

# Literacy Guidelines

Developed for the Osu Children's Library Fund

(July 2002)



These literacy guidelines were written to assist literacy instructors with the Osu Children's Library Fund. The guidelines are divided into three levels:

- Level one – Beginner
- Level two – Intermediate
- Level three – Advanced

The guidelines can be freely downloaded for groups wishing to develop their own classes for adult literacy learners. We only ask that the Osu Children's Library Fund receive credit in writing when they are reproduced. Please feel free to make recommendations, as the guidelines are a work in progress!

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# Level One – Beginner

## Speaking, Reading and Writing the Basics

**Instruction** – Students must be shown how to pronounce the letters of the alphabet. The students should be taken through each letter of the alphabet and shown how to make the correct sound of the letter as well as how to shape their mouths in order to make the correct sound.

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

## Writing the Alphabet

**Instruction** – After the students are able to pronounce the letters of the alphabet. They should be taught how to write the letters of the alphabet. This lesson should begin with showing the student how to hold and write with a pencil or pen. Once a student is able to hold a pencil, students should be taught how to write both capital and small letters for each letter of the alphabet.

## Writing Your Name

**Instruction** – After a student is able to write the letters of the alphabet they should be taught how to write their names.

## Two letter words

**Instruction** - After a student has a good understanding of the sounds of the alphabet. The student should be introduced to two-letter words.

**Examples:** at, be, to, so, no,

## Grouping Two Letter Words with the Same Sound

**Instruction** - A good way to help students to learn words is for the instructor to introduce groups of words that sound the same.

**Examples:**

1) so, no

## Three Letter Words

**Instruction** – After the student has a good understanding of two-letter words. The student should be introduced to three-letter words. Students can also more easily learn and remember new words if they are shown pictures that go with the words. The Ghanaian English Books have lessons that use both words and pictures and could be used to help students to learn three-letter words.

**Example Three Letter Words:** cat, dog, eye, hat

### Grouping Three Letter Words with the Same Sound

**Instruction** - A good way to help students to learn words is for the instructor to introduce groups of words that sound the same. These three-letter words might also have word patterns or letters that are the same. The three-letter words might also have smaller two letter words that can be pointed out to the student. For example you find the word “an” in the three-letter words - can, man.

#### Three Letter-Word Examples (with word patterns):

- 1) cat, sat, hat
- 2) pot, got, not, hot
- 3) sun, run,
- 4) can, man, fan
- 5) win, sin, pin

### Building Two and Three-Letter Words into Longer Words

**Instruction** - Students can be shown how to build two and three-letters words into longer words. For example, a student can be taught to read and recognize the word “can”. Then the teacher can show the student the word “candle” and point out that the word “can” can be found inside of the word “candle”. This can also be used for simpler examples with the words “top” and “stop”. This example would let the student see that you can add a new letter to a word and create a new word.

### Vowels and Consonants

**Instruction** - It is very important that students understand that the alphabet has two different kinds of letters called vowels and consonants.

#### Examples:

**Vowels** – A, E, I, O, U

**Instruction** - It is also important for the student to understand that there are two types of vowels, called long vowels and short vowels, and that long and short vowels make different sounds. So there can be a word that has the same letter but this letter will change the sound of the word depending on if it is a long or short vowel. Students should be taught that long vowels make the sound of the letter. For example: long A sounds like “A”. See below for words with long and short vowels. Once a student learns the difference between long and short vowels they will understand why a word like hope and hop have similar letters but are pronounced differently.

#### Examples:

##### A

###### Long

Cake, Make, Ate

###### Short

Cat, Sat, Cassava, Yam

##### E

###### Long

Read, Me, Eat

###### Short

Friend, End

##### I

###### Long

Ice, Write, Night

###### Short

Sit, Trip, Hit

## O

### Long

Rope, Holy, Tro-Tro

### Short

Stop, Hot, Not

## U

### Long

Unit, Use, Truth

### Short

Under, Uncle, Sun

## Learning Consonants

**Instruction** – Once the student is taught the vowels, it is necessary to teach them consonants. Consonants are all of the other letters in the alphabet that are not vowels.

**For example:** B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z

## Learning the Basics

### Numbers

**Instruction** - Students should be taught both cardinal and ordinal numbers. By the end of this lesson, students should know how to write numbers in words and numerically (e.g. one and 1).

### Example:

#### Cardinal

1-one  
2-two  
3-three  
4-four  
5-five  
6-six  
7-seven  
8-eight  
9-nine  
10-ten

#### Ordinal

1<sup>st</sup>- first  
2<sup>nd</sup>- second  
3<sup>rd</sup>- third  
4<sup>th</sup>- fourth  
5<sup>th</sup>- fifth  
6<sup>th</sup>- sixth  
7<sup>th</sup>- seventh  
8<sup>th</sup>- eighth  
9<sup>th</sup>- ninth  
10<sup>th</sup>- tenth

## Understanding Numbers and Money

**Instruction** - Numbers should be learned into the hundreds and thousands so students can understand the local currency in English. For example: One thousand cedis (1,000 cedis), Five hundred cedis (500 hundred cedis).

### **Basic Math**

Instructions – It would be helpful to teach the students basic math so they can understand adding, subtracting, multiplying and dividing.

