MINISTRY OF EDUCATION SCIENCE AND SPORTS

Republic of Ghana

TEACHING SYLLABUS FOR ENGLISH LANGUAGE

(PRIMARY 1-3)

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TEACHING SYLLABUS FOR ENGLISH
(PRIMARY SCHOOL)

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 them in their 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 languages 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 each of the six years of primary education is presented in the following pages.

STRUCTURE AND ORGANIZATION OF THE SYLLABUS

PRIMARY 1	PRIMARY 2	PRIMARY 3
SECTION 1: LISTENING AND SPEAKING (p. 1-6) Unit 1: Listening, Reciting and Singing Unit 2: Story telling Unit 3: Conversation Unit 4: Drama	**SECTION 1: LISTENING AND SPEAKING** (Pg. 24-30) Unit 1: Listening, Singing Songs and Reciting Rhymes and Poems Unit 2: Story Telling Unit 3: Conversation	**SECTION 1: LISTENING AND SPEAKING** (p. 45-50) 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
SECTION 2: GRAMMAR (pg.7 – 14) 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	**SECTION 2: GRAMMAR** (p. 31 – 37) 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	**SECTION 2: GRAMMAR** (p. 51 – 58) 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

PRIMARY 1	PRIMARY 2	PRIMARY 3

SECTION 3: READING (p. 15-17)
 	
Unit 1: Pre-Reading Activities
    Recognition/Discrimination of
    Objects
    Manipulating Objects
    (Kinaesthetics)
    Reading pictures and talking
    about them
    Language Games
    Turing over the pages of a book
    (Picture scrap boos)
Unit 2: Introduction to Formal Reading
    Phonological Awareness –
    Letters of the alphabet
    Picture/object word matching
    Word recognition
 	
**SECTION 4: WRITING AND
               COMPOSITION**
        (p.19 – 20)
 	
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
 	
SECTION 5: LIBRARY (p.21-23)
	SECTION 3: READING (p. 37 - 39)
	
	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
	
	SECTION 4: WRITING AND COMPOSITION
	    (p. 40 – 41)
	
	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
	
	SECTION 5: LIBRARY (p.42 – 45)
		SECTION 1: READING (p. 59-61)
		
		Unit 1: Reading Aloud
		    Reading Games
		Unit 2: Silent Reading
		Unit 3: Phonic Work
		    Word Attack
		Unit 4: Making and Using Picture
		    Dictionaries
		
		**SECTION 4: WRITING AND
		               COMPOSITION** (p. 61 – 63)
		
		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
		
		SECTION 5: LIBRARY (p.65-67)

PRIMARY 4	PRIMARY 5	PRIMARY 6
SECTION 3: LISTENING & SPEAKING (p. 68-75) 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 **SECTION 4: GRAMMAR** (p.76 – 85) 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	**SECTION 1: LISTENING AND SPEAKING** (p. 95-100) Unit 1: Listening to Songs/Poems Unit 2: Listening to Instructions & Directions Unit 3: Story Telling Unit 4: Conversation Unit 5: Drama **SECTION 2: GRAMMAR** (p. 101 – 105) 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	**SECTION 1: LISTENING AND SPEAKING** (p. 118-123) Unit 1: Listening to Poems (Rhymes) Unit 2: Listening to Instructions and Directions Unit 3: Story Telling Unit 4: Conversation Unit 5: Drama **SECTION 2: GRAMMAR** (p. 122 – 133) 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

PRIMARY 4	PRIMARY 5	PRIMARY 6

SECTION 3: READING (p. 81-82)
 	
Unit 1: Reading Aloud
Unit 2: Silent Reading
 	
**SECTION 4: WRITING AND
        COMPOSITION**
        (p.88 – 85)
 	
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
 	
SECTION 5: LIBRARY (p.92 – 94)
	SECTION 3: LISTENING AND SPEAKING
	        (p. 106-107)
	
	Unit 1: Reading Aloud
	Unit 2: Reading and Comprehension
	
	SECTION 4: WRITING AND COMPOSITION
	        (p. 108 – 114)
	
	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
	
	SECTION 5: LIBRARY (p.112 – 117)
		SECTION 3: LISTENING AND SPEAKING
		        (p. 138-139)
		Unit 1: Listening Comprehension
		Unit 2: Reading Aloud
		Unit 3: Reading Comprehension
		
		**SECTION 4: WRITING AND
		        COMPOSITION** (p. 136 – 140)
		
		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
		
		SECTION 5: LIBRARY (p.140 – 146)

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 and Composition	2	2	2	2
Grammar	1	1	1	1
Library	1	1	1	1
Total	**8**	**7**	**7**	**7**

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

Ø   Physical Education   4
Ø   Library Work (Reading and Research)   3
Ø   SBA Project   2
Ø   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 special 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 <u>describe</u>….. 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 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 pupils will only do well on recall items and questions and perform poorly on questions that require higher ability thinking skills such as application of mathematical principles and problem solving. 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 solve mathematical problems 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 1: 10 items for 30 minutes
> Primary 2: 10 items for 30 minutes
> Primary 3: 15 items for 30 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) Grammar, Writing and Composition	Section B (Structured Questions) Reading, Writing and Composition	SBA All Five Sections	Total Marks	%Weight of dimensions
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:

- o Standardize the practice of internal school-based assessment in all schools in the country
- o Provide reduced assessment tasks for each of the primary school subjects
- o Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- o Introduce standards of achievement in each subject and in each class of the school system
- o Provide guidance in marking and grading of test items/questions and other assessment tasks
- o Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- o 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 the 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 diagrams 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:

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

(PRIMARY 1- 6)

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 1

SECTION 1

LISTENING AND SPEAKING

General Objectives: The pupil will

1. listen attentively with understanding.
2. improve ability in oral expression.
3. respond to and appreciate songs and pieces of literary material.
4. develop skills in dramatization and creation of songs and rhymes.
5. develop co-operative spirit for team learning.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **LISTENING, RECITING AND SINGING**	The pupil will be able to: 1.1.1 listen attentively to songs/ rhymes/poems and mention names of things/ animals/ places in the song/rhyme/ poem heard. 1.1.2 sing songs and recite rhymes/poems with correct stress and rhythm.	Carefully selected songs, rhymes/poems for listening and recitation. Singing songs and reciting rhymes/poems with correct stress and rhythm. **NOTE:** The teacher is encouraged to select and use suitable Ghanaian/and other rhymes, poems and songs.	Select suitable material for listening, singing/recitation e.g. "Once I saw a little bird" "Toys, Toys, Toys" etc. Using actions/gestures, teacher sings songs and recites rhymes/poems several times for pupils to imitate. Pupils sing songs and recite rhymes/poems accompanied by word-sensitising activities Guide pupils to pronounce words correctly in songs, rhymes/poems with particular reference to contrast in stress and rhythm. Assist pupils to sing a song and recite a poem with appropriate stress and rhythm.	Pupils sing songs and recite rhymes/poems learnt. Pupils mention animals or objects in songs/rhymes/ poems learnt. Pupils to tap/clap to the rhythm of rhymes or songs.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D)	The pupil will be able to:		Pupils perform sound-sensitisation activities e.g clapping, tapping to rhythm, singing and recitation. Pupils imitate actions and sounds in selected songs and rhymes.	Pupils imitate sounds and actions of selected rhymes and songs. Pupils to talk about the poem/song/rhyme.
LISTENING, RECITING AND SINGING	1.1.3 talk about and act whole/parts of songs, rhymes, poems.	Talk about songs, rhymes and poems. Imitate actions in songs, rhymes/poems. Act whole or parts of songs, rhymes/poems	Assist pupils to talk about the songs, rhymes/poems using questions such as. Do you like the song/rhyme? Why do/don't you like it? Pupils dramatise or act whole/parts of songs, rhymes/poems to show understanding and appreciation.	Pupils to dramatise/act parts of songs, rhymes/poems.
	1.1.4 develop a rhyme/poem or song.	Basic elements of rhyme/poem or song.	Through questions, teacher assists pupils to develop a short rhyme/poem or song on a chosen topic.	
UNIT 2 **STORY TELLING**	1.2.1 listen to simple stories and retell parts of the stories.	Listening to simple and interesting stories and retelling part of the stories.	Teacher tells an interesting story and illustrates it with actions, pictures, sketches, puppets/toys, realia, etc. Pupils to act whole or parts of the story.	Pupils retell the story told in class using pictures.
	1.2.2 recall some of the words used in stories and name some of the characters in the story.	Recall/repeat key words and characters in stories.	Teacher to ask questions to elicit key words and names of characters in stories told in class	Pupils to draw anything in the story that interests them.
	1.2.3 talk about stories heard.	Talking about stories heard.	Pupils repeat key words. Pupils to mime the story Teacher starts a story for pupils to continue in a chain.	Pupils to tell stories they know and mime stories read or heard.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	The pupil will be able to:			
UNIT 2 (CONT'D) **STORY TELLING**	1.2.4 dramatize whole/parts of or imitate some actions and/or sounds in a story.	Dramatizing whole/parts of stories and imitating actions and sounds in stories e.g. Stories about: people places animals home and everyday activities school activities occasions/events/parties	Pupils dramatize/mime parts of a story Led with questions, pupils talk about the story dramatized. Through simple questions and answers, assist pupils to retell whole/parts of story, and imitate actions or sounds in story. Guide pupils to draw/model actions/scene from stories.	Draw/model actions/scenes from stories
UNIT 3 **CONVERSATION Greetings and Responses**	1.3.1 use appropriate greetings and responses as and when necessary.	Using greetings/responses for various situations and occasions e.g. Good Morning Good Afternoon Good Evening Good Night Merry Christmas Happy Birthday Responses	Summarize relevant vocabulary for selected occasions/situations Teacher/pupils demonstrate types of greetings and responses for various occasions Teacher to assist pupils in pairs, to practise greetings and responses for selected people e.g. teacher, parent, and occasions.	In pairs pupils demonstrate greetings and responses for selected occasions e.g. morning, afternoon, evening birthday and Christmas. etc. -Pupils practise how to greet parents, brothers, sisters etc. when they go home from school. Pupils to ask for names of parents and guardian and where they live and come and tell the class.
Talking about oneself: Family.	1.3.2 talk about him/herself, family friends and home , using appropriate language.	Describing/talking about themselves, family, pictures, pets, friends, school, toys, etc. Everyday activities in the home, .school. People-their work and places of work.	Pupils talk about themselves: name, age and where they live, house numbers, parents' names etc. -Teacher calls individual pupils in turns to talk about any adult they know, relationship to the adult, their work etc	
Visit	1.3.3 talk about an excursion/a visit.	Visits/excursions to different places: the zoo, harbour, farm, market, shops, post office, children's park etc. NB: Supplementary readers if available, should be used in this unit	Teacher to take pupils on excursion to places of interest. Pupils to talk about what they saw on the excursion/visit in class. **NOTE:** Encourage free expression and avoid over correction.	Pupils to talk about their visits/ excursion.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) **CONVERSATION** **Observing safety measures**	The pupil will be able to: 1.3.4 observe safety measures in crossing the road.	Safety in crossing the road Walking on the road: walk on the side of the road facing the traffic so that you can clearly see the oncoming vehicles. **NOTE**: In villages where there are relatively fewer vehicles, there is less traffic problem. There are, nonetheless, problems associated with bicycles and carts. Through questions and answers the teacher in such an area should help pupils to describe some of the dangers they face on the roads and in the alleys and then help the children to develop appropriate ways for maintaining personal safety in using the roads and alleys in such areas.	Assist pupils to answer the following question: Do you meet cars on your way to school/Do you sometimes meet vehicles on your way to school? Teach pupils how to cross the road and the dangers a person faces on the road especially in towns Tell pupils to ask older persons or friends to help them cross the road. Discuss with pupils reasons for holding the hand of an adult when crossing the road and the need to walk on the side of the road facing the traffic. Teacher to advise pupils to walk on the side of the road facing the on-coming traffic (i.e. the left side of the road). Create a road scene in the class and let pupils hold teacher's hand to cross the road. Through questions and answers pupils to describe how to cross the road.	Pupils answer simple questions on why they should hold the hand of an adult they know to cross the road Pupils answer why they should walk on the side of the road facing the traffic
Dealing with strangers and neighbours	1.3.6 tell how to deal with strangers and other people in the home and neighbourhood.	Personal Safety in dealing with strangers and other persons in the home and neighbourhood. - Do not associate with people you do not know - Be careful with people who are neither parents nor siblings - Do not enter the rooms of older girls/boys, older men/women	Assist pupils to learn that it is important not to associate with persons they do not know, and why they should not accept lifts from people they do not know. Encourage pupils to understand that some of these unknown people may be bad people and may take them away from their parents so they may never see their parents again.	Pupils tell how to deal with strangers

