"A STUDY OF LANGUAGE ALTERNATION IN THE GHANAIAN PRIMARY SCHOOL CLASSROOM"

ALHASSAN SEIDU.

PhD
The University of Edinburgh
1998
DECLARATION

I hereby declare that this thesis was composed by myself and that the work is my own.

..............................

ALHASSAN SEIDU

..............................
Abstract

'A STUDY OF LANGUAGE ALTERNATION IN THE GHANAIAN PRIMARY SCHOOL CLASSROOM'

Alhassan Seidu

Although UNESCO 1953 recommends the use of students' mother tongue in education during the formative years, educators by no means agree on the extent to which local and international languages should be employed in primary school teaching. In Ghana language in education policy requires the use of L1 medium in the first three years, but prohibits the simultaneous alternating use of the target language (L2) and the learners' mother tongue (L1) in classrooms. However, classroom practice presents quite a different picture.

A major concern of this study is the examination of the classroom language of twelve primary school teachers with the aim of describing language alternation and its motivations in the classroom discourse of Ghanaian primary school teachers.

Through detail study using audio recordings, the study provides evidence to show that most teachers disregard the policy restrictions and alternate two languages in class. Teachers' actual classroom language use in the first three years is one of language alternation with a tendency to greater use of English. After the first three years (classes 4-6), where the policy requires the use of English, again the pattern is that of alternation between English and Ghanaian languages with emphasis on English irrespective of the status or locality of the school. A national survey of teachers' opinion about what language they use in classrooms, also confirms the use of language alternation with emphasis on the use of English at both levels. Interestingly, the alternation shows dual direction. Teachers switch from English into L1 (L2→L1) and from L1 into English (L1→L2).

The present study also provides some evidence that language alternation in Ghanaian primary classrooms may be educationally beneficial. In general terms, for example, it was found that the teachers' acceptance of pupils' use of the mother tongue in combination with loan words enabled some of the pupils to participate fully in classroom discussions and learning.

In conclusion, the study recommends that if primary education is to achieve any beneficial results of transferring school knowledge into home and community ones, then it is important that language alternation be recognised as a relevant pedagogic device for teaching and learning in Ghanaian primary schools.
ACKNOWLEDGEMENT

In putting this thesis together, I had the benefit of assistance from many people, institutions and groups whom I wish I could mention and thank individually. Unfortunately, this is not easy, nor given the nature of certain aspects of the study, prudent. However, my supervisors Dr Gibson Ferguson and Mr Anthony Howatt deserve special mention for patiently guiding and helping me throughout the project.

The Overseas Development Agency (ODA) and the British Council (London, Manchester, Edinburgh and Accra) also deserve special mention for funding my study award as well as the Ministry of Education, Ghana for granting me the scholarship and study leave to read for the PhD at the University of Edinburgh. I would also like to thank Mr Keith Mitchell and Professor John Joseph, successive heads of Department of Applied Linguistics, for their support throughout my research studies.

Also, I would like to thank my colleague Charlotte Kemp and her father Dr Roger Kemp for the friendship, encouragement, and the assistance they offered during the most difficult periods of my work. I am also grateful to Sally Buchanan, the adviser for teaching English in Ghanaian teacher training colleges (1986-1997) for giving support to my family in Ghana and to myself both in Ghana and the UK.

Among the people with whom I discussed aspects of this work, I particularly wish to thank Hugh Trappes-Lomax, Jean Ure, and Dan Robertson, Lindsey Cripper and Parveen Sandhu, for their invaluable advice. My thanks also go to Fiona Carmichael and Ardesheir Geranpayeh, my computing friends, and Oliver Fay, Sibusisiwe Dube, Nolighwa Ndlangamandla and Amadu Wurie Khan. Others are Simon Tsadidey, Joseph Boamah, Nicholas Nsowah, Rosemond Asante Frimpong, Elizabeth Adabor, Seth Koranteng, ‘Skem’ Mensah, Kwabena Assumaning, Anne Pankhurst, Chris Whincop and John Cleary. Thanks are also due to the schools, teachers and pupils who agreed to be studied and who made this research possible. I hope they will collectively accept this recognition that I am deeply aware of all I owe them and profoundly grateful. However, I must add that none of these people is in any way responsible for any inadequacies in the study.

Finally, I would like to express my gratitude to my family: my wife, Christina Asare and my two boys, Abdul-Wahabu and Osman as well as my brothers and sisters, for patiently enduring it all.
DEDICATION
This thesis is dedicated to the memory of my late parents, Mallam Seidu Dabilla and Abena Apppietsiwa, family, Christina Asare, my wife, my sons, Abudul-Wahabu and Osman

and

Also to three of my friends, Martin Miller, formerly of the Institute of Education, University of Cape Coast and Barry Sesnan and Sallie Buchanan, former advisers to the teaching of English in Ghanaian teacher training colleges.
VOLUME 11
# TABLE OF CONTENTS

CHAPTER ONE GENERAL INTRODUCTION ......................................................... 1
  1.1 INTRODUCTION, AIMS, SCOPE AND ORGANISATION ........................................ 1
    1.1.1 Introduction .......................................................................................... 1
  1.1.2 Aims of the Study ................................................................................... 2
  1.1.3 The Scope and Organisation of the Thesis .............................................. 2
  1.2 The Research Questions, Perspective and Limitations ................................. 3
    1.2.1 The Research Question ...................................................................... 3
  1.2.2 Methodology: Approach and Rationale ................................................ 4
  1.3 The Significance of the Study .................................................................... 4
  1.4 Limitations of the Research ...................................................................... 5

CHAPTER TWO: REVIEW OF LITERATURE - THE MEDIUM OF EDUCATION IN AFRICAN PRIMARY SCHOOLS ................................................................. 6
  2.1 NATIONAL POLICIES ON LANGUAGE AND EDUCATION IN AFRICA .................. 6
    2.1.1 Introduction ........................................................................................ 6
    2.1.2 National Policies on Language and Education in Africa ...................... 6
    2.1.3 The Choice of National Language and Language for Instruction in African Primary Schools 8
      (a) What Should a National Medium of Instruction Do? ......................... 8
      (b) What Should a National Medium of Education Be? .......................... 9
      (c) Choice of a Subject in a National School Curriculum ....................... 9
    2.1.4 Language Education Policies in Africa ............................................... 10
      (a) Statement of Policy ........................................................................... 10
      (b) Policy Implementation ................................................................. 10
    2.1.5 Typology for Designing Language Policies ....................................... 11
    2.2 THE MEDIUM OF INSTRUCTION ISSUE IN PRIMARY EDUCATION ..................... 12
    2.2.1 Introduction ...................................................................................... 12
    2.2.2 The Medium of Education at Primary Level: The Mother Tongue Debate in Africa 12
      (a) The Concept of the Mother Tongue .................................................. 12
      (b) The Mother Tongue as the Language for Instruction ...................... 13
    2.2.3 The Debate on Foreign Versus Indigenous Language of Instruction .... 13
    2.2.4 Research in Africa and the Advantages of Mother Tongue ................. 14
    2.2.5 Research Outside Africa and Advantages of Mother Tongue ............ 16
    2.2.6 Advantages of the Use of Foreign Languages in African Primary Schools . . . . . 18
    2.2.7 Disadvantages of the Use of Foreign Languages in African Primary Schools .... 19
    2.2.8 Advantages of the Use of Mother Tongue in African Primary Schools .......... 19
    2.3 ARGUMENTS FOR AND AGAINST THE EDUCATIONAL USES OF THE MOTHER TONGUE ................................................................. 20
    2.3.1 Educational Considerations ............................................................. 20
    2.3.2 The Political and Economic Considerations for the Use of the Mother Tongue in African primary schools .............................................. 28
    2.3.3 Practical Obstacles Impeding the Use of Mother Tongue in African Primary Schools 31
    2.4 EDUCATIONAL USES OF CODE-SWITCHING ................................................. 37
    2.4.1 Introduction ...................................................................................... 37
    2.4.2 Code Switching in Ghanaian Primary Schools ................................ 37
    2.4.3 Formal Definitions of Code-Switching ............................................. 38
    2.4.4 Types of Code-Switching ............................................................... 39
    2.4.5 Code-Switching Theories ............................................................... 40
      (a) Grammatical Theory ...................................................................... 40
      (b) Models Accounting for Code-Switching Constraints ...................... 41
      (c) Formal and Pragmatic Theories of Code-Switching ....................... 43
    2.4.6 Code-Switching in the Classroom .................................................. 44
    2.4.7 Educational Use of Code-Switching ................................................. 44
      (a) Motivations for Code-Switching .................................................... 44
CHAPTER THREE: BACKGROUND AND SETTING OF THE STUDY

3.1 THE COUNTRY
3.1.1 Demographic and Geographic Information
3.1.2 Brief Political History

3.2 GHANA'S EDUCATIONAL SYSTEM
3.2.1 Educational Administration
3.2.2 Structure and Characteristics of the Education System
3.3 PRIMARY EDUCATION IN GHANA
3.3.1 The Structure of Primary Education
3.3.2 Primary School Language of Instruction
3.3.3 Characteristics of Primary School Textbooks
3.3.4 Primary School Examinations
3.3.5 Guidelines for the Selection of Junior Secondary School Pupils into Senior Secondary School

3.4 TEACHER EDUCATION IN GHANA
3.4.1 Historical Development
3.4.2 Teacher Training, Time-table, Course Content, and Qualifications
3.4.3 Graduate Teachers
3.4.4 Funding for Teacher Education
3.4.5 Certification and Examination of Teachers

3.5 LANGUAGE AND LANGUAGE USE IN GHANA
3.5.1 The Language Situation in Identifiable Communities
3.5.2 The Role of English in Ghana
3.5.3 The Use of Ghanaian Languages
3.6 LANGUAGE POLICY IN EDUCATION
3.6.1 National Languages
3.6.2 Languages in Education
3.6.3 Historical Background to Language in Education Policy
3.6.4 The Language Policy in Basic Education Schools
3.6.5 Present Language in Education Policy
3.7 ATTITUDES TO LANGUAGE USE IN EDUCATION
3.7.1 Attitudes to Ghanaian Language Use in Education
3.7.2 Attitude to English Language Use in Education
3.8 LANGUAGE LEARNING IN GHANA
3.8.1 Literacy in Local Ghanaian Languages
3.8.2 Literacy in English
3.8.3 Current Language Learning Situation in Ghana
3.8.4 The Use of English and GL for Reading and Writing
3.8.5 History and Learning of English Language in Ghana
3.8.6 Varieties of English Used in Ghana
3.9 BILINGUALISM AND LANGUAGE ALTERNATION IN GHANA
3.9.1 Language Alternation Studies in Ghana
3.9.2 Akan and English Bilingualism in Ghana
3.9.3 Sociolinguistic Factors Accounting for Akan and English Alternation
3.9.4 Grammatical Constraints on Akan-English Alternation
3.9.5 Social Functions and Attitudes towards Akan-English Alternation
5.4.5 The Frequency and Direction of Code-Switching in English by Grades .................................. 156
5.4.6 The Frequency and Direction of Code-Switching in Ghanaian Language ................................ 158
5.4.7 Variation in Frequency and Direction of Code-Switching by Schools ................................... 159
5.5 VARIATION IN FREQUENCY AND DIRECTION OF CODE-SWITCHING BY TEACHERS .......... 160
5.6 RESULTS AND DISCUSSION OF LANGUAGE ALTERNATION FUNCTIONS BY SUBJECTS AND
   GRADES ............................................................................................................................... 161
5.6.1 Language Alternation Functions by Subjects ........................................................................ 161
5.6.2 The Frequency of Language Alternation Functions in Mathematics ...................................... 162
5.6.3 Illustrations of Code-Switching Functions in Mathematics ..................................................... 163
   'Substitution' Switch Function in Mathematics ........................................................................ 163
   'Question' Switch Function in Mathematics ............................................................................ 164
   'Management' Switch Function in Mathematics ..................................................................... 164
   'Acknowledgement' Switch Function in Mathematics .............................................................. 166
   'Explanation' Switch Function in Mathematics ....................................................................... 167
5.6.4 Language Alternation Functions in Science by Grades ......................................................... 167
5.6.5 Illustrations of Code-Switching Functions in Science ............................................................ 169
   'Content' Switch Function in Science ...................................................................................... 169
   'Explanation' Switch Function in Science ............................................................................... 169
   'Substitution' Switch Function in Science .............................................................................. 171
   'Acknowledgement' Switch Function in Science ..................................................................... 172
   'Management' Switch Functioning as Aside in Science ............................................................ 173
5.6.6 Frequency of Language Alternation Functions in English by Grades .................................... 174
5.6.7 Illustrations of Code-Switching Functions in English ............................................................ 175
   'Question' Switch Function ...................................................................................................... 175
   'Management' Switch Function ............................................................................................... 175
   'Acknowledgement' Switch Function ...................................................................................... 175
   'Content' Switch Function in English ...................................................................................... 176
5.6.8 Frequency of Language Alternation Functions in Ghanaian Language by Grades .................. 177
5.6.9 Illustrations of Language Alternation Functions in Ghanaian Language .................................. 177
   'Substitution' Switch Function ................................................................................................ 177
   'Management' and 'Formulic' Switch Functions in GL ............................................................. 178
   'Request for Action' Switch Function in GL .............................................................................. 178
5.6.10 Other Alternations Observed in the Study .......................................................................... 179
   Language Alternations as 'Directives' ...................................................................................... 179
   (i) Non-linguistic Response ....................................................................................................... 179
   (ii) Non-Vocalised Response .................................................................................................... 179
   Switching as 'Translation' from L1 to L2 ................................................................................ 180
   Switching as 'Translations' from L2 to L1 .............................................................................. 181
   Alternation Functions as 'Contextualisation' Strategy .............................................................. 181
   Code-Switching Functioning as a Reinforcing Device ............................................................... 182
5.7 The Structure of the Teachers' Language Alternation .................................................................. 183
5.8 Role of Pupils’ ‘Language Alternation’ .................................................................................... 184
5.9 Summary and Conclusion ......................................................................................................... 185

CHAPTER SIX GENERAL QUESTIONNAIRE RESULTS AND DISCUSSIONS ....................................... 189
6.1 GENERAL QUESTIONNAIRE RESULTS .................................................................................. 189
6.1.1 Questionnaires: Distribution and Return .............................................................................. 189
6.1.2 Information on Teachers in the Study ................................................................................... 190
6.2 GENERAL QUESTIONNAIRE RESULTS: FINDINGS ON CLASSROOM LANGUAGE USE ............ 194
6.2.1 Introduction: Language Used for Classroom Subjects ......................................................... 194
6.2.2 General Results: Language for Instruction at Lower and Upper Primary Schools .............. 194
6.2.3 General Results: Teachers Language for Classroom Functions ......................................... 198
6.3 RESULTS FOR ESTIMATED SPEAKING TIME IN SUBJECTS .................................................... 201
6.4 RESULTS OF ESTIMATED COMPETENCE OF PUPILS IN ENGLISH LANGUAGE SKILLS .......... 202
6.5 RESULTS OF PUPILS READING ABILITY ................................................................................ 203
6.5.1 Cloze Test Results: Year 5 .................................................................................................. 203
6.5.2 Reasons for Poor Performance ............................................................................................ 205
6.6 ATTITUDES OF TEACHERS TO THE LANGUAGE OF INSTRUCTION ................................................................. 207
6.6.1 Introduction .................................................................................................................................................. 207
6.6.2 Definitions of Language Attitudes ........................................................................................................... 208
6.7 Attitudes of Teachers to the Language for Instruction in the Lower and Upper Primary Sectors........ 210
6.7.1 The Dominance of Favourable Attitudes to English ............................................................................... 211
6.7.2 Attitudes Towards Bilingualism .............................................................................................................. 214
6.7.3 The General Admission of the Use of Language Alternation ............................................................... 215
CONCLUSION AND SUMMARY ..................................................................................................................... 215

CHAPTER SEVEN CONCLUSION AND RECOMMENDATIONS ........................................................................ 216
7 IMPLICATIONS AND RECOMMENDATIONS OF THE STUDY .................................................................. 216
7.1 General observations of the findings ........................................................................................................... 216
7.1.1 Introduction ............................................................................................................................................. 216
7.1.2 The Policy on the language of Instruction ............................................................................................. 217
7.1.3 Pupils’ Language Proficiency Results .................................................................................................. 220
7.2 Language Attitudes Results ...................................................................................................................... 221
7.3 Implications for Primary School and Teacher Training Colleges Curriculum Development .................. 221
7.4 The Need to Sensitise Future Teachers to Language Alternation Studies ............................................. 223
7.5 The Use of English for Instruction in the Second Language Context .................................................... 225
7.6 Teacher Training Curriculum: Language Alternation Programme for Primary School Teachers ...... 227
7.6.1 Introduction ............................................................................................................................................. 227
7.6.2 Contrasting Views of Language and Language Use .............................................................................. 227
7.6.3 Developing Positive Attitudes Towards Classroom Language Alternation ....................................... 228
7.6.4 The Role of Language and Identity ....................................................................................................... 228
7.6.5 The Role of Language and Power ......................................................................................................... 228
7.6.6 Legislation and Language Planning ....................................................................................................... 229
7.6.7 Ethnographic Field Studies and Analysis of Language Alternation Data ........................................... 229
7.6.8 The Use of Diaries .................................................................................................................................. 230
7.6.9 Role Play or Classroom Concert ........................................................................................................... 231
7.7 CONCLUSIONS ........................................................................................................................................... 231
7.7.1 Introduction ............................................................................................................................................. 231
7.8 Recommendations ...................................................................................................................................... 232
7.8.1 Language of Instruction ......................................................................................................................... 232
7.8.2 Summary: The Language of Instruction ............................................................................................... 232
7.9 Further Research ......................................................................................................................................... 234
Bibliography ..................................................................................................................................................... 235
VOLUME 2 APPENDICES ............................................................................................................................. 249
Table of Content for Appendixes
Appendix 1: Sociolinguistic Map of Ghana .................................................................................................. 1
Appendix 2: The Structure of the Ghana Education Service ........................................................................ 3
Appendix 3: Sample of Text from Year 5 Science Textbook ........................................................................ 4
Appendix 4: Teachers Language Proficiency Evaluation Scale .................................................................. 5
Appendix 5: Lesson Transcripts .................................................................................................................... 6
Appendix 5 (1): TA - English ......................................................................................................................... 7
Appendix 5 (2): TA - Science .......................................................................................................................... 14
Appendix 5 (3): TA - Ghanaian Language .................................................................................................... 23
Appendix 5 (4): TA - Mathematics ................................................................................................................ 31
Appendix 5 (5): TB - Ghanaian Language ...................................................................................................... 42
Appendix 5 (6): TB - English .......................................................................................................................... 54
Appendix 5 (7): TC - English .......................................................................................................................... 60
Appendix 5 (8): TC - Science .......................................................................................................................... 70
Appendix 5 (9): TC - Ghanaian Language ..................................................................................................... 78
<table>
<thead>
<tr>
<th>Appendix</th>
<th>Code</th>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (10)</td>
<td>TC</td>
<td>Mathematics</td>
<td>88</td>
</tr>
<tr>
<td>5 (11)</td>
<td>TD</td>
<td>English</td>
<td>103</td>
</tr>
<tr>
<td>5 (12)</td>
<td>TD</td>
<td>Mathematics</td>
<td>120</td>
</tr>
<tr>
<td>5 (13)</td>
<td>TD</td>
<td>Ghanaian Language</td>
<td>129</td>
</tr>
<tr>
<td>5 (14)</td>
<td>TD</td>
<td>Science</td>
<td>141</td>
</tr>
<tr>
<td>5 (15)</td>
<td>TE</td>
<td>English</td>
<td>155</td>
</tr>
<tr>
<td>5 (16)</td>
<td>TE</td>
<td>Science</td>
<td>160</td>
</tr>
<tr>
<td>5 (17)</td>
<td>TE</td>
<td>Mathematics</td>
<td>165</td>
</tr>
<tr>
<td>5 (18)</td>
<td>TE</td>
<td>Ghanaian Language</td>
<td>170</td>
</tr>
<tr>
<td>5 (19)</td>
<td>TF</td>
<td>Ghanaian Language</td>
<td>178</td>
</tr>
<tr>
<td>5 (20)</td>
<td>TF</td>
<td>English</td>
<td>189</td>
</tr>
<tr>
<td>5 (21)</td>
<td>TF</td>
<td>Science</td>
<td>195</td>
</tr>
<tr>
<td>5 (22)</td>
<td>TF</td>
<td>Mathematics</td>
<td>199</td>
</tr>
<tr>
<td>5 (23)</td>
<td>TG</td>
<td>Ghanaian Language</td>
<td>205</td>
</tr>
<tr>
<td>5 (24)</td>
<td>TG</td>
<td>Science</td>
<td>215</td>
</tr>
<tr>
<td>5 (25)</td>
<td>TG</td>
<td>Mathematics</td>
<td>229</td>
</tr>
<tr>
<td>5 (26)</td>
<td>TG</td>
<td>English</td>
<td>241</td>
</tr>
<tr>
<td>5 (27)</td>
<td>TH</td>
<td>English</td>
<td>253</td>
</tr>
<tr>
<td>5 (28)</td>
<td>TH</td>
<td>Mathematics</td>
<td>265</td>
</tr>
<tr>
<td>5 (29)</td>
<td>TH</td>
<td>Science</td>
<td>271</td>
</tr>
<tr>
<td>5 (30)</td>
<td>TH</td>
<td>Ghanaian Language</td>
<td>281</td>
</tr>
<tr>
<td>5 (31)</td>
<td>TI</td>
<td>English</td>
<td>290</td>
</tr>
<tr>
<td>5 (32)</td>
<td>TI</td>
<td>Mathematics</td>
<td>301</td>
</tr>
<tr>
<td>5 (33)</td>
<td>TI</td>
<td>Ghanaian Language</td>
<td>307</td>
</tr>
<tr>
<td>5 (34)</td>
<td>TI</td>
<td>Science</td>
<td>316</td>
</tr>
<tr>
<td>5 (35)</td>
<td>TJ</td>
<td>Ghanaian Language</td>
<td>325</td>
</tr>
<tr>
<td>5 (36)</td>
<td>TJ</td>
<td>Mathematics</td>
<td>335</td>
</tr>
<tr>
<td>5 (37)</td>
<td>TJ</td>
<td>English</td>
<td>344</td>
</tr>
<tr>
<td>5 (38)</td>
<td>TJ</td>
<td>Science</td>
<td>355</td>
</tr>
<tr>
<td>5 (39)</td>
<td>TK</td>
<td>English</td>
<td>364</td>
</tr>
<tr>
<td>5 (40)</td>
<td>TK</td>
<td>Ghanaian Language</td>
<td>373</td>
</tr>
<tr>
<td>5 (41)</td>
<td>TK</td>
<td>Mathematics</td>
<td>383</td>
</tr>
<tr>
<td>5 (42)</td>
<td>TK</td>
<td>Science</td>
<td>391</td>
</tr>
<tr>
<td>5 (43)</td>
<td>TL</td>
<td>English</td>
<td>401</td>
</tr>
<tr>
<td>5 (44)</td>
<td>TL</td>
<td>Science</td>
<td>411</td>
</tr>
<tr>
<td>5 (45)</td>
<td>TL</td>
<td>Mathematics</td>
<td>425</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Content Areas covered in Teachers' Lessons</td>
<td>435</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Coding Scheme</td>
<td>437</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Transcription Conventions</td>
<td>440</td>
</tr>
<tr>
<td>9a</td>
<td></td>
<td>Questionnaire: Frequency of Responses for all Teachers</td>
<td>441</td>
</tr>
<tr>
<td>9b</td>
<td></td>
<td>Questionnaire Results: Frequency of Responses for all Classes in Percentages</td>
<td></td>
</tr>
</tbody>
</table>
List of Figures and Tables

Figure 1: Ghana’s structure of education 1996 ................................................................. 54
Figure 2: Basic Education Structure .................................................................................. 56
Figure 3: Directional Switch by Year Groups .................................................................. 152
Figure 4: Frequency and Direction of Code-Switching by Subjects ................................. 154
Figure 5: Frequency and Direction of Code-Switching in Mathematics by Grades ........ 155
Figure 6: Frequency and Direction of Code-Switching in Science by Grades .................. 156
Figure 7: Frequency and Direction of Code-Switching in English by Grades ................... 157
Figure 8: Frequency and Direction of Code-Switching in Ghanaian Language by Grades ............................................................................................................................................. 158
Figure 9: Frequency and Direction of Code-Switching by Schools ................................. 159
Figure 10: Cloze Test Results for English Language ....................................................... 203
Figure 11: Cloze Test Results for Twi Language .............................................................. 204

List of Tables

Table 1: Number of Schools in Ghana at Independence .................................................. 55
Table 2: Ghana’s Education Statistics - School Enrolment for 1995/96 ......................... 55
Table 3: Primary School Time-Table - Weekly Allocation ............................................. 57
Table 4: Subjects Studied at the Junior Secondary Schools ........................................... 59
Table 5: Time-Table Allocation for English and GL at the TTCs .................................... 61
Table 6: Teacher Qualifications ...................................................................................... 63
Table 7: Demographic Distribution of Linguistic groups .............................................. 67
Table 8: Literacy Rate Among Speakers of Four Main Language Groups in Ghana ...... 84
Table 9: Akan Dialects and Number of Speakers (1960) .............................................. 91
Table 10: Teachers Information ...................................................................................... 100
Table 11: Summary of Transcribed Lessons Used as Data ............................................ 107
Table 12: Percent Ratio of the Use of English to Twi by Year and Subject .................... 125
Table 13: Pattern of Language Use in Mathematics .................................................... 127
Table 14: Pattern of Language Use in Science ............................................................... 129
Table 15: Pattern of Language Use in English Subject Classes .................................... 137
Table 16: Pattern of Language Use in Twi Subject Classes .......................................... 140
Table 17: Language Use Between Schools .................................................................... 143
Table 18: Number of Words of English and Twi used by Urban and Rural schools ..... 146
Table 19: Percent Ratio of Teachers Use of English and Twi by Subjects ...................... 147
Table 20: Variation in Frequency and Direction of Code-Switching by Teachers .......... 160
Table 21: Frequency of Code-Switching Functions in Mathematics ............................. 162
Table 22: Frequency of Code-Switching Functions in Science by Grades ..................... 167
Table 23: Frequency of Code-Switching Functions in English by Grades ..................... 174
Table 24: Frequency of Code-Switching Functions in Ghanaian Language by Grades .... 177
Table 25: National Distribution of Survey Questionnaire in Ghana ............................. 189
Table 26: Distribution of Teachers by Qualifications ...................................................... 190
Table 27: Distribution of Teachers by Age ...................................................................... 192
Table 28: The Length of Time it Takes to Qualify as a Teacher in Ghana ...................... 192
Table 29: Distribution of Teachers by Experience ......................................................... 193
Table 30: Distribution of Teachers by Locality and Sex ............................................... 193
Table 31: Results for Language of Instruction at the Lower and the Upper Primary Schools .................................................................................................................................. 195
Table 32: Results of the Frequency of Code Used for Classroom Functions ............... 198
Table 33: Teachers’ Estimate of Spoken Time for Language Codes in Four Subjects .... 201
Table 34: Statistics for English Examination .................................................................. 204
Table 35: Statistics for Twi Examination ........................................................................ 205
Table 36: The frequency of Responses to Language Attitude Items .............................. 210
<table>
<thead>
<tr>
<th>Extract</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Switch Structure: L1→ L2→ L1</td>
<td>114</td>
</tr>
<tr>
<td>2</td>
<td>Substitution Switch</td>
<td>118</td>
</tr>
<tr>
<td>3</td>
<td>Explanation Switch</td>
<td>118</td>
</tr>
<tr>
<td>4</td>
<td>Question Switch</td>
<td>119</td>
</tr>
<tr>
<td>5</td>
<td>Acknowledgement Switch</td>
<td>119</td>
</tr>
<tr>
<td>6</td>
<td>Management Switch</td>
<td>119</td>
</tr>
<tr>
<td>7</td>
<td>Request for Action Switch</td>
<td>120</td>
</tr>
<tr>
<td>8</td>
<td>Formulaic Expression Switch</td>
<td>120</td>
</tr>
<tr>
<td>9</td>
<td>Formulaic Expression Serving as a Query and Request for Action</td>
<td>120</td>
</tr>
<tr>
<td>10</td>
<td>Directive Switch</td>
<td>121</td>
</tr>
<tr>
<td>11</td>
<td>Translation Switch</td>
<td>121</td>
</tr>
<tr>
<td>12</td>
<td>Content Switch</td>
<td>122</td>
</tr>
<tr>
<td>13</td>
<td>Concern for Developing English Vocabulary and Structure of Switch</td>
<td>130</td>
</tr>
<tr>
<td>14</td>
<td>Sample of the Design of the Science Textbook</td>
<td>131</td>
</tr>
<tr>
<td>15</td>
<td>Dominant Use of English</td>
<td>131</td>
</tr>
<tr>
<td>16</td>
<td>Switches Using Highlighted Words in Textbooks</td>
<td>132</td>
</tr>
<tr>
<td>17</td>
<td>Technical and Scientific Vocabulary Without L1 Equivalents</td>
<td>132</td>
</tr>
<tr>
<td>18</td>
<td>Formulaic English Switches</td>
<td>133</td>
</tr>
<tr>
<td>19</td>
<td>Local Examples Without English Equivalents</td>
<td>134</td>
</tr>
<tr>
<td>20</td>
<td>Teacher Problems with the Use of Foreign Language for Instruction</td>
<td>136</td>
</tr>
<tr>
<td>21</td>
<td>Teachers Insistence on Textbook Lexical Items</td>
<td>136</td>
</tr>
<tr>
<td>22</td>
<td>Concurrent Translation Method</td>
<td>138</td>
</tr>
<tr>
<td>23</td>
<td>Teachers’ Inability to Adjust to Pupils’ Proficiency in English</td>
<td>139</td>
</tr>
<tr>
<td>24</td>
<td>Cultural Borrowed Words and Formulaic Expressions</td>
<td>140</td>
</tr>
<tr>
<td>25</td>
<td>Cross Reference to Similar Topics Studied in English</td>
<td>141</td>
</tr>
<tr>
<td>26</td>
<td>Checking Pupils’ Ability to Relate the Same Concept in the Two Languages</td>
<td>142</td>
</tr>
<tr>
<td>27</td>
<td>Untranslatable Technical and Institutional Names</td>
<td>142</td>
</tr>
<tr>
<td>28</td>
<td>Untranslatable Foreign Technical Vocabulary</td>
<td>151</td>
</tr>
<tr>
<td>29</td>
<td>L1 to L2 Substitution Function in Mathematics</td>
<td>163</td>
</tr>
<tr>
<td>30</td>
<td>Code-Switching as Direct Question</td>
<td>164</td>
</tr>
<tr>
<td>31</td>
<td>Code-Switching as Prompt</td>
<td>165</td>
</tr>
<tr>
<td>32</td>
<td>Management Switch as an Attention Seeking Device</td>
<td>165</td>
</tr>
<tr>
<td>33</td>
<td>Management - Code-Switching to Discipline</td>
<td>166</td>
</tr>
<tr>
<td>34</td>
<td>Code-Switching as Special Compliment</td>
<td>166</td>
</tr>
<tr>
<td>35</td>
<td>Code-switching Functioning as ‘Explanation’</td>
<td>167</td>
</tr>
<tr>
<td>36</td>
<td>Code-Switching to English to Present ‘Content’</td>
<td>169</td>
</tr>
<tr>
<td>37</td>
<td>Explanation Function of Code-Switching</td>
<td>170</td>
</tr>
<tr>
<td>38</td>
<td>L2 to L1 Substitution Function</td>
<td>171</td>
</tr>
<tr>
<td>39</td>
<td>Code-Switching as ‘Acknowledgement’</td>
<td>172</td>
</tr>
<tr>
<td>40</td>
<td>Management Code-Switching Functioning as an Aside</td>
<td>173</td>
</tr>
<tr>
<td>41</td>
<td>Code-Switching Functioning as a ‘Question’</td>
<td>175</td>
</tr>
<tr>
<td>42</td>
<td>Code-Switching Functioning as ‘Management’</td>
<td>175</td>
</tr>
<tr>
<td>43</td>
<td>Code-Switching Functioning as ‘Acknowledgement’</td>
<td>176</td>
</tr>
<tr>
<td>44</td>
<td>Code-Switching Functioning as ‘Content’</td>
<td>176</td>
</tr>
<tr>
<td>45</td>
<td>Code-Switching Functioning as ‘Substitution’</td>
<td>177</td>
</tr>
<tr>
<td>46</td>
<td>Code-Switching Functioning as ‘Management’ and ‘Formulaic Expression’</td>
<td>178</td>
</tr>
<tr>
<td>47</td>
<td>Code-Switching to L2 to ‘Request for Action’</td>
<td>178</td>
</tr>
</tbody>
</table>
# LIST OF ABBREVIATIONS USED IN THE TEXT

## Bibliographical References
- **ADEA**  Association for the Development of Education in Africa
- **AILA**  Association Internationale de Linguistique Appliquée
- **ARAL**  Annual Review of Applied Linguistics
- **IRA**  International Review of Education
- **LPLP**  Language Problems and Language Planning
- **NAEP**  National Assessment of Education Progress

## Functions of Code-Switching
- **ACK**  Acknowledgement
- **CON**  Content
- **DIR**  Directives
- **EXP**  Explanations
- **FEP**  Formulaic Expressions
- **MAN**  Management
- **QUE**  Questions
- **RFA**  Request for Action
- **SUB**  Substitutions
- **TRN**  Translations

## Ghana Education Service Personnel and Institutions
- **ATGL**  Association of Teachers of Ghanaian Languages
- **CRDD**  Curriculum Research and Division of the Ghana Education Service
- **DDG**  Deputy Director General of Ghana Education Service
- **DDG1**  First Deputy Director General of Ghana Education Service
- **DDG2**  Second Deputy Director General of Ghana Education Service
- **DG**  Director General of Ghana Education Service
- **GES**  Ghana Education Service
- **GESC**  Ghana Education Service Council
- **NFED**  Non-Formal Education Division of the Ministry of Education - Ghana

## Miscellaneous
- **AEDP**  Accelerated Educational Development Plan
- **BIAS**  Brown Interactional Analysis Category
- **FIAC**  Flander’s Interactional Analysis Category
- **IDA**  The International Development Agency
- **MLF**  Matrix Language Frame
- **Sect.**  Section
- **TTCs**  Teacher Training Colleges
- **VL**  Vehicular Languages.
Primary School Subjects
CS Cultural Studies
Eng. English
GL Ghanaian Language
LS Life Skills
MA Mathematics
Math's Mathematics
SC Science

Qualifications and Examinations
BECE Basic Education Certificate Examination
Cert. ‘A’ Teachers’ Certificate ‘A’
Cert. ‘B’ Teachers’ Certificate ‘B’
GCE ‘O/A’ General Certificate of Education: Ordinary and Advanced Levels

Questionnaire Response Options
A Agree
AE Always in English
AL Always in L1
D Disagree
ELE In English and L1 equally
EML In English more than L1
Freq. Frequency
L1 Language one/ Mother Tongue
L2 Second Language/ English
MLE More in L1 than in English
N Population/ total
NAND Neither Agree nor Disagree
SA Strongly Agree
SD Strongly Disagree

Schools and Grades
JSS Junior Secondary School
LPS Lower Primary School
P1 Primary Class One
P2 Primary Class Two
P3 Primary Class Three
P4 Primary Class Four
P5 Primary Class Five
P6 Primary Class Six
SSS Senior Secondary School
UPS Upper Primary School

xviii
Schools Used in the Study
Abo Aborfo Primary School
Mak Makaranta Primary School
WaP Wa Para Primary School
Zon Zongo Primary School

Teachers in the Study
TA Teacher A
TB Teacher B
TC Teacher C
TD Teacher D
TE Teacher E
TF Teacher F
TG Teacher G
TH Teacher H
TI Teacher I
TJ Teacher J
TK Teacher K
TL Teacher L

Transcription Conventions
Chd. Child
Chn. Children
ML Matrix Language
Tr. Teacher
APPENDIX 1

SOCIOLINGUISTIC MAP OF GHANA

Copyright © By Language Centre, University of Ghana, and Ghana Institute of Linguistics 1980. Accra: Asoma
GHANAIAN LANGUAGES

LIST AND CLASSIFICATION OF INDIGENOUS GHANAIAN LANGUAGES

1 GUR

A MOORE-GURMA
   a WESTERN
      1 Frafra
      2 Wall-Dagaare-Birifor
      3 Sefala
   b CENTRAL
      4 Buli
      5 Komung
      6 Majo
      7 Tai
      8 Kusaal
      9 Dagbir/Mampruli-Nanuni
      10 Hangs-Kumara
   c EASTERN
      11 Biboa
      12 Konkomba
      13 Bassari

B GRUSI
   a NORTHERN
      14 Kasem
   b SOUTHERN
      15 Sisala
      16 Chamusi
      17 Tampluma
      18 Vaga
      19 Mo

C OTHER GUR

a KULANGO
   20 Nkurneng
b SENUFO
   21 Nafana

c TEM
   22 Nturuo-Chaia

2 MANDE

23 Ligbi
24 Bia

3 KWA

A VOLTA-COMOE
   a CENTRAL (TANO)
      25 Somwi-Aowin-Nzema-Anamza
      26 Akan
      27 Chokoli
   b EASTERN (GUAN)
      28 Ga (Ghan.)
      29 Achode
      30 Yeji-Macombu-Krachi-Nawuri
      31 Nkomwa
      32 Chepoepe-Loete
      33 Abutsu-Bloty

B GA-DANGME
   34 Ga
   35 Dangme (Ada-Shai-Krobo)

C EWE-FON
   36 Ewe

D CENTRAL VOLTA REGION
   (TOGO RESTSPRECHEN)
   37 Adele
   38 Buem (Lelemb; Lesana)
   39 Bowiri
   40 Sekede (Likpe)
   41 Siwu (Loiobi-Akpaful)
   42 Santrokofi
   43 Logpa
   44 Assime-Nyangbo-Taff

Language boundaries
Some dialect boundaries
National boundaries

Copyright © by Languages Centre, University of Ghana, and Ghana Institute of Linguistics, 1980
Published by Asasupa Publishers, 1980
Jointly compiled and edited by the Languages Centre, University of Ghana, and the Institute of Linguistics
Designed by Joshua Adisganu
APPENDIX 2: THE STRUCTURE OF GHANA EDUCATION SERVICE

The Administration and Control of Education in Ghana

Minister of Education

Ghana Education Service Council

Director-General GES

DDG I

DDG II

Directors, Regions
- Upper
- Northern
- Brong-Ahafo
- Ashanti
- Eastern
- Volta
- Greater Accra
- Central
- Western

Directors, Diploma-Awarding Institutions
- Advanced Teacher Training College
- Specialist Teacher Training College
- Academy of Music
- School of Ghana Languages
- Technical Teacher Training College
- St Andrew's Teacher Training College (Agriculture)

Directors, Divisions of the Headquarters
- Basic Education
- Secondary Education
- Technical Education
- Teacher Education
- Inspectorate
- Curriculum, Research and Development
- Manpower and Administration
- Welfare and Training
- Planning
- Budget

Assistant Directors, Districts

Assistant Directors, Institutions

Assistant Directors, Regional Headquarters

Key: Indicates the loose relationship existing between the GES and the Minister of Education

Organisation of the Ghana Education Service (as at January 1981)

Source: J. D. Quarshie, Institute of Educational Planning and Administration, UCC.
Why we eat food
We eat food to grow well. We eat food to be active. We eat food to be healthy.

Food poisoning
Food can go bad. Bad food is called contaminated food. We can become ill if we eat bad food. This illness is called food poisoning.
How do we know we have food poisoning? We feel pains in the stomach. We may go to the toilet many times. This is called diarrhoea. We may vomit. We may lose weight. We may become weak. All these signs of food poisoning may last from one day to a few weeks.

How food goes bad
Food can go bad in many ways. Some plants can bring about illness. Some animals can bring about illness. These plants and animals are called pests.
Appendix 4: Teachers Language Proficiency Evaluation Scale

The teachers competence in English falls under the category:

1. □ Excellent: Teacher's language use is smooth, grammatically correct and has no pronunciation difficulties. Teacher communicates effectively. Teacher's language use is precise and accurate.

2. □ Very good: Teacher's language use is good but hesitates a little. Teacher is not as fluent as in 1. Grammatically the language is correct. Teacher's communication is smooth.

3. □ Good: Teacher's language use is fluent although there are a few grammatical problems. Communication is smooth.

4. □ Average: Teacher's language use is not smooth. Communication is not as smooth as in 3. The teacher communicates effectively about 40% of the time. Teacher still has problems with semantics and syntax.

5. □ Poor: Teacher's language use is not smooth. Teacher hesitates a lot of the time. Teacher's language is full of errors: grammar, semantics, syntax.
Appendix 5 (1): TA - English ................................................................. 7
Appendix 5 (2): TA - Science ............................................................... 14
Appendix 5 (3): TA - Ghanaian Language ........................................ 23
Appendix 5 (4): TA - Mathematics .................................................... 31
Appendix 5 (5): TB - Ghanaian Language .......................................... 42
Appendix 5 (6): TB - English .............................................................. 54
Appendix 5 (7): TC - English ............................................................... 60
Appendix 5 (8): TC - Science ............................................................... 70
Appendix 5 (9): TC - Ghanaian Language ........................................ 78
Appendix 5 (10): TC - Mathematics .................................................. 88
Appendix 5 (11): TD - English ............................................................ 103
Appendix 5 (12): TD - Mathematics .................................................. 120
Appendix 5 (13): TD - Ghanaian Language ..................................... 129
Appendix 5 (14): TD - Science ............................................................ 141
Appendix 5 (15): TE - English ............................................................. 155
Appendix 5 (16): TE - Science ............................................................. 160
Appendix 5 (17): TE - Mathematics ................................................... 165
Appendix 5 (18): TE - Ghanaian language ....................................... 170
Appendix 5 (19): TF - Ghanaian language ....................................... 178
Appendix 5 (20): TF - English ............................................................ 189
Appendix 5 (21): TF - Science ............................................................. 195
Appendix 5 (22): TF - Mathematics ................................................... 199
Appendix 5 (23): TG - Ghanaian Language ..................................... 205
Appendix 5 (24): TG - Science ............................................................. 215
Appendix 5 (25): TG - Mathematics .................................................. 229
Appendix 5 (26): TG - English ............................................................ 241
Appendix 5 (27): TH - English ............................................................ 253
Appendix 5 (28): TH - Mathematics .................................................. 265
Appendix 5 (29): TH - Science ............................................................. 271
Appendix 5 (30): TH - Ghanaian Language ..................................... 281
Appendix 5 (31): TI - English ............................................................. 290
Appendix 5 (32): TI - Mathematics .................................................... 301
Appendix 5 (33): TI - Ghanaian Language ....................................... 307
Appendix 5 (34): TI - Science .............................................................. 316
Appendix 5 (35): TJ - Ghanaian language ....................................... 325
Appendix 5 (36): TJ - Mathematics .................................................... 335
Appendix 5 (37): TJ - English ............................................................. 344
Appendix 5 (38): TJ - Science .............................................................. 353
Appendix 5 (39): TK - English ............................................................. 364
Appendix 5 (40): TK - Ghanaian Language ..................................... 373
Appendix 5 (41): TK - Mathematics .................................................. 383
Appendix 5 (42): TK - Science ............................................................. 391
Appendix 5 (43): TL - English ............................................................. 401
Appendix 5 (44): TL - Science ............................................................. 411
Appendix 5 (45): TL - Mathematics .................................................. 423
LESSON : ONE
TEACHER : TA
CLASS : THREE
SCHOOL : ABOR–FO SUKUU.
SUBJECT : ENGLISH LANGUAGE: READING COMPREHENSION
TOPIC : SULE AND ADISA VISIT THEIR UNCLE
DATE : 13TH FEBRUARY, 1996.

1 Tr. : Clean the board. Take your reading books. Take your reading books. Turn to page 14. No, eh, unit 12, unit 12. Those who haven't got should join their friends. If you don't have the English book join your friend.

2 Chn. : [Talking together].

3 Tr. : Bring the key. Now we are going to read the passage. Before we do that I would like us to read through the words. Say the words after me and then after that we shall explain the words. Say it after me. Visited.

4 Chn. : Visited.

5 Tr. : Visited.

6 Chn. : Visited.

7 Tr. : Station.

8 Chn. : Station.

9 Tr. : Driver.

10 Chn. : Driver.

11 Tr. : Tamale.

12 Chn. : Tamale.

13 Tr. : Yendi.

14 Chn. : Yendi.

15 Tr. : Shouted.

16 Chn. : Shouted.

17 Tr. : Shouted.

18 Chn. : Shouted.

19 Tr. : In front.

20 Chn. : In front.

21 Tr. : In front.

22 Chn. : In front.

23 Tr. : Stopped.

24 Chn. : Stopped.

25 Tr. : Stopped.

26 Chn. : Stopped.

27 Tr. : Good. I want us to explain the words that we have just read. Visited.

28 Chn. : Visited.

29 Tr. : Don't say it after me. Visited. We got this word from the word visit. Ha! I am going to visit my teacher. Hein! I am going to visit my teacher. It means I have not been there but I have made up my mind to go and visit my
teacher. But when you say visited then you are going to, it means it has past. You have been there already. So you say visited. You understand?

30 Chn.: Yes.
31 Tr.: In front, In front I want someone to use in front in sentence. Boa, eh, Appiah.
32 Appiah: I am sitting in front of you
33 Tr.: You are sitting in front of me. Thank you. Any other?
34 Appiah: I was sitting in front of you
35 Tr.: I was sitting in front of you. The last one! Kusi.
36 Kusi: I am, I am sitting in front of the cupboard.
37 Tr.: I'm sitting in front of the cupboard. Right. Where Am I? Where am I standing?
38 Kusi: You are
39 Tr.: All of you.
40 Chn.: You are standing in front of the blackboard.
41 Tr.: Again.
42 Chn.: You are standing in front of the blackboard.
43 Tr.: So you all know what it means by in front. Hein. Then we have the word shouted, shouted, shouted, shouted. Who can explain this word for me? Shouted. Yes.
44 Chd.: Speaking louder
45 Tr.: Speaking louder. What did you say?
46 Chd.: Speaking louder
47 Tr.: Speaking louder. Give him a big clap.
48 Chn.: [clapping].
49 Tr.: Speaking louder Ha! So I want you to say this word loudly. What word did you say?
50 Chd.: Blackboard.
51 Tr.: Okay say blackboard.
52 Chn.: Blackboard.
53 Tr.: Thank you. So you shouted. Ha! Is gone and past. So you shouted. Thank you. And then we have another word, driver, driver. Use driver in sentence. Driver. Yes Doris
54 Doris.: My father is a driver.
55 Tr.: Again.
56 Doris.: My father is a driver.
57 Tr.: My father is a driver. Thank you very much. Who else? Edith
58 Edith.: Our driver drives us to school everyday.
59 Tr.: Say it louder.
60 Doris.: Our driver drives us to school everyday
61 Tr.: Yes the driver drives us to school everyday. Thank you very much. Right, now that you've got to know the meanings of the words. I would like us to read the passage. First of all I will read. Ha! While you points at the words. In the book. When I finish reading I will call you one by one for you to read.
SULE AND ADISA VISIT THEIR UNCLE

Unit 12. Sule and Adisa go to school at Yendi. During the Christmas holidays, they visited their uncle in Tamale. Early in the morning, Sule and Adisa said goodbye to their father. Their mother took them to the lorry station. They walked fast. Soon they were at the station. Some drivers, some of the drivers there were shouting Tamale, Tamale, Tamale! We're ready to go. The children and their mother quickly went to the first lorry. The driver was standing in front of the lorry. Their mother said, "Driver, my children are going to Tamale. How much is the fare, please?" The driver said, "Eighty cedis each." The children's mother gave one hundred and sixty cedis to Sule. She said, "This is your fare. Keep it well. When you reach Tamale give it to the driver." Sule and Adisa got on the lorry. Other passengers also got on it. Soon the driver was driving fast. The driver stopped at Zano. Two passengers got off, and one got on the lorry. When they were near Tamale, the driver's mate shouted, "All fares please!" Sule gave the one hundred and sixty cedis to the mate and said, "Here is our fare, please." The mate said, "Thank you." The driver stopped in front of their uncle's house. Sule and Adisa got off the lorry. They took their bag and went into their uncle's house. That is the story.

Now I want you to read paragraph by paragraph. Who will read first? Annan read for us. Read the first paragraph.

Annan.: Unit 12. Sule and Adisa visit their Uncle. Sule and Adisa go to school at Yendi. During the Christmas holidays, they visited their uncle in Tamale. Early in the morning, Sule and Adisa said goodbye to their father. Their mother took them to the lorry station. They walked fast. Soon they were at the station. Some drivers, some of the drivers there were shouting Tamale, Tamale, Tamale! We're ready to go. The children and their mother quickly went to the first lorry. The driver was standing in front of the lorry. Their mother said, "Driver, my children are going to Tamale. How much is the fare, please?" The driver said, "Eighty cedis each." The children's mother gave one hundred and sixty cedis to Sule. She said, "This is your fare. Keep it well. When you reach Tamale give it to the driver." Sule and Adisa got on the lorry. Other passengers also got on it. Soon the driver was driving fast. The driver stopped at Zano. Two passengers got off, and one got on the lorry. When they were near Tamale, the driver's mate shouted, "All fares please!" Sule gave the one hundred and sixty cedis to the mate and said, "Here is our fare, please." The mate said, "Thank you." The driver stopped in front of their uncle's house. Sule and Adisa got off the lorry. They took their bag and went into their uncle's house. That is the story.
Goka: Fare
Tr.: All of you. Fare
Chn.: Fare
Tr.: Fare
Chn.: Fare
Tr.: Yes.
Chn.: "This is your fare. Keep it well. When you get to Tamale give it to the driver."
Tr.: Thank you very much. I want someone to read to continue for us.

Gertrude: Sule and Adisa got off the lorry. Other, other passengers got on
Tr.: Other, other passengers also got on
Gertrude: Other, other passengers also got on. Soon the driver was driving fast. The driver stopped at Zano. Two passengers got off, and one got on it
Tr.: And one got on the lorry.

Gertrude: Got on the
Tr.: And one got on the lorry, the lorry.
Gertrude: And one got on the lorry, the lorry
Tr.: Thank you very much. Yes. Who would read for us? I want some one to continue. Arthur.

Arthur: When they were near Tamale
Tr.: Louder.
Arthur: When they were near Tamale the driver's mate shouted,
Tr.: The driver's mate
Arthur: The driver's mate shouted, "All fares please!" Sule gave the mate one hundred.
Tr.: No, one hundred.
Arthur: Sule gave the one hundred and sixty cedis to the mate and said, "Here is our fare, please." The mate said, "Thank you."
Tr.: Thank you. Yes the last paragraph. Catherine.
Catherine: The driver stopped in front.
Tr.: Louder
Catherine: The driver stopped in front of their uncle's house. Sule and Adisa got off the lorry. They took their bags and went into their uncle's house.
Tr.: Thank you very much. Now we are all going to read the passage. After that then we answer the questions. Lets turn to page 4 eh unit 12 again.
Ehein and read. Unit 12

Catherine: Unit 12 Sule and Adisa visit their Uncle.
Unit 12. Sule and Adisa go to school at Yendi. During the Christmas holidays, they visited their uncle in Tamale. Early in the morning, Sule and Adisa said goodbye to their father. Their mother took them to the lorry station. They walked fast. Soon they were at the station. Some drivers, some of the drivers there were shouting Tamale, Tamale.
Tr.: Hold on, hold on.
InT.: Then what are you going to do with this ones?
I have asked Miss Hanna Acquah to help. Let's continue. Where did we reach?

The children. The children and their mother quickly went to the first lorry. The driver was standing in front of the lorry. Their mother said, "Driver, my children are going to Tamale. How much is the fare, please?" The driver said, "Eighty cedis each." The children's mother gave one hundred and sixty cedis to Sule. She said, "This is your fare. Keep it well. When you reach Tamale give it to the driver." Sule and Adisa got on the lorry. Other passengers also got on it. Soon the driver was driving fast. The driver stopped at Zano. Two passengers got off and one got on the lorry. When they were near Tamale, the driver's mate shouted, "All fares please!" Sule gave the one hundred and sixty cedis to the mate and said, "Here is our fare, please." The mate said, "Thank you." The driver stopped in front of their uncle's house. Sule and Adisa got off the lorry. They took their bag and went into their uncle's house.

Thank you very much. You read very well. Now let's try and answer these questions. Who will read the first question for us? Akosua read for us.

Where did Sule and Adisa go to during the Christmas holidays?

Sule and Adisa go to Tamale

Sule and Adisa visit their uncle in Tamale.

Sule and Adisa visited their uncle in Tamale. Question two, question two. Evelyn

Who took them to the lorry station?

Their mother took them to the lorry station.

Thank you very much. Then we have the third question. I will read that for you. How much was Adisa's fare? William, How much was Adisa's fare?

Adisa's fare was eighty cedis.

Adisa's fare was eighty cedis. Is it true?

Yes Miss.

Is it true

Yes Miss

The driver mate said, "All fares."

The driver's, say the driver's mate.

The driver's mate said, "All fares please!"

Thank you very much. All of you.

The driver's mate said, "All fares please!"

The last question. Achiaa will read for us. Yes aha.

Where did the driver stop at Tamale?

Again.

Where did the driver stop at Tamale? Where did the driver stop?

The driver stopped at Zanu.

Again

The driver stopped at Zanu.

The driver stopped at Zanu. Thank you. Now I will want you to take your exercise books and then answer the questions 1 to 5. Answer them. Take your exercise books. Take your exercise books and answer the questions I am copying on the board.

[Working]

Why Rapheal won't you write?

[Inaudible].

Ha? I can't hear you.

[Inaudible].

Jeff has borrowed your pen whiles you are using it!

[Inaudible].

He has spoilt it? So you are not going to write? Come for mine. Where is mine?

[Working]

Will Mercy go and sit down? Why can't you sit down for one minute?

[Working].

Did you get the book?

[Inaudible].
You won't come and thank me.
Answer the first one before you go on to the next one.
He! Where is your book?
Won't you write?
Who has got two pens?
Give him one.
Don't forget to write comprehension. Hein!
He! Tofique write boldly, write boldly. Your handwriting is too small I can't read.
Those who have finished should go and put their books on the table.
Who didn't come to school?
Solomon.
Who didn't come to school?
Joseph Dankwa, Kojo Agyekum, [Talking together]
It's okay. How many boys?
Four boys.
Okay, it's okay. Sit down.
Right, we have science and I would like us to remind ourselves of the topics that we treated before we move on to this, the topic for this week. Aha, who can remind us of the topic? Our last topic. Aboagye.

That has gone and passed. This, the previous one. Yes

We treated food poisoning

Yes. All of you.

We treated food poison.

Right. Food poisoning. Right our topic this week is (turns and writes on the board) Who will read it for us? Somebody should read it for us. Yes

Poisonous food.

Again

Poisonous food

All of you.

Poisonous food!

Again

Poisonous food!

Right, what do we mean by poisonous food? What do we mean by poisonous food? Yes Harry.

The food is not good for you to eat.

The food that is not good for you to eat. Any other? Who else? Who else? Yes.

The food that is poisoned.

The food that is poisoned. We call it poisonous food. Yes.

The food that the date has passed.

The food that the date has passed. That means the food which eh, expiring date is gone. You don't have to do what? To eat it. Yes. Is that all? Mhum.

The food that it has kept for a long time.

The food we've kept for a long time. Good. Now we are going to see how food becomes poisonous or some of the food that are poison. Lets turn our books to page 42, page 42, page 42, page 42, page 42. Right. We have poisonous food.

[Talking together]
When I asked what poisonous food means somebody said, "Food that we've kept for a long time." is a poisonous food. That is good. Somebody also said, "Food that is not good to be eaten." Why is it that the food is not good to be eaten? We are going to learn about that. Now, first of all let's look at these ones. There are some food that can kill us. You see when we were talking about eh, poisonous food we got to know that, when we were talking about, sorry eh, food poisoning, we got to know that when we eat some food you become sick or ill but this time when we say poisonous food, when you eat a poisonous food you will die. It will kill you. You are not going to get ill or get sick. You will rather do what? Die. Then we are going to look at these thing. First of all let's look at the picture on page 42. You can see a plant there. What plant is that? What plant is that? What plant is that? Yes Rapheal. What plant is that?

Rapheal: Cassava

It's a cassava plant. And does it look like a real cassava? Does it look like a cassava plant? Does it look like a cassava plant?

Why? You said, "No." Why? Look at the picture well Oh! Why?

Because it's poisoning.

Ah! How do you know is poisoning? Me I can see it as Cassava plant. But there are some features that doesn't resemble eh, cassava. Mhum.

It grows like tree.

This one has grown like a tree. Give him a very big clap.

[Clapping]

You see this plant is a cassava plant but it seems like what? A tree. So you see. It's not good to be eaten. When you look at it. And the other picture, on your right. What can you say about that picture? What do you see there? What do you see? Ama. What do you see? What do you see?

A snake.

Snake? Thank you. What other thing can you see?

Some mushrooms.

Yes some mushrooms. Lets talk about the mushrooms first. What can you see about it? Or what can you say about this mushrooms? Now before then. What is the colour of a mushroom? What is the real colour of a mushroom? Yes.

The colour of the real, the mushroom is white

White. A normal mushroom has got a what? A white colour. Mum! It has got a white what?

Colour.

When you look at the picture you can see so many colours. Who can tell me one? What colour can you see? Gertrude.

Blue colour.

I can see blue mushroom. What other colour? Senkyire.

Red colour

You can see a red mushroom. Is that all? Yes.

Light mushroom.
51 Tr.: Light mushroom. What colour is it? Light mushroom? No. Baah
52 Baah.: Violet.
53 Tr.: Violet. Thank you. So you see we have so many colours for this particular mushroom but a real mushroom must have what colour?
54 Tr+Chn.:  White.
55 Tr.: But this one we have red. We have a violet or moo then we have blue colour. You see, so it's. What can you say about it again? Yes.
56 Chn.: It is poisonous.
57 Tr.: It's poisonous. You see it doesn't look like a mushroom that we have to eat. It's poisonous because it hasn't got the real colour of a what?
58 Tr+Chn.: A mushroom
59 Tr.: Thank you. And then lets talk about the third picture. What can you see there? What can you see? What can you see? Yes.
60 Chn.: A snake.
61 Tr.: A snake. Snake is meat Is it true?
62 Chn.: No Miss
63 Tr.: Why no? Isn't it a meat? It's meat. Aha! Mum! What can you tell. Eh what can you say about the snake? What can you say about the snake? Aboagye. What can you say about the snake?
64 Aboagye: Poison is in the mouth. Poison is in the mouth.
65 Tr.: Poison is in the mouth of the snake. Thank you. When you look at it you can see it. You see so it means that the snake is poisonous, even though some pupil eat snake. this particular snake is poisonous because it has got plenty poison in it. look at the mouth. That thing coming from the mouth is poison. So if you eat this particular eh, snake you will die but there are some snakes some people eat. That one is not poisonous. You see. Right and then, so this eh, on this page you've got to know three things. You can see a cassava but the cassava is not a real cassava. Simply because it has grown, it hasn't got the normal size so a real cassava and two, and two, and two. It has grown like a tree. a cassava plant is a bit tiny. You see but this one is big. So it doesn't look like a cassava. So it's poisonous and then the mushrooms too. A real mushroom colour is white and this one has got so many colours. If you eat such mushroom, you will die. It is going to kill you. You see. You are welcome. Then let's move to page 43. What can you say about that picture? Tell me anything that you see in the picture. What can you see? What can you see? Yes.
66 Chd.: I can see a fish.
67 Tr.: I can see a fish. Where is the fish? A fish is flying? Is the fish flying?
68 Chn.: No Miss
69 Tr.: shein, where can you see it?
70 Chd.: The fish is in the water.
71 Tr.: It is in the water. Mhum. Is that all? Is that all you can see in the picture? What other things can you see? Yes
72 Chd.: I see a woman
73 Tr.: I see a woman. Yes There is a woman in the picture. What other thing? Yes.
Chd.: I can see a man.
Tr.: What is the man doing?
Chd.: Putting a poisonous in the water.
Tr.: He is putting something. He is pouring something in the water.

Aha, what can you see?

Chd.: The fish has come out from the water.
Tr.: The fish has come out from the water. Why? Why? we shall talk about that later. I can also see some gallons beside the man. You see. What have they written on the gallon? What have they written? Marian. What have they written?

Marian.: [Inaudible].

Tr.: Louder.

Marian.: DDT

Tr.: They have written DDT. Is that all?

Marian.: No Miss

Tr.: Yes.

Chn.: DDT poison.

Tr.: Again

Chd.: DDT poison

Tr.: DDT poison. You see. So what do you think the man is doing? What do you think the man is doing. ehein! Godwin

Chn.: He is killing the, the, the fish.

Tr.: He is killing the fish with what? His hands!

Chn.: With DDT.

Tr.: Thank you very much. Now when you look at the picture very well you can see that (1) the man is pouring some DDT into the water. (2) The fish has come out. They are floating in the water. And then (3) There are some poisonous eh, there are some poisonous eh, chemicals besides the man. This means the man is using that poisonous chemicals to do what? To kill the fish. Aha! Is like, there are some mouse, lets say you have got some mouse in your room. You want to kill it. If you kill the mouse with a poisonous chemical. The mouse eat it and it would die. If another animal eat the, eat the, the mouse. What's going to happen? Yes You.

Chd.: The animal too will die

Tr.: Yes Again

Chd.: The animal too will die

Tr.: The animal too will die because it has eaten what?

Chd.: A poisonous food.

Tr.: Yes It has eaten poisonous food. So this particular fish in the river. The man kill, used poisonous chemicals to kill the fish. So if you or me, me. If I eat it. I eat the poisonous fish. I am going to do what?

Tr.+Chn.: Die

Tr.: I will die. Why? Why should I die. But fish you have to eat fish. If I eat the fish why should I die? Ha? Why should I die? Yes.

Chn.: Because the man put the DDT in the river.

Tr.: In the river for the fish to die. So the fish there. I can say there are some poisonous chemicals inside the fish in the what?
Water and so if I eat such fish I'm going to do what?

Because the fish is what?

Poison/ poisonous

Ha?

Poison.

Is poisonous. This time you have to say is poisonous. Ha? You've got to know four things. Fish killed by DDT or poisonous chemicals, if you eat it. You can die. You die enye se you can die. To die. And then poisonous snake. Some people eat snake. If you eat this particular snake. The black one. It's very poisonous. If you eat it you are going to die. It will kill you. And then mushrooms with different colours. Ha? Every mushroom or every good mushroom normal mushroom have a white colour. If it hasn't got the white colour and you eat it, you die because it is poisonous. And this eh, cassava. Look at the shape. It's not a normal cassava. If you eat it, The normal cassava that we eat. If you eat it you are going to die. Right. So what can you tell me about this? The person taking DDT. Drinking DDT. What will happen to that person? We use DDT to kill fish. I ate the fish I die. And if someone use eh drink it raw like that what is going to happen? What's going to happen?

Amissah: He will die. He will die.

The person will die. So Make sure you don't drink DDT. Okay if you drink DDT you will do what?

You will die because it is poisonous. There are some other chemicals that are poisonous. Who can tell me one? Who can tell me a poisonous eh, chemical? Yes.

Robb is not a chemical my dear girl. Chemical, when we say chemical, something like the DDT. Ha! Aha liquids. shein?

At times they could use medicine.

What medicine? That's what I want. What other medicine or chemicals do you think if I take I would die? That's my question. Yes.

Kerosene

Give him a big clap

If you think if you take eh you take med, eh, kerosene you won't die. Wo kɔ fie a try hwe. Se nka wobe hunu wo maame bio a. Don't do that. Never do that kerosene is very poisonous. It's also poisonous. Wo fa na wo num gulun, gulun gulun gulun. Wo num wei a efam birim. Wo na wa awuo no. Wa ni bɛte na ekyere se wa ye den? Wa awu koraa. Aha? What other chemical when you drink you die. Can kill you easily? Yes

Dynamite


Petrol
Petrol. Ha! Petrol. Petrol too is very poisonous. You see if you drink petrol you will die. Aha!

Spirit. What kind of spirit is that? Mentholated spirit? Yes. It's very dangerous. Yes that one too. Mhum!

Gas. Okay, thank you. Aboagye what else?

Gas. Again. Parasol. Do you know what parasol is?

Again. Iodine. It's also poison. Thank you. Now we've got to know so many chemicals that if we eat we die. What about food? Food, food, food aduane paa ye die. Aduane bi wo ho a wodi a wobe wuo. Wobe wuo wo ho a, ebi ne sen? Yes Appiah.

The food that animals [Inaudible].

Okay, okay. The food food that animals have eaten if you eat it you will die. Right. That one is not poisonous food. Wahunu? But se yeka poisonous food a, eno de akwamu no ankasa ye poison. Aduane bi nso wo ho a sek na asec. Wodi a wo yem be ye wo ya. Wobe yare. But ebiso wo ho wodi a, enedee wobe wuo koraa. Sedece ye ka ye DDT wodi a wobe wuo. You will die instantly. Mum! Wobe wuo wo ho a. Na eyere se aduane bi saa na me pe. We have some leaves. It looks like kontomire.

Yes. Have you seen that?

Yes Miss.

Have you seen that?

Yes Miss.

It looks like kontomire but it is not kontomire. If you eat it you will die. So you must so you must take very good care of yourselves. You must be very careful. There are some people when they are walking a, they will plug some leaves and put it inside their mouths. It is not good. Who

[Talking together]

This leaf

Yes. [Talking together]

Now if you don't stop, that's why you are sick oh! You don't know. That's why you are sick. If you eat by heart, anyhow, you die. You see anything you want to eat it. If you see anything you want to eat it, you will
die. There are some leaves that are very poisonous. Some food, aduane paa yedie bi w$h a eye poison. Ha! Ha! Nti mo nhwe mo ho yiye. You must take care. Mo nhwe mo ho yiye. Bi w$h a wa hunu se adec bi w$ fanta tua mu, ha! Wa hunu se nsuo bi w$ fanta tua mu. esc fanta wo k$ fa ye a wok$ num. Bia na eye petrol. The colour is a bit similar. Hum! esc kakra. Nti wo anhwe yiye na wo k$ fa pe. Wo num a wo be wuo. Do you understand?

154 Chn.: Yes Miss
155 Tr.: Mhum. What have you learnt from this lesson? eden na wa sua afiri adec a ya sua yi so? Mercy
156 Mercy: We should not eat anything that it is showed that one it is poison
157 Tr.: echin, say it louder.
158 Mercy: We should not take anything that show like poison
159 Tr.: We should not eat anything that resembles poison. How would you know it's poisonous? Wobe ye den na wahunu se eye poison? How would you know? Yes. Aha.

160 Chd.: You will smell it.
161 Tr.: Yes. You can see it by smelling it. Ah! Like this particular mushroom. Ha? When you smell it you know that wei dec ne scent no ense ayi emiree o! Na wo agyae. Ha! Wo hwe na scent no eti se mirree pe na wo agyae. Aha!

216 Chn.: [Inaudible].
163 Tr.: Say it louder.
164 Chn.: We should not eat food that has keep long
165 Tr.: We should not eat food that has kept long. Example? Example? Give us example. Yes.

166 Chn.: Sardine.
167 Tr.: Sardine that has been kept long. Aha. Can I help you?
168 Int.: [Inaudible].
169 InT.: Mrs Asamoah said what?
170 Int.: I should tell you to bring the thing.
171 InT.: Okay tell her I will bring it. I will finish very soon. Ah! Richard
172 Chn.: Milk
173 Tr.: Milk hein! Your mother can keep milk Ah! For two years.
174 Chn.: [Talking together]
175 Tr.: Is it not true?
176 Chn.: It is
177 Tr.: Yes. You buy. You buy, you buy sardine, you buy milk, you buy peak milk and then put it in the sideboard for show. Yes so that the room will look nice. When even you are hungry mummy won't give it to you. You like to be there a, one day. ene dec me ni sika ma me nk$ fa sardine yi na yen twa so na yen di. You go and open the sardine and then you see that the sardine is smelling all over the place. Because mummy hasn't got money to buy another one. Ma me nye no saa ma yen di. Wodi pe wo be wuo. eye poisonous. Although is food because it has been kept long it becomes what?
178 Chd.: Poisonous
It has become what?

Poison

Poisonous. You shouldn't eat tin food that has been kept long. Aha the last one then you go. [Inaudible]. Yes you.

Geisha

Geisha is also one. Thank you very much. Right. Any questions. You want to ask question?

Any questions. You want to ask question?

Yes

Ask.

Please teacher how would you know that the fish is poisoned?

Ehein. She says how would you know that the fish is poisonous. Who would answer her for me? Yes.

Because they are floating.

Because they are floating how? You didn't see it. It is in the market and you went to buy. You wouldn't know. So what we have to do is that, what we have to do is that whenever you see somebody using this chemical, ha! To kill eh, fish you have to report that person to the police. Ha! Wo hunu saa ma yen kye no. Wote asee? Ha? Sometimes eye a na aduane koraa akuafuo, farmers when they want to spray their food. Obi wɔ̀hɔ̀ a wo nim ye. Nti na wɔ̀de aduro no bɛbɛree, na wɔ̀de akɔ spray aduane no. Se aduro bia, eno na aborɛfo ka se too much of every thing is what? Too much of every thing is what?

Bad.

Bad. So if we use too much fertiliser or anything.

Ah! Because you are hungry you are chewing polluting bag?

[laughing].

If you use plenty chemical on, to spray your crops. It will affect the plant and if somebody eats it he will die. I hope you understand.

Yes Miss.

Please what do they use to do the poison?

What do they use to do poison? They use. Who can tell me? They use different chemicals. Yes

[Inaudible]

What did you say?

I said that the fishermen don't know that people has come and put DDT into the river but they would use the net to catch all the fish

Now the moment you pour DDT in the water the fish will die because is poisonous. DDT is very poisonous. eye poison paa se se wode sɔ nsuo no mu ko. Na kakra bi okraa kɔ aboa no anum a wɔ̀ be wuo. Nti fisherman or whoever he is no wɔ̀ba, wɔ̀ hunu se wɔ̀ te ani pe. He know somebody has done. Somebody has come to put poison in the river. Okay! So he would know. Nti saa, If such a person sees it. He shouldn't bring the fish to market for us to buy at all. You understand?

Yes Madam

You understand?

Yes Miss
206 Tr. : The last question
207 Chn. : If he put the poison in the water would the poison affect the water?
208 Tr. : Yes. That's a very good question. He said, if you put the poison in the water will it affect the water? Won't it affect it? Ha! It will affect the water. And anybody who drinks such water too will also die. The same like the fish. Ha! I said the last question. Mum hum.
209 Chn. : Please teacher if you put the poison in the water and you go and fetch it and boil, borrow
210 Tr. : Boil
211 Chn : Boil it will you die?
212 Tr. : Now lets listen to this. The guy is asking a question. He says if somebody has pour, poured DDT in the water. You don't know. Then you fetch it. Then you boil it. And then you drink it. Would you die? And I would say why why you know there's. If you know there is DDT in it don't fetch it at all. Mum! Don't fetch it at all and boil it. Ha! Aha! Don't drink it at all. You understand?
213 Chd.: Yes Miss
214 Tr. : Yes. Go and fetch another one. You would see that there is DDT in the water. So if you see it don't. Don't do what?
215 Chn.: And fetch it.
216 Tr. : Right. Lets try and answer these questions. Give them their science exercise books. I didn't say textbooks. I said science exercise books
217 Chn.: [Talking together].
APPENDIX 5(3): Ghanaian language

LESSON: THREE
TEACHER: TA
CLASS: THREE
SCHOOL: ABOFO SUKUU
SUBJECT: GHANAIAN LANGUAGE.
TOPIC: ME NANA BARIMA HO ASEM (MY GRANDFATHER)
DATE: 7TH FEBRUARY, 1996.

1  Tr. : Me pe se ye twere asem bi esfa ye nana barima ho. Sedee me dikan
ka ye no wo nana barima wo ne hwan? Ye kase wo nana barima wo ne hwan?
Ama K.

2  Ama K. : Me nana barima din de

3  Tr. : Ka no den

4  Ama K. : Me nana barima din de Francis Achampong

5  Tr. : W→se ne nana barima din de Francis Achampong. ye. Na nso
me bisa se wo nana barima wo ne hwan? Ye kase obi ye me nana barima, na
ekyere se wo ye wo den? W→ ye wo den? Felicia Frimpong

6  Felicia F. : W→ ye me nana.

7  Tr. : isye den na w→be ye wo nana. isye den na w→ be ye wo nana?
Abrafi.

8  Abrafi. : efiri se w→ ye me maame papa.

9  Tr. : Mmo w→ ye wo maame papa. Nti ye ka nana barima a w→ ye

10 Judith. : W→ ye me papa papa.

11 Tr. : sbyio

12 Judith. : W→ ye me papa papa.

13 Tr. : Wo papa pano ye wo nana den?

14 Chn. : Nana barima.

15 Tr. : Mmo. eno nti enne ye pe se ye ka, ye twere ye nana barima ho
asem. ennora me ma mo k→ fie k→ ye homework. Me de ma mo k→ fie se obia
nk→ bisa na w→n be ka ne ho asem nkyere me. Nea edikan me pe se me bisa wo se.
Wo nana barima ye frε no sen? Wo nana barima ye frε no sen? Juliet F.

16 Juliet F. : Me nana barima din de Kwame Boateng

17 Tr. : sbyio

18 Juliet F. : Me nana barima din de Kwame Boateng

19 Tr. : W→se ne nana barima din de sen?

20 Chn. : Kwame Boateng.

21 Tr. : Me nana barima, me nana barima din de. Obia nk→ no ne nana
barima. Me boa anaa? enno nti fi wo nana barima edin shye h→. Wo nana barima
no wo hwe a wa di nfie beye sen? Wa di nfie sen? Me nana, wo nana barima wa di
nfie sen? Ofori A

22 Ofori A. : Me nana barima ade mfie aduasa.
23 Tr. : Ne yirafi. skyere se wa anye ne home work. Aha wa di nfie sen?
Boakye A wa di nfie sen?
24 Tr. : Me nana barima ade nfie aduanan nan.
25 Chn. : Wse wa di nfie aduanan sen?
26 Chn. : snan
27 Tr. : Aduanan nan ye de Boro fo a ye be ka no sen? Aduanan nan
ne Boro fo ye ka no sen? Gregory.
28 Greg. : Ninety nine
29 Tr. : Ninety nine? Dabi. Anita
30 Chn. : Forty four.
31 Tr. : Mmo mo mm mo nsam ma no
32 Chn. : Nsamb D.
33 Tr. : Aduanan nan ye Dibo adukan nan. Mmo wa ye ade.
34 Tr. : Aduanan nan yE de kD Dobo a yE be ka no sen? Aduanan nan
ne Dobo ye ka no sen? Gregory.
35 Tr. : Wpte Adum. Wpte Adum. Ne kurom ne he? Wfiri he. Wo nana
barima no W firi he? Ne kurom ne he? Ne kurom ne he? Asamoah
36 Tr. : Ne kurom ne. Ne kurom ne da.
37 Tr. : Ne kurom ne. Anaa se wobe tumi ka no sen? Wo mps se
wo ka se ne kurom ne Ada wobe ka sen? Yes Gyetu.
38 Veronica: Me nana barima te Adum.
39 Tr. : Ka no den
40 Veronica: Me nana barima te Adum!
41 Tr. : Wte Adum. Wte Adum. Ne kurom ne he? Wfiri he. Wo nana
barima no W firi he? Ne kurom ne he? Ne kurom ne he? Asamoah
42 Asamoah: Ne kurom ne. Ne kurom ne da.
43 Tr. : Ne kurom ne. Anaa se wobe tumi aka no sen? Wo mps se
wo ka se ne kurom ne Ada wobe ka sen? Yes Gyetu.
44 Chn. : Ne kurom ne Tepa.
45 Tr. : Anaa se wobe sane aka no sen bio? Me pe se wo dane no kakra.
Sakina
46 Sakina: Anaa se W firi Yendi.
47 Tr. : Wfiri Yendi. Wobe tumi aka se ne kurom ne Yendi anaa se Wfiri
Yendi. Wo nana no Wte sen? W ye tenten anaa se W ye teatea? Wye
kDkD anaa se Wye tumtum? Anaa W ye fitaa! Wo nana no Wte sen? Wo
nana no Wte sen? R Amoah. Wye
48 R Amoah: Wye tenten tumtum.
49 Tr. : Wse ne nana no W ye nipa tenten tumtum. Wa ye adee. Mmo.
Wye tenten tumtum. Mmo wa ye adee. Na woso wo nana Wte sen?
50 Chn. : W ye nipa kDkD tenten.
51 Tr. : Ka no den.
52 Chn. : W ye nipa kDkD tenten.
53 Tr. : W ye nipa kDkD tenten. Nti ye be twere se W ye te tenen
tumtum anaa se teatea kDkD anaa se teatea tumtum. Se wahunu. Mmo waye

54 Sandra. : Ne mma ye
55 Tr. : Sandra se nyirafi ne nana mma o! Ne mma ye sen? Godwin
56 Godwin : Ne mma ye nsiat.
57 Tr. : Mmo. W se ne mma ye nsiat. Juliana woso wo nana barima ne mma ye sen?
58 Juliana : Ne mma ye du.
59 Tr. : Ne mma ye du. Mmo. Woso wo nana barima ne mma ye sen?
Prince. Wo nana barima ne mma ye sen?
60 Prince. : Me nana barima ne mma eye nson.
61 Tr. : Ka ebio.
62 Prince. : Me nana barima ne mma eye nson.
64 Baah. : Ne nana nom ye du baako.
65 Tr. : Ne nana nom ye du baako. Alfred woso wo nana barima, ne nana nom ye sen?
66 Alfred. : Nnan
67 Tr. : Ka no den
68 Chn. : Nnan
69 Tr. : Nnan. W se ne nana nom ye nnan. Woso wo nana barima mma ye sen?
70 Chn. : Me nana barima mma
71 Tr. : Ne nana nom.
72 Chn. : Me nana barima nana nom eye du mmeinu
74 Senkyire : ye tyres aduma
75 Tr. : ye tyre me boa? Woso wo nana barima no ye den aduma?
Michelle.
76 Michelle : ye painter aduma
78 K Asare : ye farm, ye nwiram aduma.
79 Tr. : ye nwiram aduma. Wope akyere se wo ye kua ni me boa? W ye okua ni. Mmo. Nti wo be twere no sen? W ye okua ni anaa se Dokita anaa se lawyer anaa se ye aduma wo sika kurabia. Ye ka sika kurabia se wo nim?
80 Chn. : Yes Miss
81 Tr. : skyere sen?
Bank
82 Chn. : Sika kurabia kyere sε bank. Nti bebia wọ ye aduma ɛden? Twere hye ho. ɛden aduane paa na wo nana barima wọpe? Aduane ben paa na wọ pe?
Wo nana barima, aduane ben na wọ pe? Dora Agyei.
84 Tr. : Wọ se aduane se nana barima pe paa na wọ fufuo ne abe nkwaε.
Michael woso aduane ben na wo nana barima pe paa?
86 Michael : Aduane a wọpe paa na banku.
87 Tr. : Banku nkoa? Hwee nkaho?
88 Michael : Mmo. woso wo nana barima paa?
90 Abigail : Agor a wọpe ne ludu.
94 Abigail : Aduane me nana barima paa ne dɔkuno ne nkruma.
95 Tr. : Agor a wọpe ne ludu
96 Chn. : Agor a wọpe paa ne bɔ̃l bɔ.
97 Tr. : Agor a wọpe paa ne bɔ̃l bɔ. Mmo. Ak umoah
98 Ak umoah : Agor paa wọpe ne oware.
104 Chn. : Yes Miss
105 Tr. : Mo nim saa?
106 Chn. : Yes yenim
107 Tr. : Aha aduane a wọpe ne fufuo enne den?
108 Chn. : Nkrakra.
109 Tr. : Me so me be ka me nana barima ho asem akyere wo. Ansa na no me pe se me bisa asem a etwa tow. Se wahunu. Wọpe wo nana barima asem paa?
110 Chn. : Anne
111 Tr. : she! ṭhene wo pe wo nana barima asem?
112 Chn. : Anne
114 Chn. : ṭpe ma asem.
115 Tr.: Wo, wo na me bisa wo se. Me pe na asem efiri se.
116 Chn.: efiri se wɔ no nso pe ma sem.
117 Tr.: Aha, aha ka se: Me pe na sem efiri se
118 Chn.: Me pe na sem efiri se
119 Tr.: Winifred. Wope wo nana barima ho asem paa?
120 Chn.: efiri se biribia me hia bia wɔde ma me.
121 Tr.: Mmo mo mmɔ mo nsam ma no
122 Chn.: Nsambɔ
123 Tr.: ḷse ḷpe ne nana barima ho asem efiri se biribia wɔpe bia wɔde ma no. Afei me nso beka me nana barima ho asem. tea no yiye o! Wo wiee a woso wobe ka wodee. Obia beka ne nana barima ho asem. efiri se obia ne ne nana barima. Me boa anaa? obia ne ne nana barima. Me boa anaa?
124 Chn.: Yes Miss
126 Chn.: Wa ye adee. [Nsambɔ]
127 Tr.: Yes Mo mmɔ mo nsam ma me.
128 Chn.: Nsambɔ
129 Tr.: Afei mepe se obi nso sore gyina hɔ. Na deey ya twers agu board yi so, wɔ no nso de ndɛɛ be hyɛ mu baako baako, baako. Me pe nipa nnan. Ye wo ka ye den?
130 Chn.: Ka no den.
131 Tr.: Mmo. Hwan na ɛbe ka ne deec kane? Gifty A.
132 Gifty A: Me nana barima din de Owura Robert Annor. Wa di nfi e aduowotwe baako. ḷte Kroforom. Ne krom ne Offinso. ḷye nipa
133 Tr.: Aee! To wobo.
134 Gifty A: ḷye nipa kɔkɔ
135 Tr.: Ma anka se nka no den. Ka no den, na ɛmo to wo bo ase
137 Tr.: Wo aye adee mmo. Hwan nso biom? Hwan na ɛbe ka bi ama yen. Aha.
138 Chd.: Me nana barima edin de.
139 Tr.: Ka no den
140 Chd.: Me nana barima din de Mr.
141 Tr.: Ka no den
142 Chd.: Me nana barima din de Mr. Owusu Kɔkoo
143 Tr. : Mr ye ka ne Twi sēn?
144 Chd. : Owura Kɔkoo
145 Tr. : Aha
146 Chd. : Owura Owusu Kokoo. Wa di nifie eduasa num. Wɔte Abiriŋ
Junction ne krom ne Ampatea. Wɔye nipa teatea tumtum. Ne mma ye nsia. Ne
Nana nom nso ye nsia.
147 Tr. : Wɔ ye aduma wɔ
148 Chd. : Wɔ ye aduma wɔ.
149 Tr. : Anaa se wɔ ye Okua ni, ɔye Dokita. Se wahunu. Aha. Den
aduma na wɔ ye?
150 Chn. : ɔye Okua ni.
151 Tr. : Mhum.
152 Chd. : Wɔye Okua ni. Agorɔ a wɔpe ne ludo. Aduane nso a wɔpe ne
fufuo ne abe nkan. Me nana barima pe ma asem efiri se wɔ no nso pe ma asem.
153 Tr. : Aee! Wo nana barima pe wa asem efiri se wɔ no nso pe wa
asem? Ah! Ka no yiye. Mepe me nana barima asem efiri se
154 Chd. : Mepe me nana barima asem efiri se wɔ no nso pe ma asem.
155 Tr. : Mmo wo aye adee. Hwan nso bio? Mmaa no me pe se ɔbaa
baako be kasa. Mepe se ɔbaa baako bekasa ma mintea. Mmo nkasa? Felicia F
156 Felicia F: Me nana barima din de Owura Okyere Darkwa. Wa di nifie
nwɔtwe.
157 Tr. : Wa di nifie nwɔtwe?
158 Chn. : [laughing]
159 Tr. : Anaa wope se wo kase wa di nifie aduowotwe?
ɔye, wɔye aduma wɔ KMA.
161 Tr. : Wɔye nipa, ɔye nipa mum hum!
162 Felicia F : Wɔye nipa teatea kɔkɔ. ɔye aduma wɔ KMA.
163 Tr. : Mhum.
164 Felicia F: Ne mma ye edu. Ne nana nom ye mmeini. ɔye
165 Tr. : Wɔye
166 Felicia F : ɔye
167 Tr. : He ne fa na wɔye aduma?
168 Felicia F : KMA
169 Tr. : Aha nti fa ka asem
170 Felicia F : Wɔye aduma wɔ KMA. Agorɔ a wɔpe ne oware
171 Tr. : Mmo. Aden wope wo nana barima asem?
172 Felicia F: Mepe me nana barima asem efiri se wɔto ananse ɔm kyere me
173 Tr. : Mmo mo mmɔ mo nsam ma no
174 Chn. : Nsambɔ.
175 Tr. : Wɔse wɔpe ne nana barima asem efiri se ɔye a wɔ ye den?
176 Chn. : ɔto ananse ɔm kyere no.
177 Tr. : Mmo wo aye adee. Hwan nso bio? Hwan nso bio? Mmo a mo
aka mo npégya mon nsa. Nti emmaa swɔ dan mu ha wɔ he? Mmaa no mo nka bi
ma yentea. she Shetu.

179 Tr. : Kye kyerexyere ni. Mmo.

180 Shetu. : Ago a wpe paa ne oware. Me pe me nana baria asem efiri se me hia biribia wde ma me.

181 Tr. : Mmo nhibee mo nsam kessee ma no.

182 Chn. : Nsambp

183 Tr. : Aka nipe twa two. Yes Achamfo. Ka no den o!


185 Tr. : Aduosa nan. Aha


187 Tr. : Mhum

188 Achamfo: Me nana barima asem. Mepe me nana barima asem efiri se wpe, w no so p ne asem

189 Tr. : Mmo wo aye adee aye. Afei dee ye nyinai ye be ka abom wo duru bbeia ya se kete noa na wa ye den?

190 Chn. : [Talking together]


192 Chn. : Na ma kan

193 Tr. : Ka ma yentea ye. Me Nana barima ho asem.


195 Tr. : Nka dash. Aha

196 Chn. : Wadi ntie

197 Tr. : Wadi ntie, ntie dash Mhum!

198 Chn. : Wadi dash

199 Tr. : Ye hye ase. Me nana barima ho asem. Mhum


201 Tr. : Me pe na asem efiri se.

202 Chn. : Me pe na asem efiri se dash

203 Tr. : Mmo aye ade. Afei wde de wo book be ma wo. W k de fa aba. na wo atwere. Ha! Wde wo book ma wo a twere. Dee ya se kete bia na wa ye den?

204 Tr+Chn: Na wode wode ahye hye.

205 Tr. : Dee esse wode hye hye na wode aye den?

206 Chn. : Wode ahye hye.
Start work. Start work. Nipa na agyeme see?

He go and sit down and do the work.

Tack in your shirt.

Those who have finished should come and mark their work.
APPENDIX 5(4): Mathematics

LESSON: FOUR
TEACHER: TA
CLASS: THREE
SCHOOL: ABORDFO SUKUU
SUBJECT: MATHEMATICS

TOPIC: MEASURING LINE SEGMENT

DATE: 7TH FEBRUARY, 1996

1 Tr.: Now children we have maths. When it was Christmas I hope your fathers and mothers bought you either a dress, a shoe, a shirt, or a trousers. Now before you mother or father bought the trousers or a shoe for you, what did she use or he use to measure you? Aha. Joyce what did she use?

2 Joyce. [Inaudible]

3 Tr.: Louder

4 Joyce.: She used a broom

5 Tr.: He used a broom. A broom stick, isn't it?

6 Chn.: Yes Miss

7 Tr.: Right. What other thing did your mother use? Sammy. What did she use?

8 Chn.: My mother used a ruler.

9 Tr.: A ruler? Thank you very much. To measure your length. Right. What did your father use or your mother use to measure you?

10 Chn.: She used a chalk.


12 Chn.: She used a box

13 Tr.: Again

14 Chn.: She used a box

15 Tr.: A box? To measure what?

16 Chn.: My foot

17 Tr.: Your foot? A box. Okay. Now we have so many things that we can use to measure things. Yes you

18 Chn.: She used. She used a paper and she cut my leg on it she go and buy me

19 Tr.: He said, her mother, his mother eh, traced his foot on a sheet of paper and the cut it and took it to the market. Thank you very much. Now, there are so many ways that we can measure things. There are so many ways that we can measure things. First we can use: What is this?

20 Chn.: A tape

21 Tr.: Again

22 Chn.: A tape measure.

23 Tr.: Don't say tape. When we say tape, it's the one we use at home. We use it to play music. Ha! ape recorder. This is a tape measure. Say it.

24 Chn.: A tape measure.

25 Tr.: Then you can also use a ruler. A what?
A ruler. Then we have meter tape. When you go to the market, the one they use like this one. Is very long. Ha? It's longer than a ruler. That one they use to measure material. You understand.

Yes. We can also use ruler. What other things can you use to measure things. Harry

A stick.

A stick. That's what I said. The meter stick. Aha

A dress. You can use a dress to measure things?

[Inaudible]

Your mother did what?

My mother took my home dress to the shop

Ah! So you used an old dress to buy you a new one. She used it at the market. Thank you very much. Right. We can also use our palm like this. Your hand. Mum! If I want to measure this boy's table. What I will have to do is to use my hand to measure it. One, two and then

Half

Half. So I can use my palm to do what? Measure. I can use my what?

Hand

Right. We also have this. You can use your leg. Your feet like this, two, three, four, five, six, seven and so on and so forth. So there are so many ways that we can do what?

Measure things

So we can measure things in so many ways. We can use the what?

The tape

You can use what?

A tape

A tape measure. You can use eh,

Ruler

A ruler, eh what other things?

A stick.

A stick.

A chalk

A broom

A stick.

A stick. Thank you. You can use, you can also use a watch, a string You know a string? Yes let me show you one. This is one. You can use a string Like the boys are doing in the book to measure things. Now I want us to use the tape measures we brought, the rulers and the sticks to measure our table. Measure it and tell me what you got. I will call you so that you tell me the number of inches. I want you to use the inches. The one written boldly. Like this aha! Use this one to measure. Measure it. Those using ruler should also measure, measure the length of the table. Like this. Ha! And tell me.

[Working].

When you finish raise up you hand I will call you.
56 Chn. : [Working]
57 Tr. : Yes some pupils are using their palm to do it. Others are using their tape measures. Some also are using the eh, ruler. That is all good. Right. Those using tape measure. How many inches did you get? How many inches?
58 Chd. : I get fifty
59 Tr. : I got
60 Chd. : I got fifty three
61 Tr. : Fifty three what?
62 Chd. : Fifty three
63 Tr. : Inches.
64 Chd. : Inches.
65 Tr. : Thank you very much. What did you get?
66 Chd. : I got twenty inches
67 Tr. : Twenty inches. What did you get?
68 Chd. : I got thirty inches
69 Tr. : Thirty inches. Who else? Thank you very much.
70 Chn. : [Talking together].
71 Tr. : Quiet. What did you get? Abrafi?
72 Abrafi. : I used my hands
73 Tr. : Louder
74 Abrafi. : I used my hands. I got two and half inches
75 Tr. : You used your span. You got two and half. Thank you very much. Now, it means the tables that we measured the are, they don’t have the same what? Length. They are different length. I want this place to be quiet. Stop measuring. We have finished with that. Yes Right. So we can use our spans. Some people used span. others used tape and yet others used rulers to measure. Right now I want you to take your rulers, ha! Take your ruler. You see that we have centimetres then inches. When you look on your ruler. Those written boldly, ha! Are the cen eh, inches and those here are the centimetres. No w can you see that on your ruler?
76 Chn. : Yes Miss
77 Tr. : Right. So use your ruler to the table and tell me how many inches you get.
78 Chn. : [Working]
79 Tr. : How many is that? How many inches?
80 Chd. : Twelve inches
81 Tr. : Aha. Yes, how many did you get?
82 Chd. : Eleven and half inches
83 Tr. : Eleven and half. Yes.
84 Chd. : I got one and half inches
85 Tr. : One and half. Then your table is too small. Thank you. All right.

Now today we are going to measure the line segments that we have in the book. You see we have some line segments in the book. When you look at page 57 of your maths textbook. You see that they’ve written "Measuring Line segments." Ha! Measuring line what?
86 Chn. : Segments.
And then you see a line drawn like this. And then they have written some letters

"B and O.B. O. B.

You can't say O. B. Say line OB

Line OB

No, no

Line segment OB.

No. NO. Say line segment OB. or Line OB You understand?

Class so what name do you give to this line?

Line segment OP.

Measuring.

No you the centimetres.

How many centimetres did you get?

[Inaudible]

How many is that?

Five

Five what?

Centi

Five what

Five

Five what

Five Centi, centis

Five what?

Five centimetres.

Five centimetre. Right. What did you get?

Eleven centimetres.

Then you didn't use it. No. That is not the centimetres. Use this part. Mum. This is inches and this is the centimetres. Ha! Centimetres is the same as centimetres. So use this place. Mum! You see, aha.

[Working].

Let me see.

Eight centimetres.

No. Line. Ah! You are measuring OP.

Wei see

Ah! Then is ten. Thank you. Okay

[Working]

Let me see yours. How many did you get?

Ten centimetres

You also got ten centimetres. No don't use the tape measure use the rulers only. You understand.

Yes Miss

Use the ruler, ha Mum hum! Use the ruler. Measure line OP. Line OP. Yes. How many did you get? Edward. How many did you get?

One twenty.
One twenty what? Cedis

One twenty metres. One twenty

What are we using? What did I say you should use?

Ruler

Ruler and what? You should measure in what?

Centi, Centimetres

Centimetres. So don't say one thirty metre. Yes how many did you get?

Nine and half

Nine and half what? Don't say that I don't like that. Say nine and half. If it's cedis say cedis, if it's pesewas say pesewas. If it's centimetres say nine and half centimetres

Nine and half centimetres

Okay. Right. The correct, the correct one is ten centimetres. Those who got ten raise up your hands.

Show of hands

Very good. Very good. Now I want you to measure line GH. Line GH. Line segment GH. Measure it

G. G

Measure it. Measure it. This is GH. In centimetres Oh!

[Working]

If you finish just raise up your hand. If you finish measuring raise up your hand. Line, line segment GH. How many did you get?

I get six

I got

I got six

Six what? I just told you I don't like six, six. Then you stop

Six centimetres.

Can't you speak louder? Yes.

I got six centimetres.

Six centimetres! Aha. Any different answer?

Yes Madam

Any different answer? Somebody said he got six. What did you get?

I get

I got

I got five centimetres

Five centimetres. What about you? Sandra.

I get

I got. Everybody say I got

I got

Mhum

Four and half centimetres

Somebody said she got four and half. So we have got three answers now. Somebody said he got six, centimetres another one says he got five

Five centimetres is correct

And then five and half or five point five.
166 Chn. : [Talking together]  
167 Tr. : Aha  
168 Chn. : Which of them is correct?  
169 Tr. : Okay I am also going to measure mine.  
170 Chn. : [Talking together]  
171 Tr. : So those who got five, yes five. Five is correct. Is five centimetres  
172 Chn. : [Talking together].  
173 Tr. : Okay. That is that.  
174 Chn. : [Talking together].  
175 Tr. : We are on line, line. Oh keep quiet. Keep quiet. Keep quiet.  
Right. Measure line AB. Line segment AB. Why didn't you bring ruler, pen.  
Where is your ruler? Ha? You don't have some. A school girl must have a ruler.  
176 Chn. : [Talking together]  
177 Tr. : Measure line AB. Line segment AB. Did I say you should talk?  
178 Chn. : No Miss  
179 Tr. : I said you should measure.  
180 Chn. : [Talking together].  
181 Tr. : Aha! Have you finished?  
182 Chn. : Yes Miss  
183 Tr. : Line segment, line segment AB.  
184 Chn. : Teacher we should use the tape.  
185 Tr. : No, no please I said use ruler.  
186 Chn. : [Talking together].  
187 Tr. : The same thing. Those who don't have ruler. You can use the  
tape measure. If you don't have ruler, use the tape measure. Is the same thing  
188 Chn. : [Talking together].  
189 Tr. : No, no the room is too noisy. I hope you are not measuring with  
your mouths. Are you?  
190 Chn. : No Miss.  
191 Tr. : Yes. So make sure you make the place a bit. You are still talking.  
192 Chn. : [Talking together]  
193 Tr. : Hey! How many did you get?  
194 Chn. : I got six, seven, seventeen measure  
195 Tr. : Seventeen?  
196 Chn. : Measure,  
197 Chd : Oh!  
198 Chd : Measure, measure me! Measure  
199 Tr. : Now I said you should measure in what?  
200 Chn. : Centimetres.  
201 Tr. : So you've got seventeen what?  
202 Chd : Seventeen metres  
203 Tr. : Seventeen centimetres. Who else? Yes.  
204 Chd : Seventeen centimetres.  
205 Tr. : You too you got seventeen. What did you get?  
206 Chd : Seventeen centimetres
Seventeen centimetres. This is how it should be. That's why you are not getting the correct thing. This how it should be. Ha! You see, you see it? You see? How many is that.

Seventeen centimetres. Yes. If you don't measure it well you won't get the correct eh, this thing that you want. I want a different answer. Has anybody got a different answer? Prince. How many did you get?

I get. I got eighteen centimetres. So we've got seventeen and eighteen. Wait I am going to measure mine.

Okay you wait. Don't talk. I got eighteen centimetres. Seventeen, eighteen is correct. Hey! It's okay. Those who got seventeen is correct. Now I said use tape. I want the answer in centimetres. So you have to use this one. Ha! Use this area and those using the ruler too. Use centimetres. This one. Okay?

Yes Miss. Right. Who doesn't understand? A child raises his hand. You don't understand what we are doing? What's your problem? I don't understand because the G and H. The G and the H is the centimetres. Somebody is asking a question. Listen. Somebody says he doesn't understand. I asked him why? And he said he doesn't understand the eh the G and the H. What do you think? What can you say about that. The G and H. Shein Judd help her.

It's just a number. It's just a number? You nearly got it. What can you say? Kafuei. She was playing. She was playing. Now the G and the H is the name of the line. That all. It doesn't mean anything. The name of the line. You understand?

Yes Miss. I can draw a line like this. I can draw a line and I can give it any name that I like. I can say its line segment AD. So the A and the D is the name of the what?

The line. The line segment. Ha!

Yes Miss
The line starts from the A to the D. So that's why we've given it the name line segment A D.

You see so this is not difficult. Don't tell me you don't understand. Ah! Now I want everybody to take his class exercise book. Take your ruler or tape measure and measure these exercises in centimetres. Okay!

You measure number. Measure numbers three, four, five, six, and seven. Ah!

No number one is not. We've done numbers one and two. So from number three, numbers, numbers three, four, five, six and seven And what?

Seven.

Seven. So you have five exercises. Take your take the textbook.

He says what?

Yes, it should be in centimetres. You see the exercises here. Line segment AB is dash centimetres. It means you are going to use the centimetres on the, your tape. Tape measure. Ha! To measure it. You understand?

Yes please.

Do you understand?

Yes please.

Right. So you do exercise three, to seven. When you are numbering it then you number it one, two, three, four, and five. Okay.

Yes please.

Take your class exercise books. I hope everybody has got one of the textbook.

Mhum. We turn to page 57 and then do that exercises in the book. You are not going to draw the line oh! Don't draw the line segment. You only measure and then write. Lets say number one. Line segment MN is dash centimetres. So you measure line segment MN. Like this. Where is Mn? shein this is it. You measure it like this and then this is 6.5

Go and sit down

Mum. Sometimes you see that on your rulers. Look here. On your rulers you have, 1, 2, 3, 4, 5. Then 6, 7, 8, 9, 10. Ha! Ha! There is a short line between number one and two. Have you seen that?
Let us say this is one and then, this is two. There is a line in the middle of one and two. Like this. This is point five. So if you measure and you come to this end, it should be line segment AD is equals to, lets say one point

Five

Five what?

Centimetres.

You understand.

Yes Please.

It is not up to two so it is point five. Wote de: me ka no ase?

Yes please

Aha. Start work. Start work. Give them their exercise books. The maths exercise books.

[Talking together].

Don't talk please.

[Working].

Where is your ruler?

Show teacher the ruler.

This ruler? But this line let me see. This one is not good. You don't have. What! Look at this.

[Laughing].

You're laughing. How are you going to measure?

[Working].

He! sit straight.

[Working].

[Talking together].

Tofique would you keep quiet.

[Working]

Remember I said you shouldn't draw the lines.

Yes Miss

Yes. You only have to measure. You are eh! Hurry up.

[Working]

He! Stop making noise with your ruler. Ah!

[Working].

You have ten minutes to finish with this.

[Working].

He! Judd, you can't talk and write at the same time.

[Working].

If you can't speak louder go and sit down.

[Working].

Don't write [inaudible] write one [inaudible]. Haven't I told you not to do that again? Hum? Why? Don't you know it's your class exercise book?

Woa look!

[Working]

Don't use this for this. Go, go, go and look for pen

[Working]

Where did I say you should start from?
Chn. : Number three
Tr. : Look at what you have written here.
Chn. : [Working].
Tr. : This time everybody has to be able to answer the question
Chd. : [Inaudible]
Tr. : You don't have pen. Why did you come to tell me? Ha! Speak louder
Chn. : [Inaudible]
Tr. : I can't hear you. Why did you come me? Did you tell anybody?
Chd. : No
Tr. : Ha! Did you send any message?
Chn. : [Working].
Tr. : Where's your pen?
Chn. : [Inaudible]
Tr. : Rapheal why is it that you always borrow pen from others? Ha!
Chn. : [Working].
Tr. : Go to the table and place the books in the middle
Chn. : [Working].
Tr. : You don't have a book. Go and take mine
Chn. : [Talking together]
Tr. : Take mine. You are standing there. Where is my textbook?
Chd. : It's in the cupboard.
Tr. : shein! Go for it!
Chn. : [Working and talking together].
Tr. : Those who have finished can go and put their books down. Those who have not finished ten minutes more
Chn. : [Working and talking together].
Tr. : Get ready to stop work.
Chn. : [Working and talking together].
Tr. : Felicia A, Felicia A come. Come and look at this. You didn't measure it well. Number [inaudible] where is it? Line MN. Look at it oh! Is it up to seven? Hein seven is here. This is 1, 2, 3, 4, 5, 6. But you see the line ends here. So it's no up to seven. It's six point [Inaudible] Mum! So go and do you correction. Hanna Agei Boateng come
Chn. : [Working].
Tr. : Hanna Agei Boateng come. You didn't measure it well. Look at this one. Line segment AB Look. It's how many centimetres?
Hanna : 18
Tr. : No, it's not 18. Look at well. How many centimetres? Ha How many centimetres Can't you see it?
Chn. : 18
Tr. : Is it 18?
Chn. : 17
Tr. : 17 centimetres. And let look at this. Look at EF. EF look at it. Is what?
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>351 Chn.</td>
<td>Six centimetres.</td>
<td></td>
</tr>
<tr>
<td>352 Tr.</td>
<td>Six centimetres?</td>
<td></td>
</tr>
<tr>
<td>353 Chn.</td>
<td>Eight centimetres.</td>
<td></td>
</tr>
<tr>
<td>354 Tr.</td>
<td>You've written nine. I don't know how you did it. Even if you used</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 5(5) TB: Ghanaian Language

LESSON: FIVE
TEACHER: “TB”
CLASS: FOUR
SCHOOL: ABORFO SUKUU
SUBJECT: GHANAIAN LANGUAGE (GRAMMAR)

TOPIC: DIN PA ṢNNE DIN HUNU (COMMON & PROPER NOUNS)

DATE: 14TH FEBRUARY, 1996

1 Tr.: Ṣdin, se ye kasɛ Ṣdin a na Ṣdin Ṣnne Ṣen?
2 Chd.: Ṣnipa din
3 Tr.: Ṣnipa din. Aane. Ṣbetumi aye Ṣnipa din?
4 Chn.: Sir, sir.
5 Tr.: Obia eŋfie me
6 Chd.: Aboa din, aboa din.
7 Tr.: Ṣbetum aye aboa din.
8 Chd.: Kro din.
9 Tr.: Ṣbetumi nso aye kro din.
10 Chd.: Nneema din.
11 Tr.: Ṣbetumi aye nneema din.
12 Chd.: Dua din
13 Tr.: Ṣbetumi aye du a din.
14 Chd.: Trolley din
15 Tr.: Ṣen nea? Ṣe ye Ṣen?
16 Chn.: eyɛ adeg a ye de nneema gu mu pia
17 Tr.: Ṣe wahunu! Ṣe ye ka Twi no, w no des wɔka Borfo o!
18 Chn.: Nipa din.
19 Tr.: Ṣbetumi aye nipa din.
20 Chd.: Kro din
21 Tr.: Ṣbetumi aye kro din. Ṣhe.
22 Chd.: Aboa din
23 Tr.: Ṣbetumi aye aboa din. Ṣbetumi aye
24 Chd.: Ṣnneema din
25 Tr.: Ṣbetumi aye Ṣnneema din. Yes
26 Chn.: Ṣsu o bi din
27 Tr.: Ṣbetumi aye Ṣsu o bi din. Efa.
28 Chn.: Wan kasa
29 Tr.: Yes Ṣnne Ṣdin Ṣey Ṣnsm. bia ye Ṣde Ṣnneema bi agyinae.
30 Chn.: Wɔn nyinaa ɛkasa.
31 Tr.: Ṣe wahunu. Fa kɔ ma no bra.
32 Chn.: Wɔn nyinaa ɛkasa
33 Tr. : esoso ye nyinaa agye atum se nawa twe a stess enne ye kase 
edin eye nsem bia yede hye agyirae te se sukuu, afuom, dua, Kofi, Kumasi 
Nkrae, Koforidua. Me yira afiri bi. Hwan na ede kane akae me? Kae me bi.
34 Chn. : Atadee
35 Tr. : Atadee
36 Chn. : Wawa
37 Tr. : Wawa. Mmo nkae me bi
38 Chn. : efie
39 Tr. : Kae me bi.
40 Chn. : Book
41 Tr. : Kae me bi
42 Chn. : nyame dua
43 Tr. : Kae me bi.
44 Chn. : Hyete
45 Tr. : Kae me bi. Obi eka biribi. Kae me wese den nea?
46 Chn. : Wese book
47 Tr. : Book, wese book
48 Chn. : Sir, sir.
49 Tr. : eye. Me twere ne nyinaa agu board no so (W twere agu ade 
sua an no ho).
50 Chn. : Wun nyinaa ekasa.
51 Tr. : din eye nsem bia yede hye nneema bi agyirae. Se ebia sukuu kro, nipa
52 Chn. : Atadee
53 Tr. : Mmo
54 Chn. : [Kasa] [Talking together].
55 Tr. : eye, se wo wse biribi a pagya wo nsa na mab wo din. Peaceful
56 Peaceful: Asre
57 Tr. : Asre. Mabel.
58 Mabel : Sukuu
59 Tr. : Sukuu. Ma twere daha
60 Chn. : Wawa.
61 Tr. : Wawa. Mmo. Wawa, wawa. Beatrice
62 Beatrice: Nyamedua
63 Tr. : Nyamedua. Mmo. enne dee eikakaka ho no nyinaa. Bebereee Se ye 
yeba abe ye>. Ye beye edin hunu.. edin hunu. edin hunu ene edin pa Yee dees 
yedee ye de kaekae ye ho kwa. edin hunu ene edin pa. Ye adikan ahunu edin. 
Sede edin se tee. edin eye nsem a yede hye nneema agyirae. Seesei se ye ka se 
edin hunu a edebeen enna eba wo tiri mu? Din hunu. edin hunu. enno kora na.
Tea dee Atifa ekakyere yen. edin hunu. Atifa, edin hunu yeden?
64 Atifa : edin hunu ye asem a yeaka ema ye nhunu adekoro poodoo.
65 Tr. : Mmo mm mo nsam ma no.
66 Chn. : [Nsam mm][clapping].
67 Tr.  : Se wahunu. Ye adikan akase edin eye nsem bi a yede hye nneoma bi nkroenkore agyiree. Enti edin hunu eye, w->se nsem bi a yekaa ye nhunu adee pótii. Mmo mm'o nsam bio ema no.
68 Chn.  : [Nsam mm'm]
69 Tr.  : Adeee bi w->bi a wo ka a enipa beberee. Biribi tesse Kofi. Kofifor se n na ede w-> dan mu ha? Kofifor mpaga yw->n nsa. Kofi se wahunu? Nti obi ba dan mu ha na w-> kase Kofi sore a, Kofi hwan na ebe soree?
70 Tr.+Chn.  : W->m nyinaa
72 Chd.  : Atadeee
73 Tr.  : Atadee. Mmo. O! Atadeee ebi ena eyee me yi. ebi ena eyee me wei. Atadee ye w-> beberee. Nti mo nkeka edin no bi ma me ntwere ngu blackboard no so. she!
74 Chd.  : Asore
75 Tr.  : Asore. Ye w-> asore, asore ahodo-> beberee. Hwan na ebebub-> bi ema ma tea? she!
76 Chd.  : Church of Christ.
77 Tr.  : Church of Christ. Fofor-
78 Chn.  : Pentecost
79 Tr.  : Pentecost. Fofor-
80 Chn.  : Roman.
81 Tr.  : Roman. Se wahunu!
82 Chn.  : Sir, sir, sir.
83 Tr.  : eye, eye Se wahunu asore eye beberee. Efa wo apaga wo nsa. Efa wope se wo ka asem ben?
84 Efa  : Kaa
85 Tr.  : Kaa, wa hunu se kaa so do->n. Nti ebi de sen?
86 Chn.  : Dede
87 Tr.  : Hee! Pagya. Hee! Hee!. Efa se kaae. Kaa no ebi ne dee ede he? Osei.
88 Chn.  : Mitshibusi
89 Tr.  : Mitshibusi ye-> kai.
90 Chn.  : Mobitel
91 Tr.  : Mobitel. Aee!
92 Chn.  : [Laughing].
93 Chd.  : Akonnwa.
95 Utuka.  : Assesedwa.
96 Tr.  : Assesedwa. mo mm'o nsam ema no.
Chn.: Nsam mm.  

Chd.: Mpbua  
Tr.: Mpbua. Wa hunu se ye wo mpbua hodo bebere. Hwan na ebetumi ab mpbua no bi din ama matea?

Chd.: Sir, sir, me, sir, me sir.  
Tr.: ehe!

Chd.: Sandals  
Tr.: Sandals. ehe!

Chd.: Opanka.  
Tr.: Opanka. ehe!

Chd.: Sir, sir, sir.  

Chd.: Dormaa  
Tr.: B kor baako din ma me ntie.

Chd.: Sunyani  
Tr.: Sunyani. eye obia be kor bi. B kor baako din.

Chd.: Odumasi.  
Tr.: Odumasi. B kor baako din.

Chd.: Sewia  
Tr.: Sewia

Chd.: Jackie.  
Tr.: Jackie

Chd.: Kumawu  
Tr.: Kumawu

Chd.: Accra  
Tr.: Accra

Chd.: Adum  
Tr.: Adum

Chd.: Nyankyersasi  
Tr.: Nyankyersasi

Chd.: Fankyenebra  
Tr.: Fankyenebra

Chd.: Apatrapa  
Tr.: Apatrapa

Chd.: Effiduasi  
Tr.: Effiduasi

Chd.: Konongo  
Tr.: Konongo
Chd. : Kokofu

137 Chn. : Appnye.
138 Tr. : Appnye.
139 Chn. : ðtwe
140 Tr. : ðtwe
141 Chn. : ðwɔ
142 Tr. : ðwɔ
143 Chn. : Nantwie
144 Tr. : Nantwie
145 Chn. : Kraman
146 Tr. : Kraman
147 Chn. : ðsono
148 Tr. : ðsono
149 Chn. : Adue
150 Tr. : Adue
151 Chn. : ðkɔð
152 Tr. : ðkɔð
153 Chn. : Akura
154 Tr. : Akura
155 Chn. : Fish
156 Tr. : Fish
157 Chn. : Asensa
158 Tr. : Asensa
159 Chn. : Kusei
160 Tr. : Kusei
161 Chn. : ðkra
162 Tr. : ðkra
163 Chn. : Akura
164 Tr. : Akura
165 Chn. : Adanko
166 Tr. : Adanko
167 Chn. : Preko
168 Tr. : Preko. Se wahunu!
169 Chn. : [Laughing].
170 Tr. : Wei no mo nyinaa wɔm ye den nea? Wɔm ye nboa. Se wahunu. Aha, wɔm nyinaa wɔm ye nboa. Afei desben bio na yebe kaho asem?