#### **Basic Adding**

$0+1 = 1$

$1+1 = 2$

$1+2 = 3$

$1+3 = 4$

$1+4 = 5$

**ETC.**

#### **Basic Subtraction**

$2-1=1$

$3-1=2$

$4-1=3$

$5-1=4$

$6-1=5$

**ETC.**

#### **Basic Multiplication**

$1 \times 1 = 1$

$1 \times 2 = 2$

$1 \times 3 = 3$

$1 \times 4 = 4$

$1 \times 5 = 5$

$1 \times 6 = 6$

**ETC.**

#### **Basic Division**

##### **Division by 1**

$0/1=0$

$1/1=1$

$2/1=2$

$3/1=3$

$4/1=4$

$5/1=5$

**ETC.**

##### **Division by 2**

$0/2=0$

$2/2=1$

$4/2=2$

$6/2=3$

$8/2=4$

$10/2=5$

**ETC.**

By the end of the math lessons, the students should know how to add, subtract, multiply and divide up to 100.

### **Words that Express Amount**

**Instruction** – After the student has an understanding of money they can also be taught words that express amount.

**Examples:** plenty, a few, many, and several

## Telling Time

**Instruction** – Students should be shown how to tell time and told that there are 24 hours in a day. They should be shown a clock or watch and shown how to tell time according to the position of the big hand and small hand. Once a student learns how to recognize the correct time and can verbally give a correct answer when asked what time it is, they should be shown how to write the time. They should also be taught the difference between a.m. and p.m., and know the difference between time such as one o'clock in the morning and one o'clock in the afternoon (1 a.m. and 1 p.m.). They should also be taught that 12 a.m. also called 12 midnight or just midnight and 12 p.m. is also called 12 noon or just noon.

### Examples:

1 o'clock – (1 a.m. and 1 p.m.) – 1:00 a.m. or 1:00 p.m.  
2 o'clock – (2 a.m. and 2 p.m.) – 2:00 a.m. or 2:00 p.m.  
3 o'clock – (3 a.m. and 3 p.m.) – 3:00 a.m. or 3:00 p.m.  
4 o'clock – (4 a.m. and 4 p.m.) – 4:00 a.m. or 4:00 p.m.

## Days of the Week

**Instruction** – Students should be taught the days of the week as well as the fact that there are seven days in a week. This lesson can be done by using a calendar if one is available.

**Example:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

## Learning the Months of the Year

**Instruction** - Students should be taught the months of the year and they should know that there are 12 months in one year. This lesson can be done by using a calendar if one is available.

**Example:** January, February, March, April, May, June, July, August, September, October, November, December

**Learning the Year** – Students can be shown how to write the year.

**Example:** 2000, 2001, 2002, etc.

**Instruction** - Once a student has an understanding of how to identify and write numbers, months and the year the student can be shown how to write the date. They should be shown how to write the date with words and numbers as well as only numbers

### Examples:

**Words and numbers** - 12<sup>th</sup>, January, 2002 or 15, October, 2003

**Numbers only** – 12/01/02 or 15/10/03

## Parts of the Body

**Instruction** – Students should be taught how to identify the basic parts of the body in English, e.g. eyes, arm, leg, head, etc. In addition, the student should be taught the five senses, seeing, hearing, smelling, tasting, touching.

## Learning the Colours

**Instruction** – Students should be taught the primary or basic colours including red, yellow, blue, as well as shades like black and white. They can be taught that one can make a new colour by combining two colours.

**For example:**

yellow + blue = green – secondary colour

yellow + red = orange – secondary colour

Once they understand the primary colours, secondary colours can be introduced such as green, orange, pink, grey, lilac (purple), etc.

## Learning Basic Emotions

**Instruction** – Students can also be taught the basic emotions such as: happy, sad, angry, afraid, etc.

## Moving From Level One – Basic to Level Two Intermediate

Students should only be permitted to move from level one to level two if the instructor is certain that the student has a **very good** understanding of everything that they were taught in level one. In order for an instructor to know this, they must give the students an examination that covers all of the work that was done in level one. The instructor can choose to make part of the examination oral and part of the examination written or they can also just prepare an examination that is entirely orally or entirely written. When giving students examinations it is necessary for the teachers to spend time going over all of the information in the exam with the students before the students begin the exam. It is also important to understand that it may be difficult to give a student who is at the beginner level a written examination because they might not be able to read the questions! In this case, the exam questions might have to be read orally by the teacher and the student can be allowed to write the answers.

If a student does not pass the exam on the first try, the teacher can make a decision to let the student be re-tested. This might be appropriate if the student almost passed the exam on the first try.

Once a student has achieved a passing grade on the exam they can be given a certificate that will show that they can advance to the next level.

From the very beginning, students should also be assigned homework at the end of each lesson and this homework should be marked at the beginning of each following class.

**Sample Questions and Ideas for Final Examination.** (Students should be told that they will lose marks for incorrect spelling).

**Question One** – write the letters of the alphabet. Students should write both small and capital letters. Students can also be asked to say each letter of the alphabet orally.

