



# LEARNER'S RESOURCE PACK

Ghanaian Language

**BASIC 7**



**NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
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## How to use this resource pack

The Learner Resource Pack provides helpful information that learners need to enable them take active part in lessons in class. It provides lots of information to the learner on what is expected of them in the course of monitoring their own progress on the various strands of the curriculum. It also contains sample assessment tasks and homework. These samples are just to guide the learners to fully participate and monitor their own progress. The sample assessment tasks and homework can in some or most cases change to suit the level of understanding of the class. Learners are to refer to this book only as a guide to their learning. There are other suggested references learners can refer to for further information on the various Sub-strands.

At all times, this Pack must be kept neat and intact.

## Hints to the learner

### 1 What will you learn? (Structure of the curriculum for Ghanaian Language in Basic 7)

The content of the curriculum has been structured into four columns namely: Strands, Sub-strands, Content standards, as well as Indicators and exemplars.

**Strands** are the broad areas/sections of the Ghanaian Language content to be studied.

**Sub-strands** are the topics within each Strand under which the content is organised.

**Content standard** refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

**Indicator** is a clear outcome or milestone that learners must exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

**Exemplars** refer to the support and guidance which clearly explains the expected outcomes of the given Indicators, and suggest what forms teaching and learning activities could take to support the facilitators in the delivery of the curriculum.





## 2 How will you be taught? (i.e. group work, investigation, research)

You will be taught lessons through discussions, group works, project work, investigation and community engagement

## 3 How will you be assessed?

Assessment is both formative and summative. Formative assessment is viewed in terms of Assessment as learning and Assessment for learning.

- *Assessment as learning:* Assessment as learning relates to engaging you (the learner) to reflect on the expectations of your learning. The information you provide the teacher forms the basis for refining teaching-learning strategies. You will be assisted by the teacher to play your roles and to take responsibility of your own learning so as to improve your performance. You will have to set your own goals and monitor your progress.
- *Assessment for learning:* It is an approach used to monitor learners' progress and achievements. This will occur throughout the learning process.

The teacher will employ the assessment for learning strategy to seek and interpret evidence, which would serve as timely feedback to refine teaching strategies and improve their performance. You would be actively involved in the learning process and gain confidence in what you are expected to learn.

- *Assessment of learning:* This is summative assessment. It describes the level you (the learner) have attained in the learning process, what you know, and what you can do over a period of time.

The focus is to evaluate your cumulative progress and achievement. You will therefore be assessed through homework, project work, oral presentation, portfolio development, debates, community engagement, conferencing, shared writing and process writing,

## 4 Strategies for effective learning

- Acquisition of listening, speaking, reading, writing and observational skills.
- Ability to compose.





- Ability to create.
- Ability to use your imagination in the right way.
- Ability to make presentations on given topics with confidence.





## Part B

### STRAND B7.1

#### SUB-STRAND: B7.1.1

<b>Content standard</b>	Demonstrate knowledge of the childhood rites of their culture and compare with other Ghanaian cultures
<b>What you should know already</b>	You have been witnessing naming ceremonies being organised in your communities.
<b>What will you learn? What skills will you develop?</b>	The childhood rites of your people. Skills: Communication, collaboration skills of listening, speaking, observing and writing.
<b>Language and vocabulary you will need to use</b>	naming ceremony, items used, etc.
<b>Ways to extend your understanding</b>	Role play, demonstration, group discussion and presentation
<b>Things you will need to remember for future lessons</b>	Types and significance of names, processes involved in childhood rites and names as nouns.

#### Worksheet

1. Narrate how childhood rites are performed in your locality and compare it to other cultures of Ghana.
2. What is the significance of the following items that are used during the naming process?
  - i.
  - ii.
  - iii.
  - iv.

(Teacher will write the items on the board)







### Activity Instructions

1. Mention the names of some items around you.
2. Identify the items that are used in the naming process.
3. Discuss the significance of the items used in the naming ceremony and present your work to the class for discussion.
4. Discuss the naming processes in your culture.
5. Do a short sketch on the naming process.

### Teaching Resources

basket, bucket, beads, basin, mat, powder, lantern, clothes (baby and mother), gun, water, salt, akpeteshie, myrrh, chewing sponge, soap, cola nut, food items, fowl, calabash, etc.

### Assessment Task

Learners make presentation in class for their colleagues to comment.

### Homework Task

Draw a scene depicting a naming ceremony in your locality.





## SUB-STRAND: B7.1.2

<b>Content standard</b>	Exhibit understanding of day born names and order of birth names, and relate the names to the days and order of birth.
<b>What you should know already</b>	You know names of items, friends, parents and your own names.
<b>What will you learn? What skills will you develop?</b>	Day names and serial names. Communication, collaboration, Skills of listening, speaking, observing and writing.
<b>Language and vocabulary you will need to use</b>	day names, order of birth, etc.
<b>Ways to extend your understanding</b>	Group discussion, project work on the serial names
<b>Things you will need to remember for future lessons</b>	Serial names, day names and significance of day or serial names.

### Worksheet

1. Match these names to their day of birth:

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(Teacher will supply the names).

2. Order these names in ascending order:

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(Teacher will supply the names).

### NB: This should be done in pairs

3. Use the names given in both cases to form sentences.
4. Write a short story of about 30 words on any of the names supplied.





## Group project

Find out the names of the people in your household and categorise them under day names and order of birth names.