171 Chd. : Onipa din.
172 Tr. : Onipa din? Ka bi ma me ntie
173 Chd. : Ama.
174 Tr. : Ama.
175 Chd. : Kwesi
176 Tr. : Kwesi
177 Chd. : Kwaku
178 Tr. : "eden?
179 Chd. : Kwabena.
180 Tr. : Kwabena
181 Chd. : Afia
182 Tr. : Afia
183 Chd. : Yaw
184 Tr. : Yaw
185 Chd. : Owusu
186 Tr. : Owusu
187 Chd. : Maame Adowa
188 Tr. : Maame Adowa.
189 Chd. : Akua
190 Tr. : Akua
191 Chd. : Yaa
192 Tr. : Yaa
193 Chd. : Akwesi
194 Tr. : Akwesi
195 Chd. : Kwabena
196 Tr. : Kwabena
197 Chd. : Kwaku Mensah
198 Tr. : Kwaku Mensah
199 Chd. : Yaw
200 Tr. : Yaw
201 Chd. : Abena
202 Tr. : Abena
203 Chd. : Owura Kofi
204 Tr. : Owura Kofi
205 Chd. : Afiriyie
206 Tr. : Afiriyie. Se wahunu.
207 Chn. : Wɔm nyinaa škasa
208 Tr. : "eye seeesi yaw nkro din. Yaw nkro hodo bəbere. Yaw nboa bəbere nso din. Aka "eden bi din na ye bɔ ye
209 Chn. : Atadec, sir, atadeco, sir.
210 Tr. : "eye.
211 Chn. : Atadec
212 Tr. : Row one mo awei mo de. Row one mo awei mo de. Row two mo nso awei mde. enna row three mo nsoso awei mode. Aka row four. Nti yebe ka nade din
213 Chn. : Sir, sir.
214 Tr. : nhe.
215 Chd. : Hyeda
216 Tr. : Hyeda
217 Chd. : T-shirt
218 Tr. : T-shirt
219 Chd. : Coat
220 Tr. : Coat
221 Chd. : Knickers
222 Tr. : Knickers
223 Chd. : Kaba
224 Tr. : Kaba
225 Chd. : Pemin
226 Tr. : Pemin
227 Chd. : Silit
228 Tr. : Silit ehe
229 Chd. : Leg
230 Tr. : Leg
231 Chd. : Up and down
232 Tr. : Up and down
233 Chd. : Legging
234 Tr. : Legging
235 Chn. : Dede, ene nsam mm=.
236 Tr. : eye obia nteta na afà. Obia nteta na afà na w=m ye dii.
237 Chd. : Stop talking.
238 Tr. : Se wahunu. Edin hunu enna yabub=ò. Din hunu. Edin a yede h=é
nsem nkorenkore bi agyira= efà na fà. Ekyere se woka edin bia obi ehunu adee
p=tii a woka ho asem. Se ebi n aboa. Se mo hunu se mo bub=ò nboa bebere=
din. Nboa no bi nso e=gò din p=tii. Nsoso se ye ka w=m nyinaa a w=m gyina
skwo baako. W=m nyinaa ye=òre w=m a yèbe kano sen? Nboa. Sò wahunu?
Baakofòò ye beka no sen? Aboa. Se w=m do=òso a yèbe kano sen?
239 Tr.+Chn. : Nboa.
240 Tr. : Nkro. Ye=òbe ka nkro bebere= edin. Kumasi, Koforidua, ebi
kora se Accra. Accra ne Twi ye ka no sen?
241 Chd. : Knickers
242 Tr. : Knickers
243 Chd. : Kaba
244 Tr. : Kaba
245 Chd. : Nkrae
Afei ye ko=òso no. Ye ka nipa, Ye nyinaa yeye den nea?
247 Chn. : Nnipa
248 Tr. : Nnipa se wahunu. Ha? Þ=man, hwan na ebetmi aka Þ=man
249 Chd. : Ghana
250 Tr. : Ghana ye Þ=man. ye=ò. Mo mm=ò mo nsam ma no
251 Chn. : Nsam mm=ò
252 Tr. : Þ=man
253 Chd. : Kenya.
254 Tr. : Kenya ye Þ=man. Þ=man.
255 Chd. : Benin.
256 Tr. : Benin ye $\equiv$ man.
257 Chd. : Abrokyire
258 Tr. : Yee! $\equiv$se Abrokyire.
259 Chn. : [Laughing]
260 Tr. : $\equiv$ man
261 Chd. : Burkina Faso
262 Tr. : Burkina Faso
263 Chn. : Nigeria.
264 Tr. : Nigeria.
265 Chn. : Algeria
266 Tr. : Algeria. Mo mm$\equiv$ mo nsam ma no.
267 Chn. : Nsam mm$\equiv$ ene dede.
268 Tr. : Se wahunu eye
269 Chn. : Sir, sir.
270 Tr. : eye. Obia enfa ne nsa ntoho. eye. Se wahunu. Nti se, nti se wo ka $\equiv$man nea, $\equiv$man bebere enna ew$\equiv$ he? enna ew$\equiv$ ewiase ha. Nti s wo ka $\equiv$man nea, obia etumi nhunu des woka. Yoo enna ye w$\equiv$ dua. Se wahunu? enne de$\equiv$ ekeka ho. Afei ye tuaso. Afei yebe ye edin pa.
271 Chn. : Kasa dede
273 Bofa : ebo
274 Tr.+Chn.: W$\equiv$m esiri
275 Chn. : eha
276 Tr. : Bempa
277 Chn. : Bempa
278 Tr. : Ama
279 Chn. : Asiedu
280 Tr. : Asiedu
281 Chn. : Boatema
282 Tr. : Boatema eye
283 Chn. : W$\equiv$n nyinaa ekasa
284 Tr. : eye. Ye dii. Ye dii natea
285 Chn. : Dede kasa
286 Chd. : Keep quiet
287 Tr. : Hwan na ede Kyei Nyarko? Kyei Nyarko!
288 Chn. : W$\equiv$ ni.
289 Tr. : W$\equiv$ no nkoa . Wahunu? eye din pa. Wahunu se me b$\equiv$ ye Kyei Nyarko nkoe na aseere
290 Chn. : Nti din paa ye baakofo$\equiv$ din?
291 Tr. : eye baako. Nti se wo kase Kyei Nyarko a, es$\equiv$ a na wa yeden?
Na wa $\equiv$ re agyina h$\equiv$, obia enih$\equiv$ bio. eye din pa. Hwan na ye$\equiv$re no Asiedu?.
292 Chn. : Wa gyaee sukkuu
293 Tr. :Se wahunu se ye se Asemu agye sukuu? Wɔ no nkoa o! Afei ye.
Hwan na eksetumi abɔ nkro a eye din pa ma matea? Yeɔɔ ha aha ye nkro. Aha ye nboa
294 Chn. : Sir, sir, sir.
295 Tr. : Aha ye, aha ye ɔman
296 Chn. : Sir, sir, sir.
297 Tr. : Aha ye nsuo.
298 Chn. : Kasa
299 Chd.: ɛsuofua.
300 Tr. : Asetofua. Ghana ha see se wo Kasa Asuofua, obia nim se ɛwɔ hene fa kwanso? Ye nyinaa yenka. ɛwɔ he ne fa kwanso? Asuofua ɛwɔ he ne fa kwanso? ɛwɔ Barikesse kwanso.
301 Chn. : ɛwɔ Barikesse kwanso.
302 Tr. : Aha.
303 Chn. : [Kasa]
304 Chd. : Odumasi
305 Tr. : Ye dii
306 Chd. : Aprade
307 Tr. : Aprade
308 Chd. : Akwapim.
309 Tr. : Akwapim
310 Chn. : Akura ase
311 Tr. : Ae! Wɔse akura ase o!
312 Chd. : Adum
313 Tr. : Adum.
314 Chd. : Abɔdɔm
315 Tr. : Abɔdɔm
316 Chd. : Kumawu.
317 Tr. : Kumawu.
318 Chd. : Mankessim.
319 Tr. : Mankessim.
320 Chd. : Abreppɔ
321 Tr. : Abreppɔ
322 Chn. : [Kasa]
323 Tr. : Afei yahunu se ɔdin huu ye aboa. Nti afei obia ɛbeka ɔdin pa a yebe nya afiri nboa mu. ehe!
324 Chd.: Odwan.
325 Tr. : Wahunu se yaka odwan a obia enim odwan, me boa?
326 Chn. : Yes sir.
327 Tr. : Seesei ya yekase mo nkɔ kye odwan mbraa, hwan na ɛbekɔ akɔ kye ɔsebɔ? Obiara ɛbɔ akɔ kyere odwan. ehe!
328 Chd. : Apɔnkye.
329 Tr. : Apɔnkye
330 Chn. : Adue
331 Tr. : Adue
332 Chd. : ɛsono
333 Tr. : รถยนต์.
334 Chd. : Nantwie
335 Tr. : Nantwie.
336 Chd. : Akṣetea.
337 Tr. : Aha!
338 Chd. : Gyata.
339 Tr. : Gyata.
340 Chd. : ตรรฆมาตรฐาน.
341 Tr. : ตรรฆมาตรฐาน.
342 Chd. : คอนโทรล.
343 Tr. : คอนโทรล. มีรถมั่นคง มั่นคง.
344 Chn. : Nsam mm>
345 Tr. : คอนโทรล.
346 Chd. : Gyata
347 Tr. : gyata.
348 Chd. : Adui.
349 Tr. : Adui
350 Chd. : Abirekyie
351 Tr. : Abirekyie
352 Chn. : Akyinkyina
353 Tr. : Akyinkyina.
354 Chn. : Apetupere
355 Tr. : ฯhee! Apetupere. ฯhee!
356 Chn. : Bola bird
357 Tr. : Bola bird
358 Chn. : Dabudabu.
359 Tr. : Dabudabu. ฯเห็นว่า.
360 Chn. : Dede kasa.
361 Tr. : Obia, aboa bia ฯเห็นว่า ฯเห็นว่า aboa bi din a, ฯเห็นว่า aboa bi din. ฯเห็นว่า gyata, ตรรฆมาตรฐาน, ตรรฆ. Na ฯเห็นว่า obia ฯเห็นว่า aboa koro ฯเห็นว่า a wo ka na sem
362 Chn. : Dede kasa.
363 Tr. : ฯเห็นว่า! Na yese ye ka den?
364 Chd. : ฯศูนย์.
365 Tr. : ฯเห็นว่า!
366 Chd. : Gabon.
367 Tr. : Gabon.
368 Chd. : South Africa
369 Tr. : South Africa.
370 Chd. : Ethiopia
371 Tr. : Ethiopia
372 Chd. : Britain
374 Tr. : Britain
375 Chd. : Kumasi
376 Tr. : ฯเห็นว่า Kumasi
377 Chd. : ฯเห็นว่า m nyinaa esiri.
<table>
<thead>
<tr>
<th>Chn.</th>
<th>Tr.</th>
<th>Chn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nkrae</td>
<td>Hein!</td>
<td>Nkrae</td>
</tr>
<tr>
<td>Australia.</td>
<td>Australia</td>
<td>USA</td>
</tr>
<tr>
<td>Japan</td>
<td>Japan</td>
<td>Sweden</td>
</tr>
<tr>
<td>Aha</td>
<td>Aha</td>
<td>Japan</td>
</tr>
<tr>
<td>Algeria</td>
<td>Algeria</td>
<td>USA</td>
</tr>
<tr>
<td>Uganda, Buganda</td>
<td>Uganda</td>
<td>Japan</td>
</tr>
<tr>
<td>Italy</td>
<td>Italy</td>
<td>Nigeria</td>
</tr>
<tr>
<td>Namibia</td>
<td>Namibia</td>
<td>Nigeria</td>
</tr>
</tbody>
</table>

402 Tr. : Namibia. Se wahu, se wahu? Wei nyinaa ya hunu se eyë krobia, anna ðman bia wo bë din a ðbi ðnne wiase bebia. Na eyëre ð se eyë den nea? eyë din pa. Nti ya duru nsuo so. Aha

403 Chn. : River Tano.
404 Tr. : River Tano. Aha.
405 Chn. : Ak
406 Tr. : Yë:kÐ aba twene ho. Aha.
407 Chn. : Lake Bosomtwe
408 Tr. : Lake Bosomtwe
409 Chn. : Akosombo
410 Tr. : Akosombo
411 Chn. : Black Volta
412 Tr. : Black Volta. Yë kÐ aba dwene ho. Aha
413 Chn. : Asase paynin
414 Tr. : Asase paynin. Aha.
415 Chn. : ðpo
416 Tr. : ðpo
417 Chn. : Lake Vic
418 Tr. : Aha
419 Chn. : Pra
420 Tr. : Pra
421 Chn. : Aprapo
422 Tr. : Aprapo
423 Chn. : Labika
Stop that. Stop that. Leave her, leave her. Eden pa ye nsem be a yede hye nmemba bi agyirea de kyere ade koro pɔtti. Din pa dea woka ye a, na obia ahunu. Nanso edin hunu dea obia entumi enhunu. Nhoma dahɔ na me kase fa nhoma no bre me a. Nhoma, fa nhoma no bre me. edebehn nhoma na wobe fa aba? Ahein.


Dede kasa

APPENDIX 5(6) TB: English

LESSON : SIX
TEACHER : "TB"
CLASS : FOUR
SCHOOL : ABOR-FO SUKUU.
SUBJECT : ENGLISH LANGUAGE: (READING COMPREHENSION)
TOPIC : THE TWINS
DATE : 14TH FEBRUARY, 1996

1  Tr.  : What’s the meaning of twins? Yes Anthony.
2  Anthony : A boy or girl which are born on the same mother and the same father.
3  Tr.  : Anthony is telling us that twin simply means boy or girl who are born from the same mother. Who doesn’t agree with Anthony? shein!
4  Chd. : Because they are one.
5  Tr.  : Because they are one. Yes
6  Chd. : Because they are twins.
7  Tr.  : Because they are twins. I want to know the meaning of twins. What does twins mean? Yes..
8  Chd. : The same, the same people
9  Tr.  : The same people. Yes.
10 Chd. : Both boys or girls.
11 Tr.  : Both boys or girls. Philips.
12 Chd. : Which means their mother born them the day.
13 Tr.  : Yes.
14 Chd. : entaafo
15 Tr.  : [Laughs]. Wọ se entaafo. Yes. Clap for him.
16 Chn. : [Clapping].
17 Tr.  : It means either two girls or two boys born from the same mother on the same day. Who is a twin here? Oh I see. Thank you. What’s your twin name?
18 Chd. : Atta Kakra.
19 Tr.  : Atta Kakra. Sir what’s your twin name?
20 Res. : Atta Panyin.
21 Tr.  : Clap for them.
22 Chn. : [clapping].
23 Tr.  : You see they are born on the same day by the same mother. That’s why we have kakra and panyin. So. If you are going to read you will hear about Atta Panyin and Atta Kakra. Now look at the picture on page 43.
24 Chn. : Open to page 43.
25 Tr.  : How many people do you see there?
26 Chn. : [Talking together].
27 Tr.  : Barimah.
28 Barima : Three people
29 Tr.  : Three people. You see three people. How many men and how many women do you see there?
30 Chn. : [Bid to answer]
31 Tr. : Tifu
32 Tifu : Two men one woman
33 Tr. : Two men and then one woman. I don’t know why they are there. But as you begin to read you will know why they are there.
34 Chn. : [Talking together]
35 Tr. : Turn to page 44. Page 44. What do you see there again? Page 44. Yes
36 Chd. : I see some children
37 Tr. : You see some children. How many of them? OD
38 OD : Two
39 Tr. : Two You see two children there. May be they are the twins you are going to read about. Yes.
40 Chn. : [Talking together]
41 Tr. : Now I want somebody to read.
42 Chn. : Raise hands to bid.
43 Tr. : He’s just going to read small and then you will do some. Osei Barimah read. Listen very carefully.
44 Osei B : A very long time ago there was a strong man. He married a beautiful woman. For a long time they had no children. The man and his wife went to a wise man’s house. They said to the wise man, “We have no child. We want a child. Can you help us?” The wise man said, “Yes I can help you”. He gave the woman some medicine. The medicine was very good.
45 Tr. : Thank you. Now listen. I want to ask a question
46 Chn. : [Talking together]
47 Tr. : Who helped the man and his wife to have children? If you know just raise up your hand. I will come to you. You have not talked today. Talk.
48 Chd. : The wise man helped the man and his wife to get a child.
49 Tr. : The wise man helped the man and his wife to have children. Everybody.
50 Chn. : The wise man helped the man and his wife to have children
51 Tr. : Yes I want somebody to continue. Let me go to Angela. Angela to continue for us.
52 Angela : After ten months the woman had a set of twins.
53 Tr. : Listen very carefully oh! because after she has read I will ask some questions.
54 Angela : They were both boys. They were called Atta Panyin and Atta Kakra. The twins grew up. Atta Panyin was handsome than Atta Panyin. But Atta Panyin was stronger than Atta Kakra.
55 Tr. : Thank you. after the man had given the woman and the man some medicine. The wise man. After how many months did the woman give birth? Let me go to Aboagye.
56 Aboagye: Ten months.
57 Tr. : After
58 Aboagye: Ten months
59 Tr. : Clap for him
After ten months. And the woman gave twins to. She gave twins to two. Who are they? Let me go to Atefa

Atefa: Tr. beautiful and other? Let me go to Shadrak. Shadrak:

Atta Panyin was more beautiful than Atta Kakra. He says Atta Panyin was more beautiful than Atta Kakra. Sir, sir. You have not talked today. Talk. Barimah: Their mother liked Kakra more than she liked Panyin. Panyin. Who can continue? Who can continue? Sir, sir. Let me go to Liticia. Continue. Everybody will read because everybody’s voice will be heard here.

Liticia: One day they went to look for flowers. Both of them like flowers. They came to the, a junction. One of the roads went. We will continue. He said one day they went out to look for flowers and they came to a junction. /j- u- n- c- t-i-o- n/. They said they came to a junction. What is a junction? Yaw.

Yaw: Nkwanta

Mabel: Their father liked Panyin more than he liked Kakra. Their mother liked Kakra more than she liked Panyin. kra. Their father liked Panyin more than he liked Kakra. Their mother liked Kakra more than she liked Panyin. kra knew that his father liked him less than Panyin. Panyin also knew that his mother liked him less than Kakra. Now we have these two twins. We have Panyin and Kakra. The father liked which one?

Mabel: Their father liked Panyin more than Kakra.

Barimah: Their mother liked Kakra more than she liked Panyin.

Tr. : Yes. Their mother liked Kakra more than she liked what?

Chn. : Teacher, teacher

Liticia: One day they went to look for flowers. Both of them like flowers. They came to the, a junction. One of the roads went.

Yaw: Nkwanta Mmo, wa ye adee. What’s a junction

Chd. : Station

Tr. : Station? Ehie!

Chn. : Sir, sir.

Tr. : What’s a junction? Yes let me go to. What’s a junction?

Chn. : Bebia kai gyina

Tr. : Bebia kai gyina?

Chn. : [Laughter and talking together].

Tr. : What’s a junction?
Chn. : A place where cars park
Tr. : A place where cars park! BT
BT : 
Tr. : Yaw.
Tr. : Bus stop.
Tr. : Bus stop. Yes. You have all done well. Let me explain. Yes I am going to draw some diagram on the board and with the diagram you will be able to understand. Look on the blackboard everybody.

Chn. : [Talking together].
Tr. : [Draws diagram on the board]. Now look on the board. This is the road. Accra to Kumasi road. Accra Kumasi. When you get here you branch to
Chd. : Sunyani
Tr. : Sunyani. Thank you. Clap for him
Chn. : [Clapping]
Tr. : Sunyani and then you can branch also to another place. This also can branch to another place. So this place. What is the name of this place? Yes
Chd. : The junction.
Tr. : The junction. Clap for him
Chn. : [Clapping]
Tr. : There is also another road coming this way. There is also another road going that way. This. What’s the name of this place? Yes Beatrice.
Beatrice : Junction.
Tr. : Junction. So junction is not a station. Junction is not a place where cars do what? Park. But junction is the meeting place of what? I want somebody to frame that sentence Junction is the meeting place of what?
Chn. : [Talking together].
Tr. : Yes.
Chd. : The meeting place of the road.
Tr. : The meeting place of the road. Clap for him
Chn. : [Clapping].
Tr. : So as they were walking they came to a junction. Continue. Who can continue?
Chn. : Mea, mea.
Tr. : Mercy continue.
Mercy : Panyin said, “I will take the road to the right. Take the one on the left. We will meet here later. Let’s see who will get more beautiful flowers”. Later the two brothers met again at the junction. Panyin’s flowers was, were beautiful. But panyin, but Kakra’s flowers were more beautiful than Panyin’s flowers.
Tr. : Thank you. As, as they were going! As they were going one of them took one road and the other took another. They were going. What were they. What were they going to look for? All of us.
Chn. : They were going to look for flowers.
Tr. : Yes. They were going to look for flowers. But when they came to this junction Atta Panyin took the Kumasi-Accra road and Atta Panyin also
took what? The Sunyani road. So they went out and they searched all and they got flowers and then they came to meet where? This junction again. The passage is very long. We will not be able to finish reading all the passage. So I want us to read silently and then I write some questions on the board and then you answer them. So read silently from paragraph one. "A very long time ago". up to where they met at the junction. So from page 43 up to page 44." One day they went to look for flowers. Both of them like flowers. came to a junction. One of the roads went to the left and the other went to the right. I want us to read up to the side. Read silently. If you are not. If you are not able to pronounce any word just raise your hand and I will come there. So read silently as I write the questions on the board.

123 Chn. : [Read silently: more of whispering than silent reading].
124 Tr. : [Writes on the board].
125 Chn. : [Murmur undertone as they read.]
126 Tr. : You have five more minutes. After the five minutes then you will be allowed to answer the questions on the board.
127 Chn. : [Continue reading in murmuring undertones] 
128 Tr. : Now heads up. Heads up. Who can read the first question? I want somebody who has not talked today 
129 Chn. : Sir, sir.
130 Tr. : Let me go to 
131 Chn. : Raheal 
132 Tr. : You mention your name 
133 Raheal : My name is Raheal Kwesi Adomako. 
134 Tr. : Raheal Kwesi hein! 
135 Raheal : Who helped a man and his wife to have children? 
136 Tr. : Who helped a man and his wife to have children? We are not going to answer that. Let me go to Mabel. Read number two. Mabel. 
137 Mabel : What were the names of the twins?
138 Tr. : What were the names of the two children?
139 Chn. : Sir, sir.
140 Tr. : Let me go to Heartly 
141 Chn. : Jessica. 
142 Tr. : Jessica. 
143 Jessica : Which of the boys was stronger? 
144 Tr. : Which of the boys was stronger? The last question. 
145 Chn. : Sir, sir. 
146 Tr. : This girl has not talked today. 
147 Chn. : [Talking together]. 
148 Chd. : Who was singing? 
149 Tr. : Who was singing? Now let us try to answer the fourth question. Who was singing? Let me go to Kyei Nyarko. Who was singing? 
150 Kyei : Kakra amid noise 
151 Chn. : [Talking together]. 
152 Tr. : You see Kyei Nyarko has just raised up the hand. When I went there she said Kakra. Who was singing? 
153 Chd. : Their grandmother was singing
[Laughing.]

Tr. Quiet. Their grandmother was singing. Let me go to Amos. Amos has not talked today. Yes.

Amos: Atta Kakra was singing.

Tr. Atta Kakra was singing. Yes

Chd.: Atta Kakra’s bones

Chn. [Talking together]

Tr. Was Atta Kakra singing?

Chn. Yes, yes, No, no

Tr. Yes.

Chn. Atta Kakra’s bones was singing

Tr. Atta Kakra’s bones was singing. Everybody.

Chn. Atta Kakra’s bones was singing.

Tr. Again

Chn. Atta Kakra’s bones was singing.

Tr. Atta Kakra’s bones was singing.

Chn. [Talking together]

Tr. Who doesn’t understand what we are going to do?

Chn. [Talking together].

Tr. Hurry up. Is that the answer? Is that the answer?

Chn. [Working]
APPENDIX 5 (7) TC: English

LESSON : SEVEN
TEACHER: "TC"
CLASS : FIVE
SCHOOL : ABORFO SUKUU
SUBJECT : ENGLISH LANGUAGE (READING COMPREHENSION).
TOPIC : MRS APIA'S KITCHEN GARDEN
DATE : 12TH FEBRUARY, 1996.

1  Tr.  : Last week we read lesson eleven so today we want to read lesson twelve. Eh, that's Mrs Apeas' kitchen garden. So before then shall we go through, first the key words. So I'm reading the key words for you. So you listen to what I am reading to you. Okay, secondary school.

2  Chn. : Sec.

3  Tr.  : Secondary school, kitchen garden, wooden box, germinated, piece of land, harvesting. So, read after me. Secondary school.

4  Chn. : Secondary school.

5  Tr.  : Again.

6  Chn. : Secondary school.

7  Tr.  : Kitchen garden.

8  Chn. : Kitchen garden.

9  Tr.  : Again.

10 Chn. : Kitchen garden.

11 Tr.  : Wooden box.

12 Chn. : Wooden box.

13 Tr.  : Again.

14 Chn. : Wooden box.

15 Tr.  : Germinated.

16 Chn. : Germinated.

17 Tr.  : Again.

18 Chn. : Germinated.

19 Tr.  : Piece of land.

20 Chn. : Piece of land.

21 Tr.  : Again.

22 Chn. : Piece of land.

23 Tr.  : Harvesting.

24 Chn. : Harvesting.

25 Tr.  : Again.

26 Chn. : Harvesting.

27 Tr.  : I want somebody to come to the board and read through the words. Chd.1

28 Chd.1: Secondary school, kitchen garden, wooden box, germinated, piece of land, harvesting

29 Tr.  : Here is germinated say it.

30 Chd.1: Germinated

31 Tr.  : Clap for her.
32 Chn. : [Clapping].
33 Tr. : Chd.59 Chd.2.
34 Chd.2: Secondary school, garden.
35 Tr. : Not chicken garden. It’s kitchen garden.
36 Chd.2. : Chicken garden.
37 Tr. : Again.
38 Chd.2: Kitten garden.
39 Tr. : Kitchen garden.
40 Chn. : [Talking together].
41 Chd : Keep quiet.
42 Chd.2: Kitten garden, wooden box, germinated, piece of land, harvested.
43 Tr. : You have done well. Sit down.
44 Chn. : Clap for him
45 Tr. : [Clapping].
46 Chn. : Yes Chd.3.
47 Tr. : [Talking together].
48 Chd.3: Kitchen garden, wooden box, piece of land, germinated, harvesting.
49 Chn. : Sir, sir.
50 Tr. : I want only two Chn to read. Then Eh, while they are reading you Eh, have to say after them. One boy one girl.
51 Chn : Sir, sir, sir.
52 Tr. : Chd.4. I do not want to hear sir, sir, sir. All of you want to read why?
53 Chd.4: Secondary school.
54 Chn : Secondary school.
55 Chd.4: Kitchen garden.
56 Chn. : Kitchen garden.
57 Chd.4: Wooden box.
58 Chn. : Wooden box.
59 Chd.4: Germinated.
60 Chn. : Germinated.
61 Tr. : Piece of land.
63 Chd.4: Harvesting.
64 Chn : Harvesting.
65 Chn. : [Clapping].
66 Tr. : He! If somebody is reading you should not raise up your hand. It means one is reading. What do you want? Let that person finish. Chd.1
67 Chd.1: Secondary school.
68 Chn. : Secondary school.
69 Chd.1: Kitchen garden.
70 Chn. : Kitchen garden.
71 Chd.1. : Wooden box.
72 Chn. : Wooden box.
73 Chd.1. : Germinated.
74 Chn : Germinated.
75 Chd.1 : Piece of land.
76 Chn. : Piece of land.
77 Chd.1 : Harvesting.
78 Chn : Harvesting.
79 Tr. : Clap for her.
80 Chn. : [Clapping].
81 Tr. : So I want to explain the whole thing on the board. So Eh, secondary school what does it mean? Yes Chd.4.
82 Chd.4 : It is a school.
83 Tr. : You have said something. It is a school but primary school is also a school. But Eh, a training college is also a school. But the topic is secondary school. Yes Chd.5.
84 Chd.5 : It is a school when you are from primary school or JSS you went to secondary school.
85 Tr. : Okay, Eh, she is saying that it's a school after finishing JSS you have to move to what?
86 Tr+Chn. : Secondary school.
87 Tr. : Okay, but nowadays we have Junior secondary school and senior secondary school. Junior secondary school is after finishing primary school you go to where?
88 Chn. : JSS
89 Tr. : JSS means.
90 Chn. : Junior secondary school
91 Tr. : Okay, Eh, I want somebody to use it in a sentence.
92 Chd : When my brother finished JSS he went to secondary school
93 Tr. : You said JSS. I want a full name for JSS. May be I don't know the full name for JSS. Say it again. Say the sentence you said again.
94 Chd. : When my brother finished the Junior secondary school he went to the secondary school.
95 Tr. : He went to.
96 Chn. : Senior
97 Chd. : Senior secondary school
98 Tr. : Clap for her.
99 Chn. : [Clapping].
100 Tr. : Chd 37 Chd.6.
101 Chd.6 : My brother is in senior secondary school
102 Tr. : Yes, say. Okay all of you have done very well. Kitchen garden, kitchen garden. What does it mean? Kitchen garden. Chd.7
103 Chn. : [Talking together].
104 Tr. : Yes, what does it mean?
105 Chd.7 : May be you have done a farm in your house. enea nono.
106 Tr. : Chd.7 you have done well. Is that. Yes Chd.21.
107 Chn. : Kitchen garden is where we plant the things
108 Tr. : Well you have done all you can. Chd.3.
109 Chn. : Kitchen garden is where we plant vegetables
Okay, you said where we plant vegetables. May be I have my farm at Kwadaso and I am also staying here. Then moving from this side up to Eh Asu yeboah. May be that place I have planted all types of vegetables. Is it kitchen garden?

Chn : No sir.

Tr. : He! So Eh, who can give us a clear meaning of kitchen garden?

Chn. : Is a garden which we plant at the back of our houses.

Tr. : Okay is correct. Ehein! Chd.4 the last one.

Chd.4 : It means if you have a piece of land at the back of your house the things you grow there

Tr. : You should speak louder

Chd.4 : It means if you have a piece of land.

Tr. : Speak louder

Chd.8 : If you have a piece of land at the back of your garden then you plant something there that is, that is a kitchen garden.

Tr. : Okay Eh, may be we have Eh. that is if Eh, this class is our farm. Then we have a piece of land like where we have planted what? The grass or the flowers. So for that place we can what? We can make a farm there. Growing what? All kinds of vegetables. So that one we can term as what? Kitchen garden. Okay yes, I want somebody to use it in a sentence.

Chn. : [Talking together].

Tr. : Chd.8 Kwarteng

Chd.8 : My mother’s kitchen garden is behind her house.

Tr. : Good. Clap for her.

Chn. : [Clapping]

Tr. : Yes, always the girls. Apart from the girls it’s Chd.4. But the rest of you what are you doing? Yes Chd.9 I want you to talk.

Chd.9 : My mother.

Tr. : Speak louder.

Chd.9 : My mothers kitchen garden is very big.

Tr. : Mhum, your mother’s kitchen garden is very big. Okay, clap for him.

Chn. : [Clapping].

Tr. : The next one, wooden box. All of you say it.

Chn. : Wooden box.

Tr. : What does it mean? Chd.5

Chd.5 : It is a box made by wood or a box which we put young plants in.

Tr. : I will take the first one or all of them will be correct. But the moment we say wooden box it means that Eh, a box made of what?

Tr+Chn. : Wood.

Tr. : We use it for what? Yes

Chn. : We use it for planting vegetables.

142 Chd.10: I have a big wooden box.
143 Tr. : At where?
144 Chd.10: At Tema.
145 Tr. : At Tema. (laughs)
146 Chn : [Laughing].
147 Tr. : Hay! Don’t laugh. What? [teacher laughs]. Yes it is correct.
Why are you laughing? Why are you laughing?
148 Chn. : [Still laughing].
149 Tr. : Yes, Chd.11.
150 Chd.11: My father nests the little plants in the little wooden box.
151 Tr. : Correct, clap for her.
152 Chn. : [Clapping].
153 Tr. : Okay the next thing germinated. All of you say it.
154 Chn. : Germinated.
155 Tr. : Again.
156 Chn. : Germinated.
157 Tr. : What does it mean? Yes Chd.12.
158 Chd.12: When you plant when you something here and you are germinating it to the other side.
159 Tr. : Hee! You are germinating it to the other side. Good. That is transplanting but not germinated. Yes somebody should tell me the meaning of what? Eh, germinated.
160 Chn. : Sir.
161 Tr. : Okay, Chd.4 you try.
162 Chn. : The growth of a plant.
163 Tr. : Okay, he said the growth of a plant. Okay. lets say if we are making a farm, then today we plant Eh, lets say maize. Within three or four days time you go and see that Eh there are something which is moving out from what?
164 Chd. : Ground.
165 Tr. : From the ground. So Eh, what’s, what is coming from the maize upwards the ground is what? Germinate. You can say that the maize are what? Germinate. The verb is what? Germinate. Then Eh, germinated means Eh all the seeds are what? Coming up. Okay, then let us move on to piece of land, piece of land. All of you say it.
166 Chn : Piece of land.
167 Tr. : Again.
168 Chn. : Piece of land.
169 Tr. : What does it mean? Chd.8 Kwarteng.
170 Chn : It means that if you have, if you have a
171 Tr. : Okay you can say that in a sentence.
172 Chd.8.: Like my mother has a piece of land, a piece of land at her hometown.
173 Tr. : Yes. Clap for her.
174 Chn. : [Clapping].
175 Tr. : She is saying that her mother has what? A piece of land at her hometown. Yes any example? Chd.7. You should speak louder.
176 Chd.7: I have a small piece of land.  
177 Tr.: Mum. You have said something. At where? Yes at where?  
178 Chn.: At where.  
179 Tr.: At where.  
180 Chd.7: At Kwahu.  
181 Chn.: At Kwahu. Good. Clap for her.  
182 Tr.: [Clapping].  
183 Tr.: Okay then harvesting. All of you say it.  
184 Chn.: Harvesting.  
185 Tr.: Again.  
186 Chn.: Harvesting.  
187 Tr.: Yes, Chd.13 next time you will talk.  
188 Chn.: [Talking together].  
189 Chd.13.: Harvesting  
190 Tr.: Yes  
191 Chd.13.: I harvest the beans for five days.  
192 Tr.: I harvest the beans for five days! That harvest is what? That verb is what? Everyday, but what you are saying it means that you have done it already. So say that in sentence again. What is the past tense of harvest? You don’t know? Help her.  
193 Chn.: Harvested.  
194 Tr.: Harvested. So use harvested to form the sentence.  
195 Chd.13.: They harvested the beans.  
196 Tr.: They have harvested the what? The beans. Yes Chd.19.  
197 Chn.: When the mango was ripe I harvested them.  
198 Tr.: I harvested them. Okay. You have done well. All of you have done well. So shall we go through the new words again. Points to the word twice on the bb.  
199 Chn.: Secondary school.  
200 Tr.: [Points to a word on the bb].  
201 Chn.: Secondary school.  
202 Tr.: [Points to another word on the bb].  
203 Chn.: Kitchen garden.  
204 Tr.: [Points to the next word on the bb].  
205 Chn.: Kitchen garden.  
206 Tr.: [Points to the word on the bb].  
207 Chn.: Wooden box.  
208 Tr.: [Points to the word on the bb].  
209 Chn.: Wooden box.  
210 Tr.: [Points to the next word on the bb].  
211 Chn.: Germinated.  
212 Tr.: [Points to the word on the bb].  
213 Chn.: Germinated.  
214 Tr.: [Points to the next word on the bb].  
215 Chn.: Piece of land.  
216 Tr.: [Points to the word on the bb].  
217 Chn.: Piece of land.
218 Tr. : [Points to the next word on the bb].
219 Chn. : Harvested.
220 Tr. : [Points to the word on the bb].
221 Chn. : Harvested.
222 Tr. : Okay, then take your English reading books.
223 Chd. : Unit twelve, Mrs Apea's kitchen garden. Mr. Apea and his family live in Kumasi. Mr. Apea teaches at the city secondary school. The Apea, Mr. Apea. The Apeas
224 Tr. : The Apeas live in a house at one end of the school compound.
225 Chd. : There is a piece of land near the house. For a long time people were throwing rubbish on this piece of land. One day Mrs. Apea told her husband, 'We must do something useful on this land. If we do it people will no longer throw rubbish on it.'
226 Tr. : Stop.
227 Chd. : All family helped there, to prepare the
228 Tr. : Not there.
229 Chd. : Mr. Apea said, 'That will be good, I think we should make a garden on it. We can grow vegetables in the garden'. When Mr. Apea came home the next day, he and his two sons cleared the land. They used machetes and hoes for the work. After
230 Tr. : About
231 Chd. : After about one week Mr. Apea burnt the weeds and the rubbish. Then the whole family helped to prepare the land. They turned the soil over and made many little beds. Mrs. Apea brought some vegetable seeds. She brought the seeds of tomatoes, pepper, okra, garden eggs and onions. Mr. Apea made little boxes from pieces of wood. He put some black soil into the boxes. Then Mrs. Apea nursed the seeds in the boxes. The children put water on the seeds in the boxes every morning and evening.
232 Tr. : Stop.
233 Chd. : All these time Mr. and Mrs. Apea were working on the beds. In a few days the seeds in the boxes, and, had germinated. They became, they became little plants. Soon the pot was ready Mr. and Mrs. Apea planted the little plants on different beds. The children continued to put water on the little plants every morning and evening. Very soon the vegetables are growing well.
234 Tr. : Stop.
235 Chd. : One evening Adu the elders child told his parents, 'I think we should grow plantain cassava and cocoyam too. This soil is good and they will grow very well. We have not made any beds there.'
236 Tr. : Stop.
237 Chd. : Mr. and Miss. Apea.
238 Tr. : Mr. and Mrs. Apea.
239 Chd. : Mr. and Mrs. Apea liked what their son have, what their son said. They made the plot ready for planting the crops. They got ten suckers of plantain, some cassava sticks and cocoyam /rizooms/ (rhizome).
240 Tr. : Rhizome /raizooms/
Rhizome from a farmer. They dug some holes and put one plantain sucker into each. The children cut the cassava sticks. They put one stick into a hole. Then they cut each cocoyam rhizome into three or four pieces. They put one piece into a mound and covered it with soil.

Mrs Apea worked in the garden when her husband and the children were away at school. She weeded the land with either a hoe or a machete. When her husband and the children came from school they helped her. Each person was given some vegetable beds to look after. The youngest child looked after the two seed beds of pepper. Ohene was given four beds of tomatoes. Adu looked after the onions. Mrs Apea looked after the garden eggs and Mr Apea looked after the other crops.

After some time the vegetables were ready for harvesting. Every one harvested the vegetables on his or her beds. There were plenty of fresh vegetables. Mrs Apea and her daughter used some of the vegetables for food. They sold some of the vegetables and gave some to their chil, their friends too. Mr Apea and his family were very happy that they had grown their own vegetables in their own kitchen garden. They were proud of their garden. They continued to work on the land and grow more vegetables, plantain, cocoyam, cassava and fruits.

Okay all of you have done well so this time I want each of you to read silent, to read or silent in his or his mind. After that I will ask you some questions. So silent reading. We just learn meanings and how to pronounce the words too. So read silent in your heads. Silent reading.
Give the name of Mr. and Mrs. Apeas' children. They were how many? Patient, Chd.17.

Is it true?

Chd.17: Four.

Chd.17: Four.

Hey okay. Lets know them. Yes. Eh Chd. 18. name one of them. Chd.18 Yes.

Chd.18: Chd.11

Chd: Teacher sir.

Chd: Adu. Yes.

Chd: Ohene.

Chd: Finish.

Chd: They found rubbish on the land near their house.

Chd: They found a piece of land near their house.

Chd: They found it. There was something on the land. What thing?

Chd: They were throwing rubbish there.

Chd: The girls do with the vegetables from their garden? Chd.21.

Chd.21: They removed the vegetables from the garden.

Is it true? Chd.5.

Chd.5: They sold some of the vegetables. Eat some and give some to their friends.

Correct. Clap for her.

[Clapping].

Give the name of vegetables the grew on beds. Chd.22.

Peppers.

Is it only pepper? Chd.22.

No.

Okra.

Have I asked you anything?
Sir.
Yes Chd.23.
Garden eggs.
Tomatoes.
Yes.
Onions.
Is it all?
No
Then others. Okay. Eh so I want somebody to say on his or her own words in a short sentence or sentences on what we have read. Yes all you have read is talking about what? Yes Chd.5.
She has said something. How to make a farm. She has said it. Yes any contribution?
How Mr. and Mrs. Apea deal with their piece of land.
You are correct. Yes Chd.7.
We have learnt how to plant vegetables.
Yes again.
We have known what we use to grow cocoyam.
Okay. what we use to grow what? Farm crops like vegetables or plantain and so on and so forth? Okay so shall we read again for us to do the exercises?
Appendix 5 (8) TC: Science

LESSON: EIGHT
TEACHER: "TC"
SCHOOL: ABORFO SUKUU.
CLASS: FIVE
SUBJECT: ELEMENTARY SCIENCE.
TOPIC: LIQUIDS THAT MIX
DATE: 8TH FEBRUARY, 1996.

1 Tr.: We have different kinds of liquids as you have learnt. So I want you to give me some examples of the liquids. Chd.26.
2 Chd.26: Kerosene.
3 Tr.: Kerosene. Kerosene is one. Any more example? Chd.24?
4 Chd.24: Water.
5 Tr.: Correct. Chd 27.
6 Chd 27: Fanta.
7 Tr.: Fanta. Okay I do not want to hear sir, sir, sir. Chd 27
8 Chd 27: Palm oil
9 Tr.: Palm oil. Okay, all what you have said is true. So they are all what?
10 Chn.: Liquids.
11 Tr.: Kinds of what?
12 Tr+Chn.: Liquids
13 Tr.: Eh, are all the liquids the same?
14 Chd.: No.
15 Tr.: Have I asked you anything? I am asking all of you. So if you know the answer you raise up your hand. All the liquids are the same. True or false? Yes Chd.25.
16 Chd.25: False.
17 Tr.: Correct. All the liquids are not the same. There are different types of what? Liquids. Eh, some have colours. Others are not what?
18 Chn.: Coloured.
19 Tr.: Coloured. or they are colourless. Then others too have smell either pleasant or eh bad smell. Okay I want you to give me examples of liquids which have, eh which has colours. Yes what are some of the liquids? Chd.11.
20 Chd.11.: Fanta.
21 Tr.: Fanta. Yes
22 Chd.: Milk.
23 Tr.: Milk. Yes.
24 Chn.: Coke.
25 Tr.: Then etceteras. The others. What are some of the liquids which, which are colourless? Yes Chd 29.
26 Chd 29: Petrol.
27 Tr.: Petrol. I think petrol is not colourless. Yes I think it has colours in it. Yes Chd 38.
Chd 38: Palm oil.
Tr. : Palm oil. Eh, No. Yes.
Chd. : Oil.
Tr. : What kind of oil? There are so many types of oil. Yes. Chd 31.
Chd 31: Water.
Tr. : Water. Yes. Then what again?
Chn. : Kerosene
Tr. : Kerosene. Okay. These are some of the liquid which you, eh which are colourless. Okay, so we have seen the different types of what? Liquids. Then we can also talk about eh, characteristics of eh, liquids. That is what the liquids, eh behaves. How the liquids are. All of you here have what? Different characters. So as it is for liquids. They also have what? Characteristics. Who can tell me no of the characteristics of liquids? I want the liquid behave. Yes. Chd 5 speak louder.
Chn. : Palm oil. For petrol, petrol you don't drink it has bad smell.
Tr. : Mum, you have said bad smell. That's okay I am giving you one example. That is liquids flow. All liquids what?
Chn. : Flow.
Tr. : Yes, all liquids flow. There is also they take the shape of their containers. So let's say if we have water in this beaker. Then if you put it in another container. It will take the shape of that what? That container. Okay. Then we are also saying that eh, it became or it become light when heated. For example, eh palm oil when you put it to the fire, it becomes what? Light. Okay, so, I know that this is what we know. First eh, that's the kind of liquid. So I want today, we want to move to eh, mixing liquids. We know that some of the liquids mix. This is the, our main topic for today. So we have revised what we know about the liquids. That is we have seen kinds of liquids. What the liquids look like. That is characteristics of what? Liquids. So today we are moving on to see what liquids do mix. And then what? Liquids which do not mix. Okay. So bring all the liquids you brought in front of the class. You do it in groups.
Chn. : [Send their liquids to the teacher's table.]
Tr. : But look at what you have brought. Is just a few. If all of you brought one then we have what? To be in groups so that each of the groups will know what we are going over. Since they are few I have to do the activity and you will what? Watch me. At times I will invite some of you to come and do some of what? Some of the activity. Okay. So let's mention the liquids we have here. Don't mention any liquid which is not here. Because we cannot what? Do the experiment. We want to find eh, I want you to mention only the liquids here. Chd 42
Ama : Oil.
Tr. : What kind of oil? Eh Chd 32.
Chd 32: Dinnor
Tr. : But what type of oil is this Dinnor? Okay lets take it because nobody brought palm oil or palm kernel oil so lets take as cooking oil. But apart from this, we have, What is this? I think this one, both of them are the same. What about this one?
Chn.: Frytol oil

Tr. : Frytol oil [shows another container up]

Chn. : Dinnor.

Tr. : Okay, so eh, we shall do dating. What about this? Is the same oil?

Chn. : [Talking together].

Tr. : Okay, so lets take cooking oil.

Chn. : [Talking together].

Tr. : But what again. Chd.21

Chn. : Squash

Tr. : [Searches for the squash on his table]

Chn. : The red one. The red one.

Tr. : This one.

Chn. : Yes

Tr. : Okay, squash. So we shall put it here. What about this?

Chn. : Refresh.

Tr. : What about this?

Chn. : Kerosene

Tr. : Then this one.

Chn. : Kerosene, oil, oil.

Tr. : Okay. Chd.14 what is this?

Chn. : Oil.

Tr. : Then this one. I think all of you know it. Malt

Chn. : Malt.

Tr. : Then this one.

Chn. : [Talking together].

Tr. : Then we have, 1, 2, 3, 4, 5 then water. We have only six what? Liquids. There are so many types of liquids but you have only brought this ones.

Chn. : [Talking together].

Tr. : Yes you have to bring one but

Chn. : [Talking together].

Tr. : You have seen the liquids you brought. So we want to see which of them do mix. And which of them do not mix. So, hey, fortunate we shall use this sign for those who do mix. Okay, we know that water and water they are all what? The same. So shall we start with water and cooking oil? Who will come and perform that activity for us? Okay I am doing one for you. We have water here then the cooking oil.

Chn. : [Talking together].

Tr. : I am going round, so you check it. After that I will ask you questions on it.

Chn. : [Calling each other] Serwah Nkrumah.

Tr. : What do you observe from this activity. Yes Chd 32.

Chd 32.: It does not mix.

Tr. : It does not mix. So since eh, since eh, water and cooking oil do not mix we shall mark here as what?

Chn. : Do not.
Okay, so I want somebody to come and do the activity of water and refresh.

Chn: [Raise hands to bid].

Tr: Chd.5 come and try.

Chn: Joy, Joy.

Chd.5: [Goes to teacher’s table].

Tr: Yi firi mu. That you should bring them for what? Activity, but nobody wants us to use his or hers.

Chn: [Pours water into a container of refresh]

Chn: Sir, sir, sir.

Tr: He! Okay who wants to use, eh who wants us to use his or hers.

Chn: Wo tiri mu wɔ den paa [amid talking together].

Tr: [Inaudible].

Chn: [Talking together].

Tr: Eh Austin wo aye adee paa. Eh what is yours?

Chn: Sir, sir, sir and [Talking together].

Tr: No, no. I want the refresh.

Chn: [Talking together].

Tr: Eh, Jacquelyn.

Jacquelyn: Sir.

Tr: Shall we use yours?

Chn: [Talking together].

Tr: Okay bring it.

Jacquelyn: [Takes refresh to teacher’s table].

Tr: He put it here.

Chn: [Talking together].

Chd.5: [Shows mixture of water and refresh to teacher]

Tr: Are they mixed or not?

Chn: Not mixed, mixed, mixed, mixed.

Tr: Am say that if am not ask you told, tell me anything. Yes Chd.27.

Chd.27: According to mixture.

Chn: [Laughing].

Tr: Okay, eh, since they are both liquids we can say. They have what? Mixed.

Chn: [Talking together].

Tr: So, those who mix we use what?

Chn: Three.

Tr: Three.

Chn: Oh sir, oh sir.

Tr: Okay, carry on because some of the liquids if they mix together.

Chn: [Talking together].
Hey! If they mix together and you drink it you will be in trouble. So don't make an attempt to drink liquids, some of the liquids when mixed together.

If they mix together and you drink it you will be in trouble. So don't make an attempt to drink liquids, some of the liquids when mixed together.

Sit down, sit down.

Sir, sir.

Eh let's clear ourselves from this activity.

They do mix. They do mix. Water?

Then kerosene and water.

Sir, sir, sir.

Kerosene and water. You sit down.

Sir, sir.

Bring it back

No because we have to do the activity. enka se wo yire firie. No not at all. Okay, so they do not mix. Water and kerosene do not what? Mix.

Sir, sir [Talking together].

Okay Chd.21

Sir

Come and perform this activity for us.

Oh! Noise.

Squash and water

[Talking together].

You watch her. Ko Asare what do you see?

They have mixed

They do mix. They do mix

[Talking together].

EmChd.2eh, Chd 30. Water and cooking oil

[Pours the two into the same container and observes]

They do not mix. So have water and cooking oil des. You know that what? They do not mix. Lets see the we eh, the cooking oil and cooking oil. They are all the same. Okay lets see cooking oil and refresh
159 Chn. : Sir, sir.
160 Tr. : Cooking oil and refresh
161 Chn. : Sir, sir.
162 Tr. : Come and do the activity for us.
163 Chn. : Sir, sir. sir. Chd.11 Chd 35 oh!
164 Tr. : Yes what do you observe from water and eh
165 Chn. : [Talking together]
166 Tr. : Eh cooking oil and what? And refresh. Yes Chd.8, what do you see?
167 Chn. : [Talking together]
168 Tr. : From this.
169 Chn. : Not mix
170 Tr. : They do not what?
171 Chn. : Mix
172 Tr. : So if they do no mix then cooking oil and Malta Guinness
173 Chn. : Sir, sir
174 Tr. : You sit down.
175 Chn. : [Talking together]
176 Tr. : I think this group.
177 Chn. : [Talking together]
178 Tr. : You have done it.
179 Chn. : Sir, sir, sir.
180 Tr. : What have you observed from this? Yes Serwah Chd 36
181 Chd 36: Not mixed
182 Tr. : They do not mix
183 Chn. : [Talking together].
184 Tr. : The next thing is cooking oil and kerosene
185 Chn. : [Talking together].
186 Tr. : Go and sit at your place.
187 Chn. : Sir, sir, Teacher I have not done it
188 Tr. : Kerosene and cooking oil.
189 Chn. : Sir me nfa wei?.
190 Tr. : Take the kerosene, yes.
191 Chn. : [Talking together].
192 Tr. : Okay we have kerosene and cooking oil. Yes
193 Chn. : [Talking together].
194 Tr. : Yes.
195 Chn. : [Talking together].
196 Tr. : Yes.
197 Chn. : It is mixed..
198 Tr. : No they do not mix.
199 Chn. : [Talking together].
200 Tr. : Then coke and cooking oil.
201 Chn. : [Talking together].
202 Tr. : Hey! They do not mix. They do not mix.
203 Chn. : [Talking together].
204 Tr. : Chd 38. He! Chd 38

75
They do not mix.

Correct. Refresh and what? Water. You can have refresh and water. What?

They mix.

They mix, Okay so if they mix you use the sign. Then we have cooking oil and refresh. They do not what? Mix. Then you have refresh and refresh do not make anything. go and sit down, Sit down. Then you have Malta Guinness and what? Refresh. Yes I want somebody.

Do the refresh and Malta Guinness Then.

Sir, sir, sir. sir, Sir.

Kerosene, refresh and kerosene.

[Talking together].

So lets observe it.

Oh sir!

Wote dan mu na wo didi.?

[Talking together].

What do you observe from this activity?

They do, they

Chd 38.

They mix.

They mix or they do mix. Okay if they do mix, we use what? The correct sign. Malta Guinness and refresh. Lets hear what? Refresh and kerosene.

Sir.

What is it?

They don’t mix.

So I am passing here this time. Chd 39

They do not mix.

They do not mix. Go and throw it away

[Talking together].

Then we have squash and refresh

[Talking together].

Yes what is the result? Chd 40

They have mixed

They do mix.

[Talking together].

Hey! You go. Then we have Malta Guinness and water. Water and Malta Guinness. What? They mix. Then the cooking oil and the Malta Guinness. They mix. The Malta Guinness and Malta Guinness. They do no. Eh we have Malta Guinness and kerosene

[Talking together].

Then Malta Guinness and squash.

Sir, sir, sir. sir.

Yes Chd.22

[Inaudible amid talking together].
Okay, let's see. This is what? Chd 41. What do you do? They make what liquid? Kerosene and what?

Chd 41.: Kerosene and Malta

Okay, Malta Guinness and kerosene. Is what? They do what?

Chn.: Mix.

Then we have squash. Hey!

Chn.: [Talking together].

We have Malta Guinness and squash. They do what? Mix

Chn.: [Talking together].

Okay since the bell has gone for break we have so many noise. We shall end here and continue after break.
Appendix 5 (9) TC: Ghanaian language

LESSON : NINE
TEACHER : "TC"
CLASS : FIVE
SCHOOL : ABORFO SUKUU.
SUBJECT : GHANAIAN LANGUAGE (READING).
TOPIC : ANUANOM BAANU (TWO BROTHERS)
DATE : 6TH FEBRUARY, 1996.


2 Chn. : Anuanom.

3 Tr. : Dabi. Anuanom, baanu, Bomdwere, akuraa, merehunu, mmesra, nnansa, byegye, apiripirigor, abnten, fituo, summi; mereboabo, Memene, Yaa ahenewa, amanne, akwaaba, mfikyikwan, abntenkwam

4 Chn. : Anuanom.
5 Tr. : Anuanom
6 Chn. : Anuanom
7 Tr. : Baanu.
8 Chn. : Baanu.
9 Tr. : Baanu.
0 Chn. : Baanu.
11 Tr. : Bomdwere.
12 Chn. : Bomdwere.
13 Tr. : Bomdwere.
14 Chn. : Bomdwere.
15 Tr. : Akuraa.
16 Chn. : Akuraa.
17 Tr. : Akuraa.
18 Chn. : Akuraa.
19 Tr. : Merehunu.
20 Chn. : Merehunu.
21 Tr. : Merehunu.
22 Chn. : Merehunu.
23 Tr. : Mmesra.
24 Chn. : Mmesra.
25 Tr. : Mmesra.
26 Chn. : Mmesra.
27 Tr. : Nnansa.
| 28 Chn. | Nnansa. |
| 29 Tr.  | Nnansa. |
| 30 Chn. | Nnansa. |
| 31 Tr.  | Hyeete. |
| 32 Chn. | Hyeete. |
| 33 Tr.  | Hyeete. |
| 34 Chn. | Hyeete. |
| 35 Tr.  | Apipiripiriagor. |
| 36 Chn. | Apipiripiriagor. |
| 37 Tr.  | Apipiripiriagor. |
| 38 Chn. | Apipiripiriagor. |
| 39 Tr.  | Abonten. |
| 40 Chn. | Abonten. |
| 41 Tr.  | Abonten. |
| 42 Chn. | Abonten. |
| 43 Tr.  | Fituo. |
| 44 Chn. | Fituo. |
| 45 Tr.  | Fituo. |
| 46 Chn. | Fituo. |
| 47 Tr.  | Summic. |
| 48 Chn. | Summic. |
| 49 Tr.  | Summic. |
| 50 Chn. | Summic. |
| 51 Tr.  | Mereboabo. |
| 52 Chn. | Mereboabo. |
| 53 Tr.  | Mereboabo. |
| 54 Chn. | Mereboabo. |
| 55 Tr.  | Memene. |
| 56 Chn. | Memene. |
| 57 Tr.  | Memene. |
| 58 Chn. | Memene. |
| 59 Tr.  | Yaa ahenewa. |
| 60 Chn. | Yaa ahenewa. |
| 61 Tr.  | Yaa ahenewa. |
| 62 Chn. | Yaa ahenewa. |
| 63 Tr.  | Amannee. |
| 64 Chn. | Amannee. |
| 65 Tr.  | Amannee. |
| 66 Chn. | Amannee. |
| 67 Tr.  | Akwaaba. |
| 68 Chn. | Akwaaba. |
| 69 Tr.  | Akwaaba. |
| 70 Chn. | Akwaaba. |
| 71 Tr.  | Mfikyikwan. |
| 72 Chn. | Mfikyikwan. |
| 73 Tr.  | Mfikyikwan. |
74 Chn.: Mfikyikwan.
75 Tr.: Abntenkwan.
76 Chn.: Abntenkwan.
77 Tr.: Abntenkwan.
78 Chn.: Abntenkwan.
79 Tr.: Saa mmre yi me min kabi. Mmo nkowa mo be kan ne nyinaa akyere me. Baako bia ewe se mmo bo din mmeinu. Okee mmo nye asec.
80 Chn.: Anuanom, anuanom, baanu, baanu, Bomdwere, Bomdwere akuraa, akuraa, merehunu, merehunu, mmesra, mmesra, nnansa, nnansa, hveete, hveete, apiripiriagor, apiripiriagor, abnten, abnten, fituo, fituo.

81 Tr.: Hee! Me kan no seden? Fi tuo? Mese sen?
82 Chn.: Fituo.
83 Tr.: Mmo nka me ntea.
84 Chn.: Fituo, fituo, summie, summie, mere boaboa, mere boaboa.
85 Tr.: Hwe ma dinkan akyere mo se re wei waha ye nka no se mere boaboa. Yeka no sen?
86 Chn.: /Meboaboa/ mereboba, mereboba, Memene, Memene, Yaa ahenewa, Yaa ahenewa, amannec, amannec, akwaaba, akwaaba mfikyikwan, mfikyikwan, abntenkwan, abntenkwan.

87 Tr.: Eye mmo aye adec. Saa mere yi meps obia wo no nkoa betumi abob no nyinaa dini ama ye nyinaa yatea. Wei wo kan ne a obia ngyeso. Yese obia betumi a kan ne nyinaa Chd.18. Chd.24.

89 Ama: Anuanom.
89 Chn.: Anuanom.
90 Tr.: [Signals for no response].
91 Ama: Baanu, Bomdwere, akuraa. merehunu, mmesra, nnansa, hveete, apiripiriagor, abnten, fituo, summie mereboaboa, Memene, Yaa ahenewa, amannec, akwaaba, mfikyikwan, abntenkwan.

92 Tr.: Mmo mmo mo nsam ma no.
93 Chn.: [Clapping].
94 Tr.: Hwan bio nso na eba abe kan ne? Bbaa baako aba a, me hyia bemma nso. Nye mbaa nkoa na ebe kan ne. Ee Appiaku.
95 Appiaku: Anuanom, baanu, bomdwere, akura. minhunu, mmesra
96 Tr.: Minhunu eye den? Merchunu /mehunu/
97 Appiaku: Merchunu, mmesra, nnansa, hveete, apiripiriagor, abnten, fituo, summie mereboaboa, Memene.
98 Tr.: nye Memene, Memene. Ka bio ma me ntea.
99 Appiaku: Memene
100 Tr.: Aha ko so
101 Appiaku: Yaa ahenewa, amannec, akwaaba, mfikyikwan, abntenkwan

102 Tr.: Mmo mmo mo nsam ma no.
103 Chn.: [Clapping].
Anuanom, baanu, Bomdwere, akura, merehunu, mmesra, nnansa, hwete, apiripiragor, abotent, fituo, summiere, mereboabo, Memene, Yaa ahenewa, amanne, akwaaba, mfikyikwan, abotentkwan

Mmo mm= mo nsam ma no.

Hwan bio? Chd.15

Chd.15:

Tr.: Anuanom, baanu, Bomdwere, akura, merehunu, mmesra, nnansa, hwete, apiripiragor, abotent, fituo, summiere, mereboabo, Memene, Yaa ahenewa, amanne, akwaaba, mfikyikwan, abotentkwan

Chd.15:

Tr.: Mm mm= mo nsam ma no.

Chn.: [Clapping].

Tr.: Seesei bæreere atumi a kan. ee word a mede be siso anaa se asem bia mede be siso bia na aye den? ma frc wo na wa b= din. Me nfr= woa nkasa. me mpe sir, sir bia. Wei ye b= din sen? Bobbi

110 Bobbi: Yaa ahenewa

111 Chn.: [Clapping].

112 Tr.: Wei ye b= din sen? Chd.22

Chd.22:

Apiripiragor

115 Tr.: Mm mm= mo nsam ma no.

116 Chn.: [Clapping].

117 Tr.: Wei ye b= din sen?

118 Chd.:

Mereboabo

119 Tr.: Mm mm= mo nsam ma no.

120 Chn.: [Clapping].

121 Tr.: eeye seesei yede ebia yeba kyere ebia emu. Seesei yeba kyere bia ase se be ye a obia be te aseer. Na se nea ye be si a yeba kyere aseer no. Me pe se ye de kan nsem. efiri se, se ye de ka nsem a emno na eba ma yate aseer yiye. Ye ka no baakobaako a ebia na ne nteasee no an yiye yiye papa. Na yede ka nsem de= a eb= ma nsem no aye de yiye Na afei ye betumi ate ase= paa. Na de= edikan, anuanom. Hwan na w= de anuanom bck a asem ma yatea? Chd.23.

122 Chd.23: Anuanom baanu s=nam.

123 Tr.: Mm mm= mo nsam ma no.

124 Chn.: [Clapping].

125 Tr.: Hwan bio na edeanuanom ebe sane aka asem ama yatea? Atta Kwarteng.

126 Kwarteng: Anuanom no rek= dwom.

127 Tr.: Anuanom rek= dwom. Aa! Ma dikan aka kyere mo se re re no ye twerew na ye ka a ye nga. Se wo ahunu. enti ee wo be yi re no a=, na wo aka asem for= emaa yatea. Ka ma ye ntea. Yetee.

128 Kwarteng: Anuanom ek= dwom.


130 Darko: Ye ye enuanom mmeensa na ete fie.

131 Tr.: Mm= mo mm= mo nsam ma no.

132 Chn.: [Clapping].

133 Tr.: Aha. enti ye atumi de anuanom aka asem a obi, se wote anuanom, wonim sêde= e=, sêde= ye si de aka asem no, ama aye eden? Ne

134 Douglas: Ye ye baanu na yedi ye.

135 Tr.: Ye ye mmeinu na yedi ye. Së wo ka asem a, se ade koro a mo di ye, se aduane o! Anaa ankaa o! Anaa se biribi a ste saa no, wobe tumi de saa ade koro noa mo di ye no atuaso ama na ye yiye. Së ebia ye ye baanu na ye kə aifter. Anaa se ye ye baanu na ye di fufuo no. Hwan nso bio na wode baanu be sene aka asem ama yatea?

136 Chd.: Yen baanu na ye kə nsuo.

137 Chd.4: Yen baanu na ye kə nsuo. Wa ye adee. Chd.4

138 Chd.5: Bomdwere ye kuro kesse.


140 Tr.: eye kuro.

141 Chn.: eye kuro.

142 Tr.: eye kuro. eye kuro. Na hwan na ede saa Bomdwere beka asem ma yatea. Chd.5.

143 Chd.5: Bomdwere ye kuro kesse.

144 Tr.: Mmo. Bomdwere ye kuro kesse. Hwan nso bio?

145 Chd.: Bomdwere ye kuro a me firi.

146 Tr.: Me firi Bomdwere. Yes Chd.19


149 Chd.32: Maame Atta eəri akura.

150 Tr.: Maame Atta eəri akura. Mmo wo ayə ade. Hwan nso bio?

151 Denis: Papa no wə akura no ase.

152 Tr.: Mmo wo ayə adee. Woso fa akura ka asem ma yentea.

153 Chd.: M‘adamfo bi te akuraa.


155 Chd.3: Me papa enne hə na merehunu amannen se.

156 Tr.: Mmo wo ayə adee. Hwan nso bio? Chd.45.

157 Chd.45: Me wə fa nnhə na merehunu amannen se.

158 Tr.: Ayə se asem koro. Anka na me pe se asem no ne nyinaa ennkə fako. Wei ka wei wəha na wei nsoo aka wei wəha, na anka ama asem no ayə den? Na yate asec yiye. Se ye nyinaa reka baako saa ema deee me pe se yete asec no ekə yiye papa. Nti Chd.1, woso ka bi ma me ntea

159 Chd.1: Merehunu kaa no.


161 Chd.22: Me mmesra m‘adamfo.

162 Tr.: Me mmesra m‘adamfo. Wo so ka asem ma ye ntea

163 Chd.: emmesra me bio.

164 Tr.: emmesra me bio. Yes Douglas.
165 Douglas: Me mmesra wo bio.
167 Chd 29: Mekor, merekro me kurom akodi nnansa.
168 Tr. : Mekor, merekro me kurom akodi nnansa. [points to a child]
169 Chd. : Merekro me maame hbo akodi nnansa
171 Chd.25: Mbe di nnansa wo ne nkyen.
172 Tr. : Mbe di nnansa wo ne nkyen. ee nnansa no eye. Se wo hwe sедee krataa no mu wo si ka nnansa noa. Sebi wo kyere biribi se ee nnansa yi. Se wahuwu? Ww en na ena mmeensa pe, na emo aye te se beye se naa kakra ni. Se wahunu? Enna no akye kakra se ana ayeden? Dmaame anba mmesra no. eye ye ntoaso. Hyeete. Wei dee anka ewo se nipa bebere eka bi enso mme yi nipa mmeinu pe.
173 Chn. : O!
174 Tr. : Nipa mmeinu pe enna me ma woom kasa. Me pe nipa ye nkasa ye. Sorigate
175 Sorigate: Me wwo hyeete
176 Chn. : Sir, sir, sir.
177 Tr. : Me wwo hyeete. Yes Okyere.
178 Okyere : Me maame a t ho hyeete abre me.
179 Tr. : Me maame a t ho hyeete abre me. Me hyeete no nyinaa atete.
180 Chn. : Sir, sir.
181 Tr. : Mese me mpe sir, sir ebia ewoha. [points to a child].
182 Chd. : ennora mede apiripiriagororo.
183 Tr. : ennora mede apiripiriagororo. Yes
184 Chn. : ennora me xoro de apiripiriagororo ma me maame hwii me.
185 Tr. : eye ade kororo. Wo kasa, kasa den se enye saa wo a wo kasa embi no ye ripene wo.
186 Chd : Nkwadaa taa di apiripiriagororo.
187 Tr. : Mmo wo aye adec. eye deco etaso, abonten.
188 Chn. : Sir, sir.
189 Tr. : Abonten David.
190 David: Ww dide wabonten.
192 Chd.14: Me gyina abonten.
193 Tr. : Me gyina abonten. Agnes.
194 Agnes: Me wofa kabo abonten. 
196 Chd : Papa no reto akwadaa no fituo.
197 Tr. : Saa fituo no a ewo krataa no mu no enye eno na wo ka. Nso wo aka biribi afa ho de. Chd.4.

83
Chd.4: Me papa reto me fo.

Mame: Me nko na mete saa fituo yi mu.

Tr.: Mmo mo mm= mo nsam ma no.

Chn: [Clapping].

Tr.: Ay= ya gyae wo nkoa EwP fituo mu obia Ene hp, wo nkoa ya gyae wo fie, na wo papa ne wo maame obia k= edwuma. Aka wo nkoa w= h=. Wose me yaden? Aka me nkoa w= he ne? Fituo mu. Sumiie.

Chn: 200 Mame: Me nkoa na mete saa fituo yi mu.

Tr.: Mmo mo mm= mo nsam ma no.

Chd 6.: Mereboaboa me mme m= akura. Wahunu se asem a mo ka yi ne nyinaa ye ade kor=. Me pe se esesasesa. Chd.14.

Chd.14: Me w= fa reboaboa neema ano.


Chd.52: enne Memene mme k= afuom.

Tr.: enne Memene mme k= afuom. Yes.

Chd.: Y= wo me Memeneda.


Chd.: Me kyia wo o! Yaa ahenewa.


Chn: Yaa akor= n=.

Chd. Tr.: Yen hwe amannse. Seth.

Seth: Amannse ne sen?

Tr.: W= amannse ne sen? eye. ene se obia wotu kwan na wo k= soe bedia, ye bisa wo den/

Tr+Chn: Amannse.

Tr.: Akwaaba, akwaaba. Alfred.

Alfred: Owura akwaaba.

Tr.: Owura akwaaba Ansere.
234 Ansere: enmora me maame ka kyere me se me nk nk kyia maame no ma no se mano akwaaba.


236 Seth: Nfiyikwan bi da fie no akyi.

237 Tr.: eye kakra. Yes.

238 Chn: Dabia me fa nfiyikwan ena ek ma afuom.

239 Tr.: Wo aka bi.

240 Chn: Akosua ta fa nfiyikwan no so.


242 Esther: Akosua gyina abontenkwan no so.

243 Tr.: Akosua gyina abontenkwan no so. eye, eye me se seesei no ya kasa ama asem fofo no a ye sua ye no yahunu ne nyinaa nteasee. Nti yese same abubobo ne nyinaa edin ebio. Nti yenhwe aseee.

244 Chn: Anuanom, baanu, Bombdwere, akuraa, merehunu.

245 Tr.: /Mehunu/ (Me) (re) hunu.

246 Chn: Merehunu, mmesra, nnansa, hyeete, azipiriagor, abonten, fituo, summic mereboabo, Memene, Yaa ahenea, amannee, akwaaba, nfiyikwan, abontenkwan.


248 Chd: Twi.


eden na wope se me ye mawo? Me mawo aduane endi anaa? Wo ek sukuu so a me ma wo sika? Me ntua wo sukuu ho ka? Afei me nye den bio? Me hyente atete yi wo at bi ama me? Me nim de nti a me nt bi ema wo. Wode hyente no k di azipiriagor na etete. Hyente a eyeh wo yi se eye mmono kora. Se wodi azipiriagor a ete saa, wo tete wo ntadee a nkveyede se mbfo fofo ama wo. Dabia me nka saa
asem yi nkvere wo? Nanso won te. esese wo sua se yeyehwe adee so yiye. Afei daa wok abonten na wo agye me h na me nkoa na mete fituo mu. Se woba kora na me nso me se mek di agor a wose dabi. Aha via na yebeke asec, enti me ma mu siiuma enum. Obiia na nhwe mu na wam kan. Na me wiia, siiuma enum no so a, mmci ma obia a kan. Nti me b wo din a na wo a kan. Nti dee wo kan no kan no w wotiri mu.

250 Chn: Ye kan w ye tiri mu.
251 Tr.: Se obia a kan na aweis? Mmo nhwe mu na me b bisabisa mo nseem. Mme ma mmeinu ben na wam papa gya wam h? Chd.22.
252 Chd.22: Dankwa ne kyere.
254 Movies: efiri si na na sukuu atadee atete.
255 Tr.: Na ne sukuu atadee atete. Na, na ne sukuu atadee no nkoa na na atete anaa?
256 Chn: Dabi.
257 Tr.: Afei den bio na na eha no ekaho? Chd.13
258 Chd.13: Na ne fie atadee nso atete.
259 Tr.: Na atete no, na onua panyin no ahunu anaa se nkhunu ye?
Sylvester.
260 Sylvester: Na wahunu.
261 Tr.: Na wahunu. na den nkoa nti na na ne nua panyin no mpe se watadeee no bi mano no? Patrick.
262 Patrick: efiri se wata ma no a w de k di mpiripiriagor.
263 Tr.: Wata ma no a na wde ak di apiripiriagor. Na sen na, asem ben na ec, kyere kakyere Dankwa se, se w gyae dea a enna wobbe bi ama no no? Na se wan gyae dea a wam bi ema no. Den asem a? Douglas.
264 Douglas: W ka kyere no se, se wo gyae apiripiriagor no dea a wobbe bi amano.
266 Chn: Aka baako.
267 Tr.: Aka dee w no so be kan ne de ekaho no ama yen Chd 8 Asamoah woso wobe kan nea ekaho no. Nti Chd.8 hye asec kan ma yenhwe.
268 Chd.8: Bomdwere akuraa bi ase. Akura no ase ayye dii. Nkok kwa, nko kwa ene ara ena ema wo hunu se mnipa teh. Dankwa asre ede ne ntoma asen ne ko mu. Gyiina h redwene biribi ho.
269 Tr.: Chd.8 woka rere no wope no paa. Ma aka akyre wo se enno no efa mba. Enna ara nso no yen ka mo saa. Ye ka no se a. Nkok ara kwan nea na ekwan. Dankwa wobe kan ma yatea.
270 Chd.24: Me papa ene h ana merehunu amanne se yei. Maa me nua na w npe se w hwe me yiye kora saa. Nnansa ya nso enam me Nana yadeve nti, maame nso mma ha mmesra yen nia wahunu dekso. Eden kora na me nye? Mepse se me ko me maame h.
271 Chd.11: Dankwa ədən asem na wore ka no?

272 Chd.24: Adən na əssə me tina ha na me hunu amannəe saa? Aha me te ey wo nhə me yive. Nti se me te ha me te ha kwa.

273 Chd.11: ədən na me ye ma wo? Me ma wo aduane anaa? Wore k- sukuu nso a me ma wo sika? Me ntua wo sukuu ho ka? Afei me nye den bio?

274 Chd.24: Me hvəete atete yi wo at- bi ama me?

275 Chd.11: Me nim deə

276 Tr. : Me nɪm deə

277 Chd.11: Me nɪm deə nti a me n- bi emma wo no. Wode hvɛete no k- di apiripiriagor əna etete ye. Hvɛete a hvey wo yi enye mono kora? Sə wode agor a ete saa ma etete wo atade a ədwene ss mətəp f

278 Tr. : Mmətəfofor

279 Chd.11: Mmətəfofor ama wo. Dəbia me nka saa asem yi nkyerec wo? Nso wonte. əssə ən sua əsedə yəhwe adeg so yive.

280 Chd.24: Afei daa wo k- abɔnten a na wo agya me h- na me nkoə me te fituo mu.
LESSON: TEN
TEACHER: "TC"
CLASS: FIVE
SCHOOL: ABORFO SUKUU.
SUBJECT: MATHEMATICS
TOPIC: AVERAGES (THE NUMBER PLANE)
DATE: 7TH FEBRUARY, 1996.

1 Tr. : Eh last time we learnt about averages, averages then we moved on to the number plane. Then we are still on it. As we all know the number plane is as the same as average, but the number plane we are talking about, it shows us about the picture. How we can use the number we have in average to draw a graph. That’s what we are talking about. Before we move on, what is an average? Who can explain the word average to us? Yes anybody should try average.

2 Chn. : [Talking together].
3 Tr. : Nobody? Oh! Yes Chd.24 you will try. What’s an average?
4 Chn : Silent
5 Tr. : You don’t talk? you see oh! Yes Bridgett. What’s an average? You should talk.

6 Bridgett: Finding, finding some sums of peoples.
7 Tr. : Yes you have said something. Yes.
8 Chd : An average is said a sum of a total divided by the number.
9 Tr. : You have done well. You have done well. Clap for her.
10 Chn : [Clapping].
11 Tr. : You are all sitting down looking at my faces. He has already done it. Is said an average is the sum total of the items divided by number of what? The items. That’s the average. Okay, then the graph. We have so many types of graphs.

12 Chn. : [Talking together].
13 Tr. : Eh, last time we learnt about the bar graph. Hein? Bar graph is where we use some numbers, we draw and the graph should stay apart. Hein?
14 Chn : [Talking together].
15 Tr. : Draws on the board. That is the bar graph. So we move on to talk about the picture graph. Picture graph, we can represent any eh, thing to stand for a picture. For example, lets take a town. There are so many peoples in a town. Then lets take state experimental town. Then what else should we use again? State experimental town. Yes Chd.7!

16 Chd.7: Darkwa dwm town.
17 Tr. : Darkwa dwm.
18 Chn. : [Talking together]
19 Tr. : Darkwa dwm. Yes Oti
20 Oti : Nhyiaso.
21 Tr. : Nhyiaso. Yes
Ahodwo.
Some one said TUC. Okay, lets find this. Then we are saying that

[Laughing]

You are laughing I am drawing something on the board but you are laughing. Can you try to. Who can draw a nice person like what I am trying to draw it on the board

[Laughing]

You are laughing I am drawing something on the board but you are laughing. Can you try to. Who can draw a nice person like what I am trying to draw it on the board

[Inaudible].

Is it correct?

No sir.

Yes Chd.5

Two, point five million

Two, point five million. How many people living at Darkwa dwom? Eh Nhyiaso. Yes.

Five million.

Five million. Then lets say TUC, TUC Yes Chd.8.

[Inaudible].

One point five million. How many people living at Ahodwo?

Yes.

[Talking together].

Is it five million?

Sir

Yes. Chd 35. How many people living at Ahodwo?

No response.

You don’t know?

Sir. Sir.

Yes Emanuel

Emanuel: Five hundred thousand.

Five hundred thousand. Yes so we use this to represent what? That’s what/ This what, we call pictorial graph. Pictorial graph. We use pictures to represent what? Things. Okay, so lets turn back to the book.

[Inaudible].

Ghana Mathematics Series page 79.

[Inaudible].

Yes exercise two. Reading and Interpretation of picture graphs and circle graph. We are talking about the picture graph first. So you study the picture graphs there.
Then after a certain period I will ask you some questions. So you study the picture there.

Have you finished? Then how many ships were unloaded at Takoradi? How many ships were unloaded? Yes.

Two. Is it only two?

Two what? Only one ship stands for what? Let's find it.

One ship stands for what? Yes. One ship stands for what?

One million. So if it is two it should be what? Esther.

Two million. You have done well. Eh Buchana how many people eh, how many tons where unloaded at Buchana? Yes.

Nine million.

Is it nine million?

No sir.

Yes Chd.59

Eight point five million

Eight point five million. Monrovia, Monrovia, Monrovia Ann Chd.10.

Thirteen million

Thirteen million. Tema, Yes Chd.24.

Eight point five million

Is it true?

Yes sir.

Okay. Eight point five million

Sir, sir Buchana is not eight point five million is eleven point five

So the one who said thirteen you are wrong. so Buchana how many? Chd.4

Eleven point five million

Eleven point five million. Is it correct?

Yes sir.

So with this we know that we are using the picture of ship to stand for some things. Okay?

Yes sir.

Then how many tons of cargo were unloaded in each port in 1970? With this how are we going to do it?

[Talking together].

Who can tell me? It is said that how many tons of cargo were unloaded in each port in 1970? If the question is asked you like this. How are you going to solve it? Yes Chd.7?

You write the towns and then you write the number of the millions.
Tr. Yes you are correct. Clap for her.

Chn : [Clapping]

Tr. A, (a) It says that you write the town and the number of cargoes they were unloaded. So you start. Let's say, Takoradi two million. Tema, eight point five million. Buchana, eleven point five million. Monrovia, thirteen million. Then that's the answer. Someone should read question number two. Chd60.

Chd.60 : How many tons of cargo, all together were unloaded in the four ports in 1970?

Tr. Is correct. He's saying that how many tons of cargo, all together were unloaded in the four ports in 1970? How are we going to do it? Yes Chd.5?

Chd.5: We would add all the thousands which were imported in 1970 and you write the answer.

Tr. Yes with this you are going to add the whole thing. Hein? Number one is saying that you just leave them. Then the second one means that you have to add the whole thing. Yes, I saw, you want to ask a question. I saw your hand up. What's your problem?

Chd.5: I thought you said that how much. I thought that you said that, you said I should say the number again.

Tr. No you are not going, I am not going to ask you, you will do it in your book. So for that one no problem. Some one should read question number three. This time Chd.11

Chd.11: About how many more cargoes was unloaded in Monrovia than in Takoradi?

Tr. Yes how are you going to do this? Yoo! Yes Chd.5.

Chd.5: You are going to subtract what, the imported in Monrovia minus Takoradi.

Tr. She has said something. Yes Chd.24 is it true or do you have any different answer? Yes

Chd. You are going to subtract the number of Takoradi's cargo by Monrovia.

Tr. Okay. Yes all what you have said is correct. You have to subtract the number of cargo from eh, Monrovia to what? Takoradi, eh Tema

Chn : \textit{eye} Takoradi

Tr. \textit{eye} Takoradi? Yes then you find the difference. Then there is slight something there. Here what you have said is correct but in the book lets find something different. If the question is saying that about how much, about how many. About how many more cargo was unloaded in Monrovia than in Takoradi? Is just what you have said. But here the question is that about how many times. This time I am going to concern, concern myself to the times. All what you have said is correct but we have left with the times. Hein?

Chn : Yes sir.

Tr. This time I should add to make the times in. So if the times is in, how are you going to solve the problem? Yes
About how many times? We will find the difference whereby the times is no, not there. If it’s said about how many more cargo was unloaded in Monrovia than in Takoradi. All what you said is what? Correct.

If you subtract you will get about eleven million. Is accepted. But here the question is saying that about how many times. How many times. The times there. I want to be specific. Are we to throw the times off or to put it in the question. If we are putting it in the question, what does this times mean? Yes. Janet will you try? Yes you should speak. Tell me something. You can’t? As if teacher is talking all the time. So this time if you don’t talk. I’m not going too talk. All, all of us are going to sit down. Because I do not want to talk too much. All the, all what I have said are finished. I don’t have anything to say it again. So you are going to talk this time. Alright I will talk only about this. So about how many times? So, eh

It goes into it thirteen times and Takoradi two times.

No. It’s said it means something. When you multiply it you will get the result. So this time I am going to. Eh, I want the multiplication or division aspect. This means that the times there, it means we have to divide the number of what? Yes, eh, Monrovia over what? Takoradi. So Monrovia were how many cargo unloaded? Chd.5.

Thirteen million. What’s the next town? Yes Chd 28. The next town.

Two million.

Two million. Is it the name of a town?

Aei! Takoradi

Takoradi. Then how many? Chd.9.

Two million.

Two million. Over two million. So you should divide. When you divide what should be the answer? Chd.21.

No response.

Akyem. This eh, Chd 38.Yes.

Eleven million.

I am not talking about subtraction. All the time you should divide. So if I divide what should be the answer? Yes Chd.59

I

I’m talking about the divide. When I divide thirteen million by two million what do I get? Yes all of you take your jotters then you try. You divide thirteen million over two million.

You will get seven million.

Thirteen point five million

I say take your jotters then you try I am coming round.

Wâgbé ba abâ to me o!

I am coming round. Who has finished?
140 Tr. : Who has finished.
141 Chd : Six point seven
142 Tr. : You got what?
143 Chd : Four, four million.
144 Tr. : Why do you get twelve million?
145 Chd : Because I divide two and three.
146 Tr. : Okay, two and thirteen is it twelve? Yes if you divide thirteen by two will you get twelve?
147 Chn : No please.
148 Tr. : So you are totally wrong. What do you get?
149 Chd : I got sixty six million
150 Tr. : Sixty six million, Why do you get sixty six million?
151 Chd : I divided two by thirteen. I got six.
152 Tr. : Mhum
153 Chd : And I multiplied two by six. I got twelve and I subtract it. I got one.
154 Tr. : Mhum, one then why do you get sixty six? Mum? Yes. What do you get?
155 Chd : I got twenty six.
156 Tr. : Then why do you get twenty six?
157 Chd : I multiplied two by one and I got two and I multiplied two by three then I got six.
158 Tr. : Hum? If you multiply, ah you multiply this by this but it is division. But you are talking about multiplication. Chd.8 will you say something?
159 Chd : I got six
160 Tr. : You got what? Six. you explain to me why do you get six.
161 Chd.8 : I multiplied by, I divided two by one it could n’t go so I added
162 Tr. : Speak louder Chd.8!
163 Chd.8 : I divided two by thirteen and I get six.
164 Tr. : Six. Then six times two is what?
165 Chd.8 : Six, two is twelve.
166 Tr. : Twelve. Then thirteen and twelve what do you do with the rest? You throw it away. Yes Chd.62.
167 Chd.62: No response
168 Tr. : I saw your hand up. Yes.
169 Chd.62: I got six point five.
170 Tr. : Why do you get six point five?
171 Chd.62: Because two divided by thirteen. You will get six, six the remainder one, two divided by one everybody will get half.
172 Tr. : So you want six and half or six point five?
173 Chd.62 : Six point five.
174 Tr. : Okay. Yes Chd 33.
175 Chd 33: I got six remainder one. I divide two million by thirteen million.
176 Tr. : Then you got eh twelve, you get six remainder one. Yes, Chd.5.
177 Chd.5.: I got six million remainder one
Tr. : Why do you get that?
Chd.5. : Because I divided two, two into thirteen and I got six million remainder one.

Tr. : And you have some. Yes Chd.59 I am here again. Yes Chd.63 you will talk Chd.1 get ready because it's almost your turn. Yes you won't talk. Chd.1.

Chd.63: Six point five.

Tr. : How do you get six point five?
Chn : [Talking together]

Tr. : Yes. Chd.21.
Chd.21: I got six sixty one

Tr. : Why do you get it?
Chd.21: I divided two by thirteen then I get six. Two times six is twelve and I got one and I put the one here.

Tr. : Yes
Chd.21: I got six.

Tr. : Yes why do you get six?
Chd.21: Because two goes into thirteen is six and remainder one.

Tr. : So the remainder one you can't do anything with the remainder you have to throw it away. Hein? So you are going to throw one million away. Fine. Yes Chd.24.

Chd.24: I got six point five

Tr. : How did you get six point five?
Chd.24: I divided two million by thirteen million and I got two, I got six, seven, I got seven million and I shared, I shared the one million to the two of them and I got six point five.

Tr. : Okay. Most of you have done well. Others are not. So we are going to divide to get the how many times. Here, one, two, three, four, five, six. One, two, three, four, five, six. All the zero are gone. Thirteen by two.

Two goes into thirteen how many times?

Chn : Six.

Tr. : Six times two.

Tr+Chn: Twelve.

Tr. : Remainder one. One you add what? Zero and get ten. So five.

Chn : [Talking together].

Tr. : So either six point five or six and half.

Chn : [Talking together].

Tr. : This means that about how many times. So Monrovia were unloaded six and half times than what? Tema eh, Takoradi. Okay that's all we have for the

Chn : Keep quiet

Tr. : Picture graph. Any question on it?

Chn : No sir,
212 Tr. : Then lets talk about the circle graph. Circle graph. We can say is the same as pie chart.
213 Chn : [Talking together].
214 Tr. : About the level. So lets say.
215 Chn : [Talking together].
216 Tr. : I am drawing some thing on the board. Here I will choose eh, this is the orange.
217 Chn : [Talking together].
218 Tr. : Who has taken orange before? Felix haven’t you ate orange before? Okay so
219 Chn : [Talking together].
220 Tr. : We said that it eh this morning when you were coming to school you saw a kind man then you were moving with your friends. She eh the man gave you one orange because the orange the oranges the man was holding were two. So he gave you one. You were four. Then you said that eh, lets say eh Chd.24, Chd 24, eh Chd.66 and Chd.63 They were moving together then Chd.24 said, I asked it from the man so let me have this. So Chd.24 got this. Yes then Chd.66 said okay if Chd.24 has, I also convinced the man, so I will also take this.
221 Chn : [Talking together].
222 Tr. : Then they said okay no problem. So if you have, the moment they entered the class they saw their best friend Chd.3. he is also here. Then they said if that is the case, Chd.63 take this one. Then lets give this one to Chd.3.
223 Chn : [Talking together].
224 Tr. : So I am asking you what part was given to Chd.3? what part was given to Chd.3? Yes.
225 Chd.3: One part
226 Tr. : One part? Is it one part? Yes.
227 Chd. : One over eight.
228 Tr. : One eighth. One eighth. One eighth was given to Chd.3. What part was taken by Chd.24? Yes.
229 Chd.24.: Three.
230 Tr. : Three. What part was taken by Chd.63? Yes, yes.
231 Chd.44: Seven
232 Tr. : What of seven. Your mind is not here. Your mind is far from the class. Is at home. Hein?
233 Chn. : Sir, sir
234 Tr. : Oh, Albert is at home waiting for the fresh meal. Your madam or your mother was preparing when you were coming. Hein? So you should bring your mind here. Yes what part was taken by Chd.63
235 Chd. : Two.
236 Tr. : Two over what?
237 Chd : Eight.
238 Tr. : Two over eight. Okay. Then lets take the whole thing is money. The whole thing is money. Then the sum up of the money. Lets say eight thousand. Then I say how much was taken by Chd.24? How much?
How much? Yes. The moment I say how much, I want to see what? The physical value, physical value. What part or how much was taken by Chd.24? Yes?

239 Puipl. 24: Three thousand
241 Chn.: [Clapping].
242 Tr.: Why you are saying that Chd.24 took three thousand? Yes Chd.24 would you try? Try
243 Chd. 24.: Because I got the biggest.
244 Tr.: This means that you have to divide the whole thing by what you took then multiply by the money. So here
245 Int.: Mpa wo kyeew glass nketenkete dee ye de bi maye no sibi mbaa mo dan mu ha?
246 Tr.: Koraa
247 Int.: Yeatee no nyinaa nkwadaa no awiya ne nyinaa.
248 Tr.: I see. [Inaudible] So you have to divide three over eight by what? Eight thousand. Here you divide this by eight thousand. You get what? Thousand. When you multiply this by this you get what? Three thousand. So Chd.24 took what?
249 Tr+Chn.: Three thousand.
250 Tr.: So lets look through the book. Then find the circle graph. I have given you two minutes you study
251 Chn.: Studying the circle graphs
252 Tr.: Chd.26 your mind is not here is at home. You and Davies. He! Chd.44. What part? What part?
253 Chn.: Is cocoa
254 Tr.: Is cocoa? Yes. What part of the main export was cocoa? What part of the main expert is cocoa? Yes Chd.7.
255 Chd. 7: One over twelve.
256 Tr.: One over twelve. Good. Clap for her.
257 Chn.: [Clapping].
258 Tr.: You won’t say it. When you say clap for the person who is contributing you are not [Clapping]. What’s wrong with you? What part of the main export was rubber? Yes rubber.
259 Chn.: One part.
260 Tr.: One part. One part. Show me rubber. Is this one part? Yes Chd.59.
261 Chd. 59: Three over twelve.
262 Tr.: Three over twelve. Yes. What part of the main export was diamond? Diamond. Yes Chd.1.
263 Chd.1: Six over twelve
264 Tr.: Is it six over twelve? Chd.63 Chd. 63 diamond
265 Chd.63: Two over twelve.
266 Tr.: Two over twelve.
267 Chn.: Noise.
268 Tr.: Coffee
269 Chn.: Sir, sir
Okay I am coming. Yes.

One over twelve

Okay, then I will ask you what part of the main export was iron? Chd 32.

Five over twelve

One over twelve OKay. I am asking you about how much was the value of the iron exported? Here is what? About how much? The moment you see how much what does it mean? How much what does it mean? Chd.9.

It means that the total of the things are bought.

How much is the total? Yes Chd.59

Five thousand.

Five thousand. Who told us is five thousand? Yes, Chn. Five million, ai!

Yes.

Five million

You are wrong.

[Speaking together]

Okay if there, Yes Chd 29

How much means the total of the

It deals with the physical amount. What's the, how much? The amount the person got. So the whole thing is what? The whole thing, The total is what?

Twenty thousand.

Is it twenty thousand or twenty million?

Twenty million.

Twenty million. That's the total. Twenty million. That's the total. Hein? Is under it total is twenty million.

Yes, yes, yes.

Then what part was iron? Five over what?

Twelve

Twelve. So multiply five over twelve by what? Twenty million. So you do it. Do it! Yes Chd.65

You say that we have to multiply it.

Yes.

Working.

Who has finished?

So eh, what are you going to do? I think the strings, violin, guitar

Guitar?

Guitar?

You said guitar

Guitar. Then the blast instruments.

Beats

Trumpets and other things

So how to bend it. How to use it in music. How to use the tool. And how to add these to the musical instrument.
307 InT.: I think that’s all
308 Int.: So that’s all.
309 InT.: Yes. So you make [Inaudible]
310 Int.: As for the guitar I have one oh!
311 InT.: Hein. [Inaudible] I can make it but
312 Int.: You can bring one. I thought you have a small one. Buy one. I will pay. You buy it.
313 InT.: Okay I will ask the price
314 Int.: Where? From town
315 InT.: From town I think Nankani and Hagan and Brothers. They have all these things there. But all the instruments if they want the pictures. They can’t find, they can find all in P4 reading book. All the instruments are there. The flute the others.
316 Int.: Then I will show them the place
317 InT.: Okay, No problem. Emifa. How is life?
318 Chn.: Talking and working
319 Tr.: Yes. Who has finished?
320 Chn.: [Talking together]
321 Tr.: Chd 27
322 Chd 27: I got five million because I times two
323 Tr.: I Multiplied
324 Chn.: I multiplied two by two and I got two remainder one and I multiplied three by one and I got five. I times, I multiplied one of these and I got five.
325 Tr.: So you are beating the bush. Don’t you think that I shall lost. Yes
326 Chd.: I got two because five over twelve multiplied by thirteen million. five goes into five is one, five goes into thirty is four. Five cannot goes into twelve. So the four I used two to cancel the four and two to cancel the six. so I got six multiplied by two which is twelve million.
327 Tr.: Yes Chd.24. Tell me what you got?
328 Chd.24.: Sir I have no idea.
329 Tr.: Oh! Five over twelve multiplied by twenty. No idea
330 Chd.24.: Yes
331 Tr.: Of course. Yes, yes Chd 42
332 Chd 42.: Twelve million
333 Tr.: How did you get twelve million?
334 Chn.: I multiplied by twelve then I got [Inaudible]
335 Chn.: [Talking together]
336 Chd.: Keep quiet
337 Tr.: Yes. Chd.59 explain. Yes
338 Chd.59.: I got ten million
339 Tr.: You got what?
340 Chd.59: Ten million
341 Tr.: Hey! Chd.59. You got what?
342 Chn.: Oh ho!
343 Tr.: You got what?
Laughing.

Ten million.

Ten million?

Ye!

Yes.

I got four million.

Four million. The whole class you are all wrong.

Sir, sir.

Sir seven million.

You got what?

Eight point two million.

Eight point two million.

[Inaudible]

You are insulting him. Chd.5.

I got twenty five million

You are wrong

Sir, sir

Chd.9

I got thirty million

Thirty million. Hum.

Sir one million

What do you got?

Yes

Menya twelve million

Yes

Sir, sir.

Yes

One thirty million

Yes

Thirty million

Yes Chd.38

Twenty four million

Yes Chd.52

Twelve million

Yes

Fifteen million

Yes

Two million

Yes

Ten

Yes

Four million. Five million

He! Chd.66.

eye eleven million

Yes Chd.66

[Talking together]
401 Tr. : Yes. Yes!
402 Chn. : Five million
403 Tr. : Yes
404 Chn. : Thirty million
405 Tr. : Yes
406 Chn. : Ael! Twenty four million
407 Tr. : Yes
408 Chn : Sixteen million. Twenty eight million, twenty four million.
409 Tr. : Chd.67.
410 Chd.67: Seven and eighteen
411 Tr. : Chd.7 eh Chd.22.
412 Chn. : [Talking together].
413 Chd : Yes Chd 32
414 Chd 32: Five million
415 Tr. : Chd.63
416 Chd. : Three million
417 Tr. : Yes Chd.45
418 Chd.45: Four million
419 Tr : Yes
420 Chd. : Twelve million
421 Tr. : Yes
422 Chd. : Thirty million
423 Tr. : Yes
424 Chd. : Five million
425 Tr. : Yes
426 Chd. : Three million
427 Tr. : Yes
428 Chd : Seventeen million
429 Tr : Yes
430 Chd. : Five million
431 Tr. : Yes
432 Chn : Sixteen million
433 Tr. : Yes
434 Chd : Ten, five million
435 Tr. : Yes
436 Chd. : Two million
437 Tr. : Yes
438 Chd : Sir, teacher forty million
439 Tr : Yes
440 Chd. : Four million
441 Tr. : Yes
442 Chd. : Five million
443 Tr. : Yes
444 Chd. : Twenty five million
445 Tr. : Yes Boro nkatea
446 Chd. : Fifteen
447 Tr. : Yes
Nine million

Two point five million

Yes (Lost control of the lesson) What follows is chaos and disorder.

Three million

Two hundred cedis

One twenty million

Three million

Thirteen million

Si obia eka bi

Twenty five million

Ten million

Six million

I thought you will think about it

Six million

Three point five million

[Laughing]

Four million

Six million

[Talking together]

Sir obia entumi wa ha

Hey!

You divide

Yes

Two

Two, too small. Okay we shall take two. Two goes in six. Two goes in here ten. What number again? Yes

Four

No Four cannot go into six. Yes

Two

Two. At first I liked four. Two here three five. So five times five million is what? Twenty five million. So twenty five million over what?

Three

Okay. Then lets divide this three by twenty five. Three goes into twenty five how many times? Yes

Eight

Eight. Eight times three is what?

Twenty four

Twenty four minus, twenty five minus twenty four is what?

One
One. Then you bring this, it becomes ten. Three goes into it how many times?

Three

Three, times three. Nine Bring this zero. three, three, three. So is eight three, three, three. So that is the answer. So is three recurring. Eight point three reoccurring. Is eight three, three, three, three, three recurring.

Three, three, three

Yes three, three, three recurring. That is the answer. Yes if you have any question you can ask me.

Ae!

No question?

No sir.

Chd 32, Chd 37 bring the Maths books. Today we are not going to do the mental because this is the beginning of the topic. So tomorrow we shall do the

Mental

Mental. So bring the Maths books.
APPENDIX 5(11) TD English

SCHOOL : MAKARANTA BORFO
CLASS : P3
TEACHER : “TD”
SUBJECT : ENGLISH LANGUAGE
TOPIC : MR BOAMAH’S SHOP
DATE : 29TH FEBRUARY, 1996

1  Tr. : What class is this?
2  Chn. : P3
3  Tr. : Em, we are now on unit 6, English reading. Reading. Okay. Before we start with the reading, we have to go through some of the new words which are in unit six. So what we have to do is. We have to read through the new words. Know the meanings of the new words. Then know how to use them in sentences before we start with the reading. Okay, number one. The new word. What is this called?
4  Chd. : Shopkeeper.
5  Tr. : Shopkeeper all of you.
6  Chn. : Shopkeeper.
7  Tr. : Okay, shopkeeper, eh, Emma was quiet good, She has been able to tell us shopkeeper. What’s this word? Ruth.
8  Ruth. : Shop.
9  Tr. : Shop all of you.
10 Chn. : Shop.
11 Tr. : Shop.
12 Chn. : Shop.
13 Tr. : Shop.
14 Chn. : Shop.
15 Tr. : Shop.
16 Chn. : Shop.
17 Tr. : Okay, eh, what about this word? It’s eh, the name of a town. Sokode, all of you.
18 Chn. : Sokode.
19 Tr. : Sokode.
20 Chn. : Sokode.
21 Tr. : Is a name of a town. Okay. Then what’s this word? Eh, Adu
22 Adu. : Rest.
23 Tr. : No, s-e-l-l-s, s-e-l-l-s, yes Sekyere
24 Sekyere: Sells
25 Tr. : Sells all of you.
26 Chn. : Sells
27 Tr. : Clap for him
28 Chn. : [Clapping ]
29 Tr. : Sells, sells, sells, all of you.
30 Chn. : Sells
31 Tr. : Sells
32 Chn. : Sells
33 Tr. : What's this word? Eh Adu Grace.
34 Grace. : Soap.
35 Tr. : Soap all of you.
37 Chn. : Soap
38 Tr. : Soap
39 Chn. : Soap
40 Tr. : Soap
42 Chn. : Soap
43 Tr. : Soap
44 Chn. : Soap
45 Tr. : Soap
46 Chn. : Soap
47 Tr. : Soap
48 Chn. : Soap.
50 Tr. : No, no, no. It is /r/ /r/ rice. It is not /l/ /l/ /l/ lice.
51 Chn. : Rice/lice [simultaneous production: one group saying rice and the other lice] followed by Chn. talking together.
52 Tr. : Keep quiet. It is not lice.
53 Chn. : Talking together.
54 Tr. : It is /rh/ /rh/ rice, r,r, rice, rice. All of you.
55 Chn. : Rice.
56 Tr. : Rice.
58 Chn. : Rice.
59 Tr. : Rice.
60 Chn. : Rice.
61 Tr. : Rice.
62 Chn. : Rice.
63 Tr. : Rice.
64 Chn. : Rice.
65 Tr. : Rice.
66 Chn. : Rice.
67 Tr. : So, whenever you are pronouncing rice do make /l:/ like. No, no, no. It's r, r, r, rice, rice, right okay. What about this one? You have rice, rice, and then right. These are
68 Chn. : Wonte Boro? fo? (amid talking together)
69 Tr. : Okay, eh, Hanna do you want to tell us that word. He!
  Okay Emma.
70 Emma. : Tin.
71 Tr. : Tin. Tin. All of you.
72 Chn. : Tin.
73 Tr. : Tin.
74 Chn. : Tin.
75 Tr. : Tin. Tin. Tin. Okay, eh, what about this one?
76 Chn. : Sir, sir.
77 Tr. : Eh, Osafowaa, Sarfowaa Margaret. Yes.
78 Margaret : Lack.
79 Tr. : He!
80 Margaret : Lack.
81 Tr. : No, no, no. This one. This one he!
82 Margaret : Lack.
83 Tr. : No. [Points to another child]
84 Chd. : Milk
85 Tr. : Milk
86 Chn. : Milk
87 Tr. : Milk
88 Chn. : Milk
89 Tr. : Milk
90 Chn. : Milk
91 Tr. : Milk
92 Chn. : Milk
93 Tr. : What about this word? Em, Lydia.
94 Chn. : Packet.
95 Tr. : Packet all of you.
96 Chn. : Packet
97 Tr. : Packet
98 Chn. : Packet
99 Tr. : And who can tell us this one.
100 Chn. : [Talking together].
101 Tr. : If this is packet. Yes this one. Yes.
102 Chn. : [Talking together].
103 Tr. : Eh, Mhum.
104 Chn. : [Inaudible]
105 Tr. : No. Who can tell us? Yes Adu, Adu, Yes that word is what?
106 Chn. : Four
107 Tr. : No, eh, yes.
108 Chn. : [Talking together].
109 Tr. : Okay, nobody. Okay. You want to try come here. Emma says she wants to try. Let's hear him if he will be able to get it correct. Yes
110 Emma : Can.
111 Tr. : Can! can! she!
112 Emma. : Can
113 Tr. : Aha!
114 Emma. : Can
115 Tr. : Can! What's this? /d/, /d/, /d/.
116 Emma. : Can
117 Tr. : Can Yes Sekyere come and try.
118 Sekyere: Candle
119 Tr. : Candle, Candle all of you.

105
Candle

Clap for him. Clap for him

Okay, candle. You know candle. If you go to church. Roman, Roman Catholic church, you see that, they light what? Praying. Okay.

*[Talking together]*

Ma. This word, I wanted to call the word for you but I want somebody who can try. Who can try that word? That word. I nearly said it. [Teacher laughs] You see this one, Adu.

*[Talking together]*

eh! Yes come, come, come and call it. Yes if you will get it. Let’s hear him.

Market.

eh!

Market

Ma, ma, ma

Matches

Matches, matches, matches, matches. Very good.

*[Talking together]*

Clap for him, clap for him.

*[Clapping]*

Matches fine. Now the. As for this word if you are able to say it I will put you at my back. Yes this one. This one yes. eh?

That thing that you put letters inside. The thing you put letters inside.

*[Talking together]*

Many don’t know. Listen, listen. Okay, you put your letter inside before you post. They sell it in shops. eh?

*[Inaudible :Chn. talking together]*

No, no, no. Listen, listen, okay nobody. Eh, Foster you want to try. Come and try. Yes, yes, yes this one.

*[Inaudible Chn. talking together]*

Yes, who wants to try?

*[Inaudible Chn. talking together]*

Eh, no, no, no.

*[Talking together]*

Yes Hanna come, come. Come and try if you can get it. Okay, let’s hear Hanna. Hanna says she is going to get it. Okay.

Lastic[elastic]

Oh! Say it loud. say it loud.

Lastic[elastic]

No, no. Okay. She has tried. Yes who can try? Adu, Lydia can’t you? This one. Okay let me, let, let

Meka [amid noise]
okay, keep quiet. Let me call it for you to hear. ‘Envelope’. Envelope all of you.

When you write. When you want to write a letter, you go to the shop and buy an envelope or at the post office. If you go to the post office they sell all these things there. So you buy your envelope and put your letter inside before you address the person’s name. Then post it.

This one you see. It is always at the back of your book. this one.

No, no, no. This one. No, no, no...

This one, this one. This one is here.

You see!

Hwan na stwera ye?

You see!

Aha, Yes.

Exercise. Exercise all of you.

Exercise

You see. Oh very nice, very nice. Eh

And the last one. I hear that. Is alright. I just heard you. Eh, Mary Mensah says she is going to tell us

Keep quiet. Mary Mensah. This is for Mary Mensah.

Woboa eh! Woboa! [Amid noise]

Mary Mensah tell us.

Book
<table>
<thead>
<tr>
<th>Line</th>
<th>Tr.</th>
<th>Chn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>197</td>
<td>Yes, yes</td>
<td>[Talking together]</td>
</tr>
<tr>
<td>198</td>
<td>Book</td>
<td>All of you.</td>
</tr>
<tr>
<td>200</td>
<td>Book</td>
<td></td>
</tr>
<tr>
<td>201</td>
<td>Book</td>
<td></td>
</tr>
<tr>
<td>202</td>
<td>Book</td>
<td></td>
</tr>
<tr>
<td>203</td>
<td>Book</td>
<td></td>
</tr>
<tr>
<td>204</td>
<td>Book</td>
<td></td>
</tr>
<tr>
<td>205</td>
<td>Book</td>
<td></td>
</tr>
<tr>
<td>206</td>
<td>Book</td>
<td></td>
</tr>
<tr>
<td>207</td>
<td>Book</td>
<td></td>
</tr>
<tr>
<td>208</td>
<td>Book</td>
<td></td>
</tr>
<tr>
<td>209</td>
<td>Okay let’s go over</td>
<td></td>
</tr>
<tr>
<td>210</td>
<td>Book [and talking together]</td>
<td></td>
</tr>
<tr>
<td>211</td>
<td>Let’s go over, let’s go over. Keep quiet. [Points to shopkeeper]</td>
<td></td>
</tr>
<tr>
<td>212</td>
<td>Shopkeeper</td>
<td></td>
</tr>
<tr>
<td>213</td>
<td>Shopkeeper</td>
<td></td>
</tr>
<tr>
<td>214</td>
<td>Shopkeeper</td>
<td></td>
</tr>
<tr>
<td>215</td>
<td>Shop</td>
<td></td>
</tr>
<tr>
<td>216</td>
<td>Sokode</td>
<td></td>
</tr>
<tr>
<td>217</td>
<td>Sokode</td>
<td></td>
</tr>
<tr>
<td>218</td>
<td>Sells</td>
<td></td>
</tr>
<tr>
<td>219</td>
<td>Sells</td>
<td></td>
</tr>
<tr>
<td>220</td>
<td>Soap</td>
<td></td>
</tr>
<tr>
<td>221</td>
<td>Soap</td>
<td></td>
</tr>
<tr>
<td>222</td>
<td>Rice</td>
<td></td>
</tr>
<tr>
<td>223</td>
<td>Rice</td>
<td></td>
</tr>
<tr>
<td>224</td>
<td>Tin</td>
<td></td>
</tr>
<tr>
<td>225</td>
<td>Tin</td>
<td></td>
</tr>
<tr>
<td>226</td>
<td>Milk</td>
<td></td>
</tr>
<tr>
<td>227</td>
<td>Milk</td>
<td></td>
</tr>
<tr>
<td>228</td>
<td>Packet</td>
<td></td>
</tr>
<tr>
<td>229</td>
<td>Packet</td>
<td></td>
</tr>
<tr>
<td>230</td>
<td>Packet</td>
<td></td>
</tr>
<tr>
<td>231</td>
<td>Packet</td>
<td></td>
</tr>
<tr>
<td>232</td>
<td>Packet</td>
<td></td>
</tr>
<tr>
<td>233</td>
<td>Candle</td>
<td></td>
</tr>
<tr>
<td>234</td>
<td>Candle</td>
<td></td>
</tr>
<tr>
<td>235</td>
<td>Candle</td>
<td></td>
</tr>
<tr>
<td>236</td>
<td>Candle</td>
<td></td>
</tr>
<tr>
<td>237</td>
<td>Matches.</td>
<td></td>
</tr>
<tr>
<td>238</td>
<td>Matches</td>
<td></td>
</tr>
<tr>
<td>239</td>
<td>Envelope.</td>
<td></td>
</tr>
<tr>
<td>240</td>
<td>Envelope</td>
<td></td>
</tr>
<tr>
<td>241</td>
<td>Exercise.</td>
<td></td>
</tr>
<tr>
<td>242</td>
<td>Exercise.</td>
<td></td>
</tr>
</tbody>
</table>
Now I am going to put the pointing stick on the new word. If you know it, you raise up your hand and then say it. Don't be shouting eh!

Okay, em what is this word? Yes I want to see more hands. More hands. This one, this one. Martha come and tell us. Come, come, come or Salomey you want to try? Come Sally! Come.

[Talking together]
Chn. : [Laughing and talking together]
Tr. : Eh, Sekyebea wants to tell us. Come. Sekyebea

Sekyebea: Soap
Tr. : Soap all of you.

Chn. : Soap
Tr. : Soap

Chn. : Soap
Tr. : Okay

Chn. : [Talking together]
Tr. : What about this word Ben
Chn. : Sir, sir [Talking together]]

Ben : Carpet
Tr. : Say it again
Chn. : Packet

Tr. : No is not carpet.
Chn. : Sir, sir [Talking together]]
Tr. : Yaw Boadu

Chn. : Packet
Tr. : Packet all of you
Chn. : Packet
Tr. : Packet

Chn. : Packet and [Talking together]
Tr. : Adashie do you want to try this one?
Chn. : [Laughter and talking together]
Tr. : Okay. Kojo Frank wants to tell us. Kojo come.

Chn. : [Talking together]
Tr. : What word is it?

Kojo. : Candle
Tr. : Candle, All of you.

Chn. : Candle
Tr. : Candle
Chn. : Candle
Tr. : Candle

Chn. : Candle
Tr. : Okay
Chn. : Sir, sir, sir [Talking together]
Tr. : Ebeneza

Ebeneza: Matches
Tr. : No! Oh! He is correct! He is correct. Clap for him
Chn. : [Clapping ]
Tr. : Matches all of you.

Chn. : Matches
Tr. : Matches

Chn. : Matches
Okay. Eh, Portia tell us this one. Come and tell us.

Portia yes

Okay, now we are going over it again and then we are going to learn the meanings of these words. Let's go over it once.

Okay, now we are going to go over it. Em shopkeeper. What's the meaning of shopkeeper?

