to read the passage in this unit again. Reasons for the following statement: Write the motion on the board: "Esaaba had done more harm than good to the people of Old Town".
6. While in their groups invite the leaders of the groups to toss for or against the motion.
7. Discuss the meaning and implication of the motion with the class. For example, to stand for the motion means to point out bad things Esaaba had done (stealing, being troublesome, etc.) and to be for the motion means to point out the good things Esaaba had done (fending for herself, hardworking, etc).
8. Get groups to read out their opinions to the class for discussion.

**Additional Practice**

Refer learners to **page 37** of the Workbook for more exercises.

**Unit Summary**

Go through the unit summary with learners and discuss what they have learnt.

## Discover more

Share the video in the QR code on Learner's Book 6 **page 69** with learners, then, use probing questions to find out what they know about argumentative essays. Let learners write one on a given topic.

## Homework

Ask learners to do the exercise on Learner's Book 6 **page 70** in their exercise books in individually and share with their partners.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. cross the street
2. turn right/turn left
3. go straight
4. adjacent to
5. at the T – junction
6. walk along the palace road
7. opposite the market, etc.

### B. Reading

#### Activity 1

8. In the hollow of a cave inside a mountain in an unknown land, an old man sat next to a dying fire, drying himself.
9. He had lived for millennia as a powerful magician, but unfortunately, all things that begin must soon end.
10. As the fire quenched, so too did his life.
11. Before he passed away into the next world, he took his staff and his sword.
12. His staff was made out of the tusks of a beast larger than an elephant.
13. It had tried to challenge the old magician to a fight and lost.
14. The sword was made out of the remnants of a meteor from a different galaxy.

### Activity 2

/ch/	/ph/
church	phone
check	phonology
churn	photo, etc

### C. Vocabulary

#### Activity 1

Individual responses

#### Activity 2

- |               |               |
|---------------|---------------|
| 1. galaxy     | 11. challenge |
| 2. prosperous | 12. remnants  |
| 3. quenched   | 13. centuries |
| 4. instantly  | 14. magicians |
| 5. meanest    | 15. severity  |
| 6. feed       | 16. managed   |
| 7. unworthy   | 17. flickered |
| 8. glowed     | 18. marauder  |
| 9. fathom     | 19. darkness  |
| 10. bequeath  | 20. candid    |

### D. Grammar Usage

#### Activity 1 and 2

Individual responses

### E. Writing

Individual responses

## Unit Overview

This unit is about the celebration of festivals in Ghana. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will actively participate in conversations centered on festivals. They will have the opportunity to explore and learn about various festivals celebrated in their classmates' hometowns. Section B is in two parts. In the first part learners will read a passage entitled "Festivals in Ghana" and answer comprehension questions based on it. The second part, Letters have Sounds, focuses on reviewing learners' knowledge of letter sounds (/sh/, /hw/ and /ck/). Section C is for vocabulary consolidation. Activities in this section are structured to deepen the learners' understanding of keywords from the comprehension passage. Grammar is handled in Section D with an emphasis on articles. Learners will identify and use articles in sentence construction. Section E ends the unit. Learners will copy a short paragraph from the passage clearly in a joint script and practise the art of constructing persuasive arguments.

## Learning Outcomes

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

### Strand 1: Oral Language

#### Sub-strand 6: Conversation – Talking about Oneself, Family, People, Customs, Social, Cultural Values and Manners

Content Standard	Indicators	Core Competencies
<b>B6.1.6.1. Explore certain culturally acceptable language for communication.</b>	<b>B6.1.6.1.1.</b> Describe/talk about objects/personalities/ events in the country and the world.	Cultural Identity and Global Citizenship Communication and Collaboration

### Strand 2: Reading

#### Sub-strand 7/10: Comprehension/Summarizing

Content Standard	Indicators	Core Competencies
<b>B6. 2.7.1. Process and comprehend level-appropriate texts.</b>	<b>B6.2.7.1.1.</b> Construct meaning from texts.	Communication and Collaboration
<b>B6. 2.10.1. Read and summarise passages read.</b>	<b>B6.2.10.1.2.</b> Write short summary of a level-appropriate passage/text read.	

Sub-strand 3: Word Families, Minimal Pairs/Rhyming Words and Common Digraphs		
Content Standard	Indicators	Core Competencies
<b>B6. 2.3.1. Identify rhyming/ ending words and common digraphs.</b>	<b>B6.2.3.1.2.</b> Use words with digraphs to make meaningful sentences.	Communication and Collaboration
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6. 2.6.1. Understand word meanings and usages.</b>	<b>B6.2.6.1.1.</b> Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-strand 2: Determiners		
Content Standard	Indicators	Core Competencies
<b>B6. 3.2.1. Apply knowledge of different types of determiners in communication.</b>	<b>B6.3.2.1.1.</b> Identify and use definite and indefinite articles.	Creativity and Innovation
Strand 4: Writing		
Sub-strand 13: Argumentative / Persuasive Writing		
Content Standard	Indicators	Core Competencies
<b>B6.4.13.2. Write arguments to support claims with clear reasons and relevant evidence.</b>	<b>B6.4.13.2.2.</b> Use words, phrases and clauses to clarify the relationship among claims and reasons. <b>B6.4.13.2.3.</b> Establish and maintain a format style.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1. Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

## Section A

### Strand 1: Oral Language

#### Sub–Strand 6: Conversation – Talking About Oneself, Family, People, Customs, Social/Cultural Values and Manners.

**B6.1.6.1.1.** Describe/ talk about objects/ personalities/ events in the country and the world.

#### Conversation: A festival celebrated in my hometown

**Teaching/Learning strategies:** Discussion, pair work, class activities.

**Teaching/Learning Resources:** Picture on page 72 of Learner’s Book 6

**Core Competencies:** Communication and collaboration, Cultural Identity and Global Citizenship

**Key Vocabulary:** Odwriwa, Homowo, climaxes, distant relatives

#### Preparation before class

Make sure you gather all the materials you need. If possible, make a poster-size enlargement of the conversation picture. This will help you to make sure that the class moves at the same pace.

### Teaching/Learning Activities

#### Activity 1

Let learners sing a song related to festivals or traditional activities.

1. On the board, display the picture and instruct learners to discuss what they observe. They should identify the people in the picture and describe their actions. Encourage learners to explain the reasons behind the depicted activities. Engage the learners to predicting the lesson’s topic based on their observations from the picture.

#### Activity 2

1. Guide learners through the questions to help them describe the festivals celebrated in their hometowns/areas.

**AKU:** What festival is celebrated in your area?

**AGYA:** It is called Odwira/Homowo, etc.

**AKU:** When is it celebrated?

**AGYA:** The Odwira Festival is celebrated/takes place between September and October. It is a week-long festival.

**AKU:** Who celebrates the Odwira Festival?

**AGYA:** The Akuapems and other Akans celebrate it.

**AKU:** What are some of the activities that take place?

**AGYA:** There are many activities throughout the week. There are weeding and cleaning activities; gathering food items and firewood; receiving visitors/distant relatives, etc. There is also a day for mourning the departed relatives and another for feeding ancestral spirits and gods. The festival climaxes with a grand durbar of the chiefs, their elders, and citizens on Saturday, where drumming, dancing and merry-making occur.

**AKU:** What happens on the following day, which is Sunday?

**AGYA:** People of the town/area attend a thanksgiving service to thank the Almighty God for a successful celebration.

2. In pairs, have learners take turns reading the dialogue with their partners until they can read it alone without looking at the words. Let learners exchange roles in the conversation.

## Assessment

Have learners answer the following questions.

- i. Who celebrates the Odwira festival?
- ii. When is it celebrated?
- iii. What festival is celebrated in your area? Who celebrates it?
- iv. Do relatives far and near come home?
- v. Do the chiefs hold durbars? Are the chiefs carried in palanquins?
- vi. What is the purpose of festivals?

## Answers

- i. The Akuapems and some Akan areas.
- ii. Between September and October.
- iii. (The answer depends on the individual learner.)
- iv. Yes, they do.
- v. Durbars are held to mark the climax of the celebrations. Yes, they are/No, they aren't
- vi. For purification/to appease the gods/for bountiful harvest/for solving social problems/for fund raising, etc.  
(Accept any good suggestion.)

## Reflection

Have learners ponder over the conversation and describe how they had previously perceived festivals and what they have realized now.

## Additional Practice

Refer learners to **page 38** of the Workbook for more exercises.

**Strand 2: Reading****Sub–Strand 7: Comprehension**

**B6.2.7.1.1.** Construct meaning from texts.

**Sub–Strand 10: Summarizing**

**B6.2.10.1.2.** Write a summary of a level-appropriate passage/ text read.

**Teaching/Learning Strategies:** Echo Reading, pair work, class/group activities, summarizing

**Teaching/learning Resources:** Word cards, pictures in the Learner's Book, **page 73**

**Core Competencies:** Communication and Collaboration, Critical Thinking, Cultural Identity

**Key Vocabulary:** vibrancy, deity, significant, commemorative mourn, agricultural, agrarian

**Preparation before class**

Before the lesson, prepare your pictures and word cards.

**Teaching/Learning Activities****Activity 3**

1. Begin the lesson by asking learners to look at the picture and talk about it.  
Next, revise the learners' previous knowledge of festivals by asking questions.  
Encourage them to predict what the lesson will be about based on their existing knowledge.
2. Then move on to teaching and drilling the pronunciation of keywords and expressions:  
**vibrancy, deity, mourn, agricultural, agrarian, significant, commemorative.**

**Activity 4**

1. Drill pronunciation using words written on the board and word cards.
2. After teaching the pronunciation, let the learners work in pairs to search the text and find the words in bold. Then let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
3. If necessary, teach the meaning of the keywords using context, demonstration, and miming. Remember not to copy the new words on the board ahead of time and follow the appropriate order when introducing new vocabulary.

**Activity 5**

1. Write pre-reading questions on the board to guide learners' reading.
2. Then let learners listen while you read the text aloud. After that, they can check the correctness of their predictions. Then, invite a few learners to share their ideas with the rest of the class.

**Activity 6**

Next, let learners read the text silently. Once they have finished, discuss the answers to the pre-reading questions with them and encourage further discussion on the topic.

## Assessment

Have learners read the text silently again. Then in pairs, they read each question based on the passage and discuss the answers.

(Refer to the Learner's Book 6, **page 75** for the questions.)

### Answers

- a. There are four types of festivals celebrated in Ghana.
- b. Harvest Festivals, Ancestral Festivals, Commemorative Festivals and Religious Festivals.
- c.
  - i. Harvest – Buem Lilu Festival by the Buem State
  - ii. Ancestral – Asafotufiami by the Dangbe
  - iii. Commemorative – Hogbetsotso by Anlo-Ewes
  - iv. Religious – Damba by the Dagomba
- d. Because they are agrarian communities.
- e. Important events can include victories in wars, the end of a long period of disease or suffering, and safe migration from one land to the other.

### Sub-Section B: Letters Have Sounds

#### Strand 2: Reading

#### Sub-Strand 3: Word Families, Minimal Pairs and Common Digraphs.

**B6.2.3.1.2.** Use words with digraphs to make meaningful sentences.

End the reading session with this activity. Play the phonics song and have learners sing along.

For revision, ask the learners to give examples of words that have “ch” and “ph” in them.

While learners listen to you, read words with “sh”, “wh”, and “ck” sounds out loud to them.

Examples:

/sh/ sharp, shine, share, shout, shoe

/w/ when, where, what, whale, while

/ck/ tuck, chick, duck, stuck, track

Have the learners blend and read the words after you.

In pairs, let learners find words that have the given sounds. Provide help where necessary.

Let the learners make sentences with their words and present three of their sentences to the class.

#### Additional Practice

Refer learners to **page 39–40** of the Workbook for more exercises.



**Strand 2: Reading****Sub–Strand 6: Vocabulary**

**B6.2.6.1.1.** Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication.

**Teaching/Learning Strategies:** Demonstration, explanation

**Teaching/Learning Resources:** Word cards, sentence cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

**Preparation before class**

Before the lesson, prepare your word and sentence cards.

**Teaching/Learning Activities**

1. Working as a class, have learners reread the passage and find the following words:

**significant, prominent, vibrancy, categorized, agrarian, famine, appreciation, abundance, original, socioeconomic.** Ask them to put up their hands when they find any of them and to tell the class the paragraph in which they found it. Have them read the sentence in which they found the word.

Ask learners to arrange the words in alphabetical order.

2. **Completion of sentences**

As a class, have learners read the passage again and find the sentences they will complete. Ask learners to raise their hand if they find any of the sentences, and to tell the class where they found it. The class can read the sentences together.

Put learners in pairs to read the target sentences again from the text.

Still, in pairs, let learners take turns to complete the sentences by filling the blank spaces with the correct word/expression orally.

Have learners complete the exercise in their exercise books.

**Answers**

- a. Every year, there are many different **traditional** festivals celebrated all across Ghana.
- b. The first group of traditional festivals are **Harvest** Festivals.
- c. They are celebrated to remember moments of **famine**, drought and hunger from long ago.
- d. One such festival is Asafotufiami, which is **celebrated** by the Dangbe ethnic group.
- e. The festivals in the third group are **commemorative** festivals.
- f. Festivals in Ghana have many things in **common**.
- g. Festivals are of **socioeconomic** importance.

**Strand 3: Grammar Usage at Word and Phrase Levels****Sub–Strand 2: Determiners**

**B6.3.2.1.1.** Identify and use definite and indefinite articles.

**Teaching Strategies:** Drills, repetition, sentence formation

**Teaching/Learning Resources:** Word cards/sentence cards

**Core Competencies:** Creativity and Innovation, Personal Development and Leadership.

**Key Vocabulary:** definite article (the), indefinite articles (a, an), determiners

**Preparation before class**

Before the lesson, prepare your word cards and sentence cards.

**Teaching/Learning Activities**

1. Review nouns with learners by writing sentences on the board. Ask them to identify the nouns in each sentence.

Example:

- i. The learners are weeding in the field.
  - ii. A little girl visited us.
2. Continuing to work as a class, have learners observe the sample sentences on the board. Call on individuals to identify the words that come before the nouns. Then, ask them how we refer to such words (articles).

Use the sample sentences to introduce and explain the use of definite (the) and indefinite articles (a, an).

(Refer learners to **page 78** of the Learner's Book 6 for more information.)

**Reflection**

Have learners reflect on the lesson. Let them share what they learned about articles and how they will help them construct sentences.

**Remedial Activity**

In pairs, have learners read to each other a list of nouns on pieces of paper. Ask them to put the correct article in front of each noun.

Examples: man – the/ a man  
orange – an orange  
elephant – an elephant,

**Extension Activity**

Give learners a sentence completion exercise where they fill in articles.

**Additional Practice**

Refer learners to **page 42** of the Workbook more exercises.

**Argumentative Writing****Strand 4: Writing****Sub-Strand 13: Argumentative /Persuasive Writing**

**B6.4.13.2.2.** Use words, phrases, and clauses to clarify the relationship between claims and reasons.

**B6.4.13.2.3.** Establish and maintain a formal style.

**Teaching Strategies:** Discussion, brainstorming, pair/group activities, repetition.

**Teaching/Learning Resources:** Word cards, sentence cards, model composition

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Critical Thinking and Problem-Solving, Personal Development and Leadership.

**Key Vocabulary:** motion, statement, position, points, opponents, refute

**Preparation before class**

Before the lesson, prepare your model essay and word cards.

**Teaching/Learning Activities****Penmanship****Activity 9**

Get learners to read and copy the first paragraph of the passage on “Festivals in Ghana” in their writing exercise book.

**Guided Writing**

Lead learners to discuss words in connection with argumentative/persuasive essays through examples:

Still as a class activity, read out the model argumentative essay while learners listen attentively. Based on the model, discuss an argumentative essay’s format (structure) with learners. (Refer to **page 79** of Learner’s Book 6 for more information.)

**Activity 10**

Let learners get into groups to plan their essays on the motion: “Celebrating festivals is more important than holding funerals.”

As they work in their groups, walk around the classroom and provide support where necessary. Encourage them to brainstorm and discuss various points for each side of the argument. They can consider cultural, social, and the economic values to strengthen their arguments.

For example, festivals and funerals bring cultural awareness. Festivals serve as a means of generating funds for communities, individuals, etc.

Ask groups to plan and write their essays. Have them share their work with the whole class.

### Remedial/Extension Activity

Ask learners to do research on the internet for more information on the topic, “Boarding or day school, which is better?”

### Additional Practice

Refer learners to **page 43** of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Watch the video in the QR code on Learner’s Book 6 **page 77** with learners and discuss the various articles (definitely/ indefinite) with them.

### Homework

Assign learners to work in pairs underlining all the indefinite articles and circling the definite articles in the given exercise on Learner’s Book 6 **page 77**.

## Workbook Answers

### A. Oral Language

Individual responses

### B. Reading

#### Activity 1

1. Every year, there are many traditional festivals celebrated all across Ghana.
2. The first group of traditional festivals we shall take a look at are Harvest Festivals.
3. One such festival is Asafotufiami, which is celebrated by the Dangbe ethnic group.
4. The festivals in the third group are commemorative festivals.
5. Festivals in Ghana have many things in common.

6. Festivals are of socioeconomic importance.

#### Activity 2

- a. There are many festivals celebrated in Ghana.
- b. Some of the festivals are celebrated to mark the end of hunger, e.g., Homowo, Tedudu.
- c. Another group of festivals are celebrated to remember important events, e.g., Glidzi.
- d. There is another group celebrated to honour and remember ancestors. e.g., Odwira.
- e. There are also religious festivals, e.g., Christmas, Easter, Damba and Bilabil Nabi.

- f. During festivals there are matches and other competitions.

### Activity 3

A(/sh/)	B(/wh/)	C(/ck/)
shame	whistle	duck
sharp	when	deck
push	while	click
fish	which	check
share	what	suck
rush	wherever	quack
show	wheel	quick
	whether	peck

### B. Vocabulary

#### Activity 1

1. Significant: Of considerable importance, size, or worth.
2. Vibrancy: Having the character of a deep quality.
3. Agrarian: Relating to farming or agriculture.

4. Appreciation: Understanding of the nature, meaning, quality or magnitude of something.
5. Socioeconomic: Involving social as well as economic factors.
6. Prominent: Having a quality that thrusts itself into attention.
7. Abundance: The property of a more than adequate quantity or supply
8. Original: Not derived or copied from something else.

### D. Grammar Usage

#### Activity 1

- |        |        |
|--------|--------|
| 1. The | 4. the |
| 2. The | 5. the |
| 3. the |        |

#### Activity 2

Varied answers

## Unit Overview

This unit is about the sources of energy and their significance. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will actively participate in a drama exploring energy sources and forms. Section B is in two parts. In the first part learners will read a passage entitled “All about energy”, and answer comprehension questions on it. The second part, Letters have Sounds, focuses on reviewing the learners’ knowledge of letter sounds (“ng” and “qu”). Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen the learners’ understanding of keywords from the comprehension passage. Grammar is handled in section D with emphasis on the learner’s ability to identify quantifiers in given texts. Section E ends the unit. Learners will copy a short paragraph from the passage in joint script, identify the topic sentence and supporting sentences in the paragraph, and write five sentences about the importance of energy.

## Learning Outcomes

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

Strand 1: Oral Language		
Sub-strand 6: Dramatisation and role- playing		
Content Standard	Indicators	Core Competencies
<b>B6.1.5.1. Appreciate pieces of literary materials through dramatisation.</b>	<b>B6.15.1.1.</b> Dramatise/ role-play whole/parts of stories/ scenes.	Creativity and Innovation, Communication and Collaboration Personal Development and Leadership
Strand 2: Reading		
Sub-strand 9: Fluency		
Content Standard	Indicators	Core Competencies
<b>B6.2.9. Read fluently to enhance comprehension.</b>	<b>B6.2.9.1.1.</b> Read grade-level text with meaning. <b>B6.2.9.1.2.</b> Read aloud with expressions that reflect the author’s purpose and meaning.	Communication and Collaboration
Sub-strand 3: Word Families, Minimal Pairs/rhyming words and common Digraphs		
Content Standard	Indicators	Core Competencies
<b>B6. 2.3.1. Identify rhyming/ ending words and common digraphs.</b>	<b>B6.2.3.1.2.</b> Use words with digraphs to make meaningful sentences.	Communication and Collaboration

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.2. Build vocabulary</b>	<b>B6.2.6.2.1.</b> Develop a rich vocabulary stock through extensive reading of age-appropriate text: substituting selected nouns, verbs and adjectives in a text with synonym/near synonyms.	Communication and Collaboration Personal Development
<b>B6. 2.6.1. Understand word meanings and usages</b>	<b>B6.2.6.1.2.</b> Use the following terms: compound words, idiom, simile, prefix, suffix, etc. in spoken and written expressions.	Communication and Collaboration Personal Development
Strand 3: Grammar Usage at word and Phrase Levels Sub-strand 2: Determiners		
Content Standard	Indicators	Core Competencies
<b>B6. 3.2.1. Apply knowledge of different types of determiners in communication.</b>	<b>B6.3.2.1.2.</b> Identify and use quantities.	Creativity and Innovation
Strand 4: Writing Sub-strand 6: Paragraph Development		
Content Standard	Indicators	Core Competencies
<b>B6. 4.6.1 Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience and contexts.</b>	<b>B6.4.6.1.3</b> Elaborate on, explain and justify the main ideas of a paragraph by providing relevant details and examples.	Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1. Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

**Strand 1: Oral Language****Sub–Strand 5: Dramatisation and Roleplay**

**B6.1.5.1.1.** Dramatise/ role-play whole/parts of stories/ scenes.

**Dramatisation: Sources and forms of energy.**

**Teaching/Learning Strategies:** Dialogue, discussion, repetition.

**Teaching/Learning Resources:** Picture on the board/dialogue

**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Personal Development and Leadership

**Key Vocabulary:** energy, ability, electrical energy, potential energy, sources, possess

**Preparation before class**

Let learners sing a familiar song, clap and dance to it.

**Teaching/Learning Activities****Activity 1**

1. Present the picture on the board. Ask learners to talk about what they see. What do they think the people in the picture are talking about? Is it necessary to talk about such things?
2. Have learners look at the dialogue on the board. Ask them to identify the characters in the sketch (Elorm and Audu). Have learners say what the dialogue is about.
3. Have pairs take turns reading the dialogue with their partners until they can say it without looking at the words. Let learners exchange roles in reading the dialogue.

**Assessment**

Have learners answer the following questions with their partners.

- i. According to the dialogue, what is energy?
- ii. Mention three sources of energy.
- iii. What is kinetic energy?
- iv. What is regarded as potential energy?
- v. What do we need energy for?

**Answers**

- i. Energy is the ability to work/anything that can provide the force to do work.
- ii. Sources of energy: heat/light/movement/sound/electrical/chemical
- iii. Kinetic energy is the energy of motion.
- iv. Kinetic energy is also known as potential energy.
- v. Accept learners' suggestions.



## Reflection

Have learners reflect on the importance of the lesson. They should state the part of the dialogue they enjoyed and share it with each other. Let learners give reasons why they enjoyed those parts.

## Additional Practice

Refer learners to **page 45** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub–Strand 9: Fluency

**B6.2.9.1.1.** Read grade-level text with meaning.

**B6.2.9.1.2.** Read aloud with expressions that reflect the author’s purpose and meaning.

**Teaching/Learning Strategies:** Echo reading, pair work, class/group activities, silent reading, drill, demonstration

**Teaching//Learning Resources:** Word cards, sentence cards, pictures.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Leadership.

**Key Vocabulary:** digestion, turbines, kinetic, greenhouse, nutrients, convert

### Preparation before class

Prior to the lesson, prepare your word cards. Make a large copy of the pictures on **page 83** of the Learner’s Book for a more collaborative picture reading activity.

## Teaching/Learning Activities

### Activity 2

1. Begin the lesson with a discussion of the pictures on **page 83** of the Learner’s Book 6. Allow learners to talk about what they see and predict the content of the text.
2. Teach and drill the pronunciation of the key vocabulary items: **digestion**, **turbines**, **kinetic**, **greenhouse**, **nutrients**, **convert** using word cards and the board.

### Activity 3

1. Have pairs of learners scan the text to find the words in bold. Let them try to work out the meaning of the word by reading the sentence(s) in which it appears.
2. Teach the meaning of keywords if necessary, using contexts, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

#### Activity 4

1. As learners listen attentively, read the text aloud and ask them to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen. As you read, ask learners to visualise (form a mental picture of what is happening in the story.)

#### Activity 5

1. Have learners read the text aloud to their partners paying attention to punctuation marks, words, sentences and paragraphs.

### Assessment

1. Let the learners read each of the questions on **pages 85–86** of the Learner's Book 6 and discuss the answers with their partners.
2. Encourage learners to indicate where the answers can be found.

### Answers

- a. The capacity to do work.
- b. It comes from the food he eats.
- c. True
- d. Dams are used to raise water to a height. The water falls down on turbines that are connected to machines that turn kinetic energy into electricity.
- e. They use the energy in the sunlight to produce food.
- f. Without energy, nothing can work.
- g. It powers everything in our society.
- h. Using fossil fuels produces greenhouse gases that cause global warming.
- i. By reducing use, and avoiding wastage and loss.

#### Sub-Section B: Letters have Sounds: Words with digraphs (“ng” and “qu”)

##### Strand 2: Reading

##### Sub-Strand 3: Word Families, Minimal Pairs and Common Digraphs

**B6.2.3.1.2.** Use words with digraphs to make meaningful sentences.

End the reading session with this activity. Have learners sing the alphabet song (ABCDE, etc.). While learners listen to you, blend the letters in the following words and read the words out loud:

- i. turning, anything, destroying, including, generating, resting
- ii. quake, quit, quench, question, quack.

Have learners blend and read the words after you. Let them read these sentences too.

- i. Kinetic energy can be used to do some work, such as turning wheels or turbines.
- ii. The queen of England visited Ghana.
- iii. The duck cried quack, quack, quack.

Have learners sit in pairs and find words with “ng” or “qu” in them.

Provide support where necessary.

Let them make sentences with their words and present three of their sentences to the class.

As a class, let learners read the given words aloud individually. Then, let learners take turns to do the work orally. Refer to **page 86** of the Learner’s Book for the exercise. Let learners share their answers with the class.

## Answers

- a. duck
- b. whole
- c. church
- d. dish

## Reflection

Have learners reflect on the text and tell the class what they have learnt from it.

## Additional Practice

Refer learners to **page 46** of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub–Strand 6: Vocabulary

**B6.2.6.2.1.** Develop a rich vocabulary stock through extensive reading of age-appropriate text.

**B6.2.6.1.2.** Use the following language elements: Compound words, idioms, similes, prefixes, suffixes, etc. in spoken and written expressions.

**Teaching/Learning Strategies:** Drill, repetition, explanation, leading questions.

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

### Preparation before class

Before the lesson, prepare your word cards.

## Teaching/Learning Activities

### 1. Completion of sentences

Working as a class, have the learners reread the passage and look for the given sentences together. When learners find any of the target sentences, they can direct their classmates to the paragraph where the sentence is located.

Once the sentence is located, the class can read it aloud together. This activity will reinforce their understanding of the text and encourage collaborative learning and active participation.

Still in pairs, have learners complete the sentences on **page 87** of the Learner's Book 6 with the appropriate words from the passage.

## Answers

- a. It comes from the food that Ato eats.
- b. Anything that can perform some work uses energy.
- c. Anything that falls from a height has kinetic energy.
- d. There is also solar energy that comes from the sun.
- e. Our world and the technology in it generally move on electricity.
- f. Using fossil fuels, for instance, creates a lot of greenhouse gasses that cause global warming.
- g. The commonest energy sources are heat, light, sound, movement, chemical and electrical.

## 2. Prefixes

Have a class discussion on prefixes with the learners: Put sample words with prefixes on e.g, distrust, impossible, devalue, insane, maltreat, antisocial, in. Ask learners to read the given words as a class and also in pairs.

Discuss the structure of the target words with the learners: Let them identify the prefix as well as the root word and then blend the two to form the original word.

Examples:

dis + trust = distrust

mal + treat = maltreat

im + possible = impossible

anti+ social = antisocial

in + sane = insane

il + legal = illegal

de + value = devalue

un + told = untold

In pairs, let the learners take turns to read the above examples to each other.

Explain to learners that we can add a prefix to the front of a word to make its meaning the opposite. Prefixes also create new words.

Ask learners to explain what a prefix is — it is one or more letters added to the beginning of a word to modify its meaning.

Let learners sit in pairs and find words that have prefixes. Ask them to share four examples with the rest of the class.

Now have learners work in pairs to write the opposites of these words (**page 88** of Learner's Book).

\_\_\_tie

\_\_\_mature

\_\_\_happy

\_\_\_frost

\_\_\_qualify

\_\_\_ability

\_\_\_pleasant

\_\_\_expensive

\_\_\_inform

\_\_\_legitimate

## Answers

<u>un</u> tie	<u>im</u> mature	<u>un</u> happy	<u>de</u> frost	<u>dis</u> qualify
<u>dis</u> ability	<u>un</u> pleasant	<u>in</u> expensive	<u>mis</u> inform	<u>il</u> legitimate

3. Still in pairs, have learners read the given words as a class and then individually.  
Let learners identify the prefixes in the following words on **page 88** of the Learner's Book.

## Answers

- |                         |                          |
|-------------------------|--------------------------|
| a. <u>de</u> compose    | f. <u>mis</u> understood |
| b. <u>in</u> sufficient | g. <u>pre</u> mature     |
| c. <u>mal</u> function  | h. <u>sub</u> divide     |
| d. <u>semi</u> -circle  | i. <u>un</u> common      |
| e. <u>mid</u> way       | j. <u>multi</u> racial   |

### Additional Practice

Refer learners to **pages 48–49** of the Workbook for more exercises.

## Section

### D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub–Strand 2: Determiners

**B6.3.2.1.2.** Identify and use quantifiers.

**Teaching Strategies:** Discussion, modeling, writing

**Teaching/Learning Resources:** Samples of quantifiers

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving.

**Key Vocabulary:** some, a lot, few, little, all, both

#### Preparation before class

Before the lesson, prepare your word cards that show quantifiers.

### Teaching/Learning Activities

1. Begin the lesson by asking learners to give examples of nouns from the passage in the unit, e.g., hunter, treasure, advice, home, game, etc.
2. In pairs, let learners read the text again to find these sentences and read them to each other.
  - a. A **small** town, Newtown, sprung up at its foot, and that **small** town grew into a **large** town.

- b. Esaaba and her friends wished for a day when they would have **enough** so as not to steal at all.
- c. It had caught the eye of **many** a marauder.
3. Have learners take turns reading the sentences above. Encourage them to repeat the words in bold to reinforce their understanding and pronunciation.
4. As a class, discuss the function of the words in bold within the sentences. Guide the learners to understand that these words are called quantifiers, which indicate the quantity or number of something.
5. Introduce other quantifiers to the learners and discuss their usage in sentences. You can provide examples of common quantifiers like “many,” “few,” “several,” “some,” “all,” “none,” “each,” “every,” “most,” and “a few”. Explain the differences in the way they are used and the contexts in which they are appropriate.

(Refer to the Learners’ Book, **page 89** for examples.)

Have learners take turns reading sentences from the substitution table below. Let them write four of the sentences in their exercise books.

My father advised me to eat Tom likes You have	plenty of some a lot of	food. fruits. cakes. water.
--	-------------------------------	--------------------------------------

## Assessment

Have learners complete the following sentences with the correct quantifier.

- There are \_\_\_ people under the tree.
- \_\_\_ men were present at the function.
- The woman put \_\_\_ sugar in the porridge.
- \_\_\_ his workers were at the meeting.
- \_\_\_ girls like crying.
- The team had \_\_\_ competitions.

## Answers

- |             |           |
|-------------|-----------|
| 1. some     | 4. all    |
| 2. both     | 5. little |
| 3. a lot of | 6. fewer  |

## Remedial Activity

Hand out word cards on which some quantifiers are written for learners to read. Call out individuals to say quantifiers on the cards.

## Extension Activity

Let learners do research for more information about quantifiers. They can use dictionaries or grammar books.

## Reflection

Let learners reflect on the lesson and ask them questions such as, Did you like the lesson? Was it helpful? What did you learn?

## Section E

### Strand 4: Writing

#### Sub-Strand 6: Paragraph Development

**B6.4.6.1.3.:** Elaborate on, explain and/or justify the main ideas of a paragraph by providing relevant details and examples.

**Teaching/Learning Strategies:** Discussion, group activities, pair work, observation

**Teaching/Learning Resources:** Model paragraphs

**Core Competencies:** Communication and Collaboration, Creativity and Innovation.

**Key Vocabulary:** topic sentence, supporting sentences, paragraphing

#### Preparation before class

Before the lesson, select a few paragraphs from the reading text to use in your lesson.

### Teaching/Learning Activities

#### Penmanship

Write the paragraph for the penmanship (**Page 90** of learners' book 6) on the board. Have learners read the passage and copy it into their exercise books.

#### Remedial Activity

Go around to support learners in writing letters and words that seem challenging to write.

### Activity 9

Working as a class, remind learners of paragraphs and why they are important with the learners. Refer to **page 90** of the Learner's Book for information.

Put learners into small groups and ask them to study a given narrative text. Through the discussion, help learners to recollect these terms: narrative writing, supporting sentences and topic sentences.

Have learners read the target paragraph (paragraph under Guided writing) aloud several times as a class, in groups, in pairs and as individuals. Then, put learners into pairs to identify and write:

- i. The topic sentence in the given paragraph.
- ii. The supporting sentences.

Ask learners to work in pairs to write a paragraph of five sentences on the importance of energy.

### Remedial Activity

Go around to support pairs who have difficulty writing the main idea or the supporting sentences. Encourage them to explain or give examples of the ideas in their topic sentence to get the supporting sentences.

Go around the class, collect learners' books, mark them and provide feedback where necessary.

Mark their books and provide feedback.

### Additional Practice

Refer learners to **pages 50–51** of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Have learners watch the video in the QR code on Learner's Book 6 **page 92** and read the sentences with quantifiers. They should make a list of quantifiers in their jotters and share with their partners.

### Homework

Ask learners to write to correct words with the given root words using the given prefixes.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. Energy involves the "ability to do work".
2. True
3. Sources of energy
  - a. heat
  - b. light
  - c. movement
  - d. sound energy
  - e. electrical energy
4. it is called kinetic energy.
5. potential energy

### B. Reading

#### Activity 1

1. Ato's energy comes from the food that Ato eats.
2. Anything that can perform some work uses energy.
3. Anything that falls from a height has kinetic energy.
4. There is also solar energy that comes from the sun.
5. Our world and the technology in it generally move on electricity.
6. Using fossil fuels, for instance, creates many greenhouse gasses that cause global warming.



7. The commonest form or sources of energy are heat, light, sound, movement, chemical and electrical.

### Activity 2

1. Shout
2. Chips
3. green
4. sheen

### C. Vocabulary

#### Activity 1

1. **Kinetic** – characterised by motion.
2. **Possess** – have ownership of.
3. **Wheel** – a circular device capable of rotating on its axis.
4. **Turbines** – a rotary engine that converts a moving fluid's kinetic energy into mechanical energy through a wheel/blade.
5. **Nuclear** – involving atomic energy, or the nucleus of an atom.
6. **Technology** – the practical application of knowledge or science.
7. **Potential** – having the capacity to grow or develop.
8. **Windmill** – machines which transform the motion of wind to usable energy.
9. **Process** – a series of events to produce a result.

#### Activity 2

1. unhappy
2. misbehave
6. insufficient
7. encourage

3. illegal
4. untrue
5. disqualify
8. empower
9. anti-social
10. multi-coloured

### Activity 3

1. unhappy
2. illegal
3. disqualify
4. irregular
5. impossible
6. misbehave
7. incorrect
8. disappear

### D. Grammar Usage

#### Activity 1

1. some
2. other
3. some
4. All
5. little
6. fever

### E. Writing

#### Activity 1

Tortoise started eating and drinking as soon as he got to heaven. He ate so much that he could not walk well. He also drank too much beer and started insulting everybody. All the birds became angry, and each took his feather back from Tortoise. At the end of the feast, Tortoise had to jump from heaven. He fell so heavily that his shell broke into many pieces. One of his friends tried to help him, but he could not properly join the pieces. Till today, Tortoise's shell is still not smooth.

**Exercise 1**

- a. The poem is about life and death.
- b. Two stanzas
- c. The first stanza is about life and the second is about death.
- 2. varied answers

**Exercise 2**

- 1. Rearranging jumbled sentences to form one correct story.  
Order of the story "The Magicians Tools"  
e, a, f, b, c, g, d, h.
- 2.
  - a. chair, chin, choice
  - b. shirt, shore, sharp
  - c. what, whim, whisk
  - d. quarter, quench, quell
  - e. king, eating, shooting
  - f. Josephine, asphalt, phosphate, etc.

**Exercise 3**

- 1. Syllables
  - a. in/fec/ted
  - b. symp/toms
  - c. lu/cky
  - d. nor/ma/lly
  - e. a/vai/la/ble
  - f. ab/sti/nence
  - g. elec/tri/ci/ty
  - h. po/sse/sses

**Exercise 4**

- 1. All
- 2. A lot of
- 3. Fewer
- 4. Both
- 5. some

# Unit 9

## Global climate change

### Unit Overview

This unit is about the effect of global climate change and potential remedies to mitigate the situation. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will actively engage in practicing the correct formulation of “yes” or “no” questions. They will do this by reading a dialogue that uses future expressions. Section B is in two parts. In the first part learners will read a passage entitled “Global Climate Change - Facing the Future” and answer questions about it. The second part, Letters have Sounds, focuses on three diphthongs (/iə/, /eə/, /uə/). Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen the learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D with emphasis on the learners’ ability to understand possessive adjectives in given texts. Learners will be required to make meaningful sentences with possessive adjectives. Section E ends the unit. Learners will copy sentences that have adverbs, rewrite a story and divide it into paragraphs.

### Learning Outcomes

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

Strand 1: Oral Language Sub-strand 8: Asking and Answering Questions.		
Content Standard	Indicators	Core Competencies
<b>B6. 1.8.1. Demonstrate understanding in asking and answering questions correctly.</b>	<b>B6.1.8.1.1.</b> Answer “Yes” or “No” questions correctly using the expressions that show the future.	Communication and Collaboration
Strand 2: Reading Sub-strand 8: Silent Reading		
Content Standard	Indicators	Core Competencies
<b>B6. 2.8.1. Construct meaning from text read.</b>	<b>B6.2.8.1.2.</b> Find meaning of words as used in context. <b>B6.2.8.1.3.</b> Ask and answer questions based on passage read.	Communication and Collaboration Critical Thinking
Sub-strand 4: Diphthongs		
Content Standard	Indicators	Core Competencies
<b>B6. 2.4.1. Identify and use diphthongs to decode texts.</b>	<b>B6.2.4.1.1.</b> Use words with centering diphthongs (e.g. /ia, ea, va/) to make meaningful sentences.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6. 2.6.1. Understand word meanings and usages.</b>	<b>B6.2.6.1.2.</b> Use the following terms: compound words, idiom, simile, prefix, suffix, etc. in spoken and written expressions.	Creativity and Innovation Communication and Collaboration
Strand 3: Grammar Usage at Word and Phrase Levels Sub-strand 2: Determiners		
Content Standard	Indicators	Core Competencies
<b>B6. 3.2.1. Apply knowledge of different types of determiners in communication.</b>	<b>B6.3.2.1.3.</b> Identify and use possessive adjective to show possession.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem-solving
Strand 4: Writing Sub-strand 6: Paragraph Development		
Content Standard	Indicators	Core Competencies
<b>B6. 4.6.1. Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience and contexts.</b>	<b>B6.4.6.1.4.</b> Use cohesive devices pronoun references, repeated key terms or grammatical structures to link ideas in a paragraph, e.g. use connectors to link contrasting ideas, show results and purpose.	Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem-solving
Strand 5: Using Writing Conventions/Grammar Usage Sub-strand 6: Using Adverbs		
Content Standard	Indicators	Core Competencies
<b>B6. 5.6.1. Understand and use adverbs correctly in speech and in writing.</b>	<b>B6.5.6.1.1.</b> Use adverbs to express degree and reason.	Communication and Collaboration

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1.</b> Read widely for pleasure and to demonstrate independent reading and learning in the literary/content areas.	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

## Section A

### Strand 1: Oral Language

#### Sub–Strand 8: Asking and answering questions

**B6.1.8.1.1.** Answer “Yes” or “No” questions correctly using the expressions that show the future.

**Conversation:** Asking and answering ‘Yes’ or ‘No’ questions using the expression that show the future.

**Teaching/Learning Strategies:** Discussion, questions, and drilling.

**Teaching/Learning Resources:** A poster of the conversation.

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** temperature, warmer, global, climate change

#### Preparation before class

Before the lesson, prepare a poster of the conversation.

#### Teaching/Learning Activities

##### Activity 1

- Write the title of the conversation and have learners talk about “Yes” or “No” questions. Lead the discussion with examples. Establish with learners that ‘Yes’ or ‘No’ questions require short answers. Teach pronunciation and the meaning of key vocabulary.
- In pairs, let the learners read the examples (Learner’s Book 6 **page 96**).
  - Will you read about global climate change? Yes/No or Yes, I will/No, I won’t.
  - Will the temperatures around the world get warmer? Yes/No or Yes, it will/No, it won’t.
  - If so, will the earth heat up? Yes/No or Yes, it will/No, it won’t.
  - Will drought occur more than now? Yes/No or Yes, it will/No, it will not.
  - Will strange weather patterns cause global warming? Yes/No or Yes, they will/No, they won’t.

## Activity 2

1. Display the poster of the conversation or refer learners to **pages 96–97** of the Learner's Book 6.
2. In pairs, have learners take turns reading the dialogue with their partners until they can read it alone without looking at the words. Let learners exchange roles in the conversation. Have learners share how they felt about the conversation. They should give reasons.

## Assessment

Have learners do the following activity with their partners. Write 'Yes' or 'No' questions with these sentences. The first one has been done for them.

Tropical diseases will spread into semi-tropical areas.

Question: Will tropical diseases spread into semi-tropical areas?

- a. We will tell our government to create more recycling programmes and plant more trees.
- b. We should encourage people to use solar and hydroelectric power.
- c. They will take public transport and ride their bikes more.
- d. She will share car rides.
- e. We will plant trees.

## Answers

- a. Will we tell our government to create more recycling programmes and plant more trees?
- b. Should we encourage people to use solar and hydroelectric power?
- c. Will they take public transport and ride their bikes more?
- d. Will she share car rides?
- e. Will we plant trees?

## Reflection

Have learners reflect on the conversation and discuss how the questions and answers can help to prevent climate change.

## Additional Practice

Refer learners to **page 52** of the Workbook for more exercises.

**Strand 2: Reading****Sub–Strand 8: Silent Reading**

**B6.2.8.1.2.** Find the meaning of words as used in context.

**B6.2.8.1.3.** Ask and answer questions based on a passage read.

**Teaching/Learning Strategies:** Echo Reading, pair work, class/group activities, silent reading, demonstration, miming

**Teaching/Learning Resources:** Word cards, pictures, language game (lucky dip)

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking

**Key Vocabulary:** phenomenon, inherently, glaciers, atmosphere, geothermal, radiation, predictability

**Preparation before class**

Before the lesson, prepare your word cards. Make a large picture of global climate change (show different climates and their environmental effects, etc.).

**Teaching/Learning Activities****Activity 3**

1. Begin the lesson by asking leading questions to help learners understand climate change. Example: What is meant by temperature? (Answer: It refers to how hot or cold something is.)  
What is the normal temperature for the following periods:
  - a. early in the morning?
  - b. rainy season?
  - c. dry season?
2. Have a learner explain global climate change. (The changes in the world concerning climate and temperature.) Still working as a class, let learners discuss the picture based on the text. Allow learners to talk about what they see and predict the message in the passage.
3. Teach and drill the pronunciation of the keywords: **phenomenon, inherently, glaciers, atmosphere, geothermal, radiation, predictability**.

**Activity 4**

1. In pairs, have learners scan the text to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of keywords (if necessary) using context, demonstration, language game and miming. Remember the order of teaching new vocabulary. Do not copy the new words on the board ahead of time.

### Activity 5

Write pre-reading questions on the board to guide learners' reading.

Examples:

- i. What is getting warmer around the world?
- ii. What are some of the things that show that the earth is heating up?
- iii. What causes global warming?

While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.

Read the text aloud a second time while learners listen. Discuss the answers to the pre-reading questions with learners. Encourage learners to find the answers in the text.

### Activity 6

Provide while reading questions.

- 1. Let learners read the text silently.
- 2. Have learners pause to answer the questions.

## Assessment

Ask learners to read each question and discuss the answers with their partners.

Refer learners to English Learner's Book 6 **page 99** for the questions.

### Answers

- a. Global warming
- b. Global warming is a phenomenon where the earth's atmosphere grows hotter than it normally should.
- c. Greenhouse gases help make the earth habitable by keeping it warm enough to support life.
- d. Individual responses
- e. Because if it gets warmer, we see serious effects like rising sea levels, ice caps melting, and terrible climate conditions.
- f. Farmers cannot farm, people get displaced, and so on.
- g. Governments must lessen our need for fossil fuels such as coal and crude oil by developing alternative energy sources such as solar, tidal, hydroelectric and geothermal power.
- h. We can share car rides, take public transportation and ride our bikes more. Lastly, we can also help by creating awareness and speaking to as many people as we can about this impending crisis.



## Sub-Section B: Letters have Sounds: Words with Diphthongs

### Strand 2: Reading

#### Sub–Strand 4: Diphthongs

**B6.2.4.1.1.** Use words with centring diphthongs (e.g. /iə, eə, uə/) to make meaningful sentences. End the reading session with this activity.

Have learners sing a phonic song and then ask them to listen to you read the following words out loud.

- a. glaciers, atmosphere, queer, ear, sheer
- b. bears, share, declare, fair, pair
- c. pure, cure, manure, poor

Now read these sentences:

- We cheered the experienced deer hunters.
- She rarely wears square hats.
- Are you sure you'll join the tour?

