# 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.
6. respond appropriately when spoken to.
7. express himself/herself in English correctly.

### UNIT SPECIFIC OBJECTIVES

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| UNIT 1 | CONVERSATION | The pupil will be able to: 1.1.1 use appropriate greetings and responses as and when necessary. | Using greetings/responses for various situations and occasions e.g.  
| | | | *Greetings* | *Responses* | Summarize relevant vocabulary for selected occasions/situations  
Teacher/pupils demonstrate types of greetings and responses for various occasions  
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. |
<p>| | Greetings and Responses | | <strong>|</strong> | | |
| | Good Morning | Good morning | | | |
| | Good Afternoon | Good afternoon | | | |
| | Good Evening | Good evening | | | |
| | Good Night | Good night | | | |
| | Merry Christmas | Many happy returns | | | |
| | Happy Birthday | Thank you | | | |
| <strong>Note:</strong> Create necessary context to teach the various greetings e.g. Good Night is used just before going to bed. | | | | |</p>
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<td>UNIT 2</td>
<td>LISTENING, RECITING AND SINGING</td>
<td>The pupil will be able to:</td>
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<td>1.2.1 listen attentively to songs/rhymes/poems and mention names of things/animals/places in the song/rhyme/poem heard.</td>
<td>Carefully selected songs, rhymes/poems for listening and recitation.</td>
<td>Select suitable material for listening, singing/recitation e.g. “Once I saw a little bird” “Toys, Toys, Toys” etc.</td>
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<td>1.2.2 sing songs and recite rhymes/poems with correct stress and rhythm.</td>
<td>Singing songs and reciting rhymes/poems with correct stress and rhythm.</td>
<td>Using actions/gestures, teacher sings songs and recites rhymes/poems several times for pupils to imitate.</td>
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<td>NOTE: The teacher is encouraged to select and use suitable Ghanaian/and other rhymes, poems and songs.</td>
<td>Pupils sing songs and recite rhymes/poems accompanied by sound-sensitising activities.</td>
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<td>Guide pupils to pronounce words correctly in songs, rhymes/poems with particular reference to contrast in stress and rhythm.</td>
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<td>Assist pupils to sing a song and recite a poem with appropriate stress and rhythm.</td>
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<td>Ask children to perform rhyme or poem with appropriate actions of their own choice. Activity could be individual or group based.</td>
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<td><strong>UNIT 2 (CONT’D)</strong></td>
<td><strong>LISTENING, RECITING AND SINGING</strong></td>
<td>The pupil will be able to:</td>
<td>Pupils perform sound-sensitizing activities e.g. clapping, tapping to rhythm, singing and recitation.</td>
<td>Pupils imitate sounds and actions of selected rhymes and songs.</td>
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<td><strong>1.2.3</strong></td>
<td>talk about and act whole/parts of songs, rhymes, poems.</td>
<td>Talk about songs, rhymes and poems. Imitate actions in songs, rhymes/poems. Act whole or parts of songs, rhymes/poems</td>
<td>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?</td>
<td>Pupils dramatise/act parts of songs, rhymes/poems.</td>
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<td><strong>1.2.4</strong></td>
<td>develop a rhyme/poem or song.</td>
<td>Basic elements of rhyme/poem or song.</td>
<td>Through questions, teacher assists pupils to develop a short rhyme/poem or song on a chosen topic.</td>
<td>Pupils imitate sounds and actions of selected rhymes and songs.</td>
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<td><strong>UNIT 3</strong></td>
<td><strong>STORY TELLING</strong></td>
<td>The pupil will be able to:</td>
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<td>Pupils dramatise/act parts of songs, rhymes/poems.</td>
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<td><strong>1.3.1</strong></td>
<td>listen to simple stories and recall some of the words heard.</td>
<td>Listening to simple and interesting stories and retelling part of the stories.</td>
<td>Tell or read an interesting story and illustrate it with actions, pictures, sketches, puppets/toys, realia, etc.</td>
<td>Pupils retell the story told in class using pictures.</td>
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<td><strong>1.3.2</strong></td>
<td>retell parts of the stories read or told by the teacher.</td>
<td>Recall/repeat key words and characters in stories.</td>
<td>Pupils act whole or parts of the story. Ask questions to elicit key words and names of characters in stories told in class.</td>
<td>Pupils draw anything in the story that interests them.</td>
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<td><strong>1.3.3</strong></td>
<td>talk about stories heard.</td>
<td>Talking about stories heard.</td>
<td>Start a story for pupils to continue in a chain.</td>
<td>Pupils tell stories they know and mime stories read or heard.</td>
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<td>UNIT 3 (CONT’D) STORY TELLING</td>
<td>The pupil will be able to:</td>
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<td>1.3.4 mime whole/parts of or imitate some actions and/or sounds in a story.</td>
<td>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</td>
<td>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/scenes from stories.</td>
<td>Draw/model actions/scenes from stories</td>
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<td>UNIT 4 NAMING / TALKING ABOUT PERSONS, OBJECTS, PLACES</td>
<td>Talking about oneself: Family. Places visited</td>
<td>Describing/talking about themselves, family, pictures, pets, friends, school, toys, etc. Everyday activities in the home, school. People-their work and places of work. 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</td>
<td>Pupils talk about themselves: name, age and where they live, house numbers, parents’ names etc. Call individual pupils in turns to talk about any adult they know, relationship to the adult, their work etc Take pupils on excursion to places of interest. Pupils talk about what they saw on the excursion/visit in class. <strong>NOTE:</strong> Encourage free expression and avoid over correction.</td>
<td>Pupils talk about their visits/excursion.</td>
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<td>UNIT 4 (CONT’D) NAMING / TALKING ABOUT PERSONS, OBJECTS, PLACES</td>
<td>The pupil will be able to:</td>
<td>Names of people, animals, objects, places in rhymes or songs. Names of objects at school/home:</td>
<td>Pupils 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.</td>
<td>Pupils mention the names of as many objects as possible.</td>
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<tr>
<td>Talking about oneself: Family. Places visited</td>
<td>1.4.3 mention names of objects at school and at home.</td>
<td>School: chairs tables, arm board, pencils, chalk, books, cupboards, chalkboard, etc. Home: cups, plates, bed, mat, shoes, dress, television, radio, spoons etc.</td>
<td>Use questions to guide pupils in identification games. Pick up an object, call a pupil and ask: 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.</td>
<td>Pupils answer questions using “it is a/an”.</td>
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<td>1.4.4 use “it is a/an” with some naming words.</td>
<td>Introduce the structure: “It is” “a/an” plus nouns.</td>
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<td>1.4.5 use naming words in simple sentences.</td>
<td>Using naming words in simple sentences e.g. This is an egg This is a book</td>
<td>Use naming words in simple sentences for pupils to repeat. This is a table This is an orange.</td>
<td>Pupils in pairs/individuals use naming words in simple sentences.</td>
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<td>UNIT4 (CONT’D) NAMING / TALKING ABOUT PERSONS, OBJECTS, PLACES</td>
<td>The pupil will be able to:</td>
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<td>Talking about oneself: Family.</td>
<td>1.4.6  use simple describing words (adjectives) in sentences.</td>
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<td>Places visited</td>
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<td>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. <strong>Note:</strong> Focus on the use of adjectives.</td>
<td>Introduce the use of describing words by presenting a collection of items/objects of different colours and sizes. Pupils to group/sort out items according to colour and size. Through leading questions, help pupils to describe the colour of objects they see. What is the colour of this pencil? e.g. This is a red pencil. What is the colour of 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).</td>
<td>Pupils identify objects by size and colour. Pupils colour objects in pictures or drawings. Pupils describe the colour, size, height, length etc. of objects, animal, birds.</td>
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<td>UNIT 5</td>
<td>TALKING ABOUT ACTIONS/ACTIVITIES</td>
<td>Verbs</td>
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<td>Verb ‘to be’</td>
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<td>The pupil will be able to:</td>
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<td>Through demonstration, pictures, real objects like mats, plates, cups, etc., introduce the lesson on ‘doing words’ (verbs) to pupils.</td>
<td>Pupils perform actions of given verbs.</td>
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<td>1.5.1 use appropriate words to tell what people do.</td>
<td>Using appropriate words to tell what people do e.g. walk, eat, clap, sit, stand, drink, jump, sleep, talk, etc.</td>
<td>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.</td>
<td>Pupils use doing words in simple sentences.</td>
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<td>1.5.2 use the different forms of the verb ‘to be’ in simple sentences.</td>
<td>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</td>
<td>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.</td>
<td>Pupils in pairs/groups perform activities and talk about them using the verb to be in simple continuous sentences: I am walking etc.</td>
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<td>NOTE: Introduce just one or two uses of the verb ‘to be’ at a time. Start with singular before the plural e.g. She is singing. They are singing.</td>
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<td>UNIT 6</td>
<td>TALKING ABOUT ONESELF: FAMILY/ FRIENDS ETC.</td>
<td>The pupil will be able to: 1.6.1 use personal pronouns appropriately in simple utterances.</td>
<td>Using personal pronouns appropriately in simple utterances e.g. I am Issa. I am Kaku. You are Esi. She is Edem. He is Addo.</td>
<td>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 turn to introduce themselves and members of the group e.g. I'm Kofi, he is Mensah and she is Araba etc. 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. <strong>NOTE:</strong> Check which pronoun is not easy to understand and give more examples to improve understanding.</td>
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<td>UNIT 7</td>
<td>GIVING/RESPONDING TO COMMANDS</td>
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<td>The pupil will be able to:</td>
<td>Using the Simple Present form of verbs in commands and requests:</td>
<td>Introduce commands/requests using appropriate situations and demonstration.</td>
<td>Pairs/groups repeat and respond to commands/requests.</td>
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<td>1.7.1 use the Simple Present form of verbs in commands/requests.</td>
<td>Commands (short sentences giving instruction).</td>
<td>Repeat commands/requests several times for pupils to listen and respond to.</td>
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<td>Stand up.</td>
<td>Accompany commands/requests with gestures.</td>
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<td>Come here.</td>
<td>Pupils practise giving and responding to commands/requests.</td>
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<td>Take your book.</td>
<td>Introduce the use of ‘please’ in commands and in requests as in the examples in content.</td>
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<td>Go to the door.</td>
<td>Pupils make requests using “please” e.g. Ama, please stand up. Mahama, may I sit on your chair?</td>
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<td>Sit on the chair, etc.</td>
<td>Drill using the structure introduced (Command/Requests)</td>
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<td>1.7.2 make polite requests using “please”</td>
<td>Using the word “please” to express politeness.</td>
<td>Pupils practise the structure using appropriate situations.</td>
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<td>Using “please” in requests (short sentences making polite demands).</td>
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<td></td>
<td>Stand up, please.</td>
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<td>Come here, please.</td>
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<td>Please, bring the book.</td>
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<td>Keep quiet, please.</td>
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<td>Please, sit down, etc.</td>
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<tr>
<td>UNIT 8</td>
<td>MAKING STATEMENTS</td>
<td>The pupil will be able to:</td>
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<td>1.8.1 make positive statements using the Simple Present.</td>
<td>Positive statements using the Simple Present. e.g. This is a pencil. This is a chair.</td>
<td>Use appropriate situations/gestures to introduce positive statements in simple present. (See Content). Use repetition to provide opportunities for listening</td>
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<td>1.8.2 make negative statements in the Simple Present with NOT.</td>
<td>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.</td>
<td>Pupils now repeat positive statements after teacher with appropriate intonation and pronunciation.</td>
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<td>1.8.3 make positive and negative statements using the Present Continuous Tense.</td>
<td>Present Continuous Positive Negative The dog is barking/ The dog is not barking/ playing. playing. The children are playing. The children are not playing. I am eating I am not eating</td>
<td>Use appropriate situations to introduce negative statements as in Content. Pupils repeat negative statements after teacher using correct pronunciation and intonation.</td>
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<td>Pupils make their own negative statements. Note: Check for use of correct pronunciation and intonation.</td>
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<td>Simple Present (Positive and Negative Statements)</td>
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<td>Pupils give positive simple present sentences to negative sentences.</td>
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<td>Present Continuous (positive and negative statements)</td>
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<td>Pupils make their own positive or negative statements using correct pronunciation and intonation.</td>
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<td>Pupils give positive and negative statements in the Present Continuous Tense using correct pronunciation and intonation.</td>
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<td>Exercise: Pupils change positive present continuous sentences into present continuous negative.</td>
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<td>Pupils create their own negative statements using the Present Continuous. In pairs, let one pupil give a positive statement and the other the negative.</td>
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<td>UNIT 9</td>
<td><strong>OBSERVING SAFETY MEASURES</strong> (safety on the roads/paths)</td>
<td>The pupil will be able to:</td>
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<td>1.9.1 observe safety measures in crossing the road.</td>
<td>Safety in crossing the road</td>
<td>Assist pupils to answer the following question:</td>
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<td>Walking on the road: walk on the side of the road facing the traffic so that you can clearly see the oncoming vehicles.</td>
<td>Do you meet cars on your way to school/Do you sometimes meet vehicles on your way to school?</td>
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<td><strong>NOTE:</strong> 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.</td>
<td>Teach pupils how to cross the road and the dangers a person faces on the road especially in towns</td>
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<td></td>
<td>1.9.2 cross roads safely.</td>
<td>Crossing roads</td>
<td>Tell pupils to ask older persons or friends to help them cross the road.</td>
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<td>1.9.3 tell how to deal with strangers and other people in the home and neighbourhood.</td>
<td>Personal Safety in dealing with strangers and other persons in the home and neighbourhood.</td>
<td>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.</td>
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<td>- Do not associate with people you do not know</td>
<td>Advise pupils to walk on the side of the road facing the oncoming traffic (i.e. the left side of the road).</td>
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<td>- Be careful with people who are neither parents nor siblings</td>
<td>Create a road scene in the class and let pupils hold teacher’s hand to cross the road.</td>
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<td>- Do not enter the rooms of older girls/boys, older men/women</td>
<td>Through questions and answers pupils to describe how to cross the road.</td>
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<td>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.</td>
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<td>Explain to pupils that some of these unknown people may be bad people and may harm or take them away from their parents so they may never see their parents again.</td>
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<td>Pupils answer why they should walk on the side of the road facing the traffic</td>
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| UNIT 9 (CONT’D) OBSERVING SAFETY MEASURES | The pupil will be able to:                                                                                             | 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. | 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 parts.  
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. |
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<td>The pupil will be able to:</td>
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<td>1.10.1 demonstrate the use of the various simple prepositions.</td>
<td>Use of the various simple prepositions and acceptable responses. Placing and positioning things as indicated by prepositions, e.g. in, on, under near, behind</td>
<td>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.</td>
<td>In pairs/groups, pupils say/show positions of various objects using the command/request structure</td>
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<td>1.10.2 use the various simple prepositions appropriately in sentences.</td>
<td>Using the prepositions appropriately in sentences e.g. The pen is on the table. The book is in the cupboard. Put your hand behind you. Sit on your chair. Please, put it on the table. Stand behind the class.</td>
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NOTE: Check which prepositions are difficult for pupils to understand and give further help in the use of those prepositions.
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</table>
| UNIT 12 | TALKING ABOUT THE TIME | The pupil will be able to:  
1.12.1 state the days of the week in chronological order.  
1.12.2 tell the time by the hour. | Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.  
Telling time by the hour: 8 o'clock, 9 o'clock etc. | Assist pupils to learn the names of the days of the week.  
Using a model clock, teacher assists pupils to tell time by the hour. | Pupils in turns tell the day for this particular lesson and the days they were born.  
Pupils in turns tell time by the hour using a model clock. |
# PRIMARY 1