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) **CONVERSATION**	The pupil will be able to:	AIDS has no cure. The result of AIDS is death.	Make pupils aware that some of the adults who live in the same house or in the same neighbourhood may be bad people. Let pupils tell the meaning of "private part". Let them be aware that they should allow only their guardian, that is, mother, aunt or close relative to touch their private part when they are bathing them. Explain the dangers of allowing other people apart from their parents and guardians to touch their private parts.	
		How older people entice young people to their rooms and other obscure places: i. They give them toffee, biscuits or money. ii. They send them to buy something and take it to their room. iii. They ask them to bring things from their rooms. iv. They invite them to watch TV in their rooms. Older people who treat young people very badly tell the young people not to tell their parents otherwise they will die. They may also tell the young person that they will kill them if they tell their parents.	Pupils to tell the methods older people use in order to entice young people to their rooms and other obscure places (See material in content) Pupils tell the various ways of avoiding bad people who treat young people very badly. **Note**: Answers expected: Do not accept sweets/gifts from older persons you don't know. Do not accept sweets/gifts from people in your house and in the neighbourhood. When anyone sends you and tells you to send the item to his/her room don't go. If anyone does anything bad to you, tell your parents. You will not die if you tell your parents. The older person cannot kill you. He will be arrested and sent to jail.	With teacher as the adult and using real objects such as toffee, discuss, money etc. teacher/ pupils to role play situations where an adult tries to entice a young person. Use simple questions to check understanding of the lesson.
Days of the week	1.3.6 state the days of the week.	Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.	Assist pupils to learn the names of the days of the week.	Pupils in turns tell the day for this particular lesson and the days they were born.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) **CONVERSATION** **Telling the time**	The pupil will be able to: 1.3.7 tell the time by the hour.	Telling time by the hour: 8 o' clock, 9o'clock etc.	Using a model clock, teacher assists pupils to tell time by the hour.	
Making polite requests	1.3.8 make polite requests appropriately.	Making polite requests using "please"	Create situations for pupils to practise using polite requests e.g. Please, give me your pen. Please, give me your book etc.	Pupils in turns dramatize making polite requests using please.
UNIT 4 **DRAMA**	1.4.1 dramatize/act/role-play whole/parts of stories, scenes events.	Dramatizing/acting/role playing whole/parts of stories/scenes, events.	Guide pupils to perform simple actions in stories/scenes/events. Organize pupils to dramatize/act/role-play whole/parts of stories/scenes/events Organize pupils in groups, and assist each group to elect and dramatize a scene for class.	Pupils to do simple narrations/description s and dramatize/act/role-play whole/parts of stories/scenes/events . Pupils to dramatize i. visit to the doctor ii. how people pollute the environment.
	1.4.2 talk about/describe scenes/events/things in stories/poems/sketches.	Talking about/describing scenes, events, things	Select suitable/interesting materials for listening/reading. **NOTE:** Avoid over-correction; encourage free expression.	

PRIMARY 1

SECTION 2

GRAMMAR

General Objectives: The pupil will

1.	respond appropriately when spoken to.
2.	express him/herself in English correctly

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **NAMING WORDS-(Nouns)**	The pupil will be able to: 2.1.1 mention names of objects at school and at home.	Names of objects at school/home: School: chairs tables, arm board, pencils, chalk, books, cupboards, chalkboard, etc. Home: cups, plates, bed, mat, shoes, dress, television, radio, spoons etc. Introduce "It is" . __NOTE:__ Teacher labels boldly all objects in the classroom e.g. cupboard, teacher's table and chair, chalk-board, windows etc.	Pupils to mention the names of some objects in the school and at home. Using real objects, invite pupils to pick up objects as you mention the names e.g. an orange, pen, pencil, chalk, arm board (slate). Pupils repeat the name as they pick the object. Use questions to pupils in identification games. Teacher pick up an object, calls a pupil and asks Tr. What is this? P: It is an orange If a pupil gets it right he/she invites the next pupil to pick an object and ask: P: What is this? P: It is a book etc.	Pupils mention the names of as many objects as possible.
	2.1.2 use naming words in simple sentences.	Using naming words in simple sentences e.g. This is an <u>egg</u> This is a <u>book</u>	Teacher uses naming words in simple sentences for pupil to repeat. This is a table This is an orange.	Pupils in pairs/individuals use naming words in simple sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **DOING WORDS** **Verbs**	The pupil will be able to: 2.2.1 use appropriate words to tell what people do.	Using appropriate words to tell what people do e.g. walk, eat, clap, sit, stand, drink, jump, sleep, talk, etc.	Through demonstration, pictures, real objects like mats, plates, cups, etc., introduce the lesson on 'doing words' (verbs) to pupils. Teacher sits on a chair in front of the class and says: Tr. 'I am sitting down' Teacher calls a child to sit on a chair. Tr. "Mary, sit down" Teacher says' Mary is sitting down", for class to repeat. Introduce other verbs by assisting pupils to perform the actions/talk about actions in pictures, charts, e.g. crying, sleeping, walking, drinking, eating etc. Treat other verbs as they come up in class: running, dancing, sweeping etc.	Pupils perform actions of given verbs. Pupils to use doing words in simple sentences.
Verb 'to be'	2.2.2 use the different forms of the verb 'to be' 'to be' in simple sentences.	Using different forms of the verb "'to be" in sentences. I am eating You are writing He is walking She is dancing It is raining You are singing We are playing They are running **NOTE:** Introduce only a few of the uses of the verb 'to be' at a time. Start with singular before the plural e.g. She is singing. They are singing.	Using pictures, charts and demonstration, assist pupils to talk about actions being performed. Tr. Call a pupil to eat from a plate/sleep on a mat/drink using cups, etc. and say She is eating/drinking. He is sleeping, etc. Pupils repeat the sentences after the teacher. Pupils respond to the question, "What is he/she doing?" to check understanding. Encourage pupils individually to repeat sentences and perform actions.	Pupils in pairs/groups perform activities and talk about them using the verb to be in simple continuous sentences: I am walking etc.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **COMMANDS/ REQUESTS**	The pupil will be able to: 2.3.1 use the Simple Present form of verbs in commands/requests.	Using the Simple Present form of verbs in commands and requests: Commands (short sentences giving instruction). Stand up. Come here. Mention your name. Go to the door. Sit on the chair, etc.	Introduce commands/requests using appropriate situations and demonstration. Repeat commands/requests several times for pupils to listen and respond to. Accompany commands/requests with gestures. Pupils practise giving and responding to commands/requests.	Pairs/groups repeat and respond to commands/ requests.
	2.3.2 make polite requests using "please"	Using the word "please" to express politeness. Using "please" in requests (short sentences making polite demands). Stand up, please. Come here, please. Please, bring the book. Keep quiet, please. Please, sit down, etc.	Introduce the use of 'please' in commands and in requests as in the examples in content. Pupils to make requests using "please" e.g. Ama, please stand up. Mahama, may I sit on your chair? Drill using the structure introduced (Command/Requests) Pupils practise the structure using appropriate situations.	Provide situations for pupils to make polite requests to adults.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **VERB TENSE FORMS** **Simple Present (Positive and Negative Statements)**	The pupil will be able to: 2.4.1 make positive statements using the Simple Present. 2.4.2 make negative statements in the Simple Present with NOT.	Positive statements using the Simple Present. e.g. This is a pencil. This is a chair. Positive Negative This is a bird. This is not a bird. This is a book. This is not a book. I' m a boy/girl. I'm not a boy /girl. In positive statements the stress is on the last word. In negative statements the stress is on NOT.	Use appropriate situations/gestures to introduce positive statements in simple present. (See Content). Use repetition to provide opportunities for listening Pupils now repeat positive statements after teacher with appropriate intonation and pronunciation. Use appropriate situations to introduce negative statements as in Content. Pupils repeat negative statements after teacher using correct pronunciation and intonation. Pupils make their own negative statements. **Note:** Check for use of correct pronunciation and intonation.	Pupils give positive statements using the Simple Present. Pupils change positive simple present sentences to negative sentences. Pupils make their own positive or negative statements using correct pronunciation and intonation.
Present Continuous	2.4.3 make positive and negative statements using the Present Continuous Tense.	Present Continuous Positive Negative The dog is The dog is not Barking/ barking/ playing. playing. The children The children are are playing. not playing. I am eating I am not eating	Introduce sentences in the Present. Continuous Tense stressing the "ing" e.g. I am writing. Teacher calls pupils in turns to perform actions and then use "What is he/she doing?" questions for pupil' to answer. Help pupils to create their own positive present continuous sentences. Introduce the negative using the Present Continuous. Give examples as in Content.	Pupils give positive and negative statements in the Present Continuous Tense using correct pronunciation and intonation. Exercise: Pupils to change positive present continuous sentences into present continuous negative Pupils to create their own negative statements using the Present Continuous. In pairs, let one pupil give a positive statement and the other the negative.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **SIMPLE PREPOSITIONS:** **in on, under, near, behind**	The pupil will be able to: 2.5.1 demonstrate the use of the various simple prepositions.	Use of the various simple prepositions and acceptable responses. Placing and positioning things as indicated by prepositions, e.g. in, on, under near, behind	Revise commands and requests. Demonstrate the use of prepositions by placing objects in various positions e.g. on, in, under, near, behind. Pupils pick up various items in class and place them at various positions. Indicate positions for pupils to place items accordingly. E.g. Put your pencils on your tables. Put your hand in your pocket Stand near the table.	In pairs/groups, pupils say/show positions of various objects using the command/request structure
	2.5.2 use the various simple prepositions appropriately in sentences.	Using the prepositions appropriately in sentences e.g. The pen is <u>on</u> the table. The book is <u>in</u> the cupboard. Put your hand <u>behind</u> you. Sit <u>on</u> your chair. Please, put it <u>on</u> the table. Stand <u>behind</u> the class.	In pairs, pupils ask each other to place items in positions they indicate e.g. Put your pencils under the table. Pupils put their items near/under/on the table and say. The pencil is near/under /on the table. Through demonstration, lead pupils to make up sentences for each of the 5 prepositions. **NOTE**: Check which prepositions are difficult for pupils to understand and give further help in the use of those prepositions.	

UNIT 6 QUESTIONS AND RESPONSES ('WH' QUESTIONS)
What
Where
Who
	2.6.1 ask and answer 'Wh' questions correctly.	"WH" questions e.g.
		What, Who, Where
		
		e.g. Q: What is your name?
		   A: Ali/Esi/Atta/Kodwo.
		   OR (See next page)
			Introduce questions and answers involving **what**, **where** and **who**
			
			Pupils to listen and repeat questions and answers.
			
