

# Teacher's Guide



CAMBRIDGE



**ESSENTIAL**  
**English**  
**Primary 5**  
**Teacher's Guide**

Kenneth Abruquah



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# Introduction

## Rationale




Language is used to express meaning and culture from one generation to the next. 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 this language as the second language of the nation, aims to equipping the learners with vital, effective communication skills. Learners will become members of international community that understands, respects, and appreciates values incorporated in their language and culture as well as those of other societies.

However, it must be noted that learning a language that is different from one's mother tongue is difficult. Here, *Essential English* for primary schools comes in handy as a pillar of support. It is a set of six books for primary one to six. Each grade level has a Learner's book, accompanied by a Workbook and a Teacher's Guide. The content of the Learner's Books is divided into four sections, with the sections designed to cater for the four basic language skills, namely; listening, speaking, reading and writing skills.

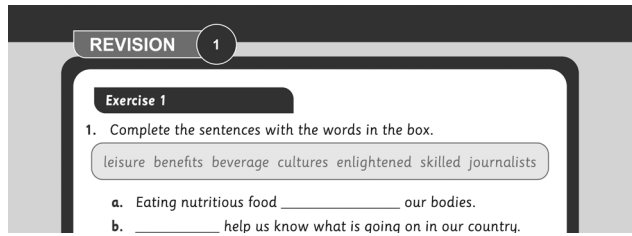
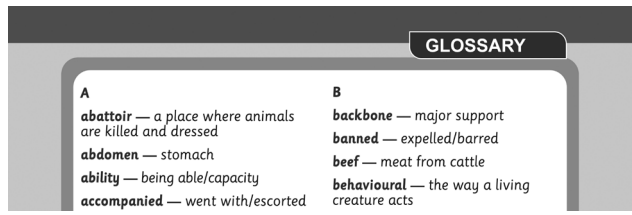
## Learner's Book

This thirty (30) unit Learner's Book is packed with a variety of activities and exercises to help learners explore and develop the cognitive, psychomotor and affective domains as well as 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 styles 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 Outcomes</b> – Unit objectives that are shared with the learners at the beginning of the unit to enable them know what the unit entails.	<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 patriotic pledge (the National Pledge) meaningfully as a poem;</li><li>• predict a text based on its title and picture(s);</li><li>• read a text silently and answer questions on it;</li><li>• identify and use proper nouns in sentences;</li><li>• identify the sound /c/ as /s/ (soft /c/);</li></ul>
<b>b. Unit Summary</b> – This serves as a reflection of all that has been learnt in the unit in question.	<div><b>Unit Summary</b></div> <div>In this unit, we have learnt how to:</div> <ul style="list-style-type: none"><li>• recite a poem meaningfully;</li><li>• predict a text based on its title and picture(s);</li><li>• read a text silently and answer questions on it;</li><li>• match words with meanings;</li><li>• identify the sound /g/ as a hard sound;</li></ul>

<p><b>c. Picture(s)</b> – Picture(s) that are related to what learners will learn in each section.</p>	
<p><b>d. Keywords</b> – Important words that learners will come across in the unit and need to learn. Teachers are free to add to the number.</p>	<div> <b>KEYWORDS</b>            patriotism    eminent            paramount    volunteers            comply        forbidden            provoked         </div>
<p><b>e. Fun fact</b> – Interesting facts that learners should add to their knowledge.</p>	<div> <b>Fun Fact</b>            Did you know that the largest earthquake ever recorded anywhere in the world occurred in 1960 in Chile?         </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>            Hello, hello! Welcome to Class 5! It is so great to meet you! We will have so much fun, you wait!         </div>
<p><b>g. Reading tip</b> – Tips to help learners read better.</p>	<div> <b>Reading tip</b>            Point to each word as you read.         </div>
<p><b>h. Listening tip</b> – Tips that teach learners how to develop good listening skills.</p>	<div> <b>Listening tip</b>            Follow your teacher's mouth as they say the words so you can also learn how to say it well!         </div>
<p><b>i. Discover More</b> – Useful websites that help to integrate technology into the learning to enhance deep and independent learning by giving learners an opportunity to have additional practice of a learning experience. Teachers or learners can scan the QR code with their phone's camera and click on the link that appears.</p>	<div> <b>Discover More</b>            Do you know your soft and hard /c/ and /g/? Find out here:   <i>Scan me</i>            Which of these is your favourite activity to do in your leisure time?   <i>Scan me</i> </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>            You are the Minister of Leisure in an imaginary country. What are some of the things you will implement, especially in schools? Which activities would you suggest, and why? In fifteen sentences, write an essay about this in your homework book.         </div>



<p><b>k. Revision</b> – Exercises that help test learners' understanding of various units.</p>	
<p><b>l. Glossary</b> – Keywords and their meanings as used in the individual passages. These appear at the end of the book.</p>	

## Workbook

The workbook is a 30-unit task-oriented resource that is designed to give learners additional practice in each section of a unit. Teachers are expected to refer learners to appropriate pages of the Workbook (indicated in the Teacher's Guide) for additional practice.

## Teacher's Guide

Refers to curriculum material that offers creative pedagogical approaches, strategies and methods that can promote learning. It is based on the Learner's Book.

The contents of the Teacher's Guide includes:

**a. Unit Overview:**

A summary of all that a unit is about. It gives the teacher the opportunity to know what to expect in a unit.

**b. Learning Outcomes:**

Unit objectives that teachers should aim at achieving by the end of each unit.

**c. Section Heading:**

This shows which of the four sections is being considered at a particular time. The sections are; A. Oral language B. Reading C. Vocabulary and D. Writing. The topic to be treated under the section is also indicated.

**d. Core Competencies:**

All the core competences (e.g. communication and collaboration, creativity and innovation, etc.) that the section is supposed to develop through treating the target topic are stated here. 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. 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 information, learn to perform a particular activity, train some learners for a demonstration, etc.

**h. 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.

**i. Assessment:**

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

**j. Reflection:**

Activities for reflecting upon the lesson. It can be in the form of games, presentations, etc.

**k. 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.

**l. Answers:**

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

**m. Additional Practise:**

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.

**n. Homework:**

Occasionally, the guide directs teachers to task learners with homework.

**o. Extension of Assessment:**

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

## Instructional Expectations

### Differentiation:

Teachers should use scaffolding and differentiation by tasks, by support and by outcome (refer to English Language Curriculum for Primary schools (Basic 4–6)) to ensure no learner is left out when using the Essential English books.

The Teacher's Guide offers essential participatory experience that should enable learners to progress seamlessly from one phase to another. Learner-centered pedagogy is key to the approaches suggested in the Teacher's Guide. The strategies selected (group work, pair work, individual activities, 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

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

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

### Check-in

Hello, hello! Welcome to Class 5! It is so great to meet you! We will have so much fun, you wait!

### Activity 1

Poem recital – Leisure time

1. Look at the pictures and share what you see with your classmates.

- a. Listen to your teacher recite the poem several times. Try to recite the poem alongside your teacher.
- b. Recite the poem without your teacher several times until you can do it all by yourself!

#### Leisure time

Leisure time,  
How I cherish leisure time!  
It's a time when you can do  
What you love to do.  
Everybody can have leisure time.

## Unit 1

Many have become great  
Because they used their leisure time  
To hone their God-given talents.  
While others destroyed their future  
Because they were idle.  
Because they were idle.  
Value your leisure time;  
Learn useful hobbies.  
Bring out the treasure in you  
And do your generation good.  
**by Kweku Atta**

### Activity 2

1. Recite the poem again. Take turns with your partner to share how you understood it.
2. Which part of the poem do you enjoy the most? Why? Share your reasons with your partner.
3. Answer the following questions with your partner.
  - a. Who wrote the poem?
  - b. Why do you think he wrote the poem?
  - c. State two benefits you can gain from leisure time.
  - d. Use the dictionary to find the meanings of the following words: cherish, hone, hobbies, generation.

## Section B: Reading

The reading section involves a lot of reading materials and reading comprehension techniques at the different stages of the reading process:

1. Pre-reading - Strategies include using pictures or titles to predict what the story is about, understanding new words as used in context, as well as forming sentences with the new words. (ng sentences with the treated words.)
2. Reading techniques - Include reading aloud in groups/pairs/echo-reading or reading individually. Another aspect of this technique is word pronunciation and finding the meaning of new vocabulary items from their context.
3. Post-reading - Techniques include asking and answering questions based on the text read, drawing conclusions and giving one's own personal opinion or response. Each course book includes a variety of level-appropriate texts and strategies. The reading section also includes a phonics section titled "Letters have sounds". A variety of sounds/phonic activities has been 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 the scope of their vocabulary and enhance their language competence.

Activities in the section (including word hunts, matching words with their meaning, matching word parts, finding missing letters, re-arranging jumbled letters to form words, etc.) are structured to deepen learners' understanding of key words from the passage.

Teachers should make time to help learners to 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 say about the picture?
  - b. What do you expect to read about?
  - c. Share your predictions with the rest of the class.
2. Pronounce the keywords correctly after your teacher.

leisure munching drizzle journalist  
deserts dense enlightened science fiction

#### Activity 4

1. Look through the passage below to find the words in **bold** print. Try to work out the meaning of each word by reading the sentence in which it appears.

#### Activity 5

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

#### How I travel through time in my leisure time

My name is Zena. I am eleven, and I am in class five. Of all the things I love in the world, my favourite has to be reading. I love to read in my **leisure** time. While I read, I love to eat. It may be funny, I know, but I can't imagine reading without **munching** on or sipping something.

Sometimes, I read with a cup of hot or cold chocolate drink next to me. I like my chocolate beverage accompanied by a slice of warm bread with a **drizzle** of honey. It's a delicious combination, I must say! Other times, I take a plain slice of bread with a bowl of light soup.

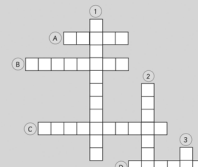
My favourite time to read is during the weekend after all my chores are done. I bathe, make my usual breakfast and settle under the shade of a tree. Sometimes, I disappear to my brother Abbas' room.

When I read, I travel through villages, towns, cities, countries, and continents. I laugh, and I marvel at things. I discover new cultures and beliefs, and practices. I learn about the different foods associated with different places. From stories set in Cameroon, I've learnt about the beauty of Limbe, the Mandara Mountains, and the fishing village Ebodje. I know Malawi's capital is Lilongwe, and Likoma Island is a dream. I've found that Kenyans love their ugali, a cornmeal porridge, as well as nyama choma, barbecued meat. I've danced through **deserts** with characters who got lost and tried to help siblings out of **dense** rainforests in my imagination.

### Section C Vocabulary

#### Fun with Words

Read the clues and complete the crossword puzzle with words from the passage.



#### Across

- A. Thick
- B. Eating something noisily
- C. Someone who writes news reports for a newspaper
- D. A land of large size which is always dry and hot and also full of sand

#### Down

1. When you are helped to gain a better understanding of something
2. A time of relaxation when you can do things you love
3. To let a liquid fall on food in a small stream

## 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 emphasizes 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 Essential English books for Basic 4-6 includes activities designed to help learners internalize 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.

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### Section D Grammar Usage

#### Activity 9

Here are more quantifiers "each", "any" and "every".  
"Each" indicates two or more items, whereas "every" indicates three or more items.

"Each" is used when referring to one person or thing in a group of two or more, e.g. Each of you is right.

"Every" is used to emphasise the group as a whole rather than the individuals in the group, e.g. Every doctor is Ghana is kind.

"Any" means one whereas "each" means all of them one by one.

Complete the gaps in the text with "each", "any" and "every".

1. Mr Blankson has two sons. a. \_\_\_\_\_ of them loves to play football. They are prepared to play b. \_\_\_\_\_ day. However, c. \_\_\_\_\_ boy has his favourite music. d. \_\_\_\_\_ member of their team is also skillful. Because of their unique skill in football e. \_\_\_\_\_ school wants to accept them. f. \_\_\_\_\_ where they go children follow them. g. \_\_\_\_\_ of them has his fans. h. \_\_\_\_\_ one is interested in watching them play.
2. Use the same words (each, any, every) to form five sentences of your own. Write them in your exercise book.

#### Activity 10

With the help of your teacher go to the library and pick a book, magazine or newspaper and identify six sentences in which "each", "any" and "every" has been used. Form two sentences with each word.

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## 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

Essential English for primary schools was designed with the three modes of assessing 21<sup>st</sup> century learners in mind. The tasks are created in such a way that it will make room for learners to take charge of their own learning (assessment as learning), to enable learners to be assessed throughout the lesson as part of the learning process (assessment for learners) and to provide a task for assessing learners at the end of each lesson or unit (assessment of learning). As part of the summative assessment, learners are given revision exercises after every four units. There are homework activities at the end of every unit to keep learners' memories fresh on what was taught.

Bloom's Taxonomy informs instruction and assessment of each section. This means that assessment is gradually graded from level one (recall questions) to level four (where learners learn to analyse, evaluate and create).

### Section E Writing

#### Penmanship

- Copy these sentences into your writing books in cursive form.
  - Okpoti Anisah is a class five pupil.
  - Science helps us to understand how much our bodies depend on water.
  - One of the functions of water in our body is to control our body temperature.

#### Activity 12

##### Guided Writing

- Listen to your teacher read this paragraph. When he/she is done, answer the questions below the paragraph with your partner.

Water performs several functions in our body. One is to control our body temperature. Again, through urine, water flushes out waste from our bodies. Water helps deliver oxygen to all parts of our bodies.

- How many sentences make up this paragraph?
- What do you think the paragraph is about?
- Which of the sentences seems to say it all about what the paragraph is about?

##### Hint:

Every paragraph is about one idea.

The sentences of a paragraph do two things. One sentence introduces the main idea. The other sentences present supporting ideas to the main idea.



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### REVISION 2

#### Exercise 1

- Write the plural form of these words.

- |            |            |
|------------|------------|
| a. church  | f. baby    |
| b. circus  | g. shelf   |
| c. wolf    | h. holiday |
| d. chief   | i. kilo    |
| e. volcano | j. box     |

#### Exercise 2

- Match the words to their meanings.

- |                |   |
|----------------|---|
| a. reserves    | A something that is rotten or decomposed                |
| b. fuel        | B resource that is stored away for future use           |
| c. pollutants  | C substances such as coal, gas or oil that can be burnt |
| d. extraction  | D substances that make air, water and soil dangerous    |
| e. decayed     | E to remove (ore) from the ground                       |
| f. mined       | F the air, water and land around us                     |
| g. environment | G drawing out something                                 |

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### REVISION 2

#### Exercise 3

- Place the nouns in the box under the correct heading.

box orange love goat respect anger boy friendship  
house jealousy car courage happiness, bread

##### Concrete nouns

##### Abstract nouns

E.g. box love

#### Exercise 4

- Write out the paragraph below again using pronouns instead of the words in **bold** print.

Agyekum and Fati met the teacher. **The teacher** gave Agyekum and Fati a lesson. Fati is a diligent girl. My wife and I like **Fati**. **Fati** has a dog. **The dog** is called Blacky. **Blacky** enjoys eating rice. Yesterday **Blacky** was given a lot of rice to eat.

#### Exercise 5

- Choose synonyms for the words and phrases below from the box.

psychiatrists fainted rudely shabbily aggressive enlightening

- informative
- passed out
- in old and untidy clothes
- doctors who treat mental illness
- impolitely
- violent

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## Teacher assessment rubrics

Use the following rubrics to assess learners' listening and speaking tasks in B 4 – 6

### Oral language

#### Poem

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.</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 theme (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</li> </ul>	
<b>Total marks</b>		<b>10</b>

Conversation		
Talk to your partner about your best friend		
<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 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 question. (2)</li> <li>Appropriate vocabulary is used. (1)</li> </ul>	3
	<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 from level – appropriate text.		
<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

### Rubrics: 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 capitalization.	<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 capitalization.	<b>1</b>
	Identify and classify nouns as count on 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>

### Rubrics: 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>1</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>1</b>

<b>Demonstratives</b>	Identify and use demonstratives: – 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>

### Rubrics: Pronouns

<b>Area</b>	<b>Assessment criteria</b>	<b>Mark</b>
<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 emphasize that an objects 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>

### Rubrics: 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>

### Rubrics: 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 make orders.	<b>1</b>
<b>Total</b>		<b>10</b>

### Rubrics: Adverbs

<b>Area</b>	<b>Assessment criteria</b>	<b>Mark</b>
<b>Adverbs of manner</b>	Identify and use adverbs of manner to modify verbs appropriately in speech and writing.	<b>2</b>
<b>Adverb 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 conjunctions (and) to link similar ideas.	<b>2</b>
	Identify and use simple conjunctions (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 conjunctions ( 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>

## Rubrics: 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 preposition</b>	Identify missing prepositions in texts and fix them appropriately	<b>3</b>
<b>Total</b>		<b>10</b>

**Rubrics: 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>

**Rubrics: 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 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>

**Rubrics: 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>



Penmanship		
<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>	1
<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>	4
<b>Expression</b>	<ul style="list-style-type: none"> <li>Correct construction of sentences. (3)</li> </ul>	3
<b>Mechanical accuracy</b>	<ul style="list-style-type: none"> <li>The words are spelt correctly. (2)</li> </ul>	2
<b>Total marks</b>		<b>10</b>

Guided Writing		
<b>Content</b>	<ul style="list-style-type: none"> <li>The content is based on 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

Unit	Content	LB pages	WB pages
<b>1</b>	Leisure time	1 – 12	1 – 4
<b>Oral Language</b>	Poetry recital – leisure time	2 – 3	1
<b>Reading</b>	How I travel through time in my leisure time	4 – 7	2
<b>Phonics/Letters have Sounds</b>	Identify hard /g/ sound	7	3
<b>Vocabulary/Fun with Words</b>	Completing crossword puzzle	8	3 – 4
<b>Grammar Usage</b>	Using noun phrases to refer to quantities and units	9 – 10	4
<b>Penmanship</b>	Completing sentences	10	
<b>Guided Writing</b>	How I use my leisure time	11	
<b>Homework</b>		12	

Unit	Content	LB pages	WB pages
<b>2</b>	Patriotism	13 – 23	5 – 10
<b>Oral Language</b>	Pledge recital	14 – 15	5 – 6
<b>Reading</b>	My sacrifice for my people	15 – 18	6
<b>Phonics/Letters have Sounds</b>	Long and short vowels	18	
<b>Vocabulary/Fun with Words</b>	Word search Puzzle	19	7
<b>Grammar Usage</b>	Identify and use proper nouns	20 – 21	7 – 8
<b>Penmanship</b>	Copying sentences	21	
<b>Guided Writing</b>	Writing on the topic: What will I do as a patriotic citizen	22	10
<b>Homework</b>		23	

Unit	Content	LB pages	WB pages
<b>3</b>	Honesty is royal	24 – 33	11 – 15
<b>Oral Language</b>	Honesty is royal	25 – 26	11
<b>Reading</b>	Honesty is royal	29 – 29	12
<b>Phonics/Letters have Sounds</b>	Long vowels 2	29 – 30	
<b>Vocabulary/Fun with Words</b>	<ul style="list-style-type: none"> <li>Matching words to their meaning</li> <li>Unravelling jumbled words</li> </ul>	30	12
<b>Grammar Usage</b>	Count and non-count nouns	31	13
<b>Penmanship</b>	Copying sentences in cursive form	31	
<b>Guided Writing</b>	Story Writing <ul style="list-style-type: none"> <li>Continuing a story</li> </ul>	32	14 - 15
<b>Homework</b>		33	

Unit	Content	LB pages	WB pages
<b>4</b>	Clean water	34 – 45	16 – 20
<b>Oral Language</b>	Role-playing – Drinking from unclean sources	35 – 36	16
<b>Reading</b>	Water is life	37 – 40	17
<b>Phonics/Letters have Sounds</b>	Minimal pairs	40	
<b>Vocabulary/Fun with Words</b>	<ul style="list-style-type: none"> <li>Solving spelling puzzle</li> <li>Matching words to their meaning</li> </ul>	41	18
<b>Grammar Usage</b>	Using regular forms of singular and plural nouns	42	18 – 19
<b>Penmanship</b>	Copying sentences in cursive form	43	
<b>Guided Writing</b>	Paragraph writing <ul style="list-style-type: none"> <li>Identifying main idea</li> <li>Identifying supporting detail</li> </ul>		
<b>Homework</b>		45	
<b>Revision (1)</b>	Units 1 – 4	46 – 49	

Unit	Content	LB pages	WB pages
<b>5</b>	Natural disaster	50 – 62	21 – 25
<b>Oral Language</b>	Conversation <ul style="list-style-type: none"> <li>The day my family lost everything</li> </ul>	51 – 53	
<b>Reading</b>	Earthquakes	54 – 57	22 - 23
<b>Phonics/Letters have Sounds</b>	Digraphs <ul style="list-style-type: none"> <li>Form new words with a digraph</li> </ul>	57	22 – 23
<b>Vocabulary/Fun with Words</b>	<ul style="list-style-type: none"> <li>Identifying words from text</li> <li>Providing antonyms of words</li> </ul>	58	23
<b>Grammar Usage</b>	Plural forms of Irregular nouns	58 – 60	24
<b>Penmanship</b>	Using expressions in sentences	60	
<b>Guided Writing</b>	Paragraph writing – Supporting details <ul style="list-style-type: none"> <li>Explanations</li> <li>Examples</li> </ul>	60 – 61	25
<b>Homework</b>		62	

Unit	Content	LB pages	WB pages
<b>6</b>	Energy – 1	63 – 73	
<b>Oral Language</b>	Listening comprehension	64 – 65	
<b>Reading</b>	Non-renewable energy resources	65 – 68	26
<b>Phonics/Letters have Sounds</b>	The use of the digraph “- ck”	68	27
<b>Vocabulary/Fun with Words</b>	Matching words with their correct meanings	69	28
<b>Grammar Usage</b>	Abstract nouns and concrete nouns	70 – 71	29
<b>Penmanship</b>	Copying sentences <ul style="list-style-type: none"> <li>Capitalising all words that need to be capitalised</li> </ul>	72	
<b>Guided Writing</b>	Use of cohesive devices	72	30
<b>Homework</b>		73	

Unit	Content	LB pages	WB pages
<b>7</b>	Drug abuse	74 – 85	81 – 35
<b>Oral Language</b>	Asking and answering questions	75 – 76	31 – 32
<b>Reading</b>	An unforgettable visit from a psychiatrist	77 – 80	32 - 33
<b>Phonics/Letters have Sounds</b>	Minimal pairs	80 – 81	
<b>Vocabulary/Fun with Words</b>	Matching meanings to words	81	34
<b>Grammar Usage</b>	Correct use of articles	82 – 83	34 – 35
<b>Penmanship</b>	Copying of sentence into joint script	83	
<b>Guided Writing</b>	Generating ideas for writing <ul style="list-style-type: none"> <li>Brainstorming</li> </ul>	84 – 85	
<b>Homework</b>		85	

Unit	Content	LB pages	WB pages
<b>8</b>	Digital age	86 – 97	36 – 41
<b>Oral Language</b>	Taking and giving instructions – Adzo's first encounter with a computer	87 – 89	36 – 37
<b>Reading</b>	Why computers are indispensable in education	90 – 93	37 – 38
<b>Phonics/Letters have Sounds</b>	Digraphs	93 – 94	
<b>Vocabulary/Fun with Words</b>	Matching words to their meanings	94	38 – 39
<b>Grammar Usage</b>	Quantifiers	95	39 – 40
<b>Penmanship</b>	Copying of sentences into exercise books <ul style="list-style-type: none"> <li>Capitalising</li> <li>Punctuating</li> </ul>	96	
<b>Guided Writing</b>	Essay Writing <ul style="list-style-type: none"> <li>Developing an outline</li> </ul>	96	40 – 41
<b>Homework</b>		97	
<b>Revision (2)</b>		98 – 100	

Unit	Content	LB pages	WB pages
<b>9</b>	Respect and kindness towards elders	101 – 110	
<b>Oral Language</b>	Storytelling: When Ama helped Mr. Amankwa.	102 – 103	42
<b>Reading</b>	The happy recreational centre	103 – 106	
<b>Phonics/Letters have Sounds</b>	Short and long vowels rules	106	43
<b>Vocabulary/Fun with Words</b>	The use of prefixes and suffixes	107	44
<b>Grammar Usage</b>	Possessive pronouns	107 – 108	44 – 46
<b>Penmanship</b>	Copying a paragraph with the right capitalisation and punctuation	108	
<b>Guided Writing</b>	Reviewing and revising a draft	109	
<b>Homework</b>		110	

Unit	Content	LB pages	WB pages
<b>10</b>	Communication – 1	111 – 121	47 – 51
<b>Oral Language</b>	Presentation: Chatting on a social media platform	112 – 113	47
<b>Reading</b>	Afua Baawah writes to Adisa Mahama.	114 – 117	48
<b>Phonics/Letters have Sounds</b>	Practise with short vowel sounds	117	
<b>Vocabulary/Fun with Words</b>	Completing crossword puzzle	117 – 118	50
<b>Grammar Usage</b>	The use of quantifiers	119	50 – 51
<b>Penmanship</b>	Copying paragraph into exercise book	120	
<b>Guided Writing</b>	Writing a letter to a friend ensuring all the parts of the letter are there.	120	
<b>Homework</b>		121	

Unit	Content	LB pages	WB pages
<b>11</b>	Road accidents – 1	122 – 133	52 – 57
<b>Oral Language</b>	Presentation (speech) – Road safety	122 – 125	52
<b>Reading</b>	Road language	125 – 128	52 – 53
<b>Phonics/Letters have Sounds</b>	R-controlled vowel	128	54
<b>Vocabulary (fun with word)</b>	<ul style="list-style-type: none"> <li>Completing words with missing letters</li> <li>Forming antonyms with the certain prefixes</li> </ul>	129	55
<b>Grammar Usage</b>	Use of other determiners <ul style="list-style-type: none"> <li>Quantifiers</li> <li>Interrogative</li> </ul>	130	55
<b>Penmanship</b>	Copying of passage into exercise book legibly	131	
<b>Guided Writing</b>	Recalling the writing process <ul style="list-style-type: none"> <li>Prewriting</li> </ul>	131 – 132	57
<b>Homework</b>		133	
<b>Revision (3)</b>		146 – 147	

Unit	Content	LB pages	WB pages
<b>12</b>	Sources of water	134 – 145	58 – 64
<b>Oral Language</b>	Poem recital: A family of four	135 – 136	58
<b>Reading</b>	Sources and uses of water	136 – 139	59
<b>Phonics/Letters have Sounds</b>	The short and long vowel	139	
<b>Vocabulary/Fun with Words</b>	<ul style="list-style-type: none"> <li>Solving word search puzzle</li> <li>Matching the words with their meaning</li> </ul>	140	60
<b>Grammar Usage</b>	Use of indefinite pronouns	141 – 142	61
<b>Penmanship</b>	Copying into exercise book with proper spacing and alignment	143	
<b>Guided Writing</b>	Draft stage of narrative writing	143	62 – 64
<b>Homework</b>		145	
<b>Revision (3)</b>		146 – 147	



Unit	Content	LB pages	WB pages
<b>13</b>	Diligence	148 – 161	65 – 70
<b>Oral Language</b>	Storytelling – The fruit of diligence	149	65
<b>Reading</b>	The king of the field	150 – 153	66
<b>Phonics/Letters have Sounds</b>	The use of digraph /gh/ in two ways <ul style="list-style-type: none"> <li>• As silent</li> <li>• As 'f'</li> </ul>	153	66
<b>Vocabulary/Fun with Words</b>	<ul style="list-style-type: none"> <li>• Matching key words with their meanings</li> <li>• Synonyms</li> </ul>	154 – 155	66 - 67
<b>Grammar Usage</b>	The use of adjectives <ul style="list-style-type: none"> <li>• Comparative</li> <li>• Cuperlative</li> </ul>	155 – 157	68
<b>Penmanship</b>	Copying the first stanza of national anthem	159	
<b>Guided Writing</b>	Guidelines for draft revision	159 – 160	69 – 70
<b>Homework</b>		161	

Unit	Content	LB pages	WB pages
<b>14</b>	Our culture	162 – 173	71 – 77
<b>Oral Language</b>	Role-playing – Our traditional chiefs	163 – 164	71
<b>Reading</b>	Festivals in Ghana	165 – 168	72
<b>Phonics/Letters have Sounds</b>	The use of hard and soft /g/	168	73
<b>Vocabulary/Fun with Words</b>	<ul style="list-style-type: none"> <li>• Unscrambling words</li> <li>• Matching words to their correct meanings</li> </ul>	169	74
<b>Grammar Usage</b>	The use of action verbs and linking verbs	170 – 171	76
<b>Penmanship</b>	Copying of third stanza of national anthem into exercise book legibly	171	
<b>Guided Writing</b>	Writing process – Editing and publishing	172	76 – 77
<b>Homework</b>		173	

Unit	Content	LB pages	WB pages
<b>15</b>	Reliable power supply	174 – 187	
<b>Oral Language</b>	Talk show – Power outages	175 – 177	78
<b>Reading</b>	Renewable energy sources	178 – 180	78 – 79
<b>Phonics/Letters have Sounds</b>	The use of digraph	180 – 181	79
<b>Vocabulary/Fun with Words</b>	<ul style="list-style-type: none"> <li>• Use of the suffix “able”</li> <li>• Solving crossword puzzle based on clues</li> </ul>	181 – 183	79
<b>Grammar Usage</b>	The use of auxiliary verbs	183 – 184	80
<b>Penmanship</b>	Copying first paragraph of passage	185	
<b>Guided Writing</b>	Narrative writing <ul style="list-style-type: none"> <li>• Elements of narrative writing</li> </ul>	185 – 186	81– 82
<b>Homework</b>		187	

Unit	Content	LB pages	WB pages
<b>16</b>	Caring for public property	188 – 199	
<b>Oral Language</b>	Storytelling - The ghost town	189 – 190	83
<b>Reading</b>	The four friends of Fofone	190 – 193	
<b>Phonics/Letters have Sounds</b>	Consonants blends	193	84
<b>Vocabulary/Fun with Words</b>	<ul style="list-style-type: none"> <li>• Matching of meaning to words</li> <li>• Create new words by adding affixes</li> <li>• Unravelling acronyms</li> </ul>	194 – 195	
<b>Grammar Usage</b>	Identifying subject and predicate in sentences	196 – 197	85 – 86
<b>Penmanship</b>	Copying poem into exercise book and reflecting on it whiles writing	197	
<b>Guided Writing</b>	Narrating a frightening experience through guidance	198	86 – 87
<b>Homework</b>		199	
<b>Revision (4)</b>		200 – 202	

Unit	Content	LB pages	WB pages
<b>17</b>	Love for others and your nation	203 – 214	
<b>Oral Language</b>	Listening comprehension – The kindness of strangers	204 – 206	88
<b>Reading</b>	Dr Kwame Nkrumah: The first prime minister of Ghana	205 – 207	89
<b>Phonics/Letters have Sounds</b>	Diphthongs – One syllable, two sounds	208	
<b>Vocabulary/Fun with Words</b>	Finding words in words search puzzle and matching them with their meaning	208 – 209	89 – 90
<b>Grammar Usage</b>	Subject-verb agreement	210 – 211	90
<b>Penmanship</b>	Read poem first; then copy into exercise book	212	
<b>Guided Writing</b>	Descriptive composition – Prewriting stage	212 – 213	91 – 92
<b>Homework</b>		214	

Unit	Content	LB pages	WB pages
<b>18</b>	Growing up	215 – 227	
<b>Oral Language</b>	Conversation – Adebisi's audition	216 – 218	93
<b>Reading</b>	What is happening to my body?	218 – 221	94
<b>Phonics/Letters have Sounds</b>	Digraph game	222	
<b>Vocabulary/Fun with Words</b>	<ul style="list-style-type: none"> <li>Completing sentences with antonyms</li> <li>Solving riddles</li> </ul>	222 – 223	95 – 96
<b>Grammar Usage</b>	The use of simple present tense (verbs)	224 – 225	96 – 97
<b>Penmanship</b>	Read story first, copy into exercise book	225	
<b>Guided Writing</b>	<ul style="list-style-type: none"> <li>Descriptive writing: My best friend</li> <li>Follow guiding questions to write</li> </ul>	226	98
<b>Homework</b>		227	

Unit	Content	LB pages	WB pages
<b>19</b>	Ghana's cocoa	228 – 238	99 – 105
<b>Oral Language</b>	Conversation – Tetteh Quarshie	229 – 230	99 – 100
<b>Reading</b>	Cocoa: Ghana's gem	231 – 233	101 – 102
<b>Phonics/Letters have Sounds</b>	Minimal pairs: /l/ /r/	233 – 234	
<b>Vocabulary/Fun with Words</b>	<ul style="list-style-type: none"> <li>Solve crossword puzzle using clues</li> <li>Solve riddles</li> </ul>	234 – 235	
<b>Grammar Usage</b>	The simple past tense	235 – 236	103
<b>Penmanship</b>	Practise writing through sentences formation	237	
<b>Guided Writing</b>	How to bake chocolate bread	237	104 – 105
<b>Homework</b>		238	

Unit	Content	LB pages	WB pages
<b>20</b>	Sports	239 – 251	106 – 114
<b>Oral Language</b>	Speech delivery – “The importance of sports”	240 – 242	106 – 107
<b>Reading</b>	Ghana's national treasure – Azumah Nelson	243 – 245	108 – 109
<b>Phonics/Letters have Sounds</b>	The consonant ‘y’ versus the vowel ‘y’	245 – 246	
<b>Vocabulary/Fun with Words</b>	<ul style="list-style-type: none"> <li>Matching meanings to the right words</li> <li>Substituting words with idiomatic expressions</li> </ul>	246 – 247	110 – 111
<b>Grammar Usage</b>	The use of collective nouns	248 – 249	112
<b>Penmanship</b>	Copying quotes into exercise book	249	
<b>Guided Writing</b>	Poetry writing	249 – 250	113 – 114
<b>Homework</b>		251	
<b>Revision (5)</b>		252 – 254	

Unit	Content	LB pages	WB pages
<b>21</b>	Communication – 2	255 – 263	
<b>Oral Language</b>	TV presentation – Abandoned baby found at refuse dump site	256 – 257	115
<b>Reading</b>	A letter about an event in my life to an uncle	257 – 260	116
<b>Phonics/Letters have Sounds</b>	The use of suffixes	260 – 261	
<b>Vocabulary/Fun with Words</b>	Word hunt puzzle	261	117
<b>Grammar Usage Usage</b>	Adverbs of <ul style="list-style-type: none"> <li>• Manner</li> <li>• Place</li> <li>• Time</li> </ul>	262 – 263	117– 118
<b>Penmanship</b>	Copying adages into exercise books	264	
<b>Guided Writing</b>	Letter writing – using another letter as a guide to write your letter	264 – 265	118 – 119
<b>Homework</b>		266	

Unit	Content	LB pages	WB pages
<b>22</b>	Sources of food	267 – 277	120 – 126
<b>Oral Language</b>	Recitation of poem – “The twin sisters”	268 – 269	120
<b>Reading</b>	How animals feed the world	269 – 272	121 – 122
<b>Phonics/Letters have Sounds</b>	The use of digraphs	272	
<b>Vocabulary/Fun with Words</b>	Rearranging jumbled letters to form right words and match them to their meanings	273	122
<b>Grammar Usage Usage</b>	The use of conjunctions	274 – 275	123
<b>Penmanship</b>	Copying of complex sentences into exercise books	275	
<b>Guided Writing</b>	Persuasive writing	276	124 - 126
<b>Homework</b>		277	

Unit	Content	LB pages	WB pages
<b>23</b>	Road accidents – 2	278 – 290	127 – 131
<b>Oral Language</b>	Talk show – Causes and prevention of domestic accidents involving children	279 – 281	127
<b>Reading</b>	Road accidents – 2	282 – 284	128
<b>Phonics/Letters have Sounds</b>	Silent 'g' and soft 'g'	285	
<b>Vocabulary/Fun with Words</b>	Matching words with their meaning	285	129
<b>Grammar Usage</b>	The use of modal verbs	286 – 287	129 – 130
<b>Penmanship</b>	Copy poem into exercise book	287	
<b>Guided Writing</b>	Argumentative writing	288 – 289	130 – 131
<b>Homework</b>		290	

Unit	Content	LB pages	WB pages
<b>24</b>	Traditional culture	291 – 304	132 – 136
<b>Oral Language</b>	Role-play – The traditional court of justice settle Abena and Fosua's case	292 – 296	132
<b>Reading</b>	Kente – A phenomenal cultural significance	296 – 299	133
<b>Phonics/Letters have Sounds</b>	More suffixes	300	
<b>Vocabulary/Fun with Words</b>	Form sentences on your own with provided words	300	133 – 134
<b>Grammar Usage</b>	Writing in the simple past tense	301 – 302	134
<b>Penmanship</b>	Copy out short poems into your exercise books	303	
<b>Guided Writing</b>	Write an argumentative essay following the guide given	303	135 – 136
<b>Homework</b>		304	
<b>Revision (6)</b>		305 – 306	

Unit	Content	LB pages	WB pages
<b>25</b>	Natural resources	307 – 317	137 – 142
<b>Oral Language</b>	Giving and following directions	308 – 309	137 – 138
<b>Reading</b>	Lake Volta – A gift that keeps on giving	309 – 312	
<b>Phonics/Letters have Sounds</b>	Suffix which means “... full of”	312	
<b>Vocabulary/Fun with Words</b>	Match meanings with words from the text	313	139 – 140
<b>Grammar Usage</b>	Prepositions	314 – 315	140 - 141
<b>Penmanship</b>	Use given expressions to form sentences	315	
<b>Guided Writing</b>	Process for cooking rice	316	141 - 142
<b>Homework</b>		317	

Unit	Content	LB pages	WB pages
<b>26</b>	Government systems	318 – 329	143 – 148
<b>Oral Language</b>	Conversation – A community school invites the DCE for interaction	319 – 320	143
<b>Reading</b>	The political structure of the Asante	321 – 324	144
<b>Phonics/Letters have Sounds</b>	Long vowel /i:/	324	
<b>Vocabulary/Fun with Words</b>	Using the dictionary to look up the meanings of given words	324	145
<b>Grammar Usage</b>	Plural forms of regular nouns	325 – 326	146
<b>Penmanship</b>	Copying a poem into exercise book	327	
<b>Guided Writing</b>	Descriptive writing – My teacher	327 – 328	146 – 148
<b>Homework</b>		329	

Unit	Content	LB pages	WB pages
<b>27</b>	Unwelcome visitors	330 – 339	149 – 154
<b>Oral Language</b>	Asking and answering questions – An encounter with robbers	331 – 332	149
<b>Reading</b>	An unwelcome visit	333 – 335	150
<b>Phonics/Letters have Sounds</b>	The use of the diphthong /ie/	335	
<b>Vocabulary/Fun with Words</b>	Choosing synonyms for given words	336	151
<b>Grammar Usage</b>	The use of modals	336 – 337	151–152
<b>Penmanship</b>	Copying a paragraph into your exercise book	338	
<b>Guided Writing</b>	A written narration on “A frightening experience I had”	338	152 – 154
<b>Homework</b>		339	

Unit	Content	LB pages	WB pages
<b>28</b>	Heritage sites	340 – 350	155 – 160
<b>Oral Language</b>	A conversation about heritage sites	341 – 343	155 – 156
<b>Reading</b>	The Elmina Castle	343 – 346	157
<b>Phonics/Letters have Sounds</b>	The long vowel /u:/	346	
<b>Vocabulary/Fun with Words</b>	Matching of words to their meaning	347	158
<b>Grammar Usage</b>	Using the past continuous tense	348	159
<b>Penmanship</b>	Copying quotations into exercise books	347 – 348	
<b>Guided Writing</b>	Changing sentences from present tense to past tense	349	160
<b>Homework</b>		350	



Unit	Content	LB pages	WB pages
<b>29</b>	Accepting new members into the family	351 – 361	161 – 165
<b>Oral Language</b>	Presentation – Formal and informal language	352 – 353	161
<b>Reading</b>	The naming ceremony	353 – 356	162
<b>Phonics/Letters have Sounds</b>	Digraph /ch/	356	
<b>Vocabulary/Fun with Words</b>	Match words with their meaning	357	163 – 164
<b>Grammar Usage</b>	Past tense of irregular verbs	357 – 358	164 – 165
<b>Penmanship</b>	Using given expressions in sentences in exercise books	359	
<b>Guided Writing</b>	Choose the right words to complete the composition	359 – 360	165
<b>Homework</b>		361	

Unit	Content	LB pages	WB pages
<b>30</b>	Climate change	362 – 373	166 – 171
<b>Oral Language</b>	Conversation: Community climate change – Offensive behaviour	363 – 364	166 – 167
<b>Reading</b>	The greenhouse effect	365 – 368	167
<b>Phonics/Letters have Sounds</b>	The prefix dis-	368	
<b>Vocabulary/Fun with Words</b>	Complete the words in the boxes by providing the missing letters	369	168
<b>Grammar Usage Usage</b>	Use of conjunctions	369 – 370	169
<b>Penmanship</b>	Copying poems into exercise books	371	
<b>Guided Writing</b>	Complete the composition on greenhouse effect by filling in the missing words	371 – 372	170 – 171
<b>Homework</b>		373	
<b>Revision (7)</b>		374 – 376	

## Appendix A

### 1. Stages for Penmanship Development

#### Before Writing

Lead learners to do hand and wrist exercises for a few minutes. Demonstrate to them the good posture needed for writing. Also demonstrate how to hold a pen to write. At upper primary this is still useful for learners who are struggling with good handwriting practices.

#### During writing/Main

Rule lines on the board like those in learners' writing books and practise writing letters and sentences from the text on the board (especially those letters or words learners are likely to have difficulty writing well). Then have learners copy the text from the Learner's Book into their writing books. Go round the class to assist those who are struggling.

#### After writing

Collect the books, mark and provide feedback to learners individually and as a class.

### 2. Procedure for Vocabulary Teaching

- Teach the pronunciation of a keyword (one at a time), and let learners pronounce it correctly after you.
- Write the word on the board and introduce the next one.
- When all keywords are done, have learners work in pairs to search for the keywords (words in bold) in the passage. Have them read out the sentence in which they find the word. Write the sentence(s) on the board.
- Using the think-pair-share strategy, let learners think of the meaning of the words as used in the text.
- Have them think of other words they can use in place of each of the keywords.
- Where they are not able to get the meaning of a word from the text, use pictures, demonstrations, real objects, etc. to teach the meaning.
- Give learners time to spell and use the keywords in sentences.

(DO NOT copy the keywords on the board ahead of time).

### 3. Matching key words from the passage to their meanings

Do this exercise with learners. Copy the word and meaning lists on the board. Get a learner to read the first word and have the other learners look for that word in the passage. Anyone who finds it first shouts, "bingo". S/he reads the sentence in which the word occurs to the whole class. Then the class goes through the meaning list to decide which one matches the word as used in the passage.

Have the learner draw a line on the board from the word to its meaning. Get another learner to read the next word and follow the procedure till all the words are matched. Give learners time to use the words in sentences.

### 4. Finding words to match given meanings

Read each of the meanings with the learners and ask them to read the passage paragraph by paragraph to look for a word to match that meaning. When they find a word, let the class read the sentence to be sure the word in that context really matches the meaning

they have. Let learners write the word against its meaning on the board and continue with the search. When all is done, give learners time to use the words in sentences.

### **5. Looking for the meaning of the keywords as used in the passage (Contextual meaning)**

Have learners do this activity in groups. Each group should get someone to read each word and the others look for a sentence in which the word is used. One person reads the sentence twice to all members and the group decides which of the two meanings attached to the word is applicable in the context. Each group should be allowed to present their work to the class, so also allow time for peer feedback.

### **6. Finding Missing Letters**

Have learners sit in pairs to do this exercise. Do the first one with them. Ask them to glance through the passage to look for a word which begins with ... e.g. 'c', has ... e.g. 'mm' in the middle and ends with... e.g., 'nt'. Have them raise their hands when they find the word and direct the class to the paragraph in which the word is found. Have the founder read the word. Then ask the class for their approval of the word. If the word is correct, ask them to identify the missing letter(s).

### **7. To rearrange jumbled letters of keywords aright**

This activity should be done in small groups (of 3-5 learners). Refer learners to the page of the Learner's Book where the passage is and have them read the passage once again. Copy the exercise on the board and have learners scan through the passage to look for the words that are wrongly spelt. Lead them to do the first few by telling them the key letters that form the word. Ensure they look for the words from paragraph to paragraph until all the words are found. Allow them some time to copy the words into their exercise books and/or use them to construct sentences.

## **Appendix B**

### **Games**

#### **1. How Far Can You Go**

Put learners into groups to compete, for instance, in identifying common nouns that can be found in a particular place, e.g., kitchen. The teacher gives the location and the learners take turns to mention an object (a common noun). The group with the highest point at the end of the game is the winner.

#### **2. Hot Seat Game**

Put the class in groups (normally two groups). Group representatives or members take turns to sit on the hot seat in front of the class to answer questions based on the the lesson. E.g., if lesson is about important places in Ghana, the learner on the hot seat has to state the importance of any place mentioned by the opponent.

### 3. Article Scavenger Hunt Game

Put learners into groups and give the groups a limited amount of time to take out all the items in their desks and put them on their desks. In a race, give each learner a handful of index cards with articles (the, a, an) written on them, and tell them to find items in the classroom (on their desks) that they can attach the correct index card to. The first group to finish using all their index cards correctly is the winner. Use different colours for the cards to help identify each group's cards.

### 4. Mike's Spelling Game

The teacher invites about four to five learners to form a semi-circle with the teacher facing them. The rest of the class observes while the teacher shows a word card to the participants and leads them to read the word twice or more. S/he asks learners to spell the word in unison. Then, the teacher says the first letter of the word and the participants take turns to say the next letter of the word aloud and wait for another turn.

At beginning the spelling is done at a slow pace to enable each participant to become familiar with the word. Thereafter, the speed is increased and anyone who fails to remember to say the next letter correctly and on time is out of the game. The last person is the winner. The teacher can choose to call learners at random to have a turn.

### 5. KWL sheet

K	W	L

K is for what learners know, W is for what they want to know, and L is for what they have learnt.

### 6. Letter Cards Spelling Game

Teach the pronunciation and meaning of target words. Put learners into groups. Cut the words into letter cards and share them among the groups, e.g. 

a
---

s
---

k
---

At a go, the groups compete in forming the words as quickly as possible. The group that is able to finish before time is up and also gets all the words correct, wins. The same activity could be adapted for **Syllable Puzzle Game**. In this case, the words are cut into syllable cards instead of letter cards.

**Note:** The letter cards for each word must be enough to cover the number of groups involved.

### Unit Overview

This unit is about how an adolescent girl uses her leisure time to her advantage. It consists of five sections labelled, A – E. Section A will deal with Oral Language Development. Learners will learn a poem entitled “Leisure time” and answer some questions on it. Section B is in two parts. In the first part, learners will read a passage with the title “Leisure time” and answer some questions on it. The second part is code named “Letters have sounds”. Under it learners will learn to identify and correctly pronounce and use the hard “g” and the soft “g” sounds. Section C takes care of their vocabulary consolidation. Under this section learners are taken through certain interesting exercises to better understand the keywords in the comprehension passage and also to effectively use them in speech and writing. Section D takes care of Grammar. The focus under this section is to help learners identify and use nouns or noun phrases that refer to units or quantities. The last section is E, which focuses on their writing. It is in two parts. The first part deals with penmanship, where learners have the opportunity to improve their writing or penmanship skills. In the second part, learners will be guided to write an essay titled “How I use my leisure time”.