Somebody who keeps a shop. Somebody who keeps a shop is called what? A shopkeeper.
379 Tr. : Mr Boamah is a shopkeeper. He has a shop. So when you talk of shopkeeper, shopkeeper is somebody who keeps a shop. Who is keeping a shop at Mbaase here? A shop. Who has got a shop? Who sells sugar gari eh, who has got it? What’s the name?
380 Chd. : Mr Boadi.
381 Tr. : Mr Boadi
382 Chn. : Mr Boadi
383 Tr. : He has got a shop here. So he sells many things. That man is a shopkeeper. Shopkeeper, somebody who keeps a shop. Okay! Then number two
384 Chn. : [Talking together].
385 Tr. : Where we, where we keep rice and other items and we sell to other people is called shop. Shop. We sell. We keep so many things like rice, like milk, like candle and many things and so on and then we sell to people. That is, that room where we keep all these things is shop. We call shop.
386 Chn. : [Talking together].
387 Tr. : Somebody may have a kiosk. All these things may be in it. That one too is a shop. Okay!
388 Chn. : Silent
389 Tr. : Then Sokode. I told you that is a name of a town. Is the name of a town like Mbaase. Mbaase is a name of a place. Here. And then we have Sekondi. We have Goaso and the rest. They are all names of towns in Ghana. So Sokode is also a town in Ghana. Sell, sell, sell. When you buy something from someone he is selling it to you
390 Chd. : Saa!
391 Tr. : Mhum. When you buy something from somebody, let’s say I want to buy this pen now. If G Yamfua is keeping this one. She has it and gives it to me, collect money which means G Yamfua has sold this one to me and I have paid for it. Sell, selling something. You sell okay. Then we move to soap. We use it to wash our body and then, I said we use it wash our clothes eh!
392 Chn. : Yes si
393 Tr. : Okay, name me one soap you know. Name me. What soap do you know? Give me example of soap. Example of soap
394 Chn. : [Talking together].
395 Tr. : €he!
396 Chd. : Key soap
397 Tr. : Key soap. €he!
398 Chd. : Key soap
399 Tr. : Key soap Key soap. We use it to wash our clothes. €he! That’s key soap. Okay. Now. Then we have what? Rice. And everyday you have been chopping rice, so you know rice.
400 Tr. : Yes sir.
401 Chn. : And then tin, tin, all of you.
402 Chn. : Tin
403 Tr. : Tin
This is a tin. This one made of metal is a tin and you know that we have milk which are in tins. Milk are in tins. So we have tins of Milk. Milk. Tins of Milk.

We have packets of what? Candle and then packets of what? Milk, packets of sugar The box in which all these are kept are what? Packet, packets eh!

We have candle, candles are used by eh, priest. Priest of the Roman Catholic Church, and then Anglican. And then at the same time in the night if you don't have lamp, and then you don't have kerosene, you buy what? Candle and the lie, you light it in the night so that it will let you see things. That's candle. Then we have what?

You know matches. He!

Ya, and then envelope, envelope too we keep letters in it and then post it to people in Ghana and then outside Ghana. Then exercise. We have exercise book. Exercise book like the one that I showed it to you. Exercise book, This one. You see that is written at the back

Is written at the back 'exercise book' In which you do the what? Exercise. We give you and then you do it inside. So this one is what? Exercise book. You do the exercise here. The same thing, the same story isn't it?

Eh, we are going to use them to form sentences and see if you can do it.. My father is a shopkeeper. My father is a shopkeeper.. I saw Mr. Boadi the shopkeeper at Mbease. I saw Mr. Boadi the shopkeeper at Mbease. Who can use shop, shopkeeper to form one sentence? Emma can you try it for us? You can, try it, try it.

Mr.

Mr Daddy

Mr, eh, hein? Yes Mr!

Mr Dada

Is.

Shopkeeper

Is a shopkeeper.

Is a shopkeeper

Mr Dada is a shopkeeper Yes Hanna wants to try.

Hanna wants to try. Shopkeeper. Yes.

Mr. My first sister is shop
427 Tr. : Is a
428 Chn. : Is a shopkeeper
429 Tr. : Shopkeeper
430 Chn. : Shopkeeper
431 Tr. : Shopkeeper all of you.
432 Chn. : Shopkeeper
433 Tr. : Shop
434 Chn. : Shop
435 Tr. : Shopkeeper
436 Chn. : Shopkeeper
437 Tr. : Shopkeeper [followed by chn. talking together]
438 Chn. : Shopkeeper [followed by chn. talking together]
439 Tr. : Yes tell us, tell us. Ehein!
440 Chd. : Uncle is a shopkeeper
441 Tr. : My uncle is a shopkeeper.
442 Chd. : My uncle is a shopkeeper
443 Tr. : Yes tell us Gyamfua
444 Gyamfua: Mr Boamah is a shopkeeper
445 Chd. : Mr. Boateng is a shopkeeper
446 Tr. : Mr. Boateng is a shopkeeper. Okay. We thank you. Then shop, shop. Yes who can use shop. Let me try one. I saw Mr Boamah in the shop I saw Mr Boamah in the shop. Yes who can try and give us one? Yes tell us Gyamfua
447 Mr Boamah is a shopkeeper
448 Tr. : That is number one. Mr Boamah is a shopkeeper We thank you very much. Shop, shop, inside the shop. I saw many things inside the shop. I saw many things inside the shop. Yes who can try? Yes Grace, Oh Lydia. Yes. Shop, try, try, try and let’s hear you. Try.
449 Chn. : [Talking together]
450 Tr. : I saw Mr Koranteng in the shop. I saw Mr Franklin in the shop. Yes Adu, Adu wants to try. Yes.
451 Chn. : Mr Thomas is a shopkeeper
452 Tr. : Mr Thomas is a shopkeeper. The same thing that you have said. That’s number one, but we want to use shop. The shop alone. Yes
453 Chn. : Mr, Mr Dekyi is a shop.
454 Tr. : Is in the shop
455 Chn. : Is in the shop
456 Tr. : Mr Dekyi is in the shop. There are there are books in the shop. There are books in the shop. Yes you want to tell us something.
457 Chd. : Mr. Kofi is a shopkeeper.
458 Tr. : That is number one. We don’t want to use the shopkeeper again. We don’t want to use the shopkeeper again We have understood shopkeeper. We are using shop, shop, shop. Mr., Mr Boateng is in the shop. There are many books in the shop. I bought rice in the shop.

114
Chn. : Ye nyinna ye nnim [amid talking together and laughter].
Tr. : Listen, I bought rice in the shop. Yes.
Chd. : Ma me nka
Tr. : Akua come. Yes.
Chn. : [Talking together].
Tr. : Let her try. She is trying. She is here to try. Yes
Akua. : My sister
Chn. : [Laughing]
Tr. : Akua. : My sister
Chd. : Ma nka
Tr. : Akua. : My sister is Adowa
Chn. : [Talking together].
Tr. : My sister is in the shop
Akua. : My sister is in the adwo
Tr. : Oh no. In the shop
Akua. : In the shop.
Tr. : Eh, try again. ehe!
Akua. : My
Tr. : My sister.
Chn. : My sister is in the shop.
Tr. : Say it loud.
Chn. : My. my sister is in the shop!
Tr. : Good. My sister is in the shop. Okay. She says her sister is in the shop. I want somebody to try. Yes, who? Who will help us? Yes Dekyi.
Dekyi. : My mother is in the shop.
Tr. : My mother is in the shop. My mother is in the shop.
Adusei Grace do you want to try? Yes.
Grace. : My brother is in the shop.
Tr. : So she says her brother is in the shop. Now we have got shop. Then we return to Sokode. I went to Sokode last week. My father is staying at Sokode. My mother is working at Sokode. Sokode Yes. Lydia tell us, tell us.
Lydia. : My mother is Sokode.
Tr. : My mother is in, My mother is at Sokode
Lydia. : My mother is at
Tr. : At
Lydia. : At
Tr. : My mother is at Sokode.
Lydia. : My mother at Sokode.
Tr. : My mother is
Lydia. : My mother is at Sokode.
Tr. : Good that means your mother is there. Your mother is there. Yes, yes.
Chd. : My father is in, in at Sokode
Tr. : Don't say in at
Chd. : Is at
Tr. : Is at
My father is at Sokode.
Okay. We come to you. Yes you too
My brother is at Sokode.
If not your brother it will be your sister, your mother.
Okay Ben. Sells, sells
My sister sells brooms. My sister sells brooms at Kumasi Kejetia. My mother is selling. My mother is selling eh, sugar at Kumasi
My mother sells
My brother sells milk at Mbease
[Talking together].
Yes who can try? Sells, sells, sells. My father sells at Mbease
My mother sells
My brother sells milk at Mbease
[Talking together].
My uncle sells at Sekondi
[Talking together].
She sells milk at Mbease. Adowa sells brooms at Kejetia
Odo says...
Yes who can give us one? Just one sentence
Sells. My father sells at Mampong
[Talking together].
She sells many things at Kumasi. She sells many things at Kejetia. Emma won't you try? Come, come, come. Yes try. Mhm?
His brother sells is Kumasi
My brother sells at Kumasi.
My brother sells at Kumasi
Okay he sells at Kumasi
[Talking together].
Adu Grace sells milk at Mbease.
Adu Grace sells milk at tomatoes.
No, no, no. Adu Grace sells tomatoes at Mbease
Adu Grace sells
Tomato
Tomato
At Mbease
At Mbease
[Talking together].
She says Adu Grace sells tomatoes at Mbease
[Talking together].
Yes Emma come.
[A] [Talking together].
Akua sells at garden eggs
549  Tr.  :  At
550  Emma.  :  Akua sells at garden eggs
551  Tr.  :  Akua sells garden eggs
552  Emma.  :  Akua sells garden eggs
553  Tr.  :  Akua sells garden eggs. Okay then let's go to soap. I wash my clothes with key soap. I wash my clothes with key soap
554  Chn.  :  I wash my clothes.
555  Tr.  :  I wash my clothes with key soap and I wash my body. I clean my body with, with alata soap. Eh, listen. I use alata soap to wash my body. Yes soap. Mr. Boamah sells soap at his shop.
556  Chn.  :  [Talking together]
557  Tr.  :  Mr. Boamah sells soap at his shop.
558  Chn.  :  Mr. Boamah soap, Mr. Boamah soap
559  Tr.  :  I know Mr. Boamah is a shopkeeper but what does he sell? He sells soap in his shop. He sells soap in his shop. Kofi sells soap at Kejetia. Okay, eh, Mary rice shein?
560  Mary.  :  My mother rice cook. My mother cook rice at Besease
561  Tr.  :  My mother cook rice at Besease
562  Mary.  :  My mother cook rice is
563  Tr.  :  At
564  Mary.  :  At Besease
565  Tr.  :  My mother cook rice at Besease. She says her mother cook rice at Besease. Yes are you not going to try? shein?
566  Chn.  :  Me kaikai
567  Chn.  :  [Laughter]
568  Tr.  :  Yes
569  Chn.  :  My mother is
570  Chn.  :  [Laughter]
571  Chn.  :  My, my
572  Chn.  :  [Talking together]
573  Tr.  :  Sells
574  Chn.  :  My mother sells
575  Tr.  :  My mother sells
576  Chn.  :  My mother sells
577  Chn.  :  Rice
578  Tr.  :  Rice
579  Chn.  :  Rice
580  Tr.  :  Again my mother sells rice. She sells rice. She says the mother sells rice. ehe. The food I like best is rice. The food I like best is rice. Yes Adu do you want to try?
581  Adu.  :  Yes
582  Tr.  :  Mhum, yes.
583  Adu.  :  [(Inaudible]
584  Tr.  :  shein?
585  Chn.  :  The food is small.
586  Tr.  :  The food is small. So you want to take big food? Mm. Yes nobody
587  Chn.  :  [Talking together]
Tr. : Mhum!
Chd. : My mother is cook rice.
Tr. : My mother cooks rice. My mothers cook rice
Chd. : My mother cook rice
Tr. : Yes. Your mother cooks rice. Okay I have something of milk. I have tins of milk. Geisha is always found in tins. Geisha, geisha is found in tins. Mackerel is found in tins
Chn. : [Talking together]
Tr. : I have some tins of what? Milk
Chn. : [Talking together].
Tr. : sit down I have some tins of what? Milk. We use milk to prepare beverage. Eh, what is beverage? Tea, ovaltine, coffee and so on. So we use Milo. We use milk to prepare Milo or we use milk to prepare tea, or my food. my food contains some milk. It contains some milk. Yes who wants to use milk for a sentence. Now yes you want to try. Come you want to try. That’s well. That’s what you have to do. Yes you have to try. Yes!
Chd. : My mother, my mother is sell, sell milk
Tr. : My mother sells milk in her shop
Chd. : My mother
Tr. : My mother sells
Chn. : Sells. My mother sells
Tr+Chn : Milk
Tr. : In her shop
Chd. : In her shop
Tr. : My mother sells milk in her shop
Chn. : [Talking together]
Tr. : Packet, packet, packet.
Chn. : [Talking together]
Tr. : Packet. Yes?
Ch. : My mother
Tr. : My mother
Chd. : My mother is in
Tr. : Mhum! My mother is in, Mhum!
Chd. : My mother is
Tr. : My mother is eh!
Chd. : My mother
Tr. : My mother is selling
Chd. : Is selling
Tr. : Packet of
Chd. : Packet of
Ch. : Matches
Tr. : Matches
Chd. : My mother is selling packets of matches. Yes she sells packets of matches. Packets of candles, packets of matches, packets of candles. Okay, envelope, envelope. I wrote a letter and put it in an envelope

Dekyi sister has five exercise books.

Adutwumwaa has six exercise books.
Tr.: We have multiplication. Multiplication all of you.

Chn.: Multiplication

Tr.: And we are going to solve some sentences.

Chn.: Solve sentences.

Tr.: Okay. Here, eh, multiplication can also be done at the same time with what? Division. Multiplication is a brother to division. And addition is a sister to minus. Okay, now let's say you are given $Y \times 5 = 25$. When you are given something like this, what you have to do is, you've got to solve for $Y$. You are going to have the answer for $Y$ and here $Y$ is equals to twenty five divided by five. When twenty five is divided by five what will be the answer?

Chn.: [Noise: pupils busy counting their counters].

Tr.: Yes who is ready?

Chn.: [Still counting]

Tr.: Yes who is ready? Who can tell me the answer? Mhum.

Chn.: Five

Tr.: Five, Five. Now let's see if she is correct. Five by five is equals to twenty five. A certain number if you multiply it by five you get twenty five. What is the number? Now you see that $Y$ will be twenty five divided by five and she is telling us the answer is that!

Chn.+Tr.: Five

Tr.: Let's see if five is a factor of twenty five. Five times five what does that result?

Chn.: Twenty five

Tr.: Eh, let's see five times five?

Chn.: Twenty five

Tr.: Okay, five times five is twenty five. Now here the five is a factor of what? Twenty five and this five is also a factor of what? Twenty five. Here five can divide twenty five exactly without a remainder. And five too can divide this one exactly without a remainder. So here if you multiply five by five you get what?

Chn.: Twenty five

Tr.: So the five and five are factors of what?

Chn.: Twenty five

Tr.: Okay, let’s try another one and see.

Chn.: [Noise: All talking together].

Tr.: Four times $Y$ is equal to twenty four. What is the value of $Y$?
Chn. : [Noise: All talking together]

Tr. : Ti yee! Four times Y equals twenty four. Therefore Y is equal to twenty four. I’m coming. twenty four, times, divided by four, eh, Lydia.

Lydia. : Six.

Tr. : What number is that?

Lydia. : Six.

Tr. : Twenty four. Four times six is twenty four. Atta, now you are going to solve this question for us. If there is, listen. Where is your counters? What is the answer for Y?

Atta. : [Shows counters]

Tr. : Okay.

Chn. : [Talking together]

Tr. : Three times Y is eighteen. Three times Y is eighteen.

Chn. : [Counting their counters]

Tr. : What will be the answer for Y? Bernice. What is the answer for Y? she!

Chn. : [Talking together].

Tr. : Three times Y is eighteen What is the answer for Y?

Chn. : Sir, sir, sir.

Tr. : Lydia

Lydia. : Six

Tr. : Six

Chn. : [Talking together ]

Tr. : Now you see that if you divide eighteen by three you get what? Six. And let's see, if we multiply three by six if we can get eighteen. Write three and then six. So the answer is what? Three times six?

Lydia. : Eighteen

Tr. : Eighteen. So she is correct. Let's work this one again.

Chn. : [Talking together ]

Tr. : Twelve times Y is thirty six. Twelve times Y is thirty six. Twelve times Y is thirty six.

Chn. : [Counting their counters]

Tr. : Twelve times Y is thirty six. So what is the value of Y?

Chn. : [Still counting their counters]

Tr. : Yes count, count thirty six and then divide it by three
59 Tr. : Emma what is the value of Y?
60 Emma. : Three
61 Tr. : Three, three, Y is three. Check it and see is she is correct. Thirty six. Check it and see. She Ruth
62 Ruth. : [Counting her counters]
63 Chn. : [Laughing and talking together].
64 Tr. : Ruth what is the answer?
65 Ruth. : Three.
66 Tr. : Three. She is correct. Let’s see so you have thirty six. Thirty six is right. Freda isn’t it?
67 Freda. : Yes sir.
68 Tr. : And then you divide it by what?
69 Freda+Tr.: Twelve
70 Tr. : Which is a factor? So when you divide thirty six by twelve you get three. So here three is a factor of what? Thirty six. So three times twelve is what? Thirty six. The answer here, the thirty six is known as what?
71 Chn. : [Talking together].
72 Tr. : What name do you call thirty six? Thirty six is what? What’s the name?
73 Chn. : [Talking together].
74 Tr. : Three is a factor, twelve is a factor. Thirty six is what?
75 Freda. : Product
76 Tr. : Product. Product all of you.
77 Chn. : Product
78 Tr. : Product
79 Chn. : Product
80 Tr. : So three is a factor, twelve is a factor and then thirty six is what? Product. So twelve can divide thirty six exactly without a remainder and then three can divide thirty six exactly without a remainder. Okay, now let’s try another one and see. [Writes $6 \times y = 42$ on the bb.]
81 Chn. : [Counting their counters]
82 Tr. : Six times Y is forty two. Six times Y is thirty, eh, forty two. Six times Y is forty two. What is the value of Y?
83 Chn. : [Still counting their counters]
84 Tr. : Ben you are going to tell us the answer. Six times Y is forty two. You count forty two and then you divide it by what? by six. You count forty two and then you divide it by six and let’s see the value of Y. Okyere are you not working? Ha!
85 Chd. : Wwse wmo enfa bi
86 Tr. : Yes Ben what’s the answer?
87 Chn. : Six [whispering to Ben]
88 Ben : Five.
89 Tr. : No. It’s not five. Eh Lydia.
90 Lydia. : [No response]
91 Tr. : Yes Adu
Adu: Three [amid chn’s. noise]

Tr.: Hein!

Chn.: Three!

Tr.: No. It's not three. Six times Y is forty two. What is the value of Y? Yes Sarfowaa

Sarfowaa.: Six

Tr.: Hein!

Chn.: Six

Tr.: Six, no. Adu Grace

Adu.: Seven

Tr.: Again

Chn.: Seven

Tr.: Seven. Clap for her.

Chn.: [Clapping]

Tr.: Seven.

Chn.: [Talking together: noise]

Tr.: Y is seven. Let’s see if she is correct. Six times seven?

Six times seven is what?

Chd.: Forty two.

Tr.: Forty two. Clap for her.

Chn.: [Clapping]

Tr.: Adu [pointing to a child] this one is for you. Banaba what is the message?

Banaba: Me ka ye nanso wangye

Chn.: [Laughing and talking together]

Tr.: Seven times Y is thirty five. Seven times Y is thirty five

What is the value of Y? Count.

Chn.: [Still counting their counters]

Tr.: Seven times Y is thirty five

Chn.: [Counting their counters]

Tr.: Adu Twum we are waiting for you.

Chn.: [Still counting their counters]

Tr.: Yes Boadu. Do you want to tell us the answer?

Boadu.: [Nods]

Tr.: Yaw Boadu what’s the answer?

Boadu: Seven.

Chn.: [Talking together]

Tr.: Is he correct?

Chn+Tr.: No

Tr.: You are not correct. Count well. Adu Twum yes!

Chn.: [Talking together]

Tr.: Yes

Twum.: Five

Tr.: Five! Clap for him.

Chn.: [Clapping and talking together]

Tr.: Nana what was your answer?

Twum.: Five.
Tr. : Five
Chn. : [Talking together]
Tr. : So Y is.
Twum. : Five.
Chn. : [Talking together]
Tr. : Y is five. Let’s see. Seven times five? Seven times five?
Burger.

Burger : Thirty five.
Tr. : Thirty five. Seven times five is what? Thirty five. Okay. Seven times five is thirty five
Chd. : Sir. Hwe me answer no ma me.
Tr. : Sh. Mhum. We are going to solve two others so that you stop work.
Chn. : [Talking together]
Tr. : Eight times Y is forty. Eight times Y is forty.
Chn. : Noise.
Tr. : Aboagye DaCoster are you not working? Eight times Y is forty. Ntim tell us the answer.
Chn. : [Counting their counters and talking together].
Tr. : Y, eight times Y is forty. Eight times Y is forty. So what will be the value of Y?
Chn. : [Still counting their counters and talking together].
Tr. : Eight times Y is forty. What is the value of Y?
Chn. : [Still counting their counters]
Tr. : Eh Lydia, oh no. Amankwa want to tell us the answer. Tweneboa, Tweneboa yes.
Tweneboa. : Six.
Tr. : No, no. Yes
Chn. : [Still counting their counters]
Tr. : You have to count forty and then divide it by what? Eight.
Chn. : [Still counting their counters]
Tr. : No. Count forty. This is more than forty. Count forty [addressed to an individual child]
Chd. : (Counts) 16, 17, 18, 19, 20, 21, 22, 23, 24.
Tr. : Yes Bruce!
Chn. : Five.
Tr. : Five, eh, do you want to call me another answer? Another answer? What did you get?
Chd. : Five.
Tr. : Five, okay five. Alice did you get the same thing? What did you get?
Alice. : Five
Tr. : Five
Chn. : [Talking together]
The answer is what?

Let's see if the answer is correct. Let's see.

[Talking together and laughter]

Eh, forty

[Talking together]

Keep quiet! I asked you to count forty. Then you divide it by what? Eight. The answer was what? Five. Let's see if she was correct. Eight times five? Eight times five is what? Gladys

Forty.

I have not called you. Gladys

Forty.

[Speaking together]

Forty.

It's not thirty. Forty. Say it.

Se wo wie a ka saa asam no

And five is also a factor of what? Forty. So we have the product to be. Forty. Eight times five is forty. Okay, our last example.

Forty.

Yes

Seven times Y is forty nine. Seven times Y is forty nine. What is the value of Y?

[Counting their counters] 1,2,3,4,...... 49.

I want Ntim Peter to tell us the answer. Ntim what is the answer?

[Still counting]

You have no counters. Hein! What's the answer?

Seven

Seven Ntim says is seven Is he correct?

No sir.

Check it and let’s see. Ntim says it is seven. What did you get?

Eight.

No. Check it and let’s see.

Seven

Atta what’s the answer?

Seven

Seven.

[Talking together].

The answer is seven

[Talking together].

Let's see seven times seven is what? Seven times what?

[Talking together]: five, seven, forty nine.

No. He!

Forty nine
Forty nine. Seven times seven is forty nine.

Okay, okay. We are left with number five.

Nine times Y is twenty seven. Salomey tell us the answer. Nine times Y is twenty seven. What is the value of Y?

John Dua. Wonte? Count twenty seven:

Portia: Three.

Three, three all of you.

Three

Okay, clap for Portia.

Let’s see Nine times three is what?

Sir, sir

Nyantakyiwaa. Nine times three.


Factor

Factor. Eh, Adu, Adu Benaba. Three is what?

Factor

Say it again

Factor.

Factor and then twenty seven. Gyamfua.

Product

Product all of you.

Product.

Product. Okay. So here I am going to clean some of the answers

Me twere answers no nyinaa.

Then you are going to fill them yourself

ebi twere: answers no o! [amid Chn talking together]

I am going to change some. Don’t worry.

Twere ne nyinaa wonte

Mede firi meso kọ.
Tr. : [Changes some answers and rubs off some figures]
Chn. : [Talking together and copying worked examples]
Tr. : Now you have number one to be four times Y is forty. So what is the value of Y? Then number two, seven times Y is forty two. What will be the value of Y? And then number three, six times Y is eighteen. What will be the value of Y? Number four. Nine times Y is forty five. What is the value of Y? And then three times Y is twenty seven. What’s, what’s the value of Y? Then number six. Seven times Y is thirty five. What is the value of Y? Open your books and then work. Open your books and work numbers one to six. Number one to six.

Chn. : [Talking together]
Tr. : Three times Y is twenty seven. Number five. Then, then number two. Seven times Y is forty two. Then number three, six times Y is eighteen. Number six, seven times Y is thirty five. I don’t want any dirty work. Your work should be very neat and you should not be erasing it.

Chn. : [Some working and others talking]
Tr. : I worked about seven examples for you so you should be able to get everything.

Chn. : [Working]
Tr. : Multiplication. You are solving all these sentences
Chn. : [Some working and others talking]
Tr. : Like I told you, multiplication and division they work together and you have the product and still you have the factor. You should be able to bring the factor. You should be able to bring the factor. So like number one, you have four to be a factor and then you, the factor for the other factor for the forty. Four times Y is forty. So forty divided by four will give you the value of Y. So you find the factors for forty. Four times certain number will give you forty. What is the number? You put that number, it is the factor. Then seven times Y is forty two. What will be the value of seven? Oh Y, Y! Seven becomes a factor and then you find a factor for, the other factor for forty two. If seven is a factor. Then number three. Six times Y is eighteen. What is the value of Y? So six is a factor and then the other number that you will get will be a factor of eighteen.

Chn. : [Some working and others talking]
Tr. : Martha Yes,
Chn. : [Some working and others talking]
Tr. : Finish with number one before you go to number two. Don’t copy down just like that. You finish with number one. Then you get all the answers. Then go to number two.

Chn. : [Some working and others talking]
Tr. : Mhum, Adu Okyere number one is correct, number two, correct. Number two is correct.
Chn. : [Talking together]
Tr. : Mhum, Atta let me see. Mhum, one is correct, number two correct. Finish the number three before you come to the number
four. Finish with that. You count eighteen then you divide it by six.

Count eighteen. Ntim yes. What have you done?

275 Chn. : [Some working and others talking].

276 Tr. : Mhum, then put this one here. This one, this one put it here. Put it here. This answer put it here.

277 Chn. : [Some working and others talking]

278 Tr. : Mhum, then number two, you are wrong. It's not nine. Count it well. It is not seven.

279 Chn. : [Working and talking together].

280 Tr. : Finish with number one before you do number two. Don't just copy it down. What's the value of Y for number one? Don't just jump to number two. Finish with it. The same thing that Atta is doing. All of you are copying it. Finish with number one. Get the answer before you go to number two. Where is the equal to? Where is the equal sign? He! You have written ten. Four times ten. Where is the equal to? This sign, this sign where is it? Place it here. ehe!

281 Chn. : [Working and talking together]

282 Tr. : Don't be using the eraser to make the work dirty. If you make it dirty I will beat you

283 Chn. : [Working and talking together]

284 Tr. : ehe, Sarfowaa is there any problem? ehe, number one is correct. Number two,

285 Chn. : [Talking and working]

286 Tr. : Number two is also correct

287 Chn. : [Talking and working].

288 Tr. : Yes

289 Chd. : Wose ma yen hyehye ngyae h∞, naa yen hyehye answer no ansa na yen k∞ so?

290 Tr. : Sekyere where is your number two before you come to number three

291 Chn. : [Talking and working]

292 Tr. : Yes Yeboah, number one you are wrong. You are wrong. It say four times Y is forty. Y will give you! What's the value of Y? Forty divided by what? by four. You count forty. You divide it by four. So Y is not six. Four times four will not give you forty. Four times four will give you what? What will be the answer for four times four? Four times four is what? Yes who can tell us the answer?

293 Chd. : Sixteen

294 Tr. : Sixteen. Four time four. Yemeh.

295 Yemeh : Sixteen

296 Tr. : Sixteen. Not eh, four times four is not forty. You are wrong. Clean it, clean this and then this one
APPENDIX 5 (13) TD: Ghanaian language

LESSON : THIRTEEN
SCHOOL : MAKARANTA BORÒFO
CLASS : P3
TEACHER : “TD”
SUBJECT : GHANAIAN LANGUAGE
TOPIC : ME SUKUU
DATE : 29TH FEBRUARY, 1996


2. Chn. : Me Sukuu
3. Tr. : Mama anka Boròfo mua anka ye be ka no sen?
4. Mama. : School
5. Tr. : Boròfo mua anka ye be ka sen?
6. Chd. : My
7. Tr. : My. Mhum!
10. Chn. : [Nsam mmò]
11. Tr. : Boròfo mua anka ye be ka no sen?
14. Chn. : Me Sukuu
15. Tr. : Okay yebe ka ye sukuu yi ho asem. Se obia ba ha
16. Chn. : Yes sir
17. Tr. : ennna obia nso nim ye sukuu yi ho asem, sedee esii tee, me boa?
19. Tr. : Okay se saa na etee deec a esnee na yebe dikan asua ye sukuu yi esneme yehunu no wo mu. Se eye fe, se enye fe. Sedee esii tee. Yebe ka ho asem ama obi se wée Kumasi na wé mba sukuu mo ha sei a wée hunu se, ye sukuu sei na etee. ee seme bisa wo question a, enne se wo yi ano. gye se me bisa wo ansa na wo ayi ano. Me sukuu. Wo sukuu, ee, Atta wo sukuu din de sen?
21. Tr. : Wa twa? Wée Mkaranta Primary School. Watwa?
23. Tr. : Wée twa ye. Burger wo sukuu din de sen?
24. Chn. : Mkaranta Boroòfo
25. Tr. : Wo no nso wón nya ntwa ye. Wé ye atwa nso wa gye biribi mu. ee Lydia
26. Lydia. : Mkaranta Boroòfo R/C Primary School
27. Tr. : Good. Mkaranta Boroòfo R/C Primary School
28. Chn+Tr: R/C Primary
29 Tr. : Wo sane de sukuu no be twa so a, na ayे mmeinu. Me sukuu din de: Mkaranta Boropofo R/C Primary School. Se wahunu se wahunu sedee ye twere no?
30 Chn. : Yes sir
31 Tr. : Se seesei obia ate ne sukuu no din. Me sukuu din de Mkaranta Boropofo R/C Primary School. Me sukuu din de (writes on the bb) Mkaranta Boropofo R/C Primary School no asec kyere sen? Fa wo nan si fam. R/C no asec kyere sen? R/C
32 Chn. : R/C
33 Tr. : Nea ehye mu h° no Dee wei no kyere R/C, R/C primary. Mo ahunu se mo nkrataa akyiri no mo atweretwere Mkaranta Boropofo R/C Primary School R/C no asec ne sen? ehein? Hwan na ebetumi aka R/C no akyere yen? Aha? Obia eintumi nka akyere yen? Eei! Na akyere se mo twere gu mo nkrataa no akyire no mo eitim ade koro?
34 Chd. : enye me na me twere.
35 Tr. : Aha! eye a na ma twere agu akyire. R/C no asec ne sen? Roman Catholic.
36 Chn+Tr: Roman Catholic:
37 Tr. : Se wahunu. enye Romanfo sukuu a?
38 Chn. : Yes sir
39 Tr. : Roman Catholic. Catholicfo. Roman Catholic Primary
40 Chn. : Ye!
41 Tr. : Se wahunu? RC, RC, R kyere sen? Roman and C no kyere sen?
42 Chn+Tr.: Catholic
43 Tr. : Nti ye sukuu no din nono. Nti Romanfo na ehwe ye sukuu yi so°. eye aban des nso Romanfo na ehweso°, na w°m de ak°ma aban. Okay yahunu ss ye sukuu no de
44 Chn+Tr.: R/C Primary School
45 Tr. : De° e° Mkaranta Boropofo R/C Primary School. Kuro ben na sukuu no w°so°?
46 Chd. : [Kasa]
47 Tr. : [Writes on the bb]. efa he ne na yebe hunu wo sukuu no? Mo sukuu no efa he ne na yebe hunu no? Sekyere.
48 Sekyere.: Mkaranta
49 Tr. : Mkaranta, Mkaranta. Yebe hunu , wo behunu me sukuu no w° Mkaranta, Mkaranta.
50 Chn. : Mkaranta
51 Tr. : efa he ne fa? Se ye w° Mkaranta no mmeinu. ebi w° Konongo. Na ye yedee yi w° h° he? Okyere.
52 Okyere: Mangoase Mkaranta
53 Tr. : Watwa nanso yen hye Mangoase ase. Ye hye fa he?
54 Chd. : Konongo
55 Chd. : Bipso.
56 Tr. : No. enye Bjp=s, enye Bjp=s Mkaranta, ye hye kuro bi ase.
Chd. : Aha.
58 Tr. : Anha
Chd. : Kononu.
59 Tr. : enye de Kononu, Kononu e ye ye eyi sen? ehein, Yes!
Chn. : [Laughing]
60 Tr. : Kuro ben na eye a na ye k=$o$? Yaa ye hye w$m$ ase
Chd. : Kumasi
61 Tr. : enye Kumasi
Chn. : Nkran.
62 Chd. : Eei!
63 Chn. : Konongo Makaranta.
64 Tr. : Dabi Konongo Makaranta nko. Ye yendee yi yehye kuro bi ase. Ya na yek$h$ honom ek$h$ ye eh$a$ na
65 Chn. : Sir, sir, sir, sir [Kasa]
66 Tr. : Mea wo ano, mea wo ano. Me nfre wo.
67 Chd. : Mampong
68 Chn. : Ye!
69 Tr. : Yes
70 Chd. : Mampong
71 Tr. : Mampong
72 Chn. : Mampong
73 Tr. : Yes, moh adwene
74 Chn. : Mampong Makaranta. Sir w$m$ de no k=$h$ he?
75 Tr. : Mampong
76 Chd. : [Kasa]
77 Tr. : Nti obi bisa wo se Makaranta a eben he? Mampong
78 Chn. : [Kasa]
79 Tr. : Keep quiet, keep quiet.
80 Chn. : Sir, sir
81 Tr. : Mampong. Mpabua no fa wo nan hye. Mampong.
82 Chn. : [Kasa]
83 Chd. : Hs!
84 Tr. : Me sukuu din de Mkaranta Boro$Do$ R/C Primary School. Na wobe hunu me sukuu no w$>$
85 Chn+ Tr.: Mkaranta Mampong.
86 Tr. : Okay
87 Chn. : [Kasa]
88 Tr. : Me sukuu
89 Chn. : Deeben na mo kyere yi?
90 Tr. : Me sukuu panin din de sen? Wo sukuu panin, wo sukuu panin, ne din de sen?
91 Chn. : Sir, sir
92 Tr. : Yes Victor Amor
Mr Boamah

Mr Boamah. Clap for him.

(Me turns and writes on the blackboard. Me claps for Mr Boamah.)

Four, five, ten, six.

'Yes.'

Okay yes, can ahwe se eye nkron a. Nti eye sen? Nsiah.

Sir, sir, sir

Adan sen na ewa h? Yes.

Okay mo nya abotare na yen kan. One, baako, mmeens, enan, enum, nsia, enson, nwotwe, nkron, edu, dubaako

Dubaako

Dubaako. Me sukuu adan ye

Dubaako

Me sukuu adan ye

Dubaako

ee wo dan a wote mu no, ya ye mu kama ana? Wo dan a wote mu.

Sir, sir

Sarfoa.

Ya ye mu kama nanso ye anye awie.

[Laughing]

[Laughing]

Salomey.

Ya ye mu kama. Ya cementi mu.

Ya cementi mu? ee
138 Chn.: Sir, sir
139 Tr.: Prince.
140 Prince.: enye kama.
141 Chn.: Sir, sir
142 Tr.: Yaw Boadu wo w→ asem fofro ka ma yente. Wo sukuu dan no emu ye kama?
143 Yaw.: No, sir.
144 Tr.: eh, wose eyé?
145 Yaw.: No, sir.
146 Tr.: ee na saa na etee dee a, ye sukuu dan no mu no emu enye kama.
147 Chn.: Abusia, mm abusiabusia
148 Tr.: she, abusiabusia. enno na adwiri a anka efà eyé at→ fam→ ye.
149 Chn.: [Kasa]
150 Tr.: Dan no mu enye
151 Chn.: enye. [Kasa]
152 Chd.: Aden na mope kasa sei!
153 Tr.: Wo sukuu mo no wo gyina gyina pen sen?
154 Chn.: [Kasa]
155 Tr.: Portia wogyina gyinapen sen?
156 Portia.: Class three
157 Tr.: Kase me gyina gyinapen. Yes Mhum!
158 Portia.: Me
159 Chn.: Me, me sir
160 Tr.: Yes [pointing to a chd.]
161 Chd.: Me gyina gyinapen mmeensa.
162 Chn.: [Kasa]
163 Tr.: Me gyina gyinapen mmeensa.
164 Chn.: Na wo antumi anka, aa!
165 Tr.: Me gyina gyinapen mmeensa. (turns and writes on the bb)
166 Chn.: [Kasa]
167 Tr.: Me gyina gyinapen mmeensa. (While writing on the bb)
168 Chn.: [Kasa]
169 Tr.: Me gyina gyinapen mmeensa.
170 Chn.: [Kasa]
171 Chd.: Hwe mo mua mo ano?
172 Tr.: Se yeto ye ani. Se woto wani hwe wo sukuu mu a edebe na ew→ h→? edebe na ew→ h→? Edusei.
173 Edusei.: Bankye
174 Chn.: Eei!
175 Tr.: Bankye ebi ew→ fa he?
176 Edusei.: Garden mu ha
177 Tr.: ebi w→ garden mu. Okay eden bio enna ew→ ha?
178 Chd.: Trees.
Nnuab, nnuab
Nnuab
Nnuab
Sir, sir, mboba.
Mo mua mo ano.
Mhum, edebe binu na ew? shein Emma.
Bordee
Bordee. shein!
Flowers
Flowers, shein!
Abe
Abe shein!
Mango.
Mango. Fine
Sir, sir teacher pineapple. Sir
Yes. [pointing to a chd.]
Mmboba.
Mmboba okay
Sir
Aka enno=ma mmienu bi.
Sir, sir banana
Eh, yes
eban.
Ya gye eban?
Ane/Yes sir
shein
Aboro=fo nkatee
Aboro=fo nkatee
Banana.
Sir, sir
Sir, sir
Bordee
Bordee obi aka
Sir, sir, sir, sir aka baako [Kasa]
enti ye ŵ̄ Nnuab bebere enna ye ŵ̄ Nnuab ya dua.
Nnuab
Nnuab
Bebere ŵ̄ me sukku [turns round and writes on the bb]
[Kasa]
Adede bi ŵ̄ ha ye nya mm̂̄ din
Sir, sir, ma me nka.
Bebe aha se wo yem ye wo ya a wotu mirika se wope nom
Sir toilet
Toy yet!
Me na me ka ye. Ma me nka?
Tr.: ẹẹ wo!
Chd.: Toilet.
Tr.: Toilet
Chn. : [Kasa]
Tr.: Naa, ẹnna ye sane wọ
Chd.: Banana
Tr.: Obi aka.
Chn. : Dwonsọdwaree
Tr. : Toilet
Chn. : [Kara]
Tr.: Naa, ẹnna ye sane wọ
Chd.: Banana
Tr.: Obi aka.
Chn. : Dwonsọdwaree. Fine!
Chn. : [Kasa]
Tr.: Tikya dee wo ẹma bi ẹkabi
Chn. : Tikya dee wo ẹma bi ẹkabi
Tr.: Nti ye wọ dwonsọdwaree ẹnna ye sane wọ toilet.
Chn. : ẹnna ye sane wọ
Tr.: ẹnna ye sane wọ ọmọ?
Chn. : Atowa
Tr.: Se atowa no ye duaba
Chn.: sirie
Chn. : [Kasa]
Chn. : Agyanan
Tr.: ẹnna ye wọ bebia ye dwonsọ, dwonsọdwaree. Se wahunu?
Chn.: Yes sir.
Tr.: Nti saa nneẹma yi mmieni ẹnna ẹye adee paa ehia wọ sukuu ha. efiri se mo sore a mo yede n?
Chn. : Yeke dwonsọ
Tr.: Mmonkọ gya Mmonan? Se wahunu, ye kọ gyanen. ẹnna ye sore nso a, ye kọ dwonsọ. Wahu? Nti ye wọ
Chn. : [Kasa]
Tr.: Nti ye wọ agyanan [says while writing on the bb]
Chn. : Agyanan
Tr.: Ne dwonsọdwaree.
Chn. : [Kasa]
Tr.: Fa chalk no bi bra
Tr.: Fa chalk no bi bra na chalk no asa.
Chn. : [Kasa]
Chn.: enti yebọ akyire, yebọ akyire kakra ahwe. Ye kan de: ya twere ye akyire kakra na ya hwẹ: Me sukuu din de Mkaranta
Tr+Chn: Borọfo R/C Primary.
Tr. : Wobe hunu me sukuu no wọ Mkaranta Mampong
Chn. : Wobe hunu me sukuu no wọ Mkaranta Mampong
259 Tr. : Me sukuu panin din de
260 Chn+Tr.: Mr Boamah. Me sukuu adan ye dubaako.
261 Tr. : Me sukuu dan enye kama. Me gyina gyinapen
262 Tr+Chn.: Mmeensaa
263 Tr. : Nnuaba beberee wo me sukuu. Yeω agyanan ne dwons>dwarae wo me sukuu. Seesee asem kese ben na aka a esese ye ma obi hunu no se ebi wo ye sukuu mu. Naa ensoso obi nya nte ye? edehe nea? Adeebi wo ha ewha mo nya nka ye? ee aka dan?
264 Chd. : Park.
265 Tr. : Park. Mmo nclapu [clap] ma no
266 Chn. : [nsam mm ].
267 Tr. : Se wo ahunu park. Bebia yedi agor>. Se wo ahunu bebia yedi agor>. Mo mm> din. aha!
268 Chn. : [Kasa]
269 Chd. : ehe mo mua mo ano.
270 Chn. : Yewω agodibia. Mo nka ma me nte.
271 Chn. : Agodibia.
272 Tr. : Agodibia
273 Chn. : Agodibia Agodibia, Agodibia Agodibia [repeating without being told to do so. Followed immediately by talking together]
274 Tr. : [Writes on the bb]
275 Chn. : Agodibia, agodibia [read word teacher wrote on the bb]
276 Tr. : Yewω agodibia wo me sukuu
277 Chn. : Yewω
278 Tr. : Se wahu
279 Chd. : Yes.
280 Tr. : enna asane aka adee baako
281 Chn. : [Kasa] Aka bebia yeω aduane ediee!
283 Chn. : Sir, sir [Then whispering to each other :bebia yek>k> didi]
284 Tr. : Mhum?
285 Chn. : [Kasa]
286 Tr. : ee mpees wo kasa kyere yen. Kuffour edeben bia enna ye sane wo
287 Chn. : edwom.
288 Tr. : He!
289 Chn. : edwom.
290 Tr. : edwom. Bebia yeω ye aduane. Canteen
291 Chn. : Canteen
292 Tr. : Se yewω canteen
293 Chn. : [Kasa]
294 Tr. : (Writes on the bb)
Chn. : Yewɔ canteen ana ss bɛbia ye ṣaduane diee.
Tr. : Mo nka ma me nte.

Chn. : Yewɔ canteen ana ss bɛbia ye ṣaduane diee.
Tr. : Okay, saa na ste ye des a, mo ma yen sane nfa akyire na yen hwe. Na yen sane nkaekae nneema ya sua. Me! [points to the first sentence on the bb].

Chn. : Me sukuu din de Mkaranta Borɔfo R/C Primary
Tr. : Wo. [points to the second sentence on the bb]

Chn. : Wobe hunu me sukuu no wo Makaranta Mampong.
Tr. : Kan ne.

Chn. : Me sukuu no pa
Tr. : Panin

Chn. : Di
Tr. : De

Chn. : De Mr Boamah. Me sukuu a
Tr. : Adan

Chn. : Adan ye dubaako
Tr. : Me sukuu adan ye dubaako

Chn. : Me sukuu adan ye dubaako. Me sukuu dan mu e
Tr. : ɛnyɛ

Chn. : ɛnyɛ kama
Tr. : Me gyina

Chn. : Me gyina
Tr. : Gyinapɛn

Chn. : Gyinapɛn mmeensa
Tr. : Me gyina gyinapɛn mmeensa.

Chn. : Me gyina gyinapɛn mmeensa.
Tr. : Nnuaba bɛberee ʋo me sukuu.

Chn. : Nnuaba bɛberee ʋo me sukuu.
Tr. : Yewɔ

Chn. : yewɔ dwonσɔ
Tr. : Agyanan.

Chn. : Agyanan ne dwonσɔdwaree ʋo me sukuu. Ye
Tr. : Ye

Chn. : Yewɔ
Tr. : Agorɔdibia

Chn. : Agorɔdibia ʋo me sukuu. Ye ʋo canteen
Tr. : Canteen

Chn. : Ana ss bɛbia ye
Tr. : ☐

Chn. : ☐ aduane diee
Tr. : Yewɔ canteen ana ss bɛbia ye ☐ aduane diee

Chn. : Yewɔ canteen ana ss bɛbia ye ☐ aduane diee
Tr. : Asa . Seesei aka nipa yewɔ no ʋo sukuu ha.

Chn. : Eei! Weidee!
338 Tr. : Wode wani fa mu a enipa dodowo sen na ye wo ha?
339 Chd. : Yeei deo ye doso o!
340 Chd. : Tikya ye dan mu ha?
341 Chn. : Hundred, seventy, seventy. [Talking together]
342 Tr. : Yebo hundred.
343 Chn. : One fifty two hundred.
344 Tr. : Yebo two hundred.
345 Chn. : Thousand.
346 Tr. : Yen duro thousand. Yen duro ayi koraa three hundred. Yebe ye two thirty.
347 Chd. : Middle ka ho?
348 Tr. : Nhun.
349 Chn. : Yei, eei. Enipa doso.
350 Tr. : Me nua no mo a ye sukuu ha beye ahasa. Me nua no mo a ye sukuu ha beye ahasa
351 Chn. : Me nua no mo a ye sukuu ha beye ahasa.
352 Tr+Chn.: Me nua no mo a ye sukuu ha beye ahasa.
353 Tr. : Three hundred.
354 Chd. : Tikya ye nduru o!
355 Tr. : Yebe duro
356 Chn. : [Kasa]
357 Tr. : Yebe ye three hundred. Nti wo hunu se seeesi no, seeesi ya hunu se obi enim ye sukuu ha, na ekba se krataa yi. Ya twere krataa yi se me sukuu na yede atohn nom a, obia onim ha no, wo Nkran koraa, betumi afa na wa kan na wa tumi aba ha. Wo nya fa kai na woduru Mampong na wo kase me pe Makaranta a, wo be ba ha. Na wo ba nso a, enneema wo aka afa wo sukuu no ho no, se wo school panin de Mr Boamah
358 Chd. : Abaa na eda ho no.
359 Tr. : Se obiso ba ebe hunu se saasukuu no sei na ste: ye wo a dan nea eye enan ya eyeden? Mpata. Mo nим mpata?
360 Chn. : Yes sir
361 Tr. : Wei ne apata. Wei ye mpata; shelter. Se wahunu? enhys de enye dan. Se wa hunu? Ya ka ne nyinaa na akaho enna eye sen?. Niti se ye te enan no firu dubaako no mu a, adan papa a ye wo no eye sen? Nson. Se wa hunu? Ye wo a dan papa nson. Okay seeesi yahunu se ye dan no mu enye den? enye kama. Ew se nka ye cementi mu, me boa?
362 Chn. : Yes sir.
363 Tr. : Abosia na ewo mu.
364 Chd. : Sei na eye
365 Tr. : Wose sen?
366 Chd. : Sei na eye.
367 Tr. : Naa anka aye wei bi a!
368 Chn. : Mm
369 Tr. : Nso yen ne bi. Se obi ba na wɔba Mampong, na ye kyere no Makaranta a, ðsi ye a, ðbehunu se aha na eye sukuu. ee asem bisa ben na e wɔ ho? Obi betumi abisa asem bi. Anaa me, me bisa mo?

370 Chn. : Yes sir.

371 Tr. : ee Tweneboa. Wo sukuu din de sen? Wo sukuu din de sen? ee Martha.

372 Martha: Me sukuu din de Makaranta Boroɔfo R/C Primary School.

373 Tr. : Mo . Me sukuu din de Makaranta Boroɔfo R/C Primary School. Ye a, ma mo nfa sukuu no entoa so bio. Wo de toaso a na akɔ ye mmien. ee Wo be hunu wo sukuu no wo fa he? ee Ntim Wo sukuu no wobe hunu no wɔ fa he?

374 Ntim. : Makaranta Mampong.

375 Tr. : Makaranta Mampong. ee Kobina, Wo sukuu panin din de sen?

376 Chn. : Awurade

377 Kobina : Me sukuu panin din de

378 Tr. : Din de?

379 Kobina : din de Mr Boamah.

380 Tr. : Me sukuu panin din de Mr Boamah. A dan sen na ewɔwo sukuu? Sekyere. Adan sen?

381 Sekyere : Dubaako

382 Tr. : Dubaako, ee Hanna. Wo sukuu dan mu te sen?

383 Chn. : emu wɔ tan

384 Tr. : emu wɔ tan. Wo sukuu dan mu woɔ tan. Wo sukuu dan mu wɔ tan. ee Adu Grace wo gyina gynapen sen?

385 Grace. : Me gyina gynapen mmeensa.

386 Tr. : Me gyina gynapen mmeensa. Mo wɔ ayi, ades. ede been enna wo be hunu wɔ wo sukuu mo? Ruth.

387 Ruth. : ennua

388 Tr. : ennua no eyedan? ennua no eyeden?

389 Chn. : ennuaaba

390 Tr. : ennuaaba. eye baako?

391 Ruth. : No sir, no sir.

392 Tr. : eye sen?

393 Ruth. : eye betereee.

394 Tr. : eye bebereee. Na Lydia mo wɔ agyanan wɔ mo sukuu?

395 Chn. : Yes sir, yes sir.

396 Tr. : Ane

397 Chn. : Ane ye wɔ agyanan wɔ ye sukuu

398 Tr. : Ane ye wɔ agyanan wɔ ye sukuu. Ane ye wɔ agyanan wɔ ye sukuu.

399 Chn. : [Kasa]
Portia: Ye bɔ bɔɔl.

Angryie wo pe se wo ka asem fofroɔ. Hein? Den bio na mo dicee?

Chn. Yes

Chn. Me des NTUMI O!

Chn. Yes

Chn. Anne saa dee yebe tumi

Chn. Makaranta Mampong, dubaako mmeensa
LESSON : FOURTEEN
SCHOOL : MAKARANTA BORFO
CLASS : P3
TEACHER : "TD"
SUBJECT : ELEMENTARY SCIENCE
TOPIC : LIQUIDS: FORMS OF WATER
DATE : 29TH FEBRUARY, 1996

1. 
   Tr. : We are starting a new topic. That is liquids. What class
   is this?

2. 
   Chn. : P3

3. 
   Tr. : P3. Okay. We have liquids. Liquids all of you.

4. 
   Chn. : Liquids

5. 
   Tr. : Liquids

6. 
   Chn. : Liquids

7. 
   Tr. : Now we have so many types of liquids. So many types.
   Differences of liquids. Water is an example of liquid. I have
given you one. Who can tell me another liquid? Another liquid. Yes.
Give me another example of liquid. I have given you water. Water is a liquid.
Aha! What again? Yes.

8. 
   Chd. : Sugar

9. 
   Chn. : Eei!

10. 
    Tr. : Oh no, no, no. Em I have told you that I have started
        new topic. That is liquids and I have given you an example of liquids.
        Water is a liquid. Em palm wine, do you know palm wine?

11. 
    Chn. : Yes sir.

12. 
    Tr. : Nsa fufuo. Mo anom bi da?

13. 
    Chn. : Mm

14. 
    Tr. : Okay, enno nso ye liquid. Palm wine. Yes give me
        example. Another example. Aha!

15. 
    Chd. : Sugar.

16. 
    Tr. : Ade be aaye se nsoo nsoo a wo som a enye yie no
        ye fré no liquid. Se wahunu Ma ma water and ma ma palm wine se
        ne mmeinu ye eden? Liquids. Aha!

17. 
    Chd. : Anwa

18. 
    Tr. : Anwa ne Borfo ye ka no sen?

19. 
    Chd. : Palm oil

20. 
    Tr. : Ah?

21. 
    Chd. : Palm oil

22. 
    Tr. : Oil, oil all of you

23. 
    Chn. : Oil

24. 
    Tr. : Vegetable oil

25. 
    Chn. : Vegetable oil

26. 
    Tr. : Vegetable oil

27. 
    Chn. : Vegetable oil
And somebody said another one. Palm oil, palm oil

Chd. : engu

Tr. : engu ne wei ye anwa.wei ye nsa fufuo, palm wine.

Enna wei yeden? Nsuo, water. Yes another one. Aha!

Chd. : Coke

Tr. : Coke, Coke

Chd. : Fanta

Tr. : Fanta

Chd. : Coca cola

Chd. : Malt

Tr. : Tell me another one

Chd. : Guinness.

Tr. : Che! Guinness ne nyinay eye den? Liquids. But nsa mu nso ya nya coke, ya nya fanta, ya nya palm wine. Afei another one. What do we put in car? Car, what do we put inside so that it moves?

Chd. : Petrol.

Tr. : Petrol, kerosene, petrol.

Chd. : Petrol

Tr. : Petrol. You put petrol in cars so that it can move. Yes!

Chd. : Kerosene

Tr. : Kerosene. Very good. Kerosene, yes, yes. Gas oil

Chd. : Ngu

Tr. : Somebody has said palm oil and you come back to tell us ngu. Mum? Then we have gas oil

Chd. : Adwe ngu.

Tr. : Okay, palm kernel oil. You have what? Palm oil, adwe ngu enne ngu. Ade korono naa. Palm oil nono, Aha! What other thing again? The hole topic of turpentine. All of you.

Chn. : Turpentine

Tr. : Turpentine

Chn. : Turpentine

Tr. : ey ey liquid wo k carpenterfo h a w o m ye adwuma yadi eyfra ayi adee noa w o m de polish nkonnwa no ho no. Mhum, ye de fra turpentine, turpentine. All of you.

Chn. : Turpentine

Tr. : Turpentine

Chn. : Turpentine

Tr. : We have water, palm wine, vegetable oil, palm oil, coke, fanta, petrol, kerosene, gas oil turpentine. These are all what? They are all what? Aha? What’s here? They are all what? Emma they are all what?

Emma. : Liquids

Tr. : They are all what?

Tr+Chn.: Liquids

Tr. : Liquids all of you.
Now when we talk of liquids. A liquid takes the shape of the container. Ye ka liquids a, adee bia wode gu ebia tua mu na sewode gu adee bia wode be gu mo no efa adee no shape no. eyed en?

Biribi te se keresin wode gu tua mu a, se enne tua no aye pe.

Se wo hwee gu cup mu a, wo behunu se enne cup no ayed en? Na enne bucket no aye den?

Aye pe but yede gu cup mu a, wobe hunu se na enne cup no aye den? eyed

Nti saa enneema mu a etumi be form adee no enna yefer no se den?

Now if you have known all these as liquids. Then we are going to treat what? Water. Se ye se yefer wei no mu nyinaa se liquids a, yede ye nsuo eho aduma. But before then put these in your heads. Water.
[Writes words on the bb]. Okay now we are going to treat water. Of liquids we know that we can use water in so many ways. Water is used for what? For!

Okay now we are going to treat water. Of liquids we know that we can use water in so many ways. Water is used for what? For!

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?

We use water to drink. What again?
Chn. : Yes sir.
Tr. : Nti saa nneema yei na ye de nsuo ye. Sit down. Saa nneema yei na ye de nsuo ye. Now, wa hunu se, maka akyere wo se nsuo yehunu no ew nneema meneensa mu Yehunu nsuo ew nneema meneensa a, yehunu nsuo wom no enne de ehein? Fa eye no. Take that one.

Chd. : enti eda he?
Chd. : eda adeg no mu
Tr. : Okay water is in!..... Yehunu nsuo ew nneema meneensa mu. Water is seen in three stage. The three stages are. Yehunu nsuo one. Yehunu no as what? Liquid, liquid. Yehunu nsuo ew liquid. Liquid all of you.

Chn. : Liquid
Tr. : Liquid
Chn. : Liquid
Tr. : Se wahunu se me sa nsuo ye bia. wahunu se eye den? Se wahu.
Chn. : Yes sir

Chn. : Block
Tr. : Wei ye fre no sen?
Chn. : Block
Tr. : [Gives solid refrigerated ice water to some Chn to handle]
Chn. : eee ye!
Tr. : enti ye fre no se ice block. Se wahunu? eye ice block. Som hwe. Som. eye nsuo o!
Chn. : eye nsuo
Tr. : eye nsuo enne yei.
Chd. : Ne nwunu, wobe gya atoho.

Chn. : Solid
Tr. : Solid
Chn. : Solid
Tr. : eye den, me boa?
Chn. : Yes sir.
Tr. : Adee a ye den na ye fre no sen?
Tr+Chn.: Solid
Tr. : bo, aye very solid, me boa?
Chn. : Yes sir.

145
Fridge mu.
Fridge [refrigerator] mu. yede hye fridge [refrigerator] mua, na a cool lu no na abehye dendenden. Afei yetumi yi kuta. Nsuo se ew bucket mu a wo betumi ayi akuta?

No sir.
No sir.
No sir.

Fridge [refrigerator] mua, na a cool lu no na abehye dendenden. Afei yetumi yi kuta. Nsuo se ew bucket mu a wo betumi ayi akuta?

No sir.
No sir.

Ebye den na asa?

No sir.

Ngwa yEfrc no sen?

Ebc nwunu.
Ebc nwunu.

Enna water in solid form. Aka baako. Nsuo se yede si gya soa, ebe ye den asa. Na anhwei angua?

Asa.
Asa.

Ebye hychye tuaso a, shuru a na aye den?

Na awi.
Na awi.

Wobshunu na asa?

Na awi.
Na awi.

Ebye hyehyehye tuaso a, shuru a na aye den?

Na asa.
Na asa.


Na wi, ne nyinaa fra mframa se efra nframa no mo a, mframa no a afr no no edesen?

Gas.
Gas.

Gas. Se wahunu? Aye ntutuo yen hunu bio! Se wa hunu? Nti ye wo nsuo ew enno enno mmeensa mu. Ye wo liquid, solid and then

Gas.
So water is seen in three stages. The stages are liquid, solid gas or vapour. Okay, ya anya ahunu nsuo wọ liquid form yi. Ya hunu solid form yi. Yahunu gas form yi. Yebe ye experiment ahwe se eeye nokware a se nsuo yeahunu no wọ emmeensa mmeensa mu. Yebe ye na yahwe. We are going to do an experiment. We are going to use water to see if we can get, what? Vapour or gas and then we have water in block form. Yebe na ne no ahwe se ẹbẹtumi abẹ ye nsuo a. Se wahunu? seesei no block noa ede wọ no, yebe nya enneensa mmeensa na afirim. Yebe nya liquid. Seesei a ye wọ block. Enna yewo den? Liquid. Yebe nane no. Enane a, na abẹ ye den? Na abẹye liquid. Se wahunu? Na abẹ ye nsuo. Se ye heati no a, ẹbeye den? ẹbeba abẹye den?

184 Chn. : Liquid.
185 Tr. : Solid
186 Chn. : Solid
187 Tr. : Gas
188 Chn. : Gas
189 Tr. : Or vapour
190 Chn. : Or vapour.
191 Tr. : So water is seen in three stages. The stages are liquid, solid gas or vapour. Okay, ya anya ahunu nsuo wọ liquid form yi. Ya hunu solid form yi. Yahunu gas form yi. Yebe ye experiment ahwe se eeye nokware a se nsuo yeahunu no wọ emmeensa mmeensa mu. Yebe ye na yahwe. We are going to do an experiment. We are going to use water to see if we can get, what? Vapour or gas and then we have water in block form. Yebe na ne no ahwe se ẹbẹtumi abẹ ye nsuo a. Se wahunu? seesei no block noa ede wọ no, yebe nya enneensa mmeensa na afirim. Yebe nya liquid. Seesei a ye wọ block. Enna yewo den? Liquid. Yebe nane no. Enane a, na abẹ ye den? Na abẹye liquid. Se wahunu? Na abẹ ye nsuo. Se ye heati no a, ẹbeye den? ẹbeba abẹye den?

192 Chn. : ẹbẹ ye gas.
193 Tr. : Gas se wahunu? Nti ya hunu nsuo ede wọ enneensa mmeensa mu: solid, liquid, and then gas. ee mebe hwei nsuo no asiso. Yehe we de ebe ye. Yehe nsuo noa de ebe ye. I have told you which this water that comes out when you boil or when you are cooking food that water is called what?

194 Tr+Chn. : Gas.
195 Chn. : [Kasa]
196 Tr. : Se ye ahu water in three stages, solid, liquid and then gas. ee mebe hwei nsuo no asiso. Yehe we de ebe ye. Yehe nsuo noa de ebe ye. I have told you which this water that comes out when you boil or when you are cooking food that water is called what?

197 Chn. : Gas
198 Tr. : Gas or vapour. Okay and the water that you drink, the water that you drink is called

199 Chn. : Liquid
200 Tr. : Liquid all of you.
201 Chn. : Liquid
202 Tr. : Liquid.
203 Chn. : Liquid
204 Tr. : Enna the water that is found as stone, is found as solid, block is known as solid and then gas. Solid, liquid gas, so, se wo ahwe a, saa liquid yi enna ye sesano enma no beye den? Solid. Nsuo de eyenom no na ye de egu frige [refrigerator] mu, me boa?

205 Chn. : Yes sir.
206 Tr. : Na aye very hard. Se eye hard a, yeeye no sen?
207 Tr+Chn.: Solid
tr. 208 | Or ice block. Na ice block koro noa, se ye kase ye
dane no a, sëbëba abë ye liquid. Se wahunu? eyë liquid
hwei a, sëbësanësa abëye deñ? Gas ye heati noa. Okay, mo ma yen noa block
no ma yen hwe ma yen hwe enno na ebeñ ntem. Se wahunu se tutuo
no ëba. Mo mbra mbchwe.

chn. 209 | Me paa wo kyeew yen hunu ye

tr. 210 | Line wei, line wei

row 1. 211 | Come, come and see. Wahu bi? Okay, let's see what
comes out

chn. 215 | Yes, sir

tr. 216 | You see that after heating, when you continue
something will be coming out of the water. And that is what
is called water vapour or gas. Water in gas form. Se wahunu se biribi
cfrimu ëba?

chn. 217 | Yes, sir

chn. 218 | enna biribi so wÐ wei sei soÐ

chn. 219 | Yes, sir

tr. 220 | Aha fa wo nsa ka. Yëdea nsuo gu ha? Nso fa wo nsa ka
Se wahu? Wahunu se nsuo abë yewo nsam?.

chn. 221 | Yes, sir

tr. 222 | Nsuo no a ëweÐ yei mu no, enna yekata so no abë ka
ha. Dee ëtuu no abã te ti no so.

chn. 223 | Yes, sir, sir.

tr. 224 | Wahunu yëfrie no sen? WÐ

chn. 225 | Gas

chn. 226 | Water in gas form. enti ye katta so ara, sit down.

tr. 227 | Se ye noa nsuo na se ye katta so a, nsuo no a ebe tuo
no, ya yëfrie no gas no. Adeð yëde akata so no wobë hunu se na ne
nyinaa abã adeð no so. Na yëfrie biribi condense. Condense all of you.

chn. 228 | Condense.

chn. 229 | Condense.

chn. 230 | Condense.

chn. 231 | Condense.

chn. 232 | Condense.

chn. 233 | Okay eh

chn. 234 | Talking together.

tr. 235 | Na Condense no

chn. 236 | Talking together

tr. 237 | Na condense no, se ye kase condense a, keep quiet.
Ye kase condense a, tutuo no, enna biribi akyre no, se wahunu? eyye
noa, na nsuo no aye den? AkÐ kano. Na mframabë wei akyre no, eyë
nwnunu se wahunu? enna tutuo no so a ëba no eye hye. Nti mframa no
enam se eye nwunu no nti no se ebe ka wei a, na se tutuo no so a efiri ayi no mu eba se eka no a, wobe humu se na aye den? Aye nsuo. Se yede k> ayi mua, sedee nsuo sit> ara, saa adee no bi enna eye ema eye den?

238  Tr+Chn.:  et>

239  Tr. :  Awia b> ara, na asase so nsuo nyinaa ne nwira ne ndua nsuo e>so> no, na ntutuo efiri mo na ek> soro. Se wahumu? ek> soro a, ekor> no, enno eye hye. eye hye se nsuo hye no. Wahu se ntutuo no eba? Afei dee mo ahunu se entutuo no, vapour, se mo ahunu?

240  Chn. :  Yes sir.

241  Tr. :  Wei na me se yefre no sen?

242  Chn. :  Gas

243  Tr. :  Gas. What in what form?

244  Chn. :  Gas

245  Tr. :  Gas form. Se wahu. Se afei dee mo ahu?

246  Chn. :  Yes sir.

247  Tr. :  Okay, nti se

248  Chn. :  Wobe bue so a

249  Tr. :  Me eka condense form no, hwe ye nfa nsuo egu wei sei so, eso wahu se nsuo eba. Se wahunu?

250  Chn. :  [Laughing]

251  Tr. :  Wahunu se nsuo no etot> fam?

252  Chn. :  [Laughing].

253  Tr. :  Se wahunu eye hye

254  Chn. :  Eei!

255  Tr. :  Se wahu, ye anfa nsuo angu ha. Yede nso gu ha?

256  Chn. :  No sir.

257  Tr. :  But ye bua so no, nsuo no ebeka ayi no, enna mframa no so a efa ekyire no eye nwunu. Nti ebeka no saa no enna enna esane ye den?

258  Chn. :  Nsuo

259  Tr. :  Nsuo

260  Chd. :  Nsuo, nsuo

261  Tr. :  Saa na nsuo et> eye

262  Chd. :  Yes sir.

263  Tr. :  Nti wa hunu se awia no b> saa na ek> soro. Se ek> soro wo be hunu se . Hwe me pipa ha nyinaa. Fa wo nsa ka. Wahunu se nsuo nni h>?

264  Chn. :  Yes sir.

265  Tr. :  Ma pipa, nsuo nih>. Ye sane ede akata so

266  Chn. :  Nsuo beba so/nsguo emba. [simultaneous production].

267  Tr. :  Nsuo et> a, saa na eye. Awia b> na asase no nsuo eW> so nyinaa na atu k> soro. mframa noa ek> no, ya ede nsuo no koro no, eye hye.
268 Chn. : Yes sir.
269 Tr. : enno nti mframa enam ewiram ne ewein akyirikyiri no nti se ekɔ ka, ekɔ hyia mframa no a eye nwunu a, na aka abomb, ekabom saa na wɔbe hunu se na aye nwunwunwu. afei na afe te hɔ se ebo, se wahunu? Ayi, clouds. Wahu, enno nso betre hɔ na aye den? Aye tuum, me boa?
270 Chn. : Yes sir.
271 Tr. : eyi mi eye tuum?
272 Chn. : Yes sir.
273 Tr. : eye tuum a nсуо no afei na afo en ne dee shiyia no. Mframa hyehye恩ne mframa nwunwuno kɔ hyia ye no, na akɔ ye den? akɔ ye condense.
274 Chd. : Condense.
275 Tr. : Nti na eʋɔ se eye den?
276 Tr+Chn. : ɛtɔ
277 Tr. : eba fam se eden?
278 Tr+Chn. : Nсуо no.
279 Tr. : Saa bi na wei no eye. Se wahunu? Se wahunu? Se wahunu se aye nсуо?
280 Chn. : Eei!
281 Tr. : Se afei dee mo ate asee?
282 Chn. : Yes sir.
283 Tr. : еnti nсуо a eʋɔ solid form no yeфξε no ice block sir. Nсуо a yɛnom no yeфξε no sen? Liquid. Enna nсуо a eye tutuo no yeфξε no sen?
284 Tr+Chn. : Gas.
285 Tr. : Okay, saa na еteɛ deɛ a, me bisa mo question. Me se nсуо a yɛnom no me se yeфξε no sen?
286 Chn. : Drink /water [simultaneous production]
287 Tr. : No, no, no, еhein
288 Chn. : Liquid.
289 Tr. : Atta. Clap for Atta.
290 Chn. : [nsam mmɛɛ: clapping ]
291 Tr. : Nsuо eʋɔ solid form. еti se boa no so me se yeфξε no sen?
292 Chn. : Liquid
293 Tr. : Nsuо eʋɔ....еhein?
294 Chn. : Ice block.
295 Tr. : Mese yeфξε no sen? Ice block. Ne din baako mese yeфξε no sen?
296 Chn. : Gas
297 Tr. : No, no. Aha?
298 Chd. : Solid
299 Tr. : Solid.
300 Chn. : Solid.
301 Tr. : Liquid
302 Chn. : Liquid
303 Tr. : Gas.
304 Chn. : Gas.
305 Tr. : Na nsuo a etuo no, stu efiri ade hyehye mu no, yepra no sen?
306 Chn. : Gas
307 Tr. : Gas all of you.
308 Chn. : Gas
309 Tr. : Or vapour.
310 Chn. : Or vapour.
311 Tr. : Gas
312 Chn. : Gas
313 Tr. : Vapour
314 Chn. : Vapour.
315 Tr. : Okay, solid
316 Chn. : Solid
317 Tr. : Solid.
318 Chn. : Solid.
319 Tr. : Liquid
320 Chn. : Liquid.
321 Tr. : Okay, me bisa wo question fofo. Se ye bua aduane a ye noa so a, na se ntutuo no a eba no, esane sesa be ye den? Ntutuo no a efiri aduane no mu a eba no, se ye bua so a esesa be ye den?
322 Chd. : Ebe ye nsuo.
323 Tr. : Esesa be ye nsuo. Na me kyere mo no ne borfo yepra no sen? Aha
324 Chd. : Condense.
325 Tr. : Condense all of you.
326 Chn. : Condense
327 Tr. : Condense
328 Chn. : Condense
329 Tr. : Again
330 Chn. : Condense
331 Tr. : Condense
332 Chn. : Condense
333 Tr. : Condense Water is found in how many stages?
334 Chn. : Three
335 Tr. : Three stages
336 Chn. : Three stages
337 Tr. : The first stage is known as what? What is the name of the first stage? Yes.
338 Chn. : Liquid.
339 Tr. : Liquid all of you.
340 Chn. : Liquid
<table>
<thead>
<tr>
<th>Tr.</th>
<th>Chn.</th>
<th>Chd.</th>
</tr>
</thead>
<tbody>
<tr>
<td>341</td>
<td>Liquid</td>
<td></td>
</tr>
<tr>
<td>342</td>
<td>Liquid</td>
<td></td>
</tr>
<tr>
<td>343</td>
<td>The second stage <strong>no me se yeเฟร no sen?</strong> The second stage, yes.</td>
<td></td>
</tr>
<tr>
<td>344</td>
<td>Gas</td>
<td></td>
</tr>
<tr>
<td>345</td>
<td>No, the second stage</td>
<td></td>
</tr>
<tr>
<td>346</td>
<td>[Talking together].</td>
<td></td>
</tr>
<tr>
<td>347</td>
<td>Aha.</td>
<td></td>
</tr>
<tr>
<td>348</td>
<td>Solid</td>
<td></td>
</tr>
<tr>
<td>349</td>
<td>Solid all of you.</td>
<td></td>
</tr>
<tr>
<td>350</td>
<td>Solid</td>
<td></td>
</tr>
<tr>
<td>351</td>
<td>Solid.</td>
<td></td>
</tr>
<tr>
<td>352</td>
<td>Solid.</td>
<td></td>
</tr>
<tr>
<td>353</td>
<td>Put it in your head. Solid</td>
<td></td>
</tr>
<tr>
<td>354</td>
<td>Solid.</td>
<td></td>
</tr>
<tr>
<td>355</td>
<td>Again.</td>
<td></td>
</tr>
<tr>
<td>356</td>
<td>Solid.</td>
<td></td>
</tr>
<tr>
<td>357</td>
<td>What other name do we give to the solid water? <strong>Edin fofor ben na yeเด ma nsuo a ยง solid no? Edin ben a?</strong></td>
<td></td>
</tr>
<tr>
<td>358</td>
<td>Gas</td>
<td></td>
</tr>
<tr>
<td>359</td>
<td>No. <strong>Edin ben na yeเด ma nsuo a yetumi kuta no? Yetumi de kuta ยง nsam mu no?</strong></td>
<td></td>
</tr>
<tr>
<td>360</td>
<td>Ice block.</td>
<td></td>
</tr>
<tr>
<td>361</td>
<td>Ice block all of you.</td>
<td></td>
</tr>
<tr>
<td>362</td>
<td>Ice block.</td>
<td></td>
</tr>
<tr>
<td>363</td>
<td>Ice block.</td>
<td></td>
</tr>
<tr>
<td>364</td>
<td>Ice block.</td>
<td></td>
</tr>
<tr>
<td>365</td>
<td>Ice block.</td>
<td></td>
</tr>
<tr>
<td>366</td>
<td>Ice block.</td>
<td></td>
</tr>
<tr>
<td>367</td>
<td><strong>Na, if we cook the water, what comes up like this one, is known as what?</strong></td>
<td></td>
</tr>
<tr>
<td>368</td>
<td>Gas.</td>
<td></td>
</tr>
<tr>
<td>369</td>
<td>Gas all of you.</td>
<td></td>
</tr>
<tr>
<td>370</td>
<td>Gas</td>
<td></td>
</tr>
<tr>
<td>371</td>
<td>Gas</td>
<td></td>
</tr>
<tr>
<td>372</td>
<td>Gas</td>
<td></td>
</tr>
<tr>
<td>373</td>
<td>Or vapour.</td>
<td></td>
</tr>
<tr>
<td>374</td>
<td>Or vapour.</td>
<td></td>
</tr>
<tr>
<td>375</td>
<td>Gas or vapour.</td>
<td></td>
</tr>
<tr>
<td>376</td>
<td>Gas or vapour.</td>
<td></td>
</tr>
<tr>
<td>377</td>
<td>Okay, <strong>na เย kata soa</strong>, if we cover our food or our water, that is being heated the water that comes under the lid is done by what means? <strong>shein?</strong> By what means</td>
<td></td>
</tr>
<tr>
<td>378</td>
<td>Condense.</td>
<td></td>
</tr>
<tr>
<td>379</td>
<td>Condense all of you.</td>
<td></td>
</tr>
<tr>
<td>380</td>
<td>Condense.</td>
<td></td>
</tr>
<tr>
<td>381</td>
<td>Clap for Ruth</td>
<td></td>
</tr>
</tbody>
</table>
Chn. : [Clapping]
Tr. : Condense, condense, it condenses. So here we have the water to be in three stage. Liquid, solid gas. Gas solid liquid. enți
Chd. : \( W \approx \text{se} \text{ condense} \).
Chd. : edên nea?
Tr. : Twa! Atua! [co-operation] enți last week ye \( y \approx \text{liquids} \) [writes on the bb] Gas, the gas will become what? Liquid and then change to become what? Solid
Chn. : [Talking together]
Tr. : Se ye ayi a. We have liquid solid and then
Chd. : Wpse condense.
Chd. : cdncena?
Tr. : Twa! Atua! [co-operation] cnti last week yc yp liquids
Chn. : [Talking together]
Tr. : Sc ye \( y \approx \text{cy} \) D ayi a. We have liquid solid and then
Chn. : [Talking together]
Tr. : Gas, the gas will become what? Liquid and then
Chn. : [Talking together]
Chd. : bæfæ no bætumï ama no abe ye se \( \approx \text{ebó} \), se wahu by freezing it. Okay, se ye freeze wei a, yebe tumi asane abe ye
Tr. : Se yède ice block no beto ha, yehe hunu se ntutuo efiri mu
Chn. : [Talking together]
Chd. : Wo nk\( \approx \) fâ mba. Se mframa fâ so a, a nane.
Chd. : Eei Portia nono
Tr. : Se wahu, \( y \approx \text{the same vapour} \) no. Gye, gye. The same vapour no a efiri wei sei mu no eso efiri wei sei mu kor\( \approx \)?
Chn. : Yes sir
Tr. : Se wahunu?
Chn. : Yes sir
Tr. : eyire sa vapour no a efiri ha sei no enno na efiri wei so \( \approx \). Yede adee kata so a, wobe hunu se ne nyinaa beba abeka adee no. \( \approx \text{ebetu abe no} \). Na ya sane anya den? Nsuo. Nti the gas will become what?
Tr+Chn. : Solid.
Tr. : Se wahuu
Chd. : Mede: fa k\( \approx \) to h\( \approx \)
Chd. : Obia ntenase.
Tr. : Okay, sit down. Okay, yeba abe try another experiment
Tr+Chn. : There is no water. Okay ye de weisei atum, ice block no. Ye de tum na yahwe
Chd. : Tafire
Tr. : Ye hwe se \( \approx \text{ebè danse} \) nsuo a
Okay, look at it. Nsuo wọ so?

There is no water. Let’s see, eh come and see. Mo nhwe yiye na mo anka ayi no anto antwene.

The vapour is coming

Sit down, sit down, sit down.
We are in unit nine.

The topic is clocks and watches. All of you..

Clocks and watches. [Followed by talking together]

[Writes on the board].

Okay we are going to discuss the picture first.

What is in the picture?

We are doing English so you have to put everything in English. Aha. Who do you sa, who do you see there?

I can see. Say I can see. One person, if you want to talk you raise up your hand and you start by saying I can see. Then you add what you see in the picture.

I can see a sun.

Eh Karikari says he can see the sun. Who else? I can see a man. The man is holding a spear. Spear all of you.

Aha what the man is holding is known as a spear. The man has put the left hand on the fourhead[forehead]. This place we call it fourhead (for forehead)

Fourth head [for forehead].

Fourth head [for forehead]. Okay he has put the left hand on the fourhead [forehead] What does it mean? When he is looking up here

[Inaudible]

Somebody says he is looking at the time. What else? Who else has something to say. Okay the man is an ancient man. In the olden days our people were wearing animal skins as their clothes. Do you all see it?

Yes Madam.
It is the skin of the animal that the man has sewn into an attire. This man wants to know the time but at that time there was no watch or clock so this eh, wall clock, all of you.

A wall clock.

Again.

A wall clock.

This is a table clock.

A table clock.

Again.

A table clock.

What name do you usually give to this thing that I am holding. Have you all seen it.

Yes Madam.

What is the name? If you know the answer raise up your hand before you say it. Samuel.

A hand watch

Any contribution? Who else has something to say? We call it wrist watch. all of you.

Wrist watch.

[Writes on the board] So this is a wrist watch. You call it wrist watch because we use it at our wrist. This place is called wrist.

Wrist

Again

Wrist

That is why we say it is a wrist watch. Okay I am going to tell you the history about the watch. In the olden days there was, there were no wrist watches or table clock. What our people use to tell the time was the sun. When they want to know the time they go to stand in front of the eh, eh,

House

Eh, house or in the middle of the house and see their shadow. When they see that their shadows are just near their feet, it means the time is twelve o’clock. and when it is tall eh, they will say six. The time is six o’clock in the evening. They were telling the time with their shadow and at the same time with the sun. When the time, when they got up in the morning. You tell that the sun was there. But now see that it is coming near us. When it is twelve it will be here. When you raise up your head you see that you can’t look at it. It is moving. They were using the sun as their watches. So the man that you see in the picture is using the sun as his watch. This is all that you see in the picture. Okay. The new words that we have here are strike..
Tr. : Again
Chn. : Pocket watch
Tr. : [ Writes on the board] Here we have tick tack. Look here look on the board. Tick tack.
Chn. : Tick tack.
Tr. : Again
Chn. : Tick tack.
Tr. : When you see this kind of watches the noise will be ksk, tick tack, tick tack. Listen, do you hear it?
Chn. : Yes Madam.
Tr. : Do you hear the noise?
Chn. : Yes Madam.
Tr. : You, also listen
Chn. : Listen
Tr. : Do you hear?
Chn. : Yes Madam.
Tr. : The noise that it, the watch is making is called tick tack.
Int. : Noise from next class.
Tr. : Yes here the. When he has some clock. When it is twelve o'clock, you hear that it is making noise. This one is not making. When you go to Kumasi and it is twelve o'clock. You see the bell ringing. Don’t you hear Roman edon. Haven’t you all heard of it?
Chn. : Yes Madam.
Tr. : At Roman Hill
Chn. : Yes Madam.
Tr. : Some people also have these same watches some wall clocks when they are in their room. They will, some of them will be eh, striking, you hear the noise, one, two, three. It means it is what? Three o’clock. When you hear ‘kain’ for one time it means it is what?
Chn. : One o’clock.
Tr. : That noise that it makes is called strike. It strikes bell. And pocket watches. We have some watches which are put into the pocket. You don’t hold, you don’t put it on the wrist but rather we put it in our pockets. And when you want to know the time, then you take it out from the pocket before you can look on it for the time. Okay, let’s form sentences from these words. Who will help us with a sentence? With, with strike. A sentence with strike. Aha. The watch did what? I have a watch which strike bell. We have that type of watch and two, we have pocket watches. my father has a pocket watch.
Chn. : [Talking together]
Tr. : The last one tick tack tick tack
Chn. : Tick tack
Tr. : When you hear that the watch is making the noise tick tack, it means it is working. Anytime you hear tick tack, tick tack from a watch, it means it is working. So a watch, some watches eh, not all watches can make the noise tick tack, but a watch that has the tick tack noise. When you hear it means it is working.
A very long time ago, there were no clocks or watches. People looked at the sun to tell the time. They also looked at their shadows ...on the ground. Sometimes they listened to the cries of some birds and animals to tell the time. Later they made clocks and watches from wood. Today clocks and watches are made of metal because metal is harder than wood. There are different kinds of clocks and watches. Some clocks strike bells to tell the time. We hear, we can hear the bells of very big clocks far away. They have wall, we have wall clocks and table clocks. Okay who can read the first paragraph? Somebody to read if you can. If you want to read raise up your hand. Yes Fuseina.
Fuseina: People looked at the sun to tell the time. They also looked at their shepherd.

Tr.: Shadows

Fuseina.: Shadows and the

Tr.: On the

Fuseina: On the

Tr.: Take time

Fuseina: They also looked at their shadows on the ground. Sometimes they listened to the help.

Tr.: Cry

Fuseina: Cry the

Tr.: Cry of

Fuseina: Cry of some

Tr.: Cry of some birds

Fuseina: Cry of some birds and animals to tell the time. Letter they

Tr.: Later

Fuseina: Later they made clocks and watches from wood. Today clocks and watches are made from

Tr.: of

Fuseina: of

Tr+Fu: metal

Fuseina: because metal is very

Tr.: Harder

Fuseina: Harder than wood.

Tr.: Okay go to your sitting places. You are going to answer two questions

Chn: [Talking together]

Tr.: Bring all your books [addressed to the cupboard boy]

Chn.: [Talking together]

Tr.: [Writes questions on the board]. Have you given their books to them? Ntwere ye yiide, ይብረ ይወ ወወወ

Chd: Madam wonym ekọ

Tr.: Okay stop work. Number one, when they were no watches people tell the time by (a) looking at the sun (b) calling the bird. Number two, the first clock was made of (a)metal, (b) wood. Only the answer. You have two minutes. Aden, eden asem a? Wonym ekọ? Who has finished? You have a minute more to finish. Don’t write the question. You just write down the answer. Eh, Ernest is this /f/ or /v/? What is this? Tell me. What is this? I mean what is the name? This thing, how do you call it? It is /f/. Say it is /v/

Ernest.: /f/

Tr.: He has been cancelling /v/. Stop work. Bring your books, go out for break

Chn.: Thank you madam.
We learnt eating habits in Life skills. We are going to relate that to our topic today. I told you that when you get fruits you have to wash it before you eat. What will you do when you get food to eat? What will you do? Yes Boamah. Aha, what I am saying is this. In the morning when you came to school you went to the canteen to buy food. When you were going to eat the food from the bowl, what did you do first before eating? Yes.

Tr.: I washed my hands.
Chn.: I washing my hand.
Tr.: I washed my hands. All of you.
Chn.: I washed my hands
Tr.: Before you eat you have to wash your hands to eat. Don’t eat with dirty hands. If you eat with dirty hands what will happen? What will you get? When you eat with your dirty hands? As my hands are dirty now, what will happen to the body? Mhum Samuel.

Samuel: Wọ esị be prụ.
Chn.: [Laughing]
Tr.: Boamah.
Chn.: Wọ be didi de ọ a wọ hohoro
Tr.: When we eat with dirty hands we get germs. We get germs in the body. And if germs enter our body what will happen to the body?

Chn.: [No response]
Tr.: eh when germs enter our body we get disease. You get sick. So we must not eat with dirty hands. And we have to eat three times in a day. What is the first meal of the day? Fuscsina.

Fuscsina: Breakfast.
Tr.: The last meal of the day. Asantewaa
Asantewaa: Supper.
Tr.: Clap for them.
Chn.: [Clapping].
Tr.: Okay today our topic is cooking. So we are going to treat cooking. Why do you cook before we eat? Aden nti na ye noa aduane ansa na yедie? Yes.

Chd.: Wo di a, wo ye funu be ye wo ya
Chd.: Wo ano mu be ye wo hene.
Tr.: Agyeiwaa
Agyeiwaa: Wọ be yare.
Tr.: Asantewaa
Asantewaa: S\textit{e} wo \textit{anoa} wo ntumi ndi

Tr.: Oppong

Oppong: Wo y\textit{em} be ye wo ya.

Tr.: Okay, number one, for instance when you have fish or meat, eh, the animal may be sick before we kill it and if you do not cook it, the disease that the animal was having will transfer to you, or, eh, when eh, the animal was killed. when he, it was killed it is eh, market people will put it on their table. They don't cover it. They just put on the table, they don't cover it and flies from the toilet, from dust will come and sit on it. The flies will leave germs on the meat. So any time you get it you have to cook it before you eat. Cooking have, we have different methods of cooking. You can either roast. You can just eh put the food on fire for it to cook. We call it roast. Roast all of you.

Chn.: Roast.

Tr.: Roast.

Chn.: Roast.

Tr.: So roast it. You can peel your either your cocoyam or plantain. Then you put it on the fire. Then fore sometime you turn it then another time you turn it the other time. within some few minutes you see that it is cooked. So we have different methods of cooking. Another method that we usually use in our homes is boiling method. Boiling, boiling is when you peel your yam, you cut it in small sizes. Then you put them in a very fine saucepan. Then you add a little water and salt to it. You cover it with a lid. Then you put it on fire to boil. That is the boiling method. So let's continue while we cook. Okay, certain food when you cook they become very attractive. They look very nice. Some food look very nice when they are cooked. Give me an example of such food.. You know some of the food. Eh, of instance, cake. When you see cake is it not nice or you don't know cake? Do you all

Chd.: Agyeiee! [a child screams]

Tr.: know it

Chn.: [laughing]

Tr.: Do you all know cake?

Chn.: No

Tr.: When you go to Kumasi and say you want to buy some cake. You. They are brown in colour. Very beautiful. When it was not cooked it wasn't nice so cooking make it very nice or to look colourful.

[Writes on the bb].

This means the food looks very beautiful when you cook it and at the same time the colour that you have before the cooking will also change. When you cook kontomire, what colour will you get?

Chd.: You get green.

Tr.: Green for cooked kontomire and when you cook plantain too what colour will you have? Owusu.

Owusu: Yellow.
Tr. : So what you are saying is true. It looks colourful and attractive, attractive you will like to take the food, because of how it is prepared. But when you see our plantain just lying here, you won’t like to eat it, because it is nothing like eating the raw one. Again cook food is easy to manage. If you have your food which is well cooked you can even chew it. You won’t find it difficult to chew. And again it will make easy digestion. So cooked food gives you easy digestion. Digestion means when you take to eat prepared. But when you have seen you buying them from the woman who adds a little onion and a little salt plus tomatoes. When you buy your rice you buy it too. Then you add it and beans. Then you eat. You get

Tr. : Okay, if you all understand then I have to continue. We have advantages. This is the good parts. It is good for us but there some parts which are not good for us. The cooking is also going to do some harm. If you are cooking and you don’t take time and you leave it and you go and stand somewhere and chart, all what you will see is that the food is over cooked. If it is over cooked, it means you are not going to get anything from the food that you cooked. For instance you are cooking vegetables and you allow it to cook for a very long time, what you are going to get is this. All the green colour that was in the Kontomire will go to the water that you used in cooking the kontomire. After that some of us pour the water away. It means you have loss some of the nutrients in the food. Nutrients means the good part of the food that you eat. For instance if you eat kontomire you are going to get vitamins. As for vitamins I know you have heard of it. In the evening your mother will tell you Akua go to the drug store and buy me vit eh! ‘B’co’. Haven’t you been buying them ‘B’co’ and multivite. Don’t you buy them for your parents? From the store, Hein? You get this same B’co, it is vitamin B complex. We have all these things in our food. When you take a little kontomire, a little eh, fruits, you are going to get eh, these vitamins from our fruits and our vegetables that you eat. Either cabbages or lettuce. Yes as for lettuce I have seen you buying them from the woman who sell rice. You call them, eh, how do you call them? Salad or is it not the name you give to it? You call it salad. The woman will cut it into small sizes, then she adds a little onion and a little salt plus tomatoes. When you buy your rice you buy it too. Then you add it and beans. Then you eat. You get
vitamins in what you have eaten. So when we are cooking we have to combine different food items so that we get the good that the body requires. The body needs some food but it doesn’t need some food. For instance you go and buy abankye kakulo. So what I want to tell you is that don’t over cook your food. The starchy foods, plantain, cocoyam and what, what else do we have? You put down some of the things that I mentioned. Continue, yes Boamah.

44 Boamah: Cassava
45 Tr.: Aha what else?
46 Chd.: Plantain.
47 Tr.: Aha Nkwantabisa.
48 Nkwantabisa: Yam.
49 Tr.: Mhum Kwarteng.
50 Kwarteng: Cocoyam.
51 Tr.: Mhum
52 Chn.: Garden eggs
53 Tr.: Garden eggs belongs to vegetables.
54 Chn.: [Laughter].
55 Tr.: Why are you laughing? Okay, so when we are mentioning starchy foods, don’t mention vegetables. Garden eggs is a vegetable. So starchy food, those that we get from the ground. When you are cooking them wash them nicely before cooking. This is to get rid of the germs. You know that you picked it from the ground with the dirt in it. You to, on it, not in it. On it. So you have to wash it before you peel it and after peeling you wash it again so that the stones that will come to the food will get out. Any question?

56 Chn.: No Madam.
57 Tr.: Yes I am going to ask you questions if you don’t have questions to ask. Why do you eat at all? Say it either in Twi or in English. Eden nti na ye didie
58 Chn.: Yepe se ye nya ahndon
59 Tr.: For good health
60 Chd.: Madam, yepe se [inaudible]
61 Tr.: To prevent ourselves from disease. Mhum.
62 Chd.: Yepe se ye nya apomuden
63 Tr.: Enno nti na ye didi. Enno nti na ye noa aduane yi. Aduane nso ye noa wei a ye di. Enno nti na ye yeden? We want to get good health and grow well. So if you want to grow you have to cook good food because good health depends on good food. If you don’t eat good food you won’t get good health. Yepe se ye nya ahndon de a, ehia se ye di aduane a ebe boa yen ama ya nya mpomuden. Ye andi aduane pa yen nya ahndon. Okay who has a question?

64 Chn.: No question.
65 Tr.: Then if you have no question to ask then we have to put something down. You have to write two questions into our, our
exercise books. We are going to answer two questions into our exercise books. (Writes questions on the bb).

66  
**Chn:**  
[Noise invades the class as pupils from classes one to three are now on break]

67  
**Tr.**  
Again I was telling you that there are certain things which are not good in cooked food. Eh, The food that we have finished cooking, when it gets cold, when you cook food and it gets cold. For instance when you come to school in the morning your mother prepare fufu and she left some for you. By the time that you close from school and you go to your house, what will you see that he food has be? I am saying that if you go home and your mother has prepared either ampesi or fufu and leave some for you, how will it look like when you go home. Ye noi fufu anaa ampesi na ye gya wo bi a, sen na wo be kɔ fie na aye?

68  
**Chd.**  
Na nwansena asisi so

69  
**Chd.**  
[Inaudible]

70  
**Tr.**  
Se mo ahunu aduane a ya noi na adwo. Ye noi aduane na edow nso a enye akɔ no. Cold food are not attractive and some of them become, eh, becomes very hard. ebi so be ye dendenden. So it becomes very hard. [Writes on the bb]

71  
**Chn.**  
[Talk together and also take care of their food on fire. The food attracts other children from the junior classes who are on break. There is too much noise]

72  
**Tr.**  
Adɛn ye di dwa wɔ dan mu ha? Mo nka mo ho efiri dan mu ha nom nkɔ. He, Joahim wo nbu adeɛ, wahuu? Na he

73  
**Chn.**  
[Talking together and taking care of their food on fire].

74  
**Tr.**  
Eei Kojo! eme deɛ wo ansusu. Okay look on the board. Number one, Food is cooked to make it easy to (boil, digest). Number two, We cook food to make it (attractive, simple to eat). Number three, Food becomes hard when it gets (cold, cooked). Number four, Cooking (plant germs, kill germs). Start work.

75  
**Chn.**  
[Working]

76  
**Tr.**  
You have ten minutes to finish the work.
Tr. : Yesterday we were learning something about the operation machine, how it operates. I dr., I drew the machine. I gave you some numbers and told you that where two numbers like this three and four, the answer. When you treat the machine with three or four, the answer that came out of the machine, the number that dropped out. The number that came down here was twelve. So I told you that when you do something of this nature it means that something had happened to these two numbers, that is why you have got this answer. So what is the operation that we are using here? What was done to three and four to get twelve? I am explaining again. I am saying when you are given two numbers like three and four and you put it into our machine and wind it we shall see that the two numbers the two numbers that you put into the machine, three and four will not come out as three and four but it will come out as a different number and the number that came out of the machine was twelve. What was the operation that they were using here? Aha Boamah. I am coming nearer to you.

Boamah: Division

Tr. : Who else?

Chd : Multiplication

Tr. : Somebody says multiplication and another one says division. Boamah do you want me to take, do you want to tell me that if you divide four by three or three by four you are going to have what? Will you get what? When you divide three by four. Yes.

Chd. : [Inaudible]

Tr. : Listen to me. I am saying if you have three and you divide it by four people. For instance you have four oranges and you divide it among the three people are you going to get twelve. Yes

Chd. : Obia be nya one

Tr. : Aha

Chn : No madam.

Tr. : So if you divide three by four you won't get twelve. So he is multiplying. The operation that he is using here is multiplication. He is not dividing. Okay, another example. These same three and four. Both three and four were put into the same machine and seven came out of the machine. What is the operation that the machine is using? Yes Fuseina.

Chn. : Addition
Thank you. Clap for her.

Okay, today too we are going to continue our work on operations. We are going to find the number that makes the sentence true again. We have been given three and four, three and four in a bracket. Now we are not using the machine again. We are not going to draw the operation machine, but it says, the three and four, a sign has been given here. It means three times four, three times four. So when you are given something of this nature, what you have to do is, here, he did not write anything here. So you have to bring three and four, three times four here three times four is what? Count, count. You are going to count so you count three for four times.

[Counting their counters].

Amofa: Twelve.

Amofa says twelve, who else.

Twelve

If you know the answer raise up your hand and if you are called then you tell us the answer. Yes Daniel.

Thirteen.

Somebody says he’s having thirteen. Who has another different answer? Yes Agyeiwaa

Twelve

Okay, who has a different answer? What answer do you have?

Twelve

Okay if he says thirteen and some of you are saying it is twelve. Let’s find out whether the twelve or the thirteen is correct. Okay, help me to count three, four times.

One, two, three, four, eei! One, two, three; One, two, three; One, two, three..

I have put them together

One

Let’s

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

Ernest do you agree with us that when you count three four times you will get twelve? Do you agree?

Yes madam.

Okay, so when you multiply three by four you are going to get twelve. Eh, wei, Nti, Owusu stop what you are doing. Here it is in brackets. He has brought N here because the number is not known. He says eh, three times four then you get the answer here. You bring the twelve here, plus, this is the operation that you are using in addition to the N equals to seven. This is a mathematical sentence: \((12 + N = 17)\) twelve plus N equals to seventeen. He says when he adds a certain number to ayi, a certain number to twelve, you are going to get...
seventeen. What number will you add to twelve just to give you seventeen? Duodo.

36 Duodo: Five
37 Tr.: Who else.
38 Chd: Five
39 Tr.: Who has a different answer? Eh, if you have five don't raise up your hand. Okay, it means twelve plus five equals to seventeen. \((12 + 5 = 17)\). So N is what? What is N? What number have you replaced with N?

40 Chd: Five
41 Tr.: Clap for him.
42 Chn: [Clapping].
43 Tr.: Today Nkwantabisa is trying. (laughs) N is five because you put five here. N is here. N should have been here and if it is out it means N is five. Any question?

44 Chn: No madam.
45 Tr.: Another example. [writes on the black board]. Mhum, you have been given \((10 - 6)\) ten minus six, and when these two numbers, when these two numbers minus two, will give us N. \((10 - 6) - 2\) = N. So you subtract ten, six from ten. The answer that you get down here minus two will give you N. What is the number?

46 Chn: Bid for opportunity to answer by a show of hands.
47 Tr.: No you have to work first. You don't have to give the answer. Okay it becomes ten minus six\((10 - 6)\). Okay take out your counters. Count ten.

48 Chn: Counting their counters
49 Chd: One, two, three, four, five, six, seven, eight, nine, ten.
50 Tr.: Take six out of the ten. Take six out of the ten.
51 Chd: One, two, three, four, five, six.
52 Tr.: What is the remaining.
53 Chd: Four.
54 Tr.: When you take six out of ten you are going to get
55 Chn: Four.
56 Tr.: So here, the answer four is here. So when you get this four you haven't finished. You have to bring this sign over here to this place because of the operation. She didn't bring it just here. The operation is outside the bracket. Then you bring the subtraction sign here. Then you bring the two down. Then you bring the equal sign and the N that you are to find. Okay count four.

57 Chn: One, two, three, four.
58 Tr.: Now what number are you going to take out of the four? Fuseina.

59 Fuseina: Two
60 Tr.: Okay, take two from the four.
61 Chn: One, two.
62 Tr.: Nkwantabisa your hand is up
63 Nkwantabisa: Two
Tr. : Thank you. So N is what?
Chn. : Two.
Tr. : This is all what we are told to do. Who don’t understand? If you don’t understand ask any question. Se obi nti biribi ase a wo nia no nbisa me. This means you all understand.
Chn. : Yes madam
Tr. : Okay, give out. Give them their books. [Writes on the board]
Chn. : Some children distribute pupils exercise books. The rest of the class Talk together.
Tr. : Have you all got your books?
Chn. : Talk together.
Tr. : Have you all got your books?
Chn. : Yes madam
Tr. : Kwabena Owusu where is your book?
Owusu: [Inaudible].
Tr. : Number one. One, six and two, the operation is subtraction into another brackets. These two numbers they are dropping down. They are coming down into here. When they came here you got ten. We have ten here. So these two numbers when they come down what number will be here? Again we have six and two and they are put into the machine. They are coming down here. So this is the place that they should be. We have already given ten here. So the number that you get from eh, six and two when you subtract them, you put it here. The operation is subtraction. Then what you are to find is P to make the sentence true. You are to find P. Number two. Eight and two. The operation is division. You have put the eight and two into the machine and it is dropping. It, ...the answer that you get, you put it here. And you have two in the same bracket. Then after that the operation that you are going to use in this second operation is division. So there is division up and division up. You can get another one which is what? Division and multiplication. Here you have division up and down. So what you are to find is P. Start work. You have five minutes to finish the work.
Chn. : [Working].
Tr. : [Goes round]. Write down today’s date here. Leave two lines between the last work that you did. Write today’s date here. Eh, some people don’t leave lines between the old work that they have done. Agyeiwaa where is the topic? Write the topic. Write down the topic. Fuseina. Where is the topic?
Chd. : [Points]
Tr. : No. The topic is operation. Where is the number that makes the sentence true is not the topic. But it is not........ you want to do. What you are finding is what you have put down. Then it is the activity that you are doing. February is not double ‘B’. Cancel one ‘B’. Where is the date? Put down today’s date here. Then operation. Operation here. Then you write here, eh, Find the number that makes
the sentence true before you start the day's work. Don't write the date and the topic on the same line. Okay? Bring your comma here. Where is Dodoo?

81 Chd :  Wɔkɔ abonten.
82 Tr. : You are very slow. Be quick. Use your counters. Use them in counting. Mhum, what have you counted? Put what you have count, put it here. What is this? A!
83 Chd. : 'P'
84 Tr. : So is this 'P'? [Goes to the board, writes down “q” and says] He's writing this for 'P'. Look at it. The stomach is facing, this way, Kumasi and Adibinsu. [laughs]. Listen here, here we are doing subtraction. Some pupil are doing addition. After they have counted six, then they count two again. No, you don't do it in that way. After counting six then you take two out of the six. You take two out of the six and not two from the other one you did not count. Let me see what you are doing. Open your book. Mm, you haven't done anything. BB why is it that you haven't started writing? Hay! You should be very careful. Do it quickly. Stop work. What you have to do is this. When you count six first and you take two from the six. The number that you get here is the number that you are going to write down here. Some pupils don't know what they are doing. Write the answer that you get here. Here. You bring it down here. And this operation that you are using here is subtraction and not addition. Continue. You have two minutes to finish. No don't lye on the book. Sit upright. Get up. When you get to this number, subtract it. Subtract this from this. Subtract this from this. The answer that you get, then you put down here. Do you understand what I am saying?

85 Chn. :  [Nods]
86 Tr. : One minute more. get ready to stop work. Stop work. Pass your books forward. Pass it. give it to your friend.
APPENDIX 5 (18) TE: Ghanaian Language

SCHOOL : MAKARANTA BORFO
CLASS : P4
TEACHER : “TE”
SUBJECT : GHANAIAN LANGUAGE
TOPIC : Twi KASA MMRA- KASAKOA EMPL INNE ABEBUO
DATE : 28TH FEBRUARY, 1996

1 Tr. : Ye sua biribi fa Ghanafo ho se ye nyina ye nipaa baako. Nanso onipa biara ne ne kasaa. Enipa ben enno mu na me ka, me kyerekryere mo bebia w⇔ emo tese? Nipa ben na mo de to mutiri mu?
2 Chd. : Tikya, tikya.
3 Chd. : Konkomba.
4 Tr. : Mo.
5 Chd. : Dagomba.
6 Tr. : Mhum!
7 Chd. : Ewe
8 Tr. : Mhum!
9 Chd. : Bono!
10 Tr. : Mhum, me kase w⇔m no moa w⇔ no mom eka Twi , Twi no, w⇔m nom nyinaa ye w⇔ din baako ede ma w⇔m nom. eden din enna yede ma saa nnipa w⇔ no?
11 Chn. : Tikya, madam [Talking together].
12 Tr. : Mese se wo nim biribi a pagya wo nsa, na me fre wo a na wo aka
13 Chd. : Akan
14 Tr. : Mmo nyinaa mo mm⇔ nsam ema no.
15 Chn : [Clapping].
16 Tr. : Wa ye adec. enti ede nso. Ye ayi a yebe abe ye no . Yebe ka se, kasakoa enne abebu o sho assem. Nti yebe kasakoa enne abebu
17 Chn. : Kasakoa enne abebu.
18 Tr. : Mmo ne mo nsem hu
19 Chn : [Talking together].
20 Tr. : Me kase kasakoa yi, obi nso aye naso sey hey. Wo nim ade kor⇔ a skyere. Me be kyerekryere mu. Obia be te asec se edin no na eso, na enmom edwuma no a eyede edwa. Obia nim ade koro a eya. ebiribi w☜h⇔ a, na obi the⇔ na yen pe se w☜te assem a ye ka. enti se mbe kase se, ab⇔fra no ak⇔ tiefi.
21 Chn : [Talking together].
22 Tr. : Wahunu se meka biribi te sei a enye de. Wahunu se obia ahunu ade kor⇔ a me pe se me ka no?
23 Chn. : Yes Madam.
24 Tr. : enso ekyere se ma ano ate. Se woka asem, na wo kaa ye na obia e\w-h\ bia enim. Akwada ketewaa kora enim ase a, enno ekyere se wano ate. Na emom se wotimi ka, na wode ebe efra mu, na wode kasakoa no bi efra mua, na ekyere se obi w-h a na wate se o onipa asimesi na ano ate. Na ano ate kora no, ee, mre bi w-h a yenka no saa plan. Yese na ano awo. efie mote se mo maame no mo ka biribi saa?

25 Chn : Yes madam

26 Tr. : enti akwadaa no ak\ tiefi yen pe se ye ka no saa, deeyebeka e se abo\fra no agye ne nan.

27 Chn : [Laughing].

28 Tr. : enti ye nyinaa yeka

29 Chn. : Abo\fra no agye ne nan.

30 Tr. : ebio

31 Chn. : Abo\fra no agye ne nan.

32 Tr. : Mhum, se ye ka biribi te sei a, ekyere se ya ka kasakoa. Ye ankana no tii, ama akwadaa no ankasa a wο ye naa deee no ahu ade koro a wa ye. Nti ye kase kasakoa a, ma huu se obi de ne nsa eggyede se ya kwa no sei. enye, ye aka na ya kwa no sei. Dabi na emom, asem a ye ka no, ye ankana no tii ama obia anhu deee ye pe se ye ka no. Na emom yede biribi a hinta. Aebuoo. ebe, ekwan ne bi w-h a ankaka yebe ka no b-k\ a obia bete aseec. enam se yepe se ye te Asante kasa no yiye. Twi kasa yete aseec. Ye kase yeka ema no yede. enno ni ema ye bu be. Na maame bi w-h a, ma me fa nfa tuhu wei ebra. Maame no k\ afuom a, wο hunu se obi borodeec wο hο a, na wako ak\ twa. Na wa awo ne ba, ne ba no so ba sucku mu ha, na se tikya de ne sika to ne bag mua, na wο no nso ayi. enti deeyee yaa ka fa saa deee noa wο ye no ne se, ‘b-k\ nwo annoma’

33 Chn. : [Talking together].

34 Tr. : Ye nyinaa yen ka b-k\ nwo annoma

35 Chn. : b-k\ nwo annoma.

36 Tr. : ee. Na deee yepe se ye ka ne se, enye b-k\ mo gyede se b-k\ wο betumi awo annoma?

37 Chd. : No madam.

38 Tr. : Aden nti na b-k\ enwo annoma? Mo nyker\kyere mu wo se deee yessi hunu nono. Ade koro a b-k\ no, biribi wei mo kyere mo a, mo nkyerekkyere mu seede b-k\ tee enne deee annoma tee ennsekwan nea wο be fa so awo no. echein?

39 Chd. : b-k\ da eh\n mu.

40 Chd. : Kyerekkyere mu bio. Tuaso

41 Chd. : b-k\ da eh\n mu. enno nti wο ntumi enwo annoma

42 Tr. : Mhum, mo.

43 Chd. : b-k\ da eh\n mu. wο no nso si dua so

44 Chd. : Mhum, Nkwantabisa

45 Chn. : b-k\ nni ataban, annoma nso wο ataban
Mo, Hwan bio na wo sane wo asem fofo eka? Obia enne bie?

[No response].


Se ababawa, ababawa we d3e neho wo fe. Yeka a, obi ba gyina h a, me, me nka se woho wo fe ma wo tiri mu aye wo de. Dee me beka ne se weI dee wo ye osowa.

Wei dee wo ye osowa.

Osowa mo nyinaa.

Osoa.

Asee ne se ababawa fefe se.

[Talking together].

Osowa.

Samuel: Nnemaa pii wo a, ye wo fie a ye maame no mo ka a, eye kasakoa. Nti mo nhwehwe, mo nkaekae mo tiri mu nsem a eye a wem ka no. Na yen fa bi na ye nso ntoto yedee. Wo ye a, wo ka ye, na ye, ye. Akwadaa bi wo te fie a opanin eka asem a, na wagye. Wobe hunu na wa ye ne ho npanin nsem. Kasa ben na eye a, ye, yede ka ma no? biribia wobe hu, wo ye a, wo nje no se dek akwadaa ye no. wo ye no npanin mu.

Yebe kase npaninfo eka asem a na wo ano da mu.

Samuel. : Wo ye npanin nsem.

Yeke saa. Obi wo a yen mpe se, wo kase wo ye npanin nsem. Nso wo be ka asem bi a skyere se wo ye npanin nsem.
Efiri se ye ka se wo ye npanin nsem preko saa kyere woa na aye wo ya. Enti ade kor noa wo ye no, ɔhɔ a na wa gyae. Boamah

67 Boamah : Ye kase wo ye nyiyi ano.
68 Tr. : Nkwantabisa
69 Nkwantabisa : Yebe kase wo asec.
70 Tr. : Aha yebe kase wafi. Eei akwadaa yei wafi! Yaa, ye nka saa nkyere mo?
71 Chn. : Yes madam.
72 Tr. : Wo yire wo ho na wo ye biribi, asem bi wɔhɔ a, anka enye se wo na wo ka, na wagye na wa ka. Enna me, enna me.
73 Chn. : (Laughing).
74 Tr. : Hwan na wɔ yɔ saa wɔ fie?
75 Chd. : [Laughing].
76 Tr. : Saa adee wɔ no yen nka nkyere mo wɔ fie?
77 Chn. : Yes madam.
78 Tr. : Se wɔ ka a, panin bi gyina hɔ a Wɔn pe se wɔ ka ma ne ye wo ya. Efiri se wobe kase wa ddi matem. Wɔ kase wo ye npanin nsem a, ebɛ ye wo ya. Niti wɔ nka. Asem a, wɔbe ka ne se, akwadaa wei deε wafii. Asec kyere se wo ye npanin nsem.
79 Chn. : Wei deε ya te bi.
80 Tr. : Yen nka nkyere mo?
81 Chn. : Yeka kyere yen
82 Tr. : Mo so mo nka deε ye ka kyere mo no bi ma ye nyinaa yen tie. Mhun. sɛ daβia, ye ne yen npaninfo wɔhɔ a, na wɔpe se wɔkɔ duaso, wɔ ye a, wosɛ, wosɛ wɔk dua so aba. Mo hwe a we be tumi aforo dua akɛ tena so?
83 Chd. : No madam.
84 Tr. : Saa nsem no bi na mɛpe se mo keka kyere yen. Se wo sɛkɔ he ne o, wo se me kɔ dua so.
85 Chn. : [Laughing].
86 Tr. : Na asec kyere sen?
87 Chd. : Wɔkɔ tiefi.
88 Tr. : Ahaa mo ahu kwanea a wɔfa soa wɔ ka no?
89 Chn. : Yes madam.
90 Tr. : eyε eni die kwanso a yede kasa. Se wahunu? Kasakoa ye enidie kwanso a yede kasa. Asem no pɛte wɔhɔ nso wobe hwe na wode ne nam nkyen. Wɔ nbɔ no adi plain. Nti mo so mo maame sɛbi ye?
91 Chn : [No response].
92 Tr. : Obiara ene biribi ska?
93 Chn. : No Madam.
94 Tr. : Obi a, .. asem a yete fie a, yaka aka a akyere ye. enti mo enka?
95 Chd. : [A child raises hand)]
96 Tr. : Wo wɔ biribi ka ana? 
Chd.: [Shakes head to signal no].

Tr.: Se wo nsa wɔ soro?

Chd.: [No response].

Tr.: ɛɛ, eewɔ hɔ a, Hwan na ate se ɛhene bi awuo pen?

Chn.: [Show of hands].

Tr.: Ahein, kuro ben hene na mo ate se se wa wu? Mhum, wo pagya wo nsa na ma re wo. Nkwantabisa.

Nkwantabisa: Obuasi.

Tr.: Aha se wɔm kase ɛhene bi awuo a, mpre pii no, ɛhene wuo a, yede sie kakra. Ɛn npe se, wo ya na ya hɔ no amaneɛ, ya na ya bɔ ɛnkɔfɔ amaneɛ. Yen ye no saa eewɔ hɔ. Nti ɛhene wuo a, huhuhulu. Afei de ye be te ne se, nana kɔ akura.