### Activity Instructions

1. Mention your names.
2. Arrange numbers in ascending order.
3. Mention the names of the days of the week on the card.
4. In groups, sort out the names of the days of the week and their related human names, and match the days to their names.
5. In pairs, take turns to mention your names for your partner to determine the day or order of birth the name belongs to.
6. Prepare a puzzle with the order of birth names.
7. In groups sort out the names and then match them to their order.
8. Relate the names with their days and/or order.

### Teaching Resources

Word cards, illustrations on cards, puzzles, etc.

### Assessment Task

In pairs look for names of your friends in other classes and relate them to days and/or their order of birth and make a presentation in class.

### Homework Task

Find out names of your parents/guardians and relate them to the Sub-strand discussed. Learners to discuss the names in class.





### SUB-STRAND: B7.1.3

<b>Content standard</b>	Demonstrate an understanding of the clan system among their people.
<b>What you should know already</b>	You know the names of the families you belong to.
<b>What will you learn? What skills will you develop?</b>	Clan names, clan features, clan systems. Communication, collaboration, Skills of listening, speaking, reading, observing and writing.
<b>Language and vocabulary you will need to use</b>	Clan, features, etc.
<b>Ways to extend your understanding</b>	Group discussions, projects, individual assessment
<b>Things you will need to remember for future lessons</b>	Clan names, clan features, what a clan is, differences and similarities among the clans.

#### Worksheet

- i. What is a clan?
- ii. Mention the clans in your locality. **NB: This is a pair work so pair with your friend and present your answers to the class for discussion.**
- iii. State and explain any three features of a clan.
- iv. Currently, a lot of factors are affecting the clan system. State and explain these factors.
- v. **Group project:** Draw the totems of the clans in your locality and indicate which clan the totem is associated with.
- vi. In your opinion, do you think the clan system is still relevant? Explain your view in not more than 15 words. **NB: Do this in groups and share your ideas with the rest of the class.**





### Activity Instructions

1. Talk briefly about yourselves: names, place of birth and where you come from.
2. Discuss what a clan is in groups.
3. Read the passage on the clan system and use the ideas in the passage to identify the features (totem, food, etc.) of a clan.
4. Talk about the clan systems in your communities.
5. Compare the clan systems in your locality to that of your friends' in other communities.
6. Talk about the differences and similarities.
7. Answer a few questions on the clan system.

### Teaching Resources

Pictures, audio-visual equipment (if available), printed text on the clan system.

### Assessment Task

Look for the names of other clans in your locality, state their features and make a presentation in class for discussion.

### Homework Task

Look out for the names of other clans in your locality, write them down and make a presentation in class for discussion.





### SUB-STRAND: B7.1.4

<b>Content standard</b>	Demonstrate knowledge and an understanding of how chiefs and queenmothers are selected, and enstooled/enskinned, and compare their duties and responsibilities.
<b>What you should know already</b>	You have an idea of who a chief/queenmother is and how they are selected in your community.
<b>What will you learn? What skills will you develop?</b>	Discuss how chiefs and queenmothers are selected, enstooled/enskinned, and destooled/deskinning in your community  Communication, collaboration,  Skills of listening, speaking, reading, observing and writing.
<b>Language and vocabulary you will need to use</b>	Chief, queenmother, regalia, palace, stool, staff, etc.
<b>Ways to extend your understanding</b>	Group discussions, projects, and self-assessment.
<b>Things you will need to remember for future lessons</b>	Narrate how chiefs/queenmothers are selected, enstooled/enskinned, and destooled/deskinning.  Talk about modern trends affecting chieftaincy.

### Worksheet

- i. Mention the name of the chief and queenmother in your community.

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- ii. Describe into detail how chiefs and queenmothers are selected in your community.

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- iii. **Pair work:** Narrate to your friend an enstoolment/enskinment you have witnessed before
- iv. **Group project:** Visit a chief's palace of your choice and write a brief report on the activities that go on in that palace. Make a presentation in class for discussion.

### Activity Instructions

1. Sing a popular traditional song.
2. In groups, read a short passage on chieftaincy and write down the salient points that would be required in discussing how chiefs and queenmothers are selected in their communities.
3. From the points identified from the passage, discuss how chiefs and queenmothers are selected in their communities and link it to the passage read.
4. In groups, discuss how chiefs and queenmothers are enstooled/enskinned in your communities. This includes who the kingmakers are and the processes involved. This should be done in mixed ability groups (formed by your teacher).
5. In groups discuss the pictures of chiefs and queenmothers, and present your views to the class for class discussion.
6. Identify some of the key words in the passage and use the key words to form your own sentences and read the sentences aloud.
7. You will watch a short video on the installation of a chief or queenmother, and the swearing in of the president of Ghana. In your





groups, discuss the videos bringing out some similarities and differences between the two processes.

8. In mixed ability groups (*the teacher will form the groups*) you will identify and evaluate the duties of a chief and queenmother. You are to write down their duties and read to the class for a whole class discussion.
9. In your groups, identify and discuss the modern trends affecting the enstoolment/en skinment of chiefs and queen mothers. Write down the trends and make a presentation to the class.
10. Discuss the traditional and modern ways of enstooling/en skinning chiefs and queenmothers bringing out their similarities and differences.
11. Role play the selection and enstoolment/en skinment of chiefs and queen mothers.

### Teaching Resources

Pictures of chiefs and queen mothers, sentence cards, a video on the installation of a chief or queen mother, costumes.

### Assessment Task

In groups, visit a palace and write all you see going on there, and make a presentation in class for discussion.

### Homework Task

Visit the chief's palace to observe what happens there, record your findings and present to the class for discussion.