**Question Two** – Write your name neatly.

**Question Three** – Write a list with all of the days of the week.

**Question Four** – Write a list with all of the months of the year.

**Question Five** – What time is it? Look at the clock and write the correct time.

**Question Six** – What is the date? Write today’s date correctly. Write the date using words and numbers and then write the date using only numbers.

**Question Seven** – Write all of the numbers from 1 to 100.

**Question Eight** – Write the amount of money using numbers.

Example: Five thousand cedis - 5,000 cedis.

**Question Nine** – Write all of the letters that are vowels. Write all of the letters that are consonants.

**Question Ten** - Write two words that have long A, long E, long I, long O, long U

Write two words that have short A, short E, short I, short O, short U

**Example:** Long A – pay, say

Short A – hat, sat

- 1) Long A - \_\_\_\_\_, \_\_\_\_\_
- 2) Short A - \_\_\_\_\_, \_\_\_\_\_
- 3) Long E - \_\_\_\_\_, \_\_\_\_\_
- 4) Short E - \_\_\_\_\_, \_\_\_\_\_

**Question Eleven** – Fill in the blank with a three-letter word that sounds the same as the first two words. Example: cry, fry, try

- 1) cat, sat, \_\_\_\_\_
- 2) sit, fit, \_\_\_\_\_
- 3) pot, got \_\_\_\_\_
- 4) man, ran, \_\_\_\_\_

## Level Two – Intermediate

### Capitalization

**Instruction** – Students should be taught which words are to be capitalized. They should also be taught that the first word at the beginning of each sentence should be capitalized.

#### Capital letters are used:

- 1) When writing a person's name (e.g., Kofi)
- 2) When writing the name of a place (geographical location, e.g., Kumasi)
- 3) When writing the name of a school (e.g. Osu Salem Primary)
- 4) When writing the name of company (e.g. Mobitel)
- 5) When writing the name of an organization (e.g. Osu Children's Library Fund)
- 6) When writing days, months and names of holidays (e.g. Farmer's Day)
- 7) **ETC.**

### Writing Basic Sentences

**Instruction** - Students must be taught how to write a simple sentence. After a student can write a simple sentence, they can be shown how to write more difficult sentences.

#### Examples:

- 1) Ama is a girl.
- 2) Samuel is a boy
- 3) The yam is sweet.
- 4) I can read.
- 5) I can write.

### Understanding Sentences

**Definition of a Simple Sentence** – A simple sentence is a group of words put together that express a complete thought. A simple sentence has two parts: a subject and a predicate.

**Subject:** The subject is the person or main thing doing the action in the sentence. The subject is also the main idea in the sentence.

**Predicate:** The predicate is the part of the sentence that has the verb and other parts of the sentence (e.g. object, modifiers, etc).

#### Examples:

- 1) Comfort eats kenkey.
- 2) Makola market is busy today.

**Subject:** Comfort

**Predicate:** eats kenkey

**Subject:** Makola market

**Predicate:** is busy today.

## **Basic Punctuation**

**Instruction** – The student should be taught how to use punctuation in a sentence. Simple sentences can be used to show the student how question marks, periods, and exclamation marks are used in a sentence. \*Commas and quotation marks will be taught in the advanced level.

### **Using Periods (Full-Stops)**

**Instruction** – periods or full-stops are used at the end of a sentence or a complete thought.

#### **Examples:**

- 1) Children like to play.
- 2) George goes to church.
- 3) I like tilapia and banku.

### **Using Question Marks:**

**Instruction** – Question marks are used at the end of a sentence that is asking a question.

Sentences that begin with the words: How, When, Where, and Why are sentences that are usually asking a question. But, a sentence does not have to start with one of these words in order to ask a question. Sentences that ask questions are called interrogative sentences.

#### **Examples:**

- 1) How are you?
- 2) Where is the village?
- 3) Can you read this book?
- 4) Did he go to Kumasi?

### **Using Exclamation Marks (Points)**

**Instruction** - Exclamation marks (points) are placed at the end of a sentence that expresses a strong feeling, or a command. Sentences that use exclamation points are also called imperative sentences.

#### **Examples:**

- 1) Wash the bowls!
- 2) Do not be late!
- 3) Help me!

## Plurals vs. Singular

**Instruction** - When a word is written in its singular form, this means there is only one of that thing or person. When a word is written in its plural form this means there is more than one thing, or person or many people. Many words can be written as a plural by adding “s” or “es” to the end of the word but there are also other words that have what is called an irregular plural form. The plural form of these words is usually very different from the singular form of the word. There are also some words that have the same singular and plural form.

### Examples:

#### Singular = only one

#### Plural = more than one

Book	Books
Banana	Bananas
Boy	Boys
Church	Churches
Village	Villages
Birthday	Birthdays

#### Irregular Plural Forms

#### Singular = only one

#### Plural = more than one

Man	Men
Woman	Women
Child	Children
Wife	Wives
Knife	Knives
Foot	Feet
City	Cities

### Words with the Same Plural and Singular Form

**Instruction** – Some words have the same plural and singular form.

**Example:** fish – I have a fish. I have many fish.

## Using Plural and Singular Words in a Sentence

### Examples:

- 1) She has one child. (singular)
- 2) He has two children. (plural – more than one)
  
- 1) The man is working. (singular)
- 2) The men are working. (plural – more than one)
  
- 1) The village has one church. (singular)
- 2) The city has five churches. (plural – more than one)

## Parts of Speech (Parts of a Sentence)

### Nouns

**Instruction** – Students should be taught that a noun is a person, place or thing.

### Examples:

**Places** - Kumasi, Accra, HoHoe, Volta Region, (village, city)

**Things** - chair, pencil, village, city

**Person (People)** - boy, teacher, dancer

### Example sentences:

- 1) Ewe people live in the Volta Region.
- 2) Kumasi is a city in Ghana.