			Teacher to use dialogue drill to teach the 'wh' questions.
				Pupils in pairs/groups ask and answer 'Wh' questions using **what**, **where**, and **who**

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 (CONT'D) **QUESTIONS AND RESPONSES ('WH' QUESTIONS)**	The pupil will be able to:	I am Ali/Esi/Ata/Kodwo. I' m Ali/Esi/Ata/Kodwo My name is Esi Q: Where do you live? Q: What is the name of your teacher?	Pupils in pairs, ask their own questions for their partners to answer. **NOTE:** Make lessons activity based to avoid boredom. Pupils to work in pairs/groups to practise asking and answering questions using **What**, **Where** and **Who**. (Let them practise one wh question at a time) Go round listening to pupils and motivating them to talk freely.	
	2.6.2 use correct/appropriate pronunciation and intonation in asking and answering questions.	What is this? It's a pen/pencil/chair/table. Who are you? I am Ali/Esi/Ata/Kodwo Where is the book? It's on the table Where are you going? I'm going to school. Where are you? I'm here/outside/in the room.	Teacher makes up new sentences as in content for pupils to answer using correct intonation and pronunciation. Introduce the contracted form of "I am" to "I'm", "It is" to "It's". Pupils give more examples of WH questions and respond using the contracted forms: I'm, It's.	Pupils to use contracted forms; I'm …etc in answering 'wh' questions.
UNIT 7 **PRONOUNS (PERSONAL)** **I, You, He, She, It, We, They**	2.7.1 use personal pronouns appropriately in simple utterances.	Using personal pronouns appropriately in simple utterances e.g I am Issa. I am Kaku. You are Esi. She is Edem. He is Addo.	Revise questions and answers. Introduce personal pronouns in situations using appropriate sentences. Use various kinds of drills/games that allow for practice in meaningful situations. In pairs/small groups, pupils take turns to introduce themselves and members of the group e.g. I'm Kofi, he is Mensah and she is Araba etc.	Pupils use pronouns in games and drills.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 (CONT'D) **PRONOUNS (PERSONAL)**	The pupil will be able to:	Using personal pronouns (continued): I am a big girl. You are small boy. It is a cat/dog. We are children. You are all tall. They are playing. They are animals.	Question and Answer Drill Pupil A: I'm Kofi. Who are you? (turning to pupil B) Pupil B: I'm Araba. Who are you? (turning to Pupil C) Pupil C: I'm Afi. Who are you? etc. Go on to introduce and repeat use of you/he/she/we/you/they in sentences. Let pupils form sentences with I/you/he/she, it, me, you, they. **NOTE:** Check which pronoun is not easy to understand and give more examples to improve understanding.	
UNIT 8 **DEMONSTRATIVES** **This/That** **These/Those**	2.8.1 use the demonstrative pronouns appropriately in simple sentences.	Use of demonstratives in appropriate situations and sentences. Demonstratives: this, that these, those <u>Singular Form</u> <u>Plural Form</u> This These That Those **NOTE**: This/These are used for things/nouns that are close by and can be touched. That/Those for items/nouns that are not so close by. This is my book That is her book	Revise personal pronouns Introduce the demonstrative using appropriate situations and sentences. Illustrate the use of the singular and plural forms of the demonstratives (refer to Content) Drill pupils on the use of demonstratives Pupils work in pairs using demonstratives in appropriate situations.	Pupils to use demonstratives in new situations/sentences

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 (CONT'D) **DEMONSTRATIVES**	The pupil will be able to:	These/Those are used for plural items/nouns. These are my books Those are his books Question: What is this? This is ………. What's that? That's a ……… What are these/those? These/Those are………..	**NOTE:** Ensure that the practice sessions are full of activity. Revise nouns/personal pronouns. Pupils in turns mention things that belong to them using demonstratives e.g. This is my dress. That is my book. These are my pens. Those are your pencils.	
UNIT 9 **DESCRIBING WORDS**	2.9.1 use simple describing words (adjectives) in sentences.	We sometimes use colours to describe or talk about things people/animals e.g. blue/black This is a red book. This is a white cap. Sometimes we use words of size to describe people/animals/things e.g. big/small/tall/short, fat, thin, round e.g. The teacher has a big table My small table Doh is a tall boy Esi is a short girl That is a round ball	Introduce the use of describing words by presenting a collection of items/objects of different colours and sizes. Pupils to group items according to colour and size Through leading questions, help pupils to describe the colour of objects they see. What colour is the pencil? e.g. This is a red pencil. What colour is this book? It is a green book. Through questions, pupils describe the sizes and shapes of things they see using describing words such as big, small, short (See content).	Pupils identify objects by size and colour. Pupils colour objects in pictures or drawings.

PRIMARY 1

SECTION 3

READING

General Objectives: The pupil will

1. read, understand and derive information from texts of varied nature
2. use reading techniques to understand information in books

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **PRE-READING ACTIVITIES** **Recognition/Discrimination of objects.**	The pupil will be able to: 3.1.1 recognise and identify various objects by shape, size, colour height and length.	Recognition/identification and discrimination of objects by shape size, colour, height, length Shape: round, square Length/height: long, tall, short Size: big, small Colour: red, blue, green etc.	Improvise and use various pre-reading materials: sort boxes, pictures concrete objects, etc. Guide pupils to recognise objects and pictures that are the same/similar Pupils to show differences or similarities among objects/pictures by shape, size, colour and height Pupils play games involving recognition and discrimination by shape, size, length and colour	Pupils sort objects according to shape, size colour, height, length.
Manipulating Objects (Kinaesthetics)	3.1.2 draw/model or paint various objects that interest him/her.	Drawing, modelling, painting and making various patterns/objects	Use art and other handiwork periods to enable pupils use their hands and imagination to draw, model or paint patterns/objects. Pupils choose their own pictures for drawing or modelling Use stencil of the letters of the alphabet. Pupils match shapes	Pupils to draw, model or paint specific objects/patterns Pupils match stencils of the letters of the alphabet to letters and words
	3.1.3 identify letters of the alphabet, their sounds and associated objects.	Matching the shapes of letters Associating letters with their sounds and objects; five letters at a time e.g. letter B, sound of the B and the picture of ball	Guide children to imitate the some animals.	Pupils produce sounds of particular letters.

35

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **PRE-READING ACTIVITIES**	The pupil will be able to: 3.1.4 solve a variety of jigsaw puzzles.	Solving various puzzles in pairs, small groups or individually. Jigsaw puzzles, single picture puzzles, multiple picture puzzles, geometrical shape puzzles etc.	Make or find simple jigsaw puzzles of pictures. Mount them on hard cards and cut into various shapes. Teacher shows a picture of the puzzle and demonstrates how to solve a picture puzzle. Looking at the picture, pupils in pairs/groups to solve the jig-saw puzzle	Pupils practise solving other puzzles: single picture puzzles: multiple picture puzzles, geometrical shaped puzzles.
Reading pictures and talking about them. **.**	3.1.5 tell the similarities and differences between objects.	Making generalisations from observed relationships, e.g. pointing out what ducks, chickens and others of their kind have in common and classifying them Playing games that will help develop concept building e.g. Animals with tails, animals that live in the house, etc.	Let pupils observe two pictures/objects closely and say what similarities and differences there are between them. Let pupils observe objects and identify similarities Pupils to give names of animals and other items to fit description given by teacher: animals that live in the house: animals that have tails etc.	Let pupils observe and tell the similarities or differences among objects in the classroom.
	3.1.6 say what a picture represents.	Reading pictures.	Prepare various picture cards/showing various and actions. Make the pictures very clear colourful and attractive Pupils observe and talk about the pictures and tell the story behind the pictures.	Pupils to be given a set of pictures to observe and tell what they see or what is happening in the pictures.
Language Games	3.1.7 play a variety of language games observing their rules.	Variety of language games and their rules.	Prepare various language games. Introduce the games and guide the class to play them. Make the games competitive to generate interest.	Pupils to take part in a specific game e.g. Matching pictures.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **PRE-READING ACTIVITIES** **Turning Over the Pages of a Book (picture scrap books)**	The pupil will be able to: 3.1.8 turn over the pages of a book by opening gently from right to left. .	Scrap books containing pictures of various objects and actions Observing pictures of various objects and actions, and saying what they represent.	Prepare scrap books out of magazine pictures. Cut out and paste pictures on paper. Use magazines with brightly coloured pictures. Guide pupils to prepare their own scrap books. Teach pupils the techniques for opening a scrap book/other books i.e. gently from right to left. Pupils to turn over the pages of a given book and locate a particular picture mentioned by teacher e.g. In this book there is a picture in which some boys are playing football. Find it.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **INTRODUCTION TO FORMAL READING** **Phonological Awareness** **Letters of the Alphabet**	The pupil will be able to: 3.2.1 identify, read and arrange letters of the alphabet appropriately.	Flash/word cards, templates/stencils of letters for pupils to study.	Use flash/word cards, templates and stencils of letters for pupils to identify letters of the alphabet. Guide pupils to read the letters Pupils use letter templates/stencils to trace and write their names and read them.	
Picture/Object and Word Matching	3.2.2 match pictures/objects with words.	Picture-word jigsaw puzzles.	Make picture-word jigsaw puzzles. Guide pupils to match them with objects in the classroom/home	
Word Recognition	3.2.3 recognise words on given cards.	Word/flash cards on words taught	Prepare a number of word cards to be used, beginning with names of objects in the classroom/home.	
	3.2.4 group cards bearing the same words together .	Matching words with words.	Guide pupils to recognise words on flash cards. Pupils group words together. Make 2 copies each of familiar words and put them into two separate boxes. Make sure both boxes have the same number of words.	Individuals/groups interpret pictures.
	3.2.5 identify words with identical sounds at the initial position.	Words with similar initial sounds e.g. cat, coat, king, she, shore, shut.	Let pupils in turn pick a word from one box and find matching word from the other box. Pupils compare words with similar initial sounds e.g. boy, box, balloon, bowl. Use pictures and real objects.	
Simple sentences of about for words	3.2.6 read simple sentences of about four words.	Reading short and simple sentences made up of words pupils have learnt to speak.	- Read sentence(s) out to pupils. - Drill the sentence(s) - Pupils identify sentence(s) and words from word cards, sentence cards and from the chalkboard.	Pupils read words and sentences.

PRIMARY 1

SECTION 4

WRITING AND COMPOSITION

General Objectives: The pupil will

develop and demonstrate good handwriting (penmanship)

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **WRITING PATTERNS FOR MUSCULAR CONTROL AND HAND-EYE CO-ORDINATION**	The pupil will be able to: 4.1.1 make given patterns, trace and draw various objects.	Wrist control in letter writing and pattern drawing in the sand tray/on arm boards. Tracing given shapes, writing in the air, in sand tray, on arm boards and on chalk board Writing in continuous form as in m: mmmmmmmmmmm e: eeeeeeeeeeeeeeeee w: ///////////////	Create a sand tray section in the classroom or on the veranda Guide pupils to trace/draw patterns Guide pupils to write letters in the air in the sand tray and on arm boards. Write on arm-boards or on the chalkboard for pupils to trace. **Note**: Use copy books where available	Pupils to trace/reproduce a given shape or pattern. Pupils to write/draw patterns/objects on arm boards/in copy books.
UNIT 2 **COPYING LETTERS AND SIMPLE WORDS**	4.2.1 copy letters and words correctly in lower case and upper case. 4.2.2 match lower case and upper case letters.	Copying given letters of the alphabet in lower case. Copying given letters of the alphabet in upper case Matching lower case and upper case letters	Pupils to copy letters of the alphabet in lower case (5 at a time). Pupils to copy letters of the alphabet in upper case (5 at a time) Pupils in groups, to match lower case and upper case letters.	Pupils to write out given letters many times Pupils, individually to match lower case and upper case letters.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) **COPYING LETTERS AND SIMPLE WORDS**	The pupil will be able to: 4.2.4 copy the names of objects.	Copying names of objects	Pupils mention the names of objects in and around the classroom. Teacher writes these on the chalkboard and assists pupils to read/copy.	Pupils to write out given words and names many times, (**NOTE**: Let pupils also write the names of the days of the week)
UNIT 3 **DRAWING AND LABELLING**	4.3.1 draw simple objects and label them.	Drawing simple pictures of pupils themselves, various objects and their labels	Use picture cards earlier used in reading lessons as well as labelled pictures in the pupils' textbooks Pupils to bring selected objects from home, identity them, draw them and label them by writing the appropriate names of the objects. **NOTE** Assist pupils to write correct words for the labels.	Pupils to draw objects such as themselves, a parent etc. and label them with the appropriate names. (Names of people begin with upper case letters).
UNIT 4 **COPYING SHORT MEANINGFUL SENTENCES**	4.4.1 copy short meaningful sentences.	Copying short meaningful sentences on values and right attitude e.g. honesty, watchfulness. Use sentences that pupils will easily understand e.g. Early to bed, early to rise.	Ensure pupils write boldly with good spacing. Give a lot of help in writing Explain the importance of the values and attitudes in the sentences before pupils begin copying the sentences.	Pupils to copy given sentences on values and attitudes.

