



Primary English

Teacher's Guide

1

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***Revised
Edition
for the new
syllabus***

Primary **English**

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Contents

Introduction	v
Materials	v
Aims.....	v
Organisation	v
Using the materials	vi
Course Design.....	vii
Listening and Speaking	vii
Grammar	vii
Reading	viii
Writing and Composition..	viii
Grammar introduced in Primary 1	ix
Teaching techniques	x
Teaching resources – building a class library..	xiii
Teaching resources – using low-cost and no-cost materials	xiv
Assessment	xvi
Contents (of Activity-based Pupil’s Book)	xviii
UNIT 1	1
UNIT 2	7
UNIT 3	12
UNIT 4	17
UNIT 5	21
UNIT 6	25
UNIT 7	31
UNIT 8	36

UNIT 9..	41
UNIT 10	46
UNIT 11	50
UNIT 12	55
UNIT 13	60
UNIT 14	64
UNIT 15	69
UNIT 16	73
UNIT 17	78
UNIT 18	83
UNIT 19	88
UNIT 20	93
UNIT 21	98
UNIT 22	103
UNIT 23	108
UNIT 24	113
UNIT 25	118
UNIT 26	123
UNIT 27	128
UNIT 28	132
UNIT 29	137
UNIT 30	142
Wordlist	144
Letter formation (Lower case)...	149
Letter formation (Upper case) ..	150
Number formation (Lower case).....	151

Introduction

This Teacher's Guide gives you support and advice to make your teaching at Primary 1 level more interesting and effective. This introduction explains the approach of the course and suggests ways of using the materials.

Materials

Primary English consists of materials prepared for the Teaching syllabus for English Language (2012) at all levels from Primary 1 to 6. At Primary I, the materials consist of an Activity-based Pupil's Book and a Teacher's Guide.

Aims

The course has two main elements:

- the introduction of the language skills and grammar in a carefully structured, gradual way following the syllabus;
- activities to integrate and use all the language skills to develop the ability to communicate in English.

The first element aims to make sure that pupils build up a firm foundation of knowledge about how English works as a language and gradually learn to use it accurately. The second element provides pupils with the opportunity to enjoy using the language in meaningful and interesting ways, for example in conversations, stories, rhymes, songs, games and role plays.

From these, pupils will gain enjoyment and, above all, confidence as language users. This will help them to see English as an interesting language and subject which will motivate them to say and write things for themselves; thus to become independent speakers, readers and writers

Organisation

The course provides material for 30 units of teaching for the year. Each unit is enough for about one week's lesson. You should cover about ten of the units each term. You will need to plan, review and revise the work carefully. The time that pupils spend in school during the year may be more than 30 weeks, so you can reuse some of the material in the units for revision, and also spend extra time on sections which pupils seem to find difficult.

Using the materials

Units 10, 20 and 30 are revision only. They recycle the grammar, vocabulary and skills introduced in earlier units. In this Teacher's Guide there are notes on each unit. Each set of notes begins with a box which lists the *Key language*, *Key vocabulary* and *Skills* covered in the unit. There is then a list of the *Teaching aids* that you will need for that particular unit. You should look at this before the lesson and prepare any picture or word cards or any other aids that are necessary (see *Teaching resources - using low-cost and no-cost materials* on page xiv).

Each of the four main sections of the unit notes is preceded by a box listing the *objectives* for the teaching in that section. You should read these and bear them in mind as you are preparing and teaching your lessons. There are detailed notes to give you guidance on how to teach each section of the unit. Answers to exercises are included in the notes. After the notes, there is a box of *Mixed-ability activities* with ideas for how you can give remedial work or develop and extend your pupils knowledge according to their ability. See the notes on *Mixed-ability (multi-ability) teaching* on page xii.

At the end of the notes for each unit, there is a set of questions to help you review the progress of your pupils. See Diagnostic assessment on page xvii of this Introduction for their use.

Using the materials

It is important that pupils find English lessons enjoyable and rewarding. In the first lessons, spend time getting to know your pupils. Build up their confidence by teaching a little and carefully, and then praising them when they speak English. Be prepared to use the local language wherever necessary in the first week or two. The crucial point is that pupils feel secure and understand what is happening and know what they are supposed to be doing. Pupils should never be confused in the classroom or they will become anxious and will not learn. You are encouraged throughout the course to make your own decisions regarding the use of the materials, and the pace of the teaching. As all teachers know, children develop at different rates and allowance has to be made for this. Also, the children enter Primary 1 with different backgrounds and experiences. Some will have attended a pre-school kindergarten in which teaching was in English. Others will not have had this opportunity. You will need to adapt the materials in the book to be appropriate for your class (see *Mixed-ability (Multi-ability) teaching* on page xii)

Course Design

The course design is based on the four syllabus sections, *Listening and Speaking*, *Grammar*, *Reading*, *Writing and Composition*. (At this level the fifth syllabus section of *Library* is incorporated into *Reading*.)

However, it is an important concept of the syllabus that the teaching of language skills should be integrated. Throughout these teaching notes you will be encouraged to integrate the different parts of the syllabus. At this early stage, most of your work needs to be oral so always start lessons with oral practice even in *Reading or Writing and Composition* lessons. You should talk about pictures, shapes, letters, etc, before pupils start to read or write. You will also find that many of the *Listening and Speaking* topics are related to reading texts which further serve to integrate the skills.

Listening and Speaking

You will observe that in the syllabus for this class there are three sections instead of the usual four. The *Listening*, *Speaking* and *Grammar* sections have been merged. This is to establish a good level of oral competence at this level. Before pupils can read or write well, they need to understand what they are reading and writing about.

Grammar

Simple grammar topics are taught to help pupils appreciate how the language works. This 'new' English which the pupils need to be taught in each unit is taken care of in this section. Guidelines are given on how to present and practise grammatical items, which should be the focus of the *Listening and Speaking* aspect. At this stage the work is entirely oral. Pupils will hear and use the grammar of spoken English. As much as possible, the activities place the language in a meaningful context; they are active and they are fun as enjoyment is one of the keys to successful teaching and learning! (Notes on the grammatical areas covered at Primary 1 are included below – see page ix)

The new vocabulary to be introduced is listed in the box at the beginning of the notes to each unit, under *Key vocabulary*. These are the new words pupils should learn and be able to use by the end of the unit. However, you should introduce other new words as appropriate when doing activities and talking about pictures. Pupils will thus begin to develop a much larger store of words that they will understand when they hear, but will not necessarily be able to use.

Reading

Reading is the key to success in all subjects of the curriculum. However, it is important to establish the foundations for good reading before rushing into studying texts. It is essential that pupils understand the meaning of words before they read them, hence there is a strong emphasis on oral skills at this level.

Units 1-10 are oral only. Pupils do pre-reading activities to develop essential skills such as left-right eye movement, recognition of objects, discrimination between similar objects, etc. Some words start to appear on the pages from Unit 6 as further preparation for reading, but these are as labels to objects in pictures, and pupils will 'read the picture' rather than the word.

From Unit 11 onwards pre-reading activities appear along with word-recognition activities. Words are first used as labels, then as short captions, and later as short sentences. Pupils start to 'sight-read' words. When teaching new words, try to make word cards (see notes on how to make word cards on page xiv) as it will help if the pupils can see the words on card, on the board and in the book. As they get to know a greater number of sight words, they can start to put words together into short phrases and then short sentences.

As pupils learn to sight-read words, they are also taught the alphabet and are encouraged to think about the sounds of each letter of the alphabet. They learn the most common sound associated with the letter, i.e. for the letter 'a' the sound /æ/ as in *ant* is taught. Practice is given in identifying the initial sounds of words. (The work on phonics is developed further in this course at the Primary 2 and 3 levels)

From Unit 21 onwards, more text is included on the Activity-based Pupil's Book pages. Pupils will not be able to recognise every word but, using the keywords which they have been taught to read and the accompanying pictures, they will be able to understand the text

Writing and Composition

At this level, the emphasis is on penmanship. In Units 1-5 various patterns are introduced and practised. From Unit 6 these patterns are developed into the letters of the alphabet (lower case). The letters are introduced in groups of letters of similar shape. The capital letters are taught in Units 18-24. At the end of the course, pupils are given practice in copying words and a few short phrases and meaningful sentences.

Grammar introduced in Primary 1

At Primary 1, pupils are encouraged to communicate without worrying too much about formal rules of grammar. However it is useful to focus them on some basic elements of English grammar so that they can begin to develop accuracy in their use of the language. Make sure that you have the required knowledge to teach your pupils correctly. *They* do not need to know the formal rules of grammar, though these rules can be helpful to *you* as their teacher. The emphasis in your lessons should be on demonstrating the language in interesting ways to your pupils, and encouraging them to use it for themselves. These are the main grammatical forms introduced and taught at Primary 1:

Nouns (naming words)

Names of objects in school, home and in pupils' everyday lives are introduced. The use of the final /s/ sound to indicate a plural noun is taught. Nouns are also used in simple sentences with the function of identifying, e.g. *It's a book. This is a plate.*

Verbs (doing words)

Common verbs are introduced in context, including the verb **to be**. Several forms of the verb are used:

- *Imperative*. This is the base form of the verb. e.g. walk, sit, eat. In Primary 1, it is used in commands, e.g. *Stand up. Close the door.* We also use it in request with please, e.g. *Come here, please.*
- *Simple present*. The affirmative and negative forms of the tense are used to talk about daily routine e.g. *I walk to school. We don't go to work.*
- *Present continuous*. This tense is formed with the verb **to be** and the present participle of the verb (the base form + ing; e.g. going). It is used for actions continuing at the time, e.g. *I am talking. He is reading. She isn't drawing.*

Prepositions

- The simple prepositions of place: *in, on, under, near, behind* and *in front of* are introduced and practised in context.

Questions and responses

A lot of practice is given in asking and answering questions. Pupils will become accustomed to asking both *Yes/No* questions, e.g. *Is your name Abdul? Are you listening?* and *Wh-questions*, e.g. *What is your name? Where do you live?* You should take care to present and drill the question forms using appropriate intonation with the questions. With *yes/no* questions the voice rises at the end to indicate a question, however, with *Wh-questions* the voice falls.

Personal pronouns

The pronouns *I, you, he, she, it, we, they* are taught and practised in context.

Demonstratives

The demonstrative pronouns are used in the context of identifying nouns. *This* is used for singular objects close at hand. E.g. *This is a book.* *That* is used for singular objects at a distance, e.g. (while pointing) *That is the window.* *These* is used for plural objects close at hand. e.g. *These are pencils.* *Those* is used with plural objects at a distance, e.g. *Those are trees.*

Adjectives (describing words)

Common adjectives of size (e.g. *big, small*) colour (e.g. *red, blue*) and shape (e.g. *round*) are used to describe people, animals and objects, e.g. *The black goat is big.* Further notes on these items, and guidance on how to teach them, are to be found in teaching notes to the relevant unit.

Teaching Techniques

We learn by doing and with language, 'doing' means using language. Children above all, will not learn a language by studying it; they need to use it. At this level, it is important for pupils to listen to plenty of examples of good English, but this needs to be 'active listening', e.g. listening and following instructions or commands. Make the pupils work hard throughout the lesson; don't give them the opportunity to rest by talking too much yourself. Too much listening passively as the teacher talks will soon lead to boredom and inattention. Your teaching needs to be interesting, lively and involve the pupils actively.

Eliciting

Never tell the pupils what they can tell you. Get into the habit of turning just about everything into a question so that the pupils are kept on their toes by trying to answer. It doesn't matter if they can't get the right answers all the time. If they try to answer, they are at least thinking of the questions and will absorb the answer better when they hear it. When they do give good answers, give plenty of praise. If they make mistakes, encourage them and never ridicule them

Oral drills

When you introduce a new language item, do some repetition drills. This allows the pupils to get practice in the correct stress and rhythm of the sentence. It also helps the shy pupils as they can practise as part of a large group. As they gain confidence, you can do the drills in smaller groups, e.g. boys or girls, rows, before you ask any individuals to say the sentence. Do a little drilling often, rather than a lot occasionally.

Oral correction

When pupils give an answer which contains an error, first give them the opportunity to correct themselves. Repeat the sentence back to them with emphasis on the error to give them a clue. If they can correct themselves, praise them. If they cannot, elicit a correction from the rest of the class. Make the correction yourself as a last resort. Don't make a pupil feel bad for making a mistake - it is a natural part of learning.

Pair work

Pupils need to have plenty of opportunity to speak on their own after listening to a good model from their teacher. If you have a large class, you need to find a way to give all your pupils a chance to speak. Pair work is very good for this and also encourages a healthy collaboration amongst learners, so it is used a lot in the course. Each pupil can talk quietly to his or her partner. This will give them confidence before they speak out in front of the whole class. When you ask the pupils to work in pairs, make sure that everyone knows who their partner is and what they have to do. Change the pairs from time to time so that pupils work with different partners. As an alternative to pair work, pupils can occasionally work in small groups of three or four.

Recycling language

Always start each lesson with five minutes of revision of the previous lesson's material. Do oral class work and then try to include some pair work. This will help the pupils to consolidate their knowledge before they move on to learn something new.

Mixed-ability (multi-ability) teaching

Pupils will come into your class at the beginning of the year at different levels of ability and will continue to learn at different rates. It is your responsibility to make sure they all learn to the best of their abilities. If you only pitch the level of your lessons to the average pupil, the more-able pupils will become bored (and perhaps disruptive) and the less able will not understand and lose motivation. You need to get to know your pupils well and establish the abilities of each (see *Diagnosing initial problems* on page xvi).

The materials cater for all abilities but we begin by assuming that pupils have little or no knowledge of English. We start by introducing the basic skills and vocabulary. It will do no harm for more advanced pupils to go over these basics, (they may not have learnt them well or they may have developed bad habits at an early stage), but you can move more rapidly with these advantaged pupils. For example, some pupils will already know how to form the letters of the alphabet when they enter Primary I, but you should still go through the stages presented in the Writing section to make sure they are doing them correctly. If they are making the movements correctly, speed up through the exercises until they reach more challenging work. For those who have not had so much pre-school writing practice, move at a more careful pace, making sure all pupils can master the patterns and letter shapes.

You can also approach the oral work differently with pupils of different abilities. When looking at the colour pictures in the Activity-based Pupil's Book, ask more demanding questions of the pupils with prior experience of English learning,

Introduce new vocabulary and discuss in English only. For the real beginners, you may have to use some local language in the first few lessons: For example, you might want to ask questions in English but then, if necessary, repeat in the local language so that the beginners are not confused.

There are also extra activities listed in the Mixed-ability activities section at the end of each unit in this Teacher's Guide. You can use these in different ways:

- When working on the core material in the Activity-Based Book, give faster and more able pupils extra work to do to extend them while you move more slowly, or repeat lessons with the less able.

Teaching resources – building a class library

- Work closely with a group of less-able pupils on the activities for remedial practice.
- Average and more-able pupils can start with the same activities as the less able but then let them move on at their own pace.
- Once more able pupils have completed an activity, you can ask them to work with one or more less-able pupils to help them. Tell them that they are ‘teachers’ and must help, not just do the work for their friends. You need to look at the list of Mixed-ability activities as part of your preparation for the week and decide which activities are suitable for which pupils. Here are some other general ideas for dealing with different abilities in your class:
- Control the amount of work you want pupils to do according to their level. For example, if there is an exercise with six questions you can tell the less able only to complete the first three; the average can do four or five and the more able all six. In that way the less able can take more time and still complete the task at the same time as the rest of the class.
- Be encouraging and give plenty of praise to the less able for any progress they make. If you keep your praise only for the highest achievers, the rest will lose motivation.
- Use plenty of games, songs and lively activities. These all help in the less able who are often unable to concentrate for as long as the more able.
- Vary your activities. Teach the same thing in a number of different ways. Different pupils learn things in different ways.
- In group activities, organise the groups according to their ability and give more help to the less-able groups.
- Leave the word, sentence or picture cards and the alphabet friezes that you use on the wall after use. Return to them regularly with the less able.

Teaching resources – building a class library

Teachers should collaborate with the Head teacher to build a class library. Books can be obtained from GES, Parents, Churches, Mosques, Philanthropists, District Assemblies, NGOs, etc. For more sources, refer to the section on Library in the English Syllabus. Select a child to be in charge of the class library.

Teaching resources – using low-cost and no-cost materials

A range of visual aids can be useful in promoting interest in learning. They can:

- i) brighten up the classroom and bring more variety and interest into lessons;
- ii) provide situations (contexts) which will make clear the meaning of what is taught;
- iii) add fun and purpose to the lesson which will stimulate the children to participate more;
- iv) give added background interest and information to what is taught.

Use real objects wherever you can. For example, when you are teaching the vocabulary of food, don't just rely on the pictures in the book. Bring in real food items. It will make your teaching more interesting and meaningful.

There is a wide variety of local materials that teachers can use to make teaching aids. What is available will vary according to the area in which you live, but here are a few ideas. Most of them will cost you nothing.

- Paper cartons or pieces of scrap wood can be used for word / sentence / name cards, or picture flash cards.
- Rice / grain / flour sacks can be cut up and used for the same purpose.
- Sacks can also be used to make hanging pocket libraries to hold books and pens. Use strips of old coloured cloth to hang them up. You can also use these to store your letter, word and sentence cards and pictures, etc. so that they last a long time.
- Use a hanging sack with small pockets for each letter of the alphabet. The letters can be written on cards about 3 cm x 12 cm (use the back of old manila envelopes). One strip is left at the bottom for placing the chosen letters to make syllables, words, etc.
- The back of old posters, calendars and large used sheets of paper or card can be used for posters and charts. Ask for these at shops, offices or factories.
- Use a clean piece of old cloth as a colourful background for a wall display.
- If you have a classroom without walls, pin the display item to the cloth (or sacks) and hang the cloth from a tree using a piece of string.
- Pictures can be cut from newspapers and magazines. Make a collection of a wide range of topics, e.g. plants, birds, animals, interesting places, transport, games, sports, ceremonies, etc. Keep them safely.

Teaching resources – using low-cost and no-cost materials

- Pictures can also be used to make scrap books.
- Old rubber slippers (bathroom slippers or ‘charlie wote’) can be cut up to make letters or numerals.
- Old socks can be used to make hand puppets.
- Seeds, beans, bottle tops and pebbles can be used for counting or as counters in games.
- Empty tins and boxes can be used containers.
- Old food packets, containers, etc. can be used to create a class shop.
- Old clothes are good for dressing up. Children can wear them as ‘costumes’ when doing some of the drama activities
- Use cassava paste to make glue. Boil cassava flour with water, while stirring. You will need to use this immediately. The board is a very useful resource. It can be used for all forms of drawing. You don’t need to be good at drawing. We are not concerned with detail and beautifully finished drawings but with matchstick figures and outlines. Children are delighted to see a sketch created before their eyes. Here is a short list of aids which you will find particularly useful at Primary 1.
- Name cards - one for each child in class. Each name should be written on a card in large, bold print so it can be seen from the back of the class.
- Picture cards - simple pictures of single items, e.g. objects, animals, means of transport, etc. Cut these from magazines or newspapers or draw your own pictures.
- Letter cards - a set each for lower case letters and capital letters. Draw one letter on each card and make your letters big and bold.
- Word cards - for sight reading. The words to be written on the cards are listed at the beginning of the notes to each unit in this Teacher’s Guide, under *Teaching aids* (from Unit 11 onwards). Draw guidelines in pencil on your card and then write the word in pencil. Go over the words with a thick black pen and then rub out the pencil lines.
- Alphabet frieze - from about Unit 6 it will be useful to display an alphabet frieze on the walls of your classroom. You can make one by using some board or just plain paper. It needs to be large enough for pupils to see clearly, so use one sheet for each letter. Use only the lower case letters initially. Ideally it should also have some small pictures to represent objects which begin with each letter, i.e *ant*, for *a*, etc. Pin the letters in order around the walls of the classroom. If you are working in a pavilion with no walls, you will not be able to leave your frieze on display but you can still use it in *Writing and Composition* lessons. Give one letter to each pupil and make them stand in correct order at the front (when they are

Assessment

more proficient, tell them to get into the correct order themselves). From about Unit 18 you can add the capital letters.

- Jigsaw puzzles are a good way for the children to learn spatial awareness and to study a picture carefully. You can make one by taking a colour picture and sticking it to cardboard or heavy paper. Then cut it into 6 to 10 pieces. Give it to a group of pupils to put together.
- A sand tray or arm boards for the pupils to practise penmanship. You can make your own sand tray on the veranda or outside, if you don't have one:
 - i) Find, or make a rectangular wooden box about 80 cm long, 50 cm wide and 10 cm wide.
 - ii) Fill it half-way up with fine, clean sand. Sand from the beach or the river bed can be used but there should be no dirt or stones. Fine sawdust can also be used.
 - iii) Keep it in the back of the classroom, or on a veranda, for easy access to the pupils.

Assessment

Diagnosing initial problems

You need to get to know your pupils as quickly as possible and find out what they can, and can't do. At primary level particularly Primary 1, most of the work you do with the pupils will be oral. It would therefore be inappropriate to use written testing. Rather, assess how well pupils perform the exercise you give them and how well the learning objectives are fulfilled. It is very important that you observe them carefully all the time so that you identify those who need help.

- While the pupils are doing pair work, stand near and listen quietly to what they say; –you will begin to notice which pupils are confident, and which may need extra help.
- Always ask pupils questions during the lesson to check their understanding. Encourage pupils to ask questions during lessons.
- Always note down any problems you observe, try to have an exercise book with you where you can write down your observations, so that you will not forget them. You might want to give individual pupils some extra help later, or go over something again with the whole class.

- Watch carefully while your pupils are writing to make sure that they have developed a good style of writing.
- Look through and mark written work, and take note of those who find it difficult to complete an activity.

Diagnostic assessment

Diagnostic assessment questions are provided in a box at the end of each unit. These will help you assess what progress pupils are making to help you decide what needs to be revised or taught again, and also for you to see how successful your teaching has been. Look at the questions after you have finished a unit of teaching and ask yourself, *Can the pupils now do this? Which ones can? Which one still can't?* The questions given are a starting point, you can ask yourself others. (The objectives for the unit also give you details of what the pupils can be expected to do by the end of the unit.) Do not expect that everything the pupils say or write will be perfectly accurate – if you do, you will make them frightened to do anything! Encourage them to try, and note any difficulties they have so that you can return to them later. When you notice a lack of progress, here are some ideas to help you deal with them in class:

- Do not be afraid to go over material two or three times with the whole class, if the pupils find it difficult. Remember that you are teaching the pupils, not the book!
- If you notice some pupils having difficulty with the same thing, give them some extra attention while the rest of the class is working by themselves.
- It may be that a pupil does not seem to make any progress at all. In this case, you should try to talk to their parents to see if there are any problems at home. Perhaps an older brother or sister can help them at home

Self-assessment and peer-assessment

A key element in preparing pupils for life-long learning is the ability to assess their own abilities; to be able to recognise their own strengths and weaknesses and to focus on ways of dealing with those weaknesses. This is an attitude as much as a skill and we can start to develop it from the beginning of the primary level. Ask pupils to think about the work they do and give them encouragement to improve it wherever possible. Always give them the opportunity to correct their errors, and praise them when they do so. An important stepping-stone towards self-assessment and learner autonomy is the use of peer-assessment. Throughout this primary course, you are encouraged to organise the pupils to work in pairs (and sometimes groups) to help each other and check each other's work. In Primary 1 when pupils have done a drawing or copied some letters, for example, they can compare their work with a partner's. They might

Contents (of Activity-based Pupil's Book)

then be encouraged to improve their own. From the very beginning, try to encourage an atmosphere of co-operation and mutual support amongst the pupils

Continuous assessment

The syllabus determines that a system of continuous assessment should be used. At Primary 1, formal testing should be kept to a minimum. Keep notes on the performance of your pupils in class and in any homework they might do. If you give pupils tests during, or at the end of Primary 1, make sure they understand what you want them to do. They will be at a very early stage of reading and writing so try to make the test an oral one. Here are some suggestions:

- Give oral commands, and observe if the pupils carry them out correctly;
- Ask pupils oral questions about one of the pictures in the Activity-based Pupil's Book;
- Ask pupils to say a few sentences of their own about one of the pictures;
- Ask pupils to say a few sentences about themselves, their name, age, what they like, etc.;
- Ask pupils to retell one of their favourite stories or rhymes from the book.

You could work on assessing a few pupils at a time, while the rest of the class are writing. Listen carefully while your pupils are doing the tasks you ask them to do, and take note of what they can do, as well as what they cannot. Enjoy your teaching!

Contents (of Activity-based Pupil's Book)

Unit / page	Listening and Speaking	Grammar	Reading Comprehension	Writing and Composition
1/ 4	Greetings Song	Greetings and responses: dialogue	Turn pages of a book Introduce characters Match objects	Draw patterns and pictures
2/ 7	Song Ask for and give names	Ask about and name objects (nouns)	Read pictures Eye movement Identify people / objects	Draw straight lines

Contents (of Activity-based Pupil's Book)

Unit / page	Listening and Speaking	Grammar	Reading Comprehension	Writing and Composition
3/ 10	Introductions: Dialogue	<i>What is it?</i> Name classroom objects (nouns)	Read pictures Recognise own name Recognise objects	Draw wavy patterns
4/ 13	Numbers 1- 5 Number rhymes	Name household objects (nouns)	Read 1-5 Count items Recognise objects	Draw loop patterns
5/ 17	Talk about a picture Rhyme	Plural s <i>What are they?</i> <i>They 're ... s</i>	Read pictures aloud Recognise animals Identify odd-one-out	Draw circles
6/ 20	Talk about a picture Action song	Verb to be (singular) To identify people and things	Letters of the alphabet Read a picture Recognise names/ shapes	Form c and o
7/ 23	Numbers 6 -10 Number rhymes	Verb to be (singular) to identify people and things	Identify differences in words Read 6-10 Solve a jigsaw puzzle Identify letters and sounds	Form a and e
8/ 26	Follow commands Action song	Classroom commands (verbs in simple form)	Read and identify differences in pictures Identify letters and sounds	Form b and p

Contents (of Activity-based Pupil's Book)

Unit / page	Listening and Speaking	Grammar	Reading Comprehension	Writing and Composition
9/ 29	Songs Actions game	Commands Polite requests	Read pictures Match letter sounds and words Identify letters	Form d, g, q, s
10/ 32	Revision	Revision	Revision	Revision
11/ 36	Talk about transport Actions song	Yes/no questions Negative statements	Alphabetical order Read single words Identify words and initial sounds Identify letters	Form r, m, n, h Solve a puzzle
12/ 40	Describe with colours	Identify and describe clothes	Read pictures aloud Read single words Identify words and initial sounds Identify letters	Form u and w Copy 3-letter words
13/ 44	Discuss picture Song	Simple present tense (routine)	Read some verbs Solve a jigsaw puzzle Identify words and initial sounds	Form y and j Copy 3-letter words
14/ 48	Song Describe actions	Present continuous -singular subjects	Read a picture Read single words Identify initial sounds and words Identify letters	Form l, i, f, t
15/ 52	Song Describe actions	Present continuous -plural subjects & negatives	Read a picture story Read single words	Form k and z

Contents (of Activity-based Pupil's Book)

Unit / page	Listening and Speaking	Grammar	Reading Comprehension	Writing and Composition
16/ 55	Guessing game Discuss picture	<i>What/ where</i> questions Prepositions <i>in</i> & <i>on</i>	Read single words Recognise words in a phrase Treat books with care Identify initial sounds of words	Form x and v Copy 3-letter words
17/ 59	Story (and discuss characters / values) Dramatise story	Prepositions <i>in, on, under</i> and <i>near</i>	Read a picture story Read single words Identify sounds and letters	Form a – z Copy 3 – letter words
18/ 62	Action rhyme Discuss picture	Prepositions <i>behind</i> & <i>in front of</i>	Read single words Read a picture story Identify sounds and letters Match upper and lower case letters	Write initial letters Form A-E and 0- 4 Draw objects
19/ 66	Rhyme Action game	Possessive adjectives <i>my, his, her</i> Present simple tense	Read single words Recognise words in a sentence Identify sounds and letters Identify upper case letters and match with lower case letters	Form F-J and 5-9
20/ 70	Revision	Revision	Revision	Revision

Contents (of Activity-based Pupil's Book)

Unit / page	Listening and Speaking	Grammar	Reading Comprehension	Writing and Composition
21/ 73	Numbers 10 -1 Song Organise excursion	Questions <i>How many....? How old....?</i>	Read single words Read simple sentences	Copy and compete Sentences Form K-O
22 / 77	Talk about self (name, age, etc)	<i>Wh</i> -questions – With correct intonation	Read single words Read simple sentences	Write initial letters Form P-T and one –ten.
23/ 81	Talk about self and family Discuss picture	Personal pronouns	Read single words Read simple sentences Match pictures and sentences	Form U-Z Write about self
24 / 85	Song Talk about food	Demonstratives <i>This</i> and <i>that</i>	Read single words Read short phrases and sentences Match upper and lower case letters	Copy and complete sentences. Copy names
25 / 89	Story Talk about road safety	Demonstratives <i>These</i> and <i>those</i>	Read single words Read short sentences	Alphabetical order Copy and complete sentences Copy words
26 / 93	Story Discuss its values Dramatise story	Adjectives of size Descriptions	Read a picture story Read single words Read simple sentences Identify initial sounds in words	Alphabetical order Copy words and meaningful sentences

Contents (of Activity-based Pupil's Book)

Unit / page	Listening and Speaking	Grammar	Reading Comprehension	Writing and Composition
27 / 98	Talk about personal safety and strangers	Adjectives of size, shape and colour Descriptions	Read two/three word phrases Read short sentences	Copy and complete phrases Copy phrases and meaningful sentences
28 / 102	Song Days of the week	Simple present Days of the week and routine	Read single words Read short sentences Match words with initial sounds	Label pictures by copying words Copy days of week
29/ 107	Tell the name (hours only) Games	Present continuous Tell the time in hours	Read the time (hours) Read single words Read simple sentences	Copy times
30/ 111	Revision	Revision	Revision	Revision

Appendix A: Song, rhymes, stories, games page 115

Appendix B: Patterns and letters for writing page 117

Appendix C: New vocabulary by unit page 118

UNIT 1

Key language:	Greetings; <i>Good morning / afternoon; How are you? I'm fine, thank you.</i>
Key vocabulary:	<i>hello, goodbye, teacher, children, Dede, Nartey, Joe, Amadu</i>
Skills:	Handling and using a book; left-right eye movement; recognise and match objects; pre-writing patterns
Teaching aids:	ABPB 4-6; puppets (if possible); suitable surface for practising writing patterns

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *greet and take leave in English, using hello and goodbye;*
- *sing a song with appropriate rhythm and stress.*

1. Introduce yourself and settle the pupils (use their local language if they are not used to lessons in English). Then introduce yourself by saying *Hello I'm...* Say *Hello* to individual pupils and gradually encourage them to say *Hello* back to you.
2. Tell them to say *Hello* to all the other pupils around them.
3. Give out the Activity-based Pupil's Books and help pupils to find the right pages. Discuss the picture. Ask what they can see and what is happening (use English as much as possible but see page vi on the use of local language in the first few lessons). Then ask *What are the two boys saying?* and elicit *Hello*.
4. Teach the following simple song. Give it any tune you like:
Hello teacher
Hello teacher
Hello teacher
Hello, hello, hello
 - a. Sing the whole verse several times while pupils listen.
 - b. Sing each line and ask them to repeat after you.
 - c. Sing the whole song with them. Pupils can clap to the rhythm of the song.
 - d. When pupils know this verse, tell them to listen and sing to them:

Hello children
Hello children
Hello children
Hello, hello, hello

- e) They then sing *Hello teacher* back to you
5. Sing the song at the beginning of the next few lessons.
 6. Pretend to be leaving the class, wave and say *Goodbye* several times. Ask the whole class and then individuals to repeat the word while waving.
 7. Look at the Activity-based Pupil's Book picture again and ask what the girl and young child are saying, first in local language and then in English.
 8. Teach a variation of the song from above: *Goodbye children / Goodbye teacher*. Sing it at the end of the next few lessons.