### Verbs

**Instruction** – Students should be taught that a verb is an action word or a “doing” word.

**Examples:** run, see, write, draw, is (to be)

### Example sentences:

- 1) She likes to write letters.
- 2) He is a nice person.
- 3) She wears a blue dress.
- 4) Please sit down

## Understanding the Main Verb Tenses

**Instruction** – Students should be taught that a verb has many different tenses. The three basic tenses are:

- 1) present 2) past 3) future

Each verb has a perfect form, indicating completed action; each verb has a progressive form, indicating ongoing action; and each has a perfect progressive form, indicating ongoing action that will be completed at some set time. Please see the examples below:

## Present Tense

**Instruction** – The present tense expresses an unchanging, repeated, or reoccurring action or situation that is happening right now.

### Examples:

- 1) The rice porridge is cold.
- 2) The children are good students.
- 3) The man weaves kente clothe.

## Past Tense

**Instruction** – The past tense expresses an action or situation that was started and has finished. Many past tense verbs end with “**ed**”. There are also “irregular verbs” that have **special past tense forms** that must be memorized.

### Examples:

- 1) The people danced to the highlife music. – danced = past tense using “ed”
- 2) The choir sang in church. – sang = past tense irregular form
- 3) I wrote my exams yesterday. – wrote = past tense irregular form

## Future Tense

**Instruction** – The future tense expresses an action or situation that will happen in the future. This tense is made by using **will/shall** with the **simple form** of the verb.

### Examples:

- 1) My mother will pound the fufu.
- 2) I will sweep the compound.

The future tense can also be expressed by using **am, is, or are** with **going to**

### Example:

- 1) They are going to win the football game.

We can also use the **present tense form with an adverb** or an adverbial phrase to show future time.

### Example:

- 1) President Kufuor speaks at State House tomorrow. (the word “tomorrow” is a future time adverb.)

## Progressive Forms

### Present Progressive Tense

Instruction - Present progressive tense describes an ongoing action. This tense is formed by using **am/is/are** with the verb form ending in "**ing**".

#### Examples:

- 1) The girl is selling ice water.
- 2) The man is eating a coconut.

### Past Progressive Tense

**Instruction** – The past progressive tense describes a past action, which was happening when another action occurred. This tense is formed by using **was/were** with the verb form ending in **-ing**.

#### Examples:

- 1) The boy was learning French.
- 2) Kwame was doing his lessons.

## Perfect Forms

### Present Perfect Tense

The present perfect tense describes an action that happened at a time in the past or an action that began in the past and continues in the present. This tense is formed by using **has/have** with the **past participle** of the verb. Most past participles end in "**ed**". Irregular verbs have **special past participles** that must be memorized.

#### Examples:

- 1) She has traveled abroad. – traveled = past participle
- 2) They have gone to work. – gone = irregular past participle

### Past Perfect Tense

The past perfect tense describes an action that took place in the past before another past action. This tense is formed by using **had** with the **past participle** of the verb.

#### Example:

- 1) By the time I arrived, they had eaten all of the rice and stew. – past participle = eaten

## Future Perfect Tense

The future perfect tense describes an action that will occur in the future before some other action. This tense is formed by using **will have** with the **past participle** of the verb.

### Example:

- 1) She will have sewn two dresses by tomorrow. – past participle = sewn
- 2) By next week, I will have written my sister a letter. – past participle = written

## Perfect Progressive Forms

### Present Perfect Progressive

The present perfect progressive tense describes an action that started in the past, continues in the present, and may continue into the future. This tense is made by using **has/have been** and the **present participle** of the verb (the verb form ending in **-ing**).

### Examples:

- 1) The man has been talking on the phone for two hours. – past participle = talking
- 2) The boy has been attending Boundary Road Primary School for three years. – past participle = attending

### Past Perfect Progressive

The past perfect progressive tense describes a past, ongoing action that was completed before some other past action. This tense is formed by using **had been** and the **present perfect** of the verb (the verb form ending in **“ing”**).

### Example:

- 1) He had been going to the beach to swim.

### Future Perfect Progressive

The future perfect progressive tense describes a future, ongoing action that will occur before a certain future time. This tense is made by using **will have been** and the **present participle** of the verb (the verb form ending in **“ing”**).

### Examples:

- 1) They will have been living in East Legon for three years.
- 2) By next week, he will have completed his exams.

## Irregular Verbs

**Instruction** – Students will have to memorize irregular verbs that do not use “ed” at the end when they become a different tense (past tense).

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>
Be	became	become
Feel	felt	felt
Lose	lost	lost
Drive	drove	driven
Eat	ate	eaten
Buy	bought	bought
Break	broke	broken
Teach	taught	taught
Sell	sold	sold
Make	made	made
Sit	sat	sat

### Example Sentences:

- 1) I became annoyed when I lost my exercise book.
- 2) Yesterday, he broke the glass on the window.