## SECTION 2

## 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

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<tr>
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<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>EVALUATION</th>
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</thead>
<tbody>
<tr>
<td>UNIT 1</td>
<td></td>
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<tr>
<td>PRE-READING ACTIVITIES</td>
<td>The pupil will be able to:</td>
<td>Scrap books containing pictures of various objects and actions</td>
<td>Prepare scrap books out of magazine pictures. Cut out and paste pictures on paper. Use magazines with brightly coloured pictures.</td>
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<tr>
<td>Book handling</td>
<td>2.1.1 turn over the pages of a book by opening gently from right to left.</td>
<td>Observing pictures of various objects and actions, and saying what they represent.</td>
<td>Guide pupils to prepare their own scrap books.</td>
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<td>Teach pupils the techniques for opening a scrap book/other books i.e. gently from right to left.</td>
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<td>Pupils 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.</td>
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<td>Create a book corner and encourage pupils to consistently visit it.</td>
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<td>Pupils turn pages of books/scrap books.</td>
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<tr>
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<tr>
<td>UNIT 1 (CONT’D)</td>
<td>The pupil will be able to:</td>
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<td></td>
<td>2.1.2 recognise and identify various objects by shape, size, colour height and length.</td>
<td>Recognition/identification and discrimination of objects by shape size, colour, height, length</td>
<td>Improvise and use various pre-reading materials: sort boxes, pictures concrete objects, etc.</td>
<td>Pupils sort objects according to shape, size colour, height, length.</td>
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<td>Shape: round, square</td>
<td>Guide pupils to recognise objects and pictures that are the same/similar</td>
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<td>Length/height: long, tall, short</td>
<td>Pupils to show differences or similarities among objects/pictures by shape, size, colour and height</td>
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<td>Size: big, small</td>
<td>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</td>
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<td>Colour: red, blue, green etc.</td>
<td>Use stencil of the letters of the alphabet. Pupils match shapes</td>
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<td></td>
<td>2.1.3 raw/model or paint various objects that interest him/her.</td>
<td>Drawing, modelling, painting and making various patterns/objects</td>
<td>Pupils sort objects according to shape, size colour, height, length.</td>
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<td>Pupils draw, model or paint specific objects/patterns</td>
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<td>2.1.4 identify letters of the alphabet, their sounds and associated objects.</td>
<td>Matching letters and 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</td>
<td>Pupils play games involving recognition and discrimination by shape, size, length and colour</td>
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<td>Pupils match stencils of the letters of the alphabet to letters and words</td>
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<td>Pupils produce sounds of particular letters. Pupils identify objects whose names begin with given letter sounds.</td>
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<td>UNIT 1 (CONT’D)</td>
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<td>PRE-READING ACTIVITIES</td>
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<tr>
<td>PRINT CONCEPT</td>
<td>Reading pictures and talking about them; titles, authors, etc.</td>
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<td>2.1.5 solve a variety of jigsaw puzzles.</td>
<td>Solving various puzzles in pairs, small groups or individually. Jigsaw puzzles, single picture puzzles, multiple picture puzzles, geometrical shape puzzles etc.</td>
<td>Make or find simple jigsaw puzzles of pictures. Mount them on hard cards and cut into various shapes.</td>
<td>Pupils practise solving other puzzles: single picture puzzles: multiple picture puzzles, geometrical shaped puzzles.</td>
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<td>2.1.6 recognize familiar print in the environment.</td>
<td>Recognizing/associating labels with objects such as traffic signs/logos/vehicles/classroom objects etc.</td>
<td>Label objects in the classroom children read labelled pictures.</td>
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<td>2.1.7 say what a picture represents.</td>
<td>Reading pictures.</td>
<td>Prepare various picture cards/showing various actions. Make the pictures very clear colourful and attractive Pupils observe and talk about the pictures and tell the story behind the pictures. Prepare various language games. Introduce the games and guide the class to play them. Make the games interesting to sustain interest.</td>
<td>Pupils should be given a set of pictures to observe and tell what they see or what is happening in the pictures.</td>
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<td>Reading pictures and talking about them; titles, authors, etc.</td>
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<td>The pupil will be able to:</td>
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<td>2.1.8 tell the similarities and differences between objects.</td>
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<td>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.</td>
<td>Let pupils observe two pictures/objects closely and say what similarities and differences there are between them. Let pupils observe objects and identify similarities.</td>
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<td>2.1.9 play a variety of language games observing their rules.</td>
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<td>Pupils give names of animals and other items to fit description given by teacher: animals that live in the house: animals that have tails etc.</td>
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<td></td>
<td>Variety of language games and their rules.</td>
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<td>Let pupils observe and tell the similarities or differences among objects in the classroom. Pupils take part in a specific game e.g. Matching pictures.</td>
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<td>UNIT 2</td>
<td>INTRODUCTION TO FORMAL READING</td>
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<td><strong>Picture/Object and Word Matching</strong></td>
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<td>The pupil will be able to:</td>
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<td>2.2.1 match pictures/objects with words.</td>
<td>Matching of objects and pictures with their corresponding words.</td>
<td>Explain that all things have names and names can be written.</td>
<td>Pupils match objects or pictures with corresponding word cards.</td>
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<td></td>
<td>2.2.2 read labelled objects and pictures.</td>
<td>Reading labels on objects in the classroom.</td>
<td>In groups let pupils go round the classroom reading labels on objects.</td>
<td>Pupils read labels on objects and pictures.</td>
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<td></td>
<td>2.2.3 recognise and read simple words on word cards.</td>
<td>Recognizing and reading words taught from word/flash cards.</td>
<td>Prepare a number of word cards to be used, beginning with names of objects in the classroom/home.</td>
<td>Pupils group cards bearing the same words together.</td>
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<tr>
<td></td>
<td>2.2.4 group cards bearing the same words together.</td>
<td>Matching words with words.</td>
<td>Guide pupils to recognise words on flash cards.</td>
<td>Pupils read letters/words form board and on cards.</td>
</tr>
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<td></td>
<td>2.2.5 identify, read and arrange letters of the alphabet appropriately.</td>
<td>Flash/word cards, templates/stencils of letters for pupils to study.</td>
<td>Use flash/word cards, templates and stencils of letters for pupils to identify letters of the alphabet.</td>
<td>Pupils arrange letter cards in sequence.</td>
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<td><strong>Word Recognition (look and say)</strong></td>
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<td><strong>Phonological Awareness</strong></td>
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<td><strong>Letters of the Alphabet</strong></td>
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English Language 2012
## UNIT

### UNIT 2 (CONT’D)

**INTRODUCTION TO FORMAL READING**

### SPECIFIC OBJECTIVES

<p>| | | |</p>
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<tbody>
<tr>
<td>2.2.6</td>
<td>associate letters with letter sounds.</td>
<td>Reading given letters and their sounds.</td>
</tr>
<tr>
<td>2.2.7</td>
<td>identify words with identical sounds at the initial position.</td>
<td>Identifying words with similar initial sounds e.g. cat, coat, king, she, shore, shut.</td>
</tr>
<tr>
<td>2.2.8</td>
<td>read simple sentences of about four to five words.</td>
<td>Reading short and simple sentences made up of words pupils have learnt to speak.</td>
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</tbody>
</table>

### CONTENT

**NOTE:**

Teachers must aim at assisting pupils to:
- interpret Pictures
- make predictions
- identify the titles and authors of books
- explain simple vocabulary
- identify referral words
- answer simple vocabulary

### TEACHING AND LEARNING ACTIVITIES

- Write selected letters on the board
- Teacher says a letter and its sound for pupils to repeat
- 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.
- Pupils mention the sounds associated with given letters.
- Pupils identify sentence(s) and words from word cards, sentence cards and from the chalkboard.
- Read sentence(s) out to pupils.
- Drill the sentence(s)
- Pupils read words and sentences.

### EVALUATION

Pupils mention the sounds associated with given letters.
## PRIMARY 1

### SECTION 3

**WRITING AND COMPOSITION**

**General Objectives:** The pupil will develop and demonstrate good handwriting (penmanship)

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</tr>
</thead>
</table>
| UNIT 1 | MANUPULATING OBJECTS | The pupil will be able to:  
3.1.1 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: `mmmmmmmm`  
e: `eeeeeee`  
w: `-------------`  
modeling various objects that interests him/her. | 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 trace/reproduce a given shape or pattern.  
Pupils to write/draw patterns/objects on arm boards/in copy books.  
Pupils model various objects. |

Writing Patterns for Muscular Control And Hand-Eye Co-ordination

3.1.2 model various objects that interests him/her.