Grammar

By the end of the lesson, the pupils will be able to:

- ***use greetings and responses in a dialogue: Good morning / afternoon; How are you? I'm fine, thank you.***

1. After singing *Hello children / teacher*, greet the class with *Good morning* (change this to *Good afternoon* if your lesson is in the afternoon). Repeat several times and then get the class to practise greeting you with the words.
2. Introduce and teach this dialogue in the following way:
A: *Good morning, how are you?*
B: *I'm fine, thank you. How are you?*
A: *I'm fine, thank you.*
a) If you have any puppets, put one on each hand and let them 'talk' to each other. (You can easily make simple hand puppets by drawing faces on old socks, or even bags. Use different colours and faces and give each puppet a name.) If you do not have a puppet, use the index finger of each hand. The two fingers can talk to each other. (You can even draw faces on your finger and make little hats for them.) Use a different voice for each part. Present the dialogue a few times as pupils listen.

Speak slowly and clearly but keep the natural rhythm and pronunciation of the words. (Note: in conversation, people usually use short forms; they say *I'm*, not *I am*, so use and teach this short form when doing dialogues.)

UNIT 1

- b) Teach one line at a time. Say it a few times and then ask the class to repeat it with you. Repeat with the other lines.
- c) Say the first and third lines yourself and direct the class to say the second line, then change over.
- d) Divide the class into different groups, e.g. rows or groups, boys and girls to practise the dialogue.
- e) Practise the dialogue yourself with one or two confident pupils. Then ask some pairs of confident pupils to practise across the class. Choose pupils on opposite sides of the classroom so that they speak loud enough for all pupils to hear.
- f) Tell pupils to practise in pairs. If this is the first time you have done pair work in your classroom, spend some time making sure they understand who they are working with, and what they are doing. As they work listen to some pairs.
- g) Finally, bring some confident pairs to the front to perform their dialogue. Give plenty of praise and tell pupils how well they can speak English.

Reading

By the end of the lesson, the pupils will be able to:

- *understand the use of books and how to turn pages;*
- *read a picture and recognise the characters in the book;*
- *make left-right eye movement.*

- 1 Let pupils leaf through the Activity based Pupil's Book and look at some pictures. Make sure they have their books the right way up and turn the pages from left to right. Explain that they must always have clean hands when they use a book and why. Show them how to turn pages without damaging the book. Tell them not to write or draw in the Activity-based Pupil's Book.
- 2 Pupils can practise using and caring for books further if you prepare scrapbooks. Cut out pictures from old magazines and paste them on paper. Show these to pupils and then guide them to make their own scrapbooks. Teach them to open their own scrapbooks from left to right and treat them gently - 'like a friend'.
- 3 Tell them to find the first picture in the book. Discuss what they can see and what is happening, asking questions such as *Where are the children? What time of day is it? Where are they going? Who lives in the house?* Use as much English as

the pupils can cope with. Ask the questions in English and then repeat in the local language if necessary. Ask pupils if they can point to anything and say its name in English. Introduce the names of *book, bag, ball, sun, mango, flower* and *car* for pupils to understand and recognise. Do not expect them to use the words yet unless they already know some English from Kindergarten.

4. Introduce the children in the pictures. These children appear in many of the pictures and stories in the Primary 1 and 2 books. The girl is *Dede*, she is six years old and just starting P1. Next to her is her brother, *Nartey* who is seven and in P2. The young child is *Joe*, he is two. The other boy is *Amadu*; he is also six and is Dede and Nartey's friend. Amadu is in the same class at school with Dede. Present the names and get the class to repeat them.
5. Once pupils know the names, ask them to say them as they look at the pictures, from left to right, e.g *Amadu, Nartey, Dede, and Joe* (it is important that they read pictures from left to right so that they will do the same with words later.)
6. Tell pupils to point to the picture at the top left and ask them *What is it?* They should be able to identify a ball. Then ask them to find and point to another picture of a ball. Show them the line which joins up the two pictures. Tell them to follow the line with their fingers (starting from left to right).
7. Follow the same procedure with the other objects. This time they will have to make the line themselves. They 'draw' the line with their fingers only. If any pupils have problems with this exercise, show them objects from the classroom of different size, colour and shape (e.g bags, books, pencils) to help them identify and discriminate between similar items.

Writing and Composition

By the end of the lessons, the pupils will be able to

- *draw various patterns.*

1. The writing work in this unit is preparation for the more detailed patterned drawing and letter forming work which follows in later units.
 - For those pupils who have had little or no pre-schooling, are not used to holding a pencil, do some scribbling practice before they draw the patterns (see Procedure A below).
 - For those pupils who have some experience in drawing patterns and letters, have some free-drawing practice (see Procedure B below).

UNIT 1

- In either case, they will need to do some practice using a sand tray (or sand on the ground), armboard or table top before they write on paper (see page xi for notes on these).
- Make sure that left-handed pupils sit on the left side of the bench so that their elbows do not get in the way of the right-handed pupils.

Procedure A

- a) Do some wrist exercises before pupils start to draw to increase flexibility. Tell pupils to imagine they are birds and flap their hands up and down, or imagine they are propellers on an aeroplane and rotate their wrists
- b) Let them practise scribbling in the sand, on armboards, on table tops or on the chalkboard.
- c) Demonstrate the best way to hold a pencil for drawing and writing. Encourage them to use their right or left –whichever feels natural to them.
- d) Let them practise making any patterns or drawings they like on some rough paper. This ‘Scribbling’ is an introduction to writing and gives vital practice in controlling a pencil.
- e) Continue with as many stages from a) - i) of Procedure B below as your pupils are able to cope with.

Procedure B

- a) Introduce patterns by talking about the different shapes pupils can make by drawing, e.g. round shapes like the sun and balls, straight shapes like sticks and curved shapes like their noses and bumps in the road.
- b) Introduce a wavy line pattern.
- c) Draw the pattern on the board several times, explaining what you are doing.
- d) Stand with your back to the class; make sure that everyone can see you.

Tell them to watch your hand carefully as you make the pattern in the air.

- e) Tell pupils to follow you and make the same movement in the air. Tell them to continue while you watch to check that they are all making the correct movement, moving from left to right.

- f) Let them practise in the sand, on arm boards or on table tops.
 - g) Introduce other patterns.
 - h) Tell pupils to draw anything they like on rough paper. If you wish to give more guidance, tell them to draw anything they can find in the home or classroom. This is free-drawing to give them further practice in pencil control.
- 2 Look again at the picture in the Activity-based Pupil's Book page 4 and 5. Talk about the objects in the picture, and the shapes of the objects.

Mixed-ability activities

Pupils who have learnt or used English before joining a PI class will need to be given more challenging work or they could get bored. If your class is mixed ability, divide it into groups and do some more challenging work with the more-able ones while the others do the activities in the Activity-based Pupil's Book. (See *Mixed-ability (multi-ability teaching* on page xii.)

- 1 Pupils continue the dialogue in the Grammar section to hold a short conversation.
- 2 Pupils name more objects in the pictures and explain what is happening in English. Ask more 'open' questions, e.g. *What can you see? What is happening?*

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- greet each other?
- find and look at the pictures in the book from left to right?
- hold a pencil and draw a pattern?

Ask yourself *Did I...*

- **encourage pupils to speak English in class?**
Develop their confidence to contribute by praising their effort and bringing as much familiarity to the lesson as possible, e.g. using a familiar line for *Hello teacher*.
- **introduce the writing activity successfully?**
Give pupils plenty of opportunity for free-drawing (on paper, in sand or earth etc.) to develop this skill.

UNIT 2

Key language:	Introductions, <i>What's your name? My name is...</i> naming words (nouns), <i>What is it? It's a...</i>
Key Vocabulary	<i>name, book, ball, bag, boy, girl, yes, no</i>
Skills	'Reading' a picture; left-right eye movement; recognise and match objects; straight-line patterns
Teaching aids	ABPB pages 7-9; puppets (if possible); real objects (book, ball, bag); picture cards (<i>boy, girl, teacher</i>); suitable surface for practising writing patterns

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *sing songs with good rhythm and stress.*
- *ask about and give names.*

1. Revise the *Hello teacher* song (and *Goodbye teacher* at the end of the lesson).
2. As an alternative song to be sung at the beginning of lessons, you can teach the following: *Good morning, good morning, how are you? Good morning, good morning, how are you?* Teach it in the same way as the first song on page 1. Use any tune you like. Change morning to afternoon if necessary. Sing the two lines yourself to the class before the class sings back the two lines.
3. Introduce yourself, repeating *My name is...* several times. Use the puppets, or your index finger 'puppets', to introduce themselves (make up some names), using *My name is...*
4. Ask individual pupils *What's your name?* Do not worry if some answer by giving only their names, it is quite natural. Gradually encourage a full sentence answer.
5. Give the class choral practice of the question *What's your name?* Ask groups, then individuals to ask the question. Tell some confident pupils to ask the question to another pupil across the class.
6. Take pupils to a place where they can walk around, (preferably outside), to play a game. Tell pupils to walk around in a group until you give them a signal: you can clap your hands, blow a whistle or just shout. At that point, they turn to the nearest pupil and ask *What's your name?* They should also answer the question with *My name is....* On your next signal, they start walking again.

7. Help pupils find the correct picture. Hold up your book and point to the correct picture. Go round the class and check that the pupils are on the correct page.) Ask *Who is it?* and revise the names of *Dede, Amadu* and *Nartey*. Ask questions about what the pupils can see Use English but repeat in the local language for any pupils who are confused. Elicit what the pupils can tell you about the picture in English.
8. Point to the teacher and ask *What is the teacher saying?* Elicit *What's your name?* and then elicit Dede's answer: *My name is Dede*.

Grammar

By the end of the lesson, the pupils will be able to:

- *ask about and name some objects (using nouns) name?*

1. Revise the dialogue from Unit 1. Start by greeting some pupils, *Good morning, how are you?* and eliciting the response. Pupils then practise in pairs.
2. Present some vocabulary of objects using the actual objects:
 - a) Start with objects pupils are likely to be familiar with, e.g. a book, a bag and a ball. Hold up a book and say *It's a book*. Ask pupils to repeat *It's a book*. Present *ball* in the same way. Ask the class to repeat the words *It's a ball*.
 - b) Hold up one object at a time and ask *Is it a book? Is it a ball?* etc. Elicit the simple answer *Yes* or *No*. If your pupils already know some English you can teach them to reply *Yes, it is.* or *No, it isn't.*
 - c) Hold up one of the objects and ask *Is it a book or a ball?* Elicit the correct response *It's a book.* or *It's a ball.*
 - d) Hold up one of the objects and ask *What is it?* Elicit the correct response.
 - e) Introduce a new word. Hold up a bag and say *It's a bag*. Repeat the procedure in b) - d) above. If your pupils already know some English, improve them by teaching the names of more common objects using the same procedure.
 - f) Ask questions about any of the items taught, firstly using the easier question *Is it a ball or a bag?* and then *What is it?* Give plenty of practice.
 - g) Teach the question *What is it?* The whole class practise repeating it, then groups, then individuals. Ask confident pupils to hold up, touch or point to objects and ask the question. Elicit answers from the class.
3. Help pupils find the page and introduce the pictures. Hold up your book, point to each picture in turn and ask *What is it?* Elicit the answers.

UNIT 2

- 4 Pupils then work in pairs to ask and answer the questions.
5. In a later lesson, present the names of other words, e.g. *boy*, *girl* and *teacher* using pictures instead of objects (can cut pictures out of magazines or draw very simple ones on a piece of paper). Use the same procedure as in steps 2-4 above.
- 6 As further practice of the words taught, give each object or picture to a different pupil and ask these pupils to stand at the front of the class. As you say the name of the object, the rest of the pupils must point to the object / picture. (This can also be done with the class calling out the name of the pupil holding the object picture.) After a couple of minutes, tell pupils at the front to put the objects / pictures behind their books. The class must now identify where each one is, from memory.

Reading

By the end of the lesson, the pupils will be able to:

- *look carefully at a picture;*
- *make left-right eye movement;*
- *recognise and identify people in pictures;*
- *identify objects of different size;*

1. Look at the picture again. Ask questions about the children and teacher, the clothes they are wearing the objects, the colours, etc. in the pictures. At this stage, depending on the pre-schooling experience of your pupils, some of these questions and answers may have to be in the local language, but it is important that pupils become observant and learn to 'read a picture'. Gradually introduce more and more English, e.g. hold up your book and point to items in the picture and say *Look at the picture. Point to the teacher*. Then ask *Who is it?* Point to objects and ask *What is it?* etc.
2. Tell pupils to look at the pictures of the objects on the top row of page 8 again and revise their names by asking *What is it?* about each one. Then tell pupils to point to the objects from left to right as you say the names, i.e. *ball, book, bag*. The pupils then chant the names with you as they point to them. Check that they are pointing to the objects from left to right each time.
- 3 Repeat the process described in 2 above with the words in the second row *boy, girl, teacher*.
4. Tell pupils to point to the picture at the top left of page 9 and ask *What is it?* They should be able to identify a bag. Ask them to find and point to another picture of a bag. Show them the line joining the two pictures. Tell them to follow the line with their fingers (starting from left to right).

- 5 Follow the same procedure with the other objects. This time they will have to make the line themselves. They 'draw' the line with their fingers only. If any pupils have problems with this exercise, show them objects from the classroom of different size, colour and shape (e.g. bags, books, pencils) to help them identify and discriminate between similar items.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *draw straight lines.*

Introduce each of the straight line patterns using the following procedure:

- a) Draw the pattern on the board several times, explaining what you are doing.
- b) Stand with your back to the class; make sure that everyone can see you. Tell them to watch your hand carefully as you make the pattern in the air.
- c) Tell pupils to follow you and make the same movement in the air. Tell them to continue while you watch to check that they are all making the correct movement, moving from top to bottom or left to right.
- d) Let them practise in the sand, on armboards, on tabletops or the chalkboard.
- e) Do some quick exercises with the class to make their hands and wrists more flexible, e.g. shaking, flapping and rotating their hands, wriggling their fingers.
- f) Pupils copy the patterns on paper (with lines to guide the writing). Encourage them to use the dots to make each pattern start at the correct place. Check that they make their patterns in the direction indicated by the arrows (from top to bottom or left to right).
- g) They then repeat the procedure with the other sets of patterns.

Mixed-ability activities

- 1 Discuss with the more advanced pupils the objects and activities around them in English.
- 2 For those who can already use a pencil well, accelerate the work with the patterns so that they start to form the letters sooner.
- 3 Pupils can also do some free-drawing of patterns or pictures on scrap paper.

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- give their names when asked?
- name some objects? (see *key vocabulary*)
- identify the pictures from left to right?
- draw straight line patterns?

Ask yourself *Did I...*

- successfully introduce pupils to 'reading' a picture?

UNIT 3

Key language:	Introductions; naming words (nouns), <i>It's a..., What is it?</i>
Key vocabulary:	<i>pen, pencil, chair, table, window, door, chalkboard, cupboard, classroom</i>
Skills:	'Reading' a picture - discriminating by shape; reading name cards; drawing wavy patterns
Teaching aids	ABPB pages 10-12; name cards (see below); suitable surface for practising writing patterns
Notes: <i>Make a name card for each pupil by writing one name (the name you call the child) on a piece of card in large clear letters. Keep these carefully to use over many lessons.</i>	

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *make introductions.*

- 1 Revise by singing a song from the previous units and playing the *What's your name?* game:
 - a) Bring two pupils to the front and introduce them to each other. Stand them on either side of you, turn to one and say (*Amina*), *this is (Kofi)*. Then turn to the other and say (*Kofi*), *this is (Amina)*. Repeat with a few other pairs of pupils. Alternatively, you could use your puppets from Unit 1 and introduce them to each other.
 - b) Introduce one pupil to another, then prompt them to greet each other using the dialogue they already know:

Teacher: Ali, this is Samuel. Samuel, this is Ali.

Samuel: Good morning, Ali. How are you?

Ali: I'm fine, thank you. How are you?

Samuel: I'm fine, thank you
 - c) Repeat with a few other pairs of pupils. Then bring out three pupils and ask them to hold the conversation. Assist them as necessary. Repeat with a few groups of three.

UNIT 3

- d) When you feel pupils are confident enough, divide them into groups of three to practise. If this is the first time they have worked in groups spend some time organising this and making sure that all the pupils know who they are working with and where they should sit before they start.
 - e) Revise and practise this conversation in groups of three in subsequent lessons.
2. Tell pupils to look at the picture. Ask questions about who and what the pupils can see. Revise the words *boy*, *girl* and *teacher*.
 3. Elicit what is happening at the front of the classroom in the picture, and what the children are saying. 'The second girl is a friend of Dede's, her name is *Amina*.' Dede is introducing Amadu to Amina.

Grammar

By the end of the lesson, the pupils will be able to:

- *learn and use the name of common classroom objects;*
- *ask about classroom objects using **What is it?***

1. Revise asking and answering about some of the objects from Unit 2, e.g. *What is it? It's a book / ball.*
2. Present some vocabulary of other common classroom objects using the same procedure as in Unit 2 (see page 8). Use objects from around the classroom, starting with *pen*, *pencil*, *chair*, *table*, *window*, *chalkboard* and *cupboard* (use a picture if you don't have one in your classroom). Introduce other words if your class already knows most, or all, of these.
 - a) Present the objects in pairs, i.e. start with *It's a pencil* and *It's a pen*. Ask the class to repeat the words *It's a pencil.* and *It's a pen.*
 - b) Hold up one of the objects and ask *Is it a pencil or a pen?* Elicit the correct response.
 - c) Hold up one of the objects and ask *What is it?* Elicit the correct response.
3. Revise the question *What is it?* Ask confident pupils to hold up, touch or point to objects and ask the question. Elicit answers from the class.
4. Pupils then work in pairs, asking and answering the question.
5. Introduce the pictures on page 11. Hold up your book, point to each picture in turn and ask *What is it?* Elicit the answers.
6. Pupils then work in pairs to ask and answer the question. They can also look at the picture on Activity-based Pupil's Book page 10 again and ask the same question about the objects in the classroom scene. Be careful they do not use

this question for the people in the picture. Teach them the question *Who is it?* if you think they are ready for it.

7. Play one or two of these simple games to practise the vocabulary in an enjoyable way:
 - *What's in my bag?* Put some of the objects you have named in a bag and call a pupil out to put his/her hand in the bag without looking. The pupil must hold something and guess what it is by feeling. Ask *What is it?* The pupil replies *It's a...* He/she then takes it out and shows the class to see if they were correct.
 - *What's in my hand?* Hide some objects behind a desk or a cloth. Take one and ask *What is it?* Slowly bring it out as the pupils guess what it is before it is seen.
 - *Drawing game* If your class can already draw reasonably well, tell them all to draw an object on paper. Each can then hold up his/her picture and ask *What is it?*

Reading

By the end of the lesson, the pupils will be able to:

- *'read' pictures;*
- *recognise their own name in print;*
- *recognise objects by their shape.*

1. Look at the picture again and spend some time talking about it. It is important for pupils to become observant and understand pictures. Ask questions about it, revise the names of the children and the objects in the picture. Teach the word *classroom*. Encourage pupils to ask you about other objects in the picture and in the classroom around you, using the question, *What is it?*
2. Tell them to point to the three pupils at the front of the class and say their names, from left to right, i.e. *Amadu, Dede, Amina*.
3. Tell pupils that you have something special for them, and hand out the name cards you have made. Use only one name on these cards, the name you call the pupil. Explain that it is their name and it is made up of different letters. Let them look at it for a minute, and then look at those of their neighbours so that they can see that they are all different. Keep these cards carefully and hand them out during each lesson. As the pupils get to recognise their own names, you can do little activities with the cards:
 - a) Give two cards to a pair and tell them to take the correct one each.

UNIT 3

- b) Do the same with groups of four, or more.
 - c) Spread the cards out on a table and ask them to come and choose their own.
 - d) Hold up cards and ask them to call out their names when they recognise their own. Once you have introduced the alphabet and put an alphabet frieze on the wall (see Unit 6, page 20 of ABPB), you can also ask them to match letters in their names with letters on the wall.
- 4 Hold up your Activity-based Pupil's Book and point to the objects down the left side of page 12. Ask *What is it?* for each one. Then point to the black silhouette of the bag and ask the same question. Pupils will have to identify it by its shape alone which will help their observation and discrimination skills. Then tell them to follow the line with their fingers to join the two bags.
 - 5 Point to each silhouette in turn and ask *What is it?* Pupils then draw a line to join the same objects using their finger only. Make sure they always move left to right.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *draw wavy patterns.*

1. Introduce and teach the wavy patterns in the same way as you did for the previous patterns (see Unit 2, page 9). Give pupils practice in the air and in sand (or on another suitable surface) before they write. Some of the patterns should reach the top line, while the others should be within the middle lines.
2. As pupils are drawing the patterns, check that they are holding their pencils correctly. Give guidance to those who are finding it difficult.

Mixed-ability activities

- 1 Introduce more classroom vocabulary using your classroom and the picture in the book. Encourage the faster pupils to ask questions, e.g. *What is it? Who is it?*
- 2 Pupils draw their own pictures with straight and wavy lines. They can also colour these.

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- introduce each other?
- ask *What is it?* and name some objects?
- read their own names?
- draw wavy patterns?

Ask yourself *Did I...*

- **introduce pupils successfully to working in groups?**
- **enable pupils to recognise their own names?**
Provide written names wherever possible to develop this.

UNIT 4

Key language	Numbers 1-5; naming words (nouns)
Key vocabulary	<i>one, two, three, four, five, radio, plate, cup, spoon, bed</i>
Skills	Counting and reading numbers 1-5; identifying and matching objects; drawing loop patterns
Teaching aids	ABPB pages 13-16, real objects or picture cards (bed, radio, plate, cup, spoon); objects for counting; suitable surface for practising patterns, name cards.

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *count and use numbers one to five in context;*
- *recite a rhyme with appropriate rhythm and stress.*

1. Revise introduction as practised in Unit 3.
2. Hold up your hand and count the fingers slowly (or use five pens or pencils), from one to five. The pupils should be seeing and counting your fingers from left to right. Repeat several times. Pupils then hold up their fingers as you count the numbers slowly
3. Once you have done this a few times in sequence, take the number at random, e.g hold up four fingers and say four. Repeat with other numbers. Pupils hold up their fingers when you say the number.
4. Once you are sure they understand the numbers introduce them to producing the words. Tell pupils to count with you, as you point to your fingers. Gradually get them to tell you the number as you show your fingers. Increase the speed at which you do this.
5. Teach the following rhyme with its actions, one line at a time:
Number one, touch your tongue.
Number two, touch your shoe.
Number three, touch your knee.
Number four touch the floor.
Number five, give a wave.
6. If your class had already been introduced to the numbers before starting P1, you might also want to cover the numbers 6-10 in this unit. Use the same

procedure as above You can also teach this song, indicating the correct number of fingers and clapping at the end:

*One little, two little, three little fingers,
Four little, five little, six little fingers,
Seven little, eight little, nine little fingers
Ten little fingers, clap, clap, clap*

Grammar

By the end of the lesson, the pupils will be able to:

- *use the names of common household objects.*

1. Revise *What is it?* and the names of classroom objects. Start with class work but then give further opportunity for pupils to ask and answer in pairs. You can also play *What's in my bag?* or *What is in my hand?* (see page 12 of this TG)
2. Present and practise the names of some more objects, using real objects, in the same way as in Units 2 and 3 (see page 6 for the procedure) This time focus on common household objects, revise *table* and *chair*, and introduce *bed*, *radio*, *plate*, *cup*, *spoon*. You can also introduce *television* if it is a common item in your area.
3. Use any of the games listed in Unit 3, page 13 of this TG for practising these new words (you can use pictures in place of objects in *What's in my hand?*). Revise some of the words taught in previous lessons at the same time.
4. Introduce the picture on Activity-Based Pupil's Book page 13. Ask *Where is it? What is Joe doing?* Hold up your book, point to various items in the picture and ask *What is it?* Elicit the answers.
5. Pupils then work in pairs to ask and answer the questions.

Reading

By the end of the lesson, the pupils will be able to:

- *read the numbers 1-5;*
- *answer **How many?** and count items in a picture;*
- *identify and match objects.*

1. Hand out the name cards (see the activities on pages 14 - 15 of this book).
2. Revise the numbers 1-5 as taught in the *Listening and Speaking* lessons, using fingers and objects.

UNIT 4

3. Tell pupils to look at the large dots at the top of the page 14 ABPB. Draw similar dots on the board so that you can demonstrate. Tell pupils to point to the dots as they count. Point to the first dot and count *one*. Then point to the second group and count *one, two* etc.
4. Introduce the pictures and numbers on the page. Look at the pictures and count the objects and animals for each set in turn. Introduce the words *elephant, giraffes, dogs, cats* and *birds* if your pupils are ready for more vocabulary. After you have completed counting each set, point the number to pupils and put it on the board. Tell them that this is 1, 2, 3, etc.
5. Do the following activities to reinforce the reading of the numbers:
 - a) Write the numbers 1-5 on the left of the board at random, and then repeat on the right of the board. Ask pupils to draw lines (from left to right) to match the same number.
 - b) Point to the numbers on the board at random, tell pupils to show the correct number of fingers and say the number.
 - c) Write the numbers on one side of the board, and groups of dots (from one to five dots) on the other side. Ask pupils to draw lines (from left to right) to join the numbers with the correct number of dots.
 - d) Write the numbers on the board and ask pupils to come up and show the correct numbers of dots.
6. Look at the picture of the inside of the house again (ABPB page 13) and ask questions about it. e.g. *What is it? Who is it?* You can also practise numbers by asking about the number of chairs, children, plates, etc. Ask *How many...?* and elicit short answers, e.g. *four, three*. Don't expect pupils to be able to produce the question or plural answers yet (unless they learnt them at pre-school).
7. Hold up your book and point to the animals on ABPB page 15. Count each group of animals. Pupils then match the numbers on the left with the correct picture on the right. Look at the pictures and ask pupils to identify each object, asking *What is it?* Pupils then read across the rows from left to right. They then find the picture which matches the one on the left.
8. Look at the pictures and ask pupils to identify each object asking *What is it?* Pupils then read across the rows from left to right. They then find the picture which matches the one on the left.

Writing and composition

By the end of the lesson, the pupils will be able to:

- *draw loop patterns*

1. Revise the patterns drawn in previous weeks, in the air and using sand, table tops or the chalkboard
2. Introduce and teach the loop patterns in the same way as you did for previous patterns (see Unit 2, page 10 of TG). Take note of the directions in which the patterns are to be drawn and look carefully at the arrows. Give pupils practice in the air, in sand (or on another suitable surface) before they write. Some of the patterns should reach the top line, while the others should be within the middle line. As the pupils are drawing the patterns, check that they are holding their pencils correctly. Give guidance to those who are finding it difficult.

Mixed-ability activities

1. Pupils draw group of object between 1 and 5 in number
2. Pupils draw pictures using loops, wavy and straight lines

Diagnostic assessment exercise

Ask you, *Can my pupils...*

- count from 1 to 5 and read the numbers 1 to 5?
- name some common household objects?
- draw loop patterns?

Ask yourself *Did I...*

- **introduce the concept of counting successfully?**
Give pupils practice whenever possible
- **enable pupils to complete the matching activity?**
Repeat the reinforcement exercise on page 19 of this book under *Reading*, step 5, involving as many pupils as possible.