## STRAND: B7.2

### SUB-STRAND: B7.2.1

<b>Content standard</b>	Demonstrate the use of appropriate language orally in specific situations.
<b>What you should know already</b>	You speak your various mother tongues at home.
<b>What will you learn? What skills will you develop?</b>	The use of appropriate registers in communicating. Communication, collaboration.
<b>Language and vocabulary you will need to use</b>	Communication, direction, questions, turn right, turn left, go straight, junction, opposite, adjacent, etc
<b>Ways to extend your understanding</b>	Engage in more dialogues to improve your vocabulary.  Record birds (video) and suggest what they are communicating using the various sounds.
<b>Things you will need to remember for future lessons</b>	The use of language in communicating ideas clearly and appropriately.

### Worksheet

1. Give a vivid direction from your school to your house. **NB: Include landmarks.**

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### Activity Instructions

1. Sing a popular traditional occupational song.
2. Read the topics/issues on the cards aloud.
3. In pairs brainstorm and select the topic/issues you would wish to talk about.
4. Discuss the topic/issue and make a presentation to the class.
5. Read a given text in mixed ability groups of 5 (*The teacher will form the groups*).
6. Write the main ideas in the texts read and present them to the class for discussion.
7. In pairs discuss a given topic/issue using the correct registers for the topic/issue under discussion.
8. Discuss some question words with your friends. E.g. why?, how?, for what reason?, etc.
9. In pairs discuss an issue. *The issues could be on a contemporary issue such as coronavirus, sanitation, energy conservation, drug abuse, inclusivity in education, etc.*
10. Use the appropriate registers to ask questions to elicit more elaborations on points raised in the issues being discussed.
11. Use the appropriate register to respond to questions from your friends on the points raised for further clarification on the issues raised.
12. Engage in a conversation asking more questions for clarification.
13. Mention some familiar places.
14. In pairs, discuss what you understand by the terms, voice modulation and eye contact.
15. Share your views with the class.
16. In pairs, take turns to give accurate directions to the places mentioned, to your friends in class.
17. Discuss how effectively you will use the techniques mentioned (voice modulation and eye contact) in communicating.
18. In pairs communicate to each other on a given topic, in front of the class. *Pay attention to the use of the techniques mentioned.*





**19.** Discuss the pair activity you have witnessed.

**20.** Engage in more conversations with partners monitoring the use of the techniques.

### Teaching Resources

Pictures, printed text on various topics/issues, card/paper, markers

### Assessment Task

Describe an experience you have had at a particular place using appropriate language.

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### Homework Task

Make a map of the community in which you live showing directions using arrows from your home to the school, mosque, shrine, church, market, the sea side, hospital, courts, police station, etc.





## SUB-STRAND: B7.2.2

<b>Content standard</b>	Demonstrate the ability to listen to extended reading and identify key information.
<b>What you should know already</b>	You have been listening to your friends read different texts over the years.
<b>What will you learn? What skills will you develop?</b>	The use of appropriate registers in communicating. Listening to extended reading to identify key information.  Retell stories heard.  Communication, collaboration
<b>Language and vocabulary you will need to use</b>	Ideas, opinions, information, etc.
<b>Ways to extend your understanding</b>	Engage in more dialogues to improve your vocabulary.  Read supplementary books to identify key information.  Listen to more audio books online (where available).
<b>Things you will need to remember for future lessons</b>	The use of language in communicating ideas clearly and appropriately.

### Worksheet

1. Read a level appropriate supplementary text on other topical issues and identify the key information in the text. Write the key information here.

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### Activity Instructions

1. You will have an icebreaker (the teacher will give the icebreaker).
2. Read a level appropriate text aloud.
3. In pairs, identify and write down the key information in the text read.
4. Prepare to make a presentation to the class for discussion. *The class will decide which information is/are key and write them down.*
5. Listen to an audio recording of a song or a poetry recital in class.
6. In mixed ability groups of 5 (*the teacher will form the groups*), discuss the texts you heard bringing out your ideas and opinions.
7. Paste your works on the walls of the classroom for a gallery walk.
8. Take turns and make presentations for a whole class discussion.

### Teaching Resources

Audio recording (a song or a poem), printed text on different issues/topics, card/paper

Pictures, markers

### Assessment Task

Briefly describe a text you have read or heard in the space provided below.

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### Homework Task

Listen to and record bird sounds from the community. Play the recorded sounds in class for interpretation, and facilitate sharing of ideas and opinions.

**NB:** Use a mobile phone to do the recording.





### SUB-STRAND: B7.2.3

<b>Content standard</b>	Recognise and sound vowels and consonants and read one syllable words of their linguistic community.
<b>What you should know already</b>	You know some vowels and consonants already
<b>What will you learn? What skills will you develop?</b>	What a syllable is; Reading of one to four syllable words; Form sentences with the words; Narrate an experience using some of the words. Communication, collaboration, digital literacy; Listening, speaking, writing and observing
<b>Language and vocabulary you will need to use</b>	vowels, consonants, sounds, etc.
<b>Ways to extend your understanding</b>	Group work, individual work, whole class work
<b>Things you will need to remember for future lessons</b>	Vowel sounds Consonant sounds Syllables and number of syllables in a word

### Worksheet

- i. From the list of words supplied by your teacher, categorise the letters into vowels and consonants; (teacher will supply the words).

Word	Vowels	Consonants	No of vowels	No of consonants





- ii. Form your own words from the vowels and consonants above. You can combine the vowels and consonants from any part of the table above.  
**NB: This is a pair work so work with the person seated by you.**
- iii. **Group project:** Record the sounds of the birds, play the audio back and interpret the bird sounds in your own words. Make a presentation in class for discussion.