Chn.: Nana kɔ afuom [then talking together].

Tr.: Nana kɔ akura anaa nana kɔ na akura. Obi kase nana kɔ na kuraa a, wobe kase sen?

Chd.: Mbe kase wa kɔ kuro bi so. Ɛhein! enti wahunu se ayira obiara adwene?

Chd.: Yes madam.

Tr.: Deɛ yɛpe se ye kaa ne se ɛhene no wa awuo. wa wuo. enti na ɛkyerɛ se nana no awuo.

Chn.: Wa awuo, wa wuo.

Tr.: Nti nana awuo a, yen pe se ye ka. Na se wote fie hɔ, nkwadaa bɔne, yeka no se nana awuo a, mo kɔ yɛa, na mo de kɔ preachii.

Chd.: Anka ye kɔ kano abɔnten.

Tr.: Aha, enno nti enna eewɔ hɔ a, npanifɔ ɛdì nkoɔmɔ a, na yede saa kasakoa no hyehye, hyehye mu no. Na wote hɔ a, na wa ahunu asem korɔ ɛnkɔ ka no wɔ abɔnten. Mo maame no mu koraa, ye ka asem a, ye ka no sie. ɛfa abeɛbuo no so deɛ, ebe ebe eye me se eye aa mutaa bubu bi

Chn.: Yes madam.

Tr.: Nti woa wɔbɛ bu be kane pagya wo nsa. Na me bisa woa na wo aka ɛkyere yen. Se ye bu be no wei nso a, wɔbɛ sane ɛkyere asea. Yes Sarfo.

Sarfo.: ɛye, ɛgya korɔ

Tr.: Mo ntea ye. ɛgya korɔ nko. enno yɛfɛ no abɔme. Mo nyinaa.

Chn.: Aboɔme, aboɔme.(followed by noise).

Tr.: Aboɔme no, Borɔfo mu nanka ye kano deɛ a, yebe kase riddle, all of you.

Chn.: Riddles.

Tr.: ɛye baako deɛ a ɛye riddle. enna wei nso deɛ, ye wɔ proverb

Chn.: Proverb.
Tr. : Proverb. Kata wani te no nyinaa, enn no yafr en se abo me
123 Chd. : [Laughing]
124 Tr. : enn nko. be we sei de, ye asem tenen. Ye kase kata wani te, wo se me hunu den. Yen nda ye a,
Chd. : Ye nso daee.
125 Tr. : Hwan bio?
126 Chd. : Borfre a ye de, na aba da asee.
127 Chn : Ye!
128 Tr. : Mmo, aha
129 Chd : Madam w se borfre a, eyede na abaa da asee
130 Tr. : Aha.
131 Chd. : Ankaa a eyede na nhohowa w so.
132 Chn : Ankaa a eyede na
133 Tr. : Hwan bio?
134 Chd. : Borfre a eyede na akyem k so awia.
135 Tr. : Se mo ahunu se afei na mo hunu abebuo. Aba Nkwantabisa.
136 Nkwantabisa: Abofra wope nkyene enma ey a w fa nkyene buruso.
137 Chn. : [Prolonged laughter]***.
138 Tr. : Okay me nso me ka bi. kswia ne ba so swia, hwan na ebegye bi tataa?
139 Chn : Ne ba maame, ne ba/ ne maame, maame.
140 Tr. : se mo ahunu? Me bekyere mo asee. Mo de a mo ka ye mo be kyere asee. Obiara be kyere ne de ase. Seesee me me yari, meba yari, hwan na w ko hwe obi?
141 Chn. : Obi nhwe obi.
142 Tr. : Saa na etie. Nti wo so wo de a wobu ye kyere asee. Sarfo kyere wobe no ase.
143 Sarfo. : Me ntimi.
144 Tr. : esse ese buo w h yi, abe bia wobe bu no wote asee na wo timi kyere asee, sewahu? Se obi w nte abebuo no ase na se wobu a enne asem a wo ka no
145 Tr+Chn: ek
146 Tr. : Aha Sarfo
147 Sarfo : egya ekor.
148 Chn. : A hoo!
149 Sarfo : I forgotten.
150 Tr. : Hwan bio? Obi yeka asem a, w se abirwa w pe nkyiwiye. Saa ebe no bi me npe bi. Ye ye a, mo na yen ye, ebi no mo edi aye no se agor. enye agor na ye de. eye kwance a yebe faso na yebe kasa ama ye kasa no cho ate. Na ye kasa a, obia ahunu se ye ano awo. Nti mo ye a mo ndwene be no ho, enna mo abuo. Hwan bio? efiri
ss yeba abe twere bi agu ye nhoma emu. Me twere a na wode nsɔsɔ asɔso.

152 Chn. : Eei! Eei! Madam wei deej.
153 Tr. : Nkwantabisa na wo nsa wɔ soro. eden adee a?
154 Chn. : [Laughing]
155 Chn. : eye boye.
156 Tr. : ee, ye sane aka. ɔkɔ didi a, ɔkɔ didi a...... eden na yebe be sɔso?
157 Chn. : eye boye. (in the midst Laughing)
158 Chd : Wɔ nomnom nsuo.
159 Tr. : [Laughing]
160 Chn. : Mo ntea ye
161 Tr. : Mo ntea ye
162 Chd. : [Laughing].
163 Tr. : ɔkɔ didi a, mede ehɔ emuaes ebe hyehye snimo
164 Chd. : Eei! Eei!
165 Tr. : Mm
166 Chn. : [Talking together].
167 Tr. : Writes on the board. ********
168 Chn : [Talking together while the Tr. writes on the board]
169 Tr. : Mo nye kom na mo ntea. Ma mamo edwuma mmeensa.
Me pese mo ye gu mo nhoma yi mu. Dee edikan. ɔkɔ didia na eye...... (annoma, aponkyere ne) ya. Mo be yi asem no dee emno no skoro na wa yi edi ahye enimu. Nsem mmeinu a me de ama mo yi ebia wobe yi baako pc. entwere ne mmeinu.
170 Chn. : Yes madam.
171 Tr. : Dee etɔso mmeinu. Akwadaa tete fufuo a te * emuaes ........(kesie pii, dee ebe kɔ na ano)
172 Chn. : [Talking together].
173 Tr. : Mmeensa. Nana aka nkyene agu. ekyere se nana (nana awuo, nana nkyene ahwie agu. Nti wo etwere asem noa, na wo ayi muaes sfata no ahye enimu.
174 Chn. : [Talking together].
175 Tr. : Mo nye asee.
176 Chn : [Talking together].
177 Tr. : Twere enne date. Wo wei a, asem yei nhenim ne kasakoa ne abebuo anaa mbẹbọ. Nti wo wei a, na wode ahye asee. enoa nono.
178 Chn. : [Working]
179 Tr. : Mo ngya e ntwere na me nkyere mo adee. Obi twere wei a, kasakoa noa na wagya, waka ne no abe ɔ bo kasakoa no ho. Na wode abebuo no nso aka ehɔ, aka ho bi. Nti ne nyinaa aka bomu baako. Me npe no saa. Tete ntemu.
180 Chn. : [Talking together].
181 Tr. : Twere date no ansa na wo atwere ahye nimu no.
182 Chd. : Madam hwe ma twere ne nyinaa [amidst talking together]
183 Tr. : Fa wo nan fa aseε
184 Chn : [Talking together].
185 Tr. : Ma mamo sima enum enna mode be ye saa adwuma yei.
186 Chd. : Madam [amid talking together].
187 Tr. : Woa wo nte biribi ase no bisa me.
188 Chd. : [Working and talking together].
189 Tr. : shein, Sakodia wo atwerc ne nyinaa abom mu baako. Wei me nhunu. Tete ntemu. Wo twere akwadaa na te, na wo ate ntemu kakra ansa na wo atwers fufuo. Nti te yi, anka ensegue ebene fufuo no. Ntemu ha, akwadaa ne fufuo no ntemu no ensegue anka te yi ebene no saa. Tete ntemu. Dee wo twere no twere no ha sei.
190 Chn. : [Working].
191 Tr. : Karikari wo krataa w˃ he ne?
192 Karikari : Me ne bi.
193 Chn : K˃ fie k˃ gye bi bra.
194 Chn. : [Working].
195 Tr. : Sarfo wo krataa w˃ he ne? K˃ fie k˃ gye bi bra seesei a
196 Chn. : [Talking together].
197 Tr. : Opoku pi yi ye ne kesiε. yete ntemε. Hwe me deε no. Ma anka abomu. Wei nko, wei nko.
198 Chd. : [Talking together].
199 Tr. : Bebia nsaho no ew˃ no, wo hunu nsaho bia w˃h a, enno kyere se eyε mnuaeε baako.
200 Chn. : [Working and talking together].
201 Tr. : Hwan na awei?
202 Chn. : [Talking together].
203 Tr. : Ma hunu se ebi nom esenseε aseε. W˃ twere wei a na wa sani aseε. Wodeε ensane aseε. Mbe hunu wo aye
204 Chd. : [Working].
206 Chd. : [Talking together].
207 Tr. : ebinom awei o!
208 Chd. : [Talking together].
209 Tr. : enneε sima enum no a me de ma mo no aso. Nti obiara efa ne nhoma ebra. Ye awei.
210 Chd. : [Talking together].
APPENDIX 5 (19)TF: Ghanaian Language

SCHOOL : MAKARANTA BOARD
CLASS : P5
TEACHER : “TF”
SUBJECT : GHANAIAN LANGUAGE (READING)
TOPIC : MENIM
DATE : 19TH FEBRUARY, 1996

1  Tr. : Yeba abe ye Twi akinkan. Na nea eedinkan no, yebe sua nsem korekore ya ewe akinkan no mu, ya ebe ma aye den ama yen se ye kan nea. Nti ye dikan abe sua enno. Menim. All of you.

2  Chn. : Menim.

3  Tr. : Menim. sbio!

4  Chn. : Menim.

5  Tr. : Dnim.

6  Chn. : Dnim.

7  Tr. : Dnim.

8  Chn. : Dnim.

9  Tr. : Ampesie.

10 Chn. : Ampesie.

11 Tr. : Ampesie.

12 Chn. : Ampesie.

13 Tr. : Ampesie.

14 Chn. : Ampesie.

15 Tr. : [Writes on the board].

16 Chn. : [Watches him as he writes].

17 Tr. : Ammirika.

18 Chn. : Ammirika.

19 Tr. : Ammirika.

20 Chn. : Ammirika.

21 Tr. : [Writes on the board].

22 Chn. : [Watches him as he writes].

23 Tr. : Abaawa.

24 Chn. : Abaawa.

25 Tr. : Abaawa.

26 Chn. : Abaawa.

27 Tr. : Hwe ha. Hwe nea mere ekyere wo ye abaawa.

28 Chn. : Abaawa. [then laughing and talking together].

29 Tr. : Fidie.

30 Chn. : Fidie.

31 Tr. : Fidie.

32 Chn. : Fidie.

33 Tr. : Fidie.

34 Chn. : Fidie.

35 Int. : [Noise from neighbouring class]
36 Tr. : Menim
37 Chn. : Menim
38 Tr. : Menim
39 Chn. : Menim
40 Tr. : Dnim.
41 Chn. : Dnim.
42 Tr. : Dnim.
43 Chn. : Dnim.
44 Tr. : Ampesie.
45 Chn. : Ampesie.
46 Tr. : Ampesie.
47 Chn. : Ampesie.
48 Tr. : Ammirika.
49 Chn. : Ammirika.
50 Tr. : Ammirika.
51 Chn. : Ammirika.
52 Tr. : Abaawa.
53 Chn. : Abaawa.
54 Tr. : Abaawa.
55 Chn. : Abaawa.
56 Tr. : Fidie.
57 Chn. : Fidie.
58 Tr. : Fidie.
59 Chn. : Fidie.
60 Tr. : Dnim.
61 Chn. : Dnim.
62 Tr. : Ampesie.
63 Chn. : Ampesie.
64 Tr. : Ammirika.
65 Chn. : Ammirika.
66 Tr. : Abaawa.
67 Chn. : Abaawa.
68 Tr. : Fidie.
69 Chn. : Fidie.
70 Tr. : Obia nsore ngyina hɔ.
71 Chn. : [stand up]
72 Tr. : Afei me, me minka bi bio. Mede siso a na mo a kan.
73 Chn. : Yes sir.
74 Tr. : [Points].
75 Chn. : [Points].
76 Chn. : Menim.
80  Tr. : [Points].
81  Chn. : 言
82  Tr. : [Points].
83  Chn. : 言
84  Tr. : [Points].
85  Chn. : Aمنسية.
86  Tr. : [Points].
87  Chn. : Aمنسية.
88  Tr. : [Points].
89  Chn. : 言
90  Tr. : [Points].
91  Chn. : 言
92  Tr. : [Points].
93  Chn. : 言
94  Tr. : [Points].
95  Chn. : 言
96  Tr. : [Points].
97  Chn. : Fدي.
98  Tr. : [Points].
99  Chn. : Fدي.
100  Tr. : [Points].
101  Chn. : 言
102  Tr. : [Points].
103  Chn. : 言
104  Tr. : [Points].
105  Chn. : Aمنسية
106  Tr. : Bio
107  Chn. : Aمنسية/اپسی.
108  Tr. : ہبینوم سے اپسی.
109  Chn. : Aمنسی.
110  Tr. : ہیں اپسی. واہونو سے /م/ ہیہ ہے؟
111  Int. : Give the chalk to her.
112  Tr. : نا ہیں سوسو اکا اپسی. واہونو سے /م/ ہیہ ہے؟
113  Chn. : Yes sir.
114  Tr. : نتی یہ نفر نہ اپسی. یے اپسی. یے نیہنیا.
115  Chn. : Aمنسی.
116  Tr. : ہبیو
117  Chn. : Aمنسی.
118  Tr. : [Points]. 言
119  Chn. : 言
120  Tr. : ہبیو
121  Chn. : 言
122  Tr. : [Points]
123  Chn. : 言
124  Tr. : [Points]. 言
125  Chn. : Aمنسی.

180
<table>
<thead>
<tr>
<th>Page</th>
<th>Tr.</th>
<th>Chn.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>126</td>
<td></td>
<td></td>
<td>[Points]</td>
</tr>
<tr>
<td>127</td>
<td></td>
<td></td>
<td>Fidie</td>
</tr>
<tr>
<td>128</td>
<td></td>
<td></td>
<td>Seesei de' mo ahunu se de' edidiso. Mede be toto. Nti mede sisoa na mo abo din. [Points].</td>
</tr>
<tr>
<td>129</td>
<td></td>
<td>Menim</td>
<td></td>
</tr>
<tr>
<td>130</td>
<td></td>
<td></td>
<td>[Points]</td>
</tr>
<tr>
<td>131</td>
<td></td>
<td>Fidie</td>
<td></td>
</tr>
<tr>
<td>132</td>
<td></td>
<td></td>
<td>[Points]</td>
</tr>
<tr>
<td>133</td>
<td></td>
<td>Ampesie</td>
<td></td>
</tr>
<tr>
<td>134</td>
<td></td>
<td></td>
<td>[Points]</td>
</tr>
<tr>
<td>135</td>
<td></td>
<td>Abaawa</td>
<td></td>
</tr>
<tr>
<td>136</td>
<td></td>
<td></td>
<td>[Points].</td>
</tr>
<tr>
<td>137</td>
<td></td>
<td>Ammirika</td>
<td></td>
</tr>
<tr>
<td>138</td>
<td></td>
<td></td>
<td>[Points].</td>
</tr>
<tr>
<td>139</td>
<td></td>
<td>&gt;nim</td>
<td></td>
</tr>
<tr>
<td>140</td>
<td></td>
<td></td>
<td>Nafo&gt; nkoa. [Points].</td>
</tr>
<tr>
<td>141</td>
<td></td>
<td>&gt;nim</td>
<td></td>
</tr>
<tr>
<td>142</td>
<td></td>
<td></td>
<td>[Points].</td>
</tr>
<tr>
<td>143</td>
<td></td>
<td>Ampesie</td>
<td></td>
</tr>
<tr>
<td>144</td>
<td></td>
<td></td>
<td>[Points].</td>
</tr>
<tr>
<td>145</td>
<td></td>
<td>Ammirika</td>
<td></td>
</tr>
<tr>
<td>146</td>
<td></td>
<td></td>
<td>[Points].</td>
</tr>
<tr>
<td>147</td>
<td></td>
<td>Abaawa</td>
<td></td>
</tr>
<tr>
<td>148</td>
<td></td>
<td></td>
<td>[Points].</td>
</tr>
<tr>
<td>149</td>
<td></td>
<td>Fidie</td>
<td></td>
</tr>
<tr>
<td>150</td>
<td></td>
<td></td>
<td>[Points to second row].</td>
</tr>
<tr>
<td>151</td>
<td></td>
<td>[Talking together].</td>
<td></td>
</tr>
<tr>
<td>152</td>
<td></td>
<td></td>
<td>[Points]</td>
</tr>
<tr>
<td>153</td>
<td>2G</td>
<td>&gt;nim</td>
<td></td>
</tr>
<tr>
<td>154</td>
<td></td>
<td></td>
<td>[Points].</td>
</tr>
<tr>
<td>155</td>
<td>2G</td>
<td>Ampesie</td>
<td></td>
</tr>
<tr>
<td>156</td>
<td></td>
<td></td>
<td>[Points].</td>
</tr>
<tr>
<td>157</td>
<td>2G</td>
<td>Ammirika</td>
<td></td>
</tr>
<tr>
<td>158</td>
<td></td>
<td></td>
<td>[Points].</td>
</tr>
<tr>
<td>159</td>
<td>2G.</td>
<td>Abaawa</td>
<td></td>
</tr>
<tr>
<td>160</td>
<td></td>
<td></td>
<td>[Points].</td>
</tr>
<tr>
<td>161</td>
<td>2G.</td>
<td>Fidie</td>
<td></td>
</tr>
<tr>
<td>162</td>
<td></td>
<td></td>
<td>[Points to a third group]. Mo na mo aka. [Points].</td>
</tr>
<tr>
<td>163</td>
<td></td>
<td>Menim</td>
<td></td>
</tr>
<tr>
<td>164</td>
<td></td>
<td></td>
<td>Mo nyinaa</td>
</tr>
<tr>
<td>165</td>
<td>3G.</td>
<td>Yes sir.</td>
<td></td>
</tr>
<tr>
<td>166</td>
<td></td>
<td></td>
<td>[Points].</td>
</tr>
<tr>
<td>167</td>
<td>3G.</td>
<td>Menim</td>
<td></td>
</tr>
<tr>
<td>168</td>
<td></td>
<td></td>
<td>[Points].</td>
</tr>
<tr>
<td>169</td>
<td>3G.</td>
<td>&gt;nim</td>
<td></td>
</tr>
<tr>
<td>170</td>
<td></td>
<td></td>
<td>[Points]</td>
</tr>
</tbody>
</table>
171 3G. : Ampesie.
172 Tr. : [Points].
173 3G. : Ammirika
174 Tr. : [Points].
175 3G. : Abaawa.
176 Tr. : [Points].
177 3G. : Fidie.
178 Tr. : Ye fa ye nhoma na eyde ogya ahye mu. Na ye kinkan no wɔ ye tiri mu
179 Chn. : [Talking together].
180 Tr. : Mo ntenatena akuokuo no a me kyɛ ye no. Akuokuoa me kyekye ye no. group no a ye kyekye ye no. (Move to the groups).
181 Chn. : [Talking together].
182 Tr. : Now give them out. Osei Boatema [instructs distribution of pupils books]
183 Chn. : [Sit in three groups and talk together].
185 Chn. : [Open books].
186 Tr. : Afei obia, group bia nkan ne de de bɔkɔ. Group bia nkan ne de de bɔkɔ. Me wei a mbe bisa mo nsɛmɛm bi. Nti wo ankan nea mbe hunu se wo ankan.
187 Chn. : [Murmuring the words they read].
188 R. : [Group one’s silent reading. They mutter].
190 Tr. : Tina table wei so. Tina ha.
192 Chn. : Noise(all groups reading aloud)
193 R. : [Group two’s silent reading. They mutter]
194 2G. : Menim ðpania bi. Wɔfre no Poku. ðnim fidie sum
195 Chn. : [Noise: all groups reading aloud]
196 R. : [Group two’s silent reading. They mutter]
197 3G. : Menim maam bi wɔfre no Attah
198 Chn : [Noise: all groups reading aloud]
199 R. : [Group two’s silent reading. They mutter]
201 Chn. : [Noise-all groups reading aloud]
203 Tr. : éé, ssò wò kò hyia asem fuabi ya wo hwe a yan ankan. émmo wò ntimi èbò din a, na wa pagya wò nsa na yede énno abeka yen nsem fuafua no ho. Mo ate?

204 Chn. : Yes sir.

205 Tr. : Mo nko so

206 Chn. : Menim abarimaa bi. ᡭǎfré no Efa. ᡫim bòòl bò. ᡬim ammirika tu Menim abarimaa bi wǎfré no Efa. Menim ᡫim bi wǎfré no Poku. ᡫim fidie sum

207 Chn. : [Noise-simultaneous recording of all three groups’ reading]


209 3G. : Menim abaawa bi . Wǎfré no Asò.

210 2G. : Menim abarimaa bi. Wǎfré no Asò.

211 Chn. : [Noise -simultaneous recording of all three groups’ reading]

212 Tr. : Hwe mu bi na kan bi anye saa wo nhunu. Hein? Ye nyinna na yessua, wa te? Wò nom èbò din no, na woso wò bò bi, wa te? Kan wei sei bi na su saadè ye si bò asem fua no din

213 Chd : Menim ᡫim bi. Wǎfré no Poku. ᡫim fidie sum.

214 .Chn. : [Noise]

215 Tr : Wahu. Is correct. Wo akò sukù?

216 2G : Wǎfré no

217 Chd. : [Nods].

218 Tr. : ehein, ennee waba ha ya a, énye sukùu no a wò kò no énye ébi ne ye? Anaa ᡯò no na mo ne nkan Twì

219 2G. : Wǎfré no Attah

220 Tr. : Mm


222 Chn. : [Noise-all groups reading simultaneously].

223 Tr. : eye, eye, eye obia ngyae. Me be bisa mo nsem bi. Seesèe ya kan ne kakra. Wei yeɓò din sen?

224 Chn. : [Talking together].

225 Tr. : Pagya wò nsa na ka kyere me. Me npe se mo nyinna mo beka. ëwo mu se ye nyinna ya kan ye ahu nso enye ye nyinna enna ebia yetimi bò edin sedè wò, wo hunu ye. enno niti me sane, sane abisa bisa yie.

226 Chn. : [Silent. ]

227 Tr. : Wei nso ye?

228 Chn. : ᡫfré.

229 Tr. : ᡫbio.

230 Chd. : Wǎfré.

231 Tr. : ehein kane wo se ᡫfré. Ye bò din wǎfré. Mo nyinna.

232 Chn. : Wǎfré.


Chn. : Poku.

Tr. : Ye nyinaa.

Chn. : Poku.

Tr. : ebio.

Chn. : Poku.

Tr. : Mhum. Nea nti a me bisa mo wei no, Asantefɔ ye wɔ saa edin wei, eye a yetaa de /ou/ de kan. Ye de /ou/ no ba yebo din sɛn?

Chn. : Opoku.

Tr. : Nti se wo anhwe no yiye a, wo bɛkɔ akɔ kan no Opoku. Nso nea ya twere no nhoma no mu ye Poku. /ou/ ɛnɛbɔ. Nti wo kan a na wo ahwe no yiye. (writes on the bb. and then point to it).

Chn. : [Watch teacher.]

Tr. : Bugatuga.

Bugatuga: Bɔɔɔl.

Tr. : ebio.

Chn. : Bɔɔɔl.


Chn. : Bɔɔɔl.

Tr. : ebio.

Chn. : Bɔɔɔl.

Tr. : [Writes Efa on the bb.]

Chn. : [Watch what teacher writes on bb]

Tr. : Esther.

Chn. : Ifa

Tr. : ebio.

Chn. : Ifa /i:fa/

Tr. : Yes, Ifa (/ ei f a /). shein, wɔse sɛn?

Chn. : Ifa /i:fa/

Tr. : ɛnyɛ /i:fa/. Wo ka no /i: f ei/ wa si ne tiri ase. / ei f a /.

Ye nyinaa

Chn. : Ifa. (/ei f a /.)

Tr. : ebio.

Chn. : Ifa.

Tr. : ebio.

Chn. : Ifa.

Tr. : [Points to a word] Mhum.

Chn. : [Talking together].

Tr. : Yes.

Chn. : Fufuo.

Tr. : Fufuo. Ye nyinaa.

Chn. : Fufuo.
Tr. : eblie.
Chn. : Fufuo.

Tr. : eye, afei no nsane nkọso. Mo nhwe no kakraa


Tr. : Mo a ka awei. Wei dẹe emu wọ fo ma mo. Nti mo akye no ntem. Nawọtewe baako no, dẹe ye kenkan ye no. Wei ye bọ din sen?

Chd. : Anwummere

Tr. : Anwummere, anwummere. Mo aye adeg. Wei dẹe emu wọ fo. Seesei a wọ nom aye no ayi. Mo nkọso


Tr. : ọsy, se sаa dẹe a yẹ bẹ kan ne kakra ahwe. Wo nkọa kan ma yentie.

Chd. : Menim maame bi. Wọfre no Atta.

Tr. : Pagya wo ne a kakra.

Chd. : Menim maame bi. Wọfre no Atta.

Tr. : Obia nhwe ne dẹe mu.

Chd. : ọnim ampesie bọ.

Tr. : Dẹe wo tena no ye hu.


Tr. : Obeng wo so kan ma yentie. Dẹe etọaso mmieinu no.


Tr. : ọsy, se wo akan nea, hwe nne: ẹwọ bọ no na wo abọ din, se wahunu?

Chn. : Yes sir.

Tr. : Hum, wa ye adeg. Woso kan ma yentie. Dẹe stoaso mmeeansa no.

Chn. : Menim abarimaa bi.

Tr. : Obia nhwe ne dẹe mu.


Chn. : [Talking together].
Tr.: Jonahs wo so kan de ętoso ęma yentie

Jonahs: [No response].

Tr.: Wodee wo anka ne bi? Nti wo ntimi nbo baako kora din?

Chn.: [Talking together].

Tr.: Okay, Yes Kan ma yentie. De ętoso ęnan no.

Chd.: **Menim panin bi. Wọfẹ no Poku. ęnim fidie sum.**

**nęnim kooko te. Menim ępanin bi. Wọfẹ no Poku**

Tr.: Mo.

Chd.: ępanin wọka no panin.

Tr.: eę, Mo niẹis. eden na mo hunu nu wọ Adoma akenkan no ho?

Chn.: ępanin no wọka no panin.

Tr.: Panin se wahunu? asem no bi nono. ęye ępanin. / / ye nyinaa.

Chn.: ępanin.

Tr.: Ye nyinaa.

Chn.: ępanin.

Tr.: ebio.

Chn.: ępanin.

Tr.: ebio.

Chn.: ępanin.

Tr.: Kan ma yentie.

Chn.: **Menim maame bi wọfẹ no Atta. ęnim ampesie bọ. ęnim fufuo wọ. Menim maame bi .Wọfẹ no Atta.**

Tr.: ęye, ęye me se wei deę mo afa no fo, ęnti ama yebre kora bi aka. Nti ye be bisa msem kakra wọ aseę no.

Chn.: [Talking together].

Tr.: ęye. ęnno deę na ęte saa deę a, mo ahunu se nsem bisa bi wọ aseę họ.

Chn.: Yes sir.

Tr.: Yeẹ bua. Saa na ọwọtẹwẹ wei deę yede deę ęda yenim no so be ka ho. Wọse bua nsem yi. Deę ẹdikan maame ben na menim no? Maame ben na menim no? Yes.

Chd.: Attah.

Tr.: ebio.

Chd.: Attah.

Tr.: Dabi. ęye, na nka hwan na ębọtumẹ aka no iyẹ paa? Wọse maame ben na menim no?

Chn.: Maame Attah.


Vida.: Nnuu

Tr.: Kan no den
329 Chd. : Nnuane *ben a saa** maame yi* nim *noa pa ara.
330 Tr. : Mo nduane ben na saa maame yi nim nua paa ara?
Wɔse nduane ben? Yes.
331 Chd. : Fufuo.
332 Tr. : **Maame Atta nim fufuo nua. Maame Atta nim fufuo nua.**
333 Chn. : **Ampesie.**
334 Tr. : Ampesie. sbi kaho bio?
335 Chn. : No sir.
336 Tr. : enno dee na ekyere se Maame Atta nim fufuo enne deben?
337 Chn. : Ampesie
339 Chd. : Hwan na
340 Tr. : He to wobu. eye a kan no den.
341 Chd. : Hwan na ɔfire, e! yi
342 Tr. : Hwe no yiye na kan
343 Chd. : ɔnim [another child whispers to the reader].
344 Chd. : Hwan na ɔnim asuo kɔ san* nim apra nso?
345 Tr. : eye, wo aye adee nanso biribi eka mu hɔ kakra. Mo hunu ye?
346 Chn. : Yes sir.
347 Tr. : ehein, kan no yiye ma yentie.
348 Chd. : Hwan na ɔnim asuo kɔ sΔnε nim apra nso?
349 Tr. : Eheine, sane nim apra nso. eye hwan a?
350 Chd. : **Maame Asɔ.**
351 Tr. : Yie! Dabi. Asɔ wo ye maame?
352 Chd. : Asɔ.
353 Tr. : Asɔ dee wɔte se moa. Wo aye adee mo. Obi nkan asem bisa etɔso enan no. Kan ma yentie.
354 Chd. : **Efa nem bɔɔl bɔ na ɔnim mmirika tu nso.**
355 Tr. : Kan no yie
356 Chn. : **Efa nem bɔɔlbɔ na ɔnim mmirika tu nso.**
357 Tr. : Wahunu nea eyɔhɔ no? Hwan na wɔte aseee? Nea wɔde ahyeeye anim hɔ no
358 Chd. : Wɔse **Efa nem bɔɔlbɔ na ɔnim mmirika tu nso. eye ampa ana eye atɔrɔ?**
359 Tr. : Mo. Wahunu se wɔde ampa enna wa sane asan, wa ye abaa bi enna wa ye atɔrɔ. Nea eye a na yeeye bi true or false. sbi na wɔde abaa ha no. Na , na Asante, ne Twi nono. Wɔse ampa ana atɔrɔ. Mhüm, Bugatuga.
360 Bugatuga : Ampa
361 Tr. : Aha ka wo dee.
362 Chd : Ampa
363 Tr. : Nyame.
364 Nyame: Ampa.
365 Tr. : eye a mo nkasa den. Mhum.
366 Chd : Ampa.
367 Tr. : Ampa Efa nini bɔlɔ lɛsan nee rimika tu.
Aka ye asem bisa baako pe.
368 Chn : [Talking together].
369 Tr. : Okay kan ne ma yen nea.
370 Chd. : Panin ben.
371 Tr. : Sɛ wo akan bi?
372 Chn : Wa kan bi.
373 Tr. : Kan ma yen (pointing to another child).
374 Chn : ŋpanin ben na ŋnim afidie sum sa ne sana.
375 Tr. : Sane
376 Chn : ŋpanin ben na ŋnim kooko te nso?
377 Tr. : ŋpanin ben na ŋnim fidie sum sane ne nim kooko te nso?
378 Chn : ŋpanin ben na ŋnim fidie sum sane ne nim kooko te nso? ŋpanin ben a? Yepe obia ŋnkasa enne. ehe, wo. Panin ben a?
379 Chd. : Panin Poku.
380 Tr. : Mo. Saa wo ye adeɛ na wa ye kom saa no. ŋpanin Poku, eye.
APPENDIX 5 (20) TF: English.

SCHOOL : MAKARANTA BOR-FO
CLASS : P5
TEACHER : "T F"
SUBJECT : ENGLISH LANGUAGE COMPOSITION
TOPIC : MY CLASS TEACHER (DESCRIPTION)
DATE : 27TH FEBURARY, 1996

1 Tr. : We are coming to do composition and our topic today is about our teacher. So you are going to write as your heading the topic “About my Teacher” [Writes the topic on the bb]

2 Chn : Watch.

3 Tr. : Now we have done, we have described ourselves isn’t it?

4 Chn : Yes sir.

5 Tr. : Yes, so we are going to depend on that to learn how to describe our teacher.

6 Chn : [Talking together].

7 Tr. : First, [writes on the bb] What’s your name? Vida.

8 Vida : My name is Vida Achiaa.

9 Tr. : What’s the name of your teacher?

10 Vida : My teacher is Miss. Amoako

11 Tr. : My teacher’s name is Mr. Amoako, say that.

12 Vida : My teacher name

13 Tr. : My teacher’s name

14 Chn : My teacher’s name is Miss Amoako

15 Tr. : Mr.

16 Chn : Mr. Amoako.

17 Tr. : Good, eh, here you said my name is Vida Achiaa. Since it is you, you said, my name is. But when you are talking about somebody, my teacher, mm! My teacher’s, my friend’s, my mother’s, my father’s, hein! When you are not talking about yourself but somebody. Is that clear?

18 Chn : Yes sir.

19 Tr. : So what’s the name of your teacher? Adu.

20 Adu : My teacher is Mr Amoako.

21 Tr. : No, I said when you are talking about somebody you say, ‘My teacher’s’, eh! You are not talking about yourself. So you cannot say my name. Hum! My teacher’s name is Mr. Amoako. Is that clear? What is your teacher’s name?

22 Adu : My teacher’s name is Mr. Amoako.

23 Tr. : Good, all of you.

24 Chn : My teacher’s name is Mr. Amoako.

25 Tr. : Mhum

26 Chn : [Talking together].

27 Tr. : So, where does he come from?
28 Chn : Turn round to look at each other and murmuring.
29 Tr. : You don't know your teacher's hometown. So I am going to tell you your teacher's hometown. So you form a sentence with it.
30 Chn : [Murmuring].
31 Tr. : I come from Cocoa-Mu. So I want somebody to form a sentence using where your teacher comes from.
32 Chn : Quiet
33 Tr. : Where does your teacher come from?
34 Chn : Show of hands.
35 Tr. : Yes. [Points to a child] Where do you come from?
36 Chd. : I come from Makaranta.
37 Tr. : I come from Makaranta. Next time, where does your teacher come from? My teacher, eh comes from * then you add the name of the town, isn't it? My teacher comes from Cocoa-Mu. All of you.
38 Chn : My teacher comes from Cocoa-Mu.
39 Tr. : My teacher comes from Cocoa-Mu. All of you.
40 Chn : My teacher comes from Cocoa-Mu.
41 Tr. : Yes where does your teacher comes from?
42 Chd : My teacher's. My teacher come from Cocoa-Mu.
43 Tr. : Again.
44 Chn : My teacher come from Ku
45 Tr. : Comes
46 Chn : Comes from Cocoa-Mu.
47 Tr. : Good [writes on the board]
48 Chn : [Look on]
49 Tr. : How old are you? Bugatuga.
50 Bugatuga: [No response]
51 Tr. : How old are you? Sumaila.
52 Sumaila: [No response].
53 Tr. : Okay how old are you [points to another child]
54 Chd : I am eleven years old.
55 Tr. : I am eleven years old. How old are you? Peter.
56 Peter : I am eleven years old.
57 Tr. : Can't you speak?
58 Chd : I am eleven years old.
59 Tr. : Good. How old are you? [points to another child]
60 Chd : I am
61 Chn : [Laughing]
62 Tr. : You don't know your age. How old are you? [points to a child].
63 Chd : I am eleven years old.
64 Tr. : Okay how old is your teacher?
65 Chn : Quiet.
66 Tr. : Okay here you can if you are asked to write about your teacher whereby you don't know the age of your teacher. What will
you do? You will say something for him. But here we are now
learning. Your teacher is about fifty two years old.

Chn  :  Yee!
Tr.  :  So you say my teacher is fifty two years old. All of you.
Chn  :  My teacher is fifty two years old.
Tr.  :  Again
Chn  :  My teacher is fifty two years old.
Tr.  :  Yes, how old is your teacher?
Chn  :  My teacher is fifty two years old.
Tr.  :  Good.
Chn  :  [Talking together].
Tr.  :  How does she look like?
Chn  :  Quiet.
Tr.  :  Write sen?
Chn  :  Quiet
Tr.  :  Yes here you are going to talk about how your teacher
looks like. What we did in ‘Myself’. You start to describe yourself: I
have a bushy hair. I have two big eyes. I have a pointed noise. I have
a big mouth. I have a small mouth, hehein, and so on. So you are going to
tell how your teacher looks like.

Chn  :  [Watch the teacher].
Tr.  :  Yes let us start. Mhum, yes Bugatuga
Bugatuga:  [No response].
Tr.  :  My teacher has a round face. hehein. My teacher has a
pointed nose. Yes.
Bugatuga:  Black.
Tr.  :  My teacher is black. Okay lets take it. Yes can’t you
talk about your teacher? What attire your teacher likes best. What shirt
does your teacher like? Yes.
Chd.  :  Red
Tr.  :  Red what?
Chd.  :  Shirt.
Tr.  :  Ah! But can’t you say it? What trousers your teacher
like using it.
Chn  :  [Raise hands up].
Tr.  :  [Points to a child].
Chd.  :  Black.
Tr.  :  Black trousers. How many eyes has your teacher? How
many eyes? Yes.
Chd.  :  Two eyes.
Tr.  :  My teacher has two eyes. How many ears has your
teacher? Yes.
Chd.  :  Two years.
Tr.  :  Two ears. You can say my teacher has two ears. Let us
all say, ‘My teacher has’.  
Chn  :  [No response].
Tr.  :  My teacher has
My teacher has

Again.

My teacher has

Aha, so with this phrase, you can add something to make it a sentence. My teacher has a nose. My teacher has a mouth. My teacher has two ears. My teacher has two eyes. My teacher has two long hands. Eh!

Yes sir

Mm

Quiet.

My teacher has ** Yes. How many legs has your teacher? Legs. Don’t you know legs? How many legs has your teacher?

Two legs.

I said use, ‘My teacher has’

My teacher has two legs.

Again

My teacher has two leg.

Right, we are going to write the composition. We are going to write about our teacher. What, all what we have said about our teacher orally, we are going to write it down. Is that clear? [Writes on the board]

[Watch teacher]

Number one read. Yes [points to a child].

The name of my teacher is

Then you add the name Hein!

Yes sir.

Yes [points to a child and then to the next sentence on the board].

He comes from

He comes from where?

Cocoa-Mu

Good.

Wei dec ye betimi atwers.

Hey!

Wei, na wa te.

Leave her. Sit down. Yes number three. [points to a child].

He is. He is* years old

He is how many years old? Sylvia.

He is fifty two years old.

Good. [Writes on the board].

Look on

Yes [points to a child].

He uses red and black trousers.

Good. He uses red and black, * trousers. Red shirt and black trousers. Hein! Yes?
137 Chn : Yes sir.
138 Tr. : Say that, he uses red shirt and black trousers.
139 Chd. : He uses the * red shirt and black trousers.
140 Tr. : He uses red shirt and black trousers. All of you.
141 Chn : He uses red shirt and black trousers.
142 Tr. : Good. [writes on the board].
143 Chn : Look on as he writes.
144 Tr. : Yes [points to a child].
145 Chd. : She is black in complexion
146 Tr. : She is black in * She said what? Colour? He is dark in colour or complexion. Good. Now we are going to write. Take your exercise books and write. Put down your date write the topic, 'About my teacher'.
147 Chn : [Talking together] and a child distributes pupils exercise books.
148 Tr. : What is the talking for?
149 Chd : Book no
150 Tr. : What book?
151 Chd : English
152 Tr. : He! Sit down she will bring it to you. Go and sit down
153 Chn : Writing.
154 Tr. : Shetu, write it nicely.
155 Chn : [Working: copying and completing sentences on the board].
156 Tr. : [Goes round checking pupils' work].
157 Chn : [Working].
158 Tr. : Where is your exercise book? You are the new comer? Tell your father to buy exercise books for you. Hum?
159 Chd : Yes sir.
160 Tr. : Hey! Are you not writing? where is your pen?
161 Chd : enba.
162 Tr. : Hein?
163 Chd. : enba
164 Tr. : Hein?
165 Chd. : Mese enba.
166 Tr. : I don't hear you.
167 Chd. : enba!
168 Tr. : Get this pen.
169 Chn. : [Talking while working].
170 Tr. : Have you finished? Have you finished? Mm? Have you finished?
171 Chd. : No sir.
172 Chn. : [Working].
173 Tr. : [Goes round].
174 Chd. : Dee ya twere agu no eka number four no ho?
175 Tr. : Hum?
176 Chn : Dee ya twere agu no eka number four no ho?
Tr. : Yes
Chd. : Teacher, me pa wo kyeew deš ya twers agu hɔ no ehye number three no so?
Tr. : No, it is here. The red shirt and black trousers.
Chn : [Working].
Tr. : You are now coming to school! Why?
Chd. : [No response]
Chn : Wɔ baa yɛ akye.
Tr. : Go and sit down.
Chn : [Working].
Tr. : Get ready to stop work. If you have finished put it on the table. Keep it on my table not your table
Tr. : Let me see. No this is Ghanaian language. Can't you see? What is this?
Chd. : Ghanaian language
Tr. : Why did you give it to her to work with?
Chd : ɛbi ɛnim
Tr. : How many of you have not finished?
Chn : [Working].
Tr. : Hurry up
Chn : [Working].
Tr. : You stop work.
APPENDIX 5 (21) TF: Science

SCHOOL : MAKARANTA BORFO
CLASS : P5
TEACHER : “TF”
SUBJECT : ELEMENTARY SCIENCE
TOPIC : AIR EXERTS PRESSURE
DATE : 28TH. FEBRUARY, 1996

1 Tr. : Today we are going to learn science and we are going to continue the air exerts pressure. Air exerts pressure. All of you.

2 Chn : Air exerts pressure.

3 Tr. : Good, last week we got to know that everything occupies space and has weight too. And everything that has weight can occupy space, a space. Well today we are going to divide ourselves into two groups. This side will form one group and this side will also form another group. So come round. Come here. Don’t bring your chair. You come.

4 Chn : Wo gyina h?>

5 Tr. : Come. You also come here

6 Chn : Move to the front of the class.

7 Tr. : This is your bowl and you also your bowl. Today you are going to perform the activity for us to see.

8 Chn : Organising themselves in their groups.

9 Tr. : You are going to perform the activity so point a leader. You also point a leader. Serwah do it for us as I did last week.

10 Serwah: Atta panin w?></p>

11 Tr. : Hwan na eye mo leader?

12 Chn : Sir Georgina, Georgina. [and then talking together].

13 Tr. : Fa no ntem, na obi nso nk>fa ne de: no bi.

14 Chn : Mo mbra ha, mo bra

15 Tr. : Stop talking

16 Chn : [Talking together].

17 Chd. : Medee mo ye no ntem.

18 Chn : [Talking together].

19 Tr. : Then you observe it. What will happen.

20 Chd. : Fa to h> ye.

21 Chd. : Gye ne muac

22 Tr. : Na saa na mo ye no?

23 Chn : Glass no enye. Glass no ano [rest in audible].

24 Tr. : Ahaa, I see.

25 Chd. : K> kye me hankakye mame

26 Chd. : Agyeei! Wa kum me!

27 Chn. : Ye i de, ye be, ye bia nnye

28 Tr. : Is alright. is alright.

29 Chd. : Ye ka a, na wo.
Now what?
Ya wie [group B]
Yes
Wô no wo hunu dên?
All of you come here.
Mo nyinna mo mbra
[Talking together].
Stand here. Now watch. What has stop the water coming?
Mframa, mframa.
Now watch again
Mframa
Mframa nnim
Yes, wo ahunu se mframa no entumi eba. Eso kataa a mframa no entumi mba. Nti no na ekyere se agyae. Me gyei mu a na mframa no pe se eba mu, na epiya nsuo no na enno so eba
edên ne yie!
This shows that air has what? Air has what? Pressure.
[Talking together].
Air exerts pressure. Wei kyere yën sên?
emframa no
Mframa no wô
Tumi.
Ah! entumi pia biribi.
Yes sir [ then Talking together].
Mo ma yentie
Go for that glass. Kô gye glass baako no bra.
Akwesi [Talking together].
Then you watch it.
Adum
Why is the flame of the candle went off? Why? edên nti na candle no ne gya dum ye?
Mframa enna.
Adum
Asa, nti nsuo no so aye den?
èwura mu.
Mframa no pese epiya no.
Nti no eye den?
èpiya no kô/èwura mu.
Mo nkasa baako baako, ehein.
èpiya no kô mu.
èpiya nsuo no.
èkom.
Nti nsuo no nso pe bebi afa. Nti na ew se èkô bebia inhô mframa no asa no. Se wahunu?
71. Chn.: Yes sir.
72. Tr.: Kọ fa ṣaba no bra.
73. Chd.: Mo nkọ fa ṣaba no bra.
74. Chd.: Wo dwane kọ he? Kọ fa ye dee bra. Wode kọ he?
76. Chd.: Rọba no wọ he?
77. Tr.: eye
78. Chd.: Firi họ mbe bi bi
79. Tr.: eye, saa wei no akyere yen se mframa
80. Chn.: swọ
82. Chn.: [Talking together].
83. Tr.: Go back to your seats. Now we are coming to draw the two activities into our exercise books
84. Chd.: Yes sir.
85. Tr.: Bring the science exercise books.
86. Chn.: [Talking together].
87. Tr.: Stop talking, stop talking. Sit down.
88. Chn.: [Talking together].
89. Tr.: This is what we are going to draw. When the cup was not covered look at how the water was flowing and when the cup was covered it stopped showing that the air which was pressing the water had no strength to push again. So the water stop. And here when the cup was not covered, the water, the air got the chance to press the water. So the water came through the hole. You put down your date.
90. Chd.: [Inaudible].
91. Tr.: Yes go on.
92. Chn.: [Working].
93. Tr.: [Goes round].
94. Chn.: [Working].
95. Tr.: Fa firi họ ye.
96. Chn.: [Working].
97. Tr.: Na wote họ yadun? Hein?
98. Chd.: Me nya pencil.
99. Tr.: Eh, who has two pencils?
100. Chn.: swọ he?
101. Tr.: Mo ne pẹ pencil ẹ kọraa. Do you have pen?
102. Chd.: [Nods]
103. Tr.: If you have pen you can use it. Twerẹ ye! Hwe, you can’t see your pen?
104. Chn.: [Talking together].
105. Tr.: Hwe ye ne mmeinu nyinaa. Se ne mmeinu na ye hunu ye.
106. Chn.: [Drawing.]
107  Tr.    :  Won't you do it?
108  Chd    :  [Inaudible]
109  Tr.    :  You have no pen. Hein?
110  Chn    :  No sir.
111  Tr.    :  O! Mo nkr>fo> nt, O! Na yei de, mo baa sukuu no be yeDen?
112  Chn    :  [Working].
113  Tr.    :  Very good Adomako. You have tried
114  Chn    :  [Working].
115  Tr.    :  Now get ready to stop work
116  Chn    :  [Working].
117  Tr.    :  Stop work.
APPENDIX 5 (22) TF: Mathematics

SCHOOL : MAKARANTA BOR£FO
CLASS : P5
TEACHER : "TF"
SUBJECT : MATHEMATICS
TOPIC : ADDITION OF LIKE FRACTIONS
DATE : 24TH JUNE, 1996

1  Tr. : We are going to do mathematics and our topic today is in addition of fractions. We are going to do mental. Two times two.
2  Chd : Four.
3  Tr. : Five times two.
4  Chd. : Ten.
5  Tr. : Ten divided by two.
6  Chd. : Five.
7  Tr. : Now addition how do you understand it? What is addition?
8  Chd. : Addition is putting two numbers or more numbers together.
9  Tr. : Thank you. Clap for her.
10 Chn : [Clapping].
11 Tr. : Now we say we are going to do addition of fractions. What is a fraction? Yes.
12 Chn : A fraction is part of a whole number.
13 Tr. : A fraction is part of a whole number. Thank you. Clap for her.
14 Chn : [Clapping].
15 Tr. : This is a fraction. The number up has got a name and it is called numerator. All of you.
16 Chn : Numerator.
17 Tr. : Again.
18 Chn : Numerator
19 Tr. : The down one is also denominator.
20 Chn : Denominator
21 Tr. : Again.
22 Chn : Denominator
23 Tr. : What name is given to this fraction?
24 Chd. : One out of two.
25 Tr. : One out of two. Clap for him
26 Chn : [Clapping].
27 Tr. : What name can we give to this fraction?
28 Chn : One out of three.
29 Tr. : One out of three. Good. Yes Bugatuga.
30 Bugatuga: One out of four.
31 Tr. : One out of four. Now we are going to add two fractions together. and somebody said, addition, you are to put two or
more numbers together. Here we are going to put these two fractions together.*** Before you can put them together you have to get your LCM. L means what? Yes.

32 Chd. : Least.
33 Tr. : Least. All of you.
34 Chn : Least.
35 Tr. : C. Yes
36 Chn : Common.
37 Tr. : Common and M
38 Chn : Multiple.
39 Tr. : Multiple. Now you have to find the multiples of the two denominators. When I say denominator you know it.

40 Chn : Yes sir.
41 Tr. : It is the number down not the one up. So you have to find the multiples of the two denominators before you can get your least common ant then multiple. But here as the denominators are the same you have to choose only one to be your LCM.

42 Chd. : Yes sir.
43 Tr. : So we are going to choose one of the denominators of the two fractions. Now our LCM is what? You.

44 Chd. : Four.
45 Tr. : Here we are going to divide the LCM by the denominator. So we take the first fraction. The denominator of the first fraction. We are going to use that. Divide the LCM by the denominator and you get what? Boateng.

46 Boateng: One
47 Tr. : That one we have got we are going to multiply the answer by the numerator of that fraction. You know we are dealing with the first fraction before the second fraction. So the first numerator is what you are going to multiply your answer by. One times one? Peter.

48 Peter : One.
49 Tr. : Good our numerator will be one. So you put it down. When you put the answer down you bring your sign and what is our sign?

50 Chn : Plus
51 Tr. : Plus. After putting down your sign which is plus or addition, you come to the second fraction. You use the denominator to divide the LCM. So four goes into four how many times? Adoma, Adomako

52 Adomako: One
53 Tr. : One, what will you do to that one you have got? Yes.
54 Chd. : We shall multiply answer by the numerator.
55 Tr. : Very good. Clap for her.
56 Chn : [Clapping].
57 Tr. : You are going to multiply your answer by the numerator as we did to the first one. Is that clear?
Chn.: Yes sir.
Tr.: So our numerator is what?
Chd.: One.
Tr.: One. So we are going to multiply that one by the numerator which is one. One times one will give us what?
Chd.: One.
Tr.: One. Then you put that one down. Here we have got eh, new numerators and you are going to add the two new numerators. They are what? Name them. Nyame.
Nyame: Two.
Tr.: Name them first. What is this?
Nyame: One.
Tr.: One plus one? Do you see? Then you add the two numerators. One plus one?. It will give what?
Nyame: Two.
Tr.: Two. You bring equal sign. So that when you added the two numerators you got two. You underline two because it is what? It is what?
Chn.: Four.
Tr.: No. why did you underline it?
Chd.: LCM.
Tr.: No, because it is a fraction and you know a fraction. As somebody said, something whole, then you divide it into any parts at all and you take one or two. So here it is going to be two out of
Chn.: Four.
Tr.: Four. Then you bring your LCM. Hum? You’ve finished. Is it understood now?
Chn.: Yes sir.
Tr.: I want some body to come to the board to work this one for us to see **** Somebody should read it for us. Yes
Chd.: One out of two plus two out of two.
Tr.: Very good. Who can do it for us? Somebody should try .Portia come and try. Hurry.
Portia: Denominator no eye ade kor>, two and two. Nti mbefa mu baako aye me LCM. Mede LCM no be k> ak> ky> first fraction denominator no. Mede two, mede LCM no eyky>
Tr.: No you are rather going to divide the LCM by the denominator of the first fraction
Portia: Mede L, mede denominator, first fraction denominator no bak> ak> ky> LCM no. Mbe nya one.
Tr.: No, when you get your answer what do you do again before. Okay, when eh, we got the answer what did we do?
Portia: We shall multiply the answer by the numerator.
Tr.: Yes we shall multiply the answer by the numerator of the fraction which we are dealing with.
Portia: Answer one no a me nya ye no mede bek ak timesi numerator no, na ma nya one. Na mede addition ahye h. Na maba second fraction. Mede L, denominator no ebek ak kep LCM. Mbë nya one, na mede one no ak kep kye, na mede one no ak kep timesi numerator no. Enno nso ye two. Mbë nya two. Na mede one no aka two no ho. Mbë nya three. Na mede LCM no ahye ase. Na ma wie.

Tr.: Good. Clap for her.

Chn.: [Clapping].

Tr.: Is it clear now?

Chn.: Yes sir.

Tr.: Hein?

Chn.: Yes sir.

Tr.: Okay, Then we are going to do eh

Int.: Ma ðbaako nk kep ye baako. Example baako nso nka ho.

Tr.: Okay, Eh, we want another example. This time we want a boy to do this example for us to see.

Tr.: [Talking together].

Chn.: Somebody should try. Yes Gyapong do it for us.

Tr.: [Talking together].


Tr.: Thank you clap for him.

Chn.: [Clapping].

Tr.: We shall work the last one before we come to do it individually. [Writes on the bb]

Chn.: [Watch.]

Tr.: Yes Dufie do it for us.

Dufie: Denominator no ye ade koro ndi mbë yi baako aye LCM. Na maba first fraction no. Na mafa denominator no ak kep kye LCM no. Na ma nya one. Na,

Tr.: The denominator is. What number is the denominator?

Dufie: Four.

Tr.: Four, you can mention that. Go on.

Dufie: Na mede ak kep timesi LCM na ma nya one. Na mede ak kep kye LCM na ma nya one. Na mede one no ak kep timesi LCM na ma nya one. Na mede ahye h. Na mede plus no aba. Na maba second fraction. Na ma be fa denominator no ak kep kye LCM. Na manya
Tr. : Yaa eyeye sen?


Tr. : Thank you. Is it now understood?

Chn : Yes sir.

Tr. : Then we are going to do some exercises in our exercise books. So you take your exercise books. Put down your date before you start the work.

Chn : [Working]

Tr. : [Goes round]: Where is your date?

Chd : [Inaudible]

Tr. : You did not put down date. Put down date.

Chn. : [Working].

Tr. : Why are you adding the top numbers?

Chn. : I am adding the numerators together.

Tr. : You are adding the numerators together. Thank you. It is the numerators that you add.

Chn. : [Working].

Tr. : Where is your book? Take your book and work.

Chn : [Working. Background noise from the next class].

Tr. : Where is your addition sign? Bring it, else you get your answer wrong. You may not know how to do it again. So whenever you write bring your addition sign before you go on.

Chn : Working [noise at the background from the next class]

Tr. : Where did you go?

Chn : [Inaudible].

Tr. : You don’t know where you went.

Chn : [Inaudible].

Tr. : Can’t you say that I was sent?

Chn. : [Working. noise at the background from the next class]

Tr. : When you don’t understand something ask. Hein? What did you do before putting down this answer?

Chn : [Inaudible].

Tr. : You have to multiply the answer by the numerator before you put it down. Is that clear?

Chn. : Yes sir.

Tr. : Hurry up.

Int. : [Another teacher’s lesson at the background].

Tr. : What do you say?

Int. : [Noise from children playing around the class]

Tr. : Number three is one out of twelve plus three out of three. enno na mo ntumi nye?
[Working].
If you don’t understand it you should ask me.

[Working].
Is there any problem?

No.

You divide the LCM by the denominator. So ten into ten?

one.

You divide ten by ten. Se wo de edu kọ ky edu a obia benya sen?

Obia nya bi.

Eel! Ònya bi? Nipa du øyẹ ade du a obia benya sen?

Baaiko.

So I am asking you the question again. [inaudible]

Four.

Four. Nti four times one øyẹ sen? One times four?

Four.

Four. Na wo de øẹhẹ ha. Fa hẹ hẹ

And it is almost time. So hurry.

[Working]

Have you finished?

Anne

have you also finished?

Yes sir

If you have finished put your exercise book on the table.

[Working].

What about you. have you finished? Can you finish?

[Working.]

[Noise from children playing outside the class.]

Sit down

[Working].

Time is gone.

[Talking together.]

It’s time. Get ready to stop work.

[Talking together.]

Stop work. Bring your exercise book...
LESSON: LESSON TWENTY THREE
SCHOOL: ZONGO PRIMARY
CLASS: P3
TEACHER: "TG"

TOPIC: GHANAIAN LANGUAGE (TWI GRAMMAR)

DATE: 13TH MARCH, 1996

1. Tr.: Fa hye wo table ase na tena ase yiye.

2. Chn.: [Talking together]

3. Tr.: ee ye sua Twi kasa bia ye're no se. Dodo kabea anaa se dodo kasa. Dodo kasa anaa se dodo kabea. Se asem a yeka, yeka ema snip a bebere. Se yeka dodo kabea, dodo pii se efiri mmeinu ek. eyere se edo so. efiri mmeinu ek. Se, se amango. Se me kase dodo a, amango dodo ye be kano sen? eh?


5. Chn.: [Talking together]

6. Tr.: Hi! Dodo kasa, dodo kasa

7. Chn.: [Talking together]

8. Tr.: Se yeka abarimaa, abarimaa, a-ba-ri-ma, abarimaa, abarimaa.

Se yeka, se ëbia yeka se aberantee, se yeka aberantee. Se yeka saa a.

10. Chn.: Yes sir.

11. Tr.: Aberantee, nberantee, se yeka aberantee a na egyina h ma sen?

12. Chd.: bbarima.

13. Tr.: ehen, yeka aberantee a na egyina h ma sen?

14. Chd.: ëbia ades a water no fofo.

15. Tr.: enye dee watie. ee aberantee me sere wo ee wo efia bankye ye a ew h yi mbree me? Aberantee yi me sere wo fa ades yi bere me. Se yeka dodo a aberantee no ne dodo mu ye beka no sen?

16. Chn.: [Talking together]

17. Tr.: He!


19. Tr.: ee, montie oo!, ye kasa no, ye kasa no. Se nea ye si ka nono ënye saa na ye twere no. 1ëse aberantee, obi, se 1emberantee.

20. Chn.: [Talking together]

21. Tr.: Obia nhwe ha. Aberantee kyere sen? Yeka aberantee a na ekyere sen?

22. Chd.: Abarima.

23. Tr.: Obia nhwe ha. Aberantee kyere sen? Yeka dodo, dodo kasa yenka baakofo kasa. Dodo kasa aberantee kyere sen?


25. Tr.: Aha aberantee, aberantee
26 Chd. : ṝbarima baako.
27 Tr. : Kyere se baako. Aberantee kyere se baako. Aberantee kyere se baako. Se yeka dodoפרס a, mo beka sen?
28 Chn. : Mberantee.
29 Tr. : Woa wonim na wa pagya wo nsa. Yebile sen?
30 Chn. : [Talking together].
31 Tr. : Yebile sen?
32 Chd. : Mberantee.
33 Tr. : Mberantee. Yebile sen?
34 Chn. : Mberantee
35 Tr. : Mberantee
36 Chn. : Mberantee
37 Tr. : Mberantee
38 Chn. : Mberantee
39 Tr. : Mberantee
40 Tr. : Mberantee, mberantee, skyere se ṝṃ dọṃ.so. Mberantee ṝṃ dọṃ so. Se yeka onipa
41 Chn. : [Talking together].
42 Tr. : Onipa enye, onipa enye, onipa enye. Ye ka dodoפרס kasa yese onipa enye a, yeka sen?
43 Chd. : Onipa enye
44 Tr. : ee montie o! Montie kasa no Sede ye kano, ye kasa no enye sa enna ye twere no. Mo tie?
45 Chn. : Yes sir.
46 Tr. : Ye kasa no ye kano Sede yeaka. Nso se ye twere a yen ntwere no enipa nye. Se onipa, montie o. Se onipa, onipa nye. Onipa gyina ṝṃ ma baako pe. eni se ṝṃ dọṃ so a yebile no sen?
47 Chd. : Onipa
48 Tr. : enipa, enipa ye, yen kasa a. Na nka me pesẹ mo kano paa se nka ye twere a, nka yebile twere no sen?
49 Chn. : [Talking together]
51 Chd. : Onipa nye.
52 Chd. : Sen?
53 Chd. : Onipa nye.
54 Tr. : Onipa nye. Nipa noa, na ya twere yi. Nanka wo ye aka. Na afei wo sane dane no, Sen na yebile ka?
55 Chd. : Nniipa nye.
56 Tr. : Ka bio ma me nte
57 Chd. : Nniipa nye.
58 Tr. : wose yeka no sen?
59 Chd. : Nniipa nye.
60 Tr. : Nniipa, nniipa nye. Nniipa.
61 Chn. : [Talking together]
62 Chn. : [Talking together]
63 Tr. : Nnipa, nye nnipa. Kyere se beberee nnipa, eto debi yeka a yese e nnipa eba a! Yekase e nnipa eba oo! Na skyere se wɔm ye sen?
64 Chn. : Beberee
65 Tr. : Na wɔm ye sen?
66 Chn. : wɔm dɔ公益性
67 Tr. : wɔm dɔ公益性. Hе hwe ma yenhwe se onipa bi eba a. Yekase onipa bi a na skyere se baako pe.
68 Chn. : [Talking together]
69 Tr. : Onipa bi a. Na skyere se baako pe. Na nnipa eba. ebia me nfa no se, ye nkwarda dee ye akɔ wia amango. Na yehe hɔ nom no, na ye gyede se yen nko a na eSwɔ公益性. Afei yete kasa. Na yaka kyere baako se: "Portia kɔ hwe ma yen hwe se nnipa eba a". Nnipa eba a, е сane se kasa yete ye no nti no. Mo gyede se ɓaakofo wɔ nam a na wɔ kasakasa?
70 Chn. : No sir.
71 Tr. : Se nipa baako nam na wɔ kasa, ye kase wa ye dɛn?
72 Chn. : Wa bɔ dam.
73 Chn. : [Talking together]
75 Chn. : Nnipa
76 Tr. : Yeka no sen?
77 Chn. : Nnipa
78 Tr. : enea hwan na ebetumi aka biribi a ɛdɔ公益性?
79 Chn. : [Talking together]
80 Tr. : Biribi a ɛdɔ公益性, hwan na ebetumi aka bi maa ya tie? Dee ɛdɔ公益性, wobe ka dee baakofo kasa
81 Chn. : [Talking together]
82 Tr. : Baakofo kasa ka ne, ansa na yakɔ dodo no dee no so. Dee edikan me ka aberantee enna yeka mberantee.
84 Chn. : [Talking together]
85 Tr. : Yẹẹ, ẹnọ ẹ dodo kasa, ‘Me wɔ akokɔ’. Me wɔ akokɔ. Dodo kasa yebe ka sen?
86 Chn. : Me wɔ akokɔ
87 Tr. : e eha, eha. Wonim a pagya wo nsa. Me wɔ akokɔ
88 Chn. : [Whispering and murmuring.] ‘Me wɔ akokɔ’.
89 Tr. : Me wɔ akokɔ. Akokɔ dodo kasa no wobe kano sen?
90 Chd. : Me wɔ akokɔ
91 Tr. : [Points to a child]. Wo be kan o sen?
92 Chd. : Me wɔ ekɔkɔ
93 Tr. : Me wɔ ekɔkɔ, Me wɔ ekɔkɔ. Dodo wɔbe kano sen?
94 Chd. : Me wɔ akɔkɔ
95 Tr. : Me maka se: ‘Me wɔ akɔkɔ’, Na dodo kasa no wo be ka no sen?
96 Chd. : Me wɔ nkɔkɔ.
97 Tr. : Me wɔ nkɔkɔ, Me wɔ nkɔkɔ. Nkɔkɔ kyere se edo so.
98 Chn. : [Talking together]
99 Tr. : Me maka sE: ‘Me wɔ akɔkɔ’, Nako dodo kasa no nyinaa.
100 Chn. : [Talking together]
101 Tr. : Ehc, me tie!
102 Chn. : [Talking together]
103 Tr. : Akɔrmfɔ abɛ sasa ma akonnwa. Ne nyinaa. akɔrmfɔ abɛ sasa ma akonnwa no nyinaa. Akonnwa, akɔrmfɔ, akɔrmfɔ, akɔrmfɔ abɛ sasa ma akonnwa.
104 Chn. : [Talking together]
105 Tr. : Akɔrmfɔ abɛ sasa ma akonnwa no nyinaa. Se yekə dodo kasa a akɔrmfɔ, yekə no sen?
106 Chd. : Akɔrmfɔ abɛ sasa ma akonnwa no nyinaa.
107 Tr. : Wose akɔrmfɔ abɛ ye den?
108 Chn. : Abɛ sasa nkɔnnwa no nyinaa.
109 Tr. : Nkɔnnwa, nkɔnnwa no nyinaa.
110 Chn. : Nkɔnnwa no nyinaa.
111 Tr. : Se yekə nkɔnnwa, nkɔnnwa, eyere se dodo, ne nyinaa.
113 Frit. : Mm, Akwapim wahuu?
114 Tr. : eno nso ye Aburi enna ebiso a, se wahuu ebe??*
115 Tr. : Yee, seesei a, obi nka adee a baakofɔ kasa na yen hwe ne dodo kasa na yen hwe.
116 Chd. : Akɔrmfɔ abɛ sasa me gya no nyinaa.
117 Tr. : Akɔrmfɔ abɛ sasa me gya no nyinaa. Nkorɔmfɔ, nkorɔmfɔ, eei! enne anadwo akɔrmfɔ baa ha oo! Montie, kasa no bi wɔ a, ye ka ne dodo enye yie. Kasa no bi wɔ a, ye ka ne dodo enye yie. enne anadwo yi nkorɔmfɔ ebaa ha. Yen ka no saa. enne anadwo yi akɔrmfɔ baa ha. ensoso sa akɔrmfɔ no a ebaa ha nom no esane gyina ha ma dodo. Mo ahunu deee meka?
118 Chn. : Yes sir.
119 Tr. : ehc, Yee kasa no bi wɔ a, ni ne dodo kasa. Yee wɔ baakofɔ kasa nso esane gyina ha ma dodo kasa. enne mekɔ afuom mu na akɔrmfɔ akɔ tu me bankye no nyinaa. Bankye, yenka nbankye.
Ha! Yenka nbankye. Yska bankye. Bankye egyina hɔ ma dodoɔ. Atadee, yeka atadee a, ne dodoɔ kasa no yebɛ ka sen?

120 Chn. : [Talking together]
120 Tr. : Wo a wonim no pagya wo nsa. Yska atadee a, ne dodoɔ kasa no yebɛ ka sen?

121 Chd. : Ntadee.
122 Chn. : Ntades, ntadee.
123 Chn. : Ntades.
124 Tr. : Ntadee ahodoɔ. Eie! wɔkɔ store paa, me se yebɛ di Buronya yi. Ye wɔ ntaade ahodoɔ beberee. Yska ntaade ahodoɔ a, na skyere se wie nko, ebi wɔhɔ nom a, eye tumtum, ebi wɔhɔ a eye kɔkɔɔ, ebi wɔhɔ a eye fufo, yese ntadee. Mo te aseɛ?

125 Chn. : Yes sir.
126 Tr. : Hey, mpaboɔ ye?
127 Chd. : Mpaboɔ.
128 Tr. : Mohwɛ, hyɛtɛ, dodoɔ kasa no, dodoɔ kasa no, dodoɔ kasa no. Dodoɔ kasa no. Dodoɔ kasa se:”/m/p/a/b/o/a/” mpaboɔ. Mpaboɔ. Dodoɔ eye mpaboɔ. ennna baakofoɔ kasa nso eyɛ mpaboɔ. Mekɔ akɔɔ mpaboɔ.

129 Chn. : [Talking together]
130 Tr. : Mo nim derɛ ntiaara mpaboɔ no eni dodoɔ ennna eni baakofoɔ kasa no? esane en mpaboɔ enye baako. Mpaboɔ ye baako?

131 Chn. : No sir.
132 Tr. : mpaboɔ eyɛ sen?
133 Chn. : Mmeinu.
134 Tr. : eyɛ hɔ na eyɛ mmeinu? ehe.
135 Chd. : Left and right.
136 Tr. : Baako hyɛ bankum ennna baako hyɛ nifa. Nti ye ka bom a eyɛ sen?

137 Tr. + Chn. : Mmeinu.
138 Tr. : Nti se ye kase mpaboɔ. Me wɔ mpaboɔ beberee. Me wɔ mpaboɔ beberee. Beberee derɛ na skyere se edoɔso. Wie, seesei a me hyɛ mpaboɔ. Eie, ennne wɔ hyɛ mpaboɔ mmeinu. Ye kase ennne wɔ hyɛ mpaboɔ mmeinu a na skyere sen?

139 Chn. : ee, mpaboɔ no ye mmeinu
140 Tr. : ennne me hyɛ mpaboɔ mmeinu, anaa ennne wɔhyɛ mpaboɔ mmeinu, aseɛ ne sen?
141 Chd. : Wɔhyɛ benkum sane hyɛ nifa. 
142 Tr. : ee, wɔhyɛ benkum sane hyɛ nifa. ee Wɔhyɛ mpaboɔ mmeinu aseɛ ne sen?

143 Chd. : Wɔhyɛ baako anɔpa a, wɔkɔ fie a na wawɔɔ anaa wa sane ahye fofoɔ.
144 Tr. : Wɔhyɛ mpaboɔ mmeinu, aseɛ ne sen?
145 Chn. : Mmeinu hyɛ benkum, mmeinu hyɛ nifa.
146 Tr. : Aba! wo betumi de mpaboɔ mmeinu ahye benkum na wa sane de mmeinu ahye nifa? ee wɔhyɛ mpaboɔ mmeinu aseɛ ne sen?
Chn. : [Talking together]

Tr. : Nk\(\text{w}c\) obi anim. Wo de de paga wo nsa na ka wode\(\text{e}\) ma yen tie

Chd. : Left and right

Tr. : Mpaboa mmienu, ase\(\text{e}\) ne sen? Se obi hye. Se ye kase obi hye mpaboa mmienu a na \(\text{e}kyere\) se w\(\text{e}\)nye mpaboa kor\(\text{e}\). Mahye me mpaboa wie, ye fre no sen?

Tr. + Chn. : Shoe

Chn. : Left and right

Tr. : Mpaboa mmienu, asee ne sen? Ss obi hye. Ss ye kase hye mpaboa mmienu a na \(\text{ekyere}\) se w\(\text{e}\)nye mpaboa kor\(\text{e}\). Mahye me mpaboa wie, ye fre no sen?

Tr. : Haa!

Chn. : Mok Serwah.

Tr. : Haa!

Chn. : Mok Serwah.

Tr. : Mok Serwah. Na \(\text{ekyere}\) se mpaboa no hye me, alright hwan na shye charlie wotie w\(\text{e}\) dan mu ha?

Chd. : Attaa

Tr. : \(\text{eha}\)! Attaa, fa wo charlie no \(\text{ebra}\). Fa charlie no bra.

Attaa : [Takes charlie to teacher]

Tr. : Hwe, monhwe seesei a mo se me hye den?

Chn. : Shoe.

Tr. : Se me hye shoe wie na se mede me nan wie hye charlie wie mu a, Me nam a yebe kase me hye mpaboa sen?

Tr. + Chn. : Mmienu.

Tr. : Mmienu. Wo hye mpaboa mmienu a \(\text{ekyere}\) se wo hye charlie-wotie ew\(\text{e}\)benkum \(\text{ence}\) wo hye shoe ew\(\text{e}\)nif\(\text{a}\). Enti ye\(\text{hunu}\) se obi hye sa mpaboa no a, yebe kase wa ye den?

Chn. : [Talking together]

Tr. : \(\text{eha}\)! Yebe kase sa nipa no waye den?

Chn. : [Talking together]

Tr. : enye nkwa\(\text{a}\)a kasa saa. Yebe kase

Chn. : W\(\text{e}\)hye mmienu W\(\text{e}\)hye mmienu.

Tr. : W\(\text{e}\)hye mmienu. Na yebe ka sen?

Chn. : [Talking together]

Tr. : W\(\text{e}\)hye benkum ne nif\(\text{a}\). Yebe kase sen?

Ch. : Yebe kase wa b\(\text{e}\) dam

Tr. : Yebe kase wa b\(\text{e}\) dam. Me, se me k\(\text{e}\) hye shoe wie na me sane hye charlie-wotie na me ba a, ye be kase teacher aye den?

Chn. : Wa b\(\text{e}\) dam.

Tr. : enne de t\(\text{ikya}\) ab\(\text{e}\) dam. Shoe na h\(\text{e}\)ye no enna charlie-wotie nso hye no. Nti wo hye mpaboa mmienu. Na se me hye wie nk\(\text{oa}\), enso ye\(\text{f\(\text{r}\)}}\) no mpaboa. Mote ase\(\text{c}\)

Chn. : Yes sir

Tr. : \(\text{eha}\)!

Chn. : Yes sir

Tr. : Ye kasa no enye nyinaa na yetumi ka dodo\(\text{e}\) kasa

Chn. : [Talking together]
182 Tr. mo ma yen hye fofo> bio. Mek> afuom, mek> afuom. Merek> afuom. Afuom do> kabea anka ye be ka no sen?
183 Chn. : Mek> afuom
184 Tr. : Nka yebe kano sen?
185 Chd. : Nfuom.
186 Tr. : Nfuom. Wad> nfuom bebere. Afe yi wad> nfuom
187 Chn. : [Talking together]
188 Tr. : Nfuom. First, yeka no afuo, afuo, nfuo. Eie wodee wobe wuo. Afe yi yese wad> nfuom bebere. Wa ye den?
190 Chn. : Yes sir.
191 Tr. : nfuom kyere se dodo> enna afuom kyere baako
192 Chd. : [Talking together]
194 Chd. : Atam.
195 Tr. : Atam. Yeure no sen?
196 Chd. : Bucket
197 Tr. : enye tete bucket. Yeure no sen?
198 Chd. : Bucket
200 Tr. : Aha, aha. Yeure no sen?
201 Chd. : echina.
202 Tr. : echina. Mo mm> mo nsam ma no.
203 Chn. : [Clapping].
204 Chn. : Ye de k> nsuo
205 Tr. : eye. Ye de den na eye ahina?
206 Chn. : Ye de elay
207 Tr. : Ye de den na eye?
208 Chd. : Ye de ed>tee
209 Tr. : Ye de, na me nim se w> se ye de d>tee. W> se ye de eden?
210 Chn. : ed>tee
211 Tr. : Ye nka no saa.
212 Chn. : Yenka no saa, yeka no se nd>tee.
213 Tr. : Yeure no d>tee. Mese yeure no sen?
214 Chn. : D>tee
215 Tr. : D>tee
216 Chn. : D>tee
217 Tr. : echina no so yeure no sen?
218 Chn. : [Talking together]
219 Tr. : Su-hina, su-hina, su-hina.
220 Chn. : Su-hina.
221 Tr. : Su-hina.
222 Chn. : Su-hina
223 Tr. : Se su-hina nono, Asante kasa no anka yebeka no se:”nsuo ahina”, enna yatwa nsuo no afiri hnom. Se woka ye no, ‘nsuo ahina’, na ekyere se, aye te se kasa noa wo woka no wonte ase.
224 Chn. : Mm
226 Chn. : Yes sir.
227 Tr. : Ha! Kate yey no den?
228 Chn. : [Talking together]
229 Tr. : Yebe da kete ssn?
230 Chn. : Bebere.
231 Tr. : [Talking together]
232 Chn. : [Talking together]
233 Tr. : Ha! Kete yey no den?
234 Chn. : Ha kete ka sen?
235 Chn. : Ha? Yebe ka sen?
236 Chn. : No Sir.
237 Chn. : Nket.
238 Chn. : Nket.
239 Chn. : Ha? Yebe ka sen?
240 Tr. + Chn. : Bebere.
241 Chn. : Nket.
242 Chn. : Nket.
243 Tr. : Nket, nket. Hum yiedee nket na wa k woesa ab wo wobi sie? Wo ntimi nka se kete na wa k fa ab wo wobi sie. Nket
244 Chn. : [Talking together]
245 Tr. : Nket, na nkete no eye a na ye sane ka biribi eka. Hwan na sbetumi ahunu kete de eye a yeke eka. Hwan na
246 Chn. : [Counting]
247 Chn. : Nket, na nkete no eye a na ye kete eka. Hwan na
248 Chd. : Sumiie
249 Chn. : Nket, eye a na yeke biribi eka.
250 Chd. : Sumiie
251 Tr. : ehe, nkete, nkete, ya yedidi watem a, yeke nkete biribi kaho ema ne ye wo yaa. Yes.
Chd.: Dwons→krobo.

Tr.: Aha. Yes

Chd.: [Inaudible].

Tr.: she, she, she

Chd.: eno nso ey dwons→krobo?

Tr.: she, dabi. enye ne saa ho. Me, meka a, mo a sw→ motiri mu. enso mope se mobe pagya mo nsa mobe ka. Na emom se me ka a, mo bebo mo nsam ama me.

Chn.: Yes sir.

Tr.: Aha. Yes

Chd.: [Inaudible].

Tr.: she

Chn.: [Talking together]

Tr.: Nketekyire

Chn.: [Clapping]

Tr.: Nketekyire, anaa monte da?

Chn.: Yate

Tr.: Aden nti na eye a na yeka nketekyire?

Chn.: [Talking together]


Chd.: Aboa.

Tr.: she. Nye nketekyire w→m hyehye b→ne mu. Yeka nketekyire, hum. Se, mm hum nketekyire ye den?

Chd.: yeka bebere

Tr.: Se mo dwons→ gugu nkete so na se etete a na adekye na wo, sgu dane mu na won hataa ye a wo maame kakyere wo se,'K→ yiyi wo nketekyire no na k→ hata'. K→ yiyi wo nketekyire no. Wo des watwetwa kete nyinaa mu. nti se kete no etete a, yefre no ketekyire. K→ yiyi dwons→ nkrobo kete no. Yese nketekyire, nketekyire. Kete nkete akyire, skyire nse nkete papa no na akyi nea eye no yefre no nketekyire. Nkete kyire. Mote asee?

Chn.: Yes sir

Tr.: He ee den bio enna ne dodo→ kasa no ee yeka no baako? Yeka kasa no baako. Dodo→ kasa no yeka, enye dodo→ kasa, yeka a, yeka no baako pe. she.

Chd.: Mankani

Tr.: Wose mankani?

Chn.: [Talking together]

Tr.: Mankani, mankani, mankani ne dodo→ ye kano sen?

Chn.: [Talking together]

Chd.: Nmankani

Tr.: Heen!

Chd.: Nmankani

Tr.: Mankani ne, enoa nono. Ne dodo→ kasa noa ne mankani

Chn.: [Talking together]
286 Tr. : Mankani ee se yeaka, kasa bi wɔhɔnom a, kasa bi wɔhɔ a, a yeaka ne dodo kasa no a, yede adee a ewo mu no enna sɔka. Me kɔ afuom mu no me tu mankani nkenten mmieun. Me tu mankani nkenten mmieun. Se mo ahunu. Mankani no, nkenten, nkenten, nkenten mmieun. Borɔdeɛ eduro mmieun. Yen nka nborodeɛ. Ye akɔsɔ mbeɛ, borɔdeɛ eduro mmieun.

287 Chn. : Yen ka nbowdeɛ.

288 Tr. : Borɔdeɛ enye ɓɔdeɛ

289 Chn. : Borɔdeɛ

290 Tr. : Dodo kasa no ebì wɔhɔnom a, yen nka ndi kasa no anim. yen nka ndi kasa no anim. Montie. Dodo kasa no ebì wɔhɔnom a, yen nka ndi kasa. ebia yeaka a na eWo kasa no mfifini

291 Chn. : [Talking together]

292 Tr. : ɓɔkina, ɓɔkina, ɓɔkina mɛkɔ Kumasi, ɓɔkina mɛkɔ Kumasi. Me, me, me mɛkɔ Kumasi. Twi kasa yen twere no sie. ɓɔkina me mɛkɔ Kumasi. eni se wo kase, ɓɔkina wo bekɔ Kumasi a, dodo kasa no wobe kano sen? Dodo kasa no.

293 Chd. : kɔ akyire. ɓɔkina mmɛkɔ Kumasi

294 Tr. : Mhum ɓɔkina.

295 Chd. : ɓɔkina mmɛkɔ Kumasi.

296 Chn. : [Laughter ]

297 Tr. : Yes

298 Chd. : ɓɔkina mɛ kɔ Kumasi

299 Tr. : Yes

300 Chd. : ɓɔkina yebe kɔ Kumasi

301 Tr. : Kano yiye ma yentı

302 Chd. : ɓɔkina yebe kɔ Kumasi

303 Tr. : Mo ahunu? Mo mmɔ mo nsam ma no

304 Chn. : [Clapping]

305 Tr. : ɓɔkina yebeɔ. Yebeɔ, yebeɔ ye kyire se yen. Na yenka no, 'yen be kɔ' Kumasi. ɓɔkina yebe kɔ Kumasi. Yen a ye wo ɔha nyinaa bekɔ Kumasi. Mo ahunu Asante kasa?

306 Chn. : Yes sir

307 Tr. : Yebeɔ Kumasi ankɔdi kasa no anim eba mfifii. ɓɔkina yebeɔ Kumasi

308 Chn. : [Talking together]

309 Tr. : Kwaku akum anomaa, Kwaku akum anomaa. dodo kasa nono. Mo ahunu deɛ edikan no. ɓɔkina mɛkɔ Kumasi. ɓɔkina eni dodo kasa. 'Nkyina' yen nka 'nkyina'. enna Kumasi nsoso yenede dodo kasa Kumasi [32 Min 30 sec].
Appendix 5 (24) TG: Science

LESSON: TWENTY FOUR  
SCHOOL: ZONGO PRIMARY  
CLASS: P3  
TEACHER: "TG"  
SUBJECT: ELEMENTARY SCIENCE  
TOPIC: BeBIA MMOA TeEs  
DATE: 12TH MARCH, 1996

1 Tr. enano ye sua mmoa ho asem. Hwan na ebtumi akyere me ade koraa ye sua ye a efa mmoa ho?
2 Chn. [Talking together]  
3 Tr. ehe  
4 Chd. Awo  
5 Tr. Awo. W>se eden?
6 Chn. Awo. Yesua ekwanea emmoa efa woe. Yesua ekwanea emmoa efa woe. Yehu se mmoa a w>m nan ye enan no, sen na w>m fa enya nkwadaa nketewaa? W>m a w>m nan, w>m nan, w>m nan enan no so. Sen enna w>m efa ewo? Anaa se sen enna w>m fa enya nkwadaa nketewaa? Boakye
7 Boakye W> to nkosua.
8 Chn. eee!
9 Tr. W> to w>h nam, w>h nan eye enan no w>h to nkosua?  
10 Chn. [Laughing]. No sir
11 Tr. eye. W>h ye den?
12 Chd. W> no mo nyem
13 Tr. W>h nyem, w>h nyem. W>h nyem fa he?
14 Chd. W>h yem
15 Tr. W>h nyem w>h yem. Na ekyere se w>h a w>h nan eye enan no a ebi ne edwan no, anaa abirekyie anaa se nipa no sen na w>h fa nya ketewaa?
16 Chd. W> ewo
17 Tr. W> ewo. snipa ewo. Odwan ewo. Onipa w> ewo. Odwan nso ewo. 7kra ewo. W>m a w>h enan eye enan no nyinaa w>h ewo. ennee na aboa w>h no wia dee w> ye den? W> yedeen?
18 Chd. W>to kosua.
19 Tr. W>to kosua. Aboa w> wia ebiara eto kosua. Akyekyedee w> ye den?
20 Chd. W>to kosua.
21 Tr. W>to kosua. Denkyem nso yeeken?
22 Chd. W>to kosua.
23 Tr. emmoa w>h to kosua no ebi ne dee wo he?
24 Chd. Kotere.
25 Tr. Me nbisa wo hwwe.
26 Chn. : Sir, sir, sir
27 Tr. : [Points to child]
28 Chd. : Onini
29 Tr. : Onini. see see a mmoa wɔm wia enna yeka. Yen nka wɔm a wɔm wia bio. Aboa wɔ to kosua ɛbi ne de ɛwɔ he?

30 Chd. : Akokɔ.
31 Tr. : Akokɔ. [Points to a child]
32 Chd. : Odwan
33 Tr. : Eie! Odwan to kosua! [Points to a child]
34 Chd. : Koterɛ
35 Tr. : Aha yen ka kotere bio [Points to a child]
36 Chd. : Akokohwedɛɛ
37 Tr. : Akokohwedee, ennee na ekyere se mmoa wɔm to kosua no no a wɔm enye mmoa wɔm enan eye enan no yɛfɛ wɔm sen?

38 Chd. : Anooma.
39 Tr. : ennoma anaa se sen?
40 Chd. : Birds
41 Tr. : Aha, birds ye de, nanso sen?
42 Chd. : Abuburo
43 Tr. : enye abuburo. Yɛfɛ wɔm ntakraboa. Mese yɛfɛ wɔm seen?
44 Chn. : Ntakraboa
45 Tr. : Ntakraboa bia to kosua. Aboa bia wɔwɔ ntakra bia to kosua. Amampani eni ntakra, nakwase eni ntakra enna ɔha nanso wɔm tu. enti saa mmoa no nso wɔm yeden?

46 Chd. : Wɔm to kosua
47 Tr. : Wɔm yeden?
48 Chd. : Wɔm ewo.
49 Tr. : Hwe! Yahunu emmoa wɔm ewo. Emmoa no bi wɔhɔnom a wɔm nsoso wɔm nto kosua, wɔm enante enan enan so. Wɔm nsoso ewo. emmoa no bi ne de ɛwɔ he?

50 Chd. : Adwene
51 Tr. : Adwene edeben bio?
52 Chd. : ɔwɔ
53 Tr. : ɔwɔ
54 Chd. : Kɔtɔ
55 Tr. : Kɔtɔ. Saa mmoa wie sie nom no, wɔnom, wɔm wia, nso wɔm to kosua. ennee na aponkyere ne nsoso yeden? Aponkyere ne ye den?

56 Chd. : Wɔ hurihuri.
57 Tr. : Aponkyere ne ye den?
58 Chd. : Wɔ to kosua.
59 Tr. : Wɔ to kosua. Yee, yahunu emmoa wie sie nyinaa enipa ewo, odwan ewo wɔ nto kosua. Akokɔ to kosua, ee akyekyedeɛ to kosua. ennee na mmoa nketekete nsoso wɔm yeden? Mmoa nketekete no ɛbi ne de ɛwɔ he?
60 Chd. : Nwansena
61 Tr. : Nwansena wɔm nso wɔm ye edeen?
62 Chd. : sbi ne kakapə
63 Tr. : Nwansena yeden? Nwansena yeden?
64 Chd. : Kosua
65 Tr. : Nwansena to Kosua. Nwansena to Kosua. ee, Nwansena no Kosua no a wɔtɔn no ee, əho wɔ akyinnhear kakra. Aboa bi tese nwansenpobire wɔ ye nwansena. ee, hwan na akɔ duaso ahunu nwansenpobire da? ehe
66 Chd. : Wɔ ɛwo mmoa niketenkte.
67 Tr. : cc, yoo, enti dee wo
68 Int. : [Inaudible]
69 Tr. : Maame kɔ office na fa adee kata so. Nwansenpobire ɤye aboa a ne bɔrɔfo mu yeɛre no insect. Insects nyinaa yeɛ a wɔm to kosua. Na nwansenpobire no ne kosua toɔ no, te se nea wie ekano, se wɔkɔ duaso a wo hunu se nwansenpobire be siso a, na wato agu so. Ne toɔ no, wɔtɔ gu so a, wobɛ hunu se ne ba no wɔm nam. Hwan na ahwe da? Mo ahunu.
70 Chn. : Yes sir
71 Tr. : she, yeɛ adee a yeɛ nwanwa. ak ayire mbɛ kyere mo deet ntia ete saa. esane se, ə se wɔkɔ duaso wo wura mu a, wodee wobɛ hunu se, nwansenpobire ba hɔ nom a wobɛ hunu se wato atoso. Woto to soa, na aboa no, se əbe ye se edu na wɔbɛ toa, ɔh ara na wɔm nam so tese ee akɔkono nketenkte. Mo ahunu?
72 Chn. : Yes sir
73 Tr. : Wɔm tese tiafi mo mmoa. Saa. Akyire yeɛbe sua, yeɛhwe se eno ye nkosua anna se ne mma a wa awo wɔm. enne deeyep e se ye dwene ho pa, əne bebia, saa enneema a ya keka yi nyinaa, emmoa no nyinaa bebia wɔm tee. Bebia wɔm tee. M'fitiasa əfiiri adwene nom so. Adwene she na adwene tee? Wonim a pagya wo nsa. me pe sir, sir əbia.
74 Chn. : Sir, sir
75 Tr. : sha wo kase sir a me ntie. Adwene wɔ te he?
76 Chd. : Nsuom
77 Tr. : Wɔte nṣuom, wɔte nṣuom. Denkyem te he?
78 Chd. : Nṣuom
79 Tr. : Wose wɔte nṣuom. Denkyem wɔte he?
80 Chd. : Wɔte kukoɔ so ɛte nṣuom.
81 Tr. : Wɔte kukoɔ mu ɛte nṣuom. Wɔse denkyem te fa he?
82 Chn. : Kukoɔ so te nṣuom
83 Tr. : Saa mmoa no a wɔm te kukoɔ so esane ɛte nṣuom mu no ne bɔrɔfo yeɛre no amphibians. Mese ye ɛre wɔm sen?
85 Chn. : Amphibians
86 Tr. : Amphibians. enne se denkyem yeɛ amphibian a, aboa ben bio enna wɔ no nṣuom eye amphibian?
87 Chd. : Kɔtɔ
Kt, wose kye amphibian. Yese wete nsuom enna wote kukso so, enti koto wote he?

Wote ebone mu

Wote he?

Wote aforo mu

Wote nsuom

Wote nsuom. Yese aboa wo ye amphibian na wote kuko mu na wo sane te nsuo mu. Yate se denkyem, na aboa ben bio?

Onini!


Adwene

Adwene. Aboa ben nea?

Adwene

Aboa ben nea? Aboa ben?

Aponkyerene

Aponkyerene. Mo mm mo nsam emma no

[Clapping]

Aponkyerene nso ye amphibian. Wote nsuo mu enna wo sane te kuko so. Anaa mo nhunu saa?

Ye ahunu saa

Hwan na ahunu aponkyerene a wote nsuo mu da?

[Raise hands up]

Na hwan na ahunu aponkyerene a wote kuko so da?

[Raise hands up]

Akyire se moa mo nsu woso noa kyere se aponkyerene te nsuo mu nso sane te kuko so, me boa?

Yes sir

Mo mfa monsa ntos. Yee ennee na yahunu se nsuo mu mmoa no nyinaa no wem te nsuo mu. Adwene mo te nsuo mu, me boa?

Yes sir

Woe, ennee na afafant nso te he?

Wote wira mu

Afafant wote he?

Wote mwira mu

Wote wira mu. Yoo afafant te he?

Wote fie

[Laughter ]

Afafant wote he?

Wote kuko so

Wote kuko so. Dabi. Se wo kase kuko so decc a se, se wonte wira mu a na wote fie. Wote he?

Wote wira mu.
Tr. : Wôte wira mu. ee, na skyere se mmoa, saa mmoa yeфр w专门为 insects no nyinaa no w专门为 te wira mu, me boa? Alright. Akete kyire w专门为 te fa he? W专门为 te he?
Chd. : W专门为 te b专门为 ne mu
Tr. : W专门为 te b专门为 ne mu. Wose w专门为 hye he?
Chd. : eb专门为 ne mu
Tr. : eb专门为 ne mu. ennee na k专门为 s o no fie ne he?
Chd. : eb专门为 ne mu
Tr. : Kano kese ma obia ntie. K专门为 w专门为 te he?
Chd. : eb专门为 ne mu.
Tr. : eb专门为 ne mu w专门为 fa he?
Chd. : Afor专门为 mu
Tr. : Afor专门为 mu fa he?
Chd. : Nsuo专门为 mu
Tr. : Nsuo专门为 mu. ee yahunu se emmoa no a专门为 w专门为 m edware nсуo no nyinaa专门为 w专门为 m te nсуo专门为 mu. ennee na ntakraboa nсуo专门为 w专门为 m fie ne he?
Chd. : еwira mu
Tr. : Nwira专门为 mu?
Chd. : eduаН so.
Tr. : W专门为 se ntakraboa te he?
Chn. : eduаН so.
Tr. : Yete dua so. se ntakraboa nyinaa na ste dua so?
Chn. : No sir. Sir, sir
Tr. : еhe
Chd. : еbi te fie
Tr. : W专门为 m no a专门为 w专门为 m te fie no еbi ne des еw专门为 he?
Chd. : Akok专门为, dabodабо
Tr. : Aden wope se wo ka sен?
Chn. : [Laughing]
Tr. : еhe
Chd. : Akok专门为
Tr. : Koko. Rebecca.
Rebecca : Dabodabo.
Tr. : Dabodabo. Wее еye, е ya wie еno. Nсуо emmoa专门为 w专门为 m to kosua no a专门为 w专门为 m еnan ye еnan no a yeфр专门为 w专门为 m reptiles еmnora me b专门为专门为 w专门为 m din. Reptiles носnso专门为 w专门为 m nsoso еhene na专门为 w专门为 m teе? W专门为 ndin a, na wa kyere beбia专门为 w专门为 tes. W专门为 ndin a, na wa kyere beбia专门为 w专门为 tes. еhs.
Chd. : Pete
Tr. : 訴pete! Pete ye deen a? Pete ye den?
Chn. : [Laughing] Sir, sir
Tr. : еhe
Chd. : Pete
Tr. : еhe
Chd. : Aboa
Tr. : Pete ye den?
172 Chd. : Ntakraboa
173 Tr. : Pete ye den?
174 Chd. : Ntakraboa
175 Tr. : Pete ye den?
176 Chd. : W→ ye anene
177 Tr. : Aee! pate ye anene.
178 Chn. : [Laughing]
179 Tr. : Pete ye deben?
180 Chd. : Anomaa
181 Tr. : W→ye anomaa. W→se pate ye ben?
182 Chn. : Anomaa
183 Tr. : Anomaa, na wie deeyenka eno. Pete eye, ne nan ye enan?
184 Chn. : No sir.
185 Tr. : Pete ye deben?
186 Chn. : W→ tu.
187 Tr. : W→ tu. Na aboa ne nan ye enan w→ tu?
188 Chn. : No sir.
189 Tr. : Woboab, aboa bi ne nan ye enan w→ tu. Aboa ben a?
190 Chd. : Akok→
191 Tr. : [Laughing] Akok→ w→ tu?
192 Chd. : Akok→
193 Chn. : [Laughing]
194 Chd. : Ohuam.
195 Chd. : W→te wira mu
196 Tr. : Aboa ben nea? enye nea w→te wira mu. Mese aboa ne nan ye enan a w→to kosua. ehe
197 Chd. : Kotere
198 Tr. : W→te he?
199 Chn. : W→te be ne mu
200 Tr. : ehe aboa ben?
201 Chd. : Akyekyedee
202 Tr. : Kano kese
203 Chd. : Akyekyedee
204 Tr. : w→te he?
205 Chd. : Nwiram
206 Tr. : Nwiram fa he na akyekyedee tee? W→te he?
207 Chd. : Nkwadu mu
208 Tr. : Nkwadu mu? [laughing] ehe ehe w→te he?
209 Chd. : Abe ase.
210 Tr. : Abe ase. ehe w→te he?
211 Chd. : Kwaee mu.
212 Tr. : Kwaee mu. Mep e ne fie a w→tee ee Yes.
223 Chd. : Dua asce.
224 Tr. : Dua asce, dua asce fa he? eh:
225 Chd. : Dua adukuro mu.
226 Tr. : Dua adukuro mu. Obia wɔ bebia wɔte oo! Obia. Yahunu se kɔ tɔ wɔte nsuo mu kora wɔte bɔne mu. Kɔ tɔ wɔ hye nsuo mu a wɔte bɔne mu. Enna anomaa nsoso, wo no nsoso wɔte dua so. Obia wɔ ne bebia wɔte. Mo ahunu anaa?
227 Chn. : Yes sir.
228 Tr. : Enna aboa yefre no se amphibian wɔte nsuo mu esane te kukoɔ so. Ye ka se apɔŋkyere ne ye amphibian. Denkysm eye amphibian. Wɔte nsuo mu wɔ sane te kukoɔ so. Enna yahunu se emmoa wɔm wia no nsoso no, ebi e te efa he? enna yahunu se ebi te bɔne mu. Ebi te bɔne mu.

229 Chn. : [Talking together].
230 Tr. : Akyekyede. ennee yeba emmoa wɔm enan ye enan a wɔm ewo no nsoso, wɔm ewo.
231 Chd. : Odwan
232 Tr. : Odwan, odwan wɔte he?
233 Chn. : [Talking together]
234 Tr. : Odwan te he?
235 Chd. : efie.
236 Tr. : Odwan te he?
237 Chd. : ebuo mu.
238 Tr. : ebuo mu ehe?
239 Chn. : Wɔte fie.
240 Tr. : ee se wɔte fie koraa, wɔte fie a, wɔwɔ bebia wɔte. ennee na wɔm aka no nsoso te he?
241 Chd. : ebuo mu.
242 Tr. : Deɛ ne nan ye enan a wɔ ewo no? Wɔte bɔne mu? Wɔte bɔne mu? Deɛ eɛ wɔ he na te bɔne mu? Deɛ ne nan ye enan a wɔ ewo no? Deɛ eɛ wɔ he enna te bɔne mu?
243 Chd. : ebi te nwiram.
244 Tr. : Aha, yen wieee
245 Chd. : Kraman wɔ da veranda mu.
246 Tr. : Dabi, dabi. Yese deɛ ne nan ye enan a wɔ ewo no yese ebi te bɔne mu. Mese deɛ wɔte ebi bɔne mu no, ebi ne deɛ eɛ wɔ he?
247 Chd. : Akyekyede.
248 Tr. : ebi ne deɛ eɛ wɔ he?
249 Chd. : Opuro.
250 Tr. : eɛ wɔse opuro. ebi ne deɛ eɛ wɔ he?
251 Chd. : Nantwie.
252 Tr. : Ah! nantwie te bɔne mu?
253 Chd. : Kusie.
254 Tr. : Kusie, kusie
255 Chd. : kɔtɔ.
256 Chd. : Akura.
257 Tr. : Akura.
258 Chd. : Amokua.
259 Tr. : Amokua.
260 Chd. : Akrantec.
261 Tr. : Akrantec.
262 Chn. : [Talking together]
263 Tr. : enmoo wɔm enan ye enan no a wɔm swo. Kusie ne nan ye enan, wɔ swo. Wte bɔne mu. Wɔ nea, enna stoi ne dan. Sen na kusie si ne dan? Sen?
264 Chd. : Wde de na ano na etu tokoro.
265 Tr. : Wɔ yeden?
266 Chd. : Wde ne mmawere tweretwere fam.
267 Tr. : ehe
268 Chd. : Wde ne mmawere na etu bɔne.
269 Tr. : Wde ne mmawere na wtu bɔne. Wtu bɔne a na wa kɔ da mu. ennee, ɔyow nsoso. Sen na ɔyow nso fa si ne fie? ɔyow wɔ da he?
270 Chd. : Wda bɔne mu
271 Tr. : ɔyow wɔ da he?
272 Chd. : Wda wira mu.
273 Tr. : ɔwira mu? Wira mu fa he?
274 Chd. : efie.
275 Tr. : efie? Wonim ɔyow?
276 Chd. : Yes sir.
277 Tr. : ɔyow wɔte sen?
278 Chd. : Wso, wɔye tumtum enna na apampam ye kɔkɔ.
279 Tr. : Se wɔye tumtum enna na apampam ye kɔkɔ a, se na apampam mu ye kɔkɔ a. Se wo eyere ɔyow akyere obi a oni noa, wobe kase wote sen?
280 Chd. : [Quiet]
281 Tr. : Anka mbe kase ɔyow te se abirekyie. ɔyow wɔte se abirekyie, me boa?
282 Chn. : Yes sir.
283 Tr. : Na se wɔte se abirekyie a, na sen na ɔyow wɔ fa si ne dan? ɔyow sen na wɔfa si ne dan?
284 Chd. : Wda mfofo mu.
285 Tr. : Wɔhye mfofo mu. ennee na skyere se sa mmoa no a wɔm wɔ nwira mu nyinaa obia da adukuro mu. Mese obia da he?
286 Chn. : Adukuro mu. ðtwε eda adukuro mu. Adowa eda adukuro mu. ðyow da adukuro mu. Wansene eda adukuro mu. ennee na hwan na eda adukuro mu a wonso wɔ ye aboa?
287 Chd. : esono
288 Tr. : e esono enda adukuro mu. Hwan ne a?
289 Chd. : Akrantec.
290 Tr. : Hwan ne a?
291 Chd. : Odwan
292 Tr. : Hwan ne a?
293 Chd. : Aketia
294 Tr. : Hwan ne a?
295 Chd. : Ntontom
296 Tr. : Adeɛ yei deɛ woa wobe hu yebe bɔ ye nsam ama wo. Hwan ne a? Hwan ne a?
297 Chd. : Aduie
298 Tr. : Hwan ne a?
299 Chd. : Opuro.
300 Tr. : Hwan ne a?
301 Chd. : Ntontom
302 Tr. : Hwan ne a?
303 Chd. : Wɔda?
304 Tr. : Mese ɔ no deɛ wɔnda adukuro enso wɔ ɛwo
305 Chn. : Tikya ka.
306 Tr. : Ṣнные se meka mo be bɔ mo nsam ama me.
307 Chn. : Yes sir.
308 Tr. : eene onipa.
309 Chn. : Aa! [Clapping].
310 Tr. : Onipa ɔ ɛwo, wɔnda adukuro mu. Onipa ɔda adukuro mu?
311 Chn. : No sir.
312 Tr. : Wɔda he?
313 Chn. : Ṣdän mu.
315 Chn. : Yes sir.
316 Tr. : Odwan wɔ da buo mu enna kusie, akránée, amokua, wɔm nso da fa he?
317 Chn. : Ṣccbuo mu.
318 Tr. : Odwan wɔ da buo mu enna kusie, akránée, amokua, wɔm nso da fa he?
319 Tr + Chn : ɛbɔn mu
320 Tr. : Ṣenna ɔtwe, ɔyow, wansa Ṣne wɔm nso da he?
321 Chn. : ɛbuo mu/adukuro mu.
322 Tr. : Wɔm nso da adukuro mu. Wɔm nso da adukuro mu. Obia wɔ beibia wɔ da. Ṣenna ɔfaffantɔ, akatekyire, abebe wɔm nso da he?
323 Chd. : Ntontom.
324 Tr. : Ṣche, aha, me se wɔm nso da he?
325 Chn. : ɛbuo mu.
326 Tr. : Wɔm da buo mu?
327 Chd. : Nwira mu.
328 Tr. : Wɔm da fa he?
329 Chd. : Ṣndua so.
Enna dyow nso da fa he? Wô da adukuro mu. Saa ee, ntomtom, wansena, afàfant wôm nso eda he? Wô da he?

Chn. : Afafant wô da ayi, wô taretare ahahan so
Tr. : Mo mmô mo nsam ëmna no.
Clapping.

Tr. : ekyere se mo dee mo ënnam a mo nhwe adeg. Wo ënnam a, wo ënnam na se wo ekô a, wo hunu se fâfant anpa wôhye, se wura wô seí a, na wa kô tare ashe. ëhênom na wôda. Wansena nsoso saa na won so da. Ntontom nso saa na wôda. Ntontom wônda dan mu. wôda wira mu.

Chn. : Ntontom wôn da dan ne mu?
Tr. : Hee!

Chn. : Wôda dan mu na waka wo.
Tr. : Aane, tie. Montie, se ye kase ntomtom da dan ne mu a, na ekyere se wô noa na wâtie. Se mo ahunu? Nipa da dan mu a, hwan na esí dan no?

Chn. : Nnipa.
Tr. : enipa ënna esí ye. enipa ënna esí ye. enipa, man, man deâ wôno efie, house enipa ete fie. Onipa te fie. Man, number one, man ëte fie. ënna yeâba number two fish, fish ye aboa ben? Wôye aboa ben?

Chd. : Adwene.
Tr. : Wô nso te efâ he?
Chn. : Nsuó mu.

Tr. : Nsuó mu. Ye fa no se river. ëte nsuo mu. Wôte nsuo mu. ënna yeâka reptiles, ëmmoa wôm ëwia wôm ënan ënan so no, a yeôb ëbi din tese kotere no. Wô nso wôte he?

Chd. : Wôtare dan ho.
Tr. : ëketerë wôte he?
Chn. : ëtari dan ho.

Chd. : ëforo dua.
Tr. : Wô foro dua. ëketerë ëte dua so.
Chn. : [Talking together]
Tr. : Wôte dua so, tree top, eso na kotere tez. Mo ahuu saa.
Chn. : Yahunu saa.
Tr. : Mo ahunu se kotere wôte dua so?
Chn. : Yes sir.
Tr. : Seesei a yeô number four birds. Birds ye ëmmoa ben a?
Chn. : Nnomaâa
Tr. : Nnomaâa nsoso wôm te he?
Chn. : [Talking together].
Tr. : Dwene ho paa ansa na waka. Anomaa wôte he?
Chn. : Wôte dua so.
Tr. : Wôte dua so. Anomaa nsoso ëte dua so. We, anomaa te dua so?
Chn. : No sir.
363 Tr. : Anomaa te dee mu?
364 Chn. : Wɔkɔ tu atere na wa da mu enwene.
365 Tr. : ehe, anomaa te he?
366 Chn. : Wɔda buo mu.
367 Tr. : Wɔda buo mu. Yeфre no nest, nest. Mese yeфre no sen?
368 Chn. : Nest.
369 Tr. : Nest.
370 Chn. : Nest.
371 Tr. : Nest.
372 Chn. : Nest.
373 Tr. : Anomaa wɔte ebuo mu. Hwan ne na wahunu anomaa buo da?
374 Chn. : [Talking together]
375 Tr. : e hwan e ma ahunu pete buo da?
376 Chn. : [Talking together]
377 Tr. : Aane pete wɔkɔ sesa ndua a, wɔkɔ sesa ndua naa wɔde abegugu hɔnom. Na wa ye ne buo, na wɔde bi agye ho sei. Na pete emmre a wɔbe ye ebuo no na asec ne sen? Pete ye buo a na asec ne sen?
378 Chd. : Na wɔbe ewo.
379 Tr. : Na wɔbe ewo. Ya, na emmoa wɔ ye emnomaa yenko se wɔ eutho. Wɔ to. Mese sen?
380 Chn. : Wɔ to.
381 Tr. : Wɔ to. Se wo hwe a emnomaa nyinaa no obia wɔ e buo a wɔte mu. Nanso wo hwe a, aboa te se akyenkyena ehe na wɔttee? Yes.
382 Chd. : Wɔ da dua mu.
383 Tr. : Akyenkyena ehe, wɔte he?
384 Chd. : Wɔte
385 Tr. : Yes wɔte he?
386 Chd. : Ndua nkɔmu.
387 Tr. : Wɔte dua so. Wo hunu se akyenkyena akɔ hye ebuo mu a, wɔkɔ hye tokoro mu a, na akyere se wɔbe ye den?
388 Chd. : Wɔbe to.
389 Tr. : Na wɔbe to. Se mo ahunu sede di se si tes.
390 Chn. : Yes sir.
391 Tr. : Hwan e na ahunu apetupere da?
392 Chn. : Meya, meya!
23 Mins 30 secs
393 Tr. : Se wo hunu se apetupere da buo mu a na wa ye den?
394 Chd. : Na wa to
395 Tr. : Se wɔn da pɔbuo so a na wɔwɔ fa he?
396 Chd. : ewira mu.
397 Tr. : ehe, na shena na wɔttee?
398 Chd. : [Inaudible]
399 Tr. : Se woka, kano kese.
400 Chd. : Na wɔte wira mu.
...
insects no moa, wɔm nso etetare chahama eso. Aboa bɛn na wo nim a wono
dee ye an bɔ ne din? Hwane nkɔmɔ gu mu. [Tr. wakes a child snoring] ehe
aboa bɛn a?
433 Chd. : Apongkyirene.
434 Tr. : Apongkyirene apɔŋkyirene wɔ te he? Yɛse wɔ te he?
435 Chd. : Nsuo mu.
436 Tr. : enna wɔ sane te he?
437 Chn. : Kokɔ so.
438 Tr. : Kokɔ so. Wɔte nsuo mu esane te kɔkɔ so. Apɔŋkyirene wɔte
nsuo mu esane te kɔkɔ so. Enso apɔŋkyirene ete kɔkɔ nsuo mu nso no
nna no a ye sua ekwan ne a wɔm efaso ewo no ye nka no se wɔn deɛ wo
ewo ewo kɔkɔ so o! Wɔto kosua wɔn nto ngu kɔkɔ so. Wɔn deɛ
wɔ to ne nkosua gu hene?
439 Tr. + Chn. : Nsuo mu.
440 Tr. : enti mo ma yen hwe no yiye. Wɔm a aka no deɛ, se wɔ no
a, tese reptile, kotere, mampam, akyekeyede onini enom deɛ wɔm eto egu
he? ebone mu. esane se wɔm da bɔne mu, wɔm to egu bɔne mu. enna
anomaa nsose enam se wɔda ebuo mu no, wɔm nso eto gu he?
441 Chn. : ebuo mu.
442 Tr. : Nti obia wɔ bebia wɔ to no des egu. Kɔ na kɔ fa drawing
eexercise books no bra na yehwe. Obia behwe baako a wɔbe draw. Wo
draw a,
443 Chd. : Me des mbe draw,
444 Chn. : [Talking together]
445 Tr. : ehe, nka des wobe draw ɛkyere me, nka des wobe draw ɛkyere
me.
446 Chn. : [Talking together]
447 Tr. : ehe, wɔpe se wo bisa biribi a bisa. Se wo ebisa, ebia na aboa bi
ewo bɔnom a ya abɔ ne din naa, ehe aboa ben a?
448 Chd. : Kɔkɔhwedɛ.
449 Tr. : Akɔkɔhwedɛ wɔte he?
450 Chn. : [Talking together]
451 Tr. : ehe, akɔkɔhwedɛ wɔte he?
452 Chd. : edan nkyen ne mu.
453 Tr. : e!
454 Chd. : Wɔte nwira mu.
455 Tr. : Akɔkɔhwedɛ te wira mu? Aane
456 Chd. : Ananse.
467 Tr. : Wose ananse, ananse wɔte he?
468 Chn. : edan ne nkyen, wɔ doɔgyedoɔgye [dodges].
469 Chd. : Ntintan mu.
470 Tr. : Yee, montie, wɔse ananse wɔte ntintan mu. Ntintan Aborɔfo
yeʃeɛ no web. Me se yeʃeɛ no sɛn?
471 Chn. : Web.
472 Tr. : Web.
474 Tr. : /w/e/b/ Web.
475 Chn. : /w/e/b/ Web.
476 Tr. : Ntintan nono. Bebia wьте nono. Nti se tambia [every time] wo nam na se wo hwe bebia ananse wтьare a, wobе hunu se waa nwene ne dan. Waye ne dan, titiru эвирэн. edan mu seede еye a wo nтаа nhunu papa. Se wokк
477 Chd. : Nsuo kwan ho.
478 Chn. : [Talking together]
479 Tr. : eye, eye. ntintan, ntintan
480 Chn. : [Talking together]
481 Tr. : Wie, wie na yёфре no ntintan. Mo ahunu ananse ne dan nono. etк dabi a se mo ko mo edan mu a, wobеhwe na entintan no bi wьте nom a na ananse wa awe na wьте hyе mu. Mo ahunu. Na wa awuо.
482 Chn. : Bebi wьте nom a na wьте,ьtari pononu.
483 Tr. : е wьте hyе fa he?
484 Chn. : [Talking together]
486 Chn. : [Talking together]
487 Tr. : е wo tumi ye den?
488 Chd. : Me tumi draw ёкра.
489 Tr. : Wo draw ёкра na wa draw bebia wьте. сhe na wьте?
490 Chd. : еfie.
491 Tr. : Se wo draw
Appendix 5 (25) TG: Mathematics

LESSON: TWENTY FIVE
SCHOOL: ZONGO PRIMARY
CLASS: P3
TEACHER: TG
SUBJECT: MATHEMATICS
TOPIC: ADDITION OF MONEY
DATE: 13TH MARCH, 1996

1. Tr.: Obia ema na adwene ebra ha. ennora ye sua nkonta. eden nkonta na ye sua ye? Woa wonim pagya wo nsa. Ye sua den?

2. Chd.: Cedi.

3. Tr.: Ye sua den?


5. Tr.: Ye sua den?


8. Chd.: eye sika.

9. Tr.: eye sika, sika nkonta. Nnora ye sua deben?

10. Chn.: Sika nkonta.

11. Tr.: Sika nkonta cedis and pesewas. Cedis eye yen ye sika ye. eden pesewas no me ka kyere mo se me be mmoden a se mhwwehwe pesewas no bi ede aba abekryere mo. Obi abo me anohoba se wobo ma me pesewas no bi na me de aba abo kyere mo. Nti mede beba ebia kyena anna Efiaada. Cedis deec me nim se moa mo nim. Mo mu beberee wobi. Cedis gu ahodo beberee. Weisei yebo din se two hundred cedis. Me si yebo din sen?