UNIT 5

Key language:	Naming words (nouns) in plural, <i>What are they? They're... s</i>
Key vocabulary:	<i>dog, cat, cow, goat, hen, snake, be quiet, listen</i>
Skills:	'Reading' pictures; identifying animals and finding the odd-one-out; drawing circles
Teaching aids:	ABPB pages 17-19; picture cards (of animals - see above); name cards; suitable surface for practising patterns

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *talk about a picture of animals;*
- *recite a rhyme with animal noises.*

1. Revise the rhyme, *Number one, touch your tongue* (see Unit 4, page 17).
2. Present the names of the following animals: *dog, cat, cow, goat, hen, snake*. If you can, make picture flashcards for each animal by copying the pictures in the Activity-based Pupil's Book. Then present and teach two animals at a time, following the same routine that you used to teach classroom and household objects in previous units (see Unit 3, page 13 of this TG). As a final stage, put the flashcards on the walls and let pupils point and ask each other *What is it?* Let them practise in pairs. If you cannot make flashcards, draw pictures on the board or use the pictures in the book.
3. Introduce the picture on page 17 of the ABPB and ask questions about it. Ask pupils what noises the animals make and let them have some fun making the noises. Ask what they think the farmer is saying, use the opportunity to teach the useful classroom command *Be quiet*. Pupils then ask and answer *What is it?* in pairs.
4. Teach the following rhyme about animal noises. Teach the instruction *Listen*. The pupils will enjoy making the sounds. Shout the farmer's line and get them to be quiet, then, when all is quiet, do the last line with a long hiss. Different languages tend to represent the sounds of animals in different ways, so adapt the sounds to make the sounds that your pupils will understand.

Listen to the dog, bow wow.

Listen to the cat, miaow, miaow

Listen to the cow, moo, moo.

Listen to the goat, beh, beh.

Listen to the hen, cluck, cluck.

Listen to the farmer, BE QUIET.

Listen to the snake, SSSSSSSSSSSSSSSSSSS.

Grammar

By the end of the lesson, the pupils will be able to:

- *use nouns with a plural s;*
- *ask about and identify plural items **What are they? They're... s.***

- 1 Revise the names of some classroom and household objects by using real objects and picture cards. Ask *What is it?* and elicit answers with *It's a* Pupils then ask and answer in pairs.
- 2 Introduce plurals and *They're... with* classroom objects. When pupils start to read and write, the full form *They are* can be introduced. However, short forms are more common in spoken English so they are used here.
 - a) Hold up one pencil and say *Pencil*. Then hold up several pencils and say *Pencils*. Make sure pupils can hear the final 's' sound, but do not emphasise it too much. Do this several times, making sure you hold a different number of pencils each time so that pupils don't think the 's' has anything to do with a particular number. Repeat with different objects.
 - b) To check understanding and develop, do the following activity. Bring some pupils to the front and give some of them single items to hold, e.g. a book, a pencil, a pen. Give others several of the same items to hold, i.e. more than one book, more than one pencil, more than one pen. Then say the names of the objects and ask the rest of the class to point to the child holding more than one pencil.
 - c) Repeat step a) above but with pupils holding up the singular or plural objects with you while repeating what they are
 - d) Hold up one pencil and say *It's a pencil*. Then hold up several pencils and say *They're pencils*. Repeat several times, and with various objects.
 - e) Ask pupils to repeat with you, and then alone, while you hold up objects.
- 3 Introduce the picture and elicit what they are. Ask *What is it?* and introduce *What are they?* Give oral practice in the answers *It is a goat. They're goats*.
- 4 Teach the question *What are they?* Make sure it is understood that it can be used when there is more than one of something. Give pupils plenty of practice in using the question, they ask you first and then other pupils across

the classroom (while holding up more than one item or pointing to one of the plural pictures on Activity-based Pupil's Book page 18)

5. When they are ready, pupils ask and answer in pairs. Listen to them and see that they are using the correct questions and answer, and using the plural s.

Reading

By the end of the lesson, the pupils will be able to:

- *'read' the pictures aloud –identifying items using left-right, top-bottom eye movement;*
- *Identify the odd-one-out in a set of pictures.*

1. Hand out the name cards (see the activities on pages 14 - 15 of this TG)
2. Look at the picture on ABPB page 17 again and ask questions about what is happening, what the animals and the farmer are 'saying', etc.
3. Do some revision of numbers 1-5 by using the pictures and asking *How many....*
4. Pupils then 'read aloud' the picture, i.e. look from left to right and top to bottom and say *one goat,three goats, one dog, four dogs*, etc.
5. Look at the pictures on page 19 of the Pupil's Book and ask pupils to identify the animals in each row, asking *What is it?* Pupils then read across the rows of these pictures aloud. e.g *one - dog, dog, cow, dog*.
6. They have to identify which animal is different from the other, e.g. the cow in 1.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *draw circles.*

1. Revise the wave and loop patterns done in the previous units, in the air, on sand, table tops or on the chalkboard.
2. Introduce and teach the circle in the same way you did for previous patterns (see Unit 2 page 10 of this TG). Start the circles from the top. These first ones are made in an anti-clockwise direction. As the pupils are drawing the patterns, check that they are holding their pencils correctly. Give guidance to those who are finding it difficult.

3. In a later lesson, repeat the procedure for circles made in a clockwise direction.

Mixed-ability activities

- 1 Pupils draw groups of animals between 1 and 5 in number.
- 2 Pupils draw other pictures using circles, curves and loops and colour them in.

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- name some animals?
- ask *What are they?* and identify plural items?
- identify the odd-one-out in a series of pictures?
- draw circles?

Ask yourself *Did I...*

- **successfully introduce plurals?**
Repeat the reinforcement exercise on page 13 of this book under *Grammar*, step 2b, if necessary.
- **lay the foundations of reading from left to right and top to bottom?** Draw pictures on the board for pupils to 'read' in this way for reinforcement.

UNIT 6

Key Language	Verbs; verb <i>to be</i> with singular subject pronouns, <i>I am / You are / He is / She is / It is</i>
Key Vocabulary	<i>school, walk, run, jump, hop, play, am, is, are, orange</i>
Skills	Recognising letters of the alphabet; recognising names; matching shapes; drawing curves and letters c and o
Teaching Aids	ABPB pages 20-22; puppets (if possible); alphabet frieze (see below); name cards; suitable surface for practising letters
Notes: <i>Words are introduced on the page from this unit. This is to familiarise pupils with words as part of preparation for reading. The alphabet frieze (and the names of the letters of the alphabet) should also be introduced at this point. See page xv on how to make an alphabet frieze.</i>	

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *talk about a picture;*
- *use various verbs in an action song.*

1. Revise the numbers 1-5 using the rhyme from Unit 4, page 17. Then look at the picture in the Activity-based Pupil's Book and ask questions about it, e.g. *What is it? What are they? Who is it? Where are they? How many boys / girls?* Elicit answers. Introduce the word *school*. Talk about what some of the children are doing in the picture, and what your pupils like to do at playtime. Take the opportunity to introduce some of the verbs illustrated, e.g. *play, run, jump, hop*.
2. Tell pupils to work in pairs and ask and answer questions about the picture. Don't expect them to form the questions or answers correctly all the time at this stage, just encourage them to use English and praise them for what they achieve.
3. Teach the following action song. Make sure you do the relevant action when you demonstrate it and get pupils to do the action when they sing. For this reason, it may be better to sing this song outside.

*Walk, walk, walk together,
Walk, walk again,
Walk is a doing word,
Walk, walk again.*

Explain that a *doing word* is a word which tells you about something you can do. Explain in the local language if necessary and give examples. Sing other verses using other verbs: *run, jump, hop, play*. The pupils should do the actions as they sing to make sure they understand the meaning of each verb. If your pupils are able to suggest other *doing words* let them sing a verse of the song using their words.

Grammar

By the end of the lesson, the pupils will be able to:

- *use the singular parts of the verb to be to identify people and things.*

1. Revise the names of some nouns by using real objects or pictures and asking *What is it?* or *What are they?* (see Units 2-5 of ABPB).
2. Introduce *I am* by talking about yourself, e.g. *I am Mrs /Mr..., I am a teacher, I am a woman/man*. As you say *I am*, point to yourself.
3. If possible, use the puppets used in Unit 1. Hold them in front of your face and let them 'introduce themselves', e.g. *I am Kweku. I am a boy. I am Esi. I am a girl*.
4. Ask pupils to introduce themselves in the same way, using *I am...*
5. Introduce *You are* in a similar way. Talk to the puppets, e.g. *You are Esi. You are a girl*. Then talk to the pupils. Make sure you are looking directly at the pupils when you say *you*:. Point to make it clear, if necessary. Elicit similar sentences from pupils, addressed to you, the puppets and other pupils.
6. Introduce a short dialogue to practise the two forms along with *yes* and *no*. Again, the easiest way is to use the puppets. Alternatively, bring a boy and a girl to the front and help them to produce the following dialogue:

*Boy: You are a girl.
Girl: Yes, I am a girl.
Girl: You are a girl.
Boy: No, I am a boy.*

Practise with other pupils at the front or across the class and then let them practise with the pupils sitting around them.

7. Introduce *he* and *she* by asking boys and girls to stand up and introduce themselves, e.g. *I am James. I am a boy.* Point to the pupil and say to the class, *He is a boy.* Continue, eliciting *He is a boy. / She is a girl.* from the class.
8. Look at the picture at page 20 of the ABPB and point to the characters, asking *Who is he/she?* Elicit *He is Nartey. / She is Dede* and *He is a boy. / She is a girl.* For the dog ask - *What is it?* and elicit *It is a dog.* Explain that we use *he* for boys and men, *she* for girls and women and *it* for animals and things.
9. Give some practice in using the questions you asked (*Who is he/she? What is it?*) and then tell pupils to ask and answer for a few minutes in pairs.

Reading

By the end of the lesson, the pupils will be able to:

- *recognise the alphabet frieze and the letters of the alphabet;*
- *'read' and talk about a picture;*
- *recognise some written names;*
- *match shapes to solve a puzzle.*

1. Display the alphabet frieze around the classroom. Your pupils may have already learnt the names of the letters in which case elicit the name of each letter as you put it up. If they do not know the alphabet yet, introduce the name of each letter as you put it up. Leave the frieze on the walls for pupils to look at and use in later lessons.
2. Sing an alphabet song with the class or just chant the letters if you don't know a song. As you do so, point to the letters in order. For pupils who have already been taught the alphabet in English, this will be revision and preparation for beginning to read and write the letters. However, for those who do not know the alphabet, you will need to spend more time introducing the names of the letters a few at a time. Teach the alphabet song or chant over a number of lessons.
3. Distribute the name cards. Hold up one card and see if the 'owner' (the child whose name it is) can stand up and say *I am...* to claim the card. If any other pupils can read it they point to the owner and say *He / She is...* Ask some pupil to match some letters on their name words with letters on the alphabet frieze.
4. Tell pupils to look at the picture again and encourage them to study it carefully. Tell them to point to the ball, to the teacher, to Dede, etc. Give further practice in answering the questions *What is it? What are they? Who is he/she?* etc. Talk about what is happening. Let the pupils ask you questions

about the picture. Then give them more time to look at it and ask questions in pairs.

5. Point to Dede and ask, *Who is she?* Elicit the answer and then point to the name label. Ask pupils to guess what it says. Introduce the name labels for Nartey and Amadu in the same way. Explain that this is how we write the names of the children.
6. The activity on page 22 of ABPB gives further practice in recognising the shape of the words. Ask pupils to look at each picture in turn and ask *Who is he/she?* Elicit the answer and then point out the label below each picture. Tell them to find the same word in the three words below. Pupils match the shapes.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *form the letters c and o.*

1. Revise the circles drawn in the last unit, in the air, in sand, on tabletops or on the chalkboard.
2. Introduce and teach the curved lines in the same way as you did for the previous patterns. Give pupils practice in the air and in sand before they write.
3. In this unit you are going to introduce pupils to the writing of letters. When you present a letter, it is important to introduce the sound it makes. However, in English many letters can make more than one sound so you need to focus on the most common sound for each to start with. In this unit we start with the letters **c**, making the sound /k/ as in *cat*, and **o**, making the sound /o/ as in *orange*. Use the following procedure:
 - a) Write the letter on the board for pupils to look at. Ask pupils to find it on the alphabet frieze. Ask those pupils who have the letter on their name cards to hold them up.
 - b) Demonstrate the sound the letter makes while pupils listen. Pupils repeat the sound. Ask pupils what words they know beginning with the sound, e.g. *What words begin with /k/*. Elicit words, e.g. *cat, car, cup*.
 - c) Write the letter again on the board, slowly and carefully. As you do so, explain what you are doing, e.g. for **c**, *Start at the top, round and down*. Repeat several times, clearly showing where you start the letter and the direction in which your hand moves.

- d) Stand with your back to the class; make sure that everyone can see you. Tell pupils to watch your hand carefully as you mime making the shape. Tell pupils to follow you and make the same movement in the air. Tell them to continue while you watch to check that they are all making the correct movement.
- e) Let them practise in the sand, on armboards, on tabletops or the chalkboard.
- f) Do some quick exercises with the class to make their hands and wrists more flexible, e.g. shaking, flapping and rotating their hands, wriggling their fingers.
- g) Pupils then copy the letters on paper (with lines to guide the writing).

Mixed-ability activities

- 1 Pupils draw patterns or pictures, using the letters **c** and **o**. Illustrate a few possible patterns on the board to give pupils the idea, then ask confident pupils to give their ideas.
- 2 Pupils write letters **c** and **o** and draw any objects they know beginning with the letters, e.g. *cat*, *car* and *orange*.

Diagnostic assessment exercise

Ask yourself *Can my pupils ...*

- perform the song with correct actions and reasonable rhythm and pronunciation?
- use the verbs **to be** correctly in its singular form?
- talk about the picture and name objects in it?
- form the letters **c** and **o**?

Ask yourself *Did I...*

- introduce successfully the concept of verbs as doing words? Give plenty of examples.
- successfully introduce the alphabet? Practise an alphabet song frequently. Illustrate your frieze with pictures of objects beginning with the relevant letter.
- **enable pupils to begin writing letters?**
Provide pupils having difficulties with dotted shapes of letters for them to join up

UNIT 6

UNIT 7

Key language:	Numbers 6-10; verb <i>to be</i> with plural subject pronouns, <i>You are / We are / They are</i>
Key vocabulary:	<i>six, seven, eight, nine, ten, elephant, giraffe, lizard, ant, egg</i>
Skills:	Counting and reading numbers 6-10; matching letter sounds and words; forming letters a and e
Teaching aids:	ABPB pages 23-25; objects for counting; name cards; suitable surface for writing practice

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *count from 1-10,*
- *recite number rhymes with correct rhythm and rhyme.*

1. Revise the numbers 1-5 by counting objects and reciting the rhyme *Number one, touch your tongue* (see Unit 4, page 17 of this TG).
2. Introduce the numbers 6-10 using your fingers (make sure again that the pupils count your fingers from left to right). Repeat several times. Pupils then hold up their fingers as you say the numbers.
3. Once you have done this a few times in sequence, say the numbers at random, e.g. hold up seven fingers and say *Seven*. Pupils hold up their fingers when you say the number.
4. Tell pupils to count with you, as you point to your fingers. Then drill the numbers to give pupils practice in saying them. Hold up some of your fingers and ask *How many?*
5. Practise the numbers by counting objects: pencils, pens, books, bottle tops, sticks, leaves, etc. Pupils count as you lift each object. Then ask some pupils to come out and count the objects (take some objects away from some groups so that not all have ten). You can also ask pupils to count things outside the window, or take them outside and ask them to collect eight leaves, seven stones, etc.
6. Teach the following simple counting song to use as pupils count (you can replace *mangoes* with any object they can count - *sticks, leaves*, etc.):
*Count all the mangoes,
Again and again,*

*Count all the mangoes,
Again and again,
One, two, three,
Four, five, six,
Seven, eight, nine, ten.*

- 7 In a later lesson, teach the second part of the *Number one, touch your tongue* rhyme. Demonstrate the actions and explain any vocabulary pupils want to know, (your *spine* is your backbone) but the important part is the rhyme to help them remember the numbers:

*Number six, pick up sticks.
Number seven, point to heaven.
Number eight, shut the gate.
Number nine, touch your spine.
Number ten, do it all again!*

Grammar

By the end of the lesson, the pupils will be able to:

- *use the plural parts of the verb to be to identify people and things*

1. Revise the singular pronouns with the verb **to be** - *I am, you are, he is, she is, it is* (see unit 6, page 26).
2. Revise plural **s** and *they*, e.g. *It's a pencil* and *They're pencils*. (see Unit 5, page 22 of this TG).
3. Introduce the plural pronoun *you* by making it clear you are talking to the whole class, e.g. *You are children. You are pupils*. Tell the boys to stand up, *Boys, stand up. You are boys*.
4. If you think it necessary, you can explain in the local language that *you* can be used to address one person, or more than one. Point to one girl and say *You are a girl*. Then indicate all the girls and say *You are girls*.
5. Talk about the class using *we*, e.g. *We are Class 1b. We are in room 3*. Then talk in a similar way about another class using *they*, e.g. *They are Class 1c. They are in room 5*. Drill the class in these example sentences.
6. Separate the class into boys and girls. Teach each group to say *We are girls, they are boys* and vice versa. Drill to give oral practice.
7. Look at each pair of pictures (page 23 ABPB) in turn. Ask *What is she / is he / is it?* for the first pictures and *What are they?* for the second in each pair. Elicit the answers *She is a girl. / They are girls. He is a boy. / They are boys. and It is a dog. / They are dogs*.

8. Ask the questions to the whole class and then to individual pupils. Teach the questions and give plenty of practice in asking and answering. Pupils ask you, then each other across the classroom, and finally in pairs. Make sure pupils pronounce the plural s.

Reading

By the end of the lesson, the pupils will be able to:

- *recognise and count letters in words.*
- *read the numbers 6-10.*
- *solve a jigsaw puzzle.*
- *match letter sounds to words.*

1. Look at the pictures again and revise the questions from the previous lessons. Point out the word below the first picture and tell them that it says *girl*. Then ask them to look at the word below the second picture ask them to find a difference or ask them to count the letters. Write the letter - s on the board and demonstrate its sound. Ask pupils to point to the letter on the alphabet frieze. Do the same with the other pairs of words.
2. Give out the name cards (*see the activities on pages 14 - 15*). Ask pupils who have 's' in their names to show their cards.
3. Revise the numbers 6-10 as taught in the *Listening and Speaking* lessons.
4. Introduce the pictures. See if some of the pupils can tell you the names of the animals in the bottom three rows: *giraffes, elephants, and lizards*. Present and practise these in the usual way of teaching nouns (*see Unit 2, page 8 of this book*) but adapt it for plural nouns, i.e. say *They are elephants*.
5. Look at the pictures and count the objects and animals for each set in turn. After you have completed counting each set, point out the number to pupils and put it on the board. Tell them that this is 6, 7, 8 etc. To teach recognition of the numbers, use any of the following activities:
 - Write them across the board, pupils point to the correct one as you say it.
 - Write the numbers **6-10** on one side of the board at random, and then repeat them on the other side. Pupils draw lines (left to right) to match the same number.

- Point to the numbers on the board at random, pupils show the correct number of fingers and say the number.
 - Write the numbers on one side of the board, and groups of dots (from six to ten dots) on the other side. Ask pupils to draw lines (left to right) to join the numbers with the correct number of the dots.
 - Write the numbers on the board and tell pupils to draw the correct number of the dots.
6. Pupils look at the jigsaw puzzle (page 25 ABPB) and decide in which order the pieces should be put together. They then draw the complete picture.
 7. Revise letters **c** and **o**. Elicit from pupils the words pictured on ABPB page 25 and match them with their initial letters.
 8. Introduce the sound / æ/ as in *ant* and / e / as in *elephant*. Elicit from pupils the words pictured on ABPB page 25 and match them with their initial letters.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *form the letters a and e.*

- 1 Revise the letters drawn in the previous week, on any surface you have available.
- 2 Revise straight lines, circles and loops, using the usual procedure (see page 10 of this TG).
3. Teach the formation of the letters **a** and **e** using the procedure in Unit 6, page 28.

For **a** focus on the sound /æ/ as at the beginning of *apple*, *ant*, etc. For **e** focus on the sound /e/ as at the beginning of *elephant*, *egg*, etc.

Mixed-ability activities

- 1 Ask pupils to draw different numbers of objects/animals/fruit, e.g. *Draw six pencils, four lizards and eight mangoes*. They colour these pictures.
- 2 Pupils draw patterns, or pictures, using the letters a and e.
- 3 Teach this simple rhyme as further practice in counting:
*One, two, three, four, five,
 Once I caught a fish alive.
 Six, seven, eight, nine, ten,
 Then I put it back again.*

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- count from 1 to 6 and read the numbers from 1 to 6?
- use the verb *to be* correctly in its plural forms?
- form the letters **a** and **e**?

Ask yourself *Did I...*

- **enable pupils to recognise the difference between singular and plural forms of written nouns?**
Give oral practice and point out any plural nouns in words on the board.
- **develop pupils' recognition of numbers from 6 to 10?**
Reinforce using activities suggested on page 19 of this book under *Reading, Step 5*

UNIT 8

<i>Key language</i>	Commands (<i>using verbs in the simple form</i>)
<i>Key Vocabulary</i>	<i>point, clap, stand, sit, turn, go, come, give, show</i>
<i>Skills</i>	<i>Discriminating between similar pictures (same or different); matching letter sounds and words; forming the letters b and p</i>
<i>Teaching aids</i>	ABPB pages 26-28; name cards; suitable surface for writing practice

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *follow commands;*
- *sing an action song with correct stress and rhythm*

1. Revise some verbs using the song *Walk, walk, walk together* (see Unit 6, page 26 of this TG).
2. Teach the command *Point to...* by demonstration in the classroom. Indicate a pupil to stand up, using gestures, and say *Kweku, stand up*. Say *Point to Kweku* and then point to the pupil. Encourage the class to point, too. Put a book on a table, walk away and then say *Point to a book* and point to it. Choose other objects that your pupils know and say, e.g. *Point to a bag*. The pupils point.
3. Once pupils understand, drill them in the command. As they repeat - *Point to a bag / chair / boy*, etc. Tell them to do the pointing.
4. Choose a confident pupil to tell the rest of the class what to point to.
5. Tell pupils to point to the picture of Nartey's classroom in the book. Check that they are pointing to the correct picture. Tell pupils to point to various things they know in the picture, e.g. *Point to a bag*. / *Point to a book*. They should put their fingers on the appropriate part of the picture.
6. Ask a confident pupil to give instructions and tell the rest of the class what to point to in the book. Check that they are pointing to the correct part of the picture. Pupils then practise this in pairs for a few minutes.
7. Teach the following song with its actions. Demonstrate the whole song and then teach one line and action at a time:

*Point to the chalkboard,
Point to the floor,
Point to the window,
Point to the door.*

*Clap your hands together,
One, two, three.*

*Put your hands
On your knee.*

Grammar

By the end of the lesson, the pupils will be able to:

- *understand, follow and give basic classroom commands.*

1. Introduce commands by singing *Point to the chalkboard* again.
2. Present the following classroom commands by demonstration. Your first aim is to get the pupils to understand and follow the commands, not to repeat them. Do not try to introduce all of these in one lesson (unless your pupils are already accustomed to hearing them and understand most of them). *Stand up...Sit down....Turn round....Go to... (the chalkboard, the door, your chair). Come here. Give me...Show me... (a book, a pencil, a pen).*

Teach one command at a time, guiding pupils to perform it.

3. As they become confident, start to combine the commands. *Children, stand up. Point to the chalkboard. Sit down. Girls, stand up. Turn round. Clap your hands, one, two, three.*
4. Ask individual pupils to follow commands. *Esi, stand up. Point to the door. Kweku, give me a book.* Gradually build up the number of commands. Ask the rest of the class to help any pupils that need help.
5. When they have had plenty of practice in hearing and following the commands, you can teach pupils to say them. Then ask some confident pupils to come to the front and give the commands to the rest of the class.
6. Practise the commands *Stand up. Turn round. Clap your hands. and Sit down.* with the class, then teach the following action song:

*Children, stand up, children stand up,
All turn round, all turn round*

*Clap your hands together,
Clap your hands together,
All sit down, all sit down.*

Reading

By the end of the lesson, the pupils will be able to:

- *study pictures carefully to recognise small details.*
- *discriminate between, and identify, small differences in pictures.*
- *recognise letters **b** and **p** and name words starting with their sounds.*

1. Look at the first picture (ABPB page 26) again and ask the class some questions, e.g. hold your book up, point to things and ask *What is this?* (Note: in earlier units you introduced the question *What is it?* but both questions are common in English and you can start to use both from now so that pupils become accustomed to both. The natural response to both questions is the same, *It's a...*) Focus pupils on the number of items (revise the numbers 1-10 first, if necessary) and ask them to count, e.g. ask *How many books / children?*
2. Tell pupils to look at the second picture (ABPB page 27) and ask *Are the 2 pictures the same?* Start to repeat the questions you asked about the first picture until pupils realise that the pictures are not the same (see the list of differences below).
3. Tell pupils to look carefully to find the differences. Tell them that there are seven differences and that they should put up their hands when they have found all seven. When they have finished, check the answers by asking questions about all the differences, e.g. *In picture 1, how many books are on the table? In picture 2, how many books are on the table?* The pupils need only reply with short answers, e.g. *Eight*.

The differences are:

Picture 1: 3 chairs on the board; 2 pupils at the front; 6 pupils sitting down; 7 books on the teacher's table; door open; schoolbag on floor, Pencil on floor; Nartey has a pencil.

Picture 2: 4 chairs on the board; 1 pupil at the front; 7 pupils sitting down; 8 books on the teacher's table; door closed, book on floor; pen on floor; Nartey has a pen.

4. Look briefly at the word labels in the Activity-based Pupil's Book. At this stage don't expect pupils to 'read' the words, they are just getting used to

looking at them. Point to the objects labelled and ask *What is this?* Point to the label and ask *What does this say?* Then look at the first letter of each word and ask pupils to find it on the alphabet frieze. Practise the sounds /b/ and /p/ and some words starting with the sounds. Revise the alphabet chant.

- 5 Pupils have to look carefully at the pictures on the left and then find the same picture on the right. Introduce the activity orally, asking *Who is it? What is she doing?* about the first picture on the left. Then look at the other pictures and ask *Is it the same?* To help those who find it more difficult, ask those who can do it easily to say the differences they can see in the other pictures.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *form the letters **b** and **p**.*

- 1 Revise the letters drawn in the previous week, on any surface you have available.
- 2 Revise straight lines and circles, using the usual procedure (see page 10).
- 3 Teach the formation of the letters **b** and **p** using the procedure in Unit 6, page 28. For **b** focus on the sound / b / as at the beginning of *bag, ball, boy*, etc. For **p** focus on the sound /p/ as at the beginning of *pencil, plate, play*, etc

Mixed-ability activities

- 1 Introduce other classroom commands, e.g. *look, stop, start, put*.
- 2 Ask pupils to draw different numbers of objects, animals or fruit, e.g. *Draw three pens, five dogs and nine bananas*. They colour these pictures.
- 3 Pupils write the letter **b** and draw any objects they know beginning with the letter, e.g. *ball, bag*.
- 4 Pupils draw patterns or pictures, using the letters **b** and **p**.

Diagnostic assessment exercises

Ask yourself *Can my pupils,*

- follow basic classroom command?
- identify the differences between two pictures?
- form the letters **b** and **p**?

UNIT 8

Ask yourself *Did I...*

- help pupils develop their understanding of commands? Play a playground game in which pupils respond accordingly to the instructions given by a leader (initially you, the teacher).
- prepare pupils to look at pictures with sufficient care to identify differences? Encourage pupils to look systematically at pictures, from left to right and top to bottom.

UNIT 9

Key Language	Commands and polite requests (using verbs in the simple form)
Key Vocabulary	<i>open, close, touch, clean, please, bird</i>
Skills	Reading and interpreting pictures; 'reading' pictures aloud; matching letter sounds and words; forming the letters d, g, q and s
Teaching Aids	ABPB pages 29-31; name cards; suitable surface for writing practice

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *sing songs with correct stress and rhythm.*
- *follow classroom commands in a game.*

1. Revise the songs *Point to the chalkboard* and *Children, stand up* (see Unit 8, pages 36 and 37 of this TG).
2. Introduce and demonstrate the game *Seidu says*:
 - a) Give the class commands, e.g. *Seidu says (Stand up)*, *Seidu says Turn round*, *Seidu says, 'Show me a book'*. Use classroom commands and classroom objects which pupils know from previous lessons.
 - b) The pupils must follow the instructions only if you say *Seidu says*. So if you say only *Sit down*, they should not do it.
 - c) Any pupils who do not follow a *Seidu says* instruction, or who do follow an instruction which does not have *Seidu says*, are out of the game.
 - d) Start the game very simply and gradually make it more difficult once pupils understand. Keep your instructions clear but speed them up, to make it more challenging and fun. Eliminate pupils who make a mistake and find a class winner. In a later lesson, ask confident pupils to come out and give instructions to the rest of the class.

Grammar

By the end of the lesson, the pupils will be able to:

- *follow and give commands;*
- *make polite requests, using please.*

- 1 Revise some of the classroom commands you taught in Unit 8 (you can use *Seidu* says again for this).
- 2 Introduce other commands (see Unit 8 page 37 of this TG for the procedure):
Open...
Close... (the window, the door, your book).
Touch... (a book, your knees).
Clean... (the chalkboard, the floor).

You can also introduce any other classroom instructions that you like to use when you are teaching, e.g. *Be quiet, Listen, Look at me.*
3. Tell pupils to look at each picture in turn, saying *Point to picture 1/2*, etc.
 Ask *What is the teacher saying?* Elicit some commands used by the teacher in each case. Praise the pupils who are able to interpret the picture and then say the command yourself to a pupil or pupils who should perform the command. The commands are:
 1. *Point to the chalkboard.*
 2. *Show me a book.*
 3. *Stand up.*
 4. *Come here.*
 5. *Open the window.*
 6. *Close the door.*
 7. *Clean the chalkboard.*
 8. *Be quiet.*
4. Drill the question *What is the teacher saying?* and give some individuals practice in asking it to you and to other pupils across the classroom. Pupils then ask and answer the questions in pairs about the commands in the pictures.
5. Repeat some of the commands pupils know well, but then in a more polite way, and add *please*. *Kweku, clean the chalkboard, please. Children stand up, please. Be quiet, please.*
6. Explain that *please* is used to be polite, to be nice to other people. Give some examples of what people say in order to be polite in the local language.