Have learners read the words.

Lead a discussion to explain what diphthongs are. (They are gliding sounds. They start from one vowel sound and end on another, e.g. fear/fare/cure.)

Have learners sit in pairs and find words that have the diphthongs in the three sets of words above (/iə/, /eə/, /uə/).

Let learners make sentences with their words and present three of them to the class.

#### Additional Practice

Refer learners to **page 53** of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub–Strand 6: Vocabulary

**B6.2.6.1.2.** Use the following language elements: compound words, idioms, similes, prefixes, suffixes, etc. in spoken and written expressions.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal development and Leadership, Creativity and Innovation

#### Preparation before class

Before the lesson, prepare your word cards.

## Teaching/Learning Activities

- a. In pairs, ask learners to read the text again and find the following words and expressions: polar, geothermal, radiation, melting, fossil, alternative, expanding, recycle. Let them read the sentences in which the words are found to each other. Let the learner who found the word read it to the class. Then let the class read the word together.

Put learners into pairs to read the sentence in which each word is found again. Ask them to think about the meaning of the words and share their ideas with the class.

### Meanings

Phenomenon – an observable fact/occurrence

inherently – something that occurs naturally in a person or thing

atmosphere – the gasses surrounding the earth

radiation – rays from the sun

predictability – knowing what something is like, or when something is going to happen

glaciers – large bodies of ice

geothermal – heat energy extracted from reservoirs in the earth's interior

## Additional Vocabulary Consolidation Task

### 9. Completion of Sentences

As a class, learners reread the text and find the following words: greener, weather, melting, choices, natural, warming, greenhouse, global, bikes, atmosphere). Ask the learners to raise their hand when they find a word and tell the class in which paragraph and sentence they found it.

Put learners into pairs to read each sentence in which each word is found. Have them share their meanings with the class.

Still working in pairs, have learners complete the given sentences on **page 101** of the Learner's Book with their partners. Do the first one with them.

Then ask learners to write the completed sentences in their exercise books.

## Answers

- a. weather
- b. melting
- c. atmosphere
- d. greenhouse
- e. natural

### 1. Suffixes

- a. Working as a class, lead learners to discuss how suffixes work. Use examples on the board and word cards.

Examples:

type + ist \_\_\_\_\_ typist

nature + al \_\_\_\_\_ natural

globe + al \_\_\_\_ global  
alternate + ive \_\_\_\_ alternative  
radiate + ion \_\_\_\_ radiation  
warm + ing \_\_\_\_ warming

Encourage learners to establish the fact that we can add endings (called suffixes) to words and make them into nouns or adjectives.

Have learners give examples of words that have suffixes.

- b. Ask learners to read the paragraph again from the text with their partners and find words that have suffixes. Ask them to make five sentences using the suffixes and present them to the rest of the class.

How can we slow down this climate crisis? First, we need to put pressure on our **governments** to **lessen** our need for fossil fuels such as coal and crude oil (they create greenhouse gases) by developing **alternative** energy sources such as solar, **tidal**, hydroelectric and geothermal power. We must tell our governments to provide more mass transit options, make more parks, create more recycling programmes and plant more trees. We can also do these things with our own families. We can share car rides, take public transportation and ride our bikes more. Lastly, we can also help by creating **awareness** and speaking to as many people as possible about this impending crisis.

## Answers

- a. governments
- b. lessen
- c. alternative
- d. tidal
- e. awareness

1. Learners identify the noun using the underlined word (Learner's Book, **page 101–102**). Have learners work in groups. In their groups, let them take turns to complete the exercise orally. They can share their answers with the rest of the class. Then, let them copy the sentences into their exercise books.

## Answers

- |             |            |
|-------------|------------|
| a. revision | e. teacher |
| b. singer   | f. bullies |
| c. meeting  | g. swimmer |
| d. pianist  | h. wisdom  |

## Additional Practice

Refer learners to **page 54** of the Workbook for more exercises.

## D

## Answers

a. my

b. his/her/your

c. his

d. her/his/your

### Remedial Activity

Present sentences with possessive adjectives on sentence cards for learners to read and identify the possessive adjective in each sentence with their partners. Examples:

a. Their music is pleasant.

b. Hand over your money to me.

### Extension Activity

Have learners make their own sentences with five possessive adjectives of their choice and share them with the class.

### Reflection

Have learners share what they have learnt. Which part of the lesson did they enjoy the most?

### Additional Practice

Refer learners to **page 55** of the Workbook for more exercises.

## Section

## E

### Strand 4: Writing

#### Sub-Strand 6: Paragraph Development

**B6.4.6.1.4.** Use cohesive devices such as pronoun references, repeated key terms, or grammatical structures to link ideas in a paragraph. For example, use connectors to link contrasting ideas, show results and purpose.

### Strand 5: Using Writing Conventions/Grammar Usage

#### Sub-Strand 6: Using Adverbs

**B6.5.6.1.1.** Use commonly used adverbs to express degree and reason.

**Teaching/Learning Strategies:** Modelling demonstration, discussion, think-pair-share

**Teaching/Learning Resources:** Model essay/sentences

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving.

**Key Vocabulary:** today, everywhere, beautifully, always, comfortably, often

### Preparation before class

Before the lesson, prepare your model essay. Go online to get the guidelines for joint script writing and practise the sentences in joint script.

## Teaching/Learning Activity

### Penmanship

Guide learners to form sentences with these adverbs: everywhere, beautifully, today, always, comfortably, often. Write their sample sentences on the board.

Put learners in pairs and let them take turns to read the sentences several times.

Demonstrate joint script on the board. Ask learners to copy three of the sentences into their exercise books. They should use joint script.

Mark their books and provide feedback.

### Activity 10 Guided Writing

#### Putting a given story into paragraphs

1. Working as a class, revise topic sentences and supporting sentences using the reading passage. Ask learners to share their ideas with the class.

#### Guided Writing

2. Refer learners to the passage on “Global Climate Change” (**pages 98–99** of the learners’ book) to look at the different parts of the text.
3. Redirect them to **page 104** of the learners’ book to read the guidelines on writing a good composition.
4. Discuss the various roles each paragraph plays in the composition with learners, for example first paragraph introduces the topic.
5. Write the last paragraph of the passage on global climate change on the board and underline the cohesive words/transitional words.  
Have learners read the paragraph and discuss the role of the underlined words in the paragraph.
6. Lead them to identify the role of the underlined words, For example first, also, lastly, this impending crisis, etc.
7. While in mixed ability groups have learners search for other cohesive/transitional devices from the internet or texts.
8. In pairs, let learners read the story under activity 10 to each other. (Learner’s Book, **pages 104–105.**)

### Assessment

Have learners put the story into paragraphs with their partners. Let them share their work with the rest of the class.

Then ask the learners to do the exercise individually in their exercise books.

After writing, collect learners’ books for marking.

## Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

## Discover more

Watch the video in the QR code on Learner's Book 6 **page 106** with learners and have them talk about the uses of possessive adjectives.

Let them make 10 correct sentences using possessive adjectives. They should post their sample sentences on the classroom wall for gallery walk activities.

## Homework

Assign individual learners to do the given exercise on Learner's Book 6 **page 106** in their exercise books. They should share their new words with their partners before submitting for marking.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. Yes, I will.
2. No, we won't.
3. Yes, he will.
4. No, she won't.
5. Yes, they will.

### B. Reading

#### Activity 1

- |          |          |
|----------|----------|
| 1. True  | 4. True  |
| 2. True  | 5. True  |
| 3. False | 6. False |

#### Activity 2

/iə/	/eə/	/uə/
tear	fair	cure
fear	fare	pure
hear	share	poor
here	care	moor, etc.

### C. Vocabulary

#### Activity 1

1. gracefully
2. dictation

3. pianist

4. freedom

5. occurrence

6. government

### D. Grammar Usage

#### Activity 1

- |         |          |
|---------|----------|
| 1. my   | 5. their |
| 2. your | 6. Our   |
| 3. our  | 7. your  |
| 4. its  | 8. iher  |

#### Activity 2

- |          |        |
|----------|--------|
| 1. his   | 5. his |
| 2. their | 6. her |
| 3. my    | 7. my  |
| 4. our   |        |

### E. Writing

#### Activity 1

Paragraph One: A

Paragraph Two: C

Paragraph Three: B

Paragraph Four: A

### Unit Overview

This unit is about communication. It consists of five sections, A-E. Section A focuses on Oral Language Development. Learners will study spoken/informal language through various examples and contractions. Section B is in two parts. In the first part, learners will read a passage entitled “Friendly Letters” and answer comprehension questions on it. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds. Learners will discover more about diphthongs. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D with emphasis on the learners’ ability to identify possessive pronouns and use them in sentences. Section E ends the unit. Learners will copy given sentences in joint script and write a friendly letter to a pen-pal abroad using guiding questions.

### Learning Outcomes

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

Strand 1: Oral Language Sub-strand 10: Presentation		
Content Standard	Indicators	Core Competencies
<b>B6. 1.10.1. Demonstrate knowledge of spoken grammar and register.</b>	<b>B6.1.10.1.2.</b> Demonstrate awareness of the differences between spoken and written forms of language (Simplicity/complexity of sentence structures, formal/informal).	Communication and Collaboration Cultural Identity and Global Citizenship
Strand 2: Reading Sub-strand 9: Fluency		
Content Standard	Indicators	Core Competencies
<b>B6. 2.9.1. Read fluently to enhance comprehension.</b>	<b>B6.2.9.1.1.</b> Read grade-level text with meaning. <b>B6.2.9.1.2.</b> Read aloud with expressions that reflect the author’s purpose and meaning	Communication and Collaboration



Sub-strand 4: Diphthongs		
Content Standard	Indicators	Core Competencies
<b>B6. 2.4.1. Identify and use diphthongs to decode texts.</b>	<b>B6.2.4.1.1.</b> Use words with centering diphthongs (e.g. /ia, ea, va/) to make meaningful sentences.	Creativity and innovation Communication and Collaboration
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6. 2.6.2. Build vocabulary.</b>	<b>B6.2.6.2.1.</b> Develop a rich vocabulary stock through extensive reading of age-appropriate text: substituting selected nouns, verbs and adjectives in a text with synonym/near synonyms.	Communication and Collaboration Creativity and Innovation Personal Development and Leadership
Strand 5: Using Writing Conventions/Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B6. 5.10.1. Spell words accurately.</b>	<b>B6. 5.10.1.1.</b> Check pieces of literary work for spelling.	Personal Development Creativity and Originality
Strand 3: Grammar Usage at Word and Phrase Levels Sub-strand 2: Determiners		
Content Standard	Indicators	Core Competencies
<b>B6. 3.2.1. Apply knowledge of different types of determiners in communication.</b>	<b>B6.3.2.1.3.</b> Identify and use possessive adjective to show possession.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership
Strand 4: Writing Sub-strand 15: Letter Writing		
Content Standard	Indicators	Core Competencies
<b>B6. 4.15.1. Write informal letters on given topics.</b>	<b>B6.4.15.1.1.</b> Write to friends to express their views on given topics using appropriate letter formats.	Creativity and innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem-solving

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1.</b> Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

## Section A

### Strand 1: Oral Language

#### Sub–Strand 10: Presentation

**B6.1.10.1.2.** Demonstrate awareness of the differences between spoken and written forms of language (simplicity/ complexity of sentence structures, formal/ informal)

**Teaching Strategies:** Discussion, modelling, pair work, group/class activities

**Teaching/Learning Resources:**

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem-Solving

**Key Vocabulary:** contracted words (isn't, won't, I've, etc)

#### Preparation before class

Before the lesson, prepare samples of contracted words on cards.

### Teaching/Learning Activities

#### Activity 1

**Presentation:** Spoken/informal language to talk about the given sentences.

1. Let learners say how some of the words are written (they are contracted/short forms).
2. Explain to learners that the words are examples of informal language. The words are used in spoken language. Some of the words are shortened. We use an apostrophe to show that letters have been omitted.

Examples:

I'm = I am

You're = You are

You've = You have

I didn't = I did not

She wasn't = She was not

They'll = They will

## Activity 2

### Assessment

Have learners take turns to shorten the following pairs of words with their partners.

Refer learners to **page 108** of the Learner's Book.

- |              |             |
|--------------|-------------|
| a. was not   | g. we have  |
| b. were not  | h. they are |
| c. could not | i. dare not |
| d. I have    | j. need not |
| e. he is     | k. we have  |
| f. we are    | l. we will  |

### Answers

- |             |            |
|-------------|------------|
| a. wasn't   | g. we've   |
| b. weren't  | h. they're |
| c. couldn't | i. daren't |
| d. I've     | j. needn't |
| e. he's     | k. you've  |
| f. we're    | l. we'll   |

Working on their own, let learners write the sentences in full in their exercise books. (English Learners Book, **page 108**.)

### Answers

- a. There is nothing wrong with him.
- b. We did not eat anything.
- c. I will punish the two of you.
- d. She is sorry; Please do not beat her.
- e. We will tell our father.
- f. No, they will not chase us.

### Reflection

Have learners reflect on the lesson and say what they learnt.

### Additional Practice

Refer learners to **page 57** of the Workbook for more exercises.

**Strand 2: Reading****Sub–Strand 9: Fluency**

**B6.2.9.1.1.** Read grade-level text with meaning.

**B6.2.9.1.2.** Read aloud with expressions that reflect the author's purpose and meaning.

**Teaching/Learning Strategies:** Echo Reading, pair work, class/group activities.

**Teaching/Learning Resources:** Word cards, pictures, a model friendly letter.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

**Key Vocabulary:** deal, salient, manners, happenings

**Preparation before class**

Before the lesson, prepare your word and sentence cards. Make a large copy of the picture on **page 108** of the Learner's Book 6 for a more co-operative picture reading activity.

**Teaching and Learning Activities****Activity 3**

1. Begin the lesson by discussing the picture on **page 111** of the Learner's Book 6. Let learners talk about what they see and predict the topic of the lesson.
2. Teach and drill the pronunciation of the keywords: **deal, salient, manners, influence**, using the board as well as the word cards.

**Activity 4**

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentences(s) in which it appears.
2. Teach the meaning of keywords (if necessary) using context, demonstration and miming. **DO NOT** copy the new words on the board ahead of time.

**Activity 5**

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Discuss the features of friendly letters with learners (refer to **pages 110 and 111** of learners' book 6)
3. Have learners compare the parts of friendly letters on **page 107** with the letter on **page 108** to become familiar with what is done with each feature in the letter.

**Activity 6**

Ask learners to read the text aloud to their partners and also read silently and attentively for comprehension.

Get learners to answer questions while reading. Discuss the questions in the passage with the learners. Have learners read the text silently again.

## Activity 7

Let learners read the questions on **page 112** of the Learner's Book 6 and discuss their answers with their partners.

## Assessment

In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph.

### Answers

- a. Friendly letters are informal letters we write to our friends, pen-pals and family members.
- b.
  - i. sender's address and date
  - ii. salutation
  - iii. body of the letter
  - iv. subscription
- c. False
- d. False
- e. A salutation is a polite greeting that can also influence the tone of the letter. An example of a happy salutation is "Hi, Dwamena!"
- f. A letter inviting someone to be present at some function or event.

## Sub-Section B: Letters have Sounds: Diphthongs

### Strand 2: Reading

#### Sub-Strand 4: Diphthongs

**B6.2.4.1.1.** Use words with centring diphthongs (e.g. /iə, eə, uə/) to make meaningful sentences.

End the reading session with this activity. Play the phonics song and have learners sing along. As learners listen, read out loud the following words:

- a. beard, dear, gear, here, mere,
- b. bare, care, flare, stair, there
- c. cruel, duel, tour, gruel, fuel

Have the learners read after you.

Let learners sit in pairs and find words for the diphthongs in each set of words. Ask them to make sentences with their words and present four of their sentences to the class.

### Additional Practice

Refer learners to **pages 57–58** of the Workbook for more exercises.

## Strand 2: Reading

### Sub–Strand 6: Vocabulary

**B6.2.6.2.1.** Develop a rich vocabulary stock through extensive reading of age-appropriate text: Substituting selected nouns, verbs and adjectives in a text with synonyms/ near-synonyms.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

### Preparation before class

Before the lesson, prepare your word cards.

### Teaching/Learning Activities

#### 1. Sentence Completion

Ask learners to reread the passage and find the given sentences on **page 113** of the Learner's Book. Ask the learners to raise their hand when they find a word and tell the class in which paragraph and sentence they found it.

Put learners in pairs to fill in the blank spaces with words from the text.

### Answers

- |                    |                         |
|--------------------|-------------------------|
| a. informal/friend | d. address/date         |
| b. manners/equated | e. salutation/influence |
| c. important       | f. invitation           |

#### 2. Multisyllabic words

Have learners read the target words in turns. Ask them to add their own multisyllabic words to the list. (Learner's Book 6, **page 114**.)

#### 3. In pairs, have learners take turns to read the given words on **page 114** of the Learner's Book to each other.

Ask learners to read the passage again to locate the given words and to think about what they could mean.

Let pairs of learners take turns spelling the words correctly and then ask them to share their spellings with the rest of the class.

Have learners copy the words into their exercise books.

## Answers

- |             |                   |
|-------------|-------------------|
| a. letters  | g. personal       |
| b. manners  | h. receiving      |
| c. actually | i. correspondence |
| d. friends  | j. celebrating    |
| e. drumming |                   |

### Additional Practice

Refer learners to **page 59–60** of the Workbook for more exercises.

## Section D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub–Strand 2: Determiners

**B6.3.2.1.3.** Identify and use possessive pronouns to show possession.

#### Possessive pronouns

**Teaching/Learning Strategies:** Discussion, drill, pair work, class/ group activity

**Teaching/Learning Resources:** Word cards, sentence cards

**Core competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

**Key Vocabulary:** Possessive, mine, yours, its, hers, his, theirs, ours

#### Preparation before class

Prepare your word and sentence cards.

#### Teaching/Learning Activities

1. Write sentences with possessive pronouns on the board for learners to listen to and read.
2. Ask them to identify words that show possession. Write the words on the board and ask the learners to suggest others: his, hers, its, mine, etc.
3. Have learners read sentences on the cards.
4. Let them read the possessive words on the cards and use them to make sentences.

Examples: This bag is mine.

You bought this pen. It is yours, etc.

5. Through discussion help learners to understand what a possessive pronoun is. Explain that the pronouns underlined in the sentences on the board all show possession. They are called possessive pronouns because they are used in place of nouns to show that something belongs to someone. Explain that possessive pronouns are not followed by nouns.
6. Have learners sit in pairs to plan and write their sample sentences. Let them share their sentences with the class.

## Assessment

Refer learners to **pages 113–114** of the Learner's Book to do Exercise 2.

### Answers

- |          |           |         |
|----------|-----------|---------|
| a. yours | b. theirs | c. mine |
| b. ours  | e. his    | f. hers |

## Section E

### Strand 4: Writing

#### Sub–Strand 15: Letter Writing

**B6.4.15.1.1.** Writing letters to friends expressing views on given topics using appropriate letter formats.

**Teaching/Learning Strategies:** Modeling, copying, discussion, brainstorming, writing

**Teaching/Learning Resources:** A model friendly letter

**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Personal Development and Leadership, Critical Thinking and Problem-Solving

**Key Vocabulary:** memorable, events, sequential, unmatched, misfortune, pleasant

#### Preparation before class

Before the lesson, prepare your model friendly letter.

### Teaching/Learning Activities

#### Penmanship

1. Guide the learners through hand and wrist exercises for a few minutes to promote flexibility and reduce tension. Also, demonstrate to them the correct posture required for writing.
2. Next, let the learners take turns reading the target sentences with the class.
3. Have learners write the following sentences in joint script and underline the quantifiers in them.
  - i. Every pupil is allowed to invite one guest to the school feast.
  - ii. Some schools celebrate annual Speech and Prize-Giving Days.
  - iii. I have a few letters to write to my friends.
  - iv. Our school gardener has planted a lot of flowers in the compound.

Collect their exercise books for assessment and provide feedback.

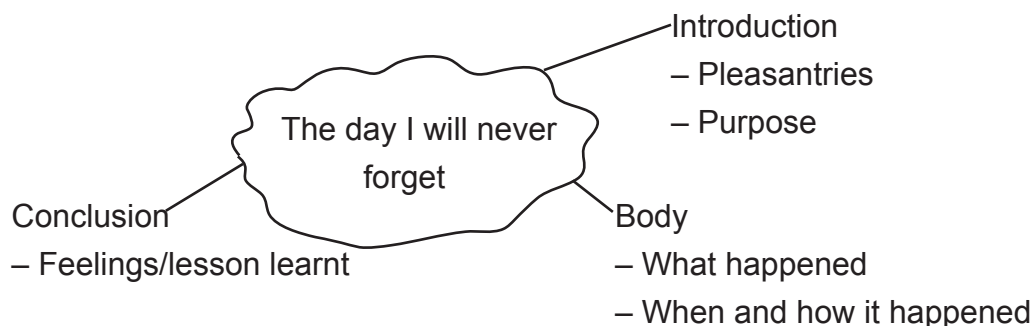


## Activity 9

### Guided Writing

Write a letter to your pen pal abroad describing a day you will never forget.

1. Facilitate a class discussion on the key features of a friendly letter. Display the letter format on the board and explain each element. Let learners brainstorm and discuss the purpose of each feature. Present a format of the formal letter on the board.
2. Write the topic on the board and have learners form groups and collaborate to brainstorm points for writing on the topic. You may refer learners to **pages 116–117** of the Learner's Book 6 for points and guidelines. Get learners to identify the purpose and audience and prepare a mind map to guide their writing. e.g.,



3. Read the model letter to learners.
4. Ask them to write their letters at home. They should allow their classmates to read their work before submitting it for marking.

### Remedial activity

Go around the class and support learners who struggle.

### Additional Practice

Refer learners to **page 61** of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Watch the video in the QR code on Learner's Book 6 **page 118** with learners and have them discuss what they have learnt about possessive pronouns. Let them form meaningful sentences to show how possessive pronouns are used.

### Homework

Ask learners to read again the guidelines on Learner's Book 6 **page 118** and write a friendly letter to a penpal abroad. The letter should offer support and solidarity for a friend suffering from bullying in his school.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. I have
2. She is
3. Have not
4. They are
5. Are not
6. Where is
7. I am
8. Do not
9. Who is
10. You are

### B. Reading

#### Activity 1

1. Letter-writing was a way in which people were able to keep in touch with each other.
2. It teaches us simple skills like how to summarize and how to properly convey messages.
3. They are informal letters we write to our friends, pen-pals, and family members.
4. False
5. False
6. The salutation is a polite greeting that can also influence the tone of the letter. An example of a happy salutation is "Hi, Dwamena!"
7. A letter inviting someone to be present at a function or event.

### Activity 2

/iə/	/eə/	/uə/
mere	farewell	moor
sheer	pair	poor
fierce	careful	pure
dear	chair	cure
cheer	dare	sure, etc.

### C. Vocabulary

#### Activity 1

1. photo
2. letter
3. syllables
4. quantifiers
5. correspondence
6. highlighted
7. sentences
8. introduction
9. invitation
10. meeting

#### Activity 2

Varied answers

### D. Grammar Usage

#### Activity 2

1. theirs
2. hers
3. ours
4. theirs
5. mine

### Unit Overview

This unit is about activities that destroy our forests. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will focus on using positive and negative question tags and auxiliaries in speech to enhance their communication skills. They will do this by using question tags. Section B is in two parts. In the first part, learners will read a passage entitled “The Destruction of Our Forests” and answer questions about it. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds. Learners will learn words with consonant blends /bl/ /br/. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords in the comprehension passage. Grammar is handled in Section D with emphasis on the learners’ ability to identify demonstrative adjectives and apply them correctly in various contexts. Section E ends the unit. Learners will look at the passage in the unit again and identify the number of paragraphs, the topic sentences and supporting ideas or sentences, and say what each sentence says about the main idea.

### Learning Outcomes

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

Strand 1: Oral Language		
Sub-strand 8: Asking and Answering Questions		
Content Standard	Indicators	Core Competencies
<b>B6.1.8.2.</b> Identify and use question tags correctly in speech.	<b>B6.1.8.2.1.</b> Use positive tags, negatives and auxiliaries in speech	Communication and Collaboration
Strand 2: Reading		
Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B6.2.7.1.</b> Process and comprehend level-appropriate text.	<b>B6.2.7.1.1.</b> Construct meaning from texts B6.2.7.1.3 Scan/skim for details.	Communication and Collaboration
Sub-strand 5: Blends and Consonant Clusters		
Content Standard	Indicators	Core Competencies
<b>B6.2.5.1.</b> Identify and use consonant blends in clusters in reading.	<b>B6.2.5.1.1.</b> Orally practise three syllable words by blending sounds, phonemes including consonant blends.	Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem-solving

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6. 2.6.2. Build vocabulary.</b>	<b>B6.2.6.2.1.</b> Develop erate vocabulary stock through extensive reading of age-appropriate text.	Communication and Collaboration Personal Development and Leadership
Strand 5: Using Writing Conventions/Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B6.5.10.1. Spell words accurately.</b>	<b>B6.5.10.1.1.</b> Check pieces of literary work for spelling. <b>B6.3.2.1.</b> Apply knowledge of different determiners in communication. <b>B6.3.2.1.4.</b> Identify and use demonstratives— this, that, these, those — concept and ideas	Creativity and Innovation Personal Development and Leadership
Strand 3: Strand 3: Grammar Usage at Word and Phrase Levels Sub-strand 2: Determiners		
Content Standard	Indicators	Core Competencies
<b>B6.3.2.1.</b> <b>Apply knowledge of different determiners in communication.</b>	<b>B6.3.2.1.4.</b> Identify and use demonstratives— this, that, these, those— concept and ideas.	Creativity and Innovation Personal Development and Leadership
Strand 4: Writing Sub-strand 14: Expository/Informative Writing		
Content Standard	Indicators	Core Competencies
<b>B6.4.14.1.</b> <b>Write the event of the day.</b>	<b>B6.4.14.1.1.</b> Write short paragraphs to describe incidents, for example, accident, fire outbreak.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem-solving

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1.</b> <b>Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

## Section A

### Strand 1: Oral Language

#### Sub–Strand 8: Asking and Answering Questions

**B6.1.8.2.1.** Use positive tags, negative tags and auxiliaries in speech.

#### Question tags

**Teaching/Learning Strategies:** Discussion, repetition, pair work, class/group activities

**Teaching/Learning Resources:** Word cards with question tags

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** positive statement, negative statement, auxiliaries

#### Preparation before class

Before the lesson, prepare your word cards.

### Teaching/Learning Activities

#### Activity 1

- Lead learners to discuss positive statements and negative statements.
  - Positive statements i) I like oranges. ii). The learners came to school.
  - Negative Statements
    - I do not like oranges.
    - The learners did not come to school.
- Prompt learners to identify the distinction between positive and negative statements. The word ‘not’ is absent in positive statements, while in negative statements, ‘not’ is present. Encourage learners to provide their own examples of both positive and negative statements.
- Working in pairs, have learners read the following statements and their question tags to each other.
  - A forest is very important, isn’t it?
  - We can protect our forests, can’t we?

- c. The animals living in the forest also give us meat, don't they?
  - d. The wood we use in building our houses comes from trees in the forests, doesn't it?
  - e. We haven't always looked at our forests well, have we?
  - f. Deforestation doesn't mean destruction of our forests, does it?
  - g. Forests haven't suffered, have they?
  - h. Through deforestation, forests aren't destroyed, are they?
4. Have learners read the sentences above after you several times. Also, let them read on their own as a class, in groups, in pairs and as individuals.
  5. With the sample sentences, lead learners to know the rule for question tags: Use negative question tags for positive statements (sentences i. ii. iii and iv) and positive question tags for negative statements (sentences v, vi, vii and viii.) Have individuals give their own examples. They can also read sample sentences on cards.

## Assessment

Have learners answer the following questions.

- a. Are the statements in sentences i, ii, iii and iv positive or negative?
- b. When the statement is negative, what should be the question tag?
- c. When the statement is positive, what should be the question tag?

## Reflection

Let learners talk about what they like about the lesson.

## Additional Practice

Refer learners to **page 62** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-Strand 7: Comprehension

**B6.2.7.1.1.** Construct meaning from texts

**B6.2.7.1.3.** Scan/ Skim for details

**Teaching/Learning Strategies:** Echo Reading pair work, class/group activities

**Teaching/Learning Resources:** Word cards, pictures

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

**Key Vocabulary:** scientific, resources, lumber, construction, domestic, indiscriminate, facilitate, existence

### Preparation before class

Before the lesson, prepare your word and sentence cards. Make a large picture of forest depletion on **page 118** of the Learner's Book for more co-operative picture reading.

## Teaching/Learning Activities

### Activity 2

1. Begin the lesson by discussing the picture on **page 121** of the Learner's Book. Allow learners to talk about what they see and predict the topic of their lesson.
2. Teach and drill the pronunciation of the keywords: **scientific, resources, lumber, construction, domestic, indiscriminate, facilitate, existence.**

### Activity 3

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of keywords (if necessary) using context, demonstration, and miming.

### Activity 4

Set pre-reading questions to guide learners' reading.

While learners listen with attention, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class. Read the text aloud a second time while learners listen. Ask learners to skim the passage to grasp the main ideas.

### Activity 5

Individually, have learners read the text silently. Discuss the answers to the pre-reading questions with them.

Assist learners with a variety of questions to make meaning during and after reading the text.

## Assessment

Let learners read each of the questions on **page 123** of the Learner's Book 6 and discuss the answers with their partners.

### Answers

- a. Trees give us oxygen to breathe. They are a habitat for animals. They provide lumber for construction.
- b. Atewa Forest
- c. The forest cover of a country refers to the percentage of the country covered in forests.
- d. 20%
- e. Indiscriminate felling of trees for lumber and mining.
- f. Individual responses

## Sub-Section B: Letters have Sounds: words with consonant blends (br, bl)

### Strand 2: Reading

#### Sub–Strand 5: Blends and Consonant Clusters

**B6.2.5.1.1.** Orally produce three-syllable words by blending sounds (phonemes) including consonant blends.

Play a phonic song and have learners sing along. Then, while learners listen to you, blend the letters in the following words and read them out loud:

- a.** bleed                      blink                      bleak                      bliss                      blouse  
**b.** browse                      brief                      breast                      breathe                      bring

Have the learners blend and read the words after you.

Have learners sit in pairs and find words with “br” and “bl” sounds. Provide support where necessary.

Let them make sentences with their words and present four of them to the class.

#### Additional Practice

Refer learners to **page 63** of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub–Strand 6: Vocabulary

**B6.2.6.2.1.** Develop a rich vocabulary stock through extensive reading of age-appropriate text: substituting selected nouns, verbs and adjectives in a text with synonyms/ near-synonyms.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

**Key Vocabulary:** animals, purposes, deforestation, forests

#### Preparation before class

Before the lesson, prepare your word cards.

### Teaching/Learning Activities

#### 1. a. Choosing the right answers to fill in the blanks:

Have learners reread the passage and find the given sentences for the exercise. Ask them to direct their classmates to the paragraph where they find any of the sentences. Let the class read the sentences together, followed by groups, pairs and individuals. Ask learners to work alone, making the right choices to fill in the blank spaces. Let them share their answers with the rest of the class, and then submit their books for marking.



## Answers

- a. 20%
- b. animals
- c. forests
- d. purposes
- e. deforestation

2. b. Language game: “Mother and Child Game” forming different words from “deforestation”.
- Ask learners to work in groups. They will compete for the most number of words.
- Declare the winner at the end.
3. Sample words: forest, state, station, door, rest, taint, taste, tent, restate, etc.
1. Spelling: Jumbled letters/mixed-up letters
- Have learners work in pairs to rearrange the jumbled letters to form the correct words.

## Answers

- |            |                |
|------------|----------------|
| a. economy | f. lumber      |
| b. vital   | g. creative    |
| c. attire  | h. industry    |
| d. animals | i. rainforests |
| e. breathe | j. communities |

4. Let learners copy the words into their exercise books.
1. Identifying nouns – varied answers

### Additional Practice

Refer learners to **page 65** of the Workbook for more exercises.

## Section D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub–Strand 2: Determiners

**B6.3.2.1.4.** Identify and use demonstratives: this/that, these/ those – concepts and ideas.

#### Demonstrative Adjectives

**Teaching/Learning Strategies:** Discussion, drill, pair work, class, group activity

**Teaching/Learning Resources:** word cards, sentence cards.

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem-Solving

**Key Vocabulary:** this, these, that, those, demonstrative

## Preparation before class

Before the lesson, prepare your word and sentence cards.

## Teaching/Learning Activities

1. As a class, begin the lesson by asking learners to mention some common nouns.
2. Ask learners to read the demonstrative pronouns from the word cards: This, that, those, these.
3. With examples, encourage learners to make sentences with the target structure, for example:
  - a. This book is mine.
  - b. I saw these girls on my way.
  - c. That house was built by my father.
  - d. I gave the money to those people.
4. Have pairs of learners read the sample sentences from the board and on sentence cards and identify the pronouns in them.
5. Discuss the use of the target structure with learners. Let individuals read the sentences on the board and say which words follow the pronouns: common nouns – girls, book, house, people. Explain to learners that these words (this, these, that and those) come before the nouns, book, girls, house and people. They tell us more about the nouns by emphasising them. They are called demonstrative adjectives. “This” and “that” are used for singular nouns while “these” and “those” are used for plural nouns.
6. Afterwards, have learners in groups and pairs read the sample sentences from the board again and say the nouns that come after the pronouns.

## Assessment

Refer learners to **page 126** of the Learner’s Book to do Exercise 3.

## Section E

### Strand 4: Writing

#### Sub–Strand 14: Expository/Informative Writing

**B6.4.14.1.1.** Write short paragraphs to describe incidents. For example accidents, fire outbreaks, etc.

**Teaching/Learning Strategies:** Discussion, group/class activity

**Teaching/Learning Resources:** Model text

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

**Key Vocabulary:** topic sentence, supporting sentences, details

## Preparation before class

Before the lesson, prepare a model text.

## Teaching/Learning Activities

### Penmanship

1. Working as a class, lead learners with probing questions to discuss their ideas on paragraph development, e.g., What constitutes the topic sentence and supporting sentences/details?  
Use the model paragraph for illustrations.
2. Put learners into groups of four.  
The groups read the passage in this unit again and state the following:
  - a. The number of paragraphs in the text.
  - b. The topic sentences/main points
  - c. The supporting sentences/ideas and what each sentence says about the main idea.

### Activity 9

#### Guided Writing

#### The importance of forest

1. Revise the writing process by leading learners to recall the stages and the various activities that go with them.
  - a. Planning – Brainstorm to generate ideas on the topic.
  - b. Draft – Turn the points generated into a draft without worrying about grammatical errors.
  - c. Revision – Revise the draft paying attention to relevance and correctness of construction.
  - d. Editing – Self and peer correct the draft. Pay attention to spelling and grammatical errors.
  - e. Publish – Paste work for others to read and give it to the teacher for assessment and feedback.
2. Ask learners to read the passage on **pages 122–123** of the Learners Book 6 again. In their groups, have them go through the passage looking for clues on the importance of forests. Have groups share their findings with the class.  
Lead the groups to organise their points for development into three paragraphs.

#### Remedial activity

Go around and support learners to group their points for developing each paragraph. Let learners develop their points into drafts. Help the groups to come out with the topic sentence first. Then help them use their interrogatives to develop the supporting sentences. For example, Forests serve as natural resources that support the growth of human society. (How?) Trees from forests are cut into logs and used in many ways. Furniture, roofing, and

boards are all derived from trees. Have the groups revise their drafts and do self and peer editing before submitting it.

Allow learners to engage in peer editing by exchanging their work with each other. Collect the learners' work for assessment and provide feedback.

### **Additional Practice**

Refer learners to **page 67** of the Workbook for more exercises.

### **Unit Summary**

Go through the unit summary with learners and discuss what they have learnt.

### **Discover more**

Watch the video in the QR code on Learner's Book 6 **page 128** with learners and discuss what they have learnt about demonstrative adjectives. Let pairs plan their sentences with demonstrative adjectives and copy them into their exercise books for class discussion.

### **Homework**

Have learners work with their partners to select the appropriate question tag from the options provided in brackets on Learner's Book 6 **page 129**. Individually, they do the work in their exercise books for marking and discussion.

## Workbook Answers

### A. Oral Language

#### Activity 1

- |                 |                |
|-----------------|----------------|
| 1. have you?    | 6. does he?    |
| 2. can't they?  | 7. have you?   |
| 3. isn't it?    | 8. didn't she? |
| 4. was it?      | 9. did he?     |
| 5. haven't you? | 10. won't we?  |

### B. Reading

#### Activity 1

bl	br
1. blouse	broom
2. bleed	brown
3. blow	bread
4. blind	break
5. black	brew
6. blew	brim
7. bliss	broad
8. bless	bring
9. blank	bright
10. bleak	brush, etc.

### C. Vocabulary

#### Activity 2

- The trees inside the forest provide us with lumber for construction.
- Trees provide us with clean air to breathe.
- If the forest were to be cut down, the river would dry up.
- There would be a major water crisis in Accra and possibly beyond.
- Between 2001 to 2021 Ghana lost 20% of its forest cover.

- Already, some rivers are shrinking in size.

- Animals lose their homes if forests are cut down.

#### Activity 2

Fill in the missing letters

- |               |                   |
|---------------|-------------------|
| 1. community  | 6. existence      |
| 2. scientific | 7. indiscriminate |
| 3. co-exist   | 8. possibly       |
| 4. domestic   | 9. concerning     |
| 5. reservoir  | 10. percentage    |

#### Activity 3

Individual responses

### D. Grammar Usage

#### Activity 1

- Individual responses
- It hardly rains heavily these days. It is good for us in this city. But not good for those in farming areas. This means that those days it rained heavily, those farmers in the village were happy. This year, there may be food shortage, should this trend continue.

### E. Writing

#### Activity 1

Individual responses

## Unit Overview

This unit is about the impact of different types of occupation on our lives. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will read and recite a poem by Okot P. Bitek entitled “Wet and Dry Season” and discuss its themes. Section B is in two parts. In the first part, learners will read a passage entitled “Work” and answer comprehension questions about it. The second part, Letters have Sounds, focuses on consonant blends (“cl” and “cr”). Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D with emphasis on learners’ ability to identify reflexive pronouns. Section E ends the unit. Learners will copy simple and compound sentences from the Learner’s Book.

## Learning Outcomes

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

Strand 1: Oral Language Sub-strand 3: Poems		
Content Standard	Indicators	Core Competencies
<b>B6.1.3.1.</b> Appreciate poems and other pieces of literary materials.	<b>B6.1.3.1.2.</b> Discuss values in poems and talk about the importance of these values in society.	Critical Thinking and Problem-solving Creativity and Innovation Communication and Collaboration
Strand 2: Reading Sub-strand 9: Fluency		
Content Standard	Indicators	Core Competencies
<b>B6.2.9.1. Read fluently to enhance comprehension.</b>	<b>B6.2.9.1.1.</b> Read grade-level text with meaning. <b>B6.2.9.1.2</b> Read aloud with expressions that reflect the author’s purpose and meaning.	Communication and Collaboration
Sub-strand 5: Blends and Consonant Clusters		
Content Standard	Indicators	Core Competencies
<b>B6.2.5.1.</b> Identify new consonant blends in clusters in reading.	<b>B6.2.5.1.</b> Identify new consonant blends in clusters in reading.	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem-solving

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.3.1.</b> Demonstrate a rich vocabulary that supports the development of listening reading, speaking, writing and presentation skills.	<b>B6.2.6.3.1.</b> Deduce meaning of words from how they relate to one another.	Critical Thinking and Problem-solving Communication and Collaboration
Strand 3: Strand 3: Grammar Usage at Word and Phrase Levels Sub-strand 3: Pronouns		
Sub-strand 3: Pronouns	Indicators	Core Competencies
<b>B6.3.3.1. Apply</b> knowledge of different types of pronouns in communication	<b>B6.3.3.1.1.</b> Identify and use reflexive pronouns to emphasise that an object of a verb is the same person as the subject, e.g. myself, yourself etc.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem-solving
Strand 4: Writing Sub-strand 9: Writing as a Process		
Content Standard	Indicators	Core Competencies
<b>B6.4.9.1. Apply the skills and strategies for idea generation, selection, development, organisation and revision in writing.</b>	<b>B6.4.9.1.1.</b> Select a topic of choice on a national issue or from different areas, brainstorm ideas and organise them before writing.	Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem-solving
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1.</b> Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

**Strand 1: Oral Language****Sub-Strand 3: Poems**

**B6.1.3.1.2.** Discuss values in poems and talk about the importance of these values in society.

**A poem: Wet and dry season**

**Teaching/Learning Strategies:** Recitation/reading, repetition.

**Teaching/Learning Resources:** Word cards, a poster containing the poem

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem-Solving, Creativity and Innovation

**Key Vocabulary:** dew, floating, season, sewing, weeding, harvesting, pleasure

**Preparation before class**

Before the lesson, prepare a poster of the verse and word cards.

**Teaching/Learning Activities****Activity 1**

Let learners recite a familiar verse and put it into action. They may clap to the rhythm of the verse.

1. Put the pictures on the board and ask learners to talk about what they see. Let learners explain what happens during the wet or dry season.
2. Show keywords on word cards and teach their meanings through demonstration and discussion. Then, drill pronunciation.

**Activity 2**

Display the poster of the poem or write it on the board. Read the poem aloud three times as learners listen and read. Encourage learners to read the poem along with you to ensure correct pronunciation. Guide learners to read the poem individually, in pairs, in groups, and as a class. Assist learners in clapping to the rhythm of the poem.

1. Have learners talk about the poem. Guide learners with questions to identify some values in the lines recited. Invite a few learners to tell the class which part of the poem interests them most. They should give reasons.

**Assessment**

Have learners answer the questions on **page 132** of the Learner's Book with their partners.

**Answers**

- a. (the answer depends on the season)
- b. Okot P. Bitek
- c. Work done in the wet season is sowing, weeding and harvesting.



- d. Social activities in the dry season are dancing, hunting, drumming, funerals and blowing of horns and trumpets.
- e. 'it' means the wet season
- f. 'it' refers to the dry season.
- g. Otole is a type of dance
- h. horns and trumpets
- i. true
- j. (Accept learners' suggestions)

## Reflection

Have learners discuss what they learnt from the lesson and relate it to their personal experiences.

## Section B

### Strand 2: Reading

#### Sub-Strand 9: Fluency

**B6.2.9.1.1.** Read grade-level text with meaning.

**B6.2.9.1.2.** Read aloud with expressions that reflect the author's purpose and meaning.

#### Work

**Teaching/Learning Strategies:** Echo Reading, pair work, class/group activities

**Teaching/Learning Resources:** Word cards, pictures, sentence cards

**Core Competencies:** Communication and Collaboration, Creativity and Innovation

**Key Vocabulary:** impacted, menial, unrecognized, technology, gatherers, infrastucture, automobile, outrages, exert, taxation

#### Preparation before class

Before the lesson, prepare your word and sentence cards. Then make an enlarged copy of the one in the Learner's Book **page 133**.

### Teaching/Learning Activities

#### Activity 3

1. Begin the lesson with a discussion of the pictures on **page 133** of the Learner's Book 6. Allow learners to talk about what they see and predict what they will read about in the text (kinds of occupations).
2. Teach and drill the pronunciation of the keywords: **impacted, menial, unrecognized, technological, gatherers, infrastucture, automobile, outrages, exert, taxation** one after the other using the board and word cards.

#### Activity 4

1. In pairs, have learners scan the text to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of the keywords (if necessary) using contexts, demonstration and miming.

#### Activity 5

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the class.
2. Read the text aloud a second time while learners listen. As you read, ask learners to visualise what is happening in the story.  
Have learners read the text after you several times (echo reading)

#### Activity 6

Ask learners to read the text aloud with their group members. Then ask them to take turns to read the text aloud on their own. As learners read the text independently, they should pay attention to punctuation marks, words, sentences and paragraphs.

### Assessment

- a. In pairs, have learners take turns reading the text aloud to each other, sentence by sentence or paragraph by paragraph.  
Let learners read the questions on **page 135** of the Learner's Book and discuss the answers with their partners.

### Answers

- a. Individual response
- b. Individual response
- c. Individual response
- d. They were hunters and gatherers.
- e. Individual response

#### Sub-section B: Letters have Sounds: words with “cl” and “cr”

##### Strand 2: Reading

##### Sub-Strand 5: Blends and consonant clusters

**B6.2.5.1.1.** Orally produce three-syllable words by blending sounds (phonemes), including consonant blends.

Conclude the reading session with this activity. Play the phonic song and encourage learners to sing along. While learners listen, demonstrate blending the letters in the following words and read them aloud:

- vehicles, clerks, declare, clash, clip,
- aircraft, crack, crown, crane, cross

Then have the learners blend and read the words after you.

Ask learners to pair up and search for words that contain “cl” and “cr” sounds. Let them make sentences using their words and present four of them to the class.

### Additional Practice

Refer learners to **page 69** of the Workbook for more exercises.

## Section

## C

### Strand 2: Reading

#### Sub–Strand 6: Vocabulary

**B6.2.6.3.1** Deduce the meaning of words from how they relate to one another.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions

**Teaching/Learning Resources:** Word cards, sentence cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

### Preparation before class

Before the lesson, prepare your word cards and sentence cards.

### Teaching/Learning Activities

#### 1. Matching words to their meanings

In pairs, ask learners to reread the passage to find words whose meanings have been given in the exercise on **page 137** of the Learner’s Book 6.

Ask them to read the given meanings and try to match them with the appropriate words from the passage.

### Answers

- |               |            |
|---------------|------------|
| a. automobile | d. produce |
| b. tax        | e. advance |
| c. countless  | f. billion |

### Additional Vocabulary Consolidation Task

#### 2. Completion of Sentences (Learner’s Book 6, **page 137**)

Working as a class, have learners read the passage again and find the following words: (numbers, factories difficult, lorries, jobs). Ask the learners to raise their hand when they find a word and tell the class in which paragraph and sentence they found it. Let the learner who found the word read the sentence to the class.