### Activity Instructions

1. Say the vowels.
2. In mixed ability groups (formed with help from your teacher), write down all the vowels that you see in the words written on the board.
3. Display your work for the class to have a gallery walk to discuss.
4. In pairs take turns to pronounce a word each for the other to say the vowels in the word.
5. Listen to the audio. **NB: This would be played by the teacher in class.**
6. Write down all the vowels you heard in each word.
7. Write down words that have the vowel sounds you heard.
8. Compare your works.

### Teaching Resources

Pictures, audio-visual equipment (if available), card/paper

### Assessment Task

Listen to conversations very often and record words from the conversations and present your work to the class for discussion.

### Homework Task

Write words you heard in a conversation at home and write all the vowels down for class discussion.





## SUB-STRAND: B7.2.4

<b>Content standard</b>	Recognise the basic tones in their language.
<b>What you should know already</b>	You know the cry of various animals in your environment.
<b>What will you learn? What skills will you develop?</b>	The identification of the type of tone on syllables in words. Communication, collaboration, presentational skills.
<b>Language and vocabulary you will need to use</b>	Tones, high, low, mid, etc.
<b>Ways to extend your understanding</b>	Do more practice on identifying the tonal features found in words. Record birds and suggest what they are communicating using the various sounds.
<b>Things you will need to remember for future lessons</b>	The types of tones that we have in the language. Sounds are strung together to form words.

### Worksheet

1. What is a tone?

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2. Name two functions of tone and give examples each.

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**3.** How many tones does [language of study] have? Name them and give examples.

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### Activity Instructions

- 1.** Pick the words from a basket and mention them. **NB: The teacher will supply the words.**
- 2.** Use the words to form sentences in different contexts.
- 3.** Find words with same spelling but different meanings based on their tonal variation.
- 4.** Use the words in (3) above to form sentences for future reference.
- 5.** Record birds singing and suggest what the birds are saying in the Ghanaian language.

### Teaching Resources

Pictures, audio-visual equipment (if available), card/paper, and any other resources the teacher finds useful.





### Assessment Task

Learners record birds singing and suggest what the birds are saying in the Ghanaian language. Share with the class and let each of the class members also say what they hear.

Learners should record various traditional drums being played and suggest what the drums are communicating.

### Insert Homework Task

In groups, write down words and use the words to form sentences.

Record bird sounds, play it back in class and predict what the birds are saying.

### SUB-STRAND: B7.2.5

<b>Content standard</b>	Exhibit an understanding of recognising and producing words and using them in sentences.
<b>What you should know already</b>	You read signboards and inscription on cars and canoes in your community.
<b>What will you learn? What skills will you develop?</b>	Recognising words. Producing words. Using words in sentences. Reading, communication and collaborative skills.
<b>Language and vocabulary you will need to use</b>	Spoon, shoes, chalkboard, kitchen, classroom, chalk, pencil, book, pencil, etc.
<b>Ways to extend your understanding</b>	Do more practice by reading inscriptions on cars, billboards and canoes regularly Test yourself by asking yourself challenging questions and answering them.
<b>Things you will need to remember for future lessons</b>	How to use words in the right contexts.





## Worksheet

1. Write as many words as you can see and read on things at home and in school.

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2. Draw any five of the items and label them accordingly.
3. Categorise the items under **school items**, **home items** and **both home and school items**.

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## Activity Instructions

1. You will sing a traditional song.
2. In pairs identify the items in front of you (to be supplied by the teacher), and the ones in the picture by writing their names.





- 3.** Draw the items and label them.
- 4.** In pairs, categorise the items under those found in school, home and both school and home.
- 5.** In pairs use the words written to form sentences.
- 6.** Prepare to present your sentences to the class for discussion.

### Teaching Resources

Real objects from school and home, word cards, sentence cards, pictures of some places in school and home.

### Assessment Task

Read a supplementary text and write down all the home and school items you came across in the text.

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### Homework Task

Read a supplementary book, pick out the main ideas and summarise what is read in a given number of words.





## SUB-STRAND: B7.2.6

<b>Content standard</b>	Present information effectively on familiar topics using appropriate language.
<b>What you should know already</b>	You have been making presentations in class on issues.
<b>What will you learn? What skills will you develop?</b>	Present information effectively on topics using appropriate language. Communication skills, collaborative skills.
<b>Language and vocabulary you will need to use</b>	brush, scrub, wash, comb, walk, buy, write, eat, bath, etc.
<b>Ways to extend your understanding</b>	Do more practice by making presentations in private with your friends. Test yourself by asking yourself challenging questions and answering them.
<b>Things you will need to remember for future lessons</b>	How to use appropriate language to make a presentation. How to use gestures and other techniques in presenting an information to an audience

### Worksheet

1. Read a short passage and after reading, make a presentation in class by retelling what you have read.
2. Summarise a news item you have heard or read on a given topic to the class.

### Activity Instructions

1. In pairs, discuss with each other some activities you do daily.
2. Prepare to make a presentation (including gestures in the presentation), to the class for a whole class discussion.
3. You will be called to individually narrate what you do in the morning before school, at school and after school. *As your friend is narrating*





*their experience, pay attention to their language use and make corrections accordingly.*

4. In your mixed ability groups (formed with help from the teacher), develop a daily activity calendar, and post it on the walls of the classroom for gallery walk.
5. Discuss what you saw during the gallery walk and come out with common daily activity calendar.
6. Engage in a dialogue on some other familiar topics, e.g. family, holidays, weather, hobbies, animals (pets), hometown or village, favourite time of the year, festivals, etc.

### Teaching Resources

Cards, markers, projectors (where available), laptops (where available)

### Assessment Task

Narrate an experience you had at a place in the space provided.