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 knowledge

    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 a minimum of 15 simple picture/story books

    iv.   express/answer simple questions and write views on stories read and the characters in them

    v.   talk and write about books read

3. **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 procedure and care for books.

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

    A library could be a room full of books or a simple collection of books neatly arranged in cupboards, cartons or boxes and available for pupils to read Teachers can start a class/school library with scrap-books made by 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 Committee

Past Pupils

Churches and Other Organisations

Philanthropists

Ghana Library Board

Ghana Book Trust

Non-Governmental Organisations (NGOs) such as:

World Vision
Plan International
Save the Children Fund
The Rotary Club
Valco Fund
European Economic Community
Friedrick Edert Foundation
Fredrick 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 other approaches to generate interest in library 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,
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 in library reading.
vii.   selecting comprehension passages from class library books for terminal examinations and continuous assessment tests and tasks.

9. **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.

PRIMARY 2

SECTION 1

LISTENING AND SPEAKING

General Objectives: The pupil will

1.   develop confidence in listening and speaking.
2.   increase ability to express him/herself orally
3.   respond to and appreciate songs and other literary materials
4.   develop creative talents
5.   develop the co-operative spirit of learning in a team

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **LISTENING, SINGING SONGS, RECITING RHYMES AND POEMS**	The pupil will be able to: 1.1.1 listen attentively to songs, rhymes/ poems 1.1.2 sing songs and recite rhymes/poems with correct stress and rhythm	Carefully selected songs/ rhymes for listening and recitation with correct stress and rhythm. Sing songs and recite rhymes/poems with correct stress and rhythm.	Select suitable materials for listening, singing/recitation. e.g. *"Row, row, row your boat. "Twinkle, twinkle little sta*r*" Sing songs, recite rhymes/poems, tapping and clapping, to the rhythm. Pupils sing songs and recite rhymes/poems with gestures tapping and clapping to the rhythm. Guide pupils to pronounce words correctly in songs, rhymes/poems with particular reference to stress, rhythm and contrast in stress and rhythm. Pupils beat time to rhymes and songs.	Pupils to sing songs and recite rhymes/poems learnt.
	1.1.3 talk about and act whole/parts of songs/ rhymes/ poems	Talk about songs, rhymes and poems. Act whole or parts of songs/ rhymes/poems.	Let pupils talk about the songs, rhymes and poems through questions such as e.g. Do you like the rhyme? Why do/don't you like it? Organise pupils to dramatize whole/parts of rhymes/poems/songs.	Pupils clap to rhythm of songs/poems. Pupils to dramatize/act parts of songs, rhymes/poems.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **LISTENING, SINGING SONGS AND RECITING RHYMES AND POEMS**	The pupil will be able to: 1.1.4 develop and say a line of rhyme/poem song of their own	Develop rhymes/poems/ songs/jingles on chosen topics e.g. the school drums, the market/birds/rain, HIV/AIDS. Ideas for rhyme/ poem/songs Say a line of rhyme, song, poem etc on their own.	Guide pupils to choose a topic, then through brainstorming, let them bring out their ideas about the topic e.g., the market – the noise, the people (young and old) make, the items, the cries of traders to attract customers to their wares etc. Write all ideas on the chalkboard. Help pupils to re-organize the ideas on the board to form short rhymes, poems, and jingles of about five lines. Lead pupils to say a line of rhymes, poems, songs they have developed on their own. Pupils to tell the story behind the song or rhyme. Encourage pupils to try developing their own poems/rhymes/songs/jiggles at home.	Create scenarios for pupils to come with their own rhymes/ poems/songs. Pupils tell the story heard.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **STORY TELLING**	The pupil will be able to: 1.2.1 listen to simple stories and state some of the key words, issues and values in the stories.	Listen to simple and interesting stories and identify key words, issues and values in stories.	Pupils select suitable and interesting stories, tell stories to class, identify key words and morals. Pupils identify key words, issues and moral in stories heard.	Pupils state some of the key words, issues and values in stories.
	1.2.2 read simple stories and retell them with actions and dramatization	Reading/retelling and dramatizing simple stories read/heard. **NOTE:** Supplementary readers will be useful here	Assist pupils to read/retell story and illustrate it with actions/demonstrations, pictures/sketches/puppets/toys, realia, etc. Assist pupils to dramatize/mime whole/parts of story. Guide pupils to tell their own stories. Talk about stories read/heard.	Pupils read/retell stories to class individually.
	1.2.3 dramatize whole/parts of, or imitate actions and sounds in a story.	Dramatizing whole/parts of stories and imitating actions/sounds in stories <u>Stories about:</u> people places animals home and everyday activities school activities occasions/events/parties **NOTE**: Stories should have some values e.g. patriotism	Pupils dramatize whole/parts of story. Imitate actions/sounds. Pupils answer questions on story. Draw/model actions/scenes from stories read/told.	In pairs/groups, pupils dramatize/mime stories read/heard. Draw/Model actions/scenes from stories. Pupils role-play scenes from stories heard/read to bring the moral values.
	1.2.4 talk about places visited.	Visits/excursions to different places: the zoo, harbour, forest, market/shops, post office, children's park, etc.	Teacher takes pupils on excursion. In groups, pupils talk about what they saw during the excursion.	Pupils draw what they saw during the excursion.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **CONVERSATION**	The pupil will be able to: 1.3.1 talk about or describe people, things, places, topics, occasions, pictures, events and things, using correct/appropriate language.	Talking about and describing people, things, places, occasions, pictures, events and everyday activities at home/school. Games e.g. football, table tennis, hop scotch, ampe	Assist pupils to talk about people they know, their names, where they live and the work they do. Let pupils talk about/describe places they have visited, things they have seen or done, pictures they have seen, and occasions they have witnessed at home/school. Help pupils use appropriate vocabulary. Encourage the class to ask questions as each pupil talks to class on any of the above topics. Pupils to talk about places, events, occasions, games and other activities at home/school. Class asks questions.	Pupils in pairs demonstrate greetings and responses using "Happy Birthday". "Happy Easter", "I wish you speedy recovery" In pairs/groups, pupils talk about people they know, places they have visited and occasions they have witnessed.
Making Polite Requests	1.3.2 make polite requests/enquiries using "May I" and other forms.	In making polite requests and enquiries we use 'May I' e.g. May I go out? May I come with you? May I please borrow your pencil? May I sit by you please? Esi, may I go with you?	Revise commands and requests with pupils (Primary 1, Sect. 2, Unit 3) Teacher explains when to use "May I" and "please". Pupils to make requests using "May I"	In pairs/groups, pupils demonstrate how to make polite requests and enquiries using "May I".
Days Of The Week	1.3.3 mention the names of the days of the week in chronological order. 1.3.4 use "yesterday", "today" and "tomorrow" appropriately.	Days of the week beginning from Sunday to Saturday. Concept of yesterday, today and tomorrow.	Pupils to mention the names of the days of the week in chronological order. (Teacher gives assistance where needed) Help pupils to learn the concept of yesterday, today and tomorrow. Pupils name the days, the day before (yesterday), the day (today) and the following day (tomorrow).	Pupils use yesterday, today and tomorrow in simple sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) **CONVERSATION** **Telling Time**	The pupil will be able to: 1.3.5 tell time by the hour.	Time by the hour: 1 o'clock, 2 o'clock, 3 o'clock etc.	Assist pupils to tell time by the hour using a model clock. Pupils individually tell the time as teacher changes the time on the clock. Pupils to tell what time they come to school and what time school closes.	Pupils tell the time by looking on the clock.
Observing Table Manners (Eating Habit)	1.3.6 demonstrate good eating habits.	Demonstrating good eating habits: Not speaking with the mouth full; not stretching your hand across the next person's plate etc.	Pupils to bring cutlery set to class, set a table for about three people. Discuss table manners through demonstration. Pupils to dramatize good eating manners.	Pupils bring out some eating manners.
Observing Personal Safety on our Roads	1.3.7 observe personal safety in crossing the road.	Road Safety e.g. crossing the road Walking on the road. (Ref. Primary 1, Sect 1, Unit 3) **NOTE:** Do not forget to deal with safety on the roads and in neighbourhoods in the villages.	Let pupils give answers to the following question: What are the dangers a person faces on the road especially in towns? What are some of the dangers a person faces on the roads and alleys in the villages? How do you cross the road? Assist pupils to observe the rules for crossing the road as follows: "Look left, then right and left again before crossing the road". Do not run, always walk when crossing the road Create a road scene in the class/school for pupils to practise crossing the road as shown above. **NOTE:** Assist pupils in the rural areas to develop safety measures for using roads and alleys in their neighbourhoods.	Pupils in turn describe the safe way of crossing the road in towns, cities and villages.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) **CONVERSATION** **Observing Safety Measures**	The pupil will be able to: 1.3.8 observe personal safety in dealing with strangers and neighbours	Observing safety precautions in dealing with strangers and neighbours. When a person you do not know gives you sweets, say No. - Do not accept lifts from people you do not know. -Do not enter the rooms of older men, older women and strangers alone. -Do not enter the rooms of people you live with in the same compound house. -Tell your parents if anyone does any bad thing to you. Most young persons who are molested are molested by people they know. These are people who live in the same house or people who live in the same neighbourhood with the young person.	Let pupils explain why it is important not to associate with people they do not know, and why they should not accept lifts from people they do not know. Encourage pupils to appreciate that some of these unknown people are bad and may take them away from their parents and they may not see their parents again. Some of these people may defile them and infect them with HIV/AIDS. Ask questions such as: - How do older people entice young persons into their rooms and other obscure places? - What should a young person do to avoid being molested by some bad people?	Pupils role-play how to behave or respond in the following situations: - a person (or persons) they do not know, calls them to come into their car. - a neighbour asks them to go and buy an item and send it to his/her room. - an older person gives him/her toffee and takes him/her to a room or place s/he doesn't know.
	1.3.9 state what to do to avoid being molested	Using assertive skills: Saying No!; using refusal; threatening to tell your parents; shouting for help if necessary	Take pupils through the points in content to let them acquire the necessary assertive skills in such situations.	Pupils to tell how they can avoid being molested.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **DRAMA**	The pupil will be able to: 1.4.1 tell simple stories, mention the title, scenes, and talk about events and things in a story. 1.4.2 dramatize/act/role-play whole/parts of stories, scenes, events.	Tell/read plays. Talking about/ (author), title of book, scenes, events and things. Dramatizing/acting/role playing whole/parts of stories/scenes/ events.	Select suitable and interesting reading material for listening. Assist pupils to tell/narrate stories/events. Teacher/pupils describe events, scenes and things in stories read/heard. Guide pupils to perform simple actions in stories/scenes/events. Organise pupils to dramatize act/role-play whole/parts of stories/scenes/events. Organise pupils into groups and assist each group to select and dramatize scenes for class. Let pupils answer questions on scenes dramatized to bring out the moral values. Encourage free expression.	Pupils to do simple narration/description and dramatise/act/role-play whole/parts of stories/scenes/events. In pairs/groups, pupil discuss book describing things they like/not like about the book. Individual/groups to dramatize whole or parts of stories/scene for class.

PRIMARY 2

SECTION 2

GRAMMAR

General Objectives: The pupil will

use grammatical forms correctly in speech and in writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 NAMING WORDS **(Nouns)**	The pupil will be able to: 2.1.1 identify nouns as naming words and use them correctly in sentences.	Nouns as naming words used for people, places and things e.g. Names of People: Aba, Kafui, Ackah, Abla, Naki, Ali, Salamatu, Nafi Names of Places: Airport, Church, Mosque, Harbour, Accra, Football Park, Community Centre, Accra, Keta, Tamale. Names of Things: trees, chairs, tables, chalkboard, pencils, pens, dogs, birds, radio.	Introduce nouns to pupils by asking them to mention names of things in the school/home; their own names, names of parents, friends and pets. Write the names on the chalkboard as pupils mention them. Let pupils read the words on the chalkboard individually and in groups. Pupils to classify names on chalkboard according to people, places or things. Pupils form simple sentences using names of things people and places.	Pupils write the names of their mothers and one other person (father, brother, sister, aunt etc.), and the names of things and places they know. Pupils write sentences and underline the nouns in them.