Ask pupils to use clay to model an y object they like.
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</tr>
</thead>
</table>
| UNIT 2 | COPYING LETTERS AND SIMPLE WORDS | The pupil will be able to:  
3.2.1 copy letters and words correctly in lower case and upper case.  
3.2.2 match lower case and upper case letters.  
3.2.3 copy the names of objects. | 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.  
Copying names of objects | Pupils copy letters of the alphabet in lower case (5 at a time).  
Pupils copy letters of the alphabet in upper case (5 at a time).  
Pupils in groups, to match lower case and upper case letters.  
Pupils mention the names of objects in and around the classroom. Teacher writes these on the chalkboard and assists pupils to read/copy. | Pupils write out given letters many times  
Pupils, individually to match lower case and upper case letters.  
Pupils 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 | 3.3.1 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 bring selected objects from home, identify, draw and label them by writing the appropriate names of the objects.  
NOTE: Assist pupils to label the objects correctly. | Pupils 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 copy given sentences on values and attitudes. |
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

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</thead>
</table>
| UNIT 1 | LISTENING, SINGING SONGS, AND RECITING RHYMES/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  
1.1.3 talk about and act whole/parts of songs/rhymes/poems | Carefully selected songs/rhymes for listening and recitation with correct stress and rhythm.  
Sing songs and recite rhymes/poems with correct stress and rhythm.  
Talk about songs, rhymes and poems. Act whole or parts of songs/rhymes/poems. | Select suitable materials for listening, singing/recitation.  
e.g. “Row, row, row your boat.”  
“Twinkle, twinkle little star”  
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.  
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 sing songs and recite rhymes/poems learnt.  
Pupils clap rhythm of songs/poems.  
Pupils dramatize/act parts of songs, rhymes/poems. |
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<tbody>
<tr>
<td>UNIT 1 (CONT’D)</td>
<td>LISTENING, SINGING SONGS AND RECITING RHYMES AND POEMS</td>
<td>The pupil will be able to: 1.1.4 develop and say a line of rhyme/poem/song of their own</td>
<td>Develop rhymes/poems/songs/jingles on chosen topics e.g. the school drums, the market/birds/rain, HIV/AIDS.</td>
<td>Create scenarios for pupils to come with their own rhymes/poems/songs. Eg. a) “a bird flying by: “Hei bird stop stop” b) “I am a dog, wow”</td>
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<td>Ideas for rhyme/poem/songs</td>
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<td>Say a line of rhyme, song, poem etc on their own.</td>
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<td>(substitute original words in a given poem/song with their own words.</td>
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<td>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.</td>
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<td>Write all ideas on the chalkboard.</td>
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<td>Help pupils to re-organize the ideas on the board to form short rhymes, poems, and jingles of about five lines.</td>
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<td>Lead pupils to say a line of rhymes, poems, songs they have developed on their own.</td>
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<td>Pupils tell the story behind the song or rhyme.</td>
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<td>Encourage pupils to try developing their own poems/rhymes/songs/jingles at home.</td>
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<td>Lead with a line of a rhyme, e.g. “Brother Musah, Brother Musah go to school Pupil: Farmer, farmer go to farm etc.</td>
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<td>Pupils tell the story heard.</td>
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<td>Pupils give their own lies.</td>
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<tr>
<td>UNIT 2</td>
<td>STORY TELLING</td>
<td>The pupil will be able to:</td>
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<td>1.2.1 listen to simple stories and state some of the key words, issues and values in the stories.</td>
<td>Listening to simple and interesting stories and identifying key words, issues and values in them.</td>
<td>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.</td>
<td>Pupils state some of the key words, issues and values in stories.</td>
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<td>1.2.2 read simple stories and retell them with actions and dramatization</td>
<td>Reading, retelling and dramatizing simple stories read/heard.</td>
<td>Assist pupils to read/retell story and illustrate it with actions/demonstrations, pictures/sketches/puppets/toys, realia, etc.</td>
<td>Pupils read/retell stories to class individually.</td>
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<td>1.2.3 dramatize whole/parts of, or imitate actions and sounds in a story.</td>
<td>Dramatizing whole/parts of stories and imitating actions/sounds in stories.</td>
<td>Assist pupils to dramatize/mime whole/parts of story.</td>
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<td>Stories about: people, places, animals, the home and everyday activities, school activities, occasions/events/parties</td>
<td>Guide pupils to tell their own stories. Talk about stories read/heard.</td>
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<td>1.2.4 talk about places visited.</td>
<td>Visits/field trip to different places: the zoo, harbour, forest, market/shops, post office, children’s park, etc.</td>
<td>Pupils dramatize whole/parts of story. Imitate actions/sounds.</td>
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<td>Pupils answer questions on story.</td>
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<td>Draw/model actions/scenes from stories read/told.</td>
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<td>Teacher takes pupils on excursion.</td>
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<td>In groups, pupils talk about what they saw during the excursion.</td>
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<td>Pupils draw what they saw during the field trips.</td>
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<td>UNIT 3</td>
<td>The pupil will be able to:</td>
<td>Talking about and describing people, things, places, occasions, pictures, events and everyday activities at home/school.</td>
<td>Assist pupils to talk about people they know, their names, where they live and the work they do. Let pupils talk about/place they have visited, things they have seen or done, pictures they have seen, and occasions they have witnessed at home/school.</td>
<td>In pairs/groups, pupils talk about people they know, places they have visited and occasions they have witnessed.</td>
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<tr>
<td>CONVERSATION</td>
<td>1.3.1 talk about or describe people, things, places, topics, occasions, pictures, events and things, using correct/appropriate language.</td>
<td>Games e.g. football, table tennis, hopscotch, ampe</td>
<td>Help pupils use appropriate vocabulary. Encourage the class to ask questions as each pupil talk to his class on any of the above topics.</td>
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<td>Making Polite Requests</td>
<td>1.3.2 make polite requests/enquiries using “May I” and other forms.</td>
<td>In making polite requests and enquiries we use ‘May I’ e.g. May I go out? May I come with you? May I borrow your pencil? May I sit by you? Esi, may I go with you?</td>
<td>Pupils talk about places, events, occasions, games and other activities at home/school. Class asks questions. Interview a classmate, pair children up and ask one to play the part of an interviewer and the other the interviewee.</td>
<td>Play the game ‘Please’/Thank you’ Adapt the game to include the phrases to be taught Every time a child uses a polite language e.g. please/thank you, award a point. Give reward after a child has got an agreed number of points. In pairs/groups, pupils demonstrate how to make polite requests and enquiries using “May I”.</td>
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Teacher explains when to use “May I” and “please”. Pupils to make requests using “May I”
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<td>CONVERSATION</td>
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<td>Days Of The Week</td>
<td>The pupil will be able to:</td>
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<td>1.3.3  mention the names of the days of the week in chronological order and use them in sentences /conversation.</td>
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<td>Pupils mention the names of the days of the week in chronological order. (Teacher gives assistance where needed)</td>
<td>Pupils use yesterday, today and tomorrow in simple sentences.</td>
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<td>1.3.4  use the concept of “yesterday”, “today” and “tomorrow” appropriately. (depending on the day of week)</td>
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<td>Help pupils to learn the concept of yesterday, today and tomorrow.</td>
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<td>1.3.5  tell time by the hour.</td>
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<td>Assist pupils to tell time by the hour using a model clock.</td>
<td>Pupils tell the time by looking on the clock.</td>
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<td>Telling Time</td>
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<td>1.3.6  demonstrate good eating habits.</td>
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<td>Pupils to tell what time they come to school and what time school closes.</td>
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<td>Observing Table Manners (Eating Habits)</td>
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<td>Pupils to bring cutlery set to class, set a table for about three people. Discuss table manners through demonstration.</td>
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<td>Pupils to dramatize good eating manners.</td>
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<td>UNIT 3 (CONT’D) CONVERSATION Observing Personal Safety on our Roads/paths</td>
<td>The pupil will be able to: 1.3.7 observe personal safety in crossing the road.</td>
<td>Road Safety e.g. crossing the road Walking on the road. (Ref. Primary 1, Sect 1, Unit 9) <strong>NOTE:</strong> Do not forget to deal with safety on the roads and in neighbourhoods in the villages.</td>
<td>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. <strong>NOTE:</strong> Assist pupils in the rural areas to develop safety measures for using roads and alleys in their neighbourhoods.</td>
<td>Pupils in turn describe the safe way of crossing the road in towns, cities and villages.</td>
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<td>Observing Safety Measures (dealing with strangers/neighbours)</td>
<td>1.3.8 observe personal safety in dealing with strangers and neighbours</td>
<td>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.</td>
<td>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.</td>
<td>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 take it to his/her room. - an older person gives him/her toffees and takes him/her to a room or place s/he doesn’t know.</td>
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<td>UNIT 3 (CONT'D) CONVERSATION</td>
<td>The pupil will be able to:</td>
<td>-Tell your parents if anyone does any bad thing to you.</td>
<td>Ask questions such as:</td>
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<td>1.3.9 state what to do to avoid being molested by strangers and neighbors.</td>
<td>Most young persons who are molested are molested by people they know.</td>
<td>- How do older people entice young persons into their rooms and other obscure places?</td>
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<td>These are people who live in the same house or people who live in the</td>
<td>- What should a young person do to avoid being molested by some bad people?</td>
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<td>same neighbourhood with the young person.</td>
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<td>Take pupils through the points in content to let them acquire the necessary assertive skills in such situations.</td>
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<td>Pupils tell how they can avoid being molested.</td>
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<td>UNIT 4</td>
<td>DRAMA</td>
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<td>The pupil will be able to:</td>
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<td>1.4.1 tell simple stories, mention the title, scenes, and talk about events and things in a story.</td>
<td>Tell/read plays. Talking about/ (author), title of book, scenes, events and things.</td>
<td>Select suitable and interesting reading material for listening.</td>
<td>Pupils do simple narration/description and dramatise/act/role-play whole/parts of stories/scenes/events. In pairs/groups, pupil discuss things they like/not like about the book. Individuals/groups dramatize whole or parts of stories/scenes for class.</td>
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<td>Assist pupils to tell/narrate stories/events. Teacher/pupils describe events, scenes and things in stories read/heard.</td>
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<td>1.4.2 dramatize/act/role-play whole/parts of stories, scenes, events.</td>
<td>Dramatizing/acting/role playing whole/parts of stories/scenes/events.</td>
<td>Guide pupils to perform simple actions in stories/scenes/events.</td>
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<td>Organise pupils to dramatize act/role-play whole/parts of stories/scenes/events.</td>
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<td>1.4.3 answer questions on scenes and characters orally.</td>
<td>Answering questions on scenes/characters/moral lessons in the drama.</td>
<td>Organise pupils into groups and assist each group to select and dramatize scenes for class.</td>
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<td>Let pupils answer questions on scenes dramatized to bring out the moral values.</td>
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<td>Encourage free expression.</td>
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## SECTION 2
### GRAMMAR

General Objectives: The pupil will

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

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<td>UNIT 1</td>
<td><strong>NAMING WORDS (Nouns)</strong></td>
<td>The pupil will be able to:</td>
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<td>2.1.1 identify nouns as naming words and use them correctly in sentences.</td>
<td>Nouns as naming words used for people, places and things e.g.</td>
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<td>Names of People:</td>
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<td>Åba, Kafui, Ackah, Abla, Naki, Ali, Salamatu, Nafi.</td>
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<td>Names of Places:</td>
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<td>Airport, Church, Mosque, Harbour, Accra, Football Park, Community Centre, Accra, Keta, Tamale.</td>
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<td>Names of Things:</td>
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<td>trees, chairs, tables, chalkboard, pencils, pens, dogs, birds, radio.</td>
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<td>Pupils name objects in the classroom, at various places in the home, and in the environment.</td>
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<td>Explain simply that all people, places and things have names.</td>
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<td>Give a substitution drill for pupils to use various nouns in sentences.</td>
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<td>Children sit in groups to talk about the things, places and people they see around them.</td>
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<td>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.</td>
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<td>Pupils write sentences and underline the nouns in them.</td>
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| UNIT 2 | **DOING WORDS** (Verbs) | The pupil will be able to:  
2.2.1 identify doing words in sentences.  
2.2.2 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. | Write simple sentences on the board and guide pupils to identify nouns in them.  
Introduce verbs to pupils through demonstration/story/pictures etc.  
Ask pupils to perform certain actions and tell what they are doing e.g.  
Tr: Aba, sweep (sweeps) What are you doing?  
P: (Aba), I am sweeping.  
Tr: Kaku, dance (dances). What are you doing?  
P: (Kaku), I am dancing.  
Write words expressing pupils’ actions on the chalkboard.  
Pupils use doing words in substitution drill.  
Write some of these sentences on the chalkboard. Pupils read the sentences and identify the doing words.  
Revisit ‘Wh’ questions and responses:  
What is your name?  
Who are you?  
Where are you going?  
Introduce 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. | Pupils underline verbs in sentences on the board.  
Pupils in pairs perform actions using doing words.  
Pupils write sentences and underline the doing words in them. |
| UNIT 3 | **QUESTIONS AND RESPONSES** | 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). | Pupils underline verbs in sentences on the board.  
Pupils in pairs perform actions using doing words.  
Pupils write sentences and underline the doing words in them. |

In pairs/groups, pupils ask/respond to various questions using ‘do, be, have’.