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### Homework Task

Prepare a presentation about your hometown and present it to the class for discussion. *This could include, but not limited to, the name of the hometown, the location, some landmarks in the hometown, other things about the hometown, etc.*





## STRAND: B7.3

### SUB-STRAND: B7.3.1

<b>Content standard</b>	Understand the main ideas and supporting points in texts.
<b>What you should know already</b>	You read signboards and inscriptions on cars and canoes in your community.
<b>What will you learn? What skills will you develop?</b>	How to read novels and inscriptions fluently. Reading, communication, collaborative skills.
<b>Language and vocabulary you will need to use</b>	main idea, supporting idea,
<b>Ways to extend your understanding</b>	Do more practice by reading inscriptions on cars, billboards and canoes regularly. Test yourself by asking yourself challenging questions and answering them.
<b>Things you will need to remember for future lessons</b>	How to read fluently. How to fish out main ideas in all texts read. How to fish out supporting points in all texts read.

### Worksheet

1. Read a short passage and retell what you have read to each other.
2. Summarise what you have read in your own words in the space below.

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### Activity Instructions

1. You will have an icebreaker.
2. In a group, read a 250-word passage and identify the main ideas in the passage.
3. In groups, discuss the main ideas and then share them with the class.
4. Use the ideas to create your own passages and read to the class for discussion.
5. Tell what you have learnt from the main ideas identified and relate it to your daily lives.
6. Identify the supporting points in the text read.
7. Summarise the passage you have read in a given number of words.

### Teaching Resources

Pictures, audio-visual equipment (if available), printed text on various topics, card/paper

### Assessment Task

Read silently and comprehend passages on given topics. Determine the main ideas in the passage. Write the ideas down for other learners to judge.

### Homework Task

Read a supplementary book, pick out the main ideas and the supporting points, and summarise what is read in a given number of words.







## SUB-STRAND: B7.3.2

<b>Content standard</b>	Demonstrate knowledge of translating words, phrases and sentences.
<b>What you should know already</b>	You do verbal translations from a source language to a target language most often.
<b>What will you learn? What skills will you develop?</b>	How to translate words, phrases and sentences from a source language to a target language and vice versa. Communication, collaboration, listening skills
<b>Language and vocabulary you will need to use</b>	Translate, words, phrases, target language, source language, etc
<b>Ways to extend your understanding</b>	<i>Practice more of translating news that is given on radio into the Ghanaian language.</i>
<b>Things you will need to remember for future lessons</b>	<i>Languages differ in structure so how words are arranged to make meaning in one language may not be right for other languages.</i>

### Worksheet

1. Translate the following phrases into your Ghanaian language.  
(*The phrases and sentences will be given to you by the teacher*)

### Activity Instructions

1. Pick a word from a basket (provided by the teacher) and mention it to the class.
2. Form sentences with the words in your groups and display your works on the walls of the classroom.
3. Translate and write the sentences that have been formed in the Ghanaian language into English language, and paste your works on the walls as well.
4. Take a gallery walk and have a discussion on what you see on the works pasted.





5. Form phrases in English language and translate them into your Ghanaian language of study.
6. In pairs, one learner may speak in English for the other to translate into their Ghanaian language of study, and vice versa.
7. Listen to a programme on radio and translate what you heard into your Ghanaian language of study.

### **Teaching Resources**

Pictures, audio-visual equipment (if available), card/paper, word cards, and any other resource the teacher would find appropriate for teaching the Sub-strand.

### **Assessment Task**

In pairs, one learner may speak in English for the other to translate into their Ghanaian language of study, and vice versa.

### **Homework Task**

Use the correct registers to translate words and phrases, and bring them to class for discussion. Select phrases and sentences from passages and translate them.





## STRAND: B7.4

### SUB-STRAND: B7.4.1

<b>Content standard</b>	Demonstrate knowledge and understanding of the components of sentences.
<b>What you should know already</b>	You have been conversing every day.
<b>What will you learn? What skills will you develop?</b>	What a sentence is; Components of a sentence; Types of sentences; Classifying sentences; Communication, personal development, reading, writing and communicating.
<b>Language and vocabulary you will need to use</b>	sentence, simple sentence, compound sentence, complex sentence, declarative, imperative, interrogative, etc
<b>Ways to extend your understanding</b>	Group discussion, self-assessment,
<b>Things you will need to remember for future lessons</b>	Sentence components Sentence types

### Worksheet

- i.** Use these words to form sentences: (The **teacher will supply the words**).
- ii.** Give examples of the following components of a sentence: (**The teacher will give the components**).
- iii.** Give two examples each of the following sentence types:
  - a.** Simple

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**b.** Compound

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**c.** Complex

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**Group project:** Record a conversation, play back the conversation and identify all the sentence types used in the conversation and give other examples the sentence types identified from the same conversation.

**Activity Instructions**

- 1.** Explain what a sentence is.
- 2.** Discuss the components of a sentence in your language.
- 3.** Pick a sentence and read it aloud.
- 4.** Have a gallery walk around the school compound.
- 5.** Discuss the components of sentences; E.g.: subject and predicates (direct object, indirect object, subject).
- 6.** Write down the components of a sentence and have a class discussion about them.





7. In groups of five, form sentences on a card and display your work on the walls for a gallery walk.
8. Categorise the sentences under the various types.
9. In groups, create five different sentences. The sentences may be written on cards. The cards can be pasted and the different groups take turns to read the sentences on the walls and suggest whether they are simple, compound or complex sentences.
10. Discuss the functions of a sentence. E.g.: interrogative, statement, etc.
11. In groups, form sentences and categorise them according to their functions.
12. Engage in a short dialogue using the various sentence types taking into consideration the structure of a sentence in the language of use.