7. Give further practice in polite requests, using the same words as for command but using a more polite tone of voice and using *please*. You can use a version of *Seidu says* in which pupils should only perform the action if you add the word *please* at the end of the instruction, i.e *Seidu says, 'Stand up, please'*
8. Pupils take it in turns to make polite requests to other pupils.

Reading

By the end of the lesson, the pupils will be able to:

- *read pictures carefully;*
- *'read' pictures aloud;*
- *match letters sounds and words;*
- *match letters.*

1. Write the number 29 on the board and tell pupils to find the page in their Activity-based Pupil's Book. There is no need to say the number, pupils are practising recognition of the numbers.
2. Give one of the commands depicted in the pictures, e.g. *Stand up*. Ask pupils to look at the pictures, find the correct picture and say its number, *Three*. Continue through the pictures, follow in random order. This activity will encourage pupils to look carefully at pictures and numbers, to find the information they need.
3. Introduce the pictures in the top two rows, and the bottom row, (ABPB page 30) one at a time (ignoring the words for the moment) and elicit from pupils what they are, asking *What is this?* The word *bird* may be new so take a few minutes to present and drill this word. For the next two rows, introduce the numbers and letters by giving commands, e.g. *Point to 3, point to d*.
4. Pupils then 'read' each row aloud by saying what they are, e.g. *giraffe, elephant, lizard, snake, bird*. This can be done slowly at first, then faster as a kind of rhythmic chant. Then ask some individuals to read out a whole row. Pupils could also work in pairs and 'read' to each other. Monitor as many pairs as you can while they do this.
5. Look briefly at the word label in the bottom row (page 30). At this stage do not expect pupils to 'read' the words, they are just getting used to looking at them. Tell pupils to point to the picture of a dog and then to the word, and say *Dog*. Repeat with the other words. Then look at the first letter of each word and ask pupils to find it on the alphabet frieze. See if they can name any of the letters they point to. Revise the alphabet song/ chant

6. Look at the first letter (b) in ABPB page 31 and practise its sound. Point to each object and ask *What is it?* Practise the words. Continue with the other letters and words.
7. For the second exercise, point to the letters on the left and elicit its sound. Pupils find the same letter in the row.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *form the letters d, g, q and s.*

1. Revise the letters drawn in the previous week on any surface you have available.
2. Teach the formation of the letters **d, g, q** and **s** using the procedure in Unit 6, page 28 of this TG. The sound of **q** is /kw/ but does not occur in many words that pupils can usefully use at this level.

Mixed-ability activities

1. Ask pupils to bring to school certain numbers of objects, *e.g. eight sticks, ten leaves, etc.*
2. Pupils make a numbers frieze for the classroom, using one sheet for each number, *e.g. one dog, two cows, etc.*
3. Pupils draw pictures using any of the letters shapes taught in this unit.
4. Pupils write the letters **d** and **s** and draw objects they know beginning with the letters, *e.g. dog, snake,*

Diagnostic assessment exercise

Ask yourself, *Can my pupils.....*

- play a game following basic commands?
- understand and use some polite request with *please*?
- identify objects in the pictures?
- form the letters **d, g, q** and **s**?

Ask yourself Did 1....

- **successful involve all pupils in the game of following commands?**
Short sessions, repeated at intervals, will help develop pupils' skills.

UNIT 9

- **ensure all pupils followed the activity based on ABPB page 30 and 31?** Pair a confident child with a less confident child if possible. Make some word cards to give practice to pupils needing reinforcement

UNIT 10

Key vocabulary/ language:	Revision
Skills:	Revision
Teaching aids:	ABPB pages 32-35; picture cards used for Units 1-9; name cards; alphabet frieze; suitable surface for writing practice
Notes: No new language or vocabulary is introduced in this unit. Use it for revision	

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *sing songs, recite rhymes and play games from Units 1-9.*

1. Review some of the songs, rhymes, games and activities from Units 1-9 which are listed below. Concentrate on those the pupils have enjoyed the most, and which help with language the pupils need further practice in.
2. Divide the class into groups and ask each group to perform one of the songs, games or stories for the rest of the class. If possible, arrange for them to perform some of them for other classes in school, or parents. This gives them the opportunity to show what they have learnt, and can do, in English.

<i>Hello teacher /Goodbye teacher</i>	<i>Unit 1, page 1 of TG</i>
<i>Good morning, good morning, how are you?</i>	<i>Unit 2, page 7 of TG</i>
<i>Number one, touch your tongue</i>	<i>Unit 4, page 17 of TG</i>
<i>One little finger</i>	<i>Unit 4, page 18 of TG</i>
<i>Listen to the dog</i>	<i>Unit 5, page 21 of TG</i>
<i>Walk, walk, walk together</i>	<i>Unit 6, page 26 of TG</i>
<i>Count all the mangoes</i>	<i>Unit 7, pages 31/32 of TG</i>
<i>Point to the chalkboard</i>	<i>Unit 8, page 37 of TG</i>
<i>Children, stand up</i>	<i>Unit 8, page 38 of TG</i>
<i>Seidu says</i>	<i>Unit 9, page 41 of TG</i>

Grammar

By the end of the lesson, the pupils will be able to:

- *use dialogues, grammar and vocabulary from Units 1-9.*

- 1 Use these lessons to go back over any language items that pupils have not yet mastered. The main items are listed below. If necessary, repeat the presentation of items that have called difficulty. Otherwise, give as much further oral practice as you can, using dialogues, classroom objects, picture flashcards and the pictures in the book. Give pupils the opportunity to demonstrate what they know.

<i>Greetings and responses</i>	<i>Unit 1, page 1/2 of TG</i>
<i>Introductions</i>	<i>Unit 2, page 8/9; Unit 3, page 13 of TG</i>
<i>Asking about and naming common classroom and household objects (nouns)</i>	<i>Unit 2, page 8/9 of TG Unit 3, page 13/14 of TG Unit 4, page 18 of TG</i>
<i>Plural nouns (They're... +s)</i>	<i>Unit 5, page 22/23 of TG</i>
<i>Using common verbs</i>	<i>Unit 6, page 26/27 of TG</i>
<i>Verb 'to be' – various forms</i>	<i>Unit 6, page 26/27; Unit 7, page 32 of TG</i>
<i>Commands</i>	<i>Unit 8, page 37/38; Unit 9, page 42/43</i>
<i>Requests</i>	<i>Unit 9, page 42/43 of TG</i>

Words in the following vocabulary areas have also been introduced: *classroom objects, household objects, animals, numbers, Wh- questions (What / Who / How many), personal pronouns (I, you, he, she, it, we, they).*

2. The picture for this unit allows practice of many items that have been covered. Ask questions about the picture, e.g. *Is it a...? Are they... s? What is it? What are they? Who is this? How many...?* etc. Follow the usual procedure:
 - a) Ask the questions yourself, and elicit answers.
 - b) Elicit questions from the pupils, first to yourself, then to other pupils across the classroom.
 - c) Pupils ask and answer in pairs.

Monitor as many pairs as you can while they do this to evaluate their progress.

Reading

By the end of the lesson, the pupils will be able to:

- *use the pre-reading skills taught in Units 1-9.*

1. Practise some of the pre-reading skills covered in Units 1-9. Some suitable activities for this are:
 - Look at some of the pictures again and ask detailed questions about them. This makes pupils 'read' the picture carefully to recognise objects and people, and interpret what is happening. Suitable pictures are on Activity-based Pupil's Book pages 4/5, 7, 10, 13, 17 and 20/21.
 - Recognise objects, discriminate between the same and different objects, and put objects into categories. See the activities on pages 6, 9, 12, 16, 19, 26/27 and 28.
 - Count and match a number of objects with the numbers 1-10. See the activities on pages 14 and 24.
 - Use the name cards and alphabet frieze to recognise and discriminate between some letter shapes.
 - Recognise the shapes of some words. Revise the word activities on ABPB pages 22, 23 and 26/27.
 - Write some of the letters taught and elicit words starting with the sounds. Revise the activities on pages 14-15 and 27-28 of this TG.
2. Ask more questions about this, to focus pupils on the details, and talk about what is happening. Start by giving instructions, e.g. *Point to the goat. Show me Dede.* Then ask questions, e.g. *What number is Nartey?, How many cars are there?* Pupils then give instructions and ask each other questions in pairs.
3. Introduce the first activity on page 34 of ABPB by looking at the pictures in the first row and asking *What are they? How many are there?* Pupils then find the picture in the row which is the same as the one on the left. They do the same with the second row and the letter shapes.
4. Introduce the second activity on the page. Pupils have to identify which of the pictures / letters is different.
5. Revise the letters (and their sounds). Tell pupils to look at the blue balloon (ABPB page 35) and find a /b/ word. Then tell them to find one in the red balloon. Repeat with the other words.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *form the patterns and curved letters taught in Units 1-9.*
- *use fine motor skills by drawing and colouring.*

- 1 Revise any of the wave, loop, curve, circle and straight lines practised in Units 1-9 that pupils have found difficult. Demonstrate them again and let pupils practise them in the air, in sand, on tabletops, on the chalkboard or on paper.
- 2 Revise the formation of the letters. Elicit the sounds they make and how to draw them (use the procedure in Unit 6, page 28). Make sure pupils hold their pencils correctly and write from left to right. Revise the formation of the letters 'd', 'o' ... 'g'. Pupils then copy the word *dog*. Repeat with 'b', 'e' and 'd'.
- 3 Get pupils to do some free-drawing on paper. This will give them the opportunity to practise their fine motor skills and use their imagination. They can draw themselves, their family, their homes, the classroom or anything else they like. Tell them to colour their pictures carefully. When they have finished, tell them to show their pictures to each other. Look at as many pictures as you can and ask some questions about them to encourage pupils to talk about their pictures. Praise their efforts.

UNIT 11

Key language:	Yes /no questions, <i>Is it a...?</i> ; simple present, positive and negative statements (singular), <i>It's a bus. It isn't a lorry.</i>
Key vocabulary	<i>bus, wheels, driver, car, lorry, bicycle, train, aeroplane</i>
Skills	Recognising words; matching letter sounds and words; forming the letters r, m, n and h
Teaching aids	ABPB pages 36-39; alphabet frieze; word cards (a <i>car</i> , a <i>bus</i> , a <i>lorry</i> , a <i>bicycle</i>); suitable surface for writing practice
Notes: <i>From this unit we introduce sight reading of common words. You will need to prepare word cards for each sight word taught (see above for which words). See page xv for how to prepare these cards - keep them for later lessons</i>	

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *sing an action song with correct stress and rhythm.*

1. Revise some of the language taught in the previous term by using classroom commands, *Stand up and show me a pencil. Point to the door. Turn round and clap your hands.* You can make this fun by playing it as the game *Seidu says*. You can also sing some of the songs again that the pupils know (see the list in Unit 10, page 46).
2. Show a picture of a bus (use the one in Activity-based Pupil's Book page 36 or 37), or draw one on the board. Present and practise the words *bus, wheels* and *driver*. Talk about buses, find out which pupils have been on a bus, and where they went, etc.
3. Teach the following song with actions. For the first verse, make rotating movements with your arms, for the second bend your knees to go up and down, and for the last turn an imaginary steering wheel. Follow the procedure explained in Unit 1 (see page 1 of this book).

*The wheels on the bus go round and round
Round and round, round and round,
The wheels on the bus go round and round
All day long.*

*The children on the bus go up and down,
Up and down, up and down,*

*The children on the bus go up and down,
All day long.*

*The driver on the bus goes turn and turn,
Turn and turn, turn and turn,
The driver on the bus goes turn and turn,
All day long.*

- 4 In a later lesson you can extend the song with extra verses, e.g. *Wheels on the car, Wheels on the lorry.*

Grammar

By the end of the lesson, the pupils will be able to:

- *name types of transport;*
- *ask and answer yes/no questions, Is it a...? Yes, it is. No, it isn't;*
- *make negative statements, It isn't a lorry;*

1. Present the names of the following vehicles: *car, bus, lorry, bicycle, train, aeroplane*. The best way is to make picture cards of each and then present two at a time using the following routine:
 - a) Present the first two words using the picture cards. Say *It's a bus. It's a lorry*. Pupils repeat: *It's a bus. It's a lorry*.
 - b) Show one card and ask *Is it a bus or a lorry?* Elicit the answer.
 - c) Show the card and ask *Is it a bus?* Elicit, or teach, the answers *Yes, it is. and No, it isn't*.
 - d) Gradually introduce the other vehicles.
 - e) Put the picture cards on the walls and let pupils point and ask each other, e.g. *Is it a car? Is it a bicycle?*
2. Make sure they answer appropriately *Yes, it is* or *No, it isn't*. Tell them to practise in pairs. If you can't make picture cards, draw on the board or use the pictures in the book.
3. Give some practice in the negative answers as an introduction to the use of *not* (pronounced *n't* in this context). Repeat stage e) above with negative answers. Introduce full sentence answers *No, it isn't a lorry. It's a car*. Give plenty of class practice before pupils practise in pairs.
4. Introduce the pictures in the ABPB page 36. Hold up your book and point to the pictures and ask the same questions as above. Pupils use them to ask and answer questions (*Is it a...? Yes, it is. or No, it isn't. It's a...*) in pairs.

5. You can give further practice by playing a guessing game. Give each of six pupils one of the picture cards but tell them to hide it. The rest of the class then guess what is in each picture by asking each child *Is it a...?* They answer *No, it isn't* or *Yes, it is*. Pupils play this in pairs using the pictures in the book, one chooses a picture but doesn't say what it is, the other guesses what it is.
6. For further practice you can do a drawing and guessing game. Start to draw one of the vehicles on the board. As you do so, encourage pupils to guess what you are drawing by asking, *Is it a bus? Is it a lorry?* Answer *No, it is 't.* / *Yes, it is*. Once they understand the game, pupils can do this in pairs or groups. (You can also use this game to revise other vocabulary, e.g. classroom objects and animals.)

Reading

By the end of the lesson, the pupils will be able to:

- *revise the alphabet in alphabetical order;*
- *read four words;*
- *identify words by their initial sound;*
- *identify some letters.*

1. Use alphabet frieze and the alphabet song / chant to revise the alphabet.
2. Introduce the word cards (see page xv of this TG on how to make them) in the following way:
 - a) Revise the meaning of the word before pupils learn to read it. Hold up a picture of the object (for some words you can use a real object) and ask *What is it?* Pupils repeat the word, e.g. *a car, a car*. (At this stage, start to introduce the indefinite articles *a* and *an*, so that pupils get used to using them. Focus on the noun, but if pupils ask about the article explain their use briefly in the local language.)
 - b) Focus pupils on the initial sound of the word, e.g. /k/ for *car*. Ask *What words start with /k/?* Elicit words with the same initial sound, e.g. *cat, cow*.
 - c) Draw a large letter **c** on the board and tell them *The name of this letter is 'c'. It says /k /*. Ask them to find the letter on the class alphabet frieze.

Show them the word card for *car* and tell them to repeat the word. Tell them to look at the words on page 37 of ABPB and point to a car. Check they have found the correct one.
 - e) Repeat the previous step for the other three words (ABPB Page 37).

- f) Place two of the cards where they can be seen (or write the words on the board) and say one of them. Ask pupils to point to the one you are saying. Repeat with other pairs of words.
 - g) Write one of the four words on the board and ask pupils to say which it is. Repeat with the other three with plenty of space between the words. Say the words in random order, the pupils pointing to the one you say.
 - h) Hold up the word cards one at a time and ask *What does this say?* Give plenty of practice with the whole class before asking individuals.
3. Introduce and practise the sounds of **r**, **m**, **n** and **h** in turn (Page 38 of ABPB). For **r** focus on the sound /r/ as at the beginning of *radio*, *run*, etc. For **m** focus on the sound /m/ as at the beginning of *mother*, *mango*, etc. For **n** focus on the sound /n/ at the beginning of *Nartey*, *nine*, etc. For **h** focus on the sound /h/ at the beginning of *hen*, *house*, etc. Elicit and practise words starting with the sounds. Pupils match the letters and the pictures.
 4. For the second exercise, point to the letter on the left and elicit the sound. Pupils then find the same letter in the row.
 5. For the third exercise, pupils must find the letter which is different from the one on the left.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *form the letters r, m, n and h;*
- *match vehicles with their missing parts.*

1. Teach the formation of the letters **r**, **m**, **n** and **h** using the procedure in Unit 6 page 28.
2. Identify the vehicles shown on ABPB page 39. Elicit which part is missing from each vehicle. Ask pupils to match the wheels illustrated to the correct vehicle.

Mixed-ability activities

1. Pupils draw patterns or pictures, using the letters **r**, **m**, **n** and **h**.
2. Pupils write the letters **m** and **h** and draw any objects they know beginning with the letters, e.g. *mango*, *hen*.

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- perform the song with actions and reasonable rhythm and stress?
- name some common forms of transport and ask and answer some *yes/no* questions?
- sight-read the four words? (see ABPB page 37)
- form the letters **r**, **m**, **n**, and **h**?

Ask yourself, *Did I*

- give a good, clear example when singing *The Wheels on the Bus* to enable pupils to copy me?
- give pupils sufficient practice at using the negative *No, it isn't?* Use the drawing and guessing game suggested on page 31 of this TG, step 5, for reinforcement.

UNIT 12

Key Language	Yes /no questions with plurals, <i>Are they...?</i> ; simple present, positive and negative statements (plural), <i>They're shorts. They aren't shoes.</i>
Key Vocabulary	<i>red, blue, green, yellow, white, black, shirt, dress, shorts, shoes</i>
Skills	Recognising words; matching letters and words; forming letters u and w ; copying words
Teaching aids:	ABPB pages 40-43; word cards (<i>red, blue, green, yellow</i>); suitable surface for writing practice.

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *use and understand the names of basic colours correctly.*

1. Revise the song *Wheels on the bus* (see Unit 11, pages 50/51 of this TG).
2. Present the colours *red, blue, green, yellow, white, black*. Use coloured card rather than objects, if possible, so that pupils focus on the colour only. (Alternatively, use sets of coloured pencils or crayons, or the colours in the Activity-based Pupil's Book, page 40.) Hold up each card in turn and repeat the colour, e.g. *red, red, red*. At this stage, you only need pupils to understand the names of the colours as they will use the words themselves in the next sections.
3. Put all your cards where they can be seen, and tell pupils to point to the colour you say, e.g. *Point to green*.
4. Look around the classroom and at the pupils' clothes and belongings and ask questions about the colours, e.g. *Point to a pupil's bag and ask What colour is this?* Develop this into an activity using colours and classroom commands. *Children, stand up. Point to blue. Touch yellow. Girls, sit down.*
5. You can also do this activity as the *Seidu says* game:
Seidu says, 'Show me something green.' *'Come to the board and touch blue',* etc.
6. Use the colours in the book for reinforcement and assessment. Tell pupils to point to each colour, and say its number, e.g. *Point to yellow*. Pupils point and say *Four*. As you do this, walk around and check that they are pointing to the correct colour.

Grammar

By the end of the lesson, the pupils will be able to:

- *name types of clothing, and describe things a blue shirt.*
- *ask and answer yes/ no questions (singular and plural) Are they shoes?*
- *make negative statements (plural). They aren't shorts.*

1. Revise *yes/no* questions and vehicles. Use the pictures you used in Unit 11 (in the ABPB page 36) and ask *Is it a bus / lorry?* Elicit the answers *Yes, it is. / No, it isn't.* You can also use the drawing activity to practise *Is it a....?* from Unit 11 (see page 51).
2. Present the clothes *shirt, dress, shorts, shoes* in the same way you presented vehicles in Unit 11, using picture flashcards. However, this time two of the words are in the plural. (If pupils ask why *shorts* is plural when there is only one, explain that you count legs in clothes in English, so *shorts, pants* and *trousers* are all in the plural.)
 - a) For the first two, say *It's a shirt. / It's a dress.* and ask questions using, e.g. *Is it a shirt? Is it a dress or a shirt?*
 - b) For the other two words say *They are shorts. / They are shoes.* You will need to introduce, drill and practise the plural form of the questions and answers *Are they shoes? Yes, they are. No, they aren't. Are they shoes or shorts?*
 - c) Be careful not to show a picture of a singular and plural item at the same time as it will be confusing.
 - d) Display your pictures and elicit the questions from pupils, first to yourself and then to other pupils across the classroom. Alternatively, pupils can point to the clothes they are wearing and ask the questions about them.
3. Give some practice in using plural negative answers. Ask *Are they shorts?* Elicit the short answer *No, they aren't,* and then a full sentence answer *No, they aren't shorts. They're shoes.* Give plenty of class practice before pupils practise in pairs.
4. Introduce the pictures of clothes in the book. Hold up your book and point to the pictures and ask the same questions as above. Pupils use them to ask and answer questions (*Is it a....? / Are they...?*) in pairs.
5. Revise the colours presented previously. Show pupils the colours in the book again. Start to introduce *yes/no* questions and elicit answers *Is it blue? Yes, it is. / No, it isn't.* Then ask *Is it blue or red?* and elicit answers. Drill the pupils in

the questions and the names of the colours. Pupils then ask and answer the question in pairs.

6. If your pupils are ready for it, combine the use of the colours with the names of the clothes using the same question and answers. Look again at the pictures of clothes and describe them using the colour adjectives, e.g. *It's a blue shirt.* / *They're green shorts.* Repeat several times. Ask the question *Is it a (colour)...?* for the *shirt* and *dress*, and *Are they (colour)...?* for the *shorts* and *shoes*. Elicit the answers from the whole class, and then individuals. Pupils then ask each other across the classroom, and finally ask and answer in pairs.

Reading

By the end of the lesson, the pupils will be able to:

- 'read' pictures aloud;
- read the names of four colours;
- identify words and initial sounds.

1. Revise the word cards from Unit 11 using some of the activities on page 51/52.
2. Do some further work on colours, to make sure pupils know them before they learn to read the words. Start by repeating step 6 of the *Listening and Speaking* section. Then reverse the activity, you say a number and the pupils have to tell you the colour. Pupils then practise this in pairs.
3. Introduce the pictures (ABPB page 41) one row at a time and elicit from pupils what they are. Pupils then 'read' them aloud by saying what they are, e.g. *blue shirt, yellow shirt, green shirt, red shirt, white shirt*. At first this can be done slowly then faster as a kind of a rhythmic chant. Then ask some individuals to read out a whole row. Pupils could work in pairs and 'read' to each other. Monitor as many pairs as you can while they do this.
4. Introduce the new word cards using the same procedure as before (see Unit 11, pages 51/52). Use your colour cards (or pens, crayons, etc.) to show the colour being named before pupils look at the word cards. For each word, look at the initial letter, find it on the alphabet frieze, practise its sound and elicit other words that start with the same sound before looking at the whole word. Pupils should also find the word on the page. If your pupils are ready for it, you can also teach them to sight read the words *black* and *white*.
5. This activity gives further practice with the sight words for this and the previous unit. Hold up your book and point to each picture in turn, asking

What is it? Then ask pupils to find the word for each picture. Then point to the pictures again, asking *What colour is it?* Pupils then find the words for each colour.

6. Revise the sounds /r/, /b/ and /g/. Write the letter **w** on the board and practise its sound. Mention and practise some words starting with the sound, e.g. *window, wheel*. Pupils point to the letter on the page and make the sound. They then find a colour and an object which starts with the same sound, e.g. /r/, *red, radio*.
7. Pupils find two letters which are the same on the letter grids.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- form the letters **u** and **w**, and revise **r, n, e** and **s**;
- copy a 3-letter word.

1. Teach the formation of the letters **u** and **w** using the procedure in Unit 4, page 16. For **u** focus on the sound /ʌ/ as at the beginning of *up, under*, etc. For **w** focus on the sound /w/ as at the beginning of *water, window*, etc.
2. Revise the formation of the letters listed above. Before the pupils write the letters in each row, make sure they understand that they are writing a word, what the word is and what it means.

Mixed-ability activities

1. Use colours to describe objects in the classroom and in pictures earlier in the Activity-based Pupil's Book, e.g. *It's a blue pencil. It's a red car*.
2. Ask pupils to draw different numbers of objects, animals or fruit in particular colours, e.g. *Draw three green mangoes, four yellow bananas and one black goat*.
3. Pupils draw patterns or pictures, using the letters **u** and **w**.

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- name some colours and types of clothes?
- ask and answer simple questions about clothes?
- sight-read the four words (see above)?
- form the letters **u** and **w**?

Ask yourself Did I...

- **monitor the pair activity (page 57 of this book, Reading, step 3) successfully?** Concentrate on pairs you consider more likely to have difficulty.
- **enable pupils to sight read the required words?**
If pupils have difficulty, display paper in the relevant colours, labelled with the name, around the classroom to increase familiarity.

UNIT 13

Key Language	Simple present for routine, <i>I wash my face.</i>
Key vocabulary	wash, face, brush, teeth, eat, breakfast, wake up, market
Skills	Recognising sight words; matching initial letter sounds and words; forming letters y and j ; copying words
Teaching Aids	ABPB pages 44-47; word cards (<i>wake up, wash, eat, walk</i>); suitable surface for writing practice

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *talk about a picture and early morning routine;*
- *sing a song with correct rhythm and stress.*

1. Introduce the picture and start by eliciting what pupils see, asking *What can you see?* Praise pupils for what they can tell you about in English. Then use the picture to revise vocabulary items (household objects, clothes, colours, numbers), holding up your book and asking a range of questions, e.g. *Who is this? What is this? What colour is it? How many...?*
2. Give pupils practice in asking the questions, to you and each other across the classroom, before they ask and answer questions in pairs.
3. Ask some questions to help pupils interpret the picture, e.g. *Where is it? What time is it?* Talk about morning routine and see if any pupils can talk about their routine. (It is important to encourage pupils to interpret pictures and relate them to their own lives, but not easy at an early stage. Praise any pupils that can do it in English, but allow some local language where necessary for communication.)
4. Introduce the song by talking about what you do on school days in the morning; (explain in the local language that school days are the days when you go to school). Teach the following song in the usual way, with appropriate actions to illustrate the meaning:

*This is the way I wash my face,
Wash my face, wash my face,
This is the way I wash my face,
Early in the morning.*

VERSE 2: *This is the way I brush my teeth*

VERSE 3: *This is the way I eat my breakfast*

VERSE 4: *This is the way I walk to school*

You can add other verses if you wish e.g. '*...brush my hair, pack my bag, etc.*

Grammar

By the end of the lesson, the pupils will be able to:

- *use the simple present to describe daily routine.*

1. Ask questions about the picture to revise *yes/no* questions and positive and negative answers taught in previous weeks. Hold up your book, point and ask, e.g. *Is it a cup or a plate?* and elicit, e.g. *It's a cup.* Then point and ask, e.g. *Is it a chair?* and elicit, *No, it isn't a chair. It's a table.* Repeat with clothes and colours.
2. Sing a few verses of the song *This is the way I wash my face* to introduce everyday routines. Tell the class you will tell them about what you do every school day, then do the following presentation:
 Say: *I wake up.* (mime waking up)
 Say: *I wash my face.* (mime washing)
 Say: *I eat my breakfast.* (mime eating)
 Say: *I walk to school.* (mime walking)
 Say the sentence first and then do the mime afterwards as though you are telling a story. If you do both at the same time, pupils could be confused and think you are describing an action you are performing at that moment, in which case you would use the present continuous. Make sure the actions make the meaning clear.
3. Repeat several times, then drill the sentences. Pupils say the sentences and perform the actions with you.
4. Pupils perform this as a class and then individually. Add other simple sentences and actions if your pupils are ready for more, e.g. *I brush my teeth, I find my shoes, I pack my bag, etc.*

Reading

By the end of the lesson, the pupils will be able to:

- *read four verbs;*
- *do a jigsaw puzzle;*
- *identify words by their initial sound.*

1. Revise the sight words from previous units, using the word cards.
2. Introduce the word cards for the words on ABPB page 45 using the same procedure as before (see Unit 11, pages 51/52 of this TG). Pupils look at the pictures of Dede's routine and find the sight words. Hold up each word card in order and say *Point to the same word in your books*. Explain the use of speech bubbles if pupils are not used to them (they show what people say). Check that pupils have found the correct word. Put the word *I* on the board and tell the pupils what it is.
3. This activity reinforces the reading of the sight words. Look at the words in the speech bubbles and elicit them. Revise with the word cards if necessary. Then tell pupils to look at the pictures and match the words with the correct picture.
4. Pupils look at the jigsaw puzzle of the plane (Page 46 of ABPB). Pupils say which order the pieces go in, then draw the complete picture
5. Revise the letters **w**, **e**, **s** and **d** and their sounds. Tell pupils to find the letters on the alphabet frieze; Pupils match the letters with the pictures (ABPB page 47) depending on the initial sound, e.g. /w/, *wash, wake up, walk*. Do repetition practice with the sounds and words.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *form the letters y and j and revise a, e m and s;*
- *copy a 3-letter word.*

1. Revise any of the letters previously taught that pupils have found difficulty using the air, sand, armboards, tabletops or the chalkboard.
2. Teach the formation of the letters **y** and **j** using the procedure in Unit 6, page 28. For **y** focus on the sound /j/ as at the beginning of *yellow, yam*, etc. For **j** focus on the sound /dʒ/ as at the beginning of *jump, join*, etc.

3. Revise the formation of the letters listed above. Write *yam* on the board for the pupils to copy. Before they write the letters, make sure they understand that they are writing a word, what the word is and what it means.

Mixed-ability activities

1. Talk with pupils about their routine in the morning, and then ask them to draw a picture of their family in the morning.
2. Pupils draw patterns or pictures, using the letter **y** and **j**.
3. Pupils write the letters **y** or **j** and draw any objects they know beginning with the letters, e.g. *yam*.

