

MINISTRY OF EDUCATION SCIENCE AND SPORTS



Republic of Ghana

TEACHING SYLLABUS FOR ENGLISH LANGUAGE (PRIMARY 4-6)

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September, 2007

TEACHING SYLLABUS FOR ENGLISH (PRIMARY 4-6)

RATIONALE

The status of English Language and the role it plays in national life are well known. As the official language, it is the language of government and administration. It is the language of commerce, the learned professions and the media. As an international language, it is the most widely used on the internet and in most parts of the world. English is the medium of instruction from Primary 4 in the school system. This means that success in education at all levels depends, to a very large extent, on the individual's proficiency in the language. It is for these and other reasons that English Language is a major subject of study in Ghanaian schools.

GENERAL AIMS

The syllabus has been designed to help the pupil to

1. develop the basic language skills of listening, speaking, reading and writing
2. attain high proficiency in English to help him/her in the study of other subjects as well as in the study of English at higher levels.
3. cultivate the habit of and interest in reading
4. communicate effectively in English

SCOPE AND CONTENT

In this syllabus the subject integrates the receptive and productive skills of the language into five sections as follows:

Section	1:	Listening and Speaking
Section	2:	Grammar
Section	3:	Reading
Section	4:	Writing and Composition
Section	5:	Library (Extensive Reading)

BACKGROUND KNOWLEDGE AND SKILLS

As preparation for the formal study of English, it is assumed that pupils already have a background of two-year preschool language experience which focused mainly on the acquisition of oral skills and such pre-reading and pre-writing skills as visual discrimination, visual motor, visual comprehension, visual memory, auditory discrimination, auditory comprehension, drawing, colouring, painting, patterning, pattern writing and some phonological awareness.

ORGANIZATION OF THE SYLLABUS

The structure and organization of the syllabus for Primary 1-6 is presented in the following pages.

STRUCTURE AND ORGANIZATION OF THE SYLLABUS

PRIMARY 1	PRIMARY 2	PRIMARY 3
<p>SECTION 1: LISTENING AND SPEAKING (p. 1-6)</p> <p>Unit 1: Listening, Reciting and Singing Unit 2: Story Telling Unit 3: Conversation Unit 4: Drama</p> <p>SECTION 2: GRAMMAR (pg.7 – 14)</p> <p>Unit 1: Naming Words- Nouns Unit 2: Doing Words – Verbs, Verb 'to be' Unit 3: Commands/Requests Unit 4: Verb Tense Forms Simple Present Present Continuous Unit 5: Simple Prepositions in, on, under, near, behind Unit 6: Questions and Responses ('WH' Questions) What, where, who Unit 7: Pronouns (Personal) I, You, He, She, It, We, They Unit 8: Demonstratives: This, That, These, Those Unit 9: Describing Words</p>	<p>SECTION 1: LISTENING AND SPEAKING (Pg. 24-30)</p> <p>Unit 1: Listening, Singing Songs and Reciting Rhymes and Poems Unit 2: Story Telling Unit 3: Conversation</p> <p>SECTION 2: GRAMMAR (p. 31 – 37)</p> <p>Unit 1: Nouns – Naming Words Unit 2: Doing Words – Verbs Unit 3: Questions and Responses (do, be, have) Unit 4: Doing Words: Present Continuous Unit 5: Doing Words: Simple Past Unit 6: Doing words: Simple Present in Repeated (Habitual) Action Unit 7; More Prepositions : up, down, into, in, in front of</p>	<p>SECTION 1: LISTENING AND SPEAKING (p. 45-50)</p> <p>Unit 1: Listening to Poems, Directions and Instructions Unit 2: Listening to Directions and Instructions Unit 3: Story Telling Unit 4: Conversation Unit 5: Drama</p> <p>SECTION 2: GRAMMAR (p. 51 – 58)</p> <p>Unit 2: Nouns – Number Unit 2: Verb Tense Forms : Subject Word Agreement Unit 3: Verb Tense Forms: Simple Past Past Continuous Unit 4: Prepositions: Below, above, over, in front of, behind, near Unit 5: Expressing the Future Unit 6: Questions: and Responses (in the Future) Unit 7: Simple Quantifiers Cardinals/ordinals Unit 8: Adjectives – Describing Words Unit 9: Possessive Pronouns</p>

PRIMARY 1	PRIMARY 2	PRIMARY 3
<p>SECTION 3: READING (p. 15-17)</p> <p>Unit 1: Pre-Reading Activities Recognition/Discrimination of Objects Manipulating Objects (Kinaesthetics) Reading pictures and talking about them Language Games Turning over the pages of a book (Picture scrap books)</p> <p>Unit 2: Introduction to Formal Reading Phonological Awareness – Letters of the alphabet Picture/object word matching Word recognition</p> <p>SECTION 4: WRITING AND COMPOSITION (p.19 – 20)</p> <p>Unit 1: Writing Patterns for Muscular Control and Hand-eye Co-ordination Unit 2: Copying Letters and Simple Words Unit 3: Drawing and Labelling Unit 4: Copying short sentences</p> <p>SECTION 5: LIBRARY (p.21-23)</p>	<p>SECTION 3: READING (p. 37 - 39)</p> <p>Unit 1: Recognition of Words Unit 2: Phonic Work Recognition of sounds in known words – vowels Sound discrimination Unit 3: Introduction to Reading Comprehension Reading Short Sentences in Passages/Poems</p> <p>SECTION 4: WRITING AND COMPOSITION (p. 40 – 41)</p> <p>Unit 1: Copy Work Copying words Lower case and Upper case letters Unit 2: Copying from Simple Substitution Tables The full stop Unit 3: Spelling and Dictation Supplying missing letters and words</p> <p>SECTION 5: LIBRARY (p.42 – 45)</p>	<p>SECTION 1: READING (p. 59-61)</p> <p>Unit 1: Reading Aloud Reading Games Unit 2: Silent Reading Unit 3: Phonic Work Word Attack Unit 4: Making and Using Picture Dictionaries</p> <p>SECTION 4: WRITING AND COMPOSITION (p. 61 – 63)</p> <p>Unit 1: Writing: Penmanship and Copy Work Purposeful copying of sentences, verses, words of songs, prayer Unit 2: Composition Writing short descriptions Punctuation – full stop and comma. Upper case and lower case letters Subject/verb Agreement Unit 3: Exercises Involving Substitution Tables Unit 4: Sentence Completion</p> <p>SECTION 5: LIBRARY (p.65-67)</p>

PRIMARY 4	PRIMARY 5	PRIMARY 6
<p>SECTION 1: LISTENING AND SPEAKING</p> <p>Unit 1: Listening to Songs, Poems and Rhymes Unit 2: Listening to Instructions/Directions and carrying them out. Unit 3: Story Telling Unit 4: Conversation Unit 5: Drama Unit 6: Polite Request</p> <p>SECTION 2: GRAMMAR</p> <p>Unit 1: Nouns: Proper Nouns & Common Nouns Unit 2: Comparison of Adjectives (Regular) Unit 3: Verb tense Forms: Simple Past, Present Perfect Unit 4: Adverbs Unit 5: Subject-verb Agreement Unit 6: Conjunction: and, but, so, for Unit 7: Anomalous Finites: can, could, may Unit 8: Prepositions: below, above, over, behind, near</p>	<p>SECTION 1: LISTENING AND SPEAKING</p> <p>Unit 1: Listening to Songs/Poems Unit 2: Listening to Instructions & Directions Unit 3: Story Telling Unit 4: Conversation Unit 5: Drama</p> <p>SECTION 2: GRAMMAR</p> <p>Unit 1: Nouns: Count Nouns and Non-Count Nouns Unit 2: Comparison of Adjectives (Irregular) Unit 3: Simple Determiners: a, an, the, each, both, all. Unit 4: Quantifiers: many, more, much several, few, a few, little, a little</p>	<p>SECTION 1: LISTENING AND SPEAKING</p> <p>Unit 1: Listening to Poems (Rhymes) Unit 2: Listening to Instructions and Directions Unit 3: Story Telling Unit 4: Conversation Unit 5: Drama</p> <p>SECTION 2: GRAMMAR</p> <p>Unit 1: Anomalous Finites (Modals – must, have to, should, ought to, need to) Unit 2: Adverbs of more than one word Unit 3: Word Groups – Phrases Unit 4: Prepositions Unit 5: Adjectives Unit 5: Direct and Reported Speech Unit 6: Determiners Unit 7: More about Quantifiers (Quantifiers – some, any, few, a few, little, a little, many, much, both, all, a majority, the majority) Unit 8: Idioms and Idiomatic Expressions Unit 10: Question and Answer Tags using auxiliary verbs, - be, do, have, can</p>

PRIMARY 4	PRIMARY 5	PRIMARY 6
<p>SECTION 3: READING</p> <p>Unit 1: Reading Aloud Unit 2: Silent Reading</p> <p>SECTION 4: WRITING AND COMPOSITION</p> <p>Unit 1: Penmanship: Joint script Unit 2: Punctuation Unit 3: Constructing Sentences from Substitution Tables Unit 4: Arranging Events and Ideas in Logical Order Unit 5: Controlled: Simple Story Writing Composition Unit 6: Simple Purposeful Communication, Writing Requests and Commands</p> <p>SECTION 5: LIBRARY (p.92 – 94)</p>	<p>SECTION 3: READING</p> <p>Unit 1: Reading Aloud Unit 2: Reading and Comprehension</p> <p>SECTION 4: WRITING AND COMPOSITION</p> <p>Unit 1: Penmanship: Joint Script Unit 2: Paragraph Writing Unit 3: Joining of Paragraphs Unit 4: Giving Directions in Writing Unit 5: Letter Writing – Friendly Letters Unit 6: Description of Simple Processes Unit 7: Summary Writing</p> <p>SECTION 5: LIBRARY (p.112 – 117)</p>	<p>SECTION 3: READING</p> <p>Unit 1: Listening Comprehension Unit 2: Reading Aloud Unit 3: Reading Comprehension</p> <p>SECTION 4: WRITING AND COMPOSITION</p> <p>Unit 1: Penmanship: Joint Script Unit 2: Punctuation Unit 3: Letter Writing Semi-official letters Official letters Unit 4: Letter Writing: Official Letters Unit 5: Writing Simple Stories Unit 6: Writing Reports/Account of Events Unit 7: Class Magazine Work Unit 8: Argumentative Essay Unit 9: Advertisements Unit 10: Filling Forms</p> <p>SECTION 5: LIBRARY (p.140 – 146)</p>

SUGGESTED TIME ALLOCATION

Primary schools are open for 40 weeks in a year. This syllabus is expected to be completed within that time. Suggested period allocations are as follows:

	LOWER PRIMARY (Regular)	LOWER PRIMARY (Shift)	UPPER PRIMARY (Regular)	UPPER PRIMARY (Shift)
Listening and Speaking	2	1	2	1
Reading	2	2	2	2
Writing	1	1	1	1
Composition	2	2	2	2
Grammar	2	1	2	1
Library	1	1	1	1
Total	10	8	10	8

Apart from the time allocation for the subject itself, schools are advised to provide the following recommended time for the subjects/items listed below:

- Physical Education 4
- Library Work (Reading and Research) 3
- SBA Project 2
- Worship 2

SUGGESTIONS FOR TEACHING THE SYLLABUS

This syllabus has been developed very carefully and with a lot of consultations with the aim of helping to improve the standard of English in Basic Schools. Read this section very well in order to be able to use the syllabus very effectively.

To start with, bear in mind that your class may consist of one or few pupils with different physical problems and mental abilities. Some of the children may have high mental ability, while others may be slow learners; some may be dyslexic and not able to read or spell well as the others in the class. All these are “special needs children” who need particular attention. Ensure that you give equal attention to all pupils in your class to provide each of them equal opportunities for learning. Pupils with disabilities may have hidden talents that can only come to light if you provide them the necessary encouragement and support in class.

General Objectives

General Objectives have been listed at the beginning of each section of the syllabus, that is, just below the theme of the section. The general objectives flow from the general aims for teaching English listed on page (ii) of this syllabus. The general objectives form the basis for the selection and organization of the unit topics. Read the general objectives very carefully before you start teaching. After teaching all the units, go back and read the general aims and general objectives again to be sure you have covered both of them adequately in the course of your teaching.

Syllabus Structure: Sections and Units

The syllabus has been planned in Sections and Units. Each year's work is divided into sections. A section consists of a fairly homogeneous body of knowledge within the subject. Within each section are units. A unit consists of a more related and more homogeneous body of knowledge and skills. The five columns of the syllabus are as follows: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. A description of the contents of each column is as follows:

Column 1 – Units: The units in Column 1 are the divisions of the major topics of the section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at some points that teaching and learning in your class will be more effective if you branched to another unit before coming back to the unit in the sequence, you are encouraged to do so.

Column 2 – Specific Objectives: Column 2 shows the Specific Objectives for each unit. The specific objectives begin with numbers such as 1.3.5 or 2.2.1. These numbers are referred to as "Syllabus Reference Numbers." The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, 1.3.5 means: Section 1, Unit 3 (of Section 1) and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Specific Objective number 1 of Unit 2 of Section 2. Using syllabus reference numbers provides an easy way for communication among teachers and other educators. It further provides an easy way for selecting objectives for test construction. Let's say for instance, that Unit 2 of Section 2 has five specific objectives: 2.2.5. A teacher may want to base his/her test items/questions on objectives 2.2.3 and not use the other three objectives. In this way, a teacher would sample the objectives within units and within sections to be able to develop a test that accurately reflects the importance of the various skills taught in class.

You will note also that specific objectives have been stated in terms of the pupil i.e., *what the pupil will be able to do after instruction and learning in the unit*. Each specific objective hence starts with the following, "The pupil will be able to. " This in effect, means that you have to address the learning problems of each individual pupil. It means individualizing your instruction as much as possible such that the majority of pupils will be able to master the objectives of each unit of the syllabus.

Column 3 – Content: The content column of the syllabus presents a selected body of information that you will need to use in teaching each particular unit. In some cases, the content presented is quite exhaustive. In some cases, you could add more information to the content presented. As a teacher you should at any rate, read widely enough to be able to have more information than is contained in the content column of the syllabus.

Column 4 – Teaching and Learning Activities (T/LA): T/LA that will ensure maximum pupil participation in the lessons is presented in Column 4. English is a subject in which rules of grammar and usage have to be learnt precisely and applied in a variety of situations. Lots of practice on the part of pupils is therefore required for mastery. The instructional model to bear in mind is "understanding followed by practice". You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum pupil learning. In the case of English and the other languages, the emphasis is on the acquisition of effective communication skills. There may be a number of units where you will need to re-order specific objectives to achieve the required effects.

Column 5 – Evaluation: Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments, essays, structured questions, project work etc. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that pupils have mastered the instruction and behaviours implied in the specific objectives of each unit.

Lastly, bear in mind that the syllabus cannot be taken as a substitute for lesson plans. It is therefore, necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

DEFINITION OF PROFILE DIMENSIONS

The concept of profile dimensions was made central to the syllabuses developed from 1998 onwards. A 'dimension' is a psychological unit for describing a particular learning behaviour. More than one dimension constitutes a profile of dimensions. A specific objective may be stated with an action verb as follows: The pupil will be able to describe..... etc. Being able to "describe" something after the instruction has been completed means that the pupil has acquired "knowledge". Being able to explain, summarize, give examples, etc. means that the pupil has understood the lesson taught.

Similarly, being able to develop, plan, solve problems, construct, etc. means that the pupil can "apply" the knowledge acquired in some new context. Each of the specific objectives in this syllabus contains an "action verb" that describes the behaviour the pupil will be able to demonstrate after the instruction. "Knowledge", "Application", etc. are dimensions that should be the prime focus of teaching and learning in schools. It has been realized unfortunately that schools still teach the low ability thinking skills of knowledge and understanding and ignore the higher ability thinking skills. Instruction in most cases has tended to stress knowledge acquisition to the detriment of the higher ability behaviours such as application, analysis, etc. The persistence of this situation in the school system means that students will only do well on recall items and questions and perform poorly on questions that require higher ability thinking skills. For there to be any change in the quality of people who go through the school system, students should be encouraged to apply their knowledge, develop analytical thinking skills, develop plans, generate new and creative ideas and solutions, and use their knowledge in a variety of ways to produce good quality work in English while still in school. Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension toward which you have to teach.

GUIDELINES FOR SCHOOL BASED ASSESSMENT

A new School Based Assessment system (SBA), formally referred to as Continuous Assessment, will be introduced into the school system from September 2008. SBA is a very effective system for teaching and learning if carried out properly. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all schools in the country
- Provide reduced assessment tasks for each of the primary school subjects
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each class of the school system
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve pupil performance

The new SBA system will consist of 12 assessments a year instead of the 33 assessments in the previous continuous assessment system. This will mean a reduction by 64% of the work load compared to the previous continuous assessment system. The 12 assessments are labeled as Task 1, Task 2, Task 3 and Task 4. Task 1-4 will be administered in Term 1; Tasks 5-8 will be administered in Term 2, and Tasks 9-12 administered in Term 3. Task 1 will be administered as an individual test coming at the end of the first month of the term. The equivalent of Task 1 will be Task 5 and Task 9 to be administered in Term 2 and Term 3 respectively. Task 2 will be administered as a Group Exercise and will consist of two or three instructional objectives that the teacher

considers difficult to teach and learn. The selected objectives could also be those objectives considered very important and which therefore need pupils to put in more practice. Task 2 will be administered at the end of the second month in the term. Task 3 will also be administered as individual test under the supervision of the class teacher at the end of the 11th or 12 week of the term.