13. Tr.: Saa two hundred cedis wei no, ewo din bi a ye. Two hundred cedis ewo din bia ye ye. Hwan na ennua ebetumi abo saa din no akyer e me? Yes.


17. Tr.: Yenka two cedis. Saa wei a ekuta me no. yebo din sen? Yes.

18. Chd.: Two hundred.
19 Tr.: Yebo din two hundred. Na me pe edin pa yede fre no. enne eya me se mo nnim. yefre no cedi note. Cedi note. Note enna ye wo cedi coin cedi coin.

20 Chn.: [Laughter].

21 Tr.: Cedi coin no ebi ne, seesei a mo mu beberee keta coins. Obia efa ne coin ek soro ma me hwe.

22 Chn.: [Show coins up but one shows cedi note].

23 Tr.: [Points to a child showing a note] Dabi wei ye cedi note. Note enna ye cedi coin.

24 Chn.: Krataa.

25 Tr.: Note ne den?

26 Chn.: Krataa.

27 Tr.: Coins no se de he?

28 Chn.: Dadee.

29 Tr.: Dadee kinkran kinkran no Obia enwoso ne de ma yen hwe.

30 Chn.: [Jangle their coins]

31 Tr.: Alright, eya, eya. Cedi coin. Se ed so a yefre no coins. Se eya baako a coin. Mese yefre no sen?

32 Chn.: Coin.

33 Chn.: Coin.

34 Tr.: Coin.

35 Chn.: Coins.

36 Tr.: Coins.

37 Chn.:.

38 Tr.: Ekyere se edo so. Alright. ee ye wo two hundred wob, two hundred cedi note wob enna ye wo five hundred. Ye wo hundred nso wob. Ye wo fifty nso wob. Enna yewo thousand cedi note ewob.

Hwan enna wo wo thousand cedi note ewo ne bote mu? Wn fa nkyere yen. Mo ye ahiafo saa? Hwan na wo nhunu bi da.

39 Chn.: Ya hunu da.

40 Tr.: Alright, yahunu bi da. enne se yahunu bi da de a, wei nso yebre fre no sen?

41 Chn.: Two thousand cedi note.

42 Tr.: Alright two thousand cedi note, two thousand cedis. eya note.

43 Chd.: Four thousand.

44 Tr.: Wei, aha four thousand enih. De ekipim a yesen?

45 Chn.: Five thousand.

46 Tr.: Yese five thousand note. Enna coins no nsoyo ye wo ye wo ten pesewas ewob. Eno enne yen hunu. Yen fa nye adwuma bio. Ye wo twenty pesewas wob, ye wo fifty pesewas wob. Ye wo hundred pesewas wob. Hundred pesewas no ena one cedi. Hundred pesewas no ema wo sen?

47 Chn.: One cedi. ennora yesua chu se hundred pesewas no eya one cedi. Se hundred pesewas no ye one cedi a, hundred pesewas bia ye one cedi a, na wo gyede se twenty cedis yei ebyey pesewas sen? Wei eya sen?

48 Chn.: Twenty.
49 Tr.: ENE twenty pesewas ne oo! Wei ye twenty cedi coin. Twenty cedi coin. Mo ahunu? He! Niti se hundred pesewas bia ye be nya pesewas sen? Wei dee wo pagya wo nsa koraa wore nhu. ebe bu afa wo adwene mu. esane se edo so paa. Cedi twenty. Cedi baako bia ye be nya hundred. Cedi baako ne, cedi mmienu, mmeensa, enan, enun saa twenty. skyer cedi se ebe do so aboromoso. Mo dee mo nduru hnom se yebe kyere mo saa. so ma mo. enti dee ye de so a ne se;
50 Chn.: [Noise :Children talking together].
51 Tr.: Pesewas, pesewas, fifty pesewas, hundred pesewas. YEE, se yahunu se note; krataa ye fr no note.
52 Chn.: Ane.
53 Tr.: Krataa; paper no a ye de t aduane die no, ye fr no note. Mese ye fr no sen?
54 Chn.: Note.
55 Tr.: Note.
56 Chn.: Note.
57 Tr.: Note.
58 Chn.: Note.
59 Tr.: enna kinkran kinkran no nsosob dee de yede kye nkawadaa no. Wei nom na yede kye nkawadaa oo! Mo nim saa? enso, wei ye fr no bo fo din sen?
60 Chn.: Coin
61 Tr.: Ye ye ye fr no sen?
62 Chn.: Coin
63 Tr.: Coin. Nti mo nhwe yije. Na se obi ka kyere wo se me pa wo kyew e, wo nsesa ebia me coins ye na wo ema me note. Obi wmb nom a mpaninfo dee wmb sane fr no paper money. Mese wmb fr no sen?
64 Chn.: Paper money
66 Chn.: Yes sir.
67 Tr.: Wei seesei a se master de egya tum seesei a ebe hye. Nanso wei, coins ye, ebe ye den?
68 Chn.: enhye.
69 Tr.: Aden ntiara
70 Chn.: eye dadeh.
71 Tr.: eye dadeh. Coins no eye dadeh enna paper nso ye!
72 Chn.: eye krataa.
73 Tr.: Krataa. Mo ahunu nsosone eda ntemu?
74 Chn.: Yes sir.
75 Tr.: ebe, nti mo nhwe no yije. se paper money enna coin, coin. Seesei a yahunu se, se yedi sika. Wode hundred pesewas a ema wo one cedi no. Se
wode kọ akọtọ a, wode kọ akọtọ a, adeg no a wode bẹẹ no, se wode pesewas no ma no a wose sibia me ọ kọọkọ. Ya kye hundred pesewas. Me ọ emo, mo de ọ emo pa na mope, hundred pesewas. Se mo ahunu. Se hundred pesewas no mese yẹfẹ no sen? Hundred pesewas no ne din de sen?

76 Chd. : One cedi.
77 Tr. : Mese ne din de sen?
78 Chn. : One cedi.
79 Tr. : One cedi [Writes on the board]. Wei deẹ ma twere ye yẹbọ din sen? Woa wonim pagya wo nsa. Yẹbọ din sen?
80 Chd. : Fifty pesewas.
81 Tr. : Wọse yẹbọ din sen?
82 Chn. : Fifty pesewas.
83 Tr. : Fifty pesewas. emma sign wei a ma twere ye yẹbọ din sen?
84 Chd. : Plus.
85 Tr. : Wọse yẹbọ din sen?
86 Chn. : Plus.
87 Tr. : Plus nso aseẹ ne sen?
88 Chd. : Kabom.
89 Tr. : Ka no kese ma obia nte bi enye me nkoan na woka ma matie.
90 Chd. : Kabom!
91 Tr. : ẹhẹ
92 Chd. : Nkabom.
93 Tr. : Nkabom. ẹye a na akọ ye kasa bi dodo. Nkabom. Yes.
94 Chd. : Fakaho.
96 Chd. : [Inaudible.]
97 Tr. : Ka no kese.
98 Chd. : Forty five.
99 Tr. : Wọse yẹbọ din sen?
100 Chn. : Forty five.
101 Tr. : Wo nim forty five? Ee, ennee se wonim forty five pesewas deẹ a ennee wobe sane akọ aha [pointing to class two]. deẹ ede etọọ paa no yeẹfẹ no sen?
102 Chd. : P2.
103 Tr. : Wei nso yẹbọ din sen? M'adamfo yẹbọ din sen?
104 Chd. : Thirty five pesewas.
105 Tr. : Thirty five pesewas, thirty five pesewas Wei sei gyina họ nom ma sen?
106 Chd. : Plus.
107 Tr. : Plus ana se fakah. Yanfa fifty pesewas ebeka forty five pesewas, na yen sane nfa thirty five pesewas ffa nkaho. Seesei a ye ye no mmeensa. Yenhwe seede ye yi ye no. Ye, wei ye den nea?


109 Tr. : zero wode ka five ho a eye sen?

110 Chn. : Five.

111 Tr. : enno desc maka akyerwa se yen mpe Makaranta sukuu. Zero wode five kaho a yebe fre no sen? Wo w adee zero na wode adee five kaho a Rebecca yefre no sen?

112 Rebecca : [No response]

113 Chn. : [Noise : Children talking together..]

114 Tr. : Oo! Yesua, yaka adee seesei a. Sen. Five se wode zero kaho a eye sen?

115 Chn. : [Noise : Children talking together..]

116 Tr. : eye sen? eye sen? he!

117 Chn. : Sir, sir.

118 Tr. : eye sen?

119 Chd. : Five.

120 Tr. : Kano kese na me desc me ntie.

121 Chd. : Five.

122 Tr. : Five, ee, enti zero wode aka five ho a, w m nyinaa kase yefer no sen?

123 Rebecca : Fifty.

124 Tr. : Hwan na ese fifty?

125 Chn. : [Noise : Children talking together..]


127 Chn. : Kosua.

128 Tr. : Kosua. ennee, wei sei so ye? edeen enna ewo mu?

129 Chn. : Hwee enim.

130 Tr. : Hwee enim. Enti wode adaka wei a hwe enim na wode beka adaka wei sei ho a, ebe ye adee dodo sen na wobe nya afiri mu? Sen?

131 Chd. : Seven.

132 Tr. : W se eye seven. One, two, three, four, five, six, seven. Se wahu. Wei hwee enim. Nti wode dee hwee enim ye de beka wei sei ho a, ne mmeinu ye adaka mmeinu nanso ye nya seven swom. Seven, Rebecca wote ase?

133 Rebecca : [Nods].

134 Tr. : Alright, ye anya five. Five wode five kaho a eye sen?

135 Chn. : [Noise : Children talking together..]
142  Tr. : Five wode five kaho a eYe šen? Šbinom pagya pagya yen nsa. Five paa wode five kaho a Sarfo eYe šen?
143  Sarfo : [Inaudible.]
144  Chn. : Wɔse forty five.
145  Tr. : Oo! Mo mua mo ano. Five wode five kaho a wose eYe forty five be gye twere ma yenhwɛ. Five wode five kaho a be gye twere ma yenhwɛ. enno ni na ma kakyɛrɛ mo se eYe a mo nfa counters no. Five wode five kaho a eYe forty five twere forty five no ma yenhwɛ. Five wode five kaho a,
146  Chn. : [Noise: Children talking together]
147  Chd. Mo mua mo ano na won twere na adee.
148  Tr. : Five wode five kaho a, Oo! Mo des mon ngyae. Five wode five kaho a ene me boa wo aye adee. Se five wode five kaho a, se Sarfo wo counters wɔhene? Ha? Wo ne bi? Hena na ne counters wɔha?
149  Chn. : Ma anfɔ bi aba.
150  Wo counters wɔha?
151  Chd. : Ane
153  Chn. : [Noise: Children talking together]
154  Tr. : Yese five wode five kaho a eYe šen? Kan ne wɔha ma yenhwɛ. Five na fa five kaho ma yenhwɛ. Ye ntem.
155  Sarfo : Ten.
156  Tr. : Kano kese ma obia nte. Šen na wode kaho a wo nya ten?
157  Sarfo : Five.
158  Tr. : Kano kese ma me nte.
159  Sarfo : Five.
160  Tr. : enna wo yeden?
161  Sarfo : Mede kaho.
162  Tr. : Wode ka deen ho?
163  Sarfo : Five.
164  Tr. : Five na wode five kaho enna wo nya šen?
165  Tr. : Ten.
166  Sarfo : enna first no so wose five wode five kaho a wonya šen?
167  Sarfo : Ten.
168  Tr. : Kɔ kɔ twere: ten no wɔ blackboard no so ma min hwe.
169  Sarfo : [Goes to the blackboard.]
170  Tr. : Fa ma me. Fa duster no ma me. Mrɛ, mo nhwe. Yeɛɛnu se zero wode five kaho a eYe five. enna five nso wode five kaho a eYe šen?
171  Chn. : Ten.
172  Tr. : Ten. Ten no eni. Ten no šen na yeɛ twere? Ten no yeɛ twere šen? Yeɛ twere šen?
173  Chd. : Nine.
175 Tr. : Yiri woho paa. Adee yi eye ten enna ye nya no w→ha. Ye twere nine, ase ne sen? Aden na esess ye twere nine? Aden nti na esess ye twere nine? Yebe twere sen?
176 Chd. : Yebe twere zero.
177 Tr. : Yebe twere zero. W→se yebe twere sen?
178 Chn. : Zero.
179 Tr. : Yebe twere zero ye ahye ha. Zero deee ew→ nifa yi enna ya twere. Nti aka sen?
180 Chn. : One.
181 Tr. : Nti yebe ye no den?
182 Chn. : Tikya; Tikya; Tikya; Tikya
183 Tr. : Wo nim a pagya wo nsa. Yebe ye no den? One no yebe ye no den?
184 Chd. : Yebe beka yei ho.
185 Tr. : Yebe beka dee he ho?
186 Chd. : [Points to next number column.]
187 Tr. : Aha? B→ din, b→ din. Yebe beka yei ho?
188 Chd. : Yebe beka five plus four no ho.
189 Tr. : ehe, wose yebe beka five plus four. Yebe beka dee he ho?
190 Chd. : Zero no ho.
191 Tr. : Yebe beka zero no ho?
192 Chd. : Yebe beka five no ho.
193 Tr. : Yebe ka five no ho a ebe ye sen?
194 Chn. : Six.
195 Tr. : ebe ye six. Ne yaba ha. Wode four kaho a eye sen? Veronica eye sen? Six wode four kaho a eye sen?
196 Vero.: Nine.
197 Tr. : Six wode four kaho a eye sen? Six wode four kaho a eye sen?
198 Chn. : [Noise :Children talking together].
199 Tr. : Six wode four kaho a eye sen? Six wode four kaho a eye sen?
200 Chn. : Hey!, Hey!, Yee!
201 Tr. : Six wode four kaho a eye sen?
202 Chd. : [Inaudible].
203 Tr. : Ha! Six wode four kaho a eye sen? Adee six wode four kaho a eye sen? Six wode four kaho a eye sen?
204 Chd. : [Inaudible].
205 Chn. : Ka ye
206 Tr. : Ka no kese na wore nka nkyere me nko. eye sen?
207 Chd. : eya ten.
208 Tr. : Wose eye ten. Wose eye ten. Six wode four, eye ten. Yen hwe six koraa, one, two, three, four, five, six. Yen fa sen nkaho?
209 Chn. : Four.
210 Tr. : Four, one, two, three, four. Mo ma yen kan ne hwe.
211 Chn. : One, two, three, four, five, six, seven, eight, nine, ten.
212 Tr. : Woa wo kase eye five no, aden ntiara? Kyere dee ntiara wo kase eye five. sbia na eye five ampa. eye ten. Ten wode three kaho a eye sen?
Amoako Kofi. Ten wode three kaho a eye sen? Wo wɔ adeɛ ten na wode three aka ho a eye sen? Wo ɛda anaa?

203 Amoako : Dabi.
204 Tr. : Ten wode three kaho a eye sen?
205 Chd. : Thirteen.
206 Tr. : Wose eye sen?
207 Amoako : Thirteen.
208 Tr. : Niti nka wode wo nim se ten yede three kaho a eye thirteen.

Alright, wɔse eye sen?

209 Chn. : Thirteen.
210 Tr. : Thirteen, one, two, three skabom a eye thirteen.
211 Chn. : Thirteen.
212 Tr. : Wose eye sen?
213 Chn. : Thirteen.
214 Tr. : Thirteen no sen na yebe twere? : Thirteen no yebe twere no sen?
215 Chd. : Three.
216' Tr. : Yebe twere three? Yebe twere sen? Yes.
217 Chd. : Yebe twere three.
218 Tr. : Yebe twere three?.
219 Chd. : Thirteen no nyinaa.
220 Tr. : Yebe twere thirteen no nyinaa ahye hɔ. Na ɛmom yebe twere three no ahye saa three wei ase. Na yebe twere one no ahye ha. Wei eye den nea? eye den nea?
221 Chn. : Pesewas.
222 Tr. : Mo be twere pesewas no wɔha. Ya wiɛ?
223 Chn. : Yes sir.
224 Tr. : Ya wiɛ?
225 Chd. : Yes sir.
227 Chn. : Yes sir.
228 Tr. : ehe
229 Chn. : No sir.
230 Tr. : ehe yebe ye no den?
231 Chd. : Yebe bekɔ cedis ene pesewas
232 Tr. : Yebe bekɔ cedis ene pesewas. Wɔse yebe bekɔ den?
233 Chn. : Cedis ne pesewas.
234 Tr. : eɛ se yebe one hundred and thirty pesewas ekɔ cedis ne pesewas a yebe ye no den? Yebe ye no aden? Yebe one, ehe
235 Chd. : Ye kan ne mmeinu ɛfiri nifa
236 Tr. : Yebe kan ne mmeinu ɛfiri nifɔ. Ye kan ne mmeinu ɛfiri nifɔ a yebe ye no de? Yebe ye no de?
237 Chd. : Yebe si point wɔhɔ
238 Tr. : Yebe si point w→ h→. Enti mmeinu no, ye kan ne afiri nifa. Mo ma ye hwe ye.
239 Chn. : One, two.
240 Tr. : Na ya si point w→ ha.
241 Chn. : Yes sir.
242 Tr. : Nti se ye si point w→ ha, ennec na yebe fre no sen? Yes.
243 Chd. : Two decimal places.
244 Tr. : Two decimal places. Mo huu se two decimal places na ya si point no. Seesee a, se ye→b→ din a yebe b→ din sen?
245 Chd. : Sika.
246 Tr. : Sika. Na se ye→b→ din a yebe b→ din sen? Wobe tumi ab→ din? B→ din ma me hwe
247 Chd. : Thirty pesewas.
248 Tr. : Hum yebe b→ din sen? Yebe b→ din sen? Wobe pagya wo nsa a na wo a pagya wo nsa enye sei! Yebe b→ din sen?
249 Chd. : Thirty pesewas and
250 Tr. : Yebe b→ din sen?
251 Chd. : One cedi thirty pesewas.
252 Tr. : One cedi thirty pesewas. Mo mm→ mo nsam ma no
253 Chn. : [Clapping]
254 Tr. : Aa! Wo etiemo denden ama yate se wo ka biribia. Na wo ye. Wei gyina h→ ma sen?
255 Chd. : One hundred.
256 Tr. : Wei gyina h→ ma sen?
257 Chd. : Hundred.
258 Tr. : Wei gyina h→ ma hundred enna wei nso eyina h→ ma sen?
259 Chd. : Thirty.
260 Tr. : Thirty. Nti wei gyina h→ ma one nso eyina h→ ma sen? Wobe tumi aye a. Woa wo ye enono, wo kyere mu akyere yen sedee me ka ye. Enti se wo kyere mu akyere yen nea na mede afidie yi aba, na dee wo ka akyere ye nyinna yece. Hwan na w→ b→pe se w→ beba abe y→?
261 Chn. : [All talking together]
262 Tr. : Aha, se me ntwere ye kora, hwan na w→pe se w→ beba? Mede ek→ fam.
263 Chn. : [Noise: Children talking together..]
264 Tr. : Mea wo ano. Woa wo be tumi aye no bra. Hwan na sba? Mohwe, mo hwe. Me se ye fiti ase a, ye fiti firi fa he?
265 Chn. : Nifa.
266 Tr. : Wei ye→b→ din sen?
267 Chn. : Eight.
268 Tr. : Eight. Wei ye→b→ din sen?
269 Chn. : Nine.
270 Tr. : Plus, plus sen?
271 Chn. : Four.
272 Tr. : Four. Nti wei sei, se wode five ekaho a, wobe nya sen?
273 Chd. : Ten.
274 Tr. : Eie! Wode five kaho a wobe nya sen?
275 Chd. : Thirteen.
276 Tr. : Thirteen. Thirteen. Eight. One, two, three, four, five, six, seven, eight plus five, One, two, three, four, five. Wose yebe nya sen?
277 Tr. : Ye nkan hwe se yebe nya thirteen a.
278 Chn. : One, two, three, four, five, six, seven, eight plus five, One, two, three, four, five. Yebs nya sn?
279 Tr. : Na ya sane de sen akaho?
280 Chn. : Four.
281 Tr. : Yebs wode five kaho a yebs nya sn?
282 Chd. : Seventeen.
283 Tr. : Wose yebe nya sen?
284 Chn. : Seventeen.
285 Tr. : Seventeen no ne yie. Seventeen no nea he na yebe twere no kane? Seventeen noa ye nya ye he yebe twere dee ehe ne kane?
286 Chd. : Seven.
287 Tr. : Yebe twere dee ehe kane? Seven wei a e w nify enna yebe twere ne he? Na aka sen? Aha. Na aka sen?
288 Chd. : One.
289 Tr. : One no yebe ye no den? One no yebe ye no den? One no yebe ye no den?
290 Chd. : Yebe bek akp ka four wei ho. Na yebe four no aka three yi ho, na yebe aka four yi ho.
291 Tr. : Kan, kan, kan ma yehwe.
292 Chd. : Inaudible.
293 Tr. : Ye sn?
294 Chd. : Twelve.
295 Tr. : Wose ye twere twelve. Twelve yebe ye no den?
296 Chd. : Yebe twere ne nyinaa ahyeh.
297 Tr. : Yebe twere ne nyinaa ahyeh. Sen na yebe si atwere no? Yes.
298 Chd. : Wo twere two no hye seven no ho a.
299 Tr. : Me ntwere two no hye seven no ho ha? Me ntwere nye he?
300 Chd. : Wo twere two no hye one no ase na wa twere one no ahye plus no ase
301 Tr. : Wo twere two no hye one no ase na wa twere one no ahye plus no ase. Wie, Wei nyinaa yebe din sen? Nea ya twere hye yebe din sen? wo ya wo nim pagya wo nsa. Wei dee ya twere ye nyinaa yebe be din sen? yebe be din sen?
302 Chd. : One twenty seven pesewas.
303 Tr. : Wose yebe din sen?
304 Chn. : One twenty seven pesewas.
305 Tr. : One twenty seven pesewas. Ya wici?
312 Chn. : No sir.
313 Tr. : Yebe ye no den? Wo ya wo nim pagya wo nsa. Yes.
314 Chd. : Yebe kekɔ cedis ne pesewas.
315 Tr. : Yebe kekɔ cedis ne pesewas. Yebe kɔ cedis ne pesewas a sen na yebe si aye no? Wɔ noa koro noa na wɔ be sane aka? Yebe kɔ cedis ne pesewas a nipa baako pe na eka? Yebe ye no den?
316 Chd. : Yebe kan ne afiri nifa na yebe point no asi hɔ.
317 Tr. : Yebe kan ne afiri nifa he ne?
318 Chd. : Nifɔ sei.
319 Tr. : :e he sen na yebe kan?
320 Chd. : Yebe kan two decimal places.
321 Tr. : Yebe kan two decimal places. One, two. Na yebe point no asi ha. Yebe point no si hɔ nomoa, yebe twere den? Yebe twere den?
322 Chd. : Cedis.
323 Tr. : Yebe twere cedis no ahyeɔ. ennee na answer no ye sen?
324 Chd. : One cedi twenty seven pesewas.
325 Tr. : One cedi twenty seven pesewas One cedi twenty seven pesewas Mo ate asec?
326 Chn. : Yes sir.
327 Tr. : Hwan na ete akyire naa wɔde nsam agu ne tiri so no? Wo ate asec?
328 Chd. : Yes sir.
329 Tr. : :Aa!
330 Chd. : Yes sir.
331 Tr. : :Dee yebe ye yi wo na wobe ye akyere yen. Na wobe kyerekere mu akyere yen. Wote asec? He! Aa! Bra. Ye. obia te dee ya ye no ase?
332 Chd. : Yes sir.
333 Tr. : Amponsem wote asec?
334 Amponsem : [Inaudible.]
335 Tr. : Ha? No sir anaa yes sir?
336 Chd. : Wɔse no sir.
337 Tr. : No sir, Kofi Amoako wote asec? Ane, nti wose wonte asec. Ampem sen na wɔse wonte asec? Ne sen ho na wose wonte asec? Sore, sen na wonte asec? Wei akyere sen?
338 Ampem : Plus.
339 Tr. : Plus, asec ne sen? Yese plus a asec ne sen?
340 Ampem : Fakaho
341 Tr. : Fakaho. Fa nwɔtwɛ eka enum ho, na sen na sane fɔ enan kaho. Wose wonte asec, sen na wose wonte asec?
342 Chn. : [All talking together Noise]
343 Tr. : :Se wo wɔ adead nwɔtwɛ, adead nwɔtwɛ, wo afa counter a kan ne nwɔtwɛ. Baako, mmeinu mmeensa, enan, enum, nsia, nson, nwɔtwɛ. Wei ye sen? enum. Wo asane a kan ne enum Baako, mmeinu mmeensa, enan, enum. Wei ye sen? enan: sko, mmeinu, mmeensa, enan. Wei nyinaa wo afa wo
counters, wo akan ne enum agu $\text{h}$, na wo a kan ne nw$\text{w}$twe agu $\text{h}$. Wo kan ne nyinaa wiei a, na wo akabomu. Na wo afiti ase: a kan ne, kan ma yen tie.

344 Chn. : [Inaudible].
345 Tr. : Kan no kese
346 Ampem. : One,
347 Tr. : Bra ha, bra ha. eye me se bebia wo gyina no wo nhunu so. Ka woho. Kaho, ka woho. Kan ma yen tie.
348 Ampem. + Chn. : [Ampem does the action and the rest of the class do the counting]: One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen.
349 Tr. : Wo nya sen?
350 Ampem : Seventeen.
351 Tr. : Twere seventeen ma me hwe. Twere seventeen w$\text{w}$ blackboard no so ma me hwe
352 Ampem : [Writes on the blackboard].
353 Tr. : Sen nono?
354 Ampem : Seventeen.
355 Tr. : Seventeen. Yese seventeen no sen na wo be $\text{w}$dikan atwere w$\text{w}$ha? Seventeen no sen na wo be $\text{w}$dikan atwere w$\text{w}$ha? Kofi Amoako bra na beboa wo papa.
356 Chn. : Laughing
357 Tr. : Seventeen yi, sen na Kofi yebe twere $\text{w}$w $\text{w}$ ha?
358 Amoako : [Points to under the four].
359 Tr. : Gye twere dee yebe twere ahye four no ase ma me hwe.
360 Chn. : Yiee! Yiee!
361 Tr. : Obia nmoa na ano na mo ngyae yiee, yiee no! Twere ma yen hwe. Sen na wobe twere $\text{h}$? Boakyey sen na yebe twere aha? Mo mon-gyina nkyen. yebe twere sen?
362 Boakyey : Me twere ha?
363 Tr. : Ane, sen na yebe twere $\text{h}$? Kofi gyina ha, gyina ha, Georgina Donkor bra.
364 Chn. : [All talking together].
365 Tr. : O! Ye no ntem. Sen na wobe twere $\text{h}$? Sen na wobe twere $\text{h}$?
Fa ma me ye. Woso ka w$\text{m}$ so ha. $\text{ee}$, O! Veronica bra. Gyina nkyen, gyina nkyen. Mo npene noha kakra.
366 Veronica : [Writes]
367 Tr. : Sen na wo twere ye?
368 Veronica : Seven.
Appendix 5 (26) TG: English

LESSON : TWENTY SIX
SCHOOL : U2
CLASS : P3
TEACHER : TG
SUBJECT : ENGLISH LANGUAGE (READING COMPREHENSION)
TOPIC : HOW AMA AND DEDE SPEND SUNDAYS
DATE : 14TH MARCH, 1996

1 Tr. : Class stand. Look up here. ‘Get’
2 Chn. : Get.
3 Tr. : Get.
4 Chn. : Get.
5 Tr. : Housework.
6 Chn. : Housework.
7 Tr. : Housework.
8 Chn. : Housework.
9 Tr. : After.
10 Chn. : After.
11 Tr. : After.
12 Chn. : After.
13 Tr. : Breakfast.
14 Chn. : Breakfast.
15 Tr. : Breakfast.
16 Chn. : Breakfast.
17 Tr. : Early.
18 Chn. : Early.
19 Tr. : Early.
20 Chn. : Early.
21 Tr. : Quickly.
22 Chn. : Quickly.
23 Tr. : Quickly.
24 Chn. : Quickly.
25 Tr. : Bath.
26 Chn. : Bath.
27 Tr. : Bath.
28 Chn. : Bath.
29 Tr. : Sometime.
30 Chn. : Sometime.
31 Tr. : Sometime.
32 Chn. : Sometime.
33 Tr. : Get.
34 Chn. : Get.
35 Tr. : Get.
36 Chn. : Get.
37 Tr. : Housework.
38 Chn. : Housework.
39 Tr. : Housework.
40 Chn. : Housework.
41 Tr. : After.
42 Chn. : After.
43 Tr. : After.
44 Chn. : After.
45 Tr. : Breakfast.
46 Chn. : Breakfast.
47 Tr. : Breakfast.
48 Chn. : Breakfast.
49 Tr. : Early.
50 Chn. : Early.
51 Tr. : Early.
52 Chn. : Early.
53 Tr. : Quickly.
54 Chn. : Quickly.
55 Tr. : Quickly.
56 Chn. : Quickly.
57 Tr. : Bath.
58 Chn. : Bath.
59 Tr. : Bath.
60 Chn. : Bath.
61 Tr. : Sometime.
62 Chn. : Sometime.
63 Tr. : Sometime.
64 Chn. : Sometime.
65 Tr. : Alright if you know you put up your hand then you pronounce the word. Listen to me, listen to me: 'get'.
66 Chn. : Get.
67 Tr. : Get.
68 Chn. : Get.
69 Tr. : Bath.
70 Chn. : Bath.
71 Tr. : Bath.
72 Chn. : Bath.
73 Tr. : Breakfast.
74 Chn. : Breakfast.
75 Tr. : Breakfast.
76 Chn. : Breakfast.
77 Tr. : Early.
78 Chn. : Early.
79 Tr. : Early.
80 Chn. : Early.
81 Tr. : After.
82 Chn. : After.
83 Tr. : After.
84 Chn. : After.
85 Tr. : Sometime.
86 Chn. : Sometime.
87 Tr. : Sometime.
88 Chn. : Sometime.
89 Tr. : Housework.
90 Chn. : Housework.
92 Tr. : Housework.
93 Chn. : Housework.
94 Tr. : Quickly.
95 Chn. : Quickly.
96 Tr. : Quickly.
97 Chn. : Quickly.
98 Tr. : Alright if you know you put up your hand. Boakye.
99 Boakye : After.
100 Tr. : Again.
101 Boakye: After.
102 Tr. : Again.
103 Boakye: After.
104 Tr. : [Points to a new word on the board and also nominates another child.]
105 Chd. : Sometime.
106 Tr. : Again.
107 Chd. : Sometime.
108 Tr. : Again.
109 Chd. : Sometime.
110 Tr. : Sometime.
111 Chd. : Sometime.
112 Tr. : Sometime.
113 Chd. : Sometime.
114 Tr. : Get.
115 Chn. : Get.
116 Tr. : Get.
117 Chn. : Get.
118 Tr. : Points to a new word on the board and calls Dekye
119 Dekye: Breakfast.
120 Tr. : Again.
121 Dekye: Breakfast.
122 Tr. : Again.
123 Chn. : Breakfast.
124 Tr. : Points to a new word on the board and calls Andrews.
125 Andrews: Quickly.
126 Tr. : Again.
127 Andrews: Quickly.
128 Tr. : Again.
129 Andrews: Quickly.
130 Tr. : Alright, now I will call the word then you come and point at the word. I will call the word: After, after, after. Alright, you come. After.
131 Chd. : [Goes to the board and points at the word after and says it as well as spells it] After, a-f-t-e-r, after.
132 Tr. : After.
133 All Chn.: After.
134 Tr. : After, alright, now the next word; bath, bath, bath. ([Points to a child]).
135 Chd. : Bath.
136 Tr. : No go and point at the word bath.
137 Chd. : [Goes to the board and points at the word bath]
138 Tr. : Yes.
139 Chd. : [Says bath, spells it and says it again] Bath, b-a-t-h, bath.
140 Tr. : All of you.
141 Chn. : Bath, b-a-t-h, bath.
142 Tr. : The next word: Breakfast, breakfast, breakfast, breakfast. If you know put up your hand. Breakfast, breakfast.(points to a child).
143 Chd. : [Goes to the bb, points at the word, reads, spells and pronounces it again]: Breakfast, b-r-e-a-k-f-a-s-t, breakfast.
144 Tr. : Breakfast.
145 Chn. : Breakfast.
146 Tr. : All of you spell.
147 Chn. : Breakfast, b-r-e-a-k-f-a-s-t, breakfast.
148 Tr. : Early.
149. Chn. : Early.
150 Tr. : Early, early.
152. Chn. : Early.
153 Chd. : e-a-r-l-y, early.
154 Chn. : Early, e-a-r-l-y, early.
155 Tr. : Quickly, quickly, quickly. The same line Quickly.
156 Chd : Quickly.
157 Chn. : Quickly.
158 Chd. : Quickly, q-u-i-c-k-l-y, quickly.
159 Chn. : Quickly, q-u-i-c-k-l-y, quickly.
160 Tr. : Quickly.
161 Chn. : Quickly.
162 Tr. : Quickly.
163 Chn. : Quickly.
164 Tr. : Q.
165 Chn. : Q.
166 Tr. : u.
167 Chn. : u.
168 Tr. : i.
169 Chn. : i.
170 Tr. : c.
171 Chn. : c.
Tr. : k.
Chn. : k.
Tr. : l.
Chn. : l.
Tr. : y.
Chn. : y.
Tr. : Quickly.
Chn. : Quickly.
Tr. : Quickly.
Chn. : Quickly.
Tr. : Get, get, get, get.
Chn. : Get. 
Tr. : Alright, what word is that? What word is this? What word is this? Yes you.
Chd. : Sometime.
Tr. : What did he say?
Chd. : Sometime.
Tr. : Again
Chd. : Sometime.
Tr. : Sometime.
Chn. : Sometime.
Tr. : Sometime.
Chn. : Sometime.
Tr. : Alright, I said this word. What is this word. [Points to a child]
Chd. : Get
Chn. : Get.
Chd. : g-e-t. get.
Chn. : Get.
Tr. : Listen, when you spell, pronounce the word. First you pronounce the word. When you have finish spelling you pronounce again. Yes.
Chd. : g-e.
Tr. : Listen, get.
Chn. : Get.
Tr. : Say get.
Chn. : Get.
Tr. : Get.
Chn. : Get.
Tr. : Get, g-e-t, get.
Chn. : Get, g-e-t, get.
Tr. : Alright, now sit down.
Chn. : Thank you sir.
Tr. : We are going to read from the board. When you have finished reading We read from the book: Mensah and Dede get up early on Sunday.
Chn. : Mensah
Tr. : No, no, listen to me: Mensah and Dede get up early on Sunday. Then they do their housework quickly. After the housework, they have their bath. Then they have their breakfast. We are going to read line by line. We
are six lines. We have six lines. This line is going to read first. You will read first. You, alright come. When you finish reading you will take the reading book and read from it.

215[1st line] Chd.: Mensah and Dede get up early on Sunday.
216 Chn.: Mensah
217 Tr.: No
218 Chd.: Then they do their housework quickly. After the housework, they have their bath. Then they have their breakfast.
219 Tr.: Clap for him.
220 Chn.: [Clapping]
221 Tr.: Alright you will take the reader and read.
222 Chn.: [Talking together, not audible.]
223 Tr.: Read and let us hear. Take the book up.
224 Chd.: Mensah and Dede get up early on Sunday. Then they do their housework quickly. After the housework they have their bath. Then they have their breakfast.
225 Tr.: Alright, clap for him.
226 Chn.: [Clapping].
227 Tr.: This line, this line, this line. Nobody can read! Second line.
228 Chd.: Mensah and Dede get up early on Sunday. Then.... they do their housework quickly. After the housework they have their bath. Then they have their breakfast.
229 Tr.: Alright, who can help him with this word? Yes.
230 Chd.: Have.
231 Tr.: Yes.
232 Chd.: Have
233 Tr.: Yes.
234 Chd.: Their, their
235 Tr.: Alright, who can read this line? Who can read this line? Yes.
236 Chd.: Sometimes they have their bath.
237 Tr.: Yes.
238 Chd.: Housework
239 Tr.: No, no. He started from here: ‘housework’, then. This is, ‘They’, have, their bath. After the housework they have their bath. After the housework they have their bath. Read like that.
240 Chd.: After the housework they bath their bath.
241 Chn.: [Laughter]
242 Tr.: Yes, who will come and help him? Who will come and help him. Yes. Give it to him.
243 Chd.: Mensah and Dede get up early on Sunday. Then they do their housework quickly. After, after the, after, after the housework, they have their bath. Then they have their breakfast.
244 Tr.: Alright clap for him.
245 Chn.: [Clapping].
246 Tr.: Come and take the reader. Take the book. Then read.
247 Chd.: Mensah and
248 Tr.: Here. Read from this side. Read from this side
Chd. : Mensah and Dede get up early on Sunday. Then, they do their housework quickly. After the housework they do their bath.

Tr. : Mm, mm no, no. Here, read from this side.

Chd. : Then they have their bath.

Tr. : Is that correct? Alright put it down. Look here, that is it. Yes?

Chd. : They.

Tr. : Points to another child. Yes read.

Chd. : They have their bath.

Tr. : Is that correct? Alright put it down. Look here, that is it. Yes?

Chd. : They have their bath. Then they have their breakfast.

Tr. : Open your mouth and speak louder, read louder.

Chd. : Mensah and Dede get up early on Sunday. Then they do their housework quickly. After the housework, they have their bath. Then they have their breakfast.

Tr. : Alright clap for him.

Chn. : [Clapping].

Tr. : Yes, who will also try? Who will also try? Go. Who will come and read? Who will come?

Chn. : [All talking together]

Tr. : Yes.

Chd. : Mensah and Dede get up early on Sunday. Then they do their housework quickly. After the housework then they have their bath. Then they have their breakfast.

Tr. : Alright clap for him.

Chn. : [Clapping].

Tr. : Take and read? Read from this side. Take the book.

Chd. : Mensah and Dede

Tr. : Take the book.

Chd. : Weifo D. a.

Tr. : Keep quiet. Yes read.

Chd. : Mensah and Dede get up early on Sunday. Then they do, then they do their housework quickly. After the housework then they have their bath. They have their breakfast.

Tr. : Mm hum deen nono. What is that word?

Chd. : Then they have their breakfast.

Tr. : Alright clap for him.

Chn. : [Clapping].

Tr. : Yes who is coming? Who is coming?

Chn. : Line weifo D a.

Tr. : Not only this line. Anybody, anybody, anybody. Who will like to read? Come.

Chn. : [All talking together].

Tr. : Keep quiet. Alright what of this line, who is coming?

Chn. : [All talking together].

Tr. : Keep quiet. Look at the board.

Chd. : Mensah and Dede get up early on Sunday. They do their
Then they do their housework, quickly. Quickly after the housework, then they have their bath. Then they have their breakfast.

Read again. Don’t rush? Read. Yes. Then they do their housework. Quickly, after the housework, then they have their bath. Then they have their breakfast.

Alright clap for him. Read. Yes. Alright everybody look up here say ‘then’. Read. Yes. Then. Then. Then. Then. They. They. They. They. They have their bath. Then they have their breakfast. Alright go and take the book. After that you will read. After him you will read. Yes, no, no. Open this side.

Mensah and Dede get up early on Sunday. Then they do their housework. Quickly, after the housework, then they have their bath. Then they have their breakfast.

Alright clap for him. Yes sir. Why did you do this?...Peneha peneha, Yes, Mm hum!

They, they do their bath. Keep quiet. Yes.

Alright, Yaw Kyem. Yes you come? Go back, Start.

Mensah and Dede get up early on Sunday. Then they do their housework quickly. After the housework they have their bath, bath. Then they do, then, then they have their breakfast.
326 Tr. : Yes, look go back.
327 Chd. : Mensah and Dede get up early on Sunday. Then they do their housework quickly. After the housework, they, eh! they have their bath. Then they have their breakfast.
328 Tr. : Alright clap for her.
329 Chn. : [Clapping].
330 Tr. : Read (pointing to a child).
331 Chd. : Mensah and Dede get up early on Sunday. Then they do their housework quickly. After the housework then they, then they
332 Tr. : eno no yeden?
333 Chd. : [No response].
334 Tr. : Alright, come to the board again. Read again.
335 Chd. : Mensah and Dede get up early on Sunday. Then they do their housework quickly. After the housework, and, after the house
336 Tr. : Where is after? Find us after, after, after, where is the after?.
337 Chn. : Sir, menene.
338 Tr. : Alright,
339 Chd. : Mo mua mo ano ye
340 Tr. : Yes you. Everybody look at him.
341 Chd. : Mensah and Dede get up early on Sunday. Then they do their housework quickly. After the housework they have their bath. Then they have their breakfast.
342 Tr. : Clap for him.
343 Chn. : [Clapping].
344 Tr. : Alright, take the book. Have you read before?
345 Chn. : Sir wa be kan bi.
346 Tr. : Oh! That is that Alright who is coming? Who is coming? Yes.
347 Chd. : Sir!
348 Tr. : Yes.
349 Chd. : Nnora wɔ no Yaw Boateng kan bi.
350 Tr. : After Yaw Boateng you will come. After Yaw Boateng you will come and read.
351 Yaw : Mensah and Dede get up early on Sunday. Then they do their breakfast. Ee! eyi
352 Chn. : [Laughter.]
353 Yaw : Housework
354 Tr. : Keep quiet.
355 Yaw : Quickly.
356 Tr. : What is this word? How do you pronounce this word?
357 Chd. : Have, ch! after.
358 Tr. : [Points to another child]
359 Chd. : After.
360 Chd. : Then.
361 Tr. : Who said then?
362 Chd. : Me
363 Tr. : [Points to housework]
364 Chd. : Housework.

366 Tr. : We will only take pupil by the row. Yes.

367 Chd. : Mensah and Dede get up early on Sunday. Then they do their housework quickly. After the housework..., they..., they..., then

368 Tr. : Keep quiet. Yes someone. Yes.

369 Chd. : Mensah and Dede get up early on Sunday. Then they do their housework quickly. After the housework they have their bath. Then they have their breakfast.

370 Chd. : Hai! Aden nti na mo pe kasa saa?

371 Chd. : Mensah and Dede get up early on Sunday. Then they do their housework quickly. After the housework they have their bath. Then they have their breakfast.

372 Tr. : Alright clap for him.

373 Chn. : [Clapping].

374 Tr. : So you only like to clap for somebody you don’t want somebody to clap for you. Mo de së mobë bë mo nsam ama obi na mope. Së obi bëbë ne nsam ama mo de së mpe. You will read? Alright keep quiet.

375 Chd. : Mensah and Dede get up early on Sunday. Then they do their housework quickly. After the housework.

376 Tr. : After the housework. After the housework.

377 Chd. : After the housework.

378 Tr. : Ah! where is after?

379 Chd. : Mensah and Dede. Mensah and Dede get up early on Sunday. Then they do their housework quickly. After the housework then they do their bath.

380 Tr. : Alright, thank you. Yes (pointing to another child)

381 Chd. : Mensah and Dede get up early on Sunday. Then they do their housework quickly. After the housework they have their bath. They then have their breakfast.

382 Tr. : Alright, listen, listen everybody. Listen, alright stand up. Look up here: Mensah and Dede get up early on Sunday. Then they do their housework quickly. Then they do their housework quickly. After the housework, they have their bath. Then they have their breakfast. Look up here everybody. Look here there is no comma or full stop here, so here you don’t read like this: ‘Then they do their housework. Quickly’. No. “Then they do their housework quickly”. After the housework, they have their bath. Then they have their breakfast. It’s continuous. We don’t stop. Only where you see this. This we call it full stop. It means when you reach there rest. When you come to this side: comma. When you reach there, rest a little. Së wo hunu wei yi a, ‘full stop’ ekyere së, së wo duru hë nom a, gye wo ahone. Wo hunu wie ye a, yefer no ‘comma’, wo duru hë nom a gye wo home kakra. Mo hwé së së me së twano no. Bëbia yei no së wëno na magye me home. Bëbia wei no wëno na magye me home kakra. Mensah and Dede get up early on Sunday. Have you seen it? So you have to rest here. Then they do their housework quickly. After the housework, they have their bath. Then they have their breakfast. Where there is a full stop, full
stop you have to rest. Where there is a comma, you have to rest a little. Alright, last person. I want only one person. Yes

383 Chd.: Mensah and Dede get up early on Sunday. Then they do their housework. Quickly. After the housework then have

384 Tr.: What is this word? This word is what?

385 Chd.: They. They have their bath. Then they have their breakfast

386 Tr.: Everybody say: ‘Have’

387 Chn.: Have.

388 Tr.: Have.

389 Chn.: Have.

390 Tr.: Have.

391 Chn.: Have.

392 Tr.: They.

393 Chn.: They.

394 Tr.: They.

395 Chn.: They.

396 Tr.: They.

397 Chn.: They.

398 Tr.: Then.

399 Chn.: Then.

400 Tr.: Then.

401 Chn.: Then.

402 Tr.: Alright who will come and try? Portia come. Go back, go back.

403 Portia: Mensah and Dede get up early on Sunday. They

404 Tr.: What is this word? [pointing to a child.]

405 Chd.: Then.

406 Chd.: Mensah and Dede get up early on Sunday. Then they do their housework quickly After the housework, they have their breakfast.

407 Chn.: snoa no no?

408 Tr.: What is this word?

409 Chn.: Aha!

410 Tr.: Keep quiet

411 Tr.: What is this word? What is that word?

412 Chd.: Mensah and Dede get up early on Sunday.

413 Chn.: [Whisper to the reader] ‘then’

414 Chd.: Then they do their housework quickly After the housework, they have their bath

415 Chd.: Sir.

416 Tr.: Yes

417 Chd.: [Moves towards the blackboard]

418 Tr.: No, no, call the word for her.

419 Chd.: Then

420 Chd.: Then. Then the

421 Chn.: Do.

422 Chd.: Hai!

423 Tr.: Yes Sam
Chd. : Mensah and Dede get up early on Sunday. Then they do their housework.

Tr. : Speak louder.

Chd. : Ka no kóssé

Chd. : Then they do their housework quickly. After the housework.
LESSON : TWENTY SEVEN
SCHOOL : ZONGO PRIMARY
CLASS : P 4.
TEACHER : "TH"
SUBJECT : ENGLISH LANGUAGE
ASPECT : READING COMPREHENSION
TOPIC : CLEANINESS
DATE : 11TH MARCH 1996

1 Tr. : cm. Writes lesson heading and lists key words on the bb. Turns round, ch.
2 Chn. : Talking together
3 Tr. : Right cm. Stand up.
4 Chn. : Pupils stand
5 Tr. : Sit down.
6 Chn : Pupils sit
7 Tr. : Up.
8 Chn. : Pupils stand
9 Tr. : Down.
10 Chn. : Pupils sit.
11 Chn. : Talking together.
12 Tr. : Now you repeat after me: "Food.", All of you.
13 Chn. : Food.
14 Tr. : Food.
15 Chn. : Food.
16 Tr. : Clean.
17 Chn. : Clean.
18 Tr. : Room.
19 Chn. : Room.
20 Chn. : Water.
21 Chn. : Water.
22 Tr. : Water.
23 Chn. : Water.
24 Chn. : [Noise].
25 Tr. : Some of you are saying /ˈtɔ/. No. It is water.
26 Chn. : Water.
27 Tr. : Again.
28 Chn. : Water.
29 Tr. : Drink.
30 Chn. : Drink.
31 Tr. : Drink.
32 Chn. : Drink.
33 Tr. : Foolish man. Window.
34 Chn. : Window.
35 Tr. : Window.
36 Chn. : Window.
37 Tr. : Window.
38 Chn. : Window.
39 Tr. : Now lets start again.
40 Chn. : Food.
41 Tr. : Again.
42 Chn. : Food.
43 Tr. : Points to “food” on bb.
44 Chn. : Food.
45 Tr. : Points to “drink”.
46 Chn. : Drink.
47 Tr. : Points again to “drink”.
48 Chn. : Drink.
49 Tr. : Points to “room”.
50 Chn. : Room.
51 Tr. : Points to “water”.
52 Chn. : Water.
53 Tr. : [Points again to “water”].
54 Chn. : Water.
55 Tr. : [Points to “drink”].
56 Chn. : Drink.
57 Tr. : [Points to “window”].
58 Chn. : Drink /window [Simultaneous production]
59 Tr. : Again.
60 Chn. : Window.
61 Tr. : [Points again to “window”].
62 Chn. : Window.
63 Tr. : [Points to “room”].
64 Chn. : Room.
65 Tr. : [Points to “drink”].
66 Chn. : Drink.
67 Tr. : [Points again to “room”].
68 Chn. : Room.
69 Tr. : [Still points to “room”].
70 Chn. : Room.
71 Tr. : [Points to “clean”].
72 Chn. : Clean.
73 Tr. : [Points again to “window”]
74 Chn. : Window/clean(simultaneous production).
75 Tr. : Look at the board. Yes.
76 Chn. : Window.
77 Tr. : [Points to “room”].
78 Chn. : Room.
79 Tr. : [Points again to “room”].
80 Chn. : Room.
81 Tr. : [Points again to “water”].
82 Chn. : Water.
Tr. : [Still points to "water" on bb.]

84 Chn. : Water.

85 Tr. : [Points to "drink"]

86 Chn. : Drink

87 Tr. : [Again to "water"]

88 Chn. : Water

89 Tr. : Mm, Okay. Now we all eat every day. We all eat everyday and we eat food. So, em we all. Kwaku eats everyday. Now, what is he eating? You see he is eating some food. He is eating some food. Now when you go to home. When you close in the afternoon, when you go home, by all means our mothers give us some food and this food will help us to grow. So when we talk of food we mean something we eat into our stomach. Now on.

90 Chn. : [Noise]

91 Tr. : When we also see that our room is dirty, the room. You clean our room. To clean. When we see that our house is dirty or our compound is dirty we can clean the compound and then room. We are in our room. [Points to the word "room"]. This is, which class is this? P4 classroom. This is classroom, [pointing to "room"]. [Points to Water] Now water. You always drink water. This morning some of you have drank water so we drink water everyday. we drink water everyday or I drink water everyday. [Points to "drink"] And then drink. I am drinking. I am drinking. [Points to "window"] Now window. Gyimah close our window lets see. Close the window.

92 Gyimah : [Closes window].

93 Tr. : What is he doing? He is. He is closing the window or he is shutting the window. Alright open it.

94 Gyimah. : [Opens the window].

95 Tr. : That is window, window.

96 Chn. : [Noise]

97 Tr. : Now open page on

98 Chn. : [Noise]

99 Tr. : We are on between and then from.

100 Chn. : [Noise]

101 Tr. : Bue ha. Page six, page six.

102 Chn. : [Noise]

103 Tr. : Unit two. Page six. Unit two. Lets take two minutes to read silently. Kan no wɔ wɔ tiri mu.

104 Chn. : Reading silently

105 Tr. : Right stop. Now when you look at the pictures you see two houses. One is a very clean house and the other one is a very dirty sh village. We have a house and a village.

106 Chn. : [Noise]

107 Tr. : Now, unit two. Be clean and strong.. Lets read. Mary can you help us? Read from the first paragraph . Look into your books as she reads. Read. Lets hear you.
Mary: Mr and Mrs Fosu live in a clean house. Their children are Kofi and Afi. Mrs Fosu and Afi sweep the house everyday. Kofi sweeps the rooms. Mrs Fosu covers the rubbish. She also covers all their food and water. Mr Fosu opens all the windows and fresh air comes in.

Tr.: Right, is alright. Now she was reading about some people. Now what name did you hear? Mary was reading. Just now she was reading. She has mentioned whose names? What name did you hear? Gyimah.

Gyimah: Mr. Kofi and

Tr.: I want only the name. So we have heard of Mr. Kofi and what other name did you hear? What other name? edin fofofɔ bɛn na Mary bɔ ye? We have heard Mr Kofi and what other name did you hear? (points to a child)

Chd.: Aff

Tr.: Kofi and Afi. She mentioned a certain woman’s name.

Chd.: Mrs. Fosu

Tr.: Mrs. Fosu. So we are reading about Mr. and Mrs Fosu. Now Atta Adu read. Lets hear you. Begin from

Chn.: [Noise]

Tr.: Keep quiet. Listen to Atta Adu.

Atta: Mr. and Mrs Fosu

Tr.: Look into your books as he reads. Go on

Atta: Mr. and Mrs Fosu works ...

Tr.: Now who can pronounce that word? l-i-v-e. Oppong.

Oppong: Leaving.

Tr.: No, no, no. Who can pronounce it better? Yes?

Chd.: Live

Tr.: Live. All of you.

Chn.: Live

Tr.: Live

Chn.: Live

Tr.: Again

Chn.: Live

Tr.: So Atta Adu begin again

Atta: Mr.

Tr.: Louder. louder. Ka no kese

Atta: Mr and Mrs Fosu live in a

Tr.: c-l-e-a-n, c-l-e-a-n. Now look at the board. It is the same word. Now Danso pronounce it.

Danso: Clean

Tr.: Again

Danso: Clean

Tr.: All of you.

Chn.: Clean

Tr.: Clean

Chn.: Clean
Okay, Atta Adu go on.

Clean, clean house

Louder, louder.

Louder.

Atta ka no kese

Clean house! There.

Clean.

Mr and Mrs Fosu live in

Their

Their children are Kofi and Afi.

Mr and Mrs Fosu live in a clean house.

Right stop. Lets all join and read. All of you join and read. Go!

Mr and Mrs Fosu live in a clean house.

Their children are Kofi and Afi.

Mr and Mrs Fosu live in a clean house. Their children are Kofi and Afi.

Good. Who else can read up to that point?

Mr and Mrs Fosu live.

[Noise]

Mhum. Deborah read.

Mr and Mrs Fosu /laifs/(for lives)

(Laughter)

Stop. The word is live. Mr and Mrs Fosu live. Go on

Mr and Mrs Fosu live in a..

em. Now let me come to you. Now read Gyamfi. Mr and Mrs Fosu. Go!

Mr and Mrs

Louder, ka no kese. Mr and Mrs. Fosu. live.

[Noise].

Hai! Mary read. Listen to Mary again.

Mr and Mrs Fosu live in a clean house. Their children are Kofi and Afi. Mrs Fosu and Afi live, ah! Mrs Fosu and Afi sweep the house everyday. Kofi sweeps the rooms. Mrs Fosu covers the rubbish. She also covers all their food and water. Mr Fosu opens all the windows for fresh air to come in. They keep their bodies clean, they clean their teeth and have their bath everyday. Read that portion again. They clean their teeth

[lost]

Aha, aha.

They

Aha, aha
180 Tr. : Read from there. Mary read.

181 Mary : They clean their teeth and have

182 Mary+Tr. : Their bath everyday.

183 Tr. : Let us all read up to where eh Mary have reached. Mr and Mrs Fosu live in a clean house. Their children are Kofi and Afi. Mrs Fosu and Afi sweep the house everyday. Kofi sweeps the rooms. Mrs Fosu covers the rubbish. She also covers all their food and water. Mr Fosu opens all the windows and fresh air comes in. Lets start and come to this end. Mr and Mrs Fosu. Go!

184 Chn. : Mr and Mrs Fosu live in a clean house. Their children are Kofi and Afi. Mrs Fosu and Afi sweep the house everyday. Kofi sweeps the rooms.

185 Tr. : The rubbish full stop. Mrs Fosu covers the rubbish. Go. Read again.

186 Chn. : Mrs Fosu covers the rubbish

187 Tr. : She also

188 Chn. : She also covers all their food and water. Mr Fosu opens all the windows and fresh air comes in.

189 Tr. : Lets stop here. Now eh mm. You see we are talking of cleanliness. That is when we are clean, eh, we shall not grow sick. but when you are dirty you all the time be sick. So, eh, this unit is telling us to be clean all the time because if you are dirty even your friends will not like to walk with you. Even your father will not like you. Your mother will also not like you. So, so all the time you have to be clean. It means you are going to be strong all the time. Now let us look at the first house. You see many things there. What are the things? What are some of the things which you see there? Hwe effie kamakama no. Ye hunu no=

190 Mary : Flowers


192 Nkrumah : Trees.

193 Tr. : Yes, you see trees also there. Good. What other things do you see? Bio.

194 Bio. : water

195 Tr. : Good. You see water also in the house. Any other thing you see in the house? Boateng.

196 Boateng : Ankore

197 Chn. : Laughter amid shouts of ankore ankore!

198 Tr. : Ankore. Okay! We also call it barrel. All of you say it.

199 Chn. : Barrel

200 Tr. : Barrel b-a-r-r-e-l. Alright. Spell it.

201 Chn. : b-a-r-r-e-l.

202 Tr. : /l/.
Right. Any other thing do you see in the house? Eh, Atta Adu. Any other thing you see in the house?


Door. You see a door, doors, windows, any other thing? Any other thing do we see in the house.

Atta: Window

Veranda. Very good. Veranda. All of you say it.

Veranda. Veranda. All of you say it.

Alright this is the Veranda Nkrumah has been talking about. We all know veranda. Any other thing? Yes Danso.

Wall, all of you.

You all know bucket because when we go in the morning you go to the river side to fetch water, you usually go there with buckets.

Now lets go to the dirty village. The dirty village. You didn’t mention people. There are also people in the house. Now lets go to the dirty village. What do we see there? In the dirty village.
skuro nu a egu fa ha no eh wɔ fi. ɛdɛn na ye hunu eh? Atta
Adu.

239
Adu. : Akokɔ.
240
Tr. : Now who can tell us the English name for akokɔ. All
of you say it
241
Chn. : Fowl/cock/hen. (simultaneous production)
242
Tr. : One by one. If you know it raise up your hand. Yaw
Boateng
243
Chd. : Yaw Boateng teacher ɛfɛ wɔ no won'te?
244
Tr. : Esther Boateng. English word for akokɔ
245
Esther : Hawk
246
Tr. : No. Hawk. What is the Twi name for Hawk? Who
can tell me hawk? ɛɛ he:
247
Chd. : Akokɔ bɛmba
248
Tr. : No, no, no
249
Chn. : Teacher, Sir, sir, teacher.
250
Tr. : Wait. Don’t call me. Hawk is a certain bird in the
air
which always catches eh hen and their children. We want the Twi
name for it ɛɛ:
251
Chd : Akroma.
252
Tr. : Akroma is hawk. Me pɛ akokɔ borɔfo. Akokɔ
baa.
253
Chn : [Noise]
254
Tr. : Right
255
Chd : Hen.
256
Tr. : Hen, all of you.
257
Chn. : Hen!
258
Tr. : Is too much. Hen again.
259
Chn : Hen
260
Tr. : What about akokɔ nini?
261
Chn : [Noise]
262
Tr. : Nti
263
Nti. : Hawk
264
Tr. : No. Hawk is akroma. Yes Oppong
265
Oppong : Cock
266
Tr. : Cock. all of you.
267
Chn : Cock.
268
Tr. : Again. Who can spell it for us? Who can spell it for
us? ɛɛ
269
Chn : [Noise].
270
Tr. : Wo ara mbe hu woɔ mbe bu. Who can spell it for
us? ɛɛ Gyimah.
271
Gyimah : B-b-a-k
272
Chn. : [Noise] and laughter.
273
Tr. : No
274
Chn. : Laughter.
Tr. : Anybody can try again? Anybody? Yes Oppong.
Tr. : C-o-k
Tr. : Mary
Tr. : C-a-o-k
Tr. : No
Chn. : [Noise]
Tr. : Right lets go to the village again. Lets go to the village. What other things do you see in the village?
Chn. : [Noise]
Tr. : Mhum
Chn. : [Noise]
Tr. : Pipe
Tr. : I mean the dirty village. Do you see pipe there? Lets see. Yes there is pipe. There is pipe. Any other?
Chd. : Window.
Tr. : Window, window is also there.
Chn. : [Noise]
Chd. : Door
Tr. : Door, door sh Karikari?
Karikari : /goutô/.
Tr. : Say it louder.
Karikari : /goutô/
Tr. : That is /gâtô/, /gâtô/. All of you. /gâtô/.,
Chn. : /gâtô/,
Tr. : Now when we go to Kumasi. Listen, when we go to Kumasi. At time when you are crossing from a street to the other end you have to jump because there is a gutter there. If you are not careful and you fall in either your, sh, going to hurt yourself or you will be sent to hospital. Any other thing?
Chd. : Two boys.
Tr. : Say it again
Chd. : Two boys
Chn. : [Laughter]
Tr. : Who heard it
Chd. : Two boys!
Tr. : Two boys? Yes there are two boys also in the village. Right, so let us read the sh paragraph again. Let us be free with the reading. Let us all join again to read. Mr and Mrs Fosu. Right, all of you read
Chn. : Mr and Mrs Fosu live in a clean house.
Tr. : Right, group one read. Group one. Mr and Mrs Fosu live in a clean house
Group 1. : Mr and Mrs Fosu live in a clean house
Tr. : I will read it again. I read again. Mr and Mrs Fosu. Go!
Group 1. : Mr and Mrs Fosu live in a clean house.
Tr. : Group two.
Group 2. : Mr and Mrs Fosu live in a clean house.
Tr. : Group three.
Group 3. : Mr and Mrs Fosu live in a clean house.
Tr. : Again
Group 3. : Mr and Mrs Fosu live in a clean house.
Tr. : Again
Group 3. : Mr and Mrs Fosu live in a clean house.
Tr. : That's right.
Chn. : [Laughter]
Tr. : Group four.
Group 4. : Mr and Mrs Fosu live in a clean house.
Tr. : Again
Group 4. : Mr and Mrs Fosu live in a clean house.
Tr. : Good. Group five.
Group 5. : Mr and Mrs Fosu live in a clean house.
Tr. : HE again. Group five.
Group 5. : Mr and Mrs Fosu live.
Tr. : In a clean house.
Groups. : In a clean house.
Tr. : Right, close your books. Let us do a little dictation.
Cl. : Close your books. Let us do a little dictation. Now spell “in”. If you know it raise up your hand. “in”. Monica, yes.
Tr. : Louder
Ofori Francisca : /æ/ /æ/ /æ/ /æ/ /æ/
Ofori : /æ/ /æ/ /æ/ /æ/
Tr. : No. /ænd/ Oppong.
Oppong : /ænd/ /ænd/ /ænd/ /ænd/ /ænd/ /ænd/ /ænd/.
Tr. : All of you.
Chn. : /ænd/ /ænd/ /ænd/ /ænd/.
Tr. : Is too much. Right. Lets go to another one. The, the.
The word “The”. Bio.
Bio. : T-h-e. The.
Tr. : First pronounce the word. Spell it. After, then you pronounce it again. “The”. T-h-e. the. Right let us go to another one.
Robert : /d/
Tr. : Pronounce it first
Tr.: Right. All of you. "day".
Tr.: Good. That is day. Now look at the board and tell me this word. Now m-r-o-o. I have spelt it wrongly. Somebody should spell it correctly and at the same time tell me the word. Monica, yes.
Monica: Room, r-o-o-m, room.
Tr.: Room, all of you spell it.
Chn.: R-o-o-m, room.
Tr.: Look at another one. (Teacher writes: ‘krind’ on the board. Yes I have this one also k-r-i-n-d. It is wrong. Let us correct it. cm Abigail.
Abigail: Drink
Tr.: Again
Abigail: Drink
Tr.: Is she correct?
Chn.: Yes.
Tr.: Yes Let us spell it.
Abigail: d-r-i-n-k.
Tr.: Spell it again.
Abigail: /d/
Tr.: Pronounce it first.
Abigail: Drink, d-r-i-n-k, drink.
Tr.: All of you, drink.
Chn.: Drink d-r-i-n-k, drink.
Tr.: Another one, another one, another one. w-s-e-e-p, w-s-e-e-p. Always Mary, Mary, Mary. Yes Agyei!
Agyei: Sleep
Tr.: Again.
Agyei: Sleep.
Tr.: Louder
Agyei: Sleep.
Tr.: You are coming, yes.
Agyei: Sleep.
Tr.: No. no, no. ch, Comfort.
Comfort: Sweep.
Tr.: All of you.
Chn.: Sweep.
Tr.: Alright, spell it all of you. Sweep.
Chn.: Sweep, s-w-e-e-p, sweep.
Tr.: This is the correct spelling. Alright last one. Right, hwe seessi dey din kakra ba b-b-i-u-s-h. Now when you come to the classroom. Let me give you an idea. When you come to your classroom and you sweep the room, sweep the room, you, you collect certain things from the room and then throw it somewhere. When your room is dirty and you sweep you by all
means you will get something and that something you usually throw it away. Oppong can you try? Let's see.

389 Oppong: Rubbish.
390 Tr.: Good. Clap for her.
391 Chn.: [Clapping].
392 Tr.: That is rubbish all of you.
393 Chn.: Rubbish
394 Tr.: Again.
395 Chn.: Rubbish
396 Tr.: Se ye pra ye dan mu a, ye dan mu aye fi. Na ya pra no, wohunu se eya ye sisa,ye boaba wura no ano. na ye ko tu guo!
397 Chn.: Yes sir.
398 Tr.: ehe. That is rubbish. ehe wohu, that is rubbish. Let spell it. Rubbish. All of us let us spell it and see.
399 Chn.: R-u-b-b-i-s-h.
400 Tr.: Again.
401 Tr+Chn.: Rubbish
402 Chn.: Rubbish, r-u-b-b-i-s-h, rubbish.
LESSON : TWENTY EIGHT  
SCHOOL : ZONGO PRIMARY  
CLASS : P 4.  
TEACHER : "TH"  
SUBJECT : MATHEMATICS  
TOPIC : TELLING THE TIME  
DATE : 11TH MARCH 1996  

1. Tr. : Eh, who can tell me today's date? Today's date.  
2. Chd. : 10th, 10th Today's date is 10th March, 1996.  
3. Tr. : No, Yes.  
5. Tr. : Very good. Today's date is 11th March, 1996 and it is Monday  
6. Chn. : [Noise].  
7. Tr. : Class stand, sit down, stand up, sit down. How many hands has a clock? A wall clock or any other watch. How many hands has it got?  
9. Tr. : All of you. How many hands?  
11. Tr. : Yes, let us try to name them. The first one is...  
13. Tr. : Minute?  
14. Chd. : Minute hand  
15. Tr. : Good. Yes, a minute hand. Another one. Ofori  
17. Tr. : Hour hand. And then the last one, Mhum.  
18. Chd. : Second hand  
19. Tr. : Second hand. Very good. These are the three hands we have. The last Friday I also said when the second hand also goes round the clock, how many seconds does it make.  
21. Tr. : Sixty what?  
22. Chd. : Sixty seconds  
23. Tr. : Sixty seconds. Very good. Now when the minute hand also goes round the clock how many minutes has it done?  
24. Chd. : Hour  
25. Tr. : No. The minute hand when goes round the clock how many minutes, eh, minutes has it done?  
27. Chd : One hour.  
28. Tr. : One hour. Nkrumah was correct but I wanted somebody to prove it. When it goes round the clock it has done one hour. Then
when we get our one hour, let's move on. Now how many hours do you think will give us one day? Last week we came up to an hour. We are now moving to a day. How many hours will give us one day?

Chd.: Sixty hours
Tr.: No
Chd.: Twenty four hours.
Tr.: Very good. Clap for him.

Tr.: Twenty four hours give us one day. Twenty four hours give us one day. Now, how many days will give us one week? How many days will give us one week?

Chd.: Seven weeks
Tr.: No. I'm talking of days.
Chd.: Seven days.
Tr.: Seven days. All of you; seven days.
Chn.: Seven days
Tr.: That is one week. Now how many weeks should give us one month?

Chd.: Four weeks.
Tr.: Say it louder
Chd.: Four weeks!
Tr.: Four weeks make one month. Four weeks make one month. Then how many months give us one year? How many months will give us one year? Now, all we need, eh months. We have, if we count from one, two, we have a certain months that will give us one year. How many months?

Chd.: Twelve months
Tr.: Twelve months give us one year. Alright name one of the months. Name one of the months. Currently we are in March. What other month do you know? We have twelve months. One of them is called March. What's the name of other months? For example, I know of October. Any other month you know? Always when you shout January, February so, so and so tell us one of them.

Chd.: October.
Tr.: I've said it. Say another one. Any other month? Alright, let us recite January, February...go!
Chn.: January, February, March, April, May
Tr.: Stop. Name one of them
Chd.: June
Tr.: Say it louder
Chd.: June!
Tr.: June. Any other month? Any other month? From June where do we go? From June where do we go? Yes.

Chd.: July.
Tr.: Say it louder.
Chd.: July!
Tr.: July. Alright jump from July and count two. Jump from July, miss the one after July. Then leave after  
58 Chd. : August  
59 Chd. : September  
60 Tr. : Very good. The last month of the year tell me the name. The last month of the year. The last month of the year. Yes  
61 Chd. : December  
62 Tr. : December, very good. December. Now we can go on with our work. Last week we were dealing with how to change seconds to minute. Is that correct?  
63 Chd. : Yes sir.  
64 Tr. : Seconds to minutes and seconds. Today we are going to change the minutes also to seconds. We are going to change minutes to seconds. For example, I have one minute twenty five seconds I want to change of them to seconds. Now oh, how many seconds do I get from one minute? How many seconds?  
65 Chd. : 60 seconds  
66 Tr. : 60 seconds. Now if I have 1 min. 25secs. How many seconds in all? If I have 1 min. 25 secs. Mary just told us that 60 secs. will give us 1 min. So if I have 1 min. 25 secs. How many sec in all? 60 seconds is 1 min. then I have 25 also  
67 Chd. : 80 sec.  
68 Tr. : No. 60 secs + 25secs, 60secs +25secs. Yes.  
69 Chd. : 85 secs.  
70 Tr. : 85 secs. 85 secs. Let’s start with this. 1min 25secs. when you change all to secs. We shall get 85 secs. Now let’s try this: I have 2 min. 0 secs. How many seconds in all? I have 2 min. 0 secs. How many secs in all?  
71 Chd. : 120 secs.  
72 Tr. : 120 secs. Another example, 1 min. 50 secs. Change all to secs. 1 min. 50 secs. Let’s change all to secs. Esther Boateng.  
73 Esther. : 110 secs.  
74 Tr. : 110 secs. Is it correct?  
75 Chd. : Yes.  
76 Tr. : 110 secs. Now somebody should write the 110 secs for us to see. Hundred and ten, come and write it for us to see. Mary.  
77 Mary : [Writes 110 on the board].  
78 Tr. : Very good. Clap for her.  
79 Chn. : [Clapping]  
80 Tr. : Then we shall try example in our exercise books to see. (Tr. writes on board)  
81 Chn. : [Noise]  
82 Tr. : Changing to seconds**[writes on board. Now I have 1 min. 15 secs. We are going to change all to seconds. Then you will write your answer at the space I have provided you.  
83 Chn. : [Noise]
Now let us try and do number one for us. Let us try number one and, and, we and take it as an example. Number one who can read the sentence? Mhum. Read the sentence on the board. Hwe ìwò board no so. Mese èye den? Na hwe ma nim ha. Number one, wòse ìye den na yè?

Chd. : 70

Tr. : You are wrong, Comfort.

Comfort : 1 min., 1 min. 15 secs, 75 secs.

Tr. : Anyway, it is correct but it is this: 1 min. 15 secs = 75 secs. Look at it again. 1 min. 15 secs is equals 75 secs. Right. We shall try and do it. I want to see the first person. Put down your book as you normally do and then you will write your name and you start work. Number one is done for you so you have four to tackle

Tr. + Chd. : [distribute pupils exercise books]: Juma Robert, Juma Robert, Atta Manu, Esther Boakye, Afrikoma, John Willy, Veronica Frimpong, Boakye, Oppong Comfort, Patricia, Osei, Regina, Konadu

Tr. : Now if you get it, put down your date, your name and then start work. Write changing to seconds before you start the rest.

Chd. : [proceeds with distribution of exercise books] : Agyei Daniel, Florence, Premphe...

Tr. : Sit down, sit down

Chd. : [distribution continues]: Charles Donkor, Kwame Danso, Owusuaa

Chd. : ènyè me de.

Chd. : [Continues distribution]: Afra, Tawia, Agyei Bawuah, Esther Nkrumah.

Tr. : Don’t be silly. Sit down.

Chd. : Wagye me pen, wòn kò fa mbra wòn hua me.

Tr. : Sit down

Chd. : (Proceeds with distribution) Agyei Daniel, Opoku Ankrah, Emanuel, James, Nti...

Tr. : Aha na wa ëtänase?

Chd. : [distribution]: Ophelia, Elizabeth Konadu,

Tr. : Always your date should come on your right Felicia Dapaah. On your right hand side of the sheet and then your name under it. Who has finished one? Piniha, piniha. Hwe se adeè yi ët piniha. Fa kò nifa ha. Ntem, wa twere awiei? Ye ka asem kyere mo a mo nte a da. Adeè no ëwò se yède ba nifa. Seesei ye se wòsò sikan yi a, wòsò sikan yi mu a, hwe, èsèè eba wonsam nifa so ha.

Tr. : Who has finished two?

Chn. : [Working]
Tr.: Who has finished two or one? Space them up. *Te ntamu naa enye enye.* Nka mbom na ye no tantan tan

Chn. : [Working]

Tr.: Hurry up.

Chn. : [Working]

Tr.: Who has finished three? If you finish three call my attention.

Chn. : [Working]

Tr.: He, one minute ye 60 secs a, enti 2 min. wei eye 62 secs. One minute kora wose eye 60 secs. Na wow 2 min a wose eye 62 secs

Chn. : [Working]

Tr.: Somebody has finished. Get ready to stop work. Wow One minute kora wose eye 60 secs.. Na wow 2 minutes wose eye 35. Wo date Kora wo ntumi mm wo date. If you have finished bring them. Those of you who has finish bring them.

Chnd. : Teacher ma wieie

Tr.: Date yi w ma no hwe ha. Aha yi a esese wob date no. Aha dah kwa. Aha yi a esese wob date yi. He! Ye ka asem kyere mo a, no aso enti kasa da

Chd. : [Working]

Tr.: Wo de mebe buo. Let me see by hand those of you who have finished.

Chn. : [Working].

Tr.: Stop work. Sit down, sit down. now let us go over and see if. Now when you go to number two. Look at the board, we have 2 Mins. 10 secs. 2 min. How many secs do we have? One minute is 60 secs. so if I have 2 min. how many secs?

Chd. : 120 secs.

Tr.: 120 secs. Very good, and then I have 10 secs., put the two together. how many secs do we have?

Chd. : 130 secs.

Tr.: 130 secs. Now, number three 1 min. 35 secs.. How many secs in all? Tell me the answer. Me, me gyina ha a me kasa no wo ntie, mmoade na woreye. Ma kase berebia mo behu me anim ha no, na skyer se me be ye den? Mere be kyere biribi. enti esese dee woreye biara woreye den? Wo gyae, na wo tie. Regina.

Regina : 95 secs.

Tr.: 95 secs. Is it correct?

Chd. : Yes

Tr.: Number four, 3 Mins. 20 secs. How many secs. in all? You.

Chd. : 200 secs.

Tr.: 200 secs., 200 secs. My friend write the two hundred secs. Hurry up, hurry up. Write 200. Take away the pen from your mouth.

Chd. : Goes to the board and writes
133 Tr. : Is correct anyway but... The last one 2 Mins 33 secs. How many? To get the secs and you then add the 33. Osei Bonsu, how many secs in all? 2 Mins 33 secs. Atta John tell us.
135 Atta : 150 secs.
136 Tr. : 150 secs. No, no. Who can correct it? Deborah
137 Deborah : 156 secs.
138 Tr. : No, Boakye.
139 Boakye : 153 secs.
140 Tr. : 153 secs. clap for him, for her!
141 Chn. : [Clapping]
142 Tr. : It is correct. Write the 153 secs for us.
143 Chd. : Writes on the board.(150 3).
144 Chn. : [Laughing].
145 Tr. : 150 and 3. Is it correct?
146 Chn. : No
147 Tr. : Who can correct it for us? Regina. Give her the chalk. Sit down.
148 Regina : Goes to the board and writes.
149 Tr. : Good. That is 153. Now who got all correct? raise up your hands. Please raise up your hands those of you who got all correct. All the five. Right. So we shall continue tomorrow.
150 Tr. : Now you can...Veronica Frimpong start your corrections at once. Atta Adu start your corrections. Atta Manu, Atta Abu.
LESSON : TWENTY NINE
SCHOOL : ZONGO PRIMARY
TEACHER : "TH"
CLASS : P4
SUBJECT : ELEMENTARY SCIENCE
TOPIC : AIR OCCUPIES SPACE
DATE : 12TH MARCH 1996.


2 Atta : Mframa

3 Tr. : Again.

4 Atta : Mframa.

5 Tr. : se mframa. Right, how shall we call it in English?

Robert:

6 Robert: Air

7 Tr. : Air, all of you.

8 Chn. : Air.

9 Tr. : Again.

10 Chn. : Air.

11 Tr. : Let us spell it. Who can help us? Mary.

12 Mary : A-i-r.

13 Tr. : Good. a-i-r.

14 Tr. : All of us let us spell it.

15 Tr+Chn.: A-i-r. air.

16 Tr. : Good. This is what we are going to talk about today. em. Now let us stand up again.

17 Chn. : [stand]

18 Tr. : Let us wind our hand to see.

19 Chn. : [swing hands].

20 Tr. : Very fast, stop, stop, stop.

21 Chn. : [stop swinging hands].


23 Lucy : Mframa.

24 Tr. : Mframa. Alright sit down. ee epre pii se ye wo ye dan mu na yeto mpoma mu a biribia ewo se ye nya no, eye na aka akyire emba. Na ye bue mpoma no a wo behunu se adeebi refa mpoma no mu. Na ek no eba. Saa adee no eye! Boakye?

25 Boakye : Mframa.

26 Tr. : Mframa. Good. ee, mframa ye adebia ehia ye. Titirii, dipa dasani bia. We all need air. Ye nyinaa ye hia den? Yehia mframa. Se ye wo ye dan mu a, ye tutu mu a, mframa emba. Na emo nea esese hunu ne se, behia ye wo bia, a tokoro daa ho de,
Boateng: Wode ntoma kata wo ho a na wo tu mirika a na mframa no refa.

Tr.: Good. Ee, ye wo nkwadaa agor bi, yede ntoma no bɔ wasene, na yede akita, na yede mirika, wo behunu se aye hurukutu wɔ wakyire. edebe en ewo mu?

Chn.: Mframa.

Tr.: Very good. Afei skwan ben so na ye betumi anya mframa? e, Osei Bonsu.

Osei.: Wobuei wo mpoma na mframa aba mu.

Tr.: emo dek ya dikan aka. Seesei mo ahunu se mpoma no mu ato. eden adek enna etu mu saa no?

Chn.: Mframa

Tr.: Mframa. Wonim a me se yeden?

Chn.: Pagya wo nsam.

Tr.: Pagya wo nsam. Mframa. ekwan ben so bio?

Ye huwy a ye nsam sei a. We shall get air. Afrakoma.

Afrakoma: Wote dua asi a ena wo mframa.

Tr.: e ye tina dua ase a ye nya mframa, Mhum.

Chd.: Wokɔ mirika nso a wonya mframa.

Tr.: Yeɔ mirika nsa a ye nya mframa. Afei ma me nkae no baakɔe. e eye a yeɔ park no so, yede adeebi to so na yede ye nan ebo. Saa adee no. Den a?

Chd.: Bɔɔl.

Tr.: Bɔɔl. eden na ebo mu?

Chd.: Mframa

Tr.: Mframa. Right. next time let us try to say air. Okay?

Chn.: Yes.

Tr.: Let us try and say air. Now when we see a bicycle, eh, that is we have a bicycle and then the bicycle has got tyres and inside the tube, there is something in it. Se kai ana sakri, ne tyres no a eko no, ne tyres. Ne tyre, eye a na biribi bi eum. Nsuo ana edeen ade enna yede agu mu saa no? Yes.

Chd.: Mframa

Tr.: In English, ehe. Say it in English.

Chd.: Air.

Tr.: Air. Very good, air. ee, Buronya nso si a, eye a na ya tetɔ adek bi asinsen ye dam mu eni ayi. Yebo din sen? Yes Prempeh.

Prempeh: balloo [balloon].

Tr.: Balloon, balloon. Alright, all of you.

Chn.: Balloon.
53 Tr. : Balloon.
54 Chn. : Balloon.
55 Tr. : enye baloo, baloo[balloon]. enye se nnye yeka no, no, eye a, yeka tin. It’s balloon.
56 Chn. : Balloon.
57 Tr. : Right, eden na eye a yede gu mu ma aye kese kakrakaa no?
58 Chd. : Mframa.
59 Tr. : Mframa. Very good or.
60 Chd. : Air.
61 Tr. : Very good, or air. ee meka kyere wose, bebia tokoro da bia no eye a na mframa ewo ho. Na yeye hwe adeek, se des meka no eye nokware a. Tua no? Wo nsuo yi des yeye see no na akyire yeye nyan bi office ama wo.
62 Chn. : [Noise].
64 Tri+Chn. : Air.
65 Tr. : Good, Nimo be filli tua yi. ema ya ya, yatei. Bu nsuo no. Ma ne nkomo. ee, se yebe neha a, yebe tesa eye dede bi. edeben na eye saa no? Aye ma? Atta Manu.
66 Atta : Air.
67 Tr. : Air, good. ee aden mtiara? eye saa no, wose air, naa ekwan ben so na enam a enti eye saa? Danso.
68 Danso : emframa no woa dade no mu.
69 Tr. : emframa no woa dade no mu. Na ewo mu na eye saa no, seesei na mframa no eye den? Mary.
70 Mary : ekotu no mu.
71 Tr. : Mframa no ekoto tua no mu?
72 Chn. : [Noise].
73 Tr. : Meka se wonim a pagya wo nsam. Bawuah.
74 Bawuah : Apuei.
75 Tr. : Mframa no eye den? Apuei ekoto abontin. efiri se bebia mframa no woa bia no na se nsuo ko ye tua no ma pe, mframa noa na ewo ho no ewo se eyi ne ho. ema kwan entina ho bio. ewo se eye den? epuei ko abontene. ekoto! Se ye, ye, ye balloon no, ye pnoi no kakrakaa na yepe se ye dwo noa, na eba be ye sedee na etie no a, mframa a ewo mu no aye den?
76 Chd. : ekoto!
77 Tr. : ekoto! Na se balloon no ye tiri a nye iyie na epai “too!” emframa a ewo mu no aye den?
78 Tri+Chn. : ekoto!
79 Tr. : Mframa yahunu bi da? Hwan na ahunu mframa da?
80 Tri+Chn. : Wore nhunu
Tr. : Na eñom yete nka se mframa. ekwan ben so na yetumi te nka se mframa eñefa. ekwan ben so na yetumi tese? Nhun.
Chd. : edua bi eθwo fie na eñefa wote se mframa no yi ye de.

Tr. : eθye a dua no yeden?
Chd. : eθye a, naaba no wosowoso.
Tr. : Anaa se na aye den bio?
Chd. : Naa n’ahaban no ekyeakyea.

Tr. : Naa edankyedankyeh saa. Na ama watumi ahu se mframa eyeden?
Chn. : efia.

Tr. : Afei nso ekwan ahodoθ bio a yebe fa so na ya hunu mframa. Obi de dua aye example se, se efia, yetumi huu se na edankyedankyeh. ekwa ben so bio na ye beti nka? Anaa se yebe huu se yeti mframa? eθe.
Chd. : ebia na wote hθ mframa no fa na wose a mframa no naa eñefa yi.

Tr. : Mframa no na eñefa yi enti mframa no aye den? Ano ste sen?
Chd. : Ano eñwunu
Tr. : Mo eñna no yebe tumi ahuunu se seesei yi ara mframa a eñefa yi ano yeden?
Chd. : eñwunu.
Tr. : eñwunu eθyere se mframa no eθθ dabia na ano no eñwunu, eθθ dabia nsoa naa ano eθye. Mframa eθθ dabia na eñefa a, enti eθda a mframa be ye hye no, na ye tiri ye ana eθden na eθbeba? eθbesie? eθm

Chd. : Na yareye wθmu.
Tr. : Anaa se...
Chd. : Yebe wuwuo.
Tr. : Woboa.
Chn. : [Laughing].
Tr. : Manu.
Manu : Ahuhuro aba.
Rebecca : Mframa.
Tr. : Dabi.
Chd. : Atemmuda.
A’ Chd. : Nsuo.
Tr. : Nsuo na eθbetθ nṣuo betθ nṣuo.
Chn. : [Noise].
Tr. : Miawano. Quiet! ee ye adikan aka se babia ra a ekwan biara da hθ no mframa aye den? Mframa seesei ye bu nṣuo eθu ye tua yi mu no mframa no aye den? eθθ eθ ye hwe yen science book no mu a ee Mary kθyi baako no bra. enye wei yi mo, eθθ baako no mu, ka
woho. Wô hwehwe aba no, afei yekeaso. Mese mframa, se yepe se yehunu anaa se yete nka a, da biara no, ne fâ no na ema yetumi hunu se mframa yi enwunu, ede anaa se, se yepe se yete nka se mframa no efâ a esese yen adan no ye buebue yen mpoma anaa yen apono. enti emmre pii no mframa ye adee a ehia mimp naa biara. Right, class stand. Let us hold our breathe for sometime. Close your mouths, hold your lips tight.

111 Chn. : [Noise]
112 Tr. : Leave it.
113 Chd. : Hee!
114 Chn. : [Noise].
115 Tr. : eye den? eden na ësiie?
116 Chd. : Na mehome te.
118 Atta : Na m’atua me hwene.
119 Tr. : w’atua wo hwene na wohome te, aden nti na na wohome tee?
120 Chd. : Me nya mframa nkò me mu.
122 Chd. : Dec ye twee kò yëmu.
124 Karikari : Aye hye
125 Tr. : Obi se aye hye. Mhum, ëse deben bio na aye? Obi se aye hye.
126 Chn. : Wonya mframa ëkò wo mu, afei asane a puei, mframa no ëwò womu nu a sane apue.
127 Chd. : Ano aye nwunu.
128 Tr. : Ano aye nwunu, em Boateng. Wo betumi aboa yen?
129 Boateng : Aye, aye hye m’betumi ahwie agu akò fofofo?
130 Tr. : enye wo na wobe hwie agu enoa ehwie aba fam, na ye se enye.
131 Chd. : Akye.
Tr. Akye wɔ woho nam mu nti ɛwɔ sɛ ebe sene. Dee enti a ɛba saa no. ᖨyɛrɛ se mframa no a ye huni gu mu a na edwuma pa a essɛ ɛye no wɔ ɔ ye mu no aye awie. enti ɛwɔ sɛ eye den? ebe sene, titiru dec ɛfɔ ya ase no, ɛye a na enye koraa. Me boa?

Chn. : No sir.

Tr. Se wo ne wo nua te hɔ a wobe hunu se wa ye sei. Aden ntiara? emframa ede aba no

Tr+Chn. : enye.

Mansa : Air.

Tr. : Air. Very good. ɛɛ Yebe ye bi akyire na ye nea ya kɔ ahoma ede asɔso na ya ɔy. Ye science book baako no mu, eno na anka me pe, mede akyere ye nyinaa.


Tr. : ebi wo mu? Afei se ɛnno paho a, enoso paho a, ma dikan aka akyere wo se, ye bɔl a ye bɔ yi, balloon a ye, ye huei yi, ɛɛ, afei so, bicycle ana lɔri [lorry] tyres no ɛnno nso no mframa wo mu. Saa, afei titiru yete kai mu a, eden na ye hunu? Yete kai mu na kai no tu mirika kese paa, kɔ speed no.

Chd. : Mframa

Tr. : Mframa. Afei nso no se kai no si hɔ na ye nya mfro ye a, eye a, na aye den paa? Kaa no.

Chd. : Ahuhuro, ahuhuro.

Tr. :Na emom se kai no tu, kaa no tu, wo behunu se obiara ho aye no ɛm, aden ntiara? eden na aba, enna ama ye ho aye ye ɛm? ehe.

Chd. : Air.

Tr. : Air aba mu, aba ka no mu, me boa?

Chn. : Debi.

Tr. : Air aba kai no mu. enno nti essɛ ɛye ho ɛtɔ yɛn. enti mframa ye aede a shia bεrɛbía. Yɛn fɔ no se, ye wɔ bɔl ɛnna ma twe mframa na ma be ye no mma. Mframa aye ye ma. ɛɛ kwan ben so na me nya mframa no ede ko mu? Kwan benso na me nya mframa no ede kɔ bɔl no mu ema ɛko ye kakrakaa?

Chd. : Wo pɔm pii ye

Tr. : wɔse me ye eden? Me pɔm pii ye? Me pɔm pii. ɛɛ, kwan ben so na me nam a me nya ye? Yaw.

Yaw : Deɛ efiri wo yam mu eba no na wode gu bɔl no mu.
Chn. : Yes sir.

Tr. : ebi si office, ye wei a mbê kô akôfa na mede akyere wo. Master bicycle no kora wɔwɔbi ṡwɔ mu. Yede be kyere wo. ehe, ee afei madwo no, madwo no! Afei mframa no aye den?

Chn. : ɛkɔ

Tr. : ɛkɔ! ɛkɔ he ne? Fa praye no to hɔ. ɛkɔ he ne?

Chd. : Apue.

Tr. : emframa no apue. Saa nti no ye nim bebia mframa no akɔ. Na emom, ye no, yehunu se apue ɛkɔ ɛfiri se bɔɔl no aye eden? Adwo! enti emframa no , edwo a, na bebia ɛwɔ se ɛkɔ bebia ɛkɔ. Na emom bebia no yehia mframa. Onyame nso no, wa boa yen. eda a mframa no be cease da koro koraa, ye nyinaa yebe ye eden?

Tr + Chn. : Yebe wuo.

Tr. : enti Onyame wa maye nkwa . Debia mframa efɔ. Ya da o! Ya nyani o! eden ne o! emframa no efɔ. Se ye kɔ mpo ano, ɛpo ano, ɛpo, ye hunu se mframa no efɔ berebia. ee eda ye draw Ghana map no me kyere wo se tUMENT bia egyina hɔ ma den? Blue stands for? Yes Mary.

Mary : Sea.

Tr. : Stands for the sea. enti se ye kɔ ɛpo no ano a mframa firi akyirikyiri na eba, na abeduru ɛpo no ano:"pawou", na esane kɔ pawou! Mframa ɛwɔ ɛpo no so no eso yiye. enti mframa ɛwɔ ɛpo no so no, ɛtɔ dabia etumi ma yen nsuo: nsuo tɔye. Saa bere yi mframa ɛwɔ ɛpo no so no ema ye nsuo tɔye. eba, aka kakra bi na yasi nsuo tɔye bere. enye ɛpo no nkoa. Se ɛtɔ da bi a, wote se aeroplane su. Ya hunu aeroplane da?

Chn. : eden na ema no tu kɔ soro?

Chd. : Air.

Tr. : Air. eno na eboa aeroplane ma etu kɔ soro .Niti se air no efailli no kwan mu a, esese ɛwɔ yeden? wɔbɛ si hɔ. eboa yen paa, engine no ne air no boa ema etu kɔ soro. Ye wo mu a, mframa efɔ yɛho no eso yiye.

Chn. : [Noise].

Tr. : [Writes on the board]. Ye wiei a, yebe twere wie nso agu ye note book mu. Nea edikan, me kase mframa ɛwɔ bebia a kwan wɔ bia. A mframa nso, yetwe kɔ ye mu. We should have used this word breathe. We breathe in air and then breathe out air. We say we take in air. Mframa no ɛkɔ ye mu. Now we take out air. Right. em, ya nya de mframa no akɔ yemu, asane de apue.
Mframa no eye den? edī akọ nea aba, ekọ na aba, ekọ na aba Ma ka akyere wose da ebẹ cease da koro no, enno de ọgogurogo. efiri enne yeda dan mu a, yen poma esse ye buẹ. Na emo akọmọfọnti, akọmọfọnti, wo ahwe yiye, de wo nnoọma ninyaa a yeden?

170 Tr+Chn. :ekọ

172 Chn. : [Noise].
173 Tr. : e sane ye dẹde no bio. efiri se mframa no a ẹwọmu no eye den? Abe sene. Seeesi mframa a yeden wọ tua no mu bio? Kwame.
174 Kwame : Aba mu.
175 Tr. : Wọse mframa no aye den?
176 Tr+Chn. :Aba mu. Na yẹshunu? Yẹshunu se mframa no ewo ye mọ?
177 Chn. : No sir.

179 Sarfowaa :Na ano no ẹye din
180 Tr. :Ano ẹye den?
181 Chn. :Din

278
182 Tr. : ebi nso a mfram, yehuu se ebi e ye sei. eno aden atia? etwa ne ho saa.

183 Chd. : emmotia mframa

184 Tr. : Yes ye fri no emmotia mframa. Se mmotia na ebo saa mframa no de, enno deem me niim. ee. Se awia bi pìi a, mframa no ne so no ete sen? Se awia abo pìi no, e ye a na mframa no aye den? Amoah.

185 Amoah : eye hye


186 Chd. : Wobe huu pen mu kc pim se ebe ye mma.

187 Tr. : Kyere mu yiye, kyere mu yiye

188 Chd. : Wode pen tua ano no na wa hu muaa.

189 Tr. : Pen?

190 Chn. : Yes sir

191 Tr. : eye. Yebe tumi a nya kwan wie soso. Pen no tiri, nembua no. Yebe tu atwene na ye agya ne konko. ee na yahunu agu bɔl no mu. ebe ba. Ye wie a yebe try a hweo!

192 Chn. : Yes sir


194 Chn. : [Clapping]]

195 Tr. : Hum, obi ama yen baako o! efiri enne korɔ se ye anya pump a, yede ne style no, pen konko no betumi ayɛ. Afei skwan ben so bio? Mhum. Atta sosu se wɔbe try.

196 Atta : eye a wɔm de ayibi nom nsa. Obi nom na wɔ to twene a wobe tumi afa na wode ahu bɔl.

197 Tr. : ee edebe n aye a yede nom nsa?

198 Chd. : Dee eye a wɔm de twe nsa nom no.

199 Tr. : Deeben?

200 Chn. : eye rubber tia.

201 Tr. : ee rubber bi wɔhu eye tia, tokoro da mu eye a yede tɔ nsa. Tokoro da tire ne tire nyinaa. Wie se yebe hye bɔl no ano a yebe tumi ahuu a ma bɔl no aba dendenden. Me kase wɔka durubin. Duruba nso, mo nim no?

202 Chn. : Yes sir.
203 Tr. : Deey ye papa emom ye a, yede twa abe no. eyle a na yede ahye abe ase no. Saa duroba wɔm nso yebe tumi ede ahye ye bɔɔl no ano na ya yeden? Na ya hu, ema ya nya yen mframa. edebeen bio? Ye anya enan. pump, ye ano, deey Djubeng ka ye yi

204 Chd. : Pen.

205 Tr. : Pen tontora. enna duroba. eye, ya nya bi paa. Yen kan ne baako pe koro pe na ye awiee. Yes Gyimah. Wo nso be kyere ye nyansa baako o! yes fa baako bra.

206 Gyimah : Se wo kɔ twa mpampuro na wo tumu a, wode tua bɔɔl no ano a, wohu mu a, bɔɔl no tumi ba.


208 Chd. : Borɔfere ahahan se wo twa tire ne tire a wode tua a wobe tumi de a pumpi.

209 Tr. : Se wo nim borɔfere?

210 Chn. : Yes sir.

211 Tr. : Ne dua no wo twa etire ne tire a enno nso ye ɛwɔ. Ye wɔ adee bi. Afaa. Wo nim no?

212 Chn. : No sir.

213 Tr. : eyɛ a na eyɛhɛy dan a apuepue n'kyɛn no. eyɛ white, yetwa borɔfere no ano a na yede atare hɔ. eyɛ a ede den dwuma ma yen?

214 Chd. : Se wo huu mframa gu mo a na eye tetetete.


215 Chd. : Mframa.

216 Tr. : Mframa na eboa yen ma yeitumi bɔ ma no ye fefeefe. Nti mframa de dwuma ahodoɔ bebereee. ede dwuma ahodoɔ bebereee. ee, yebe fa ye home work exercise book no.
**Appendix**

<table>
<thead>
<tr>
<th>LESSON</th>
<th>THIRTY.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER</td>
<td>“TH”</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>ZONGO PRIMARY</td>
</tr>
<tr>
<td>CLASS</td>
<td>P4</td>
</tr>
<tr>
<td>SUBJECT</td>
<td>GHANAIAN LANGUAGE - TWI (L1)</td>
</tr>
<tr>
<td>TOPIC</td>
<td>“FAME TU, FAME TU”</td>
</tr>
<tr>
<td>DATE</td>
<td>4TH. MARCH, 1996.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Tr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bue aduosia nwɔtwe. That is sixty-eight. Se wa bue hɔ dada ɔye.</td>
</tr>
<tr>
<td>2</td>
<td>Chn.</td>
</tr>
<tr>
<td></td>
<td>[Noise] [opening of pages].</td>
</tr>
<tr>
<td>3</td>
<td>Tr.</td>
</tr>
<tr>
<td></td>
<td>Na neac ye be ye yato din se “Fame tu”. “Fame tu”. ez, fame tu yi, wabɔ enomaa bi din ewom. Mo ma yen pe enomaa kɔ. Hwan ne na ye dik an bɔ ne din? Wo kasa kasa din. Anomaa ben?</td>
</tr>
<tr>
<td>4</td>
<td>Chd.</td>
</tr>
<tr>
<td></td>
<td>: Akyem.</td>
</tr>
<tr>
<td>5</td>
<td>Tr.</td>
</tr>
<tr>
<td></td>
<td>Akyem. Anomaa ben bio?</td>
</tr>
<tr>
<td>6</td>
<td>Chd.</td>
</tr>
<tr>
<td></td>
<td>: Anene</td>
</tr>
<tr>
<td>7</td>
<td>Tr.</td>
</tr>
<tr>
<td></td>
<td>Mo, aka bio.</td>
</tr>
<tr>
<td>8</td>
<td>Chd.</td>
</tr>
<tr>
<td></td>
<td>: Asee.</td>
</tr>
<tr>
<td>9</td>
<td>Tr.</td>
</tr>
<tr>
<td></td>
<td>Asee. Afei aka baako.</td>
</tr>
<tr>
<td>10</td>
<td>Chd.</td>
</tr>
<tr>
<td></td>
<td>: Aserewa.</td>
</tr>
<tr>
<td>11</td>
<td>Tr.</td>
</tr>
<tr>
<td></td>
<td>Aserewa, mo. enomaa enan ena yabɔ wɔn din ɛwɔ,ɛɛ, de ye be sua yimu. Na wato din: Fa me tu. Me boa?</td>
</tr>
<tr>
<td>12</td>
<td>Chn.</td>
</tr>
<tr>
<td></td>
<td>: Yes sir.</td>
</tr>
<tr>
<td>13</td>
<td>Tr.</td>
</tr>
<tr>
<td>14</td>
<td>Bio.</td>
</tr>
<tr>
<td></td>
<td>: ɛmaame hɔ.</td>
</tr>
<tr>
<td>15</td>
<td>Tr.</td>
</tr>
<tr>
<td></td>
<td>ɛse ɛnfa no nkɔ ɛmaame hɔ? ɛɛ, he! Dee ɛdinkan no, Wɔse ɛnfa no ɛkɔ ɛmaame hɔ. Hwan na ɛfa no ɛkɔ ɛmaame hɔ?</td>
</tr>
<tr>
<td>16</td>
<td>Chn.</td>
</tr>
<tr>
<td></td>
<td>: Sir, sir, teacher.</td>
</tr>
<tr>
<td>17</td>
<td>Tr.</td>
</tr>
<tr>
<td></td>
<td>enfrɛ me.</td>
</tr>
<tr>
<td>18</td>
<td>Chn.</td>
</tr>
<tr>
<td></td>
<td>Wɔɔse akyem ɛfa no ɛkɔ maame hɔ.</td>
</tr>
<tr>
<td>19</td>
<td>Tr.</td>
</tr>
<tr>
<td></td>
<td>Akyem ɛfa no ɛkɔ ne maame hɔ. Nea ɛtɔ so mmienu nso wɔ hwan? Aba anomaa ben na wɔka ne ho asem no? anomaa ben ara?</td>
</tr>
<tr>
<td>20</td>
<td>Chd.</td>
</tr>
<tr>
<td></td>
<td>: Anene.</td>
</tr>
<tr>
<td>21</td>
<td>Tr.</td>
</tr>
<tr>
<td></td>
<td>Anene. Wɔɔse anene ena wɔn ye den?</td>
</tr>
<tr>
<td>22</td>
<td>Chn.</td>
</tr>
<tr>
<td></td>
<td>Wɔn fa no ɛkɔ ɔpapa hɔ.</td>
</tr>
<tr>
<td>23</td>
<td>Tr.</td>
</tr>
<tr>
<td></td>
<td>Afei nea ɛtɔ so mmɛɛnsa nso, anomaa ben a? Saa anomaa no, ɛye, ye nkwadaa no ye ta a ɛkɔ nbankye ɛmuɔ ye hunu wɔn paa.</td>
</tr>
</tbody>
</table>
24 Chn. : Aserewa
25 Tr. : Aserewa sese nsuo. ee, ndwom bi o h>. eye a na yede aserewa e na e to>. Hwan na enim saa ndwom no etow? Ye nyinaa yenim tow?
26 Chn. : Yes sir!
27 Tr. : Yen ntow ma yentie. Ready go!
29 Tr. : To bio, aye de papa.
31 Tr. : Mo, edwom yi eye de o! Me awie ara me so mmekyre baako bi akaho. ee, afei anomaa bi nso w h>. We no soso borfe paa! Ne din?
32 Chn. : Asee.
33 Tr. : Saa anomaa no, eye a na ntiriho eye den?
34 Tr+Chn : A pa.
35 Chn. : [Noise]
36 Tr. : Akyem a worerk> no e! Fa me tu. Fa me tu k> me maame h>. Na me hunu me maame akye". Obi nkan ma mintei! Wonim a pagya wo nsam. ee, Gyimah bekant de edinkel no ama yatei! Hwe mu na kan ma mintei
37 Gyimah : Akyem a worerk> no e! Fa me tu. Fa me tu k> me maame h>. Na me hunu me maame akye.
38 Tr. : Mo, B> wonsam ma no.
39 Chn. : [Clapping].
40 Tr. : Akyem a worerk> no e! Fa me tu. Fa me tu k> me maame h>. Fa me tu k> me maame h>. Na me hunu me maame akye". Afei ye k> dek et>so mmienu no. eto nso w>se, ee, anene. Kan ma minteie. Me pe se wo behwe nhoma no mu, me npe se wode wotirim be kan. Hwe nhoma no mu seder ya si atwers no. Saa na wo kan no. ee, Nkrumah Esther. Hwe mu na kan ma mintei. eye a hwe mu yiye. eye a kan no kese o!
41 Nkrumah : Anene a worerk> no e! Fa me tu. Fa me tu k> me papa h>. Fa me tu k> me papa h>. Na me hunu akye".
42 Tr. : ee, bebi akyea kakra bi. Dek etwa eto> no. Tene h> ma me hwe.
43 Nkrumah : Fa me tu k> me papa h>. Na me hunu akye.
44 Chn. : [Noise]
45 Tr. : Atta Adu tene no ma me hwe.
46 Atta Adu : Me nkan ne nyinaa?
Chn : [Noise]

Atta Adu : Na me hunu me papa akve.

Tr. : Na me hunu me papa akve. Afei ye kɔ mmeensa. Aboa ben a?

Chn : Aserewa.

Tr. : Atta Adu kan ma minteic. Fa nhoma no na hwe so na kan.

Atta Adu : Aserewa worekorɔ kɔ no ei! Fa me tu kɔ me nua hɔ. Na me hunu akve.

Tr. : Mo. Me hunu akyc. Afei ye kɔ nea etwa toɔ no. ena anomaa ben a?

Chn. : Asee

Tr. : Regina Antwi kan ma me hwc.

Regina : Asee a worekɔ.

Tr. : Kano kese.

Regina : Asee a worekɔ no ei!

Fa me tu. Fa me tu kɔ madamfo hɔ.

Na me hunuu m’adamfo akve.

Tr. : Mmo. BD wonsam ma no.

Tr. : Mmo. BD wonsam ma no.

Regina : Asee a worekp.

Tr. : Kano ksse.

Regina : Asee a worekp no ei!

Fa me tu. Fa me tu kɔ madamfo hɔ.

Na me hunuu m’adamfo akve.

Tr. : Mmo. BD wonsam ma no.

Tr. : Mmo. BD wonsam ma no.

Chn. : [Clapping].

Tr. : ye. Ye hunu ye nnomaa enna ne yi asem akan. ebì se ye fa no entu eko ne papa hɔ. ebì se ye nfa no ntu nkɔ ne maame hɔ. ebì se madamfo hɔ. ebì se ne nua . eyε. Tum ye na nsem bi wɔhɔ mbi bisa wo. Tum, na mbisa woa wonim a ye den?

Tr+Chn. : Pagya wo nsam.

Tr. : Nfε me sir, sir. Dabi. ese deε edikan no. eden na obi pe se akyem ye ma no? Den na obi pe se akyem ye ma no? Obi. Fa no se me, me ye obi. ena me pe se akyem ye biribi ma me. Deen na me se akyem wɔn ye ma me?

Chd. : Na wɔ pe se wo de no tuo.

Tr. : 🎉 se wɔ de no tuo. Na wɔ tuo a wɔ de no tuo, wɔ se wɔn fa no entuo eko hene?

Chd. : 🎉 se wɔ fa no entu eko ne maame hɔ.


Chd. : 🎉 se ne papa.

Tr. : Ne papa. eyε nekore saa?

Chn. : Yes sir

Tr. : 🎉 se wɔn fa no nkɔ ne papa hɔ. Adeen ntiara? Adeen nti na wɔn fa no nkɔ ne papa hɔ? Se me gyina hɔ ara na ma ba. Me se fa me kɛ me papa hɔ. Wo gye se deɛ ben ntiara? Nhun.

Chd. : 🎉 hunuu akve.
74 Tr. : Wọ hunuu akye eno nti na wọ se wọ n ye no den? Wọ n fa no
nkọ ne papa họ. Afei de etọ so mmeensa. edeem nti na obi pe se
aserawa de no kọ ne nua họ? Dec ntiara? Se me te họ ara na me se
fame kọ me nua họ.decn ntiara? Opoku.
75 Opoku : Wọ hunuu akye.
76 Tr. : Wọ hunuu onua no aye den?
77 Tr+Chn. : Akye.
78 Tr. : Akye. Afei enan. ehene na obi pe se asee de no kor? Asee,
ehene na obi pe se asee de no kor?
79 Chd. : Nadamfo họ. Wọ hunuu akye
80 Tr. : Nadamfo họ. Asee, na wa ba wọ se ma kọ madamfo họ.
ebia ye kase nadamfo ne apetupirei. Nti na wọ se tu. Fa me ke
madamfo apetupirei họ num. Na wọ m an akọgye kama. Afei. Deɛ
.twere saa anwonsem yi de sen? Me be bubọ din bi akyre wo.
Na saa din no emu baako,ẹn ena etwere saa anwonswe mi seesi
ye ka ye. Tei edin no o! Deɛ edinkan wa to din. Deɛ wọ twere: ye
no din o! Wọ se ye fre no akym. Deɛ etọ so mmeimu, “maame”.
Nee etọ so mmeensa, ‘m’adamfo ena deɛ etọ so enan wọ se ye fre no
Gyekye-Aboagye. Wo gyede se hwan na etwere ye?
81 Chd. : Gyekye-Aboagye.
82 Tr. : Gyekye-Aboagye. Gyekye-Aboagye.ɛɛ deɛ ye keka mmeensa
no nyinaa no ɛɛ enye enoa, ẹfiri se, nea edinkan sei, wọ se akym.
Akyem eyi nipa na wa tumi atwere nwomba? “maame” so ɛwọ mu
bebere. enye wọm nyinaa na ẹbẹtumi atwere ennoma. ena
m’adamfo nso, wokara, enye din na atwere ennoma.en ti edin a, ana
nipa etwere saa nnoma yi şe fre no Gyekye-Aboagye. eyi Kan deɛ
eguso| yì ma yenawi. Mary.
83 Mary : Fa me tu kọ me maame họ
84 Tr. : ɛbio.
85 Mary : Fa me tu kọ me maame họ
86 Tr. : Mo, ɛɛ, wọ se fa me tu kọ me maame họ. Be san maame ase
ma me hwe. Seesei yede ye tiri na asua agu ye tirim. Me pe se ye
sensan ase na ye hunuu deɛ ye ɣye. Sensan maame ase ma me
hwe, maame, maame.
87 Chd. : [Underlines “maame” on the board].
88 Tr. : Mo. Mmọ wonsam ma no.
89 Chn. : [Clapping]
90 Tr. : Afei hwe so biọ. Tu kọ, tu kọ, tu kọ, ebere bi na nyẹs Twi
me ma mode saa nsɛmfwu mmienu yì eka asem . “tu kọ“ . John Willy
kọ san ase ma me hwe
91 John : [Underlines the wrong word].
92 Tr. : Tina ase, tina ase. Watwa ana watin?
93 Chn. : Watin.
94 Tr. : Obi mbe tene no ma me hwe. Man ka se bekasa. Me se se
wonim a yedeen?
95 Chn. : Pagya wo nsam.
96 Tr. : Tu kọ. Danso.
97 Danso : [Underlines the correct expression]
98 Chn. : ṣọnowa ṣe nnono
99 Tr. : Mo, mmọ̣ wo nsam ma no ye.
100 Chn. : [Clapping].
101 Tr. : Tu kọ. Afei me be sesa. Me be ma woa nso atwere ahwè. Fa kọ, fa kọ, fa kọ. Bio.
102 Bio. : [Writes Fa kọ on the board].
103 Tr. : Mmo, ṣẹnoa no no.ẹ “a” no, wo twere a, hwe no yiye. Se n’abaa no wari kakra bia, akọ ye sẹn?
104 Chn. : Nine.
106 Chd. : [Takes the chalk from the teacher and goes to the board.]
107 Tr. : Maame họ. Wa awieic?
108 Chn. : No sir.
109 Tr. : Mese wọ́ twere ẹdeen?
110 Chn. : Maame họ
111 Tr. : No, ẹnoa nono, maame họ. Afei sane buei wa ayi no. eduasa, krataa fa eduasa ẹ, aduosia nwọ́twe họ, bueic.
112 Chn. : [Noise]
113 Tr. : Yehe ẹẹ ẹdẹrọ̀ mmeinu noa wọ́sẹ : Anene a woreko ọ́ no ei! Fa me kọ me papa họ.
114 Chn. : [Noise].
Tr. : Dabiara se ye hunu se ya twere biribi te sei, naa yede ya sane abaa bi saa, na yede adee bi asi ase a. ẹẹ deee edinkan no, ma kyere wo se wei eye deen? Dawda.
115 Dawda : Question mark.
116 Tr. : Dabi ye ka ye kurom kasa. Mese eye deen? Danso se ṣẹbi boa yen. Ah eye deen
117 Danso : Question mark.
118 Tr. : Woboa, hwe eye deen?
119 Chd. : Asem bisa.
120 Tr. : Mmo mmọ́ọ̀ mo nsam ma no.
121 Chn. : [Clapping].
123 Danso : Question mark
124 Tr. : Dabi. YeKa Twi. Mese Twi nkọa ara na ye kano ẹnne. eyẹ, ma me nkyere wo mu. ẹẹ! eyẹ, ẹẹ. Twi mu no yeʃe no “nteem den”.