Diagnostic assessment exercise

Ask yourself *Can my pupils.....*

- perform the song with actions and reasonable rhythm and stress?
- describe some parts of personal daily routine, using the simple present?
- sight read the four words (see above)?
- form the letters **y** and **j**

Ask yourself *Did I*

- **demonstrate clearly the actions required in the mime activity (page 64 of this book, Grammar, Step 2)?** Encourage pupils to practise at home for friends or family to improve their performance if necessary.
- **enable pupils to read accurately from speech bubble (ABPB pages 45-46)?** Practise with cards if necessary.

UNIT 14

Key Language	Present continuous - positive statements and questions, <i>I am wearing What's he/she doing? She's running.</i>
Key Vocabulary	<i>singing, wearing, eating, drinking, reading, writing, walking, running, a tree</i>
Skills	Reading words; matching initial letter sounds and words; identifying and forming letters I, i, f and t
Teaching aids	ABPB pages 48-51; word cards (new for this unit - a <i>door, a window, a tree, a shirt, a dress, shorts</i>); suitable surface for writing practice.

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *sing a song with correct rhythm and intonation;*
- *describe actions as they are taking place, e.g. I am singing.*

1. Revise talking about colours and clothes, as introduced in Unit 12. Use real clothes or pictures in the book and ask, e.g. *Is this a shirt? / Is it yellow or blue?* Elicit, e.g. *It's a yellow shirt.*

2. Teach this song, following the usual routine:

I am singing, singing, singing,

I am singing, now, now, now.

I am sitting, sitting, sitting,

I am sitting, now, now, now.

It involves actions and demonstrates the present continuous so make sure you, and the pupils, are doing the appropriate actions when you sing. They can perform, or mime, many actions for this song. After you have taught and sung a few, let them suggest some themselves. Pupils mime *reading* (moving their heads from left to right as across a page), *writing* (movement of hand across a page), *eating, drinking* (chewing or drinking at the end of each line) and you can take them outside to do *walking, running, jumping, skipping and hopping*.

3. Teach pupils to describe what they are wearing, using *I'm wearing...* Give a simple description of what you are wearing using the colours and names of clothes that pupils know. Make the meaning of the word *wearing* clear before

pupils start to use it. Then elicit from the boys what they are wearing and do some oral drilling, e.g. *I'm wearing a yellow shirt. I'm wearing brown shorts. I'm wearing brown shoes.* Then do the same for the girls. Ask some individual pupils to say their sentences. (Note that the exact colour of the Ghanaian school shirts does change from place to place. In some places it is a kind of yellow, but in many places it is more beige. If your pupils are wearing orange shirts, introduce and practise beige before using it in the sentences above.)

Grammar

By the end of the lesson, the pupils will be able to:

- use the present continuous with singular subjects;
- describe actions happening now.

1. Revise the work from the Listening and Speaking section. Sing a few verses of the song and then ask pupils to use *I'm wearing...* to describe their clothes.
2. Ask individual pupils to stand up. Describe what they are wearing to introduce: *You're wearing....* Ask individual pupils to stand up and choose a friend, who must also stand up. They then describe what each other is wearing in turn, talking directly to their friend, e.g. *You're wearing a yellow shirt.* (If they are all wearing school uniform this will be quite repetitive but it will allow them to focus on the different forms of the verb. Describe their shoes as well to allow some variety.) Pupils then practise in pairs.
3. Bring a boy to the front and describe what he is wearing to the rest of the class, *He's wearing brown shorts.* Repeat with several pupils, eliciting the words from the class. Then repeat the procedure with girls, to practise *She's...*
4. Tell pupils to look at each of the pictures in turn, saying *Point to picture 1, 2, 3, etc.* Show them that the pictures have numbers on and check that they are pointing to the correct picture. Ask, *Who is it?* and then ask, *What's he/she wearing?* Elicit a description of each child in turn. Do some oral drilling of the sentences, e.g. *It's Dede. She's wearing a red shirt. She's wearing blue shorts.*
5. Give pupils practice in asking the questions *Who is it?* and *What's he/she wearing?* Do some drilling and then ask individuals to ask each other across the classroom. Pupils ask and answer the questions in pairs. Monitor them as they work to see that they are using *he/she* appropriately.
6. Introduce other verbs in the present continuous using actions: *walking, running, eating, drinking, reading and writing.* Pupils should already know them from the song but act them out as you introduce them, e.g. 'walk up and down and say; *I'm walking.*

7. Invite other pupils to come out and do the actions. As they do so, ask the class *What's he/she doing?* Elicit *He's/She's running / writing*, etc. and do some oral drilling of the answers.
8. Repeat some actions yourself and ask, *What am I doing?* Elicit, e.g. *You're walking / eating*. Invite other pupils to come out, do the actions and ask the question to the rest of the class.
9. Look at the pictures again and say *Look at Picture 1. What's she doing?* Elicit the answers. Drill the question and then ask individuals to ask each other across the class. They then ask and answer in pairs.

Reading

By the end of the lesson, the pupils will be able to:

- *talk about a picture in detail;*
- *read six words (page 49);*
- *identify words by their initial sound;*
- *identify some letters.*

1. Hold up the picture and ask lots of questions about it, e.g. *Where is this? What is it? What colour is it? Who is it? What's Nartey wearing? What's Dede doing?* (Make sure you revise the names of the six items that are labelled). Your aim is to make the pupils look closely at the picture and talk about it. Do oral drilling of any longer or more difficult answers that you elicit. After a short time, invite some individuals to ask the class questions about the picture. They then ask and answer in pairs. Don't worry if their questions and answers aren't always quite correct; they need to gain confidence and experience in speaking in English and will learn from their mistakes.
2. Introduce the word cards for the words on ABPB page 49 using the same procedure as before (see Unit 11, pages 51/52). Pupils then find the words in their books. Check that they have found the correct word.
3. Revise some of the sight words from previous units. Place the word cards on a table or on the floor, and call out one word. Ask a pupil to pick up the correct word. The pupil then says the word and matches its first letter with the corresponding letter on the alphabet frieze. Continue until all the words are picked up. Alternatively, write some of the words on the board and ask pupils to find the cards with the same words.
4. This activity encourages pupils to look at pictures carefully and practise the present continuous. Hold up your book and point to each picture (ABPB page

50) in turn and ask, *Who is it? What's he/she doing?* Pupils ask and answer in pairs. They then identify the outline of the same picture.

5. (ABPB Page 51) For the first exercise, elicit the sound of each letter on the left and the names of the objects (or numbers). Pupils find the one which starts with a different sound.
6. For the second exercise pupils look at the groups of letters and find the letter which is different (or the odd-one out).
7. For the third exercise, pupils identify the letter on the left. They then find the same letter in the row.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- **form the letters **l**, **i**, **f** and **t****

1. Teach the formation of the letters **l**, **i**, **f** and **t** using the procedure in Unit 2, page 9. For **l**, focus on the sound /l/ as at the beginning of *lorry*, *lizard*, etc. For **i**, focus on the sound /i/ as at the beginning of *it*, *is*, etc. For **f** focus on the sound /f/ as at the beginning of *faces* *five*, etc. For **t** focus on the sound /t/ as at the beginning of *table*, *touch*, etc.

Mixed-ability activities

- 1 Pupils draw patterns or pictures, using the letters **l**, **i**, **f** and **t**.
- 2 Pupils write the letters **l** and **t** and draw any objects they know beginning with the letters, e.g. *lizard*, *table*.

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- describe actions as they are taking place, using the present continuous?
- sight read some words (see above)?
- form the letters **l**, **i**, **f** and **t**?

Ask yourself *Did I...*

- **distinguish clearly between the present and the present continuous tenses?** Use role-play exercises for reinforcement.

- **encourage pupils to take an active part in the question and answer activity (page 70 of this book, Reading, step 1)?**
Pair a more confident pupil with a less confident one.

UNIT 15

Key language	Present continuous - positive and negative statements and questions: <i>What are they doing? We aren't running.</i>
Key vocabulary	<i>bell, ringing, playing, kicking, falling, laughing</i>
Skills	Understanding a picture story; reading words; forming letters k and z
Teaching aids:	ABPB pages 52-54; word cards (new for this unit - <i>the bell, the children, the boy, ringing, running, falling, laughing</i>); suitable surface for writing practice

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *sing songs with correct rhythm and intonation;*
- *describe actions as they are taking place, e.g. We are running*

1. Revise the song *I am singing, singing, singing* using various verbs and actions (see Unit 14, page 64).
2. Explain that as everyone in the class is singing, you can change the words of the song to *We are singing, singing, singing*. Sing some verses to practise the plural form. If possible, take the class outside and revise the verbs *running, jumping, skipping* and *hopping* (still using *We are running*, etc.) which will be useful later in this unit.
3. If you have a bell, show it and ring it. If not, draw one on the board. Present and practise the word *bell*. Ring the bell (or mime ringing one and say *ding dong, ding dong*) and present the sentence *The bell is ringing*. Drill the sentence.
4. Teach the following song, using the usual procedure. Pupils can clap, or tap on their desks, to the rhythm of the song.

*Ding dong, ding dong,
The big bells are ringing.*

*'Kye' 'kaa', kye' 'kaa',
All the birds are singing.*

*Kring krang, kring krang,
Our little bell is ringing,*

*Stand up little children
It's time to go playing.*

Grammar

By the end of the lesson, the pupils will be able to:

- *use the present continuous with plural subjects, and make negative statements;*
- *describe actions in pictures.*

1. Revise the work done on the present continuous in Unit 14 by performing some actions and asking *What am I doing?* Elicit *You're walking / eating, etc.* Pupils then take your place to do that action and ask the question. Pupils perform an action while you ask *What's he/she doing?* Elicit, e.g. *He's drinking. She's hopping.*
2. Ask the class to perform actions in groups to introduce the plural subjects pronouns, *you* and *we*. First, call out a group and quietly ask them to perform an action with you. As they do so, say e.g. *We're reading.* Repeat a few times and then ask the rest of the class. *What are we doing?* Elicit, e.g. *You're reading.* Repeat with a few different actions. Then ask a different group to decide on an action and perform it together. Help them to say *We're...* They then ask *What are we doing?* and elicit the answer from the class. Repeat with several groups.
3. Bring another group to the front and ask them to decide on and perform an action in silence. Ask the rest of the class *What are they doing?* Elicit, e.g. *They're drinking.* Repeat with several groups. Again, when a mistake is made, use it as a natural opportunity to practise the negative form, e.g. if the class says *They're eating.* You can say *No, they aren't eating, they're drinking.*
4. Look at each of the pictures (ABPB page 52 and 53) in turn and ask and elicit answers (at this stage, don't worry about the story). First, hold up your book and ask questions to establish the situation, e.g. *Where is it? What is it? What colour is it? Who is it?* Then focus on the actions to practise the present continuous *What's he/she doing? What are the children doing?* Use the pictures to introduce new action verbs, e.g. *playing, kicking, falling and laughing.* Point to the child / children doing the actions and ask the question. See if any pupils can answer, if not answer it yourself and do some oral drilling of the new word in each sentence, e.g. *The children are playing. He's kicking a ball.*

5. Introduce some negative statements in natural situations, e.g. when someone makes a mistake with a description, say *No, he isn't eating, he's drinking*. Drill some negative statements so that pupils get used to where to put *not*.
6. Do some oral drilling of the questions *What's he/she doing? What are they doing?* and then tell individual pupils to ask you, then other pupils across the classroom. They then ask and answer in pairs. Monitor and help as they do this.

Reading

By the end of the lesson, the pupils will be able to:

- *understand a picture story;*
- *read new words, and revise others*

1. Use the pictures again and ask more questions, this time to focus more on the story, e.g. *Look at picture 1 (ABPB page 52). What are the children doing? Why is the bell ringing* Look at picture 2 (ABPB page 52). *What are the children doing?* Help pupils with the vocabulary they need but do not expect the answer to be completely accurate or fluent, the objective here is for them to 'read' and understand a picture story.
2. Do some oral drilling of the questions you asked and then give pupils an opportunity to ask them, first to you and other pupils across the class, and then in pairs.
3. Introduce the new word cards(ABPB page 52 and 53) using the same procedure as before (see Unit 11, pages 51/52). This time, there are more words and they fall into two groups. Teach *the bell, the children* and *the boy* in one lesson, and *ringing, running, falling* and *laughing* in another. Pupils should be asked to find the words on the page to see them in context.
4. Revise some of the sight words from previous units. Place the word cards on a table, or on the floor, and call out one word. Ask a pupil to pick up the correct word. The pupil then says the word and matches its first letter with the corresponding letter on the alphabet frieze. Continue until all the words are picked up. Alternatively, write some of the words on the board and ask pupils to find the cards with the same words.
5. This activity reinforces the recognition, of some sight words. For each picture on page 54, ask *What is it?* and elicit an answer. Write on the board the three words under each picture, i.e. *boy, ball, bell* for the first picture, and ask pupils to identify the correct word for the pictures. Then ask them to point to the same word under the picture

Writing and Composition

By the end of the lesson, he pupils will be able to:

- *form the letters k and z.*

1. Practise straight lines, using the procedure in Unit 2, page 10.
2. Teach the formation of the letter **k** and **z** using the procedure in Unit 6, page 28. For **k**, focus on the sound /k/ as at the beginning of *kofi*, *keep*, etc. For **z**, focus on the sound /z/ as at the beginning of *zebra*, *zoo*, etc.

Mixed-ability activities

1. Introduce other actions, saying/swinging *I am singing a song* and also mime
2. Pupils draw patterns, or pictures, using the letters **k** and **z**
3. Pupils draw a picture of a girl and colour her dress.

Diagnostic assessment exercises

Ask yourself *Can my pupils*

- sing the song with reasonable rhythm and stress?
- describe actions using the present continuous?
- sightread some words (see above)?
- form the letters **k** and **z**?

Ask yourself *Did I...*

- **enable pupils to construct negative statements using not in the correct place place?** Do more oral drilling if necessary
- **spend enough time revising sight words?** Arrange some group work with word cards for reinforcement if necessary.

UNIT 16

<i>Key language</i>	Present continuous - <i>yes /no</i> questions, positive and negative statements; prepositions in, on, inside
<i>Key vocabulary</i>	<i>monkey, house, bananas, where, in, on</i>
<i>Skills</i>	Reading a picture story; reading words; recognising individual words in phrases; discriminating between words by initial sounds; forming letters x and v
<i>Teaching aids</i>	ABPB pages 48, 55-58; paper / card for drawing action pictures; word cards (new for this unit - <i>a house, a table, a chair, a monkey, bananas</i>); suitable surface for writing practice

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *ask and answer questions about actions in a guessing game;*
- *use **yes/no** questions and negatives in the present continuous.*

1. Revise the song *We are singing* with various actions (see Unit I5 of this TG pages 69/70).
2. Ask a volunteer pupil to come to the front and perform an action. As he/she does it, ask the rest of the class, e.g. *Is he/she running?* / *Is he/she eating?* Help pupils to answer *Yes, he/she is* or *No, he/she isn't*. Repeat with other pupils and actions.
3. Draw a simple stick picture on a piece of paper or card as pupils watch, but don't let them see what you are drawing, then turn it over. Say *It's a boy. What's he doing?* Elicit guesses, e.g. *Is he eating?* Help pupils to use the present continuous correctly and reply *No, he isn't*. or *Yes, he is*. When they guess correctly, show the picture. It doesn't have to be a good picture, as long as the pupils can see what action it represents. Repeat, using other pictures of boys and girls.
4. Tell all the pupils to make a drawing of a boy or girl doing an action. Bring one pupil to the front and elicit questions about his/her drawing until the class guesses what the drawing is. The pupils play the game in pairs (or groups of four) guessing what each other has drawn.

5. Repeat steps 2-4 (in a later lesson) but insist on full sentence answers to practise negative sentences, e.g. *No, she isn't jumping*. Help the pupils to put *not* (pronounced *n't*) in the correct position.
6. Tell pupils to look at the pictures on ABPB page 48 in Unit 14 again and ask questions to elicit negative answers Look at picture 1. *Who is it? Is Dede running?* Elicit the answer *No, she isn't*. Then elicit the full sentence answer, *No, she isn't running. She's walking*. Repeat with the other pictures

Grammar

By the end of the lesson, the pupils will be able to:

- ask questions using **What...** and **Where...**;
- use the prepositions **in** and **on** to describe position.

1. Revise the names of simple classroom objects and *is* and *are* by pointing to objects and saying *What is it?* or *What are they?* Elicit the answers and focus on *It's...* and *They're... s*.
2. Introduce some new vocabulary that you will use in the next few lessons: *monkey, house, bananas*. Use picture cards if possible, and the same procedure as before (see Unit 2, page of this TG).
3. Introduce the pictures in the book, again asking *What is it?* and *What are they?* Give pupils some practice in asking the questions, then tell them to ask and answer the questions in pairs.
4. To introduce prepositions of position, ask some questions using *Where...?* Ask, e.g. *Where is the door / table / chair / book?* Pupils point to show where the object is. Place a book on the table, and ask *Where is the book?* Pupils point again.
5. Tell pupils to listen carefully then say *The book is on the table*. Introduce the preposition **on** with several different familiar objects. Give some examples with plurals, e.g. *The pencils are on the table*
6. Put the book in a bag and say *The book is in the bag*. Introduce the preposition **in** with several different familiar objects. Give some further examples with plurals, e.g. *The books are in the bag*.
7. Say *Look at picture 1* of ABPB page 56. Point to the monkey and ask the question *What is it?* Then ask *Where is the monkey?* Elicit *In the house*. Say *Look at picture 2*. Point to the bananas and ask *What are they?* Then ask *Where are the bananas?* Elicit *On the table*. Repeat with the other pictures.
8. (Page 56) Repeat the procedure, drilling the class in the questions and answers. Elicit answers first from the whole class and then from individual

pupils. When pupils are more confident, they can practise in pairs, pointing to the pictures, asking the question *Where is/are...?* and answering. Monitor to see that they use **in** and **on** correctly.

Reading

By the end of the lesson, the pupils will be able to:

- *read new words;*
- *recognise words in phrases;*
- *treat books with care;*
- *identify the initial sounds of words.*

1. Use the pictures to revise *It's a...* and *They're... s.* and the names of the objects pictured. You can also do some revision of numbers and colours using the picture s.
2. *Introduce the new word cards using the same procedure as before (see Unit 11 of this TG, page 51/52). Hold up each word card and say Point to the picture. Then say, e.g. Point to the word 'monkey' / 'house'. Check that they are finding the correct word and picture. (If your pupils are ready for more reading, present the questions and answers above the pictures (What is it? It's a... and What are they? They're...)) and use these for extra reading.)*
3. Ask the questions *Where is the monkey?* and *Where are the bananas?* again and elicit the answers. As pupils answer tell them to point to the words below the pictures. Tell them to show you which word says *house, table, chair* and *monkey*.
4. This activity gives further practice in reading the sight words. Revise the story using the pictures. Ask *Where is the monkey?* and *Where are the bananas?* As pupils answer, tell them to find the written answers. They match each picture with the correct words.
5. Elicit some of the things we do that damage books, e.g. drawing in them, tearing the pages, throwing them. Show some damaged books and look at the pictures on page 58. Ask how we can treat books with care. Advise pupils to treat books 'like a friend'.
6. For the second exercise, elicit the name of each object and its initial sound. Pupils identify the word in each row starting with a different sound.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *form the letters **x** and **v**;*
- *revise forming all the stick letters;*
- *develop fine motor skills by drawing objects in given positions.*

1. Teach the formation of the letters **x** and **v** using the procedure in Unit 6, page 28. For **x**, focus on the sound /ks/ as at the end of *six*. For **v**, focus on the sound /v / as at the beginning of *very*, *van*, etc.
2. Revise all the stick letters.
3. Tell pupils to take a pencil and do the following:
 - a) *Draw a book on a table.*
 - b) *Draw a banana on a chair.*

Pupils work in pairs to check that they have drawn the pictures correctly.

Mixed-ability activities

- 1 Pupils draw objects **in** or **on** each other.
- 2 Pupils draw patterns or pictures, using the letters **x** and **v**.

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- ask and answer some questions using the present continuous?
- understand and use **in** and **on** correctly?
- sight-read some words (see above)?
- form the letters **x** and **v**?

Ask yourself *Did I...*

- **ensure pupils could ask questions confidently using What...? and Where...?** Monitor during pair activity and give more practice if necessary.
- **ensure pupils could use in and on correctly?** Monitor during pair activity and demonstrate more examples if required.
- **give pupils enough writing practice to help with letter formation?** Arrange drawing activities for reinforcement.

UNIT 17

Key Language	Prepositions <i>in, on, under, near</i>
Key vocabulary:	<i>water, mother, father, grandmother, naughty, river, box</i>
Skills:	Understanding, dramatising and retelling a story; reading words; identifying the initial sound and letter of words; writing all lower case letters; copying words
Teaching aids:	ABPB pages 59-61; word cards (new for this unit - <i>mother, father, grandmother, water, a goat, hens</i>); suitable surface for writing practice; alphabet frieze

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *understand a story;*
- *dramatise a story.*

1. Revise *yes/no* questions and negatives with the present continuous by playing the guessing game (see Unit 16, page 73 of this TG).
2. Focus on each picture in turn and ask questions, e.g. Look at picture 1 ABPB page 59. *Who are they? What are they doing? What are they talking about?* (If pupils are not used to thought bubbles, explain that they are like speech bubbles and show what people are thinking.) Explain that one of the people is *mother*. Introduce the word *water*. Repeat with the other pictures and introduce the words *father* and *grandmother*. Revise the words *goat, hen* and *tree*. At this stage, the pupils will not understand everything about the pictures but explain that you will tell them a story about it later.
3. Introduce the story by saying it is about a girl called *Naughty Naomi*. Talk about the word *naughty*. Ask pupils to talk about when they were naughty, what they did, what happened to them and why they shouldn't be naughty.
4. Tell the story slowly and clearly using lots of expression and actions to make its meaning clear. They don't need to understand every word in order to appreciate the story.

Naomi is a girl. Naomi is a naughty girl

*Mother said, "Please help me! Get some water, please."
Naughty Naomi said, "No, I won't."*

*Father said, "Please help me! Find the goat, please."
Naughty Naomi said, "No, I won't."*

*Grandmother said, "Please help me! Feed the hens, please."
Naughty Naomi said, "No, I won't."*

*Naughty Naomi climbed the mango tree.
She shouted, "Please help me! I'm stuck."*

Mother, Father and Grandmother said, "No, we won't."

5. Repeat the story several times. It has lots of repetition so the pupils can join in with some phrases, e.g. *Please help me* and *No, I won't*.
6. Talk about the story with the pupils. Elicit the names of the characters. Elicit why Naomi is called *Naughty Naomi*. Talk about what she does wrong and why children should help their families.
7. When the pupils know the story well, they can dramatise it. Bring four pupils to the front and have them act out the parts. The rest of the class can help them with the words. Once the pupils know the story very well, you can divide them into groups of four to act it out. If necessary, simplify the words to just *Please help me* and *No, I/We won't*. This is likely to be noisy, so take them outside if possible.

Grammar

By the end of the lesson, the pupils will be able to:

- *use the prepositions **in**, **on**, **under** and **near** to describe position;*
- *ask and answer questions about position.*

1. Revise the prepositions **in** and **on** using classroom objects.
2. Tell pupils to listen and watch carefully, then place a book under the table and say *The book is under the table*. Introduce the preposition **under** with several different familiar objects.
3. Put the book near to a pencil on the table and say *The book is near the pencil*. Introduce the preposition **near** with several different familiar objects. As

the meaning of this preposition is less precise than the others, you will need to give more examples to make its meaning clear. Put a pupil near the table in several different positions, each time saying *(Grace) is near the table*. Then send the pupil to the far side of the classroom and say *(Grace) is not near the table*. If necessary, to make the meaning absolutely clear and avoid confusion, discuss its meaning in the local language.

4. Introduce the pictures by explaining that Naomi's mother, father and grandmother are looking for her again, but Naomi is naughty. Look at each of the pictures in turn and ask the questions *What is this?* and *Where is Naomi?* Use the pictures to revise or introduce vocabulary, e.g. *box, river*. Elicit answers using the appropriate preposition (see below). Make the class repeat each of the sentences several times.

Naomi hides and then runs away on her father's bicycle. She goes away to sit near a river.

- 1) *Naomi is under a table.*
- 2) *Naomi is in a box.*
- 3) *Naomi is under a chair.*
- 4) *Naomi is on a bicycle.*
- 5) *Naomi is near a river. (Naomi is near a tree. The bicycle is near Naomi.)*
5. Give the class practice in asking the question *Where is Naomi?* Elicit answers first from the whole class and then from individual pupils. Individuals then point to a picture and ask first you, and then other pupils across the classroom. When they are confident, they practise asking and answering in pairs.
6. To practise the four prepositions play *Hunt the pencil*:
 - a) Hide a pencil somewhere in the classroom when the pupils are not watching. It should be *in, on, under* or *near* something. Tell the class that they have to ask questions to find the pencil. Elicit *yes/no* questions, e.g. *Is it on the table? Is it under a book?* Reply using *No, it isn't. / Yes, it is.*
 - b) Choose one pupil to go outside. The other pupils hide a pencil *in, on, under* or *near* something. The pupil then has to come in and ask questions to find the pencil; *he / she* can ask the whole class or individual pupils. Help the pupil with the questions and any new vocabulary that comes up if necessary.
 - c) When the pencil is found, the pupil can choose the next 'hunter'.

Reading

By the end of the lesson, the pupils will be able to:

- *read pictures to retell a story;*
- *read new words, and revise others;*
- *identify the initial sounds and letters of words.*

1. Use the pictures to help pupils retell the story. Look at each picture in turn and ask questions, e.g. *Who is this? What does Mother want? What does she say? What does Naomi say?* Help them with the words of the adults but pupils should be able to remember the repeated phrases, *Please, help me* and *No, I won't*.
2. Tell / read the story again, while pupils follow the pictures in the book. Tell them to point to the picture you are talking about(ABRB page 59). Monitor this as you tell the story to see if they are all following.
3. Do some revision of the sight words taught in Units 11, 14 and 16 using the same procedure as before (see Unit 14, page 66 of TG). Ask pupils to match one of the words on the cards with a word in the story e.g (a tree).
4. Introduce the new word cards using the same procedure (see Unit 11, page 51/52). Ask them to find and point to the words on page 59. If your pupils are ready for it, you can teach the prepositions as sight words (see Mixed-ability activities below).
5. Ask pupils to identify the **large** letters on page 61 and to find them on the alphabet frieze. Revise the sounds each of them makes at the beginnings of words, and elicit words which begin with those sounds. Then ask *What is it?* about each of the pictures, and elicit the first sound, then first letter of each word.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *write all of the lower case letters a-z;*
- *copy 3-letter words.*

1. Revise any letter shapes that your pupils have found difficult. Let them practise in sand, on armboards, on tabletops, on the chalkboard or on paper. Then revise in alphabetical order, using the alphabet song or chant and the alphabet frieze.

2. Pupils practise writing all of the letters again, this time in alphabetical order. As they work, monitor them and note which letters need further practice, and which pupils need extra help.
- 3 Pupils practise copying two more 3-letter words.

Mixed-ability activities

- 1 Pupils draw objects **in, on, under** or **near** each other;
- 2 Pupils learn to sight-read the prepositions. Make word cards for each one and then follow the usual procedure.

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- understand the story and act it out?
- talk about position using **in, on, under** and **near**?
- sight read some words (see above).
- form all the letters of the alphabet (lower case)?

Ask yourself *Did I...*

- tell the story with enough expression to make the meaning clear?
- **encourage pupils to participate fully in the acting activity?**
Ensure quieter pupils are not overshadowed by others

UNIT 18

<i>Key language</i>	Prepositions in front of, behind (and in, on, under, near)
<i>Key Vocabulary</i>	roof, floor, wall, bedroom, living room
<i>Skills</i>	Describing position; reading a picture story; reading words; identifying the initial sounds and letters of words; matching lower case and upper case letters; forming capital letters A-E and the numbers 0-4
<i>Teaching aids</i>	ABPB pages 62-65; word cards (new for this unit - a bed, a cupboard, a radio, a plate, a cup, a spoon); alphabet frieze of capital letters; name cards; suitable surface for writing practice

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *recite an action rhyme with correct rhythm and intonation;*
- *talk about a picture of a home.*

1. Revise the story of *Naughty Naomi*, eliciting as much as you can from the pupils. Ask one group of four to act it out at the front.
2. Draw a simple picture of a typical house on the board. As you do so, introduce the vocabulary, saying *These are the walls, this is the floor, this is the roof,...* etc. Elicit the word *house*.
3. Teach the following rhyme with its actions:

Here is a house ever so high, (stretch your hands high in the air).

With a roof up to the sky. (touch fingertips above your head).

Here is the floor, (run your hands over the floor).

Here are the walls, (move hands up and down either side of you).

Here are the windows, (make square with fingers, look through it).

Here is the door. (knock on a desk).

Look inside – look and see (mime opening the door and looking inside)

A mouse on the floor – ee ee ee (put fingers up to cheeks like whiskers and make noise of a mouse).

Follow the usual routine of presenting the whole rhyme slowly several times (while demonstrating the actions) and then teaching it line-by-line.

4. Use the picture to make sure pupils have understood the vocabulary from the rhyme. Say, e.g. *Show me the floor. Point to a wall.*
5. Revise the word *classroom* by gesturing to the room around you and then present and practise the words *living room* and *bedroom*. Point to the room where the bed is and say *The bed is in the bedroom*. Point to the room with the table and chairs and say *The table is in the living room*.
6. Ask further questions to revise the vocabulary for the items shown in the picture, e.g. hold up your book, point to the cups and ask *What are they? What colour are they? How many cups are there?*
7. Revise the prepositions *in, on, under, near* using the picture, asking, e.g. *Where is the spoon? Where are the shoes?*

Grammar

By the end of the lesson, the pupils will be able to:

- use the prepositions **behind** and **in front of** to describe position;
- ask and answer questions about position.