### **Teaching Resources**

Pictures, audio-visual equipment (if available), printed text on chieftaincy, card/paper

### **Assessment Task**

Listen to conversations and write the examples of the types of sentences you heard in the conversation and group the sentences according to their functions.

### **Homework Task**

Form sentences and present it in class for a whole class discussion.





## SUB-STRAND: B7.4.2

<b>Content standard</b>	Demonstrate knowledge in identification and usage of various forms of nouns (common, proper, collective), pronouns and adjectives in sentences and passages.
<b>What you should know already</b>	You know names of things, people, places, etc., and have been describing them.
<b>What will you learn? What skills will you develop?</b>	Common nouns, proper nouns, collective nouns Communication, personal development, Listening, speaking, reading and writing
<b>Language and vocabulary you will need to use</b>	Common nouns, proper nouns, collective nouns, pronouns, adjectives, etc.
<b>Ways to extend your understanding</b>	Group work, self-assessment
<b>Things you will need to remember for future lessons</b>	Identify proper, common and collective nouns in sentences and passages. Identify pronouns and adjectives in sentences and passages. Form sentences with the noun types, pronouns and adjectives discussed.

*For each content standard, create activity instructions, worksheets, other teaching resources (e.g. charts, maps, photos) as applicable, homework and assessment tasks.*

### Worksheet

Answer the following:

- i.** What do you understand by the terms:
  - a.** Common noun

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**b.** Proper noun

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**c.** Collective noun

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**ii.** Categorise the following nouns under common, proper and collective:  
(*The teacher will supply the nouns.*)

**iii.** Form sentences with the following: (*The teacher will supply*)

**Group project:** Read the passage given to your group and write down all the nouns, pronouns and adjectives in the passage. Categorise the nouns under common, proper and collective nouns, and present your work in class for discussion.

### Activity Instructions

#### (On Nouns)

1. Identify nouns in a set of words written on the board.
2. Classify the nouns identified into common, proper and collective nouns.
3. Write names of humans, places, things, months of the year, days of the week, names of rivers and other waters.
4. Form sentences with the names you wrote and read them to the class.
5. Discuss what common, proper and collective nouns are.
6. In your groups form sentences with the names and display your works for the class to have a gallery walk.
7. Identify nouns (common, proper and collective) in the paragraphs in front of you.





8. Read the passage given to you by the teacher.
9. In your groups read the passage again and identify the nouns in the passage.
10. Categorise the nouns under the types discussed.
11. Engage in a short dialogue using the nouns.

### (On Pronouns)

1. Discuss what a pronoun is with your partner. Tell the class what your friend said.
2. Mention some of the pronouns in your language
3. Form sentences with the pronouns
4. Replace nouns with pronouns in sentences
5. In groups read 200-word passage, identify and replace all the nouns with the appropriate pronoun.
6. Compose the plural forms of singular pronouns and vice versa.
7. Construct sentences with singular and plural pronouns.
8. Identify singular and plural pronouns in a passage.
9. Discuss the plural forms of the pronouns and use the pronouns to form sentences.
10. Play a game in pairs where one forms a sentence with a pronoun and the other forms another sentence with the plural form of the pronoun.
11. Engage your friend in a short dialogue using the pronouns discussed.
12. Explain what an adjective is to your friend and give examples. Tell the class what your friend said.
13. Use the examples to form sentences in groups and read to the class.

### (On Adjectives)

1. Identify adjectives in a set of words. *The teacher will supply the set of words.*
2. In groups, select the adjectives in the group of words in a bowl and present your work to the class for discussion.
3. Construct sentences with the adjectives.







4. Read the sentences to the class.
5. Identify adjectives in a passage.
6. In pairs engage in a short dialogue using the adjectives.
7. In pairs, one makes a sentence with an adjective for the other to identify the adjective in the sentence.
8. Write some adjectives and classify them by their types.
9. Read a set of sentences with adjectives in them
10. Use the sentences to determine the type of adjective.
11. Read a passage and identify all the adjectives in them and categorise them.

### Teaching Resources

Pictures, card/paper, word cards, sentence cards, any other resource that can help deliver the lesson effectively.

### Assessment Task

Read the first chapter of a story book and write down all the nouns, pronouns and adjectives you see. Categorise the nouns identified under, common, proper and collective nouns.

### Homework Task

Form sentences and present your work in class for a whole class discussion.

Draw and label items at home and at school and other items you see around you.





### SUB-STRAND: B7.4.3

<b>Content standard</b>	Recognise the use of verbs, adverbs, conjunctions and postpositions/prepositions in sentences.
<b>What you should know already</b>	You know what action words are in your language already
<b>What will you learn? What skills will you develop?</b>	<p>What a verb is.</p> <p>What an adverb is.</p> <p>What a conjunction is.</p> <p>What a postposition/preposition is.</p> <p>Identify the types of word classes mentioned in sentences and passages.</p> <p>Communication, collaboration, personal development,</p> <p>Reading, listening, writing</p>
<b>Language and vocabulary you will need to use</b>	verbs, adverbs, conjunctions, postposition/prepositions
<b>Ways to extend your understanding</b>	Group work, self-assessment, community project
<b>Things you will need to remember for future lessons</b>	<p>What a verb is.</p> <p>What an adverb is.</p> <p>What a conjunction is.</p> <p>What a postposition/preposition is.</p> <p>Examples of the word classes mentioned.</p> <p>Structure of the sentences in which the various verbs are found.</p>

### Worksheet

Read a passage and identify the various forms of verbs, adverbs, conjunctions and postpositions/prepositions discussed. Write the verbs and use them to form new sentences.