Task 4 (and also Task 8 and Task 12) will be a project to be undertaken throughout the term and submitted at the end of the term. Schools will be supplied with 9 project topics divided into three topics for each term. A pupil is expected to select one project topic for each term. Projects for the second term will be undertaken by teams of pupils as Group Projects. Projects are intended to encourage pupils to apply knowledge and skills acquired in the term to write an analytic or investigative paper, write a poem 9 (as may be required in English and Ghanaian Languages), use science and mathematics to solve a problem or produce a physical three-dimensional product as may be required in Creative Arts and in Natural Science.

Apart from the SBA, teachers are expected to use class exercises and home work as processes for continually evaluating pupils' class performance, and as a means for encouraging improvements in learning performance.

Marking SBA Tasks

Pupils at Lower and Upper Primary Levels are expected to undertake assignments that may involve investigations and extended writing etc in English. The following guidelines are provided for marking assignments of such nature.

1.	Introduction	20%
2.	Main Text	
	-Descriptions, use of charts etc.	60%
3.	Conclusion	20%

Young people have to be taught how to use charts and other forms of diagrammes in their writing pieces. They have to be taught to start with an introduction and conclude their writing appropriately.

The marks derived from projects, the end of month tests and home work specifically designed for the SBA should together constitute the School Based Assessment component marked out of 60 per cent. The emphasis is to improve pupils' learning by encouraging them to produce essays, poems, and other pieces of writing and drama. The SBA will hence consist of:

- End-of-month tests
- Home work assignments (specially designed for SBA)
- Project

Other regulations for the conduct of SBA will reach schools from GES.

Combining SBA marks and End-of-Term Examination Marks

The new SBA system is important for raising pupils' school performance. For this reason, the 60 marks for the SBA will be scaled to 50. The total marks for the end of term test will also be scaled to 50 before adding the SBA marks and end-of-term examination marks to determine pupils' end of term results. The SBA and the end-of-term test marks will hence be combined in equal proportions of 50:50. The equal proportions will affect only assessment in the school system. It will not affect the SBA mark proportion of 30% used by WAEC for determining examination results at the BECE.

GRADING PROCEDURE

In marking your class examination scripts, it is very important that you develop a marking scheme. A marking scheme, as you may be aware, consists of the points for the best answer you expect for each essay question or structured question, and the mark(s) allocated for each point raised by the pupil as well as the total marks for the question. For instance, if a question carries 10 marks and you expect 4 points in the best answer, you could allocate 2 marks (or part of it, depending upon the quality of the point raised by the pupil) to each point raised, totalling 8 marks, and then give the remaining 2 marks or part of it, for organization of answer. For objective test papers, you may develop an answer key to speed up the marking.

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following grade boundaries for assigning grades:

Grade A:	80 - 100%	-	Excellent
Grade B:	70 - 79%	-	Very Good
Grade C:	60 - 69%	-	Good
Grade D:	45 - 59%	-	Credit (Satisfactory)
Grade E:	35 - 44%	-	Pass
Grade F:	≤ 34%	-	Fail

The grading system presented above shows the letter grade system and equivalent grade boundaries. In assigning grades to pupils' test results, or any form of evaluation, you may apply the above grade boundaries and the descriptors. The descriptors (Excellent, Very Good etc) indicate the meaning of each grade. For instance, the grade boundary for "Excellent" consists of scores between 80 - 89. Writing "80%" for instance, without writing the meaning of the grade, or the descriptor for the grade i.e. "Excellent", does not provide the pupil with enough information to evaluate his/her performance in the assessment. You therefore have to write the meaning of the grade alongside the score you write. Apart from the score and the grade descriptor, it will be important also to write a short diagnosis of the points the pupil should consider in order to do better in future tests etc. Comments such as the following may also be added to the grades:

Keep it up
Has improved
Could do better
Hardworking
Not serious in class
More room for improvement, etc.

Note that the grade boundaries above are also referred to as grade cut-off scores. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a pupil must make a specified score to earn the appropriate grade. This system of grading challenges pupils to study harder to earn better grades. It is hence very useful for achievement testing and grading.

s situation in the school system means that pupils will only do well on recall items and questions and perform poorly on questions that require higher ability thinking skills. For there to be any change in the quality of people who go through the school system, pupils should be encouraged to apply their knowledge, develop analytical thinking skills, develop plans, generate new and creative ideas and solutions, and use their knowledge in a variety of ways to produce good quality work in English while still in school. Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension toward which you have to teach.

Profile dimensions describe the underlying behaviours for teaching, learning and assessment. In English, two profile dimensions and four skills have been specified for teaching, learning and testing.

The profile dimensions are:

Knowledge and Understanding	40%
Use of Knowledge	60%

The four skills are as follows:

Listening Comprehension	10%
Reading	30%
Speaking	30%
Writing	30%

The profile dimensions and the skills may be combined as follows:

Listening	-	Knowledge and Understanding
Reading	-	Knowledge and Understanding
Speaking	-	Use of Knowledge
Writing	-	Use of Knowledge

Learning the English Language implies the acquisition of two major abilities or behaviours. These are “Knowledge and Understanding”, and the “Use of Knowledge”. “Knowledge and Understanding” refers to the ability to identify and recall for example, the principles of grammar acquired through instruction, and further acquired through Listening and Reading. “Use of Knowledge” implies the ability to use the language in writing and in speaking. Besides the two dimensions are the four skills, Listening, Reading, Speaking and Writing. “Listening” and “Reading” are referred to as “Receptive Skills.” They are the skills through which a pupil receives communication. “Speaking” and Writing” are referred to as “Productive Skills” since these are the skills which require the pupil to produce knowledge acquired through speaking the language and through writing letters, compositions etc.

The English Language has a store of body language and certain stresses and intonations which give particular meaning to spoken words. Body language and stresses must also be taught to enable young people to be able to interpret the meaning of words and expressions more accurately.

Each of the dimensions and the skills has been given a percentage weight that should be reflected in teaching, learning and testing. The weights indicated on the right of the dimensions and skills show the relative emphasis that the teacher should give in the teaching, learning and testing processes. Combining the dimensions and the four skills in the teaching and learning process will ensure that English Language is taught and studied competently in school.

The following diagram shows the relationship between the profile dimensions and the four language skills:

Relationship Between Profile Dimensions and Language Skills

Profile Dimensions	Receptive Skills		Productive Skills		Total
	Listening	Reading	Writing	Speaking	
Knowledge and Understanding	10	30		-	40
Use of Knowledge	-	-	30	30	60
Total	10	30	30	30	100

“Knowledge and Understanding” has a weight of 40% and “Use of Knowledge” has a weight of 60% as shown in the last column of the table. The last row shows the weight or relative emphasis that should be given each of the four skills in the teaching and learning process. The productive skills are weighted 60% as against 40% for the receptive skills as already indicated.

The explanation and key words involved in each of the profile dimensions are as follows:

Knowledge and Understanding (KU)

Knowledge	The ability to: remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.
Understanding	The ability to: explain, summarise, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Use of Knowledge (UK)

This dimension is also referred to as “Application of knowledge”. Ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of behaviour levels. These levels include application, analysis, synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in teaching. The dimension “Use of Knowledge” is a summary dimension for all four learning levels. Details of each of the four levels are as follows:

Application	The ability to: apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, plan, demonstrate, discover etc.
Analysis	The ability to: break down material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, recognize unstated assumptions and logical fallacies, recognize inferences from facts, etc.
Synthesis	The ability to: put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, design, organize, create, generate, write an essay, write a letter, write a report etc.
Evaluation	The ability to: appraise, compare features of different things and make comments or judgement, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.

You will note from the above that evaluation is the highest form of thinking and is, therefore, the most difficult behaviour. This means you should start to develop this important skill early in your pupils by giving them lots of chances to do evaluative thinking while learning the subject.

Explanation of the meaning of the four skills is as follows:

Listening Comprehension:	This is the ability to: listen to, understand and follow directions, instructions etc. given in a language.
Reading	The ability to: read and understand what is conveyed in a piece of writing. The reader must be able to read coherently, and must be able to answer questions arising from the passage read. He/she should also be able to summarize passages read in his/her own words to show understanding of the passages.
Speaking:	The ability to: speak a language clearly, and in a way that will be understood by listeners. This is an oral communication skill that pupils should be encouraged to practice to perfection.
Writing:	The ability to: express one's self clearly and comprehensively in writing. Writing may be in the form of simple sentences, short essays, compositions, summaries, letters, etc.

FORM OF ASSESSMENT

It must be emphasized again that it is important that both instruction and assessment be based on the profile dimensions of the subject. In developing assessment procedures, select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the pupil. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a "Criterion-Referenced Test". In many cases, a teacher cannot test all the objectives taught in a term, in a year etc. The assessment procedure you use i.e. class tests, home work, projects etc. must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

End-of-Term Examination

The end-of-term examination is a summative assessment system and should consist of a sample of the knowledge and skills pupils have acquired in the term. The end-of-term test for Term 3 should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an end-of- Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of the objectives studied in Term 2, and 60% of the objectives studied in Term 3.

The diagram on the next page shows the recommended end-of-term examination structure in English for Primary 1-3. The structure consists of one examination paper with two sections, A and B and the School-Based Assessment. The end-of-term Test Paper will be a blend of objective-type and structured questions (i.e. short answers). The paper will test "knowledge and understanding" and "application of knowledge". Primary 1 test paper could contain 5-10 items; Primary 2, 10 items, and Primary 3, about thirty items. The total marks for the test should be scaled to 40. The 60 marks left should be derived from SBA which focuses on "attitudes and process skills". The suggested number of items for the end-of-term test is as follows:

Primary 4: 15 items for 30 minutes
Primary 5: 25 items for 45 minutes
Primary 6: 25 items for 45 minutes

The teacher should consider the ability level of the class and determine the number of items to use for the end-of-term assessment. The above is only a guide.

It is important that both instruction and assessment be based on the profile dimensions and the skills of the subject. In developing assessment procedures, select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the pupil. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a “Criterion-Referenced Test”. In many cases, a teacher cannot test all the objectives taught in a term, in a year, etc. The assessment procedure you use i.e. class tests, homework, projects, etc., must be developed in such a way that it will consist of a sample of the important objectives taught over a period. The following structure should be considered for developing the end-of-term test.

Distribution of Examination Marks and Examination paper Weights

Dimensions	Section A (Objective Test)	Section B (Structured Questions)	SBA	Total Marks	%Weight of dimensions
	Grammar, Writing and Composition	Reading, Writing and Composition	All Five Sections		
Knowledge and Understanding	7	3	40	50	40
Use of knowledge	3	7	60	70	60
Total Marks	10	20	100	120	
% Contribution of Test Papers	10	40	50		100

The assessment model above consists of one paper with two sections. Section A, the objective test paper will consist of 10 items. Section B, is the structured questions section made up of 10 questions, each carrying 2 marks and totaling 20 marks. SBA will cover all five sections of the syllabus and will be marked out of 100 and scaled down to 50% as indicated in the last row. Each of the marks in the last but one row will be scaled to the percentage contribution marks indicated in the last row. While the actual marks will be 120, the total scaled marks will be 100. The ranking of pupils on examination performance will hence be based on 100 marks.

GUIDELINES FOR SCHOOL BASED ASSESSMENT

A new School Based Assessment system (SBA), formally referred to as Continuous Assessment, will be introduced into the school system from September 2008. SBA is a very effective system for teaching and learning if carried out properly. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all schools in the country
- Provide reduced assessment tasks for each of the primary school subjects
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks

- Introduce standards of achievement in each subject and in each class of the school system
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve pupil performance

The new SBA system will consist of 12 assessments a year instead of the 33 assessments in the previous continuous assessment system. This will mean a reduction by 64% of the work load compared to the previous continuous assessment system. The 12 assessments are labeled as Task 1, Task 2, Task 3 and Task 4. Task 1-4 will be administered in Term 1; Tasks 5-8 will be administered in Term 2, and Tasks 9-12 administered in Term 3. Task 1 will be administered as an individual test coming at the end of the first month of the term. The equivalent of Task 1 will be Task 5 and Task 9 to be administered in Term 2 and Term 3 respectively. Task 2 will be administered as a Group Exercise and will consist of two or three instructional objectives that the teacher considers difficult to teach and learn. The selected objectives could also be those objectives considered very important and which therefore need pupils to put in more practice. Task 2 will be administered at the end of the second month in the term. Task 3 will also be administered as individual test under the supervision of the class teacher at the end of the 11th or 12 week of the term.

Task 4 (and also Task 8 and Task 12) will be a project to be undertaken throughout the term and submitted at the end of the term. Schools will be supplied with 9 project topics divided into three topics for each term. A pupil is expected to select one project topic for each term. Projects for the second term will be undertaken by teams of pupils as Group Projects. Projects are intended to encourage pupils to apply knowledge and skills acquired in the term to write an analytic or investigative paper, write a poem 9 (as may be required in English and Ghanaian Languages), use science and mathematics to solve a problem or produce a physical three-dimensional product as may be required in Creative Arts and in Natural Science.

Apart from the SBA, teachers are expected to use class exercises and home work as processes for continually evaluating pupils' class performance, and as a means for encouraging improvements in learning performance.

Marking SBA Tasks

Pupils at Lower and Upper Primary Levels are expected to undertake assignments that may involve investigations and extended writing etc in English. The following guidelines are provided for marking assignments of such nature.

1.	Introduction	20%
2.	Main Text	
	-Descriptions, use of charts etc.	60%
3.	Conclusion	20%

Children have to be taught how to use charts and other forms of diagrammes in their writing pieces. They have to be taught to start with an introduction and conclude their writing appropriately.

The marks derived from projects, the end of month tests and home work specifically designed for the SBA should together constitute the School Based Assessment component marked out of 60 per cent. The emphasis is to improve pupils' learning by encouraging them to produce essays, poems, and other pieces of writing and drama. The SBA will hence consist of:

- End-of-month tests
- Home work assignments (specially designed for SBA)
- Project

Other regulations for the conduct of SBA will reach schools from GES.

Combining SBA marks and End-of-Term Examination Marks

The new SBA system is important for raising pupils' school performance. For this reason, the 60 marks for the SBA will be scaled to 50. The total marks for the end of term test will also be scaled to 50 before adding the SBA marks and end-of-term examination marks to determine pupils' end of term results. The SBA and the end-of-term test marks will hence be combined in equal proportions of 50:50. The equal proportions will affect only assessment in the school system. It will not affect the SBA mark proportion of 30% used by WAEC for determining examination results at the BECE.

GRADING PROCEDURE

In marking your class examination scripts, it is very important that you develop a marking scheme. A marking scheme, as you may be aware, consists of the points for the best answer you expect for each essay question or structured question, and the mark(s) allocated for each point raised by the pupil as well as the total marks for the question. For instance, if a question carries 10 marks and you expect 4 points in the best answer, you could allocate 2 marks (or part of it, depending upon the quality of the point raised by the pupil) to each point raised, totalling 8 marks, and then give the remaining 2 marks or part of it, for organization of answer. For objective test papers, you may develop an answer key to speed up the marking.

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following grade boundaries for assigning grades:

Grade A:	80 - 100%	-	Excellent
Grade B:	70 - 79%	-	Very Good
Grade C:	60 - 69%	-	Good
Grade D:	45 - 59%	-	Credit (Satisfactory)
Grade E:	35 - 44%	-	Pass
Grade F:	≤ 34%	-	Fail

The grading system presented above shows the letter grade system and equivalent grade boundaries. In assigning grades to pupils' test results, or any form of evaluation, you may apply the above grade boundaries and the descriptors. The descriptors (Excellent, Very Good etc) indicate the meaning of each grade. For instance, the grade boundary for "Excellent" consists of scores between 80 - 89. Writing "80%" for instance, without writing the meaning of the grade, or the descriptor for the grade i.e. "Excellent", does not provide the pupil with enough information to evaluate his/her performance in the assessment. You therefore have to write the meaning of the grade alongside the score you write. Apart from the score and the grade descriptor, it will be important also to write a short diagnosis of the points the pupil should consider in order to do better in future tests etc. Comments such as the following may also be added to the grades:

Keep it up
Has improved
Could do better
Hardworking
Not serious in class
More room for improvement, etc.

Note that the grade boundaries above are also referred to as grade cut-off scores. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a pupil must make a specified score to earn the appropriate grade. This system of grading challenges pupils to study harder to earn better grades. It is hence very useful for achievement testing and grading.

NOTES TO THE TEACHER

Listening, Speaking and Writing

Integration on Skills

A key concept of this syllabus is the integrated approach to the teaching of language skills. Thus although there are different sections for Listening, Speaking, Reading and Writing and also for Grammar, you will observe from the Content and Teaching and Learning Activities columns that these aspects are to be integrated in the course of teaching.

This is because Listening, Speaking, Reading and Writing complement one another in use, while Grammar simply sets the rules for speaking, reading and writing correctly. It is, therefore, advantageous at this level to adopt an integrated approach in the teaching of language skills.

This means, for example, that as you teach a writing/composition lesson relevant grammatical issues must be raised and explained in relation to the writing task. Similarly, such a lesson must have significant aural and oral components.