Pupils answer questions using the appropriate responses.
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<td>UNIT 3 (CONT’D) QUESTIONS AND RESPONSES (do, be, have)</td>
<td>The pupil will be able to: 2.4.1 use the Simple Present (Habitual) in sentences</td>
<td>Using the simple Present Tense (Habitual in sentences). <em>e.g.</em> 1. I eat every day. 2. We pray every day 3. Afua cleans her teeth every day. 4. The girls learn every day.</td>
<td>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.</td>
<td>Pupils make sentences using the simple present to express actions that happen again and again (Habitual).</td>
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<td>UNIT 4 DOING WORDS Verb Tense form Simple Present</td>
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<td><strong>DOING WORDS</strong></td>
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| Present Continuous | The pupil will be able to:  
2.5.1 use the present continuous tense in simple sentences. | Using the Present Continuous Tense appropriately in simple sentences.  
e.g.:  
*We are learning English*  
*She is singing/clapping.*  
*He is sweeping.*  
*We are learning English now.*  
*Now she is singing.* | 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)  
Introduce “Now” in Present Continuous sentences. e.g.  
*Now we are learning English.*  
*We are learning English now.*  
Pupils make up sentences in present continuous using “Now” | Pupils use the present continuous tense in simple sentences.  
Pupils use the present continuous including ‘Now’ in simple sentences.  
Pupils fill in blanks using the appropriate forms of the verb. |
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</table>
| UNIT 6 | DOING WORDS | The pupil will be able to: 2.6.1 use the simple past tense correctly in simple sentences. | Simple Past: Regular verbs  
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.  
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 talked to my friend  
I kick a ball. I kicked a ball.  
I wash my school uniform. I washed my school uniform.  
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 change sentences from the Simple Present into the Simple Past. Pupils write sentences in the Simple Past using “yesterday” |
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<td>MORE PREPOSITIONS:</td>
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<td>Into, in front of,</td>
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<td>under, near</td>
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<td></td>
<td>2.7.1 use prepositions correctly in sentences</td>
<td>Use of prepositions: e.g. in, on, under, near, behind.</td>
<td>Revise the use of prepositions e.g. in, on, under, near, behind.</td>
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<td>Use of prepositions such as into, in front of under near.</td>
<td>Using objects/items, demonstrate the use of in, on, under, near, and behind.</td>
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<td></td>
<td>2.7.2 use the various prepositions appropriately in sentences and through actions</td>
<td>Use of prepositions by placing or positioning things as indicated appropriately in sentences. e.g. The pen is near the cup. The cat jumped into the room. He is standing in front of the table.</td>
<td>Pupils pick up various things in the classroom e.g. pens, pencils, bottle tops, etc. and demonstrate the use of the above-mentioned prepositions.</td>
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<td>Through actions, or using various objects/items in the classroom e.g. pens, pencils, bottle tops, etc., pupils demonstrate the use of into, in front of, under near.</td>
<td>Pupils to use the prepositions appropriately in sentences.</td>
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<td>Guide pupils to demonstrate the use of into, in front of, under, near.</td>
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<tr>
<td>UNIT</td>
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<td>EVALUATION</td>
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<td>UNIT 8</td>
<td>DESCRIPTING WORDS</td>
<td>Adjectives.</td>
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<td>The pupil will be able to:</td>
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<td>2.8.1</td>
<td>identify describing words in simple sentences.</td>
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<td>Describing words (adjectives) give more information about people, animals and things e.g. The fair boy is crying. The small cat is under the chair. Ama has a beautiful dress</td>
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<td>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)</td>
<td>Identify describing words in sentences.</td>
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<td>Choosing colours to describe fruits and vegetables e.g. orange pepper banana kontomire pawpaw carrots, etc</td>
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<td></td>
<td>Choosing position: First, second and third</td>
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<td>Let pupils use nouns, pronouns and demonstratives in simple sentences</td>
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<td>Revise describing words (Ref. Primary 1, Section 2, Unit 9).</td>
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<td>Let pupils mention various fruits and vegetables. Write them on the board. e.g. mango tomato pawpaw carrots banana kontomire, etc.</td>
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<td>Pupils describe the fruits using colours e.g. mango green yellow red tomato green red, etc.</td>
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<td>Let pupils explain that each colour describes a fruit or vegetable</td>
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<td>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</td>
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<td>Pupils form simple sentences with describing words taught.</td>
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<td>Assist pupils to learn first, second and third as referring to number 1, 2, and 3.</td>
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### PRIMARY 2

#### SECTION 3

**READING**

General Objectives: The pupil will

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

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</thead>
<tbody>
<tr>
<td>UNIT 1</td>
<td>RECOGNIZING WORDS</td>
<td>The pupil will be able to:</td>
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<tr>
<td></td>
<td>3.1.1 identify and read simple and familiar words.</td>
<td>Word/sentence cards. Identifying and reading words from cards. Arranging words written on cards to form sentences.</td>
<td>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 of the words to form a sentence after all the words have been picked. e.g. The girls are drumming. The boys are dancing. 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. Lead pupils to put sentences on the board in &quot;sense groups&quot; and read them aloud. Jumble &quot;sense groups&quot; for pupils to re-arrange into meaningful sentences.</td>
<td>Pupils form sentences using word cards. Pupils write selected words (i.e. cat, dog, car, boy, girl) Pupils read various sentences which have been taught from sentence cards and the board. Pupils read in &quot;sense groups&quot;</td>
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<td></td>
<td>3.1.2 read short sentences made up of four to six words.</td>
<td>Reading sentences written on cards and on the board. (between 4 – 6 words) Reading sentences in “sense groups”</td>
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<td>3.1.3 read short stories</td>
<td>Read short interesting stories.</td>
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<td>RECOGNIZING WORDS</td>
<td>The pupil will be able to</td>
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<td>UNIT 2</td>
<td>PHONIC WORK:</td>
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<tr>
<td>Recognizing sounds in known words – Vowels</td>
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<tr>
<td>Sound Discrimination</td>
<td>3.2.1 identify sounds that make up words.</td>
<td>Identifying words and sounds using pictures and real objects: car, bird, bell, cat, dog etc.</td>
<td>Eg. a.</td>
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<td>3.2.2 say which pairs of words have the same or different sounds.</td>
<td>Recognising different sounds in words, e.g. short and long vowel sounds as in</td>
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<td>Provide short stories for easy reading.</td>
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<td>Individuals/groups read and answer questions.</td>
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<tr>
<td>UNIT 3</td>
<td>INTRODUCTION TO READING COMPREHENSION</td>
<td>Reading short Sentences, Passages and Poems</td>
<td>The pupil will be able to</td>
<td>Pupils answer questions based on poems/passages read.</td>
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<tr>
<td></td>
<td>3.3.1 read short sentences/paragraphs, and answer questions on them.</td>
<td>Reading sentences on cards/the board/from course books and answering questions or performing actions to show their understanding.</td>
<td>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. Use ‘wh’ questions to probe understanding of sentences read: “What” “Where” “Who:” “When”</td>
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<td>3.3.2 perform actions to show understanding of the sentences/paragraphs read</td>
<td>Interpret pictures</td>
<td>Pupils perform actions to show understanding of sentences and passages</td>
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<td>3.3.3 explain the meaning of simple words in sentences/paragraphs</td>
<td>Explain simple vocabulary</td>
<td>-perform actions to show understanding of sentences and passages</td>
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<td>3.3.4 interpret the meaning of pictures in paragraphs read</td>
<td>Referral words i.e. pronouns</td>
<td>-explain the meaning of simple words in passages</td>
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<td>3.3.5 identify referral words in passages</td>
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<td>-interpret the meaning of pictures in passages read</td>
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<td>3.3.6 summarize the passage/poem orally in a few words.</td>
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<td>-identify referral words in passages</td>
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<td>-summarize passage in few words</td>
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</table>
### 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.
3. construct simple sentences using a substitution table.
4. spell simple words orally and through blank filling exercises.

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<thead>
<tr>
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<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1</td>
<td>Copy Work: Copying Words Lower case and Upper Case</td>
<td>The pupil will be able to: 4.1.1 write all letters of the alphabet in chronological order.</td>
<td>Skills in writing the Letters of the alphabet.</td>
<td>Demonstrate clearly how to write each letter of the alphabet in lower or upper case.  Pupils write the letters of the alphabet in lower and upper case. Write out the letters of the alphabet with letters missing. Children come up in turns to fill in the missing letters. Allow children to come up with a friend if they are unsure.</td>
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<td>4.1.2 make accurate copies of words in lower case</td>
<td>Copying words in lower case e.g. boy boy boy she she she</td>
<td>Write words boldly on the board. Guide pupils to copy them correctly in lower case.</td>
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<td>4.1.3 make accurate copies of words in upper case</td>
<td>Copying words in upper case. BOY BOY BOY SHE SHE SHE</td>
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<tr>
<td>UNIT</td>
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<td>CONTENT</td>
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<tr>
<td>UNIT 1 (CONT’D) COPY WORK:</td>
<td>The pupil will be able to: 4.1.4 use lower case and upper case letters appropriately in words and sentences</td>
<td>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.</td>
<td>Pupils write the words on the board 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.</td>
<td>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)</td>
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<td>UNIT 2</td>
<td>The pupil will be able to:</td>
<td>Reading and copying sentences from substitution tables.</td>
<td>Make the substitution table very simple with sentences provided by pupils.</td>
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<td>COPY WORK:</td>
<td>4.2.1 find, read and copy sentences from a given substitution table in neat handwriting</td>
<td>The pupil will be able to:</td>
<td>Pupils read sentences from the substitution table.</td>
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<td>writing short descriptions of people/object/places</td>
<td>Use adjectives to describe nouns.</td>
<td>- Guide pupils to copy sentences from the substitution table.</td>
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<td>punctuation the full stop and capitals appropriately.</td>
<td>Use of the full stop at the end of a sentence to show completion of an action and capitals for proper nouns and the beginning of sentences.</td>
<td>- Go round and check clearness, and spacing.</td>
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<td>Pupils copy sentences from the substitution table and insert the full stop.</td>
<td>Assist pupils to learn that a full stop is placed at the end of a sentence. Also capitals are used to mark the beginning of sentences and start proper nouns.</td>
<td>Pupils write sentences observing capitals and the full stop.</td>
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</table>

Pupils practise handwriting using sentences from the given substitution table.