### Learning Outcomes

By the end of the unit, the learners will be able to:

- recite a poem meaningfully;
- predict a text based on titles and pictures;
- read the text silently and answer questions on it;
- match words with meaning;
- identify the sound /g/ as a hard sound;
- use noun phrases that refer to units or quantities;
- copy out sentences legibly and in alignment.

### A. Oral Language

**Poem:** Leisure time

**Teaching Strategies:** Discussion, picture description, recitation, pair work, echo-reading, question and answer drill.

**Teaching/Learning Resources:** An enlarged picture of **page 1** of English Learner’s Book 5, a poster of the poem “Leisure time”.

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

**Key Vocabulary:** Generation, hone, cherish, hobbies.

## Preparation Before Class

Get the enlarged picture, prepare flash cards of the vocabulary.

## Teaching/Learning Activities

### Activity 1

1. Put the enlarged picture of the poem on the board. Let learners open their books to the pictures. Guide them to discuss or share their thoughts on the picture with the class.
  - a. Let learners listen to you as you recite the poem several times.
  - b. Ask learners to recite the poem after you several times.
3. Allow learners to recite the poem all by themselves.
4. Let them go over the recitation with relevant actions and intonations.

### Activity 2

1. Get learners' in pairs, to recite the poem again and let them take turns to share their understanding of the poem.
2. Encourage them to express what they like or dislike about the poem to each other.

## Assessment

Still in pairs, ask learners to answer the following questions with their partners.

- a. Who wrote the poem?
- b. Why do you think he wrote the poem?
- c. State two benefits you can gain from leisure time.
- d. Ask them to use the dictionary to find the meanings of the following words: cherish, hone, hobbies, generation.

## Answers

- a. Kweku Atta
- b. To encourage people to use their leisure time profitably.
- c.
  - i. You can improve your skills with leisure time.
  - ii. You can also learn useful hobbies.
- d. cherish – to value  
hobbies – enjoyable activities in one's leisure time  
hone – to sharpen  
generation – all the people born and living about the same time

## Extension Activity

Have high-achievers answer the following question:

- a. Can you think of some professions in society where people have made names because they used their leisure time well?

## Expected answers

- a. Professional footballers/Sports men/women
- b. Musicians
- c. Artist
- d. Authors

## Reflection

Have learners reflect on the poem and share whether it has impacted them or not.

## Additional Practice

Refer learners to Workbook **page 1** for further practise.

## B. Reading

**Topic:** How I Travel Through Time in My Leisure Time

**Teaching/Learning Strategy:** Directed Reading and Thinking Activity (DRTA).

**Teaching Strategies:** Discussion, reading and listening, prediction, silent reading, visualisation etc.

**Teaching/Learning Resources:** An enlarged picture of Learner's Book **page 4** or just the picture in Learner's Book **page 4**.

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

**Key Vocabulary:** Leisure, munching, drizzle, deserts, dense, enlightened, science fiction, journalist.

## Preparation Before Class

Your word cards should be handy, get the enlarged picture on a poster if it is possible. This will help arrest the attention of learners.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson by asking learners to look carefully at the picture and read the title of the passage on **pages 4** and **5** of the Learner's Book.
  - a. Encourage them to say what they can see about the picture.
  - b. Ask them to think of what they expect to read about.
  - c. Let them share their predictions with the rest of the class.
2. Teach and drill the pronunciation of the keywords with learners by reading through the Key Vocabulary, encouraging them to pronounce after you and ensuring they pronounce it right.

### Activity 4

1. In pairs, ask learners to scan the text for words in bold print. Urge them to try and work out the meanings the words by reading the sentence(s) in which the words appear.

Teach the meanings of the Key Vocabulary (if necessary) using context, demonstrations, and miming. (Do not copy the new words on the board ahead of time.)

### Activity 5

1. Read the text aloud to the class, while learners follow you in their books listening attentively.
  - a. Guide learners to check the accuracy of their predictions.
  - b. Encourage a few of them to share their thoughts with the rest of the class.

### Activity 6

1. Read the text aloud again and also let a good reader read the text.
2. Encourage learners to visualise what they are listening to.

### Activity 7

1. Ask learners to individually read the text silently to themselves. Before they start, put some pre-reading questions on the board. Let them read the text paragraph by paragraph, looking out for the answers to the pre-reading questions. From time to time let learners pause to answer the questions orally. Discuss the passage with learners generally and ask them to read the text again silently for details.

### Activity 8

1. Let learners read each of the questions in Learner's Book **page 7** and discuss the answers with their partners. Go a round to assist them.

## Assessment

- a. Who did you read about?
- b. What does she do in her leisure time?
- c. What does Zenabu do while she reads?
- d. What are some of the benefits Zenabu has gained through reading?
- e. What do you use your leisure time for?

## Suggested Answers

- a. Zenabu Alhassan
- b. She reads in her leisure time.
- c. She either munches on a snack or drinks something.
- d. She has been enlightened, her vocabulary has increased, she is confident in writing, and she is creative.

### Letters have Sounds: **Hard /g/ sound**

1. It is time for phonics. Write the two lists of words on the board.
  - a. gem, gist, gymnasium
  - b. gate, gutter, golf.
2. Read through the list as learners listen. Put them in pairs and ask them to read the words noting how "g" sounds in both lists.



Take the word cards for the lists. Take a word from each list, for example: gate, gem. Hold the two word cards side by side and ask learners to read, again noting the different sounds of /g/ in each word.

3. Ask them to note and write down the letters that come after /g/ in both list. This will be [e, i, y] for the first list and [a, u, o] for the second list. Let learners note that if any of these letters [e, i, y] comes immediately after /g/ it makes it soft /g/. Apart from that all other letters that come after /g/ makes hard /g/.
4. Have them form new words by completing **page 10** the words with blanks in Learner's Book **page 7**.
  - a. ga\_\_\_\_\_
  - b. gl\_\_\_\_\_
  - b. gr\_\_\_\_\_
  - d. gy\_\_\_\_\_

### Suggested Answers

- a. game, gain, gang, gamble
- b. glow, glad, glamour, glass
- c. grow, graft, grand, gramophone
- d. gypsy, gymnastic, gyrate

### Additional Practise

Refer learners to **pages 3 and 4** of the Workbook for more exercises.

## C. Vocabulary

### Fun with Words

**Teaching Strategies:** Explanations, reading in context, crossword puzzles, question and answer.

**Teaching/Learning Resources:** Dictionary, Learner's Book **pages 5–6**.

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

**Key Vocabulary:** leisure, munching, drizzle, deserts, devise, journalist, enlightened, science fiction.

### Preparation Before Class

Before the lesson, prepare your word cards.

### Teaching/Learning Activities

1. Engage the learners to read the passage again. Ask them to focus on the words in bold print: leisure, benefits, beverage, cultures, enlightened, confident, fluent, journalist.
2. Put learners in pairs and ask them to read the words in bold print with the sentences in which they are found. This is to help them work out the meaning of the words in context. Encourage them to share their understanding of the words with the class.
3. Still in pairs, let them solve the crossword puzzle using the clues.

## Expected Answers to Crossword Puzzle

### Across

- A. dense
- B. munching
- C. journalist
- D. desert

### Downwards

- 1. enlightened
- 2. leisure
- 3. drizzle

## D. Grammar Usage

**Nouns:** Quantities and units expressed in noun phrases

**Teaching/Learning Strategies:** Discussion, question and answer, reading and writing, pair work, group work.

**Teaching/Learning Resources:** Word cards, Learner's Book **pages 9–10**, pictures etc.

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

**Key Vocabulary:** units, noun phrases, quantities, people, places, animals, things.

### Preparation Before Class

Organise your materials: word cards, phrase cards, and pictures (posters if available).

### Teaching/Learning Activities

#### Activity 9

1. Revision: Draw a table on the board. Give it four columns labelled as People, Places, Animals, Things. Put learners in pairs and ask them to give three examples of things that should come under each heading.

Examples:

People	Places	Animals	Things
Boy	School	Goat	Pencil

This is to get their minds on nouns.

2. Next, take them through the questions relating to the pictures of the various objects.

## Assessment

- a. What do you see in the picture?
- b. How many of each are there?
- c. What can they be used for?
- d. Where can you find these things?

## Answers

- a. cups, tables, books, bottles, and plates
- b. cups – 4, tables – 2, books – 6, bottles – 3, plates – 5

- c. cups – drinking, books – reading, plates – eat food in, tables – writing on, bottles – keeps liquids in
- d. at home, in schools and offices.

At the end of the exercise draw learners' attention to the fact that nouns (regular) can be expressed in plural form by adding "s" or "es" to the noun.

### Activity 10

1. Direct learners to the lower part of **page 9** of Learner's Book. Ask learners to look carefully at the pictures of the items in the book and, with their partners, ask them to answer the following questions:
  - a. What items are in the pictures?
  - b. What are the items used for?
  - c. What are their quantities?
2. Now take them through the questions. Start by describing the items with appropriate noun phrases. This is unlike the nouns (regular) that they dealt with earlier. In the earlier example, the plural form of "a bottle" will be "bottles". However, in these later examples, we speak of "a bottle of malt". In other words, we use noun phrases to express quantity. We can also say "two bottles of malt". Let the learners go to the pictures on **page 9**, and guide them to appropriately name the items in the pictures on the page. Write the answers on the board and ask them to read through the answers several times.

### Assessment

1. Ask learners to complete the noun phrases below with the name of the correct object. (Can be found on Learner's Book page 10).
 

a. a plate of _____	e. _____ bottle(s) of _____
b. a sheet of _____	f. _____ gallon(s) of _____
c. a bowl of _____	g. a bucket of _____
d. a pair of _____	

### Expected Answers

- |              |                      |
|--------------|----------------------|
| 2. a. rice   | e. a bottle of malt  |
| b. paper     | f. a gallon of oil   |
| c. palm soup | g. a bucket of water |
| d. trousers  |                      |

3. Ask learners to go through the passage in Learner's Book **pages 5–6** and identify at least three examples of such noun phrases, e.g. "a bucket" then use them to form your own sentences.

## Answers

- a. a cup of hot chocolate
- b. a slice of warm bread
- c. a drizzle of honey

### Remedial Activities

Ask slower learners to respond to these questions.

1. Write these words in the plural form.
  - a. book —
  - b. tomato —
  - c. table —
  - d. cutlass —
  - e. dish —
  - f. bowl —

## Expected Answers

- a. books
- b. tomatoes
- c. tables
- d. cutlasses
- e. dishes
- f. bowls

### Extension Activities

1. Ask the faster learners to respond to these questions.
2. Use these noun phrases that express quantity to form sentences of your own. But first complete them.
  - a. \_\_\_\_\_ crate of \_\_\_\_\_
  - b. a pair of \_\_\_\_\_
  - c. \_\_\_\_\_ sack of \_\_\_\_\_
  - d. \_\_\_\_\_ pairs of \_\_\_\_\_
  - f. \_\_\_\_\_ cartoons of \_\_\_\_\_
  - g. \_\_\_\_\_ boxes of \_\_\_\_\_

### Additional Practise

Refer learners to Workbook **page 4**.

## E. Writing

**Topic:** How I use my leisure time

**Teaching Strategies:** Questions and answers, discussion, pair work, copying

**Teaching/Learning Resources:** Learner's Book **pages 10–11**

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

**Key Vocabulary:** Leisure, hobby, benefits

### Preparation Before Class

Write incomplete sentences on a card board.

## Teaching/Learning Activities

### Penmanship

1. This part of the writing session is to develop good handwriting. In this unit, learners must complete sentences to exercise their writing skills.

Let learners work individually. Ask them to complete the sentences below in their own words. They should then copy their answers into their exercise books. Ensure that they write legibly while taking care to write capital letters correctly. The sentences should also be properly aligned.

- a. My name is \_\_\_\_\_.
- b. One strange thing \_\_\_\_\_.
- c. Though I am \_\_\_\_\_.
- d. I have been \_\_\_\_\_.
- e. Other benefits \_\_\_\_\_.

### Activity 11 Guided Writing

1. Go over Zenabu's story once again with the class. Ask them to put themselves in Zenabu's shoes. What will they do with their leisure time? Ask them to respond to the topic "How I Use My Leisure Time."

In pairs, let them discuss the topic by using these questions:

- a. When do you usually have your leisure time?
  - b. What do you enjoy doing during those times?
  - c. Why do you enjoy what you do?
  - d. What benefits have you gained from what you do in your leisure time?
2. Have learners write a short composition on the above topic based on their discussion and responses to the questions. Some can write, adding little detail, while the high achievers can add more detail.
  3. Let them assess each other's work and make any necessary corrections. Ask them to copy the composition into their exercise books.

**NB:** The words for the composition can range from 60 to 100 words.

### Additional Practise

Refer learners to Workbook **page 4** for exercise.

## Workbook Answers

### A. Oral Language

#### Activity 1

##### Leisure Time

Leisure Time

How I cherish leisure time.

It's a time you can do

What you love to do

And everybody can have

Leisure time.

Many have become great

Because they used their leisure time

To hone their God-given talents.

While others destroy their future

Because they were idle.

Value your leisure time

Learn useful hobbies

Bring out the treasure in you.

And do your generation good.

### C. Vocabulary

#### Activity 1

- |              |              |
|--------------|--------------|
| 1. germinate | 6. galvanise |
| 2. garden    | 7. ginger    |
| 3. giraffe   | 8. gutter    |
| 4. gain      | 9. genuine   |
| 5. gender    | 10. goal     |

### D. Grammar Usage

#### Activity 1

- a. benefit – fits  
b. beverage – rage  
c. confident – dent  
d. cultures – cult  
e. enlightened – light  
f. fluent – flu  
g. leisure – sure  
h. journalist – list

### Activity 2

1. River Densu
2. Dr. Limann
3. Yaa Asantewaa Girls High School
4. Okomfo Anokye
5. table
6. Odwira Festival

### Activity 3

1. l/r
2. r/l
3. l/r
4. l/r
5. l/r
6. r/l
7. l/r

### E. Writing

#### Activity 1

1. A sheet of paper.
2. Six bottles of Beta Malt.
3. Three pairs of shoes.
4. A container of goods.
5. Two gallons of engine oil.
6. A sachet of water.
7. A bag of rice.
8. A packet of match sticks.
9. Two boxes of chalk.
10. A gallon of palm oil.

### Unit Overview

This unit is about “Patriotism”. Learners will have the opportunity to explore the concept of patriotism and its significance. This unit consists of five sections. Section A is the Oral Language section. Under this section learners will recite the Ghanaian National pledge. Under Section B, in the first part, learners will read a passage entitled “My sacrifice for my people”. They will read the historical account of an Asante Chief who sacrificed his life for the safety of his people. In the second part, which is, “Letters have sound” learners will be taken through a revision activity on the identification of some long and short vowels. Focusing on the main lesson they will learn to identify, through oral practise, hard and soft “c”. Section C is the vocabulary section, and under this section learners will be given a puzzle to find the keywords in the comprehension passage. They will also match the keywords to their meanings. In Section D, the grammar section, learners will be guided to identify and use proper nouns in sentences. Under Section E, the writing section, the first part, will be penmanship practise. In the second part learners will be guided to showcase their thoughts on patriotism through essay writing on the topic “What I Will Do as A Patriotic Citizen”.

### Learning Outcomes

By the end of the unit, learners will be able to:

- recite a patriotic pledge (The National Pledge) meaningfully as a poem;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- identify and use proper nouns in sentences;
- identify the sound /c/ as /s/ (soft ‘c’) and looking at long and short vowels;
- match words from a text to their meanings; and
- write a composition based on guiding questions.

### A. Oral Language

**Poem: The National Pledge**

**Teaching Strategies:** Recitation, expression of view, responding to questions, echo reading.

**Teaching/Learning Resources:** Map of Ghana, Pictures of Groups of Professionals, the National Pledge on a Poster Writing Board, Audio Version of the Poem on an Audio Device.

**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Cultural Identity and Global Citizenship

**Key Vocabulary:** Loyal, honour, heritage, pledge, uphold, defend

## Preparation Before Class

Ensure these materials are available: Pictures of groups of professionals, a map of Ghana, an audio version of the pledge on a phone/audio device, and the National Pledge on poster-sized cardboard.

## Teaching/Learning Activities

### Activity 1

Let learners sing or recite a familiar patriotic song or poem, like the first stanza of the National Anthem.

1. Put the map of Ghana and pictures of groups of professionals on the board. Let learners predict what they think they will learn based on the pictures and the map. Allow a few of them to express their views or share their thoughts. Let them identify the professionals based on their dress or uniforms. Let learners know they are going to learn a poem about patriotism. This is the National Pledge. Explain to learners what it means “to pledge.”
  - a. Put the National Pledge on a poster-sized cardboard on the board. Before you take them through the pledge recitation, let learners listen to the audio version of the pledge on your audio device.

Turn their attention at this stage to the pledge on the board. Explain some of the keywords in the pledge to learners. Words like: promise, honour, loyal, motherland, esteem, heritage, toil, fathers, uphold, defend and good name.
  - b. Next, read the pledge while they listen. Do that several times. Let learners do echo-reading several times. Then, have them say it by themselves.

### Activity 2

1. At this stage, pair them up to recite the pledge to a partner.
2. Encourage them to share how they understand it with each other.

Let them share with each other if there is any part of the poem they enjoyed most.

## Assessment

Have learners answer the following questions with their partners:

3.
  - a. What is the name of our native land?
  - b. Why do you think our ancestors shed blood to get it for us?
  - c. Why were they willing to die for our native land?
  - d. What can you do to continue their good work?

## Expected Answers

1.
  - a. Ghana
  - b. In trying to get independence, some were killed by our colonial masters.
  - c. They wanted their children and grandchildren to have a better life.
  - d. Personal answer



## Reflection

Ask learners to sincerely express how the national pledge has impacted them. As children, can they keep the pledge?

## Additional Practise

Refer learners to Workbook **page 5** for more exercises.

## B. Reading

### My Sacrifice for My People

**Teaching/Learning Strategies:** Prediction, class activity, pair work and individual work, discussion, echo-reading, question and answer.

**Teaching/Learning Resources:** Picture of a man in war attire being bid farewell by wife and children, word cards, picture of Nana Tweneboa Kodua if available, picture of Okomfo Anokye.

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

**Key Vocabulary:** patriotism, paramount, comply, provoked, eminent, volunteers, forbidden.

### Preparing Before Class

Have your word cards and pictures ready. It's better to place the pictures on a board that is poster-sized.

## Teaching/Learning Activities

### Activity 3

As a warm-up for the lesson, you may ask learners to sing or recite any patriotic song or poem they know. Ask a few learners what they like or dislike about the poem they recited or the song they sang.

1. **a.** Let the lesson begin by discussing the pictures on the Learner's Book 5 **page 15**.  
Allow pupils to discuss what they see.
- b.** Let them predict what they expect to read about.
- c.** Let them share their predictions with the rest of the class.
- d.** Teach and drill the pronunciation of the keywords: (patriotism, paramount, comply, provoked, eminent, volunteers, forbidden) one after the other.

### Activity 4

1. In pairs, have learners search the text quickly to find 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 using context, demonstration and miming.

### Activity 5

1. Read the text aloud while learners listen.
  - a.** Encourage them to think about their predictions, were they accurate or not?
  - b.** Let a few of them share their thoughts with their partners about the story in the passage.

### Activity 6

1. Read the text or passage again as learners listen.
2. Before you read, encourage learners to visualise what they hear as you read.
3. Encourage them to share the outcome of their visualisation with their partners.

### Activity 7

Ask learners to individually read the text silently to themselves.

### Activity 8

#### Assessment

1. Let learners read each of the questions below and discuss the answers with their partners. Ask them to open to **page 18** of Learner's Book.

Questions

- a. Who was Nana Tweneboa Kodua?
- b. Why is he an important person in Asante history as a patriot?
- c. Why did the Asantes decide to rebel against the Denkyira?
- d. What was the Denkyirahene's name?
- e. Were the Asantes right to rebel? Give your reasons.
- f. Who did the Asantes consult before fighting the Denkyiras?
- g. What was expected of the three volunteers?
- h. Why do you think these volunteers stepped forward?

#### Expected Answers

- a. He was the Paramount Chief of Kumawu.
- b. He sacrificed his life for the people of Asante Kingdom.
- c. They were unhappy with his increasing/growing demands.
- d. His name was Ntim Gyakari.
- e. Personal response.
- f. They consulted Okomfo Anokye.
- g. They were expected to sacrifice their lives for the freedom of Asante Kingdom.
- h. They wanted to help their people (Asantes) win their independence from the Denkyira (other relevant responses should be accepted).

### Reflection

In small groups guide, learners to discuss, whether for the love for your nation, it is wise to sacrifice your life. Go a round to hear what learners have to say.

### Additional Practise

Refer learners to Workbook **page 6** for more exercise.

### Letters have Sounds: Long and short vowels and soft “c”

In pairs, ask learners to read these words written on the board: centre, procedure, produce, celebrate, face, balance.

Ask learners to note the sound of the underlined letter “c” in all the words.

Make them understand that if “c” in a word sounds like “s”, the “c” is referred to as soft. So the “c” in the words above are all soft.

Let learners look at the pair of words in Learner’s Book **page 18**, these are

1. beat, kite, coat

2. bit, kit, cot

Read them as learners listen. Guide them to read after you, noting how the vowels sound.

Some of them sound “long” while others sound “short”.

Learners will observe that the vowels in the words under 1. are all long, and the words contain two vowels. In such cases the first vowel in the word is usually long. As they can see, the vowels in the words under 2. are all short.

Guide learners to answer questions in Learner’s Book Unit 2, **page 18** with their partners.

## C. Vocabulary

### Fun with Words

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

**Teaching/Learning Resources:** Word cards, Learner’s Book **page 19**.

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

**Key Vocabulary:** comply, provoked, volunteers, eminent, forbidden, patriotism, paramount.

### Preparation Before Class

Before the lesson, prepare your word cards.

### Teaching/Learning Activities

#### Activity 1

- a. In pairs, ask learners to find these words in the word search: comply, provoked, volunteers, eminent, forbidden, patriotism, paramount.

#### Activity 2

- |               |             |               |              |
|---------------|-------------|---------------|--------------|
| a. volunteers | b. comply   | c. paramount  | d. forbidden |
| e. eminent    | f. provoked | g. patriotism |              |

## D. Grammar Usage

### Types of nouns

#### Proper Nouns

**Teaching/Learning Strategies:** Scanning, question and answer, study of pictures, pair work, class activity.

**Teaching/Learning Resources:** Pictures

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

**Key Vocabulary:** common noun, proper noun

#### Preparation Before Class

Gather all the necessary materials, especially pictures. If possible, get poster-sized pictures.

### Teaching/Learning Activities

#### Activity 9

Take learners in pairs through the revision of proper nouns as relates to people and places. Ask them to scan through the passage for examples. Consolidate their knowledge by giving them another short exercise where they name persons and towns they know.

#### Activity 10

Ask the class to study the pictures and identify the various events by their specific names. Let them understand that the names of the events are proper nouns. Guide them through questioning to note that most examples are festivals. That is, you can refer to the names of festivals as proper nouns.

#### Activity 11

### Assessment

**Practise:** As a form of practise, let them first put the various proper nouns in their right columns, including events (festivals). Let them do this in pairs. Let them read the exercises they do in turns.

**Exercise:** For exercise, let them go to this site for information about various festivals in Ghana. Ask them to use the festival names as proper nouns in sentences.

### Expected Answers

#### Persons

Ex-President Kuffour

Ex-President Mahama

Mr Asiedu Nketia

#### Places

Baba Yara Stadium

University of Cape Coast

Navrongo Senior High School

#### Events

Aboakyer Festival

Eid al-Fitr Festival

Odwira Festival

#### Remedial activities

Ask learners to pick the proper nouns among these words: table, sheep, Mr Ahwoi, Takoradi, Pat Thomas, river

### Extension activities

Search and give five examples of proper nouns involving persons, places, events outside

### Additional Practice

Refer learners to Workbook **pages 7–9** for more exercise.

## E. Writing

**Teaching/Learning Strategies:** Discussion, reading and writing, individual and pair work.

**Teaching/Learning Resources:** Learner's Book 5, Writing Board.

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

**Key Vocabulary:** State, community, nation, devote.

### Preparation Before Class

Organise all the tools you need before the lesson. Go online to learn more about cursive writing.

### Teaching/Learning Activities

#### Penmanship

1. Ask learners to copy the first three sentences of the passage into their exercise books. It should be copied in cursive form.

#### Activity 12 Guided Writing

1. Put learners in pairs and ask them to discuss the following topic: "What I would do as a patriotic citizen." Let them use the questions below.
  - a. Which nation are you a citizen of?
  - b. Do you know some patriotic citizens from your community?
  - c. What did they do for the community?
  - d. What three things will you do for your community as a patriotic citizen and why?
2. Guide learners to write a one-or two-paragraph composition on the above topic based on your discussion.
3. Let learners read his or her composition to their partner and listen to his/hers. Let them make any necessary corrections. Let them copy the composition into their exercise book.

### Additional Practise

Refer learners to Workbook **page 10** for more practise.

## Workbook Answers

### B. Reading

#### Activity 1

1. Paramount Chief.
2. Three volunteers were needed to sacrifice their lives.
3. Nana Asenso Kofo and Nana Dikopim I.
4. The Battle of Feyiase
5. Okomfo Anokye was the spiritual advisor to the Asantes.
6. Ntim Gyakari.

### C. Vocabulary

#### Activity 1

1. comply
2. provoked
3. volunteers
4. eminent
5. forbidden
6. patriotism
7. paramount

### D. Grammar Usage

#### Activity 1

1. Mr Kofi Annan
2. Lake Bosomtwe
3. University of Education
4. Otumfuo Osei Tutu
5. River Pra
6. Kotoka International Airport

### E. Writing

#### Activity 1

- |              |            |
|--------------|------------|
| 1. celery    | 9. exact   |
| 2. car       | 10. cent   |
| 3. ace       | 11. voice  |
| 4. mice      | 12. race   |
| 5. cute      | 13. city   |
| 6. cupcake   | 14. camera |
| 7. octagon   | 15. cold   |
| 8. centipede | 16. circle |

## Unit 3

## Honesty is royal

### Unit Overview

In this unit, honesty is amplified as a critical quality that ensures trust, respect and progress in life. There are five sections: A – E.

Section A deals with Oral Language Development. In this section learners will be told a story titled “Do unto others as you want them to do unto you”.

Section B is in two parts. In the first part, learners will read a passage entitled “Honesty is Royal” and answer comprehensive questions on it. In the second part, “Letters have Sounds”, learners will be taken through long vowels [/o:/, /i:/, /e:/ and /u:/].

Section C is the vocabulary consolidation section. In this section, learners will match meanings to appropriate words and also arrange jumbled letters into the correct words.

Section D focuses on the identification and use of count and non-count nouns.

The Writing section is Section E. Learners will have the opportunity to copy sentences in cursive form, legibly and in proper alignment, in their exercise books. Under the same section learners will be taught narration. They will be given the opportunity to narrate a story under a given title.

### Learning Outcomes

By the end of the unit, learners will be able to:

- listen to a story and demonstrate understanding of lessons in it;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- identify and use count and non-count nouns;
- use a mode of writing for a purpose and audience; and
- match words to their meaning and unravel jumbled words.

### A. Oral Language

**Storytelling: The Golden Rule**

**Teaching/Learning Strategies:** Listening, Discussion, Questions and Answering, Demonstration, Group and Pair Work.

**Teaching/Learning Resources:** Learner’s Book **page 25**.

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

**Key Vocabulary:** Chewed, messed, hospital, rude.

## Preparation Before Class

Get everything you need for the lesson ready and handy. If it is possible, make sure the picture is poster-sized. Ask learners sit in a horse-shoe shape or put them in even-numbered groups before the lesson. In that case, it will be easy also to pair them up if need be.

## The Golden Rule

A taxi driver called Ameyaw Badu lived at Oforikrom, Kumasi, with his wife Asuo and their twin daughters Asabea and Nyarkoaa. Asuo was a pharmacy shop attendant. Ameyaw didn't make as much money as he wanted to, but he managed what he had well. He and Asuo had been saving for years. Once they got enough, they would open a shop and sell biscuits and other pastries. Everything seemed to be going according to plan, until Asabea got sick. There were many hospital bills to pay, and they sapped every cedi they had. Ameyaw was devastated. But then, he was grateful his little one had pulled through and been discharged.

Now, they had to start from scratch. Going to work became difficult, but he had a family to feed. One Thursday morning, he had no idea his life would change forever. He picked up a client from Oforikrom bus stop. This passenger was going to Patase, which was almost an hour away. First, he was brash and spoke harshly. He shouted at Ameyaw to turn off his radio. Then, he bought some sugarcane and made a mess chewing it in the car. Ameyaw was annoyed, but somehow, he kept his cool and took the passenger to his destination.

Ameyaw didn't get any passengers on his way back to Oforikrom. Because of the mess from the sugarcane, he decided to get his car washed. He turned to the backseat to examine the mess that had been made when he saw the brown envelope. He sighed. If this man had left documents and expected him to return them, he would have to pay. Ameyaw saw that the envelope had only been folded and not sealed, and when he peeked inside, he gasped. The notes were new and fresh. This was enough money to dig him out of the pit he and his family had been thrown in. He stared at the money for a long time. He could easily keep it; after all, the man had been incredibly insulting. Yet, it wasn't his. What burned him the most was meeting this man again. From his attitude, he could easily refuse to pay or give him some paltry amount. After contemplating, Ameyaw returned to where he'd dropped the man. He had to do what he would have expected to be done for him.

When he got to the man's destination, he realised there was a commotion. The man was being manhandled by some muscled men. One, who seemed to be the leader, held him by the collar. The man screamed when he saw Ameyaw.

"He's brought it! I told you! I'm not a thief!" He yelled.

The leader and the other men moved back.

All eyes were on Ameyaw as he got down with the envelope and returned it to the man. The man who had been rude was now kneeling, thanking Ameyaw. He took Ameyaw's contact details. However, he could not pay the amount, as he said the men had taken his wallet.



Ameyaw left, disappointed. He had wasted money and fuel on this man. Later that day, he was on his way home when he got a call. The woman who had called, introduced herself as Maa Baabe, the mother of the man he had picked up that morning. She apologised and asked if she could come and see Ameyaw. She insisted on coming that very evening. Ameyaw agreed and wondered why she was so intent on seeing him.

By 7:00 pm, Maa Baabe and Akwasi Boateng, the man's uncle, were at Ameyaw's house. They had come to say thank you. They gave Ameyaw an envelope.

"At least, for your day's earnings", she said, insisting that Ameyaw take it.

"Thank you", husband and wife said in unison.

They screamed when the woman and her brother left. The cheque contained more than they could have ever imagined. The best part was when Asuo went hunting for shops and was asked to see one of the owners. As it turned out, it was Maa Baabe. They got an enormous discount, and barely two months later, their pastry shop was up and running.

Ameyaw could not believe that his change in fortune had started with one very rude gentleman.

## Teaching/Learning Activities

### Activity 1

1. Ask learners to study the picture on **page 25** of their Learner's Book and share what they think about the picture with their classmates.
  - a. Pique the interest of learners concerning the upcoming lesson. Get them expectant. Now tell the story above with all the necessary nuances in your language. From time to time, pause to ask learners questions to know gage whether they are following the story.
  - b. When you are done, encourage a few of them to retell the story in the correct sequence. You may also ask different learners to retell certain segments of the story.

### Activity 2

1. Put learners in groups and ask them to discuss the story based on their individual understanding. Let them use the questions in their Learner's Book (**pages 25/26**) as the basis for their discussion.
  - a. Who is the main character?
  - b. Where did the story take place?
  - c. What events happened at the beginning of the story?
  - d. What events happened at the middle of the story?
  - e. What is "The Golden Rule"?
  - f. What other important things does this story illustrate?

## Answers

- a. Ameyaw Badu.
- b. The story took place in Kumasi.
- c. Ameyaw and his wife Asuo had been saving to get a shop, when their daughter got ill, and they had to spend everything they had on hospital bills.
- d. Ameyaw picked up a passenger who was rude to him and then made a mess in his taxi with his chewed sugar cane.
- e. The rude passenger left a huge amount of money in Ameyaw's taxi, and he returned the money to the gentleman.
- f. The Golden Rule is "Do unto others as you would have them do unto you".
- g. Honesty, or something equally relevant. (Personal answer)

## B. Reading

### Honesty is royal

**Teaching Strategies:** Prediction, discussion, listening, visualisation, silent reading, class, pair-work and work alone activities, reading and answering questions, echo-reading.

**Teaching/Learning Resources:** Word cards, pictures, writing board.

**Core Competencies:** Cultural Identity and Global Citizenship, Communication and Collaboration.

**Key Vocabulary:** Step down, successor, pondered over, candidate, skilled, lush.

### Preparation Before Class

Before the lesson, prepare word cards. Make a large copy of the picture on Learner's Book 5 **page 24**, if convenient to facilitate teaching and learning.

### Teaching/Learning Activities

#### Activity 3

Ask learners to sing a song or poem relevant to royalty, honesty, or both as a warm-up activity.

1. Begin the lesson by discussing the pictures in Learner's Book 5, **page 26**.
  - a. Allow pupils to talk about what they see and what comes to their minds whiles looking at pictures.
  - b. Let them predict what they expect the passage to be about.
  - c. Let them share their prediction with the rest of the class.
2. Teach and drill the pronunciation of the keywords one after the other.

#### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold. Encourage them to try to work out the meaning of each word by reading the sentences in which it appears.

Teach the meaning of keywords (if necessary) using context, demonstration, miming and explanations. (Keep to 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
  - a. Ask learners to check the correctness of their predictions.
  - b. Have a few of them share their ideas with the rest of the class.

### Activity 6

1. Read the text a second time while learners listen.
2. Encourage learners to visualise as you read.
3. Let them share their visualisation with their partners.

### Activity 7

1. Ask learners to read the text silently for better comprehension.

### Activity 8

## Assessment

1. Ask learners to go through the questions with their partners and discuss the answers with them.

Questions

- a. How many sons did the queen have?
- b. Why was she confused about who to choose as the future king?
- c. What was Queen Lenisor testing her sons for?
- d. Do you think Prince Gblende and Bankpor knew they would be caught for their dishonesty?
- e. Why did Prince Lelabi apologise to his mother?
- f. What would you have done about your seed if you were one of the princes?

## Expected Answers

- a. Three
- b. Queen Lenisor wanted the right choice for the throne but did not know how to choose.
- c. Honesty.
- d. No.
- e. He thought he had disappointed his mother.
- f. Personal response.

### Reflection

In groups, ask learners to discuss what they would have done and why?

## Additional Practise

Refer learners to Workbook **page 12** for more exercise.

### Letters have Sounds: Long vowels 2

End the reading lesson with this phonics activity. Play a phonic song and have learners sing along. When they are through with the song, read these words as they listen: (chain, day, leaf, boat)

Read the words two to three times. Let them read after you. Guide them to take note of the sound of the first letters of all the words: “c” pronounced as “k”. Let them look through the passage in pairs and identify words with similar sounds. Ask learners to form new words by adding “c” to the following partial words to form complete words.

A				
E.g.	chain	day	leaf	boat

B
tea, tray, nail, moan, seal, meat, chain, mail, clay, coach, bead, soap, leaf, paint, pail, ray, road, tray

Now ask learners to identify words in box (B) which have the same long vowels as the example given in box (A) and complete box (A) with the appropriate words.

### Expected Answers

chain day leaf boat  
nail tray seal moan  
mail clay meat coach  
paint ray bead soap

Remind learners that in the earlier unit they dealt with long and short vowels. We learnt that when words have two vowels in them, the first vowel in the word is usually long.

1. Ask learners to read the following in Learner’s Book **page 29** and identify the long vowels in them. The words are: rope, nine, pay, rake, peak
2. Ask learners to turn to **page 30** of the Learner’s Book. They will find a chart there, guide them to do the exercise.

### Expected Answers

A	B
coat	goat
time	lie
tea	week
cute	suit

## Additional Practise

Ask learners to go online to look for five more long vowels. [<https://thriveedservices.com>]

### C. Vocabulary

#### Fun with Words

**Teaching/Learning Strategies:** Explanation, listening and speaking, demonstration, pair work, question and answer.

**Teaching/Learning Resources:** Dictionaries, internet, writing board word cards, puzzles.

**Core Competencies:** Communication and Collaboration.

**Key Vocabulary:** Heap, loudly, emerge, skilled, successor.

#### Preparation Before Class

Organise for Dictionaries and Internet, etc.

#### Teaching/Learning Activities

1. In pairs, ask learners to reread the passage to identify words with the following meanings.
  - a. A lot of something
  - b. Nice and attractive or pleasant
  - c. To become known or clear
  - d. One that is qualified for something
  - e. One that takes over a job or position that another person held
  - f. A time or date by which something must be done
  - g. A supply of food

#### Answers

- a. heap
- b. lovely
- c. emerge
- d. skilled
- e. successor
- f. deadline
- g. provisions

2. Again, in pairs, ask learners to unravel the jumbled letters of the words. Let them understand the clues are the words in bold print in the passage.
  - a. decatndias – candidates
  - b. slhu – lush
  - c. dnelieda – deadline
  - d. isdlelk – skilled
  - e. evolly – lovely
  - f. visropnios – provisions
  - g. gmeere – emerge

## D. Grammar Usage

### Nouns – Count and Non-count nouns

**Teaching/Learning Strategies:** Class activity, pair work, echo-reading, drill, question and answer.

**Teaching/Learning Resources:** Learner's Book **page 31**.

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

**Key Vocabulary:** Count nouns, Non-count nouns.

### Preparation Before Class

Get everything you will need for the lesson ready. Your word and sentence cards, and pictures, if any.

### Teaching and Learning Activities

#### Activity 9

1. Write the nouns on **page 31** of the Learner's Book on the board i.e. [books, pencils, chairs, water, sugar, sand]. Guide the learners to group them under the appropriate sub-heading under Nouns.

E.g.

Nouns	
Count	Non-count
books	sand

### Expected Answers

Count nouns	Non-count nouns
-------------	-----------------

books	water
pencils	sugar
chairs	sand

2. Ask learners to read the passage on **pages 27–28** of the Learner's Book one time and, with their partners, ask them to list all count nouns and non-count nouns they can identify in the passage.

#### Activity 10

Ask learners to use two count nouns and two non-count nouns they identified from the passage to form sentences which they should write in their exercise books.

### Reflection

Encourage learners to express their thoughts on whether the lesson was enjoyable?

### Remedial Activity

Ask slower learners to list five count and five non-count nouns they can find at home.

### Extension Activity

Allow learners to use the non-count nouns milk, water, air and money, to form two sentences each.

### Additional Practise

Refer learners to Workbook **page 14** for more practise.

## E. Writing

**Teaching/Learning Strategies:** Discussion, pair work, question and answer, reading and writing, modelling, copying.

**Teaching/Learning Resources:** model, writing board, writing material

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

**Key Vocabulary:** narrate, farmer, village, retell, queen

### Preparation Before Class

Before the lesson, write the sentences you want the class to copy on a large (poster-sized) card, and paste it on the board.

### Teaching/Learning Activities

#### Penmanship

Since this part of the writing session is for developing good handwriting, you should patiently guide learners to develop this skill.

Guide them time to copy the two sentences in their Learner's Book 5 into their exercise books.

### Activity 11 Guided Writing

1. In pairs, guide learners to go through the questions in Learner's Book 5 on **page 32** after reading the first paragraph of the text on **page 27** of the Learner's Book 5.
2. After their discussions in pairs, guide them to continue the story, writing only the first paragraph of about four sentences:  
"Once there lived a farmer in the village of Sempa....".

### Reflection

Continuing a story or starting your own story. Which do you prefer? Why? Let learners discuss in their groups.

### Additional Practise

Refer learners to Workbook **page 14** for additional exercise/practise.

## Workbook Answers

### A. Oral Language

#### Activity 1

##### Middle of story

One Thursday morning Ameyaw picked a rude passenger who made a mess in Ameyaw's taxi. Ameyaw turned to the backseat and realised the passenger had left an envelope filled with money. He decided to return it to the passenger, who would have otherwise been in trouble. The man took Ameyaw's contact details.

##### Ending of story

Ameyaw received a call from the passenger's mother, who not only gave he and his wife money, but also a discount on the shop they wanted.

### C. Vocabulary

#### Activity 1

- |          |                |
|----------|----------------|
| 1. pact  | 5. court       |
| 2. close | 6. cripple     |
| 3. carry | 7. caterpillar |
| 4. curve |                |

### E. Writing

#### Activity 1

- |               |                |
|---------------|----------------|
| 1. water – u  | 8. oil – u     |
| 2. cup – c    | 9. chair – c   |
| 3. basket – c | 10. town – c   |
| 4. pen – c    | 11. river – c  |
| 5. butter – u | 12. school – c |
| 6. sand – u   | 13. milk – u   |
| 7. goat – c   | 14. salt – u   |



### Unit Overview

In this unit, learners will learn about how vital water is to human existence. The unit is divided into five sections, lettered A – E.

Section A is the Oral Language Development section. In this section, learners will have the opportunity to role-play the possible effects of drinking contaminated water.

Section B is the Reading section. Here, learners will learn of the various roles water plays in our bodies. They will also learn about the differences in the sounds of words through minimal pairs. Section C is the Vocabulary Consolidating section. Learners will improve their spelling by solving a spelling puzzle.

Section D is the Grammar Usage section. In this section, learners will learn about the singularity and plurality of nouns.

Section E is the Writing section. In this section, learners will continue to improve their penmanship skills by copying sentences in cursive form. In Guided Writing learners will be expected to rearrange sentences to form a good paragraph.

### Learning Outcomes

By the end of the unit, learners will be able to:

- role-play a scenario in a doctor's consulting room;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- note difference in sound of pairs of words through practise with minimal pairs;
- solve spelling puzzles and complete sentences with given words;
- use regular forms of singular and plural nouns; and
- identify the main idea and supporting details of a paragraph.

### A. Oral Language

**Role-playing: Drinking from Unclean Sources**

**Teaching/Learning Strategies:** Discussion, rehearsals, group work, demonstration.

**Teaching/Learning Resources:** Costumes, medical gadgets, tables and chairs.

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

**Key Vocabulary:** Bilharzia, contaminate, fever, itch

#### Preparation Before Class

Get the necessary costumes and a few gadgets for the doctor's consulting room. Organise part of the classroom to look like a consulting room.

## Teaching/Learning Activities

### Activity 1

1. Ask learners to closely examine the picture in their Learner's Book **page 35**, and discuss with their partners what they think is happening.
2. Encourage learners to listen attentively as you read through the dialogue below that went on in Dr Tamakloe's consulting room.

### Bilharzia, a Bane of Life

Maame Yahan was the one who first noticed that Okpoti was unwell. She was a bread-seller at Brogya Basic School and knew her favourite customers. For the first time ever, Okpoti didn't finish his bread with chocolate spread. Okpoti looked dull, and he complained of a tummy ache. Maame Yahan told his teacher about it, and it was promptly reported to his mother, Maadwoa. That afternoon when Okpoti returned from school, Maadwoa noticed that he also had a rash that he kept scratching because it was itchy.

She was alarmed. The district hospital was far away. Yet, she was afraid of waiting till the next morning. They got to the hospital early in the evening; thankfully, there was no queue.

The nurse took Okpoti's vitals and then led them to Consulting Room 1.

The doctor smiled when they entered. Okpoti was afraid and couldn't smile back. What if he was injected? He hated injections!

"Good evening, Doctor." Maadwoa greeted. She was exhausted from their long journey.

"Good evening, Madam. My name is Dr Dela Tamakloe. You're both welcome," the doctor said.

"Thank you," Maadwoa said. Okpoti had put his head on his mother's lap.

"What is wrong with Okpoti Ansah?" The doctor was reading from Okpoti's file.

"He had a tummy ache, Doc. Then, I also noticed he had a rash. Just before we left home, I realised he was warmer than usual."

"Thank you, Madam. Okpoti, how do you feel?"

"Not too good, Doctor. I feel pain all over my body too," Okpoti mumbled.

Dr Tamakloe examined the rash on his skin. Then she turned to Maadwoa.

"Madam, what source of water do you use back at home?"

"It's a river, Doc. We live on Tomefa Island, surrounded by the Densu River. We use water from it for cooking, drinking and washing. Sometimes, the children play in it."

"Do you boil this water or treat it before using it at home?"

"No...Doc. No."

“Take this note and take Okpoti to the laboratory. When they are done, they will give you the results, and you can come back with it”.

Maadwoa nodded and took Okpoti to the laboratory. They returned in thirty minutes.

Dr Tamakloe scanned through the results and looked up at Maadwoa and Okpoti.

“Madam, your son Okpoti has bilharzia. It is a disease you can get from fresh water like a contaminated stream, especially if you stand in it, swim in it, wash foods with water from it or drink water from it.”

Maadwoa sighed. Some children had had bilharzia in the area. She should have been more careful.

“Don’t worry, Madam. We will treat him, and he will be fine, okay?”

“Alright. Thank you.”

Dr Tamakloe advised that they boil and filter their water with a piece of white cloth before using it at home.

“Water is life, but to take contaminated water is unhealthy”, she added.

Maadwoa nodded. “Thank you so much, Doc.”

After, she went to the dispensary to get the medicine prescribed for Okpoti. He was fine in no time.

Maame Yahan smiled widely when Okpoti finally returned to school and bought some bread. Her favourite customer was back and healthy!

### Activity 2

1. Put learners into groups, and ask them to take turns to read the text as other group members listen attentively.

Encourage them to think of how some of the characters felt in the story. Let them share their opinions with their group members.

2. Again, still in their groups guide them to assume roles from the text.
  - a. Ask them to practise their roles.
  - b. Those who do not get any roles can evaluate the performance of other groups members.

### Activity 3

1. Give each group the opportunity to role-play the scene before the class.
2. Teach learners how to assess the various groups as they perform.
3. Still in their groups, let them answer the following questions orally.

## Assessment

- a. What is the name of the island on which Maadwoa and Okpoti live?
- b. What are some of the activities that go on in the river?
- c. What disease did Okpoti get infected with?
- d. What do you think is the source of infection?

## Expected Answers

- a. Tomefa Island
- b. cooking, drinking and washing
- c. Bilharzia
- d. The River Densu

## Reflections

Encourage learners to share ways that our stream can stay uncontaminated in their groups.

## Additional Practise

Refer learners to Workbook **page 16** for further practise.

## B. Reading

### Water is Life

**Teaching Strategies:** Prediction, discussion, echo-reading, drills, silent reading, class activity, pair work, individual work.

**Teaching and Learning Resources:** Pictures, word cards, writing board.

**Core Competencies:** Cultural Identity and Global Citizenship

**Key Vocabulary:** Array, belched, grin, flushes, crayfish, deliver, waterborne

### Preparation Before class

Have all items for the lesson handy. Poster-sized pictures would be ideal for this lesson, and also real objects or things, e.g. packed jollof and a bottle of Fanta or Coke.

## Teaching and Learning Activities

### Activity 4

1. Begin the lesson with a discussion of the pictures in Learner's Book 5, **pages 37–39**.
  - a. Encourage learners to express their views about the pictures and also;
  - b. Allow them to predict what they expect to read about under the topic and share their predictions with the class.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 5

1. In pairs, ask learners to search the text quickly to find the words in bold print. Have them try to work out their meanings by reading the sentences in which they are found.  
Teach the meaning of keywords using context, demonstrations, explanations and miming.

### Activity 6

1. With learners listening attentively, read the text aloud.
  - a. Ask learners to check the correctness of their predictions.
  - b. Have a few of them share their ideas with the rest of the class.

### Activity 7

1. Read the text a second time while learners listen.
2. Have learners visualise as you read.
3. Ask learners to share their visualisation with their partners.