Another issue worthy of note is the integration of laudable human values. This is not to shift the focus of language lessons to preaching these values. Small doses of these values are fused into literature and composition as well as reading and oral work.

Approach to Grammar

It is important to point out that at the primary school, grammar is basically internalized. It must be seen as an integral part of listening and speaking and treated as such. The main task is to assist pupils to learn to **use** the listed language/grammatical items correctly and fluently. These should be introduced in meaningful situations in the context of everyday activities, modeled adequately and practiced orally by every child.

It must be noted that the information contained in the Content column of the section on Grammar is intended for the teacher's guidance. The notes therein are not in any way intended for the pupils to be copied by them or memorized. As much as is possible, the children must not be bothered with grammatical terminologies, definitions and lengthy explanation of abstract grammatical concepts.

1. Oral Work (Listening and Speaking)

This section on Oral Work referred to as "Listening and Speaking" in this syllabus, has the following segments: songs, rhymes, directions; story telling, drama; and conversation. The purpose of each of these segments is to encourage pupils to listen carefully, recite, sing, carry out instructions and speak English. The segments have been developed as complete units, but as activities that should be undertaken in turns. The teacher must give the segments their due weight, balance and influence in the teaching process. Above all, the teacher must endeavour to get his/her pupils to speak English as much as possible for them to be able to acquire effective skills in speaking the English Language.

2. Reading Material

To help the teacher to achieve the general and specific objectives of the sections on “Reading”, a list of topics for reading has been provided on the next page. The topics have been carefully selected to help pupils acquire vital information on health issues, as well as information on issues of current interest. The teacher is further encouraged to use initiative in improvising and planning new materials. It is a requirement that each pupil should read five books on different topics each term, that is, fifteen books per year.

3. Supplementary Material

The teacher is further encouraged to constantly look for other supplementary material which will enhance the teaching learning especially of the sections on “Listening and Speaking” and “Reading”; Material that focus on moral ethical and social values such as honesty, diligence, integrity are particularly recommended.

LIST OF TOPICS FOR READING

The following list of topics has been selected to be used in developing materials for reading from Primary 1 to JHS3. The teacher is encouraged to look for materials that may be relevant to these topics, or select passages from other sources that will be of interest to pupils at each class level. Materials for reading must also include the basic types of prose: narrative, descriptive, expository and argumentative as well as bits of drama and verse.

The teacher should select relevant and interesting reading materials that will help to improve pupils' understanding and use of English at all levels of primary school.

Primary 1-3

1. Animals – Domestic and Wild Animals
2. Malaria – How the Mosquito spreads malaria
3. Malaria – How to prevent malaria
4. Healthy Living – Balanced Meal
Immunization
Exercise
5. Sports and Games
6. Forest Destruction – Bush Fires
7. Forest Destruction – Cutting Trees for Firewood
8. Social moral & cultural values such as honesty diligence, patriotism, commitment respect for elders, care for public property

Primary 4-5

1. Drug Abuse
2. Natural Disasters – Earthquakes
3. Natural Disasters – Floods
4. Road Accidents
5. Water – Sources, importance and uses
6. Leisure
7. Communication – Letters, telephones E-mail, print and electronic media
8. Social moral & cultural values such as honesty diligence, patriotism, commitment respect for elders, care for public property

Primary 6

1. Adolescent Reproductive Health
2. Teenage Pregnancy
3. HIV/AIDS
4. Energy – Sources and importance
5. Inventions
6. Computers
7. Forest Depletion
8. Social moral & cultural values such as honesty diligence, patriotism, commitment respect for elders, care for public property.

PRIMARY 4

SECTION 1

LISTENING AND SPEAKING

General Objectives: The pupil will

1. develop confidence in listening and speaking.
2. increase the ability to express himself/herself orally.
3. respond to and appreciate songs and other literary works.
4. develop creative potentials.
5. cultivate good morals, etiquette and co-operative living.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 LISTENING TO SONGS, POEMS, RHYMES	<p>The pupil will be able to:</p> <p>1.1.1 listen attentively to songs and poems and sing/recite them with stress and rhythm.</p>	<p>Carefully select rhymes/poems/songs for listening and recitation.</p> <p>Singing songs, reciting rhymes/poems with correct stress and rhythm e.g. sound-sensitising activities to accompany recitation/singing.</p> <p>NOTE: Select poems with values.</p>	<p>Select suitable materials for listening, singing/recitation. E.g.: "The national anthem" "The national pledge"</p> <p>Using popular actions/gestures/sing songs recite rhymes/poems several times for pupils to imitate with correct stress and rhythm.</p> <p>Teacher writes rhyme/poem on the chalkboard for pupils to select words not familiar to them.</p> <p>Use objects, pictures to explain selected words in context.</p> <p>Following the same procedure, draw attention to rhyming words.</p> <p>Guide pupils to sing songs and recite rhymes/poems with actions/gestures while clapping/tapping to the rhythm.</p>	<p>Pupils sing songs / recite rhymes/poems and imitate actions in them.</p> <p>Pupils answer simple questions on songs, rhymes/poems.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) LISTENING TO SONGS, POEMS AND RHYMES	The pupil will be able to:		<p>Guide pupils to pronounce words correctly in songs/rhymes/poems with particular reference to contrast in stress and rhythm.</p> <p>Engage pupils in recitation for mastery.</p> <p>NOTE: pupils should not be made to commit poems to memory at a go. It should be spaced over a number of lessons).</p>	Pupils compose and recite poems for class.
	1.1.2 discuss values in poems/songs/.	Values of a poem e.g patriotism, honesty, forgiveness	<p>Read or recite poem to pupils. Through questions, pupils identify the moral lessons in the poem and show how they apply to real life.</p>	Pupils state the moral lessons derived from poems/songs.
	1.1.3 compose a poem.	<p>Basic elements of a poem: Rhythm – the pattern of movement of the poem. Stress – the points/words of emphasis in the poem.</p>	<p>Teacher assists pupils to develop a poem using the basic elements.</p> <p>Write pupils' contributions on topic on chalkboard. Rearrange sentences in logical order to form a simple poem.</p>	Pupils compose and recite their own poems for enjoyment/discussion.
UNIT 2 LISTENING TO DIRECTIONS/ INSTRUCTIONS/ CARRYING OUT INSTRUCTIONS	1.2.1 listen attentively to simple instructions and carry them out.	<p>Compose poems/rhymes on topics such as The rain, A bird, My pet, My teacher, etc.</p> <p>Listening to and carrying out simple instructions.</p> <p>NOTE: Select a number of simple instructions for this lesson e.g. Go to the back of the class, pick up two chairs and bring them to the front of the class. Place one chair near the door on the right and the other by the first window on the left. (Teacher provides instructions of such nature to make them slightly more complicated than the instructions used at P3.)</p>	<p>In turns, pupils recite their poems in class for enjoyment.</p> <p>Teacher gives instructions to class and guides them to carry out the instructions.</p> <p>A group carries out teacher's instructions. The rest of class indicates whether the instructions have been carried correctly.</p> <p>Pupils work in pairs, one gives instruction, the other carries it out: Take a book to the next classroom: Ask permission from the teacher to give the book to Mary/Kodjo.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) STORY TELLING	The pupil will be able to; 1. 3.3 tell a simple story using connecting and referral words.	Simple story about events describing scenes etc.	Pupils in groups to choose their own topics. Teacher to assist the groups to develop their topic into a story line. Pupils to tell their stories in class using appropriate connecting and referral words. (Class to ask questions as story goes on) (Recipe for disorder)	Pupils tell their own stories and identify connecting/referral words.
UNIT 4 CONVERSATION Describing Persons	1.4.1 describe objects accurately. 1.4.2 describe people, accurately using correct/appropriate language.	<u>Language use:</u> Accurate description of objects. Use simple past tense, past continuous tense, adjectives, yesterday, today, tomorrow in conversation. <u>Description People</u> e.g. Parents Sisters/brothers Teachers Friends, etc.	Using objects such as a table a chair and others, pupils give oral description of the selected objects in class. (Class asks questions as the description goes on). Select and describe a person using relevant vocabulary e.g.; Sister/brother/parent: name, how he/she looks like-shape of face, facial marks if any, shape of nose, eyes etc., height-tall, short, colour and any minute detail that can be used to identify the person easily. NOTE: Ensure that pupils use most of the grammatical points in descriptive sentences.	individuals/groups describe people accurately using appropriate language

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) CONVERSATION Describing personalities Names of the month. Birthday. Dates for yesterday, today and tomorrow.	<p>The pupil will be able to:</p> <p>1.4.6 describe/talk about events games or places using correct/appropriate language.</p> <p>14.7 mention the names of some of the ministers of state and their duties.</p> <p>1.4.8 describe some personalities in sports or music he/she knows.</p> <p>1.4.9 tell the names of the months of the year in the chronological order.</p> <p>1.4.10 state his/her birthday.</p> <p>1.4.11 state the dates for specified days accurately. i.e. yesterday, today etc.</p> <p>1.4.12 carry out conversation using at least three of the topics treated in conversation e.g. people, month, time, rivers/lakes, regions etc.</p>	<p>Describe some important people /events/places e.g. chiefs, sporting events.</p> <p>Names of the Regional Ministers, Ministers for Education, Health and Agriculture, their duties, their roles and duties.</p> <p>Personalities in sports and music.</p> <p>Names of months of the year.</p> <p>Birthdays and dates in general, using the format: 27th August, 2006, September 30, 1999.</p> <p>Conversation involving: People, places, time rivers/lakes, month etc.</p> <p><u>Language use:</u> See 1.3.2</p>	<p>Through questions, pupils mention the name of the Regional Minister for the region in which their school is located.</p> <p>Through questions and answers, pupils learn the names of the Ministers for Education, Health and Agriculture. -Teacher assists pupils to learn the role and duties of the three Ministers above.</p> <p>Individually, pupils talk about their favourite persons in sports, music and mention their characteristics, what he/she likes about the personalities mentioned.</p> <p>Pupils revise the names of the months of the year already learnt in class.</p> <p>Teacher assists pupils to learn the names of at least 6 months of the year in chronological order.</p> <p>Pupils state their birthdays and write them down using the two formats indicated in the content. (Teacher to check for accuracy).</p> <p>Pupils learn the day's date, the previous day's date (yesterday), the date for the following day (tomorrow) and the date for the following Monday etc. Pupils discuss given topics treated in conversations e.g. month, time, people, region.</p>	<p>Pupils mention the names of other Ministers they know.</p> <p>Pupils state what the ministers do.</p> <p>Pupils state the dates of some given occasions/ events using the format studied.</p>

UNIT	PECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNT 5 DRAMA	<p>The pupil will be able to</p> <p>15.1 perform a sketch using costume.</p> <p>1.5.1 identify and state the key issues and moral values in the sketch.</p>	<p>Develop a sketch from stories read/heard.</p> <p>Discuss key issues and values in the sketch.</p>	<p>Teacher/pupils to select a story and develop it into a sketch.</p> <p>Guide pupils to perform the sketch using costume. (Encourage many pupils to participate).</p> <p>Through leading questions, guide pupils to identify key issues in the sketch.</p> <p>Pupils identify and state the lesson(s) in the sketch and explain how the lesson(s) relates to real life.</p>	<p>In pairs/groups pupils develop, rehearse and perform a sketch.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 POLITE REQUESTS: Using: please, excuse me, may I, can I	The pupil will be able to; 1.6.1 Make polite requests using "please", "excuse me", "may I", "can I".	Making polite requests using: please, excuse me, "May I", "Can I, please. e.g. <u>Please</u> help me cross the street. Lend me a hand, <u>please</u> . <u>Excuse me</u> , can you direct me to the headteacher's office? <u>May I</u> go out?	Revise modals e.g. Can I eat now? Introduce polite request using appropriate sentences and situations. Teacher to pupil: May I use your pen? Bring me the duster, please. Pupils repeat teacher's sentences. Pupils make similar requests, working in pairs/groups.	Pupils make polite requests in sentences and situations.