Pupils fill in blanks with appropriate letters/words.
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<td>UNIT 3</td>
<td><strong>SPELLING AND DICTATION</strong></td>
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<td></td>
<td><strong>Supplying Missing Letters and Words</strong></td>
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<td>4.3.1 spell simple and familiar words.</td>
<td>Spelling drill on simple and familiar words; spelling games using the computer.</td>
<td>Teacher reads out simple words (two to four letters) for pupils to spell. Design simple materials in spelling using books/dictionaries/ the computer/calculator. Teacher reads out words for pupils to write on the board or in their exercise books. <strong>NOTE:</strong> Select words from the class reading books or from story books they read.</td>
<td>Pupils correct mis-spelt words/re-arrange jumbled words.</td>
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<td>4.3.2 spell and write their own names.</td>
<td>Spelling drill or pupils’ own names.</td>
<td>Give slips of paper containing pupils’ names for spelling orally.</td>
<td>Pupils spell their names and write them in their books.</td>
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<td>4.3.3 fill in blanks with letters and words correctly</td>
<td>Filling in blanks with words in simple sentences.</td>
<td>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</td>
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</tbody>
</table>
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 care.
   (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 Organizations
- Philanthropists
- Ghana Library Board
- Ghana Book Trust
- Non-Governmental Organizations (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

### SECTION 1

## 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

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<tr>
<td>LISTENING TO POEMS/SONGS</td>
<td>The pupil will be able to:</td>
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<td>1.1.1 listen attentively to Poems/songs and recite/sing them with correct stress and rhythm</td>
<td>Selected poems/songs for listening and recitation, with correct stress and rhythm.</td>
<td>Pupils listen to teacher recite appropriate poems/songs.</td>
<td>Pupils perform actions in poem/songs learnt</td>
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<td><strong>Listening to Poems/songs</strong></td>
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<td>1.1.2 tell what selected Poems/songs are about.</td>
<td>Telling the meaning of poems based on words and accompanying actions.</td>
<td>Pupils repeat the poems/songs after teacher.</td>
<td>Pupils answer questions to poems/songs learnt.</td>
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<td></td>
<td>1.1.3 explain the key words and state values in poems/songs</td>
<td>Key words and moral values in poems/songs.</td>
<td>Through questions, assist pupils to explain what the poem is about. Pupils recite poems and perform the actions in them.</td>
<td>Pupils use key words in poems in simple sentences.</td>
</tr>
</tbody>
</table>

**UNIT 1** LISTENING TO POEMS/SONGS

- The pupil will be able to:
  - 1.1.1 listen attentively to Poems/songs and recite/sing them with correct stress and rhythm
  - 1.1.2 tell what selected Poems/songs are about.
  - 1.1.3 explain the key words and state values in poems/songs

**CONTENT**

- Selected poems/songs for listening and recitation, with correct stress and rhythm.
- Telling the meaning of poems based on words and accompanying actions.
- Key words and moral values in poems/songs.

**TEACHING AND LEARNING ACTIVITIES**

- Pupils listen to teacher recite appropriate poems/songs.
- Pupils repeat the poems/songs after teacher.
- Through questions, assist pupils to explain what the poem is about. Pupils recite poems and perform the actions in them.
- Assist pupils to:
  - identify key words and rhyming words in the poems/songs.
  - explain the key words in the poems/songs
  - identify the moral values in the poems
  - state relevance of poem/songs to real life situation.

**EVALUATION**

- Pupils perform actions in poem/songs learnt.
- Pupils answer questions to poems/songs learnt.
- Pupils use key words in poems in simple sentences.
<table>
<thead>
<tr>
<th>UNIT</th>
<th>SPECIFIC OBJECTIVES</th>
<th>CONTENT</th>
<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 2</td>
<td><strong>LISTENING TO DIRECTIONS AND INSTRUCTIONS</strong></td>
<td></td>
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<td></td>
<td>The pupil will be able to:</td>
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<tr>
<td></td>
<td>1.2.1 listen attentively to simple instructions and carry out the instructions</td>
<td>Listening to and carrying out simple instructions of not more than ten words.</td>
<td>Give simple instructions to class and guide class to carry out the instruction. Use the example in the content and other appropriate ones.</td>
<td>Pupils give and carry out instructions in groups/pairs</td>
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<td></td>
<td>Examples of instructions:</td>
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<td></td>
<td>Go to the cupboard, pick a green (or red) book and give it to Mary/Lariba/Osei.</td>
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<td>Pick up your chair, take it to the door and sit on it.</td>
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<td></td>
<td>1.2.2 listen attentively to directions and carry them out</td>
<td>Showing a friend or visitor where to go, where to turn etc. to get to a specific place. Examples:</td>
<td>Guide pupils in correct pronunciation, stress and intonation as they give the instructions.</td>
<td>Pupils practise giving and following directions/instructions.</td>
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<td></td>
<td>- how to get to the head-teacher’s office.</td>
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<td>Give simple directions/instructions to pupils in groups, e.g.</td>
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<td></td>
<td>- how to get to the post office</td>
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<td>Go outside the classroom, turn left and go to the second door on the left.</td>
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<td></td>
<td>1.2.3 give directions/instruction accurately</td>
<td>Listening carefully to directions and giving clear and correct direction.</td>
<td>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.</td>
<td>In pairs, pupils give directions/instructions to specified places</td>
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<td>Treasure Hunt: Hide a small treasure somewhere in the classroom or in the playground. Then give the children a set of instruction which they have to follow to find the treasure.</td>
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<td>UNIT</td>
<td>SPECIFIC OBJECTIVES</td>
<td>CONTENT</td>
<td>TEACHING AND LEARNING ACTIVITIES</td>
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<tr>
<td>UNIT 3</td>
<td>The pupils will be able to:</td>
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<tr>
<td></td>
<td>1.3.1 listen to simple/interesting stories and state some of the key words, issues and moral in them.</td>
<td>Listen to simple and interesting stories and identify key words and issues in the stories. Retell simple stories using miming and demonstration.</td>
<td>Pupils select suitable and interesting stories, retell stories to class, identify key words and activities.</td>
<td>Pupils tell stories about events they have witnessed and stories they have read or heard to class.</td>
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<td></td>
<td>1.3.2 read simple stories and retell them with actions</td>
<td>Dramatizing/Miming whole/parts of, and imitating actions and/or sounds in stories</td>
<td>Pupils retell simple stories with appropriate, actions, gestures and demonstration.</td>
<td>In pairs/groups pupils dramatize/mime stories in class.</td>
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<td></td>
<td>1.3.3 dramatize/mime whole/parts of, or imitate some actions and or sounds in a story</td>
<td>Visit/excursions to different places: zoo, harbour, forest reserves, market, shops, post office, children’s park etc.</td>
<td>Guide pupils to tell their own stories and also talk about stories read/heard</td>
<td>Draw/model scenes from stories read/told.</td>
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<td></td>
<td>1.3.4 identify the structure of a story and give personal response</td>
<td>Language Use -Use of the past tense in stories -use of adverbs and nominal adjectives to enhance narration.</td>
<td>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.</td>
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<td>NOTE: Stories to aim at teaching values e.g. Dissemination, gratitude unwillingness to hurt other people.</td>
<td>Take pupils on field trip to places of interest.</td>
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<td>Individuals talk about what they saw on the field trip to class and class ask questions.</td>
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<td>NOTE: Encourage free expression. Note and correct only gross errors in grammar/ pronunciation after narration telling.</td>
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<td>Guide pupils through questions to be aware of the beginning/ middle and ending of stories. Eg. Anase and the Wisdom Pot:</td>
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<td></td>
<td>1. Who collected all the wisdom on earth?</td>
<td>Pupils narrate stories through answering questions on the stories.</td>
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<td>2. Why did he do that?</td>
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<td></td>
<td></td>
<td>3. What happened to him?</td>
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<td>UNIT</td>
<td>SPECIFIC OBJECTIVES</td>
<td>CONTENT</td>
<td>TEACHING AND LEARNING ACTIVITIES</td>
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<td>UNIT 4</td>
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<tr>
<td>CONVERSATION</td>
<td>The pupils will be able to:</td>
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<td>1.4.1 talk about people e.g. (parents friends siblings), using appropriate language.</td>
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<td>1.4.2 talk about selected processes and issues concerning the home and life generally.</td>
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<td>1.4.3 give accurate description of a friend.</td>
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<td>1.4.4 state the names of the months of the year in chronological order</td>
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<td>1.4.5 state the names of some major rivers in Ghana.</td>
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<td>Talking about processes</td>
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<td>Talking about people: their features, abode etc.</td>
<td>Use questions to assist pupils individually, to talk about their parents, other relatives and their friends. Class asks questions.</td>
<td>Pupils talk about parents, other people using appropriate language</td>
</tr>
<tr>
<td>Giving accurate descriptions</td>
<td></td>
<td>Processes: - cooking, polishing shoes, washing clothes, etc.</td>
<td>Encourage pupils to use words that connote colour, height, size etc.</td>
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<td>The home and everyday activities: Safety in the home/school</td>
<td>Led with questions, pupils individually, talk about selected topics on processes in the home and on personal safety etc. Class asks questions for clarification and to sustain interest.</td>
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<tr>
<td>Months of the year.</td>
<td></td>
<td>Describing a friend in detail paying attention to features and other characteristics.</td>
<td>Pupils individually describe their friend; (appearance, school, favourite subjects, food, hobbies etc).</td>
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<tr>
<td>Names of major rivers</td>
<td></td>
<td>Names of the months of the year in chronological order</td>
<td>Assist pupils to learn the names of the months of the year in chronological order (3 months at a time). Pupils individually, state the months of the year in chronological order.</td>
<td>In pairs/groups pupils describe persons they know.</td>
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<td></td>
<td></td>
<td>Some major rivers in Ghana: River Volta River Pra River Ankobrah River Densu</td>
<td>Pupils individually state the names of the months of the year in chronological order.</td>
<td>Pupils mention the names of the months of the year (3 at a time)</td>
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<td></td>
<td></td>
<td>Language use</td>
<td></td>
<td>Pupils state name of the month in which the lesson is being taught.</td>
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<td>Simple, present tense active and passive forms, descriptive words.</td>
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<td>-Pupils tell the months in which they were born.</td>
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<td>Pupils mention the names of some other rivers in the country.</td>
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<tr>
<td>UNIT</td>
<td>SPECIFIC OBJECTIVES</td>
<td>CONTENT</td>
<td>TEACHING AND LEARNING ACTIVITIES</td>
<td>EVALUATION</td>
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<tr>
<td>UNIT 4 (CONT’D) CONVERSATION</td>
<td>The pupils will be able to: 1.4.6 mention the names of some cities, towns and villages.</td>
<td>Cities and Towns: Accra, Kumasi, Sunyani, Tamale, Bolgatanga, Wa, Bawku, Takoradi, Axim, Ho, Keta, Cape Coast, Koforidua.</td>
<td>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.</td>
<td>Pupils mention the names of some cities, towns and villages.</td>
</tr>
<tr>
<td>Names of cities</td>
<td>1.4.7 tell the time</td>
<td>Telling time by the clock  Time by the hour  Half past  Quarter past  Quarter to</td>
<td>“Memory Game” Children play a game in which they have to remember the names of many Ghanaian cities. The first child names a city, the second child must name the city mentioned by the first child and then name another city. The next child needs to mention the two previous cities before they think of their own. The game progresses like this until all children have had a turn.</td>
<td></td>
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<tr>
<td>Telling the time</td>
<td>1.4.8 make polite requests and enquiries</td>
<td>Make polite requests and enquiries using “May I”, “Can I”, “Can you”, “Will you”, “please” 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? Please give me your pen etc.</td>
<td>Demonstrate the use of polite requests/enquiries by creating relevant situations for the occasion using ‘May I?’ “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’</td>
<td></td>
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<tr>
<td>Making polite request</td>
<td></td>
<td>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</td>
<td>Pupils do exercises involving time.</td>
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<tr>
<td>UNIT</td>
<td>SPECIFIC OBJECTIVES</td>
<td>CONTENT</td>
<td>TEACHING AND LEARNING ACTIVITIES</td>
<td>EVALUATION</td>
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</table>
| UNIT 4 (CONT’D) CONVERSATION | The pupil will be able to:  
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 5 DRAMA |  
1.5.1 Perform a sketch from stories told/heard/read. | Sketch from an interesting story | Through questions, guide pupils to develop a sketch from a story heard or read.  
Pupils perform the sketch developed  
(Encourage many pupils to participate) by having group performances. | Pupils perform sketches from stories told, heard or read. |
|  |  
1.5.2 identify key issues and lessons in a sketch. | Key issues/moral values and other values in a sketch. e.g. selflessness, care for public property and service. | Pupils identify key issues in the sketch performed.  
Pupils identify the moral/other lessons in the sketch and explain their importance in real life. |  
|  |  
1.5.3 elicit personal response. | Giving opinions about likes/dislikes. | Let pupils express their feelings about the story/drama through question like;  
Did you like/dislike the story/drama?  
Why did you like/dislike it?  
Which part of the story interests you most? Etc. |  
|  |  