51

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **DOING WORDS** **(Verbs)**	The pupil will be able to: 2.2.1 use doing words (verbs) correctly in simple sentences.	Using doing words such as come, go, sit, play, jump, dance, write, sweep, read, eat, drink, sing, shout, cry etc.	Introduce verbs to pupils through demonstration. Ask pupils to perform certain actions and tell what they are doing e.g. T: Aba, sweep (sweeps) What are you doing? P: Aba, I am sweeping. T: Kaku, dance (dances). What are you doing? P: Aba, I am dancing. Write words expressing pupils' actions on the chalkboard. Pupils use doing words in simple sentences. Teacher writes some of these sentences on the chalkboard. Pupils read the sentences and identify the doing words.	Pupils in pairs perform actions using doing words. Pupils write sentences and underline the doing words in them.
UNIT 3 **QUESTIONS AND RESPONSES** **do, be, have**	2.3.1 use the various forms of "do, be, have" appropriately in questions and responses.	Using the various forms of "do, be, have" in questions and responses. Do you like oranges? Yes, I do/No, I don't Are you a school girl? Yes, I am/No, I'm not. Have you got a pencil? Yes, I have No, I do not have a pencil No, I haven't (used in speech)	Revise 'Wh' questions and responses. What is your name? Who are you? Where are you going? Teacher introduces various questions with "do", "be" and "have" with appropriate responses as in content Pupils make up corresponding sentences with "do", "be" and "have". Write questions and responses on the chalkboard. Pupils to repeat correct questions and responses.	In pairs/groups, pupils ask/respond to various questions using 'do, be, have'. Pupils answer questions using the appropriate responses.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT"D) **QUESTIONS AND RESPONSES** **(do, be, have)**	The pupil will be able to:		Introduce the negative of "have" as "have not" or "haven't". Pupils in pairs, one to ask a question and the other to respond in the negative. Listen to and guide pupils during their practice. Encourage correct pronunciation and intonation.	
UNIT 4 **DOING WORDS** **Present Continuous**	2.4.1 use the present continuous tense in simple sentences.	Using the Present Continuous Tense correctly and appropriately in simple sentences. Present Continuous: We <u>are learning</u> English She <u>is</u> <u>singing/clapping</u>. He <u>is sweeping</u>. We <u>are learning English now</u>. Now she <u>is singing</u>.	Revise Personal Pronouns and the Present Continuous Tense using appropriate situations/sentences. Make pupils aware that the Present Continuous Tense is used for activities in progress: I am standing in front of the class. She is writing on the board. He is talking. It is raining. You are sleeping in class. They are laughing. (See other examples in content) Teacher introduces "Now" in Present Continuous sentences. E.g. Now we are learning English. We are learning English now. Pupils to make up sentences in present continuous using "Now"	Pupils to use the present continuous tense in simple sentences. Pupils use present continuous including 'Now' in simple sentences. Pupils fill in blanks using the appropriate form of the verb.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **DOING WORDS** **Simple Past**	The pupil will be able to: 2.5.1 use the simple past tense correctly in simple sentences.	Simple Past The Simple past is formed by adding '-ed' to the verb e.g., He washed his shirt. She walked fast.	Introduce the simple past by giving examples in sentences, e.g. I walked to school. He climbed the tree. She danced. Make pupils understand that the Simple Past refers to actions completed at a definite time in the past and is formed by adding 'ed' to the verb. **NOTE**: Treat regular verbs alone in the lesson. Pupils in pairs, one gives a sentence in the simple present and the other changes it into the Simple Past e.g. I enter the classroom. I entered the classroom. Pupils to continue with other examples: I talk to my friend. I kick a ball. I wash my school uniform.	Pupils change sentences from the Simple Present into the Simple Past.
		Use of "yesterday" in simple past sentences.	Assist pupils to revise the concept of "yesterday". Introduce the use of "yesterday" in the Simple Past sentences. Teacher gives the first example, e.g. Yesterday, I visited my uncle. Pupils construct sentences in the simple past using "yesterday"	Pupils write sentences in the Simple Past using "yesterday"

54

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (CONT'D) **DOING WORDS** **Simple Past**	The pupil will be able to: 2.5.2 differentiate between the Present Continuous and the Simple Past.	Now he is <u>walking</u>. Yesterday he <u>walked</u>. We are <u>learning</u> English now. Yesterday we <u>learned</u> English They are <u>playing</u> football. Yesterday they <u>played</u> football. It is <u>raining</u> now. Yesterday it <u>rained</u>.	Use questions to guide pupils to construct their own sentences in the present continuous and in the simple past. Pupils in pairs, one gives an example in the present continuous and the other changes it into the simple past. (Teacher gives the first example)	Pupils change sentences in present continuous into Simple Past. Pupils change sentences in Simple Past into the Present Continuous as homework. Pupils to read their home work in class individually.
UNIT 6 **DOING WORDS** **Simple Present – In Repeated Action (Habitual)**	2.6.1 use the Simple Present and Simple present (Habitual) in sentences	Simple and Continuous forms of the Present Tense in sentences. <u>Simple Present</u> (Habitual) <u>Present Continuous</u> 1. I eat every day. 1. I am eating now. 2. We pray every day 2. We are pray-ing now 3. Afua cleans her teeth every day. 3. Afua is cleaning her teeth now. 4. The girls learn every day. 4. The girls are learn-ing now.	Revise the Present Continuous and the Simple past e.g. Now I am climbing a tree. Yesterday I climbed a tree. Pupils give further examples of present continuous and simple past (Primary 2, Section 2, Unit 5) Introduce the simple present in repeated action i.e. habitual. Teacher to use examples of simple present habitual. Pupils to give examples of sentences in simple present (habitual).	Pupils make sentences using the simple present to express actions that happen again and again (Habitual). Pupils in pairs, one gives the present continuous tense, and the other gives the simple present habitual tense.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 (CONT'D) **DOING WORDS** **Simple Present – In Repeated Action (Habitual)** **UNIT 7** **MORE PREPOSITIONS:** **Up, Down, Into, In front of**	The pupil will be able to: 2.6.2 use 'always' and 'everyday' in simple habitual sentences 2.7.1 use prepositions correctly in sentences 2.7.2 use the various prepositions appropriately in sentences and through actions	Use of "always" and "everyday" in habitual tenses. I <u>always</u> eat in the evening I <u>always</u> bath before I come to school Mother cooks <u>everyday</u>. Use of prepositions: e.g. in, on, under, near, behind. Use of prepositions such as up, down, into, in front of. Use of prepositions by placing or positioning things as indicated appropriately in sentences. e.g. The pen is <u>near</u> the cup The cat jumped <u>into</u> the room. He is standing <u>in front of</u> the table.	Introduce the use of 'always' and 'everyday' in sentences in content in the Simple Present Tense. Pupils to make up simple present sentences using always and everyday. Revise the use of prepositions e.g. in, on, under, near, behind. Using objects/items, demonstrates the use of in, on, under, near, and behind. Pupils pick up various things in the classroom e.g. pens, pencils, bottle tops, etc. and demonstrate the use of the above-mentioned prepositions. Using objects/items, teacher demonstrates the use of up, down, into, in front of. Through actions, or using various objects/items in the classroom e.g. pens, pencils, bottle tops, etc., pupils demonstrate the use of up, down, into, and in front of. Guide pupils to demonstrate the use of up, down, into, in front of appropriately. Pupils practise the use of the various prepositions. e.g. Put your hands into your pockets. Efua, stand in front of the class. He walked down the street. He climbed up the hill.	Pupils to use the prepositions appropriately in sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 **DESCRIBING WORDS** **Adjectives.**	The pupil will be able to: 2.8.1 identify describing words in simple sentences.	Describing words (adjectives) give more information about people, animals and things e.g. The <u>fair</u> boy is crying. The <u>small</u> cat is under the chair. Ama has a <u>beautiful</u> dress Choosing colours to describe fruits and vegetables e.g. orange pepper banana kontomire pawpaw carrots, etc Words of size to describe people/objects e.g. fat/slim big/small/ tall/short Examples of sentences with describing words. The <u>slim</u> boy is running. Ali is eating <u>green</u> pawpaw. Nyamekye has a <u>pink</u> dress. Describing position: First, second and third	Revise nouns (Ref. Primary 1, Section 2, Unit 1), pronouns (Ref. Primary 1, Section 2, Unit 7) and demonstratives (Ref. Primary 1, Section 2, Unit 8) Let pupils use nouns, pronouns and demonstratives in simple sentences Revise describing words (Ref. Primary 1, Section 2, Unit 9). Let pupils mention various fruits and vegetables. Write them on the board. e.g. mango tomato pawpaw carrots banana kontomire, etc. Pupils to describe the fruits using colours e.g. mango green yellow red tomato green red, etc. Let pupils explain that each colour describes a fruit or vegetable) Using real objects introduce words of size to describe people and objects e.g. comparing pupils, items: fleshy/slim dark/fair tall/long/short clean/dirty big/small Pupils to form simple sentences with describing words taught. Assist pupils to learn first, second and third as referring to number 1, 2, and 3.	Identify describing words in sentences. Pupils draw objects, colour and write simple labels under them using describing words e.g. a yellow orange etc.

PRIMARY 2

SECTION 3

READING

General Objectives: The pupil will

apply reading techniques to understand and derive information from texts of varied nature

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **RECOGNITION OF WORDS**	The pupil will be able to: 3.1.1 recognize and read various words.	Word/sentence cards. Identifying and reading words from cards. Arranging words written on cards to form sentences.	Make word cards bearing the words to be used to form sentences Pupils play games using the words learnt on word cards e.g. Word Bingo. Pupils pick up words on cards as teacher calls them out. Assist pupils to arrange themselves according to the order or the words to form a sentence after all the words have been picked. e.g. The girls are drumming. The boys are dancing.	Pupils form sentences using word cards. Pupils write selected words (i.e. cat, dog, car, boy, girl)

	3.12 read short sentences made up of four to six words.	Reading sentences written on cards and on the board. (between 4 – 6 words)	Make various sentence cards. Vary the number of words in the sentences
			e.g. The boys are playing.
			    The boys are playing football.
			    The boys are playing football on the field.
				Pupils read various sentences which have been taught from sentence cards and chalkboard.

	3.1.3 read short stories	Read short interesting stories.	Guide pupils to read the sentences on cards/chalkboard. Provide short stories for easy reading.	Individuals/groups read and answer questions.

58

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **PHONIC WORK:** **Recognition of sounds in known words – Vowels** **Sound Discrimination**	The pupil will be able to 3.2.1 identify sounds that make up words. 3.2.2 say which pairs of words have the same or different sounds.	Identifying words and sounds using pictures and real objects: car, bird, bell, cat, dog etc. Recognising different sounds in words, e.g. short and long vowel sounds as in bed /bed)/ bird /bɜːd/ bit /bit/ beat /biːt/ lip /lip/ leap /liːp/ hip /hip/ heap /hiːp/ cat /kæt/ cart /kaːt/ pot /pɒt/ port /pɔːt/ **NOTE**: The transcription is to help the teacher pronounce the words correctly: Correct word sounds can also be picked from dictionaries/computer.	Teacher prepares sets of words. Teacher says a word for pupils to repeat. Pupils identify and pick cards that represent particular sounds. Draw up minimal pairs, especially of words with easily confused sounds. Drill pupils to make the sounds, recognize and differentiate the sounds in words. Use rhymes and songs to show different sounds.	Pupils identify out words pronounced or indicate sounds made and repeat them. Pupils listen to a list of words and make the different sounds as in: e.g. lip (lip) - leap /liːp/ cat (kæt) - cart /kaːt/ pot (pɒt) - port /pɔːt/
UNIT 3 **INTRODUCTION TO READING COMPREHENSION** **Reading short Sentences in Passages/Poems**	3.3.1 read short sentences, respond to and answer questions on them.	Reading sentences on cards/the board/from course books and answering questions or performing actions to show their understanding.	Use sentences which have immediate relevance to the classroom/school situation. Pupils answer very simple questions and follow instructions based on what they have read. Teacher to use 'wh' questions to probe understanding of sentences read: "What" "Where" "Who:" "When"	Pupils answer questions based on poems/passages read.