1. Revise **in, on, under** and **near** using classroom objects
2. Tell pupils to listen and watch carefully, then put a pencil behind a book on the table and say *The pencil is behind the book*. Introduce the preposition *behind* with several different familiar objects.
3. Place a pencil in front of a book on a table and say *The pencil is in front of the book*. Introduce the preposition *in front of* with several different familiar objects. Do plenty of repetition with this preposition as pupils tend to forget the *of*.
4. Bring two pupils to the front and get them to stand in different positions to demonstrate the two prepositions, e.g. *Esi is in front of Kofi, Kofi is behind Esi*.
5. Put a table, box or any other large item so that it can be clearly seen and stand in different positions to demonstrate *behind* and *in front of*. Say *I am in front of the table. Where am I?* Call out a pupil and say *Stand behind the table*. The pupils follow the commands. Ask the class *Is he/she correct?* Repeat with other pupils and other positions. Introduce **in, on, under** and **near** to this activity as you go along.
6. Look at each picture (ABPB page 62/63) in turn and identify what there is and what is happening. Ask, e.g. *What is it? What is she doing?* Then ask questions about the positions of the ball, the children and the cat to elicit the use of the prepositions, e.g. *Where is the ball? Behind the cupboard? Where is Dede? On the chair.*

7. If there is time, play *Hunt the pencil* again, this time using all six prepositions taught.

Reading

By the end of the lesson, the pupils will be able to:

- *read new words, and revise others;*
- *read a picture story;*
- *identify the initial sound and letter of words;*
- *match lower case and upper case letters.*

1. Look at the pictures again and ask questions about the objects and their positions. Make sure you revise all the words that there are sight words for. It is important that pupils know the meaning of a words for. It is important that pupils know the meaning of a word before they learn to read it. Give the pupils some practice in asking the questions, e.g. *What is this? Where is Joe?* Then let the pupils work in pairs and elicit answers to the questions from them about the picture.
2. Introduce the word cards using the same procedure as before (see Unit 11, page 51/52), Revise the words *a chair, a table, a window and a door* along with the new words.
3. Ask questions about the pictures to elicit the story and revise the prepositions. (ABPB Page 63) Say *Look at pictures 1. Where is the ball? Look at picture 2. Where is the ball? Look at picture 3 Where is Dede?* As each preposition is elicited, drill it in a sentence, e.g. *The ball is under the bed.* The prepositions are printed on the page and can be taught as sight words, If you think your pupils are ready for more, see Mixed-ability activities (below). Otherwise, just tell pupils to point to each word in turn and repeat them. This will serve to familiarise them with more written words.
4. This activity revises the sight words. Look at the pictures first, point to each in turn and ask *What is it?* Then look at each word and tell pupils *Point to the word and say it.* Elicit the word and do some repetitions practice. Pupils match the words and pictures.
5. Elicit the name of each object and its initial sound. Elicit the letter which makes the sound. Pupils write the first letter of each word.
6. In this unit, the capital letters (or 'upper case letters') are introduced (ABPB page 65), five at a time, in alphabetical order. If possible, make another alphabet frieze of the capital letters or add the capital letters to the first frieze if there is space. Put them up and revise alphabetical order by singing the alphabet song or chant. Explain that these are the capital letters which we

have to use sometimes; for examples at the beginning of names. Let them look at their name cards and the capital letter which starts their own name, and find it on the capital alphabet frieze.

7. Pupils match the capital letter and lower case letters.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- form capital letters A-E, and numbers 0-4;
- follow instructions and use fine motor skills through drawing.

1. Introduce each capital letter using the same basic procedure which was used for the lower case letters (see Unit 6, page 28)
2. The numbers 0-4 should be presented and practised in the same way.
3. Talk again about different rooms. Ask, e.g. *How many rooms are there in your house? How many chairs? What is in your bedroom?* Tell pupils to draw furniture in rooms, saying,
 - a) Draw one bed and one cupboard in a bedroom. Draw a book on the bed.
 - b) Draw one table and two chairs in a living room. Draw three cups on the table. Draw a ball under the table.

Point out that pupils can look at the pictures in the Activity-based Pupil's Book pages 62 and 63 for help on how to draw the items.

Mixed-ability activities

1. Pupils learn to sight-read the six prepositions. Make words cards for each one and then follow the usual procedure, (Unit 11, pages 52/53).
2. Pupils draw other rooms and draw in some furniture.

Diagnostic assessment exercises

Ask yourself, *Can my pupils*

- talk about the pictures of a house?
- talk about position using *behind* and *in front of*?
- sight read some words? (See above)
- form capital letters, **A, B, C, D, E** and numbers **0,1,2,3,4**?

Ask yourself Did I...

- **give pupils enough repetitions of in front of to ensure they remember the of?** If necessary, increase the frequency with which you use this preposition.
- **ensure pupils understood the meaning of all new sight words?**
- **introduce capital letters and their uses clearly?**

UNIT 19

Key language:	Simple present; possessive adjectives my, his, her
Key Vocabulary	nose, mouth, ear(s), eye(s), arm(s), hands, leg(s), feet, foot, stamp, see hear, talk
Skills	Reading words; recognising individual words in a short sentence; identifying the initial sound and letter of words; identifying some capital letters; forming capital letters F-J and the numbers 5-9
Teaching aids	ABPB pages 66-69; word cards (arm, hand, leg, foot, feet, mouth, nose, ear, eye); suitable surface for writing practice

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *recite a rhyme with correct rhythm and intonation;*
- *play a game using names of parts of the body.*

1. Revise the rhyme *Here is a house*. (See Unit 18, page 82 of TG).
2. Teach the following rhyme. Teach one verse at a time and point to, touch or wave each part of the body as it is mentioned. Start by demonstrating the verse and then get pupils to do the actions with you as you recite it. They recite it with you, and then alone.

*This is my nose,
And this is my mouth,
Aah, aah, aah.* (Make a sound with an open mouth)

*These are my ears,
And these are my eyes,
Blink, blink, blink.* (Open and close eyes)

*These are my arms,
And these are my hands,
Clap, clap, clap.* (Clap hands)

*These are my legs,
And these are my feet,
Stamp, stamp, stamp.* (Stamp feet)

- 3 Give commands to further practise on parts of the body, e.g. *Point to your nose. Show me your hands. Touch your ears.* Ask a confident pupil to give some commands to the rest of the class.
- 4 Play the game *Seidu says* to practise the names of parts of the body. Use instructions such as *Seidu says 'Touch your nose', Seidu says 'Stamp your feet.' 'Clap your hands.'*

Grammar

By the end of the lesson, the pupils will be able to:

- use the possessive adjectives **my, his, her** appropriately;
- use the simple present, with some new verbs.

1. Revise the prepositions taught in the previous units by playing *Hunt the pencil* (see Unit 17, page 79).
2. Revise the rhyme from the previous section and then hold up the picture of Joe and Dede playing and say the rhyme as you point to each part of Joe's body. Replace *my* with *his* in each case. Emphasise the change from *my* to *his* by pointing to yourself and saying, e.g. *my legs, my feet* and then pointing again to the picture and saying, e.g. *his legs, his feet*. You can also demonstrate this using a boy from the class. The pupils recite the rhyme as they point to the picture.
3. Repeat the previous step pointing to Dede and using *her*.
4. Do some revision of the simple present by reciting the rhyme *This is the way I wash my face* and the mime of routine actions (*I wake up, I wash*, etc.) (see Unit 13, page 60 of the TG).
5. Teach the following action rhyme which uses the simple present with parts of the body:
I clap with my hands, (clap hands).
I stamp with my feet, (stamp feet).
I see with my eyes, (put hand above eyes and look around).
I hear with my ears, (put hand to ears and pretend to listen).
I sing and I talk and I eat with my mouth. (point to mouth).

Reading

By the end of the lesson, the pupils will be able to:

- *read single words;*
- *recognise words in a sentence;*
- *identify the initial letters of words;*
- *identify some capital letters.*

1. Revise some of the sight words from previous units. Use one of the revision activities from previous units, or write one or two words from a previous unit on the board and ask pupils to find them in their Activity-based Pupil's Books. Then ask volunteers to read the words out.
2. Ask questions about the picture, e.g. *Who is this? What is she wearing? What colour is her dress?*
3. Introduce the word cards for the words on page 66 using the same procedure as before (Unit 11, pages 52/53). As further practice, draw a large outline of a body on the board and ask pupils to place the word cards in the correct position. You will need to explain that the plural of **foot** is **feet**. Teach both words.
4. Point to your own nose and say *This is my nose*. Then write *This is my nose* in large letters on the board. Read each word out slowly. Point to each word and get pupils to read it with you. Ask *Which word is 'nose'?* Ask some pupils to point it out on the board. Ask them to find the sentence in their books. Tell them *Point to the word 'nose'* check they are pointing to the correct word.
5. Rub out *nose* and write *mouth*. Read it to the class, and then with them. Ask them to find the sentence in their books.
6. Rub out the whole sentence and replace it with *These are my ears*. Repeat the above procedure with the plural nouns.
7. Tell pupils to look at each sentence in turn saying, e.g. *Point to Dede. Look at the words Dede says. Read the words*. Read the words to the pupils as they follow silently. Then tell them to read with you.
8. Point to your nose and say *This is my nose*. Write *This is my nose* in large letters on the board. Read each word out slowly. Point to each word and get pupils to read it with you. Ask *Which word is 'nose'?* Ask some pupils to point to it on the board. Ask them to find the sentence in their books. Repeat the procedure with the second sentence *These are my eyes*.
9. Write the word *This* on one side of the board and then *That, These* and *This* on the other side, as on page 68. Point to the first *This* and ask pupils to find the

same word again. Draw a circle around the second *This*. Pupils then find all the other words in both sentences.

10. Elicit the name of each object and its initial sound. Elicit the letter which makes the sound. Pupils write the first letter of each word.
11. Introduce the capital letters **F-J** in the same way as in the previous unit. Pupils then find the odd-one-out in the first exercise. In the second exercise they match the lower case letters to the capital letters.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *form the capital letters F-J, and the numbers 5-9.*

1. Revise capital letters A-E and revise alphabetical order using the alphabet frieze. Present and practise capital letters F-J in the same way as usual (see Unit 6, page 28).
2. The numbers **5-9** should be presented and practised in the same way.

Mixed-ability activities

1. Pupils draw a picture of themselves and label it using Activity-based Pupil's Book page 66 as a model.
2. Pupils write the letter **F** and draw pictures of any words they know beginning with the letter, e.g. *father*. They can do the same with the letters **G** and **H**.
3. Pupils write the numbers **5, 6, 7, 8** and **9** and then draw the correct number of items next to the number. They can choose which items to draw.

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- recite the rhyme with actions and reasonable appropriate rhythm and intonation?
- understand and use the pronouns *my, his, her*?
- sight read some words? (See above)
- form **F, G, H, I, J** and **5, 6, 7, 8, 9**.

Ask yourself *Did I...*

- **use the song and game effectively to teach pupils the nouns for various parts of the body?** Adjust the speed of the activity to the needs of your pupils.
- **explain clearly the correct use of possessive adjectives *my, his and her*?** Give plenty of practice in class to reinforce this.
- **give pupils sufficient practice at recognising words in a sentence?** Prepare similar activities to that on page 68 of ABPB for reinforcement.

UNIT 20

Key vocabulary / language:	Revision
Skills:	Revision
Teaching aids:	ABPB pages 70-72; word cards from Units 11-19; alphabet frieze; suitable surface for writing practice
Notes: No new language or vocabulary is introduced in this unit. Use it for revision.	

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *sing songs, recite rhymes and play games from Units 11-19.*

1. Review some of the songs, rhymes, games and activities from Units 11-19 which are listed below. Concentrate on those the pupils have enjoyed the most, and which help with language the pupils need further practice in. Divide the class into groups and ask each group to perform one of the songs, games or stories for the rest of the class if possible, arrange for them to perform or other classes in school, or parents. This gives them the opportunity to show what they have learnt, and can do, in English.

<i>The wheels on the bus</i>	<i>Unit 11, pages 50/51 of TG</i>
<i>This is the way I wash my face</i>	<i>Unit 13, page 60 of TG</i>
<i>I am singing, singing, singing</i>	<i>Unit 14, page 64 of TG</i>
<i>Ding dong, ding, dong</i>	<i>Unit 15, page 69 of TG</i>
<i>Guessing game (actions)</i>	<i>Unit 16, page 73 of TG</i>
<i>Naughty Naomi (story for dramatisation)</i>	<i>Unit 17, page 78 of TG</i>
<i>Hunt the pencil (game)</i>	<i>Unit 17, page 79 of TG</i>

<i>Here is a house</i>	<i>Unit 18, page 82 of TG</i>
<i>This is my nose</i>	<i>Unit 19, page 87 of TG</i>
<i>Seidu says (game with parts of the body)</i>	<i>Unit 19, page 88 of TG</i>
<i>I clap with my hands</i>	<i>Unit 19, page 88 of TG</i>

Grammar

By the end of the lesson, the pupils will be able to use dialogues, grammar and vocabulary from Units 11-19.

1. Use these lessons to go back over any language items that pupils have not yet mastered. The main items are listed below. If necessary, repeat the presentation of items that have caused difficulty. Otherwise, give as much further oral practice as you can, using dialogues, classroom objects, picture flashcards and the pictures in the book. Give pupils the opportunity to demonstrate what they know.

<i>Simple present – Positive and negative statements</i>	<i>Unit 11, pages 50/51; Unit 12 pages 56/57; Unit 13 page 61; Unit 19 page 88</i>
<i>Yes/no questions (with simple present)</i>	<i>Unit 11, page 51/52; Unit 12, pages 56/57</i>
<i>Present continuous – Positive and negative statements</i>	<i>Unit 14 pages 65/66; Unit 15 page 70</i>
<i>Prepositions - in, on, under, near, behind, in front of</i>	<i>Unit 16, page 74, Unit 17, pages 78/79, Unit 18, pages 83/84</i>
<i>Possessive adjectives my, his, her</i>	<i>Unit 19, page 88</i>

Words in the following vocabulary areas have also been introduced: *transport, colours, clothes, houses / homes, parts of the body.*

2. Use the pictures to give oral practice in many items that have been covered in the previous units: actions (present continuous), positions (prepositions), clothes, colours, furniture, etc. Ask questions, e.g. *What is Dede wearing? What colour is her dress? What is she doing? Where is the ball?* Drill some of the questions and give pupils practice in asking them, first to you, and then to each other across the classroom. They ask and answer questions in pairs.

Reading

By the end of the lesson, the pupils will be able to:

- *use the pre-reading and reading skills taught in Units 11-19.*

1 Practise some of the reading skills covered in Units 11-19. Some suitable activities for this are:

- Look at some of the pictures and picture stories again and ask detailed questions about them. This makes pupils 'read' the pictures carefully to recognise objects and people, and interpret what is happening. Suitable pictures are on ABPB pages 44, 49, 52/53, 56, 59, 60 and 62.
- Use the alphabet friezes (for lower case and capital letters) to recognise and discriminate between letter shapes. They can also be used to revise alphabetical order.
- Read some words. Revise these using the word cards developed for Units 11-19. Revise four to six words at a time, in groups related in meaning e.g. the colour words together, the action words together. Depending on the meaning of the words, you can use some of these activities for revision.
- Put the cards on the wall or a table, and ask pupils to point to the correct word as you say the word.
- Write the words on the board and ask pupils to find the matching word card. They read the words aloud.
- Hold up a card and ask pupils to find the word in the Pupil's Book. Do this as a race and tell the winner to read out the word.
- Give different groups of words (e.g. colour words, verbs) to different groups of pupils. Tell them to read their words together. Then call out one word at a time. A pupil from the group which has the card must bring it out to you, show it and read it aloud.
- Mix up two groups of words, e.g. verbs and numbers. Pupils have to sort them out into the two groups.
- Show four cards, or write them on the board, three from the same group and one clearly different, e.g. *animals, ants, butterflies, washing*. Pupils read the words and identify the odd-one-out.
- Draw pictures, or put pictures / picture cards on the board of items (e.g. *bus, lorry* or a large picture of the body) and ask pupils to use the word cards to label them.

- Revise some of the activities on ABPB pages 42, 46, 54, 57, 64 and 68.
- Recognise some of the sight words in the context of a phrase or sentence.
Repeat the activities on pages 57 and 68.
- Revise some of the phonics (initial letter and sound association) activities on pages 38, 43, 47, 51, 58, 65 and 69.

Revise some of the letter recognition activities on pages 38, 43, 65 and 69. Ask *What is it?* about each set of pictures in turn. Then ask pupils to identify the object that is the odd one-out, asking *Which one is different?* Some pupils may find this difficult so give guidance, if necessary, e.g. ask *Where do you see a lorry / bus / bicycle?* And *where do you see a bell?* Then write the four words on the board, or use your word cards, and ask them to match the words with those in the book. Ask them to read the words aloud. They then match the words with the pictures. Repeat with the other sets of pictures and words.

Answers

Set 1- a bell (the others are all types of transport).

If pupils say 'a lorry' because all the other words begin with b then accept this, too.

Set 2 - hens (the others are all furniture in the house).

Set 3 - a spoon (the others are all clothes).

If they say 'a dress' because all the others begin with s then accept this, too.

2. Ask the pupils to identify the **large** letters in bold print at the top of page 72 and to find them on the alphabet frieze. Revise the sounds each of them makes at the beginning of each word, and elicit words which begin with those sounds. Then ask *What is it?* about each of the pictures, and elicit the first sound, then first letter of the word. The pupils write the first letter.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- write lower case letters in alphabetical order;
- write capital letters **A-J** and numbers **0-9** in order;
- write some names.

1. Revise any of the lower case letter shapes that your pupils have found difficult. Let them practise in sand, on arm boards, on tabletops, on the

UNIT 20

chalkboard or on paper. Then revise the alphabetical order using the alphabet song or chant and the alphabet frieze. As they work, monitor them and note which letters need further practice and which pupils need extra help.

2. Revise capital letters **A-J** and numbers **0-9** in the same way.
3. Pupils copy the names Amadu and Joe.

UNIT 21

Key language	Questions and responses, <i>How many...? There are... How old are you? I'm years old.</i>
Key Vocabulary	bottles, flowers
Skills	Reading single words; reading short sentences; forming capital letters K-O ; copying short sentences.
Teaching aids	ABPB pages 73-76; word cards (<i>one, two, three, four, five</i>); suitable surface for writing practice.

Note: *If possible, organise a visit or excursion for the class this term. Take them somewhere close to the school, e.g. a market or a shop, a farm or a park. Prepare the pupils before they go. Ask them about what they will see and introduce some useful vocabulary. After the visit talk about what pupils saw. If you visit a market you can use the pictures of markets in Units 24 and 25 when talking about the visit. If you go to a farm, you can use the picture in Unit 5.*

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *count numbers 1-10 and 10-1 with confidence.*
- *sing a song with correct rhythm and intonation.*

1. Revise counting objects with the numbers 1-10. You can also use the songs *Number one, touch your tongue* (see Units 4 and 7, pages 17 and 31 of this TG), or *Count all the mangoes* (see Unit 7, pages 31/32 of this TG).
2. Present and practise counting down the numbers from 10 to 1. Pupils can do this together and then individually.
3. Teach the following song, in the usual way. Pupils can clap to the rhythm of the song.

*Ten green bottles sitting on a wall,
Ten green bottles sitting on a wall,
If one green bottle should accidentally fall
There'd be nine green bottles sitting on the wall.
Nine green bottles sitting on a wall,
Nine green bottles sitting on a wall,*

*If one green bottle should accidentally fall
There'd be eight green bottles sitting on the wall.
And so on, down to one green bottle sitting on the wall
There'd be no green bottles sitting on the wall.*

4. If your pupils are confident and able enough, introduce the numbers 11 -20 at this stage. Count objects, draw shapes on the board for pupils to see as they count with you. At a later stage, you can write the numbers on the board and ask pupils to point to them as you call them out.

Grammar

By the end of the lesson, the pupils will be able to:

- *ask and answer questions using **How many...?***
- *ask and answer questions with **How old...?***

1. Revise the names of classroom objects and numbers by asking *How many.... are they?* as you point to objects around the classroom and in pictures. Pupils ask each other, first across the classroom, and then in pairs.
2. Hold up your book, point to each picture and ask *What are they?* Elicit the answers and then ask *What are they?* Elicit the answer then ask, e.g. *How many bottle /boxes are there?* Teach the word *flowers* if it is new to your pupils. Then give pupils some practice in asking the questions, e.g. *How many bottles are there?* Drill them first and then let them ask each other. See if they can identify the words *How many...* on the page 73 of ABPB.
3. Ask some pupils *What's your name?* and then *How old are you?* (This is revision so they should be able to give at least the number of their age.) Teach them the full answer *I'm 6 / 7 / 8 years old.* Give plenty of oral practice and then let pupils ask and answer quickly in pairs.
4. Present the dialogue on ABPB page 74. Tell pupils to look at the pictures and ask *Who are they?* Elicit an answer that *it is Dede and a new girl.* Explain that Dede does not know that girl, so she asks a question. Ask *What question does she ask?* Elicit *What is your name?* Then point to each picture and read the words. Try to use different voices for Dede and Fatima
5. Ask a few questions to make sure the pupils understand the dialogue, e.g. *What's the name of the girl? How old is Fatima? How old is Dede?*
6. Teach pupils the dialogue. Say each line and then get pupils to repeat it. Pay attention to the intonation of the questions and make sure pupils follow your intonation. Also make sure that you present and practise the contracted form *What's* and *I'm* which are normal in speech. Once pupils are confident, take

the part of Dede and tell pupils to take the part of Fatima. Divide the class in two for them to practise further.

7. Call out two pupils and help them practise the dialogue together. Tell them to use their own names and ages. Practise with a few more pairs at the front, and then get the whole class to practise in pairs.

Reading

By the end of the lesson, the pupils will be able to:

- *read single words;*
- *read simple sentences.*

1. Start with some revision of sight words taught previously, using the word cards and any of the activities suggested in Unit 20, page 94
2. Ask pupils to point to and say the words *How many?* Then tell them to look at each picture and word and make a question, e.g. *How many bottles are there?* Pupils ask and answer these questions in pairs. Then focus further on the words by writing one of the words on the board at a time, e.g. *trees*. Elicit the questions *How many trees are there?* Rub out *trees* and write another word, e.g. *flowers*, so pupils must now ask *How many flowers are there?* Continue, using the words as a cue for a question.
3. Use the word card to present the words *one, two, three, four* and *five*. For further practice, write the words at random on one side of the board, and the figures 1-5 on the other. Ask pupils to join them. They can also read the words of the question at the top of the page 75.
4. Introduce each picture in the following way:
 - (a) Point to the pictures and ask *What are they?*
 - (b) Then ask *How many cars are there?*
 - (c) Elicit the answer and say *There are four cars*
5. Hold up word cards with some of the words (the number of nouns) from the sentences or write them on the board. Ask pupils to find and point to the words on the page. Elicit what the words say.
6. Read each of the sentences slowly as pupils follow. They then read them aloud with you.
7. Revise the dialogue taught in the previous section (ABPB page 74). Read each of the sentences slowly as pupils follow. They then read them aloud with you. Write the words *What* and *How old* on the board and ask pupils to find them on the page.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *copy short sentences;*
- *form capital letters **K-O** and some names.*

1. Ask *What are they?* and *How many are there?* about each picture (ABPB page 76), then elicit the full sentences from pupils. Copy the words in the boxes at the top of the page onto the board and elicit what they say. Then write the words again slowly, in large letters as pupils watch. Ask one or two confident pupils to come out and copy the words. The pupils then copy the sentences on paper.
2. Revise capital letters **A-J** and revise alphabetical order using the alphabet frieze. Present and practise the writing of capital letters **K-O** in the same way as usual (see Unit 6, page 28 of this TG).

Mixed-ability activities

- 1 Pupils draw groups of objects, e.g. four bottles, then copy under the picture *How many bottles are there? There are four bottles.*
- 2 Pupils write the letter **I** and draw pictures of any words they know beginning with the letter, e.g. *lizard*. They can also do the same with the letter **M**.

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- count **1 to 10** and **10 to 1**?
- ask and answer questions using *How many...?* and *How old?*
- read the short sentences?
- form **K, L, M, N, O**?

Ask yourself *Did I...*

- **give pupils sufficient practice in using *How many...?* and *How old...?*** Monitor the pairs and give more practice if necessary.
- deliver the dialogue with the correct intonation and stresses, and sufficient characterisation to develop pupils' speaking and reading skills?

UNIT 21

- **monitor pupils' ability to write the sentences from ABPB page 76?**
Give extra practice to any pupil who found this difficult.

UNIT 22

Key language:	Questions and responses, <i>What...? Where...? Who...?</i> ; talking about self
Key vocabulary:	<i>live, like, doll, sister, brother, dressmaker</i>
Skills:	Reading single words; reading short sentences; identifying initial letters and sounds of words; forming capital letters P-T
Teaching Aids:	ABPB pages 77-80; a doll (if possible); word cards (<i>six, seven, eight, nine, ten, sister, brother</i>); suitable surface for writing practice

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *talk about themselves (giving name, age, where they live and what they like).*

1. Introduce and explain *Show and tell*. The first pupils can start in the next lesson. Tell pupils to bring to school one item that is important to them to talk about. It can be a toy, a picture or any possession they like. Organise a timetable so that each pupil gets the opportunity to show their item before the end of the year. Hear a few pupils at the start of each *Listening and Speaking* lesson. Remind them the day before that it is their turn to bring something. Encourage them to think about what they are going to say about their item and remind them they can get help from older members of their family or ask you before the lesson.
2. Revise counting down from **10-1** and the song *Ten green bottles* (see Unit 21, page 96). If you have already introduced the numbers **11-20**, revise these as well.
3. Talk a little about yourself, e.g. *My name is... I'm... years old. I live in...* If the pupils do not already know the meaning of the verb *live* explain it, giving examples and, if its meaning is still not clear, translate it into the local language.
4. Ask individual pupils questions to get the same information from them, e.g. *What's your name? How old are you? Where do you live?* Help them to make three sentences about themselves. Continue asking the questions and eliciting the sentences from individual pupils until the whole class is clear what the

sentences are. Pupils then work in pair to ask and answer the three questions, and make three sentences about themselves.

5. Show pupils the pictures and ask, e.g *Who is this? How old is she?* to prepare the pupils. Then point to each picture in turn and read the first sentence in each picture several times. Pupils should only listen and not look at their books for this stage. Ask questions to check understanding, e.g *Where does Dede live? What does she like?* If pupils do not know the meaning of the verb *like*, then give plenty of examples to make its meaning clear. Explain that *Afoso* is a fictional town in Ghana where Dede and her family live. For the word *doll* show the picture on the page. If possible, show a real child's doll too, to make the meaning clearer.
6. Ask some pupils *What do you like?* and elicit answers, helping pupils find the words they need in English. Give some practice of the question and then get pupils to ask and answer in pairs.
7. Do the *Show and Tell* activity with the first set of pupils. Tell them to introduce themselves and the item they want to show: *My name isI'm....year old. I live inI like my... (name object)*

Encourage and help them to say as much as they can about themselves and what they are showing. Ask questions and encourage the rest of the class to ask questions as well. Don't worry too much about mistakes. They are inevitable at this level but encourage pupils to say what they want and help them find the words they need in English.

Grammar

By the end of the lesson, the pupils will be able to:

- *ask and answer Wh- questions, using correct intonation.*

1. Revise the dialogue from Unit 21, page 74 of the Activity-based Pupil's Book
2. Ask the class lots of *Wh-* questions. They have already heard and used many of these. Ask *What's this? What's your name? What colour is this? Who is this? Who are you? Where is (Kofi)? Where is my pencil? How old are you? How many books are on the table?* Elicit appropriate answers.
3. Do some oral repetition of some of these questions to help with the correct pronunciation and intonation.
4. Play a *Question-asking* game:
 - a) Tell the class they have five minutes to ask you as many questions as they can.

- b) Tell them they must put up their hands to ask a question and you will only answer it if it is correct.
- c) Accept any reasonable questions but if it is incorrect, give the correct question, making first the whole class, then the pupils who asked it repeat it before you answer it.
- d) Answer the correct questions and put a tick on the board.
- e) Count the number of questions asked at the end of the time.

Play the game several times, in different lessons, and encourage the class to increase the number of questions they ask each time.

5. Look at the picture story back again. This time the pupils can look at their books. Point to each picture and read the words slowly. Give some oral practice with the questions asked, and then get the pupils to work in pairs to ask and answer the questions.

Reading

By the end of the lesson, the pupils will be able to:

- *read single words;*
- *read simple sentences;*
- *identify letters with initial sound of words.*

1. Start with some revision of sight words taught previously, using the word cards and any of the activities suggested in Unit 20, page 94. Revise the number word *one, two, three, four, five* taught in Unit 21, using the word cards.
2. Use the word cards to present the words *six, seven, eight, nine, ten*. Use the normal procedure with word cards (Unit 11, pages 52/53). For further practice, write the words *six – ten* at random on one side of the board, and the figures **6 – 10** on the other. Ask pupils to join them, they can also read the words at the bottom of ABPB page 77.
3. Introduce the picture story. Explain that it is about Nartey and his family. Look at each picture in turn and ask questions about it, e.g. *Who is this? What is he wearing? What colour is it?* Give pupils a few minutes to look at the pictures in pairs and ask and answer questions about each one.
4. Read the story slowly, picture by picture, as pupils follow in their books. Check that they are pointing to the correct place as you are reading. Repeat your reading and then ask some questions to check they have understood, e.g. *What does Joe like? What is Nartey's father? Explain what a dressmaker and a bus driver do.*

5. Present and teach the word cards for *sister* and *brother* and revise the word cards from earlier words that appear in the story: *Nartey, Dede, Joe, mother, father, bananas, bus, seven, six, and two*. Hold these cards up and pupils to identify them on the page. See if there are any other words that they recognise, e.g. *years, old, like, doll*.
6. Read the sentences again, one by one, and ask pupils to repeat them after you. Check that they are looking at the correct sentences in the book.
7. Ask pupils to identify the bold letters at the top of ABPB page 80 and to find them on the alphabet frieze. Revise the sounds each of them makes at the beginning of words, and elicit words which begin with those sounds. Then ask *What is it?* about each of the pictures, and elicit the first sound, then first letter of each word. The pupils write the first letter.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *form capital letters P-T and numbers one – ten.*

- 1 Revise capital letters **A-O** and revise alphabetical order using the alphabet frieze. Present and practise the writing of capital letters P-T in the same way as usual (see Unit 6, page 28).
- 2 Revise the number words from one-ten using the word cards. For further practice, write the words *one-ten* at random on one side of the board, and the figures **1 – 10** on the other. Ask pupils to join them. They then copy the words on paper.