Put learners into pairs to read the sentence in which each word is found again. Have them think about the meanings of the words and share their ideas.

Still in pairs, have learners complete the sentences by filling in the blanks with the appropriate words.

## Answers

- a. human
- b. society/connected
- c. manages/hospital
- d. fashion
- e. drivers/important

## Section D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub–Strand 3: Pronouns

**B6.3.3.1.1.** Identify and use reflexive pronouns to emphasize that an object of a verb is the same person as the subject e.g. myself, yourself, etc.

#### Reflexive pronouns

**Teaching/Learning Strategies:** Drills, repetition, leading questions/explanation

**Teaching/Learning Resources:** Word cards, sentence cards

**Core Competencies:** Communication and Collaboration, Creativity and Innovation

**Key Vocabulary:** myself, yourself, himself, herself, itself, yourselves, themselves, ourselves

#### Preparation before class

Before the lesson, prepare your word and sentence cards.

### Teaching/Learning Activities

#### Activity 8

1. Begin the lesson by asking learners to list all the personal pronouns (I, you, he, she, it, we, they) and possessive adjectives (my, your, his, her, it, our, their).
2. Encourage learners to make sentences with the sample pronouns above, e.g., We know him. I saw her yesterday.
3. Working as a class, introduce sentences with reflexive pronouns on cards for learners to read. Have learners read the sentences after you. Then write the sentences on the board for more practice.
4. In pairs, let learners read the target sentences to each other. Using the sample sentences and leading questions, explain how reflexive pronouns are formed. We add -self and -selves to the pronoun.

Examples:

**Singular:** myself, yourself, himself, herself, itself

**Plural:** ourselves, yourselves, themselves

Reflexive pronouns reflect back to the noun or pronoun used earlier in a sentence.

- i. I bought myself some food.
- ii. The boys hid themselves from the thieves.

## Assessment

2. a. Learners insert the correct reflexive pronoun in the sentences below.  
(Learner's Book 6, **page 138–139**, Exercise 6(a–e))

### Answers

- a. ourselves      b. yourself      c. myself      d. itself      e. itself

### Additional Practice

Refer learners to **pages 71** of the Workbook for more exercises.

## Section E

### Strand 4: Writing

#### Sub–Strand 9: Writing as a Process

**B6.4.9.1.1.:** Select a topic of choice on a national issue or from different learning areas, brainstorm ideas and organise them before writing.

#### Simple and Compound sentences

**Teaching/Learning Strategies:** Demonstration, copying

**Teaching/Learning Resources:** Writing materials, language game (pick and read)

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

**Key Vocabulary:** simple sentence, compound sentence

#### Preparation before class

Before the lesson, prepare your sample sentence cards and the game.

### Teaching/Learning Activities

#### Penmanship

- Let learners give examples of simple and compound sentences and share them with the class.  
Have learners take turns reading the target sentences on the board and on the sentence cards.
  - The train was late.
  - I tried to finish the work, but I could not.
  - John eats apples every day.
  - Dora entered her room and rested on her bed.
- Use a language game (pick and read) for further reading practice.
- Have learners copy the given sentences in joint script. Provide support where necessary.
- Collect learners' work for assessment and feedback.

## Activity 9

### Guided Writing – My Future Career

1. Have learners read the passage on “Work” again and identify any five careers mentioned in the text.
2. Write some of the careers on the board and lead learners to discuss what people in those careers do.
3. Let learners read the girl’s essay. Discuss the essay, drawing the learners’ attention to:
  - The name of the career,
  - What they do,
  - How to enter it, and
  - Preparations to be made to enter it.
4. Have learners form groups, choose and write about a career they envisage as their future career. Get them to do their drafts first, then revise and edit it before submitting the final version to you.
5. Mark the work and discuss the feedback with learners.

### Remedial activity

Go around and support learners who struggle to write on the topic.

### Reflection

Have learners reflect on the lesson and say what they learnt.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Play the video in the QR code on Learner’s Book 6 **page 141** for learners to learn how to use the reflexive pronoun. Working as individuals, learners write 10 sentences with given reflexive pronouns in their exercise books for marking and feedback.

### Homework

Assign learners the task of underlining the simple sentences in each given compound sentence on Learner’s Book 6 **page 141**.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. sowing, weeding and harvesting
2. Dancing/hunting in freshly burnt plains/listening to Otole dance drums, funeral songs/horns and trumpets/moonlight dance songs.
3. Otole is a dance drum.
4. Otole dance drums/funeral songs/horns and trumpets/moonlight dance songs.
5. The theme is “work”/Activities done in the wet/dry season.

### B. Reading

#### Activity 1

1. There’s no work too menial to be important. (True/False)
2. Working is not part of human life. (True/False)
3. We don’t need to work to survive. (True/False)
4. Did you know that the fuel that powers your cars is brought to filling stations magically without truck drivers? (True/False)
5. Did you know that the food you eat is carried from the farms they are grown on to markets close to you by food transport drivers? (True/False)

6. Artists and creative people do not have equally important jobs. (True/False)

7. It is not important to take everybody’s job seriously. (True/False)

### Activity 2

Samples

/cl/ - close, clown, cloud, clip, clean

/cr/ - cross, cream, create, cry, crab, etc.

### D. Grammar Usage

#### Activity 1

- |              |              |
|--------------|--------------|
| 1. ourselves | 4. ourselves |
| 2. herself   | 5. himself   |
| 3. yourself  |              |

#### Activity 2

- |             |               |
|-------------|---------------|
| 1. myself   | 5. themselves |
| 2. herself  | 6. myself     |
| 3. himself  | 7. yourself   |
| 4. yourself | 8. ourselves  |

### E. Writing

#### Activity 1

Individual responses

**Exercise 1**

1. Question tags

- |                |                |
|----------------|----------------|
| a. isn't it?   | d. don't they? |
| b. aren't they | e. isn't it?   |
| c. do we?      | f. don't they  |

**Exercise 2**

1. a. We will be harming ourselves.
- b. 1. The forest provides us with lumber for construction and other uses.  
2. We get animals to use as food.  
3. The trees in the forest help us to expand our communities.
- c. The river that fills the Weija Reservoir would dry up, if the forest were to be cut down.
- d. Forest cover of a country refers to the percentage of the country that is covered by forests.
- e. Ghana lost 20% of its forest cover through indiscriminate felling of trees for lumber.
- f. 1. Some of our rivers in the southern parts of Ghana are shrinking in size.  
2. Fishermen would lose their livelihoods.  
3. People would not have access to water for domestic chores and consumption.

**Exercise 3**

1. Simple/compound sentence
- a. Compound sentence
- b. Simple sentence
- c. Compound sentence
- d. Simple sentence
- e. Compound sentence
- f. Compound sentence
2. Samples of words with suffixes: equipment, furnished, feminist, education, etc.  
Varied answers
3. A prefix is added to the front of a word to make its meaning opposite while a suffix is added to the end of a word to make it a noun or adjective.

**Exercise 4**

1. Adverb phrases
- b. as soon as possible
- c. very fast
- d. before sun set
- e. when the rain stops
- f. quite easily
- g. soon



### Unit Overview

This unit is about the heroic actions of patriotic citizens of the country. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will learn and sing the second stanza of the National Anthem and answer questions about it. Section B is in two parts. In the first part learners will read a passage entitled “Helping Rwanda” and answer comprehension questions on it. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds using the “gl” and “gr” sounds. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in section D with emphasis on learner’s ability to identify and use relative pronouns correctly in their communication. Section E ends the unit. Learners will learn to construct sentences with relative pronouns in their exercise books and use a structured writing process to compose a friendly letter, to further develop their writing skills.

### Learning Outcomes

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

Strand 1: Oral Language Sub-strand 1: Songs		
Content Standard	Indicators	Core Competencies
<b>B6.1.1.1. Demonstrate understanding of variety of songs.</b>	<b>B6.1.1.1.1.</b> Relate the central messages in songs to personal experiences.	Cultural Identity and Global Citizenship
Strand 2: Reading Sub-strand 8: Silent Reading		
Content Standard	Indicators	Core Competencies
<b>B6.2.8.1. Construct meaning from text read.</b>	<b>B6.2.8.1.1.</b> Read silently and reasonably for meaning from a level-appropriate text. <b>B6.2.8.1.3</b> Ask and answer questions based on a passage read.	Communication and Collaboration Critical Thinking
Sub-strand 5: Blends and Consonant Clusters		
Content Standard	Indicators	Core Competencies
<b>B6.2.5.1. Identify and use consonant blends and clusters in reading.</b>	<b>B6.2.5.1.1.</b> Orally produce three-syllable words blending sounds (phonemes) including consonant blends.	Communication and Collaboration Personal Development and Leadership Creativity and Innovation

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.3.</b> Demonstrate a rich vocabulary that supports listening, reading, writing and presentation skills.	<b>B6.2.6.3.1.</b> Deduce meaning of sentences in a given text.	Critical Thinking and Problem-Solving Communication and Collaboration
Strand 3: Strand 3: Grammar Usage at word and Phrase Levels		
Sub-strand 3: Pronouns		
Content Standard	Indicators	Core Competencies
	<b>B6.3.3.1.1.</b> Identify and use relative pronouns to link ideas or add information to a noun or a noun phrase, e.g. which, where etc.	
Strand 4: Writing		
Sub-strand 15: Letter Writing		
Content Standard	Indicators	Core Competencies
<b>B6.4.15.1. Write formal letters on given topics.</b>	<b>B6.4.15.1.1.</b> Write to friends to express their views on given topics using appropriate letter formats.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem-solving
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1.</b> Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

**Strand 1: Oral Language****Sub-Strand 1: Songs**

**B6.1.1.1.1.** Relate the central messages in songs to personal experiences.

**Patriotic Song – The National Anthem (Stanza 2)**

**Teaching/Learning Strategies:** Discussion, pair work, class/group activities, singing

**Teaching/Learning Resources:** A poster of the National Anthem

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** solemn vow, steadfast, unity, call

**Preparation before class**

Before the lesson, prepare your poster of the National Anthem.

**Teaching/Learning Activities****Activity 1**

Let learners sing a familiar song or recite a verse related to the lesson.

1. Display the picture on the board and have learners talk about what they see. Let them explain why the learners in the picture are standing at attention. Have learners predict what the song will tell them. Teach the new vocabulary in the song.
2. Display the poster of the song or write it on the board.

**The National Anthem (Stanza 2)**

Hail to thy name, O Ghana

To thee we make our solemn vow,

A nation strong in unity,

With our gifts of mind and strength of arm,

Whether night or day in the midst of the storm.

In every need whether the call maybe,

To serve thee, Ghana now and ever more

3. Working as a class, read the lyrics of the song for learners to listen to first. Then let them repeat the words line by line after you.  
In pairs, have learners take turns reading the lines.

**Activity 2**

Now teach learners how to sing the song. Sing with them, then let them sing alone until they master the song. Invite learners to sing individually and in groups.

Have learners state which part of the song they enjoyed the most. Let them share this with each other and give reasons.

**Assessment**

Ask learners to answer the following questions in the Learner's Book on **page 146** with their partners.

## Answers

3. a. To Ghana (our country)/we vow to Ghana.  
b. We make a solemn promise to build a strong nation.  
– We must live in unity/peace.  
– We should use our talents and strength to do things that will make the country prosper.  
– We should be ever ready to serve our country.  
c. There will be unity/harmony among its citizens  
– There will be peace/prosperity/fame, etc.

## Reflection

Have learners say what they learnt from the lesson.

## Additional Practice

Refer learners to **page 74** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub–Strand 8: Silent Reading

**B6.2.8.1.1** Read silently and reasonably for meaning from a level-appropriate text.

**B6.2.8.1.3.** Ask and answer questions based on a passage read.

**Teaching/Learning Strategies:** Echo Reading, pair work, class/group activities, silent reading

**Teaching/Learning Resources:** Word cards, sentence cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

**Key Vocabulary:** patriotism, genocide, peace-keeping, contingent, disregard, abandon

### Preparation before class

Before the lesson, prepare your word and sentence cards. Make a large copy of the pictures on **pages 142–143** of the Learner's Book for a more co-operative picture reading activity.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson with a discussion of the picture on **page 147–148** of the Learner's Book  
6. Allow learners to talk about what they see and predict the topic of the lesson.
2. Teach and drill the pronunciation of the keywords: **patriotism, genocide, peace-keeping, contingent, disregard, abandon.**

3. In pairs, have learners look through the passage carefully to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
4. Teach the meaning of keywords (if necessary) using contexts, demonstration and miming. (**DO NOT** copy the new words on the board beforehand.)

### Activity 5

Set pre-reading questions on the board. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.

Read the text a second time while learners listen. As you read, ask learners to visualise (form a mental picture) of what is happening.

Allow learners to read the text silently, then discuss with them the correct answers to the pre-reading questions.

Have learners read silently and at a reasonable pace to get the meaning from the text.

### Activity 6:

- a. Let learners read the passage again silently to themselves.
- b. They should look for the answers to the pre-reading questions.

## Assessment

Ask learners to read each of the questions on the text (Learner's Book **page 149**) and discuss the answers with their partners.

### Answers

- a. Patriotism can be described as the love for one's country and a willingness to sacrifice for it.
- b. In 1994
- c. Because 10 Belgian soldiers were killed.
- d. Because their commanding officer disobeyed the order to leave.
- e. Because he felt sympathy for the Rwandans and because they were the only African contingent in the country.
- f. They were able to save thousands of lives.
- g. Individual responses

### Reflection

Have learners reflect on the story and tell the class what they have learnt about being patriotic.

## Sub-Section B: Letters have sounds (“gl” and “gr”)

### Strand 2: Reading

#### Sub–Strand 5: Blends and Consonant Clusters

**B6.2.5.1.1.** Orally produce three-syllable words by blending sounds (phonemes) including consonant blends.

Have learners perform any phonic song. While learners listen to you, blend the letters in the following words and read the words out loud:

- glean, glow, glory, glue, glass
- green, grass, great, groom, grasp

Let the learners blend and read the words after you. Ask learners to read the sample sentences in the Learner’s Book.

Have learners sit in pairs and find words that have the target sounds. Walk around the classroom to help where necessary. Let them make sentences with their words and present three of them to the class.

#### Additional Practice

Refer learners to **pages 75–77** of the Workbook for more exercises.

## Section

## C

### Strand 2: Reading

#### Sub–Strand 6: Vocabulary

**B6.2.6.3.1.** Deduce the meaning of sentences in a given text.

### Strand 5: Using Writing Conventions/ Grammar Usage

#### Sub–Strand 10: Spelling

**B6.5.10.1.1** Check pieces of literary works for spellings of words.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

#### Preparation before class

Before the lesson, prepare your word cards.

### Teaching/Learning Activities

1. Writing the given sentences in your own words. In pairs, have learners reread the text to locate the following sentences.
  - a. They were in the country illegally, having defied direct orders to pull out.
  - b. This is a brief story of the sacrifice of many brave Ghanaian patriots.
  - c. Their action at a time when the rest of the world abandoned Rwanda helped save thousands of lives.

- d. They had no backup because the UN was unavailable, and Ghana was too far away to send more resources or soldiers.
- e. After the death of 10 Belgian soldiers, the UN pulled out its forces.

Learners try to work out the meaning of the given sentences by reading them carefully.

Allow pairs to share their meanings with the rest of the class. Then ask the class for their approval of the explanations.

Then have learners write their explanations in their exercise books.

## Answers

Individual responses

### 2. Spelling words correctly.

Put learners into pairs to try and correct the jumbled letters to form the correct words.

Ask them to share their words with the class for approval.

Have learners copy the correct words into their exercise books.

## Answers

- a. mistoipatr – patriotism
- b. llnewiigness – willingness
- c. eorcgnibleaz – recognizable
- d. decinoge – genocide
- e. suienng – ensuing
- f. eapceekeingp – peacekeeping

## Section D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub–Strand 3: Pronouns

**B6.3.3.1.1.** Identify and use relative pronouns to link ideas or add information to a noun or a noun phrase, e.g. which, where, whose, etc.

**Teaching/Learning Strategies:** Drills, repetition

**Teaching/Learning Resources:** Integration/combination drill on a manila card

**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Personal Development and Leadership, Critical Thinking and Problem Solving

**Key Vocabulary:** who, whose, whom, which, where, that

## Preparation before class

Before the lesson, prepare your drills on a manila card.

## Teaching/Learning Activities

### Activity 8

1. Let learners read sentences with relative pronouns on the board.
2. Discuss relative pronouns with learners using the sample sentences
  - a. The woman who sold bread at the corner has gone back home.
  - b. We met the man who gave us money.
  - c. I like the song which the choir sang.
  - d. They have found the house that their father built.

Relative pronouns are used to join two clauses to form a complex sentence.

Examples are: who, whom, whose, that, which.

3. Have learners sit in pairs to make sentences using relative pronouns.
4. Still in pairs, learners form sentences through integration drills. One learner gives their partner two clauses (sentences) to join with a relative pronoun to form a complex sentence. Learners swap roles.

## Assessment

3. Underlining the relative pronouns (Learner's Book, **page 151**)

### Answers

- |          |          |
|----------|----------|
| a. who   | b. which |
| c. whose | d. where |
| e. where | f. which |

## Reflection

Have learners say what they learnt from the lesson. Which part of the lesson did they enjoy most?

## Additional Practice

Refer learners to **pages 78–79** of the Workbook for more exercises.



**Strand 4: Writing****Sub–Strand 15: Letter Writing**

**B6.4.15.1.1.** Write to express views on given topics using appropriate letter formats.

**Friendly letter II**

**Teaching/Learning Strategies:** Discussion, brainstorming, pair work, class/group activities.

**Teaching/Learning Resources:** A sample letter

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving.

**Key Vocabulary:** discipline, monitoring, deprivation, suspension, roll call, scrubbing

**Preparation before class**

Before the lesson, prepare your sample letter.

**Teaching/Learning Activities****Activity 9****Guided Writing – My Future Career**

1. Review the features of informal/friendly letters. Have learners list the features and explain them.  
For example: Sender's address, date, salutation, body of the letter – introduction, paragraphs of development, conclusion, subscription (Yours ever, Your friend), Your first name or a pet name/nickname/.
2. Divide learners into groups and have them collaborate on planning their essays.  
Topic: Write a letter to your pen-pal about the effects of teenage pregnancy on the education of adolescents.
3. In their respective groups, let learners re-read the passage in unit 4. Ask them to brainstorm and gather points to include in their essays.  
For example:
  - Definition of teenage pregnancy; the causes and effects.
  - Explanation of why teenage pregnancy is a problem.
  - How they and other teenagers can take good care of themselves.
4. Have learners use their points to draft their essays. Then let them revise and edit their work and copy it into their exercise books.  
Encourage learners to exchange scripts for peer editing before submitting their work. After the peer editing process, collect learners' work for assessment. Provide feedback to learners after marking their work.

**Remedial Activity**

Go around to support groups and individuals who struggle to write the composition.

**Reflection**

Have learners say what they enjoyed about the lesson.

## Extension Activity

Have learners go online to search for more information about the prevalence of teenage pregnancy in some parts of the country.

## Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

## Discover more

Share the video in the QR code on Learner's Book 6 **page 154** with learners, then use probing questions and illustrations to help them learn more about the use of relative pronouns.

## Homework

Let learners do this work on Learner's Book 6 **page 154** as a project.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. to our country (Ghana)
- 2–3. Individual responses

### B. Reading

#### Activity 1

1, 4, 3, 10, 5, 2, 7, 6, 9, 8

#### Activity 2

/gl/	/gr/	/cl/
gleam	great	close
gland	grand	class
glow	grow	cloud
globe	grass	clean, etc.

### C. Vocabulary

#### Activity 1

Individual responses

### D. Grammar Usage

#### Activity 1

- |          |          |
|----------|----------|
| 2. which | 5. who   |
| 3. that  | 6. whose |
| 4. whose | 7. where |
| 5. which | 8. where |

#### Activity 2

Varied answers

### E. Writing

#### Activity 1

Individual responses

## Unit Overview

This unit is about humanity's earliest endeavor to communicate through writing. It consists of five Sections, A–E. Section A focuses on Oral Language Development. Learners will listen to a text read to them by the teacher and answer questions about it. Section B is in two parts. In the first part, learners will read a passage entitled “Writing” and answer comprehension questions on it. The second part, Letters have Sounds, focuses on consonant blends “spr” and “scr” sounds in words. Learners will read and construct sentences with words that contain “spr” and “scr” sounds in them. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D with emphasis on the learner’s ability to identify reciprocal pronouns and incorporate them effectively in contextual sentences. Section E ends the unit. Learners will write sentences with relative pronouns in their writing books, discuss the conventions of a formal letter, and practice writing a formal letter to enhance their communication skills.

## Learning Outcomes

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

Strand 1: Oral Language Sub-strand 7: Listening Comprehension		
Content Standard	Indicators	Core Competencies
<b>B6.1.7.1. Use appropriate skills and strategies to process meaning from texts.</b>	<b>B6.1.7.1.1.</b> Employ think aloud and visualisation strategies to make meaning from level- appropriate texts.	Communication and Collaboration Personal Development and Leadership Critical Thinking
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B6.2.7.3. Demonstrate understanding of the use of words and phrases as used in the text.</b> <b>B6.2.7.1. Process and comprehend level-appropriate texts.</b>	<b>B6.2.7.3.1.</b> Determine the contextual meaning of words and phrases. <b>B6.2.7.1.4.</b> Read level-appropriate texts silently and closely for comprehension.	Communication and Collaboration Critical Thinking and Problem-solving

Sub-strand 5: Blends and Consonant Clusters		
Content Standard	Indicators	Core Competencies
<b>B6.2.5.1.</b> Identify and use consonant blends and clusters in reading.	<b>B5.2.5.1.1.</b> Orally produce three- syllable words by blending sounds (phonemes) including consonant blends.	Communication and Collaboration Creativity and Innovation Personal Development and Leadership
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.3.</b> Demonstrate a rich vocabulary that supports the listening, reading, writing and presentation skills.	<b>B6.2.6.3.1.</b> Deduce meaning of words from how they relate to one another in meaning from context/synonyms/ antonyms.	Critical Thinking and Problem-solving Communication and Collaboration
Strand 3: Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-strand 3: Pronouns		
Content Standard	Indicators	Core Competencies
<b>B6.3.3.1. Apply knowledge of different types of pronouns in communication</b>	<b>B6.3.3.1.1.</b> Identify and use reciprocal pronouns e.g. each other, one another.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership
Strand 4: Writing		
Sub-strand 15: Letter Writing		
Content Standard	Indicators	Core Competencies
<b>B6.4.15.1. Write formal letters on given topics.</b>	<b>B6.4.15.1.1.</b> Write to superiors to express their views on given topics using appropriate letter formats.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem-solving
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1.</b> Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

**Strand 1: Oral Language****Sub–Strand 7: Listening Comprehension**

**B6.1.7.1.1.** Employ “think aloud” and “visualization” strategies to make meaning from level-appropriate texts.

**Listening Comprehension: Writing**

**Teaching/Learning Strategies:** Discussion, reading, questioning

**Teaching/Learning Resources:** Sample passage

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem-Solving, Personal Development and Leadership

**Key Vocabulary:** tremendous, progress, essential, complex, aspect, literacy

**Preparation before class**

Before the lesson, prepare your model passage.

**Teaching/Learning Activities****Activity 1**

1. Lead a discussion on the importance of writing: working as a class, have learners talk about why we should be able to write. Teach the pronunciation and meaning of key vocabulary.

Ask learners to listen attentively while you read the passage entitled “Writing” to them.

Have learners visualize what you read as they listen. Then, share it with their class.

Have learners answer questions on the text read.

**Writing**

The ability to write offers tremendous benefits for learners. Firstly, it serves as a key factor in their academic progress. Secondly, it distinguishes them as literate individuals with essential skills. Writing is often regarded as a defining aspect of one’s literacy. Hence, both teachers and learners must approach it with utmost seriousness.

Writing demands the development of various skills. It is not solely about intellectually understanding the complex rules linking written and spoken language. Instead, it requires consistent practice to enhance the writer’s proficiency.

**Activity 2**

Ask learners to discuss the answers to the questions on **page 156** of the Learner’s Book 6 with their partners.

**Answers**

- a.
  - i. Writing helps a person to do well academically/in school.
  - ii. Writing makes someone a literate person.
- b. The teachers or learners must approach it with utmost seriousness.
- c. Writing/It requires the development of skills.

- d. By constant/regular practice.
- e. (Accept/Invite suggestions from learners).

## Reflection

Have learners copy these words from the text and try to give their meanings: progress, academic, literate, intellectual, requires  
progress – growth/improvement  
academic – to do with education  
literate – being able to read and write  
intellectual – knowledgeable  
requires – demands

## Section B

### Strand 2: Reading

#### Sub–Strand 7: Comprehension

**B6.2.7.3.1.** Determine the contextual meaning of words and phrases.

**B6.2.7.1.4.** Read level-appropriate texts silently and attentively for comprehension.

**Teaching/Learning Strategies:** Echo Reading, pair work, class/group activities, silent reading.

**Teaching/Learning Resources:** Word cards, pictures.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** incite, decentralized, accuracy, phonetic, invention, hieroglyphs, cuneiform, pictographic

#### Preparation before class

Before the lesson, prepare your word cards and pictures.

### Teaching/Learning Activities

#### Activity 3

1. Begin the lesson by discussing the pictures on **page 157** of the Learner's Book 6. Allow learners to talk about what they see and predict the topic of the lesson.
2. Teach and drill the pronunciation of the keywords: **incite**, **decentralized**, **accuracy**, **millennia**, **phonetic**, **invention**, **hieroglyphs**, **cuneiform**, **pictographic**.

#### Activity 4

1. In pairs, have learners scan the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of keywords (if necessary) using texts, demonstration and miming.

### Activity 5

1. Write pre-reading questions on the board:
  - i. What can writing do?
  - ii. Where can we find man's earliest attempt to communicate by writing?
  - iii. What alphabet was first developed in the Middle East?
2. Read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.

### Activity 6

1. Let learners read the text silently on their own and find the answers to the pre-reading questions.
2. Discuss the correct answers to the pre-reading questions with the learners.

### Activity 7

Let learners read each question based on the text (**pages 159–160** of the Learner's Book) and discuss the answers with their partners.

## Assessment

In pairs, have learners read the text silently.

### Answers

- a. Writing
- b. It is a great way to communicate information and feelings. It can inform and entertain. It can incite and reassure. It can change people's lives.
- c. Millennia.
- d. In caves.
- e. Avignon, France.
- f. Hieroglyphs.
- g. Iraq
- h. Southern Nigerian kingdoms.
- i. It forms the basis of our history and allows us to document our art and poetry. Most of what we understand about modern history is from written accounts by many travellers, scribes and historians. We are able to understand ourselves better as people today because we have all these historical accounts to fall back on. Through writing, we are able to explore thought and philosophy.
- j. False.

## Sub-Section B: Letters have sounds (“spr” and “scr”)

### Strand 2: Reading

#### Sub–Strand 5: Blends and Consonant Clusters

**B6.2.5.1.1.** Orally produce three-syllable words by blending sounds (phonemes) including consonant blends.

End the reading session with this activity. Have learners perform any alphabet song. While learners listen to you, blend the letters in the following words and read the words out loud.

- sprite, spring, spread, sprint, sprout
- scratch, scroll, script, scribe, scramble

Have the learners blend and read the words after you

Let learners sit in pairs and find words that have “spr” and “scr” sounds in them. Walk around the classroom to support them.

Ask learners to make sentences with their sample words and present four of them to the class.

#### Additional Practice

Refer learners to **pages 82** of the Workbook for more exercises.

## Section

## C

### Strand 2: Reading

#### Sub–Strand 6: Vocabulary

**B6.2.6.3.1.** Deduce the meaning of words from how they relate to one another: meaning from context/ synonyms/ antonyms.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem-Solving

#### Preparation before class

Before the lesson, prepare your word cards.

#### Teaching/Learning Activities

##### 1. Meanings of expressions

Have learners reread the passage and the given words or expressions. (Learner’s Book 6, **pages 160–161**) Then, match the words with their meanings orally and in written form.

### Answers

- Hieroglyphs: picture/art communication
- The Thai Language: It is phonetic
- Cuneiform: Assyrian Language System



- d. Phonetic-based Language: It was developed by Phoenicians
- e. Pictograph-based Language: Chinese Language
- f. The Chinese Writing System: It includes phonetic elements.
- g. Phoenicians: They developed the phonetic-based language.

## 2. Synonyms

Discuss synonyms with learners using examples on the board (brave/courageous, cautious/careful, damp/moist, begin/start). Have learners, in pairs, give their own examples and add them to those on the board.

Drill reading synonyms on word cards and sentence cards. For example:

1. Some teachers easily get angry/Some teachers easily become furious.

Still in pairs, let learners form sentences with their synonyms.

Ask them to write the synonyms of the given words in their exercise books.

## Answers

force – compel

happy – glad

developed – progressed/grew

impossible – not able

began – started

serious – weighty

ancient – old

found – seen/discovered

elements – items

prevent – stop

## Additional Practice

Refer learners to **pages 83** of the Workbook for more exercises.

## Section D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub-Strand 3: Pronouns

**B6.3.3.1.1.** Identify and use reciprocal pronouns, e.g. each other, one another, etc.

#### Reciprocal Pronouns

**Teaching/Learning Strategies:** Drill, discussion, pair work, class, group activity

**Teaching/Learning Resources:** Word cards, sentence cards

**Core competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving

**Key Vocabulary:** one another, each other

#### Preparation before class

Before the lesson, prepare your word and sentence cards.

## Teaching/Learning Activities

1. By way of revision, let learners list the types of pronouns they have learnt about: examples, personal pronouns, possessive pronouns, demonstrative adjectives, etc. Tell them that they will learn about another type of pronoun.
2. Write sentences with reciprocal pronouns on the board for learners to read.  
Examples:
  - a. They admire each other.
  - b. The team greets one another before every match.
3. Through discussion help learners to understand reciprocal pronouns. The words underlined in the above sentence are called reciprocal pronouns. They show a reciprocal relationship. They help show a repetition. “Each other” is used for two people. “One another” is used for more than two people.
4. Have learners take turns reading sample sentences with reciprocal pronouns from the board and sentence cards. Examples:
  - a. They ought to care for one another
  - b. We cooperate with each other.
  - c. Kwasi, Kwabena and Maa Abena challenged one another.
  - d. Jane and Mama hugged each other.
5. Let them make sentences with their partners using “each other” and “one another” and share them with the rest of the class.

## Assessment

Refer learners to **page 162** of the Learner’s Book to do Exercise 3.

### Answers

- |                |                |
|----------------|----------------|
| a. each other  | d. each other  |
| b. one another | e. one another |
| c. one another |                |

## Additional Practice

Refer learners to **pages 85** of the Workbook for more exercises.

## Section E

### Strand 4: Writing

#### Sub–Strand 15: Letter Writing

**B6.4.15.1.1.** Write to friends to express views on given topics using appropriate letter formats.

**Letter Writing:** Formal letters: Write a letter to complain about the misconduct of your school prefect.

**Teaching/Learning Strategies:** Discussion, brainstorming

**Teaching/Learning Resources:** Model letter

**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Personal Development and Leadership, Critical Thinking and Problem-Solving

**Key Vocabulary:** official purpose, authority figure, registering a complaint, applying for a job

### **Preparation before class**

Before the lesson, prepare your model letter.

## **Teaching/Learning Activities**

### **Activity 8**

1. Working as a class, revise the features of informal letters with learners. Show them the features of a formal letter and let them talk about the similarities and differences between formal and informal letters.
2. Let learners brainstorm to generate points for the given questions
3. Allow a good reader to read the model letter aloud to the class for discussion.
4. Put learners into groups to plan their letters
5. Let learners draft their letters in their groups. As they work, walk around the classroom to provide support. Let them edit and refine the letters for presentation to the class.
6. Afterwards, the learners should write their formal letters at home and submit them for assessment. Collect learners' work for marking and provide feedback.

### **Project**

In groups, have learners search for sample letters on the internet and in newspapers. Have them read their letters to the class for discussion.

### **Unit Summary**

Go through the unit summary with learners and discuss what they have learnt.

### **Discover more**

Have learners watch the video in the QR code on Learner's Book 6 **page 166** and read the sentences with reciprocal pronoun. They should make two sentences each with "one another" and "each other".

Let learners tell when "each other/ one another" is used and their differences.

### **Homework**

Discuss the homework on Learner's Book 6 **page 166** with learners. Have pairs plan and write their formal letters to be posted on the classroom wall for gallery walk activities.

## **Unit Overview**

## Workbook Answers

### A. Oral Language

#### Activity 1

1. They've
2. Don't
3. You're, aren't you?
4. Shouldn't
5. Couldn't
6. Hasn't he

### B. Reading

#### Activity 1

1. Writing is often described by some as humankind's greatest invention.
2. It is a great way to communicate information and feelings.
3. Human beings have been writing for millennia.
4. Egyptian civilisation also had its own form of picture art/communication called hieroglyphs.
5. Adinkra symbols are used by the Akans for similar reasons.
6. Ga people have a system of symbols known as Samai, and the Ewes also have the Desiawo.
7. Through writing, we are able to explore thought and philosophy.
8. Writing influences many art forms.

### C. Vocabulary

#### Activity 2

1. contentment, solace, ease
2. fury, wrath, ire
3. generous, genial, tolerant
4. trick, mislead, betray
5. wet, damp,
6. glad, cheerful
7. cautious, heedful, deliberate
8. ask, inquire, wonder

9. begin, commence, initiate
10. garments, dresses, apparel
11. beverages
12. sufficient, adequate
13. compel, coerce, impel, pressure
14. link, unite, amalgamate

#### Activity 3

- |             |                 |
|-------------|-----------------|
| 1. attempt  | 6. civilisation |
| 2. inform   | 7. entertain    |
| 3. evidence | 8. cavemen      |
| 4. change   | 9. century      |
| 5. system   | 10. Chinese     |

#### Activity 4

- |                 |                |
|-----------------|----------------|
| 1. communicate  | 6. Japanese    |
| 2. information  | 7. cuneiform   |
| 3. invention    | 8. Phoenicians |
| 4. Egyptian     | 9. combined    |
| 5. pictographic | 10. phonetic   |

### D. Grammar Usage

#### Activity 1

- |               |                |
|---------------|----------------|
| 1. each other | 4. each other  |
| 2. each other | 5. one another |
| 3. each other |                |

### E. Writing

#### Activity 1

Varied answers, e.g.

1. He told me what to do every morning.
2. I don't know why you hate me so much.

#### Activity 2

- |          |          |
|----------|----------|
| 1. who   | 4. that  |
| 2. whose | 5. whom  |
| 3. that  | 6. which |

# Unit 15

## Use of social media

This unit is about various modern communication systems. It consists of five sections, A–E. Section A deals with Oral Language Development. Learners will actively participate in a conversation centered around the topic of social media, specifically WhatsApp and its role in modern communication. Section B is in two parts. In the first part, the learners will read a passage entitled “Mobile Phones” the Internet and More” and answer comprehension questions on it. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds. Learners will learn and construct sentences with consonant blends “str” and “chr”. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D with emphasis on learners’ ability to identify and use indefinite pronouns to complete sentences. Section E ends the unit. Learners will compose formal letters and write them in their exercise books.

### Learning Outcomes

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

Strand 1: Oral Language Sub-strand 6: Conversation		
Content Standard	Indicators	Core Competencies
<b>B6.1.6.3. Use knowledge of language and communicative skills to participate in conversation.</b>	<b>B6.1.6.3.1.</b> Engage in collaborative conversation with unfamiliar audience.	Communication and Collaboration
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B6.2.7.1. Process and comprehend level-appropriate texts. B6.2.7.2. Apply critical reading, implied meaning, higher order thinking, judgement and evaluation.</b>	<b>B6.2.7.1.3.</b> Scan /skim for details.	Communication and Collaboration
Sub-strand 5: Blends and Consonant Clusters		

Content Standard	Indicators	Core Competencies
<b>B6.2.5.1. Identify and use consonant clusters in reading.</b>	<b>B6.2.5.1.1.</b> Orally produce three-syllable words by blending sounds (phonemes), including consonant blends.	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem-solving
<b>Sub-strand 6: Vocabulary</b>		
Content Standard	Indicators	Core Competencies
<b>B6. 2.6.1. Understand word meanings and usages.</b>	<b>B6.2.6.1.1.</b> Use level-appropriate content words (nouns, verbs, adjectives, and adverbs) and function words (prepositions) in spoken and written communication.	Creativity and Innovation Personal Development and Leadership Communication and Collaboration
<b>Strand 3: Strand 3: Grammar Usage at Word and Phrase Levels</b>		
<b>Sub-strand 2: Determiners</b>		
Content Standard	Indicators	Core Competencies
<b>B6. 3.2.1. Apply knowledge of different types of determiners in communication.</b>	<b>B6.3.2.1.1.</b> Identify and use definite and indefinite pronouns as quantifiers.	Creativity and Innovation
<b>Strand 4: Writing</b>		
<b>Sub-strand 15: Letter Writing</b>		
Content Standard	Indicators	Core Competencies
<b>B6. 4.15.1. Write formal letters on given topics.</b>	<b>B6.4.15.1.1.</b> Write to express their views on given topics using appropriate letter formats.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem-solving
<b>Strand 6: Extensive Reading</b>		
<b>Sub-Strand 1: Building the Love and Culture of Reading</b>		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1. Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

**Strand 1: Oral Language****Sub–Strand 6: Conversation – Talking about Oneself, Family, People, Customs, Social/Cultural Values and Manners.**

**B6.1.6.3.1.** Engage in collaborative conversation with an unfamiliar audience.

**Conversation:** Children should not use WhatsApp.

**Teaching/Learning Strategies:** Discussion, demonstration, pair work

**Teaching/Learning Resources:** Picture, mobile phones

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** mobile phones, benefits, WhatsApp

**Preparation before class**

Before the lesson, get some mobile phones ready, and prepare a larger picture of the one in the Learner's Book **page 168**, for a more co-operative picture reading activity.

**Teaching/Learning Activities****Activity 1**

1. Display the picture on the board. Then show the learners the mobile phones and ask them to talk about what they see and what they are used for. Let learners explain why people use mobile phones. Let learners predict what the lesson will be about.
2. Have learners talk about some of the things we use mobile phones for. List them on the board. Ask them to explain what WhatsApp is. Have pairs of learners demonstrate how to use WhatsApp.

**Activity 2**

Put learners into groups of four to discuss the topic: "Children should not use WhatsApp." They must give reasons for and against the use of WhatsApp. Later on they will share their ideas with the rest of the class.

Guide learners to use appropriate vocabulary in the discussion.

**Assessment**

Have learners answer the following questions with their partners.

- i. What is social media?
- ii. Mention some activities we use mobile phones for.
- iii. What benefits do we get from using mobile phones?

**Answers**

- i. Social media is the means and institution for publishing and broadcasting information to society.
- ii. Uses of the mobile phone :

- to make and receive calls
- to send and receive text messages
- for online research
- to listen to songs/read the news
- children watch cartoons on it/play games etc

**iii.** Benefits of the mobile phone are:

- quick dissemination/receiving of information
- not travelling unnecessarily, etc

## Additional Practice

Refer learners to **page 87** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub–Strand 7: Comprehension

**B6.2.7.1.3.** Scan/ skim for details

**B6.2.7.2.1.** Respond to a text with reason, simple judgement and personal interpretations.

**Teaching/Learning Strategies:** Repetition, drill, echo reading, pair work, class/group activities

**Teaching/Learning Resources:** Word cards, pictures on **page 169** of the Learner's Book.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

**Key Vocabulary:** unprecedented, multimedia, background, mindful, announcement, misinformation, encyclopedia

### Preparation before class

Before the lesson, prepare your pictures and word cards.

### Teaching/Learning Activities

#### Activity 3

1. Show the pictures or real modern communication gadgets and let learners discuss their uses and importance.
2. Teach and drill the pronunciation of the keywords: **unprecedented, multimedia, background, mindful, announcement, misinformation.**

#### Activity 4

1. In pairs, have learners scan the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.



2. Teach the meaning of keywords (if necessary) using context, demonstration and miming. (**DO NOT** copy the new words on the board ahead of time.)

### Activity 5

1. Write pre-reading questions on the board to guide learners' reading.
2. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions.
3. Read the text a second time while learners listen.
4. Discuss the correct answers to the pre-reading questions with learners.

### Activity 6

- a. Have learners read the text silently. Tell them to visualise what is happening in the story.

## Assessment

Let learners read the questions based on the passage on **page 172** of the Learner's Book and discuss the answers with their partners

### Answers

- a. SMS is a Short Message Service, and MMS is Multimedia Messaging Service
- b. Individual responses
- c. BlackBerry Messenger came in 2005, and WhatsApp came in 2009.
- d. Web browsers are software that allow us to move from one point on the internet to another point.
- e. Wikipedia.
- f. Because anybody can spread misinformation on the internet.
- g. It is an online place where people interact based on interests and other things.
- h. Individual responses
- i. By sharing things without checking for their accuracy.
- j. By being mindful of what we share on the internet.

**Sub-Section B: Letters Have Sounds** – Words with “**str**” and “**chr**” sounds

**Strand 2: Reading**

**Sub-Strand 5: Blends and Consonant Clusters**

**B6.2.5.1.1.** Orally produce three-syllable words by blending sounds (phonemes) including consonant blends.

Play the phonics song and have learners sing along. While learners listen to you, blend the letters in the following words and read them out loud: **string, strength, street, Christ, Christians, chrome**. Have learners blend and read the words after you.

Have learners sit in pairs and find words that have the target sounds. Walk around the classroom and provide support.

Let learners make sentences with the target words.

## Additional Practice

Refer learners to **pages 88–89** of the Workbook for more exercises.

### Section C

#### Strand 2: Reading

#### Sub–Strand 6: Vocabulary

**B6.2.6.1.1.** Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

#### Preparation before class

Before the lesson, prepare your word cards.

#### Teaching/Learning Activities

##### Adverbs

1. In pairs, let learners reread the passage and find the following words: instantly, typically, easily, directly. Ask them to say what we call these types of words (adverbs). Have learners find other adverbs from the text. Ask them to share their examples with the class.
2. Fill in the blanks.  
Still in pairs, let learners read the text again to find the given sentences for the exercise.

Ask the learners to raise their hands when they find a word and tell the class in which paragraph and sentence they found it. Then let them read the sentence together.

Ask learners and their partners to complete the sentences with the appropriate words from the passage.

Learners should then copy the sentences into their exercise books.

#### Answers

- |                 |                |
|-----------------|----------------|
| a. technology   | d. internet    |
| b. email        | e. website     |
| c. text message | f. information |

#### 1. Antonyms

- a. Have learners in pairs read the description of antonyms to each other.

Have learners read words and their opposite meanings from the board and word cards: first/last, modern/outdated, young/old, special/common, mobile/fixed or immobile, rich/poor.

Ask learners to share their examples. Let them make sentences with their examples and share their sentences with the rest of the class.

- b. Have learners write the antonyms of the following words in their exercise books.

## Answers

friends/enemies	allows/disallows
instantly/not immediately	easy/difficult
devoted/not committed	cheap/costly
directly/indirectly	beginning/end
fail/succeed	bulky/thin or slender
helpful/unhelpful	

## Additional Practice

Refer learners to **page 91** of the Workbook for more exercises.

## Section D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub-Strand 2: Determiners

**B6.3.3.1.1.** Identify and use indefinite pronouns as quantifiers.

**Teaching/Learning Strategies:** Repetition, drill, pair work, group/class activities, leading questions.

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Creativity and Innovation

**Key Vocabulary:** each, nobody, someone, everybody, some, few, little, both

#### Preparation before class

Before the lesson, prepare your word and sentence cards containing quantifiers.

## Teaching/Learning Activities

### Activity

1. Begin the lesson by revising nouns: Let learners identify the nouns in sentences on the board:

- a. This building is nice.  
b. We ate some fruits in the afternoon.

Ask learners also to give examples of nouns.

2. Working as a class, have learners read sentences with some quantifiers on the board:
  - a. Each student was given two exercise books.
  - b. Nobody knows me.
  - c. Another person has called you.
  - d. Every worker is entitled to a monthly salary.
  - e. You have no food for breakfast.

Let learners take turns to say the words that come before the nouns.

3. Still working as a class, use examples and leading questions to explain quantifiers to learners. Quantifiers are used before singular nouns to show quantity.
4. In pairs, have learners take turns to read the target sentences on the board again. Let them think of their own sentences and add them to those on the board.
5. Let the class and groups repeat the target sentences from the board and on sentence cards several times.

Use pair drill for further practice: In pairs, one learner says a sentence containing a target quantifier and the other learner identifies the quantifiers in it. Learners then change roles.

## Assessment

Completion of sentences on **page 174–175** of the Learner's Book.

In pairs, let the learners complete the sentences with their partners. Then let them share their work with the rest of the class. They can then copy the work into their exercise books.

### Answers

- |             |               |
|-------------|---------------|
| a. nobody   | d. everything |
| b. each     | e. each       |
| c. everyone |               |

### Remedial Activity

Show word cards of quantifiers to learners. Let pairs take turns to read the quantifiers.

### Extension Activity

Hand out cards containing sentences with quantifiers for individual learners to identify the quantifiers in them.

### Additional Practice

Refer learners to **pages 91–92** of the Workbook for more exercises.

**Strand 4: Writing****Sub–Strand 15: Letter Writing**

**B6.4.15.1.1.** Write to express views on given topics using appropriate letter formats.

**Formal letters – Apology**

**Teaching/Learning Strategies:** Discussion

**Teaching/Learning Resources:** Model letter

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving.

**Key Vocabulary:** apology, permission, officially, forgiveness, purpose, regret

**Preparation before class**

Before the lesson, prepare your model letter.