### Activity 8

1. Ask learners to read the text silently for better comprehension.

### Activity 9

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

## Assessment

- a. Who are the two friends in the story?
- b. Who invited them to the birthday celebration?
- c. Why did their elderly neighbour ask about their water intake?
- d. Drinking water regularly is good. Why?
- e. What quality of water should everybody be drinking?
- f. How many cups of water should children drink?

## Answers

- a. Dede and Kotey
- b. Mr Sampah
- c. Mr Sampah was fond of them
- d. He realised none of them had taken water the whole time they were at the party.
- e. Most of the organs of our body depend on water.
- f. Uncontaminated water
- g. Three to four cups a day

## Reflection

Guide learners to discuss the topic. "Looking at how important water is to everybody, what do learners think should be done so that when learners are in school they will have access to clean water?"

## Additional Practise

Refer learners to Workbook **page 17** for further practise.

## Letters have Sounds

Ask learners to read these words after you.

- |          |       |
|----------|-------|
| a. lice  | rice  |
| b. root  | loot  |
| c. elect | erect |
| d. cloud | crowd |
| e. lack  | rack  |

Pair learners and ask them to take turns to read the words to their partners, noting the slight difference in the sounds of the pairs. Ask them to identify the source of the difference in sound. The letters that bring about the difference in the sound of the words have been underlined in the Learner's Book.

Answer: /l/ and /r/

Ask learners to form sentences with three words each from both sides.

## C. Vocabulary

### Fun with Words

**Teaching Strategies:** Demonstration, Explanation, Questioning and Answering

**Teaching and Learning Resources:** Word cards, writing board.

**Core Competencies:** Reading and Writing, Communication and Collaboration, Listening and Speaking.

**Key Vocabulary:** Array, belched, contaminated, deliver, waterborne.

### Preparation Before Class

Have your word cards ready and handy.

### Teaching and Learning Activities

Ask learners to read the text again on **page 38** of Learner's Book 5. Ask them to identify the words on the word cards in their books.

#### Activity 1

The keywords in the text are put in boxes on the board. Some letters have been left out. Ask learners in pairs to go to the board or in their books and fill in the gaps.

#### Activity 2

Put the meanings of the words on the board after explaining, demonstrating as a means of helping them to understand the words well and asking them to use the word cards to match the meanings on the board.

a. 

	e			h			r
--	---	--	--	---	--	--	---

b. 

b		l			e	
---	--	---	--	--	---	--

c. 

	r			y
--	---	--	--	---

d. 

	e	l			e	
--	---	---	--	--	---	--

e. 

w			e			o		n	
---	--	--	---	--	--	---	--	---	--

f. 

p				i		s			n
---	--	--	--	---	--	---	--	--	---

g. 

			t		m				t		d
--	--	--	---	--	---	--	--	--	---	--	---

## Answers

- |                 |                 |
|-----------------|-----------------|
| 1. a. neighbour | e. belched      |
| b. array        | f. deliver      |
| c. waterborne   | g. contaminated |
| d. permission   |                 |
| 2. a. neighbour | e. deliver      |
| b. array        | f. permission   |
| c. contaminated | g. waterborne   |
| d. belch        |                 |

### Reflection

Put learners in groups and guide them to attempt arranging the words they just worked on alphabetically.

### Additional Practise

Refer learners to Workbook **page 18** for further practise.

## D. Grammar Usage

### Nouns: Singular and Plural (Regular)

**Teaching Strategies:** Examples, explanations, question and answer, drills, word and sentence cards, echo-reading, class activity, pair work and group work.

**Teaching and Learning Resources:** Word and sentence cards, writing board.

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

**Key Vocabulary:** nouns, singular, plural, regular.

### Preparation Before Class

Prepare your word cards, pictures, and sentence cards before the lesson.

### Teaching and Learning Activities

To get the learners' minds on what they will learn, review nouns that are common and proper with learners. Ask them to mention some examples. Write them on the board. You may ask them to go through the test on **page 20** of Learner's Book 5 to get more nouns.

Introduce the singular and plural nouns in context. For example:

1. I sat near my book.
2. Kofi has several books in his bag.
3. Mum gave me an orange.
4. The children were given oranges.

Guide learners to note that the ways we express and write singular and plural nouns are different.

In the examples above, the noun in the first sentence, "book", is in the singular form. In sentence 2, "books" is in plural form. So one way to express the plural is to add "s" to the word.

Ask learners to group the nouns they gave earlier as examples under the headings.

Singular	Plural
book	books
orange	oranges

Ask learners to study the table of nouns in their book and use three singular nouns to form their own sentences. They should also use three plural nouns from the table to form their own sentences.

Finally, ask learners to name five things or items they find in their homes and write them in singular and plural forms.

### Activity 10

1. Ask learners to read the passage on Learner's Book **page 38** again with their partners. Let them study the group of nouns in their book on **page 42**, which were taken from the passage. Ask them to group them under the correct headings.

#### Nouns

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

### Answers

Singular	Plural
neighbour	candles
friend	kidneys
school	organs
house	cups
bottle	children
grandfather	
cake	

2. Now guide learners to rearrange the nouns in the table by matching each with its counterpart: singular or plural.

### Expected Answers

(The answers are stated in red)

Singular	Plural
neighbour	<b>neighbours</b>
friend	<b>friends</b>
school	<b>schools</b>
house	<b>houses</b>
bottle	<b>bottles</b>
grandfather	<b>grandfathers</b>
cake	<b>cakes</b>



<b>candle</b>	candles
<b>kidney</b>	kidneys
<b>organ</b>	organs
<b>cup</b>	cups
<b>child</b>	children

### Activity 11

1. Ask learners to use three singular words and three plural words from the table in their book to form their own sentences in their exercise books.  
Singular: book, table, ball, house  
Plural: oranges, pictures, bicycles, cars
2. Ask learners to write down the singular and plural form of five things you can find at home in their exercise books.  
E.g. bed, chair, mat, etc.

## Assessment

Form the plurals of these singular words.

<b>Singular</b>	<b>Plural</b>
1. house	_____
2. boy	_____
3. photo	_____
4. phone	_____
5. nurse	_____
6. village	_____
7. toy	_____

### Expected Answers

1. houses
2. boys
3. photos
4. phones
5. nurses
6. villages
7. toys

### Remedial Activity

Ask learners to write the plural forms of these singular nouns: friend, school, house, kidney, organ.

## Extension Activity

Ask learners to write the plural forms of these words: person, woman, foot, tooth, housewife

## Additional Practise

Ask learners to go the Workbook **page 18** and **19** for more practise.

## E. Writing

**Teaching Strategies:** Modelling, examples, question and answer, discussions, class activity, pair work.

**Teaching and Learning Resources:** Examples, writing board, writing tools.

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

**Key Vocabulary:** paragraph, idea, sentences, sources, water

### Preparation Before Class

Get some information or guidelines on cursive writing in sentences and paragraphs.

## Teaching and Learning Activities

### Penmanship

Ask learners to copy these sentences into their exercise books in cursive.

- a. Okpoti Ansah is a class five pupil.
- b. Science helps us to understand how much our lives depend on water.
- c. One of the functions of water in our body is to control our body temperature.

## Activity 12 Guided Writing

1. Before the class, get your the composition and all other materials you need ready and handy. Display this model paragraph on the board. Ask learners to listen to as you read the paragraph below. When you're done, let learners and their partners answer the questions below.

Water performs several functions in our body. One is to control our body temperature. Again, through urine, water flushes out waste from our bodies. Water helps deliver oxygen to all parts of our bodies.

Encourage learners to think-pair-share and answer the following questions.

- a. How many sentences make up this paragraph?
- b. What do you think the paragraph is about?
- c. Which sentences seem to say it all about what the paragraph is about?

## Answers

- a. Four sentences.
- b. Functions of water in our body.
- c. The first sentence.

Guide learners to note that a paragraph is about one main idea. That idea is usually revealed in the first sentence. Sentences in a paragraph do two things: the topic sentence (the first sentence) introduces the main idea. The other sentences present supporting ideas to the main idea.

Underline the first sentence in the paragraph above and write on the side: topic sentence. Guide learners to identify the details of the paragraph and the sentences that contain these details.

### Activity 13

## Assessment

Ask learners to rearrange these jumbled sentences into a paragraph. They should first identify the topic sentence and then the other sentences that give the details.

- a. Some people collect water when it rains.
- b. One of the main sources of water is the river or stream.
- c. We get water from several sources.
- d. Others also dig wells or sink boreholes as their sources of water.

## Answers

- a. Main Idea (Topic sentence) We get water from several sources.
- b. Supporting Idea: One of the main sources of water is the river or stream.
- c. Supporting Idea: Some people collect water when it rains.
- d. Supporting Ideas: Others also dig wells or sink boreholes as their sources of water.

### Reflection

Put learners in groups and ask them to take turns to narrate one story in parts. One narrate the beginning, then another continues with the middle then another the end.

### Additional Practise

Refer learners to Workbook **pages 19–20** for more practise.

**Exercise 1**

- |                |                |
|----------------|----------------|
| 1. a. Benefits | e. Enlightened |
| b. Journalist  | f. Confident   |
| c. Leisure     | g. Culture     |
| d. Beverage    |                |

**Exercise 2**

1. Individual responses

**Exercise 3**

1. a. comply – to do what you are asked to do  
 b. provoked – to cause an angry feeling  
 c. volunteer – to offer to do something others do not want to do  
 d. eminent – a person who is famous, important and highly respected  
 e. forbidden – when something is not allowed  
 f. patriotism – when something is not allowed  
 g. paramount – more important than all others

**Exercise 4**

1.

Non-count Nouns	Count Nouns
Sand	Books
Water	Pencil
Sugar	Bag
Oil	Shirt
Gari	Bucket
Milk	Car

**Exercise 5**

- |        |         |
|--------|---------|
| 1. an  | 6. she  |
| 2. a   | 7. she  |
| 3. she | 8. she  |
| 4. a   | 9. shea |
| 5. she | 10. she |

**Exercise 6**

1. Individual response

## Exercise 7

1. Individual response

## Exercise 8

1.
  - a. Because water performs several functions in our bodies.
  - b. Three to four cups a day.
  - c. Saliva helps to digest the food we eat.
  - d. It controls our body temperature.
  - e. True

## Workbook Answers

### A. Oral Language

#### Activity 1

1. She was observant, caring, etc. (any relevant response can be accepted).
2. Yes
3. Yes
4. So that they can understand what is going on in their body, how they got sick and how to prevent it.

### B. Reading

#### Activity 1

1. The text is about the importance of water to us human beings.
2.
  - a. Water helps to form saliva in our mouths, which helps with digestion.
    - Water helps our body cells to grow and renew themselves.
    - Our body organs are made up of mostly water.
    - Water controls our body temperature.
  - b. Water through our urine helps to flush out waste from our bodies.

- c. Water helps deliver oxygen to all parts of our bodies.
- d. We must drink 3 to 4 cups of water a day as children.

### C. Vocabulary

#### Activity 1

1. neighbour
2. chose
3. pondering
4. existence
5. contaminated
6. vital

### D. Grammar Usage

#### Activity 1

Singular	Plural
house	houses
box	boxes
key	keys
sky	skies
glass	glasses
dish	dishes

## Activity 2

1. The/A girl bathed the/a baby.
2. The/A cat ate the/a mouse.
3. The/A boy had a/the bag.
4. The/A monkey ate the/a banana.
5. The/A leaf on the/a tree turned yellow.
6. The husband tilled the/a farm.

## E. Writing

### Activity 1

Paragraph 1:	One day, Tortoise thought how important he would be if he acquired all the wisdom in the world. He would be the wisest person worldwide.
Paragraph 2:	He began to gather all the wisdom he could find. He worked very hard for many days. He put everything he had collected in a huge pot.
Paragraph 3:	He decided to hide it on the top of the highest tree he could find and he found the perfect one. He began to climb with the pot safely tied in front of him. However, this made it difficult for him to climb. The pot got in his way.

### Paragraph 4:

A hunter passing by saw Tortoise and shouted, "Tie the pot to your back with a rope. It will be easier". Tortoise was so annoyed to hear these words of wisdom. He clearly had missed this one. In his annoyance, he let go of the tree and fell. As he hit the ground, the pot smashed to pieces and all of the wisdom gathered by Tortoise escaped into the world. Many of the larger pieces also entered Tortoise's back. This is how wisdom spread across the world, and why the Tortoise's shell looks cracked.

## Unit Overview

This unit focuses on making learners aware of certain kinds of natural disasters and their effect on people. The unit is divided into five sections, A – E.

Section A is about Oral Language Development. In this section, learners will be exposed to meaningfully engaging in conversation.

Section B is in two sections, the first section is a passage on “Earthquakes”. Learners will read and answer comprehension questions on it. The second part, “Letters have Sounds” will focus on helping learners identify and use words with diagraphs /ch/.

Section C will deal with Vocabulary Consolidation. In this unit learners will be dealing with antonyms of words.

Section D is the Grammar section. In this section learners will be taught how to write the plural forms of irregular nouns and also do some exercises.

Section E is the Writing section. In the first part, learners will be made to complete part sentences as a way of penmanship practise. In the second part, learners will be taken through the components of a paragraph.

## Learning Outcomes

By the end of the unit, learners will be able to:

- engage others in conversations meaningfully;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- identify antonyms of given words;
- form new words with a diagraph /ch/;
- identify explanations and examples as supporting details of a paragraph;
- write sentences with given phrases; and
- identify and use the plural forms of irregular nouns.

## A. Oral Language

**Conversation:** The day my family lost everything

**Teaching Strategies:** Question and answer, discussion, listening, dialogue, maintaining good facial expression.

**Teaching and Learning Resources:** Modelling, video, chairs.

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

**Key Vocabulary:** lightening, clouds, kiosk, downpour, flashes

## Preparation Before Class

Make sure your classroom is organised for the lesson.

## Teaching and Learning Activities

### Activity 1

Let students sing a song that sympathises with somebody who has gone through some challenges.

1. Put up the picture and allow them to share their thoughts about what they see. Brief them about the topic they will be listening to. Somebody is sharing his/her experience.
2. Choose one of the girls in the class to go through the conversation with you. Encourage whoever you choose to read her portion of the conversation with empathy.

### Activity 2

1. When you are through with the student, put the class in groups to replicate what you did with the student. Encourage each group to allow another member to act as a victim of the disaster.

Put learners in pairs and allow them to share their individual challenging experiences.

Encourage them to use eye contact when conversing with others. They should always wait their turn and also speak politely. They should never use offensive language.

Allow learners, in groups, to go through these questions and discuss their answers.

- a. If you were in Aku's shoes, would you be willing to share your story? Share your answer and reasons with your group.
- b. Why do you think Aku was dabbing at her eyes with a handkerchief?
- c. Do you think Mr Ackah should have suggested speaking to the headmaster to raise money for Aku? Share your answer with your group.

## Reflection

1. Put learners in pairs and tell them to share their experiences with each other. Give them these points as guide.
  - Start the conversation with appropriate greeting e.g. "Hello".
  - Introduce yourself, e.g. "I am Eric Mensah, and you are \_\_\_\_\_".
  - Make eye contact. It shows the other person you are paying attention to them.
  - Speak clearly and politely.
  - Let your partner finish speaking before you speak up.

## Additional Practise

Refer learners to Workbook **pages 21 and 22**.



## B. Reading

**Teaching Strategies:** Explanations, discussions, question and answer, class activity, individual and pair work, echo-reading, silent reading.

**Teaching and Learning Resources:** Pictures, video films, word card

**Core Competencies:** Cultural Identity and Global Citizenship.

**Key Vocabulary:** tectonic plate, earthquake, tsunami, convergent movement

### Preparation Before Class

Before the lesson, organise yourself. Get your pictures, video films and all other materials ready. If you can get a video of an aftermath of an earthquake, it will help students understand the topic.

### Teaching and Learning Activities

#### Activity 4

1. Let the lesson begin with a discussion of the pictures. Put a poster-sized picture of what is in Learner's Book 5, **page 54** on the board.
  - a. Encourage learners to discuss what they think the picture is about. Ask them where the picture was taken and when it was taken.
  - b. Ask them to predict what they expect from the topic.
  - c. Have them share their prediction with their classmates.
2. Teach and drill the pronunciation of the keywords one after the other.

#### Activity 5

In pairs, have learners search the text quickly to find the words in bold print. Let them try to work out the meaning of each word by reading the sentences in which they appear. Teach the meaning of keywords using context, demonstrations, explanation and miming.

#### Activity 6

1. While learners listen attentively, read the text aloud.
  - a. Ask learners to check the correctness of their predictions.
  - b. Have a few of them share their ideas with the rest of the class.

#### Activity 7

1. Read the text a second time while learners listen.
2. Encourage learners to visualise what they are listening to.
3. Let them share their visualisation with their partner.

#### Activity 8

1. Have learners read the text silently on their own.

## Activity 9

### Assessment

1. Let learners read each of the questions below and discuss the answers with their partners.
  - a. A \_\_\_\_\_ movement occurs when tectonic plates move apart, splitting open the earth's crust.
  - b. What is the name given to earthquakes that happen after larger earthquakes?
  - c. Why are earthquakes described as natural disasters?
  - d. Why are people scared of earthquakes?
  - e. What are some of the effects of earthquakes? Mention two of them.
  - f. Can earthquakes be stopped from occurring?
  - g. In what year did Ghana experience its most severe earthquake?
  - h. In what city did this earthquake occur?

### Answers

- a. Divergent
- b. Aftershocks
- c. They are not caused by human beings but by nature.
- d. Because its effects are often destructive
- e. The ground shaking or earth tremors, landslides, damage to highways and bridges, tsunamis, flooding, fire outbreaks.
- f. No.
- g. 1939.
- h. Accra.

### Reflection

Guide learners to discuss in their groups what advice they would give.

### Additional Practise

Refer learners to Workbook **page 21** for further practise.

### Letters have Sound: Digraphs

1. End the lesson with this activity. Write these words on the board: churn, chop, watch, ranch, chef, hunch.
2. Read the words several times as learners listen to you. Let learners read after you a few times.
3. Let them read the words by themselves.
4. Guide them to take note of the sound of the digraph /ch/.
5. Ask learners to add the digraph to these incomplete words:

## Answers

/ __ ap/	chap
/wren __/	wrench
/ __ oose/	choose
/Fren __/	French
/fet __/	fetch
/ __ art/	chart
/lat __/	latch

### Additional Practise

Refer learners to Workbook **pages 22 and 23** for additional practise.

## C. Vocabulary

### Fun with Words

**Teaching Strategies:** Explanation, demonstration, discussion, internet

**Teaching and Learning Resources:** Dictionary, computer, writing board

**Core Competencies:** Communication and Collaboration, Listening and Speaking.

**Key Vocabulary:** surface, violent, frightening, Richter scale, divergent, changed

### Preparation Before Class

Before the lesson, all materials that can be used to teach the lesson should be ready.

### Teaching and Learning Activity

Take learners through the keywords and other words by asking them to read the words, from the passage. Encourage them to identify the words from the passage. To ensure learners understand the words, go over explaining the words to them.

One way to help learners understand the words, they come across is to use antonyms.

Explain to learners that antonyms are simply the opposite. For example, the opposite of “good” is “bad”. Ask learners to give more examples.

## Assessment

Let learners complete the sentences with words in the box which are the opposite of the words at the end of the sentences: beneficial, solid, undamaged, inside, normal, calm.

- Crude oil deposits are found from \_\_\_\_ of the earth. (surface)
- This wind was \_\_\_\_\_. (violent)
- The movement of the earth is \_\_\_\_\_. (abnormal)
- Gold deposits in the earth are \_\_\_\_\_. (fluid)
- Effects of the rain were \_\_\_\_\_. (catastrophic)
- After the earthquake, most houses were \_\_\_\_\_. (damaged)

## Answers

- a. Inside
- b. Calm
- c. Normal
- d. Solid
- e. Beneficial
- f. Undamaged

### Reflection

Put learners in groups and let each group go to the internet to search for seven words associated with natural disasters, other than what they have just learnt.

### Additional Practise

Refer learners to Workbook **page 23** for additional practise.

## D. Grammar Usage

### Plural of Irregular Nouns

**Teaching Strategies:** Explanation, drills, echo-reading, question and answers.

**Teaching and Learning Resources:** Pictures, word and sentence cards, writing board.

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

**Key Vocabulary:** plural, regular, irregular, nouns

### Preparation Before Class

Have handy words cards that are examples of both regular, plural nouns and also irregular plural nouns.

### Teaching and Learning Activities

#### Activity 10

1. Revise the plurals of regular nouns with learners. For example, to pluralise “boy”, “girl”, and “chair”, you add “-s” to the words to become “boys”, “girls”, and “chairs”. All these words are regular nouns. Ask learners to take a good look at words in the box in their Learner’s Book **page 59**. Ask them to group the words appropriately under Person, Thing, Animal and Place.
2. Guide learners with their partners to write the plural forms of the nouns by adding ‘s’ that will result in these words boy – boys, bag – bags, dog – dogs, school – schools. Introduce the plural of irregular nouns.  
The woman has a child. = The man has three children.  
Child/children are examples of irregular nouns.  
Other examples of irregular nouns are the following words: knife, loaf, sky, baby, wolf, box. These nouns form their plurals differently. Guide learners to understand that when a noun ends in “ch”, “sh”, “s”, “x”, or “x”, you add “es” to the word to form its plural. If the word ends in “fe”, its plural is formed by dropping the “f” and adding “-ves”.

### Activity 11

1. Ask learners in their groups to look at the pictures in their Learner's Book **page 59** and discuss them by responding to the questions below the pictures in their book.
2. Guide learners to form the plurals of the nouns by adding the boldly printed parts of the words to blank spaces provided next to them.
  - a. knife = knives
  - b. loaf = loaves
  - c. box = boxes
  - d. brush = brushes
  - e. donkey = donkeys
  - f. tomato = tomatoes

### Activity 12

1. Guide learners to form plurals of the nouns in their Learner's Book **page 60**, with these endings where appropriate "-s", "-es", "-ves".

<u>Singular</u>	<u>Plural</u>	<u>Singular</u>	<u>Plural</u>	<u>Singular</u>	<u>Plural</u>
a. church	churches	e. hero	heroes	i. dish	dishes
b. wolf	wolves	f. volcano	volcanoes	j. potato	potatoes
c. key	keys	g. monkey	monkeys	k. calf	calves
d. glass	glasses	h. shelf	shelves		

### Remedial Activity

Let learners use the plural form of the words: church, key, glass, monkey, dish to form sentences of their own.

### Extension Activity

Let other learners use the plural of the words: knife, shelf, wolf, calf, volcano to form sentences of their own.

### Reflection

Put learners in groups and ask each group to go to the internet to search for five irregular nouns other than what they know now.

### Additional Practise

Refer learners to Workbook **page 24** for more practise.

## E. Writing

**Topic: Parts of a Paragraph**

**Teaching Strategies:** Modelling, discussion, pair work

**Teaching and Learning Resources:** Learner's Book **page 61**

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

**Key Vocabulary:** Paragraph, topic sentences, supporting details, main idea, explain, examples

### Preparation Before Class

Get several examples of a paragraph breakdown for learners to compare.

### Teaching and Learning Activity

#### Penmanship

Guide learners to use the expressions below in sentences and write them in their exercise books in cursive form.

An earthquake ...

They are caused ...

The effects of ...

This situation ...

### Activity 13 Guided Writing

1. Guide learners to read through the paragraph in Learner's Book **page 61** with their partners, title "Natural Disaster".
2. Guide them to break the paragraph into its main parts with their partners. Let them know that
  - a. Topic sentence: contains the main idea of the paragraph
  - b. Supporting details:
    - i. explain main idea
    - ii. give examples

This will be the outcome:

Topic sentence: Natural disasters are painful experiences.

Supporting details: Explanation: They are painful experience because somebody loses something precious.

Examples: A family's house was washed away due to flooding.

In another community, every house's roof was blown off in a windstorm.

### Additional Practise

Refer learners to Workbook **page 25**.

## Assessment

Guide learners to break the paragraph into its main parts with their partners.

The topic sentence contains the main idea of the paragraph.

### Supporting Details

1. The first one usually explains the main idea.
2. The second and third usually give examples of the main idea.

### Natural Disaster

1. Natural disasters are usually painful experiences.
2. They are painful experiences because anytime they occur, somebody, a family or a whole community loses something precious.
3. Recently, a family had their whole house washed away due to flooding.
4. In another community, every house had its roof removed due to a rainstorm.

## Expected Answers

Topic Sentence:

1. Natural disasters are usually painful experiences.

Supporting Details:

2. Explanation: They are painful experiences because anytime they occur, somebody, a family or a whole community loses something precious.
3. Example: Recently, a family had their whole house washed away due to flooding.
4. Example: In another community, every house had its roof removed due to a rainstorm

### Reflection

Put learners into groups. Together as a group let them decide on a topic associated with natural disaster. Each member of a group should take a part of the paragraph, either the topic sentence or supporting details: **i.** explanation,  
**ii.** examples.

### Additional Practise

Refer learners to Workbook **page 25** for additional practise.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. What is an earthquake? It is the shaking of the surface of the earth.
2. What is the earth's crust? It is the surface of the earth.
3. What is a landslide? When a portion of the land tears apart and slides away.
4. What is a tectonic plate? It is a piece or segment of the earth's crust and the portion of the upper mantle that come together to form the solid part of the earth, or the lithosphere.

### B. Reading

#### Activity 1

Individual responses

#### Activity 2

Individual responses

### C. Vocabulary

#### Activity 1

1. abstract – concrete/real
2. abundance – scarcity
3. beautiful – ugly
4. borrow – lend
5. casual – serious
6. cheap – expensive
7. dangerous – peaceful
8. deep – shallow
9. fail – succeed/pass
10. familiar – strange
11. guilty – innocent
12. healthy – unhealthy

### D. Grammar Usage

#### Activity 1

1. The children came into the rooms.
2. The women looked on the shelves.
3. The girls gave the boys the keys.
4. The cats caught the mice.
5. The leaves fell from the trees.
6. The children saw the sheep in the fields.
7. The oxen pulled the trucks.
8. The donkeys ran down the streets.

### E. Writing

#### Activity 1

1. Topic sentence: Natural disasters are like armed robbers.
2. A. Explanation of main idea: They come unexpectedly and cause a lot of damage. They often leave you with extensive physical injury.  
B. Example of explanation: Due to a recent rainstorm my classmate Lizzy and her family lost everything.  
Her father and her younger brother got injured when the roof of their house caved in.



## Unit Overview

This unit is about making learners appreciate the importance of energy, their types and sources. The unit is divided into five sections A – E.

Section A as the Oral Language Development section will take learners through a listening comprehension session. Their teacher will read the passage as they listen and answer questions on it.

Section B is the Reading section. In the first part of the section learners will read a passage entitled “Non-renewable energy sources” and answer comprehension questions on them. In the second part under “Letters have Sounds” learners will be exposed to another digraph /ck/. section C, the Vocabulary Consolidating section, learners will be asked to match words from the main comprehension passage with their appropriate meanings.

Section D is the Grammar section. In this section, learners will be guided to identify and use concrete and abstract nouns.

Section E is the Writing section. In the first part, learners will be asked to copy a paragraph into their exercise books as penmanship practise, but they will also do all necessary punctuation. In the second, part learners will be taught the effectiveness of Cohesive Ties.

## Learning Outcomes

By the end of the unit, learners will be able to:

- discuss and answer questions from a text that they listened to;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- use cohesive devices in writing;
- identify and use abstract nouns;
- match words in the text with their meanings; and
- form words that end in /ck/ and the sound as /k/.

## A. Oral Language

### Listening Comprehension

**Teaching Strategies:** Listening, questioning and answering, discussion, class and pair-work activities.

**Teaching and Learning Resources:** Recording gadget, writing board, pictures, word cards.

**Core Competencies:** Cultural Identity and Global Citizenship. Communication and Collaboration, Personal Development and Leadership, Critical Thinking.

**Key Vocabulary:** Solar energy, electricity, Dumase, refrigerators, cold store

## Preparation Before Class

Ensure your reading gadgets, as well as pictures and word cards, are handy and efficient.

## Teaching and Learning Activities

### Energy (Listening Comprehension)

#### When Dumase was Illuminated by Solar Energy

Dumase was a lovely little town **nestling** between mountains in the Volta Region of Ghana. Its inhabitants were mostly rice farmers. There were other farms as well—this community was **self-sufficient**. There were two schools in Dumase. The people had enough boreholes to supply them with water. The people of Dumase had just one problem: electricity.

The lack of electricity affected them in so many ways. Health facilities couldn't operate. Once, a baby was delivered by a torchlight. It was **horrendous**. There were several services they could not render, such as operating a cold store. They could not use refrigerators. The students in their schools suffered. Even though they had received a donation of computers, these gadgets were only gathering dust. They had tried to draw the government's attention, but all their pleas seemed to fall on deaf ears. The people wondered what else they could do.

One day, one of the brightest students of Dumase Basic School, Sena Avornyo, won a writing competition and was invited to the awards ceremony in Accra. Sena knew this would be her chance, for it had been announced that the programme would be broadcast on television. She only consulted her English teacher and a few friends, and they helped her prepare a speech.

Sena was finally called to accept her award for writing an essay on "Climate Change in Ghana". After she accepted the award, she asked if she could kindly share something. This young girl **wowed** the audience. Her eloquence was unrivalled. She talked about how lucky she was to be born in Dumase and how hard-working the citizens were. Unfortunately, the lack of electricity stifled them. She explained how she had to write her essay and then mail it to her friend in Kumasi to type out before submitting it to the Prize. If she had electricity, she wouldn't need to submit her work in this **roundabout** way. Then she ended with Mrs Daisy Gabusu's birth and how little Elorm was born in the night with no source of light but torchlights. After her speech, the audience went wild with claps. Sena was scared that it might affect her prize, but the people of Dumase needed this more than anything else.

Dumase got the attention it had finally been looking for. Not only was the prize broadcast on television, but many at the event took videos and began sharing them far and wide. The Vice-President responded to their **pleas**, but something else happened. Many people began to ask to be given the chance to donate. The Chief of Dumase gave the go-ahead. Gifts came in cash and **kind**, and the most important was the solar panels which meant they never had to wonder about lights going on and off. Everyone praised the brave Sena. Her mother was **astounded**, and many days after, she would look at her daughter and smile. What a wonder! As for Mrs Gabusu, she named her second daughter after Sena, the brave girl who put Dumase first and helped them get the one thing they had always wanted.

Note: The teacher may record this story as an audio so students can listen to it.

### Activity 1

1. Ask learners to look at picture in Learner's Book **page 64** and share what comes to mind based on what they are looking at with their partner.
  - a. Before they predict, let them share their favourite radio station and topics they listen to.
  - b. Let them now share what they expect from the reading or predict what they will hear from the reading.
2. Ensure that learners are seated quietly and comfortably. Give them a brief introduction of what they are going to hear. Start reading to them. First read the title of the passage. From time to time, pause the reading to ask some questions to ensure they are listening.

### Activity 2

1. Read the passage a second time while learners listen, and when you are through, let them answer the following questions with their partners.
  - a. What is the name of the town you heard about?
  - b. What was this town's main problem?
  - c. Do you think the people tried to get help? What statement proves this?
  - d. What word shows that Sena was an excellent speaker?
  - e. What happened after Sena gave the speech about the people of Dumase?
  - f. Why do you think many others began to donate?
  - g. What are some of the uses of electrical energy?
  - h. If you could do one thing for your school or community, what would it be?

### Reflection

Guide learners to discuss how they can conserve energy from electricity since it is important to all of us.

### Additional Practise

Refer learners to Workbook **page 26** for additional practise.

## B. Reading

**Topic:** Non-renewable energy sources

**Teaching Strategies:** Prediction, discussion, questioning, surveying, listening, silent reading, class activity, pair work

**Teaching and Learning Resources:** Writing board, word cards, pictures, etc.

**Core Competencies:** Cultural Identity and Global Citizenship

**Key Vocabulary:** Pollutants, fossil fuels, extraction, emit, climate change

### Preparation Before Class

Before the lesson, prepare your cards, pictures and any other materials you need.

## Teaching and Learning Activities

### Activity 3

1. Instruct learners to take a critical look at the title of the passage and the pictures in their Learner's Book **page 65**.
  - a. Encourage them to make their comments about the pictures.
  - b. Urge them to state what they expect to read from the passage or their predictions.
  - c. Ask them to share their predictions with the rest of the class.
2. Teach and drill them on the pronunciation of the keywords.

### Activity 4

In pairs, let them work out the meanings of the words in bold print. If you have to teach the meaning of the keywords, you can use demonstrations, explanations and miming.

### Activity 5

While learners listen attentively, read the text aloud.

- a. Ask learners to check the correctness of their predictions.
- b. Encourage them to pose questions on things they want to know answers to. Let them share their ideas with the class.

### Activity 6

1. Read the text a second time while learners listen.
2. Urge them to visualise what they hear you reading.
3. Encourage them to share their visualisation with their partners.

### Activity 7

1. Ask learners to read the passage silently by themselves for better comprehension.
2. Encourage learners to reflect on what they read.

### Activity 8

Regarding the questions in the book, ask learners to read each of them and discuss their answers with their partners.

- a. How many basic sources of energy do we have?
- b. Renewable energy is also described as "neat energy." Is this True/False?
- c. Name two of the non-renewable sources of energy.
- d. State one disadvantage of extracting coal.
- e. What are fossil fuels?
- f. In what two ways do we use petroleum fuel in everyday life?
- g. What makes the extraction of natural gas harmful to the environment?

## Expected Answers

- a. Two
- b. False
- c. Oil, coal, petroleum, and natural gas.

- d. It releases harmful gases and fumes into the atmosphere.
- e. Fossil fuels are fuels formed from the decayed remains of plants and animals.
- f. Petroleum is used to make gasoline and diesel for vehicles, lubricating oils and plastics.
- g. The breaking up of rocks in its extraction can cause mini earthquakes.

### Reflection

Lead learners, in groups, to discuss what they would do with our sources of energy, if they were the president.

### Additional Practise

Refer learners to Workbook **page 26** for additional practise.

### Letters have Sounds: Consonant diagraph - /ck/ as /k/

1. Ask learners to read these words: rock, cock, black, lack. Write them on the board with the /ck/ in each word underlined.
2. Ask them to utter the sound of the underlined letters after you.
3. Ask learners to go through the passage with their partners and see if they can identify two words each that end in this sound /ck/ as /k/.
4. Ask them to form complete words with their partners by filling in the blank spaces below. Tell them to use “h”, “r”, “l” or “s” as the first letters.

Example: \_\_ ock → rock

- a. \_\_ock      b. \_\_ack      c. \_\_ick

## C. Vocabulary

### Fun with Words

**Teaching Strategies:** Demonstration, Explanation

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

**Core Competencies:** Reading and writing, communication and collaboration, listening and speaking.

**Key Vocabulary:** reserve, fuel, pollutants, extraction, decayed

### Preparation Before Class

Before the lesson, prepare your word cards.

### Teaching/Learning Activities

As a class, ask learners to read the passage again and find the following words: reserve, fuel, pollutants, extraction, decayed, mined, environment.

In pairs, let learners discuss the meaning of the words in context. Still, in pairs, ask them to match the words to their appropriate meanings as an exercise.

## Assessment

- |                |   |  |
|----------------|---|--|
| a. reserves    | – | A) something rotten or decomposed.                           |
| b. fuel        | – | B) resource that is stored away for future use               |
| c. pollutants  | – | C) substances such as coal, gas, or oil, that can be burnt   |
| d. extraction  | – | D) substances that make air, water and soil dangerous to use |
| e. decayed     | – | E) to remove (ore) from the ground                           |
| f. mined       | – | F) the air, water, and land around us                        |
| g. environment | – | G) drawing out something                                     |

## Answers

- a. B
- b. C
- c. D
- d. G
- e. A
- f. E
- g. F

## Reflection

Guide learners to the internet to search for more words which have this diagram in them. Let them search for seven words. Put them in groups before the exercise.

## Additional Practise

Refer learners to Workbook **page 26 and 28** for additional practise.

## D. Grammar Usage

### Abstract Nouns

**Teaching Strategies:** Pictures, writing, echo-reading, drills, exercises, questions, class and pair activities.

**Teaching/Leaning Resources:** Pictures, writing board.

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

**Key Vocabulary:** count-nouns, non-count – nouns, concrete - nouns, abstract nouns

### Preparations Before Class

Organise all the materials that will facilitate your teaching delivery; real objects, pictures etc.

## Teaching/Learning Activities

### Activity 9

1. Ask learners to read through the list of nouns in the green box in their Learner's Book **page 70**. Encourage them to share their thoughts on the words with their partners. Ask them to say whether they can see or touch them.

2. Review concrete nouns by writing a list of nouns on the board. Prepare a table with the various captions of common, proper, and non-count nouns.

Ask learners to put the nouns in the list under their appropriate headings. Draw the learners' attention to the fact that all the examples they have dealt with are concrete nouns (boy, girl, table, pencil, Kotoka International Airport, goat, Dr Limann, Azumah Nelson, water, sugar, oranges). Remember some of the nouns may belong to more than one column.

Common	Proper	Count	Non-count
boy	Azumah Nelson	pencil	water
pencil	Dr. Limann	boy	sugar
water	Kotoka International	girl	
girl	Airport	table	
table		goat	
goat		eggs	
sugar		oranges	
eggs			
oranges			

### Activity 10

1. Ask learners to study the picture of the Abudus and share their thoughts with the class.
2. Ask learners to read the paragraph about the Abudus.

- a. Let them take note of the nouns in the paragraph, which are in bold print.
- b. First, ask them to list all the nouns. Let them put them where they belong under the two captions: Concrete Nouns and Abstract Nouns. Tell them that all the nouns that can be seen and touched belong to the concrete nouns family, and the nouns that cannot be seen and touched belong to the abstract noun family.

They must have something like this:

Concrete Nouns	Abstract Nouns
children	courage
family	beauty
Jacob	goodness

### Additional activity for the teacher

Take learners through this drill by making sentences from the substitution table.

His		helped	them
	loyalty	encouraged	The orphans
Her	kindness	comforted	The bereaved
Our	loyalty	goodness	The widow
	excitement		
Your			

## Activity 11

### Assessment

Ask learners to complete the following sentences with the abstract nouns in the box.

Goodness, kindness, honesty, friendship, joy

- a. His \_\_\_\_\_ knew no bounds when he won the contest.
- b. Mr Allotey's \_\_\_\_\_ saved the company from collapse.
- c. The \_\_\_\_\_ of the neighbours kept them alive.
- d. Esi's \_\_\_\_\_ with Ashetu started years ago.
- e. Their mother's \_\_\_\_\_ was rewarded with a present from the church.

### Answers

- a. joy
- b. honesty
- c. kindness
- d. friendship
- e. goodness

### Remedial Activity

Ask learners to form their own sentences with these five abstract nouns: joy, honesty, kindness, friendship, goodness.

### Extension Activity

Ask learners to go online and search for abstract nouns other than what they have studied. They should search for about five and form sentences with the words.

### Reflection

Put learners into about four groups and direct each to find three words related to positive events in life and negative events in life.

- E.g. 1. When somebody passes his/her exam he/she will be happy.
2. When somebody is sick he/she can be in pain.

### Additional Practise

Refer learners to Workbook **page 29** for additional practise.



## E. Writing

**Teaching Strategies:** Instructions, modelling, explanation, pair work and working alone.

**Teaching/Learning Resource:** Writing board.

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

**Key Vocabulary:** pronouns, conjunctions, paragraph

### Preparations Before Class

Apart from pictures that facilitate understanding of learners, you can get learners samples of what they are going to do. That is amples with pronouns and conjunctions and samples without pronouns and conjunctions.

## Teaching/Learning Activities

### Penmanship

1. Instruct learners to copy the paragraph below into their exercise books. They should capitalise all the words that need to be capitalised.  
On valentine's day every year, the abudus donate gifts to two selected orphanages. They believe that no matter how much they have, they need to give to others.

### Activity 12 Guided Writing

1. Guide learners to complete the paragraph with the right pronouns and conjunctions from the box.  
[though, our, we, and]  
Dzifa, Yaro, \_\_\_\_ I are great friends. \_\_\_\_ have known each other since kindergarten. \_\_\_\_ we now attend different schools, \_\_\_\_ still see each other. \_\_\_\_ friendship has brought \_\_\_\_ families together.

### Answers

- |           |        |
|-----------|--------|
| 1. and    | 4. we  |
| 2. we     | 5. our |
| 3. though | 6. our |

### Reflection

Group learners and task them to get a newspaper or a storybook and find five pronouns and five conjunctions.

### Remedial Activity

Ask learners to make sentences of their own with these abstract nouns: courage, beauty, goodness.

## Extension Activity

Ask learners to form three sentences each for these abstract nouns: kindness, anger, cruel

## Additional Practice

Refer learners to Workbook **page 30** for additional practise.

## Workbook Answers

### A. Oral Language

#### Activity 1

Individual responses

### B. Reading

#### Activity 1

1. e. sack
- f. rack
- g. luck
- h. suck
- i. pack

### C. Vocabulary

#### Activity 1

Individual responses

### D. Grammar Usage

#### Activity 1

1. The warriors fought with great courage.
2. The kindness of the chief was very impressive.
3. His anger was such that everybody ran away.
4. He suffered a lot of pain after the accident.
5. When Isaac was admitted to the hospital, his parents were hopeful he would recover.
6. There is wisdom in Grandma's advice.
7. I was sad when I had to leave for school.

### Activity 2

1. reserves – resource that is stored away for future use
2. fuel – substances such as coal, gas or oil that can be burnt
3. pollutants – substances that make air, water and soil dangerous
4. extraction – drawing out something
5. decayed – something that is rotten or decomposed
6. mined – to remove (ore) from the ground
7. environment – the air, water and land around us

### E. Writing

#### Activity 2

Abiba was fourteen years old. She lived in the northern part of Kwamiland in a village called Gyebi. Gyebi was a small village surrounded by mountains, but there was a tarred road connecting it with nearby towns and villages. Abiba's house was built on a hillside at one end of the village. Her house was surrounded by large rocks and leafy bushes.

### Unit Overview

This unit aims at educating learners on the dangers of taking drugs without a prescription. The unit is divided into five sections lettered A – E.

Section A is the Oral Language Development section. In this section, through a question-and-answer activity, learners will learn about the hazards of taking unprescribed drugs.

Section B is the Reading section. It is in two parts. In the first part, learners of a class are visited by psychiatrist who chats with members of the class about the negative effects of drug abuse. In the second, part named “Letters have Sounds”, learners will be taken through minimal pairs to note slight changes in the sound of words due to a change in a letter.

Section C is the Vocabulary Consolidation section. In this section, learners will be taken through an exercise on the use of synonyms.

Section D is the Grammar section. In this section, learners will be taken through the various articles, including zero articles.

Section E is the Writing section, which is in two parts. The first part will be learners writing sentences several times in their exercise books in cursive. In the second part, learners will be taught how to generate ideas for writing on a topic through brainstorming. They will do this on the topic “The causes and effects of drug abuse”.

### Learning Outcomes

By the end of the unit, learners will be able to:

- ask and answer specific questions;
- predict a text based on its title and pictures;
- read a text silently and answer questions on it;
- note differences in the sound of similar words through minimal pairs;
- write a guided composition following the writing process;
- use articles correctly; and
- copy out a sentence correctly with clarity, good spacing and proper alignment of letters.

### A. Oral Language

#### Asking and Answering Questions

**Teaching/Learning Strategies:** Studying and discussing pictures, asking and answering questions, role-play, Group Work, Pair Work and Class Activity.

**Teaching/Learning Resources:** Pictures, furniture, writing board

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

**Key Vocabulary:** unprescribed, drug abuse, motionless, medicine, headache

### Preparation Before Class

Ensure everything that you need for a successful lesson is close at hand.

### Teaching/Learning Activities

#### Activity 1

1. Allow students to study the pictures and discuss them. Encourage them to express their thoughts and also share them. Use a few wh-questions to get them talking. Examples:  
The boy's mother looks scared. Why do you think she is scared?  
What do you think has happened to the boy?  
Why is the boy lying down motionless?  
Why has the boy been admitted to the emergency ward?

#### Activity 2

1. Encourage the learners to be quiet and listen as you and two of the learners go through the dialogue of asking and answering questions.

#### Activity 3

1. Ask learners to pair up and with their partners and engage themselves with asking and answering the questions below. They should make sure of changing roles after one round of asking and answering questions.
  - a. Who can you see in the third picture on **page 75** of Learner's Book?
  - b. What could they be talking about?
  - c. Where are they in the picture?
  - d. Have you ever been to the hospital? Why were you there?

### Expected Answers

- a. A mother, her son and the doctor.
- b. They could be talking about the woman's son.
- c. They are in the doctor's consulting room (at the hospital).
- d. Personal response.

2. Organise learners into groups and let them come up with their own questions and answers about any topic of their choice. Go round to assist them where they need it.

### Reflection

Get a simple, court video for learners to watch interrogation.

Have them reflect on the lesson and share their various experience, whether they have ever been in a situation like what they read about.

### Additional Practise

Refer learners to Workbook **page 31**.

## B. Reading

### Drug Abuse

**Teaching Strategies:** Prediction, discussion, echo-reading, listening, definition, drills.

**Teaching/Learning Resources:** Word cards, writing board, pictures, Learner's Book **page 78**

**Core Competencies:** Communication and collaboration, personal development

**Key Vocabulary:** drug abuse, psychiatrist, addicted, hallucinations

### Preparation Before Class

Ensure all that you need to contribute to a successful lesson is prepared.

### Teaching/Learning Activities

#### Activity 4

Begin the class by discussing the pictures in Learner's Book 5, **pages 77**. Ask learners to talk about it.

- a. Encourage them to share their thoughts.
- b. Ask them to predict what they expect.
- c. Urge them to share their expectations.

#### Activity 5

1. Teach and drill the pronunciation of the keywords one after the other.

#### Activity 6

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

Teach the meaning of keywords using context, demonstration and mining.

#### Activity 7

1. While learners listen attentively, read the text aloud.
  - a. Ask learners to check the correctness of their predictions.
  - b. Have a few of them share their ideas with the rest of the class.

#### Activity 8

1. Read the text a second time while learners listen.
2. Encourage them to visualise.
3. Ask them to share their visualisation with their partners.

#### Activity 9

1. Allow the learners to read the passage quietly to themselves.

#### Activity 10

## Assessment

In pairs, let learners read the questions below and discuss their answers.

- a. What does a psychiatrist do?

- b. Name five health effects of abusing drugs.
- c. Why was Dr Arhin concerned about the consequences of drug abuse?
- d. What is one catalyst of the rise of drug abuse?
- e. Name four substances that are often abused.
- f. Why do you think Dr Arhin shared the story about the teenage boy?

### Suggested Answers

- a. A psychiatrist is an expert in diagnosing and treating people with mental and emotional disorders.
- b. Dehydration, malnourishment, high blood pressure, stroke, kidney failure, liver diseases, hallucinations, HIV, Hepatitis C, and death.
- c. It affected the mental health of young people.
- d. Peer pressure.
- e. Alcohol, marijuana, heroin, cocaine, Tramadol.
- f. She wanted to illustrate/demonstrate/show them the effects of drugs.

### Reflection

In groups let learners discuss what they can do to resist peer influence in bad activities.

### Additional Practise

Refer learners to Workbook **page 33**.

### Letters have Sounds

1. Ask learners to read the words below with their partners.  
(royal, ramp, grow, collect, elect, lake)
2. Show learners the word cards individually and ask them to read the words. Ask them to produce the sound of the underlined letters in the words above.
3. Ask them to look through the passage and identify six words with the sound of the underlined letters in them. They should also identify three words for each sound.
4. Ask learners to create new words by replacement. Where there is the letter “r”, it should be replaced with “l”, and where there is the letter “l”, it should be replaced with “r”.