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### Activity Instructions

#### (On Verbs)

1. Explain what a verb is and give examples.
2. Construct sentences with the verbs identified.
3. Identify the types of verbs (transitive, intransitive and ditransitive) in sentences. (*The teacher will supply you with the sentences*)
4. Form simple sentences using: Transitive verbs, Intransitive verbs and Ditransitive verbs.
5. Identify transitive, intransitive and ditransitive constructions in a passage. (*The teacher will supply the passage*).
6. In turns, pick a sentence from a bowl and read it aloud.
7. Paste the sentence cards on the walls of the class for a gallery walk.

#### (On Adverbs)

1. Discuss what an adverb is.
2. Based on what you saw on the sentence cards, discuss the sentences bringing out all the adverbs.
3. Construct sentences with the adverbs.
4. Form their own sentences with the adverbs and display it on the walls of the class for a gallery walk. In pairs form sentences and underline the adverbs in the sentences and present your work for class discussion





5. Discuss the types of adverbs with your friend and give examples of each type.
6. In pairs, use the types to form sentences and present your work to the class.
7. In groups, read passages and various themes and issues. Write all the adverbs that you see in the passage and display they work for discussion.
8. In groups, use the adverbs to form sentences of their own, present their sentences through reading for discussion.
9. Write simple sentences on the cards and read them aloud individually.

### (On Conjunctions)

1. Combine the sentences using conjunctions and read them aloud.
2. In pairs, identify the conjunctions in passages.
3. In groups, identify all the conjunctions in the passage you have read and present your work to the whole class for discussion.
4. Use the conjunctions to form sentences and display the sentences on the walls of the class for a gallery walk.
5. Apply the knowledge of conjunctions to state which conjunctions are subordinates and which ones are coordinates in sentences.
6. Based on the sentences formed, discuss subordinate and coordinate conjunctions.
7. In groups, form sentences with the conjunctions and state whether they are subordinate or coordinate conjunctions.
8. Read a passage in groups and identify and write down all sentences with conjunctions.
9. Group the conjunctions identified under subordinate or coordinate.
10. Learners engage in a short dialogue using the conjunctions correctly.
11. Explain what a postposition/preposition is and give examples.
12. Write sentences on cards and read them aloud individually.

### (On Prepositions/Postpositions)

1. Discuss what a postposition/preposition is.





2. Identify postpositions/prepositions in sentences. (*The teacher will supply you with the sentences*).
3. Construct your own sentences using the postpositions/prepositions
4. In pairs, read a passage silently and write all the postpositions you see.
5. Prepare to present your work for discussion.
6. Learners engage in short dialogue using the postpositions/prepositions.

### Teaching Resources

Pictures, audio-visual equipment (if available), printed text on chieftaincy, card/paper

### Assessment Task

Listen to conversations at home and in school. Write all verbs, adverbs, conjunctions and postposition/prepositions in the conversations, and present your work to the class for discussion.

### Homework Task

Write an essay that features transitive, intransitive and ditransitive verbs.





## SUB-STRAND: B7.4.4

<b>Content standard</b>	Demonstrate knowledge and understanding of vocabulary, spelling and punctuation in writing.
<b>What you should know already</b>	You know names of clothes, animals, places and other things already.
<b>What will you learn? What skills will you develop?</b>	Acquire more vocabulary in your language which you will need to communicate effectively in the language.  Reading skills, writing skills, communication, collaboration
<b>Language and vocabulary you will need to use</b>	spoon, kitchen, toilet, books, pen, pencil, cupboard, classroom, comma, full stop, colon, semi colon, quotation marks, exclamation marks, etc.
<b>Ways to extend your understanding</b>	Group work, community project, self-assessment
<b>Things you will need to remember for future lessons</b>	Remember the vocabulary you have acquired because you will need them in writing your essays.

### Worksheet

Write ten (10) items found at home and ten items found at school:

Home

School

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.





9.

10.

Form as many words as you can from the words given below: (*The teacher will supply the words*).

### Activity Instructions

1. You will have the hot seat game as a starter. (*In this game, a learner assumes the hot seat to answer three or four questions from friends on topics treated in previous lessons. If the learner gets all the questions correct, then they score a certain number of points; if two questions were correct, award points and do same if only one question was correct. Let learners take turns to do this*).
2. In pairs observe the real object displayed in class and categorise them under school items and home items.
3. Post your works on the wall for a gallery walk.
4. Discuss the works of your peers to come out with the correct categorisation.
5. The pair now use the vocabulary of items identified to construct appropriate and correct sentences. The pair present their work to the class for discussion.
6. Collect as many vocabulary as you can from objects at home and school.
7. Write the vocabulary on a cards and display it for the whole class to see.
8. Mention the words on the cards and use them to form sentences.
9. In mixed ability groups, spell the words that the teacher will pronounce. *Each group would have a turn.*
10. You will be introduced to the punctuation marks you would need to punctuate a given text (e.g. comma, full stop, colon, semi colon, quotation marks, exclamation marks, etc.).
11. In pairs, punctuate an unpunctuated paragraph of a passage using the punctuation marks introduced.
12. Display your works for a gallery walk.
13. Talk about the works of your peers bringing out areas you think were not correctly punctuated.





## Teaching Resources

Real objects from school and home, cards, markers, sentence cards.

## Assessment Task

Collect vocabularies of different fields of study, write them down and draw and label as many as you can. *At least ten (10) of the words.*

Form correct sentences with the words.