285
Nteem den. enti wo hunu su obi refre obia, abera biara no ystaa teem. Anomaa worekor no ei! Wahunu se ma teemnu ha. enti dabiara wo behunu saa mark wei no, na eya nteemu den. Ana se wei a me de si ha yi. eno nsu y or ga yina. Se wahunu? Dees yasua, krataa biara a ye twere no dees yede kekakeka ho no a naa dees ede akyerei biara no, eya sibiara reka. Na enne dees yeka no ne nyinaa bi w h. Nteem mu den eya h. Niti biribia wo behunu no, hye no nsu. eya, eya wo hunu saa mark yi a eya nteemu den. Afei kan ne nyinaa ma me nteie.

125 Chd. : [Inaudible]
126 Tr. : Dabi, me ffre wo. Wa pagya wo nsam a, na me ffre wo.
Ofori.
127 Ofori : Anene a worekor yi. Anene a worekor yi
128 Tr. : Woboa, entene, tene no. Wo kan ne ye antene, aka kakra. Mary.
129 Mary. : Anene a worekor ei. Anene a worekor no ei!
130 Tr. : Akyea kakra pr. Tene no yie.
131 Mary : Anene a worekor ei!
134 Chd. : Anene a worekor ei! Fa me tu.
135 Tr. : Dabi. Oppong be tene no.
136 Oppong : Anene a worekor no ei! Anene a worekor no ei!
137 Tr. : Ah. Anene a worekor no ei! but eya ma ka akyere wose ye Twi kasa no, sedes yese twere no no, ene ne kan no yeye a na a sese kakra. Fa no so eya twere no, yeye "worekor" worekor but ye kan no we ani mu a, yeye "w Dek" w Dek. Anene a worekor ei! Wei ye no, eine anene a worekor no ei. Na nteem den mark no asi w eya akyire h. Anene a worekor no ei! Anene a worekor no ei! Wei eya see, awei eya eya. eya, eya be ye. Yetumia a kenkan no yei. Yebc twere kakra na ya hunuu su amppaa yate ase yei anaa. Afei yebc ye dictation. Me buh na wa twere. Na me nso mahunu.
138 Chn. : [Noise].
139 Tr. : eya wye eya twere. Mary be kye nkraata noma wem. Me kase twere baako, mmeimu, mmeensa, enan, enum.
140 Mary : Sir, yebc ye fie? Gyimah Robert. [distributing pupils exercise books]
141 Tr. : Afei to wo nwoma nu mu. Na me hunu se
142 Mary : Oppong Sylvester.
143 Tr. : Wo nsa kaa, ennse eden? Na twere wo din.
144 Mary : Ofori Daniel
145 Chn. : [Noise]
146 Tr. : Kasa
147 Mary : Evelyn Konadu, Braido, Atta George, Kwame Danso, Ernest Dapaah, Opoku, Esther.
148 Tr. : Owusu [Tr. joins Mary in the distribution]
Mary: Esther Boateng

Tr. : Dane wo ho. Frimpong, Afrakuma, Nimo, Sandra.

Mary: Akua Tawia

Tr. : Mawuko, Kwame Danso. Wei eye writing.

Chn. : [Noise]

Tr. : Hwan na enya ne deε?

Chn. : [Noise].

Tr. : Hwe na pipa. Ne nyinaa atu afra mu we ha. Agyei Regina a nya bi? Fa paper. To nwoma no mu.

Chn. : [Noise]

Tr. : Tenasi Agyei Bawuah. Tenase.

Chn. : [Noise].

Tr. : Number one ana se des ndikan

Chn. : [Noise].


Chn. : [Noise]

Tr. : Wa wei!

Chn. : Yes sir.

Tr. : Afei tenase ye.

Chn. : Yen weie

Tr. : Oo!

Chn. : [Noise]

Tr. : Twere one, des edikan twere: Fa me tu.

Chn. : [Noise].

Tr. : Wa weie?

Chn. : [Noise]. [Chn. Writing].

Tr. : Mmeinu:tu k$, tu k$.

Chn. : [Noise]. [Chn. Writing]

Tr. : Mmeensa :Papa h$, papa h$.

Chn. : [Noise]. [Chn. Writing]

Tr. : enan, enan: Mehuu me papa akye. Mehuu me papa akye. Mehuu me papa akye. Mehuu me papa akye.

Chn. : [Writing]

Tr. : Mehuu me papa akye. Des et$so$ enum: worekor$ no ei. worekor$ no ei. worekor$ no ei.

Chn. : [Writing.]

Tr. : Nea sb: ma no aye nw$twe. Yεk$ nsia, nsia: Fa me tu k$ me nua h$. Fa me tu, fa me tu

Chn. : [Writing]

Tr. : k$ me nua h$. Fa me tu k$ me nua h$.

Chn. : [Writing]

Tr. : enson: asee, asee. enson, asee. asee. asee. nw$twe, nw$twe:

Chn. : [Writing]
188 Tr. : Maame ṣọ. Fa me tu kọ maame ṣọ but me pe sẹ wo twere maame ṣọ nkowa. Maame ṣọ, maame ṣọ. Wo aweie? Gyae atwere, fa wo pen to ṣọ. tu wo krataa no mu. Fa bra.

189 Chn. : [Noise].

190 Tr. : Wode aba, ọkọ na kọ tenasi.

191 Chn. : [Noise].

192 Tr. : He ṣọ.

193 Chn. : [Noise].


195 Chn. : [Noise].

196 Tr. : dede no adọsọ.

197 Chn. : [Noise].

198 Tr. : Buei ade no mu. Buei mu. Fato de ẹwọ ọkọ no so. Pe bẹbi tena. Wo de no na ẹwọ ọkọ no. Afei ẹye be sana a kan. Na ya kọ ya akyi re bio akọ hwe de ẹde ye kan ne ye no yate asey a ana sẹ ye betumi a kan. Akyem, de ẹtọsọ, anene, de ẹtọsọ aseye a de ẹtọsọ aseye. Ne nyinaa no “a” na edikan mboa enan no nyinaa an ṣenno ma enan no nyinaa no “a” na edikan. Dee edikan ye aboa been?

199 Chn. : [Noise].

200 Tr. : Nimo.

201 Nimo : Akyem.

202 Tr. : Ka no kese wo ẹwọ ẹfẹ a wo kasa.

203 Nimo : Akyem.

204 Tr. : Akyem aboa ben bio. Anomaa ben bio na ẹtọsọ? Mhum.

205 Chd. : Anene.

206 Tr. : Anene. Frimpong.

207 Frimpong : Aserewa.

208 Tr. : Aserewa, ena afei.

209 Chd. : Asee.

210 Tr. : Asee ẹmo. N’nyinaa ye kan ne, de ẹyen fa ẹwọ etu nkọ, eho asem. Nti sẹ wo ahunu obi akye a. Se me ẹwọ ha yi, mehunu madamfo akye. Eno a ne sẹ me kọ gyina station ṣọ na ma pe kai na ma yadeen? Na me kọ. Na anomaa nsọ de, enoa ne sẹ wa ọkọ na tabanmu papaapa, na wa ye den? Na wa tu kọ. Ene de sẹ nyinaa yadane ṣenno. Ye pone a, obiara ọkọ ẹfẹ a, ẹnyẹ saa, ọwọ be huu se wa tu na ẹwọ kọ ẹfẹ.

211 Tr+Chn. : [Laughter].

212 Tr. : Ye pone a, wo ye saa na wo akọ ẹfẹ ẹye, ee kan de, kan aseye no ma me tie. Woa wa ye ready no pagya wo nsam. Ofori Francisca kan ma me tie.

213 Ofori : Anene.

214 Tr. : Dabi. Hwe nnhoma no mu.

215 Ofori : Asee.
Tr.: Gyae. Se wo sore se wo be kan ne a esese wo fa enhoma no kita. Ana se wo tenase Se wo kan ne a, ewo se enhoma no da wo anim.
Tr. : Sit down. We are going to continue with our English comprehension: “Lost in the Forest”. Okay before we continue, I will like to ask you a few questions. What is the name,....what are the names of the three friends? The name, yes Serwah mention one.

Serwah : Nsia
John : Dapaah
Ruth : Agyei.

Tr. : Agyei. Very good, very good. What is the name of the village? the village where Dapaah, Nsia and eh where they come from? Eunuch.

Eunuch : Domeabra.

Tr. : Domeabra. Very good, very good. We are going to continue. And before we continue we have to find the meanings of the new words or the key words. These are our key words. So we are going to find the meanings of the key words and see whether we can form sentences with the new words after we have explained the meanings of the key words. Okay. All of you : “Forest”.

Chn. : Forest.
Tr. : Forest.
Chn. : Forest.
Tr. : Forest.
Chn. : Snails.
Tr. : Snails.
Chn. : snails.
Tr. : Snails.
Chn. : Hunter.
Tr. : Hunter.
Chn. : Night.
Tr. : Night.
Tr. : Domeabra.
Chn. : Domeabra.
Tr. : Domeabra.
Chn. : Domeabra.
Tr. : Forest.
Chn. : Forest.
Tr. : Snails.
We are going to find the meanings of these words. Forest, forest, what is a forest at all? Forest, forest. Gilbert Debrah.

Okay how does a forest look like? We no se Kwae mu. Na Kwae mu no kora eti sen? Etí sen? Constance.

Constance: emu ye sum.

I want someone to form a sentence with forest. Form a sentence with forest. Forest, form a sentence with forest. I am going to the forest. I am going to the forest. I am going to the forest. Yes.

You have tried.

Kofi going to forest.

Nsia going to forest.

Nsia is going to forest. Repeat that.

Nsia is going to forest.

Yes I want a last person to form a sentence with forest. Yes Amoah.

Dapaah is going to forest.

Dapaah is going to forest. Okay, very good. Snail, snail, snail. What is a snail? Snail. Rapheal. Mhum.

[no response].

Snail, what is it? Yes Collins.

Collins: ĕwa
Tr. : soa. So what is it? soa no eye a? eye nipa ana se eye dua anna se eye den a? What is it? Clement.

Clement : Aboa

Tr. : Yoo. Snail, okay, I want someone to form a sentence with snail. Snail. So snail is an animal. Yes a sentence with snail. Patricia Boateng

Patricia : [no response]

Prince : Prince Agyei Kwarteng form a sentence with snail

Prince : Agyei is going to snail

Tr. : No please. Yes Charlotte. Form a sentence with snail.

Charlotte: Nsia is going to a snail.

Tr. : No please. Yes. Charlotte: Agyei is going to take. Agyei is going to take snail.

Tr. : Mm. You have tried. Sit

Chd. : I am going to pick snail.

Tr. : Very good. I am going to pick snail. Okay, lets move to hunter, hunter. The meaning of hunter, hunter. Yes Alfred.

Alfred : bfo

Tr. : Yoo. bfo, bfo, bfo ne sen? skyere sen?

Alfred : Obi a wp k wiram k pe nam.

Tr. : Okay, so a hunter is a person who looks for animals to catch them in the forest. bfo ana se hunter no, obi a wp ye den? Obi a k wiram ek pe den? ek pe nam. Night, night. Okay form a sentence with hunter. Form a sentence with hunter. Yes Anita.

Anita : Who is a hunter.

Tr. : No please. Hunter. Yes, ka biribi Patricia form a sentence with hunter. Hunter Mhum.

Patricia: My father is hunter

Tr. : Say my father is a hunter. Say that.

Patricia: My father is a hunter

Tr. : Very good, very good. Aha

Chd. : I am a hunter.

Tr. : I am a hunter. Very good. I am a hunter. Yes, the last sentence with hunter. I am a hunter. Gilbert. Mhum.

Gilbert : Kofi is a hunter.

Tr. : Kofi is a hunter. Okay, night, night. What is the meaning of night. Night, night. Prince Agyei.

Prince : Kofi is going

Tr. : The meaning of night. What is the meaning of night? Charlotte.

Charlotte: Anadwo.

Tr. : Anadwo, anadwo. Ye wp anpa, awia, anadwo. Anadwo na obia k da. Yes a sentence with night, night. I want someone to form a sentence with night. Yesterday I came very late in the night. Yesterday I came very night, late in the night. I saw my father in the night. I saw my father in the night. Yes. You too form a sentence with night. Yes

Chd. : I talked to my father...

Tr. : Use night to form a sentence. Serwah
Serwah : I saw my mother in the night.

Tr. : I saw my mother in the night. Yes Christi

Christi : I saw my father in the night.


Yeboah : Kuro.

Tr. : Domeabra! Don’ laugh at her. Wa try. ḃetumi aka na wa ka. ḃen hein? Yes Rapheal form a sentence with Domeabra.

Rapheal : [No response]

Chdn. : [Laughter].

Tr. : Agyei is going to Domeabra. The last sentence. Domeabra. The last sentence. Afro. Me npe going bia bio. Mhum

Afro : [No response]

Tr. : Georgina Bema.

Bema : [No response].

Tr. : Rita Edusei.

Rita : This Domeabra is road.

Tr. : No please. You have tried but, it is not all that good. Yes Domeabra the last sentence.

Chdn. : Kofi is

Tr. : Me npe Kofi is bio! Eunuch Domeabra

Eunuch : This is Domeabra road.

Tr. : This is Domeabra road. Very good, clap for him.

Chdn. : [Clapping].

Tr. : Okay, now that we have understood the meanings of these new words. We are coming back to our passage, but before we read, I want to summarise the whole thing before we start reading: The hunter went near them and asked, ‘what do you want in this forest at this time of the night?’ They did not speak. ‘Don’t you know that you mustn’t be here at this time?’ Dapaah said, ‘sir, we came to look for snails but we lost our way. Please help us.’ The hunter asked them, ‘where do you come from?’ Dapaah
answered, ‘Domeabra Sir.’ The hunter asked them to follow him. Soon they came to a road. He pointed to the left and said, ‘This is the road to Domeabra’. The boys thanked him and went home. Now, the other time we read and saw that the three boys could not find their way home. Ye kan ne ye no, ye hunu se, afei ye ko duruu baabi no na mmeensa mmeensa no aye des ben? Na wo nom ayera. Woom enhu kwan. Nti db a enna hwan.

127 Chd. : dbfo

128 Tr. : dbfo, a hunter came. Nti wo ko dbfo yi ho. Enna woom ka kyere no se den? Kyere woom kwan na woom be pe nwa, enna woom ye den? Woom ayera. Nti dbfo no, the hunter, so he asked the three boys to follow him. He showed them the way leading to Domeabra. Ne nyinaa nono. Mo ate? Asi. Nti seesi no, ye be kan ha na ya bisabisa ye ho nsem a ewom. Nti I am going to read once more again. The hunter went near them and asked, ‘what do you want in this forest at this time of the night?’ They did not speak. ‘Don’t you know that you mustn’t be here at this time?’ Dapaah said, ‘sir, we came to look for snails but we lost our way. Please help us.’ The hunter asked them, ‘where do you come from?’ Dapaah answered, ‘Domeabra Sir.’ The hunter asked them to follow him. Soon they came to a road. He pointed to the left and said, ‘This is the road to Domeabra’. The boys thanked him and went home. Okay, we are going to read it, line by line and find the meaning of the sentence before I ask you questions. The hunter went near them and asked, ‘what do you want in this forest at this time of the night?’ They did not speak. ‘Don’t you know that you mustn’t be here at this time?’ Dapaah said, ‘sir, we came to look for snails but we lost our way. Please help us.’ The hunter asked them, ‘where do you come from?’ Dapaah answered, ‘Domeabra Sir.’ The hunter asked them to follow him. Soon they came to a road. He pointed to the left and said, ‘This is the road to Domeabra’. The boys thanked him and went home. Okay, we are going to read it, line by line and find the meaning of the sentence before I ask you questions. The hunter went near them and asked, ‘what do you want in this forest at this time of the night?’ They did not speak. ‘Don’t you know that you mustn’t be here at this time?’ Dapaah said, ‘sir, we came to look for snails but we lost our way. Please help us.’ The hunter asked them, ‘where do you come from?’ Dapaah answered, ‘Domeabra Sir.’ The hunter asked them to follow him. Soon they came to a road. He pointed to the left and said, ‘This is the road to Domeabra’. The boys thanked him and went home.

129 Elvis : dbfo no pinkye ne woom na wo bisa woom.

130 Chn. : Clap for him.

131 Chn. : [Clapping].

132 Tr. : The hunter went near them and asked, ‘what do you want in this forest at this time of the night?’ What do you want at this time?’ Yes who will try? Serwah.

133 Serwah : dbfo no bisa woom se eden na mo pe no anadwo bere yi.

134 Tr. : ewo he ne fa?

135 Serwah : ewo forest no mu.

136 Tr. : Very good, very good. The hunter asked them, ‘what do you want at this time in this forest’. Se wahunu. Ebere a dbfo no ben nwadaa no wo bisa woom se den? ‘Den na mo pe no anadwo yi mu ewo forest yi mu?’ Tie no yiyi o! Na me bisa wo question a wo a tumi a answer. They did not speak. They did not speak. By the way according to the pronoun that we learnt “they” gyina ho ma hwan no mo? Comfort, Constance.

137 Constance: N’damfo mmeensa no
Very good. Okay. They did not speak. They did not speak. Bena Prince.

Very good. Okay. They did not speak. They did not speak. Berra Prince.

Very good. Okay. They did not speak.

They did not speak.

Berra Prince.

Very good. Okay. They did not speak.

They did not speak.

They did not speak.

They did not speak.

Berra Prince.

Very good. Okay. They did not speak.

They did not speak.

They did not speak.

They did not speak.

They did not speak.

They did not speak.

They did not speak.

They did not speak.

They did not speak.

They did not speak.

They did not speak.

They did not speak.

They did not speak.

They did not speak.

They did not speak.
Eric: Dofoyo no ka kyere wọn se wọn ndi nakyi.

Ernest: Agyei.

Yes.

Twum.

Yes.

Dapaah.

Very good, Dapaah said that. What did the boys went to the forest to do? What did the boys went to the forest to do? Alfred Yes.

Alfred: To look for snails.

The boys went to the forest to look for snails. Who showed the boys their way home? Who showed the boys their way home? Gilbert Debra. Mhum.

Raphael: Domeabra.

Wo!

What do you want in this forest at this time? What do you want in this forest at this time? Who said that? Christi.

Christi: The hunter.

The hunter. Very good. Where do you come from? where do you come from? Who said, who answered this question? Where do you come from? Who answered this question? Raphael

Wo!

Dapaah.

Dapaah, Dapaah, Dapaah, Dapaah, Dapaah. Where did the hunter pointed to? To the right or to the left when he was directing them. Where did the hunter pointed to? To the left or to the right. To the left or to the right. Georgina Bema. Mm

Georgina: Left.

Left. Thank you. Very good. He pointed to the left. He pointed to the left. Very good. Okay. Now that we have, we have summarised the
passage. We have answered few questions based on what we have read. You are now going to read it. You are going to read the whole thing. And then you answer few questions in your exercise books for marking. The hunter went near them and asked.

185 Chn. : The hunter went near them and asked.
186 Tr. : The hunter went near them and asked.
187 Chn. : The hunter went near them and asked.
188 Tr. : What do you want in this forest?
189 Chn. : What do you want in this forest?
190 Tr. : At this time of the night.
191 Chn. : At this time of the night.
192 Tr. : The hunter went near them and asked.
193 Chn. : The hunter went near them and asked.
194 Tr. : What do you want in this forest?
195 Chn. : What do you want in this forest?
196 Tr. : At this time of the night.
197 Chn. : At this time of the night.
198 Tr. : They did not speak.
199 Chn. : They did not speak.
200 Tr. : Don’t you know that you mustn’t be here at this time?
201 Chn. : Don’t you know that you mustn’t be here at this time?
202 Tr. : Dapaah said.
203 Chn. : Dapaah said.
204 Tr. : Read aloud. Sir we came to look for snails.
205 Chn. : We came to look for snails.
206 Tr. : But we lost our way.
207 Chn. : But we lost our way.
208 Tr. : Please help us.
209 Chn. : Please help us.
210 Tr. : The hunter asked them, “Where do you come from?”
211 Chn. : The hunter asked them, “Where do you come from?”
212 Tr. : Dapaah answered.
213 Chn. : Dapaah answered.
214 Tr. : Domeabra Sir.
215 Chn. : Domeabra Sir.
216 Tr. : The hunter asked them to follow him.
217 Chn. : The hunter asked them to follow him.
218 Tr. : Soon they came to a road.
219 Chn. : Soon they came to a road.
220 Tr. : He pointed to the left and said.
221 Chn. : He pointed to the left and said.
222 Tr. : This is the road to Domeabra.
223 Chn. : This is the road to Domeabra.
224 Tr. : The boys thanked him and went home.
225 Chn. : The boys thanked him and went home.
226 Tr. : Once again. The hunter went near them.
227 Chn. : The hunter went near them.
And asked.

And asked, the

What do you want in this forest at this time of the night?

What do you want... in... this... forest... at... this time of the night?

Some of you are not reading. They did not speak

They did not speak

Don’t you know that you mustn’t be here at this time?

Don’t you know that you mustn’t be here at this time?

Dapaah said.

Dapaah said.

Sir we came to look for snails but we lost our way.

Sir we came to look for snails but we lost our way.

Please help us.

Please help us.

Sir we came to look for snails but we lost our way.

Sir we came to look for snails but we lost our way.

Dapaah answered.

Dapaah answered.

Domeabra Sir.

Domeabra Sir.

The hunter asked them to follow him.

The hunter asked them to follow him.

This is the road to Domeabra.

This is the road to Domeabra.

The boys thanked him and went home.

The boys thanked him and went home.

And who can read alone? I want somebody to try. Try, yes Eunuch try.

Mustn’t

Mustn’t be he.

Here.

Here at this time?

Dapaah said, Sir we came to look for snails but we lost our way. Please help us.

The hunter asked them: where do you came from?

Come from.

Come from? Dapaah answered, Domeabra Sir. The hunter asked them to follow him. soon they come
Eunuch: Soon they came to a road. He pointed to the left and said, “This is the road to Domeabra. The boy thanked him and went home.

Chord: Twe woho.

Elvis: The hunter went

Grace: Don't you know that you mustn't be here at this time?

Amoah: The hunter went

Grace: Dapaah said, Sir,

Collins: Dapaah said, sir. Dapaah said sir

Collins: We came to look for snakes. We came, we came to look for snails but we lost our way, way, place
Collins: Please
Tr.: Mhum, Help us
Collins: Help us. The hunter
Tr.: Read aloud read aloud, read aloud.
Collins: The hunter axe them who
Tr.: Where.
Collins: Where are you come from
Tr.: Where do you come from?
Collins: Where do you come from? Dapaah answered, Domeabra, Sir. The hunter axe them...to...follow him.
Tr.: Serwah continue.
Serwah: Dapaah. Me nfiti he ne?
Tr.: Bebia wɔ read duru ye no.
Serwah: The they, the they
Tr.: Okyerewaa continue.
Okyerewaa: Soon they came to a road. she pointed to the
Tr.: He pointed.
Okyerewaa: He
Tr.: Pointed
Okyerewaa: Pointed to the left and sir
Tr.: Said
Okyerewaa: Said. This is the road to Domeabra. The boys thank, thank
Tr.: Thanked
Okyerewaa: Thanked him and went home
Tr.: Wo aye adeɛ. Now we are going to take your exercise books and then answer some questions in your books.
Chn.: [two children distribute the exercise books]
Chd.: Madam me huu me booku[u= possessive marker]
Tr.: Ye ɡu ha. Take your English books and answer the questions.
NOTE TO LISTENER OF TAPE RECORDING
There is noise at the background. It comes from the class next to the one recorded on this cassette. In spite of repeated appeals the teacher in the next class failed to control his voice and that of his pupils. The lesson recorded here is a mathematics lesson involving a female teacher. Please ignore the male voice and any English lesson responses inter-fused with the mathematics lesson.

1  Tr. : The other time we treated integers. We treated integers. That is positive and negative numbers. And we are continuing by showing integers with arrows. But before we start with showing integers with arrows. I want to go back to the positive and negative numbers. I want someone to come to the board and write negative five. Negative five, negative five. Eunuch.

2  Eunuch : [Goes to the board. Draws number line]

3  Tr. Hurry up, Negative five. No, just write negative five. I don’t want you to use the number line. Write negative five.

4  Eunuch : [Writes]

5  Tr. : Very good, negative ten.

6  Chd. : [Goes to the board].

7  Tr. : Is that how to write negative ten? Collins. Yes come and try.

8  Collins : [Goes to the board].

9  Tr. : Twenty, hurry up.

10 Collins : [Writes on board]

11 Tr. : Is that twenty, positive twenty? Betty Hagan.

12 Betty : [Goes to the board].

13 Tr. : Very good, very good. Now someone should come and write negative four on the number line. Negative four on the number line. Yes Negative four on the number line.

14 Chd. : [Goes to the board, draws the positive side of the number line and writes (-4)]

15 Tr. : Is that where to write negative four on the number line?

16 Chn. : No Sir.

17 Tr. : Rita Edusei. Negative four (-4). Hurry up.

18 Rita : [Draws number line and writes (-4)]

19 Tr. : Very good, very good. Today we are going to continue with our integers, but this time we are going to show integers with arrows. Integers with arrows. [Teacher draws number line on bb].
21 Tr. : And we are very much aware that on the number line, numbers on our left hand are what? Negative numbers and those on our right hand are what? Positive numbers. Okay. [Draws number lines on bb]. This is our arrow. I have taught you before in social studies that where this arrow is showing would tell you where? The direction of something, isn't it? so this is our arrow. We are going to use it to show numbers on the number line. [Draws a number of number lines on the bb.]

Chn. : [Watch teacher and talk]

22 Tr. : We are going to use arrows this time to show numbers on the number line. We are going to use the arrow. Watch here. We have “A” is what? Negative three(-3). “B” is what? three (3) or positive 3. “C” is what? Negative 2.(-2) So we are going to use this arrow. [Tr completes drawing the number line by adding numbers to the lines drawn]. ‘A’ is, ‘A’ is negative three (-3). Serwah sit up. Negative three. We know that this is our zero. So the arrow is saying that we should start with negative three. The negative three should that go this way or on my left side?

Chn. : Left side.

24 Tr. : So you indicate the arrow. Start counting.

25 Chn. : 1,2,3.

26 Tr. : So when we use our arrow this is what? Negative three. We are showing integers with arrows. This is our negative three and then ‘B’ is saying what? Three or positive three. [Tr. draws arrows]. This is our arrow. This is our arrow. So start counting.

27 Chn : 1,2,3,4,5.

28 Tr. : Count again

29 Chn. : 1,2,3.

30 Tr. : ‘B’ is what? Negative two. Have you seen that? From here to here. Lets count and see.

31 Chn. : 1,2.

32 Tr. : So ‘C’ is what? Negative two. [Tr. draws other number lines on the bb]. Let's do two more examples [draws more number lines on the bb]. Look at this arrow. We have what? ‘A’ and what? ‘B’. we are going to use this arrow to indicate the correct answer on the number line. We have ‘O’ and then ‘C’. This is the point. The two points dividing the arrow. So we are going to find where this arrow ends on the number line. So let’s start counting. Mhum

33 Chn. : 1, 2, 1.

34 Tr. : Some of you are saying two. Some of you are saying one. Which one is the correct one?

35 Chn. : One.

36 Tr. : Okay start.

37 Chn. : 1, 2, 3.

38 Tr. : Have you seen it? It is vertical to what? Which number?

38 Chn. : Negative three.

40 Tr. : Negative three so ‘A’ is what?

Tr. : And ‘C’ is what?

Chn. : Some saying positive four and other negative four.

Tr. : Ha!

Chn. : Positive four.

Tr. : Ha!


Chn. : 1, 2, 3, 4.

Tr. : And ‘C’ is what?

Chn. : Some saying positive four and other negative four.

Tr. : Mhum. Okay. [Interruption; A child crying +Lesson in next class] This time watch the arrows where the point is directing. The two arrows. you are going to find the answer for ‘K’ and then what? ‘D’. Now who can come to the board and count for us to see? Who can come and count so that we get the answer for ‘K’. Who can come and try? Yes Eunuch.

Eunuch : [Goes to the board] 1, 2, 3.

Tr. : Very good. efiri see point no, aha sei, enna na ew>. enti bebia ew> no eh> ena abeye deben? eke number line no eye eyi, vertical no. eh> nom na w>be ye den? W>be hye asec afiri. Nti w> hye asec no 1, 2, 3. eb sii sen?

Chn. : 4

Tr. : Negative 4. Nti ‘K’ is equal to what?

Chn. : Negative 4.


Alfred : 1, 2, 3.

Tr. : Gyina h>, Eunuch, w> hye asec no w> start te efiri he?

Alfred. : [Points to place]

Tr. : Na ey> den na wo de wode wo de no afiri ha?

Alfred : [Continues]

Tr. : Ye no ndenm. Mhum.

Alfred : 1, 2,

Tr. : 1, 2, 3, 4, 5. Eei! ‘B’ ye sen? ‘B’ ye sen? Yes who can come and try? Eric. Eunuch ey> no w> start-te w> he?

Eric. : Wode firia ha.
Tr.: e.nea start-te firī bēbiaw hyē ase 노.
Eric : 1, 2
Tr.: Kan no din
Eric : 1, 2, 3, 4, 5, 6.
Tr.: Nti 'B' ye sen?
Eric : P→ eYe p→...p→
Tr.: Mhum, wodee ka number no. 'B' ye sen? enka positive no. 'B' ye sen?
Eric : 5
Tr.: Very good clap for her
Chn. : [Clapping]
Tr.: Nti 'B' nso ye se sen? 5. Ye use sii arrow no, ye ahunu se, on the number line no, bēbi a ek→ si ye no , 'B' eYe 5. [Tr. draws a number of number lines on the bb] I want someone to come to the board to come and use arrows to show negative 3 on the number line. Use arrow. Come and draw out to show negative 3 on the number line. Mhum, Clement. Yes hurry up. Negative 3. Use arrows to indicate.
Clement : Goes to the bb and starts work.
Tr.: Use arrow.
Chn. : Noise
Tr.: Mo dee mon gyae no, ma ne ye. Mhum.
Clement : Ma wiee
Tr.: Wo awiee. Yoo, wo aye adee. Obi nso nbe try. Use arrows Evelyn
Evelyn : [Goes to the board].
Tr.: Very good. Three. I want somebody to come and use arrow to indicate three. Constance.
Constance : [Goes to the board].
Tr.: Okay, very good. Yes who doesn’t understand? Hwan na ente dey aye? Bēbi a ye aYe asi, hwan na w→ te ase? Me tuaso. [Tr. writes on the bb]. Let’s try to solve those questions. Which integers does the arrow show if it goes from ‘A’ negative 3 to 7; ‘B’ 3 to 7? [Tr. writes on the bb]. Which integers does the arrow show if it goes from -3 to 7; -3 to 7? Wa ma yen question bi se yen y→: (a) w→se negative three to seven; (b) Negative Eei! three to seven. Nti ye be hyē ase a kan ne afiri negative three to sen?
Chn. : Seven.
Tr.: To 7. Nti no ye be hyē ase 노. This is our negative 3. Start counting
Chn. : 1, 2, 3, 4, 5, 6, 7, 8,9, 10.
Tr.: Nti answer no eYe sen? 'A' ye sen?
Chn.: Seven.
Tr.: Dabi, se ye jump pi no. Ye huri efiri ‘B’ ekoro no ye kan ne how many times?
Chn.: Ten times
Tr.: Nti’ A’ ye sën?
Chn.: Ten
Tr.: Ten, ‘B’, 3 to 7. Nti ye de arrow no-sk firi 3 ak si sën?
Chn.: Seven
Tr.: Seven so. eni. nti yen hye ase. Count
Chn.: 1, 2, 3, 4.
Tr.: ‘B’ nso ye sën?
Chn.: 4
Tr.: ‘B’ nso ye 4, Okay. [ Writes on the bb] I want someone to come and try (a) -5 to 3. Which integer does the arrow show if it goes from negative 5 to 3. Yes I want someone to come and try it on the board. To use the arrow -5 to 3. negative 5 to three. First, first when you are coming to work, you first draw the arrow. you draw the arrow negative five to three. Then before, after you have drawn the arrow then you count. Mhum Eunuch. First indicate the arrow negative five to three. Mhum negative five to three.
Eunuch: [ Goes to the bb].
Tr.: Negative five to three. Mm, now start counting.
Eunuch: 1, 2, 3, 4, 5, 6, 7, 8.
Tr.: So ‘A’ is what?
Chn.: [ Inaudible]
Tr.: Very good. Go and sit down. Yes someone should come and try ‘B’. Six to negative one, six to negative one. Mansa Comfort. You first indicate the arrow six to negative one
Mansa: [ Goes to the board]
Tr.: Mhum, where? Six is where on the number line? Six ew hene fa? Number line no so. Six, Mhum. To draw your arrows from six to negative one
Chn.: Madam, madam!
Tr.: Gilbert.
Gilbert: [ Goes to the board] Six.
Tr.: Mhum, so this is the arrow 6 to what? Negative one. Now count and let’s see
Chn.: 1, 2, 3, 4, 5, 6, 7.
Tr.: So ‘B’ is what?
Tr. + Chn.: 7
Tr.: Na ‘B’ is what?
Chd.: 7
Tr.: Very good. [writes on the board] Let’s try this question too and see
Chn. [ Noise + whispering and male teacher’s voice from the adjacent classroom].
Keep quiet. Now let’s try this question. Draw a number line, draw a number line. Draw 4 arrows each showing the integers 5, 5. Let the arrows begin the following points: Negative one, negative two, two and three. Draw a number line. Draw a number line. This is our number line then draw 4 arrows, each showing the integers five. Let the arrows begin at the following points: Negative one, negative two, two and three. Ye number line no sene. Ena yebe yen draw arrows, na arrows no sere asee efiri saa numbers yi so. Ne nyinna ak nk si five. Positive five so. Eni yebe draw arrows na arrows no af a ak si positive five. Eni numbers no, negative one, two, two and three. Negative one. This is our negative one. The first one is what? Negative one. Negative one to sen?

Chn.: Five.

Tr.: Dee wobe hye asee bia no esee se be wie wo he ne fa?

Chn.: Five.

Tr.: Five. Nti negative two to five no mepese obi ha board no so na wo be ye ma me hwe. Negative two to five. Ma ye first one no. I have done the first one. Negative one to five, I want someone to come and work. Use the arrow to indicate negative two. Mhum ee! Tibua. Use a different arrow; negative two. Mhum

Tibua: [Goes to the board] and indicates the position of negative two.

Tr.: Very good. Two, two. Antwiwaa.

Antwiwaa: [Goes to the board].

Tr.: Fa koro.

Antwiwaa: Eei!


Constance: [Goes to the board].

Tr.: Koro kakra. Is she correct?

Chn.: No

Tr.: Why? Amoah to tell us come and try

Amoah: [Works].

Tr.: Thank you. Go and sit down. So this is our number line and then we have five here. We are using arrows to start the. We have the numbers negative one, two and three. We are using arrows so we start from negative two and ends at 5 or positive five. Then we have negative two. It starts from negative two and ends at what? Negative five. Two, positive two. Starting from 2 and ends at what? Positive five. Now who doesn’t understand what I have done? Hwan na eni asee? Yes! look at this question again. Draw a number line Draw 4 arrows, draw 4 arrows each showing the integers 8. Let the arrow begin at the following points: negative three, two, negative 4 and 4. We are to....
Appendix 5 (33) TI: Ghanaian Language.

LESSON : THIRTY THREE
SCHOOL : ZONGO PRIMARY
CLASS : P5
TEACHER : "TI"
SUBJECT : GHANAIAN LANGUAGE (READING)
TOPIC : AKUAFO ATAMFO
DATE : 4TH MARCH, 1996

1. Tr. : enne deeg ye be sua no, wato no din se:"Akuafo Atamfo ne n’aboafop. Akuafo Atamfo ne n’aboafop. Akuafop Atamfo ne n’aboafop. Na me pe se me bisa mo se Okuani kora wɔ ne hwan? Okuani kora wɔ ne hwan? Okuani ya kase Okuani a wɔ ne hwan? Catherine.
2. Catherine: Obia wɔdɔ afuo.
5. Tr. : Obia wɔdɔ afuo ana wɔdua aduane na yedie. Prince Agyei Kwarteng. Okuafop, ye kase okuafop a, eni den?
6. Prince : [No response].
7. Tr. : Collins
8. Collins : Obia wɔdɔ ma aduane ba
10. Samuel : ṭtaa dua bankye
11. Tr. : Bankye, eden bio?
12. Chd. : Abe
13. Tr. : Abe
15. Tr. : Hagan.
16. Hagan : Ntosi
17. Tr. : Ntosi, eden bio?
18. Chd : Bankye
19. Tr. : Bankye
20. Chd. : Kooko
21. Tr. : Kooko
22. Chd. : Bor‡des
23. Tr. : Bor‡des: Sa nno‡ma yi nyinaa, akuafop na eduu eμa no ba, na yeso eγe deγ? enya bi die. Me boa? Yoo, afei yese, ye passage no mu, yato no din se akuafop atamfo ene n’aboafop. Yôbe: dikan abisa akuafop enno‡ma yese egýina ñonom ema no ye no se na atamfo. Nea edikan no, me pe se me bisa see, enno‡ma ben saa ema eha Okuani wɔ na akwan mu? enno‡ma ben saa?

307
24 Chd.: Madam yes
25 Tr.: ennoɔma ben saa?
26 Chd.: A fīfìdeɛ
27 Tr.: Mhum
28 Chd.: ɛgya.
29 Tr.: ɛgya
30 Chd.: Yareɛ
31 Tr.: Mhum Catharine
32 Catharine: Nwura.
33 Tr.: Nwura.
34 Chd.: emframa.
35 Tr.: Mhum
36 Chd.: Ennomaa;
37 Tr.: annomaa. ehe!
38 Chd.: Nsuo
39 Chd.: Akorɔmfɔɔ
40 Chd.: Anene
41 Tr.: Anene, Yoo. ennoɔma a mo akeka nyinaa ampa. Wie ne mu
nyinaa eha akuafɔɔ ewɔ na akwan mu, a eno nti enye dɛn? emboa no
ema ne mneema no nkɔsɔ. Na me pe se me bisa mo se, eden nti ena mose
akorɔmfɔɔ eyɛ akuafɔɔ atamfo? Charlotte.
42 Charlotte: Owia na afuom mnoɔma.
43 Tr.: owia na afuom mnoɔma, owia na afuom mnoɔma. eden bio?
44 Chd.: ɔdɔ na afuom no a, wɔn tu, na obi nso afiri nakyiri akɔ tu.
45 Tr.: Yoo. Nti akorɔmfɔɔ eyɛ okuafɔɔ atamfo. Obi nso ka
mframa. Aden nti na mframa nso ye okuafɔɔ atamfo? Aden nti na mframa
wɔ hɔ yi wɔye okuafɔɔ atamfo?
46 Chd.: Mframa ye adee enye. eka aduane a ye adua a, na entumi nbɔ
keseɛ.
47 Tr.: Mpa wo kyew enti saa. Den nti na mframa ye akuafɔɔ
atamfo?
48 Chd.: ɛfa keseɛ a na ebubu embankye no.
49 Tr.: Bɔ wo nsam ma no
50 Chn.: [Clapping]
51 Tr.: wɔse nea ntiara mframa eyɛ akuafɔɔ atamfo baako ne se, se
mframa no bɔ, na se ɛfa keseɛ a, etumi ka nduane gu hɔnom. ebia na
borɔdeɛ yi afei na ehane enyini. Na enno, na mframa bɔ keseɛ na abu no
ahwe. enti no entumi ema boroɔdeɛ no entim enyini sedere akuafɔɔ no pe
nono. eno nti no, akwan biso no, etimi ma ne bɔ ka. Obi nso se ɛgya.
Aden nti na eyɛ eyɛ okuafɔɔ atamfo? Samuel Oppong
52 Samuel: [No response]
53 Tr.: Constance.
54 Constance: Obi hye afuo na eyɛ firi nsam kakra a, ebekɔ akɔ see ne
mnoɔma no.
Tr. : Wose sen?

55 Constance: Obi hye afuom na se nipa kor ege firi ne nsam, na se ek bo obi afuom, ebe tumi asse nipa kor afuom na ak bo ne dee no mu.

56 Tr. : Yoo. Wose se obi ha ne dee ana se obi hye na asase, na se obi nso aye na afuom ew ho nom a, egya no tumi kor tom. Na enno, obi nn baee anaa se obi afuo a wa ye no, na ehye no, na aye den? Ak bo, ak bo hye afra neema no nyinaa. Enno nti no, enno nso tumi asse ee, okuafo ne nfudee ana se ne neema w deye. Yoo, afei obi. Yoo, afei obi sosso se mmoa. Na mmoa no kwan ne ben so enna emmoa timi gyina h bo se akufo atamfo? skwan ben so? skwan ben so? enna emmoa timi gyina h bo se akufo atamfo? Stephen Oduro.

57 Stephen : ebi timi keka ahaban no so, na bankye aye basaa.

58 Tr. : Marko. Wose emmoa no bi etimi keka ahaban no so. Na afuo no aye den? Nn baee aye den? Aye basaa. eden bio?

59 Chd. : emmoa no bi so kor hye bankye no mu na eyi, wa wi.

60 Tr. : emmoa no bi so etumi dweridwery asase no na kakra noa ab bo no na waye den? Na wa wi. Na edebe biyo? Christi.

Christi : Mmoa no bi nso etumi tutu asase no kor asic kor se bankye no.

61 Tr. : Mmoa no bi nso etumi tutu asase no kor asic kor se bankye no. eden bio?

62 Chd. : Mmoa no bi nso tumi ba... w m didi di bankye no asi a, na w m aboniboni mu tokoro na w m asse no.

63 Tr. : Yoo, eye. Me daa ase. enti wie nyinaa: egya, nsuo, emmoa, akoroomfo. wie nyinaa ye den? Okuafo atamfo. W m gyina h nom sedee ebe ye a okuafo neema ana se na dwuma w o no, enye den? enk so. Yahunu na tamfo no enneema no bia eha no. Me pe se mo keka mbaakobaako okuafo atamfo no bi na me ntie Mhum.

64 Chd. : Nsuo

65 Tr. : Nsuo

66 Chd. : ee, mframa

67 Tr. : mframa. Collins

68 Collins : emmoa

69 Tr. : emmoa. Constance.

70 Constance: egya

71 Tr. : egya. Anita.

72 Anita : Yaree

73 Tr. : Yaree. Yoo. Wie no nyinaa gyina h bo seden? Okuafo atamfo. Yen bra na aboaf o so Na aboaf o Ye kase okuafo aboaf o a, ana enno kora no ee, ekyere sen?

74 Chn. : [Noise ]

75 Tr. : ekyere sen? Ye kase akufo abofo abofo a, ekyere sen? Gilbert.

76 Gilbert : eboa no ma nafuo yo ba

77 Tr. : Hwan na sboa no? Ye kase akufo abofo abofo a, enne den? Saa na mepe ekyere. Mhum.
Tr. : Isaac wo so wa adwene kyere wo seden? Se ye kase akuafó a, ase kyere sen?

Isaac : Se mneema akuafó ye afuo a stumi boa no. ebi ne awia

Tr. : ebi ne awia. Wése enno ma ebo aakuafó ema ne nno ma ekbọsọ ebi ne awia. Charlotte ebi nso ne den?

Charlotte: Sekan

Tr. : Sekan. Yoo

Chd. : Nsuo.

Tr. : Me npe wo din. Agyei Prince

Agyei : Nsuo

Tr. : Nsuo. Gladys, ebi nso ne den?

Gladys : mframa

Tr. : mframa. Clement.

Clement : [No response]

Chn. : Madam, madam...

Tr. : Amoah Felix

Felix : eya

Tr. : Emanuel.

Emanuel: ebi nso ne as

Tr. : Betty Hagan. Ye kase akuafó aboafo a, enneema ben emna stimi boa akuafó, Mhum

Betty : eya a eya a eya ntee

Tr. : Nsuo. Samuel Oppong den bio?

Oppong : mframa

Tr. : Mframa obi aka. Collins

Collins : Bankye

Chd. : Hoo!

Tr. : Mansa Comfort.

Comfort : Nsuo.

Tr. : Nsuo Samuel Oppong den bio?

Oppong : Mframa

Tr. : Mframa obi aka. Collins

Collins : afuo no ase nso a

Tr : afuo no ase nso a! Mhum, eden bio? Christi.

Christi : Awia


Chn. : Madam, madam...

Tr. : Amoah Felix.

Amoah : Mframa no fa na afuo no ase ma na afuo no ye yiye

Betty : efiri se, ee, me yere afiri.

Chn. : [Laughter].

Tr. : Alfred.

Chn. : Madam, madam.

Tr. : Christi.

Christi : ebo a ema ne bankye no nyini.

Tr. : Mese den nti na awia ye akuafoc aboafo D, sa na me bisa. Dee me bisa ye no enye enno answer nono!

Chn. : Madam, madam.

Tr. : Yeboah

Yeboah : ebo, ebo ne mnoema no ho ma ne mnoema no ye yiye.

Eric : Se nsuo no go kese ma asase no mu ye mmre a, awia b o a etimi ma asase no ye kama. ema mnoema no fi fi.


Twum : Awia no b o a, ema na aduane no nyini ntem.

Mhum

Chd. : Se wo d o wa aflu a, etimi boa ma no wo, ema no hye.

Tr. : Kakra me so mede bekaho ne se awia no eboa ema mm baee. Awia boa ema mm baee eye deesben? eye yiye. enno nti enma enn baee no w o m hia awia no. Se awia no kaho bi ema w o m de ye deesben? W o m de ye w o m aduane a w o m diee. Obi nsu ka nsuo. Aden nti na nsuo eye akuafoc aboafo D? Aden nti na nsuo eye akuafoc aboafo D? Rita Edusei.

Rita : eye nsuo no emma et o gu so ema aduane no ye yiye.

Tr. : W ise nsuo no, emno na et o gu ne nfudoc no so, ema no ye den? eye yiye edeben bio? emma nsuo no ebetumi aye ama akuafoc? Anna se ye kase nsuo ye akuafoc aboafo D a, eden ntiara? Prince Agyei

Prince : Nsuo no boa akuafoc ma. Se nsuo no p o a, asase no tumi ye mmre ma ne tumi tu na aduane na yade bi. W ise nea ntiara, nsuo ye akuafoc aboafo D ne se, se, ee, nsuo no p o a, na aba se ne nfudec no a nyini a, eboa ma akuafoc no ti mi ye debe n? etimi tu aduane no. Se ebia bankye w o h o yi, se fam eye din a, ne tuo no, eye ana eye din. Nanso se nsuo no d e a, w o tu a eye mmre. Afei nsoso me te se obi kase ee, e wura. Den ntiara na nwura eye akuafoc na aboafo D. Ne sen ho? Constance.

Constance: efifi a w o d o ho a, etimi ye kama

Tr. : Mese obi kase nwura. Den ntiara na nwura etimi ye okuafoc na aboafo D? ehe den ntiara?
Mmoa bi te se akua tenten tumi se asifidi ne nnuaso aba nyinaa. Nnipam so bi woh a ə̃di nnuaba. Saa ara nso na anene ne nnomaa bi nso se nnuaba ne asifidec nketeewa. Apuro, akusie, nkura, kə̃kə̃ ne kə̃kə̃ te nso se nfuudec saa ara. Nfuudec a ə̃ se no bi ne kookoo, kako, amango, abe, aborbe ne asase nduane. Ndwan, npə̃nkye ne anantwie a, ə̃ni hwesofo pa bi nso se nfuudec. Me sane asi so bio. Nti fa wo aso bra ha. Mmoa bi te se akua tenten tumi se asifidi ne nnuaso aba nyinaa. Nnipam so bi woh a ə̃di nnuaba. Saa ara nso na anene ne nnomaa bi nso se nnuaba ne asifidec nketeewa. Apuro, akusie, nkura, kə̃kə̃ ne kə̃kə̃ te nso se nfuudec saa ara. Nfuudec a ə̃ se no bi ne kookoo, kako, amango, abe, aborbe ne asase nduane. Ndwan, npə̃nkye ne anantwie a, ə̃ni hwesofo pa bi nso se nfuudec. Afei me kan ne a, na wo akan adi makivre. Ma ano si a, na ma bisa mu nsem. Na wa bua nsem no ano. Mmoa bi te se akua tenten tumi se asifidi.

Mmoa bi te se akua tenten tumi se asifidi.

Nnuaso aba nyinaa.

Nnuaso aba nyinaa.

Nnipam so bi woh a ə̃di nnuaba.
Saa ara nso na anene ne nnomaa bi nso see nnuaba ne afisidek aketewaa.

Tr. : Apuro, akusie, nkura.

Chn. : Apuro, akusie, akura, kɔkɔ

Tr. : Kɔkɔ ne kɔkɔtse nso see nfudee saa ara.

Chn. : Kɔkɔ ne kɔkɔtse nso see nfudee saa ara.

Tr. : Nfudee a wɔ see no bi ne kookoo, koko, amango.

Chn. : Nfudee a wɔ see no bi ne kookoo, koko, amango.

Tr. : Abe, aborbe ne asase nduame.

Chn. : Abe, aborbe ne asase nduame.

Tr. : Ndwan, npɔnkve ne anantwie a, wɔni hwesofo pa bi nso see nfudee.

Chn. : Ndwan, npɔnkve ne anantwie a, wɔni hwesofo pa bi nso see nfudee.

Tr. : Mmoa ben enna yese wɔm nso tumi see, se, fufidee no? Mmoa ben enna yese wɔm etumi see, nfiidee no? nfiidee no mmoa ben a? Alfred.

Alfred : Akua, akua, akua


Charlotte: Nnipam

Tr. : Nnipam, nnipam no eden paa na yese wɔm tumi see no no? Nnipam no. Rita.

Rita : Abe.

Tr. : Wbobɔ, enye saa. Mhum

Chd. : Nnuaba

Tr. : Yese nnipam no tumi see nnuaba paa. Na ekyere se ekwan ben so na nnipam no tumi see nnuaba no? ekwan ben so na nnipam no tumi see nnuaba no? Nnuaba no gu fie a, na wɔm aba fie abe see no anaa sen? Prince Agyei.

Prince : Yeedi nnuaba

Tr. : Mese kwan ben so na nnipam no fa so see nnuaba no. Nnuaba no gu fie hɔ a wɔm ba fie hɔ na wɔm be fa see no? Mhum

Chd. : ewɔ aψuom a, eso a, na wa be te akɔ di.

Tr. : Se ewɔ aψuom na eso, na wɔbe te kɔ di a na ekyere se wa see nnuaba no? Kate.

Kate : Se ewɔ aψuom a, eso a na wa kɔ keka ho asse no.

Tr. : Kwan ben so na nnipam no εfa so see nnuaba no. ekwan ben so? Wɔse nnipam bi nso see nnuaba. ennee, kwan ben so enna wɔm tumi see nnuaba no? Christi.

Christi : Se eso na se, se ewɔ aψuom na se eso na eψuo hunu a na wɔm akɔ di.

Tr. : Na aede apuru agu no, na wɔ kɔ fa adi no na ekyere wa see no? Kwan ben so enna nnipam no tumi see nnuaba no? Stephen Odum.
Stephen: Wa dua no fofo no na wɔm akɔ akɔ yiyi.

Tr. : Bɔ wo nsam ma no.

Chn. : [Clapping].

Tr. : Bɛɛ a wa dua aduaba no, se wo dua aburo a, na wɔm eyɛ deben? Wa kɔ tutu na wa yi aduaba no afferi hɔ nom. enno ni no ema adee no a wopɛ se wo dua no, enye den? enye yiyɛ. Saa ema ɛteɛ. Yeɛ mmoa no bi same wɔ da a wɔm tumii see nfiidɛɛ. edɛn mmoa nono. edɛn mmoa? Collins.

Collins: Nnomaa.


Alfred : Apuro

Chn. : [Clapping].

Tr. : Anene, anene nso tumii see nfiudɛɛ. Nketewaa no. Na mmoa ben na se wɔm eni he a, emmoa ben a? Mmoa ben enna se wɔm eni nhweso papa bi a, wɔm nso tumii kɔ see nnuaba no?. Anita.

Anita : Npoonkyɛ.

Tr. : Charlotte.

Charlotte: Ndwan

Tr. : Rita.

Rita : Nnantwie

Tr. : Yoo, wie no mo nyinaa etumi yeden? etumi kɔ see nfiudɛɛ. Na enno no me pe se me bisa se, na npoɔnkyɛ ne ndwan no a ekɔ see nfiudɛɛ no, see afiuo no, de eya wɔm tumii kɔ see nono, eya na eben anna ewɔ akyirikyiri? Saa nfiu no a npoonkyɛ ne ndwan tumii kɔ see nono eye a na eben anna se ewɔ akyirikyiri? Catherine.

Catherine: eyɛ a na ewɔ niﬁkyiri.

Tr. : Yoo, wɔse eyɛ a na ewɔ niﬁkyiri. Nti na wɔm tumii kɔ hɔnom ekɔ kɔ see mm,ɛse eyi, nfiu no. Nti afiuo ben a, ekwan ben so enna yebe tumii asi sa npoɔnkyɛ ne ndwan a wɔm eni nhwesofo yi aﬁri sedee ebeye a se wɔm ntumi nkɔ see afiuo no? Kwan ben so enna yebe tumii abɔ ho ban? Sedee ebɛ ye a wɔm ntumi nkɔ see nfiudɛɛ no. se Constance.

Constance: Wɔbe gye ho ban.

Tr. : Wɔse wobe gye afiuo no ho ban, sedee wobe ye a, npoɔnkyɛ ne ndwan a wɔm eni nhwesofo no wɔm etumi enye den? ekɔ see nfiuo no. ekwan ben se bio? enna yebe tumii ayen mmoa yi sedee ebɛ ye a wɔm etumi ekɔ see afiuo no? Adu Twum.

Adu : Yebe ka wɔm agu ebuo mu na ya tu punu mu.

Tr. : Bɔ wo nsam ma no.

Chn. : [Clapping].

Tr. : Wɔse npoɔnkyɛ ne ndwan a wɔm eni nhwesofo no esee yeeka kyere wɔm wura no mo na wɔde wɔm gu dan mu, na ye tu wɔm mu sedee ebɛ ye a wɔm nkɔ see ee efiuo a, anna se akorofo afiuo a ye deben? Ayɛ. Yoo eno nso ye.
Lesson duration: 21 Mins 30 secs.
Appendix  5 (34) T1: Science.

LESSON :  THIRTY FOUR
SCHOOL :  ZONGO PRIMARY
CLASS :  P5
TEACHER :  “T I”
SUBJECT :  ELEMENTARY SCIENCE
TOPIC :  USES & IMPORTANCE OF WATER
DATE :  13TH MARCH, 1996

1 Tr. : The other time we treated water. Water. We treated water and talked a lot about water. Now, today, okay, let me ask you. When you are very thirsty, when you are very thirsty. What do you take in? Se 

2 Chd. : Me num nsuo
3 Tr. : Yes
4 Chd. : You drink water
5 Tr. : You drink water, okay you drink water. When you want to wash some of your things. When your school uniform is dirty. What are some of the things which you use to make the washing? Mhum Elvis.
6 Elvis : Water
7 Tr. : Mhum. What else? What else again? If your school uniform is dirty and you want to make it, dirty. What are some of the things that you need. Somebody is saying water. What else again? Se wo sukuu atadec ye fi na se wo pe se wo be yi fi no a firi hɔ a, ennoɔma ben na wo be hia na wo de besi atadec no? ennɔ obi se water. What else?
8 Chd. : Samina
9 Tr. : Samina, sen na wo be ka no borɔfo mu?
10 Chd. : Soap
11 Tr. : Okay soap. I am interested in the water. What about if, let’s say that our classroom is very dirty You want to clean up this room. What can we use?
12 Chd. : Use
13 Tr. : Mhum
14 Chd. : Water.
15 Tr. : Okay. Today we are going to see the importance of water or the uses of water. ennoɔɔma yebe timi edĩ nsuo aye. Anaa se yebe hwe nsuo ne ho paa nfasuɔ. Importance of water and uses of water. All of you. Uses of water
16 Chn. : Uses of water.
17 Tr. : Again
18 Chn. : Uses of water.
19 Tr. : Okay, edeŋ kora na nsuo yebe tumi de ayɔ?. What are some of the uses of water? Mhum. Yes what are some of the uses of water? Yes.
20 Chd. : We use, we use for drink
21 Tr. : Yes, we can drink some of the water. Yes what else? Mhum, for drinking. What else? Yes Antwiwaa.
22 Antwiwaa : For washing.
23 Tr. : For washing we use water for washing. What else again?
24 Chd. : For bath.
26 Eric : For cooking.
28 Chd. : For washing my back. For wash my house
29 Tr. : Yoo, for cleaning the house. What else again? He said we can use water to clean our house. Se ye fie ye, fi a, yestumi de nsuo no bi ye den? epepapepa hɔ nom, ɛma hɔ nom nyinaa ye kama. eden bio? What else? Mhum. eden bio enna yebe timi ede nsuo aye? Rita Edusei, Mhum
30 Rita : [No response]
31 Tr. : Daniel Oppong edeben bio enna yebe tumi de nsuo aye?
32 Lands hɔ, me nim se nniipa bebere akɔ hɔ nom. Mo kɔ hɔ nom a, nɔmo nsuo aye adebi wɔ hɔ. eden adeg na wɔm de aye hɔ nom saa no? Wɔm a, etaa kɔ hɔ no, wo kɔ hɔ a, mahunu se wɔm de nsuo aye adebi. eden adeg na wɔm de aye hɔ nom saa no? Elvis.
33 Elvis : We use to plant cassava.
34 Tr. : Yoo, me nim se ye de nsuo no bi agugu eɛ ndɔbas so na aye den? Atimi, anyini. Na me se land hɔ, Crop Research hɔ, moa mo akɔ hɔ da no. Ma hunu se wɔm de nsuo no bi aye biribi wɔ hɔ. eden na wɔm de aye hɔ saa no? Boakye.
35 Boakye : Pipe.
36 Tr. : enye pipe no na me ka. Pipe deec ma hunu. eden bio na ewɔ hɔ? Nsuo no wɔm de ate bi ɛma ne tae bebi. Na tae a etaahɔ no wɔm de ye den? Mo ahuu bebi a na wɔ no? Moa mo akɔ hɔ no. Mm, nsuo no bi taahɔ nom. Na nsuo no wɔm de yeden? Nsuo nfasɔ baako ne, ne se, eduru bere bi a, na wɔ lwe se yebe si ɛpe bere mu, na bebi wɔhɔ a, na nsuo no ho wo den nea? enno nti no, wɔ timi ye adeg bi na etaa mu. Na ekyere se bebi a waye ɛwɔ afiuom no, se ɛwɔhwe na se hɔnom no nsuo no ntumi ɛtɔ wɔ ɛnom a, nsuo ho wo den nea, wɔ ye adeg bi na nsuo no taa mu. Afei ɛwde eyi,...ye wɔ pipe ṣomba bi wɔ hɔ nom. Wɔ de to saa nsuo no mu a, na etwee nsuo no, na afei wɔ de petipeti wɔ moɔma a wa dua no so. Se wahunu. ekyere se nsuo wɔhɔ nom yi, esane boa plant ɛma no ye deeben? anyini. Nsuo eni̊hɔ kora noa, plant no ebɛ ye den? Se ebɛ timi awu. Se wahunu? Nti se wo kɔ Crop Research hɔnom a, wɔm de nsuo no bi ataae bebi a cbebe bi a se eba dry season mu noa, wɔm nya nsuo, ede ye den? ede gugu ɛnneɔma no a wɔm adua no so. Nti nsuo ho nfasɔ baako nso nono. Afei sosọ ennipa wɔhɔ ye, ye hia nsuo yiye papaapa. Deɛ nti a me kase ye hia nsuo no, se yebe fie a, nsuo yi bi na ye de ye scrubbing, washing, cleaning, cooking, se

317

Eunuch: Me te se yeye ema light
Tr.: eden ades na ema light no?
Eunuch: ee nsuo no
Tr.: Niti ya hunu one importance ana another uses of water. Nsuo no ee, ayi, dam no a ewo Akosombo no, ee nsuo no na egenerati [generate] electricity a ee supply the whole Ghana, se wahunu? Niti nsuo no another importance ana se uses of water no enno. Saa nso no a ewo nom no. enam so na ya nya deben? Ye nya electricity ewo aha nom ee, ye nya electricity ewo ọma Ghana nyanaa. Afei nsoo, ee, se ye hwe ndwumandwuma mu a, bebi wọ họ te se adwuma akese, akese se factory eko mines adeade; a ìbi mo nyania wọm useu [uses] nsuo ede ye adwuma bebereere. Wọm de bi hohoro enno ma mu. Na wọm de bi ye chemicals ne adeade. Saa nso na ye kọ hospit[i]hospital] nso a, ṣe ṣe nso wọm useu [uses] nsuo yibi. enoa bi na wọm de ye nduro. Wọk ẹbèbi wọm ye nduro no a, wọm de nsuo no bi ye nduro no. Na wọm de nsuo no bi soso a, ee, esi nnoama. Wọm a wọm da ṣe nom nyania, wọm be dware o, wọm besi nnoama o, wọm be tweetwee hospital họ o, ne nyania eye nsuo ye a bi enna yede ye. enti ye to ye ni a, yetumi hunu ee, nsuo ye adee bi a eho hia papaapa yie. Nsuo ye adee bi a eho hia. efiri se enno ma bebereere a ye yo a nsuo enna ye yeden? Yede yo. Se nsu kọm de wo a, eye ya paa kyene se ekọm de wọ. Ns u kọm de wo a, eye ya paa sene se ekọm be de wọ. efiri se ekọm de wo a, na wo nya kakraa fa wo mene mu a, na wo ho ati wo. Niti nsuo dee, ekwan bia, ekwan hodọ pii no water is very very important. Nsuo, se dey yese aka no mbe sane ahye asee. Na mabisa se, dey ya discussi [discusses] seesei ya no. Nea wo nte ase no, ana se wo wọ biribi wọ họ nom a, nsuo ho nfasọ wọ họ nom a, wo betumi aka. Wo wọ asem bisa so a wo betumi abisa. Mhum Mansa Comfort. Mhum. Wowọ asem bisa bi wọ họ a, bisa ana se wo wọ nsuo ho nfasọ ẹka a, ka kyere yen, Mhum. Yoo, enno de se obi wọ asem bisa wọ mbisa, ansa na ya twere dey yakeka no nyania agu so. Na afẹi ye answer questions. Yes, Mhum. Rita Edusei

Rita: [No response]
Tr.: Okay, ansa na yebe, ee, twere some of the uses of water no, come around and let us practice some of these activities
Chn.: [Move to teachers table].
Tr.: Go back, go back, go back.
Chn.: [Murmuring].
This is our basin. We have water in it. And as we have discussed already, we said we can use water for washing. So right now I want someone to wash this napkin for me.

Tr. : What is she doing with the water?
Chn. : She is washing
Tr. : Washing what?
Chn. : The napkin.
Tr. : She is washing the napkin. This is one activity of what we can use water to do. She is washing the napkin, Okay. What am I doing?

Chn. : You?
Tr. : What am I doing?
Chn. : You are drinking
Tr. : Drinking what?
Chn. : Water.
Tr. : Okay. I have got rice in this saucepan. What am I doing?
Chn. : You are cooking.
Tr. : Am cooking what?
Chn. : Water
Tr. : Yes I am cooking my rice with water. Without the water I cannot cook the water rice. So I am cooking my rice with water. Go back, go back.

Chd. : Eei! Dada
Tr. : What am I doing with the water?
Chn. : You are...
Tr. : If you know it raise up your hand. What am I doing with the water? Yes Eunuch.

Eunuch. : You are sweeping the classroom.
Tr. : I am using water to do scrubbing. I am scrubbing the floor. So right now we have used water to scrub the classroom. We have used water to cook some food. We have used water to wash some clothes. So we see that water is very very important. Any questions? Obi ew Q asem bisa? Mn Mn. If you don’t have any question go and sit down.

Chn. : [Take their seats].
Tr. : [Writes on the board]. These are some of the uses of water. Number one we use water for bathing. What is the meaning of we use water for bathing? Mn em ckyers sn? We use water for bathing. Collins.

Collins : Ye de nsuo no bi dware
Tr. : Ye de nsuo no bi dware. We use water for cooking. For cooking, Sowah

Sowah : Ye nom nsuo no bi
Tr. : We use water for cooking. Akwaboa

Akwaboa : Ye de nsuo no bi nua aduane.
Tr. : Very good. We use water for bathing, for bathing, for bathing.
Chn. : [Noise]
We use water for bathing. Yes Patricia

Patricia: Yede bi esi nno ma.

Tr.: Mhum

Patricia: Yede bi esi nno ma.

Tr.: For bathing. We use water for bathing. Mhum ekyere se...

Ch. : Yctumi de bi dware

Tr.: Yede bi dware. We use water for washing. For washing

Ch. : W se

Tr.: Mhum.

Ch. : W si nno ma

Tr.: Rita Edusei.

Rita: Yede nno ma, Yede nsuo no bi si nno ma

Tr.: We use water for irrigation purpose Mhum, irrigation. Enno me kyera mo sen? Irrigation no? Yes Eric try.

Eric: Yede bi gu ye d baes so

Tr.: Yoo, se wo sa nsuo w babi na wo de gu wo nno ma so. We use water for scrabble, scrabble, scrubbing. Constance.

Constance: Yede bi hohoro ye fie.

Tr.: Yoo yede bi hohoro na yede bi etweetwee ye veranda ene ye dan mu. We use water in our factories. Mhum. Yes John Boakye try.

Boakye: W m a w m w, fa no se dokita[doctor] no, w m debi dware ayarefo no bi, ede bi si w m nno ma.

Tr.: Factories no, babi te se mines, ne bebia ye ye fanta, ne Milo ne coke ne adecade no, ch nom nyinaa w m, ye sane bebia w m ye fish w m mpowano ene bebia w m ye tinapa nee sardine a e gu konkoye mu no. Saa h no mo ne factories nyinaa w m useu [uses] nsuo no bi. Okay plants and animals also use water. Mhum, Mhum, Constance.

Constance: Emmoa ene ndua nyinaa shia nsuo.

Tr.: Very good. W m nyinaa hia nsuo. So from this point we have seen some of the importance of water. Nsuo ho hia papapa yie. Nneema babere ena yede nsuo ye. Any question? Mhum, Mhum.

Clement wo w question bi w h

Chn.: Noise. [Tr. organises her teaching aids]

Chn.: [Move to teacher's table].

Tr.: Keep quiet. What do you see? Go back. What do you see?

Mhum. eden na mo hunu?

Chd.: Ye hunu se

Tr.: Mhum

Chd.: Yeshunu se nsuo no afa paper no.

Tr.: eden bio?

Chd.: Ye ahunu se paper no a.

Tr.: enno na obi aka no. eden bio? A nkoo na wo ahunu? Yes.

Chd.: Mahunu se paper no te nsuo no ani.
Very good! W debates se na paper no te nsuo no aye den? etc nsuo no ani. Yoo, hwew yiye. enno nso ye? Wo nim a pagya wo nsam.

Chd. : Ma hunu se paper, ee, chalk no eda ase.

Tr. : Very good. Ya hunu se paper no eye den? etc nsuo no ani ena chalk no des aye desden? Ak ak ay e e.

Chd. : Ase.

Tr. : Nsuo no ase. Okay wie kyere se object, ee asey bia wode be to nsuo mu a, entumi nk ase no, saa asey no ye eyi: floating object. enna dee wode betum a, etumi k nsuo no ase no eye sinking object. Nti no nk tena ase na yen susu ho asem kakra.

Patricia : [Move back to their seats].

Tr. : Mhum, because the paper is what? Very light. emu w duru? emu w here. enti na aye den? Ak ase no. Why is it that the chalk sink? why? Mhum.

Chd. : Chalk no mu wo here.

Tr. : Yoo, chalk no mu w duru. enti no ye ahunu se light object they float in water. enno ma emu w here no nyinaa wode to nsuo mu a, eye debben?

Chd. : Na ete nsuo no ani

Tr. : Heavy objects ns o soso they sink when you put them in water. enno ma emu w duru no enno nso wode to nsuo mu a, na aye den? Na ak nsuo no ase. Okay you are going to mention some objects which when you put in water they float in the water. enno ma wode to nsuo mu a nsuo no, ee, ebe ye, entimi nk ase. Na emu be ye debben? ebete ani. You are going to mention some of these objects you know. Stop writing.

Chn. : [Noise].

Tr. : Okay, what are some of the objects which you think will float when you put them in water? Mhum. enno ma ben saa, na no gyede se yede to nsuo, seesei a nsuo esi ha yi, ye, yede tum a, ebe k, ee. ebe tete nsuo no ani. edikan no ye hye asey bisa ye no, ye hunu se, yede paper no tumu no, ak ase, na etette ani. Nti paper is a floating object. Mhum Antwiwaa.

Antwiwaa: Ahaban.

Tr. : Brobie.

Brobie : Broom.

Tr. : Broom Yes?

Adutwum : Leaf.

Tr. : Very good. Leaf. Rapheal

Rapheal : Rubber
Tr. : Yoo, what else again? Mhum Amoah Felix
Felix : Pen.
Tr. : Pen! Will pen float? Okay come and try and see. Bring your pen and come. No, sit down. Amoah Felix come put your water in the pen and see whether it will float or sink. Put it in the water. So it is what? It is a floating object? Yes, what else again? Albert.

Albert : Pencil
Tr. : Pencil
Chn. : [Noise]
Tr. : Mhum.
Chd. : Lula [ruler]
Tr. : Ruler, say that.
Chd. : Ruler.
Tr. : Yes give me more examples about floating objects. Yes.
Chd. : Silver.
Tr. : What type of silver? Yes Mhum
Chd. : Rubber
Tr. : Rubber, Mhum, what else. I want ten objects. Mhum
Chd. : Sharpener
Tr. : Sharpener? Okay Yes.
Chd. : Eraser.
Tr. : Eraser? Mhum, what else?
Chd. : Pepper.
Tr. : Pepper? Mhum
Chd. : Tube
Tr. : What's that?
Chd. : Eh! the one [points to a bicycle]
Tr. : Okay, what else? Prince.
Prince : [Inaudible]
Tr. : So all what you have said are floating objects. Now we are going to see objects which when you put in water will sink. We have already tried chalk. We realised that when we put the chalk in the basin full of water the chalk did not float but rather it sink. So what are some of the objects you think when we put in the water will sink. Mhum Grace talk. Mhum.
Grace : Knife.
Tr. : Knife, Mhum
Chd. : Stone.
Chd. : Table
Chd. : Shoe
Tr. : Mhum
Chd. : Door..
Tr. : Mm?
Chd : Door!
Tr. : Do you think if you put a ball in water the ball will sink?
Okay, now we have known the difference between a sinking object and a floating object. And then what is a floating object? What is a floating object? Mhum What is a floating object? Aha, Mhum. Eric.

Eric : Paper.

That is an example of a floating object. Yes.

Add a wode to adee ani a na ate ani

Aha! Mo dsee debia no question. Then take your books and then... Floating objects no, we have written about eight examples, add two to make ten and then sinking objects you write ten of them. First, write the uses of water in your books. After that you come and write this. You add two of these to make ten. Then you write ten of the objects which are sinking objects. Take your books and then do the exercises.
205  Charlotte: [Inaudible].
206  Tr.  : Mm, wose sen?
207  Charlotte: [Inaudible].
208  Tr.  : Obi hwan na afa wo pen?
APPENDIX 5 (35) TJ: Ghanaian Language

LESSON: THIRTY FIVE
SCHOOL: WA PARA-MILITARY PRIMARY
CLASS: P3
SUBJECT: GHANAIAN LANGUAGE (READING)
TOPIC: AGYA POKU AKWANTUO
TEACHER: "TJ"
DATE: 22ND MARCH, 1996

1. Tr.: Nnamfo
2. Chn.: Nnamfo
3. Tr.: Nnamfo
4. Chn.: Nnamfo
5. Tr.: Merek-phwehwe
6. Chn.: Merek-phwehwe
7. Tr.: Merek-phwehwe
8. Chn.: Merek-phwehwe
9. Tr.: Amanneg
10. Chn.: Amanneg
11. Tr.: B>b
12. Chn.: B>b
13. Tr.: Efa
14. Chn.: Efa
15. Tr.: As>
16. Chn.: As>
17. Tr.: Merekphwehws
18. Chn.: Merekphwehws
19. Tr.: A pae
20. Chn.: A pae
21. Tr.: B»biara
22. Chn.: B»biara
23. Tr.: Yes
24. Chn.: Huntahunta, Papa Poku, Maame Atta, nnamfo, merek₁hwehwe, amanneg, amanneg, b>b, Efa, As>, Adue
25. Tr.: Merekphwehws
29. Chn.: Merekphwehws, amanneg, amanneg, b>b, Efa, As>, psane
30. Chn.: Merekphwehws, A pae, a pae, baabiara
31. Tr.: Yes
32. Chn.: Huntahunta, Papa Poku,* Maame Atta,**
33. Chn.: Nnamfo

325
Chd. : Nnamfo
Chn.: Merekphwehwe.

Chd. : Merekphwehwe.
Chn.: Amannes;

Chd. : Mo mma mo nsam ma no.
Chn.: B>s, Efa, As>s, sasamsram, apae, babiara

Tr. : Hwan na ebetumi?
Chd. : Mea

Tr. : Yes Amos
Amos.: Huntahunta, Maame Atta
Chn : Nnamfo
Amos: Nnamfo, merek>merekphwehwe*

6thChd: Amannes;
Amos: Amannes;
6thChd: B>s
Amos: B>s

Chd.: Mo mua mo ano.
Chn.: Efa, As>s **sanaa
Amos.: sram.
Chn : Apae.
Amos: Apae, baabiara.
Chn.: [Talking together].
Tr. : Hee! Huntahunta.
Chn : Huntahunta.

Tr. : Papa Poku.
Chn: Papa Poku

Tr. : Maame Atta
Chn.: Maame Atta
Tr. : Nnamfo.
Chn : Nnamfo
Tr. : Merekphwehwe
Chn : Merekphwehwe
Tr. : Amannes;
Chn.: Amannes;
Tr. : B>s
Chn: B>s
Tr. : Efa

Chn.: Efa
Tr. : As>s
Chn : As>s
Tr. : sram
Chn: sram
Tr. : Apae
Chn.: **Apae**

Tr. : **Baabiara**

Chn.: **Baabiara**

Tr. : **Hu., pine wakyi. Huntahunta**

Chn.: **Hunta**

Tr. : Yei a yaka eye den?

Chn.: [Talking together].

Tr. : He, wo ma wo nsa soa na wo aka. Huntahunta eye den?

Chd. : Kuro.


Chd.: Papa Poku ne yere ne Maame Atta.

Tr. : Mmo, mo mmọ mo nsam ma no.

Chn.: [Clapping].

Tr. : Papa Poku ne yere ne Maame Atta. Maame Atta hwan na ẹbe tumi de aka asem? Hee! One by one. Yes ka.

Chd.: Maame Atta ne kunu ne Papa Poku.

Tr. : Kọ so.

Chd.: Maame Atta ne kunu ne Papa Poku.


Chd.: Me nnamfọ ne me nhu nomo.

Tr. : Wo nka hwee.

Chd.: Mbe tumi.

Tr. : Wo.

Chd.: Ne nnamfọ ne Asọ.

Tr. : Hwan nnamfọ ne Asọ? Wo nka huu. Hwan nnamfọ ne Asọ?

Chd.: Efi ne nnamfọ ne wọ mo.

Tr. : Ka.

Chd.: Efi ne nnamfọ ne wọ mo.

Tr. : Mmo, mo mmọ mo nsam ma no.

Chn.: [Clapping].

Tr. : **Merekọhwehwe, merekọhwehwe**, Mhum, ka ma me ntie.

Chd.: Merekọhwehwe bọọl no.

Tr. : Ka.

Chd.: Merekọhwehwe bọọl no.

Tr. : Merekọhwehwe bọọl no, wo anka no kese a ye nte. Amannee, amannee

Chn.: **Sir, sir, sir, sir**

Tr. : Mutala

Chn.: [Talking together]

Tr. : Hee! Mutala!

Mutala: [No response].

Tr. : **No**

Chd.: Me kọbọ amannee. [Not nominated]
120 Tr.: [Points to a child].
121 Chd.: Me kɔ bɔ amanneg.
122 Tr.: Me kɔ bɔ amanneg. Kɔ wakyi.
123 Chn.: [Talking together].
124 Tr.: Bɔɔs, bɔɔs, bɔɔs, aha Bee.
125 Bee: Kaa
126 Tr.: Dabi, bɔɔs no. Mhum
127 Chn.: Bɔɔs no wɔ he ne?
128 Tr.: Mmo.
129 Chd.: Bɔɔs no wɔ he ne? [Not invited to talk].
130 Chn.: [Laughing ].
131 Tr.: Efa, Asɔ.
132 Chn.: [Talking together].
133 Tr.: ðɔram. Mhum.
134 Chd.: Me kɔ sra.
135 Tr.: Dabi, ðɔram
136 Chn.: [Talking together]
137 Tr.: Mhum.
138 Chd.: ðɔram apae
139 Tr.: ðɔram apae baabiara. Mhum
140 Chd.: ðɔse baabiara
141 Chn.: [Talking together]
142 Chd.: Baabiara mbɛ kɔ.
143 Tr.: Mmo, kɔ wakyi.
144 Chn.: [Talking together].
146 Group A: Huntahunta, Papa Poku, Maame Atta, nnamfo/baabiara, amanneg;
147 Chn.: [Talking together]
148 Group A: Bɔɔl, Efa, Asɔ, ðɔram, apae baabiara.
149 Tr.: B
150 Group B: Huntahunta, Papa Poku.
151 Tr.: Hee! Tenase
152 Group B: Maame Atta. nnamfo/merekɔhwehwe [In the midst of noise] amanneg, bɔɔs, Efa, Asɔ, ðɔram/apae, baabiara.
153 Tr.: Sit down, sit down, sit down. B sit down. Ye kom
154 Chn.: [Talking together].
155 Tr.: Wo anyɛ kom a, me mawo mba ha bi, alright
156 Chn.: [Talking together].
157 Tr.: Adee a yebe kan no yebe ye Twi rhyme no ansa. Yebe ye Twi rhyme no ansa na ya kan. eyiyere me paa na me be kan. Mo ayi no ye baako pe. Ansa na yebe kan no, yebe ye: Twi rhyme. Twi rhyme.
158 Chn.: Twi rhyme.
159 Tr.: eyɛ. Alright, ‘A’ mo nsore nguyina hɔ
160 Group A: [Stands up]
161 Tr.: Yes ‘A’ Twi rhyme. Yes
162 Group A: Paa ne Krofo
163 Tr.: eye, hwan na ebe tumi aka?
164 Chn.: Sir, sir.
165 Tr.: Bra, Helena. Hee!
166 Chn.: [Talking together].
167 Tr.: ‘A’ Helena Anokye
168 Helena: Sir.
169 Tr.: K› so
170 Chn.: [Talking together]
172 Tr.: Mmo, mo mm› mo nsam ma Anokye.
173 Chn.: [Clapping]
174 Tr.: Good, Bee, Ta, hee!
175 Chn.: [Talking together].
176 Tr.: Korankye bra. Toaso
177 Chn.: [Talking together]
178 Tr.: Toaso. Mhum.
179 Korankye: Agya Kwapam k› apam k› hunu mampam, gyae apam eko pam mampam ma mampam foro pam ma ɔpam kaseɛ wɔɔ no ma wɔ de k› dɔkita k› pam ye.
180 Tr.: ðnwïeɛ, Yaw Ansah
181 Korankye.: Yaw Ansah somaa ne ba Ansah se ɔnk› nk› nsa. Ansa na Ansah nduru h› no na nsa no asa.
182 Tr.: Aka baako.
183 Chn.: Me, me, me
184 Tr.: [Signals Korankye to continue].
185 Korankye: Agya Kwaku Tiā, fa sikan teaa k› twaa tonto teaa be nwonoo nsoa teaa, de këtoos asuo teaa mu, eyii adwene teaa, ᐰ de k›maa ᐫene teaa, ma ᐫene teaa, teaa mpabo teateawa mu bedaa nase teawa.
186 Tr.: Mmo. Mo mm› mo nsam ma no
187 Chn.: [Clapping]
188 Tr.: Tena ase. Afei ya wie Twi rhymes no aka.
189 Chn.: Sir, sir, sir
190 Tr.: Twi ebe.
191 Chn.: Sir, sir, sir
192 Tr.: Mhum ka ebe.
193 Chd.: Twe ma metwe na ɛma
194 Tr.: Ka ebe. Ka ebe. Mhum
195 Chd.: Twe ma metwe na ɛma akwadaa b› wa.
196 Chn.: Sir, sir, sir
197 Tr.: ebe k› so [Points to a child]

Tr: eya, afei tena ase. Yebe toaso.

Chn: [Talking together].


Chd: Eefi Huntahunta.

Tr: Eefi Huntahunta. Mo mo mmoom wo nsam ma no

Chn: [Clapping].

Tr: Eefi Huntahunta Papa Poku ne yere ne hwan? Hee! One by one.

Chd: Maame Atta

Tr: Maame Atta Maame Atta ne mma ye sen? Hee, wa kabi. Yes Maame Atta ne mma ye sen?

Chd: Mmeinu.

Tr: Mmeinu. Maame Atta ba bemaa no de sen?

Chd: Efia.

Tr: Efia. Bbaa no de sen?

Chd: Asse.

Tr: Asse.

Chn: [Talking together].


Chd: Nkuroso
Tr. : Dabi. Nkuro mmeinu ben na na mbi akwaho?
Chd.: Bono Ahafo
Tr. : enne
Chd.: Kumasi
Tr. : Mo mmoo mo nsam ma no
Chd.: [Clapping].
Tr. : Bono Ahafo. Wô tu kwan no, wÔtu kwan no se wô tena fidie bi mu. Saa fidie no koraa me nhunu bi da. Saa fidie no ye Òre saa fidie no sen? Wo nim a be ka. efidie no ye Òre no sen? efidie a wô tena mu no. efidie a wô tena mu no yeÔre no sen?
Chd.: Sir
Tr. : Hee!
Chd.: Taxi
Tr. : Taxi na eso?
Chd.: Sir, sir, sir, sir, sir.
Tr. : ennee wûn hunu taxi da enna wûn hunu bôôs da. Òre.
Chd.: [Talking together].
Tr. : Yesse wô be duru fie no, wôbe duru fie no yese wô ye biribi ansa na wô didie. Òden na wô yeÔre?
Chd.: Wô fa kyine.
Tr. : Dabi
Chd.: Wô dware ye
Tr. : Wô dware ye. Òre. Tena ase. Òre Yesse Efa ne ani gyee ye. Wô no nko waa?
254 Chn.:  No sir.
255 Tr.:  W▷ ne hwan?
256 Chn.:  Kwapa/nnamfo [Talking together].
257 Tr.:  Dabi w▷ ne hwan?
258 Chd.:  Ne nnamfo
259 Chn.:  [Talking together].
260 Tr.:  Tena ase, tena ase
261 Chn.:  [Talking together].
262 Tr.:  Tena ase
263 Chd.:  [Talking together]
264 Tr.:  edu noa Papa Poku dii amannee no, na awia aye den? Na ▷sram aye den? Da a Papa Poku dii amannee no na ▷sram aye den?
265 Chn.:  Na apace, na apace, na apace.
266 Tr.:  Na apace, eye tena ase
267 Chd.:  Keep quiet.
268 Tr.:  Hee! Gabriel break.
269 Chd.:  [Talking together]
270 Int.:  [Loud sounds of talking drums][used as bell].
271 Tr.:  eye, ee Maame Atta, єmmге a Papa Poku єdі na amannee no, shene fa na na w▷tee? Papa Poku na w▷ dіi na amannee no ** He! Go away!
272 Chn.:  Sir, sir, sir.
273 Tr.:  Maame Atta, bre a na w▷ dіi amannеe no na w▷te fa he?
274 Chn.:  Sir, sir, sir, and [Talking together].
275 Tr.:  Mese obia ntena ase. Tena deс wo tec, tena deс wo tec. shеne na wote?
276 Chn.:  [Noise. Too much talking]
277 Tr.:  Woa wobe sore, mbе yi wo section fo▷ nyinа аfiri mu. Tena ase. Papa Poku, єmmге a na wodіi amannеe no na Maame Atta w▷ he ne? Wo nim a ma wo nsa so. Yes na w▷ w▷ he ne? Ka ma yên tie.
278 Chd.:  Na w▷w▷ Huntahunta.
279 Tr.:  Dabi
280 Chd.:  Sir, sir, sir, sir.
281 Tr.:  Yes odi amannеe no, na ehe ne na na w▷w▷? оne no di amannеe no
282 Chn.:  Sir, sir, sir.
283 Chd.:  :Na w▷w▷ Huntahunta
284 Tr.:  јnyе w▷ no na w▷ ka ye no? Yes.
285 Chd.:  Na w▷te akоntwa so.
286 Chn.:  Sir, sir, sir.
287 Chd.:  Na w▷te akоннwa so.
288 Chn.:  [Talking together].
289 Tr.:  W▷ dіi amannеe ве ye no, yеse w▷ye biribi ansа na w▷ didie.
290 Chn.:  Sir, sir, sir odware ye.
291 Tr.:  Yes.
292 Chd.:  [Talking together].
293 Tr.: Yes.
294 Chd.: Odware ye.
295 Tr.: Odware ye.
296 Chn.: [Talking together].
297 Tr.: Hwe book no mu. Hwe book no mu.
298 Chn.: [Talking together].
299 Tr.: Afei Sam Tawia k so kan ma me ntie.
300 Tawia: Dabi anpa
301 Tr.: Tena ase.
302 Tawia: Dabi anpa Papa Poku fre Maame Atta.
303 Tr.: K so. Kan no den. Firi ase.
304 Tawia: [Talking together].
305 Tr.: Wate wee wpka? WD se.
306 Chn.: Sir, sir, sir, sir.
307 Tr.: W k ye den? Mmo ntie.
308 Chd.: qw hwehwe ahenkuro. kw hwehwe nkuro.
309 Tr.: Ye se en no we se te Abenase ha no, se wo pe se wok bibia, wo pe se wok wahunu? Yei yi aha yia na wo te won k bibia daa kyene da. Da kyene biara no ew se wok hwehwe bobi.
310 Chn.: [Talking together].
311 Tr.: Maame Atta bisa, bisa no se, aden nti koraa na pe se kw hwehwe h.
312 Chn.: [Talking together].
313 Tr.: Maame Atta se aden na pe se, bisa kwunu. Ye eden nti na pe se kw hwehwe h.
314 Chd.: pe se kw ye biribi wo h.
315 Tr.: Dabi wa ankle saa.
316 Chn.: [Talking together].
317 Tr.: Mhun, wa ankle saa. Hee! Yaa.
318 Yaa. pe se kw hwe h kwa.
319 Tr.: pe pe se kw hwe h kwa, na wo hunu sedee h tee.
320 Chd.: [Talking together].
322 Chd.: Sir, sir, sir.
323 Tr.: Yes
324 Chn.: Sir, sir, sir, sir [then, talking together]).
325 Tr.: Mhun
326 Chd.: Efa ne Adae
Chd.: Efa ne Adae
Tr.: Efa ne Adae
Chn.: [Talking together].
Tr.: Hum, ennee
Chn.: [Talking together].
Tr.: Wo betumi ak$h aba ansa na ma k$h h$. Gye se break over.
Int.: Yɛ wie a yɛbɛ k$h h$?
Chn.: [Talking together].
Tr.: Yẹ wie a yɛbɛ k$h h$. Gye se break over
Int.: Break over time ɓen
Tr.: Ansa na ma k$h h$. Break over wɔm bɛk$h a wɔm nk$h no
ntɛm
Chn.: [Talking together].
Tr.: Tena ase.
Chd.: [Talking together]
Tr.: [Inaudible ]
Chn.: Papa Poku
Tr.: Na Maame Atta mma yɛ sɛn?
Chn.: Mmeinu.
Tr.: Dpanin.
Chn.: Efa.
Tr.: Adɛn nti na Papa Poku tuu kwan? Adɛn nti?
Chn.: ɔk$h hwe$hwe nkuro [then Talking together].
Chd.: Yɛ nk$h break?
Chd.: [Talking together].
Tr.: [Distributes pupils exercise books].
APPENDIX 5 (36) TJ: Mathematics

LESSON: THIRTY-SIX
SCHOOL: WA PARA-MILITARY PRIMARY
CLASS: P3
SUBJECT: MATHEMATICS
TOPIC: TELLING THE TIME
TEACHER: "TJ"
DATE: 27TH MARCH, 1996

1 Tr.: All of you.
2 Chn.: Mathematics
3 Tr.: Again
4 Chn.: Mathematics.
5 Tr.: This one? Yes This one, yes
6 Chn.: Read the clock
7 Tr.: Again
8 Chn.: Reading the clock.
9 Tr.: All of you again.
10 Chn.: Reading the clock
11 Tr.: Again
12 Chn.: Reading the clock
13 Int.: Yes I have seen it
14 Tr.: Again
15 Chn.: Reading the clock
16 Tr.: The lesson is on mathematics. Reading the clock. Reading the clock. Today we are going to read the clock. We are going to know what the clock is
17 Int..: The car [addressed to an outsider to stop the car]
18 Tr.: Leaving the clock.[a kind of excuse to the pupils]. **** What do you see here? These are what? Drawing yi ye den? Wei, wei a ma drawdraw [draws] agu h÷ yi eyeden? Yes.
19 Chd.: Circle.
20 Tr.: Circle, ey circle. Mo mm÷ mu nsam e ma no.
21 Chn.: [Clapping].
22 Tr.: This is circle and I am going to change this circle into clock. I am going to change these circles into clocks. These are circles. Circle one, circle two, circle three I am going to change the face of the circle into clock. And this is how it looks like.[draws clock face from circles on bb.]
23 Chn.: [Talking together].
24 Tr.: I have change the circle into clock. Into the face of a clock. I have not finished. In every clock we have two hands. In every clock we have two hands. Do you know? Yes in every clock we have two hands. The hands are two. We, long hand and short hand. Long hand and short hand. [Draws the hour and minute hands of the clock].
25 Chn.: [Talking together].
26  Tr. : The long hand is called what? The long hand is called what?
     Dapaah Doris
27  Dapaah : Minute
28  Tr. : Say minute hand.
29  Dapaah : Minute hand.
30  Tr. : Again.
31  Dapaah : Minute hand.
32  Tr. : Again.
34  Tr. : Minute hand. The long hand is called minute hand Minute
        hand. Clap for him.
35  Chn. : [Clapping].
36  Tr. : The short hand. Fa to table no so. The short hand. Yes Asante
        Emilia.
37  Emilia. : Hour hand
38  Tr. : All of you.
39  Chn. : Hour hand.
40  Tr. : Clap for her.
41  Chn. : [Clapping].
42  Tr. : Hour hand. After seeing the minute hand and the hour hand.
        Then we are going to work with the clock. After knowing the minute
        and the hour hand then we are going to work with the clock. We have
        clock one, clock two, clock three. Look at the board and when I finish
        you will tell me the time. You see?
43  Chn. : Yes sir.
44  Tr. : Good. [Manipulates clock hands to read new time]
45  Chn. : Talk together and watch teacher.
46  Tr. : Alright we have** Yes, I have seen the hands up. Clock one,
        clock two, clock three. Alright clock one, what’s the time? Clock one.
        Serwah Collins what’s the time?
47  Serwah. : Five o’clock.
48  Tr. : Serwah Collins what’s the time?
49  Serwah. : Five o’clock!
50  Tr. : Yes it’s five o’clock. Clap for her.
51  Chn. : [Clapping].
52  Tr. : The time is five o’clock. Five o’clock. Clock two. Edith if you
        won’t sit down I will not call you. You just put up your hand and I will
        call you. Clock two. Abrafi Margaret. Abrafi.
53  Abrafi. : One o’clock.
54  Tr. : Osei Prince. Yes.
55  Chn. : [No response].
56  Tr. : Yes Odame Daniel. Odame Daniel! Odame Daniel!
57  Odame. : [No response].
58  Tr. : Bawuah Doris.
59  Doris. : Twelve forty five
60  Tr. : Bawuah Doris
61  Doris. : Twelve forty five

336
62 Tr. : Clap for her.
63 Chn. : [Clapping]
64 Tr. : Now the last clock. The last one. Dapaah Doris. The last one. The last one, the last one. Yes Amos, Amos.
65 Amos. : Eleven thirty.
66 Tr. : Eleven thirty. Clap for her.
67 Chn. : [Clapping]
68 Tr. : And so these are the clocks. Clock one is five o’clock, five o’clock. Clock two, twelve forty five. Clock three, eleven thirty. Alright. These are the clocks. Then you see the clocks on the table. Then we are going to work practical. You are going to tell me the time. When I call you and say set the clock to two o’clock, then you set it and let me see. They have, one, three clocks. Three different clocks on the table. Three different clocks on the table. This is clock one, clock two, clock three. Alright clock one. This is the setting hand. This is the setting hand. Alright Odame Daniel set the clock, any of the watches to six o’clock. Six o’clock. Six o’clock.
69 Odame. : Walks to teacher’s table and picks clock one
70 Tr. : Six o’clock. They are three you can change it. Six o’clock. Yes you. Six o’clock.
71 Chn.: [Laughing ].
72 Tr. : Yes come and help. Juliana come and help
73 Chd.: Salomey
74 Tr. : Give it to Juliana. Sit down.
75 Odame.: [Goes to take his seat].
76 Tr. : Six o’clock.
77 Chn.: [Talking together].
78 Juliana.: [Goes to the board ]
79 Tr. : Yankyera, six o’clock
80 Chn.: [Talking together].
81 Tr. : Yes come and help
82 Chn.: [Talking together].
83 Tr. : Six o’clock.
84 Int. : Me pa wo kyeew, madam si wo anya hohoD.
85 Tr. : Wen tenase, meba seesei a. * * * * * * Six o’clock. No. [draws six o’clock on the bb] You see. [Sets one of the clocks to six o’clock] This is six o’clock. These are Roman numerals. So when you are counting I stands for one. I as you are saying is a Roman numeral. More over you can indicate. There is no space here. enti enno waa ne se ebe ye a na wode k>. Na saa.
86 Chn.: [Laughing ].
87 Tr. : Alright yebe k>so ahwe. Four o’clock. Four o’clock. Yes Vivian four o’clock. Maso. Yes four o’clock.
88 Vivian: Sets the clock and shows it to teacher.
89 Tr. : Ka kyer w<n. Se enno waa nono. Is it four o’clock? Wo gye de se enno waa nono? Yes Amos. S<h> na wo nye nkyere wo. Four o’clock. Oh! [Leaves class to meet a police officer relation on a visit].
Chn.: [Talking together]*********

Tr.: [Comes back] Four o'clock.

Chn.: Teacher wode k♂ ha sei na wode ab.

Tr.: Four o'clock.

Chn.: Wode k♂ ha sei na wo asane ab.

Tr.: Alright, wo ati. Alright, we go on. One o'clock.

Chn.: [Talking together].

Tr.: Dapaah, one o'clock. one.

Chn.: [Talking together]

Dapaah.: Sets the clock to one o'clock.

Tr.: Clap for her.

Chn.: [Clapping].

Tr.: Very good. The last one, nine o'clock. Bawuah, nine o'clock

Chn.: [Talking together].

Tr.: Nine o'clock, nine o'clock.

Chn.: Sets the clock to nine o'clock.

Tr.: Clap for her.

Chn.: [Clapping].

Tr.: Very good. Alright then we come. Look at our time. Page sixty three. Our time. Yes. alright, we have four watches

Chn.: [Talking together].

Tr.: Watch one, two, three four. Alright what time is it? Your answer will be: It is. Your answer will be: It is three.

Chn.: O'clock

Tr.: It is* That's all. Alright clock one. Vivian what time is it.

Vivian.: Three o'clock

Chn.: Sir, sir, sir.

Vivian.: It is three o'clock.

Tr.: Again

Vivian. : It is three o'clock. Yes. Then number two. What time is it?

Osei Kojo.

Osei.: It is two o'clock. Two o'clock.

Chn.: [Laughing ].

Tr.: Yes [Points to another child].

Chd.: It is one o'clock.

Tr.: It is one o'clock.

Chn.: Clap.

Tr.: Clock three. What is the time? Florence.

Florence: It is twelve forty five.

Tr.: It is twelve forty five. Number four. What is the time?

Chn.: It is nine thirty.

Tr.: It is nine thirty. Alright then I am going to change the dialogue of the figures again.

Chn.: [Talking together].

Tr.: I want every one to know how to read the clock. We have. This is twelve. Look at the board. This is twelve. Hwe board no so. sfiir
ha ɛba no nyinaa ɣɛ sixty minutes, sixty seconds. Sixty seconds make one minute.

132 Chn.: Sixty seconds make one minute. Sixty seconds make one minute. [self-initiated action].

133 Tr.: Sixty minute one hour. We have sixty seconds, ɛ, ɛ, ɛɛ sixty. one minute and sixty and sixty minutes one hour. So we small, small, small dots, one, two, three, four, five! They give us five minutes. And when you have five times twelve is sixty. ɛnti ɛfiri ha yi a na ɛkɔ be to ha ɣye one hour. One hour no wom sixty minutes. Sixty minutes no, wokyɛ mu mmeinu a. Sixty wokyɛ mu mmeinu ɛfa ɣye ɛn? Sixty wokyɛ mu mmeinu ɛfa ɣye ɛn?

134 Chn.: eyɛ thirty.

135 Tr.: Thirty. ɛnno ɛnti ne mmeinu ma wo ɛn? Half, half, one. Half past ten, half past four. Tie no yiye. Wahunu wɔ npe se wɔ ka se the time is eleven thirty. The time is twelve thirty. He says half past eleven, half past eleven. Me se ɛn?

136 Chn.: Half past eleven.

137 Tr.: Again.

138 Chn.: Half past eleven.

139 Tr.: Again

140 Chn.: Half past eleven.

141 Tr.: Half past eleven. Again.

142 Chn.: Half past eleven.


144 Chn.: Eleven thirty.

145 Tr.: Mo mmɔ mu nsam ɛma no.

146 Chn.: [Clapping]

147 Tr.: Half past eleven. Na ɛkyere se ɛbɔ eleven thirty. ɛnti wɔ ntimii nkase eleven thirty wose half past eleven. wɔ ka ɛɛ na wo a hunu se ɣye eleven thirty. Alright, ɛnno ɛnti yede wei ato nkyan. Afei ɛbiov, wɔ ye a, wɔbe hunu se. ɛbɛ tumi aba se aka sixty nso, aduosia wo kye mu ɛnan a, hwan na ebetumi akye mu? Sixty wo kye mu ɛnan a, answer ye ɛn? Yes Ansa Gladys

148 Gladys.: Twenty

149 Tr.: Sixty wo kye mu ɛnan a. Yes.

150 Chd.: Sir, ten.


152 Chn.: Fifteen.


154 Chn.: Quarter past/ Quarter to [simultaneous production].

155 Tr.: Again
156 Chn.: Quarter to
157 Tr. : Again
158 Chn.: Quarter to/ Quarter past
159 Tr. : Again
160 Chn.: Quarter past
161 Tr. : Quarter to. Quarter past. Again.
162 Chn.: Quarter to. Quarter past
163 Tr. : Again
164 Chn.: Quarter to. Quarter past
165 Tr. : Again
166 Chn.: Quarter to. Quarter past
167 Tr. : Again
168 Chn.: Quarter to. Quarter past
169 Tr. : Nti ye kase quarter to nba ᐅkyere ᐅen? Quarter to na aka ᐅen? Na aka ᐅen na ab>. Aka ᐅen? Quarter to na aka ᐅen?
170 Chn.: Fifteen minutes.
171 Tr. : Mo mm▷ mo nsam ma no
172 Chn.: [Clapping].
173 Tr. : Amos, quarter to, na aka ᐅen?
174 Amos.: Fifteen minutes.
175 Tr.: Fifteen minutes Na aka fifteen minutes ansa na ab>. Quarter past. Quarter past eight. Na ᐅkyere se ab> ᐅen? Quarter past eight kyere se ab> ᐅen? Yes Quarter past eight. Yes
176 Chn.: [Inaudible ].
177 Tr. : Quarter past eight. Yes. ᐅe quarter past eight na ab> ᐅen? Yes Quarter past eight na ab> ᐅen? Yes.
178 Chn.: Eight fifteen.
179 Tr. : Eight fifteen Eight fifteen. Hwe no yiye o! Nea me kyere wo nyinaa no se wo sua no yiye a wobe k▷ JSS enoa na wo be sua. enoa na wode bek▷ SSS. enoa na wobe sua w▷ SSS wode bek▷ university. Nti se wo sua no yie a! When you build a good foundation noa, then you are gone
180 Chn.: [Laughing ].
181 Tr. : So that is quarter to, quarter past. Afei aka adee baako. Tie no yiye. Wie! Ma ka se half past, quarter to, half past, quarter to. Hwe ᐅefiri ᐅdunum ᐅde ba ha nom no. Ye nkase fifteen minutes to twelve. Fifteen minutes to one. Fifteen minutes a, quarter to one, quarter to four. Quarter to five. ᐅebuga dee ᐅpaninfo ka nono. Wo k▷ k▷ hwu watch mu na se aka minti dunum, ana se aka minti [minute] du. ᐅefiri minti du ᐅk▷ k▷ si du no, ana five minutes to ana minti ᐅson na ab> ᐅdo▷ no. Ye kase ᐅnoa ne quarter to, twenty to ten to. ᐅbi ne quarter to one, quarter to one, aka fifteen minutes, ten minutes a, ten to one, five minutes to one, two minute to one. Afei yebi hwu nea wa sua no so. Page sixty three, page sixty three h▷. No, watch one. Wo nim a me se ma wo nsa so. Me ᐅpe se wo be kasa. Wo ma wo nsa soa, mbėba h▷. Watch one. Me so me hwu me deec no.
Chn.: esoro ana efam?
Tr.: efam, efam. Wo chunu se wom a number akɔ si eight. Watch one. Watch one no me pe se wo be kan no borɔfo mu akyere me. Kan no borɔfo se de me kyerew board no so no. Sedee me twerew board no so no. Yes watch one, Kan me tea.

Chn.: [Inaudible ]
Tr.: No watch one. Emilia.

Emilia.: It is one thirty. Yes watch one, Kan me tea.

Chn.: Eight thirty
Tr.: Yes thirty minutes to twelve. Saa? Twelve thirty no? Des me twerew wɔ board sowɔ no. Half past no wo yira fl! Nti eye sen? Yes.

Chd.: Half past twelve
Tr.: Yes

Chn.: Half past twelve.
Tr.: Half past twelve. Bɔ wo nsam ma no

Chn.: [Clapping].
Tr.: Half past twelve. Number two. Number two. Yankyera Fosua

Fosua: Half past nine.

Tr.: Number two. Yes

Chd.: Half past nine o'clock.

Chd.: It, it, it

Chd.: It is

Chd.: It is

Chn.: It is nine o'clock.

Tr.: It is nine o'clock.

Chn.: [Clapping][Not instructed]
Tr.: It is nine o'clock. Number three, number three. Odame, Odame

Odame: It is two fifteen.

Tr.: Again.

Odame.: It is two fifteen

Tr.: It is two fifteen. Number four. Yes Hagar

Hagar.: It is seven o'clock.

Tr.: It is seven o'clock. It is seven o'clock. Alright, I want somebody to put the minute and hour hand on this. Mese me pe se obi be
Dapaah: [Goes to the board, but unable to reach the circle to use]

Chn.: Ma me ye no fam. Ma me ye no fam ma wo.

Tr.: Ma me nhwe se ab> eight o’clock.

Chn.: Eight, eight o’clock. Yes Dapaah. Eight o’clock.

Tr.: Eight o’clock. Centre.

Ye ma ysnhwc sc abD eight o’clock.

Chn.: Eight o’clock.

Chn.: [Talking together].

Chn.: [Goes to insert hands to let it read eight o’clock]

Tr.: It is

Chn.: Eight o’clock.

Tr.: Again.

Chn.: Eight o’clock.

Tr.: No

Chn.: It is eight o’clock.

Tr.: It is eight o’clock.. Alright. Five o’clock. Odame. Five o’clock.

Wo, wo noa wobe abe ye bi se wa mua wo ano a, wobe ye bi. Five o’clock.

Chn.: [Talking together].

Tr.: Twer ma yen kan Yes. It

Odame: It is five o’clock.

Tr.: Four thirty, Four thirty. Emilia. Four thirty. Four thirty.

Chn.: [Talking together].

Emilia.: [Goes to the board ].

Tr.: It is.

Emilia.: [Talking together].

Tr.: It is four thirty..

Tr.: It is four thirty. Six o’clock. Six o’clock. Six o’clock. [Points to a child ].

Chn.: [Talking together].

Tr.: Wei eye den.

Chn.: [Talking together].

Tr.: It

Chn.: It is six o’clock.

Tr.: It is six o’clock. So the whole thing is when you know where the hour hand is. When you know where the minute hand is. Then you finish.

Int.: Should I send my questionnaire?

Tr.: When you know where the hour hand is. When you know where the minute hand is Then you finished. That is that. Twelve o’clock, six o’clock. That is that.

Chn.: [Talking together].

Tr.: So you draw quarter to eight. A quarter to eight or fifteen minutes to eight. A quarter to eight. A quarter to eight, quarter to eight.

Chn.: [Working and Talking together]

Tr.: [Points to a child ].

Chn.: [Goes to the board and draws]

Tr.: Are you sure quarter to eight. Who said no? Quarter to eight. Yes Emilia. Quarter to eight. Quarter to eight.

Int.: [Noise from another class ]
252 Tr. : Are you sure? Look at that. No. Quarter to eight. Now I know quarter to eight. Yes Yankyera. Quarter to 'eight.
253 Yankyera: [Draws]
254 Tr. : No. Quarter to eight Yes. Quarter to eight.
255 Chd: [Draws]
256 Tr. : Very good. Clap for him
257 Chd: [Clapping]
258 Tr. : Quarter to eight. Alright.
<table>
<thead>
<tr>
<th></th>
<th>Tr.</th>
<th>Chn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Under</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Under</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Under</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Under</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Under</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Under</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Under</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Under</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Behind</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Behind</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Behind</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Behind</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Lake</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Lake</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Lake</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Lake</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Mine</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Mine</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Mine</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Mine</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Hurry</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Hurry</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Hurry</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Hurry</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Find</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Find</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Find</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Find</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Cupboard</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Cupboard</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Cupboard</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Cupboard</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Cupboard</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Found</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Found</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Found</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Found</td>
<td></td>
</tr>
</tbody>
</table>

APPENDIX

LESSON: THIRTY SEVEN
SCHOOL: WA PARA-MILITARY PRIMARY
CLASS: P3
SUBJECT: ENGLISH (READING COMPREHENSION)
TOPIC: FINDING LOST ARTICLES
TEACHER: "TJ"
DATE: 22ND MARCH, 1996
38 Tr.: Dear.
39 Chn.: Dear.
40 Tr.: Dear.
41 Chn.: Dear.
42 Tr.: Pillow.
43 Chn.: Pillow.
44 Tr.: Pillow.
45 Chn.: Pillow.
46 Tr.: Alright, go!
47 Chn.: Under, behind, late, hurry, cupboard, found, dear, pillow.
49 Dapaah: Under, behind, late, hurry, cupboard, found, dry
50 Tr.: Dear
51 Dapaah: Dear, pillow.
53 Gyimah: Under, behind, late, mine, hurry, cupboard, found, dear, pillow.
54 Tr.: Clap for him. Very good.
55 Chn.: [Clapping].
56 Tr.: Who can try again? Yes Emilia
57 Emilia: Under, behind, late, man, hurry, cupboard, cupboard found, dear, pillow.
58 Tr.: Clap for her.
59 Chn.: [Clapping].
60 Tr.: Alright, last one. Last one. Yes last one. What's your name?
61 Chd.: Rose Asantewaa.
62 Tr.: Rose Asantewaa Yes.
63 Rose: Under, behind, late, mine, hurry, cupboard, found.
64 Chd.: Dear
65 Rose: Dear, pillow.
66 Tr.: Clap for her.
67 Chn.: [Clapping]
69 Dapaah: The duster is under the table.
70 Tr.: Come and do it. Do it before you say it. Dapaah Doris. Yes.
71 Dapaah: [Puts the duster under the table and says] The duster is under the table.
72 Tr.: Yes, the duster is under the table. Clap for her.
73 Chn.: [Clapping]
74 Tr.: Yes under. Yes come. Mhum. Quickly. Under
75 Chd.: Under the table
76 Tr.: Yes.
Chn.: [Puts the book under the table and says]: The book is under the table.

Tr.: Osei Kojo Again.

Chn.: The book is under the table.

Tr.: Yes, the book is under the table. Clap for him.

Chn.: [Clapping]

Tr.: Yes under. Last one. Yes last one. Yes Odame Daniel

Odame.: [Puts the chalk under the table and says]: The chalk is under the table.

Tr.: Yes, the chalk is under the table. The chalk is under the table. Alright we go on. Behind, behind, behind, behind, behind. I am standing behind the cupboard. I am standing behind the cupboard. I am standing behind the wall. I am standing behind the wall. I am standing behind the table. Behind. Yes Emilia.

Emilia.: [Stands behind a table and says]: I am standing behind the table

Tr.: Clap for her. She is standing behind the table.

Chn.: [Clapping]

Tr.: Yes Vivian

Vivian.: [Stands behind a chair and says]: I am standing behind the chair.

Tr.: Yes you are standing behind the chair. Yes your name.

Chd.: Grace Agyapong.

Tr.: Grace Agyapong. Yes behind.

Grace.: [No response].

Tr.: Behind, Charles Opoku. Yes.

Opoku.: Behind the wall.

Tr.: I am

Opoku.: [Stands behind a wall and says]: I am behind the wall.

Tr.: I am. Yes Akoto, Akoto!

Akoto.: [Stands behind a wall and says]: I am standing behind the ball.

Chn.: [Clapping]

Tr.: You are standing behind the ball. Thank you. Alright. Late, late, late. I am late for school. The children are late for school. Kojo is late for school. My teacher is late for school. Yes late. Yes, yes, Vivian.

Chn.: My late for school today.

Tr.: I am late for school today.

Chn.: I am late for school today.

Tr.: Yes I'm late for school today. Odame Helena. Yes.

Helena: Teacher ni no aye late.

Chn.: [Laughing].

Tr.: Yes? [Points to another child].

Chd.: The children are late.

Tr.: The children are late. Clap for her. The children are late. Alright, mine, mine. This is mine book. This is mine book. This is mine pen. This is mine pen. This is mine stick. This is my stick. Yes Mutala.

Mutala.: This is * mine book.

Tr.: Try again. Mutala. Yes, yes
This is mine book.

Yes, this is mine book. Now he is showing the book. Yes your name?

Dora Serwah

Yes Dora Serwah.

This is my pen.

Yes this is my pen. Yes Dapaah Doris

This is my bag. Alright, hurry, hurry, hurry means quickly. Hurry the children are hurry. Hurry to school. Kofi is hurry to school. Ama is hurry to church. Kojo is hurry to church. Yes hurry. Yes Serwah Juliana. Yes hurry yes. Be attentive. Yes Dapaah Doris.

Hurry up. Hurry up. Clap for her.

Hurry up. Hurry up. Then find, find. I find my pen. I find my pen. I find the stick. Find, Helena.

I find mine pen.

I find mine pen. Clap for her.

Clapping.

Akoto, find

I find my book

Yes Afram

I find my dress.

I find mine dress. Cupboard, cupboard, cupboard, cupboard, cupboard. This is a cupboard. The books are in the cupboard. The chalk is in the cupboard. The bag is in the cupboard. Juliana Serwah cupboard.

The cane is in the cupboard.