## Adjective

**Instruction** – Students should be taught that an adjective is a word that describes a noun. It is a description word.

### Examples:

- 1) hot bread – hot = adjective describing the noun = bread
- 2) old man – old = adjective that describes the noun = man

### Example Sentences:

- 1) The boy has a brown uniform
- 2) She likes sweet corn.
- 3) The book is interesting.
- 4) The man is old.

## Adverb

**Instruction** – Students should be taught that an adverb is a word that describes a verb. Sometimes adverbs end in ‘ly’ but there are other words that are used to describe verbs that do not end in ‘ly’.

**Examples:** slowly, loudly, well, fast, brightly,

### Example Sentences:

- 1) She can read storybooks well.
- 2) I am eating slowly.
- 3) She speaks loudly.

## **Pronouns**

**Instruction** – Students must be taught that a pronoun is a word that replaces a noun. Pronouns are used to refer to people, places or things.

**Example:** he, she, they, it

1) Samuel is going to church – He is going to church. The word ‘he’ is the pronoun that replaces the noun ‘Samuel’.

2) The children are sleeping – They are sleeping. The word ‘they’ is the pronoun that replaces the noun ‘children’.

## **Personal Pronouns**

### **I, we - First Person Pronouns**

Nominative Form – my, mine

Possessive Form – our, ours

Objective Form – me, us

### **You – Second Person Pronouns**

Nominative Form – you

Possessive Form – your, yours

Objective Form – you

### **He, she, it, they – Third Person Pronouns**

Nominative Form – he, she, it

Possessive Form – his, hers, its

Objective Form – him, her, it

Nominative Form – they

Possessive Form – their, theirs

Objective form - them

## **Basic Order of a Sentence**

**Instruction** – Students should be taught the order of a basic sentence. This will help them to understand how to use words to form their own sentences.

The basic order of a sentence is: subject + verb + object

**Example:** She drinks Milo.

She = subject, drinks = verb, Milo = object

## **Subject and Verb Agreement**

**Instruction** – The verb in the sentence will change, depending on whether the subject of the sentence is singular or plural. When you change a verb to go with the correct subject, this is called making the subject agree with the verb. Or, making sure that both the subject and the verb are in the correct form in the sentence.

**Examples:****Singular**

1) The student has an exam.

The subject 'student' is singular.  
The verb 'has' goes with  
the singular subject.

2) The school is nice.

The subject 'school' is singular.  
The verb 'is' goes with  
the singular subject.

**Plural**

The students have many exams.

Here the subject 'students' is plural.  
The verb 'have' goes with the plural subject.

The schools are nice.

Here the subject 'schools' is plural.  
The verb 'are' goes with the plural subject.

**Subject and Verb Agreement with Collective Nouns**

**Instruction** – There are some nouns, called collective nouns that do not always follow the basic rules. It is also important to know that there are two types of collective nouns.

**First Type of Collective Noun** - Collective nouns that are seen as one unit, for example, the noun 'team' is a collective noun that means one unit or group of many people. It is important to know this because this means that the verb that is used with the noun 'team' is always the singular form of the verb, not the plural form of the verb.

**Second Type of Collective Noun** – Collective nouns that are seen as many separate individuals. This type of collective noun means many individuals not one large group. In a sentence, this type of collective noun goes with a verb that is in its plural form. The noun 'children' is an example of this type of collective noun.

**Example sentences:**

1) The football team is playing well. – collective noun = team (one large group or unit)

2) The children are carrying water to the village. – collective noun = children (many individuals)

**Making Compound Sentences**

**Instruction** – A compound sentence is made from two simple sentences that have been joined together. The two simple sentences are joined together by using a conjunction, such as and, or but.

**Examples:**

1) Comfort washed her dress and she cleaned the bowls.

2) She wants to go to school but her parents can not pay the school fees.

## **Moving From Level Two – Intermediate to Advanced**

Students should only be permitted to move from level two to level three if the instructor is certain that the student has a **very good** understanding of everything that they were taught in level two. In order for an instructor to know this, they must give the students an examination that covers all of the work that was done in level two. The instructor can choose to make part of the examination oral and part of the examination written or they can also just prepare an examination that is entirely oral or entirely written. When giving students examinations it is necessary for the teachers to spend time going over all of the information in the exam with the students before the students begin the exam. The teacher should also have lessons before the exam that cover the questions that will be on the exam.

If a student does not pass the exam on the first try, the teacher can make a decision to let the student be re-tested. This might be appropriate if the student almost passed the exam on the first try.

Once a student has achieved a passing grade on the exam they can be given a certificate that will show that they can advance to the next level.

From the very beginning, students should also be assigned homework at the end of each lesson and this homework should be marked at the beginning of each following class.

**Sample Questions and Ideas for Final Examination.** (Students should be told that they will lose marks for incorrect spelling).

### **Question One – Subject and Predicate**

Identify the subject and predicate in the sentence.

#### **Example:**

1) Mary likes reading storybooks.

Subject = Mary

Predicate = likes reading storybooks.