### PRIMARY 3

#### SECTION 2
**GRAMMAR**

General Objectives: The pupil will

1. use grammatical forms correctly in speech and in writing

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<tr>
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<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
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<td>UNIT 1</td>
<td>The pupil will be able to:</td>
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<tr>
<td>NOUNS – NUMBER (Regular nouns)</td>
<td>2.1.1 distinguish between the singular and plural forms of nouns.</td>
<td>Singular and plural forms of nouns.</td>
<td>Pupils name things around them for teacher to write on the board.</td>
<td>Pupils write short sentences using singular and plural forms of nouns.</td>
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<tr>
<td></td>
<td></td>
<td>The plural is generally formed by adding ‘s’ to the word e.g.</td>
<td>Assist pupils to know the distinction between singular and plural (singular refers to one thing; plural refers to more than one thing).</td>
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<td></td>
<td></td>
<td>Sing</td>
<td>Plural</td>
<td>Using demonstration, introduce the plural forms of nouns on the board to class.</td>
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<td></td>
<td></td>
<td>Singular</td>
<td></td>
<td>e.g.</td>
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<td></td>
<td></td>
<td>boy</td>
<td>boys</td>
<td>Show a book to the class and say:</td>
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<td></td>
<td></td>
<td>girl</td>
<td>girls</td>
<td>‘This is a book’ (singular)</td>
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<td></td>
<td></td>
<td>chair</td>
<td>chairs</td>
<td>Add two or more books</td>
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<td></td>
<td></td>
<td>table</td>
<td>tables</td>
<td>‘These are books’ (plural)</td>
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<td></td>
<td></td>
<td>dog</td>
<td>dogs</td>
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<td></td>
<td></td>
<td>cat</td>
<td>cats</td>
<td></td>
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<td></td>
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<td>bottle</td>
<td>bottles</td>
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<td></td>
<td>2.1.2 use the singular and plural forms of nouns correctly in speech and in writing</td>
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<td>Divide the class into two teams and assign numbers to each child from 1 to ? Write on the board a number of plural nouns both regular and irregular. Invite a child from each team to come up to the board by calling out the number. Give them marker or chalk. Call out the singular version of the noun. The first child to find its plural form and underline it, wins a point for his team.</td>
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<td>Pupils take turns to give the plural forms of nouns on the board.</td>
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<td></td>
<td>Pupils to use plural forms of nouns in simple sentences.</td>
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<td>UNIT</td>
<td>SPECIFIC OBJECTIVES</td>
<td>CONTENT</td>
<td>TEACHING AND LEARNING ACTIVITIES</td>
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<tr>
<td>UNIT 1 (CONT’D) NOUNS – NUMBER (Irregular Nouns)</td>
<td>The pupils will be able to:</td>
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</table>

| 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 |

Irregular nouns: Some nouns do not take ‘s’ for the plural but instead change their forms e.g. | Assist pupils to identify nouns for which the plural is formed by a change in the noun, rather than the addition of ‘s’ | Pupils identify irregular nouns from sentences. |

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
<td>man</td>
<td>men</td>
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<tr>
<td>woman</td>
<td>women</td>
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<tr>
<td>child</td>
<td>children</td>
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<td>knife</td>
<td>knives</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
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<td>louse</td>
<td>lice</td>
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<td>mouse</td>
<td>mice</td>
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<tr>
<td>die</td>
<td>dice</td>
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</tbody>
</table>

| 2.1.4 use plural forms of irregular nouns in speech and writing |

Pupils give the plural for nouns such as man, woman and tooth. Using the changes noted above, assist pupils to learn the plural for all nouns listed in the content. | Pupils individually, use the plural forms in the list in simple sentences. | Pupils write the plural forms of irregular nouns. |
<table>
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<tr>
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<th>SPECIFIC OBJECTIVES</th>
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<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>EVALUATION</th>
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<tbody>
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<td>UNIT 2</td>
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<tr>
<td>VERB TENSE FORMS</td>
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<tr>
<td>Simple Present</td>
<td>The pupils will be able to:</td>
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<td></td>
<td>2.2.1 use the Simple Present in sentences.</td>
<td>The simple present in sentences</td>
<td>Pupils give further examples of the simple present tense.</td>
<td>Pupils make simple sentences in the simple present.</td>
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<td></td>
<td></td>
<td>I eat everyday</td>
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<td></td>
<td></td>
<td>I go to school</td>
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<td>Afua sells in the market</td>
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<td>Agreement subject-verb</td>
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<td></td>
<td>2.2.2 identify the correct verb and pronoun agreement.</td>
<td>Verb and pronoun agreement:</td>
<td>Through examples help pupils to understand that verbs agree with nouns/pronouns which go with them.</td>
<td>Pupils identify the simple present in sentences.</td>
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<tr>
<td></td>
<td></td>
<td>I eat, We eat</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>You eat, You eat</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>He/she/it eats, They eat</td>
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<td>In the simple Present Tense,</td>
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<td>the third person singular verb</td>
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<td>takes an ‘s’ e.g.</td>
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<td>He/She/It dances</td>
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<td></td>
<td></td>
<td>Efua likes rice</td>
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<td></td>
<td></td>
<td>Doh likes fufu.</td>
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<td></td>
<td>2.2.3 use the correct form of the verb to agree with the noun/pronoun in simple</td>
<td>However, in the Simple Present tense, the first and second persons</td>
<td>Assist pupils to know when to use ‘it’</td>
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<tr>
<td></td>
<td>sentences.</td>
<td>always take the verb in its bare form e.g.,</td>
<td>Pupils give sentences in the third person singular, ensuring verb/pronoun agreement.</td>
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<td></td>
<td></td>
<td>I cook rice every day</td>
<td>Pupils form their own sentences with given verbs and pronouns.</td>
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<td></td>
<td></td>
<td>We cook rice every day</td>
<td>Write pupils sentences on the board and guide them to correct their errors.</td>
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<td></td>
<td></td>
<td>You go to church on Sundays</td>
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<td></td>
<td></td>
<td>You all go to church on Sunday</td>
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<td></td>
<td></td>
<td>Nurse work in the hospital</td>
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<thead>
<tr>
<th>UNIT</th>
<th>SPECIFIC OBJECTIVES</th>
<th>CONTENT</th>
<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 2</td>
<td>The pupil will be able to:</td>
<td>NOTE: The correct form of the verb should agree with the nouns or pronouns in simple sentences.</td>
<td>Using substitution table like the one below, assist pupils to form sentences orally in class.</td>
<td>In turns, pupils form sentences from the substitution table.</td>
</tr>
<tr>
<td>(CONT’D)</td>
<td></td>
<td>Verb Tense agreement:</td>
<td></td>
<td>Pupils write sentences from the table in their exercise books.</td>
</tr>
<tr>
<td>VERB TENSE</td>
<td></td>
<td>I go to school.</td>
<td></td>
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<tr>
<td>FORMS</td>
<td></td>
<td>You go to school on Monday.</td>
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<td></td>
<td></td>
<td>Efua sells in the market.</td>
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<td></td>
<td>Doh likes fufu.</td>
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<td></td>
<td>We cook rice everyday.</td>
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<td>You all go to church on Sundays.</td>
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<td>Nurses work in the hospital.</td>
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<tr>
<td>Simple Past</td>
<td>2.2.4 use the Simple Past tense correctly.</td>
<td>Simple Past Tense</td>
<td>Use questions to elicit similar sentences. Write examples of pupils’ sentences in the Simple Present and Simple Past on Chalkboard.</td>
<td></td>
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<tr>
<td>(Regular verbs)</td>
<td></td>
<td>to express an action that took place at a definite time in the past.</td>
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<td></td>
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<td>e.g. She came last week.</td>
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<td></td>
<td>Awuah did his homework last night.</td>
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<td></td>
<td></td>
<td>Kafui cried yesterday.</td>
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<td></td>
<td></td>
<td>We form the Simple Past Tense of most verbs with –ed or –d.</td>
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<tr>
<td>(Irregular Verbs)</td>
<td></td>
<td>e.g. enjoyed, worked, liked.</td>
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<td></td>
<td>NOTE: Some verbs take different forms in the Simple Past.</td>
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<td>e.g. go – went; sing – sang see – saw; buy – bought</td>
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<td></td>
<td>2.2.5 distinguish between regular and irregular verbs</td>
<td></td>
<td></td>
<td>Pupils write sentences in the simple past tense using both regular and irregular verbs.</td>
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<td></td>
<td>2.2.6 distinguish between the Simple Present and the Simple Past Tense Forms.</td>
<td>Distinguishing between Simple Present and Simple Past Verb Tense forms.</td>
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<td></td>
<td>Introduce the simple past of irregular verbs in the content.</td>
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<td></td>
<td>Pupils use the simple past of irregular verbs in sentences.</td>
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<td></td>
<td>Introduce the Simple Past by changing pupils’ sentences from the Simple Present to the Simple Past.</td>
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<td>e.g.: I wash my clothes I washed my clothes</td>
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<td></td>
<td></td>
<td>I go to school I went to school</td>
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<td></td>
<td>Pupils change sentences in Simple Present into Simple Past.</td>
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<td></td>
<td>Pupils fill in blanks with either Simple Present or Simple Past forms of verb.</td>
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<td>UNIT 2 (CONT'D)</td>
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<td>VERB TENSE FORMS:</td>
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<td>Past Continuous</td>
<td>The pupil will be able to:</td>
<td>Past Continuous</td>
<td>Using examples, revise the Present Continuous Tense and write some of the examples on the board e.g.</td>
<td>Pupils change sentences from the Present Continuous to Past Continuous.</td>
</tr>
<tr>
<td>Subject verb agreement</td>
<td>2.2.7 use the Simple Past Continuous tense form correctly.</td>
<td>We form the Past Continuous Tense of most verbs by putting WAS/WERE before the –ing form of the verb,. e.g. They were playing ‘ampe’. She was learning Mathematics.</td>
<td>The boy is sleeping. We are learning English. I am playing.</td>
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<td></td>
<td>2.2.8 use the correct form of auxiliaries in past continuous sentences</td>
<td>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.</td>
<td>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.</td>
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<td>UNIT 3</td>
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<td>PREPOSITIONS</td>
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<tr>
<td>Below, above, over beside.</td>
<td>2.3.1 use appropriate prepositions in sentences.</td>
<td>Below, above, over beside.</td>
<td>Through simple commands, assist pupils to demonstrate the use of “beside” and near”.</td>
<td>In pairs, pupils practise the use of below, above, over ad beside</td>
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<td></td>
<td>2.3.2 use the preposition ‘over’ appropriately</td>
<td>Preposition: over, that is, from one side to the other side.</td>
<td>Through demonstration, assist pupils to learn the use of ‘over’ in practical terms e.g. Throw the ball over the table etc.</td>
<td>In pairs, pupils practise the use of ‘over’ in sentences and commands.</td>
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</table>
| UNIT 4 | **EXPRESSING THE FUTURE** | The pupils will be able to:  
2.4.1 express the future using “Will” and “shall” | Expressing the future using “Will”/“shall.”  
e.g. I will celebrate my birthday tomorrow.  
My brother will come tomorrow.  
Kofi will eat rice this evening  
I shall see you tonight  
We shall go to farm. | 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 write five sentences about things they will do in the future.  
Pupils practise asking and responding to questions correctly using expressions showing the future. |
| UNIT 5 | **QUESTIONS AND RESPONSES (USING THE FUTURE TENSE)**  
(Expressing the future) | 2.5.1 answer Yes/No questions correctly using the expressions that show the future. | Answering Yes/No Questions correctly using the Future e.g.  
Will you go to the Library tomorrow?  
Yes, I will.  
No, I won’t.  
Will you do your home work tonight?  
Yes, I will.  
No, I won’t. | 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. | In pairs/groups, pupils ask and answer questions based on the future. |
| UNIT 6 | **SIMPLE QUANTIFIERS**  
(Cardinals/Ordinals) | 2.6.1 differentiate between cardinal and ordinal quantifiers  
2.6.2 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, 4th, 5th) 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, 4th, 5th) etc. | Pupils are given cardinal numbers e.g. 1-40 etc. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SIMPLE QUANTIFIERS (Cardinals/Ordinals)</td>
<td>The pupils will be able to:</td>
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<td>Through questions and answers pupils play a language game to introduce the ordinals e.g.</td>
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<td>Tell the first pupil,</td>
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<td>Tr: You are Number 1, you are first (1\textsuperscript{st}) Who are you?</td>
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<td>P1: I am Number 1 and the first (1\textsuperscript{st}). Number One turns to Number Two, and asks, who are you?</td>
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<td>P2 answers I am Number Two and the second. Then the game continues with other pupils.</td>
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<td>As the game continues, teacher writes the cardinals and ordinals on the chalkboard as follows:</td>
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<td></td>
<td></td>
<td>今天的日期昨日的日期，明 天的日期</td>
<td></td>
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<td></td>
<td>The cardinal and ordinals may precede nouns in speech and writing.</td>
<td>Today’s date yesterday’s date, tomorrow’s date.</td>
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| | e.g. One pupil, two children
The first child
The second child | | | |
<p>| | 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. | | | |
| | 2.6.3 write dates accurately. | | | |
| | Today’s date yesterday’s date, tomorrow’s date. | | | |
| | | 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 |
| | Pupils state the date of the day of the lesson, including the year. | 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. | |
| | Pupils state the date for the previous day, the following day. | James Ofori: 3\textsuperscript{rd} June, 1992 Ama Adoma July 2 2006. | |
| | Assist pupils to write the following dates accurately: Today’s date Yesterday’s date Tomorrow’s date | Pupils list the dates for each day of the previous week. | |</p>
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<tr>
<td>UNIT 7</td>
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<tr>
<td>ADJECTIVES</td>
<td>The pupils will be able to:</td>
<td>Adjectives tell us more about nouns and pronouns.</td>
<td>Revise nouns and pronouns.</td>
<td>Pupils to identify adjectives in simple sentences.</td>
</tr>
<tr>
<td>Describing</td>
<td>2.7.1 identify adjectives in sentences.</td>
<td>e.g. My uncle is an old man</td>
<td>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.</td>
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<tr>
<td>Words</td>
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<td>I have a green book</td>
<td>Pupils observe the objects displayed and say how they can be identified.</td>
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<td></td>
<td>e.g. a green book. a red piece of chalk, a short pencil, etc.</td>
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<td></td>
<td>2.8.2 use adjective appropriately in speech and in writing.</td>
<td>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 kind man is my uncle. I gave Yaw a brown book.</td>
<td>Pupils explain how adjectives are used</td>
<td>Pupils select adjectives of their choice to form sentences.</td>
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<td>Assist pupils to use the appropriate adjectives to form simple sentences</td>
<td>Pupils complete the blanks in sentences using appropriate adjectives.</td>
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<td>e.g. My pencil is short. I have a green dress. Nartey has a black pair of shoes.</td>
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<td>Pupils give sentences in which the adjective comes before the noun.</td>
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<td></td>
<td>Pupils give singular and plural sentences in which the adjective comes before the noun and sentences in which the adjective comes after the noun.</td>
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<td>Introduce adverbs by performing actions and describing how they were done. Eg. quickly/ loudly/clearly/strongly He writes quickly They shouted loudly etc.</td>
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<td>Pupils perform actions and others describe the manner in which the action was performed.</td>
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<td>Pupils write sentences with given adverbs of manner.</td>
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<p>| UNIT 8     |                                       |                                              |                                  |                                                |
| ADVERBS (as describing words) | 2.8.1 use adverbs appropriately in speech and in writing | Adverbs tell us more about doing words (verbs) Eg. she eats slowly. John walked fast. |                                             |                                                |
|            |                                       |                                              | Pupils identify adverbs in sentences on the board. Eg. they came early Pupils fill in blank spaces with appropriate adverbs. |                                                |</p>
<table>
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<tr>
<th>UNIT 9</th>
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<tbody>
<tr>
<td>POSSESSIVE PRONOUNS</td>
<td>The pupils will be able to:</td>
<td>Distinguish between the Personal and Possessive pronouns</td>
<td>Pupils mention things that belong to them and use the possessive as below:</td>
<td>Pupils use possessive pronouns appropriately in sentences.</td>
</tr>
<tr>
<td>2.9.1 distinguish between the personal and possessive pronouns</td>
<td><strong>Personal Pronouns</strong></td>
<td><strong>Possessive Pronouns</strong></td>
<td>Ama: This is my dress – The dress is mine. Kojo: This is my ball – The ball is mine</td>
<td></td>
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<tr>
<td></td>
<td>1 You</td>
<td>mine</td>
<td>Kwesi and Kojo: This is our book – The book is ours.</td>
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<td></td>
<td>He</td>
<td>his</td>
<td>These books are for all of you.</td>
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<td></td>
<td>She</td>
<td>hers</td>
<td>These books are yours.</td>
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<td>It</td>
<td>its</td>
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<td></td>
<td>We</td>
<td>ours</td>
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<td></td>
<td>They</td>
<td>theirs</td>
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<td>2.9.2 use the various possessive pronouns appropriately.</td>
<td>Appropriate use of possessive pronouns:</td>
<td>Guide pupils with situations and examples to use the possessive to talk about things that belong to them and to others.</td>
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<td></td>
<td>This is my pen – the pen is mine. This is your bag – the bag is yours. That is his book – the book is his. That is her watch – The watch is hers</td>
<td>In pairs/groups pupils practise the use of the possessive pronouns in a variety of sentences.</td>
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<td>2.9.3 engage in conversation using future and possessive pronouns to express the future</td>
<td>I will give my spelling book to you. Dede will buy her counters tomorrow. We will use mine this afternoon.</td>
<td>In groups/pairs, pupils form own examples using the future time and possessive pronouns.</td>
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SECTION 3