PRIMARY 2

SECTION 4

WRITING AND COMPOSITION

General Objectives: The pupil will

1.	develop good handwriting/penmanship
2.	write letters of the alphabet in lower case and upper case.
4.	construct simple sentences using a substitution table.
5.	spell simple words orally and through blank filling exercises.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **COPY WORK:** **Copying Words Lower case and Upper Case**	The pupil will be able to: 4.1.1 make accurate copies of words in lower case 4.1.2 make accurate copies of words in upper case 4.1.3 use lower case and upper case letters appropriately in words and sentences	Copying words in lower case e.g. boy boy boy she she she Copying words in upper case. Upper case letters are used to write the first letter of a person's name, the name of a town/village, and the name of a country. The first letter of a sentence also starts in upper case. Meaning of first name and last name.	Write words boldly on the chalkboard. Guide pupils to copy the words correctly in lower case. Pupils to write the words on the chalkboard in upper case. Guide pupils to write their names – start with the first name. Go round to correct errors and guide pupils to write their second name. (First letter of each name should be upper case) Assist pupils to learn that for a name like 'Joseph Mensah, the first name is Joseph and the last name is Mensah. Pupils individually come to the chalkboard to write their names in full.	Pupils copy specific words a number of times. Pupils write their names and names of friends in full. Pupils write names of a given number of cities/ towns/villages they know and explain why each of these names starts with a capital letter (**Note**: Include the name of the city/town/village where the school is located in the names above)

60

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **COPY WORK: Copying Words in Lower case and Upper Case**	The pupil will be able to: 4.1.4 write all letters of the alphabet	Skills in writing the Letters of the alphabet.	Pupils to write the letters of the alphabet in lower and upper case.	Pupils find and copy sentences from a given substitution table.
UNIT 2 **COPYING FROM SIMPLE SUBSTITUTION TABLES**	4.2.1 find, read and copy sentences from a given substitution table in neat handwriting	Reading and copying sentences from substitution tables. <table><tr><td></td><td>boy</td><td></td><td>sleeping</td></tr><tr><td>The</td><td>man</td><td></td><td>walking</td></tr><tr><td></td><td>girl</td><td>is</td><td>dancing</td></tr><tr><td></td><td>teacher</td><td></td><td>reading</td></tr></table>	Make the substitution table very simple with sentences provided by pupils. Pupils read sentences from the substitution table. -Guide pupils to copy sentences from the substitution table. -Teacher goes round, checks and checks clearness, and spacing shows appropriate way for handwriting.	Pupils practise handwriting using sentences from the given substitution table.
The full stop.	4.2.2 use the full stop appropriately	Use of the full stop at the end of a sentence to show completion of an action.	Assist pupils to learn that a full stop is placed at the end of a sentence. Pupils copy sentences from the substitution table above and insert the full stop.	

Supplying Missing Letters and Words	4.2.3 fill in blanks with letters and words correctly	Filling in blanks with words in simple sentences.	Pupils practise blank-filling exercises using letters, words and sentences produced by pupils themselves.
			
			Pupils fill in blanks with letters/words e.g.
			    Sch - ol
			    Cl-ss - oom
			    Kofi - a boy
			    This – a new dress
				Pupils fill in blanks with appropriate letters/words.

UNIT 3 **SPELLING AND DICTATION**	4.3.1 spell simple two, three or four letter words	Spelling drill on simple and familiar words; spelling games using the computer.	Teacher reads out simple words (two to four letters) for pupils to spell. Design simple materials in spelling using books/dictionaries/ the computer. Teacher reads out words for pupils to write on the board or in their exercise books. **NOTE:** Select words from reading text and from story books they read.	Pupils correct mis-spelt words/re-arrange jumbled words.

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, in 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 a minimum of 15 simple picture story books

   iv.   express/answer simple questions their views on stories read and the characters in them;

   v.   talk and write about books read.

3.   **General Guidelines on Library Work**

   (i)   introduce pupils to books/library

   (ii)   Teachers should introduce pupils to books with special emphasis on handling and car.

   (iii)   Introduce pupils to the class/school library and how it is organised

   (iv)   Pupils should also be educated on library rule, such as borrowing procedures and care for books.

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 teacher 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 Committee

Past Pupils

Churches and Other Organisations

Philanthropists

Ghana Library Board

Ghana Book Trust

Non-Governmental Organisations (NGOs) such as:

World Vision
Plan International
Save the Children Fund
The Rotary Club
Valco Fund
European Economic Community
Friedrick Edert Foundation
Fredrick 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 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 in library reading.
vii.   selecting comprehension passages from class library books for terminal examinations and continuous assessment tests and tasks.

9.   **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.

PRIMARY 3

LISTENING AND SPEAKING

General Objectives: The pupil will

1. develop confidence in listening and speaking and read a variety of texts.
2. increase ability to express himself/herself orally
3. respond to and appreciate songs and other literary materials
4. develop creative talents

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **LISTENING TO POEMS, DIRECTIONS AND INSTRUCTIONS**	The pupil will be able to: 1.1.1 listen attentively to poems and recite them with correct stress and rhythm	Selected poems for listening and recitation, with correct stress and rhythm.	Pupils listen to teacher recite appropriate poems. Pupils repeat the poems after teacher	Pupils perform actions in poems learnt
Listening to Poems	1.1.2 tell what poems are about	Telling the meaning of poems based on words and accompanying actions.	Through questions, assist pupils to explain what the poem is about. Pupils recite poems and perform the actions in them.	
	1.1.3 explain the key words and state values in poems	Key words and moral in poems/values.	Assist pupils to - identify key words in the poems - explain the meaning of key words in the poems - identify the moral values in the poems -state relevance of poem to real life	Pupils use key words in poems in simple sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **LISTENING TO DIRECTIONS AND INSTRUCTIONS**	The pupil will be able to: 1.2.1 listen attentively to simple instructions and carry out the instructions	Listening to and carrying out simple instructions of not more then ten words. Examples of instructions: Go to the cupboard, pick a green (or red) book and give it to Mary/Lariba/Osei. Pick up your chair, take it to the door and sit on it.	Teacher gives simple instruction to class and guides class to carry out the instruction) Use the example in the content and other appropriate ones) Using other examples, teacher gives instructions to pupils individually and guide them to carry out the instructions. In pairs, one pupil gives an instruction, the other carries out the instruction.	Pupils to give and carry out instructions in groups
Listening to and Carrying Out Directions	1.2.2 pupils issue/give directions directly	Showing a friend or visitor where to go, where to turn etc. to get to a specific place. Examples: - how to get to the head-teacher's office. - how to get to the post office	Guide pupils in correct pronunciation, stress and intonation as they give the instructions. Teacher gives simple directions to pupils in groups, e.g. Go outside the classroom, turn left and go to the second door on the left.	Pupils practise giving and following directions.
	1.2.3 listen attentively to directions and carry them out	Listening carefully to directions and giving clear and correct direction.	Give other directions to individual pupils using 'turn left', turn right', 'go forward', 'look for a blue door on your right', (or look for a big tree on your right) in pairs, one pupil gives directions and the other follows the directions to a specified place.	In pairs, pupils give directions to specified places

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **STORY TELLING**	The pupils will be able to: 1.3.1 state some of the key words, issues and moral in stories	Listen to simple and interesting stories and identify key words and issues in the stories.	Pupils select suitable and interesting stories, retell stories to class, identify key words and activities.	Pupils tell stories about events they have witnessed and stories they have read or heard to class.
	1.3.2 read simple stories and retell them with actions	Retell simple stories using miming and demonstration.	Pupils retell simple stories with appropriate, actions, gestures and demonstration.	In pairs/groups pupils dramatize/mime stories in class.
	1.3.3 dramatize/mime whole/parts of, or imitate some actions and or sounds in a story	Dramatizing/Miming whole/parts of, and imitating actions and/or sounds in stories Stories about people places animals home and every day activities school activities occasions/events/parties Visits/excursions to different places: zoo, harbour, forest reserves, market, shops, post office, children's park etc. Language Use -Use of the past tense in stories -use of adverbs and nominal adjectives to enhance narration. **NOTE**: Stories to aim at teaching values e.g. Dissemination, gratitude unwillingness to hurt other people.	Guide pupils to tell their own stories and also talk about stories read/heard Post Story-Telling Activities Retell whole/parts of a story Dramatize/mime whole/parts of a story Imitate actions/sounds in a story Pupils answer simple questions. Teacher take pupils on excursion to places of interest. Individuals talk about what they saw on the excursion to class and class to ask questions. **NOTE:** Encourage free expression. Note and correct only gross errors in grammar/ pronunciation after narration telling.	Draw/model scenes from stories read/told.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **CONVERSATION**	The pupils will be able to: 1.4.1 talk about people e.g. (parents friends siblings), of using correct and appropriate language.	Talking about people: their features, abode etc.	Use questions to assist pupils individually, to talk about their parents or other relatives, their friends. Class asks questions.	Pupils talk about parents, other people using appropriate language
Talking about processes	1.4.2 talk about selected processes and issues concerning the home and life generally.	Processes: - cooking, polishing shoes, washing clothes, etc. The home and everyday activities: Safety in the home/school Personal safety – care in dealing with strangers	Led with questions, pupils individually, talk about selected topics on processes in the home and on personal safety etc. Class asks question for clarification and to sustain interest.	
Giving accurate descriptions	1.4.3 give accurate description of a friend.	Describing a friend in detail paying attention to features and other characteristics.	Pupils individually describe their friend; appearance, school, favourite subjects, food, hobbies etc.	In pairs/groups pupils describe persons they know.
Months of the year.	1.4.4 state the names of the months of the year in chronological order	Names of the months of the year in chronological order.	Assist pupils to learn the names of the months of the year in chronological order (3 months at a time).Pupils individually, to state the months of the year in chronological order.	Pupils mention the names of the months of the year (3 at a time) Pupils state name of the month in which the lesson is being taught. -Pupils tell the months in which they were born.
Names of major rivers	1.4.5 state the names of some major rivers in Ghana.	Some major rivers in Ghana: River Volta River Pra River Ankobrah Riverr Densu Language use Simple, present tense active and passive forms, descriptive words.	Pupils to mention the name of the river or stream in the area, or close to the area where the school is. Pupils to mention the names of the some major rivers in the country	Pupils to find out the names of some other rivers in the country.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) **CONVERSATION**	The pupils will be able to :			
Names of cities	1.4.6 mention the names of some cities, towns and villages.	Cities and Towns: Accra, Kumasi, Sunyani, Tamale, Bolgatanga, Wa, Bawku, Takoradi, Axim, Ho, Keta, Cape Coast, Koforidua.	Pupils mention the name of the city, town or village where their school is located as well as the names of some cities, towns and villages.	Pupils mention the names of some cities, towns and villages.
Telling the time	1.4.7 tell the time	Telling time by the clock Time by the hour Half past Quarter past Quarter to	Using a clock face, assist pupils to tell time by the hour. Assist pupils to learn to tell the time using expressions such as: - half past - quarter past - quarter to	Pupils to do exercises involving time.
Making polite requests	1.4.8 make polite requests and enquiries	Make polite requests and enquiries using "May I", "Can I", "Can you", "Will you", e.g. May I go out? May I sit down? Can I sit down? Can you eat the food? Can she go now? Can you give me the book? Will you come with me? Will you bring me the chair?	Demonstrate the use of polite requests/enquiries by creating relevant situations for the occasion using 'May 1?, "Can I?' and 'Will you?' Pupils in pairs, one-makes a request with 'May I', the other responds with 'Yes, you may'. Pupils in pairs, one makes a request/enquiry with 'Will you' the other responds with 'Yes, I will	Pupils make polite requests in given situations using "May I', "Can I" and "Will you"

	1.4.9 Engage in conversation using at least 2 of the following;
	  - names of towns
	  - months
	  - time
	  - name of rivers, lakes
		Conversation involving
		Months of the year
		Time
		Names of towns/village
		Names of rivers/lakes etc.
			In groups, pupils carry out conversation using two of the topics.
			