### **Question Two – Punctuation**

Fill in the missing punctuation in each sentence.

#### **Examples:**

1) Stop talking

2) Where is your new school

3) I like to read and write

### Question Three – Plural and Singular

Write each noun in its plural and singular form.

<u>Singular</u>	<u>Plural</u>
Wife	Wives
Tree	Trees
Fish	Fish
Book	Books

### Question Four – Parts of Speech (nouns, verbs, adverbs, adjectives)

Find the nouns, verbs, adjectives and adverbs in each sentence.

**Example Question:** In Tamale, people ride bicycles slowly. – noun = Tamale, bicycles, people – verb = ride – adverb = slowly

#### Example Sentences:

- 1) He went to the nice market in Achimota.
- 2) Look at the beautiful flowers!
- 3) J.J. Rawlings was the president of Ghana.
- 4) My village is a quiet place.

### Question Five – Past, Present and Future Verb Tenses

Change each verb into the past, present and future tense

**Example Question:** verb = to look – present = look(s) - past = looked – future = will look

<u>Present</u>	<u>Past</u>	<u>Future</u>
1) go		
2) talk		
3) eat		
5) walk		
6) make		
7) sleep		

### Question Six – Understanding Irregular Verbs

Write a list of six irregular verbs in the past tense and use them in a sentence.

**Example Question:** verb = drive – past tense =drove

- 1) The taxi driver drove me to Asylum Down.

**Example Question: verb = eat – past tense = ate**

1) She ate the groundnut soup.

**Question Seven – Pronouns**

Write the pronoun for each word and use the pronoun in a sentence.

**Example Questions:**

- 1) noun = dog - pronoun = it
- 2) noun = Samuel – pronoun = he
- 3) noun = football players – pronoun = they

**Question Eight – Subject Verb Agreement**

Re-write each sentence with the proper subject and verb.

**Example Questions:**

- 1) Incorrect – She have a new dress. – Correct – She has a new dress.
- 2) Incorrect - We is late for school. – Correct. We are late for school.

**Question Nine – Writing Compound Sentences**

Put the simple sentences together to make compound sentences by using words like “and” and “but”.

**Example Question** – 1) I lost my new shoes 2) I was unhappy.

**New sentence** – I lost my new shoes and I was unhappy.

**Question Ten – Writing Exercise**

Write a paragraph that describes what you did this morning. (Write at least 10 sentences in the paragraph.)

## Level Three – Advanced

### More about Adjectives Using Comparatives and Superlatives

**Instruction** – Comparatives and superlatives allow you to use adjectives to make a comparison. Comparatives can show an increase or a decrease. For example: Kwame’s job is good. Kofi’s job is better. Kwabena’s job is the best.

#### Examples:

- 1) Mary is a nice person. James is a nicer person. Harriet is the nicest person. (Shows an increase)
- 2) I can run fast. He can run faster. She can run the fastest. (Shows an increase)
- 3) My food is hot. His food is hotter. Her food is the hottest. (Shows an increase)

### Spelling Rules

#### One Spelling Rule for Changing Singular Words to Plural

**Instruction** – When a noun ends in with the letter ‘y’ and that letter has a consonant that comes before it, the ‘y’ changes to ‘i’ and you add ‘es’. This rule does not apply all of the time.

#### Example:

- 1) party – singular, parties – plural
- 2) city – singular, cities
- 3) candy – singular, candies – plural

### Adding Suffixes

**Instruction** - A suffix is a group of words that is added to the end of a word in order to change the meaning of that word.

#### Example (words ending in a silent letter):

Hope + ing = hoping

The word “hope” has a silent “e” at the end (a letter “e” that you do not pronounce when saying the word). When a word ends with silent “e” and you are adding a suffix that starts with a vowel such as: “able”, “ed” “ing” – you must drop the “e” and add the suffix ending.

## **Doubling the last consonant (letter)**

When the word ends with a consonant and a vowel comes before this consonant you must double the ending consonant and then add “ing” (\*\*There are a few exceptions to this rule

### **Examples:**

- 1) Run + ing = running
- 2) Drop + ing = droppping

**Rule : Change “y” to “i” - when adding a suffix such as “ly” and “ed”**

### **Examples:**

Beauty + ful = beautiful  
Angry + ly = angrily

**Rule: But do not change “y” to “i” when adding “ing”**

### **Examples:**

play + ing = playing  
cry + ing = crying

## **Improving Your Spelling**

**Instruction** – Spelling can be very difficult for someone who is just learning English. Instructors can help students by showing them how to divide words or break them up into syllables or smaller words. A syllable is: a sound that tells you how to say a word. For example: market = mar-ket = two syllables (two sounds) , church = one syllable (one sound), children = chil/dren = two syllables (two sounds)

By using this idea, long words that seem difficult can become easier to spell:

### **Examples:**

Communication – com/mu/ni/ca/tion – students can be taught that the letters “tion” sound like “shun” so often when they hear the sound “shun” the spelling is “tion” or “ion”

Wedding - wed/ding

Understanding – un/der/stand/ing

## Articles – the/a/an

**Instruction** – Articles are words that are used with nouns. An article can be either indirect or direct. If an article is direct it refers to something specific. And if an article is indirect it refers to something more general. Examples of articles are: the/a/an. The word “the” is a direct article and the words “a” and “an” are indirect articles.