<u>r</u> oyal		loyal
<u>r</u> amp	becomes	lamp
<u>g</u> row		glow
<u>C</u> ollect		Correct
<u>e</u> lect	becomes	erect
<u>l</u> ake		rake

5. Let learners read the sentences below with their partners. Ask them to identify words that sound similar to the underlined words by circling it.
  - a. Look here, Esi! Cook some rice for the family.
  - b. While I take my bath, Kojo should weed the path.

- c. Did you know that Edem had all this homework correct?  
I went to collect his exercise book from his teacher.

## Answers

- a. Look → cook
- b. path → bath
- c. collect → correct

## C. Vocabulary

### Fun with Words

**Teaching Strategies:** Explanation, demonstration, miming, listening and speaking.

**Teaching/Learning Resources:** Word cards, dictionary

**Core Competencies:** Communication and Collaboration,

**Key Vocabulary:** psychiatrists, enlightening, rudely, shabbily, fainted, aggressive

### Preparation Before the Class

Before the lesson, have your word cards ready.

### Teaching/Learning Activities

As a class, have learners reread the passage and find the following words: psychiatrist, diagnosing, unprescribed, catalyst, rudely, surge, addicted, aggressive, hallucinations. Put learners in pairs and ask them to use the dictionary to find the meanings of the words. Let them return to the text and read the words again in context. Let them read the whole sentence containing the word.

1. Ask learners, still in pairs, to replace the underlined phrases in the sentences below with the synonyms in the box at **page 81** of Learner's Book 5.
  - a. The session with Dr Arhin was informative.
  - b. Francis overdosed on his medication and then passed out.
  - c. Some drug addicts spend all their money on drugs, so they are forced to dress in old and untidy clothes.
  - d. There are only a few doctors who treat mental illness in Ghana.
  - e. The nurse spoke impolitely to us.
  - f. When Alabi gets angry, he becomes violent.

## Answers

- a. enlightening
- b. fainted
- c. shabbily
- d. psychiatrists
- e. rudely
- f. aggressive

## D. Grammar Usage

### Determiners

**Teaching Strategies:** Question and answers, picture discussion, echo-reading, drilling, class activity, pair work.

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

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

**Key Vocabulary:** common noun, proper noun, article, zero article

### Preparation Before Class

Organise all materials that will facilitate your teaching of the lesson.

### Teaching/Learning Activities

#### Activity 11

1. Put learners in pairs and ask them to read the passage again with their partners. Let them identify and list the common nouns and proper nouns they can find.

Common noun

Proper noun

School

Dr Arhin

#### Activity 12

1. Ask the class to look at the picture in their Learner's Book 5 **page 82** and study it carefully. Let them take note of all they see. Ask them to read the nouns that describe the things and people in the picture.
2. Introduce the use of the articles "a" and "an" to them. Let them know they are used for things we do not know and are single. "The" is used for something that is known. Let them understand that "a" and "an", the indefinite articles, are used to describe single things and how the definite article "the" can be used for more than one item. Ask them to list the items and people in the picture with the appropriate article.

Example: a table

Let learners know that every school must have a headteacher. Therefore, if a headteacher is in the picture in a particular school, we can write "the headteacher" referring to a specific person. The same applies to the teachers.

In pairs, ask learners to imagine they were in a town or a village. Let them list six items comprising places and things using the appropriate articles.

Examples: the palace

the market

a dog

a woman

a church etc.

Ask learners to go through the text with their partners and identify and write in their exercise books five articles, both definite and indefinite, with their nouns.



### Activity 13

1. Let learners understand that we can use common nouns without adding any article. It is called **zero articles**.

Example: **a.** We are leaving home for school.

**b.** These lawyers are going to court.

2. Go through the passage and identify five nouns. Try to use them in sentences with zero articles.

### Reflection

Group learners and give them a close exercise where they to fill a paragraph with appropriate definite and indefinite determiners.

### Remedial Activity

Ask learners to put “a” or “an” before each of the following: cat, pen, pencil, eye, hour, telephone, aeroplane.

### Extension Activity

Ask learners to form four sentences with zero article nouns.

### Additional Practise

Refer learners to Workbook **page 38** on using definite and indefinite articles.

### Homework

Ask learners to do these exercises when they go home.

Put “a” or “an” before each of the following: cat, pen, pencil, eye, hour, telephone, aeroplane, horse, ice cream, umpire, chair.

---

## E. Writing

### Brainstorming and organising ideas

**Teaching Strategies:** Discussion, suggestions, writing, reading, pair work.

**Teaching/Learning Resources:** Writing books, writing board.

**Core Competencies:** Collaboration and Communication, Reading and Writing.

**Key Vocabulary:** brainstorming, topic, generate, ideas

### Preparation Before Class

Get ideas from brainstorming on a card board for display in class.

### Teaching/Learning Activities

#### Penmanship

1. Ask learners to copy the sentence in their Learner’s Book 5, **page 83**, six times in their exercise book in joint script.

## Activity 14

### Guided Writing

Let students return to their Learner's Book 5, **page 77** where some students are in the library or classroom learning, and others are taking alcohol somewhere. Lead them with probing questions to express their views. Let them suggest how such issues can be solved. Let the students do it in small groups.

Let learners understand that writing involves several activities. One of them is choosing a topic to write on. Another is generating ideas related to the topic. Brainstorming is one means of generating ideas.

1. At this stage, put learners in pairs and ask them to generate all the ideas they can use to write about causes and effects of drug abuse. Tell them whatever point each of them makes should be written. Let them use the example in their Learner's Book 5, **page 84**.
2. Still with their partners, ask them to put their ideas in an organised way as done in their Learner's Book 5 **page 84**.

### Reflection

Ask learners to look at any problem or issue in their communities and select one of them as their topic. Encourage them to use the strategy of brainstorming that they had just practised to generate ideas on their chosen topic. After the brainstorming, ask them to organise the ideas so they can easily write on them.

### Additional Practise

Refer learners to Workbook **page 35** for additional practise.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. Does
2. Do
3. Did
4. Does
5. Do
6. Does
7. Do

### B. Reading

#### Activity 1

1. isn't he?
2. haven't they?
3. won't he?
4. shouldn't I?
5. doesn't she?
6. will he?
7. did it?

### D. Grammar Usage

#### Activity 1

a cat  
a hen  
a chair  
an hour

a telephone  
an aeroplane  
a cow  
an ice cream  
an umbrella

#### Activity 2

1. Mice are troublesome animals.
2. There are cows in the gardens.
3. Kojo gave me books yesterday.
4. Nouns are the names of things.
5. There are mangoes on the plates.
6. Tables are pieces of furniture.

### E. Writing

#### Activity 1

1. is
2. It
3. your
4. drug

### Unit Overview

In this unit the various uses of the computer will be brought to the fore discussed, especially in the academic setting. The unit is in five sections, lettered A – E.

Section A is the Oral Language Development section. Learners will be taken through giving as well as taking instructions.

Section B is allocated for Reading. In this section learners will learn about how necessary and important computers are. Learners will read a text and answer questions on it. They will also be taken through the use of some digraphs.

Section C is the section for Vocabulary consolidation. Learners will match words to their meaning.

Section D is the Grammar section. In this section, learners will learn the use of quantifiers.

The last section E is the Writing section. In this section learners will have practise in penmanship as well as learn how to develop an outline for writing essays.

### Learning Outcomes

By the end of the unit, learners will be able to:

- take and give instructions effectively in a given situation;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- identify and use the digraph /th/ in words;
- identify and use quantifiers “many”, “all” and “both” in speech and writing;
- develop an outline for a composition or essay; and
- punctuate and copy sentences into their exercise books.

### A. Oral Language

#### Taking and Giving Instructions

**Teaching Strategies:** Dialogue, listening and speaking, practise, pictures, class activity, pair work activity

**Teaching/Learning Resources:** Picture, writing board, desktop

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

**Key Vocabulary:** computers, power button, screen, device, desktop, keyboard, software, icon

#### Preparation Before Class

Get the materials you will need for the lesson ready.

## Teaching/Learning Activities

### Activity 1

1. Put up the picture or let them look at it in Learner's Book 5 **page 87**. Encourage them to talk about what they see and share with their classmates. Explain that you and one of them will enact the dialogue in Learner's Book 5 **page 87**.

Invite one of the students to sit with you behind a desktop and go through the dialogue, acting out all the actions. Encourage students to take note of the giving and taking of instruction.

First, read through the text with the student. Let learners listen attentively, taking note of the giving and taking of instructions and the making of requests.

Next, as you sit behind the desktop, let the student respond in reality by operating the computer. (Make sure you can operate the computer yourself).

### Activity 2

1. Let students go through the dialogue with their partners. Encourage them to take turns to be teacher and pupil.
2. Encourage learners to go through the exercise again, but this time add their own instructions to what is in the book.

### Reflection

Let learners come before the class in pairs and give and take instructions from each other.

### Additional Practise

Refer learners to Workbook **page 36**.

## B. Reading

### Topic: Why Computers Are Indispensable in Education

**Teaching Strategies:** Prediction, discussion, studying of pictures, echo-reading, silent reading, question and answer, class activity, pair work and working alone.

**Teaching/Learning Resources:** Word cards, writing board, samples of computers (if possible), e.g. laptop, desktop, iPad, smartphone.

**Core Competencies:** Cultural Identity and Global Citizenship.

**Key Vocabulary:** computer, smart phone, iPad, laptop

### Preparation Before Class

Make sure you have samples of a laptop computer, desktop computer, iPad, and smartphone. If it is impossible, get pictures on a poster. You must be able to operate all of these yourself.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson by discussing the picture in Learner's Book 5, **page 90**.
  - a. Allow pupils to talk about what they see.
  - b. Predict the lesson's content.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 4

In pairs, have learners search the text quickly to find the words in bold print. 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 explaining with miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time). At this stage, you can allow learners to see and handle all the sample computers.

### Activity 5

While learners listen attentively, read the text aloud.

- a. Ask learners to check the correctness of their predictions.
- b. Have a few of them share their ideas with the rest of the class.

### Activity 6

1. Read the text a second time while learners listen. For the sake of those learners who might not be as quick, let learners read the text after you a few times.
2. Encourage them to imagine what they are hearing.

### Activity 7

Ask learners to read the text by themselves silently.

### Activity 8

## Assessment

1. Let learners read each of the questions below and discuss the answers with their partners.
  - a. Where does Abena live?
  - b. What work does Abena's uncle do?
  - c. What is his title?
  - d. Where does her aunt work?
  - e. Why was Abena fascinated?
  - f. What three types of computers have been mentioned in this passage?
  - g. Give two benefits of computers in education.
  - h. Do you think pupils in basic schools need computers? Give two reasons for your answer.
  - i. If you had an iPad, what are some of the activities you would do on it?

## Answers

- a. Bonwire
- b. He is an engineering professor at the university.
- c. Professor
- d. Police hospital
- e. Abena was fascinated because her uncle was leaving for lectures with just his laptop.
- f. Laptops, iPads and smartphones
- g. a. we use it to find more information online (research)
- h. Personal response.
- i. Personal response.

## Reflection

Put learners in groups and let them discuss what in the future they think can be added to the computer for it to do more than it does now. Go a round the groups to listen to their discussions.

## Additional Practise

Refer learners to Workbook **page 37** for additional practise.

## Letters have Sounds

1. End the lesson with this activity. Write the words: (thick, thin, third, path, with, wrath) and read as learners listen attentively. Ask them to read after you. That is echo-reading. Let them take note of the sound of the underlined letters “th” and lead them to practise its pronunciation.
2. Ask them to look through the passage quickly and identify at least three words with this digraph, either at the beginning of the word or at the end.  
Encourage them to go to the internet to find more of such words.

## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Explanations, demonstrations, examples, pictures, listening and speaking, pair work.

**Teaching/Learning Resources:** Word cards, real samples, pictures, writing board, laptop, iPad, smart phone.

**Core Competencies:** Reading and Writing, Communication and Collaboration, Listening and Speaking.

**Key Vocabulary:** laptop, data, virtual, lecturer, professor

## Preparation Before Class

Before the lesson, prepare all the materials you will need for the lesson.

## Teaching/Learning Activities

### Assessment

1. To test their understanding of the keywords, guide them to do this exercise.  
Let them match some of the keywords with their meanings by writing the letter of the meaning next to the word.
  - a. laptop \_\_\_\_ A. to attract or hold the attention of
  - b. data \_\_\_\_ B. the highest rank of a university teacher
  - c. virtual \_\_\_\_ C. your brother or sister's daughter
  - d. smartphone \_\_\_\_ D. a university teacher
  - e. fascinated \_\_\_\_ E. a computer that is usually small and moveable
  - f. lecturer \_\_\_\_ F. a collection of facts and raw information
  - g. niece \_\_\_\_ G. happening online and not in the real world
  - h. professor \_\_\_\_ H. a mobile phone with features like internet access

### Answers

laptop – E	fascinated – A
data – F	lecturer – D
virtual – G	niece – C
smartphone – H	professor – B

### Reflection

Put learners in groups. Write the parts and words associated with computers on small folded papers. Each group will send a representative to pick one. He/She will unfold it and explain whatever word is there for marks for their group.

### Additional Practise

Refer learners to **page 38** of Workbook.

## D. Grammar Usage

### Determiners (all, both, many)

**Teaching/Learning Strategies:** Echo-reading, drills, reading, review, question and answer, explanations, practise.

**Teaching/Learning Resources:** Sentence cards, word cards, writing board.

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

**Key Vocabulary:** determiners, article, definite, indefinite

### Preparation Before Class

Get all the necessary materials that will facilitate your teaching set.



## Teaching/Learning Activities

Review the identification and use of the indefinite articles (a, an) by asking them to read through the passage and identify five such articles that have been used.

Give them further practise by asking them to fill in the gaps in the following sentences with either the definite article (the) or the indefinite article (a, an) or nothing.

- a. \_\_\_\_\_ Accra is b. \_\_\_\_\_ big city. c. \_\_\_\_\_ markets are congested.  
d. \_\_\_\_\_ Makola market is e. \_\_\_\_\_ good place for shopping.  
f. \_\_\_\_\_ good place for sightseeing is g. \_\_\_\_\_ trade fair site.  
h. \_\_\_\_\_ children's park is i. \_\_\_\_\_ good place for relaxation.  
j. \_\_\_\_\_ good number of school children come on excursion to Accra every year.

### Answers

- |        |        |
|--------|--------|
| b. a   | g. the |
| c. The | h. The |
| d. The | i. a   |
| e. a   | j. A   |
| f. A   |        |

### Activity 9

Put them in groups and ask them to go through the passage and identify these quantities: both, all, many. Let them note how they have been used in the sentences if they find any. Write sentences on the board containing these quantifiers.

For example:

- a. Both Kofi and Ama are in class six.  
b. All the girls in class six were given bags.

Briefly explain to them the underlined words above are determiners and therefore take the position of determiners in a sentence. They also give us an idea of quantity, so we call them quantifiers. Let them know that we use “both” when talking about two people or things and use “all” when talking about three or more people or things.

### Activity 10

Put them in pairs and let them do this exercise, also filling in the gaps with “all” and “both” where it is appropriate.

Computers make learning \_\_\_\_\_ subjects easy. These days one can learn \_\_\_\_\_ in the classroom and virtually. Unfortunately, most children do not have access to computers. The government has promised to help \_\_\_\_\_ school children own computers. Some parents do not believe the government can do it \_\_\_\_\_ it says. However, if the government is able to fulfil its promise, \_\_\_\_\_ the rich and the poor will \_\_\_\_\_ benefit.

## Answers

all  
both  
all  
both  
all

### Remedial Activity

Ask learners to try this exercise. They must complete the sentence by adding appropriate quantifiers. (all, both)

- \_\_\_\_\_ Ghana and Togo have fishermen.
- \_\_\_\_\_ the teachers in the school are female.
- \_\_\_\_\_ Senior High students in Ghana do not pay fees.
- \_\_\_\_\_ the Military and the Police protect us.
- \_\_\_\_\_ Ghanaians must have a Ghana card.

### Extension Activity

Ask learners to form five sentences of their own with these quantifiers (all, both).

## E. Writing

**Teaching/Learning Strategies:** Reading and writing, discussion, question and answer, modelling.

**Teaching/Learning Resources:** Writing board.

**Core Competencies:** Collaboration and Communication.

**Key Vocabulary:** smartphone, ipad, academic, social, internet

### Preparation Before Class

Get all materials necessary for an effective lesson ready.

### Teaching/Learning Activities

#### Penmanship

Explain to learners what they are expected to do. Go over punctuation and capitalisation with them briefly. Ask them to capitalise words in the sentences and also punctuate them. Let them copy the sentences in their exercise books. Refer to Learner's Book **page 96** for Penmanship exercise. Below is the answer.

(He explained to her that iPads and smartphones are also types of computers. When Abena was ready to leave for Sunyani, her uncle gave her a farewell present. It was an iPad.)

## Activity 11

### Guided Writing

1. Lead learners to discuss the topic “The benefits of smartphones” using the following questions:

- a. What is a smartphone?
- b. What are some of the general uses of a smartphone?
- c. Which of the uses are important to you?

Ask learners to go to the internet for more ideas.

2. Put the sample outline on the board and guide learners in pairs to use it to draft five paragraphs on the topic. “The benefits of smartphones”.

- A. Introduction
- B. Academic benefits
  - 1.
  - 2.
- C. Social benefits
  - 1.
  - 2.
- D. Entertainment benefits
  - 1.
  - 2.
- E. Conclusion

## Revision 2

### Answers

#### Exercise 1

- |                         |                       |
|-------------------------|-----------------------|
| 1. a. church – churches | f. baby – babies      |
| b. circus – circuses    | g. shelf – shelves    |
| c. wolf – wolves        | h. holiday – holidays |
| d. chief – chiefs       | i. kilo – kilos       |
| e. volcano – volcanoes  | j. box - boxes        |

#### Exercise 2

- |                |   |  |
|----------------|---|--|
| 1. a. reserves | - | B) resource that is stored away for future use               |
| b. fuel        | - | C) substances such as coal, gas, or oil, that can be burnt   |
| c. pollutants  | - | D) substances that make air, water and soil dangerous to use |
| d. extraction  | - | G) drawing out something                                     |
| e. decayed     | - | A) something rotten or decomposed.                           |
| f. mined       | - | E) to remove (ore) from the ground                           |
| g. environment | - | F) the air, water and land around us                         |

### Exercise 3

1.

Concrete Nouns	Abstract Nouns
box	love
orange	respect
goat	anger
boy	friendship
house	jealously
car	courage
bread	happiness

### Exercise 4

1. He/She

Them

Her

She

It

It

it

### Exercise 5

1. a. informative – enlightening
- b. passed out – fainted
- c. in old and untidy clothes – shabbily
- d. doctors who treat mental illness – psychiatrists
- e. impolitely – rudely
- f. violent – aggressive

### Exercise 6

- |             |              |              |          |
|-------------|--------------|--------------|----------|
| 1. a. a cat | a book       | a European   | an egg   |
| a telephone | an aeroplane | a calculator | a bottle |
| an island   | an umbrella  | an answer    | an hour  |

### Exercise 8

- |        |           |       |       |
|--------|-----------|-------|-------|
| boot   | internet  | mount | mouse |
| button | monitor   | email | click |
| type   | Microsoft |       |       |

## Workbook Answers

### A. Oral Language

#### Activity 1

- |              |             |
|--------------|-------------|
| 1. command   | 7. question |
| 2. command   | 8. request  |
| 3. statement | 9. question |
| 4. request   | 10. request |
| 5. command   | 11. command |
| 6. statement | 12. command |

### B. Reading

#### Activity 1

- laptop
  - iPad
  - smartphone
- To get access to information.
  - To store information.
- All his lecture notes and reference materials are on the computer.
- They can play useful games on it.
  - They can have virtual lessons with their teachers.
- Personal response

### D. Grammar Usage

#### Activity 1

- both
- neither
- either
- both
- all
- none
- any

#### Activity 2

- none
- each
- Every
- Every
- any
- any

## Unit Overview

In this unit learners will be sensitised to the necessity of showing respect and kindness towards the elders. The unit is divided into five sections, numbered A – E.

Section A is the Oral Language Development section. In this section learners will learn how to tell a story with a moral effectively.

In Section B, which is the Reading section, learners will read about a young man who did something for the elderly as a way of showing appreciation. After reading, they will answer some questions on the passage. Learners will also be taken through some long and short vowels rules.

section C, the Vocabulary consolidation section, learners will see how suffixes and prefixes affect words.

Section D is the Grammar section. In this section, learners will learn to use possessive pronouns.

Section E is the last section and allocated for writing. Learners will have some exercise in penmanship and also be taken through revising and reviewing your writing material.

## Learning Outcomes

By the end of the unit, learners will be able to:

- effectively tell a story with a moral lesson;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- write complete words by supplying missing letters;
- identify and use prefixes and suffixes;
- identify and use diphthongs in sentences;
- identify and use possessive pronouns; and
- review and revise a draft.

## A. Oral Language

**Teaching/Learning Strategies:** Narration, listening, discussion, question and answer, group work, pair work.

**Teaching/Learning Resources:** Writing board, pictures.

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

**Key Vocabulary:** elderly, stranger, assist, suffering, appreciation

## Preparation Before Class

Get all teaching materials ready before the class.

## Teaching/Learning Activities

### Activity 1

Ask learners to sing any familiar song or poem that eulogises our elders or ancestors.

1. Let learners look at the pictures in Learner's Book 5, **page 102** and discuss what they see. They should express what comes to mind. Let a few of them share what is on their mind.
2. Have learners listen while you read aloud the story below.

### When Ama helped Mr Amankwa

One Saturday afternoon Ama and her friends Abigail and Akosua were walking down Mango Street. They had gone to play at their friend Sisi's house. After, they enjoyed ripe plantain with beans stew and some mackerel. Abigail thought Sisi's mother should be selling food because everything she made was delicious, and Ama and Akosua were teasing her.

Then they noticed an old man on the other side of the road. He had a walking stick. He was walking slowly, and he would pause to lean on the stick. This happened several times. Ama was concerned.

"I think there's something wrong", she said, frowning.

"Old men usually walk slowly. You're just too inquisitive", Abigail said with a giggle.

"Investigator Ama at work", Akosua saluted, and the two laughed.

"No, no", Ama insisted and crossed the road quickly.

"Hello, is everything okay?" she asked once she got to where he was.

The man was struggling to talk. She noticed one side of his face had drooped. Now, he was struggling to move.

"I...erh...I...he-I..." he mumbled, shaking his head in confusion. He tried again and again, yet he couldn't seem to get the words out.

Now she knew something was really wrong.

"Hurry, Akosua! Get your brother, so he takes us to the hospital. Abigail, come here! The man is seriously sick!" Ama shouted.

For a few moments, her friends stood frozen. They seemed to be scared.

"Hei! Hurry, hurry, hurry! The man does not look good!" she yelled, and then they sprang into action.

Akosua's house was near. Her brother, Kwaku, was a taxi driver. He was home today. Within thirty minutes, Kwaku had come to where they were, and they carefully put the in the backseat of the taxi. They drove to the nearest hospital, and the nurses took him to the Emergency Ward.

The man's wallet made it easy to identify him. He was Mr Bredu Amankwa. With his phone, they were able to try different numbers and get through to his wife. The nurses commended Ama. They told her that Mr Amankwa had been suffering from a stroke, and she had saved him from what would have been a disaster.

Mrs Amankwa was shaken when she got to the hospital. When she was told the three girls had helped, she was beside herself with joy. She could not stop thanking them. Ama and her friends only hoped that Mr Amankwa would get well soon.

A few days after the incident, Ama was helping her younger sister with her homework when her mother came to the yard. Mama was smiling.

"Ama, you have a special visitor", she said.

Ama was surprised to find Mrs Amankwa in the living room. She apologised for not finding her sooner. Mr Amankwa, her husband, had now been discharged. Ama had saved his life, and for that, she was grateful. Mrs Amankwa explained that she and her husband, both retired diplomats, lived in the United States. They had come home to visit their daughter, who had given birth. Mr Amankwa had gone for a walk only to suffer a stroke.

Ama's mother was so proud. The Amankwas stayed in touch and, when they returned to the US, sent an invitation for Ama to join them during the holidays if possible. They had a granddaughter around Ama's age and were sure the two would get on beautifully. Ama's family was shocked. By being observant and coming to Mr Amankwa's aid, she got the chance to travel and make amazing connections. Her kindness had come back to her in the most amazing way.

## Activity 2

1. Encourage learners to share with their partners segments of the story, the beginning, the middle and the end of the story.
2. Urge them to tell similar stories to each other, but change some of the events and characters.
3. Answer the following questions with your partner.
  - a. Who did Ama help?
  - b. Why was Ama concerned about this elderly man?
  - c. How did Ama save Mr Amankwa's life?
  - d. Was Akosua and Abigail's initial behaviour right? Give reasons for your answer.
  - e. What was Mr Amankwa suffering from?
  - f. What did the Amankwas do to thank Ama for her help?



## Answers

- a. Mr Amankwa.
- b. He kept walking and pausing.
- c. She was able to get help and take Mr Amankwa to the hospital immediately.
- d. Learner's personal answer.
- e. Stroke
- f. They invited Ama to join them in the United States.

## Reflection

Put learners in groups and assign each group to write and present stories parallel to one you may put on the board.

## Additional Practice

Refer learners to Workbook **page 42** for additional practise.

## B. Reading

### The Happy Recreational Centre

**Teaching/Learning Strategies:** Prediction, discussion, echo-reading, listening, silent reading, question and answer, class activity, pair work.

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

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** recreational, elderly, retired, pastries, souvenirs

### Preparation Before Class

Get your pictures, word cards and any other materials ready that will be necessary for the delivery of the lesson.

## Teaching/Learning Activities

### Activity 3

1. Start the lesson with the discussion of the picture on Learner's Book 5, **page 103**.
  - a. Encourage learners to talk about what they see.
  - b. And predict the lesson's content.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 4

In pairs, have learners search the text for words in bold print. Encourage them to work out the meaning of each word by reading the sentence(s) in which it appears.

Teach the meaning of keywords using context, demonstrations, explanations and miming.

### Activity 5

1. While learners listen attentively, read the text aloud.
  - a. Ask learners to check the correctness of their predictions.
  - b. Have a few of them share ideas with the rest of the class.

### Activity 6

1. Read the text a second time while learners listen. Encourage them to use their imagination to follow the story to give their simple judgement on the story or on a character.

### Activity 7

1. Have learners read the text by themselves silently for comprehension.

### Activity 8

#### Assessment

1. Let learners read each of the questions below and discuss the answers with their partners.
  - a. Where does Yaw Peprah work?
  - b. Who told Yaw about the warehouse?
  - c. Why was Yaw passionate about this dream?
  - d. What was the name of Yaw's grandmother?
  - e. Which group of people helped Yaw shape the centre?
  - f. How did the community help Yaw?
  - g. What did Mr Dompkeh talk about?
  - h. What do you think the elderly people in your community need? How would you help them get this?

#### Answers

- a. Sampeney Savings & Loans.
- b. Mrs Honam.
- c. He wanted to create a happy space for older people and, through that, honour his grandmother, whose home was that happy space when he was growing up (Learners may state this differently, and this is fine).
- d. Eno Comfort Tabiri.
- e. Artisans.
- f. Some donated furniture, games, curtains and the like.
- g. He talked about the importance of elders in the community and why they should be helped and respected by all.
- h. Personal response.

### Reflection

Put learners in groups and let them discuss how, as children, they can put smiles on the faces of their relatives who are elderly. Let them share their ideas with the whole class.

### Additional Practise

Refer learners to Workbook **page 43** for more practise.

### Letters have Sounds: **Short and long vowels rules**

1. **a.** Remind learners that they have been taught that if a word contains two vowels, usually the first one is long. Example: coat

- b. Now tell them that in the case of short vowels, a vowel is located between two consonants, the vowel is usually a short one. Example: man, pet.

Ask learners to read the passage and look for five words that have short vowels (Of course you will have to go a round and help some of them). Let them use the short vowels they identify in the passage to form sentences. At least five vowels.

## C. Vocabulary

### Fun with words

**Teaching/Learning Strategies:** Filling in Blanks, reading and writing, listening and speaking, Explanation, identification from text, demonstration.

**Teaching/Learning Resources:** Writing Board

**Core Competencies:** Communication and Collaboration,

**Key Vocabulary:** untidy, rewrite, disagree, faithful, harmless.

### Preparation Before Class

Have all the materials that will contribute to your effective teaching ready and handy.

### Teaching & Learning Activities

Ask learners to read the text silently again. Revise the meaning of keywords with them.

1. Let learners understand that the words they see comprise two parts — the root word and the prefix or the suffix. If it is a prefix, it comes before the root word; if it's a suffix, it comes after the root word.

Example: re + write  
(prefix) (root word)  
Pain + ful  
(root word) (suffix)

Ask learners with their partners to look closely at the words and identify which part they think is the root. Let them underline the root. Have them understand that what is left of the word after underlining the root is either the 'prefix' or suffix.

2. Ask them to go through the text on **pages 104 and 105** of their Learner's Book 5 to identify such words. They should form sentences of their own when they identify any such words.

### Answers

disagree – dis + agree

untidy – un + tidy

harmless – harm + less

faithful – faith + ful

colourful – colour + ful

unhappy – un + happy

## Reflection

In groups ask learners to go on line to find ten each of words with prefixes and suffixes.

## Additional Practise

Refer learners to Workbook **pages 43 and 44**.

## D. Grammar Usage

**Topic: Possessive pronouns**

**Teaching/Learning Strategies:** Explanation, question and answer, echo-reading drill, practice, pair work, class work, storytelling.

**Teaching/Learning Resources:** Writing board

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

**Key Vocabulary:** possessive, pronouns

## Teaching/Learning Activities

### Activity 9

1. Ask learners to read through the sentences on **page 107** of their Learner's Book, taking note of the words in bold print. Tell them these are called possessive pronouns.
  - a. The dream was **his**.
  - b. The car is **mine**.
  - c. All the packed food was **theirs**.
  - d. The best kente was **hers**.
  - e. The plate is **its**.

### Activity 10

1. Guide learners to complete the sentences below by underlining the possessive pronouns in brackets.
  - a. The meals Yaw Preprah paid for were (their, theirs).
  - b. The kente in which Mrs Dompkeh was dressed was (hers, her).
  - c. The music played was (theirs, their).
  - d. The red car was (him, his).
  - e. The house is (our, ours).
  - f. The car is (my, mine).

## Assessment

Still, in pairs, ask learners to complete the sentences below by underlining the correct possessive pronoun in the brackets.

- a. The meals Yaw Peprah paid for were (their, theirs).
- b. The kente in which Mrs Dompkeh was dressed was (hers, her).
- c. The music played was (theirs, their).

- d. (It/Its) Mr Peprah's car.
- e. The house is (our, ours).
- f. The car is (my/mine).

## Answers

- |           |         |
|-----------|---------|
| a. theirs | d. Its  |
| b. hers   | e. ours |
| c. theirs | f. mine |

### Remedial Activity

Ask learners to look through the passage and identify five possessive pronouns.

### Extension Activity

Ask learners to write five sentences of their own, five and each should at least have one possessive pronoun.

### Additional Practise

Refer learners to Workbook **page 44** for additional practise.

## E. Writing

### Reviewing and Revising a Draft

**Teaching/Learning Strategies:** Reading and copying, explanations, discussions, reviewing and revising.

**Teaching/Learning Resources:** Writing board.

**Core Competencies:** Critical Thinking

**Key Vocabulary:** Academic, social, entertainment, benefits, smart phones

### Preparation Before Class

Gather materials you had the last two lessons.

### Teaching/Learning Activities

#### Penmanship

Ask learners to open their Learner's Book 5 to **page 104** and copy the first three sentences of the first paragraph. Remind them to take note of capital letters and punctuation.

## Activity 11 Guided Writing

1. Ask learners in pairs to go through their draft with review and revision in mind. Encourage them to follow these guidelines.
  - a. Ask them to read their rough draft out loud to themselves and make corrections.

- b.** After this first stage, ask them to read their draft to their partners. Encourage them to accept suggestions for improvement of their story or write-up.
- c.** Encourage them to write the final version of their story or write-up including all the changes. Remind them to write in their neatest handwriting.

### Reflection

In groups, ask learners to share how the whole writing experience has been. Have they enjoyed it? If not, why? What were they expecting? Go around to know what they are expressing.

### Additional Practise

Refer learners to Workbook **page 45** and **46** for additional practice.

## Workbook Answers

### B. Reading

#### Activity 1

- |                 |                 |
|-----------------|-----------------|
| <b>a.</b> flout | <b>e.</b> pound |
| <b>b.</b> plow  | <b>f.</b> loud  |
| <b>c.</b> round | <b>g.</b> crowd |
| <b>d.</b> count | <b>h.</b> sound |

### C. Vocabulary

#### Activity 1

1. snacks
2. artisans
3. warehouse
4. recreational
5. refinery
6. retired
7. resplendent
8. budget

### Activity 2

#### A

- a.** review
- b.** discover
- c.** replace
- d.** disorganised

#### B

- e.** comfortable
- f.** sensible
- g.** admission
- f.** action

### D. Grammar Usage

#### Activity 1

1. mine
2. her
3. me
4. yours
5. Their
6. us
7. We
8. It
9. his
10. ours

### Unit Overview

In this unit, learners are made to appreciate the convenience of communicating through social media. The unit is divided into five sections, numbered A – E.

Section A is the Oral Language Development section. In this section learners will share the experience in communication of two girls using their mother's phone and the convenience they enjoyed. Section B is the Reading section. In this section, the learners will read about two girls communicating through letters. They will also have some practise with short vowels. Section C is the Vocabulary Consolidation section, in this section learners will have the opportunity to consolidate their vocabulary, building it up through a crossword puzzle. Section D is allocated to Grammar studies. In this section learners will be taken through the use of determiners. Section F is the last section, the Writing section. In this section, learners will do a penmanship exercise. They will also be guided to take note of the parts of a letter (friendly).

### Learning Outcomes

By the end of the unit, learners will be able to:

- chat with a friend on a social media platform;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- copy sentences into your exercise books legibly and in alignment;
- use the determiners “each”, “any”, and “ever”; and
- write a letter to a friend.

### A. Oral Language

#### Conversation

**Teaching/Learning Strategies:** Conversation/Dialogue, discussion, question and answer, pair work.

**Teaching/Learning Resources:** Smartphone, sample conversation/dialogue writing board.

**Core Competencies:** Commitment and Collaboration, Personal Development.

**Key Vocabulary:** phone, WhatsApp, problem, audio, picture, message

#### Preparation Before Class

Before the lesson, arrange all materials necessary for the lesson's success.

## Teaching/Learning Activities

### Activity 1

1.
  - a. Ask learners to look at the picture carefully and make their comments about what they think is going on.
  - b. Tell learners that one of their classmates, preferably a girl, for starters, are going through a chat. Tell them to take note of the language they use.
2. Ask learners to listen attentively as you and their classmates go through the chat. When you are through, invite another pair of students to also go through the chat. Draw their attention to the features of the language they used. Let learners understand that the language used is typically informal, i.e. language that very close friends would use. Take the example of the contractions in the chat for them to see.  
[I'm] for [I am]  
[you're] for [you are]  
[I'll] for [I will]  
All these are contractions. Let them understand that when Naa Ayelee asked Aba. "Where are you?" Aba answered, "I'm at home." However, she could have answered this way "At home..." This will be an example of an ellipsis.  
Invite pairs of learners to converse using contractions and ellipsis.

### Activity 2

After several pairs of learners have practised, let them answer these questions.

## Assessment

- a. Who started the chat?
- b. Where was Naa Ayelee?
- c. Whose phones were they using to chat? Why?
- d. What subject was their homework on?
- e. Which of the two girls is excellent at this subject?
- f. How did Naa Ayelee help Aba?
- g. Why are the girls excited about technology?

## Answers

- a. Aba.
- b. She was on her way home from her aunt's engagement party.
- c. They were using their mothers' phones to chat. (It is assumed) they both didn't have phones of their own.
- d. Maths.
- e. Naa Ayelee.
- f. She sent her an audio message explaining how to tackle the problem.
- g. They can communicate electronically.



## Reflections

In groups, encourage learners to share their opinions about the advantages of social media.

## Additional Practise

Refer learners to Workbook **page 47** for more practise.

## B. Reading

### Communications

**Teaching/Learning Strategies:** Prediction, discussion, echo-reading, silent reading, question and answer, pair work, class activity.

**Teaching/Learning Resources:** Smartphone, word cards, WhatsApp chat, writing board, pictures.

**Core Competencies:** Cultural Identity and Global Citizenship.

**Key Vocabulary:** impressed, caterer, contracts, editions, rites

### Preparation Before Class

Have all the T.L.Ms you will need to deliver an effective lesson ready and handy before the class begins.

## Teaching/Learning Activities

### Activity 3

1. Let the lesson begin with a discussion of the pictures on the Learner's Book 5 **page 114**.
  - a. Allow learners to talk about what they see.
  - b. Predict the content of the lesson.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 4

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

Teach the meaning of the words using context, demonstration, explanation and miming.

### Activity 5

1. While learners listen alternatively, read the text aloud and ask
  - a. Learners to check the correctness of their prediction.
  - b. Allow a few of them to share their ideas with the rest of the class.

### Activity 6

1. Read the text a second time while learners listen.
2. Encourage them to reflect on what you are reading.

### Activity 7

1. Ask Learners to read the text silently by themselves.

## Activity 8

### Assessment

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

- a. Where did Afua get Adisa's address from?
- b. What did Adisa want?
- c. When do people require Afua's mother's services?
- d. How old do you think Abeiku is?
- e. Who was Yaa-Naa?
- f. When do the Oguaa Fetu Afahye celebrations start?
- g. Why is there a ban on funerals during the celebrations?
- h. What is "emuntumadze"?

### Answers

- a. Afua got Adisa's address from an edition of the Junior Graphic.
- b. She wanted a girl pen pal (or penfriend).
- c. People require her services for occasions like weddings, funerals and conferences.
- d. Abeiku is about sixteen years old (answers may vary).
- e. He was the Paramount Chief of the Dagbon people.
- f. The Oguaa Fetu Afahye celebrations start in August.
- g. This is to make sure celebrations are enjoyed without any form of sadness.
- h. "Emuntumadze" is a day set aside to clean all the dirt in every home and surroundings.

### Letters have Sounds: short vowels

End the reading session with a phonic activity.

1. Ask learners to read these words with their partners: pet, mat, bed, mop.
2. Ask learners to write four words that rhyme with each of the words above.

## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Explanation, Demonstrations, Use of Dictionary, searching online.

**Teaching/Learning Resources:** Learner's Book **page 117**.

**Core Competencies:** Digital Literacy, Reading and Writing

**Key Vocabulary:** editions, contract, conference, rites, caterer, resolved, impressed.

### Preparation Before Class

Organise any material, that will facilitate your lessons.

## Teaching/Learning Activities

Guide learners to read the clues given to them in their Learner's Book and complete the crossword puzzle with words from the passage.

Refer to Learner's Book **pages 117 and 118**.

### Answers

#### Across

- A. contracts
- B. rites
- C. caterer
- D. impressed

#### Down

- 1. conference
- 2. edition
- 3. resolved

### Addition Practise

Refer learners to Workbook **page 50** for more practise.

## D. Grammar Usage

### Quantifiers

**Topic:** Each, any, every

1. Take learners through a brief explanation of what the three quantifiers are; namely (each, any, and every). After this guide learners to complete the gaps in the text with "each", "any" and "every".
  - a. Mr. Blankson has two sons. - \_\_\_\_ (a) \_\_\_\_ of them knows how to play football. They are prepared to play \_\_\_\_ (b) \_\_\_\_ day. However, \_\_\_\_ (c) \_\_\_\_ boy has his favorite music. \_\_\_\_ (d) \_\_\_\_ member of their team is also skiffull. Because of their unique skill in football \_\_\_\_ (e) \_\_\_\_ school wants to accept them. Every where they go, children follow them. \_\_\_\_ (f) of them has his fans. Everyone is interested in watching them play.
2. Ask learners to use the same quantifiers (each, any, every) to form five sentences of their own and write them in their exercise books.

### Answers

- |          |          |         |
|----------|----------|---------|
| a. each  | b. any   | c. each |
| d. every | e. every | f. each |

### Activity 10

Encourage learners to do the assignments given to them on **page 119** as homework. Guide them on what they should do.

## E. Writing

**Teaching/Learning Strategies:** Discussion, model, questions and answer, pair work and individual work.

**Teaching/Learning Resources:** Poster-sized samples of features of letter, Learner's Book 5 page 20.

**Core Competencies:** Commitment and Collaboration, Cultural Identity, Global Citizenship.

**Key Vocabulary:** address, salutation, friend, graphic, junior

### Preparations Before Class

Prepare a poster-sized board, with a letter, using all the necessary features of a letter.

## Teaching/Learning Activities

### Penmanship

1. Ask learners to copy the sentences on Learner's Book page 120 into their exercise books. They are free to use any style they are comfortable with, cursive or joint.

### Activity 11 Guided Writing

1. Guide learners to write a letter to a pen friend, sharing anything of interest. But first, take them through Afua's letter in Learner's Book page 115 and also the parts or components of a letter on page 120. In pairs, let them study the letter pattern on page 120.

### Additional Practise

Refer learners to Workbook page 48 for more practise.

## Workbook Answers

### C. Vocabulary

#### Activity 1

1. edition – 6
2. contract – 1
3. conference – 5
4. rite – 4
5. festive – 7
6. ravage – 8
7. relief – 2
8. commemorate – 3

### D. Grammar Usage

#### Activity 1

- |            |             |
|------------|-------------|
| 1. mouse   | 4. dirty    |
| 2. railway | 5. teacher  |
| 3. pool    | 6. medicine |

### E. Writing

#### Activity 1

- |         |          |
|---------|----------|
| 1. each | 5. any   |
| 2. each | 6. every |
| 3. any  | 7. every |
| 4. each |          |

### Unit Overview

In this unit, learners will be exposed to the destruction of life and injuries people can experience through road accidents. The unit is divided into five sections labelled A – E. Section A is the Oral Language Development section. In this unit, learners will learn about speech presentation. Section B is the reading section; in this section learners will learn information about strategies which may reduce road accidents. Section C is the Vocabulary Consolidation section. In this section, learners will be given some words with missing letters and also have exercises on the use of antonyms. Section D is the Grammar section. In this section, learners will still be dealing with determiners, but they will also be introduced to interrogative determiners. Section E is the Writing section. Learners will have some practise in penmanship. In the Guided Writing section, learners will be taken through the writing process as a form of revision.

### Learning Outcomes

By the end of the unit, learners will be able to:

- make a speech presentation of personal experience through
- which listeners are educated;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- recall the process of writing;
- identify and use interrogative determiners;
- complete words by finding the missing letters; and
- form antonyms using prefixes..

### A. Oral Language

**Speech presentation: road safety**

**Teaching/Learning Strategies:** Speaking and listening, class activity, pictures, pair work, group work, questioning and answering, gestures.

**Teaching/Learning Resources:** Table, chairs, chalkboard, pictures

**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Cultural Identity and Global Citizenship.

**Key Vocabulary:** population, increment, warming, pedestrian

#### Preparation Before Class

Be sure all the necessary materials are available.

Let pupils sing a familiar song or recite a poem related to the lesson.

## Teaching/Learning Activities

### Activity 1

1. Let learners look at the picture on **page 123** and discuss what they see.
2. Read the speech to the class as they listen. Keep the right posture and encourage learners to note everything you do so they can emulate you. Allow them to ask questions when you are through with the speech reading.

## Assessment

### Activity 2

1. Ask learners to take turns with their partners reading the speech. Ensure they keep the right posture. Let them speak with passion and gestures.  
Have learners go through the following questions in pairs.
  - a. Why did the speaker make the speech? Was it to entertain, to praise, or to educate?
  - b. Who was he/she speaking to?

## Answers

- a. To educate
- b. Adults

### Activity 3

1. Let learners discuss **a.** “Why one may give a speech”, **b.** “To whom one may give a speech” in their groups.
2. Ask them in their groups to plan and present a similar speech to the class.

## Reflection

Guide learners to go online to learn more about road using as pedestrians.

## Addition Practise

Refer learners to Workbook for more practise on **page 52**.

## B. Reading

**Teaching/Learning Strategies:** Echo-reading, pair work, class activity and working alone, predictions, question and answering, discussion, studying of pictures and symbols.

**Teaching/Learning Resources:** Writing Board, pictures, word cards, chart of road signs and symbols.

**Core Competencies:** Cultural Identity and Global Citizenship, Communication and Collaboration, Personal Development, Reading and Speaking.

**Key Vocabulary:** population, increment, information, roadwork, warning

## Preparation Before Class

Organise all the materials that will facilitate your teaching before class.

## Teaching/Learning Activities

### Activity 4

1. Start the lesson with a discussion of the pictures on **page 125** of Learner's Book 5.
  - a. Encourage learners to talk about the pictures
  - b. Predict the content of the text.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 5

1. In pairs, have learners do two things: first, scan for the words printed in bold letters. Let them try to work out the meaning of each word by reading the sentences in which they appear.  
Teach the meaning of keywords using context, demonstration and explanation.

### Activity 6

1. While learners listen attentively, read text aloud.
  - a. Have learners check if their predictions were correct.
  - b. Have a few of them share their ideas with the rest of the class.

### Activity 7

1. Read the text a second time while learners listen.
2. Encourage them to reflect on what they are listening to.

### Activity 8

1. Have learners read the text silently by themselves.

### Activity 9

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

- a. What are some of the cars on our roads? Give two examples.
- b. Where do we find road signs?
- c. What do road signs do?
- d. How many types of road signs do we have in Ghana? Mention one.
- e. How can knowing road language reduce road accidents?
- f. What kind of sign is the police barrier?
- g. Where are vehicles supposed to stop so that pedestrians can walk across?
- h. What do you think you can do to reduce road accidents?

## Answers

- a. Hatchbacks, saloon cars, multi-purpose vehicles, convertibles, sport-utility vehicles, trucks, and tankers.
- b. By the roadside or above roads.
- c. Road signs help both drivers and pedestrians to avoid road accidents.
- d. Three; (regulatory, warning, or informative).
- e. It lets both drivers and pedestrians use the roads responsibly.

- f. Regulatory.
- g. Zebra crossing.
- h. Personal response.

### Letters have Sounds: R-controlled vowels

1. Ask learners to read these words in the Learner's Book on **page 108**, with their partners: farm, pork, bird, turn, term). Draw their attention to the fact that the vowels in the words are followed by "r". Let them know that such vowels are called r-controlled vowels and in pronouncing them the vowels are prolonged.
2. Ask learners to produce the sound of the underlined parts of the words. If they are finding it difficult to produce the sound, help them.
3. Ask them to look for at least one word with this sound from the passage.
4. Ask learners to read the group of words below, noting the differences
  - a. car, far, hard
  - b. her, bird, word
  - c. four, core, war

### Additional Practise

Refer learners to Workbook **page 54** for more practise.

## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Demonstrations, explanations, pictures, miming

**Teaching/Learning Resources:** Writing board, word cards

**Core Competencies:** Communication and Collaboration, Listening and Speaking

**Key Vocabulary:** saloon, regulatory, edges, vehicle, symbol

### Preparation Before Class

Before the lesson, prepare your word cards.

### Teaching/Learning Activities

1. Ask learners to turn to the Learner's Book **page 129** and guide them to complete the words.
2. Ask learners to read the words below carefully with their partners and share what they think about them. What images come to mind?