The cane is in the cupboard. When you see your cane. This is a stick. The cane is in the cupboard. Yes Helena Anokye, cupboard, cupboard

The pen in the cupboard.

The pen is in the cupboard.

The pen is in the cupboard.

The pen is in the cupboard. Yes.

The book is in the cupboard.

The book is in the cupboard. Alright found. Found my book. Kojo has found his book. Dear, dear me. Pillow, pillow, pillow. This is what?

Pillow.

Pillow. This is a pillow. The pillow is on the

Table.

The pillow is on the table. The chalk is on the

Pillow

The book is on the

Pillow.

150 Florence: My pillow is sleeping.
151 Tr.: Pillow, pillow. Yes.
152 Chd.: My pillow is the table.
153 Tr.: My pillow is on the table.
154 Chd.: My pillow is on the table.
155 Tr.: My pillow is on the table. Yes.
156 Chn.: My bag is on the table.
157 Tr.: My pillow is on the table. Yes.
158 Chn.: My pen is on the table.
159 Tr.: No, no pillow, pillow. Yes Vivian.
160 Chn.: My pen is on the pillow.
161 Tr.: My pen is on the pillow. That is you put the pen on the pillow. Alright. It’s alright. What’s that? Sit down. Alright then we are going to read. Unit seven. Open to unit seven. Unit seven. Alright, open there. Ramatu, stand up. Read unit seven, unit seven.
162 Ramatu.: Aha EnyEnno wa.
163 Tr.: Yes louder.
164 Ramatu.: Unit seven. Page twenty one. I can’t find it. Maame Mansah: Sasu, isn’t it time for school? It’s now twenty past eight. Sasu: Yes it is Mummy. I am late for school today. Maame Mansah: Hurry up. Put on your shirt and go to school.
165 Tr.: Yes sit down. Put on your shirt and go to school. Continue. Put on your shirt and shorts and go to school. Yes Emilia continue. Yes sit down. Mhum
166 Emilia: Sasu: Mummy please
169 Tr.: Yes. Maame Mansah goes to the children’s room and comes back. Alright, what you have read. It says it is talking about “I can’t find it”. You can’t find what? My pen. Alright in the passage we have Maame Mansah, Sasu and they are conversing. They are talking. Alright.
170 Chn.: [Talking together].
171 Tr.: Turn to page twenty two, page twenty two. Yes. We continue reading. Maame Mansah here it is. I found it under your pillow. Yes Dapaah Doris.
173 Tr.: Is it in your bag?
174 Dapaah: Is it in your bag? Sasu: No, it isn’t. Looks for it in the cupboard. Ofosua looks in the cupboard. Sasu: Yes, is there?

175 Tr.: Is it there?
176 Dapaah: Is it there? Ofosua: NO, it isn’t. Oh dear what shall I do?
177 Tr.: Very good. Sit down. Oh dear! What shall I do? Alright, what you have read you are going to answer these questions. You are going to answer these questions. Alright turn to page twenty four. Page twenty four, page twenty four. Yes. Question (a): What did Maame Mansah say to Sasu? Answers. (a) She said, ‘Isn’t it time for school?’ (b) She said, ‘Isn’t it time for breakfast?’ (c) She said, ‘Isn’t it time for play?’ Yes. Anokye Helena, She said.

178 Helena: She said, ‘Isn’t it time for school?’
179 Tr.: Very good. Clap for her.
180 Chn.: [Clapping].
181 Tr.: She said, ‘Isn’t it time for school?’ Yes, Maame Mansah was telling Sasu, “Sasu, isn’t it time for school?” “Isn’t it time for breakfast?” “Isn’t it time for play?” Then Maame Mansah said, “isn’t it time for school?” Number two. What did Sasu put on? What did he put on. (a) His belt and hat. (b) His socks and shoes. (c) His shirt and shorts. Gyimah Richard

182 Gyimah: His shirt and shorts.
183 Tr.: Clap for him.
184 Chn.: [Clapping].
185 Tr.: His shirt and shorts. Sasu put on his shirt and shorts. Question three. What did Ofosua say to her brother? Answer (a) She said, ‘I can’t find my dress’ (b) She said, ‘I can’t find my book’ (c) She said, ‘I can’t find my shoes.’ Bawuah Doris.

186 Bawuah: She said ‘I can’t find my book.’
187 Tr.: Clap for her she is correct.
188 Chn.: [Clapping].
189 Tr.: She said ‘I can’t find my book.’ It seems you have got all you studied. Yes that is very good. The last one question four. What did Fosua found under her table? (a) An old book. (b) A yellow book. (c) A new book. What did Fosua found under * Yes

190 Chd.: New book
191 Tr.: Your name, your name.
192 Chn.: Dora Serwah
193 Tr.: Dora Serwah, yes.
194 Serwah: A new book
195 Tr.: A new book. She found a new book. The last question. Where were the children going? Where? Where were the children going? Where were they going? (a) To church. (b) To school. (c) To hospital. Juliana Serwah.

196 Juliana: To school.
197 Tr.: To school. The children were going to school. This shows you really understood what you had been reading. Alright, alright.
198 Chn.: [Talking together].


201 Tr. : Let's.


203 Tr. : Ah!

204 Gyimah. : Ah! Here is my book! She looks at it. Oh no! It isn't. **

205 Tr. : Sasu

206 Gyimah: Sasu *

207 Tr. : Why?

208 Gyimah: Why?

209 Tr. : Why?

210 Gyimah. : Why? Why?

211 Tr. : Let me see it

212 Gyimah. : Why, let me see it. Ofosua looks at the book. It's book three. Ofosua: Yes it's book three but my is new. Is it eh, Sasu look under the cupboard and

213 Tr. : Sees

214 Gyimah. : Sees a book


216 Joyce.: Sasu: Ofosua look

217 Tr. : At that

218 Joyce.: At that. It, it, it book three and it new. It's your book. Ofosua *

219 Tr. : Takes

220 Joyce.: Takes the book and look

221 Tr. : At it

222 Joyce: At it

223 Tr. : Ofosua

224 Joyce.: Ofosua: Yes it's mine

225 Tr. : Thank you.

226 Joyce.: Thank you very much.

227 Tr. : Sasu.

228 Joyce: Sasu

229 Tr. : Not.

230 Joyce: Sasu not at all Ofosua come.

231 Tr. : Come along.

232 Joyce: : Come along.

233 Tr. : Let's.

234 Chn.: Let's Let us go to school. We are late.

235 Tr. : Thank you. Alright. Those who did not have the opportunity to read I hope next time you will also read. Those who will not get the chance to read, next time you will also read, loud to our hearing
Alright, what we are going to do is. We are going to make sentences as you have been doing with the words. I will do it. The pen is under my table. Eh, the pen is under the this thing. We are going to make sentences, put them on the paper. We are going to write. You are going to write it. Example [Writes on the board]
267 Tr.: Ya kyekye ama mo? Ka wo ho ye wei ntem. Obia ntwere no ntem.

268 Chn.: [Talking together].

269 Chd.: ebi ne yei?

270 Tr.: [Distributes children’s books]. Tenase. Tell her you won’t do again.
APPENDIX 5 (38) TJ: Science

LESSON : THIRTY EIGHT
SCHOOL : WA PARA-MILITARY PRIMARY
CLASS : P3
SUBJECT : ELEMENTARY SCIENCE
TOPIC : KINDS OF ANIMALS
TEACHER : "TJ"
DATE : 28TH MARCH, 1996

1. Tr. : Look at the board. Read this one. Yes.
3. Tr. : Not elementary but elementary science.
5. Tr. : Again.
7. Tr. : Under the elementary science we have what? Yes.
17. Tr. : Under the heading we have animals. Then we are going to kinds of animals or classes, kinds.
18. Chn. : [Talking together].
19. Tr. : We have kinds or classes of animals. Classes. Kinds, classes of animals. Ye ka kinds a
20. Chn. : [Talking together].
21. Tr. : Kinds anaa classes. Hwe afoni no. Page 5
22. Chn. : [Talking together].
23. Tr. : Ye bebubɛ emmoa noa e\wɛ mu no din. Wo tumi bɔ no borɔfo wo tumi bɔ no Twi. emmoa no, ye bɛ din.
24. Chn. : [Talking together].
25. Tr. : Yes Vivian Boateng bɔ bi din.
27. Tr. : Boateng Vivian!
28. Vivian. : Bird!
31. Tr. : Birds, bɔ bi din.
32. Chn. : [Talking together].

353
Akosua.: Odwan.

Tr.: Odwan, odwan. Yaa ne borogo mu ye ka no sɛn? Odwan ne borogo ye ka no sɛn?

Chd.: Abirekyie

Tr.: Odwan ne borogo ye ka no sɛn?

Chn.: Sheep.

Tr.: Sheep, sheep.

Chn.: [Talking together].

Tr.: Hwe mu o! Hwe nfoni no mu. Yes Bawuah George.

George.: Monkey.

Tr.: Monkey, monkey, monkey. Yes Akoto Hanna. edɛn na wo hunu wo mu?

Hanna.: Snake.

Tr.: Snake, snake, snake, snake. Yes hwe mu bio Dapaah Doris.

Chn.: Lizard.


Chn.: [Talking together].

Tr.: Saa emmoa yi a ya bɔ̥ din no, esese wo hunu ne Twi. Se mo nim?

Chn.: Yes sir.

Tr.: Lizard, ensaa ye. Rebecca

Rebecca: Elephant.

Chd.: Elephant.


Emilia.: Turkey.

Tr.: Turkey, turkey, turkey, turkey. Asa?

Chn.: No sir.

Tr.: Very good. Yes, your name?

Chn.: Rita Gyimah

Tr.: Rita Gyimah, Yes.

Chn.: Snail.

Tr.: Snail, snail, snail, snail. Yes snail. There is snail there. Ziraffe, ziraffe, ziraffe, ziraffe, the ziraffe. Pig, pig and the rest. Is alright. These are the look on the board. These are the animals so far in the book. But you, more animals. We crow, crow, starling. We have blue bird, we have donkey. We have hippopotamus. We have antelope. We have rat. In our home we have a cat. We have a dog. We have a hen or cock. These are animals in the house. All these animals. They are found in the forest. Saa emmoa yi nyinaa ye hunu bi wiram. Yɛshunu bi fie. Afei ye bɔ̥ mmoa, yɛbe bɔ̥ mmoa wɔm wɔ ye fie. Efie yɛshunu wɔm fie bi din. Felicia ka wo ho bɔ̥ baako din. Felicia, Felicia! emmoa yɛshunu wɔm fie.

Chn.: Akokɔ.

66 Chn. : ๙kraman
67 Tr. : ๙kraman, ๙kraman, ๙kraman. Mese wo ma wo nsa soa, na wo him mea me nfrë wo. Wo an hwe me kora na me pe a mbe frë wo. Agartha Mhum.
68 Agartha. : ๙kra.
69 Tr. : ๙kra. Obi nhwe me, mbe frë no. ๙kra. Ruth. Emmoa yehunu wØm wØ fie.
70 Ruth. : Odwan
71 Tr. : Odwan, Odwan
72 Chn. : Sir
73 Tr. : Emmoa yehunu wØm fie. Saa Emmoa ye hunu wØm wØ fie. Afei yëhwe ye. Emmoa wØm ne... WØm ne Emmoa. These are the animals. Yëhunu wØm mo. Afei Emmoa yi yëbe hwe sëdë wØm se tës. Sbi wØh a na wØ wØ ntakra sèbi wØh a nhwi. Sbi wØh a, na wØwØ hunam. Ye bësëh Emmoa wØm wØ enhwï, enhwï, enhwï.
74 Chn. : [Talking together].
75 Tr. : Fur animal family. WØm a, Emmoa enhwï na wØ wØm ho.
/Fur f-u-r/. Fur animal family. Ye bësëh Emmoa wØm wØ enhwï. Snipa wØ nhwi, odwan wØ nhwi. Nipa nhwi no dée ye ka no hair. Aboa nhwi ye ka no fur. ëye Afram, Emmoa wØ nhwi no bi ne dée wØ he?
76 Afram. : ๙kra.
77 Tr. : ๙kra, cat, cat, ๙kra cat. Ramatu.
78 Ramatu. : Monkey.
79 Tr. : Monkey, monkey, monkey.. Osei Kojo Prince
80 Osei. : Cow
82 Yankyera : ๙kraman.
83 Tr. : ๙kraman. Ye ka ne borëfo sen?
84 Chn. : Dog
85 Tr. : Dog, dog. Nboa no bi hyëhys nwiram. Yen kØ nwiram so. Yen kØ Emmoa wØ wiram no a wØ nhwi. Emmoa wØ wiram no bi. Yes Serwah Bonsu, Emmoa wØ wiram no.
86 Chn. : Sir, sir
87 Serwah. : Adowa.
89 Chd. : Kusie
90 Tr. : Kusie ye ka ne borëfo sen? Kusie yëfrë no sen? Rat mo nyinaa.
91 Chn. : Rat
92 Tr. : Rat
93 Chn. : Rat
94 Tr. : Again
95 Chn. : Rat
96 Tr. : Rat
97 Chn. : Rat
99 Rebecca: Amokua.
100 Tr. : Amokua. Squierl. squirrel. squirrel Amokua. enye wô no nko.
101 Chn. : Sir, sir.
102 Chd. : Opuro.
103 Tr. : Opuro nyinna family. Squirrel. Adowa, kô. enno akyire. Afei yeba emmoa wô wô ntakra. Feather animals
104 Chn. : [Talking together].
105 Tr. : emmoa ye wô ntakra. emmoa ye wô ntakra. Yes Yankyera
106 Yankyera: Akokô.
107 Tr. : Akokô, akokô, hen. Dapaah.
108 Dapaah: Kwakwadeebi.
109 Tr. : Kwakwadeebi, crow, crow, crow, crow. Yes Abrafi.
110 Chn. : Dabodabo.
111 Chd. : Dabodabo, duck, duck, starling, aseserewa
112 Chd. : Ntontom.
113 Tr. : Obi se ntontom, Ntontom wô ntakra?
114 Chn. : No sir.
115 Chd. : Yes sir.
116 Chn. : [Laughing ].
117 Chd. : enne yie.
118 Tr. : Ntontom dee no ye ntakra anaa ataban?
119 Chn. : Ataban
120 Tr. : enno enye ntakra. Hen crow, crow, duck, duck, stallion, sparrow.
121 Chd. : Ako.
122 Tr. : Ako.
123 Chn. : Parrot.
124 Tr. : Parrot.
125 Chn. : [Talking together].
126 Tr. : Bluebird
127 Chn. : [Talking together].
128 Tr. : Afei ye kô emmoa wô dee no enye nhwi, enye ntakra na smo enye den?
129 Chn. : ehone
130 Tr. : ehone, scale, scale
131 Chd. : Snake.
132 Tr. : Obi se snake. Mo. Scales, Yes Yankyera.
133 Yankyera: enwa
134 Tr. : enwa, snail
135 Chn. : [Talking together].
136 Tr. : Akoto.
137 Akoto.: Akyekyedee.
138 Tr. : Akyekyedee. Tortoise. Rebecca

356
Rebecca: Giraffe


Chn.: ebi wiawia.

Tr.: ebi wia, ebi yeden?

Chn.: ebi hurihuri.

Tr.: ebi so hurihuri. emo. Ye hurihuri. Afei mebɔ se aboa ben na shuri na wo ama wo nsa so. Aboa ben na wɔ huri? Na wo ama wo nsa so.

ye.

Chn.: [Talking together].

Tr.: Emmoa eye a wɔm nante ana se wɔ hurihuri ye. Doodoo Kwame, Doodoo Kwame.

Doodoo: Odwan

Tr.: Odwan, odwan hurihuri anaa se wɔ nante? Odwan, goat. Vivian aboa ben anna wɔm wia ana se huri?

Vivian.: Aponkyerene.

Tr.: Aponkyerene wɔ tumi huri, enne frog. Aboa kesee a wɔ tumi huri ana se wɔ tumi nantes.

Chd.: Nantwie.

Tr.: Nantwie, cow, cow, cow. Rebecca.

Rebecca: sono.


Chn.: [Talking together]

Tr.: Elephant. Yes Felicia.

Chn.: Nwa.

Tr.: Yes

Chn.: tewe.

Tr.: tewe, antelope, antelope

Chn.: Sir, sir, sir.

Tr.: enna saa Emmoa bebere ka ho. Yse bɛ si ha. enye enno nko na yɛbe ye.

Chn.: [Talking together].


Yeboah: enwa.
Snail, tortoise.

Crab.

Kankabi, kankabi, millipede.

[Talking together].

Nyanyankyere.

Snake, scorpion, lizard.

Centipede.

Centipede. Mo, sakasaka.

Gyae kasa.

Gyae kasa.

Crab.

[Talking together].

Nyanyankyers.

Snake, scorpion, lizard.

Centipede.

Gyae kasa.

Gyae kasa.

Crab.

[Talking together].

[Dodoo. emmoa ye wiawia no. Dodoo ebi ne dee edo he?]


Akoto. Yes.

Dabodabo.


Bird.

Bird. bird, bird. Akoto. Yes.

Dabodabo.


Elizabeth.

Anka me bɛka.

Ntomtom.

Sir, sir, sir.

Yes.

Kwakwadebi.

Kwakwadebi. Crow, crow, crow.

Sir, sir, sir.

Obi aka ntomtom. Mate nso me nfa. Mate obi aka ntomtom. Me nfa. Tie, fa wo nsa to hɔ. Obi ka ntomtom, me nfa. Ntomtom no wɔ tu nso wɔ ye den?

Wɔ ka.

Seesei eden ho asem na ye ka ye?

ɛmmo  wɔn wo ntakra.

ɛmmo  eho asem na ye ka ye. Ntomtom no wɔ tu nso ye nfa nkaho. efa bi no wɔ ye aboa. Ye wɔ animal kingdom ɛnna ye wɔ  insects
kingdom. Wọ no wọ ye aboa ye de no fra insects antaban boa mu. eyẹ. Afei yebe kọ eboa, swimming, swimming. Asee ne sẹn?

210 Chn. : Wo ọdeware nsuo.
211 Tr. : ọmọa ọdeware nsuo mu. Swimming animals na yepe ọmọa ọdeware na yepe. Agartha.

212 Agartha. : Duck.
213 Tr. : Duck, duck, dабo dabo odware duck. Ramatu
214 Ramatu. : Animal
215 Tr. : Ramatu!
216 Ramatu. : Animal
217 Tr. : Ramatu, Bonsu.
218 Bonsu. : Fish
219 Tr. : Fish, fish, fish.
220 Chn. : [Talking together].
221 Tr. : Fish, Yeboah
222 Chn. : Aponkyere.ẹne.
223 Tr. : Aponkyere.ẹne, frog. Mmo. Frog, frog. Yes
224 Chd. : Apatrẹ
225 Tr. : Apatrẹ, ne nyinaa ye fish. Ye wọ fish locust. Abrafi.
226 Abrafi. : Nsonsono.
227 Tr. : Nsonsono.
228 Chd. : Nkonkon.
229 Tr. : Nkonkon, eyẹ. eyẹ mmẹ bi a ṣọ wọ tumi dware.
230 Chn. : [Talking together].
231 Tr. : eyẹ bẹbẹ, crocodile, crocodile
232 Chd. : Onini.
233 Tr. : Onini, python, python, python. Mmo.
234 Chn. : [Talking together].
236 Chn. : [Inaudible ]
237 Tr. : Dabi. The child, the child. The little child creeps. The baby is creeping. Baby. Yes.
238 Chn. : Nipa ṣọ hys ye yẹsum.
239 Tr. : Dabi. Baby ye den?
240 Chn. : Akwadaa.
241 Tr. : Akwadaa be ye sẹn?
242 Chn. : Akwadaa ketewaa.
243 Tr. : The baby is creeping on the ground. Na skyere sẹn?
244 Chn. : ọwiaiwia.
245 Tr. : Mmo! Yepe nboa ye wia, ọmọa ye wia. ọwiaiwia. ọmọa no bi ne de eyẹ wọ he? Abrafi.
246 Abrafi. : ọwia.
247 Tr. : ọwia, ọwia, ọwia ne din de ọwia nanso ọnwiaiwia. Ṣọ no de eyẹ wọ tu. Me pe ọmọa ye wiawia. Yes Agartha.
248 Agartha. : ẹmwa.
249 Tr. : Nwa, nwa, snail
250 Chd. : K○○.
251 Tr. : K○○, Crab.
252 Chn. : [Talking together].
253 Tr. : Mhum.
254 Chn. : Tortoise.
255 Tr. : Tortoise
256 Chn. : Snake
257 Tr. : Yes Ramatu.
258 Chn. : Snake
259 Tr. : Snake, snake
260 Chn. : [Talking together].
262 Chd. : Wto kosua.
263 Tr. : Hee! Mete se wo kasa, mbe pam wo afiri ha. Akok○ wo yeden na w○ ewo○? Yankyera.
264 Yankyera: Wo ma no nkosua na wa butu so.
265 Tr. : Akok○ enti saa. Akok○ w○ yeden na w○ ewo○? Ramatu.
266 Ramatu: W○to
267 Tr. : eden?
268 Ramatu: W○to kosua na wa hwane.
269 Tr. : W○to kosua. Mmo. W○ to kosua. Na akok○ no baa no. w○be yeden ansa na wa to kosua? Yes b○ be yeden ansa na wa to kosua no? Agartha?
270 Agartha: Mmëmaa foro no
271 Tr. : Bemaa be foro no. Bemaa be foro no ansa na wa to kosua no. Bemaa foro noa, na wo to kosua no. Obi bebisa se, master, teacher, bemaa foro noa, ebëye den na wa to kosua no? Bemaa foro noa w○ biribi a yefre no se sperm, sperm mu nyinaa no nka.
272 Chn. : Sperm.
273 Tr. : Sperm
274 Chn. : Sperm
275 Tr. : Saa sperm no, ebë k○ baa no ho, ansa na wa nya kosua no. Saa sperm no, ye nipa nso ye w○ bi. Onipa so w○ bi. Onipa biara w○ nkwa w○ bi. Aboa bia w○ bi. Saa na w○ nso eforo baa, w○be ma no
sperms. Saa sperms no na ehe ye saa nno ma no. Anti akok beama be foro baa no na wa nya sperms. Na wa yeden?

276 Tr+Chn.: Na wa to kosua.
277 Tr.: Wa to kosua. ee, emmoa ye bub bub w m din yi, mepe se wo b emmoa bia, akok nkaho, w m a woto kosua ansa na w m awo. Emmoa b en na sta to kosua? Se wo yi akok firi h a. Yes.

278 Chd.: Koter.
279 Tr.: Koter. Mo mm mo nsam ma no
280 Chn.: [Clapping].
281 Tr.: Koter to kosua. ee Yeboah Emanuel, aboa ben saa?
282 Yeoah.: Aponkyerene.
283 Tr.: Aponkyerene. Mo mm mo nsam ma no.
284 Chn.: [Clapping].
285 Tr.: Frog, frog wo to kosua. ee, wo n wies. Me tumi kase me mmuae koraa. Me, me k. Aboa ben na eto kosua bio? Yes..

286 Chn.: Akonfem.
287 Tr.: Akonfem. Mo mm mo nsam ma no.
288 Chn.: [Clapping].
289 Tr.: Aboa ben na eto kosua bio? Yes.
290 Chn.: Akok hwedee.
291 Tr.: Akok hwedee. Mo mm mo nsam ma no.
292 Chn.: [Clapping].
293 Tr.: ebi w h obi nb y. Aboa bi ne ho wo hono nso wo to kosua. Ne ho wo hono. Me npe sir.

294 Chd.: Sir.
295 Tr.: Emilia aboa ben nea?
296 Emilia.: Denkyem.
297 Tr.: Denkyem. Mmo! Denkyem. Nti
298 Chn.: [Talking together].
299 Tr.: Aboa, aka aboa baako shein.
300 Chd.: Dabodabo.
301 Tr.: Dabodabo, ne nyinaa ye aboa. Aka baako Yes Sefa
302 Chn.: prammire.
303 Tr.: w, snake
304 Chn.: [Talking together].
305 Tr.: eye saa mmoa yi
306 Chn.: [Talking together].
307 Tr.: Saa mmoa yi nyinaa to kosua. Na wo to kosua na aye den?
308 Chn.: Na ahwane
309 Tr.: Na ahwane, ansa na wa nya mma. Enno dee mo ma ye nhwe, ee
310 Chn.: [Talking together].
311 Tr.: W m soa, emmoa w m dee w m ento kosua nanso w m ewowo. Mo be b bi din ma matie. W m ye nte kosua nanso wo be hwe na wa awo. W n dee wo nte kosua wo be hwe na wa awo. Ramatu ebi ne Dee ew he?
312 Ramatu.:  Adanko.
313 Tr.:  Adanko. Hare, hare.
314 Chd.:  Rabbit.
316 Bawuah.:  Aduwii.
317 Tr.:  Aduwii, Osei Bonsu.
318 Bonsu.:  Fish.
319 Tr.:  Fish. Bɔ wɔm a ɛwɔ fie bi din. Osei Kojo.
320 Chn.:  Đkra.
321 Tr.:  Đkra, Emanuel.
322 Chn.:  Đkraman.
323 Tr.:  Đkraman. Sɛ ɛmмоa yi
324 Chn.: [Talking together].
325 Tr.:  Cat, cow, saa mмоa, saa mмоa yi, tie ha. Saa mмоa yi kwan ben so na wɔm fά so ɛwɔwɔ? Wo nim a ma wo nsa so. Saa mмоa yi wonim a pagya wo nsam. Adanko, Đkra, Đkraman, ɛɛ. ɣa ka asem a tie. Đkra, kusie, mo ntie, saa mмоa ye wɔm ye den na wɔm ɛwɔwɔ?
326 Chn.:  Sir, sir, teacher, sir.
327 Tr.:  Yes, ेe ɡa kyɛs me. Wɔm ye den na wɔm ɛwɔwɔ?
328 Chn.:  Bɛmaa foro wɔm.
329 Tr.:  Bɛmaa foro wɔm. Wɔm bɛmaa no ɛforo no, na wa awɔ? Na me bisa mo se enți, ɛɛ Đkraman, se wa hunu Đkraman da?
330 Chn.:  Yes sir.
331 Tr.:  Đkraman baa, se nantwie foro noa wɔ be ɛwo?
332 Chn.:  No sir.
333 Tr.:  He tie! He nantwie bɛmaa, nantwie bɛmaa o! ɛnna Đkraman Đbaa. Nti nantwie bɛmaa no foro Đkraman Đbaa noa wɔ ne ɛwo?
334 Chn.:  Wɔ ne ɛwo/wɔ be ɛwo [simultaneous production]
335 Tr.:  Tie no yiye o!
336 Chn.:  Wɔ ne ɛwo/wɔ be ɛwo Wɔ ne ɛwo/wɔ be ɛwo.
337 Int.:  Obi ɛɛ wo.
338 Int.:  ɛnne hwan?
339 Int.:  Me papa
340 Int.:  Wo dee kɔ
341 Tr.:  Tie, ɛɛ bɛmaa foro noa, wɔ be ɛwo anaa se wɔ ne ɛwo?
342 Chn.:  Wɔ be ɛwo/Wɔ ne ɛwo.
343 Tr.:  ɛbi se wɔ ɛwo. Emilia adɛ nti na wɔ ne ɛwɔwɔ?
344 Emilia.:  Nantwie no mu wɔ duru sine Đkraman no.
345 Tr.:  Nantwie no mu wɔ duru sine Đkraman no. ɛɛ.
346 Chn.:  Wɔ be ɛwo/Wɔ ne ɛwo.
347 Tr.:  Yeboah adɛ nti na wɔ ne ɛwɔwɔ?
348 Yeboah.:  Ne mu wɔ duru sine Đkraman no.
349 Tr.:  ɛnṣe enno na wa kano?
350 Chn.:  Sir, sir, sir. Wɔ be ɛwo/Wɔ ne ɛwo.
351 Tr.:  Adɛ nti na wɔ ne ɛwɔwɔ?
352 Chd.: Wô foro noa wô bê wuo
353 Tr.: Hee ka nyansa sem ma yen tie. êbê ye dëen nti na wô ne ewo? wô?
354 Chn.: [Talking together].
356 Chd.: ânye ne ho aboa bi nono.
357 Tr.: Mmo! ânye ne family nono. Tenase. Wô ne nono ëfiri abusia baako.
358 Chn.: [Talking together].
359 Tr.: Wô ne nono nyinaa ëfiri abusia baako, ënno nti wô ne ëwo.
360 Chn.: ânye ne ho nipa bi nono
361 Tr.: ânye aboa nono. ënno nti nantwie ëntumi enkô foro ôkraman. Na ôkramanôkraman ëtumi ekô foro kotere, ëssë, kotere yeden? ëforo kotere, nantwie ëforo nantwie, odwan ëforo odwan, ôkraman ëforo ôkraman ansa na wa ye dsn?
362 Tr+Chn.: Wa awo.
363 Chn.: [Talking together].
364 Tr.: Mmo, afei mo ahunu seded wôm se te no.
365 Chn.: Yes sir.
366 Tr.: Afei deë etwa toô na ye kô yi o! Deë etwa toô. Ye wise a na asa. Food ëye dën?
367 Chn.: Fufuo.
368 Tr.: Eei!
369 Chn.: [Talking together].
371 Yëboah: Abeteë.
372 Tr.: Abeteë. mo mmô mo nsam ema no 
373 Chn.: [Clapping].
374 Tr.: Boakye Eric. ôkr kra aduan a wô die. Ka woho.
375 Eric: Fufuo.
376 Chn.: [Talking together]
377 Tr.: Hee! Wô di fufuo. Wô di fufuo. Odwan, Osei Bonsu. Odwan ëdên na wodie?
378 Bonsu: ëwi bankye hono
379 Tr.: ëwi bankye hono. Nantwie, Akoto. ëduane a wodie.
We are going to read Maame Asabea’s Stall. All of you.

Again.

Well these are the words in the passage. These are the words in the passage. I have written it on the board. Now we are going to read it. If you can, put up your hand and I will call you. Do you understand?

Yes Madam.

Okay. Well, who can tell me the first word? Yes Daniel.

Daughter

Again.

Daughter. All of you.

This one. Mary.

Daughter

Again.

Daughter.

This one Ernestina.

Buy

Speak louder.

Buy

Again.

Buy

All of you.

Buy.

Again.

Buy.

This one. Gloria.

Plantain

If you speak, speak louder, hein?

Plantain

Plantain, all of you.
Plantain

Again.

Plantain

This one

Fingers.

All of you.

Fingers.

Again

Fingers.

This one Florence.

Fish

Fish, all of you.

Fish.

Again.

Fish.

This one Mary.

There.

Again.

There.

All of you.

There.

This one, yes.

Bottle.

Cooking oil.

All of you.

Cooking oil.

Again.

Cooking oil.

And the last word. Naomi.

Chalk.

No

Madam, madam, madam.

Yes Abena.

Salt.

Again.

Salt.

Salt, all of you.

Salt.

Again.

Salt.

Now when you say morning what are you doing? Morning, if somebody greets you in the morning what are you to do? Don't say madam, madam. If you can say it put up your hand so that I will call you. Yes Kantinka.

Kyeya.
79  Tr. : Nipa kor\(\rightarrow\) no \(\rightarrow\)kyea ana \(\rightarrow\) an\(\rightarrow\)pa, eh, an\(\rightarrow\)pa daughter, daughter. Yes, Catherine.
80  Catherine: [No response]
81  Tr. : You, daughter. Atta.
82  Chn.: Awia.
83  Tr. : No.
84  Chn.: Oh!
85  Tr. : Daughter. Yes if you can put up your hand. Yes Agyeman.
86  Agyeman: \(\rightarrow\)baa.
87  Tr. : \(\rightarrow\)baa. No. If your parents give a birth to eh, a female.
88  Chn.: Yes madam.
89  Tr. : Then she is her daughter. Wo Maame ne ba baa. Buy, buy. I am going to buy a pen. Now what does buy mean? Ernestina.
90  Ernestina: T\(\rightarrow\).
91  Tr. : T\(\rightarrow\), aye se \(\rightarrow\) wo \(\rightarrow\) biribi. Plantain, plantain. Yes Florence.
92  Chn.: Bor\(\rightarrow\)de\(\rightarrow\).
93  Tr. : Bor\(\rightarrow\)de\(\rightarrow\). Fingers. Yes three fingers of plantain. Yes Odame.
94  Odame: Nsa.
95  Tr. : No three fingers of plantain. We are doing it. Sh. We are looking at it in the book. Yes.
96  Chd.: Nsa.
97  Tr. : No, Daniel.
98  Daniel: Nsa.
99  Tr. : No, we have three fingers of plantain, eh, four fingers of plantain, ten fingers of plantain. What does the fingers stand for? Atta Agyeman.
100 Agyeman: Ten
101  Tr. : No
102  Chn.: Nineteen
103  Tr. : No, if you want to buy plantain, you may see that they have group them according to eh, fingers, hein? You have three fingers, four fingers. May be what? ten, \(\rightarrow\)du, or fifty cedis. Nbor\(\rightarrow\)de\(\rightarrow\) nbaako, baako a eda so no he!
104  Chn.: Yes madam.
105  Tr. : Fish, fish, yes
106  Chn.: \(\rightarrow\)nam
107  Tr. : No, if you speak, speak louder. Mavies.
108  Chn.: Adwene.
109  Tr. : Fresh, fresh. These tomatoes are fresh. What does that mean? Abena.
110 Abena: Adee a ey\(\rightarrow\) fe.
111  Tr. : Adee a ey\(\rightarrow\) f\(\rightarrow\). Bottle, bottle. Yes Asamoah.
112  Asamoah: etoa
113  Tr. : etoa cooking oil, cooking oil. Adu Hanna.
114 Hanna: engo
Okay we use it for cooking. Is a type of oil for cooking. But
we use palm oil too. Then what about salt? Theresa

Now we are going to read from the passage. Some body
should read Fosua and another person should read em, Maame Asabea. So
I want two people who are going to read this. Odame you are going to read
Fosua and Atta Agyeman Maame Asabea. When you reach a certain place
I will call another person to read. So you start.

Speak louder

Can I help you

The word is want

Read it again.

How much are they?

How much are they please?

Maame Asabea. Three fingers for forty cedis.

They are very dear Mama.

They are very dear Maame. Yes Fosua.

My plantains are big and fresh. Go round the
village you will see that my plantains are not dear. They are cheap.

Okay, Fosua.

Okay, Fosua. I'm buy ten

I'm

I'm buy eight. Can I take

If you read, I say that if you read and there is full stop you
must stop and rest before you continue.

Fosua. I'm buy eight. Can I play ten cedis for one fingers
please?

Say one finger, one finger. Okay. We are going to continue. All
that place. Okay. Daniel.. You must speak louder. Read
Fosua I'll. eight finger. Can I pray, pray ten cedis my one, for one finger please?

Maame Asabea. I am afraid not.

Tr.: Read that again.

Maame Asabea I' afraid not

Fosua. We buy them

Tr.: Well

We well buy, buy.

Tr.: Well

Fosua, well and we buy

Well who can read better? Yes

We shall buy.

Fosua.

Fosua well buy, well buy you.

Mabel.

Fosua. We'll buy them

Fosua. Well I'll buy them, well I'll buy them Maame Asabea.

Maame Asabea there you. There you are. Seven fingers for eighty cedis. You see, you see I have.

Continue

Sir

Added.

You see I've added one finger

Fosua

Fosua. Thank you Maame. Here a

Maame Asabea. Thank you my daughter. Do you want

Anything.

Anything.

Do you want anything else?

Do you, do you want anything else?

Okay, turn to page 33. Now I hope you are all following the passage. Okay, when we finish we are going to continue it in Twi so that you all understand. Do you understand?

Yes madam.

Okay, Fosua.

Fosua, Osei Agyeman

Fosua

If you read take your time

Fosua. yes I want some salt and a bottle of cooking oil. How much. How much is eh a kilo of salt?

Maame Asabea.

Ten cedis.

And the oil?

Maame Asabea. One hundred and.

Read.

Maame Asabea. One hundred and this.
Tr. : Thirty cedis.
Chd. : Thirty, thirty cedis a bottle.
Osei: Fosua. I am, I’m em. I’m afraid this is dear. Last, last eh.
Tr. : I’m afraid this is dear.
Osei: I’m afraid this is dear.
Tr. : Last week.
Osei: Last week I bottle.
Tr. : I bought.
Osei: I bottle.
Tr. : I bought.
Osei: One bottle of one hundred and thirty cedis.
Chd. : Maame Asabea. This can be
Tr. : This can’t be true
Chd. : This can’t be true my daughter. Mine is
Tr. : Rather
Chd. : Rather cheap and this is very good too.
Osei: Fosua. Well, well buy it.
Tr. : Read that again.
Osei: Fosua. Well.
Tr. : Well I’ll buy it.
Tr. : Well I’ll buy it. I need.
Tr. : Must.
Osei: I must give you one hundred and forty cedis, fifty cedis for this oil and ten cedis of the salt.
Tr. : For the salt.
Osei: For the salt.
Tr. : That
Osei: That is one hundred and fifty cedis. There you are.
Tr. : Here
Osei: There you are.
Tr. : Here.
Osei: There you are.
Tr. : Here you are. Wo si den? Wa gyimi dodo.
Chd : Thank you very much my daughter
Osei: Fosua. There not
Tr. : Not
Osei: Not at all
Chd : Thank you da, Thank you bye
Tr. : Goodbye
Osei: Thank you and goodbye
Tr. : Thank you
Chd : Goodbye
Tr. : Afei read it. Fosua last sentence
Chd : Fosua. Not at all. Goodbye Not at all. Goodbye
Tr. : Now let’s all turn to page 32. Turn to page 32. Okay, we have finished the passage. We are going to continue in Twi so that you all understand it. Now let’s all turn to page 32. Turn to page 32. What Fosua

237 Chd.: Maame Asabea, Makye.
238 Tr. : Maame Asabea Good morning my daughter. Can I help you?
Hwan na ekyere ashe ak Twi? Yes.

239 Chd.: Maame Asabea, makye oo!
240 Tr. : Yes obi hwan?
241 Chd.: Maame Asabea, makye oo! Maame Asabea, makye oo! Maame Asabea, makye oo! Me d, eye, me ba baa. Wot dæn?
242 Tr. : Can I help you? Kofi Osei.
243 Kofi.: Yes
244 Tr. : Ye ka Twi
245 Kofi.: Twi?

246 Chd.: Maame Asabea, Makye me ba baa, mbe tumi aboa wo?
247 Chd.: Fosua. Yes I want to buy some plantain.
248 Chd.: Annie, makye, mpe e me t borodee.
249 Chd.: Maame Asabea. How many do you want to buy?
250 Chd.: Maame Asabea wo se wot ð sen?
251 Tr. : Maame Asabea. How many do you want to buy?
252 Chd.: Maame Asabea wo se wot ð sen?
253 2Chd: Fosua. But how much are they please?
254 Tr. : Mmo te h mo nka bi. Aden? Ye ka a mo nte ase? Hein?
255 Chd.: ye se, sen me pa kyesw?
256 Tr. : Maame Asabea. Three fingers for forty cedis. Three fingers for forty cedis

257 Chd.: W se ne boa ye cedi ða
258 Chd.: W se ne boa ye forty cedi.
259 Tr. : Speak louder.
260 Chd.: W se ne boa ye forty cedi.
261 Tr. : Forty cedis ye ka ne Twi sen?
262 Chn.: Forty cedis.
263 Tr. : Ye ka ne Twi sen! English na ye ka no forty cedis. Wode k

Twi a ye ka no sen? Yes

264 Chd.: Cedi eduanan.
265 Tr. : Okay. Fosua.
266 2Chd.: They are very dear Maame
267 Tr. : Beatrice
268 Beatrice: Maame mpa wo kyew mbe tumi at bi?
269 Tr. : Yes[Points to another child].
270 Chd.: Neboa wð den.
271 Tr. : Speak louder.
272 Chn.: Neboa wð den.
273 Tr. : Maame Asabea. My plantains are big and fresh. Abigail.
274 Abigail.: Maame Asabea. Borodee no eye fe.
275 Tr. : [Points to another child].

370
Go round the village. Go round the village. Go round the village. This row.

You will see that my plantains are not dear. They are cheap.

They are cheap.

Na mom den?

Fosua. I'm buying eight fingers. Can I pay ten cedis for one finger?

Seven fingers for eighty cedis. Yes.

How much is a kilo of salt? Wòsen? Maame Panin.

Yes. I want some salt and a bottle of cooking oil. How much is a kilo of salt? Wòsen? Maame Panin.
311 Chd.: Maame Asabea. Ten cedis, ten cedis.
312 Tr.: Ten cedis ye ka no sen wɔ Twi?
313 Chd.: Pɔn ennum
314 Chd.: Fosua. And the oil?
315 Chd.: Wɔse ngo no so ye?
316 Tr.: Maame Asabea. One hundred and fifty cedis a bottle, one hundred and fifty cedis a bottle. One hundred and fifty ye be ka ne Twi sen? Boatemaa.
317 Boatemaa: Cedi ɔha aduonum.
318 Tr.: I'm afraid this is dear. I'm afraid this is dear
319 Chd.: Wɔse weidec neboa wɔ den.
320 Tr.: Last week I bought a bottle for one hundred and thirty cedis, one hundred and thirty cedis. Last week I bought a bottle for one hundred and thirty cedis. One hundred and thirty no ye be ka ne Twi sen?
321 Chd.: Wɔse weidec ne boa weie den.
322 Tr.: This can't be true my daughter. My is rather cheap.
323 Chd.: Wɔse me ba wobua wei de.
324 Tr.: And is very good too.
325 Chd.: Wɔse neboa nye den enso eye soso
326 Tr.: Fosua. Well I'll but it. I must give you one hundred and fifty cedis for the oil and ten cedis for the salt
327 Chd.: Sir
328 Tr.: chein.
329 Chd.: Mbe ma wo
330 Chd.: Mbe ma wo cedi ɔha aduonum.
331 Tr.: And ten cedis for the salt
332 Chn.: Mmom nkyene no deɛ mɛma wo pɔn num.
333 Tr.: That is one hundred and fifty cedis. Here you are. enti ye ka ne nyinna bomu no ne ka kɔ si one hundred and sixty cedis. Afei, Maame Asabea. Thank you very much my daughter. Oweis no ɔdaa na ase, ɔdaa na ase. Fosua. Not at all. Goodbye. Wɔse nka saa. Bye-bye. enna wɔm dii nkra. So that's the meaning of the passage. Na deɛ ɛkɔ si ye nono. We have some questions. Five questions. We are going to answer them. If you can you put your hands up so that I call you. Question one. How much did Fosua pay for the plantains?
334 Chd.: Eighty cedis
335 Tr.: Question two. What did Fosua say about the plantains?
336 Chd.: They are very dear.
337 Tr.: Question three. What did Maame Asabea say about her plantains?
338 Chd.: My, my plantains are cheap.
339 Tr.: How much did Fosua pay for the salt?
340 Chn.: Ten cedis.
341 Tr.: What other thing did Fosua buy? Ernestina.
342 Chn.: Cooking oil.********
343 Tr.: Pass your books forward.
APPENDIX 5 (40) TK: Ghanaian Language

LESSON: FORTY
SCHOOL: WA PARA-MILITARY PRIMARY
CLASS: P4
TEACHER: "TK"
SUBJECT: GHANAIAN LANGUAGE (READING COMPREHENSION)
TOPIC: HWAN NA Yee ADEe?
DATE: 28TH MARCH, 1996.


2 Chn.: Yes madam.

3 Tr. : ennee na ayi no. asem a yereka afa ho no hwan na obetumi aka akyere yen? Asem a yerebeka afa saa page h no, hwan na yeb be ka akyere yen? sw ho yede pen kkk n'atwers. M'asan atwere agu board no so. Yes Daniel.

4 Daniel : Hwan na yee adee

5 Tr. : No. enye hwan na yee adee. Is what? What is this word? Wei yebeka no sen?

6 Chn.: [Talking together]

7 Tr. : Wonim a paga wo nsa. Yes Odame.

8 Odame: yee .

9 Tr. : yee. Mo mm mo nsam ma no.

10 Chn.: [Clapping].

11 Tr. : Okay, ennee Daniel kan, kan. Hwe no yie.

12 Daniel: Hwan na yee adee?

13 Tr. : Hwan na yee adee? ennee me yiyi words no bi afiri saa passage yi mu. Words bi wo mu a yee a eden kakra. Nti me yiyi bi afiri mu na yebobu din ansa na yekan book no, mmo ate deee mereka no?

14 Chn : Yes madam. [followed by Talking together].

15 Tr. : Afei obiara nhwe book no mu na nhwe words no a m'atwere agu yee blackboard no so na nhwe book no mu. Words no wo book no mu. enti hwe book no mu na hwe deee egu blackboard no so no se wo hwe mu na kan. Ye rebe kenkan.

16 Chn.: [Talking together].

17 Tr. : Afei yee rebe kenkan words anaa se ntwere ye m'atwere agu board no so no. Yerebekenkan no mmaako, mmaako. Dee edikan no yebo din sen? Yes Daniel.

18 Daniel : Anwummerc.

19 Tr. : Anwummerc. Mo mm mo nsam mma no.

20 Chn.: [Clapping].

21 Tr. : Anwummerc mo nyinaa nka.

22 Chn: Anwummerc.
Tr.: ɛbio.

Chn.: Anwummers.

Tr.: Wei nsoe! Wo a wo betumi ab din pagya wo nsa. Odame.

Odame: Nkɔmɔ.

Tr.: Nkɔmɔ, Mo mmɔ mo nsam mma no.

Chn.: [Clapping].

Tr.: Nkɔmɔ, Mmo nyinaa.

Chn.: Nkɔmɔ.

Tr.: Nkɔmɔ.

Chn.: Nkɔmɔ.

Tr.: Wei nsoe? Yes Collins.

Collins: Kente.

Tr.: No. Musa.

Musa: Kumasisoɔ.

Tr.: Mo mmɔ mo nsam mma no.

Chn.: [Clapping].

Tr.: Afei mo nyinaa nka.

Chn.: Kumasisoɔ.

Tr.: Dee etɔ so nsoe? Okay, dee stɔ so nso ɛɛbeɛɔ din akyinnyɛs. Mo nyinaa akyinnyɛs.

Chn.: Akyinnyɛs.

Tr.: Na wei nsoe? Osumanu.

Osumanu: Mmɔfra


Appiah: Odwan.

Tr.: Odwan na ɛgu soɔ no? Odame.

Odame: Ada tam.

Tr.: Ka biom.

Odame: Ada tam.

Tr.: Adantam. Mmo nyinaa.

Chn.: Adantam.

Tr.: ɛbiom.

Chn.: Adantam.

Tr.: Wei yi nsoe? Yes Olivia.

Olivia: Mmɔfra.

Tr.: Speak louder.

Olivia: Mmɔfra.

Tr.: Mmɔfra. Mmo nyinaa.

Chn.: Mmɔfra.

Tr.: Wei yi nsoe? Isaac

Isaac: Bɔlo

Tr.: Dabi ɛnyɛ bɔlo. Oduro.

Oduro: Bɔlo bɔ.

Tr.: Mmo mmɔ mo nsam mma no.
66 Chn.: [Clapping].
67 Tr. : Mo nyinaa nka.
68 Chn.: Bolo b.
70 Daniel.: Nnamfo.
71 Tr. : Nnamfo. Mmo mm> mo nsam mma no.
72 Chn.: [Clapping].
73 Tr. : Mo nyinaa mmonka.
74 Chn.: Nnamfo.
75 Tr. : sbiom.
76 Chn.: Nnamfo.
77 Tr. : Wei yi nsoe? Benin.
78 Benin: Pnk
79 Tr. : Pnk. Mmo nyinaa.
80 Chn.: Pnk.
81 Tr. : Na dec ê so nsoe? Gloria
82 Ernestina: Nno ma.
83 Tr. : Nno ma. Mmo nyinaa.
84 Chn.: Nno ma.
85 Tr. : Wei yi nsoe? Yes Duku Olivia
86 Olivia: Mmilika
87 Tr. : San ka bio.
88 Olivia: Mmilika
89 Tr. : Hwan na ebeka no yiye? Maxwell.
90 Chn.: Mmirika.
91 Tr. : Mmirika. Mmo nyinaa.
92 Chn.: Mmirika.
93 Tr. : sbiom
94 Chn.: Mmirika.
95 Tr. : Odum.
96 Chn.: Odum.
97 Tr. : Odum.
98 Chn.: Odum.
99 Tr. : Wei yi nsoe? Asamoah.
100 Asamoah: Mpabo.
101 Tr. : Hc, dabi enye mpabo. Yes Musa.
102 Musa.: Mpaninfo.
103 Tr. : Mmo mm> mo nsam mma no.
104 Chn.: [Clapping].
105 Tr. : Mmo nyinaa mmo nka.
106 Chn.: Mpaninfo.
107 Tr. : sbio.
108 Chn.: Mpaninfo.
110 Chn.: Tokuro.

375
Tr.: Ebio.
Chn.: Tokuro.
Tr.: Wei nsöe? Daniel
Daniel: Frankaa.
Tr.: Na dee ëtowatowo nosöe? Odame.
Odame: Mëden.
Tr.: Dabi. Florence
Florence: Mmënden.
Tr.: ekaa kakra bi. Hwan na ëbekà no yiye? Prince.
Chn.: Mmënden.
Tr.: Mmo mmà mo nsan mma no
Chn.: [Clapping].
Tr.: Mmo nyinaa nka.
Chn.: Mmënden.
Tr.: cbio
Chn.: Mmoden.
Doris: Se adecesa.
Tr.: Adeesa. Se adeesà ëbi wà hà a na adeesà pii nsó yeke no anwummere? ëh! ëfiri ëbà bëyë nìñ mmeënsà korì no yeke no anwummere. Òs ëkyeà na anwummere. Na nkìmmì nsöe? Se mmo nyinaa nso nim nkìmmì.
Chn.: Anne.
Tr.: Òs nìpa mmeinù ka ãsem. Kumasìfoò. Yëkase Kumasìfoò na ëskyere ñë? If you know, wonima pagya wo nsà. Maxwell
Maxwell: Wò a wàte Kumasi.
Doris: Se wore gye obì akyinnyës.
Antwi: Se obì reka ãsem na wò gye no akyinnyës.
Tr.: Se wò ñë obì reka ãsem, asë wonëte asec wahunu ãhaa na wore gye no akyinnyës. Adantam nsöe? Adantam. Se obì, wo na wà ñò wìì mmeënsà, dëc òdi kà no yeke no ñë?
Chn.: Dee wòdi akyìre.
Osei.: Piesìe
Tr.: Sen? Collins.
Collins: Meba panyin.
Hanna: Kumah.
Dabi. 

[Laughing].

Appiah.

Dabi mese nkwadaa no ye mmeensa. Dee wɔ dikan no ye panyin anaasie piesie. Dee wodi so no ye? Daniel.

Daniel: Ada ntɛmu

Hum. Ada ntɛmu enno na ye ka no adamant. Eh! Anaa in fact wɔ no na wɔhye nɔnfinsii. Enna de e twa to se so yɛfiɛ no sen?

Kumah.


Ye tena ne so.

Afɛi ye toaso. Nnoɔɔma, nnoɔɔma. Mmo nim nnoɔɔma sh?

Yes madam.

Mmirika, mmirika nso saa. Odum, odum ye den?

[Talking together].

Wodeɛ me bebu. Esther.

edua.

edua. Mpanyinfoɔ, mpanyinfoɔ. Ye wɔ mɔfia enna ye wɔ mpanyinfoɔ sh?

Yes madam.


Prince: Ghana flag.

Dabi yeɛ Twi.

enno na nka mebe ka

[Talking together].

Esther:

Ankaa

[Laughing].


Afia: Se obia wɔ ye adeɛ.

Obia wɔ ye adeɛ. Okay, afei, afei yahunu saa nnoɔɔma yi nyinnaa no na yebe kenkan book no?

[Talking together].

Hwan na ɔbetumi a kan deɛ edikan no. Okay, Odame kan. Hye aseɛ kan.
Odame: Dabi anwumerr. Dabi anwumerr. Ade hvia Efa ne Asp

Tr. : W\-hvia.

Odame: W\-hvia saa.

Tr. : W\-hvia saa no.

Odame: W\-hvia saa no. W\-hvia saa no \-dii sukuu

Tr. : \-dii

Odame: W\-dii sukuu mu nk\-mm\- ma w\-m ani gye. Nk\-mm\- a na

Tr. : e\-ye w\-n.

Odame: e\-ye w\-n de.

Tr. : Koraa.

Odame: Koraa ne b\-\-l bi.

Tr. : A.

Odame: W\- ne Kumasefo.

Tr. : Kumasefo.

Odame: Kumasefo. Kumasefo b\-p

Tr. : B\-\-e

Odame: B\-\-e no ho, b\-\-e no ho nk\-mm\- Efa mo. Efa no, Efa na \-k\-\-fa saa b\-\-l no ho asem ba

Tr. : Ba\-\-e.

Odame: Ba\-\-e.

Tr. : Okay, waye a\-de\-e. mmo mm\- mo nsam mma no

Chn.: [Clapping]

Tr. : Okay, Hwan na\-\-c\-\-e kan Efa? Efa. Daniel

Daniel.: Efa, Efa. Daa ve ne Kumasifo b\- b\-\-l no de\-e. m, m, me ara, me hunuu saa

Tr. : Sg

Daniel.: Sg me b\- b\-\-l paa

Tr. : Pa ara

Daniel.: Pa

Tr. : Pa ara

Daniel.: Pa ara. Sukuufo no n

Tr. : Nyinaa

Daniel.: Sukuufo, Sukuufo, Sukuufo no nyinaa ka se maye a\-dec.

Tr. : Mmo mm\- mo nsam mma no

Daniel: [Clapping]

Tr. : Hwan na\-\-c\-\-e kan a\-de\-e? A\-de\-e oo! Okay, obi nkan a\-de\-e. Odame

Odame: A\-de\-e. A\-de\-e. Na mee? Me, na me nsoc. Me, me nsom me b\- b\-\-l papaapa.

Chd.: Efa

Daniel.: Efa. Obi , obiara kaa se me vee a\-de\-e sene w\-m a w\- b\- b\-\-l no nyinaa. Wo hunu se ti, ti
Daniel: Wo ahunu se tikya mpo kakyere, be kyea me nsam maa me mmo, maa me mmo.

Daniel: Madam, eYe AdeE, na aduru ne so

Odame: AdeE AdeE me nso, me nso me nipa.

Odame: Me nso nipa.

Odame: Me nso nipa beberee ka se.

Odame: Me yeE adeE na.

Odame: Me byE.

Odame: Me vyE adeE.

Odame: Ebla.

Odame: Ebia wpnte.

Odame: Wo wpnte.

Odame: Wo ante.

Odame: Wo ante.

Odame: Wo ante.

Odame: Wo ante.

Odame: Wo ante.

Odame: Wo ante.

Odame: Wo ante.

Odame: Wo ante.

Odame: Wo ante.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.

Odame: Wo anty.
258 Tr. enna kumaa no nso de sen? Na kumaa no de sen? Daniel.

249 Daniel. Owusu

250 Tr. Dabi enye Owusu. Collins

251 Collins Gyasi

252 Chn. Okar me toaso. Dabi ṁpanyin no ka kyerɛ ne mma no se ṭɛ ṭɛ ɛ kye ne nnoɔma ma wɔm. Nanso ṭhunu dek ekesem ṭɛ de nnoɔma no fa kesee ma no. enti ɖree ne nnamfo bi ne no mma no nyinaa ᖆ hyia ve. ḋa kyerɛ ne mma no se, ṭe se ṭhunu wɔm mu dek ɖetumi avɛ adeg kesee a eso bi mmaa da. ṭɛnno nti ṭenno nti na wafre ne nnamfo nyinaa aba ṭo no. ɖree wɔm, ɖree wɔm se wɔm mbɛ hwe na wɔn nyiver ne mma no mu dek ɖetumi avɛ adeg na ṭe de ne nnoɔma mu fa kesee ama no.

253 Chn. [Talking together]

254 Tr. ɖkyerɛɛ se ne mma no mu biara ntena ne pɔnɔŋ no so. ɖkyerɛɛ wɔm odum kesee bi a ɛsi n’afikyire baabi, ɖtoaso se ɖrefiwehwe wɔm mu dek ɖetumi de ne pɔnɔŋ no atu mmirika ahuri dua no, dua no mu. Opoku huri tena ne pɔnɔŋ so. ṭe de ne pɔnɔŋ no nante nkakra, nkakra kɔ kɔ akivre. Afei de pɔnɔŋ no tuu mmirika a emu ve de. ḍreye aduru odum. ḍreye aduru odum no ho no, ṭe de ne peaa wɔ ɖɔ odum no mu maa ṭwaa tokoro kesee bi pueg akivre. enti Opoku ne pɔnɔŋ no nyinaa wuraa tokoro no mu kɔi dua no akvi. Hwan na ebe kan? Odame kan.

255 Odame: Papa wa ayesem ve de

256 Tr. Yi de

257 Odame: Yi dek eye huu paa.

258 Tr. Wo kan a eye a kan no kese. Papa Poku, enti ṁpanyin no ne nnamfo yi bɔ gyeɛ so, vieɛ!. Afei Owusu nso huri tena a ne pɔnɔŋ so. ṭo no nso de pɔnɔŋ no tuu mmirika dendenden, aka kakra na waduru odum no ho no ṭe de pɔnɔŋ no huri faa dua no nkɔmu besii fam, ṭo ara na mpanininfo yi sane bɔ gyeɛ so vieɛ! Asɔ. Saa Ave sem yi dek eye nwanwa pa ara. Ye huri fa odum nkɔmu sen? Papa Poku. Adantem no wiee ne dek no. Afei na aka Gyasi. Na Gyasi so ne okumaa. Gyasi huri tena ne pɔnɔŋ so. ṭe de ne pɔnɔŋ no tuu mmirika kidi, kidi. kidi. Dec wo hunu ve ara no se ṭe de pɔnɔŋ no atutu odum dua no nyinaa ade na ekuta no a ḍre him no se frankaa. Nipa no nyinaa gyeɛ bum dwane ve. kɔsi iti ṭe de dua no kɔ too ne papa ne ne mpanininfo anim. ḍhimim odum dua no kɔ too ne papa ne ne mpanininfo anim na ḍserc kwan kɔ ve. Mpanininfo yi ɔb gyeɛ so ema bɔ ṭo no nso.

Opoku tena a ne pɔnɔŋ so de de pea bɔ tokoro ema ɔpuee akivre. Owusu, Opoku tena a ne pɔnɔŋ so de pea bɔ ɔpuɛ akivre, ema wɔ de ne pɔnɔŋ no nyinaa wuraa mu kɔ puɛ akivre. Owusu nso tena a ne pɔnɔŋ no so ṭe de huri faa odum nkɔmu besii fam ema Gyasi so huri tena a ne pɔnɔŋ so de pɔnɔŋ no tutu odum no ase him no se afrankaa de kɔ too ne papani ne ne mpanininfo no anim. Papa Poku
Osei: Adeeq
Tr.: Adee, mmo mmoy mno nsam ma no.


Mary.: Mmeansa.
Tr.: Mmeansa. Mmo mmoy mno nsam ma no.

Chn.: [Clapping].
Tr.: Na, em, Gyasi no wii ne deeq ehe? Gyasi no wii ne deeq ehe? Boakye.

Boakye: Kakyire no
Tr.: Anaa se sen?

Boakye: Kumaa no
Tr.: Anaa se kumaa. Okay, na Owusu nsoe? Na Owusu nsoe ne deeq ehe? Frank

Frank.: Aten ntamu
Tr.: Ye nka no aten ntamu. Yeekaa sen? Prince

Prince.: Adantsmu
Tr.: Ne maa mmeansa no obi nbii smu mmeinu din. smu mmeinu
din. Na ne maa no ye mmeansa, smu mmeinu din. Eshun.

Eshun.: Efa
Tr.: Dabi enye Efa

Chn.: ([Laughing and [Talking together])
Tr.: Serwah

Serwah.: Poku.
Tr.: Enna hwan?

Serwah.: Gyasi.
Tr.: Opoku enna Gyasi. Mmo mmoy mno nsam ma no

Chn.: [Clapping].
Tr.: Afie buku no ama ye nsam enun se yen yi ano. e, nsam enun

a ese ye yi ano, yebe yi ano seesei a. Asem a edikan. Adee nti na opavin
no maa ne mma tenatenwa wun apunko so? Adee nti na opavin no
gka se ne mma no tenatenwa wa panko so? eden na sbaa ve a enti wii
ka saa kyere wun? Appiah.

Appiah: Na wii nim deeq wii de nno yama no kesee be ma no.
Tr.: Na nim deeq wii de nno yama no mu kesee be ma no enno
nti na wii ka saa kyere wun. Okay deeq etii so mmeinu. eden na Opoku
de ne pɔnku no yɛye? sɛden na Opoku de ne pɔnku no yɛye? Wɔ no mu mmeensu sɛbiu ɛwɔ ɛkwɔn a ɛwɔ faa sɔ de pɔnku no yɛye. Opoku de sɛ no ne deɛ ɛwɔ he? Daniel.

291 Daniel:  Wɔde no wuraa tokoro mu

292 Tr.:  Wɔde no wuraa, wɔ ne pɔnku no nyinaa wuraa deɛɛn?

Odum, odum no mu enna eyɛ deɛn? Ayishatu.

293 Ayishatu:  ɛpuɛɛ ɑkyiɛ.

294 Tr.:  enna wɔnom ɛpuɛ ɛdu no ɑkvirɛ. Afei deɛ ɛtɔsu mmeensu, nipa ben na panvin no frɛfrɛ wɔn kaa ne mma no ho? Onipa ben na panvin no frɛ wɔn kaa ne mma no ho? Maxwell.

295 Maxwell:  Kumasifɔ.

296 Tr.:  Dabi Antwi

297 Antwi.:  Nadamfo

298 Chn.:  Wo se nadamfo a na ɛkyere se baako.

299 Chn.:  Madam, madam.
Tr.: Okay, we are going to start the lesson. And we have mathematics. The topic is addition of like fractions. All of you.

Chn.: Addition of like fractions.

Tr.: Last week we did fractions. Hein. We did fractions. Part of a whole. Now today we are going, we have the same fractions but this one is like fractions. When you say like fractions what does it mean? Who can give me an example of like fractions?

Chn.: [Talking together].

Tr.: Okay, for example I have one over two, plus, we have addition, so this sign stands for addition. Do you understand?

Chn.: Yes madam.

Tr.: Okay, we have one over two plus one over two. This is like fractions. Hein? When we have the same number here, the same number. Now this one is, eh, numerator and this is denominator. When we have the same denominator is like fractions. Now, this one. How are you going to do it? How are you going to do it? yes, try. Okay is a new thing. Now eh, we are going to add this and this. In order to get the answer you must bring your eh, line like this. Hum?

Chn.: Yes madam.

Tr.: Now you write one of this. We have the same number as what? Osei Kwame. The same number as what? What is this number? Solomon.

Solomon: Two

Tr.: Two. Very good. So you write one of the two here. When you finish you bring the one. Okay? Sorry when you finish you divide this by this and get what? Two divided by two is what? Oduro.

Oduro: One

Tr.: One. Now one times one is what? Multiply one by this one. Osei Agyeman

Osei: One

Tr.: One. So you write one here. When you finish you bring your plus, eh! You bring your plus sign. You bring your plus sign. Now you are going to do the same thing to this one. So you divide two by two and get what number? two divided by two is what? Akua Owusuaa.

Akua: Two.

Tr.: Musa.

Musa: One.
19 Tr. : One. Now one times one is what? Osei Agyeman.
20 Osei. : One.
21 Tr. : One. Very good. So you write one. When you finish you bring your equal sign. Now you are going to add this one, one plus one? eh. Now one plus one will give you what? Gloria.
22 Gloria. : Two.
23 Tr. : Two. So you write two over what? Over the number which is what? Odame.
24 Odame : Two
25 Tr. : Two. So you get two over two. This is your answer. Hum?
26 Chn. : Yes madam.
27 Tr. : So this is how you are going to do it. Now if you can, you just write the denominators, the two numbers. This one. You write one plus one instead of dividing this and then multiplying by this. Hum? Okay, now have another example here. You have two over six plus what? Osei Manu.
28 Manu : Three
29 Tr. : Two over six plus what? What fraction? Georgina.
30 Georgina : One over six.
31 Tr. : One over six. Now what are you going to do. Mhum. Look at this one and answer the question. When I give you this what are you going to do? Now when I write this what is the next step I will do? Yes Maxwell.
32 Maxwell : Times
33 Tr. : No. Oduro.
34 Chn. : Line
35 Tr. : Line. You draw your line like this. Now what is the next step? After bringing the line. Yes Daniel.
36 Daniel : Six.
37 Tr. : You write six. One of this. Very good. You write six under the line. Aha, the next step is what? Yes Doris
38 Doris : One.
39 Tr. : What one?
40 Doris. : Two
41 Tr. : Okay, you write two. This one. You write the numerator first. First number you write two and hen you bring your plus. Now what about this one? What number are you going to write? Yes Asiedu.
42 Asiedu : One.
43 Tr. : One. Very good. You bring your equal sign. What will be your answer? Patrick.
44 Patrick : Three.
45 Tr. : This is fraction. Three what? Yes Appiah.
46 Appiah : Six
47 Tr. : No. Your answer is what? When you reach here your answer is what?
48 Chn. : Three over six.
49 Tr. : If you know put up your hand. Gloria.
50 Gloria : Three over six
Tr.: Three over six. Very good. Three over six. This is your answer. This one I divided this answer by this number. Eh. This one you can divide it. You can divide this number by this number and you get what? Osei Agyeman.

Osei.: One.

Tr.: One, now one times two is what? Yes Hanna.

Chn.: Two.

Tr.: Two. So you get the number. That's why I write this number here. Now you can get the same one as this one. Who is to come and do this? Come and try. Yes Oduro. Hurry up.


Tr.: efiri he? Write the number here. Mhum. Aha, eden na wohyehye no h? Is he correct?

Chn.: Yes.

Tr.: Clap for him.

Chn.: [Clapping].

Tr.: Now he wrote the five. Eh, you have the same number as five, so you write five here. After bringing your line you write five and then you write this one. That's the denominator and then you bring your plus and bring this three. When you finish you bring this equal sign. Now one plus three is what?

Chn.: Four

Tr.: One plus three is what? If you know it put up your hand. Osei Kwame

Kwame: Four

Tr.: That's why he had this four. Hum?

Chn.: Yes madam.

Tr.: When you write the four you bring a line and then you write what? Asamoah.

Asamoah: Five.

Tr.: Five, so you get four over five. That's the correct answer. Solomon stand up. What's the first step? Okay, I have drawn the line. Stand there and talk.

Solomon: The first number is six. And the second one is. Is two. And the doing it? Two plus two.

Tr.: No that's not. Okay, Appiah

Appiah: The first number is seven.

Tr.: Where are you going to write the seven? Go and write it.

Appiah: Goes to the bb and writes.

Tr.: Clap for him.

Chn.: [Clapping].

Tr.: okay, he has write the seven. Now what's the next one? The next step is what? Yes Odame. Stand there and speak

Odame: Three.

Tr.: Where did you get the three? Yes where did you get the three? Go and show me. Show me the three. Okay, now apart from this, which
way can you get to get the three? Which step are you going to use to get the three? This three Osei Agyeman.

80 Osei: Seven divided by seven. One. One times three, three.
81 Tr.: Clap for her.
82 Chn.: [Clapping].
83 Tr.: Very good. Seven divided by seven is one, and one times three is what? Three. Okay, come and write the three. Sit down. Yes Eshun go and write the three.
84 Eshun: [Writes three].
85 Tr.: Okay very good. This is the three. Now what is the next step? Yes Patrick.
86 Patrick: Two.
87 Tr.: What two? Why two? No that’s not the next step. Yes Hanna.
88 Hanna: Plus two.
89 Tr.: Plus two. How did you get the two? Where do you get the two? She said plus two. Okay I will write the plus but, where do you get the two? Why do you get the two? He said plus two. Okay I have write the plus. But where do you get the two? Tell me. Okay Doris.
90 Doris: Seven divided by seven, seven.
91 Chn.: [Laughing]
92 Tr.: Hey!, don’t laugh. You said seven divided by seven. Hein?
93 Doris: Seven divided by seven, one, plus, times two, two.
94 Tr.: Very good. Clap for her.
95 Chn.: [Clapping].
96 Tr.: Seven divided by seven is one and one times two is what? Come and write the two. Yes.
97 Chd.: [Writes the two].
98 Tr.: Okay, very good. Now what will be your answer? What answer do you get? Yes Frank
99 Frank: Five over seven
100 Tr.: Five over seven. Clap for him.
101 Chn.: [Clapping].
102 Tr.: Go and write it.
103 Frank: [Writes it on the bb].
104 Tr.: Okay, now I want somebody to come and write an example. Come and write an example so that we can do it. Okay, go and try
105 Chd.: [Goes to the bb]
106 Tr.: Hurry up and sit down.
107 Chd.: [Writes on the bb]
108 Tr.: No you are wrong. We are doing like fractions. You write here eight and you write here two. Does not the correct.
109 Chn.: Madam, madam.
110 Tr.: Madam? Nimo you must rub the questions. Okay, Agartha.
111 Agartha: Madam, madam
112 Tr.: No. rub all of them and write yours.
113 Agartha: [Writes a question on the bb].
114 Tr.: Okay, Mhum. Okay, clap for her.
Chn.: [Clapping].

Tr.: What's the first step? Yes Hanna.

Hanna.: Four.


Oduro: The first step is three.

Tr.: Go and write it.

Chn.: [Goes to the bb and writes].

Tr.: Clap for him.

Chn.: [Clapping].

Tr.: The first number is three. You write one of these. Hum? That's three. Now what again? After writing the three? Always the same persons' hands. Yes Gloria. I am coming.

Gloria: Three divided by three, one, one times four, four.

Tr.: Clap for her.

Chn.: [Clapping].

Tr.: Write the four.

Gloria: [Writes it at the wrong place].

Tr.: You were not here, okay.

Chn.: Madam, madam.

Tr.: Write the four.

Chd.: [Writes on the bb].

Tr.: Hey! Is that how you write four?

Chn.: [Laughing].

Tr.: You will write four twenty times when you see the letters. Okay you have write the four. Now what again? Bee come and write the next step.

Beatrice: [Goes to the board and writes four]

Tr.: How do you get four? Yes tell me. How do you get this four? You can't? Georgina how do you get the four?

Georgina: Three divided by three, one. One divided by four, four.

Tr.: How do you get four? Yes Osei Agyeman.

Osei: Three divided by three, one. One times four, four.

Tr.: Clap for her.

Chn.: [Clapping].

Tr.: Three divided by three. This number by this number. Hein? You get one, one times four gives you four. You get the four. Do you understand?

Chn.: Yes madam.

Tr.: Now what will be your answer? Adu Doris.

Adu: [Writes the answer]

Tr.: Okay is eight divided by three. This is bigger than this number but, we are dealing with like fractions so is correct. Okay, another person should come and write the question for us. A question. Osei Agyeman

Osei: [Goes to the bb and sets a question].

Tr.: Okay clap for her.

Chn.: [Clapping].
Five over nine plus five over nine. We have the same like fractions. Now what’s the next step? Yes Ernestina.

Ernestina: Three.

Tr.: No, is not three. Davis.

Davis: Nine.

Tr.: Go and write the nine.

Davis: [Writes nine].

Tr.: Okay, that’s correct. What again? What are you going to do? Mhun, yes Daniel.

Daniel: [Goes to the bb]

Kwame: Nine divided by nine, one. One times five, five.

Tr.: Clap for her. Sorry clap for him

Chn.: [Clapping].

So you write five and bring your plus. Is the same thing as this one. Mm?

This one you divide nine by nine and get what?

Chn.: One

Tr.: If you know put up your hands. Nine divided by nine is what?

Felix.

Tr.: One. Now, one times five is what? Yes Vida.

Vida.: Five.

Tr.: It’s five. What will be your answer? Esther?

Esther: Ten over nine.

Tr.: Ten over nine. When you are speaking speak aloud. Hein?

You get ten over nine. Okay, now we are going to work these examples on the board Mm? Daniel give them the maths books

Daniel: Madam.

Tr.: Maths exercise books. You have only five minutes. So when you get the book you must hurry up.

Daniel: [Distributes books].

Tr.: Eh, exercise books na wode textbooks na ema wɔn?

Chn.: [Talking together].

Tr.: Ma wohɔ nye ha

Daniel: Mary Fosu.

Chn.: W’anba.

Daniel: Ayishietu

Chn.: W’anba.

Tr.: Up. Go and sit down. Kwame Asamoah

Chn.: W’anba.

Tr.: Up. Go and sit down [Joins the distribution of books] Odame go and do your work. Serwah Hanna, Serwah Hanna. Where is she?

Chn.: [Talking together].

Tr.: [Continues the distribution of books]. Who hasn’t got his or her book? Okay start work.

Chn.: [Start working].
Now, the questions are. Number one, We have three over eight plus one over eight. Eh? Okay number two, we have two over eleven plus six over eleven. Number three. We have three over ten plus four over ten and number five, we have eight over sixteen plus five over sixteen, and the last number, the last question, number five. Five, seven over twelve plus two over twelve.
221 Tr.: No, Ayishietu.
222 Ayishietu: Four divided by eight.
223 Tr.: No. Yes Serwah Hanna.
224 Hanna: Four over eight
225 Tr.: Clap for her.
226 Chn.: [Clapping].
227 Tr.: Is four over eight, not four divided by four. The answer is four over eight. Okay question two. Question two. You bring your line. What number are you going to write? What number I'm I going to write? What number Afei Saa?
228 Afia.: Eleven divided by
229 Tr.: What number? Which one. What number are you going to write? Here? Speak louder.
230 Chn.: Eleven
231 Tr.: Eleven. So you write eleven here. After this what are you going to do? Yes, yes Bee.
232 Chn.: Two divided by two.
APPENDIX 5 (42) TK: Science
LESSON: FORTY-TWO
SCHOOL: WA PARA-MILITARY PRIMARY
CLASS: P4
TEACHER: "TK"
SUBJECT: ELEMENTARY SCIENCE
TOPIC: SOIL TYPES
DATE: 20TH MARCH, 1996

1 Tr. : Okay, pay attention. Now you must speak louder. Do you understand?
2 Chn.: Yes madam.
3 Tr. : He ka wo ho na yi bag no firi h>. Ka wo ho yi bag no firi h>
4 Chn.: [Talking together].
5 Tr. : W÷n fa ne nyinaa, w÷n fa ma ne nd÷so.
6 Chn.: [Talking together].
7 Tr. : Okay, we are going to do elementary science and the topic is soils. All of you soils, soils.
8 Chn.: Soils.
9 Tr.: Now you open at page five, page five.
10 Chn.: [Open their books].
11 Tr.: Okay tell me the topic on page five. Yes Osei Agyeman.
12 Osei: Soils.
13 Tr.: Again.
14 Osei: Soils.
15 Tr.: Yes Odame.
16 Odame: Soils.
17 Tr.: Again.
18 Odame: Soils.
19 Tr.: All of you.
20 Chn.: Soils.
21 Tr.: Now we have three different kinds of soils. Three different kinds of soils. Now these soils, one is what? Clay. Okay if you know put up your hand. One is what? Yes Patrick.
22 Patrick: Cray.[clay]
23 Tr.: Say it again.
24 Patrick: Cray. [clay]
25 Chn.: [Laughing].
26 Tr.: Yes Moses
27 Moses: Clay
28 Tr.: Again
29 Moses: Clay.
30 Tr.: Clay all of you.
31 Chn.: Clay
32 Tr.: Clay soil
Chn.: [Talking together].

Tr.: Okay the next one is what? Yes Antwi.

Antwi.: Some soil.

Tr.: Yes say it again.

Antwi: Some soil.

Tr.: Say sand. All of you, sand.

Chn.: Sand.

Tr.: Sand.

Chn.: Sand.

Tr.: And the last one is what. The last one is what?

Chn.: Silence

Tr.: Okay Solomon.

Chn.: Soil

Tr.: No. The last one is what? Yes

Chd.: Garden soil

Tr.: What? Read from the book. From the book we have clay sand and what? Yes Patrick.

Patrick: Black soil.

Tr.: Or what? Or loamy soil. All of you loamy soil, loamy soil.

Chn.: Loamy soil.

Tr.: Again.

Chn.: Loamy soil.

Tr.: Loamy soil. Now these three soil. that’s loam. These three soils. We have it in different groups. This one is with one group. This one another group and this one another group. So I am going to show you some of the examples of soil. These three soils. Hey! Come. Okay I will call you according to rows. You are going to. You will come here and examine the three kinds of soils. He! So that you know the differences. The first group. First row come. All of you come.

Row 1: [Move to teacher’s table].

Tr.: You start from right. Hum? This my right. This is what? This is clay. This is sand and this is loam. Hein?

Row 1: Yes madam.


Row 1: [Moves back to their seats].

Tr.: Group two.

Row 2: [Moves to teacher’s table].

Tr.: This is clay. This is sandy and this is loamy. Hein? Now can taste the texture.

Row 2: [Feels the texture].

Tr.: Okay go and sit down.

Row 2: [Go back to their seats].

Tr.: The third row.

Row 3: [Moves to teacher’s table.]

Tr.: This is clay. This is sandy and this is loamy.

Chd.: Wei ye cdeen?
Yes, okay come, the two of you come.

Places them in front of the group close to the samples. This is clay. This is sandy and this is loamy. Okay sit down.

Places them in front of the group close to the samples. This is clay. This is sandy and this is loamy. Okay sit down.

Now I want you to read from the book. You have seen some of the differences in the soils. The first one is clay soil and we said clay soil holds a lot of water. So this may become water log. Like this. You can see that it holds a lot of water. Hein?

Now it says it has only small air spaces. Mframa fa mo kakra bi because eye den. Enna debiara eye twann. Okay because of this many plants cannot grow in clay soil. Many plants cannot grow in clay soil. Do you understand?

Now it says it has only small air spaces. Mframa fa mo kakra bi because eye den. Enna debiara eye twann. Okay because of this many plants cannot grow in clay soil. Many plants cannot grow in clay soil. Do you understand?

Okay, let’s go to sand. This one is sand. It says a sandy soil holds very little water. It has large air spaces. This one it holds very little water because of what?

Okay, let’s go to sand. This one is sand. It says a sandy soil holds very little water. It has large air spaces. This one it holds very little water because of what?

Okay Solomon.

Okay, let’s go to sand. This one is sand. It says a sandy soil holds very little water. It has large air spaces. This one it holds very little water because of what?

Okay Solomon.

Okay, let’s go to sand. This one is sand. It says a sandy soil holds very little water. It has large air spaces. This one it holds very little water because of what?

Okay Solomon.

Okay, let’s go to sand. This one is sand. It says a sandy soil holds very little water. It has large air spaces. This one it holds very little water because of what?

Okay, let’s go to sand. This one is sand. It says a sandy soil holds very little water. It has large air spaces. This one it holds very little water because of what?

Okay, let’s go to sand. This one is sand. It says a sandy soil holds very little water. It has large air spaces. This one it holds very little water because of what?

Okay, let’s go to sand. This one is sand. It says a sandy soil holds very little water. It has large air spaces. This one it holds very little water because of what?

Okay, let’s go to sand. This one is sand. It says a sandy soil holds very little water. It has large air spaces. This one it holds very little water because of what?
ntiara? Who can tell me? Yes we no see you two birdies went to play with the enyini papa. Who can tell me the reason why? Okay Moses.

93 Moses: en, nso enim.


95 Antwi: emu wo hare

96 Tr.: Afei nso emu wo hare. Okay, now let’s go to the last one. Loamy soil. Loamy soil. This is a loamy soil. Now what do you think? Who can tell me the reason why this one is very black? Who can tell me the reason why? Aden nti na wei ye black paa

97 Chn.: [Talking together].

98 Tr.: Solomon. eye a, kasa kese.

99 Solomon: efiri see wei no ye dua nnoema wo so nti se aye black saa anaa see ande kakra a ennoema no entumi.

100 Chn.: eden nti na wei no eye black? eye den na enno nkoa etumi ye black? Aden nti na sand no deye nay black na enno nkoa eye black? Yes Osei Kofi.

101 Kofi: ewira na eye a see por ka no.

102 Tr.: Okay, ewira por ka no. enno ye one. Enna afei eden bio? ewira por ka no eye one point. eden bio na eka no ma ne ye black? Yes Rebecca.

103 Rebecca: Wem etu ewira egu mu.

104 Tr.: Se enoa na wo ka ye no. We have two things, ewira enne den?

105 Chd.: enna ogya


107 Frimpong: Black.

108 Tr.: Yes Odame.

109 Chn.: Black soil

110 Tr.: Or what?

111 Chn.: Loamy soil

112 Tr.: Loamy soil. Loamy soil. This one. This one is good for farming. Why, why is it good for farming?

113 Chn.: [Talking together].

114 Tr.: Because of what? Mhum. Aden nti na wei sei deye dua ennoema a yese eye yiye paa skyene soils no a aka no? skyere see borfo no deyem mmo nte, okay.

115 Chd.: ennoema por ka no.

116 Tr.: ennoema ben saa?
117 Chd.: Se ebia mmoa no mo saa no.
118 Tr.: emmoa epor ka no. enzi etimi ma enno ma noa wo dua, anaa se wo dua aduaba biara wọ so a eye den? eye yiye. Apart from emmoa no deben bio?
119 Chn.: [Talking together]
120 Tr.: Yes Asiedu.
121 Asiedu: Ogya
122 Tr.: Ogya ena den?
123 Asiedu: Ahaban
124 Tr.: Ahaban. Okay, se ahaban no te a, na ehe gu a, ebzia ahaban no bete akọ ọ no wo behunu se ebe duru mmere bi no na aye den? Na enye green bio. Na ahaban no achangi [it changes] colour. Aye te se brown, enzi esiri brown no mu a, wobc hunu se na awo koraa na aka anhwea. Na saa ṣi ṣi kakra no aye den? Na aye black anaa se brown. Enzi wode dua biribia eye den? eye yiye. Okay, em, I'm going to read about loamy soil. okay some body should read.
125 Chn.: Quiet.
126 Tr.: Okay a loam is a mixture of sand, clay and humus, humus. All of you humus.
127 Chn.: Humus
128 Tr.: Now what is humus?
129 Chn.: [Talking together and some Chn. raise their hands. ]
130 Tr.: Yes Maxwell.
131 Maxwell: Mmoa
132 Tr.: And then what? Okay Collins
133 Collins: Anaa se egya
134 Tr.: Anaa se den?
135 Chd.: Nwira.
137 Chn.: Yes madam.
139 Serwah: emu wọ hare.
140 Tr.: emu wọ hare. Afei eti sen? emu wọ hare but emu enye hare pii te se sand. Mmo te asee?
141 Chn.: Yes madam.
142 Tr.: Okay it has enough air for full plant growth. Wei mframa tumi fa mu kakra, se ebe ye a wo dua biribia wọ mua ebe ye den? ebe

143 Antwi.: Clay soil
144 Tr.: Clay soil. Clap for him.
145 Chn.: [Clapping].
146 Tr.: Adɛ nti na clay soil? Osei Agyeman.
147 Osei.: efiiri se emu wɔ duru.
148 Tr.: emu wɔ duru. enna Afei debeŋ biribi? ɛden na ema mu ye duro?

149 Chn.: [Talking together].
150 Tr.: Now this is English. Yes Paulina.
151 Paulina: Water.
152 Tr.: Water. Clap for her.
153 Chn.: [Clapping].
154 Tr.: Because of water that’s why it has become so thick eh! So If you use it to mould anything it can do it. Now what are some of the thing we use clay soil to mould? Den nnoObs na yede saa wei eyɛ? ennɔma ben saa? Okay, Serwah.

155 Serwah: Yede eyɛ kukuo.
156 Tr.: Yede ewɛne kukuo. esan de ye bukyeya. You must speak in English. Speak in English. You know some of the things. Yes Antwi.

157 Antwi: Pɔtoyoawa.
158 Chn.: [Laughing].
159 Tr.: Yes Moses.
160 Moses: Yede nwene a pot.
161 Tr.: Pot. Clap for him.
162 Chn.: [Clapping].
163 Tr.: Apart from pot what other things?
164 Chn.: Some children raise hands up.
165 Tr.: Yes Kwarteng.
166 Chn.: Sedwa.
167 Tr.: Sedwa. Clap for him.
168 Chn.: [Clapping].
169 Tr.: Toys hein? Toys, different kinds of toys
170 Chn.: Madam.
171 Tr.: Tick ta, ede sen! Fruits and vegetables, eh! You can use this toys to mould it. Now we are going to.

172 Chn.: [Talking together].
173 Tr.: Hee! Hee! I am going to ask you questions for all that we have learnt. Now I told you that we have eɛ, How many different kinds of soils? How many different kinds of soils do we have? How many? You must speak louder. Yes Maxwell.

174 Maxwell: Three.
Three. clap for him.

Okay one is what? Give me one

[Clapping]

Okay one is what? Give me one

[Talking together].

Yes Daniel.

Black soil.

Yes Moses.

Clay soil.

Clay soil. Yes we have got one. What again? Solomon.

Loamy soil.

Loamy soil and the last one is what?

Madam, madam.

Yes Antwi.

Black soil.

Somebody has mentioned it. Okay Gloria.

Sand soil

Sandy soil. Now these are the three different kinds of soils. One is clay soil, sandy soil and then loamy soil as I put it here. Okay which of these three pairs is good for a farming or do we grow plant in it. Which of the three soils. Yes Doris.

Black soil.

Or what?

Sand soil

I have written another word on the board. I didn’t write black soil on the board. What? Ernestina.

Loamy soil.

Speak louder.

Loamy soil.

Clap for her.

[Clapping].

Loamy soil. Okay, why is it that loamy soil is goo for farming? Yes. Why is it that loamy soil is goo for farming? Ade̩ nti na loamy soil eye ma afuom ye? Ade̩ nti ara? tena yiye. Yes.

efiri se etimi ma nnoọma no bọ.

etim ma nnoọma no bọ. ade̩na ọma saa soil no nkaọ wo de ye afuom a ọye yiye? Debe̩n ade̩na ọma ne ye saa? ade̩ben enna ọma no baa saa?

Madam, madam.

Yes Boakye.

etumi bọ nnoọma so ban

Question a me ka ye wa ante ase. Mese ade̩na ọma saa loamy soil no yede ye afuọ a ọye yiye. ade̩na ọma saa soil no nkaọ ọye rich a yede ye afuọ a ọye yiye? Yes Osei Manu.

ewura.

ewura shein! ee wura enna ọda? ede̩ben biọ? Yes Oduro.

Because animal skins are all in
Animal, eh, dead animals are also in and what again? What again? Patrick tena hɔ yие.

Okay, because of humus. All of you, humus.

Again.

Okay, because of humus. All of you, humus.

Again.

Again.

Humus.

Again.

Humus.

Humus.

What do eh, what is this humus? Mхum. едех енна ема ye nya humus no? Ден na едех енна ема ye nya humus no? Yes Osei Kofi.

Patrick:

Ogya.

Okay, because of humus. All of you, humus.

Again.

Okay, Hε! Adен nti na mu gugu ɛpома no ano hɔ nom?

Hein?

[Talking together].

Okay I also said that em, these three soils, one is water log. Which one becomes water log? Which one?

Yes Odame.

Clay soil.

Again.

Clay soil.

Clap for him.

[Clapping].

Clay soil. This one. It always become water log. Adен nti енна mese дабиара na nsuo gyina mu? Yes Ntim

Emma wɔ du.

Efiri se ему wɔ duru. едех nti енна ема ему ye duru?

Yes Doris.

Nsuo.

Nsuo noа. Now which of the three types is not water log? Which of the three types is not water log?

[Talking together].

Appiah

Sandy.

Sandy soil. Very good. Sandy soil. Now I also said that ** Name three soils. One has a lot of air space. Which of them has a lot of air space? Дее ему he na mframa timi fa mu пaa? Ne mмеɛnsа. Paulina.

Black soil.

No is not that soil. Yes Antwi.

Sand soil.

Yes Maxwell

Loamy soil.
It's not loamy soil. Yes Solomon.

Solomon: Sandy soil.

Tr.: Sandy soil. Clap for him.

Chn: [Clapping]

You have got the word properly. Hein? Speak the word properly. Words yi nyinaa na egu board no so. enti wo bɔ din noa na wa bɔ no yiye. Now is followed by which one? Se sandy soil no pa ho a deɛɛwɔ he bio na mframa tumi fa mu paa? Afei Theresa.

Theresa: Black soil

Tr.: I didn’t write black soil on the board. Yes Kofi Danso.

Danso: Loamy soil.

Tr.: Say it again

Danso: Loamy soil.

Tr.: Yes Appiah.

Appiah: Loamy soil

Tr.: Very good. Clap for him

Chn: [Clapping]

Tr.: Loamy soil and the last one is what?. The last one is what? Yes Odame.

Odame: Clay soil.

Tr.: Clay soil. Now which of the three soils. Now which of the three soils is good for farming? Yes Esther.

Esther: Roamy soil.

Tr.: Say it again.

Esther: Roamy soil.

Tr.: It is not roamy soil. Say the word properly. Ernestina.

Ernestina: Loamy soil.

Tr.: Again.

Ernestina: Loamy soil.

Tr.: Very good. Loamy soil. All of you.

Chn: Loamy soil.

Tr.: Again.

Chn: Loamy soil.

Tr.: Which one is good for modelling? Desɛɛwɔ he na yeɛɛ nwene biribi a yeɛ yiye? Doris.

Doris: Sand soil.

Tr.: No. yeɛ ye sand soil. Yes.

Chn: Clay soil.

Tr.: Clay soil. Very good Clay soil. Afei turn to page eight.

Chn: Turn their pages.


Mary: [Inaudible].

Tr.: Yes Asiedu

Chn: Sakasaka

Tr.: They are all animals
286  Chn: Ant.
287  Tr.: Ant, ant, ant, and what other animals? We have ant. We have what? We have worms. Ant ye be ka ne Twi sen? eye aboa ben a? Osei Agyeman.
288  Osei: Ntetea.
289  Tr.: Ntetea, okay worm nsoe? Worm, worm, worm. Yes Isaac.
290  Isaac: A kɔkonɔ
291  Tr.: No. Yes Asamoah
292  Asamoah: Kakahi
293  Tr.: No Solomon
294  Solomon: [No response].
295  Tr.: Yes Amoako.
296  Amoako: Nwa.
298  Chn: Abosea
299  Tr.: Abosea. Wɔse abosea wɔ mu. Gravel ehein! ehe, wo tumi hunu se ey pusee pusee. ehe abosea noa eso mu no ntiara. But wo hwe wei nsoa enti saa. Wei enti saa. But wei so te saa. enno so ko ho bi. enno nso ko ho bi. enno yetumi hunu no wɔ anweɛ mu. Now we said that if you spread a soil on the table you can see so man things in it. Example animals, animals, animals and then gravel. And what other things? Yes. Okay go to page ten. There is a diagram there. This is eh, a jar, a water jar. What is in it? What are some of the things in the jar? Can you see in the jar? Yes Odame.
300  Chn: Humus
301  Tr.: Humus. Clap for him.
302  Chn: [Clapping]
303  Tr.: What again? Osei Agyeman.
304  Chn: Clay in water
305  Tr.: Clay in water. Clap for her
306  Chn: [Clapping]
307  Tr.: What again? Yes
Appendix 5 (43) TL : English

LESSON: FORTY THREE.
SCHOOL: WA-PARA MILITARY PRIMARY
CLASS: P5
SUBJECT: ENGLISH LANGUAGE (READING COMPREHENSION)
TOPIC: AT THE POST OFFICE
TEACHER: TL
DATE: 22ND MARCH, 1996

1 Tr. : Stand. Good morning children.
2 Chn.: Good morning sir.
3 Tr. : How are you?
4 Chn.: We are fine. Thank you and you.
5 Tr. : I'm also fine. Okay sit down. Today is Friday 22nd. March, 1996. Now we are going to do English Reading. Now the topic is the Post Office. Now take your books. Open at unit three. Now before we start, you have some words which we have to go through. The words are, clerk, all of you.
6 Chn.: Clerk.
7 Tr. : Again.
8 Chn.: Clerk.
9 Tr. : Queue.
10 Chn.: Queue.
11 Tr. : Telegram.
12 Chn.: Telegram.
13 Tr. : Telegram.
14 Chn.: Telegram.
15 Tr. : Ordinary.
16 Chn.: Ordinary.
17 Tr. : Ordinary.
18 Chn.: Ordinary.
19 Tr. : Whether.
20 Chn.: Whether.
21 Tr. : Whether.
22 Chn.: Whether.
23 Tr. : Smiled.
24 Chn.: Smiled.
25 Tr. : Smiled.
26 Chn.: Smiled.
27 Tr. : Smiled.
28 Chn.: Smiled.
29 Tr. : According.
30 Chn.: According.
31 Tr. : According.
32 Chn.: According.
33 Tr. : Parcel.
Chn.: Parcel.
35 Tr.: Parcel.
36 Chn.: Parcel.
37 Tr.: Sorted.
38 Chn.: Sorted.
39 Tr.: Sorted.
40 Chn.: Sorted.
41 Tr.: Savings.
42 Chn.: Savings.
43 Tr.: Again.
44 Chn.: Savings.
45 Tr.: Okay. Class stand. Yes start. [Points to list of words on the bb].
46 Chn.: Clerk, queue, telegram, ordinary, whether, smiled according.
47 Tr.: According.
48 Chn.: According.
49 Tr.: Aha!
50 Chn.: Parcel.
51 Tr.: Parcel.
52 Chn.: Parcel.
53 Tr.: Parcel.
54 Chn.: Parcel.
55 Tr.: [Points to next word on bb].
56 Chn.: Sorted.
57 Tr.: Again.
58 Chn.: Sorted.
59 Tr.: [Points to next word on bb].
60 Chn.: Savings
61 Tr.: Again.
62 Chn.: Savings.
63 Tr.: Okay, sit down. Now we all know clerks who work in the Post Office.
64 Int.: [Noise from the next class]
65 Tr.: Ah! Wa hunu se eyegye ha paa. Now the clerks word is post, with the post offices. We know a queue, hein?
66 Chn.: Yes sir.
67 Tr.: What are queue? What is a queue? Yes Daniel.
68 Daniel: A line.
70 Chn.: [Clapping].
71 Tr.: We know telegram. Hein? When do we send a telegram? When do we send telegram? When do we send telegram? Yes.
72 Chd.: sw Pos fis
73 Tr.: In English.
74 Chd.: In the Post Office.
Tr. : Yes we buy telegrams at the Post Office, and what, eh, when do we send a telegram? Yes who can answer this question? When do we send telegram? Yes.

Chn.: You, you send telegram to post your letter.

Tr. : Is telegram the same as ordinary letter? Now when we talk about telegram, eh, eh, when you want to send a message which is very, very important like the death of a person. You go to the Post Office and ask for a telegram form. You fill it and then you send it to the person whom you want him to hear. Is that clear?

Chn.: Yes sir.

Tr. : Okay, then ordinary. We have an ordinary letter. Hein, or an ordinary envelope and then we have the special one. Is that clear?

Chn.: Yes sir.

Tr. : Good. Now, here, the weather. What is the meaning of this weather? We have two words. The weather of a place, hein?

Chn.: Yes sir.

Tr. : You have to say weather. All of you, weather.

Chn.: Weather.

Tr. : Weather.

Chn.: Weather.

Tr. : and here the atmosphere. You see the weather. The weather condition. Now is it raining or is it shining? At the moment is it raining or the sun is shining? Yes aha.

Chn.: Shining.

Tr. : The sun is shining. That means the weather is fine. Is that clear?

Chn.: Yes sir.

Tr. : But here when we talk about, the whether, is different from this one. Here is the weather condition. Hein?

Chn.: Yes sir.

Tr. : And this one is what we are going to read in our book. The whether. Whether it will rain or not I can’t tell. Whether my father will go to Kumasi or not I can’t tell. Is that clear?

Chn.: Yes sir.

Tr. : Aha, then the word here. Smile. All of you smiled.

Chn.: Smile

Tr. : Smiled

Chn.: Smiled

Tr. : Ah, when we say smile what does it mean? yes when you hear something which is eh, a good news. You begin to smile. Is that it.

Chn.: Yes sir.

Tr. : If you hear a good news you smile at your faces but when you hear bad news what will happen to you? Yes

Chn.: You cry.

Tr. : You cry or you squeeze Your face, hein! Is that clear?

Chn.: Yes sir.
Okay, now look into your books. We are going to read. Unit three. The Post Office. I am going to set the ball rolling. So you listen to me carefully while I read.

One day Mr. Nyavi the class five teacher told his class, ‘Next week we shall visit the Post Office. I have spoken to the Post Master about our visit’. Most of the pupils had never been to the Post Office. Yes who will do the same thing as I have done.

One day Mr. Nyavi the class five teacher told his class, ‘Next week we shall visit the Post Office. I have spoken to the Post Master about our visit’. Most of the pupils had never been to the Post Office.

The following Wednesday Mr. Nyavi and his class went to the Post Office. Mr. Nyavi greeted the Postmaster. The Postmaster said, ‘I am, I am happy you’ve come.

The Postmaster was busy at the time, so he asked one of his, *his clerks to take Mr. Nyavi and his class round. A clerk called Mr Dankwa took them round to see the work people do at the Post Office. Mr. Dankwa took the class to a large hall with some counters. *

Do you see the man behind the counter? He sells postage stamps.

Another pupil said, ‘Oh I see! This is where we buy stamps for posting letters’. Mr. Dankwa took the class to another counter. they saw telegrams written above the counter.

The people were we*ting

Waiting

Waiting to send, send telegrams. Mr Dankwa took him at a telegram is a quick.

Ha! Read that portion again.
128 Agbovi: Mr Dankwa told him at the telegram is a quick ordinary letter. Eh! way of sending, sending a message but it cost more than an ordinary letter.
129 Tr. : The word is what? Yes who can say that first word? That word who can say it? Yes Daniel.
130 Daniel: Telegram.
131 Tr. : No. That word, w-o-r-d.
132 Daniel: Ordinary.
133 Tr. : All of you.
134 Chn.: Ordinary.
135 Tr. : Again.
136 Chn.: Ordinary.
137 Tr. : Yes go on.
138 Agbovi: Ordinary letter.
139 Tr. : Yes speak louder.
140 Agbovi: Ordinary letter.
141 Tr. : Ordinary
142 Agbovi: Ordinary letter!
143 Tr. : Ya
144 Agbovi: They moved to another part of the Post Office were, where
145 Tr. : Now is it where or, yes what is that word? Yes Atuahene.
146 Atua: There
147 Tr. : There. Mhum.
148 Agbovi: There.
149 Tr. : Speak louder
150 Agbovi: There they saw a man in a telephone booth.
151 Tr. : Mhum.
152 Agbovi: He speak. He was speaking on the telephone.
153 Tr. : Very good
154 Agbovi: He telephone in the bow, booth. a pupil asked Mr Dankwa whether anybody could use the telephone at the Post Office. Oh yes, said Mr. Dankwa, ‘Anybody can use the telephone but he must pay for it’. The pupil smiled and said one day he word speak.
155 Tr. : He! One day!
156 Chn. : One day he were speaking to his
157 Tr. : One day, read the portion again.
158 Agbovi: One day. He word
159 Tr. : He! yes what is the word? Yes Eunuch.
160 Eunuch: Wold.
161 Tr. : He!
162 Eunuch: He wull.
163 Tr. : How do you say it well? Yes w-o-u-l-d. How do you say this word? Yes
164 Chn.: Weld.
165 Tr. : Yes Isaac
166 Chn.: Would.
167 Tr. : /wou’d/ all of you.
One day he would speak to his friends in Kumasi on the telephone.

Very good. Clap for her.

Who again will continue? Yes Daniel

Then Mr Dankwa took the class to the sorting office. There, they saw a high pile of letters. There were also a number of sorters at work. They were sorting the letters. They were arranging the letters according to the addresses. The sorters also checked all letters to make sure that they have the right amount of postage.

Speak louder.

The sorters also checked the letters to make sure that they also have the right amount of postage stamps on them. They also stamp the letters with date stamp to show when the letters leave the post office. The pupils

Michael, book, you book down and then. Yes go on.

The pupils saw other sorters. They were sorting letters which had come from other places. They put them in different post office boxes for the owners to take away later. Mr. Nyavi asked one of the sorters, ‘What about those who have no post office boxes?’ How do they get their letters?

Very good. Clap for him.

Isaac. You must look into your book when a friend is reading.

The sorter said we have

Raise the book up. Raise it up.

We have postmen. They take such letters to the addresses written on them. postmen know the town very well and they know where to find the owners’. The class had not been to the parcel section and the savings bank section. But section, but section, but it was but it was tam, time for them to go home. Mr Nyavi thanked Mr Dankwa and the Postmaster and they left the post office. The pupils were happy that they had learnt many new things about the post office.

Very good. Clap for him.
193 Tr. : He is Mr. Nyavi. No. I want you to answer. What is the name of the class teacher? Yes Michael.

194 Michael: The name of class teacher is Mr. Nyavi.

195 Tr. : Again.

196 Michael: The name of class teacher is Mr. Nyavi.

197 Tr. : Now he is saying the name of the class teacher is Mr Nyavi. Eh, he has omitted a word. It should be what? Yes

198 Chd.: The name of the class teacher is Mr. Nyavi.

199 Tr. : As you read from the passage the name of the class teacher was Mr Nyavi. Now question two. What did the teacher tell the class one day? Yes Michael.

200 Chn.: The teacher told his class that next week we shall visit to the post office.

201 Tr. : Again

202 Chn.: The teacher told his class that next week we shall visit the post office.

203 Tr. : Very good. Clap for him.

204 Chn.: [Clapping].

205 Tr. : You see the teacher told his class, 'Next week we shall visit the post office. so the children became happy. Why? Because. Who can tell us? They became very happy. Why because

206 Chd.: Because they had never been at the post office.

207 Tr. : Again

208 Chn.: Because they never. They had never been to the post office.

209 Tr. : Very good. They had never been to the post office. You see.

210 Chn.: Yes sir.

211 Tr. : The children were very happy because some of them had never been to the post office before. So it was their first experience. Their first visit. So they became very happy. Very good. Now question three. Where was the post office? According to the passage where was the post office? Yes you. Where was the post office?

212 Chn.: The post office was in Kumasi.

213 Tr. : Are you sure? Where was the post office? You, yes.

214 Chn.: The post office was in Kumasi.

215 Tr. : Are you sure? [laughs] Yes Esther. They are telling us the post office was in Kumasi. Yes.

216 Chn.: The post office is in Kumasi.

217 Tr. : Very good. Clap for them.

218 Chn.: [Clapping].

219 Tr. : Yes, according to the passage the post office was in Kumasi. Very good. Now question four. Who took the. Who took Mr. Nyavi and his class round when they went to the post office? Who took Mr. Nyavi and his class round when they went to the post office? Yes Abrafi are you going to tell us something?

220 Abrafi: Mr. Dankwa.
221 Tr. : Mr. Dankwa. No, in a full sentence. Yes Isaac.
222 Chn. : The man who took Mr. Nyavi and his class around is called Mr Dankwa.
223 Tr. : Okay, Mr. Dankwa being the man at the post office, he took Mr. Nyavi and his class around the post office. Is that clear?
224 Chn. : Yes sir.
225 Tr. : Now who can tell me what was the work of Mr. Dankwa according to the passage. What was the work of Mr. Dankwa? Yes Daniel.
226 Chn. : He was a clerk.
227 Tr. : He was a clerk. Clap for him.
228 Chn. : [Clapping].
229 Tr. : Now, why is it that the postmaster eh, refused to go round with Mr Nyavi? Instead he asked Mr Dankwa to go round with the class. Yes.
230 Chn. : Yes sir.
231 Tr. : Very good. Clap for him.
232 Chn. : [Clapping].
233 Tr. : The postmaster was busy and therefore asked Mr. Dankwa being his clerk, one of his clerks to send them round at the post office. Is that clear?
234 Chn. : Yes sir.
235 Tr. : Very good. Clap for yourselves.
236 Chn. : [Clapping]
237 Tr. : Now question
238 Chn. : Wa gyae question four.
239 Tr. : Five. What was the clerk at the first counter doing? What was he doing? The clerk at the first counter. What was he doing. Yes all of you read the passage. Tell me what work you think the clerk at the first counter was doing. Some of the girls are not trying to raise up their hands. I want you to take part. Yes Margaret tell us.
240 Margaret: They buy postage stamps.
241 Tr. : Who was buying postage stamps?
242 Chd. : The people
243 Tr. : Was he buying or * yes. Was the first clerk buying or selling? Yes. Atuahene. What was he doing. The first clerk at the counter.
244 Atua. : Forget
245 Tr. : [Laughs] You have forgotten. Yes eh.
246 Chn. : They buy postage stamps
247 Tr. : I mean the clerk. What was he doing? The clerk.
248 Chd. : The clerk was sell postage stamps
249 Tr. : Very good. The first clerk, all of you.
250 Chn. : The first clerk
251 Tr. : Was selling postage stamps.
252 Chn. : Was selling postage stamps.
253 Tr. : Good, very good. This showed that most of you followed the reading when we were doing it. Now question six.? What was the man in the telephone booth doing? What was the man in the telephone booth doing? Yes Isaac.
Isaac: He is 254
Tr. : What was? So the answer should be what?
Isaac: He was, he was speaking at the booth.
Tr. : Can you show me in the passage where the man was speaking?
Isaac: Here [Pointing to the picture in the text book].
Tr. : No. I mean the sentence which showed that he was speaking. Where is it? Mhum. Read that line and lets hear you. Take the book and read. That you know the actual place.
Isaac: The, they saw a man in
Tr. : Speak louder.
Isaac: A telephone booth.
Tr. : Mhum.
Isaac: He was speaking on the telephone in the booth.
Tr. : Very good. Clap for him.
Chn.: [Clapping].
Tr. : You see the man was speaking to someone somewhere in the booth. Is that clear?
Chn.: Yes sir.
Tr. : Then the seventh question. What was the last place the clerk went to? What was the last place the clerk went to? At that place they were ending their visit. Yes, who can tell us? Yes Mabel. What was the last place? Yes, can you tell us?
Mabel: No sir.
Tr. : Yes. Who can tell us? The last place the class visit. It is there in the passage. Yes Esinam.
Esinam: The last place the clerk went is the sorting office.
Tr. : The sorting office. Very good Clap for him.
Chn.: [Clapping].
Tr. : You see they went to the sorting office. It was the last place they visit. Then lets see the last section.
Int. : Noise from the next class.
Tr. : Which two sections could the class not visit? Which two sections did the class fail to go or did not visit? Yes, which two sections could the class not visit? They were not able to go to that place because their time was up. You see. What were the two sections? Yes Anane. What were the two sections?
Int. : Noise from the next class.
Tr. : Most of you are not trying. Mhum. Yes Abrafi.
Chn.: Is about the Post Office.
Tr. : No. Where were the two sections the class refused to go because their time was up? Yes Isaac.
Chn.: [Talking together].
Tr. : They refused to go.
Isaac: Parcel section and savings section
Tr. : Very good. Clap for him.
Chn.: [Clapping].
You see because their time was up they were not able to visit the parcel section and the savings bank. So they left with their teacher Mr. Nyavi and then they returned to their school. Very good. Clap for yourselves.

Now we are going to write what we have discussed. The comprehension. We are going to write them into our exercise books. Is that clear?

Okay, now bring up the exercise books. Hurry up. You have the books. I am not going to write the questions on the board. You are going to answer questions one to five, hein! So when you get your exercise book begin to write down the answer. Question one you read from the passage. Eh, the course book then you answer. Is that clear?

You can share them. Boadu Kwame, Afia Serwah, Afia Serwah share them up.

As soon as you get your book write down your date. Hurry up and then write your name. Then you have to write the post office at the top.

Hurry up and sit down. Have you all received your exercise books? Write down today's date, write your name, then answer the questions from your course book. Numbers one to five.

Stop work. You can look from the board then you can complete your sentence. Number one. The name of the class teacher is * Then you put it down. Number two. The teacher told his class that they were * Then you continue. Number three. The post office was in. Then number four. Mr. * took Mr. Nyavi and his class. Have you seen it?

Okay number five. The clerk at the first counter was selling * Then you continue. Hurry up. You search from your course book and you get the answers.

It is almost time. It is almost time. You must write very fast. Sit down and then. What are you doing? Is not fair. That was what I was telling you. You must write them in groups.
Children today we have elementary science and we are going to learn something about light. First let us close our doors.

Chn.: [Close doors and windows]

Tr.: Close the other one.

Chn.: [Talking together].

Tr.: Now, children what can you see now? Yes what can you see? Yes who can tell us? Yes Isaac. Now what can you see at the moment? Yes when the doors are closed, the windows are all closed. What can you see?

Chn.: Aha a ye sum.

Tr.: Yes what do you call it in English? Yes, you see the room is dark. Dark, all of you, the room is dark.

Chn.: The room is dark.

Tr.: Ah! So at the moment, when I ask you to read. Can you read from your ex, from your books?

Chn.: Yes sir.

Tr.: Can you read?

Chn.: Yes sir.

Tr.: Now, who can read now by using the darkness to read. Can you read?

Chd.: Yes sir.

Tr.: You can’t read. Are you sure you can read?

Chn.: Yes sir.

Tr.: Yes, when the room is too dark can you read?

Chd.: No sir.

Tr.: You can’t read. Yes, at the moment what do you need? Yes you need what? You need light. Therefore open the windows and lets see if we can get light. Open the windows.

Chn.: [Open windows and doors].

Tr.: Now when the doors and windows were closed you were not able to see clearly. Have you seen it?

Chn.: Yes sir.

Tr.: Now, at the moment, the doors and the doors and the windows are all open. What can you see now? Yes what can you now? Isaac.

Isaac: You can see light.

Tr.: You can see light. Very good. Clap for him.

Chn.: [Clapping].
That means we need light to do so many things. Light is very, very important in all aspects. When it is dark we find it very difficult to do our things. But when there is light we find it very easy to do everything. That means we need what? Light. We need light to see. Now, why do you need light? why do you need light? Apart from seeing what are some of the things that we need light for? Yes.

We need light to cook.

Can you use light to cook? Light, now when we say light what does that mean? When the doors were closed the room was dark. Ha?

Yes sir.

But now the light is on. So we need light to do what? Yes.

We need light to learn.

To do what? To

Learn.

To learn. Very good. Without light we cannot learn very well. You see. Yes, what again?

Sun.


Yes, what about you?

Torch.

Yes when the torch is live we can see light. Yes.

Car.

Again.

Car.

Car light. Yes, aha, what else?

Firewood.

Very good. Clap for him.

You see when we prepare fire, hein? We can see the light, especially during the night. Very good. Yes.

Day.

Again.

Day.

Day. The source of light. Somebody said firewood. So what will be the next source of light?

Motor-bike.

Yes, again

Motor-bike.
Motorbike. Yes motor-bike also has light. What else?

Motorbike. Yes motor-bike also has light. What else?

As you normally call the lamp. Hein! During the night. Now when do you use the lamp? When do you use the lamp? Yes.

Yes sir.

During the day we see the sun and during the night there is darkness. So we don’t see the sun well. Is that clear?

Yes sir.

We have now known some of the sources of light. Yes. Who can tell me why? We said. Yes any source of light? Aha.

Sun.


Again.

The torch light. This one that we have brought. Hein? Is also a source of light. What can you see? Can’t you see light?

Yes sir.

Yes is also source of light. What else? Aha.

Car light.

Again.

Car light. Mhum. What else?

Bicycle light.

Bicycle light. What else?

Firewood.

Very good. Clap for him.

[Clapping].

As he has said already, these are some of the sources of what? Light. Is that clear?

Yes sir.

Okay. Now, let us see this experiment. When I throw a ball against a wall what happens? [Throws a ball against the blackboard wall
and catches it as it bounces back. What happens when you throw a ball against a wall? What happens? Yes, what happen? Yes what do you see?