			Language use:
			-Correct use of modal auxiliaries
			-prepositions
			adjectives
				Pupils engage in conversation using at least two of the following:
				- months of the year
				- time
				- names of towns/villages/cities
				- Names of rivers, lakes
				  etc.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **DRAMA**	The pupil will be able to: 1.5.1 Perform a sketch from stories told/heard/read. 1,5.2 identify key issues and lessons in a sketch.	Sketch from an interesting story Key issues/moral and other value in a sketch. e.g. selflessness, care for public property and service.	Through questions, teacher guides pupils to develop a sketch Pupils to perform the sketch developed (Encourage many pupils to participate) Pupils identify key issues in the sketch performed. Pupils identify the moral/other lessons in the sketch and explain their importance in real life.	Pupils perform sketches from stories told, heard or read.

PRIMARY 3

GRAMMAR

General Objectives: The pupil will

1. use grammatical forms correctly in speech and in writing

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **NOUNS – NUMBER**	The pupil will be able to: 2.1.1 distinguish between the singular and plural forms of nouns.	Singular and plural forms of nouns. The plural is generally formed by adding 's' to the word e.g. Singular | Plural boy | boys girl | girls chair | chairs table | tables dog | dogs cat | cats bottle | bottles	Pupils name things around them for teacher to write on the chalkboard Assist pupils to know the distinction between singular and plural (Singular refers to one thing; plural refers to more than one thing) Using demonstration, introduce the plural form of nouns on the chalkboard to class. e.g. Show a book to the class and say: 'This is <u>a book</u>' (singular) Add two or more books 'These are <u>books</u>' (plural)	Pupils write short sentences using singular and plural forms of nouns.
	2.1.2 use the singular and plural forms of verbs correctly in speech and in writing		Pupils take turns to give the plural forms of nouns on the board. Pupils to use plural forms of nouns in simple sentences.	Pupils write the plural forms of nouns provided by teacher in their exercise books and use them to form sentences.

71

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **NOUNS – NUMBER**	The pupils will be able to: 2.1.3 form the plural of some nouns which do not take 's' for the plural but rather change the form of the word	Some nouns do not take 's' for the plural but instead change their forms e.g. Singular | Plural man | men woman | women child | children knife | knives tooth | teeth louse | lice mouse | mice die | dice	Teacher assists pupils to identify nouns for which the plural is formed by a change in the noun, rather than the addition of 's' Pupils give the plural for nouns such as man, woman and tooth. Using the changes noted above, teacher assists pupils to learn the plural for all nouns listed in the content.	Pupils write the plural for child, man, tooth and knife in their exercise books.
	2.1.4 use plural forms of irregular nouns in speech and writing		Pupils individually, to use the plural forms in the list in simple sentences.	
UNIT 2 **VERB TENSE FORMS** **SUBJECT-VERB AGREEMENT**	2.2.1 identify the correct verb and pronoun agreement.	Verb and pronoun agreement: I eat We eat You eat You eat He/she/it eats They eat In the simple Present Tense, the third person singular verb takes an 's' e.g. He/She/It dances. Efua likes rice Doh likes fufu.	Through examples help pupils understand that verbs agree with nouns/pronouns which go with them. Assist pupils to know when to use 'it' Pupils give sentences in the third person singular, ensuring verb/pronoun agreement. Pupils form their own sentences with given verbs and pronouns. Teacher writes them on the chalkboard.	Take home assignment: Pupils complete the following sentences using the correct verb forms: Kofi (like) to dance highlife Afi (walk) to school in Accra.
	2.2.2 use the correct form of the verb to agree with the noun/pronoun in simple sentences.	However, in the Simple Present tense, the first and second persons always take the verb in its bare form e.g., I cook rice everyday. We cook rice everyday. You go to church on Sundays You all go to church on Sunday	Teacher guides pupils to correct errors.	You (are/is) laughing He dance/dances I (like/likes) mangoes

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) **VERB TENSE FORMS**	The pupil will be able to:	Nurse work in the hospital. **NOTE:** The correct form of the verb should agree with the nouns or pronouns in simple sentences. Verb Tense agreement: I go to school. You go to school on Monday. Efua sells in the market. Doh likes fufu. We cook rice everyday. You all go to church on Sundays. Nurses work in the hospital.	Using substitution table like the one below, assist pupils to form sentences orally in class. <table><tr><td>He</td><td>goes</td><td rowspan="4">to</td><td>work</td><td>everyday</td></tr><tr><td>Dela</td><td>travels</td><td>the market</td><td>on Sundays</td></tr><tr><td>I</td><td>go</td><td>Accra</td><td>every Friday</td></tr><tr><td>We</td><td>come</td><td>school</td><td></td></tr></table>	In turns, pupils form sentences from the substitution table. Pupils write sentences from the table in their exercise books.

UNIT 3
VERB TENSE FORMS:
 	
Simple Past
	2.3.1 distinguish between the Simple Present and the Simple Past Tense Forms.
	
	2.3.2 use the Simple Past tense correctly.
		Distinguishing between Simple Present and Simple Past Verb Tense forms.
		
		<u>Simple Past</u>
		We use the Simple Past Tense to express an action that took place at a definite time in the past.
		e.g. She came last week.
		    Awuah did his homework last night.
		    Kafui cried yesterday.
		
		We form the Simple Past Tense of most verbs with –ed or –d.
		e.g. enjoyed, worked, liked.
		NOTE: Some verbs take different forms in the Simple Past.
		e.g. go – went; sing – sang see – saw; buy - bought
			Introduce the Simple past by changing pupils sentences from the Simple Present to the Simple Past.
			e.g.:
			I <u>wash</u> my clothes
			I <u>washed</u> my clothes
			
			I <u>go</u> to school
			I <u>went</u> to school
			
			Use questions to elicit similar sentences. Write examples of pupils' sentences in the simple Present and Simple Past on Chalkboard.
			
			Working in pairs, one pupil gives a sentence in simple present, the other changes it to simple past.
			
			Introduce the simple past of irregular verbs in the content.
			Pupils to use the simple past of irregular verbs in sentences.
				Pupils change sentences in Simple Present into Simple Past.
				
				Pupils fill in blanks with either simple present or simple past forms of verb.
				
				Pupils write sentences in the simple past tense.

73

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) **VERB TENSE FORMS:** **Simple Past** **Past Continuous**	The pupil will be able to: 2.3.3 use the Simple Past Continuous tense from correctly.	<u>Past Continuous</u> We form the Past Continuous Tense of most verbs by putting WAS/WERE before the –ing form of the verb,. e.g. They <u>were playing</u> 'ampe'. She <u>was learning</u> Mathematics. We use the Past Continuous Tense to express an action that took place over a certain period in the past. e.g. I was doing my homework the whole evening. Efua was crying the whole day. They were praying throughout the night.	Using examples, revise the present Continuous Tense and write some of the examples on the board e.g. The boy is sleeping. We are learning English. I am playing. Introduce the Past Continuous Tense by changing the Verb Forms in the examples on the chalkboard from Present Continuous to the Past Continuous, e.g. <u>Present Continuous</u> <u>Past Continuous</u> 1. The boy is sleeping. 2. We are learning English. 3. I am playing. 1. The boy was sleeping. 2. We were learning English. 3. I was playing.	Pupils change sentences from the Present Continuous to Past Continuous. Pupils fill in the blanks to complete sentences in the Past Continuous Tense in their exercise books.
UNIT 4 PREPOSITIONS **Below, above, over, in front of, behind, near**	2.4.1 use appropriate prepositions in sentences. 2.4.2 use the preposition 'over' appropriately	Below, above, in front of, behind, near. Preposition: over, that is, from one side to the other side.	Through simple commands, assist pupils to demonstrate the use of "behind" and near". Through demonstration, assist pupils to learn the use of 'over' in practical terms e.g. Jump over the wall. Throw the ball over the table etc. Pupils demonstrate the meaning of 'over' by jumping over a ball and by using objects. Pupils make sentences using 'over'	In pairs, pupils practise the use of below, above, in front of, behind and near. In pairs, pupils practise the use of 'over' in sentences and commands.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **EXPRESSING THE FUTURE**	The pupils will be able to: 2.5.1 express the future using "Will"	Expressing the future using "Will". e.g. I will celebrate my birthday tomorrow. My brother will come tomorrow. Kofi will eat rice this evening	Explain the meaning of tomorrow'. Introduce the use of 'will' to express the future as in: I will eat rice tomorrow. You will go to school on Monday. He will leave for Nairobi Tomorrow Pupils individually give examples of sentences expressing ideas in the future.	Pupils write five sentences about things they will do in the future. Pupils practise asking and responding to questions correctly using expressions showing the future. In pairs/groups, pupils ask and answer questions based on the future.
UNIT 6 **QUESTIONS AND RESPONSES (USING THE FUTURE TENSE (Expressing the future)**	2.6.1 answer Yes/No questions correctly using the expressions that show the future.	Answering Yes/No Questions correctly using the Future Tense e.g. Will you go to the Library tomorrow? Yes, I will. No, I won't. Will you do your home wok tonight? Yes, I will No, I won't	Pupils change the following sentences to express the future: We come to school every day. Kofi plays football every afternoon. I eat rice very evening. Ask pupils to come to the front of the class in pairs, and engage in dialogue using the Yes/No questions and corresponding answers using 'will' e.g. Will you come to my party? Yes, I will/No I won't Will you read the story book? Yes, I will/No I won't. Ask questions and invite individual responses expressed in the future.	
UNIT 7 **SIMPLE QUANTIFIERS** **(Cardinals/Ordinals)**	2.7.1 differentiate between cardinal and ordinal quantifiers 2.7.2 use cardinal and ordinal quantifiers appropriately in speech and in writing.	Cardinal and ordinal quantifiers The cardinals are one, two three, four (1.2.3.4), etc. The ordinals are first, second, third (1st, 2nd, 3rd) etc.	Revise Numerals, i.e. simple counting of numbers (cardinals) e.g. One, two, three four, five etc. (1, 2, 3, 4, 5). (ordinals) e.g. first, second, third (1st, 2nd, 3rd) In turns, pupils take up their cardinal numbers e.g. 1-40. etc.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 (CONT'D) **SIMPLE QUANTIFIERS** **(Cardinals/Ordinals)**	The pupils will be able to:	The cardinal and ordinals may precede nouns in speech and writing. e.g. One pupil, two children The first child The second lesson NOTE: After first, second and third, the rest all add 'th' to indicate the ordinal. After twentieth, the next one is twenty-first, twenty-second, twenty-third etc.	Through questions and answers let pupils play a language game to introduce the ordinals e.g. The teacher tells the first pupil, T: You are number 1, you are first (1st) who are you? P: I am number 1 and I am first (1st). Number one turns to number two As the game continues, teacher writes the cardinals and ordinals on the chalkboard as follows: Cardinals Ordinals 1 one 1st first 2 two 2nd second 3 three 3rd third 4 four 4th fourth 5 five 5th fifth	
	2.7.3 write dates accurately.	Today's date yesterday's date, tomorrow's date.	Pupils to state the date of the day of the lesson, including the year. Pupils to state the date for the previous day, the following day. Assist pupils to write the following dates accurately: Today's date Yesterday's date Tomorrow's date	Following the examples below, pupils write their birth dates accurately. (Those who do not know their birth dates are to find out from their parents). e.g. James Ofori: 3rd June, 1992 Ama Adoma July 2 2006. Pupils list the dates for each day of the previous week.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 **ADJECTIVES–** **Describing Words**	The pupils will be able to: 2.8.1 Identify adjectives in sentences.	Adjectives tell us more about nouns and pronouns. e.g. My uncle is an <u>old</u> man I have a <u>green</u> book	Revise nouns and pronouns. To introduce adjectives (describing words), present a collection of objects of various sizes and colour to pupils e.g. pencils, pens, pieces of fabric, etc. Pupils observe the objects displayed and say things by which they can be identified. e.g. a <u>green</u> book, a <u>red</u> piece of chalk, a <u>short</u> pencil, etc.	Pupils to identify adjectives in simple sentences.
	2.8.2 use adjective appropriately in speech and in writing.	Adjectives usually come before the nouns they talk about. (Refer examples above to show the positions of the adjectives. i.e., a green book). e.g. The <u>kind</u> man is my uncle. I gave Yaw a <u>brown</u> book. **NOTE:** An adjective does not change form for singular/plural nouns. e.g. The <u>clever</u> girl The <u>clever</u> girls	Pupils explain how adjectives are used Assist pupils to use the appropriate adjectives to form simple sentences e.g. My pencil is <u>short</u>. I have a <u>green</u> dress. Nartey has a <u>black</u> pair of shoes Pupils give sentences in which the adjective comes before the noun. Pupils to give singular and plural sentences in which the adjective comes before the noun and sentences in which the adjective comes after the noun.	Pupils select adjectives of their choice to form sentences. Pupils complete the blanks in sentences using appropriate adjectives.