PRIMARY 4

SECTION 2

GRAMMAR

General Objectives: The pupil will

1. use grammatical structures/forms correctly in speech and in writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 NOUNS – Proper Nouns (Special naming words)	<p>The pupil will be able to:</p> <p>2.1.1 Identify and use proper nouns appropriately in speech and in writing.</p>	<p>Proper nouns are special naming words for:</p> <p><u>Names of People</u> Akosua, John, Ebo, Ackah, Ali, Esther, etc.</p> <p><u>Names of Countries, Towns and Villages</u> Ghana, Cote d'Ivoire, Ukraine, Kumasi, Hohoe, Chiraa, Accra, Oyarifa, Kade Tumu, Bawku., Wa.</p>	<p>Through discussions let pupils mention the names of people they know, names of countries, towns, villages, months and days, festivals and holidays.</p> <p>Write all examples on the chalkboard and guide pupils to re-organise them accordingly. (Refer to Content).</p> <p>Make pupils aware that all special names/proper nouns start with capital letters. e.g. Adoma, John, Ghana, Kibi, Mando, May, June, Friday, Sunday, Odwira etc.</p>	<p>Pupils find out and write the names of countries in West Africa and the capital of each one.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) NOUNS Common Nouns Proper Nouns	<p>The pupil will be able to:</p> <p>2.1.2 identify and use common nouns appropriately in speech and in writing.</p> <p>2.1.3 differentiate between proper and common nouns.</p> <p>2.1.3 use proper and common nouns appropriately in sentences.</p>	<p>Common Nouns – A common noun is the name of an object e.g.: chair, pen, table, ball, pencil, house, umbrella, cassava, mango, pepper, etc.</p> <p>Proper nouns—Fenyiwa, Bredu, Papua New Guinea, Ghana Commercial Bank etc.</p> <p>Provide sentences in which common and proper nouns are used appropriately e.g.: <u>Fenyiwa</u> is a quiet <u>girl</u>. Both <u>men</u> are <u>Ghanaians</u>.</p>	<p>Introduce common nouns by following the procedure used for proper nouns.</p> <p>Through questions, pupils differentiate between common and proper nouns.</p> <p>Pupils provide two examples each of the following:</p> <p>Names of people Countries, towns and villages Months and days Festivals and holidays.</p> <p>From a given passage let pupils identify proper/common nouns by underlining them</p> <p>Pupils select nouns and use them in simple sentences, e.g. My father is Mr. Amusah</p> <p>Assist pupils to learn the following poem about months. 'Thirty days has September' to reinforce the concept of common/proper nouns.</p>	<p>Pupils use common and proper nouns in sentences.</p> <p>Pupils underline proper and common nouns in passages.</p> <p>Pupils recite poem on "Thirty days has September..."</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION																																				
UNIT 2 COMPARISON OF ADJECTIVES (REGULAR)	The pupil will be able to: 2.2.1 identify the positive, comparative and superlative forms of regular adjectives and use them appropriately in speech and writing.	Positive, comparative and superlative forms of regular adjectives. We use the comparative form to compare two things and the superlative when we compare three or more things e.g. He is the <u>shorter</u> of the two boys. Esi is the <u>tallest</u> of the three girls. Araba is the <u>cleverest</u> pupil in her class. <table><tr><td><u>Positive</u></td><td><u>Comparative</u></td><td><u>Superlative</u></td></tr><tr><td>tall</td><td>taller</td><td>tallest</td></tr><tr><td>big</td><td>bigger</td><td>biggest</td></tr><tr><td>hot</td><td>hotter</td><td>hottest</td></tr><tr><td>old</td><td>older</td><td>oldest</td></tr><tr><td>short</td><td>shorter</td><td>shortest</td></tr></table> For comparative forms, add –er to the positive (as in table above). For superlative forms, add –est to the positive (as in table above).	<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>	tall	taller	tallest	big	bigger	biggest	hot	hotter	hottest	old	older	oldest	short	shorter	shortest	Revise possessives/adjectives. Introduce comparative adjectives by comparing people/objects. e.g. This book is <u>bigger</u> than that one. John is <u>taller</u> than Tamakloe. Pupils make similar comparative statements. Compare three pupils/objects using the positive, comparative and superlative forms. e.g. Ama is <u>tall</u> , Esi is <u>taller</u> , Adamu is the <u>tallest</u> . Guide pupils to compare items/objects and pupils in similar ways. <table><tr><td><u>Adjective</u></td><td><u>Comparative</u></td><td><u>Superlative</u></td></tr><tr><td>long</td><td>.....</td><td>longest</td></tr><tr><td>slow</td><td>slower</td><td>.....</td></tr><tr><td>high</td><td>.....</td><td>.....</td></tr><tr><td>happy</td><td>.....</td><td>happiest</td></tr><tr><td>small</td><td>.....</td><td>.....</td></tr></table>	<u>Adjective</u>	<u>Comparative</u>	<u>Superlative</u>	long	longest	slow	slower	high	happy	happiest	small	Pupils use the appropriate forms of given adjectives in sentences. Pupils complete a table of comparative adjectives in their books.
<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>																																						
tall	taller	tallest																																						
big	bigger	biggest																																						
hot	hotter	hottest																																						
old	older	oldest																																						
short	shorter	shortest																																						
<u>Adjective</u>	<u>Comparative</u>	<u>Superlative</u>																																						
long	longest																																						
slow	slower																																						
high																																						
happy	happiest																																						
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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) VERB TENSE FORMS: Simple past Present Perfect	<p>The pupil will be able to:</p> <p>2.3.2 use the simple past and the present perfect tense forms appropriately.</p>		<p>Tr. Ayi, pick up the pen. (He picks)</p> <p>Tr. Ayi has picked up the pen.</p> <p>Using appropriate drills—commands/ instructions, let pupils practise using the present perfect.</p> <p>Illustrate and explain the differences between the simple past and the present perfect tense forms.</p> <p>In pairs/groups, pupils practise using the two tense forms by giving examples of sentences in the simple past and changing them to the Present Perfect.</p>	<p>Pupils write sentences using the simple past and the present perfect tense forms.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 ADVERBS	<p>The pupil will be able to:</p> <p>2.4.1 recognise and use adverbs correctly in speech and writing.</p>	<p>Use of adverbs. An adverb adds to a verb or tells us more about how, when, or where the action of a verb took place e.g.</p> <p>The bird sang <u>sweetly</u>. Ali ran <u>quickly</u> to the house. The baby cried <u>loudly</u>.</p> <p>Most adverbs end in 'ly' e.g. quietly, silently, closely, slowly, quickly, sweetly, happily.</p>	<p>Revise verbs through discussion.</p> <p>Guide pupils to underline all verbs in the passage and circle all words ending in 'ly' in given sentences/passages..</p> <p>Pupils call out all circled words for teacher to write on the chalkboard.</p> <p>Use the list to introduce adverbs as words that add to verbs or tell us more about how/when/ where the action of a verb took place.</p> <p>NOTE: Make pupils aware that there are other adverbs that do not end in 'ly'.</p> <p>Guide pupils to use adverbs from given passages to form simple sentences.</p>	<p>Pupils write sentences featuring adverbs.</p> <p>Pupils underline all adverbs in given passages.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 SUBJECT-VERB AGREEMENT	<p>The pupil will be able to:</p> <p>2.5.1 identify the subjects of sentences and the forms of the verbs that go with them.</p>	<p>Subjects – verb agreement in sentences. E.g.</p> <p><u>The girl writes</u> very well. s v</p> <p><u>The children are playing</u> s v</p> <p><u>The boy is running</u> to school. s v</p> <p>E.g. <u>The men are coming</u>. s v</p> <p><u>The teacher is writing</u>. s v</p> <p>NOTE The “s” and “v” have been put under the sentences for the teacher’s guidance only.</p> <p>Let pupils note that the verb must agree with the subject in number as in the examples above.</p> <p>A singular subject goes with a singular verb.</p> <p>A plural subject goes with a plural verb.</p>	<p>Revise nouns and verbs using examples provided by pupils.</p> <p>Write some of these examples on the chalkboard. E.g:</p> <p>The teacher <u>reads</u> fast.</p> <p>Senanu <u>has</u> a beautiful car.</p> <p>Esi and Adam <u>read</u> every day.</p> <p>Through discussions introduce the subject and the verb of the sentences through simple questions. E.g.:</p> <p>Tr. What is the verb in the sentence? P. read</p> <p>Tr. What are the nouns? P. “Esi and Adams’</p> <p>Tr. Esi and Ali are the doers of the action in the sentence. Esi and Ali may also be referred to as the “subject” of the verb go</p> <p>Through further examples make pupils aware that the number of the subject either singular or plural – must always agree with the verb in the sentence (Refer to Content).</p> <p>Guide pupils to identify subjects and verbs in the sentences by circling the subject and underlining the verb.</p> <p>Draw pupils attention to the relationship between the subject and the verb in each sentence (Refer to Content)..</p>	<p>Pupils give sentences in which subjects and verbs agree.</p> <p>Pupils to correct a given passage to show subject/verb agreement.</p> <p>Pupils circle subjects and underline verbs in given sentences.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (CONT'D) SUBJECT-VERB AGREEMENT	<p>The pupil will be able to:</p> <p>2.5.2 use subjects and verbs appropriately in sentences.</p>	<p>Appropriate use of subjects and verbs in sentences. E.g. <u>The boy is eating</u> fufu. <u>The books are</u> on the table. <u>The chair has</u> four legs. <u>The two chairs have</u> eight legs.</p>	<p>Revise nouns and pronouns in simple sentences.</p> <p>In pairs/groups, pupils construct sentences in which subjects and verbs agree.</p> <p>E.g. <u>He walks</u> to school. <u>She smiles</u> a lot.</p> <p>Let pupils give examples of sentences where the subject is plural.</p>	<p>Pupils correct a given passage to show subject/verb agreement.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONJUNCTIONS and, but, so, for	<p>The pupil will be able to:</p> <p>2.6.1 identify conjunctions.</p> <p>2.6.2 use simple conjunctions correctly in speech and in writing.</p>	<p>Simple conjunctions: 'and'. 'but', 'so', 'or'.</p> <p>Conjunctions are used to join two sentences. When used they come between the ideas they join.</p> <p>"and" is used to make lists e.g. kenkey <u>and</u> fish. Boys <u>and</u> girls; Kotey, Baba <u>and</u> Afo. In lists, "and" comes before the last noun.</p> <p>"and" is also used to show two complimentary attributes. He is big and strong.</p> <p>"but" is used to show contrast. She is fat. She is smart.</p> <p>She is fat but smart. He is slow <u>but</u> intelligent.</p> <p>"so" is used to show result. E.g. He came late <u>so</u> he was punished. They finished working, <u>so</u> they went home.</p> <p>"or" is used to join alternatives e.g. Give me a pen <u>or</u> a pencil. Can I have kenkey or rice?</p> <p>NOTE: it is advisable to teach one or two of the conjunctions at a time.</p>	<p>Revise nouns. Introduce and illustrate joining words using conjunctions e.g.: Tables and chairs Boys and girls</p> <p>Pupils practise putting nouns together in the same way</p> <p>Introduce other conjunctions using sentences. (Refer to content).</p> <p>Guide pupils to put sentences together using conjunctions.</p> <p>E.g. I have a pen . I have a pencil. I have a pen and a pencil.</p> <p>In pairs/groups pupils practise using the conjunctions, and, in sentences. You may use the same procedure to teach the other conjunctions.</p>	<p>Pupils join sentences using appropriate conjunctions.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION												
UNIT 7 ANOMALOUS FINITES (Modals) Can, Could, May	<p>The pupil will be able to:</p> <p>2.7.1 use the modals appropriately in a variety of situations in speech and in writing.</p>	<p>Use of modals in sentences.</p> <table><tr><td><u>Subject</u></td><td>Modal: <u>Verb</u></td><td><u>Verb</u></td></tr><tr><td>I</td><td>can</td><td>walk</td></tr><tr><td>You</td><td>could</td><td>come</td></tr><tr><td>He/she</td><td>may</td><td>have</td></tr></table> <p>Modals usually come before the main verb.</p> <p>They are mostly used to express ability – can, could.</p> <p>They are also used to express permission/polite requests--may, can, could</p>	<u>Subject</u>	Modal: <u>Verb</u>	<u>Verb</u>	I	can	walk	You	could	come	He/she	may	have	<p>Introducing modals using sentences as follows:</p> <p>Kofi <u>can</u> walk to school.</p> <p>The baby <u>can</u> stand on its own.</p> <p>She <u>can</u> come by herself.</p> <p>He <u>could</u> go to his brother</p> <p><u>May</u> I use your pen?</p> <p><u>May</u> I come in?</p> <p><u>May</u> I go out?</p> <p>Guide pupils to make sentences of their own using modals.</p> <p>Guide pupils to recognise the position and use of modals.</p>	<p>Pupils write simple sentences using given modals.</p>
<u>Subject</u>	Modal: <u>Verb</u>	<u>Verb</u>														
I	can	walk														
You	could	come														
He/she	may	have														
UNIT 8 PREPOSITIONS below, above, over, behind, near.	<p>2.8.1 identify and use prepositions appropriately in sentences.</p>	<p>Preposition: Below, above, over, behind, near, under, at, besides. Over--that is from one side to the other side.</p>	<p>Pupils construct sentences using each of the prepositions.</p>	<p>Pupils identify prepositions in a given passage.</p>												

PRIMARY 4

SECTION 3

READING

General Objectives: The pupil will

1. use reading techniques to understand and derive information from texts of varied nature.
2. develop the habit of reading for pleasure.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 READING ALOUD	The pupil will be able to: 3.1.1 listen to and understand what is read to them.	Listening and making meaning of texts heard.		
	3.1.2 read sentences, paragraphs, passages, aloud with correct pronunciation, stress and appropriate intonation.	Reading aloud.	Pupils to read aloud passages indicated by teacher, with correct stress and intonation.	Pupils read texts aloud for fluency.
	3.1.3 read out a variety of types of written English fluently and comprehensibly.	Developing fluency in reading.	Use a variety of written materials e.g. sentences, paragraphs, passages, stories, verse, drama/scenes, newspaper articles of topical interest. Give model reading of text types. Pupils practise reading aloud and fluently, various types of texts, NOTE: Select passages from recommended literature books.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 SILENT READING	<p>The pupil will be able to:</p> <p>3.2.1 find meanings of new words from their contexts/dictionary.</p>	<p>Meanings of new words from their contexts and from the dictionary.</p>	<p>Introduce pupils to dictionary by providing them with simplified dictionaries. Let pupils examine the dictionary and talk about the arrangement of the words. The words are arranged in alphabetical order. Words which begin with "a" come first then "b". "c", "d", up to "z".</p> <p>Select a passage and guide pupils to find the contextual and dictionary meaning of the words.</p>	<p>Pupils look for meanings of new words from the passage.</p>
	<p>3.2.2 read silently and reasonably fast.</p>	<p>Silent and fast reading. Time allotted for reading must suit purpose of reading and difficulty of reading material.</p>	<p>Discuss title/pictures of passage (if any). Encourage pupils to use dictionaries to find the meaning of unfamiliar words and discuss content meaning as well. (This should be a post-reading activity).</p> <p>Check to see which pupils finished reading the passage first? Who finished last? Assist the slower readers to read faster.</p>	
	<p>3.2.3 read and answer questions based on passage read.</p>	<p>Reading silently for meaning of text and answering questions on text read.</p>	<p>Put pre-reading questions on the blackboard.</p> <p>Pupils read silently to answer pre-reading questions.</p> <p>Further comprehension exercise. Discuss characters and morals in story (if any).</p>	<p>Pupils answer questions on passage read.</p>
	<p>3.2.4 summarize passages read.</p>		<p>Pupils to write one sentence summaries on short paragraphs.</p> <p>Pupils to give titles to untitled texts.</p>	<p>Class discuss whether summaries match content of given passages or not.</p>

PRIMARY 4

SECTION 4

WRITING

General Objectives: The pupil will

1. develop and apply the skills of good handwriting.
2. use writing skills to communicate his/her ideas effectively.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 PENMANSHIP: JOINT SCRIPT	<p>The pupil will be able to:</p> <p>4.1.1 copy sentences clearly in joint script.</p>	<p>Paying attention to ascending and descending letters that are not easy to write.</p> <p>Copying sentences clearly using joint script.</p>	<p>Write sentence/verse etc. on chalkboard.</p> <p>Pupils read sentences on chalkboard. E.g. "Two heads are better than one"; "Charity begins at home" etc.</p> <p>Pupils copy sentences.</p>	<p>Pupils to read sentences.</p> <p>Pupils copy sentences clearly.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PUNCTUATION	<p>The pupil will be able to:</p> <p>4.2.1 use the full stop, comma, question mark and apostrophe appropriately in sentences.</p> <p>4.2.2 complete given sentences appropriately, and with punctuation, on specific topics.</p>	<p>Full stop: at the end of a complete sentence. Comma: used as a pause in sentences and in speech Question marks. Apostrophe to indicate possessives.</p> <p>Sentence completion</p>	<p>Teacher to assist pupils to learn the use of the full stop comma, question mark and apostrophe in sentence construction.</p> <p>Pupils construct sentences on specific topics using structures and vocabulary that have been taught (e.g. Refer to content on Simple Past: Anomalous Finites Primary 2, Section 2, Unit7)</p> <p>Vary the sentence completion exercises using the initial, medial and final position technique. (See sentence completion exercises for Primary 3)</p>	<p>Teacher selects a passage. Remove the punctuation marks and let pupils insert the appropriate punctuation marks in given passages.</p> <p>Pupils to complete sentences on given topics</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 CONSTRUCTING SENTENCES FROM SUBSTITUTION TABLES.	<p>The pupil will be able to:</p> <p>4.3.1 construct sentences using a substitution table.</p>	<p>NOTE: Teacher to insist on good and bold handwriting. Where pupils still have writing problems let them use "My Second Copy Book" as homework.</p>	<p>(The sentence to be completed should be topical and should together make up a clear composition piece).</p> <p>Pupils write sentences from the substitution table to form a composition on a topic.</p>	
UNIT 4 ARRANGING EVENTS AND IDEAS IN LOGICAL ORDER.	<p>4.4.1 arrange mixed-up events and ideas in a logical order on specific topics.</p>	<p>Re-arranging sentences in logical order.</p> <p>Examples of topics. What I do before I come to school. How to boil yam/cassava. (Teacher to develop other examples).</p>	<p>Pupils to contribute sentences based on a topic. The logical ordering should be clearly explained. Begin such exercises with simple sentences.</p> <p>Discuss with pupils the logical arrangement of the ideas in a composition.</p> <p>Pupils write/arrange the sentences in a logical order.</p>	<p>Pupils re-arrange a group of sentences to make a logical composition piece.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 CONTROLLED COMPOSITION: SIMPLE STORY WRITING: Sentences about given topics	<p>The pupil will be able to:</p> <p>4.5.1 write simple stories with logical arrangement of facts or ideas.</p>	<p>Planning and writing a simple story. The title, the beginning, the middle, the end.</p> <p>Role-playing or miming.</p> <p>Writing and reading out stories.</p> <p>NOTE: Pupils are <u>not</u> expected to write only traditional Ananse Stories. They should go beyond this and write more imaginative stories.</p> <p><u>Language use:</u> Past tense, descriptive language—for episodes, actions, characters, paragraphing.</p>	<p>Guide pupils to compose stories about themselves, their peers, events, people, places following the processes below:</p> <p><u>Preparing to write:</u> Think about who, what, where to write about, noting down essential ideas.</p> <p><u>Drafting and Revising:</u> -Pupils write the sentences to make up the story. -They arrange sentences in a logical order and use them to write a draft, ensuring that it has a beginning, a body and a ending. -Pupils read through draft to ensure that the purpose of writing has been achieved.</p> <p><u>Editing:</u> -Pupils copy the piece from the draft and correct language and other errors using the dictionary, consulting peers/teacher. -Pupils write the sentences to make up the story. Pupils logically arrange sentences.</p> <p><u>Publishing:</u> Pupils copy out the work for submission.</p>	<p>Pupils to write simple stories and read them, role play/mime.</p>
UNIT 6 SIMPLE PURPOSEFUL COMMUNICATION Writing requests and commands.	<p>4.6.1 write short notes, give or ask for information in given situations.</p>	<p>Oral purposeful communication.</p> <p>Writing short notes to provide or ask for information.</p>	<p>Guide pupils to practise speaking the words and expressions before any writing is attempted. E.g.: You want to borrow a pen from a friend because you have left yours at home. Send him /her a short note.</p> <p>-A friend has just given you a birthday present. Send a short note to thank him/her. -Pupils to write brief notes to each other in given situations.</p> <p>NOTE: This lesson may be extended into Art so that pupils design simple greeting cards.</p>	<p>Pupils to write brief notes in given communicative situations.</p> <p>(Teacher checks and makes corrections).</p>

LIBRARY

General Objectives:

Pupils will:

- i. develop the love for reading.
- ii. develop interest in, and acquire the habit of reading for pleasure and for academic purposes.
- iii. read for information on various topics.

Specific Objectives:

Pupils will:

- i. acquire the skills for handling books.
- ii. talk about what they see in books.
- iii. read a minimum of 15 simple story books by the end of the year.
- iv. express/answer simple questions and their views on stories read and the characters in them.
- v. talk and write about books read.

General Guidelines on Library Work

- i. Introduce pupils to books/library.
- ii. Teachers should introduce pupils to books with special emphasis on handling and care.
- iii. introduce pupils to the class/school library and how it is organised.
- iv. Pupils should also be educated on library rules, such as borrowing procedures and care for books.

Starting The Class/School Library

A library could be a room full of books or a simple collection of books neatly arranged in cartons or boxes and available for pupils to read.

Teachers can start a class/school library with scrap-books made by teachers and pupils. Such books should be made with brightly coloured pictures and drawings. Every school should, therefore, be able to start a simple class/school library. Textbooks that are no longer in use and other discarded books could be used to begin a class/school library.

5. **Equipping a Class/School Library**

Books for the library could be obtained from other sources like:

- The Ghana Education Service (GES).
- The Ghana National Association of Teachers (GNAT).
- The District Assemblies.
- The School Management Committees.
- Past Pupils.
- Churches and Other Organisations.
- Philanthropists.
- Ghana Library Board.
- Ghana Book Trust.

and Non-Governmental Organisations (NGOs) such as:

- World Vision.
- Plan International.
- Save the Children fund.
- The Rotary club.
- Valco Fund.
- European Economic Community.
- Frederich Ebert Foundation.
- Zonta International.
- ADRA.
- UNCEF/UNESCO, etc.