READING

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

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<tbody>
<tr>
<td>UNIT 1</td>
<td>The pupil will be able to:</td>
<td>Making the sounds of the individual letters of known words.</td>
<td>Work out phonic families that will be suitable for the level and design simple learning and teaching materials such as phonic wheel and phonic slide to promote better pronunciation</td>
<td>Pupils read relatively unfamiliar texts</td>
</tr>
<tr>
<td>PHONIC WORK</td>
<td>3.1.1 pronounce unfamiliar words correctly</td>
<td>Initial Medial Final</td>
<td>Ensure that the sounds taught can be identified/recognised at initial, medial and final positions.</td>
<td>Pupils write and read names of objects and other words with correct pronunciation.</td>
</tr>
<tr>
<td>Word Attack</td>
<td></td>
<td>Initial                    Medial                Final</td>
<td>Initial                    Medial                Final</td>
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<td></td>
<td></td>
<td>put                       super                  stop</td>
<td>book                       table                  bulb</td>
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<td></td>
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<td>man                       remain                  storm</td>
<td>kick                       kicked                 pick</td>
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<td>now                       thunder                  begin</td>
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<td>Giving words/names of objects that begin with particular sounds. Using the computer ICT Integration.</td>
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<td>UNIT</td>
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<td>CONTENT</td>
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<td>EVALUATION</td>
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<tr>
<td>UNIT 2</td>
<td>The pupils will be able to:</td>
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<tr>
<td>READING</td>
<td>3.2.1 read aloud texts at an appreciable speed with correct pronunciation, stress</td>
<td>Simple passages, dialogues or plays from</td>
<td>Teacher/pupils read out texts. Ensure that the correct pronunciation, stress and intonation are</td>
<td>Pupils read aloud for correct pronunciation stress and intonation.</td>
</tr>
<tr>
<td>ALOUD</td>
<td>and intonation.</td>
<td>the textbook or from a supplementary reader.</td>
<td>used. Record individual pupils’ difficulties and help to correct them.</td>
<td></td>
</tr>
<tr>
<td>Reading Games</td>
<td>3.2.2 answer questions based on passage read.</td>
<td></td>
<td>Ask simple questions based on the texts/passages.</td>
<td>Pupils answer questions based on texts/passages.</td>
</tr>
<tr>
<td></td>
<td>3.2.3 play a variety of games according to their rules.</td>
<td>Reading games: e.g. Word dominos. Magic word</td>
<td>Explain how the games are played. Use a variety of reading games. Make games as competitive as</td>
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<td></td>
<td></td>
<td>games</td>
<td>possible; monitor to prevent abuse and cheating</td>
<td></td>
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<td></td>
<td>3.2.4 answer questions on passages read to them</td>
<td>Answering questions on passages read to them.</td>
<td>NOTE: Games must be relevant to lessons taught.</td>
<td></td>
</tr>
<tr>
<td>UNIT 3</td>
<td>The pupils will be able to:</td>
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</tr>
<tr>
<td>SILENT</td>
<td>3.3.1 mention the title and author of the passage read</td>
<td>Title and author of passage</td>
<td>Model reading: Put pre-reading questions on the board. Read the text for pupils to listen</td>
<td>Pupils answer orally, questions based on passages read to them.</td>
</tr>
<tr>
<td>READING</td>
<td>3.3.2 explain the meaning of some words and pictures in the passage</td>
<td>Reading silently and following instructions</td>
<td>attentively and do the following:</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>3.3.3 summarize the passage read in few words</td>
<td>Answering short oral questions.</td>
<td>- explain the meaning of some words and pictures in the passage</td>
<td></td>
</tr>
<tr>
<td>of passages</td>
<td></td>
<td></td>
<td>- summarize the passage in a few words</td>
<td></td>
</tr>
<tr>
<td>read</td>
<td>3.3.4 answer questions based on passages read</td>
<td>Factual questions Inferential questions Predictive</td>
<td>Pupils to answer questions on the passage read. Questions must be varied to include factual,</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>questions</td>
<td>inferential, predictive etc types.</td>
<td></td>
</tr>
<tr>
<td>UNIT</td>
<td>SPECIFIC OBJECTIVES</td>
<td>CONTENT</td>
<td>TEACHING AND LEARNING ACTIVITIES</td>
<td>EVALUATION</td>
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<tr>
<td>UNIT 4</td>
<td>MAKING AND USING PICTURE DICTIONARIES</td>
<td>The pupil will be able to:</td>
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<tr>
<td></td>
<td>3.4.1 make picture dictionaries</td>
<td>Making picture dictionaries based on phonic work and vocabulary items.</td>
<td>In groups pupils draw and 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.</td>
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<tr>
<td></td>
<td>3.4.2 use the dictionary to practise making appropriate sounds (Phonic Work).</td>
<td>Using dictionaries for practising various sounds</td>
<td>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 pictures from 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. Guide pupils to make the sounds represented by the letters and the words in the dictionary. NOTE: The sounds may occur in different positions. e.g.: (initial, medial, final) Using the picture dictionary and passages read earlier, let pupils spell two to four letter words.</td>
<td>Pupils find words containing sounds of the letters used in dictionaries. In groups pupils practise spelling simple words.</td>
</tr>
<tr>
<td></td>
<td>3.4.3 spell words accurately</td>
<td>Spell simpler words - go, come, dog, cat, big, left, ship, talk, back etc.</td>
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</tbody>
</table>
### PRIMARY 3