- 1) They are going to the market. – the article “the” refers to a specific market not just any market.
- 2) She is waiting for a taxi. – the article “a” does not refer to a specific taxi but it could be any taxi.
- 3) He is eating an orange – the article “an” does not refer to a specific orange but the person could be eating any orange.

## Using Conjunctions

**Instruction** – Conjunctions are words that are used to join phrases. For example, words such as: and, but, for, or, yet – are conjunctions.

### Example sentences:

- 1) He wanted to study for his exams, but he was very tired.
- 2) They have four goats and two cows.
- 3) I didn’t know if I should stand or sit down.

## Prepositions

**Instruction** – Prepositions are words that show location, direction, time or place. For example: at, before, under, in, on, with, to, behind, etc. There are some words that are prepositions that are exceptions to the above rule, such as, “with”.

### Example sentences:

- 1) The chair is behind the table.
- 2) She put some pepper in the soup.
- 3) He walked to the next village.

## Auxiliary Verbs

**Instruction** – These are verbs that are used with a main verb. Auxiliary verbs change the meaning of regular and irregular verbs.

**There are three primary auxiliary verbs:** to be, to have and to do.

**More Example Auxiliary Verbs:** would, can, could, may, might, will

### Example Sentences:

- 1) He be will be nice to his sister.
- 2) They will eat the fish.
- 3) I might go to the market.
- 4) She had seen the car accident.

## Using Commas

**Instruction** – Commas are used differently in sentences. They can be used to separate words in a list of things or people. Commas can also be used to separate parts of a sentence that have been joined by a conjunction such as and, but or yet. Commas can also be used to create a pause in speech. For example, commas can sometimes be used to create a pause within the first part of a sentence. Example: Yesterday, I visited my family.

### Example Sentences:

- 1) He wanted to go to eat the mango, but it was not ripe.
- 2) My favourite foods are: kenkey, banku, and yam.
- 3) In the month of June, it rains a lot.
- 4) However, Kumasi is my favourite city.

**Using Quotations (Quotes)** – Quotations are used to show the reader when someone is speaking for example, quotations are used in story books to show the reader that a person is saying something or people are having a conversation. When writing a sentence that is in quotes or quotations, the writer must put the punctuation for the sentence inside the quotations. And the full-stop goes at the very end of the sentence. For example: “I like to read,” said Mary. The comma or punctuation for the sentence is put inside the quotations. After the sentence in quotations, one can see who was speaking. Mary was the person speaking and she said she likes to read.

### Examples:

- 1) “I am going to sweep,” said Kojo.
- 2) “Where is your brother?” asked Abigail.
- 3) “Dress well!” shouted the teacher.

## Using Apostrophes

**Instruction** – Apostrophes are used to show possession and they are also used with contractions.

### Possessives

**Instruction:** Possessives are used to show that something belongs to someone or something

### Rule Number One:

One can use an apostrophe with the letter “s” for the possessive of nouns not ending in s:

Singular: child's shoe, woman's shoe, dog's bone

Plural: children's shoes, women's shoes

### Rule Number Two

One can use an apostrophe with the letter “s” for the possessive of singular nouns that end in s:

#### For example:

Charles's books. **BUT**, this can be confusing to write so students can just add the apostrophe at the end of the noun. For example: Charles' friend.

### Rule Number Three

One can use an apostrophe without **s** to form the possessive of plural nouns that end in **s**:

#### Examples:

- 1) the girls' **dresses** – the dresses belonging to the group of girls
- 2) the friends' **books** – the books belonging to the group of friends

Contractions:

Instruction: One can use an apostrophe to make contractions:

We will - we'll	would not – wouldn't
Do not – don't	should not – shouldn't
Were not – weren't	could not – couldn't
They are – they're	will not – won't
I am – I'm	
You are – you're	

### Synonyms, Antonyms, Homonyms

#### Synonyms

**Instruction** – Synonyms are words that are spelt differently but have a similar meaning.

#### Examples:

- 1) woman, lady
- 2) small, little

#### Antonyms

**Instruction** – Antonyms are words that are opposites. For example: light and dark are antonyms and low and high are antonyms.

#### Examples:

- 1) fast – slow
- 2) under – over
- 3) good - bad

#### Homonyms

**Instruction** – Homonyms are words that sound the same but have a different meaning and are spelled differently

#### Examples:

- 1) There, They're, Their
- 2) Where, Wear
- 3) Hear, Here

## How to Use - There, Their and They're

### Using "There"

**Instruction** – the word "there" is used when talking about a place

#### Examples:

- 1) Where should I stand? Stand over there.
- 2) I don't want to go there.
- 3) Where is your house? There is my house.

### Using "Their"

**Instruction** – the word "their" is used when talking about a person, or something that belongs to a person.

#### Examples:

- 1) They always do their best work.
- 2) I like their dresses. – dresses belonging to them

### Using "They're"

**Instruction** – the word "they're" is used as a short form for they are.

#### Examples:

- 1) They're going to Adabraka. – They are going to Adabraka.
- 2) They're going to walk to the beach. - They are going to walk to the beach.
- 3) I want to know why they're talking loudly. - They are talking loudly.