Mixed-ability activities

- 1 Pupils prepare what they want to say about their *Show and tell* item.
- 2 Pairs of pupils look at pictures early in the Activity-based Pupil's Book, e.g. pages 44 or 49, and ask as many questions about them as they can.
- 3 Pupils write the letter *P* and draw pictures of any words they know beginning with the letter, e.g. *plate*.

They can also do the same with the letters **R, S** and **T**.

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- give basic personal information orally?

UNIT 22

- ask and answer some *Wh-questions*?
- read the short sentences?
- form **P, Q, R, S, T**?

Ask yourself *Did I...*

- **create an open and safe atmosphere for the Show and tell activity?**
It is important to give plenty of praise and encouragement and to develop positive responses from the class.

UNIT 23

Key language:	Personal pronouns, <i>I, you, he, she, it, we, you, they</i> ; talking about family and friends
Key Vocabulary	<i>family, trader, farmer, pupil, nurse, friends</i>
Skills	Reading single words; reading short sentences; forming capital letters A-Z ; writing about self
Teaching Aids	ABPB pages 81-84; word cards (<i>family, friends</i>); suitable surface for writing practice

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *talk about themselves, their family and friends;*
- *talk about a picture.*

1. Revise by asking the personal questions from Unit 22 then ask some pupils to say a few words about themselves, e.g. *My name is... I'm... years old. I live in...* and anything else they want to add.
2. Ask some pupils to do *Show and tell* (see Unit 22, page 100 of this TG). Ask questions about the item shown, and encourage the other pupils to ask questions. Help them find the words they need to express themselves in English.
3. Draw a simple picture of your family on the board and talk about it. Say things like *This is me. This is my mother. She's a trader. This is my... This is my family.* Explain the word *family* and do some oral practice.
4. Tell the class that they are going to draw a picture of the people in their family. Then they will have to tell the class who the people are and what they do. Use the picture cards or draw pictures on the board to teach a few common occupations, e.g. *pupil, trader, farmer, nurse*. Use the procedure for presenting new vocabulary in Unit 2, pages 7/8. Revise the ones pupils already know, i.e. *teacher, driver, dressmaker* and translate other adult occupations if necessary.
5. Get pupils to draw their picture. As they draw, go around and ask questions about what they are drawing.
6. Ask a confident pupil with a clear drawing to come to the front and show his/her picture. Ask him/her to say *This is my family. This is me. I am a pupil. This is my mother. She's a...,* etc. Assist by asking questions, e.g. *Who is this? What does*

he do? Help the pupils with any words they don't know. Encourage the rest of the class to ask questions. Repeat with a few more pupils.

7. Pupils work in pairs to show and talk about their pictures and ask questions about their partner's picture. As they do so, go around to help as this activity might require words that many of the pupils will not know. However, as they are words which will be important and personal to the pupils, it is an excellent way to increase their vocabulary.

Grammar

By the end of the lesson, the pupils will be able to:

- *use personal pronouns correctly.*

1. Revise *Wh-* questions by playing the *Question-asking* game (see Unit 22, page 101).
2. Pupils have been using personal subject pronouns throughout the year but at this stage you can usefully focus on them to help with accuracy. Introduce each of the pronouns in turn, eliciting as many of the examples as possible from the pupils. After you have practised each pronoun, write it on the board. Introduce *I* by talking about yourself, e.g. *I'm... I'm a teacher. I live in...* Then ask pupils to talk about themselves using *I*. Write *I* on the board.
3. Talk to individual pupils to introduce singular *you*, e.g. *You are a girl. You are a pupil. You live in...* Ask pupils to say sentences to you, and then other pupils using *you*.
4. Introduce *he* and *she* by asking boys and girls to stand up and introduce themselves, e.g. *I'm James. I'm a boy*. Point to the pupil and say to the class *He's a boy*. Continue, eliciting *He's a boy. / She's a girl* from the class. Revise *It's a...* with some classroom objects. Elicit sentences using *he, she* and *it*.
5. Introduce the plural pronoun *you* making it clear you are talking to the whole class, e.g. *You are children. You are pupils*. Tell the boys to stand up *Boys, stand up. You are boys*. If necessary, explain in the local language that *you* can be used to address one person, or more than one. Elicit more sentences from the class.
6. Talk about the class using *we*, e.g. *We're in Class 1b. We're in room 3*. Then talk in a similar way about another class using *they*, e.g. *They're in Class 1c. They're in room 5*. Drill the class in these example sentences. Separate the class into boys and girls. Teach each group to say *We're girls, they're boys* and vice versa. Drill to give oral practice. Elicit further sentences from the class using *we* and *they*.

- 7 Look at the pictures. Focus on Dede (ABPB Pages 81 – 82) and make it clear that she is speaking (The pupils will read the sentences in the next section). While pupils look at the pictures, read the sentences. Ask pupils to identify which of the words on the board (the list of personal subject pronouns), Dede uses in each picture.

Reading

By the end of the lesson, the pupils will be able to:

- *read single words;*
- *read short sentences.*

- 1 Start with some revision of sight words taught previously, using the word cards and any of the activities suggested in Unit 20, page 94.
- 2 Look at the picture story again. Dede is talking about her family and friends. Look at each picture in turn and ask questions about it, e.g. *Who is this? What is he/she wearing? What colour is it?* Give pupils a few minutes in pairs to look at the pictures and ask and answer questions about them.
- 3 Read the story, picture by picture, as pupils follow in their books. Check that they are pointing to the correct place as you are reading. Repeat your reading and then ask some questions to check they have understood. They should not find this too difficult as it repeats many of the words from previous units. Remind pupils that *Afoso* is the fictional town where Dede and her family live.
4. Present and teach the word cards for *family* and *friends* and revise the word cards from earlier that appear in the story: *Dede, girl, boy, brother, father, bus, driver, mother*. Hold these cards up and ask pupils to identify them on the page. See if there are any other words that they recognise e.g. *live*, the personal pronouns.
5. Read the sentences again, one by one, and ask pupils to repeat them after you. Check that they are looking at the correct sentences in the book.
- 6 Revise the number words *one* to *ten* using the word cards. Introduce page 83 by looking at the pictures and asking questions, e.g. *Who is this? What is she wearing? How many flowers does Dede have? What colour are they?* Then read the sentences one by one slowly and get pupils to point to the item(s) in the sentence, e.g. read *He has four spoons*. Say *Find the spoons. Show me where they are. Let's count the spoons, one, two, three, four.*
- 7 Ask questions about the pictures on page 84 to elicit the correct sentences, e.g. *Who is it? How many bottles does Dede have?* Elicit the sentences; revise the

sight words using word cards if necessary. Pupils then match the sentences with the pictures.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *form capital letters U-Z;*
- *write their own name, age and where they live.*

1. Revise any of the capital letter shapes **A-T** that your pupils have found difficult. Let them practise in sand, on armboards, on tabletops, on the chalkboard or on paper. Revise alphabetical order using the alphabet frieze. Present and practise the writing of capital letters **V-Z** in the same way as usual (see Unit 6, page 28).
2. Tell pupils to draw and colour a picture of themselves. (Use the picture of Dede on page 81 as an example, or draw a simple picture of yourself on the board). Tell them to draw a big speech bubble. Then write the following on the board for pupils to copy and complete in the speech bubble.

My name is _____ I am _____ years old. I live in _____

Write the name of where the pupil lives on the board for them to copy. Pupils can then show their pictures and read their sentences in pairs.

Mixed-ability activities

1. Pupils write any words they can about their family. Help them make these words into sentences. Don't worry too much about accuracy at this stage; praise them for being able to write their own sentences.
2. Pupils write the letter **W** and draw pictures of any words they know beginning with the letter, e.g. *wheel*.

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- give basic information about family and friends?
- use the personal pronouns correctly?
- read the short sentences?
- form **U, V, W, X, Y, Z**?

Ask yourself *Did I...*

- **ensure pupils had the necessary vocabulary to talk about their families?** You could put labelled pictures showing frequently occurring words on the wall.

UNIT 24

Key Language	Demonstratives this and that ; talking about food
Key vocabulary	cook, soup, meat, onion(s), tomato(es), mango(es), yam(s), cassava, pineapple(s), orange(s), brown
Skills	Reading single words; reading short sentences; matching capital and lower case letters; copying short sentences
Teaching aids	ABPB pages 85-88; real objects or picture cards (<i>onion, tomato, banana, mango, yam, cassava, pineapple, orange</i>); word cards (<i>a banana, a mango, a tomato, an onion, a yam, a cassava, a pineapple, an orange</i>); suitable surface for writing practice; alphabet friezes; letter cards (lower case and capital letters)

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *sing a song with correct rhythm and stress;*
- *talk about food.*

1. Ask some pupils to do *Show and tell* (see Unit 22, page 100). Ask questions about the item shown, and encourage the other pupils to ask questions. Help them find the words they need to express themselves in English.
2. Revise talking about the picture of their family that pupils drew in the previous unit.
3. Introduce the verb *cook* (and *cooking*) and ask *Who cooks at home?* Encourage pupils to say what they can about who cooks what.
4. Introduce and teach the following song in the usual way (this song can also be sung as a round):

*Mother's cooking, mother's cooking,
Soup and meat, soup and meat,
Onions and tomatoes, onions and tomatoes,
Come and eat, come and eat.*

Bring real tomatoes and onions or pictures to the classroom to teach these words. Explain the meaning of *soup* and *meat*.

5. Show items of food (or picture cards) and say, e.g. *I like tomatoes, I like bananas*. Elicit from pupils what they like. Help them with the names of food that they want to talk about.

- 6 If there is time, play the *Question-asking* game (see Unit 22, pages 101/102 of TG) using the picture. Ask a few questions yourself first, e.g. *What colour is this? How many hens are there?* Give pupils a few minutes to look at the picture and ask each other questions in pairs. Then tell them to ask you as many questions as they can in five minutes. (Note: there are a number of fruits and vegetables in the picture which the pupils may not know the names of, they can point and ask *What is this?* Your answer will introduce the words before they are presented and practised formally in the next section.)

Grammar

By the end of the lesson, the pupils will be able to

- use the names of some fruit and vegetables;
- use the demonstratives **this** and **that** correctly.

- 1 Present and practise the names of the fruit and vegetables listed at the beginning of the unit. Wherever possible, bring real fruit and vegetables to the classroom, if you can't, make some picture cards. Hold up one item and say, e.g. *This is a tomato. This is a mango.* Use the technique used previously for presenting and practising new words (see Unit 2, pages 51/52).
- 2 Once pupils know the vocabulary, use these items to present *this* and *that*. Pupils have already heard and used *this* many times, but it is important at this point that its meaning is made clear, (something close by, which can be touched), and contrasted with *that* (something further away, which cannot be touched), Hold up a mango again, and say *This is a mango.* Then take it across the classroom, put it down and return to where you started. Then point at the mango and say *That is a mango.* Repeat with the other items. Emphasise the difference in meaning by holding or touching things when you use *this*, and pointing across the room when you use *that*.
- 3 Call out some pupils to do the same. Make sure they use *this* and *that* correctly.
- 4 Put all of the items along the front of the classroom and ask pupils to point and identify them, e.g. say *That is a pineapple.*
- 5 Look at each of the pictures in turn and ask *What is this?* Elicit, e.g. *This is a banana / tomato.* Point to the picture and ask *What is she saying?* Then elicit the market trader's words for the first four pictures.
- 6 Put a yam (or a picture of a yam) on the other side of the room and ask *What is that?* Encourage pupils to point as they say *That is a yam.* Point to the picture and ask *What is she saying?* Then elicit the trader's words for the second four pictures.

Reading

By the end of the lesson, the pupils will, be able to:

- *read single words.*
- *read short sentences and simple questions.*
- *read and write short sentences.*

- 1 Revise some of the sight words taught previously, using the word cards and any of the activities suggested in Unit 20, page 94.
- 2 Introduce the new word cards for the unit using the usual procedure (Unit 11, pages 52/53). If you have brought in real fruit and vegetables, ask pupils to label them, using the word cards. Hold up the word cards and tell pupils to find the same words in the book.
- 3 Play the *Question-asking* game again using the picture. Encourage pupils to ask more questions than they did the first time.
- 4 Ask pupils further questions about the picture to practise numbers, colours and positions, as well as vocabulary, e.g. *How many goats are there? What colour are the tomatoes? Where are the oranges?* Introduce and practise the word *brown*. Show pupils the colour and then ask them to point to things which are brown, in the classroom and in the picture.
- 5 Read the text slowly as pupils listen. Elicit the answer after each question to make sure they understood the question. Repeat your reading, telling the pupils to follow the words in the book. Say *Point to the word 'goats' / 'hens' / 'tomatoes' / 'oranges'.*
- 6 Read the sentences again, one by one, and ask pupils to read them after you. Check they are pointing to the correct place as you are reading.
- 7 Revise the names of the market items and the use of **this** and **that**. Look at each picture on page 88 and ask *What is it?* and *What is she saying?* (Note: this may be an appropriate point to explain the difference between *a* and *an*. Tell pupils *an* is used before certain sounds and illustrate the vowel sounds. Do not say that it is used only before the letters *a, e, i, o, u* because it is not always true, e.g. *an hour*.) Pupils then copy and complete the sentences.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *match lower case and capital letters;*
- *write letters in alphabetical order;*
- *copy names.*

- 1 Revise any of the lower case or capital letter shapes that your pupils have found difficult. Let them practise in sand, on armboards, on tabletops, on the chalkboard or on paper. Revise alphabetical order using the alphabet frieze.
- 2 If you have separate lower case and capital letter friezes, say a letter and ask pupils to point to it on the lower case alphabet frieze. Then ask them to point to it on the capital letter frieze.
- 3 If possible, use sets of letter cards, lower case and capital letters. Ask pupils to match the two forms of each letter.
- 4 Write some capital letters on one side of the board, and the corresponding lower case letters on the other side. Then ask pupils to match them.
- 5 Pupils match lower case and capital letters.
- 6 Pupils write all the lower case and capital letters in order, ie. **Aa, Bb**.
- 7 Pupils copy the names **Nartey** and **Dede**.

Mixed-ability activities

- 1 Pupils draw pictures of the fruit and vegetables they like, and write the name below.
- 2 Pupils draw a picture of their mother (or any other female adult) and write any words they can about her, e.g. *Her name is... She is a... She likes...* Don't worry too much about accuracy at this stage. Praise them for being able to write their own sentences.

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- talk about food?
- use **this** and **that** correctly?
- read the short sentences?
- match lower case and capital letters?

Ask yourself *Did I...*

- **make clear the distinction between *this* and *that*?**
Emphasise that the distinction is based on proximity to the speaker and give plenty of oral practice.
- **give pupils enough practice in using any new vocabulary concerning fruit and vegetables?** Reinforce unfamiliar words with labelled pictures on the wall.

UNIT 25

Key language:	Talking about road safety; demonstratives these and those
Key vocabulary:	<i>road, dangerous, look, right, left, pawpaw(s), groundnut(s), egg(s), plantain(s), pepper(s), coconut(s)</i>
Skills:	Reading single words; reading short sentences in a dialogue; alphabetical order; copying short sentences
Teaching aids:	ABPB pages 89-92; word cards (<i>mangoes, pawpaws, groundnuts, eggs, yams, plantains, peppers, coconuts</i>); suitable surface for writing practical

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *listen to and understand a story;*
- *understand about road safety.*

- 1 Ask some pupils to do *Show and tell* (see Unit 22, page 100). Ask questions about the item shown, and encourage the other pupils to ask questions. Help them find the words they need to express themselves in English.
- 2 Tell the class that Dede wants to go to the market. Look at the picture and ask questions to focus on the details, e.g. *Who is with Dede? Where are they? Where are they going? What are they doing?* Introduce and explain the words *road* and *dangerous*. Teach *look left* and *look right* by demonstration.
- 3 Tell this simple short story slowly and with plenty of repetition, gesture and movement to make the meaning clear:
Dede wants to go to the market. Her mother says, "No, it is dangerous. There are big lorries and fast cars on the road. I will take you to the market."
Dede goes to the market with Mother. There is a big road. Mother holds Dede's hand.
Mother says "Look left. Look right." There is a big lorry on the road. There is a fast car on the road. It is dangerous. Mother and Dede look left. They look right. They look left again. Now, there are no cars. There are no lorries. There are no buses. They go across the road quickly. They are at the market.
- 4 Ask some questions about the story in the local language to check understanding and to encourage the pupils to talk about it, e.g. *Where did*

Dede go? Who went with Dede? Is the road dangerous? What did they do at the road? Did they cross the road quickly or slowly?

- 5 Talk to the class about road safety. As this is a very important and serious issue which pupils must understand, make your points first in the local language and then repeat them in English. Make it relevant to your pupils, talking about any dangerous roads near your school or in your area. At this age the most important thing to stress is that they ask an adult for help when crossing a busy road, and hold their hand. But also teach them to look in both directions and to cross quickly when it is clear. Role-play crossing a road. In villages where there are fewer vehicles, talk about the danger of running in front bicycles and carts.

Grammar

By the end of the lesson, the pupils will be able to:

- *use the names of some fruit and vegetables;*
- *use the demonstratives **these** and **those** correctly.*

- 1 Revise the names of fruit and vegetables taught in Unit 24. Use real objects or pictures and talk about them using **this** and **that**.
- 2 Present and practise the names of the new fruit and vegetables listed at the beginning of the unit. Wherever possible, bring real fruit and vegetables to the classroom, if not, make some picture cards. Teach these items in the plural form. Hold up more than one item of each and say, e.g. *These are groundnuts. These are peppers.* Use the technique used previously for presenting and practising new words (see Unit 2, pages 7/8).
- 3 Once pupils know the vocabulary, use the items to present *these* and *those*. **These** is the plural form of **this**, and **those** is the plural of **that**. It will help to make the meaning of each clear by contrasting them. Hold up some groundnuts again, and say *These are groundnuts*. Then take them across the classroom, put them down and return to where you started. Then point at the groundnuts and say *Those are groundnuts*. Repeat with the other items. Emphasise the difference in meaning by holding or touching things when you use **these**, and pointing across the room when you use **those**.
- 4 Call out some pupils to do the same. Make sure they use **these** and **those** correctly.
- 5 Put all of the items along the front of the classroom and ask pupils to point and identify them, saying, e.g. *Those are mangoes*.

- 6 Look at each of the pictures in turn and ask *What are they?* Elicit, e.g. *They're mangoes / pawpaws*. Point to the picture and ask *What is she saying?* Then elicit the market trader's words for the first four pictures.
- 7 Put some yams (or a picture of yams) on the other side of the room and ask *What are those?* Encourage pupils to point as they say *Those are yams*. Point to the picture and ask *What is she saying?* Then elicit the trader's words for the second four pictures.

Reading

By the end of the lesson, the pupils will be able to:

- *read single words.*
- *read short sentences in a dialogue.*
- *recognise **this, that, these and those** and read short sentences.*

- 1 Revise some of the sight words taught previously, using the word cards and any of the activities suggested in Unit 20, page 94.
- 2 Introduce the new word cards for the unit using the usual procedure (Unit 11, pages 52/53). If you have brought in real fruit and vegetables, ask pupils to label them, using the word cards. Hold up the word cards and tell pupil to find the same words in the book.
- 3 Ask pupils to look at the pictures and ask some questions about them, e.g. *Who are they? Where are they? What are they doing? What is this? What colour are the mangoes?* Elicit some questions from pupils and then tell them to look at the pictures and ask and answer questions in pairs for a few minutes.
- 4 Ask pupils to look at the words in each picture in turn, and tell you any words they know. Then read the story slowly as they follow. They then read it with you.
- 5 Revise the use of **this, that, these and those** and write the words on the board.

Do some oral practice to help pupils discriminate between the words, e.g. pupils point to the one you say; and then they say whichever one you point to. Elicit what the people are saying in each picture.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *copy short sentences;*
- *copy letters **a-m** in alphabetical order;*
- *copy words.*

- 1 Revise the sentences. Pupils copy and complete them on paper.
- 2 Revise alphabetical order. Sing the alphabet song or rhyme and use the alphabet frieze. Write five consecutive letters, e.g. **c, d, e, f, g** at random on the board. Ask pupils to say the letters in the correct order. Ask one pupil to come and copy the letters in the correct order.
- 3 Write the letters **a-m** at random on the board. Pupils copy them in alphabetical order. Monitor pupils as they work and then use the sand, armboards, tabletops, board or paper to revise any of the letters pupils find difficult.
- 4 Use word cards to revise the words *egg, tomato* and *pepper*. Display the cards or write them on the board. Ask one or two pupils to copy the words on the board. All pupils then copy the words.

Mixed-ability activities

- 1 Pupils draw a picture of a road they cross on the way to school, or a road near the school, and then talk in pairs about the *dangerous road*.
- 2 Pupils draw and colour pictures of any fruit or vegetable, and label the drawing by writing the name below it.
- 3 Pupils draw a picture of their father (or any other male adult), and write any words they can about him, e.g. *His name is... He is a... He likes...* Don't worry too much about accuracy at this stage. Praise them for being able to write their own sentences.

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- understand how to cross a road safely?
- use **these** and **those** correctly?
- read the short sentences?
- write the letters **a** to **m** in alphabetical order?

Ask yourself *Did I...*

- **tell the road safety story in a clear and understandable way?**
Gesture and tone of voice are important as pupils will have to guess some of the meaning.
- emphasise that **these** and **those** are the plural forms of **this** and **that**?

UNIT 26

Key language:	Adjectives of size
Key vocabulary:	<i>small, big, fat, thin, short, tall, very, monster, bridge</i>
Skills:	Reading single words; reading short sentences in a story; identifying initial sounds and letters of words; alphabetical order; copying words and meaningful sentences
Teaching aids:	ABPB pages 93-97; word cards (a road, a river, a bridge, a monster, small, big, fat); suitable surface for writing practice

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *listen to and understand a traditional story;*
- *dramatise a story.*

- 1 Ask some pupils to do *Show and tell* (see Unit 22, page 100). Ask questions about the item shown, and encourage the other pupils to ask questions. Help them find the words they need to express themselves in English.
- 2 Elicit what pupils remember about road safety, and revise the important points.
- 3 Tell pupils the following story on page 121 of this TG. It is quite long but there is lot of repetition. Use plenty of gesture and movement to help express the meaning. Tell the story several times and encourage pupils to join in with the parts that they know, e.g. the sound as the goats cross the bridge, the repeated sentences.

Once upon a time,

There were three goats. One was small, one was big and one was very big. There was also a monster. The monster liked to eat goats. He was a fat monster.

One morning, the small goat woke up. He was hungry. He wanted breakfast. The small goat said, "There is good grass over the bridge." He walked along the road to the bridge. He went across the bridge, clip, clop, clip, clop.

The fat monster heard the noise and jumped out. He said, "Mmm, I'm going to, eat you for my breakfast." The small goat said, "Please don't eat me. Eat my brother, he is big." The fat monster agreed. Clip, clop, clip, clop went the small goat across the bridge.

The big goat woke up. He was hungry. He wanted his breakfast. He walked along the road to the bridge. He went across the bridge, clip, clop, clip, clop.

The fat monster heard the noise and jumped out. He said, "Mmm, I'm going to eat you for my breakfast." The big goat said, "Please don't eat me. My brother, he is very big." The fat monster agreed. Clip, clop, clip, clop went the big goat across the bridge.

The very big goat woke up. He was hungry. He wanted his breakfast. He walked along the road to the bridge. He went across the bridge, clip, clop, clip, clop.

The fat monster heard the noise and jumped out. He said, "Mmm, I'm going to eat you for my breakfast." The very big goat said, "Oh no, you aren't." And he pushed the fat monster into the river. Clip, clop, clip, clop went the very big goat across the bridge.

- 4 Ask some questions to check pupils have understood the story, and to encourage them to talk about it, e.g. *How many goats were there? Where did the monster live? What did the monster say to the small goat? What did the goat say?* Talk about the *monster*, ask pupils to think what colour it is, what it looks like, etc. Talk a little about the values, or lesson, of the story. The first two goats are small but they defeat the monster because they use their heads. Size and strength are not everything.
- 5 When pupils are familiar with the story, they can dramatise it. Choose four pupils to be the goats and the monster. Act as the narrator and read it again. The pupils can act out the movements and say any of the repeated

words they remember. The rest of the class can help with the sounds and the repeated words. Let as many pupils as possible take turns.

Grammar

By the end of the lesson, the pupils will be able to:

- *use adjectives of size in simple descriptions.*
- *describe a picture using adjectives and prepositions correctly.*

- 1 Revise **this**, **that**, **these** and **those** and the names of some of the fruit and vegetables taught in the previous two units.
- 2 Use the pictures on ABPB page 93 to present the adjectives. (Note: the adjectives *small*, *big* and *fat* have been introduced with the story; *thin*, *tall* and *short* may be new.) Hold up your book, point to the small goat in the first picture and ask *What is it?* Then ask *Is it a small goat or a big goat?*
- 3 Reinforce the meaning of the six adjectives with other pictures, drawings on the board, pupils in the class (e.g. a tall girl and a short girl), and appropriate classroom items, (e.g. a big chair and a small chair).
- 4 Give plenty of oral practice with the adjectives. Point to a picture and ask e.g. *Is it a fat monster or a thin monster?* When pupils understand the meaning of the six adjectives, let them ask you questions about the pictures, and then ask each other across the class. They then ask and answer in pairs.
- 5 Revise the prepositions **in**, **on**, **under** using classroom objects. If there is time, you can also play *Hunt the pencil* again, (see Unit 17, page 79).
- 6 Look at each picture in turn and ask questions about position and size, e.g. *Is the goat small or big? Where is the goat? Is the monster fat or thin? Where is the monster?*

Reading

By the end of the lesson, the pupils will be able to:

- *talk about a story using pictures;*
- *read single words;*
- *read short sentences and phrases;*
- *identify the initial letters and sounds of words.*

- 1 Revise the short texts from the previous units, (see Activity-based Pupil's Book pages 86/87 and 91). Let pupils read (but any words they recognise and revise with the word cards if necessary. Read the texts with the pupils again.
- 2 Use the pictures to elicit the story. Ask questions to prompt them, e.g. *How, many goats are there? What does the small goat want? Where does he go? Who lives under the bridge?* When you have elicited the outline of the story, tell it again (using the words from the *Listening and Speaking* section) as the pupils look at the pictures.
- 3 Introduce and practise the new word cards for this unit using the usual procedure (Unit 11, pages 52/53). Also revise the cards for *goat, eat* and *brother*. Ask pupils to find any of the words on the cards in the text.
- 4 Read the story slowly, sentence by sentence, as pupils follow in their books. Check that they are pointing to the correct place as you are reading. Read the sentences again, one by one, and ask pupils to repeat them after you. Check that they are looking at the correct sentences in the book.
- 5 Revise the letters, sounds and words. Pupils find the word which starts with a different sound in each group.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *copy letters n – z in alphabetical order;*
- *copy words and short sentences;*
- *copy and complete sentences.*

- 1 Revise alphabetical order. Sing the alphabet song or rhyme and use the alphabet frieze. Write five consecutive letters, e.g. **p,q,r,s,t** at random on the board. Ask pupils to say the letters in the correct order. Ask one pupil to come and copy the letters in the correct order.
- 2 Write the letters **n-z** at random on the board. Pupils copy them in alphabetical order. Monitor pupils as they work and then use the sand, armboards, tabletops, board or paper to revise any of the letters pupils find difficult.
- 3 Use word cards to revise the words *big, small, short* and *tall*. Display the cards or write them on the board. Ask one or two pupils to copy the words on the board. All pupils then copy the words.
- 4 Introduce the two sentences and explain their meaning. Pupils then copy them.

- 5 Revise the story and the sight words from it, using the word cards. Elicit the sentences and then tell pupils to copy and complete the sentences. If your pupils need more guidance, write the sentences with gaps on the board first and ask for volunteers to write the correct words in the gap.

Mixed-ability activities

- 1 Pupils tell another story they know which has goats or a monster in it.
- 2 Tell pupils to draw pairs of items, using adjectives, e.g. *Draw a big dog and a small dog. Draw a fat cat and a thin cat.* They then label their pictures, *a big dog, a small dog, etc.*

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- understand a traditional story?
- use some adjectives of size in simple descriptions?
- Read the short sentences?
- write the letters **n** to **z** in alphabetical order?

Ask yourself *Did I...*

- **read the story (page 79 of this book) with sufficient gestures and variation in tone?** It is important to retain the pupils' interest if they are struggling to follow the sense.
- **give pupils sufficient oral practice in the use of adjectives?** Extend this to objects in and around your classroom if necessary.
- **ensure all pupils were following the sentences in the story on ABPB pages 94-95?** Write simple sentences on the board for further practice if necessary.