77

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 **POSSESSIVE PRONOUNS**	The pupils will be able to: 2.9.1 distinguish between the personal and possessive pronouns	Distinguish between the Personal and Possessive pronouns Personal Possessive Pronouns Pronouns 1 Mine You Yours He His She Hers It Its We Ours They Theirs	Pupils mention things that belong to them and use the possessive as below: Ama: This is my dress – The dress is <u>mine</u>. Kojo: This is my ball – The ball is <u>mine</u> Kwesi and Kojo: This is our book – The book is ours. These books are for all of <u>you</u>. These books are <u>yours</u>.	Pupils use possessive pronouns appropriately in sentences.
	2.9.2 use the various possessive pronouns appropriately.	Appropriate use of possessive pronouns: This is my pen – the pen is <u>mine</u>. This is your bag – the bag is <u>yours</u> That is his book – the book is <u>his</u>. That is her watch – The watch is <u>hers</u>	Guide pupils to use the possessive to talk about things that belong to them and to others. In pairs/groups pupils practise the use of the possessive pronouns in a variety of sentences.	In pairs/groups, pupils engage in dialogue drills using the possessive pronouns..
	2.9.3 engage in conversation using future and possessive pronouns	<u>I will give</u> my spelling book to you. Dede <u>will buy</u> her counters tomorrow. We <u>will use</u> mine this afternoon.	In groups/pairs, pupils form own examples using the future time and possessive pronouns.	

PRIMARY 3

General Objectives: The pupil will
1. read aloud passages fluently
2. read, understand and derive information from texts of varied nature.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UUNIT 1 **READING ALOUD**	The pupils will be able to: 3.1.1 read aloud texts at an appreciable speed with correct pronunciation, stress and intonation. 3.1.2 answer questions based on passage read.	Simple passages, dialogues or plays from the textbook or from a supplementary reader.	Teacher/pupils read out texts. Ensure that the correct pronunciation, stress and intonation are used. Record individual pupils' difficulties and help to correct them. Ask simple questions based on the texts/passages.	Pupils to read aloud for correct pronunciation stress and intonation. Pupils answer questions based on texts/passages.
Reading Games	3.1.3 play a variety of games according to their rules.	Reading games: e.g. Word dominoes. Magic word games	Explain how the games are played. Use a variety of reading games. Make games as competitive as possible; monitor to prevent abuse and cheating **NOTE:** Games must be relevant to lessons taught.	
	3.1.4 answer questions on passages read to them	Answering questions on passages read to them.	Pupils listen to passages read and answer questions on them.	Pupils play competitive games to solve problems and score points.
UNIT 2 **SILENT READING**	3.2.1 answer questions based on passages read silently	Reading silently and following instructions	Discuss pictures/titles of passages. Model reading: Put pre-reading questions on chalkboard.	Pupils answer orally, questions based on passages read to them.
		Reading sentences from the textbook and answering short oral questions.	Children read text silently within a specified time.	Pupils read and answer questions.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	The pupil will be able to:		Find out the problems of the slow readers and offer appropriate help. Discuss the meaning of selected words and expressions using real objects and demonstration.	
UNIT 3 **PHONIC WORK** **Word Attack**	3.3.1 pronounce unfamiliar words correctly	Making the sounds of the individual letters of known words. Initial Medial Final put super stop man remain storm now thunder begin Giving words/names of objects that begin with particular sounds. Using the computer ICT Integration.	Work out phonic families that will be suitable for the level and design simple learning and teaching materials to promote better pronunciation. Ensure that the sounds taught can be identified/recognised at initial, medial and final positions. Initial Medial Final book table bulb kick kicked pick	Pupils read relatively unfamiliar texts Pupils write and read names of objects and other words with correct pronunciation.
UNIT 4 **MAKING AND USING PICTURE DICTIONARIES**	3.4.1 make picture dictionaries	Making picture dictionaries based on phonic work and vocabulary items.	In groups pupils draw/cut out pictures to make dictionaries. Pupils select the best pictures for pasting in the dictionaries. Pupils write words under the pictures. Pupils bind the dictionaries.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) **MAKING AND USING PICTURE DICTIONARIES**	The pupils will be able to:		Collect cement paper/newsprint/cardboard/ manila board/brown paper/bond paper, etc. -Guide pupils to make and bind a dictionary out of the materials available i.e cement paper/newsprint, etc. Collect old newspapers/journals/magazine/ newspapers, etc. and paste them in the dictionary in alphabetical order. Where pictures are not available, guide pupils to draw their own pictures for the dictionary. Pupils write words under the pictures in alphabetical order i.e starting with "A" e.g. A B C D E ant ball cat dog egg apple bucket cutlass doll elephant Guide pupils to write the letters and words under the pictures using templates and stencils.	
	3.4.2 use the dictionary to practise making appropriate sounds (Phonic Work).	Using dictionaries for practising various sounds	Guide pupils to make the sounds represented by the letters and the words in the dictionary. <u>NOTE</u>: The sounds may occur in different positions. e.g.: (initial, medial, final)	Pupils find words containing sounds of the letters used in dictionaries.
	3.4.3 spell words accurately	Spell two to four letter words- go, come, dog, cat, big, left, ship, talk, back etc.	Using the picture dictionary and passages read earlier, let pupils spell two to four letter words.	In groups pupils practise spelling two, three and four letter words.

PRIMARY 3

WRITING AND COMPOSITION

General Objectives: The pupil will

1. Develop and apply the skills of good handwriting.
2. communicate his/her ideas effectively through the writing of simple sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **PENMANSHIP AND COPY WORK** **Purposeful Copying of:**	The pupils will be able to: 4.1.1 copy various sentences, verses, words of songs, legibly	Copying short sentences, verses, poems, and words of songs. Penmanship: Writing should be bold and clear.	Teacher writes letters of the alphabet that pupils find difficult to write on the chalkboard. Ascenders (bar letters) b d t l and Descenders (tail letters) g p q y Pupils write the letters in their exercise books. Go round and advise on appropriate penmanship.	Pupils to copy out specific sentences, verses and songs. Teacher to check for correctness.
Sentences, Verses, Words of Songs, Prayer.	4.1.2 write and practise saying letters/words with which pupils have difficulty	Writing sentences, verses, poems, words of songs, with which pupils have difficulty e.g. Tongue Twisters like the following: - She sells sea shells at the sea shore. - Betty bought a bit of butter bread, but found the butter bread bitter. So she bought a bit of better butter to make the bitter butter better.	Guide pupils to write the verses, words of songs, etc. correctly. Guide pupils to copy words/verses correctly. Guide pupils to practise writing and saying letters/ words with which they have difficulty. Teacher/Pupils to practise writing their own tongue twisters. The verses or words copied must be checked for correctness and they must be used in other lessons.	Pupils do dictation on simple sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D)	The pupil will be able to:			
WRITING: **Purposeful Copying of:** **Sentences, Verses, Words of Songs, Prayer, Pledge**	4.1.3 explain why it is important to write clearly.	Writing clearly Importance of writing - to be able to write letters - to be able to keep a record of important events and things - to preserve knowledge - to be able to find work - to understand what is written.	Let pupils give reasons why it is important to write clearly. Pupils give reasons why it is important to know how to write.	Pupils explain the importance of writing clearly. Pupils write out a passage of not more than four sentences.
UNIT 2 **COMPOSITION** **Writing Short Descriptions.**	4.2.1 write short descriptions of people, objects, places animals, etc.	Writing simple sentences to describe him/herself, people, objects, places, animals, etc.	Let pupils talk about themselves, parents familiar people, objects, and animals. Guide pupils to make sentences using particular structures (simple Present, etc.) vocabulary and intonation. Write pupils' sentences on the chalkboard. Guide pupils to rearrange sentences sequentially on the chalkboard and in their exercise books to form a short, meaningful compositions.	Pupils write simple sentences to describe parents, people, objects, places, animals, etc.
Punctuation: Full Stop and Comma, Upper Case and Lower Case letters	4.2.2 use the full stop, comma, upper case and lower case letters in simple sentences	Use of full stop and comma in sentences. Full stop shows the end of a complete sentence. The comma shows a pause in a sentence. Appropriate use of upper case and lower case in sentences.	Guide pupils to use the full stop and comma (where necessary) in sentences. Guide pupils to use upper case and lower case letters appropriately in their sentences. Language use: Simple present tense, descriptive words as well as selection of appropriate verbs for subjects.	Teacher gives extra guidance on use of full stop, comma, upper case and lower letters, and on subject/verb agreement.

83

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **WRITHING FROM SUBSTITUTION TABLES**	The pupil will be able to: 4.3.1 write correct sentences from given substitution tables.	Using any of the structures taught (e.g Simple Present, Simple Past) to construct sentences. Writing sentences from a substitution table.	Let pupils practise structures earlier taught e.g. simple past, past continuous, adjectives etc. Use pupils' sentences to make a substitution table. Pupils to read sentences from the substitution table. Guide pupils to copy sentences from the substitution table. **NOTE:** Check spelling and penmanship as pupils work. Pupils to insert full stops in sentences appropriately.	Pupils write sentences from a given substitution table. Pupils complete a set of sentences.
UNIT 4 **SENTENCE COMPLETION**	4.4.1. complete given sentences with attention to subject/verb agreement, and using appropriate lower case and supper case letters.	Contributing sentences on a given topic. Copy out sentences and supply missing words or endings. **Reminder** Upper case letters are used to write the first letter of a person's name or a town/village, and the name of a country. The first letter of a sentence also starts in upper case	Pupils write sentences of more than five words on a specific topic with correct subject-verb agreement, and correct lower case and upper case letters. Sentences should be based on structures already taught and practiced. Pupils complete sentences by supplying words and phrases at the initial, medial or end positions, e.g. ………………..is my teacher. My ……………is Mrs. Mensah. Mrs. Mensah is my ……………. etc.	Check pupils work for correct subject/verb agreement, lower case and upper case use, and spelling. Pupils to write simple sentences correctly paying attention to subject-verb agreement, full stop, comma, lower case and upper case use.

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 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.

3. **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 organized.

    (iv)   Pupils should also be educated on library rules, such as borrowing procedures and care for them.

4. **Starting The Class/School Library**
    A library could be a room full 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 Organisation (NGOs) such as:

World Vision.
Plan International.
Save the Children Fund.
The Rotary Club.
Valco Fund.
European Economic Community.
Friedrich Nauman Foundation.
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 other 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, retelling 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 for terming examinations and continuous assessment tasks and tests from story books read by children.
v.   giving prizes to pupils who read a lot of books and to those who make remarkable progress in library reading.
vi.   selecting comprehension passages from class library books for terminal examinations and continuous assessment tests and tasks.

9. **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.