Antonyms	
tall	short
fat	thin
big	small
open	closed
old	new



In order to help learners, understand antonyms, you can demonstrate it. For the word “tall” you raise your hand high and for “short” you bring it very low. Let them understand it is the same concept we call “opposite”.

3. Guide learners to the table on **page 129** of Learner’s Book 5 let them take note of the slight differences in spelling.
  - a. Let them read the words in the second column of (3) and share their observations with their partners.

Prefixes	
necessary	<u>un</u> necessary
pure	<u>im</u> pure
decent	<u>in</u> decent
perfect	<u>im</u> perfect
correct	<u>in</u> correct

- b. Find out from learners what the additional letters are called (prefixes) and their effect is that they turn the words into opposites or antonyms. Let them also note that different words have different prefixes. Encourage them to look for words from the dictionary they can add these prefixes to change their meaning [ un -, im -, and in -.]

### Reflection

In their groups, each learner should use (what, which, whose) to form questions and demand answers from group member in turns.

### Additional Practise

Refer learners to Workbook **page 55** for more practise.

## D. Grammar Usage

**Teaching/Learning Strategies:** Echo-reading, explanation, drills, exercises, Writing

**Teaching/Learning Resources:** Writing board.

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

**Key Vocabulary:** determiners, interrogatives

### Preparation Before Class

Organise all materials that will facilitate your lesson.

### Teaching and Learning Activities

#### Activity 10

1. Ask learners to complete the sentences below with the correct determiners from the box.

both, the, every, a, all
--------------------------

- a. Put the books on \_\_\_\_\_ table.
  - b. Please give me \_\_\_\_\_ cup of water
  - c. His mother looked for him in \_\_\_\_\_ room in the house.

- d. \_\_\_\_ countries in the world have a national flag.  
e. \_\_\_\_ the U.S.A. and Britain are English countries.

## Answers

- a. the  
b. a  
c. every  
d. all  
e. both

### Additional Practise

Refer learners to Workbook **page 56** for more practise.

### Activity 11

1. Guide learners to do the exercise below.

Let them understand that the sentences below are answers to questions. They should identify the question to each answer by choosing the right interrogative determiner from the box.

What, Why, Whose, Who

E.g. Answer: Esi knocked at the door.

Question: Who knocked at the door?

- a. Question: \_\_\_\_ towel is on the dry line?  
Answer: It is my towel.
- b. Question: \_\_\_\_ is today's date?  
Answer: Today is March 6, 2021.
- c. Question: \_\_\_\_ cooked the food.  
Answer: Ama cooked the food.
- d. Question: \_\_\_\_ is everyone crying?  
Answer: Someone has passed on.
- e. Question: \_\_\_\_ country is the leading producer of cocoa in the world?  
Answer: Cote d'Ivoire is the leading producer of cocoa in the world.

## Answers

- a. whose  
b. what  
c. who  
d. why  
e. which

## Activity 12

### Remedial Activity

Ask learners to do this exercise by choosing the right interrogative determiner.

1. \_\_\_\_\_ bag is this? (Whose, Why)
2. \_\_\_\_\_ are you doing here? (Why, What)
3. \_\_\_\_\_ swept here? (Why, Who)
4. \_\_\_\_\_ of you is from Keta? (Which, What)
5. \_\_\_\_\_ are you not sleeping? (What, Why)

### Extension Activity

Ask learners to use these interrogative determiners to form their own sentences. (which, what, who, why, whose)

### Reflection

Put learners in groups and let them go online to search for other interrogative determiners other than these.

### Additional Practice

Refer learners to Workbook **page 56** for more practise.

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## E. Writing

**Teaching/Learning Strategies:** Discussions, modelling, revision, pair work

**Teaching/Learning Resources:** Writing board.

**Core Competencies:** Communication and Collaboration, Personal Development, Reading and Writing

**Key Vocabulary:** recall, brainstorm, orderly, topic, ideas

### Preparation Before Class

Prepare all materials that can facilitate your teaching.

### Teaching/Learning Activities

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## Penmanship

Let learners copy the first paragraph of the passage on **page 126** into their exercise books, make sure they do it neatly and legibly.

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## Activity 13 Guided Writing

- a. Take learners through the notes on Learner's Book **pages 131** and **132**.
- b. Tell learners to use what they have learnt in this unit to write on the topic: The importance of road signs.
  - a. Topic: what you want to write about.
  - b. Purpose: why you want to write on that topic.
  - c. Audience: to whom you are writing

Let them use these questions to write.

- a. What are road signs?
- b. What do road signs do for both drivers and pedestrians?
- c. Where can we learn about road signs?

### Reflections

In pairs, let learners evaluate each other's work.

### Additional Practise

Refer learners to Workbook **page 57** for further practise.

## Workbook Answers

### A. Oral Language

#### Activity 1

3. Walk facing oncoming vehicles.
4. Obey all signs and signals.
5. Watch for cars that are turning or backing up.

### B. Reading

#### Activity 1

#### Second Paragraph

Summary: Drivers and pedestrians must always look out for zebra crossings and use them correctly.

### D. Grammar Usage

#### Activity 1

unhealthy  
inequality  
impure  
disallow  
undiluted  
inability  
impossible  
disunity  
unacceptance  
informal  
immortal

disrobe  
unbearable  
inhumane  
improper  
displease

### E. Writing

#### Activity 1

1. Why: Drivers are expected to stop at zebra crossing to allow pedestrians to cross the road.
2. Who: Drivers, passengers, and pedestrians should know and understand.
3. Who: Every vehicle must stop at the police barrier.
4. Where: You will usually see a lot of road signs by the roadside.
5. What: Warning signs are the most common road signs in Ghana.
6. What: Informative road signs serve as a guide.
7. Where: Accidents on our roads have also increased.
8. Where: Zebra crossings are at public or social places.
9. Why: The road signs are provided to help motorists drive responsibly.

### Unit Overview

In this unit, learners will learn about the various sources of water in our communities. The unit is divided into five sections, labeled A – E. Section A is the Oral Language Development section. In this section, learners will be taught to recite a poem that talks about the various sources of water. Section B is the Reading section. In this section, learners will learn about the source of water and how people manage its storage. They will also do some practise with vowels. Section C is the vocabulary consolidation section. In this section, learners will do word searches and match words with their meanings. Section D is the Grammar Usage section. In this section, learners will learn to use indefinite pronouns. Section E is the Guided Writing section. Learners will do some exercises in penmanship and then learn something about how to draft an essay.

### Learning Outcomes

By the end of the unit, learners will be able to:

- recite a poem while understanding its central message;
- predict a text based on its title and pictures;
- read a text silently and answer questions on it;
- identify and use indefinite pronouns;
- move from the prewriting stage to the drafting stage in the writing process
- copy given sentences with clarity and good spacing; and
- search out words in the puzzle and match words with their meanings.

### A. Oral Language

**Topic:** Poem recital – A family of four

**Teaching/Learning Strategies:** Echo-reading, Discussion, class activity, Pair work, Questions and Answers

**Teaching/Learning Resources:** Writing board

**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Cultural Identity and Global Citizenship.

**Key Vocabulary:** family, precious, halt, stream, borehole

#### Preparation Before Class

Organise poster-sized picture of various sources of water before the class.

## Teaching/Learning Activities

### Activity 1

1. Get learners to sing a familiar song related to the topic or lesson. Put the poem on the board and go through it with the learners. But first, let them look at pictures in their book and talk about them. After that, teach any words that might need an explanation.
  - a. Read the poem a few times while learners listen.
  - b. Ask them to read after you.

### Activity 2

1. After this, put them in pairs and let them discuss the poem. Let them share their understanding of the poem.
2. Encourage them to share with their partners which part of the poem excites them. Let them give reasons.
3. Let learners answer these questions with their partners.
  - a. Who wrote the poem?
  - b. Who are the four family members?
  - c. Why does Rain call himself “almighty”?
  - d. Why is water precious to living things?

### Answers

3.
  - a. Kweku Atta
  - b. Water
  - c. Because he feeds the other sources directly or indirectly.
  - d. Every part of animals, plants and humans needs water.

### Reflection

Let learners discuss what we can do to sustain our water supply. Let them do it in groups.

### Additional Practise

Refer learners to Workbook **page 58** for additional practise.

## B. Reading

**Teaching/Learning Strategies:** Echo-reading, vocabulary study, discussion, question and answer, pictures, class and pair activity, individual activity

**Teaching/Learning Resources:** Learner's Book **page 136**, word cards.

**Core Competencies:** Cultural Identity and Global Citizenship, Communication and Collaboration, Reading and Speaking, Personal Development.

**Key Vocabulary:** famished, various, reservoirs, portable, various

### Preparation Before Class

Organise any material that will help facilitate your lesson before the class.

### Teaching/Learning Activities

#### Activity 3

1. Start the lesson by discussing the pictures on **page 136** of Learner's Book 5.
  - a. Encourage learners to talk about what they see.
  - b. Predict what they expect from the text.
2. Teach and drill the pronunciation of the keywords one after the other.

#### Activity 4

1. In pairs, let learners scan the text for words printed boldly. Let them try to work out the meaning of each word by reading the sentence in which they appear.  
Teach the meaning of keywords using context, demonstration and explanation.

#### Activity 5

1. Read to learners as they listen attentively.
  - a. Ask them to check the correctness of their prediction.
  - b. Let a few of them share their ideas about the topic with the class.

#### Activity 6

1. Read the text a second time as learners listen.
2. Encourage them to visualise what they are hearing.

#### Activity 7

1. Ask learners to read the passage silently for better comprehension

#### Activity 8

1. In pairs, let learners read and answer the questions and discuss their answers. B  
Questions
  - a. What are the three common needs of living things?
  - b. What is the most important of these three?
  - c. Name three sources of water from the passage.
  - d. What will happen to a community without a source of water?
  - e. Mention two major rivers mentioned in the passage.
  - f. What role does water play in building?

- d. Why is sea water not used as a source of water for drinking?
- e. What could you do to help if your community did not have water?

## Answers

- a. Air, water and food.
- b. Air.
- c. Rain, rivers, streams, springs, lakes, and wells.
- d. They will die.
- e. River Volta, Black Volta, White Volta, Oti (also known as Pendjari) and Tano.
- f. We mix water with cement or sand to use for our buildings.
- g. Because it is salty.
- h. Personal response.

**Letters have Sounds: The short vowel /i: and long vowel /I:**

Refer to Learner's Book **page 139** for the exercise.

## C. Vocabulary

### Fun with Words

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

**Teaching/Learning Resources:** Word cards, dictionary

**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Cultural Identity and Global Citizenship.

**Key Vocabulary:** source, stream, borehole, trial, famished, source, reservoir, portable, various, indispensable

### Preparation Before Class

Organise material that will facilitate a successful lesson.

### Teaching/Learning Activities

1. Allow learners to find the given words from the passage in the word puzzle.
2. Ask learners to match them with their meanings below the puzzle.

### Reflection

In groups let learners take turns to spell the words in bold from memory.

### Additional Practise

Refer learner to Workbook **page 60** for additional practise.



## D. Grammar Usage

**Teaching/Learning Strategies:** Echo-reading, questions and answers, discussion, reading, drill

**Teaching/Learning Resources:** Writing board, sentence cards, substitution table

**Core Competencies:** Communication and Collaboration, Personal Development, Reading and Writing

**Key Vocabulary:** indefinite, pronoun

### Preparation Before Class

Organise any material that will facilitate your lesson before the class.

### Teaching/Learning Activities

#### Activity 9

1. Guide learners to carefully study the three pairs of pictures and talk about them with their partners.
2. Guide them to read the conversation in the sentences below making them take note of the use of proper names and also indefinite pronouns.
3. Guide learners to read the sentences with their partners.
4. **a.** Let them listen to you as you read the sentences in substitutional tables, let them read after you.  
**b.** Let them form sentences from the substitutional table and also write them in their exercise book.

### Remedial Activity

Ask learners to make five additional sentences from the substitutional table.

### Extension Activity

Ask learners to form five sentences of their own with the indefinite pronouns they have learnt.

## E. Writing

**Teaching/Learning Strategies:** Modelling, Discussion, Questioning and Answering, Pair Work, Class Activity, Group Work

**Teaching/Learning Resources:** Writing board, model

**Core Competencies:** Communication and Collaboration, Personal Development, Reading and Writing

**Key Vocabulary:** Outline, prewriting, narration, dig, well, chest, draft

### Preparation Before Class

Get any material that will facilitate successful teaching.

## Teaching/Learning Activities

### Penmanship

1. Ask learners to copy part of the Ghana Youth Anthem in their Learner's Book on **page 143** into their exercise book. Urge them to write neatly and with proper alignment

### Activity 10 Guided Writing

1. Encourage learners to study the outline of the narrative with their partners.
2. Let them discuss the outline with their partners using the questions on Learner's Book **page 143**.

#### Activity 11

1. Let learners read the draft of the narrative in their Learner's Book. Let them study the outline, again and see if it matches the draft narrative.

#### Activity 12

Take learners through the pattern of a narrative on Learner's Book **page 144**. Let them imagine they are one of the man's children and they are narrating the story to their friends. How would they present it? Encourage them to write according to the pattern. When they are through, they should exchange their work to appreciate what each has done.

#### Reflection

Ask learners to tell how they feel about the lesson and why.

#### Additional Practise

Refer learners to Workbook **page 62** for additional practise.

### Revision 3 Answers

#### Exercise 1

- |               |               |
|---------------|---------------|
| 1. a. replant | e. impossible |
| b. incomplete | f. unwilling  |
| c. regenerate | g. uncover    |
| d. informal   |               |

#### Exercise 2

1. a. yours  
b. mine  
c. his  
d. theirs  
e. mine

### Exercise 3

1. a. P. O. Box 137  
Takoradi
- b. September 20, 2000
- c. Dear Akwasi, ...
- d. How are you?...  
Hope to hear from you soon.

### Exercise 4

1. a. unnecessary
- b. impure
- c. imperfect
- d. incorrect
- e. impartial

### Exercise 5

Personal answers.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. We are a family of four  
We are precious to man, animals and vegetation.  
Without us, all of life seems to come to a halt  
All of life on earth is in our hands.  
You can't do without us
2. Who are we?  
Water! We are Water!  
I am from the stream.  
And I am from the well.  
As for me, I am from the borehole.  
I am from above, all might, rain!

### B. Reading

#### Activity 1

Sources	Uses
rain	we drink
rivers	we use in building
streams	for cooking
lake	for washing
well	for bathing

## C. Vocabulary

### Activity 1

1. doubt – g. a feeling of not being sure.
2. commodity – f. a product that is bought and sold.
3. various – b. different
4. institution – c. a large organisation with a particular purpose.
5. nourishes – d. to give a living thing what it needs to grow.
6. harvest – h. to collect.
7. potable – e. safe to drink.
8. normal – a. expected quality.

### Activity 2

- a. triad
- b. famished
- c. source
- d. reservoir
- e. potable
- f. various
- g. indispensable

## E. Writing

### Activity 2

When it rains the various open sources of water can become contaminated, which can give drinkers various diseases.

### Activity 3

Word	Word Class
potable	Adjective
doubt	Verb
normal	Adjective
nourishes	Verb
big	Adjective
nowadays	Adverb
around	Adverb

### Unit Overview

In this unit, activities in various sections is to raise awareness of the fruit of diligence. The unit is divided into five sections, labeled A – E. Section A is the Oral Language Development section. In this section, learners will be told the story of the boy whose diligence made his potential abilities come out. Section B is the Reading section. In this section, learners will read about a boy who focused on his strength, honed it, and brought it to light. Learners also learn about how the digraph /gh/ sounds in certain words. Section C is the Vocabulary Consolidation section. In this section, learners will match words and their meanings, then they will look at using phrasal verbs as synonyms.

Section D is the Grammar section. In this section, learners will learn about how to identify comparative and superlative adjectives and use them. Section E is the last section and has to do with writing. In this section, learners will be practising how to revise a draft composition. They will do some practise in penmanship.

### Learning Outcomes

By the end of the unit, learners will be able to:

- tell a story with an inspirational message;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- identify and use the digraph /gh/ when it is silent and when it sounds as /f/;
- match words with their corresponding meanings;
- identify and use phrasal verbs;
- use the comparative and superlative forms of adjectives; and
- revise a drafted composition.

### A. Oral Language

#### Storytelling – The fruit of diligence

**Teaching/Learning Strategies:** Narration, discussion, questioning and answering, pictures, pair work, class activity.

**Teaching/Learning Resources:** Writing board, pictures, model

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

**Key Vocabulary:** diligence, inspirational, narrative

## Preparation Before Class

Organise all materials that will help your teaching.

## Teaching/Learning Activities

### Activity 1

1. Put the picture on the board and invite discussions of the picture from learners. Ask them leading questions like: What is the boy in the picture doing? Can they imagine what the boy could be thinking? Find out from them whether they believe in studying hard.
  - a. Narrate the story below to learners while they listen attentively. Pair them and let them now tell the story to each other.

## The Fruit of Diligence

Norvisi Ahulu was a single mother who worked as a senior care worker in Bristol, United Kingdom. She had two sons, Edem and Gameli. Norvisi wanted her sons to excel and get many more opportunities than she had ever received. She had not been so lucky. She was the eighth of seventeen children, and she had to quit school early. She promised herself she would put her sons in good schools. Norvisi catered to their every need. She had to take on a second job as a cleaner to supplement her first income.

However, Norvisi's younger son Gameli was not doing very well in school. He tried his best but did not seem to remember what he was taught. Norvisi was concerned. She kept him from watching the TV and got him many books, but Gameli just didn't seem to improve. His older brother Edem tried to help but to no avail. At school, even his teachers seemed to want to give up, except for his art teacher, Miss Burton. She reached out to Norvisi and explained that Gameli had a fascination for comics and cars. Norvisi nearly passed out. What would comics and cars do for her son? Yet, she didn't dismiss Miss Burton's ideas. Together, they started creating activities around Gameli's interests. In the beginning, nothing seemed to work, but he started picking up. Everyone watched him improve steadily. His mother, his brother, Miss Burton, and the teachers kept cheering him on.

Soon, Gameli was excelling in his studies. He was the best student in art, and his school began to recommend him for art competitions. By the time Gameli was in high school, he was one of the best-performing students. He had added other hobbies such as tennis, drawing buildings and recreating the buildings using cardboard. He had become a well-rounded student, and that also influenced his academics. Norvisi couldn't believe it. When he finally decided on architecture, she wasn't too surprised. There was nothing that he could not do. She noticed that Gameli's interest in architecture was geared towards building creative spaces, especially for children. He wanted children, especially those like him, to feel at home, even if they were in school.

Everywhere Gameli went, he credited his mother, his older brother Edem and his beloved teacher Miss. Burton. His diligence had kept him going, and he'd become successful. For Gameli, it was important that everyone understood that all children were not the same, and those who did not seem to keep up were not dumb. They just needed to be encouraged through activities they loved.

## Activity 2

1. When they are through, ask them to share whatever inspiration they might have gotten from the story.
2. Ask them to answer the questions with their partners.
  - a. Do you like stories like these? Why or why not?
  - b. Which character do you admire most in the story?
  - c. How did Miss Burton solve Gameli's problem?
  - d. Do you think parents/teachers should scold or punish students if they are not performing well? Why or why not?
  - e. If you ever find yourself unable to catch up in school, what is the first thing you'll do?

## Reflection

In groups, let learners tell one another motivational stories they heard or about someone they know.

## Additional Practise

Refer learners to Workbook **page 65** for additional practise.

## B. Reading

### Topic: The King of the Field

**Teaching/Learning Strategies:** Echo-reading, modelling, discussion, prediction, questioning and answer, class activity, pair work activity, discussion of picture

**Teaching/Learning Resources:** Picture, Writing board, word cards

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** obstacle, dampened, taunted, dribbling, agility, slightly, built, rejected, dismissed, consistent

### Preparation Before Class

Organise other materials that will facilitate effective teaching of the lesson.

## Teaching/Learning Activities

### Activity 3

1. Let the lesson begin by discussing the picture on **page 150** of Learner's Book 5.
  - a. Encourage learners to talk about what they see.
  - b. Urge them to predict what they expect the content of the text to be.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold print. Encourage them to try and work out the meaning of each word by reading the sentences in which they appear. Teach the meaning of keywords using context, explanation and demonstration.

### Activity 5

1. Read aloud to the class while they listen attentively.
  - a. Ask learners to check the correctness of their predictions.
  - b. Let a few of them share their thoughts with the rest of the class.

### Activity 6

1. Read the text a second time while learners listen.
2. Allow learners to reflect on the story.

### Activity 7

1. Encourage learners to read the text silently to themselves for better comprehension

### Activity 8

In pairs, let learners read the questions at the end of the text, discuss them and answer them. Below are the expected answers to the questions.

- a. That he was smallish.
- b. He wanted to be a world-class footballer.
- c. The members of the school team taunted him after he was rejected.
- d. The father of one's mother.
- e. It affected his grades in school.
- f. He practised consistently.
- g. Agility.
- h. That no one would be rejected or dismissed because of their size.
- i. Personal response.

### Letters have Sounds: Silent “\_gh” and “\_gh” as /f/.

1. Put learners in pairs and let them read the two strings of words.
2. Encourage them to identify the sound of the underlined letters in each group of words.
3. Let learners look through the passage to see if they can identify at least one example of each of the two sounds.

cough	rough	tough	enough
bought	brought	thought	wrought

4. Task learners to make up new words by adding letters to the words below. They can use the dictionary or the internet.

### Reflection

In groups, guide learners to share their own observations of themselves: what is it they think they are good at and what they hope too about it.

### Additional Practise

Refer learners to Workbook **page 66** for more practise.



## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Demonstrations, explanations.

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Listening and Speaking.

**Key Vocabulary:** diligent, frustrations, agility, maternal, slight, taunted, consistent, sceptical

### Preparation Before Class

Organise all needed materials for your lesson.

### Teaching/Learning Activities

1. Instruct learners to match the words below with their meaning by writing the letter of the word next to the meaning. (Refer to Learner's Book **page 154**)
2. Ask learners to find synonyms for the underlined words among the phrasal verbs in the box below. (Refer to Learner's Book **page 154/155**)

### Answers

1. Matching words with their meaning.
  - a. **E** : having a thin and delicate body
  - b. **H** : angry and silent
  - c. **D** : relating to the mother
  - d. **B** : being prevented from achieving what you are fighting to achieve.
  - e. **A** : a hardworking and careful person.
  - f. **C** : able to move quickly and easily.
  - g. **F** : tease or make fun of someone by making unkind remarks; ridicule.
  - h. **G** : happening in a regular pattern over a period of time.
2. Using phrasal verbs as synonyms for some selected words.
  - a. brought up
  - b. figure out
  - c. get along
  - d. hands out
  - e. gotten over
  - f. set back

### Reflection

Put learners into groups and each give an example, one each of a stative verb and a dynamic verb.

### Additional Practise

Refer learners to Workbook **page 75** for further practise.

**Topic: Comparative and superlative**

**Teaching/Learning Strategies:** Reading, drill, discussion, model, echo-reading, question and answer, class activity, pair work activity.

**Teaching/Learning Resources:** Writing board, sentence cards

**Core Competencies:** Communication and Collaboration, Personal Development, Reading and Writing

**Key Vocabulary:** positive, comparative, superlative, descriptive

### **Preparation Before Class**

Organise all needed materials necessary for a successful lesson.

### **Teaching/Learning Activities**

#### **Activity 9**

1. Ask learners to study the picture under activity 9 carefully and discuss with their partners their view about what they see.
2. Next let them read the questions and the answers, taking note of the words in bold print.
3. Let them know that the words in bold print are called adjectives. Explain to them that adjectives help us to describe or identify things, places, and people based on colour, size, age etc. They also help us to compare things, also as a means of identification. In the examples of Activity 9, colour is used to identify the bags.

#### **Activity 10**

Under Activity 10, the sizes of the objects are used as a means of description and identification. So, words like bigger and smaller are used.

Let learners understand when two things are being compared. The first object is referred to as positive; the second item is comparative and if there is a third object it is referred to as superlative. Usually “est” is added to the positive to indicate the superlative.

The superlative description means more than two things are being compared.

#### **Activity 11**

1. Ask learners to complete the sentences below with either comparative description or superlative description where appropriate. Encourage them to find the answers from the word puzzle.

### **Answers**

#### **Activity 10**

3.

- a. Kofi is fat
- b. Ama is fatter than Kofi
- c. Adzo is thin

- d. Emefa is thinner than Adzo
- e. Abdulai is tall
- f. Yakubu is taller than Abdulai

### Activity 11

- a. bravest
- b. longer
- c. wisest
- d. weak
- e. saddest
- f. bigger

### Reflections

- a. In groups direct learners to use the dictionary to find the meaning of the words they have learnt.
- b. Direct them to go online to get more phrase verbs, which they should find synonyms.

### Additional Practise

Refer learners to Workbook **page 66** for further practise.

## E. Writing

**Teaching/Learning Strategies:** Reading, discussion, question and answer, pair work, individual work.

**Teaching/Learning Resources:** Writing board, draft compositions, model, pair work.

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

**Key Vocabulary:** draft, revision, points, ideas, title

### Preparation Before Class

Organise all necessary objects that will make your teaching effective before the lesson.

### Teaching/Learning Activities

#### Penmanship

1. Ask learners to copy the first stanza of the National Anthem into their exercise books.

### Activity 12 Guided Writing

1. Guide learners to understand that when revising a draft of a composition, one should look out for the following:
  - a. Does your title say what you want it to say?
  - b. Do you have the points that make your title clear and strong?
  - c. Is the arrangement of your ideas easy to follow and understand?
  - d. Are your sentences clear?

2. Guide learners to listen to each partner draft for evaluation.
3. Guide learners to re-organise the jumbled sentences of the short story. Let them do it with their partner.

## Answers

Ant and Grasshopper were friends. One day, Ant suggested that they make a farm so that they would have food in the dry season. Grasshopper did not take Ant's suggestion. Ant, however, made a farm. He worked very hard on the farm. Harvest time came, and Ant had a good harvest. He stored it. But Grasshopper and his family went about begging.

**Title:** Diligence is Wisdom

## Reflections

Group learners and let them go online to find further jumbled exercise for practise.

## Additional Practise

Refer learners to Workbook **page 70** for further practise.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. The story took place in Bristol, United Kingdom.
2. Diligence pays off (or, children should not be punished if they are not performing well in school. They should be encouraged and then given the right assistance).
3. Being well-rounded helps one to develop a wide variety of knowledge of skills, and apply it in different places (Learners will express this in different ways, and once it is consistent with the idea, the answer should be accepted).
4. He is helping other children so they wouldn't experience what he did.
5. They helped him become the successful man that he is.

### B. Reading

#### Activity 1

- |            |            |
|------------|------------|
| 1. cough   | 6. wrought |
| 2. bought  | 7. enough  |
| 3. rough   | 8. thought |
| 4. brought | 9. tough   |
| 5. laugh   |            |

### D. Grammar Usage

#### Activity 1

- a. bore her out: confirmed
- b. barged in: interrupted
- c. added up: totaled
- d. caved in: collapsed
- e. came out: emerge
- f. driving at: suggesting
- g. fell through: failed
- h. gave in: surrendered

## **E. Writing**

### **Activity 1**

1. better – comparative  
best - superlative
2. good – positive  
shorter - comparative
3. best – superlative
4. stronger – comparative

### **Activity 2**

First sentence:	8
Second sentence:	5
Third sentence:	2
Fourth sentence:	7
Fifth sentence:	1
Sixth sentence:	3
Seventh sentence:	9
Eighth sentence:	6
Ninth sentence:	4

### Unit Overview

In this unit, learners will be exposed to the richness of our culture and the elegance of our chiefs. The unit is divided into five sections, labeled A – E. section A is the Oral Language Development section. In this section, learners will be coached to role-play how our chiefs conduct themselves at durbars. Section B is the Reading section. Here learners will be reading about the various festivals in Ghana and their significance. There will be some exposure to phonics. Section C is the Vocabulary Consolidation section. Learners will test their spelling skills by unscrambling words, and matching words with their meanings. Section D is the Grammar section. Learners will learn how to use main verbs as well as linking verbs. Section E is the Writing section. In this section, learners will be guided in the skills of editing one's written work.

### Learning Outcomes

By the end of the unit, learners should be able to:

- role-play how paramount chiefs present themselves at durbars;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- practise the use of hard and soft /g/;
- identify and use main verbs and linking verbs;
- edit your writing and publish it; and
- unscramble jumbled words and write them correctly.

### A. Oral Language

**Teaching/Learning Strategies:** Discussion, video watching, role-play, pair work, group work, class activity, question and answer.

**Teaching/Learning Resources:** Video, clothing, pictures, writing board.

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

**Key Vocabulary:** paramount chief, regalia, durbar, festival, speech

#### Preparation Before Class

Assist the various groupings of learners to get the right costumes and learn an area-specific dance.

### Teaching/Learning Activities

#### Activity 1

Get learners to sing any familiar song that seeks to eulogise our traditions.

Post a bigger version of the picture in their book on the writing board.

1. Guide them to study the pictures and share what comes to mind with the rest of the class.
2. Let learners also watch a video of some paramount chiefs in their traditional regalia at a durbar, giving a short welcome address.

### Activity 2

1. Put learners in pairs and guide them through these questions to discuss the video.
  - a. Where did the durbar take place?
  - b. What kind of dance was performed before the address?
  - c. How did the chief address the various groups or personalities at the durbar?

### Activity 3

1. Next, put them in groups and let each group adopt a traditional people group from a region. Let them role-play a paramount chief giving a welcome address. Guide them to learn a dance from the area and the writing of the welcome address.  
In the address, teach them to acknowledge the guest(s) of honour, other dignitaries, and the durbar's purpose.

### Activity 4

1. Put learners in pairs again and let them discuss the role-play of the various groups by going through the following questions.
  - a. Which group's performance did you enjoy?
  - b. What made you enjoy it the most?
  - c. Was there something unique about each of the groups that attracted your attention?
  - d. Would you want to visit any of the areas whose chiefs were displayed? Why?.

### Reflections

Group learners and let them go online to learn about other African countries' cultures.

### Additional Practise

Refer learners to Workbook **page 71** for further practise.

## B. Reading

**Teaching/Learning Strategies:** Echo-Reading, class activity, pair work, discussion, question and answer, silent reading.

**Core Competencies:** Communication and Collaboration, Personal Development, Reading, Listening and Speaking.

**Key Vocabulary:** drought, myriads, mourn, migrate, religions, goodwill

### Preparation Before Class

Organise all the materials before the lesson.

## Teaching/Learning Activities

### Activity 5

1. Begin the lesson by discussing the picture in Learner's Book 5, **page 163**.
  - a. Encourage learners to talk about what they see.
  - b. Ask them to predict what they expect the text content to be.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 6

1. In pairs, let learners search the text quickly to find the words in bold print. Encourage them to try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meaning of keywords using context, demonstration and explanations.

### Activity 7

1. While learners listen attentively, read the text aloud
  - a. Ask learners to check the correctness of their predictions.
  - b. Have a few of them share their ideas with the rest of the class.

### Activity 8

1. Read the passage again while the learners listen.
2. Encourage them to reflect on what they are listening.

### Activity 9

1. Ask learners to read the text silently to themselves.

### Activity 10

1. Ask learners to discuss the answers to the comprehension questions with their partners. Let learners read each of the questions below and discuss the answers with their partners.
  - a. What is a festival?
  - b. Name two different types of festivals mentioned in the passage.
  - c. Give one reason why people celebrate festivals.
  - d. What does "Odwira" mean?
  - e. Which people celebrate Odwira?
  - f. Why do the Gas celebrate Homowo?
  - g. What are the ingredients of kpekple?
  - h. What does "Aboakyer" mean, and what language is this?
  - i. Name one religious festival mentioned in this passage.
  - j. Name one common characteristic of festivals.

## Answers

- a. A festival is a special event which focuses on a religious or cultural celebration of a community.
- b. Carnivals, art festivals, food and drink festivals, film festivals.



- c. People celebrate festivals to honour and remember their ancestors, mark the end of a long period of drought and hunger, remember important events in the past, or for religious reasons (any of these is acceptable).
- d. “Odwira” means purification.
- e. The people of Aburi, Akropong-Akuapem and Larteh.
- f. To mark the end of a long period of drought and hunger.
- g. Corn, palm oil, onions and salt.
- h. “Catching a live animal”; Effutu.
- i. Christmas, Easter, Eid Al-Fitr and Eid Al-Adha.
- j. They are all celebrated once a year/their observance always goes with merrymaking, eating different dishes, exchanging gifts in some instances and the expression of goodwill to friends, neighbours and relatives.

### Reflection

Encourage learners, after you put them in groups, to go online to find out about other Ghanaian communities’ festivals and their significance.

### Additional Practise

Refer learners to Workbook for further practise on **page 72**.

### Letters have Sounds: Hard and soft /g/

End the reading session with this phonic activity. Write these two sets of words on the board.

1. Guide learners to read these words with their partners.
  - a. Dis**g**uise, **g**uess, **g**uide, **g**uest, **g**uilt.
  - b. **G**iraffe, **b**ridge, **g**auge, **c**age, **s**age.
2. Guide learners to note the differences in the sound of the bold letters. Hard “g” and soft “g”.
3. Ask learners to look through the text for two examples of words with the different sounds.
4. Let learners also use the dictionary and the internet to find more of such words.

### Additional Practise

Refer learners to Workbook **page 73** for further practise.

## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Pair work, class activity, echo-reading, demonstration, explanation.

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

**Core Competencies:** Reading and Writing, Communication and Collaboration, Listening and Speaking.

**Key Vocabulary:** epidemic, festival, religions, mourn, convenient, drought, migrate, goodwill

### Preparation Before Class

Prepare word cards.

## Teaching/Learning Activities

Refer to Learner's Book **page 169**

1. Guide learners to unscramble the words in Learner's Book and put them beside their meaning.

### Answers

1. Unscramble the Words

demipeci – epidemic

tfseilav – festival

sougliire – religious

nmoru – mourn

voncneteni – convenient

urodhtg – drought

greatim – migrate

dowlolgi – goodwill

- |              |               |
|--------------|---------------|
| a. epidemic  | e. convenient |
| b. festival  | f. drought    |
| c. religious | g. migrate    |
| d. mourn     | h. goodwill   |

### Reflection

Put learners into groups and let each discuss the importance of some of the festivals in our time.

### Additional Practise

Refer learners to Workbook **page 73** for further practise.

## D. Grammar Usage

**Teaching/Learning Strategies:** Echo-reading, drills, pair work, class activities.

**Teaching/Learning Resources:** Pictures of certain people, e.g. nurse, pictures of people involve in certain activities.

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

**Key Vocabulary:** linking, verb, action

### Preparation Before Class

Organise all the materials that will facilitate effective teaching.

## Teaching/Learning Activities

### Activity 11

1. Write these sentences on the board and let learners read them.
  - a. Salifu pushed the table.

- b. Bulley ainted the house.
- c. Kafui bought a bag.
- d. Akosua walked home.
- e. Koomson ate the food.

Help learners to note that all the underlined words are verbs.

2. Instruct learners to use the underlined words to form their own sentences. Let them compare their work.

### Activity 12

1. Write these sentences on the board and let them read as a class, noting the verbs that seem to suggest action and those that are stative.
  - a. Ama cooked rice.
  - b. Mr Amekudi is a teacher.
  - c. The hunter killed a deer.
  - d. Kojo slept in the classroom.
  - e. Grandmother was a nurse.
  - f. The students are Fantes.
  - g. The nurses were happy.

Ask learners to identify the action verbs and the linking verbs:

Action Verbs	Linking Verbs
cooked	is
killed	was
slept	are
	were

### Remedial Activity

Ask learners to use the following words to form sentences: push, pull, dance, eat, laugh.

### Extension Activity

Ask learners to use the following words to form their own sentences: feel, smell, enjoys.

### Activity 13

1. Instruct learners to go through the passage for two action verbs and two linking verbs. Let them form sentences of their own and write them in their exercise books.
2. Ask learners to choose the correct verb for each sentence.
  - a. Atinga (eats/is) twice a day.
  - b. Ababio (works/is) hard.
  - c. He (was/make) a teacher.
  - d. I (farm/am) a boxer.
  - e. Kwadwo (studies/is) history at school.
  - f. The president (teaches/was) mathematics.

## Answers

- |          |            |
|----------|------------|
| a. eats  | d. am      |
| b. works | e. studies |
| c. was   | f. teaches |

### Additional Practise

Refer learners to Workbook **page 76** for further practise.

### Reflections

Let learners compare and discuss their answers.

## E. Writing **Editing and Publishing**

**Teaching/Learning Strategies:** Reading and Writing, Pair Work, Discussion.

**Teaching/Learning Resources:** Writing board.

**Core Competencies:** Communication and Collaboration, Personal Development, Reading and Writing.

**Key Vocabulary:** editing, publishing, errors, punctuation, capitalisation

### Preparation Before Class

Organise all your teaching aids before the lesson.

### Teaching/Learning Activities

#### Penmanship

1. Ask learners to copy the third stanza of the National Anthem into their exercise books. Make sure their writing is legible and spaced well.

## Activity 14 **Guided writing**

Writing process – Editing and publishing (For this exercise refer to Learner's Book **page 172**)

1. Guide learners to edit the given sentences, correcting spelling, punctuation and capitalisation errors.
2. When learners are through with their editing, guide them to copy it again. Paste them on the notice board in the school or in their classroom so their classmates can read them.

## Workbook Answers

### C. Vocabulary

#### Activity 1

1. a hardworking person who makes a study and careful effort to achieve a goal
2. able to move quickly and easily
3. the feeling of being angry or annoyed because you cannot achieve what you've set out to do
4. happening in a regular pattern over a period of time
5. having a thin and delicate body
6. having to do with, or like a mother
7. having doubts about something
8. tease or make fun of someone by making unkind remarks; ridicule

### D. Grammar Usage

#### Activity 1

9. welcome
10. epidemic
11. mimic
12. religious
13. characteristics
14. convenient
15. celebrate
16. ancestral
17. abundance
18. purpose

### E. Writing

#### Activity 1

1. pushed
2. was
3. washes
4. is
5. was
6. cooks
7. are
8. was

#### Activity 2

Another people celebrate their festivals to mark the end of a long period of drought and hunger. The purpose of the festival, therefore, is to welcome a season of abundance of food. Homowo Festival of the Ga people is an example of such a festival.

### Unit Overview

In this unit, learners will have the opportunity to learn about several aspects of energy. The unit is divided into five sections, labelled A – E. Section A is the Oral Language Development section. In this section, learners will learn about how talk shows are done.

Section B is the Reading section. In this section, learners will learn about – renewable resources. They will be taken through some phonics. The next section, C is the Vocabulary Consolidation section. In this section learners will have fun with suffixes. Section D is the Grammar section. In this section, learners will learn something about helping verbs. Section E is the Writing section. In this section learners will be looking at narrative writing. Learners will also do some practise in penmanship.

### Learning Outcomes

By the end of the unit, learners will be able to:

- either host or be guest at a talk show;
- predict a text based on its title and pictures;
- read a text silently and answer questions on it;
- identify and use more auxiliary (helping) verbs;
- change words from one word class to another using suffixes; and
- write narrative composition.

### A. Oral Language

**Talk show: Power outages**

**Teaching/Learning Strategies:** Talk show, group work, discussion, class activity, picture, listening

**Teaching & Learning Resources:** Mock studio

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

**Key Vocabulary:** reliable, power, supply, consultant, host, discussion

#### Preparation Before Class

Organise the front of the classroom into a mock studio.

### Teaching/Learning Activities

#### Activity 1

Ask learners to sing any patriotic song that encourages development.

Put up the picture on the board for a close study and discussion.

Tell the class they are about to listen to a talk show on power outages. The programme is Royal TV Talk Show. Let them understand you will be the host, and one of the learners who has been prepared will be the energy consultant.

Start the show by going through the normal routine. Exchange pleasantries, for starters. Go through the interaction properly as learners listen. Tell learners to speak confidently before different audiences and maintain appropriate posture.

Ask a few pairs of learners to also go through the process of acting as host or guest.

## Activity 2

1. Put learners in groups and guide them to discuss some of the issues they heard during the conversation. Encourage learners to choose one of them to be a host and one or two of them to be a guest. Let them discuss the issue they want to discuss.
2. Let them consider the following points.
  - a. How did the host introduce the programme?
  - b. What was the host's first question?
  - c. What do you think of the guest's responses?
  - d. Was their interaction cordial or unfriendly?
  - e. What was the main cause of power outages, according to the guest?
  - f. Would you prefer to play the role of a host or guest? Why, or why not?

## Answers

- a. She introduced herself, then mentioned the topic for discussion, and finally, briefly mentioned the host, his profession, and his role in the discussion.
- b. "...could you please tell us a little about yourself?"/She asked the host to introduce himself.
- c. His answers were detailed, and he was professional.
- d. Their interaction was cordial.
- e. Power supply shortage.
- f. Personal response.

## Reflection

Let learners discuss what going on a talk show will feel like.

## Additional Practise

Refer learners to Workbook **page 78** for more practise.

## B. Reading

**Teaching/Learning Strategies:** Echo-reading, picture, discussion, prediction, answering questions, silent reading, class activity, pair work.

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

**Core Competencies:** Cultural Identity and Global Citizenship

**Key Vocabulary:** inexhaustible, generated, converting, manure, organic, conserve, behavioural, appliance, use

### Preparation Before Class

Organise all the materials that can contribute to a successful lesson.

### Teaching/Learning Activities

#### Activity 3

1. Start the lesson by discussing the pictures on Learner's Book 5 **page 178**
  - a. Allow pupils to talk about what they see.
  - b. Predict the lesson's content.
2. Teach and drill the pronunciation of the keywords.

#### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold print. Let them try to work out the meaning of each word by reading the sentences in which they are found. Teach the meaning of keywords using context, demonstration and explanation.

#### Activity 5

1. First, ask learners to scan the text to identify details. After that, let learners listen as you read the text aloud.
  - a. Ask them to check the correctness of their predictions.
  - b. Have a few of them share their ideas with the rest of the class.

#### Activity 6

1. Read the text a second time while learners listen.
2. Encourage them to visualise what they are hearing.

#### Activity 7

Now ask learners to read silently for comprehension.

#### Activity 8

1. In pairs, let learners read the questions and discuss their answers.
  - a. Why is renewable energy also referred to as "clean energy"?
  - b. Name two examples of renewable energy.
  - c. What is wind power?
  - d. How do we get energy from biomass?
  - e. Why is energy conservation important?
  - f. State one energy conservation strategy.
  - g. In what way can you help to protect your environment?



## Answers

- a. Because it doesn't cause any pollution of the air or water.
- b. Tidal energy, hydropower, wind energy, solar energy, biomass energy and geothermal energy (any two).
- c. Wind power is energy that is generated by the use of wind.
- d. By burning organic materials.
- e. It helps us to protect the environment, as well as save on utility bills.
- f. Turning off lights and unplugging appliances when not in use, only opening your fridge door when necessary, doing a job manually if it is easier than using an electrical appliance, and defrosting items earlier so a microwave or oven is not needed.
- g. Personal response.

### Letters have Sound: digraph /ch/

Take learners through this phonic exercise as you bring the reading lesson to an end. You want learners to note that "ch" is pronounced "k" in some words.

1. Let learners read the following words: ache, choir, echo, christian, mechanical.
2. Ask learners to produce the sound of the underlined letters in the word.
3. Let learners look through the passage and identify at least three words that has this sound in them.

Let learners complete the words in their Learner's Book 5 **page 181** by adding /-ch/.

## Answers

- |            |            |
|------------|------------|
| a. archaic | e. chorus  |
| b. stomach | f. chemist |
| c. anchor  | g. monarch |
| d. chaos   | h. scheme  |

### Reflection

Put learners into groups and let them discuss what they can do as children to help conserve energy at home.

### Additional Practise

Refer learners to Workbook **page 78** further practise.

## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Demonstration, Explanation.

**Teaching/Learning Resources:** Word cards

**Core Competencies:** Communication and Collaboration, Listening and Speaking.

**Key Vocabulary:** conserve, converting, generated, inexhaustible, manure, organic, behavioural

### Preparation Before Class

Organise all the materials that can contribute to a successful lesson.

### Teaching/Learning Activities

1. Ask learners to add the suffix-“able” to the words in the Learner’s Book **page 181**. Look up their meanings from the dictionary and form sentences with them.

#### Answers

- |               |                |
|---------------|----------------|
| a. enjoyable  | e. desirable   |
| b. believable | f. comfortable |
| c. comparable | g. valuable    |
| d. suitable   |                |

2. Instruct learners to use the clues given to them to pick the right words from the passage to complete the crossword puzzle. (For clues and puzzle refer to Learner’s Book **page 182**)

#### Answers for puzzle

##### Across

- A. conserve
- B. nature
- C. behavioural
- D. generate

##### Down

- 1. Solar panel
- 2. Manually
- 3. Appliance
- 4. Manure

#### Answers

3. a. swept  
b. is  
c. are  
d. cooked  
e. were  
f. bought  
g. am  
h. washed

## D. Grammar Usage

**Verbs: Main and helping**

**Teaching/Learning Strategies:** Review, explanation, drill, pair work, exercise

**Teaching/Learning Resources:** Writing board

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

**Key Vocabulary:** main, linking, verb, helping

### Preparation Before Class

Organise all the materials that will facilitate a successful lesson.

### Teaching/Learning Activities

#### Activity 9

1. Ask learners to study the pictures on Learner's Book **page 183**. Let them take note of the verbs. "Sweeping" and "broken" are main verbs, but "is" and "has" are helping verbs or auxiliary verbs.

#### Activity 10

1. Ask learners to go through the passage and identify at least two main verbs and two helping verbs and use them in sentences.
2. Let them write the main verb and the helping verb of each sentence in their exercise. (Refer to Learner's Book **page 184**)

### Answers

Main verb	Helping verb
generated	Is
released	has
planting	has
hungry	are
suffered	are
come	do
vacated	has
writing	am

### Reflection

Put learners in groups and let them discuss the work they have done.

### Remedial Activity

Ask learners to use [have, do, has and am] to form sentences of own

### Extension Activity

Use these words to form sentences: suffered, come, vacated, writing.

## E. Writing

**Teaching/Learning Strategies:** Discussion, modelling, question and answer, class activity, pair work

**Teaching/Learning Resources:** Writing board.

**Core Competencies:** Communication and Collaboration, Critical Thinking, Reading and Writing, Creativity and Innovation

**Key Vocabulary:** Narrative writing, story, setting, characters, plot, theme

### Preparation Before Class

Organise all the materials that will make you have a fruitful lesson.

### Teaching/Learning Activities

#### Penmanship

Instruct learners to copy the first paragraph of the passage into their exercise books.

### Activity 11 Guided Writing

Before the lesson, get a poster-sized copy of the picture for this lesson for the board.

Ask learners to study the picture very well and give their views about it. Read the story of Ato to them while they listen.

Let them understand that what they just listened to is narrative writing. Take learners through the narrative elements: title, setting, characters, plot/narrative, theme, and purpose. (These are some of them. What is important for learners now?)

Arrange learners into groups. Allow them to brainstorm and decide: the title of their story; the setting or place; the time of the story; the characters in the story; the plot and the sequence of the events; the theme or message of the story (e.g. determination, diligence, kindness etc.); and the purpose of the story (is it to inform, entertain or educate)?

When the various groups are done, guide them to individually organise and write down their ideas with which they will write the story. Invite them to share with the class.

### Reflection

Let them say what they have learnt so far in this lesson.

### Homework

- a. As the Minister of Energy for Ghana, what would be the first issue you would tackle, and why. Write this in not more than ten sentences in your homework book.
- b. Put them in groups and let them choose a topic. Ask them to use the ideas they have learnt from the lesson to write a one paragraph narrative on their chosen topic.