**Teaching/Learning Activities****Activity**

Lead learners to revise the features of a formal letter using the model letter in the Learner's Book, **page 176**.

1. Have individuals mention the features and explain what they mean.
2. Working in pairs, ask the learners to read the sample letter to each other.  
Discuss the content of the sample letter. Let them mention the purpose, the audience and the details of every paragraph.
3. Discuss the essay question with learners: You fought with a schoolmate and were reported to your head teacher. He has decided to punish you. Write a letter to the head teacher explaining what happened so you are not punished.
4. In groups, let learners plan their essays. They should discuss all the points they should include in the essay and how to organize the content. Walk around the class to provide support.
5. Have groups use the ideas to draft their essays. They must then edit their drafts and write the essay into their individual exercise books.  
Have learners exchange their work for peer editing before submitting it for marking.  
Collect the work for marking and give feedback.

**Unit Summary**

Go through the unit summary with learners and discuss what they have learnt.

**Discover more**

Scan the QR code on Learner's Book **page 178** for learners to learn more about the uses of indefinite pronouns. Have learners write sentences with given indefinite pronouns.

**Homework**

Ask learners to complete the given sentences on Learner's Book **page 178** with the appropriate words.

## Workbook Answers

### A. Oral Language

#### Activity 1

Individual responses

### B. Reading

#### Activity 1

1. Modern communication has changed so fast.
2. Email is a system of sending written messages from one computer to another.
3. Instant messaging.
4. False.
5. Individual responses
6. Individual responses

#### Activity 2

1. str
2. spr
3. chr
4. scr
5. str
6. cr
7. cl

### C. Vocabulary

#### Activity 1

1. faith
2. faithful
3. nail
4. faint
5. fist
6. lint
7. shin
8. then
9. fast
10. thus

#### Activity 2

1. – it easier for us to share information.
2. – written messages from one mobile phone to another
3. – and put information into it.
4. – are called web logs or blogs.
5. – with photographs, video and text.
6. – to news while it is happening.

### Activity 3

Word	Antonym
adult	child
approve	reject
artificial	natural
backwards	forward
beautiful	ugly
borrow	lend
big	small
buy	sell
late	early
clever	dull
full	empty
cold	hot
laugh	cry
innocent	guilty
raise	lower
peace	war
remember	forget
healthy	sick/weak
interesting	dull
include	without

### D. Grammar Usage

#### Activity 1

1. Each
2. Everybody
3. No one
4. ALL
5. everywhere
6. anyone
7. few
8. Everyone
9. someone
10. anyone

### E. Writing

#### Activity 1

1. My stick is long. Kofi's stick is longer than mine. Aku's stick is the longest of all.
2. Aku's ball is higher than my ball. Ofori's is the highest of all.

3. Kofi's name is shorter than Amoako's name. Doe's name is the shortest of all.
4. Comfort is thinner than Aku. Mary is the thinnest of all.
5. A matchet is heavier than a book. An axe is the heaviest of all.

6. Eva is taller than Cecilia. Auntie Esi is the tallest of all.
7. Ata is stronger than Kwame. Amu is the strongest of all.

# Unit 16

## Unity is strength

### Unit Overview

This unit is about the importance of fostering unity among citizens. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will listen to a story entitled “Unity” and answer questions about it. Section B is in two parts. In the first part, learners will read a passage entitled “When Fishes Unite”. Learners will discover the importance of teamwork in achieving goals. and answer comprehension questions on the text. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds (digraphs: /ch/, /sh/, and /gh/). Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D with emphasis on the learners ability to compare two or three things to expand their knowledge of comparative forms. Section E ends the unit. Learners will practise using commas appropriately in texts and enhance their punctuation skills for improved clarity and readability.

### Learning Outcomes

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

Strand 1: Oral Language Sub-strand 4: Story		
Content Standard	Indicators	Core Competencies
<b>B6. 1.4.1. Respond to stories.</b>	<b>B6.1.2.1.1.</b> Make connections between texts or stories and personal experience.	Critical thinking and Problem-solving Creativity and Innovation Communication and Collaboration
Strand 2: Reading Sub-strand 9: Fluency		
Content Standard	Indicators	Core Competencies
<b>B6. 2.9.1. Read fluently.</b>	<b>B6.2.9.1.1.</b> Read grade-level text with meaning. <b>B6.2.9.1.2.</b> Read aloud with expressions that reflect the author’s purpose and meaning.	Communication and Collaboration Critical thinking
Sub-strand 3: Word Families, Minimal Pairs/Rhyming Words and Common Digraphs		
Content Standard	Indicators	Core Competencies
<b>B6. 2.3.1. Identify rhyming/ending words and common digraphs.</b>	<b>B6.2.3.1.2.</b> Use words with digraphs to make meaningful sentences.	Communication and Collaboration



Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6. 2.6.2. Build vocabulary</b>	<b>B6.2.6.2.1.</b> Develop a rich vocabulary stock through extensive reading of age-appropriate text.	Communication and Collaboration
Strand 3: Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-strand 4: Adjectives		
Sub-strand 3: Pronouns	Indicators	Core Competencies
<b>B6. 3.4.1. Apply the knowledge between adjectives in communication.</b>	<b>B6.3.4.1.1.</b> Use comparative forms of regular and irregular adjectives to make comparisons.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem-solving
Strand 4: Writing		
Sub-strand 10: Narrative Writing		
Content Standard	Indicators	Core Competencies
<b>B6.4.10.3. Apply strategies for improving drafts for publishing.</b>	<b>B6.4.10.3.1.</b> Review and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement.	Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem-solving
Strand 5: Using writing Conventions/Grammar Usage		
Sub-strand 2: Using Punctuation		
Content Standard	Indicators	Core Competencies
	<b>B6.5.2.1.1.</b> Use comma around a phrase for modifying of preceding noun.	Creativity and Innovation
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1. Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

**Strand 1: Oral Language****Sub–Strand 4: Story Telling**

**B6.1.4.1.1.** Make connections between texts or stories and personal experiences.

**Story Telling: Unity**

**Teaching/Learning Strategies:** Echo Reading, discussion

**Teaching/Learning Resources:** Picture, real objects such as brooms, brushes, soap.

**Core Competencies:** Critical Thinking and Problem-Solving, Creativity and Innovation, Communication and Collaboration.

**Key Vocabulary:** quarrelsome, arguing, fighting, fruitless, explanation, limited

**Preparation before class**

Before the lesson, prepare your picture and word cards. Ensure that you have real objects to use in class such as a broom or brush.

**Teaching/Learning Activities****Activity 1**

Let learners sing a familiar song or recite a verse relating to the lesson. Let them identify the cleaning item by name, e.g., a broom.

1. Display the picture on the board and ask the learners to discuss what they can see. Have them name the people in the picture and say what they are doing. Let learners explain why the people must do what they are doing and have learners predict what the lesson will be about.
2. Read the story to the learners while they listen attentively.

**Activity 2**

3. In pairs, have learners take turns to read the story to each other. Invite individuals to retell the story orderly to the class using story map/ herringbone strategy to the class.
4. Have learners say which parts of the story they liked the most and why.

**Assessment**

Let learners answer the following questions with their partners. (Refer to **pages 180–181** of the Learner's Book.)

**Answers**

- a. They were quarrelsome.
- b. Because he wanted them to have unity before he died.
- c. The single broomstick was weaker than the entire broom.
- d. Yes, they did.
- e. Individual responses

## Reflection

Have learners reflect on the story and try to relate it to their personal experiences. For example, working with someone to achieve something good/failure to work as a team led to bad results, etc.

## Additional Practice

Refer learners to **page 94** of the Workbook for more exercises.

## Section

## B

### Strand 2: Reading

### Sub–Strand 9: Fluency

**B6.2.9.1.1.** Read grade-level text with meaning.

**B6.2.9.1.2.** Read aloud with expressions that reflect the author's purpose and meaning.

**Teaching/Learning Strategies:** Echo Reading, pair work, class/group activities

**Teaching /Learning Resources:** Word cards, pictures from the Learner's Book, **page 182**

**Core Competencies:** Communication and Collaboration, Critical Thinking

**Key Vocabulary:** perturbed, predator, creeping, helm, hauled, rumour, blissful

### Preparation before class

Before the lesson, prepare your word cards.

## Teaching/Learning Strategies

### Activity 3

1. Begin the lesson by discussing the picture on **page 182** in the Learner's Book 6. Allow learners to talk about what they see and predict the topic of the lesson.
2. Teach and drill the pronunciation of the keywords: **perturbed, predator, creeping, helm, hauled, rumour, blissful.**

### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of keywords (if necessary) using contexts, demonstration and miming.

### Activity 5

1. While learners listen attentively, read the text aloud, and then ask learners to verify the accuracy of their predictions. Select a few of them to share their predictions and ideas with the rest of the class.
2. Read the text a second time while learners listen. Ask learners to visualise (form a mental picture of) what is happening in the story.  
Have learners read after you several times (echo reading).

## Activity 6

Ask learners to read aloud to the class. They should retell the story to their classmates.

Have learners read the text independently paying attention to punctuation marks, words, sentences and paragraphs.

## Assessment

1. In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph.
2. Let learners read the questions about the story on **page 184** of the Learner's Book and discuss the answers with their partners.

## Answers

- a. Individual responses
- b. To avoid being eaten.
- c. By working together.
- d. Quite. They were so surprised that they started a rumour that there was a monster in the sea.
- e. It is about the strength in unity/team work, etc.

**Sub-Section B: Letters have Sounds:** Words with digraphs (“ch”, “sh”, and “gh”)

**Strand 2: Reading**

**Sub–Strand 3: Word Families, Minimal Pairs and Common Digraphs**

**B6.2.3.1.2.** Use words with digraphs to make meaningful sentences.

While learners listen to you, read out loud the following words:

- chain, choice, each, chart, chess
- ashamed, should, show, shade, sheep
- laugh, tough, cough, enough

Have the learners read the words after you.

Have learners sit in pairs and find words that have the target digraphs (“ch”, “sh”, and “gh”).

Let them make sentences with their words and present some of them to the class.

## Additional Practice

Refer learners to **page 95** of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub-Strand 6: Vocabulary

**B6.2.6.2.1.** Develop a rich vocabulary stock through extensive reading of age-appropriate text: Substituting selected nouns, verbs and adjectives in a text with synonyms/ near-synonyms.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

#### Preparation before class

Before the lesson, prepare your word cards.

#### Teaching/Learning Activities

Let learners reread the passage and find the following words: **tilt, creeping, value, trapped, helm, escape, fish, heavy**. Ask the learners to raise their hand when they find a word and tell the class in which paragraph and sentence they found it. Put learners in pairs and ask them to read the sentence where the word was found again. Have learners think about the meaning of the word and share their ideas with the class.

- a. Still in pairs, have learners complete the sentences by filling the blank spaces with the correct words. Refer to **page 185** of the Learner's Book 6.  
Individuals do the exercise in their books.

#### Answers

- a. It came creeping very early in the morning.
- b. It was tied to the helm of a big boat up on the surface.
- c. The fishes were trapped!
- d. They could not escape the net because its holes were too small for them to swim through.
- e. The net was like one big bag of fish.
- f. They all saw the value in the idea and spread it to more fishes.
- g. It made the net so heavy that the boat started to tilt towards the net.

#### Additional Vocabulary Consolidation Task

- b. Write the correct spelling

In pairs, let learners read the passage again and find the given words. They should check their spelling carefully.

Ask learners to spell the given jumbled words correctly.

## Answers

- a. quelrraomees – quarrelsome
- b. emliitd – limited
- c. erinstutdc – instructed
- d. ehml – helm
- e. ahulde – hauled
- f. muroru – rumour

## Section D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub-Strand 4: Adjectives

**B6.3.4.1.1.** Use comparative forms of regular and irregular adjectives to make comparisons.

**Teaching/Learning Strategies:** Discussion, drill, repetition

**Teaching/Learning Resources:** Sentence cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem-Solving, Creativity and Innovation

**Key Vocabulary:** positive, comparative, superlative

#### Preparation before class

Before the lesson, prepare your sentence cards.

### Teaching/Learning Activities

#### Activity 8

1. Review irregular adjectives by asking learners to give examples (e.g., important, beautiful, careful, wonderful, serious).
2. Write sentences that include the target words on the board.
  - a. This is **important** news. This is **more important** news. This is the **most important** news.
  - b. This woman is **beautiful**. This woman is **more beautiful**. She is the **most beautiful**.
  - c. Esi is a very **careful** girl. Ama is **more careful**. Lucy is the **most careful**.
4. Explain to learners that we use “more” and “most” to compare. In pairs, have learners read the sample sentences followed by groups and individuals.
5. Let learners give a comparison of the irregular adjectives they mention.
6. Have learners identify examples in other sentences.
7. Give more irregular adjectives for learners to take turns to compare.

#### Positive

fortunate

disturbing

#### Comparative

more fortunate

more disturbing

#### Superlative

most fortunate

most disturbing

8. Working as a class, guide learners with examples to compare classroom objects and things in their surroundings.

## Assessment

In pairs, compare the following adjectives:

- |                |             |
|----------------|-------------|
| a. polite      | e. careful  |
| b. dangerous   | f. painful  |
| c. courageous  | g. handsome |
| d. exciting    | i. shameful |
| e. adventurous | j. tolerant |

## Answers

- |                |                  |                  |
|----------------|------------------|------------------|
| a. polite      | more polite      | most polite      |
| b. dangerous   | more dangerous   | most dangerous   |
| c. handsome    | more handsome    | most handsome    |
| d. shameful    | more shameful    | most shameful    |
| e. adventurous | more adventurous | most adventurous |

## Additional Practice

Refer learners to **pages 97–98** of the Workbook for more exercises.

## Section E

### Strand 4: Writing

#### Sub–Strand 10: Narrative Writing

**B6.4.10.3.1.:** Review and revise the draft to produce a coherent piece by suggesting improvements in grammar and vocabulary.

### Strand 5: Using Writing Conventions/Grammar Usage

#### Sub–Strand 2: Using Punctuation

**B6.5.2.1.1.:** Use a comma around a phrase for modifying a preceding noun.

**Teaching/Learning Strategies:** Modelling and discussion

**Teaching/Learning Resources:** A sample text

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

**Key Vocabulary:** carpenter, caterers, neighbours, send, catered

### Preparation before class

Before the lesson, prepare your sample text.

## Teaching/Learning Activities

### Penmanship

1. Lead learners with probing questions to express their ideas about using the comma, e.g., When do we use comma? What do we use the comma for?
2. Refer learners to unpunctuated sentences on the board. Have learners take turns to punctuate them with commas where necessary.
3. In pairs, ask learners to read paragraphs 1 and 2 of the reading text again to find the use of commas in it.
4. Present the exercise on the board. Have learners read the sentences in pairs, groups, as a class and individually.
5. Let them punctuate the given sentences with necessary commas and copy them into their exercise books. Refer learners to **page 181** of the Learner's Book to do Exercise 9.

### Answers

- a. We saw Kofi, the carpenter, in town.
- b. The ladies, our caterers, served us very well.
- c. Kindly send my greetings to Auntie Aggie, your mother, for me.
- d. Make sure Jude and John, our neighbours, are catered for.
- e. Yesterday we saw Aku and Addo, our classmates.

### Activity 9

#### Guided Writing – Narrative Writing

1. Have learners read the story on **pages 180–181** again.
2. Lead them to identify the elements of narrative text (characters, settings, conflict and solution) in the story.
3. Try to retell the first paragraph of the story from a first-person point of view (Tell the story as if you were one of the characters). For example, "Some time ago, four of us troublesome boys were living with my father. Every day, we were either arguing or fighting. Our father knew his days on earth were limited, and so he sought to bring unity among us. One day, he gathered us before him..."
4. Discuss the changes in the pronouns and nouns with the class. (For example "The boys" become "us").  
In groups, have learners rewrite the same paragraph but this time, as if they were the old man in the story.  
Have learners develop their drafts, revise and edit them. Then let them paste the work on the classroom wall for others to read.

#### Remedial Activity

Go around and support groups that struggle to recreate the story.



**Extension Activity**

Have high-achieving learners do another paragraph.

**Unit Summary**

Go through the unit summary with learners and discuss what they have learnt.

**Discover more**

Scan the QR code on Learner's Book **page 189** for learners to learn more about words with digraphs. Let them make a list of ten words with digraphs and paste them on the classroom walls for a gallery walk.

**Homework**

Discuss the homework on Learner's Book **page 189** with learners. Have them do it as a research which will be read by their classmates before submitting for marking.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. An old man lived with his sons.
2. He had four sons.
3. They were always quarrelling.
4. He asked them to gather round.
5. He asked each of them to break a single broomstick, which they did. Then he asked them to break a whole broom, which they could not.
6. They learnt that unity is strength/ United we stand, divided we fall.

### B. Reading

#### Activity 1

ch	sh	gh
chair	shame	laugh
chain	share	enough
cheer	shirt	tough
chalk, etc.	short, etc.	cough, etc.

### C. Vocabulary

#### Activity 2

1. understand
2. children
6. quietly
7. digraphs

3. wondering
4. remained
5. particular
8. thoughtful
9. three-legged
10. ashamed

### D. Grammar Usage

#### Activity 1

1. more important
2. most interesting
3. most boring
4. most delicious
5. most expensive
6. more relaxing
7. more eventful
8. most intelligent

#### Activity 2

##### Comparative

1. more important
2. more dangerous
3. more wonderful
4. more beautiful
5. more handsome
6. more comfortable
7. more convenient
8. more intelligent

##### Superlative

- most important
- most dangerous
- most wonderful
- most beautiful
- most handsome
- most comfortable
- most convenient
- most intelligent

## Revision 4      Answers

### Exercise 1

#### 2. "Unity"

- a. The story began with an old man who was not pleased with the behaviour of his quarrelsome sons.
- b. The characters are the old man and his four sons.
- c. He sought to bring unity among the sons. So, one day he gathered them before him. He gave them single broom sticks to break and it was easily done by each of them. Again, the old man gave the sons a bundle of brooms but none of them could break it.
- d. He used the demonstration to advise them that "unity" is strength. His sons understood the lesson and vowed not to fight again.
- e. I learnt that if you are united, nobody can harm you, but alone, you will be easy to conquer.
- f.
  - a. He was a wise man/a peace loving man.
  - b. The sons were quarrelsome at first but obedient and united later.

### Exercise 2

#### 1. True/False

- a. False
- b. False
- c. False
- d. True
- e. False

### Exercise 3

- 2.
  - a. /br/
  - b. /bl/

### Exercise 4

- 1. Synonyms are words that have the same or a very similar meaning.

#### 2. Synonyms

- |                  |                         |
|------------------|-------------------------|
| a. happy – glad  | d. completed – finished |
| b. sad – unhappy | e. peace – harmony      |
| c. damp – moist  | f. courageous – brave   |

#### 3. Antonyms

- |                          |                      |
|--------------------------|----------------------|
| a. safe – dangerous      | e. close – shut      |
| b. possible – impossible | f. asleep – awake    |
| c. careful – careless    | g. polite – impolite |
| d. short – tall          | h. good – bad        |

### Unit Overview

This unit is about being treated in the same bad way that you treated someone else. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will examine the structure of a story in the previous unit “When fishes unite”, in order to develop their own narratives. Section B is in two parts. In the first part, learners will read a passage entitled “The Prankster Gets Pranked”, and answer comprehension questions on it. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds (diphthongs: /iə/, /uə/ and /eə/). Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D with emphasis on the learner’s ability to identify the primary auxiliary verbs and practise using them in sentences. Section E ends the unit. Learners will refine their punctuation skills by punctuating a given text using colons appropriately to enhance clarity and organization.

### Learning Outcomes

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

Strand 1: Oral Language Sub-strand 4: Storytelling		
Content Standard	Indicators	Core Competencies
<b>B6.1.4.1. Respond to stories.</b>	<b>B6.1.4.1.1.</b> Make connection between texts or stories and personal experience, and relate the sequence of events (beginning, middle and end) of stories.	Critical Thinking and Problem-solving Creativity and innovation Communication and Collaboration
Strand 2: Reading Sub-strand 9: Fluency		
Content Standard	Indicators	Core Competencies
<b>B6.2.9.1. Read fluently to enhance comprehension.</b>	<b>B6.2.9.1.1.</b> Read grade – level text with meaning <b>B6.2.9.1.2.</b> Read aloud with expressions that reflect the author’s purpose and meaning.	Communication and Collaboration

Sub-strand 4. Diphthongs		
Content Standard	Indicators	Core Competencies
<b>B6.2.4.1. Identify and use diphthongs to decode texts.</b>	<b>B6.2.4.1.1.</b> Use words with centering diphthongs (e.g. /ia, ea, va/) to make meaningful sentences.	Creativity and innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem-solving
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, speaking, writing and presentation skills.</b>	<b>B6.2.6.3.1.</b> Deduce meaning of words from how they relate to one another,– the meaning from context.	Critical Thinking and Problem-solving Communication and Collaboration
Strand 3: Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-strand 5: Verbs		
Content Standard	Indicators	Core Competencies
<b>B6.3.5.1. Apply the knowledge of verbs in communication.</b>	<b>B6.3.5.1.1.</b> Use different types of verbs (main/auxiliary verb-primary auxiliary verbs).	Creativity and Innovation Communication and Collaboration Personal development and Leadership Critical Thinking and Problem-solving
Strand 4: Writing		
Sub-strand 11: Creative/Free writing		
Content Standard	Indicators	Core Competencies
<b>B6.4.11.1. Create texts.</b>	<b>B6.4.11.1.2.</b> Write poems and imaginative narrative stories using ideas from imaginative texts read or viewed (play).	Collaboration and Communication Creativity and Innovation Personal development and Leadership Critical Thinking and Problem-solving

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1.</b> <b>Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

## Section A

### Strand 1: Oral Language

#### Sub–Strand 4: Story Telling

**B6.1.4.1.1.** Make connections between texts or stories and personal experiences, and relate the sequence of events (e.g. beginning, middle and end) of stories.

#### Story Telling: Story structure

**Teaching/Learning Strategies:** Discussion and reading

**Teaching/Learning Resources:** Picture in the Learner’s Book, **page 182**, sample story in Learner’s Book

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving

**Key Vocabulary:** beginning, middle, ending, structure

#### Preparation before class

Before the lesson, prepare your sample story.

### Teaching/Learning Activities

#### Activity 1

1. Working in pairs, let learners reread the passage titled “When Fishes Unite” in Unit 16 to refresh their memory of the story.
2. Have learners answer questions on the story to help them recall the story.
3. Invite individuals to retell the story sequentially.

#### Activity 2

Working as a class, discuss the structure of the target story through leading questions:

- a. How did the story begin?
- b. How did it continue?
- c. How did it end?

Beginning:

- Introduction of the group of fishes living deep in the sea, their carefree and undisturbed life, and their response to predators.

Middle:

- The arrival of the Big Net, its size and its capability to capture everything in its reach.
- The fishes get trapped in the net due to the small holes and tightened noose.
- One fish came up with an idea to swim downward and spread the idea to the rest of the group.
- All the fishes worked together to swim downward, making the net heavy and forcing the fishermen to cut it loose.

End:

- The fishes successfully save themselves by using their collective effort and teamwork.
- The fishermen spread a false rumour about a big monster in the area, leading to them avoiding it.
- The fishes continue to enjoy their undisturbed and blissful life.
- The structure of a story gives us the plot. A plot refers to the sequential arrangement of events in a story.

## Assessment

Tell the class your own story in three parts: the beginning, middle and end.

### Reflection

Have learners say what they have learnt from the lesson. Which part of the lesson did they enjoy the most? Ask them to give reasons.

### Additional Practice

Refer learners to **page 99** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub–Strand 9: Fluency

**B6.2.9.1.1.** Read grade-level text with meaning.

**B6.2.9.1.2.** Read aloud with expressions that reflect the author's purpose and meaning.

**Teaching Strategies:** Echo Reading, pair work, class/group activities

**Teaching/Learning Resources:** Word cards and pictures

**Core Competencies:** Communication and Collaboration, Cultural Identity and Global Citizenship

**Key Vocabulary:** principle, doubled, genius, reputation, doused, humiliation, irritated, prankster, remarkable

### Preparation before class

Before the lesson, prepare your word cards.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson with a discussion of the picture on **page 194** of the Learner's Book 6. Allow learners to talk about what they see and predict what they will read about.
2. Teach and drill pronunciation of the keywords: **principle, doubled, genius, reputation, doused, humiliation, irritated, prankster, remarkable**)

### Activity 4

1. In pairs, have learners work through the passage quickly to locate the words in bold. Ask learners to try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of key vocabulary items using pictures, explanations and gestures.

### Activity 5

1. Read the passage aloud for learners to listen attentively. Let them check the correctness of their predictions. Have some of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.  
Ask learners to read the text after you several times (echo reading)

### Activity 6

Ask learners to read aloud to the class. They should retell the story to their classmates. Have learners read the text independently paying attention to punctuation marks, words, sentences and paragraphs.

### Activity 7

In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph.

## Assessment

Let learners read the questions on **page 196** of the Learner's Book 6 and discuss the answers with their partners.

### Answers

- a. Isaac loves to prank people.
- b. It makes him laugh, and he loves to laugh.
- c. He put a caterpillar up her dress.
- d. Adelaide Atiah.
- e. A bucket of water poured on him when he opened his class door.
- f. He felt humiliated.



- g. He sat in chocolate, and everyone pretended it was faeces.
- h. He thought it was very childish.
- i. He felt targeted and tired.
- j. Yes, he decided to change his ways.

## Sub-section B: Letters have Sounds: Diphthongs

### Strand 2: Reading

#### Sub–Strand 4: Diphthongs

**B6.2.4.1.1.** Use words with centring diphthongs (e.g. /iə, eə, uə/) to make meaningful sentences.

End the reading session with this activity.

Pronounce the following sets of words clearly for learners to listen.

- deer, fear, clear, mere, here
- poor, cure, moor, tour
- fair, pair, share, care, hair

Have learners sit in pairs and find words that have the diphthongs used for the given sets of words.

Let them make sentences with their words and present four of them to the class.

#### Additional Practice

Refer learners to **pages 100–101** of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub–Strand 6: Vocabulary

**B6.2.6.3.1.** Deduce the meaning of words from how they relate to one another – the meaning from context.

**Teaching Strategies:** Demonstration, drill and repetition

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem-Solving

#### Preparation before class

Before the lesson, prepare your word cards.

## Teaching/Learning Activities

### 1. Meanings of expressions

Ask learners, to read the passage again in pairs to identify words that have the meanings given in the exercise.

Ask them to tell their classmates where they found the word and let them read the sentence in which it appears.

Working alone, let learners match words to their meanings and share their work with the rest of the class.

Have learners copy the words and their meanings in their exercise books.

## Answers

- a. Humiliation – State of disgrace or loss of self-respect
- b. Instructed – Gave instructions or directions for some task
- c. Remarkable – Worthy of attention because something is interesting, significant, or unusual
- d. Punishment – Something someone is made to do to compensate for wrongdoing
- e. Genius – Someone who has exceptional intellectual ability and originality

## Additional Vocabulary Consolidation Task

### 2. Contracted/short forms

In pairs, have learners reread the text to find shortened/contracted forms.

Ask them to choose six contracted words and write them on the board. Then let the class give the full words, e.g., I'm = I am, etc.

Let learners make sentences with their contracted words and write four of them in their exercise books.

## Additional Practice

Refer learners to **page 102** of the Workbook for more exercises.

## Section D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub–Strand 5: Verbs

**B6.3.5.1.1.** Use different types of verbs (main/ auxiliary verb - primary auxiliary verbs)

**Teaching/Strategies:** Repetition, drill, pair work, class/group activities

**Teaching/Learning Resources:** A sample paragraph in the Learner's Book 6

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

**Key Vocabulary:** Auxiliary verbs – are, is, did, do, have, etc

## Preparation before class

Before the lesson, prepare your sample paragraph.

## Teaching/Learning Activities

### Activity 9

1. Let learners identify verbs in given sentences and use them in their own sentences.
2. Write sentences with auxiliary verbs (primary) on the board. Let pairs take turns reading them.
3. Ask learners to identify the verbs in the given sentences. What do they see? (There are more than one, i.e, a verb phrase.  
Examples: **a.** You have worked fast.  
**b.** Esi is writing a letter.
4. Have learners say what we call the words that come before “worked” and “writing”. They are known as auxiliary verbs or helping verbs. “Work” and “writing” are main verbs.
5. Still working as a class, help learners to use other common auxiliary verbs: can, could, has, have, had, must, shall, should, was, will, and would.
6. Ask the learners to make sentences with any of the above auxiliary verbs.  
Examples: **a.** The children **can** speak good English.  
**b.** I **will** pass the examination very well.  
**c.** The visitors **must** be here early.
7. Ask pairs to form sentences with these verbs am, is, are, do, does, did, have, has, and had.
8. Let them share their sentences with the rest of the class.
9. Have individuals read the last two paragraphs of the reading passage in this unit again. They should pick five sentences with only main verbs and underline them. Let learners do the same with sentences that have both auxiliary and main verbs.  
Provide support where necessary.

### Additional Practice

Refer learners to **pages 103** of the Workbook for more exercises.

**Strand 4: Writing****Sub–Strand 11: Creative/Free Writing**

**B6.4.11.1.2.** Write poems and imaginative narrative stories using ideas from imaginative texts read or viewed – Plays.

**Dialogue Writing**

**Teaching Strategies:** Demonstration and discussion

**Teaching/Learning Resources:** Sample text (extract from the passage)

**Core Competencies:** Creativity and Innovation, Personal Development and Leadership

**Key Vocabulary:** colon, direct interactions

**Preparation before class**

Before the lesson, select your sample text from the reading passage in this unit.

**Teaching/Learning Activities****Penmanship**

1. Revise punctuations with learners: Write sentences that show the various punctuation marks on the board. Ask learners to say which punctuation they can see.
2. Still working as a class, ask questions to revise the use of the colon(:)
3. In the passage read in this unit, there are direct interactions between Isaac and his classmates. Search for them and arrange them in a dialogue using a colon, as in the examples in the Learner's Book, **page 200**.
4. Have learners put their dialogue into speech form using colons where necessary.

Examples

Samuel Selby: Isaac has pooped on himself.

Samuel Selby: I hope you've learnt your lesson, Isaac.

Mark the books and provide feedback.

**Activity 10****Guided Writing – Writing Dialogues**

1. Refer learners to **page 200** of Learner's Book 6 to read the dialogue between Tom and Auntie Selina.
2. In pairs have learners practise the conversation together.
3. Create a classroom shop and invite learners to work in pairs to practise buying and selling items in the shop.
4. Have the pairs write their dialogue for an imaginary conversation between them and the shopkeeper.

**Remedial Activity**

Go around to support the pairs that struggle to write their dialogues. Have them practice buying from a shop with you to remind them of what to write.

Ask learners to write their first draft, revise it and edit it before submitting it to you. Mark the dialogues and provide learners with the necessary feedback.

### **Additional Practice**

Refer learners to **pages 104** of the Workbook for more exercises.

### **Unit Summary**

Go through the unit summary with learners and discuss what they have learnt.

### **Discover more**

Have learners watch the video in the QR code on Learner's Book **page 201** to learn about the uses of some auxiliary verbs and make a search for more uses of auxiliary verbs.

### **Homework**

Have learners do the work on Learner's Book **page 202** with their partners orally, then, into their exercise books.

## Workbook Answers

### A. Oral Language

#### Activity 1

Individual responses

### B. Reading

#### Activity 1

1. Isaac loves to prank people.
2. It makes him laugh, and he loves to laugh.
3. He put a caterpillar up her dress.
4. Adelaide Atiah.
5. A bucket of water poured on him when he opened his class door.
6. He felt humiliated.
7. He sat in chocolate, and everyone pretended it was faeces.
8. He thought it was very childish.
9. He felt targeted and tired.
10. Yes, he decided to change his ways.

#### Activity 2

Personal answers

### C. Vocabulary

#### Activity 1

- |                |                |
|----------------|----------------|
| 1. doused      | 6. panicked    |
| 2. students    | 7. prankster   |
| 3. humiliation | 8. instructed  |
| 4. childish    | 9. immediately |
| 5. irritated   |                |

### Activity 2

- |              |              |
|--------------|--------------|
| 1. they've   | 6. shouldn't |
| 2. don't     | 7. won't     |
| 3. you're    | 8. you're    |
| 4. shouldn't | 9. can't     |
| 5. I'll      | 10. daren't  |

### D. Grammar Usage

#### Activity 1

- |         |              |
|---------|--------------|
| 1. have | 6. did       |
| 2. are  | 5. have      |
| 3. had  | 8. had been  |
| 4. have | 9. can/could |
| 5. have | 10. did      |

### Activity 2

Varied answers

### E. Writing

#### Activity 1

Awudu: School will close tomorrow. Will you leave for Accra tomorrow?

Joseph: Yes, I shall leave for Accra tomorrow.

Awudu: Will Ama go with you to Accra?

Joseph: Yes, we'll all go to Accra.

Awudu: What will the other learners do?

Joseph: They will stay in school for more lessons.

### Unit Overview

This unit is about child safety. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will participate in a conversation about child safety. Learners will discuss various measures and precautions to ensure the safety of children, focusing on staying safe from strangers. Section B is in two parts. In the first part, learners will read the passage entitled “The Walls of Notsie” and answer comprehension questions. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds. Learners will learn words with ending sounds such as “sure”, “ture” and “tch”. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D with emphasis on the learner’s ability to identify modal auxiliary verbs and main verbs and use them appropriately in sentence construction. Section E ends the unit. Learners will copy a given paragraph neatly in a joint script. Finally, learners will write a few sentences about the terrible conditions in Notsie.

### Learning Outcomes

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

Strand 1: Oral Language Sub-strand 6: Conversation		
Content Standard	Indicators	Core Competencies
<b>B6.1.6.1. Explore certain culturally acceptable language for communication.</b>	<b>B6.1.6.1.1.</b> Describe or talk about objects/personalities/ events in the country and the world.	Cultural Identity and Global Citizenship Communication and Collaboration
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B6.2.7.2 Demonstrate understanding of the use of words and phrases as used in the texts.</b>	<b>B6.2.7.2.3</b> Demonstrate awareness of the structure of texts/introduction, body, conclusion.	Communication and Collaboration

Sub-strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B6.2.2.1. Connect it sounds to letters; and blend letters/ syllables in order to read and write.</b>	<b>B6.2.2.1.1.</b> Read words with ending sounds like “sure” as in measure, “ture” as in creature and “tch” as in stretch.	Communication and Collaboration Personal Development and Leadership
Strand 5: Using Writing Conventions/Grammar Usage Sub-strand 10: Using Adjectives in Sentences Appropriately		
Content Standard	Indicators	Core Competencies
<b>B6.5.5.1. Demonstrate understanding of adjectives in speech and in writing.</b>	<b>B6.5.5.1.1.</b> Use adjectives in sentences appropriately.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership
Strand 3: Grammar usage at word and phrase levels Sub-strand 5: Verbs		
Content Standard	Indicators	Core Competencies
<b>B6. 3.5.1. Apply the knowledge of verbs in communication.</b>	<b>B6.3.5.1.1.</b> Use different types of verbs (main verb and helping verb-modal auxiliary).	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem-solving
Strand 4: Writing Sub-strand 12: Descriptive Writing		
Content Standard	Indicators	Core Competencies
<b>B6.4.12.1. Demonstrate knowledge of descriptive words/expressions in writing.</b>	<b>B6.4.12.1.1.</b> Use descriptive words to describe events/ situations/places and personal experiences.	Collaboration and Communication Critical Thinking and Innovation Personal Development and Leadership
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1. Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership



**Strand 1: Oral Language****Sub–Strand 6: Conversation – Talking about Oneself, Family, People, Customs, Social/Cultural Values and Manners.**

**B6.1.6.1.1.** Describe/ talk about objects/ personalities/ events in the country and the world.

**Conversation:** Engaging in a dialogue about children's safety.

**Teaching Strategies:** Discussion and dialogue

**Teaching/Learning Resources:** Picture on **page 204** of the Learner's Book, a poster of the conversation

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership

**Key Vocabulary:** Intentions, dangerous situations, say no, be careful, safety

**Preparation before class**

Before the lesson, prepare a poster of the conversation.

**Teaching/Learning Activities****Activity 1**

Ask learners to sing a familiar song or recite a rhyme.

1. Display the picture on the board and have learners talk about what they see. What are the two men doing to the girl?
2. Discuss with learners the need to be careful about our safety. Have learners predict what they will learn from the dialogue.

**Activity 2**

1. Display the poster of the conversation or write it on the board.

**Ways of keeping children safe from strangers and neighbours**

**Ama:** Eii Joseph, have you forgotten that we have been taught to be careful with strangers?

**Joseph:** Yes, but we also need to be friends. So what, then, can we do?

**Ama:** Okay, we should always remember to keep safe by being careful with people who are not related to us. And we should not enter the rooms of older boys or girls, men or women.

**Joseph:** Yes, I know. We can also greet people when we meet them and walk away.

**Ama:** You are right. Even in dangerous situations, say no, run away and shout. Shout as loud as you can to tell a trusted adult what happened.

2. In pairs, have learners take turns reading the dialogue with their partners until they can read it alone without looking at the words. Let learners exchange roles in the conversation.

**Activity 3**

1. Let pairs perform the conversation in turns.
2. Let learners state the parts of the conversation they like most and share them. Ask learners to give reasons why they liked those parts.

## Assessment

Have learners answer the following questions with their partners.

- a. According to the dialogue, what are some of the ways to deal with strangers?
- b. What should you do in a dangerous situation?
- c. What do you do if a stranger asks you to take an item to his room?
- d. Socialization is important, but how should we handle it?

### Answers

- a. Some of the ways are:
  - being careful with people who are not related to us.
  - not entering the rooms of older boys and girls, men or women.
  - greeting people we meet and walking away.
- b. In a dangerous situation, say no/shout as loud as you can to tell an adult what happened.
- c. Don't do it/don't enter peoples' rooms.
- d. We should handle socialization with care/ We need to be careful with people we socialize with.

### Additional Practice

Refer learners to **page 105** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub–Strand 7: Comprehension

**B6.2.7.2.3.** Demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion.)

**Teaching Strategies:** Echo reading, pair work, class/group activities and silent reading

**Teaching/Learning Resources:** Word cards, picture on **page 204** of the Learner's Book, sentence cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

**Key Vocabulary:** tread, crumbled, tradition, tunnel, valuable, possible

### Preparation before class

Before the lesson, prepare your picture and sentence cards.

## Teaching/Learning Activities

### Activity 4

1. Ask learners to look at the picture on **page 204** of the Learner's Book 6. Have them discuss the picture. From the discussion, let them predict what the passage is about.
2. Teach and drill the pronunciation of the keywords: **tread**, **crumbled**, **tradition**, **tunnel**, **valuable**, **possible** using the board, word and sentence cards.

### Activity 5

1. In pairs, have learners scan through the text to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of keywords (if necessary) using contexts, demonstration and miming. **DO NOT** copy the new words on the board ahead of time.

### Activity 6

1. Set pre-reading questions on the board to guide learners' reading.
2. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
3. Read the text a second time while learners listen. Discuss the correct answers to the pre-reading questions with learners.

### Activity 7

Have learners read the text silently. Ask them to visualise what is happening in the story.

1. Guide learners systematically using the story read to identify the introduction, body and conclusion.

Example;

**Introduction:** The people of Notsie complain about their predicament.

**Body:** They plan and prepare to escape from Notsie town, quietly at dawn, walking backwards.

**Conclusion:** The joy of a successful escape from the stench of death and evil to new beginnings.

2. Have learners summarise each of these parts and make a summary of the whole text using their part summaries.

Example;

**Introduction:** The people of Notsie complained about the oppression/ abuse/ violence meted to them by their chief. They planned to escape.

**Body:** To facilitate their exit, every time the girls and women washed, they did so near the part of the wall farthest from the guards and poured water on the wall. They did so every single time till that part of the wall crumbled. The people of Notsie escaped through the crumbled wall at dawn quietly. They escaped by walking backwards to confuse the guards.

**Conclusion:** Expression of a successful escape to freedom and the hope of new beginnings.

## Assessment

Let learners read the questions on **page 208** of the Learner's Book 6 and discuss the answers with their partners.

### Answers

- a. Oppression/wickedness/evil/violence/abuse/individual responses
- b. To weaken the wall so they could escape.
- c. Sesi.
- d. To confuse the enemy. It would look like they were walking towards the place, and not away from the place.
- e. Individual responses/The migration of Ewe people from Notsie to Ghana.

### Additional Practice

Refer learners to **page 106** of the Workbook for more exercises.

### Sub-Section B: Letters have Sounds

#### Strand 2: Reading

#### Sub-Strand 2: Phonics

**B6.2.2.1.1.** Read words with ending sounds like “sure” as in measure; “ture” as in creature and “tch” as in stretch.

While learners listen to you, read the following words out loud:

- a. pleasure, closure, leisure, censure
- b. furniture, manufacture, torture, denture, picture
- c. watch, catch, stretch, sketch, match

Have learners read the above words after you.

Have learners sit in pairs to find words that have “sure”, “ture”, and “tch” in them. Let them make sentences with their words and share three of them with the class.

## Section

## C

### Strand 5: Using Writing Conventions/ Grammar Usage

#### Sub–Strand 5: Using Qualifying Words – Adjectives

**B6.5.5.1.1.** Use adjectives in sentences appropriately.

**Teaching Strategies:** Demonstration, explanation and leading questions

**Teaching/Learning Resources:** Word cards and sentence cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

#### Preparation before class

Working as a class, have learners reread the passage and find the following expressions:

**little girl, bleeding scars, evil guards, elder brother, blunt ends.**

#### Teaching/Learning Activities

Ask the learners to raise their hand when they find a word or expression and tell the class in which paragraph and sentence they found it.

Put learners in pairs to read the sentence where each expression is found again. Ask them to look at the words in bold and say what their function is.

They are adjectives that qualify the nouns: girl, scars, guards, brother and ends.

Have learners share their findings with the rest of the class.

Ask the learners to find other examples of words that qualify nouns in the text and share them with the rest of the class.

## Section

## D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub–Strand 5: Verbs

**B6.3.5.1.1.** Use different types of verbs (main verb and helping verb - modal auxiliary verb)

**Teaching Strategies:** Discussion, drill, pair work, class/group activities

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem-Solving.

#### Preparation before class

Before the lesson, prepare your word cards.

## Teaching /Learning Activities

### Activity 8

Review primary auxiliary verbs through examples. Show word cards bearing primary auxiliary verbs to learners for them to identify: **am, is, are, was, were, do, does, did, have, had.**

Ask the learners what the above verbs are called. Let individuals make sentences with the verbs.

List the modal auxiliary verbs on the board. Have pairs of learners take turns to read them aloud.

#### Present

can  
shall  
may  
will

#### Past

could  
should  
might  
would

need to  
must  
ought to  
used to, dare

In pairs, have learners form sentences with modal auxiliary verbs. List their samples on the board. Examples:

- a. We can play football.
- b. You must finish this work today.
- c. They may arrive early.
- d. We should hurry up. etc

Drill the sample sentences on the board using simple repetition (class/groups/pairs/individuals).

Working as a class, guide learners to make sentences with modal auxiliary verbs.

Examples:

- a. I may leave as soon as possible.
- b. You will drive immediately.
- c. He must play before sunset.

Ask learners to write five of their sentences in their exercise books for marking and feedback.

## Section E

### Strand 4: Writing

#### Sub–Strand 12: Descriptive Writing

**B6.4.12.1.1.** Use descriptive words to describe events/situations/places and personal experiences.

**Teaching Strategies:** Demonstration and discussion

**Teaching/Learning Resources:** Sample text

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

**Key Vocabulary:** curse, ancestors, bleeding scars, treads whipped, guards

### Preparation before class

Before the lesson, prepare your word cards. Go online to get the guidelines for joint script writing and practise writing the paragraph in joint script.

## Teaching/Learning Activities

### Penmanship

Show learners how to do hand and wrist exercises for a few minutes. Demonstrate to them the good posture needed for writing.

Guide learners to revise writing letters and words in joint script. Then have learners copy the following text.

*Even for a little girl, I understood. The rules were not written, but we knew them. Take all valuable things. The rest got left behind. No torches. Women should carry as much food as possible. Children should remain silent. But the one rule I thought to be the funniest was the most important.*

*Everyone should escape, walking backwards.*

Mark the books and provide feedback.

### Activity 9

#### Guided Writing – Describing Events In Stories

1. Revise the elements of narratives with learners.
  - Title, characters, setting, plot, storyline, conflict/dialogue.
2. Have learners read the passage on “The Walls of Notsie” again.
3. Read your sample story to learners. In groups, have learners use graphic text organisers to summarise the story. Invite groups to retell the story using their graphic text organiser. Encourage learners to use descriptive words to paint a picture in the minds of the audience.

Write two paragraphs describing how the wicked king of Notsie treated his people. While in their groups, have learners develop their drafts, revise them, edit and publish them for peer feedback.

Ask learners to share their work with the rest of the class.

Collect their exercise books for marking.

#### Additional Practice

Refer learners to **pages 109–110** of the Workbook for more exercises.

#### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

#### Discover more

Have learners watch the video in the QR code on Learner’s Book **page 213** to learn more about auxiliary verbs.

## Homework

Let learners do the given blank filling exercise on Learner's Book **page 214** at home and read the completed sentences to the class.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. Don't associate with people you don't know.
2. Don't enter the rooms of older boys or girls.
3. Don't accept food and drinks or ride from strangers.
4. In dangerous situations, say no, run away and shout as loud as you can.
5. Safe strangers are police officers and firefighters.

### B. Reading

#### Activity 1

1. Not a day goes by that my mother doesn't curse this town and the man who rules it.
2. She thinks I don't notice the tears, the pain in her eyes, the suffering of our people.
3. I see the bleeding scars on my father's feet because he tread on mud and straw mixed with broken glass to make bricks.
4. I can't count all the scars on my elder brother's back from being whipped
5. A small part of the wall that circled the whole town and prevented us from escaping crumbled.
6. The match that lit the light at the end of the tunnel.