6. **Maintaining The Class/School Library**

Teachers must ensure that books in the library are properly kept and maintained. Books that get torn or damaged must be mended promptly. Teachers must also ensure that books do not get lost and pupils must be taught to prevent thefts.

7. **Generating Interest in Reading**

Reading Targets:

Reading is crucial to progress, not only in English, but in all other subjects. One way of encouraging the primary school child to read is to make suitable reading materials available, and set minimum reading targets. As stated in the specific objectives, the target is 15 books for the year. It is expected that given the necessary encouragement many children will exceed the target.

Teachers should use various other approaches to generate interest in library reading including the following:

- i. making sure children see them reading library and other books;
- ii. giving gists of books read and recommending them to pupils,
- iii. retelling stories read to class.
- iv. giving time for pupils to tell stories read to the class; dramatize part of books read.
- v. dramatizing parts of books (stories) read by pupils; writing short stories.
- vi. giving prizes to pupils who read a lot of books and to those who make remarkable progress for in library reading.
- vii. selecting comprehension passages from class library books for terminal examinations and continuous assessment tests/tasks.

8. **Checking on Pupils Reading**

Teachers should introduce measures to check on pupils'. One way is to introduce a library reading sheet as shown on the next page.

Title:.....	Author:.....	Nationality:.....
Publisher:.....		Year of Publication:.....
Literary Type:.....		No. of Pages:.....
Date Started:.....		Date Completed
Main Characters and Others:.....		Date Completed:.....
Summary/Gist of Text		
:		
The part I like best/don't like and reasons:		

Note: The teacher should discuss the books read by the children using this format.
This is to check on whether they have read the books.

PRIMARY 5

SECTION 1

LISTENING AND SPEAKING

General Objectives: The pupil will

1. develop confidence in listening and speaking skills and read a variety of texts.
2. increase ability to express him/herself orally.
3. respond to and appreciate songs and pieces of other literary materials.
4. develop creative talents.
5. cultivate good morals, etiquette and the spirit of co-operation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 LISTENING TO SONGS/POEMS/ RHYMES	<p>The pupil will be able to:</p> <p>1.1.1 listen attentively to songs, rhymes/poems, sing and recite them with correct stress and rhythm</p>	<p>Carefully select songs/ rhymes/ poems for listening, singing and reciting with correct stress and rhythm.</p>	<p>Select suitable material for listening, singing/recitation. E.g. "The National Anthem", "The National Pledge", other interesting rhymes, local or international. Ensure that pupils are able to sing the national anthem and recite the national pledge.</p> <p>Pupils to select the poem. Using actions/gestures, sing songs and recite rhymes/poems several times for pupils to imitate with correct stress and rhythm.</p> <p>Teacher writes rhyme on the chalkboard and assists pupils to underline words not familiar to them.</p> <p>Assist pupils to look for meanings of words in dictionary and relate them to context of the rhyme/poem/verse/song etc.</p> <p>Draw attention to rhyming words in songs, poems and rhymes.</p> <p>Teacher reads short passages for pupils to listen to.</p>	<p>Pupils sing songs and recite rhymes/poems learnt.</p> <p>Ask simple questions based on stories read.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 LISTENING TO INSTRUCTIONS AND DIRECTIONS	<p>The pupil will be able to:</p> <p>1.2.1 listen to directions and follow them correctly.</p> <p>1.2.2 give instructions and directions accurately.</p> <p>1.2.3 read and interpret instructions correctly.</p>	<p>Listening to and following directions.</p> <p>Interpreting instructions on medicine bottles, instructions from the pharmacist's pomade and other labels.</p>	<p>Take pupils to a locality close to the school. Select a point farther away from where the class is standing.</p> <p>Let pupils in groups, follow directions using examples such as the following: Go straight and turn to the first junction on the right. "Go till you come to a junction. Count three houses on your right. The house with a brown gate opposite the third house on the right is Mr. Fousseini's house.</p> <p>NOTE: Teacher develops examples of such nature and guide pupils to follow the directions to the target point. Pupils ask questions for clarification as the exercise proceeds.</p> <p>Pupils bring a selection of instructions on medicine bottles and labels, instructions for prescriptions from the pharmacist etc. Pupils read the instructions and interpret the meaning of the instructions.</p> <p>Through questions, pupils state the meaning of instructions.</p> <p>Pupils in groups read instructions and interpret the meaning.</p>	<p>Individually, pupils give directions for the others to follow.</p> <p>Pupils draw the following direction: Walk straight to second junction. Turn to the road on your left. Mr. Boateng's house is the third house on the right.</p> <p>Pupils interpret selected instructions from labels and bottles.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 STORY TELLING	<p>The pupil will be able to:</p> <p>1.2.1 listen to simple and interesting stories and identify the key words, issues and values in them.</p>	<p>Identifying key words, issues and moral in stories e.g. spirit of inquiry, self control, being helpful to others, being considerate, etc.</p>	<p>Pupils select suitable and interesting stories and retell stories to class.</p> <p>Pupils state the key words and issues in the stories.</p> <p>Pupils state the moral of the stories and how they apply to life.</p>	<p>Pupils tell stories they know.</p>
	<p>1.2.2 tell simple stories read/heard.</p>	<p>Telling simple stories read/heard.</p>	<p>Pupils tell/read story and illustrate it with actions/demonstrations/pictures/sketches/ /puppets/toys/realia, etc.</p>	<p>Pupils write their stories and paste on the class wall. Pupils read each story and answer oral questions from teacher/pupils on the stories.</p>
	<p>1.2.3 identify the various parts of a story and use them in developing one.</p>	<p>Developing a story by following the specified format such as:</p> <p>The heading/title The beginning The middle The end</p>	<p>Revise the parts of a story with pupils. Assist pupils to identify the various parts of a story read/heard.</p> <p>Pupils in groups, develop their own stories based on the parts of a story. (Encourage pupils to use referrals and connectives in the story (Ref. P.4 Section 1, Unit 3)</p> <p>Pupils read out story to class.</p>	
	<p>1.2.4 predict the sequence of events in a story.</p>	<p>Predicting the sequence of events in a story by rearranging simple sentences of story in logical order.</p> <p><u>Language use:</u> focus on past tense, adjectives and adverbs.</p>	<p>Teacher to tells story to class. Pause frequently and ask pupils what they think will follow or will happen next. Continue with the story.</p> <p>Ask a few questions to check pupils' understanding of the story.</p> <p>Using sentence cards, let pupils re-arrange events in story in logical order.</p> <p>Let pupils predict the ending of the story.</p> <p>Pupils talk about the story and state what they like and/or do not like about the story, stating reasons.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 CONVERSATION	<p>The pupil will be able to:</p> <p>1.4.1 talk about/describe events using correct/appropriate language.</p>	<p>Describing/Talking about events e.g.: festivals;; outdooing/naming ceremonies parties clean up exercise holidays excursions journeys, etc.</p> <p>games;; football table tennis, etc.</p> <p>public places;; zoo/harbour, stadium airport, market/shops, etc.</p> <p>Processes cooking, polishing shoes, washing clothes, etc.</p>	<p>Pupils individually, select and describe or talk about any of the topics listed in content.</p> <p>Class ask questions and discuss the presentation.</p> <p>Pupils select and discuss relevant vocabulary in the topic.</p> <p>Pupils – individuals/groups talk about the topic through narration, discussion, playlets (simple dramatization of scenes witnessed).</p> <p>Look out for errors and correct them after the narration/discussion/dramatization.</p> <p>Encourage free expression and avoid over-correction. Ensure pupils use correct/appropriate language.</p>	<p>Pupils in pairs/groups narrate, discuss and dramatise topics among themselves.</p> <p>Individuals/pairs/groups narrate, discuss or dramatise topics/scenes in class.</p>
	<p>1.4.2 tell the names of specified Ministers their teachers and (political).</p>	<p>Regional Minister for the region where the school is located. Ministers for Education, Health, Agriculture, Industries, Roads and Highways.</p>	<p>Teacher assists pupils to learn the names and functions of the Ministers specified in content.</p> <p>Pupils describe the role of named Ministers of State in class (pupils ask questions for clarification).</p>	
	<p>1.4.3 tell the names of the months of the year.</p>	<p>Months of the year. Events in specified months of the year, the school term, festivals and the months in which they are celebrated etc.</p> <p><u>Language use:</u> pay attention to tense, choice of words, adjectives.</p>	<p>Assist pupils to learn the names of the months of the year in the correct sequence.</p> <p>Pupils describe some of the events that take place in certain months (as in content) of the year.</p>	<p>Assess pupils' knowledge of the sequence of the months of the year.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 DRAMA	<p>The pupil will be able to:</p> <p>1.5.1 dramatise/act/role play whole/parts of stories, scenes, events using costume.</p>	<p>Dramatising with costume.</p>	<p>Select suitable/interesting material for listening.</p> <p>Teacher/pupils tell/narrate stories/events.</p> <p>Guide pupils to perform simple actions in stories/scenes/events.</p> <p>Organise pupils to dramatise/act/role-play whole/parts of stories/scenes/events using costume.</p>	<p>Pupils narrate/describe/ dramatise/act/role play whole/parts of stories/poems/scenes/ events, etc.</p>
	<p>1.5.2 develop and perform sketches from stories read/heard.</p>	<p>Developing a sketch from stories read/heard.</p>	<p>Through leading questions guide pupils to develop a sketch on any of the stories read/heard.</p> <p>Pupils perform the sketch developed.</p> <p>Encourage many pupils to participate.</p>	<p>In pairs/groups pupils develop and perform a sketch.</p>
	<p>1.5.3 identify and talk about the characters in sketches.</p>	<p>Identifying and talking about the characters in a sketch, aggressive, kind, patient etc.</p>	<p>Assist pupils to identify and talk about characters in the sketch e.g. their names, the roles they play and the effects of their roles on the sketch</p> <p>Pupils identify key issues and lesson of the sketch</p> <p>NOTE Encourage free expression and avoid over-correction..</p>	<p>Pupils identify and talk about the characters they like or dislike with reasons.</p>

PRIMARY 5

SECTION 2

GRAMMAR

General Objectives: The pupil will

1. use grammatical structures/forms correctly in speech and writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 NOUNS: Count Nouns and Non-Count Nouns	<p>The pupil will be able to:</p> <p>2.2.1 identify count and non-count nouns appropriately.</p> <p>2.2.2 use count and non-count nouns in writing.</p>	<p><u>Count Nouns</u> Refer to things that we can easily count e.g. books, tables, chairs, pens, pencils, mangoes, eggs, etc.</p>	<p>Revise proper and common nouns. (Ref. Primary 4. Section 2. Unit 1)</p> <p>Introduce count nouns through revision of singular and plural nouns. e.g. a chair chairs a table tables a mango mangoes</p> <p>We can also say two chairs, ten tables, five mangoes.</p> <p>Pupils give examples of count nouns in singular and plural.</p> <p>Assist pupils to understand that, those nouns that take 's' in the plural are count nouns because they can be counted.</p>	<p>From given passages pupils identify count nouns and non-count nouns.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION														
UNIT 1 (CONT'D) NOUNS: Count Nouns and Non-Count Nouns	The pupil will be able to:	<p><u>NOTE:</u> Most count nouns take 's' in the plural. However, there are others that take “es” as in “boxes” and “ies” as in “ladies”, “countries”.</p> <p><u>Non-Count Nouns</u> Refer to things that cannot be easily counted e.g. water, gari, rice, sugar, sand, butter.</p>	<p>Through examples, guide pupils to learn that the plural of some count nouns is formed by adding “es” or “ies”</p> <p>Pupils give examples of plural count nouns that end in “es” and “ies”</p> <p>Introduce non-count nouns as follows. Some nouns cannot be counted e.g.</p> <table><tr><td>oil</td><td>bread</td></tr><tr><td>hair</td><td>news</td></tr><tr><td>gari</td><td>salt</td></tr><tr><td>grass</td><td>music</td></tr><tr><td>rubbish</td><td>dough</td></tr><tr><td>advice</td><td>air</td></tr><tr><td>milk</td><td>sugar</td></tr></table> <p>Pupils give other examples of non count nouns.</p> <p>Make pupils aware that “non-count” nouns take determiners such as “some”. “a piece of”, “ a bit of”, etc. e.g. ‘some oil’, ‘some bread’, ‘a piece of bread’, and ‘a loaf of bread’.</p> <p>Pupils give examples of plural forms of non-count nouns using “some”, “a bit of”, “a piece of”.</p>	oil	bread	hair	news	gari	salt	grass	music	rubbish	dough	advice	air	milk	sugar	<p>Pupils select count/non-count nouns and use them in sentences.</p> <p>Pupils choose non-count nouns and use them to form their own sentences in their exercise books.</p>
oil	bread																	
hair	news																	
gari	salt																	
grass	music																	
rubbish	dough																	
advice	air																	
milk	sugar																	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION										
UNIT 2 COMPARISON OF ADJECTIVES (Irregular)	<p>The pupil will be able to:</p> <p>2.2.1 identify the positive, comparative and superlative forms of irregular adjectives.</p> <p>2.2.3 use the positive, comparative and superlative forms of adjectives appropriately in sentences.</p>	<p>We add <u>more</u> to irregular adjectives to make them comparative and <u>most</u> to make them superlative forms (as in table below).</p> <table><tr><td><u>Positive</u></td><td><u>Comparative</u></td></tr><tr><td>careful</td><td>more careful</td></tr><tr><td>beautiful</td><td>more beautiful</td></tr><tr><td>important</td><td>more important</td></tr><tr><td>dangerous</td><td>more dangerous</td></tr></table> <p><u>Superlative</u></p> <p>most careful most beautiful most important most dangerous</p>	<u>Positive</u>	<u>Comparative</u>	careful	more careful	beautiful	more beautiful	important	more important	dangerous	more dangerous	<p>Revise regular adjectives. Introduce the irregular adjective forms and guide pupils to make sentences comparing various things/quantities.</p> <p>Introduce and illustrate adjectives that take <u>more</u> and <u>most</u> for comparative and superlative forms.</p> <p>This is a <u>beautiful</u> car. That car is <u>more beautiful</u> than this one. The other car is the <u>most beautiful</u> of the three.</p> <p>Pupils give sentences with comparative and superlative adjectives using more and most.</p>	<p>Pupils underline adjectives in sentences/passages.</p> <p>Pupils use positive/comparative/superlative adjectives in sentences.</p>
<u>Positive</u>	<u>Comparative</u>													
careful	more careful													
beautiful	more beautiful													
important	more important													
dangerous	more dangerous													

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 SIMPLE DETERMINERS a, an, the, each, both, all	<p>The pupil will be able to:</p> <p>2.3.1 identify the simple determiners and recognise their roles in speech and in writing.</p> <p>2.3.2 use simple determiners appropriately in speech and in writing.</p>	<p>Role of simple determiners in sentences e.g.</p> <p>a pen (not specific) the pen (specific) both (two, not more than two) all (more than two).</p> <p>A boy came here (not particular). The boy came here (a particular boy). All girls (more than two, girls in general) like beautiful clothes.</p>	<p>Guide pupils to revise nouns: Pupils mention the names of things e.g. car, sheep, tree, chapel, mosque, table, chair.</p> <p>Write the nouns on the chalkboard.</p> <p>Introduce determiners by adding them to the nouns as appropriate e.g. a car, a sheep, a ship, a tree, an apple, an orange, the chapel, the mosque.</p> <p>Introduce “each”, “both” and “all” and explain their uses and implications.</p> <p>Each...> Every one out of 2 or more. Each of the girls has a handbag.</p> <p>Both...> 2 only e.g. <u>Both chairs</u> are good. <u>Both pupils</u> were admitted.</p> <p>Pupils use simple determiners correctly in sentences.</p> <p>Pupils to use “each”, “both” and “all” in sentences.</p> <p>From a given passage, let pupils identify the determiners used and the role they play in the sentences.</p>	<p>Pupils complete given sentences with appropriate determiners.</p> <p>Pupils write simple sentences with appropriate determiners to be read in class for comment and correction where necessary.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 QUANTIFIERS many, more, much, several, few, a few, little, a little	<p>The pupil will be able to:</p> <p>2.4.1 distinguish between the types of quantifiers.</p> <p>2.4.2 use quantifiers correctly in speech and writing.</p>	<p>Quantifiers are used with count nouns and non-count nouns.</p> <p>Quantifiers used with count nouns: many, more, several, few, a few mangoes, a few glasses.</p> <p>Quantifiers used with non-count nouns: much, little, a little water, a little bread, a piece of bread etc.</p> <p>Note: Differences in meaning few/little – scarce--almost nothing, negligible, a few/a little – small number/quantity (a reasonable number/quantity).</p> <p>Many – for number Much – for quantity More – for number/quantity</p>	<p>Revise nouns and simple quantifiers (cardinals/ordinals). (Primary 3, Section 2, Unit 7)</p> <p>Introduce many, more, several, few, a few with count nouns (Refer content) in simple sentences.</p> <p>Write sentences featuring quantifiers on the board and discuss with pupils. Pupils compose other sentences with quantifiers. Write these on the chalkboard and let pupils discuss whether appropriate quantifiers have been used.</p> <p>Pupils use quantifiers with appropriate count nouns in sentences.</p> <p>Introduce and explain in sentences quantifiers which go with non-count nouns-- much, little, a little.</p> <p>Explain and further illustrate count and non-count nouns using appropriate quantifiers.</p> <p>In pairs/groups, pupils list nouns and add the appropriate quantifier to them.</p> <p>Guide pupils to use quantifiers in expressions and put them in sentences. e.g. I want a <u>piece of land</u> to make a garden. He won a <u>large sum of</u> money. She used <u>several pieces of</u> material for that dress.</p>	<p>Pupils add appropriate quantifiers to given nouns.</p> <p>In pairs, pupils engage in a 3 minute conversation using some quantifiers to modify the nouns they use in their statements.</p>