### Additional Practise

Refer learners to Workbook **page 81** for more practise.

## Workbook Answers

### B. Reading

#### Activity 1

1. Hydropower: This is energy generated by the movement of water.
2. Solar energy: This is energy we get by harvesting the rays of the sun.
3. Biomass energy: We get this energy obtained by burning biomass materials.
4. Wind power: This energy is generated by the use of wind.

### C. Vocabulary

#### Activity 1

1. archaic
2. chorus
3. scheme
4. anchor
5. monarch
6. stomach
7. chemist
8. chaos

### E. Writing

#### Activity 1

1. had walked
2. has broken
3. can paint
4. are weeding
5. had seen
6. has cooked
7. was jailed
8. has released
9. did cook
10. was hungry

# Unit 16

## Caring for public property

### Unit Overview

In this unit, learners are going to be enlightened about the importance of taking good care of public property. The unit is divided into five sections, labelled A – E.

Section A is for Oral Language Development. In this section of the unit, learners are going to listen to a story of how a town became a ghost town due to the irresponsibility of citizens. Section B is for Reading. In this section in the unit, learners will read about how four friends, who are natives of the community, came to lift the image of their community. Section C is for Vocabulary Consolidation. Section D is the Grammar section. In this section, learners will be taught the two main parts of a sentence. Section E is the Writing section. In this section learners will be encouraged to learn how to share experiences they have had and also do some exercise in penmanship.

### Learning Outcomes

By the end of the unit, learners will be able to:

- identify and read words containing more consonant blends;
- tell stories that teach others to value and maintain public
- property;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- use and interpret acronyms;
- identify the subject (compound subjects) and predicate of
- sentences; and
- write a guided composition.

### A. Oral Language

**Teaching/Learning Strategies:** Discussion, Narration, Listening, Question and Answer, Summary, Class Activity, Pair Work Activity.

**Teaching/Learning Resources:** Writing board, pictures.

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

**Key Vocabulary:** mining, gold, destroy, land, public, property

#### Preparation Before Class

Organise all the materials you need to teach effectively, e.g. pictures.

## Teaching/Learning Activities

### Activity 1

1. Put the picture in Learner's Book 5, **page 189** and ask them to study it carefully and share their thoughts with the rest of the class. Tell them their lesson is going to be on storytelling. Encourage them to listen attentively so they can make relevant comments at the end of the story.
2. Organise them to sit in pairs. Sit in front of the class. Read the story below to the class. To ensure learners are listening to the story, stop and ask them questions occasionally.

### The Ghost Town

Once, there was a town called Sika Kɔkɔɔ that thrived and became the showpiece of Ghana. The town produced gold and was respected for its trade. The community bustled with activity. The people loved their greenery and made sure to keep planting trees. Their chief crop was cocoa, but they cultivated other food crops like cassava, plantain, cocoyam, yam, and all kinds of fruits and vegetables. Everyone had enough to eat, and they were happy and content with their lot.

One day, a group of young men came to see the chief of the community, Nana Yaw Asare. They said they had been granted license to do surface mining by the government. All the evidence they showed suggested that they were genuine. Chief Asare didn't hesitate. He led his other chiefs to show the men where they had been granted the license to mine. Unbeknownst to the chief and his people, these men went beyond their boundaries from day one. Their mining affected the lands and destroyed farms. Their streams, rivers and the whole environment were polluted. It was an eyesore. By the time the chief realised the slow death overtaking his beloved Sika Kɔkɔɔ, it was too late.

The people of Sika Kɔkɔɔ began to fall ill, especially from water contaminated by the mining activities going on. A few passed away. Teachers who had moved there to experience Sika Kɔkɔɔ's magic left one by one. It was not safe to live in the town. Those who could afford to, relocated to other towns where they could guarantee their safety.

The chief, together with his council of elders, delved into the matter. They were horrified to discover that the men had been enriching themselves the whole time and only kept peanuts for the government. They were the reason why Sika Kɔkɔɔ had become a ghost of itself. Together with his elders and the youth, the chief thought of the perfect plan. They sent a petition to their Regional Minister to halt the activities of the miners immediately. They sent a team of police officers, and the miners were sacked from the area. Because the miners had not anticipated the surprise arrest, they did not have the time to hide the precious jewels they had amassed the whole time, so the jewels were seized and sent to the appropriate place.

The chief was heartbroken. The public property he and his people had carefully tended to had been destroyed by greedy miners. He knew it would take years for the land to be restored, but he was willing to take a chance.

## Activity 2

1. Encourage learners to summarise the story to their partners.
2. Let them tell similar stories where people destroyed things that belong to everybody.

## Assessment

Have learners answer the questions in Learner's Book 5 **page 189**. Below are suggested answers to the questions. Take learners through the questions.

### Answers

3. a. It produced gold and other crops such as cocoa, cassava, plantain, cocoyam and yam. It had fertile lands.
- b. They came to mine the land on the surface.
- c. They went beyond the boundaries of where they were supposed to mine and then destroyed the environment.
- d. Personal response.
- e. The lands and farms were destroyed, their streams, rivers and environment were polluted, people suffered from the effects of contaminated water, and some died.
- f. Their lands and crops had been ravaged/destroyed; People kept relocating, and only a handful were left.
- g. By educating them, by showing them pictures and videos of what has happened in spaces where public property has been destroyed.

## Reflection

Ask learners to tell parallel stories to what they heard.

## Additional Practise

Refer learners to Workbook **page 83** for further practise.

## B. Reading

**Teaching/Learning Strategies:** Prediction, discussion, echo-reading, silent reading, question and answer, class activity, pair work activity.

**Teaching/Learning Resources:** Writing board, picture, word card.

**Core Competencies:** Cultural Identity and Global Citizenship

**Key Vocabulary:** appalled, adversely, pleas, donation, renovate, reminisced, liased

## Preparation Before Class

Organise all the materials you need to teach effectively and keep them at hand.



## Teaching/Learning Activities

### Activity 3

1. Begin the lesson by discussing the picture on Learner's Book 5, **page 190**.
  - a. Allow learners to talk about what they see.
  - b. Predict the lesson's topic.
2. Teach and drill the pronunciation of the keywords.

### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold print. Let them try to work out the meaning of each word by reading the sentences in which they appear. Teach the meaning of keywords using context, demonstration and explanation. (Remember the order of teaching new vocabulary.) Do not copy new words on the board ahead of time.

### Activity 5

1. While learners listen attentively, read the text aloud and ask learners to:
  - a. Check the correctness of their predictions.
  - b. Have a few of them share their ideas with the rest of the class.

### Activity 6

1. Read the text a second time while learners listen.

### Activity 7

1. Have learners read the text silently to themselves.

## Assessment

### Activity 8

In pairs, let learners discuss the answers to the questions in Learner's Book 5, **page 193**.

### Answers

- a. Four.
- b. Araba.
- c. They did not have a reliable source of water and had to fetch water from the stream of another community.
- d. They drilled three boreholes and built a library.
- e. Friends of Fofone Foundation.
- f. They were surprised the communities came together to honour them.

### Letters have Sounds: Consonant blends

1. Remind learners about the consonant blends in Basic 4.
2. Get them to listen to you as you read the words on **page 193** Learner's Book. Let them take note of the underlined group of letters.
3. Let them read after you. Let them mimic how you pronounce the words.

### Activity 9

1. Guide them to read the paragraph on **page 193** of the Learner's Book containing consonant blends.
2. Let them list the words in their exercise books and take turns with their partners to read the words several times.
3. Let them form sentences of their own with the words.

### Reflection

Put learners in groups. Let them share ideas about what they can do as children in their homes, or schools that will make them assets.

### Additional Practise

Refer learners to Workbook **page 85** for further practise.

## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Listening, reading, pair work, group work, online search, dictionary search.

**Teaching/Learning Resources:** Writing board, computer/smartphones, dictionaries.

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

**Key Vocabulary:** appalled, renovate, reminisce, bofrot, adversity, liaise, retirement.

### Preparation Before Class

Organise all the materials/tools you will need to teach effectively.

### Teaching/Learning Activities

1. Allow learners to match the meaning below with the correct words. Ask them to write the letter for the meaning next to the correct the word. (Refer to **page 194** of the Learner's Book.)

### Answers

Letter	Word
G	appalled
F	renovate
C	reminisced
A	bofrot
E	adversely
B	retirement
D	liaised

2. Guide them to read carefully the affixes below. Explain to them that the word affixes means you can add it to another word to form a new word.

extra-, hyper-, auto-, dis-, inter-

3. With a partner, let learners match the affixes with appropriate word in their Learner's Books to form new words. (Refer to **page 195** of Learner's Book.)
4. Guide learners to use the dictionary to find the meaning of the new words they have formed in their groups.
5. Let them use the internet or the dictionary to find the full expressions of the following acronyms.
- E.g. WHO – World Health Organization.
- a. UNESCO –
  - b. NASA –
  - c. GIMPA –
  - d. CEPS –
  - e. GNAT –

Guide them, after this discussion, to add the prefixes to the right root words.

## Answers

2–4.

- a. interactive/hyperactive
- b. international
- c. automobile
- d. extraordinary
- e. dismantle

5.

- a. UNESCO – United Nations Educational, Scientific, and Cultural Organization
- b. NASA – National Aeronautics and Space Administration
- c. GIMPA – Ghana Institute of Management and Public Administration
- d. CEPS – The Customs Excise and Preventive Service
- e. GNAT – Ghana National Association of Teachers

## Reflection

Put learners into groups and encourage them to go online to search for more acronyms.

## Additional Practise

Refer learners to Workbook **page 85** for further practises.

## D. Grammar Usage

**Verbs: Subject and predicate**

**Teaching/Learning Strategies:** Reading, echo-reading, question and answer, drill, modelling, class activity, pair work.

**Teaching/Learning Resources:** Writing board, substitution table.

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

**Key Vocabulary:** Subject, predicate, verb, noun

### Preparation Before Class

Do well to organise all materials that will facilitate your lesson delivery. Word and sentence cards etc.

### Teaching/Learning Activities

Review words and sentences with learners by writing words (e.g. nouns or verbs) and sentences on the board for learners to identify.

Write a sentence on the board and ask learners to say who/what the sentence is talking about. What is being said about the who/what?

E.g. Auntie Esi cooked the meal.

### Activity 10

1. Direct learners to **page 196** to the sentence and for other examples.

A	B
a. The man	is driving a car.
b. Richard	has a bicycle.

Ask them to read the sentences. Let learners understand that the discussion of the sentences is necessary.

The part of the sentence under “A” is the subject (the doer in the sentence).

The part of the sentence under “B” is the predicate (what the doer has done or has).

2. Discuss compound subjects with the learners. Let them know that subject and predicate still apply. Take them through the sentences in their book.

### Answers

- a. Some cats and dogs | chased a fowl.

S

P

- b. The President and his wife | visited our district.

S

P

- c. Abigail and Henry | like fried yam.

S

P

- d. My mum and dad | make nutritious breakfast for us every day.

S

P

- e. Mr Mensah’s children and his grandchildren | ate a variety of vegetables at the party.

S

P

### Activity 11

1. To reinforce the concepts of subject and predicate, allow learners to look at the sentences in their books again, and let them underline the subject once and the predicate twice.

#### Answers

- a. Some cats and dogs | chased a fowl.
- b. The President and his wife | visited our district.
- c. Abigail and Henry | like fried yam.
- d. My mum and dad | make nutritious breakfast for us every day.
- e. Mr Mensah's children and his grandchildren | ate a variety of vegetables at the party.

### Remedial Activity

Ask learners to separate the subject and the predicate.

- a. Some dogs chased a fowl.
- b. The president visited our district.
- c. Abigail likes fried yam.

#### Answers

- a. Some dogs | chased a fowl.  
S P
- b. The president | visited our district.  
S P
- c. Abigail | like fried yam.  
S P

**Extension Activity:** Ask learners to separate the subject and the predicate.

Ask learners to separate the subject and the predicate.

- a. Mr. Eric and madam Mintah came here.
- b. Kojo, Ama and the brother travelled yesterday.
- c. Ghana and Nigeria scored in the game.

#### Answers

- a. Mr Eric and Madam Mintah | came here.  
S P
- b. Kojo, Ama and the brother | travelled yesterday.  
S P
- c. Ghana and Nigeria | scored in the game.  
S P

## Reflection

Put learners into groups to play a game. The game goes like this, one learner will give a subject, then any group member will supply a correct predicate. Each learner gets a point.

## Additional practise

Refer learners to the Workbook **page 85** and **86**.

## E. Writing

**Teaching/Learning Strategies:** Discussion, question and answer, modelling, cloze exercise.

**Teaching/Learning Resources:** Writing board, examples.

**Core Competencies:** Communication and Collaboration, Personal Development, Reading and Writing.

**Key Vocabulary:** painful, sad, joy, frightening, experience

## Preparation Before Class

Organise any material that can contribute to a successful lesson.

## Teaching/Learning Activities

### Penmanship

1. Read the poem on **page 197** of the Learner's Book and let them copy it into their exercise books. The poem is titled "I am an African Child".

## Activity 12 Guided Writing

1. Put learners in pairs and encourage them to discuss any experience that has had a lasting impact on them. The experience can be good or bad. Let them use a question like this;
  - a. What exactly happened?
  - b. What were you doing when it happened?
  - c. How did it happen?
  - d. Where did it happen?
  - e. If you were writing, what heading would you use?
2. Direct learners to complete the exercise by filling in the blank spaces with the right words from the box. Refer to Learner's Book **page 198**.

### Answers

- |               |             |
|---------------|-------------|
| 1. travelling | 5. confused |
| 2. boarded    | 6. replied  |
| 3. morning    | 7. friendly |
| 4. passengers | 8. Kasoa    |

## Reflections

Put learners in groups to discuss what one's attitude should be if one found himself in an unexpected situation.

## Additional Practise

Refer learners to Workbook **page 86** for further practise.

## Revision 4    Answers

### Exercise 1

Personal responses.

### Exercise 2

- Ama is fat, but Adjoa is fatter.
  - John is the tallest of the three sons.
  - Mosquitoes are one of the smallest insects.
  - Cape Coast is a big city, but Accra is a bigger city.
  - Accra to Kumasi is a long distance, but Accra to Tamale is a longer distance.

### Exercise 3

- festival
  - mourn
  - migrate
  - religious
  - epidemic

### Exercise 4

- is
  - are
  - is
  - is
  - am

### Exercise 5

- President Akufo-Addo is the president of Ghana.
  - The University of Cape Coast is in the Central Region.
  - Accra is the capital city of Ghana.
  - Dr Kwame Nkrumah was the first president of Ghana.
  - Lake Volta is located in Ghana.

### Exercise 6

- Enjoyable
  - comfortable
  - readable
  - approachable
  - believable
  - valuable

## Exercise 7

- |          |        |
|----------|--------|
| 1. a. is | d. is  |
| b. has   | e. was |
| c. have  | f. has |

## Workbook Answers

### A. Reading

#### Activity 1

1. They destroyed their farm lands, their farms and polluted all their sources of water.
2. They lost their farms and farm lands, some of their citizens and some teachers who worked in the town also left.
3. Learners own choice

### B. Reading

#### Activity 1

fly  
cloud  
bread  
frog  
crab  
scale  
clock  
drum  
glue  
brush  
plant  
grapes

### C. Vocabulary

#### Activity 1

4. disturbed
5. immediately
6. arrangement
7. relief
8. authorities
9. services
10. honour

### D. Grammar Usage

#### Activity 1

1. The University of Cape Coast is near the coast.
2. Schools, hospitals, markets and courts are all public property.
3. Bernard reads five books a week.
4. Some dogs chased a fowl.
5. The tall, handsome teacher was robbed last night.
6. The Lake Volta is the largest man-made lake in the world.



### Unit Overview

In this unit, learners will be inspired to have love for their nation. The unit is divided into five sections labelled A – E. section A is the Oral Development section. Learners will go through listening comprehension and learn of a total stranger who helped somebody in a critical condition. Section B is the Reading section. Under this section, learners will read about Kwame Nkrumah and his service to Ghana. Section C is the Vocabulary Consolidation section. In this section, learners will do exercises to improve their spelling. Section D has to do with Grammar where learners will be learning about subject-verb agreement. Section E is a section for Writing. In this section, learners will be taken through descriptive writing and an exercise in penmanship.

### Learning Outcomes

By the end of the unit, learners will be able to:

- listen to a passage and answer questions on it;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- write sentences with subject-verb agreement;
- go through the prewriting stage of a descriptive composition;
- find words in a word search and match them to their meanings; and
- identify words with diphthongs in them and read them.

### A. Oral Language

**Oral Language:** Listening Comprehension

**Teaching/Learning Strategies:** Listening, discussion, class and pair activity.

**Teaching/Learning Resources:** Audio recording/written material, picture, writing board.

**Core Competencies:** Cultural Identity and Global Citizenship, Communication and Collaboration, Personal Development and Leadership, Critical Thinking.

**Key Vocabulary:** stranger, kindness, robbed, beaten

#### Preparation Before Class

Before the lesson, organise all the relevant materials and tools/equipment you need to teach effectively.

## Teaching/Learning Activities

### Activity 1

1. Post the picture on the board and lead a discussion among the learners by asking leading questions.
2. Ask learners to sit and listen attentively as you read the story below of someone's experience with evil men and how a stranger came to his aid.

### The Kindness of Strangers

One evening, Elias Okrapa, a civil servant, was on his way home from the office. He was in a **taxi**. He was talking to his cousin Odum on the phone. Now, Elias was a **loquacious** man. He went on and on and on about how annoying his landlord, Mr Fesu, was because he preferred his rent in cash. He talked about how a teller had been rude when he went to the bank that afternoon. He talked about some **inconveniences** in his home. He told Odum about how Mrs Fesu always asked for GHS 10 from each tenant for picking up the rubbish on the lawn. He had no idea he had attracted the taxi driver's attention, and the one passenger left. They had figured out that he was carrying his rent money. The taxi driver **intentionally** refused to pick up new passengers. Elias still didn't notice that something **was off**.

When Elias asked to get down from his stop, the taxi driver **ignored** him.

"Oh, boss, you are going farther away. I want to get down here!" he insisted.

The taxi driver said nothing.

"Let me get down," he shouted, and a hot slap landed on his left cheek.

"If you don't keep quiet," the man at the back **growled**.

Elias was scared. They took him into a quiet area. Most of the streetlights were not working. At this point, the two men forced him to give them his money. He struggled with them. They were **furious**. They beat him up. Then they took the rent, his wallet, mobile phone and briefcase. They threw him out of the taxi and drove away.

Elias was moaning in pain. He tasted blood; they had **busted** his lips. He couldn't move quickly and was not even sure where he was going. A few people saw him approaching and ran away. They thought that perhaps he was a thief who had been caught and beaten. He moved like a snail towards the first house he could see. He tried to knock, but he was too weak. He fainted.

It was Kofi Blay who discovered Elias later that night. He and his family lived at Kokoloko. He had gone out to turn on his lights and then met the shock of his life. He screamed, and his wife, Amba, rushed there. They were very sure thieves had beaten him. Their neighbourhood was notorious for this occurrence. Amba suggested that they take him to the hospital. They drove him to the hospital. The next morning, Kofi and Amba left home a little early. They wanted to give Elias fruit and chicken soup before work.

The doctors said that the couple had saved Elias' life. Had they delayed, the beating would have proven **fatal**. They were able to **track down** Elias' wife, and she came to the hospital. She thanked them over and over again. A week later, Elias was **discharged**. The Blays felt sorry for them and paid his hospital bills and part of his rent for him. Elias and his wife were moved by their kindness. Every Christmas, they put together a gift for the couple who had saved his life.

## Activity 2

1. Put learners in pairs and let them discuss what to make of the story on Learner's Book 5, **page 204**.
2. Allow learners to identify the characters in the story and the roles the characters played in the story/text.

### Answers

1.
  - a. Mr Elias Okrapa (the main character) – he was the victim.
  - b. Mrs Okrapa – Elias' wife.
  - c. Odum – Elias' cousin, Elias was on the phone with Odum before the attack.
  - d. Mr Fesu – Mr Okrapa's landlord.
  - e. Mrs Fesu – Mr Fesu's wife.
  - f. The (unnamed) taxi driver – the first attacker.
  - g. The other (unnamed) passenger in the taxi – the second attacker.
  - h. Kofi and Amba Blay – the couple who saved Elias' life.

3. Where did most of the events of the story take place?

### Answer

3. Kokoloko.

4. What is the lesson of the story?

### Answer

4. Be kind to your neighbour/help others in need.

## Reflections

Put learners in groups and let them discuss why some people become criminals.

## Additional Practise

Refer learners to Workbook **page 88** for more practise.

## B. Reading

**Topic:** Dr. Kwame Nkrumah–The first President of Ghana

**Teaching and Learning Strategies:** Prediction, discussion of picture listening, silent reading, answering questions, class activity, pair work and individual activity.

**Teaching and Learning Resources:** Writing board, picture, word cards

**Core Competencies:** Cultural Identity and Global Citizenship

### Preparation Before Class

Organise all the essential materials, tools or equipment you will need for effective teaching.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson by discussing the picture in Learner's Book 5, **page 205**.
  - a. Allow learners to discuss what they see.
  - b. Predict the lesson's topic.
2. Teach and drill the keywords in the activity.

### Activity 4

1. In pairs, have learners search the text quickly to find the words in **bold** print. Let learners try to work out the meaning of each by reading the sentence in which it is found. Teach the meaning of keywords using context, demonstration and explanation.

### Activity 5

1. While learners listen attentively, read the text aloud and:
  - a. Ask learners to check the correctness of their predictions.
  - b. Have a few of them share their ideas with the rest of the class.

### Activity 6

1. Read the text a second time while learners listen.

### Activity 7

1. Ask learners to read silently on their own.

### Activity 8

1. In pairs, ask the learners to discuss the answers to the questions in their Learner's Book 5 **page 207**.

## Answers

8.
  - a. Kwame Nkrumah was born on September 21, 1909.
  - b. Opanyin Kofi Nwiana Ngolomah and Madam Elizabeth Nyaniba.
  - c. The University of Pennsylvania.
  - d. 1960.
  - e. Ghana National College, Mfanstiman Secondary School, Ofori Panyin Secondary School, Winneba Secondary School, Apam Secondary School, Berekum Training College, Fosu Training College, Enchi Training College, University of Cape Coast, and Kwame Nkrumah University of Science and Technology.
  - f. February 24, 1966.
  - g. Personal response.
  - h. Personal response revolving around children being the future, and as such, he wanted to ensure a lack of access to education does not hinder them.
  - i. Personal response.

## Letters have Sound – Diphthongs: One syllable, two sounds.

1. Guide learners to read the list of words with their partner:  
(air, chair, rare, bare, their)  
(tour, poor, sure, cure, pure)
2. Make each partner form a sentence with two words from each list.  
E.g. **a.** He sat on a chair and breathed in air.  
**b.** I saw a poor man who was pure.

## C. Vocabulary

### Fun with Words

**Teaching and Learning Strategies:** Interacting Online, Reading and Writing, Vocabulary Learning, Pair Work.

**Teaching and Learning Resources:** Computers/smartphones, newspaper/magazines, writing board, dictionary

**Core Competencies:** Digital Literacy, Listening and Speaking

**Key Vocabulary:** prime minister, independence, republic, overthrow, initiated, fondly

### Preparation Before Class

Prepare any material that will help you have a successful lesson.

### Teaching/Learning Activities

1. Guide learners to find the words from the word search and also match the same words with their meanings.

### Answers

x	a	o	i	n	i	t	i	a	t	e	d	x	z	f	m	p
p	w	s	f	m	a	x	q	g	g	x	m	w	q	f	p	x
m	m	x	d	r	l	o	z	f	u	v	z	s	q	o	s	o
a	i	n	d	e	p	e	n	d	e	n	c	e	m	n	w	v
z	m	f	q	p	b	b	f	m	w	q	f	z	l	d	m	e
k	q	j	d	u	k	g	w	f	m	c	w	f	m	l	l	r
s	s	f	x	b	f	h	s	b	q	f	x	m	q	y	x	t
f	m	z	s	l	w	h	x	c	c	z	i	w	l	q	f	h
w	m	p	r	i	m	e		m	i	n	i	s	t	e	r	r
m	w	f	q	c	b	o	q	b	w	w	x	j	m	k	m	o
q	m	s	z	f	c	k	k	d	x	f	b	g	d	e	w	w
m	k	m	w	z	c	m	z	e	q	m	q	m	d	j	f	n
x	z	w	y	s	r	f	m	f	r	s	s	f	m	f	s	r
w	l	c	o	m	p	u	l	s	o	r	y	z	f	m	y	p

- 2. a. overthrown: to be removed from power
- b. fondly: expressing strong likeness for somebody or something
- c. republic: a country governed by elected representatives of the people
- d. Prime Minister: head minister among several ministers
- e. Compulsory: Something that must be done because it is the law.
- f. independence: political freedom from control by the government of another country
- g. initiated: arranged for the start of something important

## D. Grammar Usage

### Subject-Verb agreement

**Teaching and Learning Strategies:** Reading, question and answer, echo-reading, drill, explanations.

**Teaching and Learning Resources:** Writing board.

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

**Key Vocabulary:** subject, verb, agreement, noun, pronoun, plural, singular

### Preparation Before Class

Organise all materials that will contribute to a successful lesson delivery.

### Teaching/Learning Activities

#### Activity 9

1. Write the sentences on the board and ask the learners to identify and circle the subjects of the sentences and underline the predicates.

E.g. Dr Kwame Nkrumah [circle] was the first president of Ghana.

- a. Ghana is a republic.
- b. Ghana has sixteen regions.
- c. The Ministers of State live in Accra.
- d. Ghana exports cocoa to other countries.
- e. We have free basic and second-cycle education in Ghana.

#### Activity 10

1. Tell learners to study the pictures and the sentences on Learner's Book **pages 210 and 211**. Let them understand that the underlined words are verbs and they should agree with the subjects.

- a. The girl is sweeping
- b. The boys are sweeping
- c. Akosua has a school bag.
- d. The ladies have handbags.

### Activity 11

Allow learners to circle the correct form of the verb in Activity 11 on **page 211** of their Learner's Books.

#### Answers

- |            |          |
|------------|----------|
| 11. a. are | d. eat   |
| b. is      | e. pays  |
| c. sings   | f. rises |

### Activity 12

1. Allow learners to underline the verbs that do not agree with the subjects and correct them on the lines.

#### Answers

- |   |               |
|---|---------------|
| a. He <u>speak</u> English at school.           | <u>speaks</u> |
| b. I <u>reads</u> two books a week.             | <u>read</u>   |
| c. Akwasi has two sisters.                      |               |
| d. Bukari loves horses                          |               |
| e. Ernest <u>pay</u> his brother's school fees. | <u>pays</u>   |
| f. Elizabeth sews thirty dresses a week.        |               |

### Remedial Activity

Let learners use these verbs to form sentences of their own: is, are, has and have.

### Extension Activity

Ask students to form five sentences of their own in which there is subject-verb agreement.

## E. Writing

**Teaching/Learning Strategies:** Visualisation, description, pair work, discussion of pictures.

**Teaching/Learning Resources:** Writing board, pictures

**Core Competencies:** Collaboration and Communication, Critical Thinking.

**Key Vocabulary:**

### Preparation Before Class

Before the lesson, prepare all materials that will facilitate your teaching available.

## Teaching/Learning Activities

### Penmanship

1. Let learners read and copy the poem into their exercise books.

The poem is called Little Things, by Julia A. F. Carney

### Activity 12 Guided Writing – Descriptive composition

1. Let learners understand that during description, we use words to paint pictures in the imagination of those listening to us or reading what we have written.  
This means that we use many descriptive words, adjectives and adverbs.  
For example, words like: tall, short, fat, thin, fair in colour, scar, walks slowly etc.  
Guide learners to use the four steps of the prewriting stage to organise what they want to write.
  1. Who or what do you want to describe? (Topic)
  2. Why do you want to describe him/her or it? (Purpose)
  3. Whom are you writing for? (Audience)
  4. What qualities or characteristics do you want to describe? (Content)
2. Guide them to write an outline with their partner based on the prewriting process.  
For example:
  1. My friend → Topic
  2. To let my new friends know about him/her → Purpose
  3. My classmates in school → Audience
  4.
    - a. How he/she looks like
    - b. His/her hobbies
    - c. His/her likes and dislikes etc. } Content



## Workbook Answers

### A. Oral Language

#### Activity 1

1. Depends on how learners sees the situation.
2. They were furious because he struggled with them.
3. They thought he was a thief who had been caught and beaten.
4. Depends on how learner sees the situation.

### B. Reading

#### Activity 1

1909  
president  
schools  
Nkrumah  
Technology  
Kumasi  
1966

### C. Vocabulary

#### Activity 1

5. Prime Minister – d
6. Independence – f
7. Republic – c
8. Compulsory – e
9. Initiated – g
10. Overthrown – a
11. Fondly – b

### D. Grammar Usage

#### Activity 1

1. plans
2. needs
3. think
4. agree
5. wants
6. are
7. are

### Unit Overview

This is an interesting unit. Learners will learn about changes that happens to us because we are growing up. The unit is divided into five sections labelled A – E. Section A deals with Oral Language Development. In this section, a young person displays his talents under very trying circumstances. Section B is the Reading section. In this section, we see the reality of growth and the changes in our bodies that come with it. Section C is the section for Vocabulary Consolidation. Section D is the section for Grammar. In this section, learners will be taken through the use of present tense verbs. Section E is the section for Writing. In this section, learners will be dealing with descriptive writing.

### Learning Outcomes

By the end of the unit, learners will be able to:

- clearly share an experience of theirs in a conversation;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- identify and use the simple present tense (verbs);
- find the antonyms of given words;
- use words with digraphs to make meaningful sentences; and
- write the draft of a descriptive composition.

### A. Oral Language

**Topic:** Conversation

**Teaching/Learning Strategies:** Listening, Dialogue, question and answer, class activity, pair work, discussion.

**Teaching/Learning Resources:** Picture, writing board

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

**Key Vocabulary:** audition, voice, potential, broke down, roadside

#### Preparation Before Class

Organise all the material you need to teach a successful lesson.

### Teaching/Learning Activities

#### Activity 1

1. Ask learners to look at the picture in the book and share their thoughts with their friends.
2. Introduce the lesson to the class. Let them know its conversation. Two people will be chatting and the rest will be listening. (Start with one of the pupils.)

## Activity 2

1. Ask learners with their partners to look up meaning of “audition” in the dictionary.
2. Let learners with their partners go through the questions:
  - a. Why was Adebisi late to the audition?
  - b. Why did he sing outside of the auditorium?
  - c. What does it mean when your voice is “broken”?
  - d. Which of the sexes typically experience a drastic breaking of the voice?

## Reflection

Put learners in groups. Let them discuss, as they grow up, what are their plans for contributing to their community.

## Additional Practise

Refer learners to Workbook **page 93** for further practise.

## Answers

2.
  - a. His danfo broke down on his way to the audition.
  - b. The auditions had ended, and they wouldn't let him enter.
  - c. When your voice becomes deeper because your vocal cords have lengthened and thickened. This is one of the features of puberty.
  - d. Boys.

## B. Reading

**Teaching/Learning Strategies:** Discussion, prediction, echo-reading, question and answers, class and pair activity.

**Teaching/Learning Resources:** Writing board, picture, word cards.

**Core Competencies:** Communication and Collaboration, Listening and Speaking.

**Key Vocabulary:** abdomen, menstruate, soiled, menopause

## Preparation Before Class

Organise all the materials you will need to do effective teaching handy.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson with a discussion of the picture in Learner's Book 5, **page 218**.
  - a. Allow pupils to talk about what they see.
  - b. Let them predict the topic of the lesson.
2. Teach and drill the pronunciation of the keywords.

#### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold print. Let them try to work out the meaning of each word by reading sentences in which they are found.  
Teach the meaning of keywords using context, demonstration and explanation.

#### Activity 5

1. While learners listen attentively, read the text aloud and ask learners to:
  - a. Check the correctness of their predictions.
  - b. Have a few of them share their ideas with the rest of the class.

#### Activity 6

1. Read the text for a second time while learners listen.

#### Activity 7

1. Ask learners to read the text silently and closely for comprehension.

#### Activity 8

1. Let learners read the questions and discuss the answers below in pairs. Refer to questions from Learner's Book **page 221**.

### Answers

1.
  - a. Agnes Akoto.
  - b. Menstrual cramps.
  - c. Girls begin to develop breasts, their pubic hair begins to grow, and their hips also begin to widen.
  - d. They had expected a presentation to be reserved for girls only.
  - e. The foetus grows in the uterus.
  - f. Menopause.
  - g. She will understand menstruation better and be better prepared/equipped.
  - h. Personal response.

#### Reflection

Allow learners to share whether the lesson has been beneficial or not. What is it they have learnt?

#### Additional Practise

Refer learners to Workbook **page 94** for more practise.

#### Letters have Sound: Digraph game

1. Ask learners to look at the pictures of these items and mention their names: sheep, shop, shoe, shark, chair, chalk, church, bench and beach.
2. Next, encourage them to spell the words in pairs. Let them write them down and form sentences with them.

## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Pair work, Discussion

**Teaching/Learning Resources:** Writing board, demonstration, explanation

**Core Competencies:** Reading and Writing, Communication and Collaboration, Listening and Speaking.

**Key Vocabulary:** ugly, indifferent, clean, lucid, child

### Preparation Before Class

Arrange for any material that will help you have a successful lesson.

### Fun with Words

1. Guide the learners to find and use the antonyms of the words in the brackets at the end of the sentences to fill in the blanks. Tell them they are expected to pick the correct antonyms from the box. Refer to questions from Learner's Book **page 222**.

### Answers

- a. clean
  - b. lucid
  - c. ugly
  - d. indifferent
  - e. child
2. a. the chock
  - b. secret
  - c. the word "wrong"
  - d. a coin
  - e. the word "short"

## D. Grammar Usage

**Teaching/Learning Strategies:** Revision, drill, question and answer, echo-reading, class activity and pair activity.

**Teaching/Learning Resources:** Writing board.

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

**Key Vocabulary:** present, tense, verb, action, habit, repeated

### Preparation Before Class

Use any good material that will help you have a successful lesson.

## Teaching and Learning Activities

### Activity 9

1. Direct learners to look at the pictures on **page 224** of the Learner's Book carefully with their partners. Ask them to read the sentences that follow.

- a. Eric **brushes** his teeth every morning.
- b. The sun **sets** in the west of the world every day.
- c. Lizzy **eats** a plate of rice for breakfast.
- d. Mr. Armah **teaches** at the Senior High School.

Let learners know that when we use verbs this way, we are describing actions in present simple tense.

2. Ask learners to complete the sentences on Learner's Book **page 225** with the correct form of the verb in brackets.

E.g. Comfort cooks our meals every day. (cook)

### Answers

- 2. a. carries
- b. smokes
- c. run
- d. shines
- e. jogs
- f. works
- g. feed

### Remedial Activity

Ask learners to use: brushes, sets, eats and teaches to form their own simple present tense sentences.

### Extension Activity

Ask learners to use five verbs to form five sentences of their own in the simple present tense.

### Additional Practise

Refer learners to Workbook **page 96** for further practise.

## E. Writing

**Teaching/Learning Strategies:** Question and answer, discussion, pair work.

**Teaching/Learning Resources:** Writing board

**Core Competencies:** collaboration and communication, critical thinking

**Key Vocabulary:** best, friend, age, hometown, hobbies, parents, favourite dish

### Preparation Before Class

Organise all the material that will facilitate your successful delivery of the lesson.

## Teaching and Learning Activities

### Penmanship

1. Tell learners to read the paragraphs about tortoise and copy it into their exercise books.

### Additional Practise

Refer learners to Workbook **page 98** for additional practise.

## Activity 10

### Guided Writing

1. Go over the topic, "My best friend" with learners as a revision of the pre-writing exercises they did previously.
2. Post the guiding questions on the board for learners to go through in pairs, let them use it to draft a composition titled "My best friend".

## Workbook Answers

### C. Vocabulary

#### Activity 1

##### A

1. accompanied
2. responded
3. notice
4. look forward to
5. focus
6. draw attention to
7. wrapped over
8. taken aback

##### B

- d. to go with
- e. replied
- a. to realise
- h. expectant
- f. to give special attention to
- b. to perceive something
- c. to cover with something
- g. surprised

### D. Grammar Usage

#### Activity 1

1. weighs
2. consumes
3. leaves
4. sings
5. eats
6. speaks
7. guards



## Unit Overview

In this unit we will look at the various benefits we derive from cocoa. The unit is divided into five sections which have been labelled A – E. Section A deals with Oral Language development. Learners will be taken through conversation to learn about Tetteh Quarshie. Section B deals with Reading. Learners will be given more insight about the blessing cocoa is to Ghana. Section C will be the Vocabulary Consolidation section. This is the unit that helps consolidate the vocabulary potential of the learners. Section D deals with Grammar. In this unit, learners will be taken through the use of verbs. Section E deals with Writing. In this section, learners will be taken through how to communicate the process of doing something to someone else.

## Learning Outcomes

By the end of this unit, learners will be able to:

- participate in conversation concerning legacies of our ancestors;
- predict a text based on the title and pictures;
- read a text silently and answer questions on it;
- identify and use minimal pairs in speech and writing;
- identify and use the simple past tense; and
- give written information on the process of doing something e.g. cooking, baking, etc.

## A. Oral Language

**Topic:** Conversation

**Teaching/Learning Strategies:** Discussion, dialogue, question and answer, class activity and pair activity.

**Teaching and Learning Resources:** Writing board, picture

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

**Key Vocabulary:** former, boxing, champion, Nkulenu Industries, personalities, blacksmith, cocoa beans.

### Preparation Before Class

Before the lesson, organise all the materials that will facilitate your teaching and keep them handy.

## Teaching and Learning Activities

### Activity 1

1. Post the picture on the board and encourage learners to talk about what they see.

2. Initiate the conversation by introducing the lesson. Then ask them relevant questions about the topic.

For example, “Can you name any citizen from a community in a town you come from who has done something for the community?” Allow a few students to respond to that question. Introduce Tetteh Quarshie. Discuss where he comes from and how he got to Fernando Po. How did he bring cocoa from there to Ghana?

## Activity 2

1. In pairs, let them go through the questions and discuss the answers they give to the questions:
  - a. What was Dr Esther Ocloo known for?
  - b. Which region does Tetteh Quarshie come from?
  - c. What is the current name of Fernando Po?
  - d. What can you do as your contribution to Ghana’s progress?
5. Have them go online to find out more about Tetteh Quarshie.

## Reflection

In groups, guide learners to share what they will want to be remembered for when they are no longer around.

## Additional Practise

Refer learners to Workbook **page 99** for further practise.

## Answers

1.
  - a. Nkulenu Industries.
  - b. Greater Accra Region.
  - c. Bioko.
  - d. Personal response.

## B. Reading

**Teaching/Learning Strategies:** Discussion, prediction, reading and speaking, echo-reading, silent-reading, question-answer, class activity, pair work and individual work.

**Teaching/Learning Resources:** Writing board, picture

**Core Competencies:** Cultural Identity and Global Citizenship, Communication and Collaboration, Personal Development.

**Key Vocabulary:** tropical, cocoa pod, botanical, cultivated, exported, backbone, gem

## Preparation Before Class

Organise all material that will make you deliver your lesson effectively.

## Teaching and Learning Activities

### Activity 3

1. Begin the lesson with a discussion of the picture on Learner's Book 5, **page 231**.
  - a. Allow learners to talk about what they see.
  - b. Predict the topic of the lesson.
2. Teach and drill the pronunciation of keywords one after the other.

### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold print. Let them try to work out the meaning of each word by reading the sentences in which they appear.  
Teach the meaning of keywords using context, demonstration and explanation.

### Activity 5

1. While learners listen attentively, read the text aloud and ask learners to:
  - a. Check the correctness of their predictions.
  - b. Share their ideas with the rest of the class.

### Activity 6

1. Read the text a second time while learners listen.

### Activity 7

2. Ask learners to read the text silently and closely for comprehension.

### Activity 8

## Assessment

1. **a.** Let learners read the questions in Learner's Book 5, **page 233** and discuss the answers with their partners.

## Answers

- a. A tropical rainforest plant.
- b. "food of the gods".
- c. Côte d'Ivoire, Indonesia, Nigeria, Cameroon, Brazil, Ecuador, Peru, Colombia, and the Dominican Republic.
- d. It is the main agricultural export crop, and it also forms the backbone of the economy.
- e. Six regions.
- f. Chocolate, baking chocolate, chocolate spread, cocoa powder, cocoa milk, toffees, biscuits, cocoa butter, and cocoa nibs (Learners can choose five from this list).
- g. COCOBOD
- h. 850,000 farm families.
- i. Personal responses.

## Reflection

Let learners discuss in their groups: if they were farmers what plant will they want to cultivate and why?

## Additional Practise

Refer learners to Workbook **page 101** for further practise.

## Letters Have Sounds

1. End the lesson with this phonic activity. Write the words below on the board and read through them several times while learners listen.

- a. rag/lag
- b. link/rink
- c. gloom/groom
- d. climb/crime
- e. lice/rice

Ask learners to read the words by themselves several times.

2. Put them in groups and ask them to go online to look for more minimal pairs like they just read.
3. Let them look at five pairs each. Ask learners to use any three pairs to form sentences.

## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Demonstration, explanation, context, listening and speaking.

**Teaching/Learning Resources:** Writing board, word cards

**Core Competencies:** Communication and Collaboration.

**Key Vocabulary:** botanical, Theobroma cacao, cultivated, revered, exported, tropical, cultivated

## Preparation Before Class

Before the lesson, get your word cards ready.

## Teaching and Learning Activities

1. As a class, let learners reread the text and find the following expressions/words. Some of them learners are already familiar with: exports, pod, consumption, tropical, worldwide, cultivation, botanical, shell, income, employment, factories.

Put learners in pairs to read sentences in which the words or expressions are located.

Encourage them to work out their meanings based on the context in which the words are found. Come in to help with demonstrations and explanations.

Encourage them to use the dictionary to find the meaning of some of the words. Ask them to use the words that are in bold print to form sentences of their own.

2. Still, in pairs, guide them to solve the puzzle and the riddle.

## Answers

### Puzzle

Across

1. gem
2. cocoa pod
3. worldwide
4. botanicas
5. backbone

Downwards

- a. exports
- b. nourishment
- c. tropical

### Riddle

2. a. air
- b. stamp(postage)
- c. dictionary
- d. secret
- e. stop imagining

## D. Grammar Usage

**Teaching/Learning Strategies:** Echo-reading, question and answer, drill, class activity, group work and pair work, listening and speaking.

**Teaching/Learning Resources:** Writing board.

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

**Key Vocabulary:** past tense, verb, subject, sentence

### Preparation Before Class

Arrange all materials that can help you teach an effective lesson.

## Teaching/Learning Activities

### Activity 9

1. Ask the learners to study the examples given with their partners. Let them identify the verbs in the sentences which end in (end in) -s, -es, or -ies. Let them mark them and identify their subjects.

## Answers

- a. (Mr. Adjei) teaches social studies
- b. I speak Fante.
- c. (Mathew's father) works on the farm.
- d. (She) likes chocolate.
- e. I need an envelope.
- f. (She) needs helpS
- g. (Mamle) studies agriculture.

2. Let learners read through the sentences with their partners. When they are through, let them form their own sentences with similar verbs in the simple past tense.

### Answers

- |    |   |             |
|----|---|-------------|
| a. | He waved us a goodbye when we were leaving. | —— waved    |
| b. | The thief escaped through the window.       | —— escaped  |
| c. | Our teacher listened to us.                 | —— listened |
| d. | Mr. Armah taught us in Basic 4.             | —— taught   |
| e. | Mama Daavi cooked the meals.                | —— cooked   |

### Activity 10

1. Let learners read the sentences below carefully. Let them form their own sentences with the same verbs.

### Answers

1. a. He needed encouragement before the contest.  
b. I needed new clothing.  
c. We needed a Maths teacher for our class.
2. a. She was interested in some of the books.  
b. My uncle was interested in politics.  
c. He was interested in bicycle.
3. a. I felt my brother's pain  
b. We felt hunger pangs on the bus.  
c. He felt disappointed at what he saw.

### Activity 11

1. With their partners, let learners use the three verbs: need, feel, and interest in the past tense forms to form two sentences each. Let them write the sentences in their exercise books.

### Remedial Activity

Ask learners with challenges to use these verbs to form their own sentences: waved, escaped, listened, taught, cooked.

### Extension Activity

Ask other students to use these verbs to form their own sentences: needed, interested, felt.

### Additional Practise

Refer learners to Workbook **page 104** for more practise

## E. Writing

**Teaching/Learning Strategies:** Discussion, question and answer, listening, modelling, reading and writing.

**Teaching/Learning Resources:** Writing board; ingredients: Flour, sugar, cocoa, baking powder, salt, milk, oil, eggs, vanilla, margarine, oven.

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

**Key Vocabulary:** ingredients, bake, chocolate, bread, margarine

### Preparation Before Class

Before the lesson, make sure you have organised all the materials you will need for the lesson.

## Teaching and Learning Activities

### Penmanship

1. Ask learners to use the uncompleted expressions below in sentences by completing them.
  - a. The cocoa plant...
  - b. It can be found...
  - c. Cocoa is the...
  - d. It can be...
  - e. Cocoa production...

### Activity 12 Guided Writing

1. Assemble all the materials on the table. Ask learners to carefully listen as you take the ingredients one after the other and explain to learners what role each plays in the baking. Put the table right in front of the class where every learner can see what is on the table. Take learners through the step-by-step process of preparing the flour dough for baking. Write every step you take on the board for learners to see.
  - a. First, assemble the ingredients you will need: flour, cocoa powder, baking powder and baking soda. Put all of them in big mixing bowl and mix them.
  - b. Next, add your sugars – caster sugar and brown sugar.
  - c. Get your butter or margarine at this stage and stir it to get rid of all lumps. Add eggs and vanilla.
  - d. Finally, add the butter mix to the dry ingredients – plus buttermilk.
  - e. Stir until chocolate batter forms.
  - f. Put the batter or dough in a loaf pan, then put it in an oven for about 45 – 50 minutes.
2. At the end, take learners through the process again as you have written on the board. Put learners in groups and ask them to decide whatever they want to cook or do. Guide them to follow whatever process they have to follow as you did. Ask them to write every step down in an exercise book.  
Let the groups present what they did to the class.

## Workbook Answers

### C. Vocabulary

#### Activity 1

1. tropical
2. Three to five years.
3. Western, Western North, Bono East, Ashanti, Ahafo, Eastern, Bono, Central, Oti and Volta regions.
4. (a) Foreign exchange.  
(b) Source of income for many Ghanaians.  
(c) Produce chocolate for consumption and export.
5. Chocolate, chocolate spread, cocoa powder, cocoa milk, toffees, biscuits.

### D. Grammar Usage

#### Activity 1

1. those
2. children
3. where
4. knowledge
5. wash
6. they

### E. Writing

#### Activity 1

Present	Past
1. need	needed
2. needs	needed
3. enjoy	enjoyed
4. is	was
5. are	were
6. like	liked
7. loves	loved



### Unit Overview

In this unit we are looking at the benefits of sports in all spheres of our lives. The unit is divided into five sections, labelled A – E. Section A is Oral Language Development where learners will learn how to deliver a speech. Section B is the Reading section. Here learners will look at the importance of sports. Section C is the section for Vocabulary Consolidation. Learners will be taken through exercises that will improve their vocabulary. Section D is the Grammar section, learners will be learning about collective nouns and how to use them. Section E has to do with Writing. In this section, learners will be taken through poetry writing.