### C. Vocabulary

#### Activity 1

**Across:** worthy, year, offence, stacked, brown, again, gain, need, tea, not

**Down:** squat, burn, roaring, end, reason, tin, son

#### Activity 2

Varied answers

### D. Grammar Usage

#### Activity 1

Examples:

1. The students like swimming.
2. We enjoy joking.

#### Activity 2

- |        |         |
|--------|---------|
| 1. has | 5. do   |
| 2. can | 6. are  |
| 3. may | 7. will |
| 4. has | 8. will |

### E. Writing

#### Activity 1

Individual responses



## Unit Overview

This unit is about the use of ICT with an emphasis on computers. It consists of five sections, A-E. Section A focuses on Oral Language Development. Learners will listen to a passage read by their teacher entitled “The Benefits of ICT” and answer questions to demonstrate their listening comprehension skills. Section B is in two parts. In the first part, learners will read the passage entitled “Computers” and answer comprehension questions on it. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds using consonant blends (/br/ and /bl/). Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D with emphasis on the learner’s ability to identify subject-verb agreement involving indefinite pronouns. Section E ends the unit. Learners will punctuate a given text with quotation marks, emphasizing direct speech or quotations. In addition, learners will write a parallel poem on computers.

## Learning Outcomes

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

Strand 1: Oral Language Sub-strand 7: Listening Comprehension		
Content Standard	Indicators	Core Competencies
<b>B6.1.7.1. Use appropriate skills and strategies to process meaning from texts.</b>	<b>B6.1.7.1.4.</b> Use background knowledge to understand and build new knowledge while listening to informational text.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem-solving
Strand 2: Reading Sub-strand 9: Fluency		
Content Standard	Indicators	Core Competencies
<b>B6.2.9.1. Read fluently to enhance comprehension.</b>	<b>B6.2.9.1.1.</b> Read grade- level text with meaning <b>B6.2.9.1.2.</b> Read aloud with expressions that reflect the author’s purpose and meaning.	Communication and Collaboration

Sub-strand 5: Blends and Consonant Clusters		
Content Standard	Indicators	Core Competencies
<b>B6.2.5.1. Identify and use consonant blends and clusters in reading.</b>	<b>B6.2.5.1.1.</b> Orally produce three-syllable words by blending sounds (phonemes) including consonant blends.	Communication and Collaboration Personal development and Leadership Creativity and Innovation Critical Thinking and Problem-solving
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6. 2.6.1. Understand word meanings and usage.</b>	<b>B6.2.6.1.1</b> Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words appropriately in spoken and written communication.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-strand 5: Verbs		
Content Standard	Indicators	Core Competencies
<b>B6.3.5.1. Apply the knowledge of verbs in communication.</b>	<b>B6.3.5.1.2.</b> Use appropriate subject-verb agreement (indefinite pronouns-singular/plural).	Creativity and Innovation Communication and Collaboration Personal development and Leadership Critical Thinking and Problem-solving
Strand 4: Writing		
Sub-strand 11: Creative/Free writing		
Content Standard	Indicators	Core Competencies
<b>B6. 4.11.1. Create words.</b>	<b>B6.4.11.1.2.</b> Write poems using ideas from poems and imaginative texts read or viewed.	Collaboration and Communication Creativity and Innovation Personal Development and Leadership Critical thinking and Problem-solving

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1.</b> Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

## Section A

### Strand 1: Oral Language

#### Sub-Strand 7: Listening Comprehension

**B6.1.7.1.4.** Use background knowledge to understand and build new knowledge while listening to informational text.

**Listening Comprehension:** Benefits of ICT to students

**Teaching Strategies:** Echo reading, pair work, class/group activities

**Teaching/Learning Resources:** Picture on **page 216** of the Learner's Book

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving

**Key Vocabulary:** ICT, benefits, resources

#### Preparation before class

Before the lesson, make a list of the benefits of ICT on cards.

### Teaching/Learning Activities

#### Activity 1

Let learners sing a familiar song or recite a poem related to the lesson.

1. Display the picture on the board and talk about the people in the picture and what they are doing. Can they also do it? How useful is the activity going on in the picture? Let learners predict what the text will be about.

#### Activity 2

2. Read aloud the text while the learners listen attentively.

### Benefits of ICT to students

ICT stands for Information and Communication Technology. It refers to the use of computer devices and other communication media to exchange information. Incorporating ICT resources in learning can offer several benefits to learners.

A major advantage of ICT is the provision of learning materials compiled by experts. Through ICT, learners can easily access information on various subjects, including science, mathematics, arts, and more, allowing them to expand their knowledge.

In addition to providing learning materials, ICT also prepares learners for a workplace where computers, the internet, and related technologies are essential skills.

Another benefit of ICT is that it motivates and encourages learners to become independent learners. Most ICT tools, such as computers, television, and the internet, combine text, sound, and colourful images that foster engaging learning experiences. With these ICT programs, learners can grasp complex topics with little or no guidance from a teacher.

### Activity 3

Lead learners to discuss the benefits of ICT.

Encourage learners to identify and share the parts of the text they enjoyed with each other.

Foster an interactive learner discussion by asking them to give reasons why they enjoyed certain parts of the text.

### Assessment

Have learners answer the following questions orally.

- a. What is the full term for ICT?
- b. Mention the benefits of ICT stated in the text.
- c. How does ICT help in the provision of learning materials?
- d. Can ICT help prepare the student for a workplace? How?

### Answers

- a. Information and Communication Technology.
- b. The benefits are:
  - The provision of learning materials.
  - Easy access to information on all the subjects.
  - It helps prepare the student for a workplace.
  - It motivates and encourages learners to learn on their own.

### Additional Practice

Refer learners to **page 111** of the Workbook for more exercises.

**Strand 1: Reading****Sub–Strand 9: Fluency**

**B6.2.9.1.1.** Read grade-level text with meaning .

**B6.2.9.1.2.** Read aloud with expressions that reflect the author’s purpose and meaning.

**Teaching Strategies:** Echo reading, pair work, silent reading, class/group activities

**Teaching/Learning Resources:** Word cards and the picture in the Learner’s Book, **page 217**

**Core Competencies:** Communication and Collaboration, Development and Leadership, Creativity and Innovation

**Key Vocabulary:** heaps, designed, forecasting, simulations, mainframe, expensive

**Preparation before class**

Before the lesson, prepare your picture and word cards.

**Teaching/Learning Activities****Activity 3**

1. Discuss the picture on **page 217** in the Learner’s Book with learners. Allow learners to talk about what people in the picture are doing. Do they also work with machines like these? What for?
2. Teach and drill the pronunciation of the keywords: **heaps, designed, forecasting, simulations, mainframe, expensive.**

**Activity 4**

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of keywords (if necessary) using contexts, demonstration and miming.

**Activity 5**

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.

Read the text a second time while learners listen. Ask learners to visualise what is happening in the story.

Discuss the text with learners.

**Activity 6**

In pairs, have learners read the passage aloud to each other.

Ask them to pay attention to punctuation marks, words, sentences and paragraphs.

**Assessment**

Let learners read the questions on **page 219** of the Learner’s Book 6 and discuss the answers with their partners.

## Answers

- a. Laptop
- b. Laptops, desktops, tablets and smart phones that are for one person's use.
- c. Mainframe computers are useful for taking a census, business transactions, e-commerce and consumer statistics.
- d. This is because we are living in a computer age so they must become computer literate/they will need it in future/for job placement.
- e. Microcomputer.
- f. They were supposed to "compute" complex mathematical problems accurately.

### Sub-Section B: Letters have Sounds: "br" and "bl" sounds

#### Strand 2: Reading

##### Sub-Strand 5: Blends and Consonant Clusters

**B6.2.5.1.1.** Orally produce three-syllable words by blending sounds (phonemes), including consonant blends.

Have learners sing the "ABC" song.

Working as a class, read the target words for learners to listen.

– broom, brown, brush, break, bright, brief

– blame, blow, blouse, blend, bliss, blue, bless

Have learners blend and read the words after you.

Have learners sit in pairs and find words with "br" and "bl" sounds.

Let them make sentences with their words and present four of them to the class.

#### Additional Practice

Refer learners to **pages 111–112** of the Workbook for more exercises.

## Section C

#### Strand 2: Reading

##### Sub-Strand 6: Vocabulary

**B6.2.6.1.1.** Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication.

**Teaching Strategies:** Demonstration, explanation and leading questions

**Teach/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving.

#### Preparation before class

Before the lesson, prepare your word cards.

## Teaching/Learning Activities

### 1. Sentence completion

Ask the class to read the passage again and find the following words and expressions: **information, computers, tablets, special, personal, become, knowledge**. Ask the learners to raise their hand when they find a word and tell the class in which paragraph and sentence they found it. Put learners in pairs and ask them to read the sentence where the word was found again.

Ask them to think about the meanings of the words and to share their ideas with the rest of the class. Still in pairs, ask learners to complete the given sentences with the appropriate words. (Refer to **pages 220–221** of the Learner's Book 6.)

### Answers

- a. computers
- b. special
- c. personal
- d. tablets
- e. knowledge
- f. information
- g. become

### 2. Spellings

Have learners work in pairs. Let them rearrange the jumbled letters to form the correct words and then ask the rest of the class if they agree. Learners then write the correct words in their exercise books.

### Answers

- a. literate
- b. computer
- c. weather
- d. airlines
- e. machines
- f. carried

### Additional Practice

Refer learners to **page 113** of the Workbook for more exercises.

**Strand 3: Grammar Usage at Word and Phrase Levels****Sub-Strand 5: Verbs****B6.3.5.1.2.** Use appropriate subject-verb agreement (indefinite pronouns, singular/ plural)

Subject-verb agreement

**Teaching Strategies:** Discussion, modeling, pair work, class/group activities**Teaching/Learning Resources:** Word cards, sentence cards and substitution table**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Critical Thinking and Problem-Solving, Personal Development and Leadership**Key Vocabulary:** everyone, nobody, anyone, each, somebody**Preparation before class**

Before the lesson, prepare your word cards, sentence cards and substitution table.

**Teaching/Learning Activities****Activity 8**

1. Working as a class, review subjects and verbs. Write sentences on the board for learners to identify the subjects and verbs.

Examples:

- a. The computer is a very useful machine for business.
- b. These are fairly big computers.
- c. Microcomputers differ in size.
- d. All businesses need people who know about computers.

Drill the above sample sentences from sentence cards as well as the board.

2. Still working as a class, write the following sentences on the board. Have learners read through them, then use the samples to discuss indefinite pronouns and their subject/verb agreement.
  - a. Somebody has stolen my money.
  - b. Anyone who steals gets punishment.
  - c. Nobody greets me at work.
  - d. Each student was given a laptop.

Singular Indefinite pronouns take the singular form of verbs as in the examples above.

Explain that in sentences a. and d. the subjects agree with the forms of the verbs. This is known as subject-verb agreement.

2. Using other sample sentences, lead learners to identify and understand the rules for subject-verb agreement. The rules are as follows:
  - a. The verb must agree with its subject.
  - b. A singular subject goes with a singular verb.

Examples:

- The computer has many issues.
- A smaller type of microcomputer is the laptop.



- c. A plural subject goes with a plural verb.

Examples:

- All businesses need people who have knowledge of computers.
- Most businesses use heaps of paper.

In pairs, let learners reread the passage in this unit to find sample sentences showing subject-verb agreement. Have them share their sentences with the rest of the class.

1. Have learners make sentences from a substitution table.

John Esi	serves cooks prepares	yam. banku. oats. beans.
The ladies The chefs	cook prepare serve	

Examples: a. John cooks banku.

b. The ladies cook yams.

2. Learners write five of their sentences in their exercise books for marking.

## Assessment

3. Refer the learners to **page 213** of the Learner's Book to do Exercise 3. Let them take turns to orally choose the correct verb to agree with the subject. Ask them to complete the work in their exercise books.

## Answers

- a. is                      c. has                      e. is  
b. has                    d. is

## Additional Practice

Refer learners to **pages 113–114** of the Workbook for more exercises.

**Strand 4: Writing****Sub–Strand 11: Creative/Free Writing**

**B6.4.11.1.2.:** Write poems using ideas from poems and imaginative texts read or viewed.

**Strand 5: Using Writing Conventions/Grammar Usage****Sub–Strand 2: Using Punctuation**

**B6.5.2.1.1.:** Use quotation marks to indicate direct speech.

**Creative Writing**

**Teaching Strategies:** Discussion and copying

**Teaching/Learning Resources:** Sample poem

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership

**Key Vocabulary:** quotation marks (“ ”), direct speech, computers

**Preparation before class**

Before the lesson, prepare your sample text.

**Teaching/Learning Activities****Penmanship**

1. Revise the punctuation marks treated before (comma, question mark, full stop): Give samples of relevant texts to groups of learners to identify the punctuation marks used.  
Examples:
  - i. This is Esi’s bag.
  - ii. Where are you going?
  - iii. The learners are good.
  - iv. John, leave me alone!
2. Write a text on the board, leaving out the target punctuation marks. Have the class punctuate it. Let them say why we use quotation marks.
3. Let learners punctuate the sample text with quotation marks and write it in their exercise books. Refer to **page 223** of the Learner’s Book for the text.

**Answer**

Kofi and Yaw visited a shop in Accra to buy a pair of leather shoes, a shirt and some books. Kofi asked the shopkeeper, “Do you have leather slippers?”

“Yes,” said the shopkeeper, “you can find them on the shelf to your right.”

“Thank you,” Kofi said, “I also want to buy a shirt and some books.”

The shopkeeper showed Kofi the items. Then Yaw asked, “How much do they cost?”

**Additional Practice**

Refer learners to **page 115** of the Workbook for more exercises.

## Activity 9

### Guided Writing – Creative Writing

1. Copy the poem on **page 223** of Learner's Book 6 on a manila card and hang it on the board.
2. Lead learners to learn to recite it.
3. Discuss the sentences of the poem to help learners understand its meaning.
  - The poem is about the use of computers.
  - Computers serve as friends.
  - They are complex because of the numerous things they can do without getting tired or bored.
  - They help us plan and organise our day ahead of time.
  - They stay awake receiving messages and calls.
4. Read your parallel poems on computers to the class. Put learners in groups to create a similar poem on what computers do for them. For example
  - calculation of figures,
  - alarm clock to wake them up,
  - research,
  - wristwatch to keep to time, etc

Get learners to write their first draft, revise, edit and publish their works.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Watch the video in the QR code on Learner's Book **page 224** with learners and have them discuss what they have learnt about subject-verb agreement.

### Homework

Let learners write a few paragraphs about the benefits of computers after re-reading the passage "Computers" in this unit.

## Workbook Answers

### A. Oral Language

#### Activity 1

Individual responses

### B. Reading

#### Activity 1

1. The microcomputer.
2. Most businesses used heaps of paper and stored piles of files.
3. Because each type is designed for special uses.
4. They are used for national or international purposes.
5. Workstation computers are used by engineers and scientists.
6. Because learners will need it in future/We are living in a computer age.
7. Somebody who knows how to use a computer.
8. We are living in a computer age.

#### Activity 2

1. brand, brown, breed,
2. bliss, blank, bless, etc.
3. blow
4. bright

### C. Vocabulary

#### Activity 1

- |                |                  |
|----------------|------------------|
| 1. organise    | 11. instructions |
| 2. essential   | 12. installed    |
| 3. calculation | 13. size         |
| 4. control     | 14. easily       |
| 5. heaps       | 15. future       |
| 6. appliances  | 16. personal     |
| 7. powerful    | 17. living       |

8. desktop

18. means

9. laptop

19. generally

10. type

20. engineer

### D. Grammar Usage

#### Activity 1

1. Many people in the world know that we have peace.
2. Some of you think that Ghana is rich.
3. Our friends in other countries say that cocoa is a very useful commodity, etc.

#### Activity 2

- |          |            |
|----------|------------|
| 1. wants | 4. works   |
| 2. is    | 5. praises |
| 3. acts  | 6. Is      |

#### Activity 3

1. Adzo is a good girl.
2. The kids at the park are enjoying themselves.

### E. Writing

#### Activity 1

Sarah held her hand and said, "Please don't cry. I can be your friend."

"Thank you very much," said the girl.

"What's your name?" asked Sarah.

"My name is Amina."

"And I'm Sarah. Do you go to school?"

"Yes, I do. I go to Golden Star Primary School and I'm in Basic Six."

### Unit Overview

This unit is about diverse individuals in various locations, each with its unique characteristics. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will focus on listening comprehension exercises to enhance their auditory understanding. They will do this by listening and orally discussing a story entitled “A journey I will never forget”. Section B is in two parts. In the first part learners will read a passage entitled “Other People and Other Places” and answer comprehension questions about it. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of the letter sounds “gl” and “gr” in words. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in section D with emphasis on the learner’s ability to identify collective nouns from given texts and also construct sentences appropriately with them. Section E ends the unit. Learners will copy sentences with collective nouns in joint script and write an essay that reflects their personal journey, discussing who they were in the past, who they are now, and the reason for their transformation.

### Learning Outcomes

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

Strand 1: Oral Language Sub-strand 7: Listening Comprehension		
Content Standard	Indicators	Core Competencies
<b>B6. 1.7.1. Use appropriate skills and strategies to process meaning from texts.</b>	<b>B6.1.7.1.1.</b> Employ think aloud and visualisation strategies to make meaning from level-appropriate texts.	Creativity and Innovation Communication and Collaboration Personal development and Leadership Critical Thinking and Problem-solving
Strand 2: Reading Sub-strand 8: Silent reading		
Content Standard	Indicators	Core Competencies
<b>B6. 2.8.1. Construct meaning from text read.</b>	<b>B6.2.8.1.1.</b> Read silently and reasonably for meaning from a level-appropriate text. <b>B6.2.8.1.3.</b> Ask and answer questions based on the passage read.	Communication and Collaboration Critical Thinking

Sub-strand 5: Blends and consonant clusters		
Content Standard	Indicators	Core Competencies
<b>B6. 2.5.1. Identify and use consonant blends and clusters in reading.</b>	<b>B6.2.5.1.1.</b> Orally produce three-syllable words by blending sounds (phonemes) including consonant blends.	Communication and Collaboration Personal Development and leadership Creativity and Innovation Critical Thinking and Problem-solving
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.2. Build vocabulary.</b>	<b>B6.2.6.2.1.</b> Develop a rich vocabulary stock through extensive reading of age-appropriate text: substituting selected nouns and adjectives with synonyms/ near synonyms.	Communication and Collaboration Personal Development and Leadership
Strand 3: Grammar usage at word phrase levels		
Sub-strand 5: verbs		
Content Standard	Indicators	Core Competencies
<b>B6.3.5.1. Apply the knowledge of verbs in communication.</b>	<b>B6.3.5.1.2.</b> Use appropriate subject-verb agreement (collective nouns).	Creativity and innovation Communication and Collaboration Personal Development and Leadership
Strand 4: Writing		
Sub-strand 9: Narrative Writing		
Content Standard	Indicators	Core Competencies
<b>B6. 4. 9. 3. Apply strategies for improving drafts for publishing.</b>	<b>B6.4.9.3.2.</b> Edit/proofread draft, checking capitalisation usage, punctuation and spelling.	Creativity and Innovation Communication and Collaboration Personal development and Leadership Critical Thinking and Problem-solving

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1.</b> Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

## Section A

### Strand 1: Oral Language

#### Sub–Strand 7: Listening Comprehension

**B6.1.7.1.1.** Employ think aloud and visualization strategies to make meaning from level-appropriate texts.

**Listening Comprehension:** A journey I will never forget

**Teaching Strategies:** Echo reading, pair work, class activity

**Teaching/Learning Resources:** Picture showing different scenes

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving

**Key Vocabulary:** trip, peers, scheduled, meticulously, residents, terminal, destination

#### Preparation before class

Before the lesson, prepare your picture.

### Teaching/Learning Activities

#### Activity 1

1. Begin the lesson by asking questions about visits. Let learners talk about their journeys: preparations they made towards the visit, the purpose of the visit, what happened and the result of the visit.
2. While learners listen attentively, read the text out aloud.

#### **A journey I will never forget**

During one Christmas holiday, I embarked on a journey to Kesepong, a town situated in the western part of Ghana. The purpose of this trip was to visit a family friend whose children were my peers in primary school.

With the visit scheduled to last a week, I made thorough preparations, ensuring I packed sufficient clothing and enough money for sightseeing. Additionally, I purchased my ticket well in advance.

On the day of travel, my parents accompanied me to the state transport bus terminal at Ajeni, where we boarded the bus at dawn, and the journey commenced. By the grace and mercy of God, I reached my destination safely.

Upon arriving in Kesepong, I was taken aback by the town's immaculate appearance and the lush green scenery. The residents had meticulously planted hedges and flowers in rows, adding beauty to their streets and houses. The women took pride in keeping their compounds and surroundings impeccably clean every morning.

Furthermore, I noticed that the people highly valued courtesy. For instance, as soon as I alighted from a taxi, one of the local men quickly approached me and willingly helped carry my bag from the vehicle, playfully pretending it was very heavy.

Upon reaching my host's home, a small crowd had already gathered. They engaged in a lively stream of conversation, chattering excitedly and laughing. They either stared at me with politeness or warmly welcomed me. I could sense the pride in their eyes, knowing that I had chosen to visit their town and that the youth there could learn from my presence.

My host explained that they might be considered poor and ignorant, but they recognized a good thing when they saw it, even if it seemed beyond their reach. They believed that my visit would bring positive changes to the lives of the youth in Kesepong. Hearing this, I felt overwhelmed with happiness and appreciation, knowing that the citizens valued my visit so deeply.

## Activity 2

Let learners answer questions about the story. Then retell the story to the class. Refer learners to **page 227** of the Learner's Book for the questions.

### Answers

- a. She/he was travelling to Kesepong.
- b.
  - i. She/he packed sufficient clothing and money for sight-seeing.
  - ii. She bought her ticket in advance.
- c. It was to visit a family friend.
- d. Yes.
  - i. He/She saw that the people there kept neat and beautiful surroundings.
  - ii. They were friendly and helpful.
  - iii. They warmly welcomed her.
  - iv. They showed politeness.
- e. Polite behaviour/harmony among citizens/regard for each other/care for other people/ appreciation, etc.
- f. Individual responses



## Additional Practice

Refer learners to **page 116** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub–Strand 8: Silent Reading

**B6.2.8.1.1** Read silently and attentively to make meaning from a level-appropriate text.

**B6.2.8.1.3.** Ask and answer questions based on the passage read.

**Teaching Strategies:** Echo reading, pair work, class/group activities, silent reading and discussion.

**Teaching/Learning Resources:** Word cards, picture in the Learner's Book **page 228**, sentence cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking

**Key Vocabulary:** amazing, adage, fraction, estimated, diverse, discriminate, comparison, appreciated

#### Preparation before class

Before the lesson, make a large copy of the picture on **page 228** of the Learner's Book 6 for more co-operative picture reading activity.

### Teaching/Learning Activities

#### Activity 3

1. Begin the lesson by discussing the picture on **page 228** of the Learner's Book 6. Allow learners to talk about what they see and predict the topic of the passage.

#### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of keywords (if necessary) using contexts, demonstration, and miming.

#### Activity 5

1. Have pre-reading questions written on the board. For example, How do other children differ from each other? Mention the different types of skin people have.
2. While learners listen attentively, read the text aloud and ask them to check the correctness of their ideas with the rest of the class.  
Read the text a second time while learners listen. Discuss the correct answers to the pre-reading questions with learners.

## Activity 6

1. Have learners read the text silently.
2. Ask learners to visualise what is happening in the story.

## Assessment

Let learners read each of the questions on **page 230** of the Learner's Book 6 and discuss the answers with their partners.

### Answers

- a. Over seventy ethnic groups.
- b. Over three thousand languages are spoken in Africa.
- c. They migrated from northern parts of Africa, where tall height is fairly common.
- d. Amedzofe, Volta Region
- e. Individual responses
- f. Individual responses

**Sub-Section B: Letters have Sounds: “gl” and “gr” sounds**

**Strand 2: Reading**

**Sub–Strand 5: Blends and Consonant Clusters**

**B6.2.5.1.1.** Orally produce three-syllable words by blending sounds (phonemes), including consonant blends.

End the reading session with this activity.

Have learners sing the “ABC” song.

While learners listen to you, blend the letters in the following words and read the words out loud.

– glow, gloss, glide, glory, globe, gland

– great, grows, group, grind, ground, grape

Have the learners blend and read the words after you.

Have Learners sit in pairs and find words that have the target sounds in them. Let learners make sentences with their words and present four of them to the class.

### Additional Practice

Refer learners to **page 117** of the Workbook for more exercises.

**Strand 2: Reading****Sub–Strand 6: Vocabulary**

**B6.2.6.2.1.** Develop a rich vocabulary stock through extensive reading of age-appropriate text: substituting selected nouns, verbs and adjectives in a text with synonyms/ near-synonyms.

**Teaching Strategies:** Demonstration, explanation, leading questions, pair work, class activities

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem-Solving

**Preparation before class**

Before the lesson, prepare your word and sentence cards.

**Teaching/Learning Activities****1. Completion of Sentences** (on **page 231** of the Learner's Book)

Let learners reread the text in this unit and find the given sentences. Ask them to put up their hands when they find any of them and to tell the class the paragraph in which they find it. Have learners read the sentences again.

Let learners, in pairs, read the target sentences from sentence cards.

Let individuals take turns filling the blank spaces with the appropriate words.

**Answers**

- a. The world is huge, beautiful and vast and full of so many amazing people and places.
- b. Ghana only represents a tiny fraction of the African continent.
- c. With this little amount of information, can you tell how diverse the continent on which we find ourselves is?
- d. There are many different races of human beings, of different skin colours and other characteristics.
- e. We also live in the most amazing places.

**2. Finding meanings of given words**

In pairs, have learners reread the passage in this unit to find the following words: **adage**, **boast**, **fraction**, **estimated**, **diverse**, **grasping**.

Have learners direct their classmates to the paragraph in which each word is found. After this, let the class repeat such words on words cards.

Now let learners sit in pairs to write the meanings of the given words.

Let learners copy the words and their meanings in their exercise books.

## Answers

- a. adage – a condensed but memorable saying embodying some important facts of experience that are taken as true by many people
- b. boast – show off, especially with exaggeration
- c. fraction – a small part or item forming a piece of a whole
- d. estimated – judge to be probable
- e. diverse – distinctly dissimilar or unlike
- f. grasping – understanding with difficulty

## Section D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub–Strand 5: Verbs

**B6.3.5.1.2.** Use appropriate subject-verb agreement (Collective nouns)

#### Subject-Verb agreement, involving indefinite and collective nouns

**Teaching Strategies:** Discussion, repetition, pair work, class/group activities

**Teaching/Learning Resources:** Word cards and sentence cards

**Core Competencies:** Critical Thinking and Problem-Solving, Collaboration and Communication, Creativity and Innovation

**Key Vocabulary:** indefinite pronouns, collective nouns

#### Preparation before class

Before the lesson, prepare your word and sentence cards.

### Teaching/Learning Activities

#### Activity 8

1. Revise subject-verb agreement involving indefinite pronouns in the previous unit.
2. Working as a class, lead a discussion on indefinite pronouns (no one, everybody, any-one, nothing, something, and anybody).  
When indefinite pronouns are used as subjects of sentences, they take the singular forms of verbs.  
Examples:
  - a. Nobody likes me.
  - b. Everybody works for money.
  - c. Someone has taken my books.
4. Review collective nouns with learners: let them give examples, such as a crowd, a bevy of ladies, a swarm of bees, staff, family.
5. Working as a class, lead learners to understand that a collective subject goes with a singular verb.  
Examples: a. The Ministerial convoy has arrived.

- b. A flock of sheep feeds on this field.
  - c. A bouquet of flowers is sold at a high price.
  - d. The crew on the ship works hard.
6. Have pairs of learners read the sample sentences several times.
  7. In pairs, ask learners to read through the sample sentences on the board several times and identify the subjects and verbs in them.
  8. Have learners sit in pairs to make sentences with the following collective nouns and indefinite pronouns;
    - crowd, audience, herd of cattle, a bevy of ladies, a swarm of bees, staff
    - everybody, somebody, nothing
 Ask learners to write sentences and present them to the class.  
 Let learners write four of their sentences in their exercise books.

### Reflection

Let learners say what they learnt from the lesson.

### Additional Practice

Refer learners to **page 119–120** of the Workbook for more exercises.

## Section E

### Strand 4: Writing

#### Sub–Strand 9: Narrative Writing

**B6.4.9.3.2.:** Editing/proofread draft, checking capitalisation usage, punctuation and spelling.

#### Composition: Reflective writing

**Teaching Strategies:** Modeling, brainstorming and discussion

**Teaching/Learning Resources:** Sample Essay

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem-Solving

**Key Vocabulary:** reflexive, condition before, effect, change

#### Preparation before class

Before the lesson, prepare your sample essay.

### Teaching/Learning Activities

#### Activity 9

#### Guided Writing - Reflective Writing

1. Discuss with learners the meaning of reflective writing. Then have a learner read the sample essay aloud while the others listen.  
 Let learners say what the essay was about.

In their groups, have learners make a list of the following issues about themselves.

- a. How things were.
- b. How things are now.
- c. Why they changed.

**2.** Write some of the learners' suggestions on the board as a guide.

Learners work on their own to draft their essays. They edit and revise their drafts and then copy them into their exercise books.

Invite individual learners to share their work with the rest of the class for feedback from their classmates.

Collect learners' work for marking.

### **Remedial Activity**

Go around to support learners who struggle to write.

### **Reflection**

Have learners say which part of the lesson they enjoyed most. Ask them to give reasons.

### **Additional Practice**

Refer learners to **page 121** of the Workbook for more exercises.

### **Unit Summary**

Go through the unit summary with learners and discuss what they have learnt.

### **Discover more**

Have learners watch the video in the QR code on Learner's Book **page 235** and let them talk about the sample narrative essays they have read/ watched. Then, ask them to write in their own words a story about a journey they made on a rainy day.

### **Homework**

Assign learners the task of doing the given exercise at home and bringing it to class for discussion.

## Workbook Answers

### A. Oral Language

#### Activity 1

Individual responses

### B. Reading

#### Activity 1

1. False
2. False
3. True
4. True
5. False
6. True

#### Activity 2

/gl/	/gr/	/br/
glow	green	broom
gleam	great	brown
glad	grand	bread, etc.

### C. Vocabulary

#### Activity 1

1. Australia
2. America
3. France
4. Belgium
5. Algeria
6. Germany
7. Nigeria
8. England
9. China
10. Ghana

#### Activity 2

1. diverse
2. predecessor
3. estimated
4. amazing
5. grasping
6. discriminate
7. comparison
8. settlement
9. tribes
10. race
11. colours
12. boats
13. tolerated
14. distinguished

### E. Writing

#### Activity 1

1. Everybody likes holidays.
2. Do you know anyone in this town?
3. Something bad has happened to the cat.
4. Nothing will happen to you.
5. Anybody who misbehaves will be punished.
6. No one wants to travel aboard.

**Exercise 1****2. Polite request**

- a. "please, don't whisper to your friend."
- b. "please, don't throw the nuts on the ground".
- c. "please, don't chase the goats."
- d. "please, don't run across the road."
- e. "please, don't take this book away."

**Exercise 2****1. True/False**

- |          |          |
|----------|----------|
| a. True  | d. True  |
| b. False | e. False |
| c. True  | f. False |

**Exercise 3****1.**

bl – black, bled, blood

br – brouse, break, brood

gl – gland, gloss, glass

gr – grade, grim, group

**2. Varied responses****Exercise 4**

- |            |                        |
|------------|------------------------|
| a. older   | d. most beautiful      |
| b. tallest | e. happier             |
| c. hotter  | f. rich/richer/richest |

**Exercise 5****1. A letter to an uncle:**

Answers

Individual responses



### Unit Overview

This unit is about being a responsible citizen. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will sing a patriotic song entitled “Arise Ghana Youth for Your Country” and answer questions about it. Section B is in two parts. In the first part, learners will read a passage entitled “Learning to care for public property” and answer comprehension questions about it. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D with emphasis on the learner’s ability to identify infinite forms of verbs in given texts. Section E ends the unit. Learners will revise punctuation marks and practise inserting them into a text to enhance clarity and coherence as well as write an article for publication.

### Learning Outcomes

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

Strand 1: Oral Language		
Sub – strand 1: Songs		
Content Standard	Indicators	Core Competencies
<b>B6.1.1.1. Demonstrate understanding of variety of songs.</b>	<b>B6.1.1.1.1.</b> Relate the central messages in songs to personal experiences.	Cultural Identity and Global Citizenship
Strand 2: Reading		
Sub – strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B6.2.7.1. Process and comprehend level appropriate texts.</b>	<b>B6.2.7.1.1.</b> Construct meaning from texts. <b>B6.2.7.1.4.</b> Read level – appropriate texts silently and closely for comprehension.	Communication and Collaboration Critical Thinking and Problem Solving
Sub – strand 3: Word Families, Minimal Pairs and Common Digraphs		
Content Standard	Indicators	Core Competencies
<b>B6.2.3.1. Identify rhyming/ ending words and common digraphs.</b>	<b>B6.2.3.1.2.</b> Use words with digraphs to make meaningful sentences.	Communication and Collaboration

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills.</b>	<b>B6.2.6.3.1.</b> Deduce meaning of words from how they relate to one another.	Critical Thinking and Problem Solving Communication and Collaboration
<b>B6.2.6.1. Understanding word meanings and usages.</b>	<b>B6.2.6.1.2.</b> Use the following terms. Compound words, idioms, simile, synonyms, antonyms, etc. in spoken and written expressions.	Creativity and Innovation Communication and Collaboration
Strand 3: Grammar Usage at Word and Phrase Levels Sub – strand 5: Verbs		
Sub-strand 3: Pronouns	Indicators	Core Competencies
<b>B6.3.5.1. Apply the knowledge of verbs in communication.</b>	<b>B6.3.5.1.3.</b> Use different forms of verbs: Infinitive to talk.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving
Strand 4: Writing Sub – strand 14: Expository/Informative Writing		
Content Standard	Indicators	Core Competencies
<b>B6.4.14.1.2. Write the event of the day.</b>	<b>B6.4.14.2.1.</b> Write articles on varied topics.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving
Strand 5: Using Writing Conventions/Grammar Usage Sub – strand 1: Using Capitalisation		
Content Standard	Indicators	Core Competencies
<b>B6.5.1.1. Use capital letters to start the first word in direct speech.</b>	<b>B6.5.1.1.1.</b> Follow appropriate mechanical convention.	Creativity and Innovation

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1.</b> <b>Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

## Section A

### Strand 1: Oral Language

#### Sub-Strand 1: Songs

**B6.1.1.1.1.** Relate the central messages in songs to personal experiences.

#### **Song: Arise Ghana Youth for Your Country**

**Teaching Strategies:** Singing, discussion, pair work, class/group activities.

**Teaching/Learning Resources:** Picture of the Ghana Flag, the patriotic song on a poster.

**Core Competencies:** Communication and Collaboration, Cultural Identity and Global Citizenship

**Key Vocabulary:** arise, nation, devotion, uphold, motherland

#### **Preparation before class**

Before the lesson, prepare a poster of the song.

### Teaching/Learning Activities

#### **Activity 1**

Let learners sing the National Anthem and explain the message they get from it.

1. Display a picture of the Ghana Flag and have learners talk about it. What does the flag signify? What do the colours mean?
2. Take learners through the words of the song, line by line. Show the poster of the song or write it on the board. The learners should read the lines after you several times. Then, let them read with you in unison. Have learners read the lines in pairs, class and individuals.
3. Have learners listen to the song as you sing it. Let them sing with you and then on their own as a class.  
Ask learners to take turns singing the song in pairs.

#### **Activity 2**

1. Allow learners to sing the song until they can sing it without looking at the words.
2. Let learners say which parts of the song they enjoyed most. Let learners give reasons why they enjoyed those parts.

## Assessment

Have learners answer the questions in the Learner's Book on **page 240** with their partners.

### Answers

3. a. Someone who is devoted to the service of his/her country.
- b. It calls us to work hard/be committed to what goes on in our country.
- c. We must be united/we should help build the nation, etc.

### Additional Practice

Refer learners to **page 122** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 7: Comprehension

**B6.2.7.1.1.** Construct meaning from texts

**B6.2.7.1.4.** Read level-appropriate texts silently closely for comprehension.

**Teaching Strategies:** Echo Reading, pair work, class/group activities

**Teaching/Learning Resources:** word cards, picture

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving.

**Key Vocabulary:** responsible, public, democratic, property, earnestly

#### Preparation before class

Before the lesson, prepare the picture and word cards.

### Teaching/Learning Activities

#### Activity 3

1. Start the lesson by discussing the picture on **page 240** of the Learner's Book 6. Allow learners to talk about what they see and predict the topic of the lesson.
2. Teach and drill the pronunciation of the keywords: **responsible, public, democratic, property, earnestly**

#### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of keywords (if necessary) using contexts, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time).

### Activity 5

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.  
Have learners read the text after you several times (echo reading).

### Activity 6

Ask learners to read the text silently to themselves.  
They should visualise what is happening in the story as they read.

## Assessment

- a. Have individual learners take turns reading the text aloud to the class character by character.
- b. Let learners read each of the questions below and discuss their answers with their partners. (Refer to the Learner's Book **pages 242–243**.)

### Answers

- a. Public property belongs to other people, the general public or the government.
- b. Some people do not handle public property with care/they destroy it.
- c. No, the government is not an outsider.
- d. Government property is our property.
- e. A democratic country elects its rulers/to rule the country for a limited time).
- f. Ask learners to give suggestions.

### Sub-section B: Letters have Sounds

#### Strand 2: Reading

#### Sub-strand 3: Word families, minimal, and common digraphs

**B6.2.3.1.2.** Use words with digraphs to make meaningful sentences.

End the reading session with this activity. Have learners listen while you read the following words: **chip, choice, chit, cheese, photo, phone, Philip, prophet, white, which, whale, when.**

Have the learners read the words after you.

2. a. Have learners sit in pairs to circle the correct sound in each box (see **page 243** of the Learner's Book).

### Answers

chain	Ct <b>ch</b> sh
ship	<b>Sh</b> ph wh
physical	Ch <b>ph</b> sh
whale	<b>Wh</b> sh ch

- b. Let individuals make sentences with the words in the box and share them with the rest of the class.

### Additional Practice

Refer learners to **pages 123–124** of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub-strand 6: Vocabulary

**B6.2.6.3.1.** Deduce meaning of words from how they relate to the another.

**B6.2.6.1.2.** Use the following terms: Compound words, idioms, simile, synonym, Antonym etc. in spoken and written expressions

**Teaching Strategies:** Demonstration, explanation, leading questions

**Teaching/Learning Resources:** word cards, sentence cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

#### Preparation before class

Before the lesson, prepare your word/sentence cards.

### Teaching/Learning Activities

#### 1. Completion of sentences (Learner's Book, **page 244**)

In pairs, have learners read the text again to find the words in the box and read the sentences that contain them.

Have learners take turns filling in the blanks with the appropriate word from the box.

### Answers

- |           |                           |
|-----------|---------------------------|
| a. public | e. outsider               |
| b. value  | f. property               |
| c. proper | g. i. electricity         |
| d. party  | ii. places of convenience |

#### 2. Have learners reread the passage and find the following words: **responsible, damage, controlling, value, democratic, utilities.**

Ask them to show by hand if they find any of the words and to tell the class the paragraph in which they find it.

Ask learners to read the sentence in which each word is found in pairs. Have them think about the meaning of the word and share their ideas with the class. Let learners do the exercise as homework. They should write the given words and their meanings in their exercise books.

## Answers

- Responsible – in charge
- Damage – destroy
- Controlling – having the power or authority to do something
- Value – importance/usefulness
- Democratic – a system where leaders are chosen or decisions are taken by voting
- Utilities – important services like water, electricity or gas that are provided for everyone

### 3. a. Compound nouns

Working as a class, have learners read the sample compound nouns after you.

As one word: bedroom, cupboard, mailbox, classmate

As one word with a hyphen: sister-in-law, great-grandfather

As two words: washing machine, dining hall

With leading questions, help the learners to describe a compound noun (a new word made by joining two words).

- b. Have learners take turns identifying the compound nouns in the following sentences.
  - c. My great-grandfather had ten children.
  - d. You will see me at the playground tomorrow.
  - e. Self-discipline is very necessary.
  - f. We watch TV in the living-room
  - g. His brother is the Defence Minister of Ghana.

## Answers

- a. great-grandfather
- b. playground
- c. self-discipline
- d. living-room
- e. Defence Minister

### Additional Practice

Refer learners to **pages 124–125** of the Workbook for more exercises.

**Strand 3: Grammar Usage at Word and Phrase Levels****Sub-strand 5: Verbs**

**B6.3.5.1.3.** Use different forms of verbs: Infinitive to talk about personal activities.

**Teaching Strategies:** Discussion, drill, repetition, demonstration.

**Teaching/Learning Resources:** word cards, substitution table, sentence cards.

**Core Competencies:** Communication and Collaboration, Creativity and Innovation

**Preparation before class**

Before the lesson, prepare your word cards and sentence cards.

**Teaching/Learning Activities****Activity 8**

1. Review verbs in general by asking learners to identify them in sentences. Examples:
  - a. They write notes every day.
  - b. People always donate to the orphanage.
2. Put sample sentences on the board for learners to read. Let them identify the verbs.
  - a. Dora and Mary wanted to visit their friend.
  - b. Would you like to go with me?
  - c. I want to write you a letter.
  - d. Let me help you to cross the gutter.
3. Lead learners to realise that the verbs that are underlined are called infinitive verbs. An infinitive verb begins with “to”.
4. In pairs, have learners read examples of sentences to each other and identify the verbs.
  - a. I want to go home early
  - b. The boys decided to leave the room.
  - c. We went there to collect our money.
4. Have learners read sample infinitive verbs on word cards and sentence cards.
5. Still working as a class, let learners make sentences from a substitution table. (See **page 245** of the Learner’s Book.)
6. Have learners write five of their sentences in their exercise books.  
Let individual learners present their answers for class discussion.

**Reflection**

Ask learners to say what they learnt from the lesson. Which part of the lesson did they enjoy and why?

**Additional Practice**

Refer learners to **page 126** of the Workbook for more exercises.



**Strand 4: Writing****Sub–Strand 14: Expository/Informative Writing****B6.4.14.2.1:** Write articles on varied topics.**STRAND 5: Using Writing Conventions/Grammar Usage****Sub – Strand 1: Using Capitalisation****B6.5.1.1.1:** Follow appropriate mechanical convention.**Punctuation: Capital letters, commas and question marks****Teaching Strategies:** Discussion, modelling, pair work, class work, activities**Teaching/Learning Resources:** A model text**Core Competencies:** Creativity and Innovation, communication and collaboration, personal development and leadership**Key Vocabulary:** capital letters, commas, question marks**Preparation before class**

Before the lesson, prepare your model text.

**Teaching/Learning Activities****Penmanship**

1. Review the target punctuation marks with learners. Give examples of relevant texts to groups of learners to identify the punctuation marks used.

Examples:

Kofi: How old are you?

Teacher: Who can answer Aku's question?

Yaw: Sir, thinking or saying the government is an outsider does not make sense.

2. Let learners rewrite the sample text putting in the right punctuation marks where they have been omitted. (**page 246** of the Learner's Book)

**Answers**Akosua: When people say property is ragged not carried government is dragged what do they mean?

Teacher: Yes, this stupid statement shows the bad opinions some people have about what is meant by "government". They mean one needs but treat government well. What must we do to public utilities.

3. Collect learner's exercise books for marking. Give feedback afterwards.

**Additional Practice**Refer learners to **pages 126–127** of the Workbook for more exercises.

## Activity 9

### Guided Writing – Article Writing

1. Give a scenario (like the one in learners book [page 247](#)) to help learners grasp the concept of article writing with ease. Explain that articles are written by people who want to draw society's attention to something that is going wrong.
2. Discuss the format and features of an article with learners. (refer to learners book [page 247](#)).
  - Heading or caption: It is the theme of the article and is normally stated in the task.
  - The body: contains introduction, the conclusion and 3 or more paragraphs on the issue – sub topics.
  - Introduction defines or explains the topic and may talk about the importance of the issue.
  - Conclusion: summarises or advises the audience on the issue.
3. Explain that the writer's name could be under the caption or come at the end of the article. The type of publication determines whether to use class, school or town. Articles for school level publications could use class whilst those for inter – schools or national newspapers could use school or town.
4. Put learners in groups and have them read some articles from Junior Graphic to be able to identify what each feature of article entails. Still in their groups, have them do exercises 2 and 3 in the learners book 6 [page 247](#). Encourage learners to use the writing process.

### Remedial Activity.

Go round to support groups that struggle to write the article.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Scan the QR code on Learner's Book [page 248](#) for learners to see more about how finite and non-finite verbs are used. Have pairs write ten simple sentences each to be posted on the classroom walls for gallery walk activities.

### Homework

Ask learners to do the given exercise at home and bring it for marking and feedback.

## Workbook Answers

### A. Oral Language

#### Activity 1

Individual responses

### B. Reading

#### Activity 1

1. We need to take good care of public property.
2. Public property is what belongs to other people, the general public or the government.
3. Some people think that what belongs to other people is of no use or value to them.
4. Government is the group of people who are responsible for controlling or ruling a country.
5. A democratic country is a country in which the rulers are elected by the people to rule them for a limited time.
6. Public utilities are facilities and services provided for us by those who rule us.
7. Because if they get spoilt, we will have to pay more taxes.