PRIMARY 5

SECTION 3

READING

General Objectives: The pupil will

1. read, understand and derive information from different texts.
2. develop the habit of reading for pleasure.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 READING ALOUD	The pupil will be able to:			
	3.1.1 listen to short passages and answer questions based on them.	Listening to selected texts/ passages and answering questions.	Read/play passages/texts to pupils. Pupils with good reading skills read passages/texts as model reading example. Others to read a sentence each. Pupils answer oral or written questions or carry out instructions based on passages/texts heard.	
	3.1.2 read with the correct pronunciation, stress and intonation.	Reading sentences, paragraphs, passages and stories aloud.	Pupils read aloud individually. Teacher notes wrong pronunciation, stress and intonation and corrects them after the reading (and sometimes while reading). Use a variety of reading materials e.g. word and sentence cards (for slow learners), paragraphs, short stories, passages from the textbook, magazines, newspapers and supplementary readers.	Pupils read aloud. Teacher listens for correct pronunciation, stress and intonation. Pupils answer questions on passages read.
	3.1.3 summarize the ideas in the passage read.	Summary of given texts/passages.	Pupils summarize orally the content and key ideas in a passage read in class.	Pupils summarize the key ideas in selected passages in their exercise books. Pupils write summaries of passages on selected texts.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 SILENT READING AND COMPREHENSION	<p>The pupil will be able to:</p> <p>4.2.1 read silently and reasonably fast and answer questions based on passages read.</p>	<p>Reading sentences, paragraphs and passages from varied texts silently and answering questions on them.</p>	<p>Put pre-reading questions on the blackboard.</p> <p>Guide pupils to discuss title/pictures of passage (if any), Encourage pupils to use dictionaries to find the meaning of unfamiliar words and discuss context meaning as well.</p> <p>Pupils read silently and answer pre-reading questions. Give further comprehension exercises.</p> <p>Guide pupils to discuss characters and values in story (if any).</p> <p>Pupils write one sentence summaries based on short paragraphs. -Pupils give titles to untitled texts.</p>	<p>Pupils read and answer questions to test comprehension.</p> <p>Pupils do spelling exercise involving 5-7 letter words.</p> <p>Pupils write one sentence summaries on paragraphs.</p>

PRIMARY 5

SECTION 4

WRITING AND COMPOSITION

General Objectives: The pupil will

1. develop and apply the skills of good handwriting.
2. communicate ideas effectively through the writing of sentences .
3. use correct grammatical structures in their writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 PENMANSHIP: JOINT SCRIPTS	The pupil will be able to: 4.1.1. copy sentences clearly.	Pay attention to ascenders and descenders and letters that are not easy to write	Teacher writes sentences, verses, on chalkboard and explains them. Pupils read sentences on the chalkboard e.g. "Let us keep our environment clean". Pupils copy sentences clearly in their books.	Pupils read sentences. Pupils copy sentences clearly.
UNIT 2 PARAGRAPH WRITING	4.2.1 write short paragraphs on given topics.	Writing short paragraphs on given topics. e.g. "My School" "My Family" A paragraph is a group of sentences about one main idea. Every paragraph begins on a new line.	Through discussions pupils generate sentences around a topic. e.g. 'My School' 'My family' Guide pupils to re-organise sentences in a logical order in a paragraph. (Ref. content) NOTE: Pupils use connectives to join sentences e.g. and, but, so, however, therefore, also, etc.	Each pupil writes a short paragraph on a given topic. Pupils use connectives to join ten given sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D)	The pupil will be able to:			
PARAGRAPH WRITING	4.2.2 state main ideas in the paragraphs.	A paragraph should have sentences about the same subject.	Each member of the pair/group writes a sentence on a topic. The group then puts the sentences together to make a paragraph. The group puts the paragraph in good shape.	
UNIT 3				
JOINING PARAGRAPHS	4.3.1 combine paragraphs into full composition pieces.	Stating the main ideas in paragraphs.	Pupils identify main ideas in paragraphs, working in pairs/groups. e.g. Par. 1 – Name and Location. Par. 2 – Description of building. Par. 3 – Description of compound.	Pupils identify main ideas in short paragraphs.
UNIT 4				
GIVING DIRECTIONS IN WRITING	4.4.1 say where they sit in class in relation to others.	Combining sentences into short paragraphs. Organising paragraphs into full composition pieces.	Revise work on Paragraph Writing. Pupils in groups of three (3). Each pupil writes a short paragraph on a topic. The group arranges the paragraphs into a full composition piece.	Each pupil writes a three paragraph composition on a given topic.
	4.4.2 interpret road safety signs and use them in giving directions.	Words and expressions associated with giving directions, e.g. turn right/left, first turn, second turn, adjacent, opposite, near, in front of, go past, etc.	Role-play: In pairs pupils practise giving directions to where they sit in class in relation to others. Use correct grammar.	Pupils write a brief direction to a specific location on the compound and read to class. Other pupils comment on whether the written directions are accurate and clear or not.
	4.4.3 direct another person to specific places outside the classroom.	NOTE: Teacher collects map/chart from Ghana Highways Authority. Find attached to P5 syllabus, notes for 'THE ROAD USER ON FOOT'	Teacher shows a road safety map/chart, point to specific signs and help pupils to give the meaning of the signs. Pupils write a description of how to get to specific places outside the classroom such as the post office, the market, football park.	Draw/Display a simple map/diagram of an area e.g. the compound/village and help pupils locate places of interest. Correct individual pupils' descriptions and read the best ones in class.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 DESCRIBING SIMPLE PROCESSES UNIT 7 SUMMARY WRITING	<p>The pupil will be able to:</p> <p>4.6.1 write descriptions of simple processes using appropriate words/expressions related to a specific process.</p> <p>4.7.1 listen to texts and state briefly the main points in them.</p> <p>4.7.2 summarise in a few words the passages they read.</p>	<p>Examples of simple processes: Making a scrap book Boiling yam Washing a shirt.</p> <p>Stating the main points in texts</p> <p>Suggest titles for passages and stories read.</p> <p>Gist of stories/passages read.</p> <p>Main ideas in stories, passages/texts read.</p> <p>NOTE: Use simple and interesting passages from different subject areas.</p>	<p>Pupils write descriptions of simple processes.</p> <p>Correct pupils' work checking vocabulary, structures, punctuation, connectives etc. Check also the accuracy of the description of the process.</p> <p>Pupils listen to short stories or passages read by teacher/pupil. Pupils give a summarized version of stories or passages read/heard.</p> <p>Teacher discusses with pupils the main ideas in the story.</p> <p>Pupils suggest titles to stories or passages.</p> <p>In pairs/groups pupils write the gist of the story.</p> <p>Guide pupils with basic summary writing skills: identifying main ideas in paragraphs/ passages and putting main ideas together using connectives, adjectives.</p> <p>Looking for the main ideas/identifying the character/what the story is actually about.</p> <p>In situations where passages/texts are not titled guide pupils to give appropriate titles to passages/texts.</p>	<p>Individually pupils write a gist of stories/passages heard.</p> <p>Pupils give the gist of short passages they read</p> <p>Pupils provide suitable titles for passages and stories read.</p>

UNIT 9

THE ROAD USER ON FOOT

GENERAL

1. Where there is a pavement or suitable footpath, use it. Do not walk next to the kerb with your back to the traffic. Look both ways before you step into the road.
2. Where there is no suitable footpath, walk on the left hand side of the road. It is safer to face on-coming traffic. Keep as close as possible to the side of the road, and do not walk more than two abreast. Take care at left-hand bends, and keep one behind the other if possible.
3. If you have children with you, walk between them and the traffic. Do not let them run into the road.
4. You can be more easily seen in the dark or in poor light if you wear or carry something white, or light coloured, or reflective. This is important on roads without footpaths.
5. A group of people marching on the road should keep To the right. There should be look-outs in front and at the back. At night the look-out in front should carry a white light, and the one at the back should carry red light.

CROSSING THE ROAD

6. Traffic Drill. Before you cross, stop, look left, look right, look left again. When the road is clear, walk across at right angles but keep looking out for the traffic. Cross the road as quickly as you can, but do not run.

7. Where pedestrian crossing, central islands, traffic, sub-ways or foot-bridges are provided, use them. If you cross the road elsewhere, make sure you can see clearly both ways.
8. Try not to cross the road between or in front of packed vehicles, because drivers in the road may not be able to see you. If you have to cross near packed vehicles, stop at the outside edge and do your kerb drill.
9. Before crossing a one-way street, do your traffic drill and make sure you know which way the traffic is moving.
10. Where there is an island in the road, cross first to the island and wait there until the second half of the road is clear. then finish crossing.
11. At night, cross the road near a bright street lamp if there is no convenient pedestrian crossing or traffic signals.
12. Do not cross the road where there are guard rails except through the gaps. Do not wait outside the guard rail.

PEDESTRIANS CROSSINGS

13. You have no priority at a pedestrians crossing until you have stepped on it, but when you do, traffic must give way to you. Always allow vehicles enough time to slow down or stop before you start to cross especially if the road is wet.
14. Although drivers must give way to you once you are on the crossing, look left and right as you cross-even if the driver has given you way. Another might not have seen you or

might try to overtake.

15. If there is an island in the middle of the pedestrian crossing use each half of the road as a separate crossing.

CROSSING AT JUNCTIONS

16. When you cross at a road junction look out for traffic turning the corner, especially from behind you.

CROSSING CONTROLLED BY TRAFFIC LIGHTS

17. When you cross at traffic light watch the traffic as well as the light. Be careful against traffic turning the corner.

SIGNAL CONTROLLED CROSSINGS

18. At push button controlled crossings, press the button and wait for your signal to cross. When you get the signal, cross with care and watch for approaching traffic.
19. At some of the crossing with the green man symbol, the green man will flash for a short time before changing to red man i.e. 'wait' signal. Do not start cross if the green man is already flashing.

CROSSING CONTROLLED BY POLICE

20. do not cross the road when a police officer controlling the traffic is allowing traffic to move, or has signalled you to stop.

GETTING ON OR OFF A BUS

21. Do not get on or off a bus or car, unless it is standing at a recognized bus stop. When you get off a bus and want to cross the road, wait until the bus has moved off and you have a clear view of the road.

LIBRARY

1. **General Objectives:** Pupils will:
 - i. develop the love for reading;
 - ii. develop interest in, and acquire the habit of reading for pleasure and for academic purposes:
 - iii. read for information on various topics

2. **Specific Objectives:** Pupils will:
 - i. acquire the skills for handling books;
 - ii. talk about what they see in books:
 - iii. read sat least 20 story books by the end of the year:
 - iv. express their views on stories read and the characters in them:
 - v. talk and write about books read.

3. **General Guidelines on Library Work:**
 - (a) Introduce pupils to books/library.
 - (b) Teachers should introduce pupils to books
 - (c) Introduce pupils to the class/school library and how it is organized.
 - (d) Pupils should also be educated on library rules, such as borrowing procedures.

4. **Starting the Class/School Library**

A library could be a room full of books or a simple collection of books neatly arranged in cartons or boxes and available for pupils to read. Teachers can start a class/school library with scrap-books made by teachers and pupils. Such books should be made with brightly coloured pictures and drawings. Every school should, therefore, be able to start a simple class/school library. Textbooks that are no longer in use and other discarded books could be used to begin a class/school library.

5. **Equipping A Class/School Library**

Books for the library could be obtained from other sources like:

The Ghana Education Service (GES).

The Ghana national Association of Teachers (GNAT).

The District Assemblies.

The School Management Committees.

Past Pupils.

Churches and other Organisations.

Philanthropists.

Ghana Library Board.

Ghana Book Trust.

and Non-Governmental Organisations (NGOs) such as:

World Vision:

Plan International

Save the Children fund.

The Rotary Club.

Valco Fund.

European Economic Community

Friedrich Ebert Foundation.

Friedrich Nauman Foundation.

Zonta International.

ADRA

UNICEF/UNESCO etc.

6. **Maintaining The Class/School Library**

Teachers must ensure that books in the library are properly kept and maintained. Books that get torn or damaged must be mended promptly. Teachers must also ensure that books do not get lost and pupils must be taught to prevent thefts.

7. **Generating Interest In Reading**

Reading Targets:

Reading is crucial to progress, not only in English, but in all other subjects. One way of encouraging the primary school child to read is to make suitable reading materials available, and set minimum reading targets. As stated in the specific objectives, the target is 15 books for the year. It is expected that given the necessary encouragement many children will exceed the target.

Teachers should use various approaches to generate interest in library reading. Approaches may include:

- i. making sure children see them reading library and other books;
- ii. giving gists of books read and recommending them to pupils; retell stories read to class.
- iii. giving time for pupils to tell stories read to the class; dramatize part of books read.
- iv. choosing comprehension passages from story books read by pupils for end of term examinations and continuous assessment tests and tasks.
- v. dramatizing parts of books (stories) read by pupils; writing short stories.

NOTE: vi. giving prizes to pupils who read a lot of books and to those who make remarkable progress in library reading.

8. **Checking on Pupils Reading**

Teachers should introduce measures to check on pupils'. One way is to introduce a library reading sheet as shown on the next page.

Library Reading Sheet

Title:..... Author:..... Nationality:.....

Publisher:..... Year of Publication:.....

Literary Type:..... No. of Pages:.....

Date Started:..... Date Completed:.....

Main Characters and Others:.....

Summary/Gist of Text:

The part I like best/don't like and reasons:

Note:

The teacher should discuss the books read by the children using this format:
This is to check on whether they have read the books.

PRIMARY 6

SECTION 1

LISTENING AND SPEAKING

General Objectives: The pupil will

1. develop confidence in listening and speaking, read a variety of texts.
2. respond to and appreciate poems and pieces of literary materials.
3. give and follow directions and instructions with precision.
4. talk clearly, correctly and intelligently about people, places and events in the country.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 LISTENING TO POEMS/RHYMES	The pupil will be able to:			
	1.1.1 listen attentively to poems.	Carefully selected poems for listening and recitation.	Select suitable material for listening, recitation. Teacher/pupils read selected poems.	Pupils to recite poems learnt.
	1.1.2 recite poems with correct stress and rhythm.	Reciting poems with correct stress and rhythm.	Using actions/gestures, pupils recite poems several times. (Pupils beat time and rhythm during recitation) Guide pupils to pronounce words correctly in rhymes/poems with particular reference to contrast in stress and rhythm.	
	1.1.3 talk about and act whole/parts of rhymes/poem.	Talking about and acting whole or parts of rhymes/poems.	Through questions and answers, lead pupils to talk about the poems recited (the issue(s) raised in the poem, eg. whether the poem is about a happy or a sad event.	Pupils to dramatise/act parts of poems/songs/rhymes.
	1.1.4 write short poems on their experiences.	Write poems on personal experiences	Pupils write their own poems and recite in class.	Class discusses poems written by individuals.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 LISTENING TO DIRECTIONS AND INSTRUCTIONS	<p>The pupil will be able to:</p> <p>1.2.1 give more complicated directions accurately.</p>	<p>Complicated Directions: Directions to any of the following places, the Chief's house, the post office, the bank; using go forward for 50 metres, turn right, turn left etc. (the directions selected should be more complicated than in previous lessons)</p>	<p>In groups. pupils carry out instructions Teacher identifies locations far away from the school and ask pupils to give the directions on how to get to the selected place to another pupil. The pupil receiving the directions to ask questions; class also to ask questions for clarification.</p>	<p>Teacher selects some instructions and read them for pupils to follow.</p>
	<p>1.2.2 read and follow complicated instructions.</p>	<p>Instructions on medicine bottles, beverages etc. Instructions on how to operate gadgets such as radios etc, or assemble some machinery, furniture etc.</p>	<p>Teacher selects some instructions. Read out the instructions to pupils. Let pupils in groups follow the instructions and re-tell the class the instructions e.g. how to take prescribed medicine; how to prepare beverage; how to operate a gadget etc.</p>	
UNIT 3 STORY TELLING	<p>1.3.1 tell simple stories.</p>	<p>Stories about: people places animals home and everyday activities School activities Occasions/events/parties/festivals</p>	<p>Pupils select suitable and interesting stories, or tell stories to class on any of the topics listed in content. (Story can also be on a visit or excursion undertaken by pupil or class) Pupils to ask questions.</p>	<p>In groups, pupils compose their own stories of about a hundred words.</p>
	<p>1.3.2 recall and say some of the words, issues and moral in stories.</p>	<p>Visits/excursions to different places: zoo, harbour, forest, market/shops, posts office, children's part.</p> <p>Key words, issues and moral in simple and interesting stories.</p>	<p>Guide pupils to tell their own stories. Talk about the stories read/heard. Post Story-Telling Activities: Pupils retell whole/parts of a story dramatise whole/parts of story imitate actions/sounds answer suitable questions (oral/written).</p> <p>NOTE: Note down and discuss language use after each effort.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 CONVERSATION Describing people Talking about people, places, topics events etc.	<p>The pupil will be able to:</p> <p>1.4.1 describe another person with accuracy.</p> <p>1.4.2 talk about/describe people, things, places, topics, occasions, events, etc. using correct/appropriate language.</p>	<p>Detailed description of persons: met only casually, e.g a person you saw on the street, in a shop etc.</p> <p>Describing/Talking about occasions events/places: e.g. festivals outdoorings/naming ceremonies parties clean-ups holidays excursions journeys, etc. Games e.g. football basketball table tennis.</p> <p>Public Places – zoo/harbour, stadium, airport, market/shops, etc.</p>	<p>Pupils describe a person they met only casually in a shop, in the market etc using correct grammar. (Description should include shape of face, shape of eyes, nose, hair style, skin colour, height, size etc.) Pupils ask questions for more details.</p> <p>Class discussion on selected topics (Ref. content).</p> <p>Select and discuss relevant vocabulary for topic: e.g. use of adjectives and adverbs for clarity.</p> <p>Pupils – individuals/groups, talk about the topic through narration, discussion, playlets (simple dramatization).</p> <p>NOTE: Note errors and correct them after the narration/discussion/dramatization).</p> <p>Ensure pupils use correct/appropriate language for the topic.</p> <p>Ensure that the details listed for each of the units are covered.</p>	<p>Pupils describe someone they met casually.</p> <p>Pupils in groups describe an event, occasion, topic etc. of their choice.</p>
	<p>14.3 explain the need for good health and how to maintain good health.</p>	<p>Processes: cooking, polishing shoes, washing clothes. Showing the way/giving directions, etc.</p> <p><u>How to maintain Good Health:</u> Observing personal hygiene. Eating healthy food. Regular exercise etc.</p>	<p>Through questions and answers let pupils be aware of the need to maintain good health by eating balanced diet consisting of protein, carbohydrates, cereals, fats and oils, vegetables, legumes, fruits and fluids.</p>	
	<p>Good Health</p>			