### Learning Outcomes

By the end of the unit, learners should be able to:

- effectively present on “The importance of sports”;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- identify and pronounce words that have ‘y’ as consonant and as vowel sounds in them;
- identify and use more collective nouns;
- use idiomatic expressions in sentences; and
- write poems.

### A. Oral Language

**Speech delivery:** The importance of sports

**Teaching/Learning Strategies:** Speaking and listening, question and answer, discussion, class and pair work.

**Teaching/Learning Resources:** Writing board, picture.

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

**Key Vocabulary:** competitive, physical, individual, team, sports, popular, benefits, routine, games, sprinter

#### Preparation Before Class

Before the class, if there are any materials to will help you deliver an effective lesson, get them handy.

## Teaching/Learning Activities

### Activity 1

1. Post the picture of a footballer on the board. Guide learners to talk about what they see in the picture. Let them know they are going to listen to a presentation from you on the importance of sports. Therefore, they are going to be the audience. Ask them to sit and listen attentively with all the seriousness they can muster.
2. Start the presentation by acknowledging the presence of the audience (which is the learners). Then introduce yourself. Tell them the topic and the purpose of the presentation. Knowing their level, present the speech in a way they can recall the major points at the end of your presentation.

### Activity 2

1. a. Read the speech again. Pair them and give them copies of the speech. Guide them to take note of the following.
  - Heading of the presentation
  - Vocative address (Beginning with “My dear students...”)
  - Introduction of the contents
  - The content (body): How many issues are raised in the presentation?
2. Encourage learners to share their thoughts on the speech with their partners.

### Reflections

Put learners in groups and let them share what they have learnt from the speech and what they intend to do with it.

### Additional Practise

Refer learners to Workbook **page 106** for further practise.

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## B. Reading

**Teaching/Learning Strategies:** Echo-reading, listening, silent reading, prediction, discussion, vocabulary, whole and pair work.

**Teaching and Learning Resources:** Writing board, word cards, picture.

**Core Competencies:** Cultural Identity and Global citizenship, Communication and Collaboration, Personal Development.

**Key Vocabulary:** gymnasium, amateur, commonwealth, career, decades

### Preparation Before Class

Before the lesson, prepare and organise all the materials you will need to do effective teaching and keep them handy.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson with a discussion of the picture on Learner's Book 5, **page 243**. Allow learners to:
  - a. Talk about what they see.
  - b. Predict the content of the lesson.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold print. Let them try to work out the meaning of each word by reading the sentences in which they appear. Teach the meaning of keywords using context, demonstration and explanation.

### Activity 5

2. While learners listen attentively, read the text aloud.
  - a. Ask learners to check the corrections of their predictions.
  - b. Have a few of them share their ideas with the rest of the class.

### Activity 6

1. Read the text a second time while learners listen.

### Activity 7

1. Ask learners to read the text silently to themselves for comprehension.

### Activity 8

1. Let learners read the questions in their Learner's Books and discuss their answers with their partners.

## Answers

1.
  - a. Azumah Nelson is a Ghanaian.
  - b. Azumah Nelson is of Tabon descent.
  - c. He began to fight professionally in 1979.
  - d. A decade is a period of ten years.
  - e. Azumah Nelson had six losses and two draws.
  - f. Patriotic, loyal, diligent, excellent etc.
  - g. Personal response.

### Letters have Sounds: **The consonant 'y' versus the vowel 'y'**

1. Read the following words with your partner.  
Yet, you, yard.  
Ask learners what sound is the 'y' in the above words.
2. Read the words in the boxes as your learners listen. Tell the learners to identify the sound of the letter 'y' in each word:  
silly, baby, puppy, funny, sky, try, cry, my

Draw their attention to the fact that the first set of 'y' sounds as a consonant but in example 2, it sounds as a vowel. Draw their attention to the position of 'y' when it sounds as consonant and when its position gives a vowel sound.

3. With their partners ask them to search for five more words in which 'y' sounds as a consonant and another five in which 'y' sounds as a vowel.
4. Ask them to use two words from each group to form sentences in their homework.

### Additional Practise

Refer learners to Workbook **page 108** for further practise.

## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Use of context, demonstration and explanation, listening and speaking.

**Teaching/Learning Resources:** Writing board, word cards.

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** gymnasium, bout, career, characteristics, session, trait

### Preparation Before Class

Before the lesson, prepare your word cards.

### Teaching and Learning Activities

1. Ask learners to match the meanings in their Learner's Books to the correct words by writing the letters of the meaning next to the words.
  2. Ask learners to read the sentences next to instruction number (2) in their Learner's Book **page 247** with their partners carefully. Tell them to note the underlined phrases.
  3. Ask learners to match the words in the box with their correct meanings.
- NB:** Let learners note that the group of words or phrases are called idiomatic expressions. Though they are group of that usually carry a meaning. They help to make our writings interesting when we use them.
4. Tell learners to go onto the internet with their partners and look for five different idiomatic expressions. Ask them to form sentences with them in their exercise books.

### Additional Practise

Refer learners to Workbook **page 110** for further practise.

## Answers

3. a. quarrelling  
b. make peace  
c. miserly  
d. ignore  
e. consequences

## Additional Practise

Refer learners to Workbook **page 112** for further practise.

## D. Grammar Usage

**Teaching/Learning Strategies:** Listening, drill, echo-reading, class and pair work.

**Teaching/Learning Resources:** Writing board.

**Core Competencies:** Personal Development

**Key Vocabulary:** collective nouns, swarm of bees, school of fish, flock of birds, mall of shops, constellation of stars

### Preparation Before Class

Arrange for any material that will help you deliver a succesful lesson.

## Teaching and Learning Activities

### Activity 9

1. Instruct learners to study the pictures in their Learner's Book **page 248**.
2. Put them in groups and ask them to read and discuss the individual pictures.  
Refer to **page 248** of the Learner's Book.

### Activity 10

1. Ask learners to read the paragraph under the activity in the Learner's Book **page 248** and identify any collective nouns they can find.

## Answers

### Collective nouns

1. a. Staff of teachers
2. a. Congregation of calvary Methodist Church

### Activity 11

1. Ask learners in groups to discuss the meaning of the collective nouns they have identified.
2. Encourage them in their groups to look for more examples of collective nouns. Possibly from the internet.

### Remedial Activity

With their books closed, as learners to complete the following collective nouns:

- a. A \_\_\_\_ of fish
- b. A \_\_\_\_ of stars
- c. A \_\_\_\_ of bees
- d. A \_\_\_\_ of birds
- e. A \_\_\_\_ of shops

## Extension Activity

Go to the internet for ten collective nouns and form sentences with them.

## E. Writing

**Teaching/Learning Strategies:** modelling, listening, discussion reading, class and pair work.

**Teaching/Learning Resources:** Writing board, model.

**Core Competencies:** Collaboration and Communication, Critical Thinking, Reading and Writing, Creativity and Innovation

**Key Vocabulary:** wind, angry, whole, world, wary

### Preparation Before Class

Organise all the materials that will facilitate your lesson delivery.

### Teaching and Learning Activities

Write the poem the “Wind” on Learner’s Book **pages 249** and **250** on the board. Read through it several times while learners listen. Let them recite after you a few times and let them say it by themselves.

## Penmanship

1. Instruct learners to copy the quotes in their Learner’s Books **page 249** into their exercise books.

## Activity 12 Guided Writing

1. Ask learners to read the poem entitled “Wind” again with their partners and discuss it through the questions that follow in Learner’s Book **page 250**.
2. Encourage learners to write a five-line poem with their partners following the suggestions given below which is in their Learner’s book **page 250**.
  - a. Instruct them to say who they are writing about.
  - b. They should have something to say about whom/what they are writing about.
  - c. They should let readers see, hear or feel something about whom/what they are writing about.
  - d. They should give their poem an appropriate title and read it to the class with actions.

### Additional Practise

Refer learners to Workbook **page 113** and **114** for further practise.

## Revision 5

## Answers

### Exercise 1

1.
  - a. Snare
  - b. Kwarteng  
Hamid  
Dzifa
  - c. Asempa

### Exercise 2

1. air, bare, chair  
cure, poor, pure

### Exercise 3

1.
  - a. (F)
  - b. (T)
  - c. (T)
  - d. (F)

### Exercise 4

A	B
a. soiled	stained
b. confused	baffled
c. ugly	awful
d. indifferent	aloof
e. clean	tidy

### Exercise 5

Individual responses

### Exercise 6

1. Learners are free to suggest any innovation in any of the dishes they choose to cook.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. sports
2. football, boxing, basketball, tennis, golf, netball, hockey, volleyball, swimming, gymnastics, diving, figure skating, ice hockey, pole vaulting, long jumping, Zumba, snorkelling, kayaking, lacrosse, ice hockey, and motorsports.
3. dull
4. Abedi Pele, Alice Anum, and Azumah Nelson.

#### Activity 2

1. False
2. Individual response
3.
  - a. health
  - b. social
  - c. career opportunity
  - d. honour to the country  
(any three of these)
4.
  - a. Boxing, Wrestling,
  - b. Soccer, Basketball, Volley  
(any one of these)
5. Individual response

### B. Reading

#### Activity 1

1. July 1958
2. 1979
3. 39

4. Super-feather weight

5. The Kaneshie Sports Complex has been renamed after him.

### D. Grammar Usage

#### Activity 1

- |                 |                  |
|-----------------|------------------|
| 1. amateur      | 11. gymnasium    |
| 2. best         | 12. inspired     |
| 3. boats        | 13. interesting  |
| 4. career       | 14. opportunity  |
| 5. character    | 15. produced     |
| 6. commonwealth | 16. professional |
| 7. complex      | 17. ring         |
| 8. fight        | 18. session      |
| 9. flag         | 19. suburb       |
| 10. fought      | 20. trait        |

### E. Writing

#### Activity 1

1. a choir of singers
2. a pack of wolves
3. a crew of sailors
4. a swarm of bees
5. a nest of eggs
6. a herd of cattle
7. a congregation of worshippers
8. a series of events
9. a litter of puppies
10. a dormitory of beds



### Unit Overview

In this unit, learners will be guided to engage in a TV presentation activity to enhance their communication skills. The unit is divided into five sections labelled A – E.

Section A is the Oral Language Development section. Learners will watch what it means to be a newscaster and also what it means to project one's voice and be eloquent.

Section B is the Reading section. In this section, a boy has written an uncle a letter sharing with him an event he was involved in. Learners will also have some practise in phonics.

Section C is the Vocabulary Consolidation section. Learners will be taken through exercises that will consolidate their stock of words. Section D is the Grammar section. In this section, learners will have the opportunity to practise the use of suffixes. Section E is the last section. In this section, learners will do all kinds of Writing practices. In the first learners will do some practise in penmanship. In the second, part they will be guided to write to a friend.

### Learning Outcomes

By the end of this unit, learners will be able to:

- present news or other information on television;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- identify and use adverbs to express manner;
- identify words with suffixes -ful and -less from a text; and
- write a letter to a friend describing an incident or event in which they were involved.

### A. Oral Language

#### T.V. Presentations

**Teaching and Learning Strategies:** Discussions, class and group work, modelling (Watching TV News Presentations)

**Teaching and Learning Resources:** Writing board, pictures, recorded TV news.

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

**Key Vocabulary:** computer, smartphone

#### Preparation Before Class

Before the lesson, organise all the materials you will need for an effective lesson.

## Teaching and Learning Activities

### Activity 1

1. Ask learners to look at the picture in their Learner's Book 5 **page 256** and share their views with the rest of the class.
2. Let them know that one of them will be called to be the news caster with sample news.

### Activity 2

1. Organise learners into groups. Encourage and guide them as a group to decide on any event of the day their group would want to present. Instruct each group to write their news about the event that will be read to the class.

### Reflections

Put learners into groups and let them share whatever inspiration they got when the learner you chose read the news.

### Additional Practise

Refer learners to Workbook **page 115** for further practise

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## B. Reading

**Teaching/Learning Strategies:** Watching and listening, discussion, writing and reading, modelling, class activity and group work.

**Teaching and Learning Resources:** Writing, word cards, model.

**Core Competencies:** Critical Thinking and Problem-Solving.

**Key Vocabulary:** auditorium, contestant, anxious, trophy, experience, keenly-contested, thrilled, alumni

### Preparation Before Class

Before the lesson, organise all the materials you will need for an effective lesson and keep them handy.

## Teaching and Learning Activities

### Activity 3

1. Begin the lesson with a discussion of the picture in Learner's Book 5, **page 257**.
  - a. Allow pupils to talk about what they see.
  - b. Let them predict the topic of the lesson.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold print. Let them try to work out the meaning of each word by reading the sentences in which they appear. Teach the meaning of keywords using the context in which they are found, demonstration and explanation.

### Activity 5

1. While learners listen attentively, read text aloud and:
  - a. Ask learners to check the correctness of their predictions.
  - b. Have a few of them share their ideas with the rest of the class.

### Activity 6

1. Read the text a second time while learners listen.
2. Encourage learners to visualise what they are hearing.

### Activity 7

1. Encourage learners to read passage to themselves silently for comprehension

### Activity 8

2. Let learners go through the questions with their partners and discuss the answers to themselves.

## Answers

1.
  - a. University of Cape Coast auditorium.
  - b. National Science and Maths Quiz for Basic Schools.
  - c. He was afraid he would fail, but he was also excited about the opportunity.
  - d. His tutors calmed him down with their encouragement and kindness.
  - e. Cape Coast Basic School, St. Johns Boys' School and Adanwomase Girls M/A Primary.
  - f. Nine.
  - g. Personal response.

### Letters have Sounds: Suffixes

1. Ask learners to read the two words below with their partners.

- a. thankful
- b. restless

Explain to them that thank-ful and-less at the end of 'thank' and 'rest' are suffixes.

–ful in thankful means full of thanks

–less in restless means without rest

2. Let them find five other words for each of the two suffixes. Let them use those words in sentences and paste them on the classroom wall for a gallery.
3. Give learners a photocopy of a part of a newspaper or a text. Put them in groups, ask them to read and circle or underline all the words that name the diphthongs below in them. Diphthongs: /ei/, /ai/, /ɔi/. Let them share their answers with the class.

E.g. : day, high, boy

## Reflections

Put learners into groups and let them discuss the thought that good communication can unite the country. Encourage them to share their opinions.

## Additional Practise

Refer learners to Workbook **page 116** for further practise.

## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Use of content, demonstration and explanation, class activity and pair work.

**Teaching/Learning Resources:** Writing board, word cards.

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

**Key Vocabulary:** auditorium, contestants, trophy, alumni, experience, thrilled, anxious, solved, keenly contested, vying for

## Preparations Before Class

Before the lesson, organise all the materials you require to have a successful lesson.

## Teaching and Learning Activities

Ask learners to:

- Hunt for the words in bold print in the word search.
- Arrange them in alphabetical order and look up their meaning in a dictionary or on the internet.
- Do this with a partner.

## Answers

- a. alumni
- b. anxious
- c. auditorium
- d. contestants
- e. experience
- f. keenly
- g. solved
- h. thrilled
- i. trophy
- j. vying

## D. Grammar Usage

### Adverbs

**Teaching/Learning Strategies:** Reading, drill, question and answer, class activity and pair work, listening, spelling.

**Teaching/Learning Resources:** Writing board.

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

**Key Vocabulary:** adverbs of time, adverbs of manner, verbs

### Preparations Before Class

Before the lesson, organise all the materials you will need to teach a successful lesson.

### Teaching and Learning Activities

#### Activity 9

Review adverbs of place and time. Write these sentences on the board and let learners identify the verb and adverbs.

Remind learners about having learnt adverbs in Basic 4.

1. Guide them to identify the verbs and the adverbs of place and time in the sentences in this activity. Refer to Learner's Book **page 262**.

### Answers

#### Adverb

1. **a.** there (place)  
**b.** downstairs (place)  
**c.** today (time)  
**d.** early (time)

#### Verb

- a.** washed  
**b.** ate  
**c.** started  
**d.** became

## Assessment

### Activity 10

Ask learners to read the short passage under this activity and identify the verbs and the adverbs of manner within it.

### Answers

#### Adverb of manner

regularly  
hurriedly  
loudly  
slowly

#### Verb

communicate  
talking  
playing  
spoke

## Activity 11

### Answers

Aba Thompson has chores to attend to before going to school. She swept the compound of the house hurriedly. Then she arranged things in the hall and kitchen diligently. However when going to school she walked slowly.

### Remedial Activity

Ask learners to use these adverbs of manner to form sentences of their own: slowly, happily, noisily, quickly, angrily.

### Extension Activity

Ask learners to use six adverbs: two of manner, two of place and two of time to form six sentences of their own choice.

### Additional Practise

Refer learners to Workbook **page 117** and **118** for further practise.

## E. Writing

**Teaching/Learning Strategies:** model, guiding questions, class activity and pair work.

**Teaching/Learning Resources:** Writing board, model

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** informal letter, pleasantries, event, salutation, address, event, incident, experience

### Preparations Before Class

Organise all the materials that will facilitate a succesful delivery of the lesson before the class.

## Teaching and Learning Activities

### Penmanship

1. Ask learners to copy the following adages into their exercise book. Make sure they write legibly and in alignment.
  - a. The expert in anything was once a beginner
  - b. You still have a lot of time. Make yourself be what you want.
  - c. When it rains, look for rainbows.
  - d. When it's dark, look for stars.
  - e. One small positive thought in the morning can change your whole day.

## Activity 12

### Guided Writing

1. Ask learners to go back to the letters on **pages 258** and **259** of their Learner's Books with their partners, and use it as a guide to write to their friend, describing to him or her an experience they have had recently. Make sure the following are all the in the letter:
  - a. What is the incident/event?
  - b. Where did it happen, and when?
  - c. What part did you play in the incident or event?
  - d. How did it affect you?
  - e. What have you learnt?

Go around to ensure that all the parts of the letter are there. Refer to Learner's Book **pages 264** and **265**.

### Additional Practise

Refer learners to Workbook **pages 118** and **119** for practise.

### Unit Overview

In this unit, learners will be exposed to the various sources of food available to human beings. The unit is divided five sections labelled A – E. The first section, which is the Oral Language Development section, talks about the importance of vegetables and fruits in a poem which learners will learn. Section B is the Reading section. In this section, learners will be enlightened about animals as a source of food for humans. Learners will also have some practise in phonics. Section C is the Vocabulary Consolidation section, in this section learners will work on jumbled letters to form correct words and match them with their meanings. Section D is the Grammar section. In this section, learners will be taken through the use of some conjunctions. In the last section learners will be taken through persuasive writing and also have penmanship practise.

### Learning Outcomes

By the end of this unit, learners should be able to:

- read a poem and get the message it carries;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- write a persuasive composition;
- use words with digraphs to make meaningful sentences; and
- identify and use conjunctions.

### A. Oral Language

#### Poetry Recital

**Teaching/Learning Strategies:** Discussions, reflection, think-along, class activity and pair work, question and answer, echo-reading

**Teaching/Learning Resources:** Picture, writing board

**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Cultural Identity and Global Citizenship.

**Key Vocabulary:** precious, twin, sisters, mankind, rejoiced, vegetables, nutrition

#### Preparation Before Class

Before the lesson, organise all the materials you think you will require to teach an effective and successful lesson and keep them handy.



## Teaching and Learning Activities

### Activity 1

1. Allow learners to look at or study the picture in the Learner's Book carefully and, with the right questions, guide them to discuss the picture.
  - a. Go through the poem several times while learners listen. Let them recite the poem after you a few times.
  - b. Let them recite it by themselves.

### Activity 2

1. Put them in pairs and ask them to read the poem again, after which they should share their thoughts or views about the poem with each other.
2. Ask them to answer the questions in Learner's Book 5 **page 269**.

### Answers

- a. Personal
- b. Man's survival, to a large extent, depends on us.
- c. Oranges, mangoes, banana, apple, cabbage, spinach, okra etc.
- d. We stay healthy.

### Reflection

Put learners in groups and let them discuss what they think adults should do to ensure children eat the right food.

### Additional Practise

Refer learners to Workbook **page 120** for more practises.

## B. Reading

**Teaching/Learning Strategies:** Learning of keywords, echo-reading, silent reading, discussion, question and answer, class activity and pair work.

**Teaching/Learning Resources:** picture, writing board, word cards.

**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Cultural Identity and Global Citizenship.

**Key Vocabulary:** slaughter, abattoir, butchers, beef, lamb, mutton, pork, game

### Preparation Before Class

Before the lesson, prepare your word cards. Arrange for a poster-sized picture.

## Teaching and Learning Activities

### Activity 3

1. Begin the lesson with a discussion of the picture in Learner's Book 5, **page 269**.
  - a. Allow pupils to talk about what they see.
  - b. Let them predict the content of the lesson.
2. Teach and drill the pronunciation of the keywords.

### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold print. Let them try to work out the meaning of each word by reading the sentence in which it appears. Teach the meaning of the keywords (if necessary) using context, demonstration and explanation.

### Activity 5

1. While learners listen attentively, read the text aloud and:
  - a. Ask learners to check the correctness of their predictions.
  - b. Have a few of them share their ideas with the rest of the class.

### Activity 6

1. Read the text a second time while learners listen.
2. As learners listen, let them visualise what they hear.
3. Let them share their visualisation with their partners.

### Activity 7

1. After your reading task, learner to read silently for themselves for comprehension.

### Activity 8

2. Ask learners to go through the questions with their partners and discuss the answers. Below are the answers to the questions in the text in Learner's Book 5, **page 272**.

## Answers

1.
  - a. Cattle, goats, sheep, pigs, rabbits, hens, antelope, deer, the snail, pork.
  - b. Lamb.
  - c. Poultry.
  - d. They are loaded with nutrients.
  - e. Abattoir.
  - f. They are found in oceans, seas, rivers and lakes.
  - g. Wagashi is a local cheese made from cow's milk and the pounded bark of the Sodom Apple plant.
  - h. Personal response.

**Letters have Sounds:** Digraph – Two letters, one sound

1. Read these words to learners

this, that, them, with

path, wealth, earth, both

2. Ask them to form sentences with the words. Encourage them to read their sentences to their partners.

### Additional Practise

Refer learners to Workbook **page 123** for further practise.

## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Use of the internet, use of a dictionary, explanation, context, group work, listening and speaking, pair work.

**Teaching and Learning Resources:** Smartphone, computer, writing board, dictionary.

**Core Competencies:** Digital Literacy

**Key Vocabulary:** game, mutton, pork, poultry, abattoir, slaughter, butchers

### Preparation Before Class

Arrange for any material that will help you achieve a successful lesson.

### Teaching and Learning Activities

Ask learners to read the text again. As they read, let them look for the following words/expressions: delicacy, forest, malls, cream, lobsters, supermarket

1. Direct learners to read the passage again with their partners. Let them rearrange the jumbled letters of the various words, to represent the correct words.
2. When they are done with one, let them match the words with their meanings in (2). Refer to Learner's Book **page 273** for the exercise.

### Answers

- |              |              |
|--------------|--------------|
| 1. a. game   | e. poultry   |
| b. mutton    | f. abattoirs |
| c. pork      | g. butchers  |
| d. slaughter |              |
2. to kill: slaughter  
meat from sheep: mutton  
place where animals are killed: abattoir  
meat of wild animals: game  
meat from birds: poultry  
those who kill animals to sell their meat: butchers  
meat from pigs: pork

## D. Grammar Usage

**Teaching/Learning Strategies:** Drill, echo-reading, listening, question and answer, class activity and pair work.

**Teaching/Learning Resources:** Writing board, model

**Core Competencies:** Communication and Collaboration, Personal Development, Reading and Writing.

**Key Vocabulary:** conjunctions, sentences, substitutional, table

### Preparation Before Class

Arrange for any material that will help achieve a successful lesson.

## Teaching and Learning Activities

### Activity 9

1. Ask learners to join the with the following conjunctions: and, but, or

### Answers

- |           |        |       |        |        |
|-----------|--------|-------|--------|--------|
| 1. a. and | b. but | c. or | d. and | e. but |
|-----------|--------|-------|--------|--------|

2. Direct learners to read the sentences in question 2 as a way of practising the use of conjunctions.

### Activity 10

1. Put learners in groups and guide them to discuss the role or function of conjunctions in sentences. Let them share their ideas with the rest of the class.
2. Next, let them go to the substitutional table on **pages 274 and 275** and practise forming sentences from the table. Ensure they stick to the various columns and read horizontally, because the conjunctions in the middle row apply to all the sentences in the column.  
Examples of sentences that can be derived from the substitutional table:
  - a. Ellis trained hard so he won the race.
  - c. Edem had a big farm so he had enough food for the year.
  - e. Armatey was sad because his school team had lost the match.
  - h. Aseda was punished, although he sought permission to go out.

### Remedial Activity

Ask learners to use the conjunctions (so, although, and because) to form sentences.

### Extension Activity

Ask learners to go online, find other conjunctions and use them to form their own sentences.

### Additional Practise

Refer learners to Workbook **page 123** for further practise.

## E. Writing

**Teaching/Learning Strategies:** Discussion, organisation, drafting and editing, publishing.

**Teaching/Learning Resources:** Writing board, model

**Core Competencies:** Collaboration and communication, critical thinking, listening and speaking.

**Key Vocabulary:** persuasive, writing, discuss, topic, against, for

### Preparation Before Class

Organise all the necessary materials that will facilitate the delivery of a successful lesson before the class.

## Teaching and Learning Activities

### Penmanship

1. Ask learners to read the sentences on **page 275** of Learner's Book under section E (Writing) and copy them into their exercise books. Tell them to take note of the punctuations and proper alignment.

### Activity 11 Guided Writing

1. Put learners in groups. Direct them to discuss the topic "Farming should be taught in all schools". Write the topic on the board, for easy class discussion. Advise the various groups to choose an option to speak for or against the topic.
2. Take them through the prewriting stage.
  - a. Stating their opinion.
  - b. Giving good reasons for their opinion.
  - c. Stating examples to back their opinion.
  - d. Restating their opinion as a conclusion.
3. Remind them: they have to consider the audience. Advise them to write in a way that will persuade the audience to agree with them.
4. Encourage each one to contribute a suggested point for their group. As a group they will then select three strong points.

### Additional Practise

Ask learners to go to Workbook **pages 124** and **125** for further practise.

## Workbook Answers

### A. Oral Language

#### Activity 1

- |          |              |
|----------|--------------|
| a. guava | d. orange    |
| b. mango | e. banana    |
| c. apple | f. pineapple |
- |             |                |
|-------------|----------------|
| a. potatoes | e. garlic      |
| b. pepper   | f. garden eggs |
| c. pepper   | g. cabbage     |
| d. onion    |                |
- To eat a nutritionally balanced diet.

### B. Reading

#### Activity 1

because  
and  
but

### C. Vocabulary

#### Activity 1

- by boiling, by smoking, frying, grilling, baking
- butter, cheese, cream
- bees

### D. Grammar Usage

#### Activity 1

1. Thought	6. Fourth
2. Think	7. Faith
3. Thanks	8. Wreath

4. With

5. Worth

9. Path

10. Bath

### E. Writing

#### Activity 1

- bark – dog
- meow – cat
- crow – hen
- neigh – horse
- moo – cow
- bleat – sheep
- quack – duck

#### Activity 2

1. to kill for food	– slaughter
2. meat from sheep	– mutton
3. place where animals are killed	– abattoir
4. meat of wild animals	– game
5. meat from birds	– poultry
6. those who kill to sell their meat	– butchers
7. meat from pig	– pork

### Unit Overview

In this unit, learners are awakened to the truth that accident do not happen on roads only, but can happen in homes or even at workplaces. The unit is in five sections marked A – E. Section A is the Oral Language Development section. In this section, learners watch a talk show on “Domestic Accidents” involving children. Section B is the Reading section. In this section, learners are made to look again at road accidents. However, the focus is on attitudes, habits and government responsibilities as a way of reducing or preventing road accidents. Section C is the Vocabulary Consolidation section. Again, in this section learners will have an exercise of matching words to their meanings. Section D is the Grammar section. In this section learners will have some practise in the use of modal verbs. Section E is a Writing section. In this section, learners will be taken through how to write an argumentative or persuasive essay. They will also have some practise in penmanship.

### Learning Outcomes

By the end of the unit, learners will be able to:

- engage in conversation with others on a talk show about social issues;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- write an argumentative composition;
- use words with digraphs in communication;
- use modals in communication; and
- expand vocabulary by matching words and their meanings.

### A. Oral Language

#### Domestic accidents

**Teaching/Learning Strategies:** Expression of thoughts, listening, question and answer, group work.

**Teaching/Learning Resources:** Mock Radio/TV station or video of a talk show.

**Core Competencies:** Cultural Identity and Global Citizenship, Communication and Collaboration.

**Key Vocabulary:** domestic, causes, prevention, accident, medicine, toxic, disastrous

#### Preparation Before Class

Arrange for any materials that will assist you to achieve a succesful lesson.

## Teaching and Learning Activities

### Activity 1

1. Lead learners to open their Learner's Books to **page 279** and look at the picture and share their thoughts with the class.
2. Organise the class to sit quietly and watch and listen to the video. Ask them to listen to the ideas that come through the talk show they are listening to and come up with their own ideas too. (You can also have a mock talk show, where you practise with some of the children before the lesson begins.) The headteacher and a female teacher can participate. You can act as the moderator.

### Activity 2

1. Advise learners to sit quietly and listen to their headteacher and one of the female teachers and their classmates interact. Encourage them to evaluate the whole show.

### Activity 3

1. Guide learners to discuss what what they've just watched in the video or the mock show in their classroom. Refer to Learner's Book **page 281** for guiding questions for the discussion.

### Additional Practise

Refer to Workbook **pages 127** and **128** for more practise.

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## B. Reading

**Teaching/Learning Strategies:** Prediction, echo-reading, silent reading, question and answer, discussion

**Teaching/Learning Resources:** Picture, write board, word cards.

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

**Key Vocabulary:** ignorant, catalyst, reckless, disturbing, prone to, assume, distracted

### Preparation Before Class

Before the lesson, prepare your word cards. If possible, arrange for a poster-sized picture you can put on the board.

## Teaching and Learning Activities

### Activity 4

1. Begin the lesson with a discussion of the picture on Learner's Book 5, **page 282**. Allow learners to:
  - a. Talk about what they see.
  - b. Predict the lesson.
2. Read and drill the pronunciation of the keywords.



### Activity 5

1. In pairs, have learners search the text quickly to find the words in bold print. Let them try to work out the meaning of each word by reading the sentence in which they appear. Teach the meaning of keywords using context, demonstrations and explanations.

### Activity 6

1. While learners listen attentively, read the text aloud.
  - a. Ask learners to check the correctness of their predictions.
  - b. Have a few of them share their ideas with the rest of the class.

### Activity 7

1. Read the text a second time while learners listen.

### Activity 8

1. Next, let learners read silently to themselves for comprehension.

### Activity 9

1. Let learners read the questions on Learner's Book 5 **page 284** and discuss the answers with their partners.

## Answers

- a. Road accidents - 2
- b. Road traffic injuries.
- c. The poor state of roads, the use of faulty (unroadworthy) vehicles, inadequate road signs, stressed and fatigued drivers, reckless driving, drunken driving, speeding, overtaking, lack of education on road language, road signs and road regulations. Avoiding safety options such as seatbelts and helmets, fog and torrential rainfall, passengers that encourage drivers to speed so that they can get to their destination quickly, distracted pedestrians, crossing the road in the middle of highways. (Any of these answers is acceptable.)
- d. They help both drivers and pedestrians avoid accidents.
- e. Drivers aren't always paying attention.
- f. Personal response.
- g. When crossing at the traffic light, look out for the pedestrian crossing signal. If the human figure in it is red, it means it is dangerous to cross. When it is green, it means it is safe to cross. Even then, look left, right, and left again before you cross the road.

### Letters have Sounds: **Silent /g/ and soft /g/**

1. Direct learners to read the list of words below with their partners.  
laugh, cough, trough, enough, rough  
gymnasium, gypsy, stingy, Egypt, gyroscope
  - a. Lead them to pronounce the underlined word in the two lists of words.
  - b. Use any two words from each of the lists to form sentences.

## Additional Practise

Refer learners to Workbook **pages 127** and **128** for further practise

### C. Vocabulary

#### Fun with Words

**Teaching/Learning Strategies:** Demonstration, listening and speaking, use of context and explanation.

**Teaching/Learning Resources:** Writing board, word cards.

**Core Competencies:** Digital Literacy.

**Key Vocabulary:** scary, excitement, dreadful, fatal, collide

#### Preparation Before Class

Before the lesson, get any materials that will help you teach effectively.

#### Teaching and Learning Activities

1. Refer learners to Learner's Book page 285 to complete the exercise.

#### Answers

- A. fatal
- B. somersault
- C. scary
- D. reckless
- E. collide
- F. dreadful
- G. excitement

### D. Grammar Usage

#### Modal verbs

**Teaching/Learning Strategies:** Echo-reading, drills, exercise, listening, discussion.

**Teaching/Learning Resources:** Writing Board, word and sentence cards

**Core Competencies:** Communication and Collaboration, Personal Development, Listening and Speaking.

**Key Vocabulary:** modal, verb, sentence, request, permission, dialogue

#### Preparation Before Class

Arrange for any materials that will contribute to the successful delivery of the lesson.

## Teaching and Learning Activities

### Activity 10

1. Put learners in pairs and ask them to read these sentences.

- a. “**Can** you drop me at school?”
- b. “**Can** I have some more ice cream, please?”

Let learners understand that the words in bold print are modals. These are words in grammar we use to express a variety of meanings like: ability, expression of politeness, asking of permission, expression of possibility, obligation, compulsion, necessity, prediction, intention, determination, etc.

Explain to learners that in the examples above, **Can** has been used in both sentences, but they express different meanings. In the first sentence, “**can**” is used to make a request, and in the second sentence, **can** is used to ask permission.

2. Write these dialogues on the board and take learners through them.

- a. Kojo: “**Can** you bring me the book, please?”  
Esi: “Here you are.”
- b. Kojo: “**Could** you lend me ₵20, please?”  
Esi: “Yes, ok. Remember to give it back to me!”

**Can** and **Could** are used to make requests.

At this stage, let learners in pairs use “can” and “could” to make a request in two sentences.

3. Take learners through this other dialogue.

- a. Kafui: “Mum, can I watch TV?”  
Mother: “Yes, of course.”
- b. Kafui: “Mum, may I go to a party on Saturday?”  
Mother: “Well .....”

In the above sentences, both can and may are used to ask permission. Once again, let learners use **can** and **may** to ask permission by forming two sentences.

Let learners do the exercise in Learner’s Book 5 **pages 286–287**.

4. Put learners into pairs and take them through question 4 and 5.

- |               |                   |
|---------------|-------------------|
| 4. a. can/may | d. may            |
| b. can        | e. can            |
| c. could      | f. could          |
| 5. Request    | Asking permission |
| b             | a                 |
| c             | d                 |
| e             |                   |
| f             |                   |

## E. Writing

**Teaching/Learning Strategies:** Discussion, modelling, listening and speaking, question and answer, class activity, group and pair work.

**Teaching/Learning Resources:** Writing board, model

**Core Competencies:** Collaboration and Communication, Critical Thinking.

**Key Vocabulary:** accident, surprise, humans, activities, destruction, evidence, reason, pieces, conclusion

### Preparation Before Class

Arrange for materials that will facilitate the successful delivery of your lesson.

### Teaching and Learning Activities

Put learners in groups and let half of the class groups stand for the statement. Another half of the class, in their groups, should stand against the statement. Guide learners to go online to find evidence for whatever stand they have. Take them through the form their outline should look like as a class.

Refer to Learner's Book 5 **page 288**.

## Penmanship

1. Refer to learners Book **page 287**, Section E for the poem. Guide learners to copy this poem into their exercise books. Ensure that they copy it legibly and in alignment, taking note of all punctuation and capitalisation.

## Activity 11 Guided Writing - Argumentative writing

Refer to Learner's Book **page 288**.

1. Start the lesson with learners by posing the comment "Road accidents cannot be prevented". Take them through the requirements for their argument.
2. Pair learners and let them go through outline to come up with three valid reasons as the basis for their claim, then two pieces of evidence for each reason. After this, let learners write the first draft of their argument. Go around to assist those who need help.

### Additional Practise

Refer learners to Workbook **page 131** for further practise.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. Domestic accidents are accidents that take place at home.
2. Examples of domestic accidents are falling objects, cuts, trips, falls, slips, and burns.
3. You can get distracted, and this can cause a domestic accident.
4. To avoid accidents, drugs and chemicals must be kept out of reach of children.
5. To prevent domestic accidents, we must pay attention to whatever we do at home.

### B. Reading

#### Activity 1

1. Poor state of roads.  
Using faulty (unroadworthy) vehicles.  
Inadequate road signs.  
Driving when one is stressed and fatigued.  
Reckless driving.  
Drunken driving.  
Speeding.  
Lack of education on road language.  
Avoiding safety options such as seatbelts and helmets.  
Weather conditions such as fog and torrential rainfall.  
Passengers who encourage drivers to speed so that they can get to their destination quickly.  
Pedestrians who don't pay attention while on the road.  
When pedestrians don't obey road regulations.

2. drivers  
passengers  
pedestrians
3. injuries  
deaths  
destruction of cars/property.
4. When the traffic light gives the indication that you can cross.
5. Pedestrian crossing signal.

### C. Vocabulary

#### Activity 1

- |          |           |
|----------|-----------|
| cough    | Egypt     |
| 1. tough | giant     |
| 2. rough | gyroscope |
| 3. laugh | gigantic  |

### E. Writing

#### Activity 1

1. could
2. may
3. can
4. may
5. can
6. could
7. can

### Unit Overview

In this unit, learners will be enlightened on the value of the traditional justice system and also items that serve as traditional cultural symbols and identify various people. The unit is divided into five sections marked A – E. Section A is the Oral Language Development section. In this section, learners will role-play a story in the Bible which addresses our traditional justice system. Section B is the Reading section. In this section, learners will be looking at an item that serves to some extent to identify our dear country Ghana: the various brands of the kente cloth. Learners will also have some practise in phonics. Section C is the Vocabulary Consolidation section. In this section, learners will have to use certain words in sentences to form their own. Section D is the Grammar usage section. Next we will be looking at the past tense of irregular verbs and how to use them. Section E is a Writing section. In this section, learners will be guided to write an argumentative essay and also have some practise in penmanship.

### Learning Outcomes

By the end of this unit, learners should be able to:

- role-play a Ghanaian traditional court;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- identify and use irregular verbs (simple past);
- write an argumentative essay; and
- practise reading words containing diphthongs.

### A. Oral Language

**Teaching/Learning Strategies:** Rehearsal, modelling, discussion, role-play

**Teaching/Learning Resources:** Mock palace, costume, cutlass and other items.

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

**Key Vocabulary:** role-play, unintentional, breastfeed, snore, stealthily, swapped

#### Preparations Before Class

Before the class, arrange for all materials that can facilitate the understanding of learners so they can do the role-playing effectively.

## Teaching and Learning Activities

### Activity 1

1. Put up a poster-sized picture on the board and encourage learners to study it and share their thoughts on what they see.  
Tell learners they are going to listen to the story of how the traditional justice system was administered, and they are going to role-play aspects of it in costumes.
2. Give a summary of the story to learners. After that, go through the drama, making some of the learners take up roles of some of the characters by reading their part of the drama.

### Activity 2

1. Put learners into groups. Each group should share the roles of the characters among themselves and practise.  
Let each group have the opportunity to do aspects of the drama before the class. Ask learners to judge their colleagues, deciding which group was the best.

### Activity 3

1. Still, in groups, let learners go through the questions discussing their answers among themselves.  
For the questions refer to Learners Book **page 295**. Below are the answers to assessment.
  - a. What are the names of the two co-wives who were quarreling?
  - b. What was the name of their husband?
  - c. Who presented her case first to the court?
  - d. Why do you think Abena wanted the living child divided?
  - e. Do you think the Okyeame and the elders did a good job supporting the chief?

### Answers

- a. The two co-wives were Abena and Fosua.
- b. Their husband was Sebewie.
- c. Fosua presented her case first.
- d. She wanted Fosua to also lose her child (so they would be equal).
- e. Personal response.

### Reflections

Put learners in groups and let them discuss among themselves the way justice was and ministered in the role-play.

### Additional Practise

Refer learners to Workbook **page 132** for further practise

## B. Reading

**Teaching/Learning Strategies:** Prediction, Discussion, listening, echo-reading, silent reading, class and pair work.

**Teaching/Learning Resources:** Writing board, word cards, pictures of kente or real kente.

**Core Competencies:** Cultural Identity and Global Citizenship

**Key Vocabulary:** astute, loom, sacred

### Preparations Before Class

Organise pictures and samples of kente for the class.

## Teaching and Learning Activities

### Activity 4

1. Begin the lesson with a discussion of the picture on Learner's Book 5, **page 296** 156.
  - a. Allow pupils to talk about what they see.
  - b. Let them predict the topic of the lesson.
2. Teach and drill the pronunciation of the keywords.

### Activity 5

In pairs, have learners search the text quickly to find the words in bold print. Let them try to work out the meaning of each word by reading the sentence in which they appear. Teach the meaning of keywords if necessary, using the context, demonstration and explanation.

### Activity 6

1. Tell learners to listen attentively while read the text aloud.
  - a. Learners to check the correctness of their predictions.
  - b. Have a few of them share their ideas with the rest of the class.

### Activity 7

1. Read the text a second time while learners listen.
  - a. Ask learners to visualise what they hear.
  - b. Let them share their thoughts with their partner.

### Activity 8

1. Let learners read the text silently to themselves for comprehension.

### Activity 9

1. Let learners read each of the questions in Learner's Book 5 **page 299** on the text and discuss the answers with their partners.



## Answers

- a. Kente is made of silk and cotton.
- b. Kente comes from the Asante word “kɛntɛn”. It means basket.
- c. Kente is worn when chiefs are being enstooled among the Akans, during weddings, naming ceremonies, national events, graduation ceremonies, funerals, and traditional durbars during festivals (any of these two is acceptable).
- d. Ottaa Krahan and Karagu Ameyaw
- e. They saw a spider weaving its web.
- f. Adanwomase, Bonwire and Sakora Wonoo. Adanwomase is the royal weaving site for the Asantehene.
- g. The name of the first Kente was “Oyokoman”.
- h. Personal response.

### Additional Practise

Refer learners to Workbook **page 133** (Activity 1) for further practise

### Letters have Sounds: **More suffixes**

1. Read the words below, the second part of Activity 9 (**page 300**) while learners listen. Let them now read after you. Then let them read all by themselves.

The words are:

- a. Fearful, sleepless, cheerful
- b. Kindness, dryness, darkness

Remind learners that they were introduced to the words in set (a) Unit 21. Guide them to take note of some aspects of the words in set (b), they have a common suffix ‘-ness’ which means way of being. ‘Kindness’ means a way of being kind.

2. Guide learners to work with their partners to search for six words that ends with suffix ‘-ness’.
3. Guide learners to use their words in sentences and write them in their exercise books.

## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Use of context, demonstration, explanation.

**Teaching/Learning Resources:** Writing board, word cards

**Core Competencies:** Communication and Collaboration, Listening and Speaking

**Key Vocabulary:** astute, loom, sacred

### Preparation Before Class

Arrange for any material that will facilitate a successful lesson.

## Teaching and Learning Activities

### Fun with Words

For this section, refer to Learner's Book **page 300**.

1. Ask learners to read the sentences and use the underlined words to form their own sentences.

### Additional Practise

Refer learners to Workbook **pages 134/135** for further practise

## D. Grammar Usage

### Irregular verbs (past tense)

**Teaching/Learning Strategies:** Echo-reading, drills, question and answer

**Teaching/Learning Resources:** Writing Board

**Core Competencies:** Communication and collaboration, personal development, listening and speaking

**Key Vocabulary:** irregular, verb, past tense, present tense

### Preparation Before Class

Arrange for any materials that will facilitate a successful and effective lesson.

## Teaching and Learning Activities

### Activity 10

For this section, refer to Learner's Book **pages 301** and **302**.

1. Read to story to the learners, they may follow from their own books.
2. Let learners write simple present tense forms of the words given.

### Answers

a. Start	d. are	g. build	j. get
b. need	e. use	h. learn	
c. preach	f. tell	i. pass	

### Activity 11

1. Let learners understand that the verbs mentioned in Activity 11 question 1 are all regular, so they will require the addition of "ed" to change them from present tense to past tense.
2. Guide them to study the table below in their books **page 302** about the formation of the past tense of irregular verbs. But with irregular verbs it is different. Take them through the formation of the past tense of irregular verbs.

### Additional Practise

Refer learners to Workbook **page 134** and **135** for further practise.

## E. Writing

**Teaching/Learning Strategies:** Modelling, discussion, question and answer, listening and speaking.

**Teaching/Learning Resources:** Writing board, model

**Core Competencies:** Collaboration and Communication.

**Key Vocabulary:** tradition, identify, connects, ancestors, unique, smartphone

### Preparation Before Class

Arrange for any materials that will enable you deliver a successful and effective lesson.

## Teaching and Learning Activities

### Penmanship

1. Guide learners to read through the short poem titled “Tradition” and copy it into their exercise books. Refer to Learner’s Book **page 303**.

### Activity 12 Guided Writing - Argumentative writing

1. Guide learners, with their partners, to discuss the argumentative composition titled “Children under the age of 10 should be allowed to own a smartphone”. Let them follow the steps below. (Refer to Learner’s Book **page 303**.)
2. Guide them through the process of writing in Learner’s book **page 303** for them to write their essay effectively.

## Revision 6 Answers

### Exercise 1

1.
  - a. there – adverb of place
  - b. here – adverb of place
  - c. tomorrow – adverb of time
  - d. softly – adverb of manner
  - e. tonight – adverb of time
2. personal responses

## Exercise 2

1.

Who are we?

I am vegetables, she is fruits,

We give man the air he needs to live,

And also give him good nutrition.

## Exercise 3

1.

- a. yes
- b. poultry
- c. sheep
- d. butchers
- e. game

2.

- a. injury
- b. reckless driving
- c. traffic light
- d. cross the road
- e. stop

3.

- a. costume
- b. native
- c. enstooled
- d. ceremony
- e. fabric

## Workbook Answers

### B. Reading

#### Activity 1

1. Kente
2. silk and cotton
3. Weddings, naming ceremonies, national events, traditional durbars, and festivals.
4. From a spider weaving its web.
5. Adwenasa, Obaakofoɔ mmu man, Sikafuturo, Abusua ye dom, Emaa da

### D. Grammar Usage

#### Activity 1

1. Ghanaian
2. ethnic
3. interlace
4. native
5. fabric
6. patterns

### E. Writing

#### Activity 1

1. sent
2. blend
3. led
4. learnt
5. took
6. told
7. spent

### Unit Overview

In this unit, learners should be guided to see the Lake Volta as a natural resource just as cocoa. The focus will be on the benefits we derive from it. The unit is divided into five sections marked A – E. In section A, which is the Oral Language Development section. Learners will be studying how to give and follow directions. Section B, which is the Reading section, will take learners through an imaginative tour of Lake Volta. They will have the opportunity to be enlightened on what a blessing the lake is to Ghana. Section C is the Vocabulary Consolidation section. In this section, learners will be expected to supply words from the passage whose meaning has been given to them. Section D is the Grammar section. In this section, Learners will be looking at the identification and use of prepositions. Section E is the Writing section. In this section, learners will be given the opportunity of giving directions on how to cook any dish of their choice in groups. They will also have some practise in penmanship.

### Learning Outcomes

By the end of the unit, learners will be able to:

- give and receive directions;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- identify and use prepositions in speaking and writing;
- read words containing certain diphthongs correctly; and
- write an expository piece on the stages of preparing a dish.