#### Activity 1

- |                |                 |
|----------------|-----------------|
| 1. democratic  | 9. discuss      |
| 2. responsible | 10. property    |
| 3. facilities  | 11. government  |
| 4. damage      | 12. electricity |
| 5. public      | 13. president   |
| 6. controlling | 14. classrooms  |
| 7. utilities   | 15. dictionary  |
| 8. limited     | 16. takes       |

### C. Vocabulary

#### Activity 1

1. brother-in-law
2. earthquake

3. washing machine

4. supermarket

5. post office

6. basketball

7. chief of staff

#### Activity 2

1. We need to take good care of public property.
2. Public property is what belongs to the general public or the government.
3. The government is the party in power.
4. The government is not an outsider.
5. The people will have to pay more taxes to replace damaged property.
6. The property that belongs to the government is our property.

### D. Grammar Usage

#### Activity 1

- |             |                  |
|-------------|------------------|
| 1. to study | 5. to understand |
| 2. to go    | 6. to see        |
| 3. to leave | 7. to give       |
| 4. to see   | 8. to cast       |

### E. Writing

#### Activity 1

Teacher: No, it doesn't. Government property is our property.

Aku: I still don't understand. Why is government property our property?

Teacher: The people of a country pay various taxes. It's from the taxes that facilities like schools, hospitals and many other public utilities are provided for the people.

### Unit Overview

This unit is about the positive outcomes of working hard and diligently. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will listen to a story entitled “The Diligent Boy” and answer questions about it. Section B is in two parts. In the first part, learners will read a passage entitled “From Kayayoo to Entrepreneur: The Teni Agana Story” and answer comprehension questions about it. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D. Learners will identify and utilize the simple present tense in various exercises to strengthen their grasp of verb tenses. Section E ends the unit. Learners will practise constructing complex sentences, further enhancing their understanding of sentence structures and relationships.

### Learning Outcomes

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

Strand 1: Oral Language Sub – strand 4: Story Telling		
Content Standard	Indicators	Core Competencies
<b>B6.1.4.1.</b> <b>Respond to stories.</b>	<b>B6.1.4.1.1.</b> Make connections between texts or stories and personal experiences, and relate the sequence of events (E.g. beginning, middle and end) of stories/drama/texts.	Critical Thinking and Problem Solving Creativity and Innovation Communication and Collaboration
Strand 2: Reading Sub – strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B6.2.7.1. Process and comprehend level appropriate texts</b>	<b>B6.2.7.1.2.</b> Note and recall main ideas in sequence. <b>B6.2.7.1.3.</b> Scan/Skim for details.	Communication and Collaboration

Sub – strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B6.2.2.1. Connect sounds to letters and blend letters/ syllables in order to read and write.</b>	<b>B6.2.2.1.2.</b> Read ccvcc, cccvc words and multi – syllabic words when reading continuous texts.	Communication and Collaboration Personal Development and Leadership
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking and presentation skills.</b>	<b>B6.2.6.3.1.</b> Deduce meaning of words from how they are used in context.	Critical Thinking and Problem Solving Communication and Collaboration
<b>B6.2.6.1. Understand word meanings and usages.</b>	<b>B6.2.6.1.2.</b> Use the following terms. Compound words, idioms, synonym, antonym, simile, etc. in spoken and written expressions.	Creativity and Innovation Communication and Collaboration
Strand 3: Grammar Usage at Word and Phrase Levels		
Sub – strand 5: Verbs		
Content Standard	Indicators	Core Competencies
<b>B6.3.5.1. Apply the knowledge of verbs in communication.</b>	<b>B6.3.5.1.4.</b> Use the simple present form of verbs in sentences.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving
Strand 4: Writing		
Sub – strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
<b>B6.4.2.1. Copy and rewrite sentences correctly.</b>	<b>B6.4.2.1.1.</b> Write complex sentences clearly and correctly.	Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Creativity and Innovation

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1.</b> <b>Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

## Section A

### Strand 1: Oral language

#### Sub-strand 4: Story telling

**B6.1.4.1.1.** Make connections between texts or stories and personal experiences, and relate the sequence of events. (E.g. beginning, middle, and end) of stories /drama/ texts)

#### Story Structure: The diligent boy

**Core Competencies:** Communication and Collaboration, Critical thinking and problem solving, creativity and innovation

**Teaching Strategies:** Narration, discussion

**Teaching/Learning Resources:** Picture, model story

**Key Vocabulary:** diligent, dedication, generosity, exemplary

#### Preparation before class

Before the lesson, prepare your model story.

### Teaching/Learning Activities

#### Activity 1

1. Encourage learners to perform any “story” song, and join in with clapping and dancing. Then, have them read the title of the story and share their thoughts. Ask individuals to attempt to interpret the meaning of the story’s title. Based on the title, ask learners to make predictions about what they expect to hear from the story.
2. While learners listen attentively, tell the story to them. Have them answer questions on the story orally.

#### The diligent boy

Once, in a farming village in southern Ghana, there lived a humble boy named Onyina. He was known for his strong work ethic and dedication to helping his parents on their farms. Onyina would visit their family farm every Saturday and toil tirelessly from morning to evening. Moreover, he had his own farm, allowing him to sell his produce and support his parents in caring for him and his siblings.

But his generosity extended beyond his family; Onyina also selflessly assisted the elderly in the community without expecting anything in return. He willingly helped with weeding and cleaning the neighbourhood, even when it wasn't time for communal labour. Additionally, Onyina actively engaged in church activities, making it a priority to participate in clean-up exercises both within the church premises and around town. As a result of his diligence and kindness, Onyina gained popularity in the village, and his exemplary behaviour earned him a scholarship to pursue tertiary education.

3. In pairs, ask learners to retell the story to each other.

Working as a class, discuss the structure of the story with learners. Let them narrate:

- a. How the story started (beginning) — It started with Onyina, where he lived in the country, and his kind and hard-working nature.
- b. Events that followed to develop the story (middle) — Onyina's dealings with his parents, the elderly, church activities and town activities.
- c. How the story ended (ending) — His generosity and diligence are appreciated hence getting assistance for his education till tertiary level.

3. Ask learners to share the moral lessons they have picked from the story.

## Activity 2

Have learners tell their own stories for other classmates to point out the three parts.

## Reflection

Have learners state the parts of the lesson they liked most. They should give reasons. Let them tell their classmates what they know about story structure.

## Additional Practice

Refer learners to **pages 128** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 7: Comprehension

**B6.2.7.1.2.** Note and recall main ideas in sequence

**B6.2.7.1.3** Scan/skim for details

#### From Kayayoo to Entrepreneur: The Teni Agana story

**Teaching Strategies:** Echo reading, pair work, class/group activities, silent reading.

**Teaching/Learning Resources:** word cards, picture

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** underneath, support, immigrate, insensitive, demonstrate, vocational

### Preparation before class

Before the lesson, prepare your word cards and sentence cards.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson by discussing the picture on **page 251** of the Learner's Book. Let learners talk about what they see and predict what the passage will be about.
2. Teach and drill the pronunciation of the keywords: **underneath, support, imigrate, insensitive, demonstrate, vocational**.

### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of keywords (if necessary) using contexts, demonstration, and miming.

### Activity 5

1. Provide pre-reading questions on the board to guide learners' reading.
2. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.  
Read the text a second time while learners listen.
3. Discuss the correct answers to the pre-reading questions.

### Activity 6

Allow learners to read the text silently. As they read, they should visualise what is happening in the story. Guide them to present facts and ideas in a sequential order.

## Assessment

Ask learners to read each of the questions on the text (**page 253** of the Learner's Book 6) and discuss the answers with their partners.

### Answers

- a. They do this to support themselves and their families back home.
- b. She did it in order to put herself through high school.
- c. Campaign for Female Education.
- d. Ashesi University.
- e. Through her organization Loozeele Initiative.
- f. It provides alternative employment to young girls in northern Ghana.



## Sub-section B: Letters have Sounds: Multisyllabic words

### Strand 2: Reading

#### Sub strand 2: Phonics

**B6.2.2.1.2** Read ccvcc, cccvc words and multi-syllabic words when reading continuous texts.

While learners listen to you, read the sentences on **page 253** of the Learner's Book. Let learners read the sentences on their own. Have them repeat the underlined words and mention the number of syllables in each. What are words like these called? They are called multisyllabic words.

Have learners review the reading text to find ten multisyllabic words and share them with the rest of the class.

Examples: pros pe rous    se veral    co vered    de ter mined

#### Additional Practice

Refer learners to **page 129** of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub-Strand 6: Vocabulary

**B6. 2. 6.3.1.** Deduce meaning of words from how they are used in context.

**B6. 2. 6.1.2.** Use the following terms: Compound words, Idiom, synonym, antonym, simile, etc. in spoken and written expressions

**Teaching Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

#### Preparation before class

Before the lesson, prepare your word cards.

### Teaching/Learning Activities

#### 1. Matching

Let learners reread the passage to find the following words: **success, diligent, quality, wealth, emergencies, determined, frustrated**. Ask the learners to raise their hands when they find a word and tell the class in which paragraph and sentence they found it. Ask them to read the sentence.

Put learners in pairs to read the sentence in which each word is found again. Have them share their meanings with the class.

Working alone, have learners match the given words with their correct meanings. Let them share their meanings with the rest of the class. If the class agrees, let them write the sentences in their exercise books.

2. Have learners look at the exercise on **page 255** of the Learner's Book 6. At home, they should skim through the passage they have just read in the unit to find seven sentences that have infinitive verbs. Let learners submit their work next time for class discussion.

3. Sentence completion (similes)

Let learners listen to examples and suggest their own. For example:

- a. James is as clever as his elder brother.
- b. Your performance is as good as mine.

Have learners take turns working on the exercise orally. They can then do it in their exercise books.

## Answers

- a. This stick is as long as this one.
- b. Kate is as tall as Esi.
- c. Ama is as frank as Akosua.
- d. Kwame is as diligent as Yaw.
- e. Mr Addo is as responsible as Mr Mensah.
- f. The people are as strong as a rock. (Accept learners' adjectives if they are correct.)

## Section D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub-strand 5: Verbs

**B6.3.5.1.4.** Use the simple Present form of verbs in sentences

**Teaching Strategies:** Discussion, drill

**Teaching/Learning Resources:** Word cards, sentence cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem-Solving, Creativity and innovation

**Key Vocabulary:** arrive, help, wags, fill/fills, complains

#### Preparation before class

Before the lesson, prepare your sentence/word cards.

## Teaching/Learning Activities

### Activity 8

1. Review verbs by asking learners to identify some in sentences, e.g.,
  - a. We like mangoes.
  - b. The visitors arrived home early.
  - c. Kindly help me.
2. Introduce the simple present tense through context: present a situation for learners to talk about. Examples:
  - a. What I do every day.
  - b. The game I like best.
3. In groups, learners describe the given situation using the simple present tense. Let the groups present their sentences to the class.
4. Have the learners identify the form/tense of the verbs in their sentences (the simple present tense).
5. Working as a class, lead learners through examples to realise that the simple present tense is used for actions that happen regularly or every day. It usually goes with words like every day, sometimes, always, etc.  
Examples:
  - a. Every day I go to school
  - b. I always wash my face and clean my teeth.
  - c. The game I like best is volleyball.
  - d. It is also used for future actions.
  - e. We travel to Accra tomorrow.
  - f. Esi writes examinations next week.
6. Have pairs of learners form their sentences to illustrate the two uses of the simple present tense. They share their sentences with the class for feedback.  
Use word cards and sentence cards to drill the sample sentences for accuracy.
7. In pairs, have learners reread the unit passage to find sentences with the simple present tense. They should write five sentences and present three to the class. Examples:
  - a. What is diligence?
  - b. The farmer has become rich.

### Reflection

Have learners say what they have learnt from the lesson. In what way has it helped them?

## Assessment

2. a. Identifying the simple present tense (see **page 252–253** of the Learner's Book).  
Have learners work in pairs to identify the present tense forms in the first and last paragraphs. Have the class give the answers.

## Answers

migrate, labour, is, provides, motivates, trains, enables

## Additional Practice

Refer learners to **pages 132–133** of the Workbook for more exercises.

## Section E

### Strand 4: Writing

#### Sub–Strand 10: Penmanship and Handwriting

**B6.4.2.1.2:** Write complex sentences clearly and correctly.

#### Writing Complex sentences

**Teaching Strategies:** Modelling, copying, demonstration, class activity

**Teaching/Learning Resources:** Model sentences

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

**Key Vocabulary:** when, even though, after, because, since, while

#### Preparation before class

Before the lesson, prepare your model sentences.

### Teaching/Learning Activities

## Penmanship

Let pairs take turns to read the given sentences to each other.

Have individuals copy the complex sentences in joint script.

## Activity 9

### Guided Writing – Writing complex sentences

1. Revise simple sentences by providing sample sentences for learners to go through.  
Have examples for learners to identify. Also, ask learners to give their examples.  
Examples of simple sentences
  - a. I like oranges.
  - b. I buy them often.
  - c. They passed the entrance examinations.
  - d. He was not admitted to the university.
2. Revised compound sentences by giving learners some simple sentences to join with coordinating conjunctions. E.g.  
They drove to Tamale. They did not meet the man.  
They drove to tamale but did not meet the man.
3. Introduce the complex sentence by combining the simple sentences with subordinating conjunctions. Examples:
  - a. I like oranges, therefore I buy them often.

- b.** I like oranges, as a result I buy them often.
    - c.** He passed the entrance examinations, however, he was not admitted to the university.
    - d.** Even though he passed the entrance examinations, he was not admitted to the university.
  - 4.** Have learners combine simple sentences to form complex sentences.
    - a.** Mr Mensah will not travel today. He is not well.
    - b.** The guests were late. They were served with food.
    - c.** The ladies cleaned the kitchen. They finished cooking
  - 5.** Ask learners to identify the subordinating conjunctions in the following sentences. Draw learners attention to how the subordinating conjunctions have made the meaning of parts of the sentences they are attached to incomplete.  
Mr Mensah will not travel today because he is not well.
    - a.** Even though the guests were late, they were served food.
    - b.** The ladies cleaned the kitchen when they finished cooking.
- Put learners into groups to form their complex sentences With the subordinating conjunctions on **page 258** of Learner's Book 6. Let them share their examples with the rest of the class. Let learners write four of their sentences in their books.

### Additional Practice

Refer learners to **page 133** of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Let learners watch the video in the QR code on Learner's Book **page 259**, then, lead them to discuss what they have learnt. Have individuals form sentences with given verbs in the simple present tense.

### Homework

Assign learners to do the matching exercise on Learner's Book **page 259** at home and posts the words and their meanings on the classroom walls for peer editing.

## Workbook Answers

### A. Oral Language

#### Activity 1

Individual responses

### B. Reading

#### Activity 1

1. They do this in order to support themselves and their families back home.
2. She did it in order to put herself through high school.
3. Campaign for Female Education.
4. Ashesi University.
5. Through her organisation, Loozeele Initiative.
6. It provides alternative employment to young girls in northern Ghana.

### C. Vocabulary

#### Activity 1

1. They do this in order to support themselves and their families back home.
2. Once upon a time, Teni Agana was one such young girl.
3. After her father passed away, her mother struggled to keep the family afloat.

4. Teni decided to migrate to Kumasi to earn money as a kayayoo in order to put herself through high school.
5. Sometimes, what people really need is an opportunity to demonstrate how well they can perform.
6. Teni had to compete with students who came from well-to-do homes, and she found herself struggling initially.
7. She is passionate about the welfare of young women in Bolgatanga, and this passion motivates her to bring opportunities to their doorstep.

### D. Grammar Usage

#### Activity 2

- |          |            |
|----------|------------|
| 1. was   | 6. lie     |
| 2. are   | 7. stops   |
| 3. has   | 8. live    |
| 4. am    | 9. carries |
| 5. walks | 10. live   |

## Unit Overview

This unit is about a father educating his daughter on overcoming adversities in life. It consists of five sections, A-E. Section A focuses on Oral Language Development. Learners will engage in playful word games while listening to and solving riddles fostering their creativity and linguistic skills. Section B is in two parts. In the first part, learners will read a passage entitled “Which One Are You?” and answer comprehension questions about it. The second part, Letters Have Sounds, focuses on reviewing learners’ knowledge of letter sounds. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D with emphasis on the learner’s ability to identify and use the simple past forms of irregular verbs, and practising it in sentence construction. Section E ends the unit. Learners will practise constructing complex sentences, further enhancing their understanding of sentence structures and relationships.

## Learning Outcomes

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

Strand 1: Oral Language Sub – strand 8: Asking and Answering		
Content Standard	Indicators	Core Competencies
<b>B6.1.8.1. Demonstrate understanding in asking and answering questions.</b>	<b>B6.1.8.1.2.</b> Recognise the playful use of words in spoken and written language (jokes, riddles, puns).	Communication and Collaboration Critical Thinking and Problem Solving
Strand 2: Reading Sub – strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B6.2.7.1. Process and comprehend level – appropriate texts.</b>	<b>B6.2.7.1.4.</b> Read level – appropriate texts silently and closely for comprehension. <b>B6.2.7.1.2.</b> Note and record main ideas in sequence.	Communication and Collaboration
Sub – strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B6.2.2.1. Connect sounds to letters; and blend letters/syllables in order to read and write.</b>	<b>B6.2.2.1.2.</b> Read ccvcc, cccvc words and multi – syllabic words when reading continuous texts.	Communication and Collaboration Personal Development and Leadership

Strand 5: Using Writing Conventions/ Sub-strand 3: Using naming words or nouns/ Spelling		
Content Standard	Indicators	Core Competencies
<b>B6.5.3.1. Apply knowledge of different types of nouns in communication.</b>	<b>B6.5.3.1.1.</b> Identify and use nouns or noun phrases to describe conditions.	Communication and Collaboration
<b>B6.5.10.1. Spell words accurately.</b>	<b>B6.5.10.1.1.</b> Check pieces of literary work for spelling.	Personal Development Creativity and Originality Communication and Collaboration
Strand 3: Grammar Usage at Word and Phrase Levels Sub – strand 5: Verbs		
Content Standard	Indicators	Core Competencies
<b>B6.3.5.1. Apply the knowledge of verbs in communication.</b>	<b>B6.3.5.1.5.</b> Use the past form of verbs in sentences.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving
Strand 4: Writing Sub – strand 12: Descriptive Writing		
Content Standard	Indicators	Core Competencies
	<b>B6.4.12.1.1.</b> Use descriptive words/sound devices figurative language to describe events/situations/ places/personal experiences and events.	Creativity and Innovation Communication and Collaboration Personal development and Leadership Critical Thinking and Problem-solving
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1. Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership



**Strand 1: Oral Language****Sub-strand 8: Asking and answering questions**

**B6.1.8.1.1.** Recognise the playful use of words in spoken and written language (jokes, riddles, puns)

**Teaching Strategies:** Discussion, pair work, class activities

**Teaching/Learning Resources:** Sample riddles

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem-Solving

**Key Vocabulary:** riddle, errand, shadow, pillars, intestines, mortar

**Preparation before class**

Before the lesson, prepare sample riddles on cards.

**Teaching/Learning Activities****Activity 1**

1. Let the learners recite some familiar poems.
2. Show word cards with the keywords in the riddles for learners to repeat after you. Ask learners to share what they think the following words mean: **riddle**, **errand**, **shadow**, **pillow**, **intestine**, **mortar**.
3. Have learners take turns to read the riddles on **page 261–262** of the Learner's Book to their partners and give solutions.

**Activity 2**

1. Working as a class, let learners take turns reading and solving the riddles.
2. Have learners work in groups to create their own riddles and share them with the class.

**Reflection**

Let learners say what they learnt from the lesson and what part of the lesson they enjoyed the most. Ask them to give reasons.

**Additional Practice**

Refer learners to **page 134** of the Workbook for more exercises.

## Section

## B

### Strand 2: Reading

#### Sub-strand 7: Comprehension

**B6.2.7.1.4.** Read level-appropriate texts silently and closely for comprehension.

**B6.2.2.1.2.** Note and recall main ideas in sequence.

**Teaching Strategies:** Echo reading, silent reading, pair work, class/group activities

**Teaching/Learning Resources:** Word cards, sentence cards, picture

**Core Competencies:** Communication and collaboration, personal development and leadership, critical thinking and innovation

**Key Vocabulary:** aroma, protecting, miserable, burners, potatoes

#### Preparation before class

Before the lesson, prepare your word and sentence cards.

### Teaching/Learning Activities

#### Activity 3

1. Start the lesson with a discussion of the picture and title of the passage. Based on the discussion, let learners predict what the passage is about.
2. Teach and drill the pronunciation of the keywords: **aroma**, **protecting**, **miserable**, **burners**, **potatoes**.
3. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meaning of keywords (if necessary) using context, demonstration and miming.

#### Activity 4

1. Set pre-reading questions on the board to guide the learners when they read.
2. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
3. Read the text a second time while learners listen. Guide learners to present facts in a sequential order. You could also adapt other strategies like the SQ3R. (survey, question, read, recite, and review)  
Discuss the correct answers to the pre-reading questions with the learners.

#### Activity 5

1. Have learners read the text silently.
2. As they read the text, ask learners to visualise what is happening in the story.

## Assessment

Let learners read the questions on **page 264** of the Learner's Book 6 and discuss the answers with their partners.

## Answers

- a. A daughter complained to her father.
- b. She complained that her life was miserable.
- c. The father was a chef.
- d. Her father used potatoes, eggs and coffee beans to advise her.
- e. They have all faced adversity/problems.
- f. Because when the coffee beans went into boiling water, they created something new.
- g. Individual responses
- h. Individual responses

Let learners orally present the story in a sequential order.

### Sub-section B: Letters have Sounds: multisyllabic words

#### Strand 2: Reading

##### Sub-strand 2: Phonics

**B6.2.2.1.2.** Read ccvcc, cccvc words and multisyllabic words when reading continuous texts.

As a class activity, have learners read the multisyllabic words from their books together.

Encourage them to come up with their own examples of words with multiple syllables.

Provide word cards for learners to read aloud as well.

Next, pair up the learners and ask them to make sentences with the words. Each pair can then share their sentences with the rest of the class to promote active participation and practice.

#### Additional Practice

Refer learners to **page 135** of the Workbook for more exercises.

## Section

## C

### Strand 5: Using writing Conventions/Grammar Usage

#### Sub-strand 3/10: Using naming Words/Nouns / Spelling

**B6.5.3.1.1.** Identify and use nouns or noun phrases to describe conditions

#### Sub-strand 10: Spelling

**B6.5.10.1.1.** Check pieces of literary work for spelling

**Teaching Strategies:** Demonstration, explanation, leading questions

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership

**Key Vocabulary:** miserable, struggling, sip, respond ladled

## Preparation before class

Before the lesson, prepare your word cards.

## Teaching/Learning Activities

1. a. Have learners sit in pairs to go through the exercise on **page 265** of the Learner's Book. Then, let them take turns to identify the nouns and verbs by underlining the nouns and circling the verbs in the sentences. Let each pair share their answers with the class.

### Answers

After twenty minutes, he turned the burner off then took the potatoes out of the pot and placed them in a bowl. He pulled the boiled eggs out and placed them in a bowl. He then labeled the coffee out and placed it in a cup. Turning to her, he asked, "Daughter what do you see?" "Potatoes, eggs and coffee," she hastily replied.

2. Spelling (see **page 266** of the Learner's Book)

Let learners take turns doing the exercise orally. Individuals say the words for the teacher to copy them on the board. This should continue until each word is written on the board.

Have learners sit in pairs to study each word and its spelling.

Let the class read the target words from word cards and the board several times. Then clean the board and ask learners to write the correct spellings of the given words in their exercise book.

### Answers

- |               |           |             |
|---------------|-----------|-------------|
| a. miserable  | d. coffee | g. respond  |
| b. struggling | e. shell  | h. daughter |
| c. sip        | f. burner | i. ladled   |

**Strand 3: Grammar Usage at Word and Phrase Levels****Sub-strand 5: Verbs****B6.3.5.1.5.** Use the past form of verbs in sentences**Teaching Strategies:** Discussion, repetition, pair work, class/group activities**Teaching/Learning Resources:** Sentence cards, word cards**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving**Key Vocabulary:** talked, cooked, watched, danced, went, brought**Preparation before class**

Before the lesson, prepare your word and sentence cards.

**Teaching/Learning Activities****Activity 7**

1. Begin the lesson by asking learners to recite a familiar poem or sing a familiar song that involves the simple past tense. For example, “Mary had a little lamb” and “Jack and Jill went up the hill”.
2. Review the simple present tense by having learners identify them in given sentences.  
Examples:
  - a. When adversity knocks on your door, how do you respond?
  - b. Look closer and touch the potatoes.
3. Introduce the simple past tense using the result of a survey on learners’ activities. Put the chart on the board.

Activity	No. of learners	Activity	→	No. of learners
talk	4	dance		5
cook	10	watch TV		7

4. Use the result of the survey to model the new language.  
Examples:
  - a. Four learners talked in class yesterday.  
What did they do? They talked in class yesterday.
  - b. Ten people cooked rice and stew last Sunday.  
What did ten people cook last Sunday? They cooked rice and stew last Sunday.
  - c. How many people danced at your party?  
Five people danced at my party.
  - d. Seven learners watched TV last night.  
What did seven learners do? They watched TV last night.
5. Let learners sit in pairs to read the sample sentences to each other.  
Working as a class, have learners read the above sentences from the board and identify the past tense verbs.
  - a. talked

- b. cooked
- c. danced
- d. watched

6. Have learners repeat the given sentences several times from sentences cards.

7. Draw the learners attention to how the simple past is formed, both regular and irregular verbs. Refer to **pages 266–267** of the Learner’s Book 6 for more information.

Working in pairs, let learners take turns reading paragraphs 5-6 of the passage, “Which one are you?” again. Ask them to identify and list the past forms of regular and irregular verbs in the given paragraphs (asked/explained/had faced/went/became/was/was put/were/were exposed/changed/created).

8. List verbs in the present form and ask learners to write their simple past forms: begin, fly, listen, learn, flow, come, play, feed, leave, share.

9. Learners work in pairs to find out what their partners did yesterday/last week/last month.

## Assessment

**Sentence completion** (see **page 267** of the Learner’s Book)

Choose the correct verbs for the sentences and use them in the simple past tense: are, do, prepare, go, sing, weed.

### Answers

- |           |         |
|-----------|---------|
| a. went   | d. met  |
| b. bought | e. sang |
| c. did    | f. came |

## Additional Practice

Refer learners to **pages 138–139** of the Workbook for more exercises.

## Section E

### Strand 4: Writing

#### Sub–Strand 12: Descriptive Writing

**B6.4.12.1.1:** Use descriptive words/sound devices/figurative language to describe events/situations/places personal experiences and events.

#### Essay Writing – Descriptive Writing

**Teaching Strategies:** Discussion, brainstorming, pair work, class/group activities.

**Teaching/Learning Resources:** A model essay

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem-Solving.

**Key Vocabulary:** tools, equipment, ingredients, preparation

## Preparation before class

Before the lesson, prepare your model essay.

## Teaching/Learning Activities

### Activity 8

1. Revise the writing process by asking learners to name the stages and say what happens at each stage.
2. Put the topic, “Describe your favorite outdoor game” on the board. Explain what is meant by outdoor games and have learners give examples (football, ampe, netball).
3. Show a video on any outdoor game to learners. Put learners into groups to discuss the following features of the video.
  - name of the game
  - number of players
  - how the game is played
  - how a winner is determined
  - the benefits of playing the game.
4. Still in their groups, have learners follow the above points to describe their favorite outdoor game.  
Ensure they follow the writing process to write on the topic. Let groups paste their works for others to read.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Have learners watch this video in the QR code on Learner’s Book **page 269** and let them talk about irregular verbs and their past tense formation. Individuals give their sample verbs and how their past is formed.

### Homework

Discuss the homework on Learner’s Book **page 269** with learners. Use probing questions to let them talk about the topic. Give it to them as group project.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. The front part of a dog's nose,
2. Broom
3. A hen
4. A bunch of palm nuts.

### B. Reading

#### Activity 1

1. The girl/she complained that her life was miserable/she did not know how she was going to make it.
2. He used three things.
3.
  - a. The potatoes were soft and weak.
  - b. The egg became hard-boiled.
  - c. The ground coffee became a pleasant drink.
4. The coffee beans. It was unique because it changed the water and became something new.
5. The most important thing is what happens within us.
6. Accept any reasonable answer with reasons.

### C. Vocabulary

#### Activity 1

1. tired
2. chef
3. three/water/burner
4. twenty
5. egg
6. sip
7. aroma
8. problem/followed

#### Activity 2

1. Complain – express discontent
2. Problem – a source of difficulty

3. expose – make known to the public
4. adversity – a state of misfortune
5. fragile – easily broken or damaged
6. unique – without equal
7. respond – to answer or reply

#### Activity 3

1. aroma – a/ro/ma
2. adversity – ad/ver/si/ty
3. complained – com/plained
4. water – wa/ter
5. fragile – fra/gile
6. hastily – ha/sti/ly
7. comfortable – com/for/ta/ble
8. burners – bur/ners
9. disturbances – dis/tur/ban/ces
10. miserable – mi/se/ra/ble
11. however – how/e/ver
12. protected – pro/tec/ted
13. daughter – daugh/ter
14. potatoes – po/ta/toes
15. dictionary – dic/tion/ary

### D. Grammar Usage

#### Activity 1

1. enjoyed
2. carried
3. parked
4. worked
5. tried
6. jumped
7. cooked

#### Activity 2

1. made
2. flew
3. sang
4. threw, broke
5. went
6. drank

#### Activity 3

1. wasn't
2. weren't
3. wasn't
4. wasn't
5. weren't
6. weren't



## **E. Writing**

### **Activity 1**

1. He took the potatoes out of the pot.
2. "Daughter, what do you see?"
3. "Father, what does this mean?"
4. The egg was fragile.

5. Then the inside of the egg became hard.
6. However, the coffee beans were unique.
7. When adversity knocks on your door, how do you respond?

## Unit Overview

This unit is about understanding electricity. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will listen to and read a speech that explores hydroelectricity as a significant source of energy in Ghana. Section B is in two parts. In the first part, learners will read a passage entitled “Electricity” and answer comprehension questions about it. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of specific letters that have sounds. Section C is for Vocabulary Consolidation. Grammar is handled in Section D with emphasis on the learner’s ability to identify the past continuous tense and practise using it correctly in sentence construction. Section E ends the unit. Learners will copy short sentences and engage in writing a process essay to enhance their writing skills and improve their ability to express step-by-step procedures effectively.

## Learning Outcomes

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

Strand 1: Oral Language Sub – strand 10: Presentation		
Content Standard	Indicators	Core Competencies
<b>B6.1.10.2. Demonstrate the ability to communicate with accurate pronunciation and appropriate intonation.</b>	<b>B6.1.10.2.1.</b> Speak at a good pace with expression.	Collaboration and Communication Creativity and Innovation Personal Development and Leadership
Strand 2: Reading Sub – strand 9: Fluency		
Content Standard	Indicators	Core Competencies
<b>B6.2.9.1. Read fluently to enhance comprehension.</b>	<b>B6.2.9.1.1.</b> Read grade – level text with meaning. <b>B6.2.9.1.2.</b> Read aloud with expressions that reflect the author’s purpose and meaning.	Communication and Collaboration Personal Development and Leadership Creativity and Innovation Critical Thinking and Problem Solving

Sub – strand 5: Blends and Consonant Clusters		
Content Standard	Indicators	Core Competencies
<b>B6.2.5.1. Identify and use consonant blends and clusters in reading.</b>	<b>B6.2.5.1.1.</b> Orally produce three – syllable words by blending sounds (phonemes) including consonant blends.	Communication and Collaboration Personal Development and Leadership Creativity and Innovation
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.1. Understand word meanings and usages.</b>	<b>B6.2.6.1.1.</b> Use level – appropriate content words (nouns, verbs, adjectives adverbs) and function words (propositions) appropriately in spoken and written communication.	Creativity and Innovation Communication and Collaboration Personal Development and Leadership
Strand 3: Grammar at Word and Phrase Levels		
Sub – strand 5: Verbs		
Content Standard	Indicators	Core Competencies
<b>B6.3.5.1. Apply knowledge of verbs in communication.</b>	<b>B6.3.5.1.6.</b> Use the past continuous form of verbs to talk about actions/events which were going on when a second one took place.	Critical Thinking and Problem Solving Creativity and Innovation
Strand 4: Writing		
Sub-strand 14: Expository/Informative Writing		
Content Standard	Indicators	Core Competencies
<b>B6.4.14.1. Write the event of the day</b>	<b>B6.4.14.1.1.</b> Write short paragraphs to describe incidents E.g. accidents, fire outbreak or how to do something.	Creativity and innovation Communication and collaboration Personal Development and Leadership Critical thinking and Problem Solving

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1.</b> <b>Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

## Section A

### Strand 1: Oral Language

#### Sub-strand 10: Presentation – Speech

**B6.1.10.2.1.** Speak at a good pace with expressions

#### **Presentation: Speech – Hydroelectricity in Ghana**

**Teaching/Strategies:** Discussion, echo-reading, pair work, class/group activities

**Teaching/Learning Resources:** picture on **page 271**

**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Personal Development and Leadership

**Key Vocabulary:** hydroelectricity, infrastructure, investment, Volta River Authority, project

#### **Preparation before class**

Before the lesson, enlarge the picture on **page 271** of the Learner's Book 6 for a more co-operative picture reading activity.

### Teaching/Learning Activities

#### **Activity 1**

1. Ask learners to recite a familiar poem or sing a familiar song. Let them study the picture in the Learner's Book and talk about what is happening. Have they listened to a speech before? What was the occasion?

Have learners follow from their Learners' Books while you read the speech in it.

In pairs, have learners take turns reading the speech with their partners.

Ask the class to observe the speech, and comment on the relevant features.

Have learners state the parts of the speech that they enjoyed most. Let them give reasons why they enjoyed those parts.

## Activity 2

Have learners answer the following questions with their partners. Refer to **page 272** of the Learner's Book.

### Answers

- a. The speech is for educating learners on hydroelectricity as another source of energy.
- b. Learners
- c. The speech starts with vocative expressions.
- d. It also ends with a repetition of vocative expressions.
- e. It is about how electricity is produced by hydroelectric power.

## Activity 3

Ask learners to share with the class what they have learnt about delivering a speech about hydroelectric power in Ghana.

### Reflection

Have learners tell the class what they learnt from the speech.

### Additional Practice

Refer learners to **page 141** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 9: Fluency

**B6.2.9.1.1.** Read grade-level text with meaning

**B6.2.9.1.2.** Read aloud with expressions that reflect the author's purpose and meaning.

**Teaching Strategies:** Echo reading, silent reading, pair work, class/group activity

**Teaching/Learning Resources:** Picture on **page 273** of the Learner's Book, word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving

**Key Vocabulary:** electricity, useful, complicated, substances, economic

### Preparation before class

Before the lesson, prepare your word cards.

## Teaching/Learning Activities

### Activity 4

1. Begin the lesson by discussing the picture on **page 273** of the Learner's Book 6. Allow learners to talk about what they see and predict the topic of the passage.

2. Teach and drill the pronunciation of the keywords: **electricity**, **useful**, **complicated**, **substances**, **economic**. Use the word cards for further pronunciation drills.

### Activity 5

In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meaning of keywords (if necessary) using contexts, demonstration and miming.

### Activity 6

1. While learners listen attentively, read the text aloud and ask them to check the correctness of their predictions. Have few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen. Have learners read the text after you several times (echo reading). Discuss the passage with learners.

### Activity 7

In pairs, have learners take turns to read the text aloud to each other sentence by sentence or paragraph by paragraph paying attention to punctuation marks, words, sentences and paragraphs.

## Assessment

Let learners read the questions on **pages 275–276** of the Learner's Book 6 and discuss the answers with their partners.

### Answers

- a. It moves to different places.
- b. copper wires
- c. electricity
- d. insulators
- e. salt and water
- f. economic

### Additional Practice

Refer learners to **pages 142–143** of the Workbook for more exercises.

## Sub-Section B: Letters have Sounds

### Strand 2: Reading

#### Sub-strand 5: Blends and Consonant Clusters

**B6.2.5.1.1.** Orally produce three-syllable words by blending sounds (phonics) including consonant blends.

End the reading session with this activity. Play the phonics song and have learners sing along. While learners listen to you, blend the letters in the following words and read them out loud: **trust, grasp, trunk, tremble, gland, street, scrap, stream, spread, sprite**. Have the learners read the words after you.

Have learners sit in pairs and find words that have consonant blends. Let learners make four sentences with four of the target words.

## Section C

### Strand 2: Reading

#### Sub-strand 6: Vocabulary

**B6.2.6.1.1.** Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication.

**Teaching Strategies:** Demonstration, explanation, leading questions

**Teaching/Learning Resources:** Word cards, sentence cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

#### Preparation before class

Before the lesson, prepare your word cards.

#### Teaching/Learning Activities

##### 1. Sentence completion (see **page 277** of the Learner's Book)

In this activity, instruct the learners to reread the passage to locate the given sentences. Ask them to raise their hands when they find any of the specified sentences and then share the paragraph in which they found it. Encourage them to read the identified sentence aloud.

Next, have the learners sit in pairs to read the target sentences together. They should take turns completing the sentences with the appropriate words. Afterwards, they can share their answers with the rest of the class, promoting collaboration and engagement. Finally, instruct the learners to write down their answers in their exercise books to reinforce their understanding and retention of the material.

## Answers

- a. Electricity is a kind of energy.
- b. ii. Electricity is an economic right for all people.
- c. Remember, electricity can also be dangerous.
- d. A conductor is a metal that lets the current pass through.
- e. An insulator is a thing that does not allow electricity to pass through.
- f. A resistor allows electricity to pass through slowly.
- g. There is a plastic round an electric wire because plastic is an insulator/electricity cannot flow through it.
- h. Electricity is dangerous because it can kill you.

### 2. Rearranging jumbled words (see page 277 of the Learner's Book 6)

Have learners sit in pairs to rearrange the jumbled words to form the correct sentences. Let them share their sentences with the class.

Write the correct sentences on the board. Let learners take turns to read them aloud.

Let learners copy five of the sentences into their exercise books. Collect learners' exercise books for marking.

## Answers

- a. Electricity is another kind of energy.
- b. We can send electricity from one place to another.
- c. We use electricity in lights.
- d. These wires are usually made of copper.
- e. Your body has water and salt.
- f. There are two kinds of charges.
- g. Rubber, plastic and wood do not allow electricity through.

## Section

## D

### Stand 3: Grammar Usage at Word and Phrase Levels

#### Sub-strand 5: Verbs

**B6.3.5.1.6.** Use the past continuous form of verbs to talk about actions/events which were going on when a second one took place.

**Teaching Strategies:** Discussion, drill, pair work, class/group activities

**Teaching/Learning Resources:** Word cards, sentence cards

**Core Competencies:** Creativity and innovation, communication and collaboration, personal development and leadership, critical thinking and Problem-Solving

**Key Vocabulary:** was eating, were singing, was preparing



## Preparation before class

Before the lesson, prepare your word and sentence cards.

## Teaching/Learning Activities

### Activity 8

1. Review the simple past tense in simple sentences. Write the sentences on the board for learners to identify the verbs in them.

Examples:

- a. I watched TV.
- b. We read our books.
- c. They played football.
- d. John called me.

2. Introduce the new structure through questions and answers.

Examples:

Teacher: How many of you were reading yesterday when the lights went off?

Learners: I was reading when the lights went off/We were reading when the lights went off.

Teacher: What were you doing in the morning while your facilitator conversed outside?

Learners: We were writing our notes/letters.

3. Put the sample sentences on the board. Have learners read them several times.
4. Use the examples to explain the use of the past continuous tense. It is used to talk about actions that were going on when something else happened.

Examples: a. We were talking when the visitor came.

b. He was working on the farm while it rained.

5. For accuracy practice, let learners repeat the sample sentences from the board and sentence cards.

Examples:

- a. What was she doing on Sunday when it rained?
- b. She was playing ampe when it rained.
- c. What was she doing when the visitor arrived?
- d. She was watching TV.

6. Begin free practice. Ask learners to work in pairs to find out what their partner was doing on Saturday morning. Learners work in pairs taking turns to ask and answer questions using the past continuous tense.

Have some pairs demonstrate their questions and answers to the rest of the class.

## Assessment

Ask learners to underline the past continuous tense and circle the past tense in each sentence (page 278 of the Learner's Book).

## Answers

- a. He was walking down the street when I saw him.
- b. While the man was looking into the shop window, the thief picked his pocket.
- c. Jane got off the train while it was moving.
- d. The teacher was examining the new student when the incident occurred.
- e. The man fell as he was running for the bus.
- f. Mary was drying her clothes when the rain fell.
- g. The wind was blowing the things away when we came in.
- h. While the baby was eating its dinner, I came home.

## Reflection

Let learners tell their classmates what they have learnt in the lesson.

## Additional Practice

Refer learners to **pages 144–146** of the Workbook for more exercises.

## Section E

### Strand 4: Writing

#### Sub–Strand 14: Expository/Informative Writing

**B6.4.14.1.1:** Write short paragraphs to describe incidents. E.g. accidents, fire outbreak, how to do something.

#### Informative Writing

**Process Essay:** How to prepare a breakfast meal.

**Teaching Strategies:** Modelling, brainstorming, pair work, class/group activities discussion.

**Teaching/Learning Resources:** A model essay

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem-Solving

**Key Vocabulary:** identifying, explaining, describing, uses

#### Preparation before class

Before the lesson, prepare your model essay.

## Teaching/Learning Activities

### Activity 10

#### Guided Writing

1. Revise the features of the writing process by asking questions. Read your model essay, “How to prepare koko”, to the class. Let the learners state the steps used in the process from the beginning to the end.

2. Put learners in groups of four. Each member suggests a breakfast meal. Each group discusses its topics and selects one. The teams present their topics to the class and write them on the board.
3. Have groups plan their composition by:
  - identifying and discussing the ingredients, tool/equipment needed for the process.
  - explaining the steps
  - describing the process
  - stating what it will be used for.

---

## Assessment

Have individuals organize the ideas generated in a logical order.

### Remedial Activity

Go round to provide support where necessary.

Invite learners to share their work with the class for feedback from their classmates.

### Reflection

Let learners tell the class what they have learnt from the lesson and how they learnt it.

### Additional Practice

Refer learners to **pages 147** of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Watch the video in the QR code on Learner's Book **page 280** with learners and use probing questions to get them to talk about what they have learnt about the past continuous form of verbs.

### Homework

Let learners do the given blank filling exercise at home and read the completed sentences and use them to write a story in their homework books.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. The provision of electricity through a dam.
2. It was completed in 1965.
3. 80,000 people had to be relocated for Volta Lake to come into existence.
4. True.
5. Uses of electricity:
  - a. lightening our homes
  - b. washing and ironing
  - c. cooking
  - d. machines in factories/ computers/ radio/ TV, etc.

### B. Reading

#### Activity 1

1. Energy made available by the flow of electric charge through a conductor.
2. Because we can send it from one place to another/we can use it later.
3. You just move a switch.
4. Because copper is a metal that lets electric current pass through easily.
  - b. Rubber, plastic and wood.
5. Electricity
6. It is because the body has water and salt so electricity cannot pass through.
7. Battery technology is so advanced now that we have functioning electric cars!

#### Activity 2

- |      |      |
|------|------|
| 1. T | 5. T |
| 2. T | 6. F |
| 3. F | 7. T |
| 4. T |      |

### C. Vocabulary

#### Activity 1

- |               |                 |
|---------------|-----------------|
| 1. complicate | 8. current      |
| 2. stream     | 9. electricity  |
| 3. switch     | 10. movement    |
| 4. resistors  | 11. application |
| 5. useful     | 12. positive    |
| 6. systems    | 13. conductors  |
| 7. energy     | 14. copper      |

### D. Grammar Usage

#### Activity 1

1. She was helping me.
2. A friend was calling me.
3. We were listening to music.
4. We were making a lot of mistakes.
5. The carpenter was working in his shop.
6. The man was ringing the bell.
7. He was looking at the books.
8. The ladies were preparing meals for lunch.
9. Some men were digging the pit.
10. You were writing on the board.

#### Activity 2

1. was moving
2. was raining
3. was playing
4. was playing
5. was working
6. was living
7. was climbing
8. was eating
9. was walking
10. was travelling

### Activity 3

1. was writing/reached
2. was doing/played
3. fell/was running
4. were playing/came
5. was teaching/walked

6. rang/was working
7. blew/was crossing
8. was crying/watched
9. was getting/had
10. lost/was struggling

## Revision 6    Answers

### Exercise 1

1. Contracted, forms

- |             |            |           |
|-------------|------------|-----------|
| a. wasn't   | f. we're   | k. you're |
| b. weren't  | g. we've   | l. we're  |
| c. couldn't | h. they're | m. shan't |
| d. I've     | i. daren't | n. I'll   |
| e. he's     | j. needn't | o. let's  |

### Exercise 2

1. 

a. Electric energy

b. It is very useful because we can send it from one place to another.

c. Electricity moves through wires in a current.

d. It kills people because the body has water and salt.

e. Conductors are materials that allow the current to pass through them easily.
2. Things that use electricity: Lights, radios, televisions, music, systems, cookers and planes.

### Exercise 3

1. Compound nouns
- mosquito net
- headache
- supermarket
- basketball
- earthquake
- grandfather
- motorbike
- toilet roll

### Exercise 4

#### 2. Correct form of verbs

- |            |          |
|------------|----------|
| a. plays   | e. cooks |
| b. drivers | f. sets  |
| c. rains   | g. sews  |
| d. speak   |          |

### Exercise 5

Varied answers

## Unit Overview

This unit is about the importance of truthfulness and integrity. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will read a story entitled “A True Servant” and answer questions about it. Section B is in two parts. In the first part, learners will read a passage entitled “The house with three swimming pools” and answer questions about it. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D. Learners will focus on identifying adverbs of degree, and incorporating them accurately in contextual sentences to enhance their language skills. Lastly, in Section E, learners will refine their punctuation abilities by punctuating a given text with apostrophes, ensuring proper usage and clarity in their written communication.