UNIT 27

Key language:	Adjectives of size, shape and colour; using descriptive phrases
Key vocabulary:	<i>stranger, round, pot, bowl</i>
Skills:	Pupils to be aware of personal safety with strangers; reading single words; reading short phrases; talking about different types of books; copying words, phrases and meaningful sentences
Teaching aids:	ABPB pages 98-101; word cards (<i>brown, thin, tall, short, round, a pot, a bowl</i>); suitable surface for writing practice

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *understand about personal safety in dealing with strangers.*

- 1 Ask some pupils to do *Show and tell* (see Unit 22, page 100). Ask questions about the item shown, and encourage the other pupils to ask questions. Help them find the words they need to express themselves in English.
- 2 Revise the story of *The three goats* using the pictures (see Activity-based Pupil's Book pages 94/95). Ask some more groups of four pupils to dramatise the story at the front.
- 3 Revise the word *dangerous*, pointing out that the monster in the story is dangerous. Explain the meaning of the word *stranger*. Explain that strangers can be dangerous and that pupils should not talk to them, or go anywhere with a stranger.
- 4 Talk to the class about personal safety. The English Primary 1 syllabus suggests a range of issues relating to child abuse and HIV/AIDS. Look at this before you decide what to talk about. Your aim should be to make pupils aware of relevant problems, but not to upset them. Some of the issues are quite difficult and might only confuse and frighten children of this age. You will know how serious the problems are in your area and should decide exactly what to talk about. The key point is to encourage them to tell a parent or teacher if something does happen to them. As this is a very important and serious issue which the pupils must understand, make your points first

in the local language, and then repeat them in English. You might want to set up a simple role-play in which you as the stranger, try to entice the pupils with sweets or money to go away with you. Let the pupils practise saying **NO** loudly and confidently.

Grammar

By the end of the lesson, the pupils will be able to:

- *use adjectives of colour, size and shape correctly;*
- *identify objects by description.*

- 1 Revise adjectives of size taught in the previous unit: *big, small, fat, thin, tall, short*. Use classroom objects and pictures, or Activity-based Pupil's Book page 93
- 2 Revise colours: *red, yellow, green, blue, black, white, brown*. Use coloured cards or objects. Say, e.g. *Show me red. Point to blue. Who is wearing black shoes?*
- 3 Present and practise the adjective **round**. You may have used the word when explaining to pupils how to draw some of the letters of the alphabet and you can use these again to present the meaning. Draw the letter **o** and say *The letter o is round*. Demonstrate the shape and tell pupils to make the shape in the air. Ask which other letters have round shapes. Elicit and draw on the board **b, d, p, q**. Ask pupils to find objects around the classroom which are *round*. Tell them to draw some round shapes, in the air at first, and then on rough paper.
- 4 Revise the names of all of the items in the pictures, using a number of different questions / instructions, e.g. *What is it? Point to the dog. What colour is the dog? Point to something red. Find something which starts with /d/*. Two words may be new to the pupils: **pot** and **bowl**.
- 5 Play a guessing game using the pictures. Say *It's small. It's red. What is it?* Pupils must find a small red item and say *It's a small red bottle*. Make the whole class repeat each full correct answer. When pupils become confident, ask one of them to choose the object and ask the question. They then play the game in pairs.
- 6 At a later stage, you can play a more difficult guessing game. Ask pupils to choose an object but not to say what it is. You then ask questions to find out what it is, e.g.

Is it red? *No, it isn't.*

Is it blue? *No, it isn't.*

Is it green? *Yes, it is.*

Is it small? No, it isn't.
 Is it tall? Yes, it is.
 Is it a tree? Yes, it is.
 It's a tall green tree.

Pupils then ask the questions and do the guessing.

Reading

By the end of the lesson, the pupils will be able to:

- *read two- and three-word phrases;*
- *read short sentences.*

- 1 Revise the text from the previous unit (see Activity-based Pupil's Book pages 94/95). Let pupils read out any words they recognise. Revise with the word cards if necessary. Read the text again with the pupils.
- 2 Use the previous word cards for the colours, sizes and objects on pages 98/99 and present the new word cards for the unit in the usual way. Put the cards together to make two-words phrases (or write the phrases on the board), e.g. *brown hen, red car*. Elicit the phrases from the pupils, and ask them to find the objects on the page. When pupils are ready, produce some three- word phrases, e.g. *fat brown hen*.
- 3 Look at the pictures on ABPB page 100 first and elicit what they are, e.g. *fat brown hens*. Then look at each sentence in turn and elicit any words that pupils recognise. If necessary, write the sentences on the board and focus on one word at a time Elicit the whole sentence. Pupils then find the sentence on the page and find the correct picture. Ask pupils to repeat the sentence as they point to the correct picture. Do plenty of repetition. If pupils are able to read to each other in pairs, as they do so, go around and help those who find it difficult.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *copy and complete phrases;*
- *copy meaningful sentences.*

- 1 Ask *What is it?* about each picture and then elicit the phrases from the pupils. They copy and complete the phrases,(ABPB page 101).

- 2 Revise any letters that pupils find difficult, using the sand, armboards, tabletops, board or paper.
- 3 Write *two tall trees* carefully on the board and elicit what it says. Ask one pupil to come out and copy the first word. As he/she does so, give instructions and guidance, e.g. *What is the first letter? Good t. For t, start at the top, go down and round. Then cross. What is the second letter?* Other pupils copy the second and third words. Other pupils then copy the whole phrase. Make sure they leave gaps between the words. They all copy on paper. Repeat with another phrase, *six fat cows*.
- 4 Introduce the sentence '*Be kind to others.*' and explain its meaning before pupils copy it.

Mixed-ability activities

- 1 Pupils play the second guessing game in pairs (see *Grammar*, step 6).
- 2 Pupils draw and colour pictures of their own. They then label their pictures, e.g. *a big blue bowl*.

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- understand how to behave safely with strangers?
- use some adjectives of colour, size and shape in simple descriptions?
- read the short sentences?
- copy short phrases?

Ask yourself *Did I...*

- **introduce the topic of personal safety appropriately for my class?**
- **involve the whole class in work on the objects shown on pages 98-99 of the ABPB?** Monitor any group or pair activity to check pupils' understanding

UNIT 28

Key language:	Days of the week; simple present
Key vocabulary:	<i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, mosque, church</i>
Skills:	Reading single words; reading short sentences; matching words with the same initial sound; copying words (labelling pictures)
Teaching aids:	ABPB pages 102-106; word cards (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, school, mosque, church); suitable surface for writing practice

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *sing a song with correct rhythm and intonation, and use the days of the week;*
- *talk about games and playing.*

- 1 Ask some pupils to do *Show and tell* (see Unit 22, page 100). Ask questions about the item shown, and encourage the other pupils to ask questions. Help them find the words they need to express themselves in English.
- 2 Revise the important points that you talked about in the previous week concerning personal safety in dealing with strangers.
- 3 Present and practise the days of the week. Many teachers write the day of the week in English every day on the board, and get the pupils to say the day. If you have been doing this, pupils will know most of the days of the week already. If you have not been doing this, start now. Elicit, or present, the days in order and practise them as a rhythmic chant.
- 4 Teach the following song to practice the days of the week, and revise greetings. Work out a tune for yourself, or if you cannot, recite it as a rhyme. It is a two-part song, with the second part (B) replying to the first part (A). Sing a few verses of the song as pupils listen. Then teach the first verse two lines at a time. Sing part A of the first verse while pupils sing part B, then vice versa. Divide the class into two halves, one to sing part A, the other part B. Then tell them to change parts.

Today is Monday

A	B
<i>Good morning,</i>	
<i>Good morning,</i>	
<i>How do you do?</i>	
	<i>Good morning,</i>
	<i>Good morning,</i>
	<i>How do you do?</i>
<i>Today is Monday.</i>	
	<i>Yes, it is Monday.</i>
<i>Can you play with me?</i>	
	<i>Yes, I can play with you.</i>

In the following verses, use *Tuesday*, *Wednesday*, etc.

- 5 If pupils do not know the greeting *How do you do?* explain it is used when you first see someone. The usual reply is to respond with another *How do you do?* Contrast this with the greeting they already know *How are you?* and its response:
I'm fine, thank you. How are you?
- 6 Look at the pictures on ABPB page 102 and talk about the children and the games illustrated. Ask, *Who is it? What is she wearing? What is she playing?* Pupils should then talk about themselves using *like*, e.g. *I like ampe. I don't like football.*

Grammar

By the end of the lesson, the pupils will be able to:

- *use the simple present to talk about routine;*
- *talk about weekly routines, using the days of the week.*

1. Revise the use of adjectives and descriptive phrases from the previous unit. Play either of the guessing games in Unit 27, page 126.
2. Revise the use of the simple present. Start by revising the song *This is the way* (see Unit 13, page 60). Add other verses to the song, e.g. *This is the way I brush my hair, pack my bag.*

- 3 Repeat the mime of daily routine and elicit the sentences (see Unit 13, page 61). Add other simple sentences and actions to the original activity, e.g. *I brush my teeth, I find my shoes, I pack my bag.*
- 4 Practise the simple present with the days of the week. Start by talking about your week, choosing simple verbs that pupils will understand,
e.g. *On Monday I come to school.*
On Tuesday I help my grandmother.
On Wednesday I wash my clothes
On Thursday I clean the windows.
On Friday I go to the mosque/listen to the radio.
On Saturday I go to the market.
On Sunday I go to church/I listen to the radio.

Say each sentence slowly and repeat it several times. Ask questions to check that pupils understand, e.g. *What do I do on Monday?*
- 5 Ask pupils *What do you do on Monday/ Tuesday / Wednesday?*, etc. Elicit sentences from pupils beginning *On Monday I...* and using the simple present. These should be routine actions that they perform every week. They can use *I come to school* for every weekday but you can help them talk about other regular school activities (sports, games, etc.).
- 6 Look at the pictures (pages 103 – 104) one by one, and elicit what the children are saying. Say *This is Dede on Monday. What is she doing? What is she saying?* Elicit the sentences..

Reading

By the end of the lesson, the pupils will be able to:

- *read single words (the days of the week);*
- *read short sentences;*
- *match words with the same initial sound.*

- 1 Revise the sentences from the previous unit, on Activity-based Pupil's Book page 100. Let pupils read out any words they recognise. Revise with the word cards if necessary. Read the sentences with the pupils again.
- 2 Present the word cards for the days of the week using the usual procedure (Unit 11, pages 52/53). Pupils then match the words on the word cards with the words on page 102 and pages 103/104. Point out that the days of the week always start with a capital letter.
- 3 Present the other new word cards, and revise others that occur in the text, e.g. *bus, clean, window, market.* Look at each of the pictures and ask questions

to elicit what is happening and the words in the speech bubbles, e.g. *Who is it? Where is she? What is she doing? What is Dede saying?* Let pupils tell you the words they recognise.

- 4 Read the sentences slowly, one by one, as pupils follow in their books. Check that they are pointing to the correct place as you are reading. Read the sentences again and ask the pupils to repeat them after you. Check that they are looking at the correct sentences in the book.
- 5 Elicit the words in both balloons. (ABPB page 105). Say one word, e.g. *pen*, and ask pupils to find a word starting with the same sound in the other balloon. Pupils then work in pairs to match and say words with the same initial sound.

Writing and Composition

By the end of the lesson, the pupils will be able to:

- *copy words;*
- *choose and copy words to label pictures.*

- 1 Revise any letters, lowers case or capital, that pupils find difficult using the sand, armboards, tabletops, board or paper.
- 2 Write *Monday* carefully on the board and elicit what it says. Ask one pupil to come out and copy the word. As he/she does so, give instructions and guidance, e.g. *What is the first letter? Good, capital M. For M, start at the top, go down, back up again, down and across, up and across, and then down. What is the second letter?* Other pupils copy the other days of the week in the same way. Pupils then copy the words on paper.
- 3 For each set of pictures and words, ask *What is it?* about the picture and *What do the words say?* Revise the words using the word cards, if necessary. Pupils have to write the correct words.

Mixed-ability activities

- 1 Pupils write the names of object they know and draw a picture to illustrate them.
- 2 Pupils copy the words *Saturday* and *Sunday*, and draw a picture to show what they do on those days.
- 3 Write some words in lower case letters on the board and ask pupils to copy them. Then tell pupils to write the words again using capital letters.

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- name the days of the week?
- talk about weekly routine, using the simple present?
- read short sentences?
- copy short words?

Ask yourself *Did I...*

- **teach the days of the week song successful?**
Whether spoken or sung, ensure there is a strong rhythm. Repeat daily for reinforcement, changing the days of the week as appropriate.
- **ensure any new vocabulary elicited in this lesson was understood by all pupils?** Make words cards as appropriate to help pupils learn new words.

UNIT 29

Key language:	Telling the time (hours only), <i>What time is it? It's... o'clock</i> ; present continuous; greetings, <i>Happy birthday!</i>
Key vocabulary:	<i>eleven, twelve, time, o'clock, lion, birthday, party</i>
Skills:	Reading the time (hours only); reading single words; reading short sentences; copying short sentences
Teaching aids:	ABPB pages 107-110; large model clock (if possible); short sticks or pencils (as small hands for the clock); word cards (<i>time, o'clock, birthday, party</i>); suitable surface for writing practice.

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *tell the time (hours only);*
- *play a game to practise asking the time.*

- 1 Ask some pupils to do *Show and tell* (see Unit 22, page 100). Ask questions about the item shown, and encourage the other pupils to ask questions. Help them find the words they need to express themselves in English.
- 2 Revise the days of the week and sing *Today is Monday* (see Unit 28, pages 129 – 130).
- 3 If you haven't already done so, teach the numbers *eleven* and *twelve*. If you have already done so, revise them now with the numbers 1-10. Count objects, draw dots or shapes for pupils to see as they count with you. You can also write the numbers on the board and ask pupils to point to them as you call them out.
- 4 Tell pupils they are going to learn to tell the time. Draw a large circle on the board and write the numbers 1-12 around the outside, to look like a clock face. (Alternatively, you can use a large model clock if you have one available.) Draw the large hand on 12, and the small hand on 1. Point to the 1 and say *It's one o'clock*. Repeat several times. Ask the class, and then individuals to repeat. Ask *What time is it?* and elicit the answer.
- 5 Rub out the small hand and draw it on the 2 (or move the hand on your clock). Ask *What time is it?* Elicit *It's two o'clock*. and practise this sentence. Continue in the same way through hours. Gradually get the pupils to do

more of the speaking. As you change the time, some can ask *What time is it?* and others answer *It's... o'clock*.

- 6 Ask pupils to come out one by one and draw the hand on any hour they like it and ask *What time is it?* They can ask the whole class and then individuals.
- 7 Introduce the clock in the Activity-based Pupil's Book page 107. Give out small sticks or short pencils and show the pupils how to use them as the small hands of a clock. Give them some times and tell them to put the small hand in the correct place, e.g. say *It's three o'clock. Show me three o'clock on your clocks.* Check that they have made the time correctly.
- 8 Pupils then work in pairs, taking turns to make a time on their clock and asking *What time is it?* The partner should answer *It's... o'clock*.
- 9 As further practice you can play the game *What time is it, Mr Lion?* If necessary, explain the meaning of *lion*. Take the pupils outside for this game as they need plenty of space.
 - a) Choose one pupil to be *Mr Lion*. He/she stands with his/her back to the class, perhaps up against a wall or fence.
 - b) The pupils start about 10 metres behind *Mr Lion*. They quietly move forward and ask *What time is it, Mr Lion?*
 - c) *Mr Lion* turns around to answer, saying any hour he/she likes, using *It's... o'clock*. As soon as *Mr Lion* turns round, the pupils must stand still.
 - d) *Mr Lion* then turns back and the pupils move forward again, asking *What time is it, Mr Lion?* And so on.
 - e) When *Mr Lion* turns around and finds a pupil close enough to catch, he/she says *It's lunchtime!* And chases and catches the pupil. That pupil then becomes *Mr Lion*.

Grammar

By the end of the lesson, the pupils will be able to:

- use the present continuous to describe actions.
- tell the time (hours only).

- 1 Do further practice on telling the time, using your model clock or a drawing of a clock on the board and the clock in the book.
- 2 Revise the present continuous to describe actions. Start by singing the song *I am singing* to practise the verbs with the relevant movements, (see Unit 14, page 64).

- 3 Perform some actions at the front of the class and ask *What am I doing?* Keep doing the action and elicit *You are... ing*. Then get some pupils (individually and in groups), to come and do actions. Ask the rest of the class *What is he/she doing? What are they doing?* Elicit appropriate answers.
- 4 Introduce the picture story in the book ABPB pages 108 and 109 by explaining that today is Dede's birthday. Talk about birthdays (find out from your register who has a birthday this week). Ask, e.g. *What is a birthday? Is it anyone's birthday today? Is it anyone's birthday this week? What do you do on your birthday? What do you say to someone on his or her birthday?* Introduce the greeting *Happy birthday*, Talk about and explain what a *party* is. Discuss what people do at parties.
(From now on, practise saying *Happy birthday!* whenever a pupil in the class has a birthday.)
- 5 Look at the pictures. For each one ask *What time is it?* and *What is Dede doing?* Do repetition practice with any sentences in the present continuous that you elicit.

Reading

By the end of the lesson, the pupils will be able to:

- *read the time in hours.*
- *read single words.*
- *read short sentences.*

- 1 Revise the text from the previous unit (see Activity-based Pupil's Book pages 103/104). Give pupils the opportunity to read out any words they recognise and revise with the word cards if necessary. Read the sentences with the pupils again.
- 2 Present the new word cards using the regular procedure (Unit 11, pages 52/53). Look at each of the pictures and corresponding text, and let pupils tell you the words they recognise.
- 3 Read the sentences slowly, one by one as pupils follow in their books. (ABPB page 110). Check that they are pointing to the correct place as you are reading. Read the sentences again and ask pupils to repeat them after you. Check that they are looking at the correct sentences in the book.
- 4 If you think the pupils are ready to start reading individually, ask some to read a sentence or two. You can ask them to read to each other in pairs, as you go around to monitor and help.

- 5 Revise reading the time from clocks. Ask *What time is it?* about each clock and elicit answers. Ask pupils to read the sentences on the left. Pupils then match the clocks with the sentences.

Writing and Composition

By the end of the lesson, the pupils will be able to

- *copy and write short sentences telling the time.*

- 1 Revise any letters, lower case or capital, that pupils find difficult, using the sand, armboards, tabletops, board or paper.
- 2 Write *It's one o'clock.* carefully on the board and elicit what it says. Point out the apostrophes and explain where they go, and how to write them. Ask one pupil to come out and copy the first word. As he/she does so, give instructions and guidance, e.g. *What is the first letter? Good, capital I. For I, start at the top line and go down. What is the second letter?* Other pupils copy the second and third words. Other pupils then copy the whole sentence, make sure they leave gaps between the words. They all copy on paper. Repeat with another sentence, *It's two o'clock.*
- 3 Pupils draw clock faces with hands to any hour they like. They label the time, i.e. *It's... o'clock.*

Mixed-ability activities

- 1 Pupils draw a clock face with numbers but no hands and then ask the teacher *What time is it?* Say a time and the pupils draw the hands to show the correct time on the clock. Repeat a few times before the pupils do the activity in pairs.
- 2 Pupils draw pictures of boys or girls doing actions and write *He/She is... ing.*

Diagnostic assessment exercises

Ask yourself *Can my pupils...*

- tell the time (using hours)?
- describe actions, using the present continuous?
- read the sentences in the story?
- copy words and short sentences?

Ask yourself *Did I...*

- **introduce telling the time clearly?** Monitor the pair work in which pupils tell each other the time to check for understanding. Reinforce the skill in small groups if necessary.
- **ensure all pupils could copy sentences telling the time using apostrophes correctly?** If pupils have difficulty, outline sentences in dot for pupils to join up. This helps with pencil control and spacing as well as spelling.

UNIT 30

Key language:	Revision
Key vocabulary:	<i>holiday</i>
Skills:	Revision
Teaching aids:	ABPB pages 111-114; word cards from previous units; suitable surface for writing practice; alphabet frieze

Listening and Speaking

By the end of the lesson, the pupils will be able to:

- *repeat some of the activities from previous units.*

1. Review some of the songs, rhymes, games and activities from Units 21-29 which are listed below. Concentrate on those the pupils have enjoyed the most, and which help with language the pupils need further practice in. You can also revise any suitable ones from earlier in the book (see *Unit 10, page 46* and *Unit 20, page 92*).
2. Divide the class into groups and ask each group to perform one of the songs, games or activities for the rest of the class. If possible, arrange for them to perform for other classes in school, or for parents. This gives them the opportunity to show what they have learnt, and can do, in English.

<i>Ten green bottles</i>	<i>Unit 21, page 96</i>
<i>Mother's cooking</i>	<i>Unit 24, page 110</i>
<i>Question-asking game</i>	<i>Unit 22, pages 101/102</i>
<i>Dede goes to the market</i>	<i>Unit 25, page 115</i>
<i>The three goats</i>	<i>Unit 26, page 121</i>
<i>Today it is Monday</i>	<i>Unit 28, page 130</i>
<i>What time is it, Mr Lion?</i>	<i>Unit 29, page 134/135</i>

You might also want to return to some of the topics which pupils talked about:

<i>Themselves and their families</i>	<i>Unit 22, pages 100/101, Unit 23, page 105</i>
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Road safety	Unit 25, page 115/116
Personal safety and strangers	Unit 27, page 125
Telling the time (hours only)	Unit 29, page 134/135

Grammar

By the end of the lesson, the pupils will be able:

- **to use grammar and vocabulary from Units 1-29.**

- 1 Use these lessons to go back over any language items that pupils have not yet mastered. The main items are listed below. If necessary, repeat the presentation of items that have caused difficulty. Otherwise, give as much further oral practice as you can, using dialogues, classroom objects, picture flashcards and the pictures in the book.

Give pupils the opportunity to demonstrate what they know.

Questions and responses (How/What/Where/ Who)	Unit 21, pages 97/98 Unit 22, page 101/102
Personal pronouns (I, you, he, she, it, we, they)	Unit 23, page 106/107
Demonstratives (this/ that/these/those)	Unit 24, page 111 Unit 25, page 116/117
Adjectives (of size, colour, shape)	Unit 26, page 122 Unit 27, page 126
Simple present – for routine	Unit 28, page 130/132
Present continuous -for actions	Unit 29, pages 135/136

Words in the following vocabulary areas have also been introduced: *the family (relations), jobs, the market (fruit and vegetables), road safety, personal safety, adjectives of size, days of the week.*

- 2 Elicit what pupils can tell you about the two children on ABPB page 111. Revise a range of questions, e.g. *Who is it? How old is he? What is he wearing?* Read the words spoken by Amadu several times. Then read the words spoken by Dede, pausing and eliciting the missing words from the pupils. They then talk about themselves in the same way. Ask some confident pupils to do this at the front, and then get the class to do it together in pairs.
- 3 Revise asking and answering questions on page 112.

- 4 You can also use this page for revision. Ask questions about the picture and elicit answers and further questions from pupils.

Reading

By the end of the lesson, the pupils will be able to:

- *read some sight words and texts from previous units;*
- *read and match questions and answers;*
- *read short sentences.*

- 1 Revise some of the sight word using the word cards. Revise four to six words at a time, in groups related in meaning, e.g. the fruits together, days of the week together. Depending on the meaning of the words, you can use some of these activities for revision:
 - Put the cards on the wall, or a table, and ask pupils to point to the correct word as you say them.
 - Write the words on the board and ask pupils to find the matching word card.
 - Hold up a card and ask pupils to find the word in the Activity-based Pupil's Book. Do this as a race. The winner then reads out the word.
 - Give different groups of words (e.g. colour words, verbs) to different groups of pupils. Tell them to read their words together. Then call out one word at a time. A pupil from the group which has the card must bring it out to you, show it and read it aloud.
 - Draw pictures, or put pictures / picture cards, on the board of items (e.g. *mango, pineapple* or a large picture of the body) and ask pupils to use the word cards to label them.
 - Revise some of the activities in the Activity-based Pupil's Book on pages 73, 85, 88, 90, 102 and 106.
- 2 Revise the texts from any of the previous units that pupils enjoyed reading, or you didn't have time to cover sufficiently. Give pupils the opportunity to read out any words they recognise, revising with the word cards if necessary. Read the sentences again. If you think pupils are ready to start reading individually, ask some to read a sentence or two. You then ask them to read to each other in pairs, as you go around to monitor and help.
- 3 Read the text on page 111. Let pupils read out any words they recognise. Read the sentences slowly, one by one, as pupils follow in their books. Check that

they are pointing to the correct place as you are reading. When you reach the gaps in Dede's speech bubble, pause for the pupils to call out the correct words. This will show you if they are following and understand or not. Read the sentences again and ask the pupils to repeat them after you.

- 4 Elicit the questions before pupils read and match them. Do not expect them to understand every word, but they should be able to recognise the same words in the questions and answers.
- 5 Ask questions about the picture on ABPB page 114, and elicit answers and further questions from the pupils. Pupils ask and answer questions about the picture in pairs. Teach the word *holiday* and write it on the board and tell them to find it on the page. Let the pupils read out any words they recognise. Read the questions, one by one, as pupils follow in their books. Read the sentences again and ask pupils to repeat them after you. Check that they are looking at the correct sentences in the book.

Writing and Composition

By the end of the lesson, the pupils will be able to

- *copy words and label pictures;*
- *say the alphabet in alphabetical order;*
- *write lower case and capital letters and match lower case with capital letters.*

1. Tell pupils to point to one of the six objects on ABPB page 114, say *Show me a cat*. They can then do the same in pairs.
2. Do the same with the words in the box at the bottom, say *Show me the words 'a cat'*. They then match the words and objects before they write the words, i.e. *1 a dog*.
3. Revise alphabetical order, using the alphabet song or chant and the alphabet frieze.
4. Revise any of the lower case or capital letter shapes that your pupils have found difficult. Let them practise in sand, on armboards, on tabletops, on the chalkboard or on paper.
5. Revise matching lower case and capital letters. Use any of these techniques:
 - If you have separate lower case and capital letter friezes, say a letter and ask pupils to point to it on the lower case alphabet frieze. Then ask them to point to it on the capital letter frieze.

UNIT 30

- If possible, use sets of letter cards, lower case and capital letters. Ask pupils to match the two forms of each letter.
- Write some capital letters on one side of the board, and the corresponding lower case letters on the other side. Tell pupils to match them up.

Write some short words in capital letters on one side of the board, and the same word in lower case letters on the other side. Tell pupils to match them up.

- Do letter dictation. Say, e.g. *Write capital b. Write small g.* Pupils write the correct letter. Check that they write the correct letter and form it well.
- 6 Introduce the words for copying (*Thank you, teacher.* and *Goodbye, children.*) on the board, as in previous units (see Unit 30, page 114).

Wordlist

A

Aeroplane
Am
Ant
Are
Arm

B

Bag
Ball
Banana
Be quiet
Bed
Bedroom
Behind
Bell
Bicycle
Big
Bird
Birthday
Black
Blue
Book
Bottle
Bowl
Box
Boy
Breakfast
Bridge
Brother
Brown
Brush
Bus

C

Car
Cassava
Cat
Chair
Chalkboard
Children
Church
Clap
Classroom
Children
Church
Clap
Classroom

Clean
Close
Coconut
Come
Cook
Cow
Cup
Cupboard

D

Dangerous
Dog
Doll
Door
Dress
Dressmaker
Drink
Driver

E

Ear
Eat
Egg
Eight
Elephant
Eleven
Eye

F

Face
Fall
Family
Farmer
Fat
Father
Feet
Fine
Five
Floor
Flower
Football
Four
Friday
Friend

G

Giraffe
Girl

Give
Go
Goat
Goodbye
Grandmother
Green
Groundnut

H

Hand
Hear
Hello
Hen
Holiday
Hop
House

I

In
In front of
Inside
Is

J

Jump

K

Kick

L

Laugh
Left
Leg
Like
Lion
Listen
Live
Living room
Lizard
Look
Lorry

M

Mango
Market
Meat
Monday

Monkey
Monster
Mosque
Mother
Mouth

N

Name
Naughty
Near
Nine
No
Nose
Nurse

O

O'clock
On
One
Onion
Open
Orange

P

Party
Pawpaw
Pen
Pencil
Pepper
Pineapple
Plantain
Plate
Play
Please
Point
Pot
Pupil

R

Radio
Read
Red
Right
Ring
River
Road
Roof
Round

Run

S

Saturday
School
See
Seven
Shirt
Shoe
Short
Shorts
Show
Sing
Sister
Sit
Six
Small
Snake
Soup
Spoon
Stamp
Stand
Stranger
Sunday

T

Table
Talk
Tall
Teacher
Teeth
Ten
Thank you
That
Thin
This
Three
Thursday
Time
Tomato
Touch
Trader
Train
Tree
Tuesday
Turn
Twelve
Two

U

Under

V

Very

W

Wake up

Walk

Wall

Wash

Water

Wear

Wednesday

Wheel

Where

White

Window

Write

Y

Yam

Yellow

Yes

Letter formation

Lower case letters

a b c d e
f g h i j
k l m n o
p q r s t u
v w x y z

Letter formation

Upper case letters

A B C D E

F G H I J

K L M N O P

Q R S T U

V W X Y Z

Letter formation

Numbers

0 1 2 3 4
5 6 7 8 9

Primary English *Teacher's Guide 1*

This exciting new English course for Ghanaian schools has been revised specifically to cover the new Primary English syllabus.

The course features two integrated strands: the introduction of grammar and vocabulary in a carefully structured way following the syllabus, and a wide range of communicative activities to develop the ability to use English effectively.

- ▶ At the early levels, the emphasis is on oral language. This builds a strong foundation from which to develop the reading and writing skills that form the focus of the higher levels.
- ▶ There is an extensive range of songs, rhymes, poems, games and stories (and, at higher levels, factual texts on aspects of Ghanaian life), to stimulate learning through using the language.
- ▶ The Activity-based Pupil's Books contain stimulating language stories presentation accompanied by a range of practice exercises.
- ▶ The Teacher's Books contain detailed notes on a wealth of teaching activities based on the four components of the syllabus, i.e. *Listening and Speaking, Grammar, Reading and Writing and Composition*, thus making your lesson planning easier.
- ▶ A Workbook and (at levels 1–3) a Copy Book are integrated into the course and give essential support in encouraging the development of independent readers and writers of the language.