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 DRAMA	<p>The pupil will be able to:</p> <p>1.5.1 dramatise/act/role play whole/parts of stories, scenes, events.</p> <p>1.5.2 write a short play out of a story.</p> <p>1.5.3 perform a sketch from stories told, heard, or read.</p> <p>1.5.4. identify key issues and lessons in the sketch.</p>	<p>Dramatising/acting/role playing whole/parts of stories/scenes, events.</p> <p>Writing plays out of a story.</p> <p>Develop a sketch from topics such as:</p> <p><u>Good health:</u> Observing personal hygiene; Eating healthy food; Regular exercise etc.</p> <p><u>Drug Abuse:</u> Cigarette smoking; Indiscriminate use of drugs; Buying drugs without prescription</p> <p><u>HIV/IDS:</u> Not to use old blades discarded by others. Barber to use fresh blade for your hair (or carry along your own blade)</p> <p>Key issues and lesson in sketch.</p>	<p>Teacher/pupils narrate/describe events, scenes and stores.</p> <p>Organise pupils to dramatise/act/role-play whole/parts of stories/scenes/events narrated or described.</p> <p>NOTE: Encourage free expression and avoid over-correction.</p> <p>Through questions, guide pupils to develop a sketch on stories told/heard/read.</p> <p>NOTE: The sketch could be on any of the topics in the content.</p> <p>Pupils perform the sketch developed</p> <p>Encourage many pupils to participate.</p> <p>Pupils identify key issues in sketch.</p> <p>Pupils identify and explain the meaning of the lesson to real life.</p>	<p>Pupils narrate/describe/dramatize/act/role play whole/parts of stories/scenes and events</p> <p>Pupils write down values they learnt from sketches and state ways to apply them.</p>

PRIMARY 6

SECTION 2

GRAMMAR

General Objective: The pupil will

1. Use grammatical structures/forms accurately in speech and in writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 ANOMALOUS FINITES (MODALS) must, have to, should, ought to, need to	<p>The pupil will be able to:</p> <p>2.1.1 identify the anomalous finites in sentences.</p> <p>2.1.2 use anomalous finites appropriately in speech and in writing.</p>	<p>Anomalous finites in sentences.</p> <p>Anomalous finites usually come before the verb in sentences.</p> <p>E.g. You <u>must</u> come early. (obligation)</p> <p>We <u>have to</u> finish this work. (compulsion)</p> <p>They <u>have to</u> hurry up. (compulsion)</p> <p>She <u>should</u> help her brother. (obligation)</p> <p>I <u>need to</u> buy a new pencil. (necessity)</p> <p>We ought to finish our home work. (compulsion)</p> <p>Uses: They are used to show obligation, compulsion and</p>	<p>Revise the modals: can, could, may, might, etc. (Refer Primary 4, Sect. 2, Unit 7)</p> <p>E.g. It <u>may</u> rain Akosua <u>can</u> drive.</p> <p>Introduce <u>must</u>, <u>have to</u>, <u>should</u>, <u>ought to</u> and <u>need to</u> in situational sentences.</p> <p>E.g. All pupils <u>must</u> come to school early.</p> <p>The room <u>should</u> be swept everyday.</p> <p>We all <u>have to</u> dress properly.</p> <p>We <u>need to</u> study hard.</p> <p>You <u>must</u> obey your parents.</p> <p>Pupils in small groups write rules and regulations for the school using 'must', 'have to', 'should', 'ought to', 'need to'.</p> <p>E.g. You <u>must</u> obey your teachers.</p> <p>You <u>must</u> speak good English</p>	<p>Pupils fill in blanks in sentences using '<u>must</u>', '<u>have to</u>', '<u>should</u>', '<u>ought to</u>' and '<u>to</u>' appropriately.</p> <p>Pupils use substitution tables to form sentences using the anomalous finites.</p>

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 ADVERBS Adverbs of more than one word	<p>The pupil will be able to:</p> <p>2.2.1 use adverbs of more than one word correctly in sentences.</p>	<p>There are some adverbs made up of more than one word e.g. every day, every year, once in a while.</p> <p>He walks to school <u>every day</u>.</p> <p>They celebrate Homowo <u>every year</u>.</p> <p>She left for Kumasi <u>early at dawn</u>.</p> <p>He goes to church <u>once in a while</u>.</p>	<p>Pupils give examples of single word adverbs.</p> <p>Explain that there are adverbs made up of more than one word as shown in the content.</p> <p>Pupils form sentences with each of the following adverbs: every day, every year, last year, next year, early at dawn, late at night, once in a while, throughout the day.</p> <p>NOTE: Give more examples on adverbs of more than one word.</p>	<p>Pupils complete sentences with appropriate adverbs (made up of more than one word) Eg.</p> <p>We work.....</p> <p>He slept.....</p> <p>She goes to school.....</p> <p>They set off.....</p> <p>We went to Tamale.....</p> <p>We shall visit the zoo.....</p> <p>It rained.....</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 ADJECTIVES	The pupil will be able to: 2.3.1 identify adjectives in sentences.	<p>Adjectives: They express a feature or quality of a noun,</p> <p>e.g. The <u>tall</u> man. The man is <u>tall</u>. The <u>brown</u> bag. The bag is <u>brown</u>.</p> <p>They may be preceded by adverbs like very, rather, so, etc.</p> <p>e.g. A <u>very beautiful</u> scenery. The landscape is <u>very beautiful</u>.</p> <p>They may have comparative and superlative forms, e.g. comparative with suffix –er, i.e. harder, shorter, bigger, more beautiful.</p> <p>Superlative with suffix ‘-est’ shortest, hottest.</p>	<p>Guide pupils to list examples of adjectives to be matched with appropriate nouns, e.g. red, short, long, etc. (adjectives) table, car, ruler, boy, etc. (nouns)</p> <p>Give suitable passages and let pupils in pairs/groups identify the adjectives.</p> <p>Guide pupils to know that the comparative (-er/more) forms of the adjective are used to compare two things/people, one of whom has a higher quality/feature.</p> <p>e.g. Yaw is short but Kwesi is shorter. Asibi’s painting is beautiful but Yaa’s is more beautiful.</p> <p>‘most/-est’ is used for comparison of more than two things and people, with regard to a feature or quality. Also, the article ‘the’ precedes the superlative form in usage.</p> <p>E.g. My dress is pretty, Ama’s is prettier, but Asibi’s is the prettiest.</p> <p>The largest lake in Ghana is the Volta Lake.</p>	<p>Pupils write a short description of a place, person, event, etc. in a few sentences using adjectives.</p>
	2.3.2 use adjectives appropriately in oral/written work.		<p>Pupils form sentences using comparative adjectives.</p> <p>Pupils form sentences using comparative/superlative adjectives.</p>	<p>Pupils give the comparative and superlative forms of some adjectives.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 PREPOSITIONS During/in/within/by (bus) a cross/ on (foot)/ over/towards	The pupil will be able to:			
	2.4.1 identify prepositions.	<p>Prepositions are words that express relationships between two parts of a sentence in respect of time, place and direction, e.g.</p> <p>Simple prepositions are one word prepositions e.g. in, on, under, over, etc.</p> <p>Examples: The book is <u>on</u> the table. He left <u>in</u> the morning. She walked towards her mother.</p>	<p>Pupils provide a list of prepositions.</p> <p>Pupils use prepositions in sentences.</p>	Pupils make up sentences using prepositions.
	2.4.2 categorize prepositions.	<p>Categorizing prepositions.</p> <p>Those that may express/show time; e.g. during, in, at, within.</p> <p>They came home during the holidays. The train arrived at 600 p.m.</p> <p>Those that may express place e.g. on, in, beside, under, by.</p> <p>The cat sat <u>on</u> the box. The pen is <u>in</u> my hand. The boy hid <u>under</u> the bed.</p>	<p>Guide pupils to categorize the prepositions according to their functions e.g. time, place, directions, etc.</p> <p>From a given passage, pupils show types of prepositions by underlining them in sentences/ the passage.</p>	Pupils identify prepositions and determine their types from a given passage.
	2.4.3 use them appropriately in oral/written expressions.	<p>Those that express means of movement, e.g. Akosua traveled by bus. He went to the hospital on foot.</p> <p>Those that express</p>	<p>Pupils give examples of sentences with prepositions showing time, place, means of movement, and direction.</p>	Pupils in pairs/groups fill in blanks in sentences or passages with the appropriate prepositions.

		direction: Afi jumped <u>over</u> the wall. Essuman ran <u>across</u> the field		Pupils write sentences using simple preposition.
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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 DIRECT AND REPORTED SPEECH	<p>The pupil will be able to:</p> <p>2.5.1 recognise direct and reported speech forms.</p> <p>2.5.2 change direct speech into reported speech.</p>	<p>Direct and reported speech forms:</p> <p><u>Direct Speech:</u> The exact words of the speaker are given. e.g. Ekow said, "I am hungry"</p> <p>Features of Direct Speech: Use of quotation marks to enclose the exact words that were spoken.</p> <p>The exact words spoken are preceded by a comma.</p> <p><u>Reported Speech:</u> The words of a speaker are reported indirectly by another speaker, e.g. Fati said she had lost her hat. Ekow said he was hungry.</p> <p>Features of Reported Speech: There are no quotation marks. There are changes in the tenses, pronouns, adverbs of time.</p>	<p>Guide pupils to give sentences (statements and questions) to write on the chalkboard. E.g. I like football. We will go to Accra.</p> <p>Use pupils' sentences to model Direct Speech.</p> <p>Sena said, "I like football". Ahmed said, "We will go to Accra."</p> <p>Guide pupils to change statements in Direct Speech above into Reported Speech.</p> <p>Sena said she liked football. Ahmed said they would go to Accra (Teacher to give more examples)</p>	<p>Pupils in pairs/groups report each other's statements and questions.</p> <p>Pupils change given sentences from Direct Speech to Reported Speech.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION																		
UNIT 5 (CONT'D) DIRECT AND REPORTED SPEECH	The pupil will be able to: 2.5.2 use direct and reported speech forms appropriately in speech and in writing.	Using direct and reported speech forms in speech and in writing. <u>CHANGES THAT TAKE PLACE</u> TENSES <table><tr><th>Direct</th><th>Reported</th></tr><tr><td>Simple Present (come)</td><td>Simple past (came)</td></tr><tr><td>Simple Past (went)</td><td>Past Perfect (had gone)</td></tr><tr><td>Present Perfect (has eaten)</td><td>Past Perfect (had eaten)</td></tr><tr><td>Simple Future (will go)</td><td>Past Conditional (would go)</td></tr><tr><td>Present Continuous (are going)</td><td>Past Continuous (were going)</td></tr></table> PRONOUNS <table><tr><td>I</td><td>He/She</td></tr><tr><td>You</td><td>He/She</td></tr><tr><td>We</td><td>They</td></tr></table>	Direct	Reported	Simple Present (come)	Simple past (came)	Simple Past (went)	Past Perfect (had gone)	Present Perfect (has eaten)	Past Perfect (had eaten)	Simple Future (will go)	Past Conditional (would go)	Present Continuous (are going)	Past Continuous (were going)	I	He/She	You	He/She	We	They	Using examples, teacher assists pupils in learning how to change direct speech in simple present, simple past and present perfect into indirect speech, ensuring changes in pronouns as well. Teacher gives statements in direct speech in the simple present, simple past and present perfect tenses for pupils to change to indirect speech. Using examples, teacher assists pupils in learning how to change direct speech in simple future and present continuous tenses into indirect speech, ensuring changes in pronouns as well. Teacher gives statements in direct speech in the simple future and present continuous for pupils to change to indirect speech. NOTE Treat the different tenses in separate lessons.	Written Exercise: Pupils change direct speech in simple present, simple past and present perfect into indirect speech.
Direct	Reported																					
Simple Present (come)	Simple past (came)																					
Simple Past (went)	Past Perfect (had gone)																					
Present Perfect (has eaten)	Past Perfect (had eaten)																					
Simple Future (will go)	Past Conditional (would go)																					
Present Continuous (are going)	Past Continuous (were going)																					
I	He/She																					
You	He/She																					
We	They																					

		Me	Him/Her		
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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION												
UNIT 5 (CONT'D) DIRECT AND REPORTED SPEECH	The pupil will be able to:	<div>ADVERBS OF TIME</div> <table><tr><td>today</td><td>that day</td></tr><tr><td>yesterday</td><td>the day before/ previous day</td></tr><tr><td>tomorrow</td><td>the next/following day</td></tr><tr><td>next week</td><td>the following week</td></tr></table> <div>OTHERS</div> <table><tr><td>this</td><td>that</td></tr><tr><td>these</td><td>those</td></tr></table>	today	that day	yesterday	the day before/ previous day	tomorrow	the next/following day	next week	the following week	this	that	these	those	<p>Using examples teacher assists pupils in learning how to change direct speech in simple present, simple past, present perfect, simple future and present continuous tenses with adverbs of time into indirect speech.</p> <p>Teacher gives statements in direct speech with adverbs of time for pupils to change to indirect speech.</p> <p>Using examples, teacher to assist pupils in learning how to change direct speech involving the use of “this” and “these” into indirect speech.</p> <p>Teacher gives statements in direct speech involving the use of “this” and “these” for pupils to change into indirect speech.</p> <p>Pair pupils: One to give a statement in direct speech in the simple present, simple past, present perfect, simple future, and present continuous, the other to change to indirect speech.</p> <p>NOTE: Each pair of pupils to deal with one tense form i.e. Simple present, or simple past etc.</p>	<p>Written exercise: Pupils change direct speech involving adverbs of time and the use of “this” and “these” into indirect speech. Pupils to write short paragraph reporting an event e.g. What happened at assembly/During break time etc.</p> <p>Teacher gives other exercises to ensure pupils learn the indirect speech form effectively.</p>
today	that day															
yesterday	the day before/ previous day															
tomorrow	the next/following day															
next week	the following week															
this	that															
these	those															

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 DETERMINERS (QUANTIFIERS) some, any, few, a few, little, a little, many, much, both, all, most.	<p>The pupil will be able to:</p> <p>2.6.1 use determiners appropriately in speech and in writing.</p>	<p>Appropriate use of determiners in speech and in writing.</p> <p>Determiners: express quantity and are also called <u>quantifiers</u> e.g. some milk (quantity of milk not specific)</p> <p>a little money (considerable amount).</p> <p>Little money (almost nothing/very little)</p> <p>Little/a little are usually used to show amount/quantity for nouns that are not normally count nouns.</p> <p>few people (not many people)</p> <p>Few/a few are usually used to show number and go with count nouns. (see Unit 2.4.1; Primary 5).</p> <p>Quantifiers normally precede the nouns to which they relate. e.g. <u>Some</u> pupils, <u>both</u> men,</p>	<p>Revise articles. Pupils to add appropriate articles to given nouns e.g. pen, angel, Kotoka International Airport – a pen, an angel, the Kotoka International Airport.</p> <p>Introduce quantifiers in sentences drawing attention to their usual positions and roles. (Refer to Content)</p> <p>Illustrate the meanings of pairs such as: Little/a little, few/a few etc. (Refer to Content).</p> <p>Pupils form sentences using quantifiers for class to comment whether the sentences are correct or not.</p> <p>NOTE: Make sure examples of sentences cover all determiners listed under the unit title.</p> <p>Draw attention to the misuse of all for both. E.g. *All the two boys were late. (wrong) Both boys were late (correct).</p>	<p>In pairs/groups, pupils practice the use of quantifiers in sentences.</p> <p>Pupils complete blanks in a given text, adding the appropriate quantifiers to nouns.</p>