## Learning Outcomes

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

Strand 1: Oral Language Sub-strand 4: Story Telling		
Content Standard	Indicators	Core Competencies
<b>B6.1.4.1. Respond to stories.</b>	<b>B6.1.4.1.2</b> Tell stories around given theme.	Critical thinking and Problem Solving
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B6.2.7.2. Apply critical reading, implied meaning, higher order thinking, judgement and evaluation.</b>	<b>B6.2.7.2.1.</b> Respond to a text with reason, simple judgement and personal interpretation. <b>B6.2.7.2.2.</b> Compare and contrast two or more events in a text.	Communication and collaboration Critical thinking and Problem Solving

Sub-strand 5: Blends and consonant clusters		
Content Standard	Indicators	Core Competencies
<b>B6.2.5.1. Identify and use consonant blends and clusters in reading.</b>	<b>B6.2.5.1.1.</b> Orally produce three-syllable words by blending sounds (phonemes), including consonant blends.	Communication and collaboration Personal Development and Leadership Critical thinking and Problem Solving
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.2. Build vocabulary</b>	<b>B6.2.6.2.1.</b> Develop a rich vocabulary stock through extensive reading of age-appropriate text: substituting selected nouns, verbs and adjectives in a text with synonyms/near synonyms.	Creativity and innovation  Communication and collaboration
<b>Understand word meanings and usage.</b>	<b>B6.2.6.1.2.</b> Use phrasal verbs in spoken and written expressions.	Personal Development and Leadership
Strand 3: Grammar Usage at Word and phrase Levels		
Sub-strand 6: Adverbs		
Content Standard	Indicators	Core Competencies
<b>B6.3.6.1. Apply the knowledge of different types of adverbs in communication.</b>	<b>B6.3.6.1.1.</b> Use adverbs to express degree.	Creativity and innovation Communication and collaboration Personal Development and Leadership Critical thinking and Problem Solving
Strand 5: Using Writing Conventions/Grammar Usage		
Sub-strand 2: Using Punctuation		
Content Standard	Indicators	Core Competencies
<b>B6.5.2.1. Show understanding of how punctuations are used appropriately in writing.</b>	<b>B6.5.2.1.1.</b> Use apostrophe to show plural possession.	Creativity and innovation Communication and collaboration Personal Development and Leadership Critical thinking and Problem Solving



Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1.</b> Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

## Section A

### Strand 1: Oral Language

#### Sub-strand 4: Story Telling

**B6.1.4.1.2.** Tell stories around given themes

#### Storytelling: A true servant

**Teaching Strategies:** Discussion, pair work, class/group activities

**Teaching/Learning Resources:** Picture in the Learner's Book **page 284**.

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem Solving

**Key Vocabulary:** true, honest, palaquin, pretending, accompanied

#### Preparation before class

Before the lesson, prepare your picture.

### Teaching/Learning Activities

#### Activity 1

Let learners sing a familiar song or recite a poem. Review the "theme" through questions.

1. Display the picture on the board and allow learners to discuss what they see. Have them name the people in the picture and say what is happening.
2. In pairs, have learners take turns to read the story to each other.
3. Have the class read the story in unison, followed by individuals.
4. Ask the learners to say what the theme of the story is. Encourage them to use appropriate vocabulary
5. Have learners state which part of the story they enjoyed and share it.

#### Activity 2

Let learners answer questions about the story. Refer to **page 285** of the Learner's Book 6 for the questions.

## Answers

1.
  - a. The king had thirty servants.
  - b. A palanquin.
  - c. Yes, he was a true servant. Because he refused to steal while the others stole.
  - d. Honesty and loyalty
  - e. The king gave him all the gold in the palanquin.
2. Individual responses

### Additional Practice

Refer learners to **page 148** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 7: Comprehension

**B6. 2. 7.2.1.** Respond to a text with reason, Simple judgement and personal interpretations.

**B6.2.7.2.2. Compare and contrast two or more events in a text**

**Teaching Strategies:** Echo reading, pair work, class/group activities

**Teaching/Learning Resources:** Word cards, pictures, etc.

**Core Competencies:** Communication and collaboration, personal development and leadership, creativity and innovation

**Key Vocabulary:** neighbourhood, garage, television, barbecue, insanely, intrigued, dentist, soberly

#### Preparation before class

Before the lesson, prepare your picture and word and sentence cards.

### Teaching/Learning Activities

#### Activity 3

1. Refer learners to the picture and the title of the passage. Allow them to talk about what they see and explain what the title means. Based on the discussions, let learners predict what they will hear from the text.
2. Teach and drill the pronunciation of the keywords: **neighbourhood, garage, television, barbecue, insanely, intrigued, dentist, soberly**.

#### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of keywords (if necessary) using contexts, demonstration and miming.

### Activity 5

1. While learners listen attentively, read the text aloud and ask them to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.
3. Have learners read the text after you several times.

Let pairs and individuals also read for the rest of the class to follow from their books.

Lead a discussion of the text read with a variety of questions: factual, informational, judgment, evaluation and personal response.

## Assessment

- a. Have learners compare and contrast characters and settings.
- b. In pairs, have learners take turns reading the text aloud to each other.
- c. Let learners read each of the questions based on the text on **pages 288–289** of the Learner's Book.

## Answers

- a. The learners of Dantala Primary School were very friendly and liked to share things among themselves.
- b. She had just moved into the neighbourhood and wanted to make friends.
- c. She spoke about her large house with three swimming pools and a twenty-car garage. She lied and told everyone that she had a television in each room of the house, including the toilets and kitchens. Oh yes, they had more than one kitchen; one for breakfast, one for lunch and one for supper. She told everyone that her father was throwing a party at her house. Musicians like Stonebwoy, Sarkodie, Wendy Shay and Gyakie would be there.
- d. Because they were about to find out that she was a liar.
- e. Yes, I do. She burst into happy tears.

**Sub-Section B: Letters have Sounds:** -words with “**scr**”, “**str**”, and “**chr**” sounds

### Strand 2: Reading

#### Sub-strand 5: Blends and Consonant Clusters

**B6.2.5.1.1.** Orally produce three-syllable words by blending sounds (phonemes), including consonant blends.

To conclude the reading session, engage the learners in a fun and interactive activity:

Play the phonics song and encourage the learners to sing along. Introduce the target words using a word game called “Pick and Read”. Have learners take turns picking word cards and reading the words aloud for the class to repeat. The target words are: script, scream, scramble, string, stretch, stream, Christmas, chrome, and chronology.

Write each of the given words on the board one by one as the learners say them. This reinforces visual recognition and spelling.

Conduct a word drill with the learners. Repeat each word multiple times together, ensuring they grasp the correct pronunciation and spelling.

Encourage the learners to give their own examples of sentences using the target words. Let them form sentences and then present some of their examples to the class.

### Additional Practice

Refer learners to **pages 149–150** of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub-strand 6: Vocabulary

**B6.2.6.2.1.** Develop a rich vocabulary stock through extensive reading of age-appropriate text: substituting selected nouns, verbs and adjectives in a text with synonym/near synonym.

#### **B6.2.6.1.2. Use phrasal verbs in spoken and written expressions**

**Teaching Strategies:** Demonstration, explanation, leading questions, pair work, class activities

**Teaching/Learning Resources:** Word cards, sentence cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving.

### Preparation before class

Before the lesson, prepare your word and sentence cards.

### Teaching/Learning Activities

#### 1. Sentence completion

Have learners read the passage again and look for words to complete the given sentences.

Let learners take turns completing the exercise orally.

Let learners sit in pairs to complete the given sentences in their exercise books.

### Answers

- a. She started to make up stories about her home just to get people interested in her.
- b. She spoke about her large house with three swimming pools and a twenty-car garage.
- c. The more attention she got, the more outrageous the lies became.
- d. Asamaniwa was excited about the barbecue party because it provided her another chance to lie.
- e. Everybody was surprised and intrigued.
- f. Asamaniwa firmly said it was a party for adults.
- g. When she saw them, she did exactly what her mother had told her.

2. List the given phrasal verbs on the board. Discuss their meanings with learners.
  - a. forget about – disremember/overlook
  - b. back up – support
  - c. carry on – go on
  - d. make out – recognize
  - e. put away – throw away/lock up

Guide learners with sample sentences to enable them to write their own with the given phrasal verbs.

Examples:

- i. It is good to back somebody up.
- ii. My uncle couldn't make me out at the party.

Allow learners to make their own sentences with the five phrasal verbs and present them for feedback from the class.

Have learners copy their sentences into their exercise books.

## Section D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub-strand 6: Adverbs

**B6.3.6.1.1.** Use adverbs to express degree.

**Teaching Strategies:** Discussion, drill, pair work, class/group activity.

**Teaching/Learning Resources:** Word cards, sentence cards, language game (Lucky Dip)

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem-Solving.

**Key Vocabulary:** very, too, quite, extremely, nearly etc.

#### Preparation before class

Before the lesson, prepare your word cards containing adverbs of degree and a game(clip) .

### Teaching/Learning Activities

#### Activity 7

1. Working as a class, review adverbs of time and manner through context. Ask learners to give sentences with adverbs of time/manner.

Examples:

- a. Mary's father is coming soon. (time)
- b. We saw him yesterday. (time)
- c. She spoke English well. (manner)
- d. The king danced majestically. (manner)

## 2. Teach adverbs of degree.

Present sentences with adverbs of degree on the board. Let learners repeat several times as a class, in groups and pairs. Let them identify the adverbs of degree in the sentences and also mention their function in a sentence.

- Adverbs of degree give information about the extent to which an action takes place.

Examples:

- I am very tired. (how tired am I? Very tired.)
- The work is too difficult. (How difficult is the work? Too difficult.)

Other examples of adverbs of degree are “quite”, “most”, “more”, “almost”, “completely”, and “hardly”.

## 3. For further accuracy practice, use the language game (Lucky Dip) to drill the new language: Have learners pick sentence cards containing the new structure from a box and read them for the class to repeat.

## Assessment

### 4. Identifying adverbs of degree (see **page 292** of the Learner’s Book)

Have learners work in pairs. They can take turns to underline the appropriate adverb of degree.

Let individuals take turns to read the complete sentence aloud for the class to repeat.

Ask learners to write sentences 1–5 in their exercise books.

## Answers

- |              |             |
|--------------|-------------|
| a. nearly    | e. too much |
| b. badly     | f. very     |
| c. perfectly | g. so       |
| d. deeply    | h. simply   |

## Reflection

Ask learners to tell their classmates what they learnt from the lesson.

## Additional Practice

Refer learners to **pages 152–153** of the Workbook for more exercises.

## Strand 5: Using Writing Conventions/Grammar Usage

### Sub–Strand 2: Using Punctuation

**B6.5.2.1.1:** Use apostrophe to show plural possession.

**Teaching Strategies:** Discussion, demonstration

**Teaching/Learning Resources:** Model text

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

**Key Vocabulary:** apostrophe, punctuation mark, possession, ownership

### Preparation before class

Before the lesson, prepare your model text.

### Teaching/Learning Activities

#### Activity 9

#### Review punctuation:

1. Give a sample paragraph to groups of learners to identify the punctuation marks used.
2. Introduce the apostrophe punctuation mark by providing examples on the board.  
For example: Ama's book, the people's food, the boy's belt, the dog's tail, etc.  
Ask learners to explain the functions of the apostrophe. It is used to show possession or ownership.
3. Provide a text leaving out the target punctuation marks. Let the class punctuate it.  
Have learners look at the unpunctuated text on **page 293** of the Learner's Book.  
Learners should insert apostrophes where needed. Provide support where necessary.
4. Collect learners' work for marking and give feedback after marking.

#### Reflection

Let learners say which part of the lesson they enjoyed most and why.

#### Additional Practice

Refer learners to **pages 155–156** of the Workbook for more exercises.

#### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

#### Discover more

Have learners to watch the video in the QR code on Learner's Book **page 294** and read the sentences with adverbs of degree in them. They should make a list of ten adverbs of degree and form sentences with five of them to be posted on the classroom wall for gallery walk activities.

## Homework

Assign learners to copy the given sentences in their homework books and identify the phrasal verbs in them.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. Truthfulness/faithfulness/being loyal
2. The King gave all the gold in the palanquin to his faithful servant.
3. He sacked all of them.
4. **a.** No one told him/None of the unfaithful servants told him what was happening  
**b.** having been very unhappy
5. He is a loyal servant/truthful servant.

### B. Reading

#### Activity 1

1. So that we are not caught.
2. They liked to talk about the things in their homes.
3. Because they got very excited about something new in the house.
4. Asamaniwa realized that they got excited about something new in the house.
5. She told them that the party was for adults and no children except herself should be there.

#### Activity 2

/scr/	str	chr
scribe	strong	Christian
scream	strange	chrome
scratch	stream	Christ
scroll	stretch	Chronic
screw	strength	Chronicle
script	string	etc

### C. Vocabulary

#### Activity 1

1. She started to make up stories about her home to get people interested in her.
2. She spoke about her large house with three swimming pools and a twenty-car garage.
3. The more attention she got, the more outrageous the lies became.
4. Asamaniwa was excited about the barbecue party because it provided her with another chance to lie.
5. Everybody was surprised and intrigued.
6. Asamaniwa firmly said it was a party for adults.
7. Asamaniwa dried her eyes and confessed to her mother.

#### Activity 3

- |               |            |
|---------------|------------|
| 1. honest     | 6. fetch   |
| 2. everything | 7. hungry  |
| 3. truthful   | 8. lying   |
| 4. certainly  | 9. please  |
| 5. forgive    | 10. punish |

### D. Grammar Usage

#### Activity 1

- |               |             |
|---------------|-------------|
| 1. too        | 6. almost   |
| 2. very       | 7. most     |
| 3. almost     | 8. entirely |
| 4. terribly   | 9. more     |
| 5. completely | 10. hardly  |



### Activity 2

1. broke off – ended/interrupted
2. blew up – destroyed by an explosion
3. take off – begin/start
4. give up – abandon
5. bump into – meet unexpectedly/  
collide into something
6. put away – send back/throw away/  
discard
7. make out – recognise by sight or  
hearing
8. bring down – to cause to lose/cause  
the downfall of

### Activity 3

1. Adverb of degree
2. Adverb of reason
3. Adverb of frequency
4. Adverb of degree

5. Adverb of reason
6. Adverb of degree
7. Adverb of reason
8. Adverb of reason
9. Adverb of degree
10. Adverb of reason

### E. Writing

#### Activity 1

1. The men's cars.
2. The girl's pencil.
3. The children's toys.
4. Mr Dosu's house.
5. The fish's tail.
6. The horses' legs.
7. The boats' nets.
8. My friend's company.
9. Our teacher's cage.
10. The students' dresses.

### Unit Overview

This unit is about the importance of caring for older people. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will listen to a story entitled “A Good Boy” and answer questions about it. Section B is in two parts. In the first part, learners will read a passage entitled “Taami for Grammy” and answer comprehension questions about it. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D. Learners will identify and appropriately use adverbs of reason to express the motives behind people’s actions. Section E ends the unit. Learners will copy complex sentences neatly in joint script, honing their writing skills in more sophisticated sentence structures.

### Learning Outcomes

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

Strand 1: Oral Language Sub-strand 4: Story Telling		
Content Standard	Indicators	Core Competencies
<b>B6.1.4.1. Respond to stories.</b>	<b>B6.1.4.1.2.</b> Tell stories around given themes.	Communication and collaboration Critical thinking and Problem Solving
Strand 2: Reading Sub-strand 8: Silent reading		
Content Standard	Indicators	Core Competencies
<b>B6.2.8.1. Construct meaning from text read.</b>	<b>B6.2.8.1.1.</b> Read silently and reasonable for meaning from a level-appropriate text. <b>B6.2.8.1.3.</b> Ask and answer questions based on passage read.	Communication and Collaboration Critical Thinking

Sub-strand 5: Blends and consonant clusters		
Content Standard	Indicators	Core Competencies
<b>B6.2.5.1. Identify and use common consonant digraphs in reading.</b>	<b>B6.2.5.1.2.</b> Use the spelling-sound correspondence for common consonant digraphs.	Communication and collaboration Personal Development and Leadership Creativity and innovation Critical thinking and Problem Solving
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills.</b>	<b>B6.2.6.3.1.</b> Demonstrate contextual meaning of words/phrases. <b>B6.2.7.2.3.</b> Demonstrate awareness of the structure of a sentence.	Critical thinking and Problem Solving Communication and collaboration
Strand 3: Grammar Usage at Word and Phrase level Sub-strand 6: Adverbs		
Content Standard	Indicators	Core Competencies
<b>B6.3.6.1. Apply the knowledge of different types of adverbs in communication.</b>	<b>B6.3.6.1.1.</b> Use adverbs to express reason.	Creativity and innovation Communication and collaboration Personal Development and Leadership Critical thinking and Problem Solving
Strand 4: Writing Sub-strand 11: Creative		
Content Standard	Indicators	Core Competencies
<b>B6.4.11.1. Create text</b>	<b>B6.4.11.1.2.</b> Write poems and imaginative narrative stories using ideas from poems and imaginative texts read or viewed.	Collaboration and communication Creativity and innovation Personal Development and Leadership Critical thinking and Problem Solving

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1.</b> <b>Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

## Section A

### Strand 1: Oral: Language

#### Sub-strand 4: Story Telling

**B6.1.4.1.2.** Tell stories around given themes.

#### Listening Comprehension: A good boy

**Teaching Strategies:** Discussion, echo reading, pair work, class/group activities

**Teaching/Learning Resources:** A model story/picture in the Learner's Book **page 296**

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem-Solving

**Key Vocabulary:** frailty, helpless, thoughtful, gratitude, aged, assistance, compassionate

#### Preparation before class

Before the lesson, prepare your model story.

### Teaching/Learning Activities

#### Activity 1

1. Display the picture on the board and have learners talk about what they see. Let them name the people in the picture and say what they are doing. Let learners explain why young people must help the aged. Teach pronunciation and meaning of keywords.
2. While learners pay attention, read the text clearly and loudly to them. Have learners state the parts of the text that they enjoyed, and give reasons.

#### A Good Boy

Once, an old woman needed to cross a road, but her frailty made it difficult for her to do so alone. She stood at the side of the road for quite some time, feeling lonely and helpless. Meanwhile, a group of schoolboys passed by, laughing and chatting happily as they headed home. Although they noticed the old woman, none of them offered assistance and continued on their way.

However, one thoughtful boy among them decided to be kind. He approached the old woman and respectfully addressed her, saying, “Mother, do you want to cross the road? I will help you. I will take you to the other side.” Filled with gratitude, the old woman allowed the boy to assist her in crossing the road safely.

The act of kindness brought great joy to the boy’s heart. He realized he had done a good deed and felt happiness within himself. He thought, “By helping somebody’s mother today, someday, somebody will help my own mother when she reaches old age.”

In a prayer, the old woman expressed her gratitude and asked for blessings for the good-hearted boy. She said, “Dear God, be kind to this compassionate boy.”

**3.** Ask learners to retell the story.

## Activity 2

Have learners ask and answer the questions on the text with their partners (Learner’s Book pages 296–297).

### Answers

- a. She wanted to cross the road.
- b. She was very weak/she looked weak.
- c. She first saw a large number of schoolboys (who were laughing and talking).
- d. No, they didn’t help her.
- e. One boy.
- f. The boy helped the old woman to cross the road.
- g. So that someone will help his mother in her old age. “By helping somebody’s mother today, someday, somebody will help my own mother when she reaches old age.”
- h. She prayed that God should be kind to the boy: Be kind to this good boy.
- i. Accept learners’ suggestions

## Reflection

Have learners reflect on the story and compare how they help others to how the boy in the story helped the old woman.

## Additional Practice

Refer learners to **page 187** of the Workbook for more exercises.

**Strand 2: Reading****Sub-strand 8: Silent Reading**

**B6.2.8.1.1.** Read silently and reasonably for meaning from a level-appropriate text.

**B6.2.8.1.3.** Ask and answer questions based on a passage read.

**Teaching Strategies:** Echo reading, silent reading, pair work, class/group activities

**Teaching/Learning Resources:** Word cards, picture in the Learner's Book **page 297**

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

**Key Vocabulary:** hometown, stock, fascinating, hatched, snagging, sapling, elated, shifted, pep

**Preparation before class**

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 297** of the Learner's Book for a more co-operative picture reading activity.

**Teaching/Learning Activities****Activity 3**

1. Have learners look at the picture based on the text and tell what they see.
2. Hold a discussion to talk about how to care for the aged around us and why we should do that.
3. Teach and drill the pronunciation of the keywords: **hometown, stock, fascinating, hatched, snagging, sapling, elated, shifted, pep**. Use word cards for further pronunciation practice.

**Activity 4**

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of keywords (if necessary) using contexts, demonstration and miming.

**Activity 5**

1. Write pre-reading questions on the board to guide learners' reading.
2. While learners listen attentively, read the text aloud and ask them to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
3. Read the text a second time while learners listen. Discuss the correct answers to the pre-reading questions with learners.

**Activity 6**

1. Let learners read the text silently and at a reasonable pace to get the meaning from the text. Direct learners' reading with "while reading" questions.
2. Ask them to visualise what is happening in the story.

## Assessment

Ask learners to read the questions on the text (**page 299** of Learner's Book) and discuss the answers with their partners.

### Answers

- a. She had grown too old to live by herself.
- b. In Kumasi
- c. Because the writer loved Grandma's cooking.
- d. She missed home.
- e. They got some taami berries and a sapling for Grandma.
- f. They discovered that Grandma loved to garden.

### Reflection

Have learners reflect on the story and tell which part of the story they like and why.

### Sub-Section B: Letters have Sounds

#### Strand 2: Reading

#### Sub-strand 5: Blends and Consonant Clusters

**B6.2.5.1.2.** Use the spelling-sound correspondence for common consonant digraphs.

Play the phonics song and have learners sing along. While learners listen to you, blend the letters in the following words and read them out loud: **chain, chick, Chinese, cheat, choose/ show, shop, shirt, ship, sheep/cough, enough, tough.**

Have the learners blend and read the words after you.

Let learners sit in pairs and find examples of words with the target sounds "ch", "sh", and "gh".

Ask them to make sentences with their words and present three of those sentences to the class.

### Additional Practice

Refer learners to **pages 158–160** of the Workbook for more exercises.

## Section C

#### Strand 2: Reading

#### Sub-strand 6: Vocabulary

**B6.2.6.3.1.** Determine the contextual meaning of words/phrases.

**B6.2.7.2.3.** Demonstrate awareness of the structure of a sentence.

**Teaching Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem-Solving.

## Preparation before class

Before the lesson, prepare your word cards.

## Teaching/Learning Activities

### 1. Matching given meanings to their appropriate words.

Working as a class, let learners reread the passage and find words for the given meanings.

Ask the learners to raise their hand when they find a word and tell the class in which paragraph and sentence they found it.

Put learners in pairs to read the sentence in which the word is found.

Still in pairs, learners match the words to their given meanings. Let them share their answers with the rest of the class for feedback.

## Answers

- a. hometown – the town where your family comes from
- b. stock – liquid in which meat and vegetables are simmered
- c. fascinating – capable of arousing and holding attention.
- d. hatched – devise or invent
- e. snagging – get by acting quickly and smartly
- f. sapling – young tree
- g. elated – full of high-spirited delight
- h. shifted – change in quality
- i. pep – liveliness and energy

### 2. Matching sentence parts (see **page 301** of the Learner's Book 6)

Have learners reread the passage and find the target sentences. Ask them to raise their hand if they see any of them and to tell the class the paragraph in which they find it. Let learners read the sentences.

For example: But soon, despite her smiles, stories and jokes, we realized that Grandma was not so happy living in Kumasi with us. (paragraph 2).

In pairs, learners rearrange the jumbled words to form the original correct sentences.

## Answers

- | A                            | B  |
|------------------------------|--|
| a. Short of sending her home | what could we do to make her happy?      |
| b. He was able to get one    | at a very affordable rate.               |
| c. Then we surprised         | her with the berries.                    |
| d. But the best part of it   | all was the sapling!                     |
| e. It was only then that we  | discovered that Grandma loved to garden. |
| f. She tended to the         | young tree over the next months.         |



**Stand 3: Grammar Usage at Word and Phrase Levels****Sub-strand 6: Adverbs****B6.3.6.1.1.** Use adverbs to express reason**Adverbs of reason****Teaching/Learning Strategies:** Discussion, drill, pair work, class, group activity**Teaching/Learning Resources:** Word cards, sentences cards, language game (Lucky Dip)**Core competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical thinking and problem solving**Key Vocabulary:** because, so, since, as a result of**Preparation before class**

Before the lesson, prepare your word and sentence cards and the language game (Lucky Dip).

**Teaching/Learning Activities**

1. Revise adverbs with learners through context. Ask learners to explain what an adverb is. Let them give examples and make sentences with them. Examples:
  - a. She walks fast.
  - b. The team plays well.
2. Present sentences with adverbs of reason on the board. Have learners repeat the sample sentences and mention the adverbs of reason in them.
  - a. He travelled to his home town because of the bad weather.
  - b. Since I was sick, I couldn't attend classes.
  - c. You are late for the party so hurry up.
  - d. Our student received the Best Student Awards as a result of hard work.
3. Discuss adverbs of reason with learners. What are they? The adverbs underlined in the above sentences are: because, since, so and as a result of. They tell us the reason something happened. They answer the question: why?
  - a. Because he was hungry, he could not sleep.
  - b. He failed the exams; so he did not gain admission to his first-choice of school.
6. Have learners read the sample sentences from the board and on the sentence cards in pairs, groups and individually.
7. Allow pairs of learners to take turns creating sentences using adverbs of reason and share with the rest of the class. Let learners pick sentences from Lucky Dip game and read them aloud.

**Assessment**

Refer learners to **page 302** of the Learner's Book to do exercise 3.

**Strand 4: Writing****Sub–Strand 11: Creative/Free Writing**

**B6.4.11.1.2:** Write poems and imaginative narrative stories using ideas from poems and imaginative texts read or viewed.

**Creative Writing**

**Teaching/Strategies:** Discussion, writing, demonstration

**Teaching/Learning Resources:** Sample text

**Core Competencies:** Critical Thinking, Communication and Collaboration, Creativity and Innovation

**Key Vocabulary:** parallel story, grandmother, real name, hometown

**Preparation before class**

Before the lesson, prepare your sample text on sentence cards.

**Teaching/Learning Activities****Penmanship****Complex sentences**

1. Revise subordinating conjunctions by having learners use them in sentences.

Examples:

- a. The ladies brought some foodstuff after they had cleaned the kitchen.
  - b. You should meet our photographer so that he can take a picture of you.
2. Have learners read the examples on the board and give their own examples.  
Introduce complex sentences to learners using the sentences above. Let learners study the structure of the given sentences and say what it is.  
For example sentence i is made up of two simple sentences +a subordinating conjunction.
    - a. The ladies brought some foodstuff.
      - They had cleaned the kitchen.
      - The ladies brought some foodstuffs after they had cleaned the kitchen.
    - b. You should meet our photographer. He can take a picture of you.
      - You should meet our photographer so that he can take a picture of you.
    - c. He comes today. I will not travel.
      - If he comes today, I will not travel.
  3. Let learners sit in pairs and write their examples of complex sentences. Ask them to share their sentences with the rest of the class.  
Put learners in groups to identify complex sentences from texts they have been given.
  4. Have learners copy the given complex sentences into their exercise books. Ask them to use joint script.  
Let learners display their work for their classmates to see before submitting it.

## Activity 8

### Guided Writing – Parallel Story

1. Have learners read the story “Tammi for Grammy” again.
2. Discuss the story with the class drawing their attention to the following aspects:
  - The name of the grandma and how the writer calls her.
  - How old she is.
  - Where she comes from and where she stays.
  - Why she stays away from her hometown.
  - What she does that makes the writer happy.
  - Why the writer wants her to be happy and what his/her family did to make grandma happy again.
3. Ask questions that will help learners relate the story to their personal lives. E.g. What is your grandmother’s real name? What is your pet name for your grandmother?
4. In pairs, have learners write a parallel story about their grandmother’s using the points on **page 303–304** of the Learner’ Book.

### Remedial Activity

Go around to assist pairs that struggle to write their parallel story.

Ensure learners write their drafts, revise and edit it before sharing it with the rest of the class.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Have learners to watch the video in the QR code on Learner’s Book **page 304** in their groups and talk about the function of an adverb of reason in a sentence. Ask them to make meaningful sentences at home, read them to their partners and submit for marking.

### Homework

Discuss the homework on Learner’s Book **page 305** with learners and assign them to write it at home. They should present their work for peer editing before marking.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. She wanted to cross the street.
2. She was not strong.
3. She saw some school children.
4. They did not help her.
5. A boy carried her luggage and helped her cross the street.
6. The old woman prayed to bless the boy.
7. It is good/a blessing to help the elderly.

### B. Reading

#### Activity 1

1. He called her Grammy.
2. Whuti
3. a. She spent many days sitting down, just staring out of the window.  
b. Her smiles were quick to fade.  
c. She did not look happy.
4. She missed home.
5. She tended to the young trees.
6. They discovered that Grandma loved to garden.

#### Activity 2

/ch/	/sh/
China	push
much	fish
match	rash
torch	shut
choose	sheen
which	sharp
touch	shop
patch	shave
chatter	show
hatch	shaft, etc

### C. Vocabulary

#### Activity 1

1. hometown – the town where your family comes from
2. stock – liquid in which meat and vegetables are simmered
3. fascinating – capable of arousing and holding attention
4. hatched – devise or invent
5. snagging – get by acting quickly and smartly
6. sapling – young tree
7. elated – full of high-spirited delight
8. shifted – change in quality
9. pep – liveliness and energy

### D. Grammar Usage

#### Activity 2

1. where
2. how
3. because
4. after
5. when
6. as if

### Unit Overview

This unit is about the social-cultural value of philanthropy in society. It consists of five sections, A-E. Section A focuses on Oral Language Development. Learners will actively participate in a discussion centered on being philanthropic. Section B is in two parts. In the first part, learners will read a passage entitled “Daniel Mc Korley, Businessman and Philanthropist” and answer comprehension questions about it. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D. Learners will utilize simple conjunctions to join/link two simple sentences. Section E ends the unit. Learners will copy sentences featuring conjunctions. Lastly, they will refine their writing skills further by planning and writing a process essay using guidelines.

### Learning Outcomes

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

Strand 1: Oral Language Sun-strand 6: Conversation		
Content Standard	Indicators	Core Competencies
<b>B6.1.6.1. Explore certain culturally acceptable language for communication.</b>	<b>B6.1.6.1.1.</b> Describe/Talk about objects, personalities/ events in the country and the world.	Cultural identity and Global citizenship Communication and collaboration
Strand 2: Reading Sub-strand 7/9: Comprehension/Fluency		
Content Standard	Indicators	Core Competencies
<b>B6.2.7.1. Process and comprehend level-appropriate text.</b> <b>B6.2.9.1. Read fluently to enhance comprehension.</b>	<b>B6.2.7.1.2.</b> Note and recall main idea in sequence. <b>B6.2.9.1.1.</b> Read grade-level text with meaning.	Communication and collaboration
Sub-strand 3: Word Families, Minimal Pairs and Common Digraphs		
Content Standard	Indicators	Core Competencies
<b>B6.2.3.1. Identify rhyming/ ending words and common digraphs.</b>	<b>B6.2.3.1.2.</b> Use words with digraphs to make meaningful sentences.	Communication and collaboration

Strand 5: Using Writing Convention/Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B6.5.10.1. Spell word accurately.</b>	<b>B6.5.10.1.1.</b> Check pieces of literary work for spelling.	Personal Development Creativity and Originality Communication and collaboration
Strand 2: Reading Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.1. Understand word meanings and usage.</b>	<b>B6.2.6.1.2.</b> Use the following terms: compound words, idioms, simile, synonym, antonym, prefix, suffix, phrasal verb, etc. in spoken and written expressions.	Creativity and innovation Communication and collaboration Personal Development and Leadership
Strand 3: Grammar Usage at phrase and word level Sub-strand 8: Conjunctions		
Content Standard	Indicators	Core Competencies
<b>B6.3.8.1. Apply the knowledge of conjunction in speech and writing.</b>	<b>B6.3.8.1.1.</b> Identify and use simple conjunction – so that when, while, if, etc. <ul style="list-style-type: none"> <li>• Show purpose</li> <li>• Express time</li> <li>• Condition, etc</li> </ul>	Communication and collaboration
Strand 4: Writing Sub-strand 9: Writing as a process		
Content Standard	Indicators	Core Competencies
<b>B6.4.9.3. Apply strategies for improving drafts for publishing.</b>	<b>B6.4.9.3.3.</b> Publish writing piece for other peers to read and in the school magazine.	Communication and collaboration Critical thinking and Problem Solving
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1. Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

**Strand 1: Oral Language****Sub-strand 6: Conversation – Talking about oneself, Family, People, Customs, Social/Cultural values and manners**

**B6.1.6.1.1.** Describe/Talk about objects, personalities/events in the country and the world

**Conversation: Being philanthropic**

**Teaching/Learning Resources:** Picture

**Teaching Strategies:** Discussion, pair work, class activities

**Core Competencies:** Communication and Collaboration, Cultural Identity and Global Citizenship

**Key Vocabulary:** philanthropist, contribution, improve, control, a particular problem

**Preparation before class**

Before the lesson, ask learners to find out the names of some people in their community who helped in one way or the other, and what they did.

**Teaching /Learning Activities****Activity 1**

1. In pairs, have learners talk about how they help each other at school.  
Let each pair share what they discussed with their partners with the rest of the class.  
Working as a class, let learners explain the word “philanthropic”. Once they have understood the word, ask them to guess what the discussion will teach them.
2. Still working as a class, lead learners to talk about some philanthropists they know. Ask them to say where they come from and what they did that was generous. Was it for individuals or the whole community?
3. Have learners talk about the effect of philanthropic activities. Did the people get any reward for their actions?  
Let learners talk about occasions when they have helped people and how the recipients reacted towards them. Ask them to share their experiences with the class.

**Reflection**

Have learners reflect on the conversation and come out with the need or importance of being generous to others. One should not be selfish and concentrate on his/her family only.

**Additional Practice**

Refer learners to **pages 164–165** of the Workbook for more exercises.

**Strand 2: Reading****Sub-strand 7/9: Comprehension /fluency**

**B6.2.7.1.2** Note and recall main ideas in sequence.

**B62.9.1.1** Read grade-level text with meaning

**Teaching Strategies:** Echo reading, pair work, class/group activities

**Teaching /Learning Resources:** Word cards, pictures in the Learner's Book **page 308**

**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Critical Thinking

**Key Vocabulary:** philanthropy, critical, imperative, magnate, savvy, entrepreneurial, notable, fundamental, estimation

**Preparation before class**

Before the lesson, prepare your word and sentence cards. Make large copies of the pictures on **page 308** of the Learner's Book for a more co-operative picture reading activity.

**Teaching /Learning Activities****Activity 3**

1. Begin the lesson with a discussion of the picture on **page 308** of the Learner's Book. Allow learners to talk about what they see and predict the topic of the lesson.
2. Teach and drill the pronunciation of the keywords: **philanthropy, critical, imperative, magnate, savvy, entrepreneurial, notable, fundamental, estimation.**

**Activity 4**

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of keywords (if necessary) using contexts, demonstration and miming.

**Activity 5**

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.  
Read the text a second time while learners listen.  
Have learners read the text after you several times (echo reading).

**Activity 6**

1. In pairs, have learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.
2. As the learners read let them form a mental picture of what is happening in the story. Guide learners to present facts and ideas in a sequential.



## Assessment

Let learners read the questions on **page 310** of the Learner's Book 6 and discuss the answers with their partners.

### Answers

- a. Because our resources are not distributed evenly.
- b. He's the CEO of McDan Shipping and one of the richest men in Ghana.
- c. He invests in start-up businesses. He's built school blocks and donated to orphanages. He also invests in sports like athletics, football and tennis.
- d. He hopes that sports will provide opportunities for people who are poor.
- e. Individual responses

### Subsection B: Letters have Sounds

#### Strand 2: Reading

**Sub-strand 3:** Word families, minimal pairs and common digraphs

**B6.2.3.1.2.** Use words with digraphs to make meaningful sentences

1. End the reading session with this activity. Play the phonics song and have learners sing along. While learners listen to you, read the following sentences to them.
  - a. The duck is sitting on the water.
  - b. I went to see the queen.
  - c. The whale is a very big fish.
  - d. All our chairs are broken.

Let the learners read the sentences after you.

Have learners take turns reading the sentences to their partners.

Let learners make sentences with these words: queen, whale, chair

Drill the sentences further from word cards.

### Additional Practice

Refer learners to **pages 165–166** of the Workbook for more exercises.

## Section C

### 1. Sentence completion

Ask the class to reread the text to find words to complete the given sentences (**page 311** of the Learner's Book).

In pairs, let learners fill in the blank spaces with the appropriate words. Ask them to share their answers with the rest of the class.

Have learners write the sentences in their exercise books.

## Answers

- a. It is why many companies practice corporate social responsibility.
- b. Daniel McKorley, CEO of McDan Group, is one of the richest men in Ghana.
- c. He's made quite a name for himself in the world of logistics and beyond.
- d. He's also the first man to operate a private jet terminal in Ghana.
- e. Daniel is very much interested in giving back to society.
- f. McDan Foundation is a charity foundation that donates to worthy causes.

### 1. Spelling (page 311 of the Learner's Book)

Write the words on the board. Point to each word, and say it several times for learners to listen and repeat.

Have learners read the words in groups/pairs and individually.

Clean the board and ask learners to match one part in B to another part in A to make one word.

## Answers

- |               |               |
|---------------|---------------|
| a. business   | f. pleasant   |
| b. distant    | g. empty      |
| c. village    | h. mechanised |
| d. contractor | i. project    |
| e. expands    | j. problem    |

### 1. Suffixes

Read the target words one by one for learners to repeat after you: beggar, walker, footage, windy, practical, beautiful, freedom, childish, friendship, lovely.

Have learners sit in pairs to reread the given words.

Still working in pairs, let learners break the given words into word + suffix = new word.

Let each pair share their work with the rest of the class.

## Answers

Word	+	Suffix	—	New word
begg	+	ar	—	beggar
walk	+	er	—	walker
foot	+	age	—	footage
wind	+	y	—	windy
practice	+	al	—	practical
beauti	+	ful	—	beautiful
free	+	dom	—	freedom
child	+	ish	—	childish
friend	+	ship	—	friendship
love	+	ly	—	lovely

Have learners copy the work in their exercise books.

### Additional Practice

Refer learners to **pages 166–167** of the Workbook for more exercises.

## Section D

### Strand 3: Grammar usage at word and Phrase Levels

#### Sub-strand 8: Conjunctions

**B6.3.8.1.1.** Identify and use simple conjunctions-so that, when, while, if, etc. to:

- show purpose
- Express time
- Condition, etc.

**Teaching Strategies:** Discussion, drills, pair work, class/group activities

**Teaching/Learning Resources:** Sentence cards, word cards

**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Personal Development and Leadership

**Key Vocabulary:** because, so that, unless, if, subordinating conjunctions

#### Preparation before class

Before the lesson, prepare your word and sentence cards.

### Teaching/Learning Activities

#### Activity 7

Review simple sentences by asking learners to identify examples on the board as well as sentence cards. Examples:

- a. The learners should come early.
- b. They meet the chief.
- c. I was asleep.
- d. Mother came home.
- e. The baby slept peacefully.
- f. The mother was washing clothes.
- g. Kwame could not attend the meeting.
- h. He was sick.
- i. The visitors will arrive late.
- j. Their vehicle had delays on the way.

Have learners give their own examples of simple sentences.

Introduce the subordinating conjunctions (so that, when, while, because, if) in sentences.

Examples:

- a. The learners should come early so that they can meet the chief.
- b. I was asleep when my mother came home.
- c. The baby slept peacefully while the mother was washing clothes.
- d. Kwame could not attend the meeting because he was sick.
- e. The visitors will arrive late if their vehicle is delayed on the way.

Still working as a class, lead a discussion to help learners understand what a subordinating conjunction is. Refer them to the above sentences. The underlined words are examples of subordinating conjunctions. They combine two simple sentences to make them complex sentences.

Other examples are: after, however, how, before, since, etc.

Drill the sample sentences from the board, on word cards and sentence cards.

Let learners sit in pairs and write sentences with subordinating conjunctions. Ask them to share their sentences with the class.

For free practice, put learners in groups of four and conduct an integration drill. Learners A and B give two simple sentences for Learners C and D to join to form a complex sentence. Continue until every member of the group has had a chance.

Have the groups present some of their sentences to the class.

## Assessment

Let learners identify the subordinating conjunctions in given sentences (see Exercise 1 on **page 313** of the Learner's Book).

### Answers

- a. because
- b. so that
- c. while
- d. unless

Let learners practise combining pairs of sentences with subordinating conjunctions (**page 300** of the Learner's Book). Have pairs of learners work on the exercise orally and then let them write it in their exercise books.

### Answers

- a. The girls were around when I left
- b. Bring the book to the room so that we can check the number.
- c. You must come early if you want me to go.
- d. My brother was cooking while i was sweeping
- e. They will stay overnight if you want them to go.
- f. The girls beat the boys beacuse they want money.

## Reflection

Let learners say which part of the lesson they enjoyed the most and why. Ask them to find more subordinating conjunctions in dictionaries or on the internet.

## Additional Practice

Refer learners to **pages 168–169** of the Workbook for more exercises.

**Strand 4: Writing****Sub – Strand 9: Writing as a Process**

**B6.4.9.3.3:** Publish writing piece for other peers to read and in the school magazine.

**Process Writing**

**Essay Writing:** A philanthropist I know

**Teaching Strategies:** Modelling, discussion, brainstorming

**Teaching/Learning Resources:** A model essay

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

**Key Vocabulary:** harsh, economy, corruption, accidents

**Preparation before class**

Before the lesson, prepare your model essay.

**Teaching /Learning Activities****Activity 8****Guided Writing**

1. Have learners re-read the passage in the unit. Discuss the philanthropist story with the class using probing questions, e.g.
  - a. Who is s/he?
  - b. What are some of the philanthropic acts the person has done?
  - c. How have such acts helped the community or society?
2. In groups have learners brainstorm about philanthropist they know and what they do.
3. Have groups write the draft of their composition and present it to the class. Get the class to make input into each group's work.
4. Ask groups to revise and edit their works for submission.
5. Mark each group's work and give feedback.

**Remedial Activity**

Go round to support groups that struggle to draft or revise their work.

**Reflection**

Find out from learners what they have gained from the lesson. Did they enjoy the lesson? Why?

Assign homework: Ask the learners to write an essay about peace and its importance in the country.

**Additional Practice**

Refer learners to **page 169** of the Workbook for more exercises.

**Unit Summary**

Go through the unit summary with learners and discuss what they have learnt.

## Discover more

Scan this QR code on Learner's Book **page 315** for learners to learn more about conjunctions. Have learners mention the subordinating conjunctions they have learnt and what they are used for. Have them use six of the subordinating conjunctions to form complex sentences.

## Homework

Let learners write a few sentences about the topic assigned them on Learner's Book **page 315**.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. A philanthropist is a very generous person or institution.
2. Individual responses

### B. Reading

#### Activity 1

3. False
4. True
4. False
5. True
5. False
6. False

#### Activity 2

/ck/	/qu/	/wh/	/ch/
duck	queen	when	children
deck	quack	who	check
stick	quick	where	choose
sack	quake	why	chain
desk	question	whisk	cheer

### C. Vocabulary

#### Activity 1

1. philanthropy
2. resources
3. critical
4. corporate
5. imperative
6. businesses
7. savvy
8. estimation
9. fundamental
10. notable
11. enstooled
12. traditional

### Activity 2

Root word	Suffix	Word
eat	ing	eating
work	ing	working
contract	or	contractor
visit	or	visitor
farm	ers	farmer
expand	ed	expanded
woman	hood	womanhood
region	al	regional
king	dom	kingdom
kind	ly	kindly
work	er	worker

### D. Grammar Usage

#### Activity 1

1. when
2. if
3. while
4. because
5. where

#### Activity 2

1. must
2. can
3. should
4. may
5. will
6. could
7. had to
8. can't

## Unit Overview

This unit is about travelling to different regions of Ghana by air. It consists of five sections, A-E. Section A focuses on Oral Language Development. Learners will actively participate in a conversation focused on air travel to various regions of the country and answer questions about it. Section B is in two parts. In the first part, learners will read a text entitled “A Brief History of Aeroplanes” and answer comprehension questions about it. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D and focuses on the use of prepositions and phrasal verbs to convey a variety of meanings. Section E ends the unit. Learners will write sentences with -ing nouns in a joint script.