#### SECTION 4

**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.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>SPECIFIC OBJECTIVES</th>
<th>CONTENT</th>
<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1</td>
<td>Purposeful Copying of: Sentences, Verses, Words of Songs, Prayer.</td>
<td>The pupils will be able to:</td>
<td></td>
<td>Pupils copy out specific sentences, verses and songs. Teacher check for correctness.</td>
</tr>
<tr>
<td>PENMANSHIP AND COPY WORK</td>
<td>4.1.1 copy various sentences, verses, words of songs, legibly</td>
<td>Copying short sentences, verses, poems, and words of songs.</td>
<td>Write letters of the alphabet that pupils find difficult to write on the board.</td>
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<td></td>
<td></td>
<td>Penmanship: Writing should be bold and clear.</td>
<td>Examples of these are: Ascenders (bar letters) b d t l and Descenders (tail letters) g p q y</td>
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<tr>
<td></td>
<td>4.1.2 write and practise saying letters/words with which pupils have difficulty</td>
<td>Writing sentences, verses, poems, words of songs, with which pupils have difficulty e.g. Tongue Twisters like the following:</td>
<td>Pupils write the letters in their exercise books. Go round and advise on appropriate penmanship.</td>
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<td></td>
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<td>- She sells sea shells at the sea shore.</td>
<td>Guide pupils to write the verses, words of songs, etc. correctly.</td>
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<td></td>
<td></td>
<td>- Betty bought a bit of butter bread, but found the butter bread bitter.</td>
<td>Guide pupils to copy words/verses correctly.</td>
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<tr>
<td></td>
<td></td>
<td>So she bought a bit of better butter to make the bitter butter better.</td>
<td>Guide pupils to practise writing and saying letters/ words with which they have difficulty.</td>
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<td></td>
<td>Teacher/Pupils to practise writing their own tongue twisters.</td>
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<td>The verses or words copied must be checked for correctness and they must be used in other lessons.</td>
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<td>UNIT</td>
<td>SPECIFIC OBJECTIVES</td>
<td>CONTENT</td>
<td>TEACHING AND LEARNING ACTIVITIES</td>
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<tr>
<td>UNIT 2</td>
<td>The pupils will be able to:</td>
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<tr>
<td>WRITING</td>
<td>4.2.1 write/copy correct sentences from a substitution table</td>
<td>Writing sentences based on a given grammatical items/structure from a substitution table.</td>
<td>i. Explain what a substitution table is with simple table's e.g.</td>
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<tr>
<td>CORRECT</td>
<td></td>
<td>i. I have a book, a pen, a pencil</td>
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<tr>
<td>SENTENCES</td>
<td></td>
<td>ii. Demonstrate reading/writing sentences from a substitution table.</td>
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<tr>
<td>FROM A</td>
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<td>iii. Give sufficient oral practice</td>
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<tr>
<td>SUBSTITUTION</td>
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<tr>
<td>TABLE.</td>
<td></td>
<td><strong>Note:</strong> Substitution tables may be used throughout the year whenever we teach a new topic/structure.</td>
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<td>Punctuation:</td>
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<td>The Full</td>
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<tr>
<td>Stop</td>
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<td>The Question</td>
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<tr>
<td>Mark</td>
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<td>The Comma</td>
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<td>Upper Case</td>
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<td>and Lower</td>
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<td>Case Letters</td>
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<td>UNIT 3</td>
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<tr>
<td>SIMPLE</td>
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<tr>
<td>DIRECTIONS</td>
<td>4.3.1 write simple directions.</td>
<td>Writing sentences and short passages directing persons.</td>
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<td></td>
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<td>from the classroom to another classroom, the school canteen, the urinal etc.</td>
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<td>from the school to the market, church, the lorry station etc.</td>
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<td>Use a lot of examples drawing attention to the use of landmarks and use of such expressions as walk straight, ahead, turn left/right, near the .........., behind the .........., in front of etc.</td>
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<td>They may then write short directions on their own.</td>
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<td></td>
<td><strong>Language use:</strong> The simple present is mainly used.</td>
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<td>Pupils make use of commas.</td>
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<td>Pupils rewrite sentences and passages using upper case letters.</td>
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<td>Pupils copy sentences/passages wrongly punctuated using correct punctuation marks.</td>
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<td>Give fill-in-the blank and sentence completion exercises.</td>
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<td></td>
<td>Pupils write short directions on their own.</td>
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<tr>
<td>UNIT</td>
<td>SPECIFIC OBJECTIVES</td>
<td>CONTENT</td>
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<tr>
<td>UNIT 4</td>
<td>The pupils will be able to:</td>
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<tr>
<td>SIMPLE</td>
<td>4.4.1 write simple narratives</td>
<td>Rewriting simple stories heard/read.</td>
<td>Explain that we can rewrite stories read or heard on daily experiences and written as stories.</td>
<td>Groups and individuals write a paragraph or two about an incident witnessed.</td>
</tr>
<tr>
<td>NARRATIVES</td>
<td></td>
<td>Writing short narrations of personal experiences from every day life.</td>
<td>Discuss the task/topic thoroughly and elicit key points.</td>
<td></td>
</tr>
<tr>
<td>UNIT 5</td>
<td>4.5.1 write short descriptions of people, objects, animals, places etc.</td>
<td>Writing short descriptions of familiar people such as parents, siblings,</td>
<td>Thoroughly discuss the topic</td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td></td>
<td>friends, common animals and birds</td>
<td>Give clear guidelines</td>
<td></td>
</tr>
<tr>
<td>SHORT</td>
<td></td>
<td>Familiar objects such as a car</td>
<td>Give a model</td>
<td></td>
</tr>
<tr>
<td>DESCRIPTIONS</td>
<td></td>
<td>Familiar places such as the school, a house</td>
<td>Provide sufficient oral practice through language drills, for instance</td>
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<td>Help pupils with appropriate vocabulary.</td>
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<td></td>
<td><strong>Note:</strong> Groups of pupils may write on a topic such as the school, a house etc.</td>
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<td></td>
<td><strong>Language Use:</strong> Guide pupils to use adjectives and adverbs. Children may also be guided to use the simple present in simple descriptions.</td>
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<tr>
<td>UNIT</td>
<td>SPECIFIC OBJECTIVES</td>
<td>CONTENT</td>
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<tr>
<td>UNIT 6</td>
<td>LETTER WRITING (Friendly letters)</td>
<td>The pupils will be able to:</td>
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<tr>
<td></td>
<td>4.6.1 write the layout of a friendly letter.</td>
<td>Correct use of appropriate formal features: Writer’s address Date of writing Salutation Body of letter Subscription Name of writer</td>
<td></td>
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<td></td>
<td>4.6.2 write a simple friendly letter.</td>
<td>The formal features as above The body in short paragraph Opening pleasantries Message conclusion</td>
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</tbody>
</table>

**TEACHING AND LEARNING ACTIVITIES**

- Discuss the purpose of letter writing.
- Introduce and teach the formal features one at a time using examples.
- Pupils contribute ideas for a class model letter.
- Pupils write their own letters.
- Lead class to write the class model.
- Pupils contribute ideas for a class model letter.
- Pupils write individual letter.

**EVALUATION**

- Pupils write the formal features of a letter. Groups write a letter. Individuals write their own letters.

**Note:** Appropriate controlled composition types should be used.
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 of books or a simple collection of books neatly arranged in cartons or boxes and available for pupils to read. Teachers can start a class/school library with scrap-books made by teachers and pupils. Such books should be made with brightly coloured Pictures and drawings. Every school should, therefore, be able to start a simple class/school library. Textbooks that are no longer in use and Other discarded books could be used to begin a class/school library.
5. **Equipping A Class/School Library**

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

The Ghana Education Service (GES).

The Ghana National Association of Teachers (GNAT).

The District Assemblies.

The School Management, Committees.

Past Pupils.

Churches and Other Organisations.

Philanthropists.

Ghana Library Board.

Ghana Book Trust and

Non-Governmental 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.
TEACHING/LEARNING MATERIALS

Dusters
Wall pictures
Conversation charts
Cardboards
Mannilla cards
Markers
Water ink
Tape recorders
Computers
Printers
Cassettes
CD’s
Photocopiers
Exercise books
Pens
Workbooks
‘A’ 4 paper
Drawing books
Writing books
Jotters
Clay (synthetic)
Coloured chalk
Brushes
Sand trays
Pencils
Workbooks
Textbooks
Library books
Teachers resource packs – (dictionary, textbooks, etc. appropriate for use at the different levels.)

Materials for costumes
Ink
Screens
Projectors
Realia (e.g. toys, vegetables, animals, birds, human beings, fish, etc.)
Desktop computers for Teachers
Laptop computers for pupils/students
Television
Chalk/fomeca boards
<table>
<thead>
<tr>
<th>RECOMMENDED TITLES FOR READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wizard of Oz - Lyman Frank Baum</td>
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<tr>
<td>2. Invisible Man - H.G. Wells</td>
</tr>
<tr>
<td>3. Tale of Two Cities - Charles Dickens</td>
</tr>
<tr>
<td>4. Three Musketeers - Alex Audre Dumas</td>
</tr>
<tr>
<td>5. Black Beauty - Anna Sewell</td>
</tr>
<tr>
<td>6. Pinocchio - Colloid C.</td>
</tr>
<tr>
<td>7. Tom Sawyer - Mark Twain</td>
</tr>
<tr>
<td>8. David Copperfield - Charles Dickens</td>
</tr>
<tr>
<td>9. Great Expectations - Charles Dickens</td>
</tr>
<tr>
<td>10. Robinson Crusoe - Daniel Defoe</td>
</tr>
<tr>
<td>11. Prince and Pauper - Mark Twain</td>
</tr>
<tr>
<td>12. Oliver Twist - Charles Dickens</td>
</tr>
<tr>
<td>13. Treasure Island - Lewis Stevenson</td>
</tr>
<tr>
<td>14. Heidi - Johanna Spyri</td>
</tr>
<tr>
<td>15. Frankenstein - Mary Shelley</td>
</tr>
<tr>
<td>16. Alice in Wonderland - Lewis Carroll</td>
</tr>
<tr>
<td>17. Arabian Knights - Andrew Lang</td>
</tr>
<tr>
<td>18. Gulliver's Travels - Jonathan Swift</td>
</tr>
<tr>
<td>19. Pride and Prejudice - Jane Austen</td>
</tr>
<tr>
<td>20. Jungle Book - Rudyard Kipling</td>
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<tr>
<td>21. The Cockcrow - Step Publishers</td>
</tr>
<tr>
<td>22. The Greedy man and the magic drum - Philip A. Gborsong</td>
</tr>
<tr>
<td>23. Journey to Heaven - Thomas Ntumy</td>
</tr>
<tr>
<td>24. Tomorrow and Tomorrow and Tomorrow - Thomas Ntumy</td>
</tr>
<tr>
<td>25. The One-eyed Rock - Thomas Ntumy</td>
</tr>
<tr>
<td>26. The Strange Man - Amu Djoleto</td>
</tr>
<tr>
<td>27. Success City - Grace Tagoe</td>
</tr>
</tbody>
</table>
28. To Have a Son Like You - Rachel Carnegie
29. The Pot of Gold Dust & Other Stories - Jane Osafoa Dankyi
30. Six Ananse Stories - S.Y. Manu
31. The Magic Food Tree & Others Stories - Albin K. Korem
32. Look and Read - Emma Afriyie
33. Home and School - Emma Afriyie
34. Around the African Fire - Sarah Opong
35. The Iguana and the Mosquito - Aaron Ofori Atta
36. The Clever Little Frog - Sarah Opong
37. Afua Becomes a Pilot - Aania L.S. Seade
38. The Young Detectives - Yaw Ababio Boateng
39. Serwa and Otosu - Elidah B. Chisha
40. Journey to Heaven - Thomas Ntumy
41. King Forever - Cyprian Ekwensi
42. The Gold Diggers - Kwasi Koranteng
43. Azasu, Son of the Hunter - Nico Kofi Adiku
44. The Discovery of Palm Wine and Other Stories - Jane Osafoa Dankyi
45. Whose fault is it, Parents or Children? - Edward Michael Effah
46. Mr. Sha-Sha the controversial man - Edward Michael Effah
THE ENGLISH LANGUAGE PANEL

This syllabus was developed by a selected panel consisting of the following:

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