## Basic Letter Writing

**Instruction** – Students should be taught how to write a basic letter. This is an exercise that can be done many times. For example, having students write different letters to different people about different topics.

#### The letter should have:

- 1) Your address
- 2) The address where you are sending the letter
- 3) The date
- 4) Opening – e.g. Dear Kofi Adu
- 5) The reason why you are writing the letter
- 6) The main information, ideas in the letter
- 7) Closing – e.g. Sincerely, Your Friend, Yours Truly, etc
- 8) Signature

**Example Letter:**

Your name  
Your address

Kwame Frimpong  
P.O. Box OS235  
Accra, Ghana

January 3, 2003 **or** 3, January, 2003

Dear Mr. Kwame Frimpong,

How are you and your family? I hope everyone is well. I wanted to write to you to find out if you will still visit me in Accra.

Please send me a letter so I will know when to expect you.

Your Friend,

Joseph Kufuor

**Writing Cover Letters**

**Instruction** – When you are looking for a job you must write what is called a cover letter. A cover letter is a one-page letter that you give to an employer in order to introduce yourself and your skills.

**A Basic Cover Has:**

- Your name and address in the middle or to the top left
- The employer/contact name, company name, company, address - top left
- Salutation (Greeting) - Dear Mrs. Rose Ankrah
- First paragraph – Reason why you are writing.
- Second paragraph – Write about your top two or three skills and how your skills can benefit the company.
- Third paragraph – Close the letter thanking the person for their time and by saying that you will contact them by phone to follow-up with your application.
- Closing – Sincerely
- Write/sign your name

**Sample Cover Letter - Basic**  
**Space your letter well on a full page.**

Your name  
Your address  
Your phone number, if available

Today's date  
Company name  
Contact name  
Employer's address

Dear Ms./Mr. \_\_\_\_\_:

I would like to apply for the secretary job that your company advertised in the Graphic newspaper.

I have many skills to offer your company. I can type very well and I am polite on the telephone. I completed J.S.S at Ringway Estates in 1996. I am also very hardworking and enjoy learning new things.

I also have a lot of experience as a secretary. For the last five years, I worked for Barclay's Bank as a personal secretary to the head director.

If possible, I would like to meet with you to talk about this position. I will call next week to make sure that you received my resume.

Sincerely,

(Handwritten signature)

Your name (typed or written)

## Writing a basic resume (CV)

**Your name**  
**Your address**  
**Your phone number**

**Objective** – This tells the employer why you want the job

**Skills** – Tell the employer what skills you have that fit the position

**Employment History** – List your past jobs in order from most recent. When you list a job you should give a short description of the work you did at that job.

For example: 1999 – Worked as a junior secretary for Mobitel. Organized the main office, answered phones and typed all company letters.

**Education** – Any formal education that you have had

For example: 1996 – Completed J.S.S. - Ringway Estates

**Other Skills/Qualifications** – What other skills do you have that would allow you to do the job? For example: work well with others, hardworking, love working with children

**Other Interests** – what other interests do you have? For example: reading storybooks

## Other Writing Exercises

### Opinion Writing

Instruction - Once students are able to write a basic resume and a cover letter they can start to do other writing exercises such as opinion writing. Opinion writing is done in order to tell someone how you feel about something (an issue). Instructors can choose a topic from a newspaper like the Graphic and make up a question for the students to write an answer to. Instructors can come up with questions by reading the newspaper, listening to the radio or just asking a co-worker to help and come up with an idea.

### For example:

**Question** – Should Children Have to Pay School Fees?

### Journal Writing

**Instruction** – Students should be encouraged to write about their lives from day-to-day. This will help to improve their spelling and their grammar. This exercise can be given as homework.

## Something to Avoid – Run-on Sentences

**Instruction** – When students are learning to read and write English, they often have trouble with their sentences and write what are called run-on sentences. Students should try to write one idea for each sentence. This helps to make their writing clearer.

**Example of a run-on sentence** – Yesterday, I went to the market, I bought a new dress that had flowers on it and then I went home and then later in the day on I watched television but I was also very tired so I fell asleep after a few hours.

**Correction** – Yesterday, I went to the market. At the market, I bought a new dress that had flowers on it. After the market, I went home. Later in the day, I watched television. After a few hours I fell asleep because I was very tired.

## Moving From Level Two – Intermediate to Advanced

Students should only be permitted to graduate if the instructor is certain that the student has a **very good** understanding of everything that they were taught in levels, one, two and three. In order for an instructor to know this, they must give the students an examination that covers all of the work that was done in level three (and maybe some of the work that was done in level two).

The instructor can chose to make part of the examination oral and part of the examination written or they can also just prepare an examination that is entirely oral or entirely written. When giving students examinations it is necessary for the teachers to spend time going over all of the information in the exam with the students before the students begin the exam. The teacher should also have pre-lessons before the exam that cover the questions that will be on the exam.

If a student does not pass the exam on the first try, the teacher can make a decision to let the student be re-tested. This might be appropriate if the student almost passed the exam on the first try.

Once a student has achieved a passing grade on the exam they can be given a certificate that will show that they have graduated and successfully completed all three literacy levels.