## Learning Outcomes

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

Strand 1: Oral Language Sub-strand 6: Conversation		
Content Standard	Indicators	Core Competencies
<b>B6.1.6.1. Explore certain culturally acceptable language for communication.</b>	<b>B6.1.6.1.1.</b> Describe/Talk about objects, personalities/ events in the country and the world.	Cultural identity and Global citizenship Communication and collaboration
<b>B6.1.6.2. Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understating.</b>	<b>B6.1.6.2.1.</b> View and listen attentively and for a sustained period (e.g. look at the person speaking and maintain eye contact) and record the key issues in the discussion.	Creativity and innovation Personal Development and Leadership Critical thinking and Problem Solving
Strand 2: Reading Sub-strand 8: Silent reading		
Content Standard	Indicators	Core Competencies
<b>B6.2.8.1. Construct meaning from text read.</b>	<b>B6.2.8.1.1.</b> Read silently and reasonably for meaning from a level-appropriate text. <b>B6.2.8.1.2.</b> Find meaning of words as used in context.	Communication and Collaboration Critical thinking

Sub-strand 3: Word Families, Minimal pairs and common digraphs		
Content Standard	Indicators	Core Competencies
<b>B6.2.3.1. Identify minimal pairs and common digraphs.</b>	<b>B6.2.3.1.1.</b> Use common minimal pairs to decode words.	Communication and Collaboration
Strand 5: Using Writing Conventions/Grammar Usage Sub-strand 9: Using Simple, Compound and Complex Sentences		
Content Standard	Indicators	Core Competencies
<b>B6.5.9.1. Apply knowledge of grammatical rules to form words, phrases and sentences.</b>	<b>B6.5.9.1.2.</b> Construct simple sentences correctly.	Personal Development Creativity and Originality Communication and Collaboration
Strand 3: Grammar Usage at Words and Phrase levels Sub-strand 10: Preposition		
Content Standard	Indicators	Core Competencies
<b>B6.3.10.1. Apply knowledge of prepositions in oral and written communication.</b>	<b>B6.3.10.1.1.</b> Use preposition to convey a variety of meanings: <ul style="list-style-type: none"> <li>• Position/place/event</li> <li>• Time</li> <li>• Possession</li> <li>• Support/opposition</li> </ul>	Creativity and innovation Communication and Collaboration Personal Development and Leadership Critical thinking and Problem Solving
Strand 4: Writing Sub-strand 12: Descriptive		
Content Standard	Indicators	Core Competencies
<b>B6.4.12.1. Demonstrate knowledge of descriptive words/expressions in writing.</b>	<b>B6.4.12.1.1.</b> Use descriptive words/sounds devices/ figurative language to describe events/situations, places, personal experiences and events.	Collaboration and communication Critical thinking and Innovation Personal Development and Leadership
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1. Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership



**Strand 1: Oral Language****Sub-strand 6: Conversation – Talking about oneself, Family, People, Customs, Social/Cultural values and manners**

**B6.1.6.1.1.** Describe/Talk about objects, personalities/events in the world.

**B6.1.6.2.1.** View and listen attentively for sustained period and record the key issues.

**Conversation: Reaching the regions of Ghana by air transportation/airlines**

**Teaching Strategies:** Discussion, pair work, class activity

**Teaching /Learning Resources:** Picture in the Learner's Book **page 317**, map of Ghana, a poster of the regions of Ghana and their capitals

**Core Competencies:** Communication and Collaboration, Cultural Identity and Global Citizenship

**Key Vocabulary:** Oti Region, Bono East Region, Western Region, Volta Region, etc.

**Preparation before class**

Before the lesson, prepare a poster of the regions of Ghana and their capitals, and find a map of Ghana.

**Teaching /Learning Activities****Activity 1**

Let learners sing a familiar song or recite a poem related to the lesson.

1. Display the picture on the board and let learners talk about what they see. Ask them to name the people in the picture and say what they are doing. Let learners explain why the travellers must do what they are doing and predict what the lesson will be about.

**Activity 2**

1. Display the poster of the regions on the board or write the regions and their capitals on the board.
2. In pairs, have learners take turns to read the names of the regions and their capitals with their partners until they can read them alone without looking at the board. Refer to **page 318** of the Learner's Book for the 16 regions and their capitals.

**Activity 3**

1. Ask leading questions to have learners understand the importance/purpose of travelling by air to the regions: some people travel inside or outside the country for different purposes (to buy things and sell/to educate themselves/to visit friends or relatives; they take aeroplanes because it is faster than other forms of travelling).
2. Still working as a class, let learners list the regions/towns that have airports. Have learners talk about the preparation one needs to make in order to travel by air. Examples are:
  - a. Book and buy a ticket.
  - b. Confirm the day and time of departure.

3. Working in pairs, have learners look at the regions and their capitals on the map.  
Let learners mention the regions where their hometowns are found.  
Encourage participants in a conversation to listen attentively and maintain contact.

#### Activity 4

Let partners take turns to ask and answer questions on the topic (Learner's Book **page 319**)

#### Additional Practice

Refer learners to **page 170** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 8: Silent Reading

**B6.2.8.1.1.** Read silently and reasonably for meaning from a level-appropriate text

**B6.2.8.1.2.** Find meaning of words as used in context.

**Teaching Strategies:** Echo reading, silent reading, pair work, class/group activities, discussion

**Teaching/Learning Resources:** Word cards, pictures in the Learner's Book **page 319**.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

**Key Vocabulary:** balloons, cabins, propellers, swiftly, framework, gliders

#### Preparation before class

Before the lesson, prepare your word and sentence cards.

### Teaching /Learning Activities

#### Activity 5

1. Have learners discuss the title and the pictures of the reading passage. Based on the discussion, let learners predict what they will hear in the text.
2. Teach and drill the pronunciation of the keywords: **balloons, cabins, propellers, swiftly, framework, gliders from the board and word cards**

#### Activity 6

1. In pairs, have learners scan the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of each word (if necessary) using pictures, actions or simple explanations.

### Activity 7

1. Set pre-reading questions on the board to guide learners' reading.
2. Read the passage while learners listen and follow in their books. Ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.

Read the text aloud a second time while learners listen.

Have learners play vocabulary games that involve meaning

### Activity 8

1. Have learners read the text silently and at reasonable pace to get the meaning from the text. Direct learners reading with "while reading" questions.
2. Discuss the correct answers to the pre-reading questions with learners. Encourage them to indicate where the answers can be found in the passage

## Assessment

1. Let learners read each of the questions on the comprehension text and discuss the answers with their partners. (See **pages 321–322** of the Learner's Book 6.)

### Answers

- a. They made wings which they fastened to their arms.
- b. The first men were too heavy.
- c. They were carried in baskets.
- d. Cabins
- e. True
- f. True
- g. False
- h. (Accept learners' opinions)

**Sub-section B: Letters have Sounds: Rhyming words**

**Strand 2: Reading**

**Sub-strand 3: Word families, minimal pairs and common digraphs**

**B6.2.3.1.1.** Use common minimal pairs to decode words

Play the phonics sound and let learners sing along. While learners listen to you, read the rhyming words aloud: **coat/goat, road/load, foam/home, brain/train, contain/gain**. Have learners read the words after you.

Ask learners to sit in pairs and find words that rhyme. Give help where necessary.

Let learners make sentences with their rhyming words and present three of them to the class.

### Additional Practice

Refer learners to **page 171–172** of the Workbook for more exercises.

**Strand 5: Using Writing Conventions/ Grammar Usage****Sub–Strand 9: Using Simple, Compound and Complex sentences**

**B6.5.9.12.** Construct simple sentences correctly.

**Teaching Strategies:** Demonstration, explanation, leading questions, pair work, class activities

**Teaching /Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

**Preparation before class**

Before the lesson, prepare your word cards.

**Teaching /Learning Activities****1. a. Matching parts of a sentence to its counterpart**

Working as a class, let learners reread the text in this unit and find the given sentences on **page 323** of the Learner's Book. Ask the learners to raise their hand when they find a sentence and tell the class in which paragraph they found it. Then let them read the sentence to the class.

Let learners sit in pairs to match parts of the sentences in B to their correct parts in A. Then let the class read the sentences together.

**Answers**

- a. Men are too heavy to fly.
- b. The first men tried to fly.
- c. Hot air rises upwards.
- d. Men are not able to fly like birds.
- e. Long cigar-shaped balloons are called airships.
- f. They had cabins hanging from them.

**Additional Vocabulary consolidation Task****2. Rhyming words** (see **page 322** of the Learner's Book 6)

Present the rhyming words on word cards one after the other for learners to repeat after you. Then write them on the board: **cease/seize, rice/twice, rise/size, peace/piece, dais/daiz, hot/pot.**

Drill pronunciation again several times, stressing the end sounds.

Let learners take turns to read the words from the Learner's Book.

**Additional Practice**

Refer learners to **page 172** of the Workbook for more exercises.

**1. a. - b. Simple past tense** (see **page 323** of the Learner's Book 6)

Let learners go and do the exercise as homework and submit it for marking.

**2. Varied answers**

## Section D

### Strand 3: Grammar usage at word and phrase levels

#### Sub-strand 10: Prepositions

**B6.3.10.1.1.** Use prepositions to convey a variety of meanings:

- Position/place/event
- time
- possession
- support/opposition

**Teaching Strategies:** Discussion, drill, demonstration, pair work, class activities

**Teaching/Learning Resources:** Pictures in the Learner's Book, sentence cards

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving

**Key Vocabulary:** in, at, during, from, between, for, to, an against

#### Preparation before class

Before the lesson, prepare your sentence cards.

### Teaching /Learning Activities

#### Activity 10

- 1.** Review prepositions in general through examples. Have learners make sentences with their sample prepositions.

Examples:

**a.** The cup is in the box.

**b.** It is on the table. Have learners explain what prepositions are.

- 2.** Introduce prepositions that show position/place/event through context.

Examples:

**a.** I left my money **in** the purse.

**b.** The box is **on** my table.

**c.** We met the learners **at** the end of the road.

**d.** The first person to arrive **at** the function was rewarded.

Let learners take turns reading the sample sentences above.

- 2.** Through a class discussion, help learners to know the use of **on**, **in**, and **at**.

- We use “**in**” when something is all around: in Accra, in town, in a box, in the classroom.
- We use “**on**” for the top part of something or something long: e.g. on the floor, on a hill, on Lake Bosomtwe, or on Independence Road.

- We use “**at**” for a place or an event: at the hospital, at church, at the naming ceremony, or at a football park.

3. Have learners give their own examples of sentences using on, in and at.

## Assessment

Choose the correct prepositions (refer learners to **page 325** of the Learner’s Book.)

### Answers

- a. Kofi lives in Aburi.
- b. I was in the library when you came.
- c. Our house is at the end of the street.
- d. The girl saw us at the supermarket.
- e. Put the money on the chair.

4. In another lesson, teach prepositions that show time (in/at/during).

Examples: at 8 o’clock, in the morning, during break time, at the end.

5. Let learners make sentences with “in”, “at”, and “during”. Write their sentences on the board.

Examples:

- a. The learners came home **at** 1 o’clock in the afternoon.
- b. We heard strange noises **in** the night.
- c. We do many activities **during** the day.
- d. See me **during** break time.

Let pairs take turns to read the sample sentences on the board.

Use sentence cards for further reading practice. Then have learners copy the sentences in their exercise books.

### Additional Practice

Refer learners to **pages 173–174** of the Workbook for more exercises.

**Strand 4: Writing****Sub–Strand 12: Descriptive Writing**

**B6.4.12.1.1:** Use descriptive words/sound devices/figurative language to describe events/situations/places personal experiences and events.

**Descriptive Writing**

**Teaching Strategies:** Modelling, pair work

**Teaching/Learning Resources:** Sample composition

**Core Competencies:** Critical Thinking and Problem-Solving, Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

**Key Vocabulary:** school uniform, preparations, experience

**Preparation before class**

Before the lesson, prepare your sample composition on your first experience washing clothes, cooking a common dish. e.g banku, jollof, etc.

**Teaching /Learning Activities****Penmanship****Sentences with -ing words**

1. Let learners sing the alphabet song.
2. Refer learners to the given sentences on **page 326** of the Learner's Book 6. Read the sample sentences for them to repeat after you.  
Use sentence cards for further drills. Have pairs and individuals read out the sentences.
3. Let learners copy the sentences into their exercise books. Collect their books for marking.

**Activity 11****Guided Writing – My experience washing my school uniform.**

1. Revise the writing process. Have learners name the stages and say what they do at each stage.
2. Revise descriptive writing by asking questions about what is done when writing descriptively. E.g. What shows that a composition is descriptive? Words used try to paint a picture in the reader's mind.
3. Write the topic on the board and have learners work in smaller groups to brainstorm to bring out the points they have to include in the essay.
4. Ask learners to open **pages 326–327** of the Learners book 6. Discuss the questions there with learners and have them work in their groups to answer them. Read your sample essay to the class. Encourage learners to use descriptive words.
5. Ask the groups to present their drafts to the class for peer feedback. Have them revise their draft, exchange their work for peer editing and publication on the classroom walls. Mark the composition.

**Additional Practice**

Refer learners to **pages 175** of the Workbook for more exercises.

**Remedial Activity**

Go round to support groups that struggle to answer the questions or to organise their answers into paragraphs.

**Unit Summary**

Go through the unit summary with learners and discuss what they have learnt.

**Discover more**

Let learners watch the video in the QR code on Learner's Book **page 327** then, lead them to discuss what they have learnt about prepositions.

**Homework**

Have learners do the fill-in-the blanks exercise assigned to them in this unit at home and read the completed sentences and use them to write a story in their homework books.



## Workbook Answers

### A. Oral Language

#### Activity 1

Region	Capital town
1. Oti	Dambai
2. Bono East	Techiman
3. Ahafo	Goaso
4. Bono	Sunyani
5. North East	Nalerigu
6. Savannah	Damongo
7. Western North	Sefwi Wiawso
8. Western	Sekondi
9. Volta	Ho
10. Greater Accra	Accra
11. Eastern	Koforidua
12. Ashanti	Kumasi
13. Central	Cape Coast
14. Northern	Tamale
15. Upper East	Bolgatanga
16. Upper West	Wa

### B. Reading

#### Activity 1

- The first men/They were carried by large balloons.
- Later men discovered light gasses.
- It was a man called Otto Lilienthal.
- Otto Lilienthal then went to the top of a hill and ran forward.
- Yes, men still fly in gliders.
- The wind and moving air (keep the gliders up).

7. Aeroplanes are taken rapidly through the air by their engines.

8. The propellers push air backwards so that the aircraft can move forwards.

#### Activity 2

- goat – coat, boat, bloat
- rain – gain, train, vain
- road – load, loan, grown
- bridge – fridge, cartridge, ridge
- wall – hall, fall, mall, etc.

### C. Vocabulary

#### Activity 1

- |                 |               |
|-----------------|---------------|
| 1. heavy        | 5. gliders    |
| 2. wings        | 6. aeroplanes |
| 3. cigar-shaped | 7. engines    |
| 4. balloons     | 8. jet        |

### D. Grammar Usage

#### Activity 1

- |          |          |
|----------|----------|
| 1. at/on | 5. at    |
| 2. in    | 6. in    |
| 3. on/in | 7. in    |
| 4. in    | 8. at/in |

#### Activity 2

- |         |        |
|---------|--------|
| 1. over | 5. to  |
| 2. at   | 6. off |
| 3. of   | 7. on  |
| 4. to   |        |

**Exercise 1**

1. Sample interesting topics for conversation
  - a. Being generous and its results/consequences
  - b. How will you help each other?
  - c. What happens in your community?
  - d. Leaders and their contribution to the society/community, etc.

**Exercise 2**

1.
  - a. Grammy was the grandmother of the writer.
  - b. She had grown too old to live by herself.
  - c. No, she was not so happy moving to Kumasi.
  - d. They managed to get some taami berries from the market for her.
  - e. Daddy got her taami seedlings which she tended.
  - f. Yes, it made her happy. She loved tending to the young trees over the next few months.

**2. a.**

/ scr / – scrub, screech

/ str / – struggle, street, stress, string

/ chr / – chronicle, Christian

**2. b.** Individual responses**Exercise 3**

1.
  - a. Imperative – an essential action
  - b. Corporate – relating to a corporation
  - c. Magnate – a person of rank
  - d. Savvy – careful
  - e. Logistics – supply line
  - f. Entrepreneurial – having the qualities of an entrepreneur
  - g. Notable – industrious

**Exercise 4**

1. Adverbs of degree
  - a. very
  - b. more
  - c. quite
  - d. nearly
  - e. very

## Unit Overview

This unit is about communal labour. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will participate in a conversation centered on the concept of communal labour and understand its significance within a community. Section B is in two parts. In the first part, learners will read a passage entitled “The people of Agyen build a clinic” and answer comprehension questions about it. The second part, letters have Sounds, focuses on reviewing learners’ knowledge of letters sounds using consonant clusters / blends. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D with emphasis and incorporated them into sentences to enhance their descriptive writing abilities. Section E ends the unit. Learners will write given sentences in their exercise books. They will conduct research, and write and edit a text intended for publication in a class magazine, refining their writing skills and fostering creativity.

## Learning Outcomes

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

Strand 1: Oral Language Sub-strand 6: Conversation		
Content Standard	Indicators	Core Competencies
<b>B6.1.6.3. Use knowledge of language and communication skills to participate in conversation.</b>	<b>B6.1.6.3.1.</b> Engage in collaborative conversation with unfamiliar audience.	Collaboration and Communication
Strand 2: Reading Stub-strand 10: Summarizing		
Content Standard	Indicators	Core Competencies
<b>B6.2.10.1. Read and summarize passage read.</b>	<b>B6.2.10.1.1.</b> Summarize level-appropriate passages/ text orally.	Communication and Collaboration
Sub-strand 5: Blends and Consonant Clusters		
Content Standard	Indicators	Core Competencies
<b>B6.2.5.1. Identify and use consonant blends and clusters in reading.</b>	<b>B6.2.5.1.1.</b> Orally produce three-syllable words by blending sounds (phonemes), including consonant blends.	Communication and collaboration Personal Development and Leadership Creativity and Innovation Critical thinking and Problem Solving

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.1. Understand word meanings and usages.</b>	<b>B6.2.6.1.2.</b> Use phrasal verbs in spoken and written expressions.	Creativity and Innovation Communication and collaboration Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels Sub-strand 11: Adjective Phrases		
Content Standard	Indicators	Core Competencies
<b>B6.3.11.1. Show understanding of adjective phrases in oral and written communication.</b>	<b>B6.3.11.1.1.</b> Form and use adjective phrases correctly.	Creativity and Innovation Communication and collaboration Personal Development and Leadership Critical thinking and Problem Solving
Strand 4: Writing Sub-strand 14: Expository/Informative Writing		
Content Standard	Indicators	Core Competencies
<b>B6.4.14.1. Write the event of the day.</b>	<b>B6.4.14.2.1.</b> Write articles on varied topics.	Communication and collaboration Creativity and Innovation Personal Development and Leadership Critical thinking and Problem Solving
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1. Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership

**Strand 1: Oral Language****Sub-strand 6: Conversation – Talking about oneself, Family, People, Customs, Social/Cultural values and manners**

**B6.1.6.3.1.** Engage in collaborative conversation with unfamiliar audience

**Conversation: Communal labour**

**Teaching Strategies:** Discussion, pair work, class/group activities

**Teaching/Learning Resources:** Picture in the Learner's Book **page 332**.

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** communal labour, clearing choked gutters/weeding bushy places, sweeping, scrubbing

**Preparation before class**

Before the lesson, ask learners to find about how communal labour takes place in their societies.

**Teaching /Learning Activities****Activity 1**

Engage learners in reciting a familiar poem or singing a song.

1. Put up the picture on the board and have learners talk about what the people in the picture are doing. Let them explain why the people are doing that.

**Activity 2**

1. Working as a class, let learners mention some of the activities that are done during communal labour (weeding bushy places/clearing choked gutters/cleaning some places like hospitals, markets, community centres, standpipes, etc.).
2. Let learners talk about a recent communal labour that took place in the community.
  - The town/community where the activity took place.
  - Who organized it? For what purpose/reason?
  - What activities were done?
  - What was the effect of the exercise on the environment?
  - How did you feel after the exercise?

**Activity 3**

1. Allow each pair to share their discussions with the rest of the class. They should say at least two things he/she learnt from the conversation.
2. Have learners state the part of the discussion they enjoyed and share it with each other. Let them give reasons why they enjoyed those parts.

**Assessment**

Have learners answer these questions.

- a. Why do people engage in communal labour?

- b. Mention activities that take place during communal labour.
- c. Should communal labour be forced?

### Reflection

Say at least two things you have learnt from the conversation.

### Additional Practice

Refer learners to **page 176** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 10: Summarizing

**B6.2.10.1.1.** Summarise level-appropriate passages/texts orally.

**Teaching Strategies:** Echo reading, silent reading, pair work, class/group activities

**Teaching/Learning Resources:** Word cards, picture in the Learner's Book **page 333**

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

**Key Vocabulary:** fertile, remedy, facilities, architect, supervise, pro bono, foundation, furnishing

#### Preparation before class

Before the lesson, prepare word and sentence cards. Make a large copy of the picture on **page 333** of the Learner's Book for a more co-operative picture reading activity.

### Teaching /Learning Activities

#### Activity 4

1. Have learners discuss the title and picture on **page 333** of the Learner's Book. After the discussion, let them predict what they are going to read about.
2. Teach and drill the pronunciation of the keywords: **fertile, remedy, facilities, architect, supervise, pro bono, foundation, furnishing.**

#### Activity 5

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Explain the meanings of the selected words using context, demonstrations and simple explanations. (Remember the order of teaching new vocabulary. DO NOT COPY the new words on the board ahead of time.)

### Activity 6

1. Read the passage aloud for learners to listen to and follow in their books. Let them check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen. Have learners read the text after you several times (echo reading).

### Activity 7

Ask learners to read the passage silently. They should form a mental picture of what is happening in the story.

Discuss the text briefly with learners. Lead learners with a question to identify the most important ideas and restate them in their own words.

E.g. what did you learn from the text?

- The people of Agyen had many resources but lacked a health clinic.
- They made plans to build a clinic.
- They raised money for the building materials then, got a son of the land to do the building.
- The clinic was constructed.
- A cocoa farmer furnished the clinic.
- A company heard of the people's resourcefulness and sponsored a doctor and two nurses for the clinic.

## Assessment

- a. In pairs, have learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.
- b. Let learners read each of the questions on **page 335** of the Learner's Book and discuss the answers with their partners.

## Answers

- a. The people of Agyen/They built the clinic so that they would not have to go to hospitals far away.
- b. It was the chief's idea.
- c. The young men mixed cement, sand and stones and also carried cement blocks, while the women carried water and sand.
- d. Hikma supervised the construction.
- e. Yes/No

### Reflection

Let learners share what they have learnt from the lesson. Ask them to say which part interested them most and why.

## Additional Practice

Refer learners to **pages 177–178** of the Workbook for more exercises.

### Sub-Section B: Letters have Sounds

#### Strand 2: Reading

##### Sub-strand 5: Blends and Consonant Clusters

**B6.2.5.1.1.** Orally produce three-syllable words by blending sounds (phonemes), including consonant blends.

End the reading session with this activity. Play the phonics song and have learners sing along. Review words that have consonant blends/clusters with learners by giving them examples to read. Examples are: green, greed, glean, gland, cross, crab, clean, clad, brown, bronze, bleed, bloat, spread, sprint, scream, script.

Let learners sit in pairs to read the sample words to each other.

Put learners in groups and give them specific consonant blends to write with.

Group 1 – “gr , gl”

Group 2 – “cr , cl”

Group 3 – “br , bl”

Group 4 – “spr , scr”

Each group finds words that have the sounds given to them. The group that has the most words is the winner.

Each group shares its words with the rest of the class.

Ask learners to make sentences with four of the target words at home and submit them for marking.

## Section C

#### Strand 2: Reading

##### Sub-strand 6: Vocabulary

**B6.2.6.1.2.** Use phrasal verbs in spoken and written expressions.

**Teaching Strategies:** Demonstration, leading questions, explanation

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

**Key Vocabulary:** make up, carry out, take off, make out, called off

#### Preparation before class

Before the lesson, prepare your word cards.



## Teaching /Learning Activities

### 1. a. Sentence completion on page 337 of the Learner's Book.

Ask learners to reread the passage and find the following words: **planned, cocoa, cement, clinic, village**. Ask the learners to raise their hand when they find a word and tell the class in which paragraph and sentence they found it. Let the learners read the sentence.

Put learners in pairs to read the sentence in which the word is found again. Have them think about the meanings of the words. Let them share their meanings with the class. Still in pairs, have learners complete the given sentences with the correct words.

### Answers

- a. The people of Agyen needed a clinic.
- b. They planned and built one.
- c. Men and women in the village helped with the work.
- d. A retired civil engineer in the village offered to supervise the construction.
- e. Some men in the village were mixing the concrete.

### b. Phrasal verbs (see page 337 of the Learner's Book)

Present the sample phrasal verbs one after the other to learners. Then list them on the board.

Drill pronunciation from the board and on word cards.

Allow learners to discuss the meanings of the phrasal verbs.

#### Phrasal verb

make up

carry out

make out

run into

act on

take off

#### Meaning

decide

go on/go ahead

recognize

meet unexpectedly/bump into

take action

begin

Have learners make sentences with the phrasal verbs.

Let learners find five more phrasal verbs and make sentences with them at home.

Collect their work for marking and give feedback.

**Strand 3: Grammar Usage at word and phrase levels****Sub-strand 11: Adjectives phrases****B6.3.11.1.1.** Form and use adjective phrases correctly**Teaching Strategies:** Discussion, drills, pair work, class/group activities**Teaching /Learning Resources:** Sentence cards, word cards**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem-Solving**Key Vocabulary:** very kind, poor, little, very slow, handsome young, extremely good**Preparation before class**

Before the lesson, prepare sentence/word cards.

**Teaching /Learning Activities****Activity 9**

1. Review adjectives with learners. Write sentences on the board and ask learners to identify the adjectives in them.
2. Let learners write own sentences and identify the adjectives in them.

Examples: **a.** I have a sweet orange.**b.** The weather is fine today.

3. Working as a class, have learners observe examples of sentences with adverb phrases on the board. Use the examples to explain adjective phrases. (An adjective phrase is a group of words that has the adjective acting as the head.) Examples: poor little girl, a handsome young man, very few men, plenty of money.

The adjective phrase describes a noun. It may be placed close to the noun it describes or placed later in the sentence.

Example:

**a.** The **cocoa** farmer came here.**b.** The cocoa farmer is **generous**.Lead learners to realize further that the adjective phrase can be a single word, as in sentences **a.** and **b.** above. It can also be more adjectives or words.E.g. **c.** The people **in the village** did communal labour.**d.** **Very few** men will accept this behaviour.

Drill the sample sentences several times using the board and sentence cards.

**Assessment**In pairs, ask the learners to underline the adjective phrases and circle the nouns in the given sentences on **page 339** of the Learner's Book, Exercise 3.

## Answers

- a. Their mother is too sick to care for her son.
- b. The group members are strong and energetic.
- c. I like cold and sweet drinks.
- d. She is a tall looking young man.
- e. He is very slow in writing.

### Additional Practice

Refer learners to **pages 181–182** of the Workbook for more exercises.

## Section E

### Strand 4: Writing

#### Sub–Strand 14: Expository/Informative Writing

**B6.4.14.2.1:** Write articles on varied topics.

**Essay Writing** – Writing an article for a class magazine

**Teaching Strategies:** Discussion, illustration, pair work, class/group activities

**Teaching /Learning Resources:** A model article

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

**Key Vocabulary:** planning, drafting, revising, editing, publishing

### Preparation before class

Before the lesson, prepare a model article.

## Teaching /Learning Activities

### Activity 10

#### Guided Writing - Article Writing

1. Review writing as a process: discuss, planning, drafting, revising, editing and publishing.
2. Still working as a class revise how to write a piece for publication in a magazine or newspaper. (Refer to **page 340** of the Learner's Book 6 for information.)
3. Put learners in groups. Ask them to select a topic (any national issue) and brainstorm to generate ideas about it. Provide support where necessary.
4. Let a good reader read the model article to the rest of the class.  
Then guide learners to put their ideas into writing. Encourage the groups to draft their essays, revise and edit them to ensure accuracy.

Have learners exchange their work for other groups to read. The groups then submit their pieces for publication.

### **Remedial Activity**

Go round to support the groups draft and revise their work.

### **Reflection**

Let learners share what they have learnt from the exercise. Ask them which part of the lesson interested them most and why.

### **Unit Summary**

Go through the unit summary with learners and discuss what they have learnt.

### **Discover more**

Have learners watch the video in the QR code on Learner's Book **page 327**, then ask them to tell the use of adjective phrases. Let them make 10 meaningful sentences with their partners and paste their work on the classroom walls for gallery walk activities.

### **Homework**

Assign learners the task of writing an article based on a trending topic to educate people.

## Workbook Answers

### A. Oral Language

#### Activity 1

Individual responses

### B. Reading

#### Activity 1

1. The people of Agyen/They attended the hospital at Yirapa.
2. He decided to build a clinic.
3. a. The people of Agyen donated money.  
b. They also provided manual labour.
4. Hikma Himmamat and a contractor.
5. The company decided to sponsor some healthcare workers for the clinic.

#### Activity 2

1. b. agreed
2. b. gave
3. b. started
4. b. carried
5. b. mixed
6. b. used

### C. Vocabulary

#### Activity 1

- |               |                |
|---------------|----------------|
| 1. cement     | 8. morning     |
| 2. blocks     | 9. chief       |
| 3. roofed     | 10. foundation |
| 4. government | 11. hospital   |
| 5. agreed     | 12. cleared    |
| 6. mixing     | 13. building   |
| 7. elders     | 14. windows    |

#### Activity 2

1. Yirapa hospital was far away.
2. The chief decided to build a clinic.
3. The villagers donated money for the clinic.

4. The palace kept track of every single donation.
5. The town carpenters built wooden frames for the pillars.
6. Hikma agreed to supervise the construction of the clinic.

### D. Grammar Usage

#### Activity 1

1. very young
2. absolutely delicious
3. very sick
4. free and fair
5. in a blue dress
6. highest
7. on the other
8. over fifty
9. from my hometown
10. very noisy today
11. so much patience
12. too old
13. really good
14. quite charitable
15. thick tall, fair coloured young

#### Activity 2

Opposites:

1. new/costly
2. interesting
3. short
4. Wicked

Sentence formation: varied answers

## **E. Writing**

### **Activity 1**

#### **Beginning:**

The chief and the people of Agyen realised they did not have a hospital. They had to travel far to Yirapa Hospital for treatment when they were ill.

#### **Middle:**

The people decided to build a clinic near their primary school. So, the next day, everyone in the village agreed

to pay some money. They said they would work every Tuesday and Friday. A cocoa farmer also gave plenty of money. Others contributed nails, iron sheets and wood, and the clinic was built.

#### **The end:**

The people of Agyen attended their own clinic when they were sick. The chief met all the people and thanked them.

## Unit Overview

This unit is about cunning behaviour and its consequences. It consists of five sections, A–E. Section A focuses on Oral Language Development. Learners will practise asking and answering questions with appropriate pace, stress, and tone to enhance their communication skills. Section B is in two parts. In the first part, learners will read a passage entitled “How the spider got a bald head” and answer comprehension questions about it. The second part, Letters have Sounds, focuses on reviewing learners’ knowledge of letter sounds. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Furthermore, learners will identify idioms and incorporate them appropriately in their speech. Grammar is handled in Section D. Learners will learn about direct speech, and reported speech (indirect speech), and use them accurately in their communication. Section E ends the unit. Learners will copy examples of direct speech from the story “How the spider got a bald head”, as well as revisit the story and summarise it, strengthening their reading comprehension and summarisation skills.

## Learning Outcomes

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

Strand 1: Oral Language Sub-strand 10: Presentation		
Content Standard	Indicators	Core Competencies
<b>B6.1.10.1. Demonstrate knowledge of spoken grammar and register.</b>	<b>B6.1.10.1.3. Demonstrate awareness of how meaning is conveyed through appropriate pace, stress and tone.</b>	Communication and collaboration Digital Literacy Cultural Identity and Global Citizenship
Strand 2: Reading Sub-strand 10: Summarizing		
Content Standard	Indicators	Core Competencies
<b>B6.2.10.1. Read and summarize passage read.</b>	<b>B6.2.10.1.2. Write short summary of level-appropriate passage / texts orally.</b>	Communication and Collaboration

Strand 4: Diphthongs		
Content Standard	Indicators	Core Competencies
<b>B6.2.4.1.1. Identify and use diphthongs to decode texts.</b>	<b>B6.2.4.1.1.</b> Use words with centering diphthongs (e.g. /iə, eə, uə/) to make meaningful sentences	Creativity and Innovation Communication and collaboration Personal Development and Leadership Critical thinking and Problem Solving
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B6.2.6.1. Understanding word meanings and usages.</b>	<b>B6.2.6.1.2.</b> Use the following compound words, idioms, simile, synonym, antonym, prefix, suffix, phrasal verb, etc. in spoken and written expressions.	Communication and collaboration Personal Development and Leadership
Strand 3: Grammar Usage at Word and phrase Levels		
Sub-strand 13: Reported Speech		
Content Standard	Indicators	Core Competencies
<b>B6.3.13.1. Show understanding of direct and reported speech in oral and written communication.</b>	<b>B6.3.13.1.1.</b> Form and use reported speech appropriately.	Creativity and Innovation Communication and collaboration Personal Development and Leadership Critical thinking and Problem Solving
Strand 2/4: Reading/Writing		
Sub-strand 10: Summarizing		
Content Standard	Indicators	Core Competencies
<b>B6.2.10.1. Read and summarize passage read.</b>	<b>B6.2.10.1.2.</b> Write a short summary of level-appropriate passage/text read.	Communication and collaboration
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B6.6.1.1. Read widely for pleasure and to demonstrate independent reading and learning in the literary/ content areas.</b>	<b>B6.6.1.1.1.</b> Read and critique a variety of age and level-appropriate books and present a one page critical commentary based on a set of criteria, on each book read.	Personal Development and Leadership



**Strand 1: Oral Language****Sub-strand 10: Presentation**

**B6.1.10.1.3.** Demonstrate awareness of how meaning is connected through appropriate pace, stress and tone.

**Presentation: Appropriate pace, stress, and tone**

**Teaching Strategies:** Modelling, pair work, class activities

**Teaching/Learning Resources:** A poster of questions and responses

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** pace, stress, tone

**Preparation before class**

Make illustrations of appropriate pace, stress and tone on a poster card.

**Teaching /Learning Activities****Activity 1**

1. Let learners recite a familiar poem related to the topic.
2. Drill the pronunciation of the words “pace”, “stress” and “tone” several times.

**Activity 2**

1. Display the poster on the board. Ask learners to listen carefully as you read the questions and answers. They should identify words that sound louder and stronger. Those words are stressed. In other words, they are emphasised. . A stress mark ( ' ) is put in front of the stressed part of the word.
  - a. Question: 'What do you 'wish to tell us?  
Response: Your mother-in-law is 'dead.
  - b. Question: 'Where did the messenger 'come from?  
Response: 'He came from Aso's 'hometown.
  - c. Question: 'Where did 'they pre'pare to go?  
Response: 'They pre'pared to attend Aso's mother's 'funeral.
  - d. Question: 'Why did 'Ananse not eat at 'first?  
Response: 'He said 'he would not 'eat until the 8<sup>th</sup> day.
  - e. Question: 'When 'Ananse got 'hungry 'what did he do?  
Response: 'He 'stole 'hot beans and 'hid it in his hat.
  - f. Question: 'How did 'Ananse feel 'when 'he was 'caught stealing beans?  
Response: 'He was a'shamed.

Have learners read the questions and responses with their partners. One reads the questions, and the other reads the responses. Let them point out the stresses. Ask learners to change roles in the exercise.

### Activity 3

Let the class repeat the questions and responses several times and copy them into their exercise books.

### Reflection

Have learners reflect on the lesson and share how the knowledge of stress will help them in their reading and in speeches.

### Additional Practice

Refer learners to **page 184** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 10: Summarizing

**B6.2.10.1.2.** Write short summary of level-appropriate passage/text orally.

**Teaching Strategies:** Echo reading, silent reading, pair work, class/group activities

**Teaching/Learning Resources:** Word cards, picture in the Learner's Book **page 344**

**Core Competencies:** Personal Development and Leadership, Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem-Solving

**Key Vocabulary:** funeral, bald, cloak, pain, leopard-skin, comforted, messenger

### Preparation before class

Before the lesson, prepare word cards.

### Teaching /Learning Activities

#### Activity 4

1. Begin the lesson with a discussion of the title. Have they seen someone with a bald head? Do they want to have a bald head? Let them observe the title of the passage and predict what they will read about.
2. Teach and drill the pronunciation of the keywords: **funeral, bald, cloak, pain, leopard-skin, comforted, messenger.**

#### Activity 5

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of keywords (if necessary) using contexts, demonstration and miming. **DO NOT** copy the new words on the board ahead of time.

### Activity 6

1. Write pre-reading questions on the board to guide learners' reading.
2. While learners listen attentively, read the text aloud and ask them to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.

Read the text a second time while learners listen. Ask them to form a mental picture of what is happening in the story.

Discuss the correct answers to the pre-reading questions with the learners.

### Activity 7

1. Have learners read the text silently.

Working in groups, learners write a brief summary of the passage taking note of the main ideas. E.g. Select main ideas from the passage without examples/ illustrations

- Anansi received news about the death of his mother-in-law.
- The married couple prepared to go to the funeral with their friends.
- They went to the funeral with some items and money.
- Ananse refused to eat because he was mourning.
- He stole hot boiled beans.
- He got exposed. Ananse was disgraced.
- He got bald head.
- Let learners present their write up for discussion.

## Assessment

Let learners read the questions on **pages 346–347** of the Learner's Book 6 and discuss the answers with their partners.

### Answers

- a. They attended a funeral.
- b. Ananse's mother-in-law was dead.
- c. The funeral was at the mother-in-law's village/Aso's hometown.
- d. Ananse travelled with a drum, palm wine and guns.
- e. Hot beans made Ananse's head bald.
- f. They felt it was shameful/They felt bad.  
"..... and everyone began to laugh at him."
- g. Moral lessons in the story:
  - It does not pay to be dishonest/untruthful.
  - Ananse's friends showed love by accompanying him to the funeral.
- h. No, Ananse was untruthful. He behaved dishonestly. He pretended not to be hungry.
- i. Dishonest/hypocrite/untruthful/pretender.
- j. No/Yes (Accept learners' reasons)

## Sub-section B: Letters have Sounds

### Strand 2: Reading

#### Sub-strand 4: Diphthongs

**B6.2.4.1.1.** Use words with centering diphthongs (e.g., iə, eə, uə) to make meaningful sentences.

Say these words that have diphthongs for learners to listen to first and then repeat after you: ear, gear, dear, fear, deer/fare, pair, share, care, fair/sure, poor, moor, pure.

Have learners sit in pairs to read the target words to each other.

Let learners copy the given words in their exercise books. Then ask them to add three words. Let them make sentences with their examples and present them to the class.

## Section

## C

### Strand 2: Reading

#### Sub-strand 6: Vocabulary

**B6.2.6.1.2.** Use the following terms: compound words, idiom, simile, synonym, antonym prefix, suffix, phrasal verbs, etc. in spoken and written expressions.

**Teaching Strategies:** Demonstration, explanation, leading questions

**Teaching /Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving

**Key Vocabulary:** funeral, bald head, news, meal, cloak, carried, prepared to go, in great pains

#### Preparation before class

Before the lesson, prepare word cards.

### Teaching /Learning Activities

#### 1. Idioms

Using the examples of sentences on **page 348** of the Learner's Book, guide the learners to understand what idioms are. Let learners read the sample sentences in turns. Then ask them to try to explain the underlined expressions. Examples:

- a. Start from scratch – start from the beginning without anybody's help
- b. The black sheep – a disgrace
- c. Put all your eggs in one basket – put all your efforts into one thing with no alternative
- d. Walked at a snail's pace – walked very slowly
- e. Came into the limelight – in the public eye/the centre of attention

Explain to learners that an idiom is an expression that has a different meaning to its literal meaning.

Have learners sit in pairs to read the idioms and their meanings on **page 349** of the Learner's Book 6.

Call individuals to read them for the class to repeat.

Then ask the learners to close their books and say the meanings of the idioms they have learnt.

## 2. Finding the meanings of idioms (see page 349 of the Learner's Book)

Let the learners do this as homework. Mark their work and let them discuss their homework in class.

Ask learners to search the internet for ten more idioms and their meanings. Ask them to make sentences with the idioms they find.

### Answers

- a. In the balance: something that is uncertain
- b. When all is said and done: when all the facts are considered
- c. Back to the drawing board: to plan something again from the beginning because of failure
- d. A drop in the ocean: a tiny amount in comparison to a much larger quantity
- e. Bite the hand that feeds you: show ingratitude to someone who has helped you

1. Ask learners to reread the passage and find the following words and expressions: **funeral, bald head, news, meal, cloak, carried, prepared to go at once, in great pains, until tomorrow.** Ask them to put up their hands when they find any of them and to tell the class the paragraph in which they find it. Have them read the sentence in which it is. For homework, ask the learners to use their dictionaries to find the meanings of the given words as used in the text. Ask learners to present their work to the rest of the class for discussion.

## Section D

### Strand 3: Grammar Usage at Word and Phrase Levels

#### Sub-strand 13: Reported Speech

**B6.3.13.1.1.** Form and use reported speech appropriately.

**Teaching Strategies:** Discussion, modelling, pair work, class/group activities

**Teaching /Learning Resources:** Real objects – door, book, etc

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem-Solving

**Key Vocabulary:** direct speech, indirect/reported speech

#### Preparation before class

Before the lesson, gather your real objects.

## Teaching /Learning Activities

### Activity 9

Review learners' knowledge of the simple present tense and the past tense by providing situations for learners to identify and use in both present and past. Examples:

Teacher: What do you do at school?

A: I learn English                                      B: I read my book.

Teacher: Do you eat mangoes?

Class: Yes, we do.

Teacher: Kofi, run to the door. What did you do?

Kofi: I ran to the door.

1. Introduce direct speech with several examples of sentences.

- a. "I learn English at school," said Afua.
- b. "We eat mangoes every day," said the boy.
- c. Kofi said, "I come to school at 8 o'clock."
- d. The ladies said, "We want to see the head."
- e. "What do you wish to tell me,?" asked Ananse.
- f. "Your mother-in-law is dead," said the messenger.
- g. "I will not eat until the eighth day," said Ananse.

2. Have pairs of learners take turns to read the above sentences aloud.

Working as a class, have learners observe the sample sentences on the board and talk about how they are presented on the page: inverted commas begin and close the dialogue. Use the discussion to explain what direct speech is. (It is a speech that uses the exact words of the speaker. It is indicated by quotation marks/inverted commas at the beginning and end of the spoken words.)

Still working as a class, have learners reread the story to identify and make a list of four examples of direct speech. Let them share their examples with the rest of the class.

Then ask them to copy their examples into their exercise books.

### Reported/indirect speech

2. Lead learners with examples to change direct speech into reported speech by introducing a reporting clause. Examples:

- a. Kofi said that.....
- b. Afia said that.....
- c. The boy said that.....

Guide learners to complete the sentences:

- a. Kofi said that he came to school at eight o'clock.
- b. Afia said that she learnt English at school.
- c. The boy said that they eat mangoes every day.

3. Have learners sit in pairs to read and notice the differences in the direct speech and reported/indirect speech on **page 350** of the Learner's Book. Let them take turns to read sample sentences from the board.

4. Ask learners to say what the differences are in the two kinds of speech.
5. Have learners explain reported/indirect speech. (When we report what someone said, it is called reported/indirect speech. We do not use any quotation marks.)
6. Put learners in groups. Write examples of direct speech on the board for the groups to convert into reported speech. Provide support where necessary.
7. In pairs, one produces direct speech for the partner to change into reported speeches. Learners change roles after some time.
8. Refer to **page 350** of the Learner's Book, Exercise 3.

## Assessment

Have learners take turns converting the given direct speeches into reported/indirect speech orally. Then let them do the exercise in their exercise books. Collect their books for marking and give feedback.

Questions

- a. "I will see you at home tomorrow" said the man.
- b. The girl cried, "Someone has broken my pencil."
- c. The father said, "The visitors will not be able to return early."
- d. "We should come back the following evening," said the people.
- e. Kofi explained, "I haven't finished eating."

## Answers

- a. The man said that he would see me/us at home tomorrow.
- b. The girl cried that someone had broken her pencil.
- c. The father said (that) the visitors won't be able to return early.
- d. The people said (that) we/they/you should come back the following evening.
- e. Kofi explained that he hadn't finished eating.

## Additional Practice

Refer learners to **pages 188–189** of the Workbook for more exercises.

## Section E

**Strand 2/4: Reading/Writing**

**Sub – Strand 10: Summarizing**

**B6.2.10.1.2:** Write a short summary of a level appropriate passage/text read.

**Teaching Strategies:** Discussion, class activities, Writing process

**Teaching/Learning Resources:** Sample story in the Learner's Book

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Writing, Critical Thinking and Problem-Solving

**Key Vocabulary:** bald, doorstep, married couple, funeral, mother-in-law, practising

### **Preparation before class**

Before the lesson, prepare your sample story.

### **Teaching /Learning Activities**

#### **Activity 10–11**

1. Have learners perform a familiar song. Review the story “How the spider got a bald head”.
2. Invite individual learners to retell the story to the rest of the class.
3. Ask learners to follow the question guide on **page 351** of the Learner’s Book to summarize the story. Encourage learners to use linking words in their summary. For example: one day –/ when Ananse – / then –/ In the end –, etc.  
Have learners exchange their stories for their classmates to read before submitting their work.

### **Remedial Activity**

Go round to assist the learners where necessary.

### **Unit Summary**

Go through the unit summary with learners and discuss what they have learnt.

### **Discover more**

Scan the QR code on Learner’s Book **page 353** for learners and let learners have fun listening to the information about direct speech. Use probing questions and illustrations to find out what they know about direct speech.

### **Homework**

Discuss the homework with learners. Then ask them to write the answers at home and submit for marking.



## Workbook Answers

### B. Reading

#### Activity 1

2, 1, 4, 6, 3, 5, 8, 7

### C. Vocabulary

#### Activity 2

1. Mother-in-law
2. prepared
3. brown
4. palm wine
5. eighth
6. beans
7. head

#### Activity 3

- |              |              |
|--------------|--------------|
| 1. messenger | 6. luxury    |
| 2. comforted | 7. funeral   |
| 3. prepared  | 8. shaking   |
| 4. everybody | 9. pillow    |
| 5. except    | 10. followed |

### D. Grammar Usage

#### Activity 1

1. Aba said that she would buy tomatoes.

2. Lamley said that she had seen a bird.

3. Mummy said that Mana was restless.
4. Their brother told us that they saw an elephant.
5. Our father said that we had to go early.

#### Activity 2

1. Mary said, "We danced for four hours on end at the party."
2. "I did the work three days ago," he told the landlord.
3. "They are meeting here today," Stella said.
4. "Will you lend me your pen?" I asked.
5. "Clean the marker board," the teacher said.
6. "They have ironed their uniforms already," said Peter.

#### Activity 3

1. Mrs Adjei said that it was the hottest day.
2. Jane reported that she was in great danger.

# ESSENTIAL English

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