## STRAND: B7.5

### SUB-STRAND: B7.5.1

<b>Content standard</b>	Demonstrate knowledge and understanding of the features of a paragraph, and the various text types (narrative, descriptive, creative/free writing).
<b>What you should know already</b>	You have been reading short passages in class and on your own.
<b>What will you learn? What skills will you develop?</b>	The features of a paragraph Features of the various text types mentioned in the content standard. Writing a good, coherent essay. Communication, collaboration. Skills of speaking, observing and writing
<b>Language and vocabulary you will need to use</b>	features, text types, narrative, descriptive, creative/free writing, etc.
<b>Ways to extend your understanding</b>	Demonstration, group discussion, writing and presentation.
<b>Things you will need to remember for future lessons</b>	Features of the various text types. Ability to write a coherent essay.

#### Worksheet

1. Write down the salient points of a paragraph. NB: The paragraph would be supplied by the teacher.
  2. Arrange these sentences to form a paragraph. (*The teacher will provide the sentences*).
  3. Write down the features of a paragraph and the various text types.
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**Activity Instructions**

- 1. Explain what a paragraph is to your friend.
- 2. In pairs, identify paragraphs in a given passage.
- 3. Tell what a paragraph is in your own words.
- 4. You will watch an informative video on a topic. While you are watching, note down the main points of the video.
- 5. Check your information with a partner.
- 6. In pairs, write a shared list of the main points of the information from the video.
- 7. Discuss the features of the text types (narrative, descriptive and creative/free writing) with your partner.
- 8. Write an essay on the various text types mentioned on a given topic, using the information in the video plus any additional information that you know.
- 9. Ask yourself, "What makes a good information essay?"





10. In pairs, use your notes to write a 3-paragraph essay on a given topic in any of the text types mentioned.
11. Exchange essays with another pair-group and peer-check using the success criteria.

### Teaching Resources

Video, Smart phones, cards, markers

### Assessment Task

Write a three logical, coherent, and sequential paragraph essay on a given topic in any of the text types discussed. *The topic for the essay could be on contemporary issues. E.g. Coronavirus, teenage pregnancy, energy conservation, sanitation, etc.*

State the main ideas in the essay you have written.

### Homework Task

- Write a one to three paragraph essay on a given narrative topic.
- Narrate to your parents/friends how the last festival in your community was celebrated.





## STRAND: B7.6

### SUB-STRAND: B7.6.1

<b>Content standard</b>	Demonstrate the knowledge and understanding of literature (oral and written).
<b>What you should know already</b>	You have been listening to and telling stories. You sing songs at home and in school. You have been watching movies and reading books.
<b>What will you learn? What skills will you develop?</b>	Oral literature. Written literature Communication, collaboration, demonstration, observation. Skills in listening, speaking, observing and writing.
<b>Language and vocabulary you will need to use</b>	folktales, song, prose, drama, poetry, literary devices, metaphor, assonance, alliteration, etc.
<b>Ways to extend your understanding</b>	Demonstration, singing, writing and presentation.
<b>Things you will need to remember for future lessons</b>	Features of a folktale, features of a song. Ability to retell stories and also sing songs. Ability to appreciate a range of literature texts.

### Worksheet

Write down the features of a folktale and a song.

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Compose a play song.

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Write down the features of a prose, drama and poetry.

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## Activity Instructions

### (On Literature)

1. In pairs, explain the term literature.
2. In pairs, discuss the characteristics of literature.
3. In your groups, discuss the structure of a folktale.
4. In pairs, explain a lullaby
5. Sing a popular lullaby to the class.
6. In groups, discuss the significance of lullaby.
7. Compose and sing a lullaby.
8. Discuss play songs in groups.
9. Compose and sing a play song.
10. In groups, role play a folktale telling session.

### (On Prose)

1. In groups, explain what a prose is.
2. Identify and state the features of a prose and explain them. E.g. a continuous writing, characters, plot, setting, literary devices, and so on.
3. You will be given a copy of the first four paragraphs of a story.
4. Write these headings on paper – plot, characters, setting.
5. Discuss each category (plot, characters, settings) with your partner, finding out as much from the paragraphs as you can. Identify words or phrases from the text to support your findings.
6. In pairs share your findings with another pair-group.
7. Write a short analysis of the story opening, with one paragraph about each category.

### (On Drama)

1. In groups, discuss what a drama is.
2. In groups, read the first two pages of a drama book of your choice.





3. In the same mixed ability groups or in pairs identify and state the features of a drama and explain them. E.g. characters, scenes, plots, dialogue, literary devices, and so on.
4. In pairs, relate lessons learnt from the drama to everyday life experiences.

### (On Poems)

1. In mixed ability groups, explore given poems to come out with what you think a poem is.
2. Read your definitions to the class for a class discussion. *The class will decide on the best definition.*
3. In the same mixed ability groups or in pairs identify and state the features of a poem and explain them. *E.g. Written in stanzas, lines, condensed language, and so on.*
4. Read and discuss a given poem with a classmate bringing out the features as discussed.
5. Present your findings to the class for discussion.
6. In pairs, write the lessons learnt from the poem read and relate the lessons learnt from the poem read to everyday life experiences.

### Teaching Resources

Tape recorder

Mobile phone, cards, markers

### Assessment Task

In groups, compose and sing a lullaby to the class.

In groups, compose and sing a play song to the class.

In groups, write stories of your own and present it to the class for discussion.

### Homework Task

Write a folktale and present to the class.

Compose a lullaby/play song and sing it to the class.

Compose a poem in pairs and read to the class for discussion.