		<u>all girls</u> , <u>a few</u> hours.		
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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 (CONT'D) DETERMINERS (QUANTIFIERS)	The pupil will be able to:	<p>We have <u>a little</u> water in the tank so we don't need to fetch any more.</p> <p>I can't buy the story book because I have <u>little</u> money.</p> <p>There were <u>a few</u> pupils in the classroom so we had the lesson. There were <u>few</u> pupils in the classroom so the teacher didn't teach us.</p> <p>There is <u>much</u> sugar in the tea.</p> <p>I saw <u>many</u> friends at the party.</p> <p>Kwesi and Ato are friends and they <u>both</u> attend the same school.</p> <p><u>All</u> the girls were present in class.</p>		<p>Exercise: Pupils use a few, a little, many, both etc. in sentences.</p> <p>Pupils write paragraphs using some of the determiners.</p>
UNIT 7 MORE ABOUT QUANTIFIERS A lot of, a piece of, much of, a bit of, many of, more of, amount of, most of	2.7.1 identify quantifiers expressed as phrases.	<p>One-word quantifiers and quantifiers of more than one word.</p> <p><u>One-word quantifiers</u> Many, much, few, more, little</p>	<p>Revise single word quantifiers (e.g. many boys, several hours, much food)</p> <p>Pupils give examples of sentences using single word quantifiers.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7(CONT'D) MORE ABOUT QUANTIFIERS A lot of, a piece of, much of, a bit of, many of, more of, amount of, most of	<p>2.7.2 use quantifiers correctly in speech and in writing.</p>	<p><u>More than one-word quantifier</u> A lot of, a piece of, a bit of, much of, amount of</p> <p>Quantifiers are used to show or talk about a particular quantity of something e.g. <u>Many</u> of the teachers are in school She drank <u>a lot of</u> milk He used <u>a piece of</u> wood to repair the table.</p>	<p>Introduce quantifiers of more than one word using appropriate nouns.</p> <p>e.g. grass – a lot of grass firewood – a piece of firewood land – a piece of land money – a sum of money - a large sum of money paper – piece of paper meat – a piece of meat</p> <p>Guide pupils to use quantifiers of more than one word in sentences e.g. I want <u>a piece of</u> land to make a garden. He won <u>a large sum of</u> money.</p>	<p>Pupils add appropriate single word quantifiers to given nouns and write them in sentences.</p> <p>e.g. energy – a lot of energy water – a lot of water</p> <p>Some vegetables need a lot of water.</p> <p>In pairs/groups, pupils practice using more than one word quantifiers in sentences.</p> <p>Pupils to identify quantifiers in given passages.</p> <p>Pupils write a paragraph on a given topic using at least three quantifiers of more than one word.</p>
UNIT 8 IDIOMS AND IDIOMATIC EXPRESSIONS	<p>2.8.1 differentiate between idioms and idiomatic expressions.</p>	<p>Idiomatic expressions: They are groups of words in a fixed order with special meaning. e.g. the lion's share. Idioms: They are made up of prepositions and verbs and have fixed meaning. e.g. to look into</p>	<p>Introduce idioms and idiomatic expressions by explaining what they are.</p>	

		<p>To look into – to investigate</p> <p><u>Idioms</u>: Rashid <u>takes after</u> his mother.</p> <p>The workers <u>pulled down</u> all the old houses.</p>		
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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 QUESTION AND QUESTION TAGS Using auxiliary verbs – be, do, have, can.	The pupil will be able to:	<p>In statements without auxiliary verbs, we form the question tag and answer with the form of the verb 'do' e.g. did, don't, didn't, does e.g.</p> <p>Kofi likes rice, doesn't he? Yes, he does.</p> <p>You swim everyday, don't you? Yes, I do.</p> <p>You wrote the letter yesterday, didn't you? Yes, I did.</p>	In pairs/groups, pupils practice question and answer tags using the auxiliary 'do'	

PRIMARY 6

SECTION 3

READING

- General Objectives: The pupil will
1. read passages fluently.
 2. read, understand and derive information from different texts.
 3. develop the habit of reading for pleasure.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 LISTENING COMPREHENSION	<p>The pupil will be able to:</p> <p>3.1.1 listen carefully to short passages/ texts and answer oral/written questions based on them.</p> <p>3.1.2 develop listening skills.</p>	<p>Listening to tape recorded passages or reading passages and answering questions on them.</p> <p>Listening skills: -listening carefully -paying attention to key words -checking the meaning of words and phrases. -anticipating or predicting the sequence of events.</p>	<p>Read/play passages/texts on tapes to pupils.</p> <p>Pupils answer questions on passages/tapes heard.</p> <p>Explain to pupils the key principles of effective listening as in content.</p> <p>Pupils listen attentively and answer questions on the passages/texts heard.</p>	<p>Pupils answer questions based on passages heard.</p>
UNIT 2 READING ALOUD	<p>3.2.1 read whole passage with correct pronunciation, stress and intonation.</p>	<p>Reading</p>	<p>Pupils in turns, read passages aloud.</p>	<p>Pupils read selected passages fluently.</p>

		<p>dialogues/passages with correct pronunciation, stress and intonation. Finding out the pronunciation of words from the dictionary.</p> <p>NOTE: Encourage the use of a good dictionary to check the pronunciation of words.</p>	<p>Use variety of reading material e.g. short passages, articles, stories, drama, poem, magazines, etc.</p> <p>Encourage correct pronunciation stress and intonation</p>	
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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) READING ALOUD UNIT 3 READING COMPREHENSION	The pupil will be able to:			
	3.2.2 write short passages dictated to him/her .	Spelling words in passages read.	With books/texts and material used above closed, pupils write passages dictated by teacher.	Pupils write short passages dictated by teacher.
	3.3.1 read silently at an appreciable speed.	Reading from various sources e.g. texts/books/passages/newspapers, magazines.	Discuss titles/pictures of passages/texts (if any). Treat unfamiliar words.	Give oral or written exercises, using objective text items: completion, multiple choice, matching, etc.
	3.3.1 answer factual/inferential/appreciative questions based on passages/texts read.	Reading passages/texts silently from texts.	Put pre-reading questions on the chalkboard.	Pupils read passages silently within a stipulated time.
	3.3.2 read plays and dialogues and answer questions on them.	Looking up meanings of new words in the dictionary.	Give model reading. Pupils read silently to find	Pupils do oral/written exercises.

		<p>Meaning of new phrases and new expressions etc.</p> <p>Selection of plays and dialogues.</p>	<p>answers to pre-reading questions.</p> <p>Give further oral/written comprehension exercises.</p> <p>Comprehension exercise should be on facts from the passages, analysis of events or issues, meaning of expressions, reasons for action taken by some characters, possible consequences of events etc. Crosscheck pupils' answers with information from the passage.</p> <p>Pupils answer questions based on material read.</p>	<p>Pupils answer further questions on materials read to check for comprehension.</p> <p>Questions should be varied to include the various comprehension question types e.g. inferential etc.</p>
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PRIMARY 6

SECTION 4

WRITING

General Objectives: The pupil will

1. develop and apply the skills of good handwriting.
2. communicate ideas effectively through writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 PENMANSHIP Joint Scripts	<p>The pupil will be able to:</p> <p>4.1.2 copy sentences/ passage in joint script.</p>	<p>Paying attention to ascending and descending letters that are not easy to write.</p> <p>Copying sentences in joint script.</p>	<p>Write sentence/verse etc. on chalkboard. Explain the meaning of sentences. Pupils read sentences on chalkboard. e.g. Two heads are better than one". "Charity begins at home". Etc.</p> <p>Pupils copy sentences.</p>	<p>Pupils read sentences.</p> <p>Pupils copy sentences and short passages clearly and</p>

UNIT 2 PUNCTUATION UNIT 3 LETTER WRITING Semi-Official Letters.	4.2.1 use punctuation marks appropriately in writing.	The full stop, comma, question mark and apostrophe.	Pupils insert full stops, commas, question mark and apostrophe appropriately in passages from which these have been omitted.	neatly in joint script.
	4.3.1 identify the features of a semi-official letter.	Parts/layout of semi-official letters.	Assist pupils understand the meaning of semi-official letters and friendly letters, pointing out similarities and differences.	Pupils working in pairs/groups produce semi-official letters on a given topic.
	4.3.2 differentiate between friendly and semi-official letters.	<div style="border: 1px solid black; padding: 5px; margin: 5px;"> <div style="text-align: right;">Address</div> <div style="text-align: right;">Date</div> <div>Salutation</div> <div style="text-align: center;">Body of Letter (in paragraphs)</div> <div style="text-align: right;">Subscription First Name</div> </div>	Discuss features of semi-official letters: e.g. layout the same as that of a friendly letter. (Refer to content) Language – not very official. Contracted forms can be used.	
	4.3.3 write semi-official letters.	Differentiating the features of semi-official letters, e.g. salutation: Dear Uncle Joe, Subscription – Your loving niece, etc.	Pupils to tell the differences between friendly letters and semi-official letters.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 LETTER WRITING Official Letters: (Permission, excuses, apology, invitation and replies to invitations)	The pupil will be able to: 4.4.1 identify the features and layout of official letters. 4.4.2 write official letters.	<div style="border: 1px solid black; padding: 5px; margin: 5px;"> <div style="text-align: right;">Address Date</div> <div>Recipient's Address Salutation</div> <div style="text-align: right;">Heading</div> <div>Body of Letter (In paragraphs)</div> </div>	Revise semi-official letters. In pairs/groups, pupils write semi-official letters on a given topic. Discuss the features of official letters. Discuss language used in official letters e.g. formal, no contracted forms, etc. Pupils in pairs/groups write official letters to an identified addressee using the appropriate formal features and style of writing.	Pupils write letters to the Headteacher: - for permission to be absent from school. - explaining absence from school

		<hr/> Subscription Signature Full name <hr/>	<u>Language use:</u> Ensure correct English in all letters.	Pupils in pairs. Pupil 'A' writes an official letter on a given topic and Pupil 'B' writes a reply to it.
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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 WRITING SIMPLE STORIES.	The pupil will be able to: 4.5.1 narrate simple stories. 4.5.2 identify the ordering of events in stories. 4.5.3 write simple stories.	Narrating simple stories Order of events in stories. Writing simple stories. <u>Language use:</u> Provide guidance on concord, correct tense, adjectives, adverbs, idioms, idiomatic expressions and dates where necessary.	Pupils listen to a story by, e.g. teacher, pupil, radio/cassette/TV. Pupils narrate story heard. In pairs/groups, pupils identify the main events in the story heard and order the events sequentially. Pupils individually write simple stories of their choice. (See Primary 4: Section 4: Unit 5 for format).	Pupils narrate stories. Each pupil writes a story. to be published in the class/school magazine.
UNIT 6 WRITING				

ACCOUNT OF EVENT(S).	4.6.1 give brief oral reports/account of events and activities.	Oral reports/account of events and activities.	Pupils in turns give oral account of a football game seen; a festival or other event witnessed. (Rest of class to listen and ask questions)	In pairs, pupils give reports/account of events/activities to each other.
	4.6.2 write brief reports/account of events and activities.	Written reports/account of events and activities. <u>Language use:</u> Past tense and reported speech in reports/accounts, pay attention to punctuation and capitization, idiomatic expressions and handwriting.	Pupils in pairs, give a report/account of events or activities: e.g. - on the way to school. - a fight between two pupils - an accident/incident - TV programme, etc. Pupils write the report seen/heard indicating the relevant points of information.	Each pupil writes the report/account heard.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 CLASS MAGAZINE WORK	The pupil will be able to:			
	4.7.1 determine issues for the content of a class magazine.	Determining issues in a class magazine.	Pupils brainstorm issues to be included in the class magazine.	
	4.7.2 identify the features of materials in a class magazine e.g. reports/account, stories, etc.	Features of materials in a class magazine: The title The introduction The main body The conclusion Name of writer and date	Use sample magazines to identify the features of the material for a class magazine.	Pupils write individual contributions to a class magazine.
	4.7.3 contribute articles for a class magazine.	Production of a class magazine.	In pairs/groups, pupils produce materials to be included in the class magazine.	Pupils in groups produce a class magazine.

UNIT 8 ARGUMENTATIVE ESSAY	<p>4..8.1 propose and identify sides of an issue.</p> <p>4.8.2 advance reasons for and against a topic/an issue.</p>	<p>Proposing and identifying the sides of an issue/topic.</p> <p>Advancing reasons for/or against a topic/issue.</p>	<p>Pupils exchange materials for editing.</p> <p>Pupils make decisions on the cover design and the illustrations in the class magazine.</p> <p>Guide pupils arrange materials for the magazine and bind/display on the wall.</p> <p>Teacher/pupils propose topics/issues and list key issues in one selected topic. Teacher selects four pupils as discussants who will discuss the merits and demerits of arguments raised.</p> <p>Pupils in pairs/groups discuss and advance arguments in support/against the topics/issues orally.</p> <p>Discussants to give their views on arguments after the groups have finished their presentations.</p>	<p>Pupils write arguments either for or against a selected topic/motion.</p>
UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 ADVERTISEMENTS AND NOTICES	<p>The pupil will be able to:</p> <p>4.9.1 explain the purpose of an advertisement.</p> <p>4.9.2 write an advertisement.</p>	<p>An advertisement is used to announce a product or an event.</p> <p>Fish Sold here Not “Fish sold here”. Chairs for hire (not “Chairs for hiring”)</p>	<p>Pupils bring old newspapers to class to observe how advertisements are written.</p> <p>Pupils give examples of advertisements they have seen.</p> <p>Pupils give reasons why advertisements are written.</p> <p>Pupils to write advertisements for sale of chicks/eggs or announce date, place and time for an exhibition.</p>	
UNIT 10	<p>4.10.1 fill in forms.</p>	<p>Filling in JHS forms and other</p>	<p>Teacher designs simple forms for pupils to fill</p>	<p>Pupils write advert for the sale</p>

FILLING IN FORMS		forms.	in.	of items of their own. Pupils design class membership forms to be filled in class.
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LIBRARY

1. **General Objectives:** Pupils will:
 - iv. develop the love for reading;
 - v. develop interest in, and acquire the habit of reading for pleasure and for academic purposes:
 - vi. read for information on various topics

2. **Specific Objectives:** Pupils will:
 - vi. acquire the skills for handling books;
 - vii. talk about what they see in books:
 - viii. read sat least 20 story books by the end of the year:

- ix. express their views on stories read and the characters in them:
- x. talk and write about books read.

3. **General Guidelines on Library Work:**

- (e) Introduce pupils to books/library.
- (f) Teachers should introduce pupils to books
- (g) Introduce pupils to the class/school library and how it is organized.
- (h) Pupils should also be educated on library rules, such as borrowing procedures.

4. **Starting the Class/School Library**

A library could be a room full of books or a simple collection of books neatly arranged in cartons or boxes and available for pupils to read. Teachers can start a class/school library with scrap-books made by teachers and pupils. Such books should be made with brightly coloured pictures and drawings. Every school should, therefore, be able to start a simple class/school library. Textbooks that are no longer in use and other discarded books could be used to begin a class/school library.

5. **Equipping A Class/School Library**

Books for the library could be obtained from other sources like:

The Ghana Education Service (GES).

The Ghana national Association of Teachers (GNAT).

The District Assemblies.

The School Management Committees.

Past Pupils.

Churches and other Organisations.

Philanthropists.

Ghana Library Board.

Ghana Book Trust.

and Non-Governmental Organisations (NGOs) such as:

World Vision:

Plan International

Save the Children fund.

The Rotary Club.

Valco Fund.

European Economic Community

Friedrich Ebert Foundation.

Friedrich Nauman Foundation.

Zonta International.

ADRA

UNICEF/UNESCO etc.

6. **Maintaining The Class/School Library**

Teachers must ensure that books in the library are properly kept and maintained. Books that get torn or damaged must be mended promptly. Teachers must also ensure that books do not get lost and pupils must be tasked to prevent thefts.

7. **Generating Interest In Reading**

Reading Targets:

Reading is crucial to progress, not only in English, but in all other subjects. One way of encouraging the primary school child to read is to make suitable reading materials available, and set minimum reading targets. As stated in the specific objectives, the target is 15 books for the year. It is expected that given the necessary encouragement many children will exceed the target.

Teachers should use various approaches to generate interest in library reading. Approaches may include:

- i. making sure children see them reading library and other books;
- ii. giving gists of books read and recommending them to pupils; retell stories read to class.
- iii. giving time for pupils to tell stories read to the class; dramatize part of books read.

- vi. choosing comprehension passages from story books read by pupils for end of term examinations and continuous assessment tests and tasks.
- v. dramatizing parts of books (stories) read by pupils; writing short stories.

NOTE: vi. giving prizes to pupils who read a lot of books and to those who make remarkable progress in library reading.

8. **Checking on Pupils Reading**

Teachers should introduce measures to check on pupils'. One way is to introduce a library reading sheet as shown on the next page.

Library Reading Sheet

Title:.....	Author:.....	Nationality:.....
Publisher:.....	Year of Publication:.....	
Literary Type:.....	No. of Pages:.....	
Date Started:.....	Date Completed:.....	
Main Characters and Others:.....		
Summary/Gist of Text:		
The part I like best/don't like and reasons:		

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Note:

The teacher should discuss the books read by the children using this format:
This is to check on whether they have read the books.