### A. Oral Language

**Teaching/Learning Strategies:** Discussion, question and answer, dialogue, listening

**Teaching/Learning Resources:** Map, writing board

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

**Key Vocabulary:** cocoa mall, cocoa products, straight, turn, right, forward, crossroad, opposite, long station

#### Preparation Before Class

Before the class, organise all the materials that will facilitate your teaching delivery and keep them handy.

## Teaching and Learning Activities

### Activity 1

1. Post the community plan on the board and encourage learners to talk about it.
2. Ask learners to sit quietly as you read the dialogue between Efi Arhin and Mr Zakariah, where the latter sought directions to a particular place.

### Activity 2

1. Pair learners and let them go through their dialogue several times. Advise them to change roles from time to time.
2. Encourage learners to study the community plan again. Make them choose any other location and practise directing each other as they change roles.

### Additional Practise

Refer learners to Workbook **pages 137** and **138** for further practise

## B. Reading

**Teaching/Learning Strategies:** Discussion, prediction, echo-reading, silent reading, class activity and pair work.

**Teaching/Learning Resources:** Writing board, pictures, map of Ghana.

**Core Competencies:** Cultural Identity and Global Citizenship

**Key Vocabulary:** traction reservoir irrigation salvage recreation resource hydroelectric

### Preparation Before Class

Before the lesson, prepare your word cards. If possible, get a poster-sized picture of Lake Volta and a map of Ghana. Get the word cards ready as well.

## Teaching and Learning Activities

### Activity 3

1. Begin the lesson with a discussion of the picture in Learner's Book 5, **page 309**.
  - a. Allow learners to talk about what they see
  - b. Let them predict the topic and content of the lesson.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold print. Let them try to work out the meaning of each word by reading the sentence in which they appear. You may also teach the meaning of keywords using context, demonstration and explanation.

### Activity 5

1. While learners listen attentively, read the text aloud.
  - a. Ask learners to check the correctness of their predictions.
  - b. Have a few of them share their ideas with the rest of the class.

### Activity 6

1. Read the text a second time while learners listen.
2. Encourage them to imagine what they are hearing
3. Ask them to share their thoughts with their partners.

### Activity 7

1. Let learners read the text silently to themselves for comprehension

### Activity 8

1. In pairs, let learners read the questions on the text on **page 312**. They should discuss the answers with their partners.

### Answers

- a. Lake Volta in Ghana is the largest man-made lake in the world by its surface area.
- b. Lake Volta was formed as a result of the construction of the Akosombo Dam on the Volta River.
- c. Dodi, Dwarf, and Kporve.
- d. Hydroelectric energy/power.
- e. The Ghana Water Company Limited treats water from the lake and supplies it to homes, institutions, industries and schools.
- f. It has been set up to salvage the timber in Lake Volta so it can be exported.
- g. Buffaloes, crocodiles, black and white colobus, otters, antelopes, and elephants.
- h. Cocoa, timber, minerals like gold, bauxite, etc.

### Additional Practise

Refers to Workbook **page 139** for further practise.

### Letters have Sounds: Suffix which means “.... full of”

1. Pair up learners. Guide them to read through the words on **page 312** of the Learner's Book.
2. Let them repeat the sound of the underlined letters with their partner several times.
3. Guide them to go through the passage and search for two words with similar sounds in them.
4. Allow them to underline any word among the words below which has similar sounds as the bolded letters.

### Answers

deviant, defiant, serious, glorious



## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Using context, demonstration and explanation, listening and speaking, searching in the dictionary.

**Teaching and Learning Resources:** Write board, word cards, dictionary, computer/smartphone.

**Core Competencies:** Digital Literacy

**Key Vocabulary:** construction, reservoir, irrigation, salvage, recreation, resource, hydroelectric, foreigners

### Preparations Before Class

Arrange for materials that will facilitate your lesson.

## Teaching and Learning Activities

### Fun with Words

Refer to **page 313** of the Learner's Book..

1. Guide learners to read through the passage again to identify words that have the meanings listed on the page.
2. When learners have identified the words, help them to form their own sentences with them.

### Answers

1. a. reservoir  
b. construction  
c. foreigners  
d. island  
e. irrigation  
f. recreation

## D. Grammar Usage

### Preposition

**Teaching/Learning Strategies:** Echo-Reading, drills, listening

**Teaching/Learning Resources:** Writing board.

**Core Competencies:** Communication and Collaboration, Personal Development, Reading and Writing.

**Key Vocabulary:** preposition, nouns, pronouns, convey

### Preparation Before Class

Organise any material that will aid your successful delivery of the lesson.

## Teaching and Learning Activities

### Activity 9

1. Put learners in pairs and ask them to read the paragraph in Learner's Book 5, **page 314**. Prompt them to take note of the words in bold print. Let them understand that all of the words are prepositions.
2. Let them also know that prepositions are always followed by nouns or pronouns and then allow them to do the exercise in their Learner's Books.

#### Answers

Preposition		Noun/Pronoun
of	-	rivers
from	-	April
to	-	June
around	-	September
towards	-	December
by	-	meteorological services
before	-	rainy season
in	-	southern part of Ghana

3. Explain to learners that prepositions convey various meanings in sentences. Ask them to identify the meanings conveyed by the prepositions given in their books by writing the meaning next to each preposition.

#### Answers

- |                            |                  |
|----------------------------|------------------|
| a. of - possession         | e. around - time |
| b. in - direction/position | f. at - time     |
| c. from - time             | g. before - time |
| d. to - time               |                  |

### Activity 10

1. Ask learners to complete the following sentences by adding the correct preposition.

#### Answers

- |            |              |
|------------|--------------|
| a. beside  | e. for       |
| b. towards | f. at/beside |
| c. at      | g. across    |
| d. for     |              |

### Remedial Activity

Ask learners to use the following to form sentences of their choice at a cross for towards. (at, for, across, on, and beside)

### Extension Activity

Ask learners to use five prepositions other than the ones in their books to form sentences.

### Additional Practise

Refer learners to Workbook **page 315** for further practise.

## E. Writing

**Teaching/Learning Strategies:** Discussion, modelling, listening, Observation and doing, reading and writing.

**Teaching/Learning Resources:** stone, rice, saucepan, water etc.

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

**Key Vocabulary:** dish, ingredients, utensils, preparation, cook

### Preparation Before Class

Before the lesson, organise your utensils and ingredients.

### Teaching and Learning Activities

#### Penmanship

1. Guide learners to use the expressions in sentences by completing the sentences.

### Activity 11 Guided Writing - Expository writing

1. Guide learners to study the pictures on **page 316** of their Learner's Books on the stages of cooking rice.  
First organise your utensils and ingredients. Two cups of rice will require three cups of water.  
Secondly pour the three cups of water into the sauce pan. Put it on your stove and light it. Add a spoonful of salt to the water.  
Thirdly wash the rice and get it in the hot water on the stove, stir the rice on fire briefly to ensure the rice has settled in the sauce pan. Let it be on the stove for about 30 – 45 min. Finally lower the stove a little, and let it cook for an additional 10 min. By this time your rice ready for the dining table.
2. Put learners in groups and let them decide on what dish they want to cook. Guide them to state the ingredients and the utensils they would use. Let them state the process they will go through stage-by-stage to get the dish cooked.
3. Let them be aware that each group will present their work before the class a give them a limit between 90–120 words.

## Additional Practise

Refer learners to Workbook **pages 141** and **142** for further practise.

### Workbook Answers

#### B. Reading

##### Activity 1

1. World
2. Akosombo Dam
3. Volta River Authority
4. 4%
5. Water
6. Digya
7. Freshwater
8. Amazing

### Unit Overview

In this unit, learners will be educated on the fact that, there are different levels of government, the national level and the traditional level. The unit is divided into five sections marked A – E. Section A is the Oral Language Development section will be looking at the interaction between a district chief executive and a local or community school through conversation. Section B is the Reading section. In this section, learners will look at the governance system of the Asantes. They will also do some practice in phonics. Section C is the Vocabulary Consolidation section. With the help of the dictionary, learners will look up the meaning of certain words in a passage. Section D is the Grammar section. In this section, learners will be looking at how the plural forms of irregular nouns are formed. Section E the is the Writing section in which learners will be required to write a short composition about their teacher.

### Learning Outcomes

By the end of this unit, learners should be able to:

- participate in serious conversation and make sense of it;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- identify and use plural nouns without plural markers;
- write a descriptive composition; and
- find meanings of words from the dictionary.

### A. Oral Language

**Teaching/Learning Strategies:** Discussion, listening, questions and answers, group work

**Teaching/Learning Resources:** Picture, writing board.

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

**Key Vocabulary:** District Chief Executive, government, constitution, legislature, judiciary, ministers, regional, minister of state, chief justice

#### Preparation Before Class

Before the lesson, get all the materials that will help you have a successful lesson ready.

### Teaching and Learning Activities

#### Activity 1

**Conversation - A community school invites the DCE for interaction**

1. Encourage learners to look at the picture in the Learner's Book 5 on **page 319** and share what thoughts have come to mind with their classmates.

2. Advise them to sit still and listen attentively as you read the DCE's speech from the Learner's Book.

### Activity 2

1. Put learners in groups. Read the speech again as they listen. Encourage them to discuss what they heard and learnt in their groups. Give them these questions to aid them do their group discussions effectively.
  - a. Do you like our system of government or not? Give reasons for your answer.
  - b. Which of the three arms of government would you like to be part? Why?
  - c. Is it necessary for the country to be stable and peaceful?

## B. Reading

### The Political Structure of the Asante

**Teaching and Learning Strategies:** Prediction, listening, reading and speaking, Echo-reading, discussion, question and answer, silent reading, summary writing, class activity, and pair work and individual work.

**Teaching/Learning Resources:** Pictures, writing Board, word cards.

**Core Competencies:** Cultural Identity and Global Citizenship, Communication and Collaboration, Personal Development.

**Key Vocabulary:** efficient, hierarchical, influential, residence, structure, caretakers, assigned, the Golden stool

### Preparation Before Class

Before the lesson, organise all the materials that will be needed and keep them handy.

### Teaching and Learning Activities

#### Activity 3

1. Begin the lesson with a discussion of the picture on Learner's Book 5, **page 321**.
  - a. Allow pupils to talk about what they see and;
  - b. Predict the content of the lesson.
2. Teach and drill the pronunciation of the keywords one after the other.

#### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold print. Let them try to work out the meaning of each word by reading the sentences in which it appears. Teach the meaning of keywords using the context in which they are found, explanation and demonstration.

#### Activity 5

1. While learners listen attentively, read the text aloud and ask learners to:
  - a. Check the correctness of their predictions.
  - b. Share their ideas with the rest of the class.

### Activity 6

1. Read the text a second time while learners listen.

### Activity 7

2. Encourage learners to read the text silently to themselves for comprehension.

### Activity 8

With their partners, ask learners to read through the questions on Learner's Book **page 323** and discuss their answers.

### Answers

- a. The Akuapem, Akyem, Ahanta, Asante, Bono, Twifo, Adanse, Fante, Akwamu, Kwahu, and the Sehwi (the learner can choose any four of these).
- b. 13<sup>th</sup> century AD.
- c. They were influential because of their trade in gold and kola nuts.
- d. Manhyia Palace.
- e. The current Asantehemaa is called Nana Konadu Yiadom III.
- f. The Golden Stool.
- g. Mamponghe.
- h. Mpaboahene, Sanaahene, Nsumankwahene, Ankobeahene, Benkumhene, Nifahene, Gyantuahene, Nkosuohene.
- i. Personal response.

### Letters have Sounds

End the reading lesson with this phonic exercise.

1. Read these words as learners listen: lying, decided, surprised, replied, excited.
2. Ask learners to produce the sound of the underlined letters in each word. Let them repeat the sounds several times to each other.
3. Let them form sentences with the words above and read them.

### Additional Practise

Refer learners to Workbook **page 144** for further practise.

## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Re-reading, identification of words/expressions in text, listening and speaking, pair work, going online, class activity

**Teaching/Learning Resources:** Writing board, internet, dictionary

**Core Competencies:** Digital Literacy

**Key Vocabulary:** governing, territories, function, installed, rear, flank

### Preparation Before Class

Before the lesson, prepare your word cards.

### Teaching and Learning Activities

1. Ask learners to read the passage again to identify these words:

governing, territories, functions, installed, rear, flank

2. With the help of a dictionary, ask learners to look up the meaning of the above words and use them to form their own sentences.

## D. Grammar Usage

**Teaching/Learning Strategies:** Echo-Reading, drill, exercise, pair, class and individual work.

**Teaching/Learning Resources:** Writing board

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

**Key Vocabulary:** singular, plural, blanks, sentences, correct

### Preparation Before Class

Organise materials that can contribute to a successful lesson delivery.

### Teaching and Learning Activities

#### Activity 9

1. Guide learners to read through the table of nouns in Learner's Book **page 325** with their partners. Let them note how the plurals are formed.
2. Guide learners to fill in the blanks of the sentences in Learner's Book **page 325** with the correct plural form of the nouns in brackets.

### Answers

- |             |             |
|-------------|-------------|
| a. houses   | d. boxes    |
| b. kitchens | e. holidays |
| c. churches | f. parties  |



### Activity 10

1. Ask learners to study the pictures in their Learner's Book **page 326** and write their plural forms in the table on the same page.

#### Answers

Singular	Plural
Sheep	Sheep
aircraft	aircraft
deer	deer
fish	fish

2. Use the words to form sentences in their plural form.

### Additional Practise

Refer learners to Workbook **page 146** for further practise.

## E. Writing

**Teaching/Learning Strategies:** Discussion, modelling, pair and class activity

**Teaching/Learning Resources:** Writing board, model

**Core Competencies:** Collaboration and Communication, Critical Thinking.

**Key Vocabulary:** pupils, deligent, Mankessim, strict, twenty-eight, indiscipline

### Preparation Before Class

Organise any material that can be of use and help to deliver a successful lesson.

### Teaching and Learning Activities

Post pictures of about four people, two ladies and two gentlemen, on the board. They should be of different ages, heights, etc. Ask learners to study the pictures and talk about them. For example, guide them to use descriptive words like older, old, younger, young, fat, tall, thin etc., to describe what they see in the pictures.

## Penmanship

1. Guide learners to copy the poem on Learner's Book **page 327** into their exercise books.

### Activity 11 Guided Writing - My teacher

1. Through your guidance, help learners to complete a paragraph about the given picture with the correct words from the box. Refer to Learner's Book **pages 327** and **328**.

## Answers

1. called
2. twenty-eight
3. Mankessim
4. strict
5. indiscipline and laziness
6. pupils
7. I
8. diligent

## Workbook Answers

### B. Reading

#### Activity 1

1. Paramount Chief - Oman hene
2. Krontihene
3. Ankobeahene
4. Asafohene
5. Tufuhene
6. Manwerehene
7. Sanaahene
8. Adontehene
9. Nkyidomhene
10. Nifahene
11. Akyempimhene

### D. Grammar Usage

#### Activity 1

Plural	singular
1. houses	house
2. churches	church
3. boxes	box
4. boys	boy
5. skies	sky
6. wolves	wolf
7. potatoes	potato

### E. Writing

#### Activity 1

1. sheep
2. deers
3. heroes
4. shelves
5. pianos
6. fishes
7. luggage
8. scissors
9. teeth
10. oxes

### Unit Overview

In this unit, learners will be made aware that sometimes certain events stray into our way when we least expect them. Hence unwelcome visitors. The unit is divided into five sections marked A – E.

Section A is the Oral Language Development section. Through asking and answering questions learners will share the experience of armed robbers visiting a boy's house and robbing them. Section B is the Reading section. In this section, learners will be made aware of what flooding can do to a community. Section C is the Vocabulary Consolidation section. Learners will do some exercises with synonyms. Section D is the Grammar section. In this section, learners will have further exposure to modals. Section E is a Writing section where learners are encouraged to write a narrative about a frightening experience. They will also have a penmanship exercise.

### Learning Outcomes

By the end this unit learners should be able to:

- ask and answer questions;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- use modals in writing and speaking;
- write a narrative of an unpleasant experience they went through; and
- read words containing diphthongs and use them in writing.

### A. Oral Language

#### Asking and answering question

**Teaching/Learning Strategies:** Listening and Speaking, question and answer, class and pair work, discussion.

**Teaching and Learning Resources:** Writing board, pictures

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

**Key Vocabulary:** robbers, tools, hammer, crowbar, screw drivers, laptop

#### Preparation Before Class

Arrange for any materials that can be used to facilitate the effective teaching of the lesson.

## Teaching and Learning Activities

### Activity 1

1. Ask learners to look at the picture in their books and share what they see with classmates.
2. Call two of the learners to the front and let them read through the dialogue in the book.

### Activity 2

1. Put learners into pairs and let them take turns to share their experiences with robbers.  
Remind them to use the wh- word for their questions.
2. Let them answer the following questions with their partners.
  - a. How did you feel as you listened to Tagoe's experience?
  - b. What have you learnt from Tagoe's experience?
  - c. Is it good to ask others to share bad experiences they have gone through? Why?

## B. Reading

**Teaching/Learning Strategies:** Picture discussion, listening, prediction, close and silent reading, echo-reading, class and pair work.

**Teaching/Learning Resources:** Picture, writing board

**Core Competencies:** Cultural Identify and global citizenship, communication and collaboration.

**Key Vocabulary:** rumblings torrential, subsided, wrecked, havoc, scary, disturbing, water ways, fortunate

### Preparation Before Class

Before the lesson, get all materials you will read for an effective and successful lesson ready.

## Teaching/Learning Activity

### Activity 3

1. Begin the lesson with a discussion of the picture on Learner's Book 5, **page 333**.
  - a. Allow pupils to talk about what they see.
  - b. Let them predict the content of the lesson based on the topic and pictures.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold print. Let them try to work out the meaning of each word by reading the sentences in which they appear.  
Teach the meaning of keywords using context, explanation and demonstration.

### Activity 5

1. While learners listen attentively, read the text aloud and:
  - a. Ask learners to check the correctness of their predictions.
  - b. Have a few of them share their ideas with the rest of the class.

### Activity 6

1. Read the text a second time while learners listen.

### Activity 7

1. Ask learners to read a text closely and silently for comprehension.

### Activity 8

1. Let learners read each of the questions in their Learner's Book 5 **page 335** and discuss the answers with their partners.

Below are suggested answers to the questions in their book.

### Answers

- a. Ama Serwaa.
- b. The incident happened in the month of June.
- c. A flood.
- d. Their house was on a higher level or elevated ground.
- e. They accommodated their displaced neighbours for a couple of days.
- f. Flooding in Accra was caused by heavy rainfall, poor drainage as well as dumping of waste in waterways and people building in flood-prone areas.
- g. National Disaster Management Organisation (NADMO).
- h. Houses should not be built in waterways or flood-prone areas; there should be a proper waste drainage system, and clean and desilt gutters regularly. Other relevant answers can be accepted.

### Letters have Sounds: **The diphthong /ie/**

1. Put learners in pairs and ask to read these words: here easier pioneer, profiteer, frontier hear, fear.
2. Let learners produce the sound of underlined letters in each word. Let them repeat it several times to each other.
3. Ask them to form sentences with the words and read them out to their partners.

## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Use of context, explanation, demonstration, listening and speaking, class and pair work, Reading and Writing, listening and speaking.

**Teaching/Learning Resources:** Writing board, word cards.

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** scary, rumblings, torrentially, subsided, havoc, disturbing, fortunate

### Preparation Before Class

Arrange for any material that will facilitate a successful lesson delivery.

## Teaching and Learning Activities

1. Working as a class, guide learners to find these expressions in the text: upsetting, lessened, noise, frightening, lucky, damage, heavily. Ask them to read the sentences in which these words/expressions are found.  
Put learners in pairs and let them think and try to work out the meaning of the words/expressions. Have them share their meanings with the class.  
Guide learners to determine the word classes of the words/expressions and, based on that, use the words in sentences of their own.

### Additional Practise

Refer to Workbook **page 150**, section B Activity 1.

## D. Grammar Usage

### Modals

**Teaching/Learning Strategies:** Listening and speaking, drills, modelling, exercises, class, group work and pair work.

**Teaching/Learning Resources:** Writing board, model, examples.

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

**Key Vocabulary:** Tie, coat, morning, physical, exercise, schools, bill

### Preparation Before Class

Arrange for any material that will help you deliver a successful lesson.

## Teaching and Learning Activities

### Activity 9

1. Guide learners to go through the dialogue between Dzifa and his father. Let learners take note of all the statements.
2. Let learners understand that, based on the dialogue, it is clear that the statements made expressed mandatory or obligatory situations, others were requests and others were permission.

### Answers

- a. had to      b. had to      c. must      d. must

### Activity 10

1. Guide learners to complete the sentences in their books **page 337** with the correct modals.

## Answers

- |         |             |
|---------|-------------|
| a. must | e. had to   |
| b. had  | f. must     |
| c. must | g. must not |
| d. must |             |

### Additional Practise

Refer learners to Workbook **page 151** for further practise. Below are answers to the questions.

### Exercise

Ask learners to use the following modals to form sentences: can, could, must, have to, had to, may.

## E. Writing

**Teaching/Learning Strategies:** Question and answer, discussion, class and pair work, reading and writing.

**Teaching/Learning Resources:** Writing board, guiding questions.

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

**Key Vocabulary:** incident, frightening, experience, paragraph, topic

### Preparations Before Class

Organise materials that will help achieve your goals in lesson delivery.

## Penmanship

Guide learners to copy out the paragraph in their exercise books. Refer to Learner's Book **page 338**.

## Teaching and Learning Activities

### Activity 11 Guided Writing - My teacher

- Put learners in groups and let them share experiences that they have had with their group mates. Encourage them to use the questions below:
  - Where and when did this incident take place?
  - What were you doing when the incident happened?
  - How did you get involved?
  - Why was the incident frightening?
  - How did you get out of it?
  - What lessons did you learn from the experience?

2. Write the structure of the narration on the board as a guide.
- a. Introduction {The incident where and when it took place.}
  - b. Body of story {Description of the incident, how you got involved, how you got out of it.}
  - c. Conclusion {The effect it had on you/lessons learnt from it.}

## Workbook Answers

### B. Reading

#### Activity 1

1. scary
2. June, rainy
3. rumblings of thunder
4. torrentially
5. havoc
6. nADMO
7. five decades
8. heavy rainfall, poor drainage

### C. Vocabulary

#### Activity 1

Word		Antonym
1. uprooted	–	planted
2. disaster	–	blessing
3. lost	–	gained
4. clean	–	dirty
5. floating	–	sinking
6. fortunate	–	unfortunate



### Unit Overview

In this unit, learners will be made aware of places all over the world where memorable things happened, whether the incidents were good or bad. Since they impacted the history of where it happened, the site is preserved. The unit is divided into five parts, marked A – E.

Section A is the Oral Language Development segment. Learners will be taken through the history of the castles in the Cape Coast and Elmina. Section B is the Reading segment of the unit. Learners will be given more detailed information about the history of Elmina Castle. Searching C is the Vocabulary Consolidation segment. Learners will be matching words with their meanings. Section D is the Grammar segment of the unit. Learners will be taken through the use of the past continuous tense. Section E is the Writing segment of the unit. Here learners will learn how to switch from a writing in the present tense to the past tense. There will be an exercise in penmanship.

### Learning Outcomes

By the end this unit learners should be able to:

- have a conversation with some adults about heritage sites;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- write sentences in past continuous tense;
- copy out a paragraph on slavery, changing it from the present tense to the past tense; and
- read words that have the short and long vowel sound produced by “oo” spelling.

### A. Oral Language

#### Conversation

**Teaching/Learning Strategies:** Listening, visualisation, picture discussion, browsing the internet.

**Teaching and Learning Resources:** Computer/smartphones, writing board, pictures.

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

**Key Vocabulary:** heritage, site, significant, country, historical, cultural

#### Preparation Before Class

Organise any essential materials you need for the lesson before it starts.

## Teaching and Learning Activities

### Activity 1

1. Ask learners to look at the picture in their books and share what they can see with their classmates.

### Activity 2

1. Put learners in groups to go through the conversation in their books. Encourage them to change roles.

### Activity 3

1. Get learners paired up again. Ask them to answer the questions in their books and discuss the answers.
  - a. If you had opportunity to visit a heritage site in Ghana which one would you visit? Why?
  - b. Which other place in Ghana will you like to be turned into a heritage site?
2. Encourage learners to go to the internet with their partners and look for other heritage sites in Africa. Ask them to make some notes and come and share their findings with their classmates.

## B. Reading

### The Elmina Castle

**Teaching/Learning Strategies:** Picture Discussion, echo-reading, silent reading, question and answer.

**Teaching/Learning Resources:** Writing board, picture

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

**Key Vocabulary:** shackled, cramped, repurposed, dungeons, descendants

### Preparation Before Class

Before the lesson, have all the needed materials for teaching ready and handy.

## Teaching and Learning Activities

### Activity 4

1. Begin the lesson with a discussion of the picture in Learner's Book 5, **page 343**.
  - a. Allow pupils to talk about what they see.
  - b. Let them predict the topic of the lesson.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 5

1. In pairs, have learners search the text quickly to find the words in bold print. Let them try to work out the meaning of each word by reading the sentence in which it appears.  
Teach the meaning of keywords using the context, demonstration and explanation.

### Activity 6

1. While learners listen attentively, read the text aloud and:
  - a. Ask learners to check the correctness of their predictions.
  - b. Have a few of them share their ideas with the rest of the class. Read the text a second time while learners listen.

### Activity 7

1. Read the text again while learners listen.
2. Encourage them to visualise what they are listening to.

### Activity 8

1. Now have learners read the text closely and silently for comprehension.

### Activity 9

1. In pairs, let learners read each of the questions and discuss their answers with their partners. Below are the suggested answers.

#### Answers

- a. The Portuguese built the Elmina Castle.
- b. It was built in 1482.
- c. It was being used as a trading post for gold.
- d. "Door of No Return"
- e. They were crammed in the dungeons and had no breathing space. They had to live in a filthy environment. Some also died from the horror of being captives. (Any of these responses is fine).
- f. Some visitors are the direct and indirect descendants of the slaves held captive in the castle centuries ago.
- g. UNESCO.
- h. Personal response.

### Letters have Sounds: The long vowel /u:/

1. Read these words as learners listen.
  - a. noon, spoon, pool, wood, boot.
  - b. look, good, book, cook, foot
2. Let learners say the words after you. Draw the attention of learners to the fact that the list in 'a' has a longer vowel than the list in 'b'.
3. Let learners use three words from each to form sentences and write them in their exercise books.

## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Echo-reading, drill

**Teaching/Learning Resources:** Writing board, word cards

**Core Competencies:** Reading and writing, communication and collaboration, listening and speaking.

**Key Vocabulary:** shackled, crammed, repurposed, dungeons, descendants

### Preparation Before Class

Before the lesson, prepare your word cards.

### Teaching and Learning Activities

#### Fun with Words

1. Guide learners to match the meaning in the box with the other set of words.  
prisons, children, reused, chained, crowded  
Example: captive - slave

### Answers

- a. shackled - Chained
- b. dungeon - Prison
- c. descendant - children
- d. crammed - Crowded
- e. repurposed - Reused

## D. Grammar Usage

**Teaching/Learning Strategies:** Echo-reading, drills, listening, class activity, group and pair work

**Teaching/Learning Resources:** Writing board

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

**Key Vocabulary:** shackled, dungeon, descendant, crammed, repurposed

### Preparation Before Class

Organise all the material you will need for a successful and effective lesson.

### Teaching and Learning Activities

#### Activity 10

1. Ask learners to read the sentences below:
  - a. The boy plays in the garden.
  - b. The three sisters play on the verandah.
  - c. The houses look beautiful on the hill.

d. The minister lives in a valley.

The sentences are in simple present tense.

2. Read the following sentences with your partner.

a. The girl was washing the car when we saw her

b. They were singing at assembly this morning.

The sentences show that an action was going on in a past time. They are in the past continuous tense.

3. Write five sentences in the past continuous tense.

### Activity 11

1. Ask learners to write a sentence with each of these verbs in the past continuous tense

a. cook

b. sweep

c. write

d. play

e. dance

### Answers

a. He was cooking when we passed by.

b. They were sweeping the whole yesterday.

c. She was writing when I came home.

d. The children were playing when we came home.

e. They were dancing when the rain started.

## E. Writing

**Teaching/Learning Strategies:** Discussion, copying, reading, individuals work

**Teaching/Learning Resources:** Learner's Book **pages 348** and **349**.

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

**Key Vocabulary:** family, happy, communities, trade, Europeans

### Preparation Before Class

Arrange for any material that will facilitate the understanding of learners.

### Teaching and Learning Activities

Let learners understand that narrative can be written in the present tense as well as the past tense. For example:

They are a happy family. They do things together. (present tense)

They were a happy family. They did things together. (past tense)

## Penmanship

1. Tell learners to copy this paragraph in their exercise books:

It is said that winners do not quit.

And quitters do not win.

Therefore, do not quit.

Hang in there.

And you will become a winner.

## Activity 11 Guided Writing

1. Ask the learners to copy out the paragraph below, changing the tense from the present tense to the past tense.

For example:

They are a happy family. They do things together. They were a happy family. They did things together.

### Answers

- a. They are living happily in their communities.  
They were living happily in their communities.
- b. The Europeans come to their communities to trade.  
The Europeans came to their communities to trade.
- c. But everything is changing. They have become slaves and Europeans take them to some foreign land to work.  
But everything was changing. They had become slaves and the European stick them to some foreign land to work.

## Workbook Answers

### B. Reading

#### Activity 1

1. Portuguese, 1482
2. São Jorge da Mina
3. 1637
4. British
5. "The New World"
6. shackled
7. abolished, 1529
8. independence

### D. Grammar Usage

#### Activity 1

1. Mrs. Mensah
2. Kojo and his father
3. The hen and the chicks
4. The headmistress
5. Some rich men

### Activity 2

1. use
2. like
3. is
4. were
5. are

### E. Writing

#### Activity 1

Nyarko and Abaidoo were brothers who worked shepherds. They always kept watch for one another when they were in the fields. They also loved their flock of goats very much. They did not always have to keep the goats close, because the goats were wise and could look after themselves. The shepherds took good care of the animals because the animals provided them with food.

### Unit Overview

In this unit, learners will be made aware sometimes we have accept new members to join a family. The unit is divided into five sections marked A – E.

Section A is the Oral Language Development segment of the unit. In this segment, we look at how to receive people both formally and informally.

Section B is the Reading segment of the unit. Learners will ‘attend’ a naming ceremony and see how it is done.

Section C is the Vocabulary Consolidation segment of the unit. Once again, learners will be matching words with their meanings.

Section D is the Grammar segment of the unit. Learners will learn the past tense of irregular verbs and those which have zero plurality.

Section E is the Writing segment of the unit. Learners will write a paragraph with the correct words and also do some penmanship.

### Learning Outcomes

By the end of the unit, learners should be able to:

- use formal and informal language in communication;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- identify and use the simple past tense of irregular verbs; and
- describe acceptance into a club or society.

### A. Oral Language

**Teaching/Learning Strategies:** Picture, discussion, listening, class and pair activities.

**Teaching/Learning Resources:** Pictures, Writing board.

**Core Competencies:** Commitment and Collaboration, Personal Development.

**Key Vocabulary:** formal, informal, guys, old friends, new friend, staff introduce

#### Preparation Before Class

Organise any material that will contribute in effectively communicating the lesson to learners.

### Teaching and Learning Activities

#### Activity 1

1. Ask learners to look at the picture in their books. Ask learners to discuss what they see and share their thoughts with the rest of the class. Let learners understand that in formal and informal settings, we use different languages.



## Activity 2

1. Tell learners that they should take turns to read the presentation A and B.
2. Let them write presentation of their own on any topic and read it to their partner.
3. Let them answer questions on the lesson with their partners.
  - a. Do you think it is important for new friends to be introduced to old friends.
  - b. What difference do you notice in the two presentations?

## B. Reading

**Teaching/Learning Strategies:** Echo-Reading, listening, discussions, silent reading, answering comprehension questions, class activity, pair work and individual work.

**Teaching/Learning Resources:** Writing board, pictures, word cards.

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

**Key Vocabulary:** wrapped, gathering, upbringing, dignity, critical, divorced, integrity

### Preparation Before Class

Have handy any material that will contribute to the success of the lesson.

## Teaching and Learning Activities

### Activity 3

1. Begin the lesson with a discussion of the picture on Learner's Book 5, **page 353**.
  - a. Allow pupils to talk about what they see.
  - b. Let them predict the content of the lesson.
2. Teach and drill the pronunciation of keywords one after the other.

### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold print. Let them try to work out the meaning of each word by reading the sentence(s) in which the words appear. Teach the meaning of keywords using the context of the words, demonstration and explanation.

### Activity 5

While learners listen attentively, read the text aloud.

- a. Ask learners to check the correctness of their predictions.
- b. Have a few of them share their ideas with the rest of the class.

### Activity 6

1. Read the text a second time.
2. Encourage learners to visualise what they are hearing.

### Activity 7

1. Ask learners to read the text closely and silently for comprehension.
2. In pairs, let learners read each of the questions in Learner's Book 5 **page 356** and discuss the answers with their partners.

## Answers

- a. Nana and Ohemaa Akomea's child was being named.
- b. The ceremony was held in the living room.
- c. Opanyin Akoto.
- d. Nana Adwoa Afriyie Akomea.
- e. He wanted to honour his grandmother for playing a critical role in his upbringing.
- f. To teach the baby the difference between truth and falsehood.
- g. Personal response.
- h. Personal response.

### Letters have Sounds: Minimal pairs and digraph

End the reading lesson with this phonic exercise.

1. Read the words below several times and let learners listen. After a while, let them read after you until they can read by themselves: catch, kitchen, fetch, hatch, watch, patch, latch, batch.
2. Ask learners to go through the text once again to see if they can identify any words that have the same consonant cluster. They should write them out and form sentences with them.

## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Demonstration, Explanation and Use of Context, Listening and Speaking.

**Teaching/Learning Resources:** Writing board, Word cards.

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** wrapped, disclosed, critical, upbringing, divorced, dignity, integrity

### Preparation Before Class

Arrange for any material that will contribute to the success of the lesson.

### Teaching and Learning Activities

Direct learners to match words in the box with their meaning below.

wrapped disclosed critical upbringing divorced dignity integrity
--

1. When two people are no longer married: \_\_\_\_\_
2. The fact of being respected and deserving respect: \_\_\_\_\_
3. Make something publicly known: \_\_\_\_\_
4. Something or situation that is very important: \_\_\_\_\_
5. The quality of being honest and standing for what is right: \_\_\_\_\_
6. Put paper or cloth over something to cover it: \_\_\_\_\_
7. The way parents care for their children and teach them to behave: \_\_\_\_\_

## Answers

1. divorced
2. dignity
3. disclosed
4. critical
5. integrity
6. wrapped
7. upbringing

## D. Grammar Usage

**Teaching/Learning Strategies:** Echo-Reading, Drill, Exercise, Group Work, Pair Work, Class Activity.

**Teaching/Learning Resources:** Writing board.

**Core Competencies:** Communication and Collaboration, Personal Development, Listening and Speaking.

**Key Vocabulary:** regular verb, irregular verb, simple past tense

### Preparation Before Class

Arrange for any material that can contribute to the success of the lesson.

## Teaching and Learning Activities

### Activity 9

Ask learners if they remember learning about the simple past tense of regular and irregular verbs?

1. Let learners read these sentences after you.
  - a. The men **caught** the thief behind the house.
  - b. Grandpa **drank** three bottles of water before sleeping.
  - c. I **fed** the pigs before leaving for school.
  - d. The kidnapper **hid** in the bush around our school.
  - e. Aaron **rode** a bicycle to school.
2. Tell learners that the verbs in bold print are the simple past forms of irregular verbs. Let them write the verbs in their simple present forms. Example: caught – catch
  - a. drank –
  - b. fed –
  - c. hid –
  - d. rode –

Let learners know that some irregular verbs don't change their forms to indicate past tense.

E.g. a. Put the purse on this table all the time.

b. He put his best shoes on to the party last week.

3. Let them use the following verbs in sentences in the simple past tense.

cut beat hut hurt shut

### Activity 10

1. With their partners, let learners write these verbs in their simple past tense forms and form sentences with them: awake, build, cry, drive, fight, grow, have.

## E. Writing

**Teaching/Learning Strategies:** Modelling, Discussion, Question and Answer.

**Teaching/Learning Resources:** Writing board, model

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

**Key Vocabulary:** recently, besides, family, acceptance, school team, initiated, welcomed

### Preparation Before Class

Get all materials that will facilitate the teaching of the lesson.

### Teaching and Learning Activities

Discuss with learners the writing of descriptive compositions and the use of descriptive words (adjectives).

Discuss with learners about organising their ideas through brainstorming, selecting the right ideas and writing an outline before they write.

## Penmanship

1. Tell learners to use the following expressions in sentences and copy them into their copy books.
- Recently
  - Mr. Akoto
  - Besides
  - The head of the family
  - There were

### Activity 11 Guided Writing

1. Allow learners to complete this composition by selecting the right words from the boxes.
- They can do this with a partner.
- My acceptance into the school team
- My new friend took [me/us/him] to the football field.
- He called the school team members present.
- They came together then [he/I/we] introduced me as a newcomer who wanted to be a member of the team.

They all welcomed me.

One of them said before I am [initiated welcomed accepted] I have to go through a test.

The [exams/race/test] was to keep the football from touching the ground for five minutes.

Fortunately, I was able to do it. I was therefore accepted into the school team.

## Workbook Answers

### C. Vocabulary

#### Activity 2

1. disclosed
2. divorced
3. upbringing
4. critical
5. dignity
6. integrity
7. wrapped

### D. Grammar Usage

#### Activity 1

1. I awoke at 12:00 am.
2. I built houses with plastic bottles.
3. I cried every night.

4. They drove twenty kilometres every day.
5. The goats fought for space in the pen.
6. We grew flowers for sale.
7. They had houses all over the place.

## Unit Overview

In this unit, learners will be studying certain behaviour that causes climate change. The unit is divided into five sections marked A – E.

Section A is the Oral Language Development section. In this section, learners will be sensitised to certain positive cultural practices.

Section B is the Reading section of the unit. Here, learners will be made to understand what “greenhouse effect” really means. Section C is the Vocabulary Consolidation segment section. Learners will be taken through an exercise that will help their spelling skills.

Section D is the Grammar segment of the unit. Learners will be taken through the use of conjunctions. The last of section is E. This is the Writing section of the unit. Learners will be guided to write a paragraph on the “Greenhouse effect” the and also do some exercise in penmanship.

## Learning Outcomes

By the end of this unit, learners should be able to:

- identify behaviour that can bring about “climate change” in conversation;
- predict a text based on its title and picture(s);
- read a text silently and answer questions on it;
- identify and use conjunctions (revision); and
- write a guided composition on climate change.

## A. Oral Language

**Conversation:** Community climate change

**Teaching/Learning Strategies:** Discussion on Pictures, Question and Answer, Demonstrations, Simulations.

**Teaching/Learning Resources:** Writing board, picture

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

**Key Vocabulary:** greetings, cultural, practices, community, climate change, friendliness, unity, respect

### Preparation Before Class

Arrange any material that will help communicate the essentials of the lesson to learners.

## Teaching and Learning Activities

### Activity 1

1. Refer to Learner’s Book **page 363** for this lesson. Ask learners to look at the picture.

2. Draw learners' attention to cultural behaviours that are important to Ghanaians take serious:
  - a. Greetings
  - b. General behavior
3. Read through all the information on greetings and general behaviour with the learners.

### Activity 2

1. Put learners in groups and guide them to discuss all the points. Invite questions from learners and also take your time to explain things to them.

### Activity 3

1. Pair learners up and let them answer the following questions with their partners.
  - a. Why do you think it is important to greet when you meet people?
  - b. Why do we in Ghana have different views about our left hands?
  - c. Why do we have to greet from right to left?

## B. Reading

**Teaching/Learning Strategies:** Picture, discussions, echo-reading, question and answer, silent reading, class and pair work.

**Teaching/Learning Resources:** Pictures, writing board, word cards.

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

**Key Vocabulary:** unpredictable, inhale, inconvenience, drought, canopies

### Preparation Before Class

Organise any material that will contribute to a successful lesson and also prepare your word cards. Make a large copy of the picture in Learner's Book 5, **page 365**.

### Teaching and Learning Activities

#### Activity 4

1. Begin the lesson with a discussion of the picture on Learner's Book 5, **page 365**.
  - a. Allow pupils to talk about what they see.
  - b. Let them predict the content of the lesson.
2. Teach and drill the pronunciation of the keywords one after the other.

#### Activity 5

1. In pairs, have learners search the text quickly to find the words in bold print. Let them try to work out the meaning of each word by reading the sentences in which they appear. Teach the meaning of keywords using the context, demonstration and explanation.

#### Activity 6

1. While learners listen attentively, read text aloud.
  - a. Ask learners to check the correctness of their predictions.
  - b. Allow a few learners to share their ideas with the rest of the class.

### Activity 7

1. Read the passage a second time.
2. While reading, encourage learners to visualise what they are listening to.

### Activity 8

1. Let learners read the text closely and silently for comprehension.

### Activity 9

1. Allow learners to discuss the answers to the following questions with their partner.
  - a. Who is Dr Albert Quakyi to Abena?
  - b. Where does he work?
  - c. What is the name of the gas produced when we burn things like petroleum, coal or wood?
  - d. What is the greenhouse effect?
  - e. State two effects of climate change.
  - f. Why are the ice caps in the North and South Poles melting?
  - g. What can you possibly do about climate change as a young person?

### Answers

- a. Dr Albert Quakyi is Abena's uncle.
- b. He works at the Grantham Research Institute on Climate Change and the Environment in the UK.
- c. Carbon dioxide.
- d. The greenhouse effect happens when excess carbon dioxide in the atmosphere acts like a plastic canopy over the Earth, thereby trapping the heat of the sun to stay in the atmosphere. This causes a lot of inconvenience.
- e.
  1. There is excess carbon dioxide in the atmosphere.
  2. The Earth has become warmer.
- f. Because the Earth has become warmer.
- g. Personal response.

### Letters have Sounds: The prefix dis-

1. Let learners read the following words with their partner.  
obey, agree, like, trust
2. Guide them to prefix each word with "dis-" and read the resultant words.
3. Direct them to use the words in sentences.
4. Let learners find six words that can use "dis-" as a prefix.



## C. Vocabulary

### Fun with Words

**Teaching/Learning Strategies:** Discussion, question and answer, pair work, individual work

**Teaching/Learning Resources:** Learner's Book **page 369**, Dictionary

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

**Key Vocabulary:** canopies, drought, inhale, unpredictable

#### Preparation Before Class

Prepare word cards and pictures.

#### Teaching and Learning Activities

1. Guide learners to complete the words by filling in the missing letters from the main text.

#### Answers

- a. excess
- b. canopy
- c. drought
- d. unpredictable
- e. inconveniences
- f. inhale

## D. Grammar Usage

**Teaching/Learning Strategies:** Echo-Reading, Modelling, Drills, Question and Answer, Class and Pair Work, Reading and Writing.

**Teaching/Learning Resources:** Writing board

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

**Key Vocabulary:** conjunction, sentence, discuss

#### Preparations Before Class

Arrange for any material that will help to achieve the lesson's objective.

#### Teaching and Learning Activities

Review the use of simple conjunctions. Write these sentences on the board for learners to read and identify the simple conjunctions.

1. Elsie swept the rooms and cooked the food.
2. His dad bought him a bicycle and a phone.
3. He came there early but saw no one there.

### Activity 10

1. Ask learners to complete these sentences with the conjunctions from the box below with a partner.

and   but   or   yet   so

- a. Abigail won the contest \_\_\_\_\_ was awarded a scholarship.
- b. Ghana produces a lot of cocoa \_\_\_\_\_ does not benefit much from it.
- c. The teacher said you \_\_\_\_\_ your sister can participate in the quiz.
- d. He was given too much work, \_\_\_\_\_ he never murmured.
- e. She cooked the food \_\_\_\_\_ served us.

### Activity 11

1. In their groups, allow learners to complete the sentences below with the correct conjunction from the box.

Let them discuss what the function of each conjunction is.

so   because   until   although   since

- a. Kwesi was late for school \_\_\_\_\_ he took his mother to the hospital.
- b. Adjo cleaned the house alone \_\_\_\_\_ none of his siblings wanted to help.
- c. He woke up early \_\_\_\_\_ he will not miss his classes.
- d. She learnt very hard, \_\_\_\_\_ she had no test ahead of her.
- e. We kept working, \_\_\_\_\_ the whole work was done.

### Activity 12

1. Ask learners to join a partner and form their own sentences with the conjunctions from the previous activity.

#### Activity 10

- a. so
- b. yet
- c. or
- d. but
- e. and

#### Activity 11

- a. because
- b. because/since
- c. so
- d. although
- e. until

## E. Writing

**Teaching/Learning Strategies:** Modelling, discussion, pair work, reading and writing.

**Teaching/Learning Resources:** Writing board, model

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

**Key Vocabulary:** parents, reduce, world, country, careful

### Preparation Before Class

Get handy any material that can facilitate the understanding of learners during lesson delivery.

## Teaching and Learning Activities

### Penmanship

1. Refer to learners to Learner's Book **page 371** and supervise learners as they copy the poem into their exercise books.

### Activity 13 Guided Writing

Ask learners to read the text on the greenhouse effect again.

Encourage individual learners to summarise the information in the text orally.

1. Copy this paragraph on the board for learners to complete in their exercise books using the words in the box: parents, reduce, world, country, careful

The 1 is now a global community. What you do in your 2 affects another person in his country. Let us be 3 with how we treat the environment. As a child, I will do my bit. I will encourage my 4 not to burn too much fuel. In this way, we can 5 the greenhouse effect on the world.

1. world
2. country
3. careful
4. parents
5. reduce

**Exercise 2**

1. potable water supply
2. irrigation
3. fishing
4. recreation

**Exercise 2**

5. a. from
- f. to
- g. around
- h. under
- i. at, before
- j. towards, for

**Exercise 3**

1. a. Executive - Judiciary - Legislature
- b. District Chief Executive - Municipal Chief Executive - Metropolitan Chief Executive
- c. Chief Justice
- d. Lawyers
- e. Speaker

**Exercise 4**

1. a. Barima Kwaku Dua
- b. Mankya Palace
- c. Mpaboahene
- d. Nsumankwahene
- e. The Golden Stool

**Exercise 5**

1. a. kitchens
- b. holidays
- c. calves
- d. heroes
- e. babies

**Exercise 6**

1. a. (I)                      b. (F)                      c. (I)
- d. (F)                      e. (F)

### Exercise 7

1.
  - a. Carbon dioxide
  - b. Excess heat trapped by carbon dioxide in the atmosphere, causing uncomfortable warmth
  - c. Flooding and drought
  - d. The melting of the ice at the North and South poles of the earth.

## Workbook Answers

### A. Oral Language

#### Activity 1

1. I am fine.
2. (a) My day was good.  
(b) Good night, Dad.
3. (a) Mum, this is Ayele my friend.  
(b) Esi, this is my dear mother.
4. Merry Christmas to you too and many happy returns.

### B. Reading

#### Activity 1

1. carbon dioxide
2. greenhouse, excess, plastic canopy, inconveniences
3. Human activities, increment
4. North and South poles, melting, drought

### D. Grammar Usage

#### Activity 1

1. Akwasi likes oranges and watermelon.
2. He wants to go out but it is dark.
3. Kojo owes school fees yet his father is rich.
4. She studies hard so she came first in her class.
5. They train every morning and study in afternoon.

# ESSENTIAL English

## Primary 5

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