98 Chd.: It jumps
99 Tr.: Ha? It does what?
100 Chd.: It jumps
101 Tr.: Does it jump? Now look. [Throws the ball against the wall] Hein. When I threw. Let me have the ball. When the ball was thrown, hein, against the wall like this.[Again throws]. It does what?
102 Chd.: It comes back.
103 Tr.: It comes back. Have you seen it?
104 Chn.: Yes sir.
105 Tr.: Ahaa, so this is what we are going to do with our light. That is the torch light. All of you torch light.
106 Chn.: Torch light.
107 Tr.: Torch light.
108 Chn.: Torch light.
109 Tr.: We call this torch
110 Chn.: [Talking together]
111 Tr.: Because we get light from this we have added light to it. Is that clear?
112 Chn.: Yes sir.
113 Tr.: So we call it torch light. All of you.
114 Chn.: Torch light.
115 Tr.: Ahaa! This is the torch light. Now, this works the same way as the ball which was thrown against the wall. Fausty look at me. This ball works the same as. The torch light works the same as, the same as what? The ball that was thrown against the ball, eh the wall. Is that clear?
116 Chn.: Yes sir.
117 Tr.: Now we are going to see the experiment now.
118 Chn.: [Talking together]
119 Tr.: Close the door for me. Hurry up.
120 Chn.: [Close doors and windows]
121 Tr.: Now you look at the board. I am going to use the torch light and the mirror. All of you mirror.
122 Chn.: Mirror.
123 Tr.: Mirror.
124 Chn.: Mirror.
125 Tr.: Han! We all know mirrors in our various homes. The mirror.
126 Chn.: [Talking together]
127 Tr.: Mirror, all of you.
128 Chn.: Mirror.
129 Tr.: spell mirror.
130 Chn.: /M-i-double, r-o-r/, mirror.
131 Tr.: Any time you are spelling a word, you have to say it before you spell. Is that clear?
132 Chn.: Yes sir.
133 Tr.: So spell mirror.
134 Chn.: Mirror, /m-ir-or/, mirror.
135 Tr.: Okay, this is a mirror. All of you this is a mirror.
136 Chn.: This is a mirror.
137 Tr.: Now what do you use this mirror for? Who can tell us? What’s the use of this mirror? Atuhene.
138 Atua.: For see for your face.
139 Tr.: Again. Say what you said. Aha!
140 Atua.: For see for your face.
141 Tr.: [Laughs] For see for your face? Yes. Ahein.
142 Chd.: We use mirror to see your face.
143 Tr.: See our face. You see, when you want to make sure you have dressed properly. Hein? You use mirror to find out that things are in good order before you come to school. Is that clear?
144 Chn.: Yes sir.
145 Tr.: After bathing you use the mirror to see your face. Now we are going to use this mirror and the torch to work out the ball which was thrown against a wall. So come. Hurry up.
146 Chn.: [Move closer to the teacher and the blackboard].
147 Tr.: Stand here. Stand here. Stand here. Hold the mirror for me. Aha hold it. Okay. now, look at Rita. Hold this door well for me.
148 Chn.: [Talking together].
149 Tr.: Go and hold it. Now even if I hold it, hein? And I throw this torch, like this. [Flashes the light from the torch onto the mirror]
150 Chn.: Watch and listen.
151 Tr.: Now what do you see from. Close the door.
152 Chd.: [Rushes to hold the door close].
153 Tr.: What do you see at the board. What do you see?
154 Chd.: Light.
155 Tr.: You see what?
156 Chn.: Light.
157 Tr.: Ahaa, you see! Go and sit down.
158 Chn.: [Move to their seats]
159 Tr.: When I throw this torch light at the mirror. Isaac, hurry up and sit down. Is okay. When I throw it against it like this, hein! [Flashes torch light unto mirror]. What do you see at the wall? Yes.
160 Chn.: Light.
161 Tr.: You can see the light. Have you seen it?
162 Chn.: Yes sir.
163 Tr.: Ahaa! This light we call it reflected light. All of you.
164 Chn.: Reflected light.
165 Tr.: Again
166 Chn.: Reflected light.
167 Tr.: Ha? We call it reflected light.
168 Chn.: [Talking together].
169 Tr.: Reflected light. All of you.
170 Chn.: Reflected.
Tr.: Good. Now the light has been reflected when the torch was used. Hein? On the mirror. It reflect on the wall. So when the ball was also thrown we saw what happened. Hein! When the ball was thrown against the wall. Have you seen it?

Chn.: Yes sir.

Tr.: It comes back. The ball was thrown back. So this is called reflected light. All of you.

Chn.: Reflected light.

Tr.: Good. When we used the torch, that’s the torch, you call it reflected light. But when we use the ball we don’t call it reflected light. What do we call it? Yes, we call it what?

Chd.: Come back.

Tr.: Hein?

Chd.: It comes back.

Tr.: By the way it was thrown. How do we call it?

Chn.: Reflected ball.

Tr.: Reflected ball or we shall call it reflection. All of you reflection.

Chn.: Reflection.

Tr.: Or in short you say reflected.

Chn.: [Talking together].

Tr.: Reflected, all of you reflected.

Chn.: Reflected.

Tr.: Anytime you throw a ball against a wall it will by all means come back to you. Have you seen it?

Chn.: Yes sir.

Tr.: Aha, reflected and when the torch light was thrown at a mirror, any shinning face. Any what?

Chn.: Any shinning face.

Tr.: You will get a reflected light. Is that clear?

Chn.: Yes sir.

Tr.: Okay, open the doors and windows. Hurry up.

Chn.: Open the doors and windows.

Tr.: Now, let us see if you can get eh, two items to show which of them is the best reflector. The mirror and what is this? Yes.

Chd.: Bottle.

Tr.: A bottle. Lets see the mirror and what?

Tr.+Chn.: The bottle.

Tr.: Which is the best or the better reflector? Now

Chd.: wâse den?

Tr.: Even during the day when the torch is throw on the mirror, it will by all means reflect. Hein?

Chn.: Yes sir.

Tr.: It will reflect. You will see the light somewhere. Hein! [demonstrates]. Have you seen it?

Chn.: Yes sir.

Tr.: Can’t you see the light here?

Chn.: Yes sir.
When it is thrown on the mirror, when it is thrown at the mirror you will by all means see the light on the board. Can you see it?

Who can show the light which has been thrown on the mirror? Yes, Rita come and show us. Where is it? Where? Will you show the position?

[Points to the sport on the bb].

Good. Have you seen it?

[Points to the sport on the bb].

Ahaa! So we call it reflected light. All of you.

Reflected light.

Now, this is the mirror. The work of the mirror. What about a glass? Let's see the glass. Can you see it?

No sir.

You cannot see it. Now let's see eh, this bottle. If we can find the light on the board. Can you see it?

No sir.

Good. So with these three objects which one would you say is a best reflector? Yes

Mirror.

The mirror. The mirror would be described as what? The best reflector.

[Talking together].

All of you. The mirror is the best reflector.

The mirror is the best reflector.

Reflector.

Reflector.

Who has ever seen a reflector some where? When we say something is a reflector, as a mirror, when a light is thrown on it is reflected. Have you seen it?

Yes sir.

Any reflector?

Car light.

Car light. Okay, now at times what happens to the light when it is thrown?

Is a reflector

Is a reflector. The light. Yes.

The light comes back to you.

Again.

The light comes to you.

Comes to you

Yes sir.

Now at times when you see a car coming, hein, the light is thrown on you. Hein?

Yes sir.

But a car, human body is not a reflector. Are you a reflector?

No sir.
But when a car is moving with two cars they have got some em, eh, some, what we call reflectors at the back of the car so that as soon as light is thrown on it, it will by all means reflect. That it will tell the driver that there is a car behind him. Is that clear?

Yes sir.

Aha, so we have got reflectors at the back and ahaa sometimes at the edges of the car. Is that clear.

Yes sir.

Very good. Now the next thing is called transparent. All of you transparent.

Yes sir.

Aha, now as you all know, we said glass and water are transparent. When light is thrown, hein, you can see down there. [demonstrates].

[Watch and listen].

Have you seen it? Thus the base of the basin can be seen. Can you see it?

Yes sir.

Ahaa! Now what about this one? Can’t you see it?

Yes sir.

Good. When I put light, hein, like this, you can see the light coming outside, hein?

Yes sir.

So we say the glass is what? A transparent object. All of you transparent.

Transparent.

Transparent.

Transparent.

Aha, I want some of you to come and then observe because you cannot just sit there and then say transparent without being eh, taking part. So I want you to come and see what I am talking of. Come and see. Hurry up. bean observer.

[Some pupils move to the teachers table in front of the class].

You see when I throw the torch.[demonstrates]. Can you see down? Okay, the base of the basin. Can you see it? Aha. Come and see. What about this one? You can see it. Now, even without the torch you can see that the basin eh, the base of the glass. Hein! Ah, what about this one? Can you see it? Aha, so we say the glass and what?

The basin.

That’s water, glass and water, all of you.

Glass and water.

Glass and water.
Glass and water.

Aha. These two objects are what? Transparent. Now we have transparent objects like this one. Go and sit down. What is this?

Net

These two objects are what? Transparent. Now we have transparent objects like this one. Go and sit down. What is this?

Net.

What is this?

Net.

Is it net?

No

Is called what?

Lace.

Yes we call it lace. All of you.

Lace.

Why is it call lace? Why do you call it lace? Yes Isaac.

Isaac: [Inaudible].

Ha?

Isaac: [Inaudible].

Now we said this is transparent because when you look through can’t you see.

Yes sir.

Yes, now look at it. Take it and hold it. Hold the material. Som. Aha can you see the teacher?

Yes

[Give material to another child]. What about you? Take it and look outside and see whether you can see the trees.

I can see the trees.

Can you see the trees?

Yes sir.

Very good. So we call this as what? A transparent object. All of you.

A transparent object.

Very good. Back to the glass. Why do we call this a transparent? because we can see what is inside. Hein?

Yes sir.

What is inside? Yes.

Water.

The water is inside. Now is there any water?

No sir.

Good. Some objects are not transparent. Look at this one, hein.

Yes sir.

What is this?

Glass.

Is also a glass. Can you say is also a transparent?

No

Mm What is inside?
At the moment you can tell me is, is water, isn’t it?

Now let us see. Look at this bottle. What is inside?

You will find it very difficult to know that there is something inside because this one is coloured. Have you seen it?

There is nothing inside. But when I put water you will by all means see the object which has been put in it, isn’t it?

But this white glass is easily seen that there is nothing. It’s empty. It’s what?

You will find it very difficult to know that there is something because this one is coloured. Have you seen it?

You will by all means see the object which has been put in it, isn’t it?

The same thing applies to this lace. It’s transparent because you see clearly when you look through. Is it clear?

Which one will you say is transparent? Yes Boakye.

The. The lace. Is that clear? Is that clear?

That means this not transparent. This is what?

We call it transparent object. All of you.

Okay. Now before we come to the end of the lesson, what are some of the things that we can, we can remember. Why do you need light? Yes. Why do you need light? Yes.

We need light to see.

Very good. Clap for him.

Today we have learnt that we need light to see, because without light we cannot see. Is that clear?

Good. What are some of the sources of light? What are some of the sources of light? That will help you to see. Yes Boakye.

Torch.

The torch. Very good. What else? Yes
359 Chd.: The sun.
361 Chd.: Firewood.
362 Tr.: The firewood. Aha Michael do you have something to say?
363 Michael: The car.
364 Tr.: The car, the car light. Hein. Not only the body of the car but the car light will help you to see during the night. Yes Kubi
365 Kubi: Motor light.
366 Tr.: The motor light. Yes Isaac.
367 Isaac.: The lantern.
368 Tr.: The lantern. It is normally called the lamp. All of you the lamp.
369 Chn.: The lamp.
370 Tr.: Very good. Put your hands down. Clap for yourselves.
371 Chn.: [Clapping].
372 Tr.: Now, when we refer to our book we have a lot of things to learn. First, Eunuch read for us and lets see eh.
373 Eunuch: We have light to see. The light we see comes from the sun in the day or from the lamp in the night.
374 Tr.: Mhum
375 Eunuch: When, when light, when light tries.
376 Tr.: Hit.
377 Eunuch: Hit an object some of it is thrown back.
378 Tr.: Very good. Stop there. As I have already discussed with you, when light hit an object, some of it, some of it is thrown back. Now when the torch light was thrown at the object of what? a mirror. What happened? yes what happened to the mirror? Yes the light was thrown back. The same thing like what? The same thing like what?
379 Chd.: The ball.
380 Tr.: The ball. Very good. Now as you all know when the ball was thrown at the wall, hein, like this [demonstrates with the ball] It comes back. So the same thing applies to what? The light which was thrown at what? The mirror. we saw the light on the board and what was the name of that? Who can tell us? The name of this.
381 Chd.: Reflected.
382 Tr.: Reflected light, all of you.
383 Chn.: Reflected light
384 Tr.: Again.
385 Chn.: Reflected light
386 Tr.: Ahaa, when it was thrown back we had reflected light. Is that clear?
387 Chn.: Yes sir.
388 Tr.: Go on.
389 Eunuch: The light which was thrown back is said to be reflected
390 Tr.: Very good. It’s said to be reflected. Mhum.
391 Eunuch: This is liken to what is going to happen when you throw a ball against a wall.
Very good. That means it happens the same as when a ball is thrown at what? A wall. Is that clear?

Yes sir.

Very good. Go on. So what can you see from the picture? Yes what? What can you see from the picture? What is happening? Yes Isaac.

You can see two boys throwing a ball.

Very good. You see the boys are throwing ball against what? Wall and what, what, will tell you. What will you learn from this eh activity or from this picture? Yes

Throw back.

Throw back? The word which has been used is called. Yes the word which has been used is called.

Yes which word was used when a ball was thrown at a wall and it came back. What?

Reflect. Yes.

Reflect. All of you.

Reflect.

Again.

Reflect.

Reflect. [Talking together].

Yes, which word was used when a ball was thrown at a wall and it came back. What?

Reflector.

Reflect. Yes.

Reflector.

Is not reflector but what?.

Reflected.

Reflected. All of you.

Reflected.

Again.

Reflected.

Yes, which word was used when a ball was thrown at a wall and it came back. What?

Yes sir.

If I throw it will it reflect?

No sir.

How? When a duster is thrown like a ball eh, now was it able to stay there? When this duster was thrown was it able to stay there?

No sir.

It came back. Have you seen it?

Yes sir.

It's like a ball. When you throw, it bounce back. [demonstrates] Have you seen it?

Yes sir.

So the light also when it was thrown at a mirror, it also came back. And that we have the what? Reflected light. Is that clear?

Yes sir.

Very good. Go on. Yes Eunuch.

You can see the light when the reflected light enters your eyes.

As some of you said, when a moving car is coming the light comes into your eyes. Is that clear?

Yes sir.

Aha. Go on.

Why can you see things in the but not in the dark?
Yes, this is a question. Why can you see things in the light but not in the dark? Yes answer the question. Why? Yes. Why can you see things in the light. Yes.

Because it is reflected.

No. Why can you see things? During the day we can see things, isn’t it?

Because it is reflected.

Why can you see things? During the day we can see things, isn’t it?

Yes sir.

During the night you will even knock knees against what? An object. Is that clear?

You would be afraid.

You, you become afraid? Why are you afraid? Because there is no light? Because there is no light. Very good. Clap for him.

[Clapping].

You see during the day you can move freely as I am moving. Have you seen it?

[Clapping].

You will by all means go. Very good. That means we need light to do so many things. Without light we will find ourselves in a very or eh, a very eh, awkward position or in a place where we shall even eh hurt ourselves. When eh, eh, parent send to go and find what? Eh, a lamp in a room but where there is light you will by all means go for it, isn’t it?

You can see your face.
No. When the light was thrown at the mirror what happened? Yes Atuahene say something.

Atua: [No response]

It comes back but there was a word which was used. Yes.

Chd.: Reflected.

It was reflected. All of you.

Chn.: It was reflected.

Good. That's why we had the reflected light. Have you seen it?

Chn.: Yes sir.

Okay. Yes go on.

Eunuch: Try this ac, act, activity

Try this activity. Aha

In a dark room shine a touch

Torch. All of you torch.

Torch.

Ah we call it torch light. Aha torch. Yes on a mirror.

On a mirror and let the reflected light fall on a piece of card.

A piece of card. Aha.

Shine the torch from a different place. Does the reflected light move for?

Move too.

[Use different objects instead of the mirror].

Yes, we have done that. Aha.

Try a polish eh! a piece of white paper, a bottle, a piece of wood and other things which you have in the classroom.

Ya. Now when you say a polished thing. Is there any polished thing here?

Yes sir.

Now let us this one. Hein? It has got a very fine face, Hein? Let see if this can reflect as was done to the mirror. Is that clear?

Yes.

Aha, we are going to see if we can see the light somewhere. Can you see it?

No sir.

See when you come closer. When the room is too dark. Can't you see it? Can't you see it?

Yes sir.

Have you seen it?

Yes sir.

Aha. So some shine objects can also be reflected like the mirror. is that clear

Yes sir
Appendix 5 (45) TL: Mathematics

LESSON: FORTY FIVE
SCHOOL: R1
CLASS: P5
SUBJECT: MATHEMATICS
TOPIC: COMMON FACTORS
TEACHER: TL
DATE: 22ND MARCH, 1996

1 Tr.: Stand. Good morning children.
2 Chn.: Good morning.
3 Tr.: How are you?
4 Chn.: We are fine. Thank you and you.
5 Tr.: I'm also fine. Okay sit down. Today is Friday 22nd. March, 1996. As you all know we are still on sets of numbers and we are going to discuss about common numbers of counting numbers. All of you.
6 Tr.: Good. When we say common. Who can tell me any thing that is common with human being? That if you see that common thing with some one the same thing will be seen with another person. Yes Esther.
7 Esther: Ears.
8 Tr.: The ears of what a human being. Very good. Yes.
9 Chn.: Eyes.
10 Tr.: Yes. Very good. Yes.
11 Chn.: Hands.
12 Tr.: Hands. Very good. Yes.
13 Chn.: Nose
14 Tr.: Very good. Clap for them.
15 Chn.: [Clapping]
16 Tr.: You see all these are common. So when we say a common factor. We are now going to deal with numerals. We are going to find common factors for numbers. Is that clear?
17 Chn.: Yes sir..
18 Tr.: Now lets see these two numbers. The set of factors for fifteen. We have to break fifteen into factors. What are the factors of fifteen? Yes who can tell me one? Yes.
19 Chn.: One.
20 Tr.: One. Yes Anane.
21 Anane: Three.
22 Tr.: Three, good is a factor of fifteen. Yes Helena.
23 Helena: Five.
24 Tr.: Very good. Clap for her.
25 Chn.: [Clapping].
26 Tr.: Is also a factor of eh, fifteen. Yes you.
27 Chn.: Seven.
28 Tr.: Is seven a factor of fifteen?
29 Chn.: No sir.
20 Tr.: Esther.
31 Esther: Fifteen.
32 Tr.: Fifteen is a factor of fifteen. Is there any number to be added?
33 Chn.: No sir.
34 Tr.: Very good. These are the only factors of fifteen. Now who can call out the numbers? The factors of fifteen are, yes Isaac.
35 Isaac: One.
36 Tr.: Yes one.
37 Isaac: Three
38 Tr.: Three
39 Isaac: Five
40 Tr.: Five
41 Isaac: Fifteen
42 Tr.: Fifteen. Very good. Now let's go to sixteen. The set of factors of sixteen is what? Yes Rita.
43 Rita: One.
44 Tr.: One is one. Good. Yes Cecilia.
45 Cecilia: Two.
46 Tr.: Is two a factor of sixteen?
47 Cecilia: Yes.
48 Tr.: Yes. Very good. Two. Yes any number? Yes you.
49 Chd.: Four
50 Tr.: Four. Is it a factor of sixteen? You.
51 Chd.: Three
52 Tr.: I am asking of four. Is it a factor of sixteen?
53 Chd.: Yes.
54 Tr.: Yes, very good. So we have four. What next?
55 Chd.: Six.
56 Tr.: Six. Are you sure? Yes, six is it a factor? Atuahene. Is it a factor of sixteen?
57 Atua.: No.
58 Tr.: As he said six is not a factor.
59 Chn.: No.
60 Tr.: No, no is not a factor of sixteen. Very good. Is there any number which is a factor of sixteen? Yes Ansre.
61 Ansre: Sixteen.
62 Tr.: Before sixteen a certain number must come.
63 Ansre: Eight.
64 Tr.: Eight, very good. Clap for him.
65 Chn.: [Clapping].
66 Tr.: We have eight is a factor of sixteen. Now is there any number? Yes you.
67 Chn.: Sixteen.
68 Tr.: Sixteen. Very good. Sixteen. So we have these numbers as factors of sixteen. Now, because it is a set. Look at the board. We have to draw something like this.[demonstrates on the bb]. We put them in a set box. Have you seen it?
Chn.: Yes sir.

Tr.: Aha. You put them in a set box like this because they are all factors. Now we come to the third stage. Therefore the common factors of the fifteen and the sixteen. Now before we put down a word like ‘is’ or ‘are’, is or are, hein?

Chn.: Yes sir.

Tr.: We must go through the numbers to find the common factors. When we get more than one then we use the word ‘are’ but when we get one, we use what? ‘Is’ as the singular form. Is it clear?

Chn.: Yes sir.

Tr.: Now is there any common factor?

Chn.: One.

Tr.: Is what?

Chn.: One.

Tr.: Speak louder. All of us we have to speak louder. Is what?

Chn.: One.

Tr.: One. One is common factor. Very good. So we have to circle it. Is there any common factor? Yes Eunuch. Is there any common factor?

Chn.: No sir.

Tr.: Why? Can’t we get two here.

Chn.: No sir.

Tr.: What about three?

Chn.: No sir.

Tr.: What about four?

Chn.: No sir.

Tr.: Eight?

Chn.: No

Tr.: Then the only factor which is a common factor is what?

Chn.: One.

Tr.: So we are going to use the word, ‘is’, one. Is that clear?

Chn.: Yes sir.

Tr.: And the one must be put in a set box. Is that clear?

Chn.: Yes sir.

Tr.: That is number one. Okay. Let us see number two.

Chn.: [Talking together].

Tr.: Writes on the bb. Now look on the board. What are the factors of twelve? Yes Mabel.

Mabel: One

Tr.: We start with one. Aha, yes

Chn.: Two.

Tr.: Yes two is a factor. Yes you. Your name?

Chn.: Rita

Tr.: Rita aha.

Rita: Three.

Tr.: Three is a factor. Very good. Yes Michael.
109 Michael: Four.
110 Tr.: Four is a factor. Very good. Yes Antwi
111 Antwi: Six.
112 Tr.: Six is a factor. Very good. Yes Anokye
113 Anokye: And twelve.
115 Chn.: [Clapping].
116 Tr.: You see, in fact these are the only factors of twelve. Now let's find factors of this number, of twenty. Yes what are the factors of twenty? Ahweri.
117 Ahweri: One.
118 Tr.: You always start with one. Yes Abrafi.
119 Abrafi: Two.
120 Tr.: Two. Yes.
121 Chd.: Four.
122 Tr.: Four. Very good. Aha Isaac.
123 Isaac: Five
124 Tr.: Very good. Clap for him
125 Chn.: [Clapping].
126 Tr.: Yes Christina
127 Christina: Ten.
128 Tr.: From five you go to ten. Are you sure?
129 Chn.: No sir.
130 Tr.: Is six a factor of twenty? Yes Antwi.
131 Antwi: And twenty.
132 Tr.: Are you sure?
133 Antwi: Yes sir.
134 Tr.: Somebody said a number before twenty. What was that number? Kuffour.
135 Kuffour: Ten.
136 Tr.: Good. Ten. Then the last number is what?
137 Chd.: And twenty.
138 Tr.: And twenty. Very good. Now as I told you already you have to put all these numbers in what? In a set box. Then we come to the next stage. By writing, therefore, the common factors of which numbers? Yes.
139 Chn.: One
140 Tr.: No. Which numbers did we find the factors? Eh, which numbers? Mabel.
141 Mabel: Twelve and twenty.
142 Tr.: Very good. Twelve and twenty. Of twelve and twenty. Now you write down the word is or are, lets go back to the factors. Is that clear?
143 Chn.: Yes sir.
144 Tr.: Which are the common ones? Cecilia.
145 Cecilia: One times five.
146 Tr.: No. You tell me only one factor which is common.
147 Cecilia: One
148 Tr.: Very good. One is common. What else? Serwah.
Serwah: Two.
Tr.: Two is common. Very good. Yes Aha.
Chn.: Four.
Tr.: Four is common. We have four here and another one here. Yes is there any other one?
Chn.: No
Tr.: Okay. So what word would you write here. Is or are?
Chn.: Are.
Tr.: You write what?
Chn.: Are.
Tr.: Are. Very good. Are, then tell me the number of factors that we have. Daniel.
Daniel: One
Tr.: One. Aha. Yes.
Chn.: Two.
Tr.: Two. Aha. Yes
Chn.: Four.
Tr.: Four. Any number?
Chn.: No sir.
Tr.: Good. So the factors are. Now all of you say it.
Chn.: The factors are one, two and four.
Tr.: Very good clap for yourselves.
Chn.: [Clapping].
Tr.: Now at this point I want you to work these. These two numbers. Shall I say thirteen and twenty one. You break it into factors. Then you find the common factors. Who can work it? Yes Atuahene come and work it for us. You find the factors of thirteen. Then somebody will also come and find the factors of twenty one. Find the factors of thirteen. What are the factors? Mhum.
Atua.: Goes to the board.
Tr.: Is two a factor of thirteen?
Chn.: No sir.
Tr.: Is not, is not. So who will come and help? Aha hurry up.
Chd.: Comes to the board.
Tr.: No. Is three a factor of thirteen?
Chn.: No sir.
Tr.: before you put down thirteen eh a factor for thirteen, you must let us know. Sit down. Yes Esther. Any number? Any number? Tell us. Yes any number which is a factor of thirteen?
Esther: Thirteen.
Tr.: Yes go and write it. So we have one and thirteen. Good. Now we come to twenty one. Any factor? Yes Daniel come and write it. Hurry up. Factors of twenty one
Daniel: [Goes to the board and works].
Tr.: Yes read the numbers for us to hear. What are the factors of thirteen, oh twenty one?
Daniel: One, three, and twenty one.
Very good, clap for him.

Now we come to the third stage. Now we shorten it by writing CF. When I write CF what does it mean? Yes Amoako.

Now we come to the third stage. Now we shorten it by writing CF. When I write CF what does it mean? Yes Amoako.

One, two.

What is the meaning of CF?

One, two, three, nineteen.

One is the only factor?

Yes sir.

Is it correct? Anane.

Yes sir.

One is common in both figures. Is that clear?

Yes sir.

So we have one as the common factor for thirteen and what?

Twenty one

Is that clear?

Yes sir.

Okay. Now the last example so that I get you work to do. Now let us find eighteen and twenty four. Yes who will break this into factors? Esther come and do it for us.

When you finish you tell us the names of the factors you have written

[Works silently at the board].

Now tell us the figures. What you have written down.

One, two, three, nine and eighteen.

Very good. You have written this. Is there any one to be added? She has one, two, three, nine and eighteen. Is there any one to be added? Do you have something to be added?

No sir.

Now check it up. If you say one is a factor of eighteen, two is a factor of eighteen, three is a factor of eighteen, nine is a factor of eighteen. Is there any number to be added?

No sir/Yes sir.

Yes what is that number? Yes Eunuch.

Six.

Very good clap for him.

Six is also a factor of what?
So we have to put down six here. Eh, six, nine, eighteen. Very good. Now let's break down twenty four into factors. Who can do it? Yes Antwi.

Goes to the board.

Spread it out. Spread it out. Hum?

Now Antwi has finished. Yes call up the numbers for us.

One, two, four, six, eight and twenty four.

He has written these figures. Is there any number to be added?

Three and twelve. Good. Clap for her.

Three and twelve. Very good clap for her.

Aha.. This will help us to know the factors for twenty four. I am going to rewrite it again.

Okay, what are the factors of twenty four? Read them out. All of you.

One, two, three, four, six, eight, twelve and twenty four.

Very good. These are the factors. Now which numbers are described to be common? Yes Christie.

One is common here. Now I want you to circle out. Go and circle out Serwah. Yes, hurry up. The common factors.

Goes to the board and circles a common factors.

Very good clapping for her.

What else? Anane.

Goes to the board and circles a number.

Good clapping for her.

Goes to the board and circles a number.

Good. Clap for her.

Yes Mabel.

[ Goes to the board]

[ Talking together].

[ Circles a number]

Good. Clap for her.

[ Clapping]

[ Goes to the board but circles a wrong number].
256 Tr. : Yes any number? Yes Kubi. Excuse me. What you have
circled, do you have the number here? Do you have it? No. This is eight
is not eighteen. Is eight. Do you have eight here?
257 Kubi.: No.
258 Tr. : Then is not common. Okay sit down. Eight is not common.
Yes what is the next number which is common?
259 Chn.: None.
260 Tr. : Is what.
261 Chn.: None.
262 Tr. : So we write CF. Therefore CF is equals what?
263 Chn.: One, two, three and six.
264 Tr. : So we have to put commas to indicate the numbers so that
when you are writing you don’t write them eh, together. Is that clear?
265 Chn.: Yes sir.
266 Tr. : Okay any question.
267 Chn.: No sir.
268 Tr. : Then I am going to get you an exercise to do on this. Daniel
come and share them out. Hurry up.
269 Daniel.: [Distributes pupils exercise books].
270 Tr. : [Writes on the board]
271 Chn.: [Talking together].
272 Tr. : Write down today’s date. Write your name as usual
273 Chn.: [Talking together].
274 Tr. : [Continue to write on the board].
275 Chn.: [Talking together].
276 Tr. : Now look on the board. You are going to follow this
statement. Number one. The set of factors of twelve is. Then you put them
down. Is that clear?
277 Chn.: Yes sir.
278 Tr. : Then the set of factors for twenty is
279 Int. : Me pa wo kyew me maame se me bra.
280 Tr. : Nods. Then the set of common factors for twelve and twenty
are. Then you put them down.
281 Chn.: Yes sir.
282 Tr. : The same thing must be done with number two. The set of
factors of thirteen. The set of factors of twenty one. Therefore the set of
common factors for thirteen and twenty one. Then you conclude. Is that
clear?
283 Chn.: Yes sir.
284 Tr. : Here, number three you are finding the factors of eighteen and
twenty four. Any question?
285 Chn.: No sir.
286 Tr. : Okay then start. I want to see the first who will
287 Chn.: [Talking together].
288 Tr. : Hurry up. You see I have told you that when you are coming
to school you must always bring your materials needed for class work.
Hein?
Yes sir.

Yes and this will help the smooth running.

You must finish them. Write them neatly. The factors of twelve

Now you should not forget to bring the set box. Hein?

Yes.

Aha

[ Goes round] Finish number one everything before you go on number two. Is that clear?

Yes sir.

Ahaa, because you must work every sum on the board. We have worked every sum on the board.

If you have any problem you can call me. Hein? Raise up your hand then I come to your place

Who has finished with number one? You haven't finished. Where are the answers. The set of common factors for twelve and one twenty are. This is the last stage. Hein?

[ Talking together].

You should have left a space for the correction. Hein? Go on.

Why don't you put down the titles before coming to the next line? Hein, when you write one sentence complete. Hum? Finish with this before you come to the next one. Mhum, go on.

What's this number?

Six

Is six a factor of twenty? Hein? Is it a factor of twenty?

What's that?

[ Inaudible].

Thirteen

Thirteen and what's this number? What's this number?

[ Inaudible].

Twelve.

Is twelve a factor of thirteen? Hum? Is it a factor?

[ Working].

Four. Have you cancelled it?

No sir.

Then cancel it well.

[ Talking together].
Now are these the only factors of twelve? We have done it. Twelve. We have written one, two, three. There is a number which also divides it exactly without a remainder. What's the number?

No. Apart from three. And you have written six. What comes before six? What's that number? Between three and six there is a number which is a factor of twelve. What is that number?

Three. Put it down. Make an arrow. Then put four here, Aha.

I have told you when you finish a work leave a line. If. Leave a line. Some of you are not trying to follow that instruction. You have to leave a line in-between the two works that you have done.

Me pa wo kyew me ntwa ho? Common factors.

Yes you have to circle the common factors that you have chosen.

Yoo!

So we shall erase this side. Go on don't waste time. Kwesi.

Why are you waiting? Hum? Go on. You see you draw this. Eh at the end you draw this. A set of. Hey!

Aha, yes. You have written one, two, four, five. Is there any number, which can divide? Hum. What are some of the factors of twenty? You have written one, two, four, five. Is there any number? From five what will be the next factor of twenty? Hum? Tell me before you put it down. From five what will be the next? Hum? Number or the next factor of twenty?

Seven.

Seven is not a factor.

Yes.

No is not a factor. We are now moving up. After five what will be the next factor?

Seven.

No. Which number again?

Eight.

No.

Ten.

Good. You put ten down.
## Appendix 6: Content Areas covered in Teachers' Lessons

### English

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Lesson</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA</td>
<td>1</td>
<td>Reading skills: Word recognition</td>
</tr>
<tr>
<td>TB</td>
<td>5</td>
<td>Reading skills: Reading for the exact meaning, ‘The Twins’</td>
</tr>
<tr>
<td>TC</td>
<td>7</td>
<td>Intensive reading skills: Reading for implied meaning</td>
</tr>
<tr>
<td>TD</td>
<td>11</td>
<td>Reading skills: Reading for the exact meaning</td>
</tr>
<tr>
<td>TE</td>
<td>15</td>
<td>Clocks and Watches</td>
</tr>
<tr>
<td>TF</td>
<td>20</td>
<td>Descriptive writing: My class teacher</td>
</tr>
<tr>
<td>TG</td>
<td>26</td>
<td>Reading skills: Reading for the exact meaning</td>
</tr>
<tr>
<td>TH</td>
<td>27</td>
<td>Reading skills: Reading for the exact meaning: Cleanliness</td>
</tr>
<tr>
<td>TI</td>
<td>31</td>
<td>Lost in the forest: Intensive reading skills</td>
</tr>
<tr>
<td>TJ</td>
<td>37</td>
<td>Finding lost articles: Intensive reading skills</td>
</tr>
<tr>
<td>TK</td>
<td>39</td>
<td>Maame Asabea’s Stall: Intensive reading skill</td>
</tr>
<tr>
<td>TL</td>
<td>43</td>
<td>At the Post Office [Intensive reading skills]</td>
</tr>
</tbody>
</table>

### Science

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Lesson</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA</td>
<td>2</td>
<td>Poisonous Food</td>
</tr>
<tr>
<td>TB</td>
<td>8</td>
<td>Liquids that mix</td>
</tr>
<tr>
<td>TC</td>
<td>14</td>
<td>Liquids: Forms of water</td>
</tr>
<tr>
<td>TE</td>
<td>16</td>
<td>Keeping Healthy: Cooking</td>
</tr>
<tr>
<td>TF</td>
<td>21</td>
<td>Air exerts pressure</td>
</tr>
<tr>
<td>TG</td>
<td>24</td>
<td>Bebia mmoa da (Animals’ habitat)</td>
</tr>
<tr>
<td>TH</td>
<td>29</td>
<td>Air occupies space</td>
</tr>
<tr>
<td>TI</td>
<td>34</td>
<td>The uses and importance of water</td>
</tr>
<tr>
<td>TJ</td>
<td>38</td>
<td>Kinds of animals</td>
</tr>
<tr>
<td>TK</td>
<td>42</td>
<td>Soil Types</td>
</tr>
<tr>
<td>TL</td>
<td>44</td>
<td>Light: Reflected light</td>
</tr>
</tbody>
</table>

### Ghanaian language

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Lesson</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA</td>
<td>3</td>
<td>Me nana ho asem [Narrative writing: My Grandfather]</td>
</tr>
<tr>
<td>TB</td>
<td>6</td>
<td>Din pa enne Din hunu: Common &amp; Proper nouns</td>
</tr>
<tr>
<td>TC</td>
<td>9</td>
<td>Anuanom Bannu: Two brothers. Reading for exact meaning</td>
</tr>
<tr>
<td>TD</td>
<td>13</td>
<td>Essay writing-Descriptive :Me sukuu (My School)</td>
</tr>
<tr>
<td>TE</td>
<td>18</td>
<td>Twi Kasa Mnra: Kasakoa enne abebuo (Riddles &amp; Proverbs)</td>
</tr>
<tr>
<td>TF</td>
<td>19</td>
<td>Menim: Intensive reading skill</td>
</tr>
<tr>
<td>TG</td>
<td>23</td>
<td>Dodo&gt; kabea (plurals)</td>
</tr>
<tr>
<td>TH</td>
<td>30</td>
<td>Fame tu : [Poetry reading]</td>
</tr>
<tr>
<td>TI</td>
<td>33</td>
<td>Akufo atamfo [The farmers enemy]</td>
</tr>
<tr>
<td>TJ</td>
<td>35</td>
<td>Agya Poku Akwantuo: [Intensive reading skill]</td>
</tr>
<tr>
<td>TK</td>
<td>40</td>
<td>Hwan na eyee adee? [Intensive reading skills]</td>
</tr>
<tr>
<td>TL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Lesson</td>
<td>Topic</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>TA</td>
<td>4</td>
<td>Measurement: Line segment</td>
</tr>
<tr>
<td>TB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TC</td>
<td>10</td>
<td>Averages: The number plane.</td>
</tr>
<tr>
<td>TD</td>
<td>12</td>
<td>Multiplication: solving for the unknown</td>
</tr>
<tr>
<td>TE</td>
<td>17</td>
<td>Solving for the unknown</td>
</tr>
<tr>
<td>TF</td>
<td>22</td>
<td>Addition of like fractions</td>
</tr>
<tr>
<td>TG</td>
<td>25</td>
<td>Addition of money</td>
</tr>
<tr>
<td>TH</td>
<td>28</td>
<td>Telling the time</td>
</tr>
<tr>
<td>TI</td>
<td>32</td>
<td>Integers: The number line</td>
</tr>
<tr>
<td>TJ</td>
<td>36</td>
<td>Telling the Time</td>
</tr>
<tr>
<td>TK</td>
<td>41</td>
<td>Addition of Like fractions</td>
</tr>
<tr>
<td>TL</td>
<td>45</td>
<td>Common Factors</td>
</tr>
</tbody>
</table>
APPENDIX 7: CODING SCHEME

PURPOSE AND FUNCTIONS OF CLASSROOM CODESWITCHING

This scheme has the purpose of unearthing information about the purpose and function of code-switching in teacher and learner classroom language. It is an adaptation from Guthrie and Guthrie, (1987) observation schedule (Guthrie and Guthrie in Goldman and Trueba (eds.) (1987).

<table>
<thead>
<tr>
<th>CODES</th>
<th>SYMBOL</th>
<th>DEFINITIONS AND EXAMPLES OF SPEECH-ACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. New Information</td>
<td>(NIF)</td>
<td>The discourse is realised mostly through statements. Its main function is to give new information. It provides the content of the lesson.</td>
</tr>
<tr>
<td>2. Explanation</td>
<td>(EXP)</td>
<td>The discourse provides an explanation of language presented earlier. It clarifies earlier information or discourse. Elucidation and exposition of earlier expressions and rhetorical questions fall under this category.</td>
</tr>
<tr>
<td>3. Question</td>
<td>(QUE)</td>
<td>The utterance is a question. It is a discourse that intends to elicit a response. It is a request for information. It is mostly realised through the use of a direct questions. Its function is to involve the learners in classroom interaction. It elicitates from learners knowledge of what has been presented either immediately before the question or in the past. Sometimes teachers use boundary markers. Items such as: Yes, Next are used. In Twi items such as den bio? (what?), eye sen? (what’s the sum) etc.</td>
</tr>
<tr>
<td>4. Description</td>
<td>(DES)</td>
<td>The discourse is an exposition of what the teacher intends to do next. It explains what the teacher wants to do. It is information for the children to prepare them for the next stage of the lesson. It includes an explanation for what teacher wants done.</td>
</tr>
<tr>
<td>5. Response</td>
<td>(REP)</td>
<td>The discourse is an answer to a question. It is a utterance intended as a response to a question.</td>
</tr>
<tr>
<td>6. Elucidation Quest</td>
<td>(ELQ)</td>
<td>The discourse is a request for clarification. It may be realised through a direct question for clarification or exclamation for clarification. e.g. Saal, Hal etc. for Twi.</td>
</tr>
<tr>
<td>7. Evaluation</td>
<td>(EVA)</td>
<td>The utterance is a personal judgement or an expression of attitude about teacher or pupil. It involves some comment on teacher or pupil behaviour. It is neither a praise nor a blame.</td>
</tr>
<tr>
<td>8. Blame</td>
<td>(BLA)</td>
<td>The discourse is a disapproval of teacher or pupil behaviour. It blames, scolds, nags, or rebukes teacher or pupil’s conduct.</td>
</tr>
<tr>
<td>9. Reject</td>
<td>(REJ)</td>
<td>The discourse rejects teacher or pupil utterance or response as inappropriate. Very commonly the teacher says “No”. Sometimes the teacher repeats without comment the pupils response but quickly passes the question to another child. Pupils normally respond by simply saying “No sir/madam. In Twi it is realised through such items as “dabi”, “woboa” etc.</td>
</tr>
<tr>
<td>10. Praise</td>
<td>(PRA)</td>
<td>The discourse commends teacher or pupil behaviour. It seeks to establish rapport. Very commonly it is realised through such items as very good, good, mmo/mo wo aye ade paa, eye.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>11.</strong> Directives (DIR)</td>
<td>The utterance has the function of requesting for non-linguistic response. It's realised through the use of simple imperatives. Examples include, clean the board, take the chalk, clap for him/her/them, and in Twi examples are bra ha(com here) ka wohu(hurry) etc.</td>
<td></td>
</tr>
<tr>
<td><strong>12.</strong> Acknowledge (ACK)</td>
<td>The discourse has the function of accepting as correct teacher or pupil utterance. Examples include, correct, right, Yes, and in Twi, wa twa, sowa nono.</td>
<td></td>
</tr>
<tr>
<td><strong>13.</strong> Request for Action (RFA)</td>
<td>The discourse or utterance is a request for action. Examples include teacher/pupil asking for work to be marked. It includes request for information in statement form.</td>
<td></td>
</tr>
<tr>
<td><strong>14.</strong> Monitor (MON)</td>
<td>The discourse has the function of checking learners understanding of what has been presented before. Very often it is a direct question aimed at motoring learners' ability to cope with the new information. It checks for understanding of what has been taught.</td>
<td></td>
</tr>
<tr>
<td><strong>15.</strong> Identifier (IDD)</td>
<td>The utterance is a label of objects, institutions, places events or people. The utterance is a name.</td>
<td></td>
</tr>
<tr>
<td><strong>16.</strong> Correction (CRT)</td>
<td>The utterance seeks to correct learner errors. All forms of correction falls under this category.</td>
<td></td>
</tr>
<tr>
<td><strong>17.</strong> Manage (MAN)</td>
<td>The discourse is intended to organise the class. Its purpose is to direct pupils on how to work. Examples include instructions for forming groups and instructions on how to carry out a task.</td>
<td></td>
</tr>
<tr>
<td><strong>18.</strong> Boundary Marker (BMK)</td>
<td>The discourse is a boundary marker. It's function is to mark boundaries in the discourse. Examples include, “okay. right. chein, Mhum, Yoo” etc.</td>
<td></td>
</tr>
<tr>
<td><strong>19.</strong> Prompt (PMT)</td>
<td>The discourse has the function of encouraging the learner to provide a response. Examples include items such as “Yes, goon, aha, Yiri wohu pa” etc.</td>
<td></td>
</tr>
<tr>
<td><strong>20.</strong> Speaker Selection (SSL)</td>
<td>The utterance selects or nominates a speaker of next turn. Example include “You”, “Ama” and “Yes + pointing”.</td>
<td></td>
</tr>
<tr>
<td><strong>21.</strong> Attraction (ATG)</td>
<td>The discourse has the function of seeking for attention. It is an attention getter. It also includes teasing to attract attention. Examples include “Hey”, “He”, “Listen”, look here”.</td>
<td></td>
</tr>
<tr>
<td><strong>22.</strong> Protest (PRT)</td>
<td>The discourse expresses objection to teacher/pupil behaviour. Examples include “Stop that!” “He!” “Gya!”</td>
<td></td>
</tr>
<tr>
<td><strong>23.</strong> Aside (ASD)</td>
<td>The utterance or statement is not directly connected to classroom discourse. It is a speech act directed to an outsider. It may also be a comment by a pupil to another not based on the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>24.</strong> Counting (CNT)</td>
<td>The speech act involves counting. It indicates naming numerals or counting objects.</td>
<td></td>
</tr>
<tr>
<td><strong>25.</strong> Translation (TRN)</td>
<td>The discourse is a direct translation of expressions or sentences.</td>
<td></td>
</tr>
<tr>
<td><strong>26.</strong> Untranslatability (UNT)</td>
<td>The utterance/ item has no direct equivalent in the alternative language. These are mostly technical terms, names of organisations and institutions or special names of dishes or food items.</td>
<td></td>
</tr>
<tr>
<td><strong>27.</strong> Formulaic Expression (FEP)</td>
<td>The utterance has equivalent expression in the alternative language. It is used because of performance ease. It involves some form of school’s everyday language. Routine classroom expressions. Examples include “Yes sir. No sir, sir, teacher, madam, stop talking, again”</td>
<td></td>
</tr>
<tr>
<td><strong>28.</strong> False Start (FLS)</td>
<td>The discourse is an aborted utterance</td>
<td></td>
</tr>
<tr>
<td><strong>29.</strong> Fillers (FIL)</td>
<td>The discourse enables a speaker to maintain a turn. It also includes hesitations.</td>
<td></td>
</tr>
<tr>
<td>30. Order</td>
<td>(ORD)</td>
<td>The discourse calls for order. It has the purpose for maintaining discipline and order in class. It is often realised by items such as “stop talking”, “keep quiet” “gyae kasa”, “kasa”, “Kom”, etc.</td>
</tr>
<tr>
<td>31. Summary</td>
<td>(SUM)</td>
<td>The utterance is a summary of information presented earlier.</td>
</tr>
<tr>
<td>32. Substitution</td>
<td>(SUB)</td>
<td>The utterance is an embedded use of English/Twi word(s) as substitutes for the matrix language where there is an alternative in the matrix language. The word(s) involved here are not formulaic or routine classroom expressions.</td>
</tr>
<tr>
<td>33. Reinforcement</td>
<td>(RIN)</td>
<td>The utterance or discourse is a repetition or reformulation of earlier expressions to reinforce what has been said earlier.</td>
</tr>
<tr>
<td>34. Interactional Particle</td>
<td>(ITP)</td>
<td>The utterance or discourse involves the use of words/phrases/clauses that do not readily associate to recognisable meanings or functions.</td>
</tr>
<tr>
<td>35. Request for Translation</td>
<td>(RFT)</td>
<td>The discourse is a direct request for translation equivalent of an earlier expression.</td>
</tr>
</tbody>
</table>
**Appendix 8: Transcription Conventions**

The conventions are as follows:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>fresh line</td>
<td>new turn</td>
</tr>
<tr>
<td>normal</td>
<td>mostly used language</td>
</tr>
<tr>
<td>bold and blue colour</td>
<td>less used language (i.e. embedded language)</td>
</tr>
<tr>
<td>bold and red colour</td>
<td>marks end of one matrix language and the beginning of another matrix language in lessons with two matrixes.</td>
</tr>
<tr>
<td>Underline</td>
<td>reading a text in English</td>
</tr>
<tr>
<td><strong>bold/underline</strong></td>
<td>reading a text in Twi</td>
</tr>
<tr>
<td>Tr.:</td>
<td>teacher turn (teacher talk)</td>
</tr>
<tr>
<td>Chn.:</td>
<td>learners talk (children: several learners)</td>
</tr>
<tr>
<td>Chd.1: Chd.2: etc.</td>
<td>identified learners talk</td>
</tr>
<tr>
<td>Chd.:</td>
<td>Learner (child) Unidentified learner</td>
</tr>
<tr>
<td>Int.</td>
<td>Intruder (outsider’s) speech</td>
</tr>
<tr>
<td>InT.</td>
<td>Speech directed to an intruder.</td>
</tr>
<tr>
<td>Tr. + Chn</td>
<td>overlap in the speech of teacher and learners</td>
</tr>
<tr>
<td>Tr. + Chd.</td>
<td>overlap in the speech of teacher and learner</td>
</tr>
<tr>
<td>/ziraffe/ /enephant/</td>
<td>deviant pronunciation</td>
</tr>
<tr>
<td>(laughter) (points)</td>
<td>comment on verbal and non-verbal interaction</td>
</tr>
<tr>
<td>[...inaudible]</td>
<td>unintelligible talk</td>
</tr>
<tr>
<td>[ ]</td>
<td>researcher’s comment</td>
</tr>
<tr>
<td>?</td>
<td>rising intonation i.e. a question</td>
</tr>
<tr>
<td>!</td>
<td>emphasis</td>
</tr>
<tr>
<td>...</td>
<td>pauses</td>
</tr>
<tr>
<td>,</td>
<td>normal speech pause (i.e. a pause after a phrase or clause)</td>
</tr>
<tr>
<td>...</td>
<td>normal sentence pause. (each represents one second).</td>
</tr>
<tr>
<td>***</td>
<td>pauses of thirty seconds. (each * represents thirty seconds.)</td>
</tr>
</tbody>
</table>
APPENDIX 9a

QUESTIONNAIRE

Frequency of Responses for All Teachers

PRIMARY SCHOOL TEACHERS' LANGUAGE MEDIUM USE SURVEY 1966
Please complete the following:

Name of school: ..........................................................

What class do you teach? .............................................

Section A

How to answer this questionnaire

Answer the question by putting a tick [ √ ] in the column or box which best matches your own opinion. For example.

(a) In which language or languages do you mostly carry out the following functions in school?

<table>
<thead>
<tr>
<th>TEACHER FUNCTIONS</th>
<th>LANGUAGES USED IN SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid Cases</td>
</tr>
<tr>
<td>1. conduct morning prayer at the school assembly</td>
<td></td>
</tr>
</tbody>
</table>

Please start now

1). In which language or languages do you mostly carry out the following functions in school? Please tick the language column that applies to the function in the checklist.

Please tick [ √ ] the language column that applies to the function in the check list

<table>
<thead>
<tr>
<th>TEACHER FUNCTIONS</th>
<th>LANGUAGES USED IN SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid Cases</td>
</tr>
<tr>
<td>1. Address an assembly of pupils</td>
<td>767</td>
</tr>
<tr>
<td>2. Send messages to parents through pupils</td>
<td>760</td>
</tr>
<tr>
<td>3. Explain rules on how to play games and carry out activities during PE Lessons</td>
<td>755</td>
</tr>
<tr>
<td>4. Comment on pupils' compound work</td>
<td>756</td>
</tr>
<tr>
<td>5. Assign pupils work in the school garden</td>
<td>739</td>
</tr>
</tbody>
</table>
(2). In which language or languages do you mostly carry out the following functions in class?

Please tick [V] the language column that applies to the function in the check list.

<table>
<thead>
<tr>
<th>TEACHER FUNCTIONS</th>
<th>LANGUAGES USED IN SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Cases</td>
</tr>
<tr>
<td>1. Introduce lesson topic to class</td>
<td>774</td>
</tr>
<tr>
<td>2. Present lesson content</td>
<td>759</td>
</tr>
<tr>
<td>3. Give explanations of content</td>
<td>761</td>
</tr>
<tr>
<td>4. specify examples</td>
<td>743</td>
</tr>
<tr>
<td>5. Give routine commands on discipline and classroom organisation</td>
<td>774</td>
</tr>
<tr>
<td>6. Give rubrics of class assignment e.g. explain task to be done</td>
<td>769</td>
</tr>
<tr>
<td>7. Give explanations of work on the board</td>
<td>770</td>
</tr>
<tr>
<td>8. Give instructions for home work</td>
<td>762</td>
</tr>
<tr>
<td>9. Explain meaning in a reading aloud lesson</td>
<td>763</td>
</tr>
<tr>
<td>10. Check understanding of new vocabulary, phrases and sentences</td>
<td>766</td>
</tr>
<tr>
<td>11. Talk to individual pupils in class</td>
<td>766</td>
</tr>
<tr>
<td>12. Talk to a group or group work in class</td>
<td>767</td>
</tr>
<tr>
<td>13. Provide corrections on errors in class</td>
<td>767</td>
</tr>
<tr>
<td>14. Send pupils on errands to other teachers or head teacher</td>
<td>758</td>
</tr>
<tr>
<td>15. Create humour in class</td>
<td>730</td>
</tr>
<tr>
<td>16. Praise pupils’ work in class</td>
<td>767</td>
</tr>
<tr>
<td>17. Give summaries of lesson content</td>
<td>767</td>
</tr>
</tbody>
</table>
(3) In which language or languages do you teach the following subjects?

<table>
<thead>
<tr>
<th>LANGUAGES USED IN SCHOOL</th>
<th>Valid Cases</th>
<th>Missing Cases</th>
<th>Always in Eng.</th>
<th>More in L1 than L1.1</th>
<th>Equally in L1.1 and L1.1</th>
<th>Always in L1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English language</td>
<td>757</td>
<td>24</td>
<td>577</td>
<td>145</td>
<td>29</td>
<td>1</td>
</tr>
<tr>
<td>Ghanaian language</td>
<td>711</td>
<td>70</td>
<td>16</td>
<td>18</td>
<td>27</td>
<td>94</td>
</tr>
<tr>
<td>Mathematics</td>
<td>762</td>
<td>19</td>
<td>240</td>
<td>227</td>
<td>192</td>
<td>42</td>
</tr>
<tr>
<td>Elementary Science</td>
<td>763</td>
<td>18</td>
<td>215</td>
<td>246</td>
<td>210</td>
<td>76</td>
</tr>
<tr>
<td>Life Skills</td>
<td>760</td>
<td>21</td>
<td>187</td>
<td>235</td>
<td>209</td>
<td>108</td>
</tr>
<tr>
<td>Agriculture Science</td>
<td>762</td>
<td>19</td>
<td>179</td>
<td>238</td>
<td>202</td>
<td>118</td>
</tr>
<tr>
<td>Social Studies</td>
<td>764</td>
<td>17</td>
<td>200</td>
<td>248</td>
<td>189</td>
<td>100</td>
</tr>
<tr>
<td>Cultural Studies</td>
<td>760</td>
<td>21</td>
<td>109</td>
<td>216</td>
<td>227</td>
<td>155</td>
</tr>
<tr>
<td>Physical Education</td>
<td>760</td>
<td>21</td>
<td>277</td>
<td>228</td>
<td>170</td>
<td>67</td>
</tr>
</tbody>
</table>

(4). Please estimate the percentage of time you talk to your pupils in class in English in the following subjects.

Tick [✓] the column that applies in your situation in the checklist for English Language

<table>
<thead>
<tr>
<th>Subject</th>
<th>Estimate of amount of time spent talking in English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid Cases</td>
</tr>
<tr>
<td>Mathematics</td>
<td>770</td>
</tr>
<tr>
<td>Elementary Science</td>
<td>756</td>
</tr>
<tr>
<td>Life Skills</td>
<td>763</td>
</tr>
<tr>
<td>Cultural Studies</td>
<td>763</td>
</tr>
</tbody>
</table>

(5). Please estimate the percentage of time you talk to your pupils in class in Ghanaian Language in the following subjects.

Tick [✓] the column that applies in your situation in the checklist for Ghanaian Language

<table>
<thead>
<tr>
<th>Subject</th>
<th>Estimate of amount of time spent talking in Ghanaian Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid Cases</td>
</tr>
<tr>
<td>Mathematics</td>
<td>743</td>
</tr>
<tr>
<td>Elementary Science</td>
<td>734</td>
</tr>
<tr>
<td>Life Skills</td>
<td>732</td>
</tr>
<tr>
<td>Cultural Studies</td>
<td>737</td>
</tr>
</tbody>
</table>
(6). Please estimate the percentage of time you talk to your pupils in class in Mixed Language (code mixing and code switching) in the following subjects.

Tick [✓] the column that applies in your situation in the checklist for Mixed Language

<table>
<thead>
<tr>
<th>Estimate of amount of time spent talking in Mixed language</th>
<th>Valid cases</th>
<th>Missing cases</th>
<th>0-20% never</th>
<th>21-40% rarely</th>
<th>41-60% sometimes</th>
<th>61-80% often</th>
<th>81-100 Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Mathematics</td>
<td>746</td>
<td>35</td>
<td>107</td>
<td>202</td>
<td>264</td>
<td>125</td>
<td>48</td>
</tr>
<tr>
<td>2 Elementary Science</td>
<td>737</td>
<td>44</td>
<td>98</td>
<td>193</td>
<td>273</td>
<td>138</td>
<td>35</td>
</tr>
<tr>
<td>3 Life Skills</td>
<td>736</td>
<td>45</td>
<td>92</td>
<td>194</td>
<td>267</td>
<td>149</td>
<td>34</td>
</tr>
<tr>
<td>4 Cultural Studies</td>
<td>736</td>
<td>45</td>
<td>66</td>
<td>182</td>
<td>280</td>
<td>165</td>
<td>43</td>
</tr>
</tbody>
</table>

(7). Do you have books for teaching Ghanaian language in your school for your class? Tick [✓] the appropriate box that applies to your situation.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>726</td>
<td>55</td>
<td>341</td>
<td>385</td>
</tr>
</tbody>
</table>

(8). Please list the titles and quantities of books you have in your school for teaching the Ghanaian language subject in your class. (continue on a separate sheet if you have many books)

<table>
<thead>
<tr>
<th>Class (If you teach a combined class prepare that of each class separately)</th>
<th>Title of books</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Twi Kasa Mmra</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(9). Do you personally teach a Ghanaian language as a subject?

Please [✓] tick the box that applies to your situation.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>765</td>
<td>16</td>
<td>575</td>
<td>190</td>
</tr>
</tbody>
</table>

10. If you answer “No”, why do you not teach a Ghanaian language as a subject?

...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................

445
(11). If you answered “Yes” to question 9, Please estimate the percentage of the Ghanaian language text book which you will have covered by the end of the year.

Tick [✓] the appropriate column that applies to your situation.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>0-20 %</th>
<th>21-40 %</th>
<th>41-60 %</th>
<th>61-80 %</th>
<th>81-100 %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>very little</td>
<td>little</td>
<td>average</td>
<td>above average</td>
<td>Excellent</td>
</tr>
<tr>
<td>560</td>
<td>221</td>
<td>73</td>
<td>99</td>
<td>260</td>
<td>111</td>
<td>17</td>
</tr>
</tbody>
</table>

(12). Please estimate the percentage of your pupils that can perform each of the following language skills appropriate to their level in Ghanaian language.

Tick [✓] the appropriate column that applies to your situation.

Percentage of class that can perform skill in Ghanaian language

<table>
<thead>
<tr>
<th>Language Skills</th>
<th>Estimate of amount of time spent talking in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read science text for the class and understand</td>
<td>Valid cases Missing cases 0-20 % very few 21-40 % few 41-60 % some 61-80 % many 81-100% All or almost</td>
</tr>
<tr>
<td>2. Write descriptive essays about themselves with comprehension</td>
<td>663 115 76 113 166 240 71</td>
</tr>
<tr>
<td>3. Talk about everyday activities in class with comprehension</td>
<td>666 118 58 98 190 204 85</td>
</tr>
<tr>
<td>4. Listen to teacher’s lecture on science with comprehension</td>
<td>663 118 58 98 190 204 85</td>
</tr>
<tr>
<td>5. Copy science notes from the bb correctly</td>
<td>650 131 83 62 121 267 117</td>
</tr>
<tr>
<td>6. Take notes during lecture correctly</td>
<td>616 165 322 129 102 48 15</td>
</tr>
</tbody>
</table>

(13). Do you have books for teaching English language in your school for your class?

Tick [✓] the appropriate box that applies to your situation.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>766</td>
<td>16</td>
<td>712</td>
<td>53</td>
</tr>
</tbody>
</table>
14. Please list the titles and quantities of books you have in your school for teaching English language subject in your class.

<table>
<thead>
<tr>
<th>Class</th>
<th>(If you teach a combined class prepare that of each class separately)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Title of books</strong></td>
</tr>
<tr>
<td>e.g.</td>
<td>English for primary schools Pupils' book 3</td>
</tr>
<tr>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

15. Please estimate the percentage of the English language text book you will have read with your class by the end of the year.

Tick [✓] the appropriate column that applies to your situation.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>0-20 %</th>
<th>21-40 %</th>
<th>41-60 %</th>
<th>61-80 %</th>
<th>81-100 %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>744</td>
<td>37</td>
<td>47</td>
<td>83</td>
<td>318</td>
<td>256</td>
</tr>
</tbody>
</table>

16. Please estimate the percentage of your pupils that can perform each of the following language skills appropriate to their level in English language.

Tick [✓] the appropriate column that applies to your situation.

<table>
<thead>
<tr>
<th>Percentage of class that can perform skill in English language</th>
<th>Estimate of amount of time spent talking in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Skills</td>
<td>Valid Cases</td>
</tr>
<tr>
<td>1. Read science text for the class and understand</td>
<td>747</td>
</tr>
<tr>
<td>2. Write descriptive essays about themselves with comprehension</td>
<td>741</td>
</tr>
<tr>
<td>3. Talk about everyday activities in class with comprehension</td>
<td>749</td>
</tr>
<tr>
<td>4. Listen to teacher's lecture on science with comprehension</td>
<td>739</td>
</tr>
<tr>
<td>5. Copy science notes from the bb correctly</td>
<td>730</td>
</tr>
<tr>
<td>6. Take notes during lecture correctly</td>
<td>691</td>
</tr>
</tbody>
</table>
Section B: Language Attitude.

INSTRUCTION
In the following section, please select from one of the options provided the idea that best represent your own view. For each question, tick the appropriate column.

(Q.17). The uses of Ghanaian language as medium of instruction in classes one to three contributes to primary school pupils' poor academic performance in English.

Tick [✓] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>768</td>
<td>13</td>
<td>155</td>
<td>263</td>
<td>51</td>
<td>240</td>
<td>59</td>
</tr>
</tbody>
</table>

(Q.18). I did not receive adequate training in how to teach Ghanaian language during their teacher training.

Tick [✓] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>768</td>
<td>13</td>
<td>88</td>
<td>162</td>
<td>38</td>
<td>316</td>
<td>150</td>
</tr>
</tbody>
</table>

(Q.19). I will not want to become Ghanaian language teachers because such teachers are not respected.

Tick [✓] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>769</td>
<td>12</td>
<td>29</td>
<td>36</td>
<td>25</td>
<td>310</td>
<td>369</td>
</tr>
</tbody>
</table>

(Q.20). The use of a Ghanaian language medium of instruction is used throughout the primary school will be improve Basic Education Examination results.

Tick [✓] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>774</td>
<td>7</td>
<td>25</td>
<td>64</td>
<td>29</td>
<td>339</td>
<td>317</td>
</tr>
</tbody>
</table>
(Q 21). A Ghanaian language should be the sole medium of instruction in the six years of Basic primary education

Tick [ ] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>773</td>
<td>8</td>
<td>18</td>
<td>34</td>
<td>12</td>
<td>323</td>
<td>386</td>
</tr>
</tbody>
</table>

(Q 22). Only one Ghanaian language should be taught in all Ghanaian primary schools

Tick [ ] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>773</td>
<td>8</td>
<td>35</td>
<td>92</td>
<td>12</td>
<td>315</td>
<td>319</td>
</tr>
</tbody>
</table>

(Q 23). English language should be the sole medium of instruction in the six years Basic Primary Education.

Tick [ ] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>775</td>
<td>6</td>
<td>166</td>
<td>259</td>
<td>47</td>
<td>247</td>
<td>56</td>
</tr>
</tbody>
</table>

(Q 24). School children in each region should learn only one dominant language of the region

Tick [ ] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>772</td>
<td>9</td>
<td>94</td>
<td>322</td>
<td>32</td>
<td>245</td>
<td>79</td>
</tr>
</tbody>
</table>

(Q 25). Posting of newly trained teachers should be to their home regions to enable them to teach Ghanaian language

Tick [ ] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>773</td>
<td>8</td>
<td>98</td>
<td>285</td>
<td>32</td>
<td>269</td>
<td>89</td>
</tr>
</tbody>
</table>
(Q.26). Posting of teachers should be outside their home regions to force them to speak English to their pupils most of the school time.

Tick [✓] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>771</td>
<td>10</td>
<td>122</td>
<td>304</td>
<td>66</td>
<td>240</td>
<td>39</td>
</tr>
</tbody>
</table>

(Q.27). The practice where all primary school teachers teach both English and a Ghanaian language should be stopped.

Tick [✓] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>768</td>
<td>13</td>
<td>87</td>
<td>148</td>
<td>42</td>
<td>356</td>
<td>135</td>
</tr>
</tbody>
</table>

(Q.28). Primary school teachers should have official permission to use both Ghanaian language and English in each lesson as medium of instruction. i.e. teachers should be allowed to translate, code mix and code switch in the two languages.

Tick [✓] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>771</td>
<td>10</td>
<td>60</td>
<td>366</td>
<td>52</td>
<td>240</td>
<td>53</td>
</tr>
</tbody>
</table>

(Q.29). A pass in a Ghanaian language should be a condition for promotion of primary school teachers.

Tick [✓] the appropriate box column best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>769</td>
<td>12</td>
<td>28</td>
<td>229</td>
<td>66</td>
<td>296</td>
<td>150</td>
</tr>
</tbody>
</table>

(Q.30). A pass in a Ghanaian language should be a condition for admission to Junior secondary school (J.S.S) pupils to the Senior secondary school (S.S.S).

Tick [✓] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>768</td>
<td>13</td>
<td>47</td>
<td>296</td>
<td>50</td>
<td>290</td>
<td>85</td>
</tr>
</tbody>
</table>
(Q.31). A pass in English language should remain a condition for admission to the senior secondary school (S.S.S.)

Tick [✓] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
</tr>
<tr>
<td>772</td>
<td>9</td>
<td>264</td>
<td>397</td>
<td>15</td>
<td>77</td>
<td>19</td>
</tr>
</tbody>
</table>

(Q.32). A pass in English language should remain a condition for admission of teacher trainees to colleges.

Tick [✓] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
</tr>
<tr>
<td>761</td>
<td>20</td>
<td>279</td>
<td>388</td>
<td>14</td>
<td>56</td>
<td>24</td>
</tr>
</tbody>
</table>

(Q.33). A pass in Ghanaian language should be a condition for admission of teacher trainees.

Tick [✓] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
</tr>
<tr>
<td>762</td>
<td>9</td>
<td>63</td>
<td>280</td>
<td>56</td>
<td>279</td>
<td>84</td>
</tr>
</tbody>
</table>

(Q.34). A pass in English language should remain a condition for admission of students to the university.

Tick [✓] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
</tr>
<tr>
<td>761</td>
<td>20</td>
<td>282</td>
<td>356</td>
<td>18</td>
<td>66</td>
<td>39</td>
</tr>
</tbody>
</table>

(Q.35). Parents will be happy if primary school pupils are literate in Ghanaian language by the end of primary class six.

Tick [✓] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
</tr>
<tr>
<td>761</td>
<td>20</td>
<td>90</td>
<td>348</td>
<td>66</td>
<td>196</td>
<td>61</td>
</tr>
</tbody>
</table>
(Q.35b). Parents will be happy if primary school pupils' are literate in English language by the end of primary class six.

Tick [ ] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>I strongly agree</th>
<th>I agree</th>
<th>I neither agree nor disagree</th>
<th>I disagree</th>
<th>I strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>762</td>
<td>19</td>
<td>334</td>
<td>358</td>
<td>9</td>
<td>29</td>
<td>32</td>
</tr>
</tbody>
</table>

(Q.36). I combine English and Ghanaian language in most of my lessons in the primary school (i.e. I code mix and code switch between a Ghanaian language and English.

Tick [ ] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>I strongly agree</th>
<th>I agree</th>
<th>I neither agree nor disagree</th>
<th>I disagree</th>
<th>I strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>759</td>
<td>22</td>
<td>47</td>
<td>474</td>
<td>40</td>
<td>170</td>
<td>28</td>
</tr>
</tbody>
</table>

(Q.37). I think that the combined use of English and Ghanaian Language(code -mixing and code switching) in a lesson is educationally beneficial to the pupils.

Tick [ ] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>I strongly agree</th>
<th>I agree</th>
<th>I neither agree nor disagree</th>
<th>I disagree</th>
<th>I strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>766</td>
<td>15</td>
<td>88</td>
<td>473</td>
<td>51</td>
<td>130</td>
<td>24</td>
</tr>
</tbody>
</table>

(Q.38). When pupils arrive in P4 from P3, I automatically switch from Ghanaian language medium of instruction to use of English as medium of instruction.

Tick [ ] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>I strongly agree</th>
<th>I agree</th>
<th>I neither agree nor disagree</th>
<th>I disagree</th>
<th>I strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>757</td>
<td>24</td>
<td>142</td>
<td>458</td>
<td>41</td>
<td>110</td>
<td>6</td>
</tr>
</tbody>
</table>

(Q.39). I change from a Ghanaian language medium of instruction to English language medium simultaneously for all subjects in primary class four.

Tick[ ] the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>I strongly agree</th>
<th>I agree</th>
<th>I neither agree nor disagree</th>
<th>I disagree</th>
<th>I strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>753</td>
<td>28</td>
<td>57</td>
<td>375</td>
<td>46</td>
<td>254</td>
<td>21</td>
</tr>
</tbody>
</table>
(Q.40). I use my own personal judgement to change from Ghanaian language medium of instruction to English. The change is not simultaneous for all subjects.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
</tr>
<tr>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
</tr>
<tr>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

754 27 58 485 35 157 19

(Q.41). What language or languages do you personally use in carrying out the following activities?

Tick [✓] the language column that apply in the following checklist.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>LANGUAGES USED IN SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid Cases</td>
</tr>
<tr>
<td>View or listen to your favourite radio or television programme</td>
<td>695 86</td>
</tr>
<tr>
<td>converse with a colleague of yours who also speaks your language on:</td>
<td></td>
</tr>
<tr>
<td>a) family matters</td>
<td>727 54</td>
</tr>
<tr>
<td>b) day to day events e.g. politics</td>
<td>733 48</td>
</tr>
<tr>
<td>c) science and mathematics</td>
<td>735 46</td>
</tr>
<tr>
<td>converse with others at home</td>
<td>745 36</td>
</tr>
<tr>
<td>Language used at home</td>
<td></td>
</tr>
<tr>
<td>Buying and shopping in the market</td>
<td>744 37</td>
</tr>
<tr>
<td>Religious worship</td>
<td>735 46</td>
</tr>
<tr>
<td>Write personal letters</td>
<td>745 36</td>
</tr>
<tr>
<td>Write official letters</td>
<td>744 37</td>
</tr>
<tr>
<td>Read in your leisure hours</td>
<td>781 0</td>
</tr>
</tbody>
</table>

453
**Section C: Personal Information.**

(Q42).a) Region..............................................................................................................

b). District....................................................................................................................


<table>
<thead>
<tr>
<th>valid cases</th>
<th>Missing cases</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>779</td>
<td>2</td>
<td>126</td>
<td>128</td>
<td>129</td>
<td>133</td>
<td>135</td>
<td>128</td>
</tr>
</tbody>
</table>

d). No of pupils in class in 1996............................................................................

(Q43) Is your school in the rural area or urban?
Tick [ ] the appropriate box.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>781</td>
<td>2</td>
<td>421</td>
<td>358</td>
</tr>
</tbody>
</table>

(Q 44). What is your sex? Please tick [ ] the appropriate box
Tick [ ] the appropriate box.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>767</td>
<td>14</td>
<td>431</td>
<td>322</td>
</tr>
</tbody>
</table>

(Q. 45). For how long have you been teaching?

Tick [ ] the appropriate column

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>0-5 yr.</th>
<th>6-10 yr.</th>
<th>11-15 yr.</th>
<th>16-20 yr.</th>
<th>21-25 yr.</th>
<th>26-30 yr.</th>
<th>31+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>766</td>
<td>15</td>
<td>224</td>
<td>198</td>
<td>65</td>
<td>56</td>
<td>126</td>
<td>70</td>
<td>27</td>
</tr>
</tbody>
</table>
Q.46) What teacher qualification do you have?

Tick [✓] the appropriate box in the checklist

<table>
<thead>
<tr>
<th>764</th>
<th>Valid cases</th>
<th>Missing cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Untrained Middle or secondary school Leavers (Pupil-Teachers)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Untrained High School/ 'A' Level Pupil-Teacher</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Two-year Post Middle Certificate &quot;B&quot; Teachers</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Two-year Post &quot;B&quot; Certificate &quot;A&quot; Teachers</td>
<td></td>
</tr>
<tr>
<td>578</td>
<td>Four-year Post-Middle Certificate &quot;A&quot; Teachers</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Two-year Post Secondary Certificate &quot;A&quot; Teachers</td>
<td></td>
</tr>
<tr>
<td>127</td>
<td>Three-year Post secondary Certificate &quot;A&quot; Teachers</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Three-year Specialist Teachers</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Three-year Diploma Certificate Teachers</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Non-professional graduate Teachers</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Professional Graduate Teachers</td>
<td></td>
</tr>
</tbody>
</table>

(Q. 47). Into which of the following age groups do you fall?

Tick [✓] the appropriate category.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Missing cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>20 and below</td>
<td>21-25 years</td>
<td>26-30 years</td>
<td>31-35 years</td>
<td>36-40 years</td>
<td>41-45 years</td>
<td>46-50 years</td>
<td>50 &amp; above</td>
</tr>
<tr>
<td>745</td>
<td>36</td>
<td>7</td>
<td>64</td>
<td>141</td>
<td>149</td>
<td>110</td>
<td>104</td>
<td>96</td>
<td>74</td>
</tr>
</tbody>
</table>

Please return all completed questionnaires to the address below
Al-Hassan Seidu
Saint Louis Teacher Training College
P. O. Box 3041
Kumasi
Appendix 9b

Survey Questionnaire Results for All Classes: Summary Responses.

1). In which language(s) do you mostly carry out the following functions in school?

<table>
<thead>
<tr>
<th>TEACHER FUNCTIONS</th>
<th>LANGUAGES USED IN SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always in Eng.</td>
</tr>
<tr>
<td>1. Address an assembly of pupils</td>
<td>N=767</td>
</tr>
<tr>
<td>2. Send messages to parents through pupils</td>
<td>N=760</td>
</tr>
<tr>
<td>3. Explain rules on how to play games and carry out activities during PE Lessons</td>
<td>N=755</td>
</tr>
<tr>
<td>4. Comment on pupils' compound work</td>
<td>N=756</td>
</tr>
<tr>
<td>5. Assign pupils work in the school garden</td>
<td>N=739</td>
</tr>
</tbody>
</table>

(2). In which language or languages do you mostly carry out the following functions in class?

<table>
<thead>
<tr>
<th>TEACHER FUNCTIONS</th>
<th>LANGUAGES USED IN CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid cases</td>
</tr>
<tr>
<td>1. Introduce lesson topic to class</td>
<td>N=774</td>
</tr>
<tr>
<td>2. Present lesson content</td>
<td>N=759</td>
</tr>
<tr>
<td>3. Give explanations of content</td>
<td>N=761</td>
</tr>
<tr>
<td>4. specify examples</td>
<td>N=743</td>
</tr>
<tr>
<td>5. Give routine commands on discipline and classroom organisation</td>
<td>N=774</td>
</tr>
<tr>
<td>6. Give rubrics of class assignment e.g. explain task to be done</td>
<td>N=769</td>
</tr>
<tr>
<td>7. Give explanations of work on the board</td>
<td>N=770</td>
</tr>
<tr>
<td>8. Give instructions for home work</td>
<td>N=762</td>
</tr>
<tr>
<td>9. Explain meaning in a reading aloud lesson</td>
<td>N=763</td>
</tr>
<tr>
<td>10. Check understanding of new vocabulary, phrases and sentences</td>
<td>N=766</td>
</tr>
<tr>
<td>11. Talk to individual pupils in class</td>
<td>N=766</td>
</tr>
<tr>
<td>12. Talk to a group or group work in class</td>
<td>N=767</td>
</tr>
<tr>
<td>13. Provide corrections on errors in class</td>
<td>N=767</td>
</tr>
<tr>
<td>14. Send pupils on errands to other teachers or head teacher</td>
<td>N=758</td>
</tr>
<tr>
<td>15. Create humour in class</td>
<td>N=730</td>
</tr>
<tr>
<td>16. Praise pupils' work in class</td>
<td>N=767</td>
</tr>
<tr>
<td>17. Give summaries of lesson content</td>
<td>N=767</td>
</tr>
</tbody>
</table>
3). In which language or languages do you teach the following subjects?

<table>
<thead>
<tr>
<th>TEACHER FUNCTIONS</th>
<th>Always in Eng.</th>
<th>In Eng., more than L1</th>
<th>In Eng. &amp; L1 equally</th>
<th>More in L1 than Eng.</th>
<th>Always in L1</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 757</td>
<td>76.2</td>
<td>19.2</td>
<td>3.8</td>
<td>0.1</td>
<td>0.7</td>
</tr>
<tr>
<td>English Language</td>
<td>2.3</td>
<td>2.5</td>
<td>3.8</td>
<td>13.2</td>
<td>78.2</td>
</tr>
<tr>
<td>Mathematics N = 762</td>
<td>31.5</td>
<td>36.4</td>
<td>25.2</td>
<td>5.5</td>
<td>1.4</td>
</tr>
<tr>
<td>4 Elementary Science N = 763</td>
<td>28.2</td>
<td>32.2</td>
<td>27.5</td>
<td>10.0</td>
<td>2.1</td>
</tr>
<tr>
<td>Life Skills N = 760</td>
<td>24.6</td>
<td>30.9</td>
<td>27.5</td>
<td>14.2</td>
<td>2.8</td>
</tr>
<tr>
<td>Agriculture Science N = 762</td>
<td>23.5</td>
<td>31.2</td>
<td>26.5</td>
<td>15.5</td>
<td>3.3</td>
</tr>
<tr>
<td>Social Studies N = 764</td>
<td>26.2</td>
<td>32.5</td>
<td>24.7</td>
<td>13.1</td>
<td>3.5</td>
</tr>
<tr>
<td>Cultural Studies N = 760</td>
<td>14.3</td>
<td>28.4</td>
<td>29.9</td>
<td>20.4</td>
<td>7.0</td>
</tr>
<tr>
<td>Physical Education N = 760</td>
<td>36.4</td>
<td>30.0</td>
<td>22.4</td>
<td>8.8</td>
<td>2.4</td>
</tr>
</tbody>
</table>

(4). Please estimate the percentage of time you talk to your pupils in class in English in the following subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Valid cases</th>
<th>0-20 % never</th>
<th>21-40 % rarely</th>
<th>41-60 % sometimes</th>
<th>61-80 % often</th>
<th>81-100 Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics N = 770</td>
<td>2.3</td>
<td>11.6</td>
<td>28.1</td>
<td>38.1</td>
<td>20.0</td>
<td></td>
</tr>
<tr>
<td>2 Elementary Science N = 756</td>
<td>2.6</td>
<td>12.6</td>
<td>32.8</td>
<td>34.1</td>
<td>17.9</td>
<td></td>
</tr>
<tr>
<td>3 Life Skills N = 763</td>
<td>3.9</td>
<td>15.1</td>
<td>35.9</td>
<td>30.7</td>
<td>14.4</td>
<td></td>
</tr>
<tr>
<td>4 Cultural Studies N = 763</td>
<td>5.0</td>
<td>21.2</td>
<td>35.1</td>
<td>27.5</td>
<td>11.1</td>
<td></td>
</tr>
</tbody>
</table>

(5). Please estimate the percentage of time you talk to your pupils in class in Ghanaian Language in the following subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Valid cases</th>
<th>0-20 % never</th>
<th>21-40 % rarely</th>
<th>41-60 % sometimes</th>
<th>61-80 % often</th>
<th>81-100 Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics N = 743</td>
<td>24.0</td>
<td>36.2</td>
<td>24.4</td>
<td>12.2</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>2 Elementary Science N = 734</td>
<td>20.6</td>
<td>34.3</td>
<td>29.3</td>
<td>12.4</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>3 Life Skills N = 732</td>
<td>18.4</td>
<td>30.3</td>
<td>32.0</td>
<td>16.3</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>4 Cultural Studies N = 737</td>
<td>13.3</td>
<td>26.1</td>
<td>33.2</td>
<td>21.8</td>
<td>5.6</td>
<td></td>
</tr>
</tbody>
</table>

(6). Please estimate the percentage of time you talk to your pupils in class in Mixed Language (code mixing and code switching) in the following subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Valid cases</th>
<th>0-20 % never</th>
<th>21-40 % rarely</th>
<th>41-60 % sometimes</th>
<th>61-80 % often</th>
<th>81-100 Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics N = 746</td>
<td>14.3</td>
<td>27.1</td>
<td>35.4</td>
<td>16.8</td>
<td>6.4</td>
<td></td>
</tr>
<tr>
<td>2 Elementary Science N = 737</td>
<td>13.3</td>
<td>26.2</td>
<td>37.0</td>
<td>18.7</td>
<td>4.7</td>
<td></td>
</tr>
<tr>
<td>3 Life Skills N = 736</td>
<td>12.5</td>
<td>26.4</td>
<td>36.3</td>
<td>20.2</td>
<td>4.6</td>
<td></td>
</tr>
<tr>
<td>4 Cultural Studies N = 736</td>
<td>9.6</td>
<td>24.7</td>
<td>38.0</td>
<td>22.4</td>
<td>5.8</td>
<td></td>
</tr>
</tbody>
</table>

457
Q7. Do you have books for teaching Ghanaian language in your school for your class?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid cases</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>N=726</td>
<td>47.0</td>
<td>53.0</td>
</tr>
</tbody>
</table>

(8). Please list the titles and quantities of books you have in your school for teaching the Ghanaian language subject in your class. (continue on a separate sheet if you have many books)

Class
(If you teach a combined class prepare that of each class separately)

<table>
<thead>
<tr>
<th>Title of books</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Twi Kasa Mmra</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

(9).

Do you personally teach a Ghanaian language as a subject?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid cases</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>N=765</td>
<td>75.2</td>
<td>24.8</td>
</tr>
</tbody>
</table>

10. If you answer “No”, why do you not teach a Ghanaian language as a subject?

(11). If you answered “Yes” to question 9, Please estimate the percentage of the Ghanaian language text book which you will have covered by the end of the year.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>0-20 %, very little</th>
<th>21-40 %, little</th>
<th>41-60 %, average</th>
<th>61-80 %, above average</th>
<th>81-100 %, Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>560</td>
<td>13.0</td>
<td>17.7</td>
<td>46.4</td>
<td>19.8</td>
<td>3.0</td>
</tr>
</tbody>
</table>
(12). Please estimate the percentage of your pupils that can perform each of the following language skills appropriate to their level in Ghanaian language.

<table>
<thead>
<tr>
<th>Language Skills</th>
<th>Valid Cases</th>
<th>0-20 %</th>
<th>21-40%</th>
<th>41-60%</th>
<th>61-80%</th>
<th>81-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read science text for the class and understand</td>
<td>N=657</td>
<td>25.9</td>
<td>21.5</td>
<td>29.5</td>
<td>19.6</td>
<td>3.5</td>
</tr>
<tr>
<td>2. Write descriptive essays about themselves with comprehension</td>
<td>N=663</td>
<td>31.7</td>
<td>25.6</td>
<td>30.0</td>
<td>11.0</td>
<td>1.7</td>
</tr>
<tr>
<td>3. Talk about everyday activities in class with comprehension</td>
<td>N=666</td>
<td>11.4</td>
<td>17.0</td>
<td>24.9</td>
<td>36.0</td>
<td>10.7</td>
</tr>
<tr>
<td>4. Listen to teacher's lecture on science with comprehension</td>
<td>N=663</td>
<td>13.0</td>
<td>14.8</td>
<td>28.7</td>
<td>30.8</td>
<td>12.8</td>
</tr>
<tr>
<td>5. Copy science notes from the bb correctly</td>
<td>N=650</td>
<td>12.8</td>
<td>9.5</td>
<td>18.6</td>
<td>41.1</td>
<td>18.0</td>
</tr>
<tr>
<td>6. Take notes during lecture correctly</td>
<td>N=616</td>
<td>52.3</td>
<td>20.9</td>
<td>16.6</td>
<td>7.8</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Q13). Do you have books for teaching English language in your school for your class?

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>N=766</td>
<td>93.0</td>
<td>7.0</td>
</tr>
</tbody>
</table>

(14). Please list the titles and quantities of books you have in your school for teaching English language subject in your class.

**Class**

(If you teach a combined class prepare that of each class separately)

<table>
<thead>
<tr>
<th>Title of books</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. English for primary schools Pupils' book 3</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

(15). Please estimate the percentage of the English language text book you will have read with your class by the end of the year.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>0-20 %</th>
<th>21-40 %</th>
<th>41-60 %</th>
<th>61-80 %</th>
<th>81-100 %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>very little</td>
<td>little</td>
<td>average</td>
<td>above average</td>
<td>Excellent</td>
</tr>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>N=744</td>
<td>6.3</td>
<td>11.2</td>
<td>42.7</td>
<td>34.4</td>
<td>5.4</td>
</tr>
</tbody>
</table>
Please estimate the percentage of your pupils that can perform each of the following language skills appropriate to their level in English language.

<table>
<thead>
<tr>
<th>Percentage of class that can perform skill in English language</th>
<th>Valid Cases</th>
<th>0-20% very few</th>
<th>21-40% few</th>
<th>41-60% some</th>
<th>61-80% many</th>
<th>81-100% All or almost all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language Skills</td>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>2. Read science text for the class and understand</td>
<td>N=747</td>
<td>17.8</td>
<td>26.2</td>
<td>36.1</td>
<td>17.8</td>
<td>17.8</td>
</tr>
<tr>
<td>3. Write descriptive essays about themselves with comprehension</td>
<td>N=741</td>
<td>26.6</td>
<td>24.2</td>
<td>30.9</td>
<td>16.3</td>
<td>2.0</td>
</tr>
<tr>
<td>4. Talk about everyday activities in class with comprehension</td>
<td>N=749</td>
<td>15.8</td>
<td>22.8</td>
<td>34.7</td>
<td>23.1</td>
<td>3.6</td>
</tr>
<tr>
<td>5. Listen to teacher’s lecture on science with comprehension</td>
<td>N=739</td>
<td>10.3</td>
<td>22.6</td>
<td>33.0</td>
<td>27.6</td>
<td>6.5</td>
</tr>
<tr>
<td>6. Copy science notes from the bb correctly</td>
<td>N=730</td>
<td>9.7</td>
<td>8.8</td>
<td>23.3</td>
<td>40.0</td>
<td>18.2</td>
</tr>
<tr>
<td>7. Take notes during lecture correctly</td>
<td>N=691</td>
<td>46.9</td>
<td>23.2</td>
<td>17.5</td>
<td>9.7</td>
<td>2.7</td>
</tr>
</tbody>
</table>
Section B: Language Attitude.

INSTRUCTION
In the following section, please select from one of the options provided the idea that best represent your own view. For each question, tick the appropriate column.

(Q.17). The uses of Ghanaian language as medium of instruction in classes one to three contributes to primary school pupils' poor academic performance in English.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>N=768</td>
<td>20.2</td>
<td>34.2</td>
<td>6.6</td>
<td>31.3</td>
<td>7.7</td>
</tr>
</tbody>
</table>

(Q 18). I did not receive adequate training in how to teach Ghanaian language during their teacher training.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>N=768</td>
<td>11.7</td>
<td>21.5</td>
<td>5.0</td>
<td>41.9</td>
<td>19.9</td>
</tr>
</tbody>
</table>

(Q 19). I will not want to become Ghanaian language teachers because such teachers are not respected.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>769</td>
<td>3.8</td>
<td>4.7</td>
<td>3.3</td>
<td>40.3</td>
<td>48.0</td>
</tr>
</tbody>
</table>

(Q 20). The use of a Ghanaian language medium of instruction is used throughout the primary school will be improve Basic Education Examination results.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>774</td>
<td>3.2</td>
<td>8.2</td>
<td>3.7</td>
<td>43.4</td>
<td>40.6</td>
</tr>
</tbody>
</table>

(Q 21). A Ghanaian language should be the sole medium of instruction in the six years of Basic primary education.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>773</td>
<td>2.3</td>
<td>4.4</td>
<td>1.6</td>
<td>41.8</td>
<td>49.9</td>
</tr>
</tbody>
</table>
(Q 22). Only **one** Ghanaian language should be taught in all Ghanaian primary schools

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>773</td>
<td>4.5</td>
<td>11.9</td>
<td>1.6</td>
<td>40.8</td>
<td>41.3</td>
</tr>
</tbody>
</table>

(Q.23) English language should be the sole medium of instruction in the six years Basic Primary Education.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>775</td>
<td>21.4</td>
<td>33.4</td>
<td>6.1</td>
<td>31.9</td>
<td>7.2</td>
</tr>
</tbody>
</table>

(Q 24). School children in each region should learn only one dominant language of the region

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>772</td>
<td>12.2</td>
<td>41.7</td>
<td>4.1</td>
<td>31.7</td>
<td>10.2</td>
</tr>
</tbody>
</table>

(Q.25). Posting of newly trained teachers should be to their home regions to enable them to teach Ghanaian language.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>773</td>
<td>12.7</td>
<td>36.9</td>
<td>4.1</td>
<td>34.8</td>
<td>11.5</td>
</tr>
</tbody>
</table>

(Q.26). Posting of teachers should be outside their home regions to force them to speak English to their pupils most of the school time.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>771</td>
<td>15.8</td>
<td>39.4</td>
<td>8.6</td>
<td>31.1</td>
<td>5.1</td>
</tr>
</tbody>
</table>

(Q.27). The practice where all primary school teachers teach both English and a Ghanaian language should be stopped.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>768</td>
<td>11.3</td>
<td>19.3</td>
<td>5.5</td>
<td>46.4</td>
<td>17.6</td>
</tr>
</tbody>
</table>
(Q.28). Primary school teachers should have official permission to use both Ghanaian language and English in each lesson as medium of instruction, i.e. teachers should be allowed to translate, code mix and code switch in the two languages.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>7.8</td>
<td>47.5</td>
<td>6.7</td>
<td>31.1</td>
<td>6.9</td>
</tr>
</tbody>
</table>

(Q.29). A pass in a Ghanaian language should be a condition for promotion of primary school teachers.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>3.6</td>
<td>29.8</td>
<td>8.6</td>
<td>38.5</td>
<td>19.5</td>
</tr>
</tbody>
</table>

(Q.30). A pass in a Ghanaian language should be a condition for admission to Junior secondary school (J.S.S) pupils to the Senior secondary school (S.S.S).

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>6.1</td>
<td>38.5</td>
<td>6.5</td>
<td>37.8</td>
<td>11.1</td>
</tr>
</tbody>
</table>

(Q.31). A pass in English language should remain a condition for admission to the senior secondary school (S.S.S).

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>34.2</td>
<td>51.4</td>
<td>1.9</td>
<td>10.0</td>
<td>2.5</td>
</tr>
</tbody>
</table>

(Q.32). A pass in English language should remain a condition for admission of teacher trainees to colleges.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>36.7</td>
<td>51.0</td>
<td>1.8</td>
<td>7.4</td>
<td>3.2</td>
</tr>
</tbody>
</table>

(Q.33). A pass in Ghanaian language should be a condition for admission of teacher trainees.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>8.3</td>
<td>36.7</td>
<td>7.3</td>
<td>36.6</td>
<td>11.0</td>
</tr>
</tbody>
</table>

463
(Q.34). A pass in English language should remain a condition for admission of students to the university.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>761</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>57.1</td>
<td>46.8</td>
<td>2.4</td>
<td>8.7</td>
<td>5.1</td>
</tr>
</tbody>
</table>

(Q.35). Parents will be happy if primary school pupils are literate in Ghanaian language by the end of primary class six.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>761</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>11.8</td>
<td>45.7</td>
<td>8.7</td>
<td>25.8</td>
<td>8.0</td>
</tr>
</tbody>
</table>

(Q.35b). Parents will be happy if primary school pupils' are literate in English language by the end of primary class six.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>762</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>43.8</td>
<td>47.0</td>
<td>1.2</td>
<td>3.8</td>
<td>4.2</td>
</tr>
</tbody>
</table>

(Q.36). I combine English and Ghanaian language in most of my lessons in the primary school (i.e. I code mix and code switch between a Ghanaian language and English).

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>759</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>6.2</td>
<td>62.5</td>
<td>5.3</td>
<td>22.4</td>
<td>3.7</td>
</tr>
</tbody>
</table>

(Q.37). I think that the combined use of English and Ghanaian Language (code-mixing and code switching) in a lesson is educationally beneficial to the pupils.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>766</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>11.5</td>
<td>61.7</td>
<td>6.7</td>
<td>17.0</td>
<td>3.1</td>
</tr>
</tbody>
</table>

(Q.38). When pupils arrive in P4 from P3, I automatically switch from Ghanaian language medium of instruction to use of English as medium of instruction.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>757</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>18.8</td>
<td>60.5</td>
<td>5.4</td>
<td>14.5</td>
<td>0.8</td>
</tr>
</tbody>
</table>
(Q.39). I change from a Ghanaian language medium of instruction to English language medium simultaneously for all subjects in primary class four.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>753</td>
<td>7.6</td>
<td>49.8</td>
<td>6.1</td>
<td>33.7</td>
</tr>
</tbody>
</table>

(Q.40). I use my own personal judgement to change from Ghanaian language medium of instruction to English. The change is not simultaneous for all subjects.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td></td>
<td>754</td>
<td>7.7</td>
<td>64.3</td>
<td>4.6</td>
<td>20.8</td>
</tr>
</tbody>
</table>

(Q.41). What language or languages do you personally use in carrying out the following activities?

<table>
<thead>
<tr>
<th>LANGUAGES USED IN SCHOOL</th>
<th>Valid Cases</th>
<th>Always in Eng.</th>
<th>In Eng. more than L1</th>
<th>In Eng. &amp; L1 equally</th>
<th>More in L1 than Eng.</th>
<th>Always in L1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITIES</td>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>1. View or listen to your favourite radio or television programme</td>
<td>695</td>
<td>34.5</td>
<td>38.0</td>
<td>21.6</td>
<td>4.5</td>
<td>1.4</td>
</tr>
<tr>
<td>2. converse with a colleague of yours who also speaks your language on:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) family matters</td>
<td>727</td>
<td>4.1</td>
<td>4.5</td>
<td>12.2</td>
<td>32.5</td>
<td>46.6</td>
</tr>
<tr>
<td>b) day to day events e.g. politics</td>
<td>733</td>
<td>11.6</td>
<td>20.1</td>
<td>25.8</td>
<td>26.5</td>
<td>16.1</td>
</tr>
<tr>
<td>c) science and mathematics</td>
<td>735</td>
<td>29.9</td>
<td>36.3</td>
<td>24.1</td>
<td>6.1</td>
<td>3.5</td>
</tr>
<tr>
<td>converse with others at home</td>
<td>745</td>
<td>3.0</td>
<td>4.4</td>
<td>16.9</td>
<td>39.2</td>
<td>36.5</td>
</tr>
<tr>
<td>3. Buying and shopping in the market</td>
<td>744</td>
<td>2.4</td>
<td>3.9</td>
<td>20.3</td>
<td>37.6</td>
<td>35.8</td>
</tr>
<tr>
<td>4. Religious worship</td>
<td>735</td>
<td>9.7</td>
<td>9.7</td>
<td>25.3</td>
<td>26.4</td>
<td>29.0</td>
</tr>
<tr>
<td>5. Write personal letters</td>
<td>745</td>
<td>80.4</td>
<td>6.9</td>
<td>6.1</td>
<td>1.0</td>
<td>0.9</td>
</tr>
<tr>
<td>6. Write official letters</td>
<td>744</td>
<td>96.4</td>
<td>2.2</td>
<td>0.8</td>
<td>0.3</td>
<td>0.4</td>
</tr>
<tr>
<td>7. Read in your leisure hours</td>
<td>745</td>
<td>63.2</td>
<td>23.9</td>
<td>10.5</td>
<td>1.3</td>
<td>1.1</td>
</tr>
</tbody>
</table>

Section C: Personal Information.

(Q42). a). Region...10

b). District...

c). Class you teach now..(1995/1996 academic year)...

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>N=779</td>
<td>16.2</td>
<td>16.4</td>
<td>16.6</td>
<td>17.1</td>
<td>17.3</td>
<td>16.4</td>
</tr>
</tbody>
</table>

d). No of pupils in class in 1996...
(Q43) Is your school in the rural area or urban?

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>N=779</td>
<td>54</td>
<td>46</td>
</tr>
</tbody>
</table>

(Q. 44). What is your sex? Please tick [✓] the appropriate box

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>767</td>
<td>58.0</td>
<td>42.0</td>
</tr>
</tbody>
</table>

(Q. 45). For how long have you been teaching?

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>766</td>
<td>29.2</td>
<td>25.8</td>
<td>8.5</td>
<td>7.3</td>
<td>16.4</td>
<td>9.1</td>
</tr>
</tbody>
</table>

(Q. 46) What teacher qualification do you have?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>10</th>
<th>5</th>
<th>2</th>
<th>29</th>
<th>578</th>
<th>9</th>
<th>127</th>
<th>3</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>1.2</td>
<td>0.6</td>
<td>0.3</td>
<td>3.7</td>
<td>74.0</td>
<td>1.2</td>
<td>16.3</td>
<td>0.4</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Valid cases=764</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Untrained Middle or secondary school Leavers (Pupil-Teachers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Untrained High School/ 'A' Level Pupil-Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two-year Post Middle Certificate &quot;B&quot; Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two-year Post 'B' Certificate &quot;A&quot; Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-year Post-Middle Certificate &quot;A&quot; Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two-year Post Secondary Certificate &quot;A&quot; Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three-year Post secondary Certificate &quot;A&quot; Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three-year Specialist Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three-year Diploma Certificate Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Graduate Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Q. 47) Into which of the following age groups do you fall?

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>745</td>
<td>0.9</td>
<td>8.6</td>
<td>18.9</td>
<td>20.0</td>
<td>14.8</td>
<td>14.0</td>
<td>12.9</td>
</tr>
</tbody>
</table>

Please return all completed questionnaires to the address below
Al-Hassan Seidu
Saint Louis Teacher Training College
P. O. Box 3041
Kumasi

466
Appendix 9c

RESPONSES FOR YEARS 1 - 3

Questionnaire Results Frequency of Responses for Lower Primary Schools

1) In which language(s) do you mostly carry out the following functions in school?

<table>
<thead>
<tr>
<th>Languages Used In School</th>
<th>TEACHER FUNCTIONS</th>
<th>Total</th>
<th>Always in Eng.</th>
<th>In Eng. more than L1</th>
<th>In Eng. &amp; L1 Equally</th>
<th>More in L1 than Eng.</th>
<th>Always in L1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Address an assembly of pupils</td>
<td>N=376</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>2. Send messages to parents through pupils</td>
<td>N=373</td>
<td>25</td>
<td>59</td>
<td>152</td>
<td>91</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>3. Explain rules on how to play games and carry out activities during PE Lessons</td>
<td>N=374</td>
<td>57</td>
<td>93</td>
<td>121</td>
<td>78</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>4. Comment on pupils' compound work</td>
<td>N=374</td>
<td>71</td>
<td>104</td>
<td>130</td>
<td>38</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>5. Assign pupils work in the school garden</td>
<td>N=360</td>
<td>35</td>
<td>67</td>
<td>122</td>
<td>82</td>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

(2). In which language or languages do you mostly carry out the following functions in class?

<table>
<thead>
<tr>
<th>Languages Used In Class</th>
<th>TEACHER FUNCTIONS</th>
<th>Total</th>
<th>Always in Eng.</th>
<th>In Eng. more than L1</th>
<th>In Eng. &amp; L1 Equally</th>
<th>More in L1 than Eng.</th>
<th>Always in L1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce lesson topic to class</td>
<td>N=378</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>2. Present lesson content</td>
<td>N=371</td>
<td>81</td>
<td>98</td>
<td>121</td>
<td>53</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>3. Give explanations of content</td>
<td>N=373</td>
<td>32</td>
<td>87</td>
<td>146</td>
<td>66</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>4. Specify examples</td>
<td>N=362</td>
<td>61</td>
<td>81</td>
<td>131</td>
<td>62</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>5. Give routine commands on discipline and classroom organisation</td>
<td>N=379</td>
<td>114</td>
<td>112</td>
<td>106</td>
<td>31</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>6. Give rubrics of class assignment e.g. explain task to be done</td>
<td>N=377</td>
<td>49</td>
<td>85</td>
<td>132</td>
<td>72</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>7. Give explanations of work on the board</td>
<td>N=376</td>
<td>66</td>
<td>111</td>
<td>128</td>
<td>56</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>8. Give instructions for home work</td>
<td>N=373</td>
<td>50</td>
<td>80</td>
<td>144</td>
<td>62</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>9. Explain meaning in a reading aloud lesson</td>
<td>N=371</td>
<td>111</td>
<td>96</td>
<td>112</td>
<td>39</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>10. Check understanding of new vocabulary, phrases and sentences</td>
<td>N=374</td>
<td>97</td>
<td>115</td>
<td>104</td>
<td>42</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>11. Talk to individual pupils in class</td>
<td>N=375</td>
<td>65</td>
<td>107</td>
<td>111</td>
<td>67</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>12. Talk to a group or group work in class</td>
<td>N=375</td>
<td>56</td>
<td>109</td>
<td>133</td>
<td>51</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>13. Provide corrections on errors in class</td>
<td>N=375</td>
<td>70</td>
<td>76</td>
<td>137</td>
<td>62</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>14. Send pupils on errands to other teachers or head teacher</td>
<td>N=369</td>
<td>147</td>
<td>92</td>
<td>60</td>
<td>36</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>15. Create humour in class</td>
<td>N=355</td>
<td>49</td>
<td>78</td>
<td>135</td>
<td>33</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>16. Praise pupils' work in class</td>
<td>N=375</td>
<td>211</td>
<td>86</td>
<td>57</td>
<td>15</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>17. Give summaries of lesson content</td>
<td>N=376</td>
<td>99</td>
<td>98</td>
<td>117</td>
<td>39</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>
### 3). In which language or languages do you teach the following subjects?

<table>
<thead>
<tr>
<th>Subjects</th>
<th>LANGUAGES USED IN CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always in Eng.</td>
</tr>
<tr>
<td>1 English language</td>
<td>N=369</td>
</tr>
<tr>
<td>2 Ghanaian language</td>
<td>N=361</td>
</tr>
<tr>
<td>3 Mathematics</td>
<td>N=372</td>
</tr>
<tr>
<td>4 Elementary Science</td>
<td>N=372</td>
</tr>
<tr>
<td>5 Life Skills</td>
<td>N=373</td>
</tr>
<tr>
<td>6 Agriculture Science</td>
<td>N=371</td>
</tr>
<tr>
<td>7 Social Studies</td>
<td>N=376</td>
</tr>
<tr>
<td>8 Cultural studies</td>
<td>N=374</td>
</tr>
<tr>
<td>9 Physical Education</td>
<td>N=374</td>
</tr>
</tbody>
</table>

### 4). Please estimate the percentage of time you talk to your pupils in class in English in the following subjects.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Estimate of amount of time spent talking in English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid cases</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>1 Mathematics</td>
<td>N=378</td>
</tr>
<tr>
<td>2 Elementary Science</td>
<td>N=369</td>
</tr>
<tr>
<td>3 Life Skills</td>
<td>N=376</td>
</tr>
<tr>
<td>4 Cultural Studies</td>
<td>N=374</td>
</tr>
</tbody>
</table>

### 5). Please estimate the percentage of time you talk to your pupils in class in Ghanaian Language in the following subjects.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Estimate of amount of time spent talking in Ghanaian Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid cases</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>1 Mathematics</td>
<td>N=366</td>
</tr>
<tr>
<td>2 Elementary Science</td>
<td>N=361</td>
</tr>
<tr>
<td>3 Life Skills</td>
<td>N=359</td>
</tr>
<tr>
<td>4 Cultural Studies</td>
<td>N=365</td>
</tr>
</tbody>
</table>

### 6). Please estimate the percentage of time you talk to your pupils in class in Mixed Language (code mixing and code switching) in the following subjects.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Estimate of amount of time spent talking in Mixed language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid Cases</td>
</tr>
<tr>
<td>1 Mathematics</td>
<td>N=368</td>
</tr>
<tr>
<td>2 Elementary Science</td>
<td>N=365</td>
</tr>
<tr>
<td>3 Life Skills</td>
<td>N=365</td>
</tr>
<tr>
<td>4 Cultural Studies</td>
<td>N=363</td>
</tr>
</tbody>
</table>
Q7. Do you have books for teaching Ghanaian language in your school for your class?  

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=363</td>
<td>160</td>
<td>203</td>
</tr>
</tbody>
</table>

(8). Please list the titles and quantities of books you have in your school for teaching the Ghanaian language subject in your class. (continue on a separate sheet if you have many books)

<table>
<thead>
<tr>
<th>Class</th>
<th>(If you teach a combined class prepare that of each class separately)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of books</td>
<td>Quantities</td>
</tr>
<tr>
<td>e.g. Twi Kasa Mmra</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

(9).

<table>
<thead>
<tr>
<th>Do you personally teach a Ghanaian language as a subject?</th>
<th>Valid cases</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=378</td>
<td>293</td>
<td>85</td>
<td></td>
</tr>
</tbody>
</table>

10. If you answer "No", why do you not teach a Ghanaian language as a subject?

(11). If you answered "Yes" to question 9, Please estimate the percentage of the Ghanaian language text book which you will have covered by the end of the year.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>0-20 %</th>
<th>21-40 %</th>
<th>41-60 %</th>
<th>61-80 %</th>
<th>81-100 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=279</td>
<td>30</td>
<td>44</td>
<td>136</td>
<td>59</td>
<td>10</td>
</tr>
</tbody>
</table>
(12). Please estimate the percentage of your pupils that can perform each of the following language skills appropriate to their level in Ghanaian language.

<table>
<thead>
<tr>
<th>Language Skills</th>
<th>Total</th>
<th>Very few</th>
<th>Few</th>
<th>Some</th>
<th>Many</th>
<th>Almost all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read science text for the class and understand</td>
<td>N=324</td>
<td>101</td>
<td>69</td>
<td>75</td>
<td>64</td>
<td>15</td>
</tr>
<tr>
<td>2. Write descriptive essays about themselves with comprehension</td>
<td>N=327</td>
<td>128</td>
<td>70</td>
<td>87</td>
<td>35</td>
<td>7</td>
</tr>
<tr>
<td>3. Talk about everyday activities in class with comprehension</td>
<td>N=329</td>
<td>48</td>
<td>56</td>
<td>77</td>
<td>115</td>
<td>33</td>
</tr>
<tr>
<td>4. Listen to teacher's lecture on science with comprehension</td>
<td>N=330</td>
<td>50</td>
<td>50</td>
<td>94</td>
<td>94</td>
<td>42</td>
</tr>
<tr>
<td>5. Copy science notes from the bb correctly</td>
<td>N=316</td>
<td>58</td>
<td>38</td>
<td>62</td>
<td>113</td>
<td>45</td>
</tr>
<tr>
<td>6. Take notes during lecture correctly</td>
<td>N=284</td>
<td>182</td>
<td>43</td>
<td>30</td>
<td>23</td>
<td>6</td>
</tr>
</tbody>
</table>

(13). Do you have books for teaching English language in your school for your class?

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total freq.</td>
<td>freq.</td>
<td></td>
</tr>
<tr>
<td>N=375</td>
<td>355</td>
<td>20</td>
</tr>
</tbody>
</table>

(14). Please list the titles and quantities of books you have in your school for teaching English language subject in your class.

<table>
<thead>
<tr>
<th>Class (If you teach a combined class prepare that of each class separately)</th>
<th>Title of books</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. English for primary schools Pupils' book 3</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(15). Please estimate the percentage of the English language text book you will have read with your class by the end of the year.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Very little</th>
<th>Little</th>
<th>Average</th>
<th>Above average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=360</td>
<td>25</td>
<td>40</td>
<td>150</td>
<td>129</td>
<td>16</td>
</tr>
</tbody>
</table>
(16). Please estimate the percentage of your pupils that can perform each of the following language skills appropriate to their level in English language.

<table>
<thead>
<tr>
<th>1. Language Skills</th>
<th>Valid Cases</th>
<th>0-20 % very few</th>
<th>21-40% few</th>
<th>41-60% some</th>
<th>61-80% many</th>
<th>81-100% All or almost all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>N=355</td>
<td>101</td>
<td>102</td>
<td>109</td>
<td>37</td>
<td>6</td>
</tr>
<tr>
<td>2. Read science text for the class and understand</td>
<td>N=352</td>
<td>133</td>
<td>82</td>
<td>87</td>
<td>45</td>
<td>5</td>
</tr>
<tr>
<td>3. Write descriptive essays about themselves with comprehension</td>
<td>N=361</td>
<td>76</td>
<td>98</td>
<td>107</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>4. Talk about everyday activities in class with comprehension</td>
<td>N=354</td>
<td>53</td>
<td>100</td>
<td>104</td>
<td>81</td>
<td>16</td>
</tr>
<tr>
<td>5. Listen to teacher's lecture on science with comprehension</td>
<td>N=383</td>
<td>67</td>
<td>40</td>
<td>82</td>
<td>126</td>
<td>32</td>
</tr>
<tr>
<td>6. Copy science notes from the bb correctly</td>
<td>N=311</td>
<td>196</td>
<td>56</td>
<td>35</td>
<td>22</td>
<td>2</td>
</tr>
</tbody>
</table>
Section B: Language Attitude.

INSTRUCTION
In the following section, please select from one of the options provided the idea that best represent your own view. For each question, tick the appropriate column.

P1-3

(Q.17). The uses of Ghanaian language as medium of instruction in classes one to three contributes to primary school pupils’ poor academic performance in English.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total freq.</td>
<td>68</td>
<td>123</td>
<td>23</td>
<td>129</td>
<td>34</td>
</tr>
</tbody>
</table>

(Q.18). I did not receive adequate training in how to teach Ghanaian language during their teacher training.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total freq.</td>
<td>46</td>
<td>80</td>
<td>21</td>
<td>153</td>
<td>73</td>
</tr>
</tbody>
</table>

(Q.19). I will not want to become Ghanaian language teachers because such teachers are not respected

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total freq.</td>
<td>11</td>
<td>17</td>
<td>11</td>
<td>156</td>
<td>183</td>
</tr>
</tbody>
</table>

(Q.20). The use of a Ghanaian language medium of instruction throughout the primary school will be improve Basic Education Examination results.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total freq.</td>
<td>16</td>
<td>42</td>
<td>15</td>
<td>161</td>
<td>147</td>
</tr>
</tbody>
</table>

472
(Q 21). A Ghanaian language should be the sole medium of instruction in the six years of Basic primary education

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=380</td>
<td>9</td>
<td>26</td>
<td>9</td>
<td>176</td>
<td>160</td>
</tr>
</tbody>
</table>

(Q 22). Only one Ghanaian language should be taught in all Ghanaian primary schools

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=381</td>
<td>12</td>
<td>43</td>
<td>7</td>
<td>163</td>
<td>156</td>
</tr>
</tbody>
</table>

(Q.23) English language should be the sole medium of instruction in the six years Basic Primary Education.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=382</td>
<td>60</td>
<td>136</td>
<td>24</td>
<td>134</td>
<td>28</td>
</tr>
</tbody>
</table>

(Q.24). School children in each region should learn only one dominant language of the region

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=378</td>
<td>35</td>
<td>161</td>
<td>9</td>
<td>136</td>
<td>39</td>
</tr>
</tbody>
</table>

(Q.25). Posting of newly trained teachers should be to their home regions to enable them to teach Ghanaian language.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=380</td>
<td>40</td>
<td>143</td>
<td>13</td>
<td>144</td>
<td>40</td>
</tr>
</tbody>
</table>

(Q.26). Posting of teachers should be outside their home regions to force them to speak English to their pupils most of the school time.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>2 agree</th>
<th>3 neither agree nor disagree</th>
<th>4 disagree</th>
<th>5 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=378</td>
<td>54</td>
<td>152</td>
<td>29</td>
<td>130</td>
<td>13</td>
</tr>
</tbody>
</table>
(Q.27). The practice where all primary school teachers teach both English and a Ghanaian language should be stopped.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=378</td>
<td>31</td>
<td>63</td>
<td>16</td>
<td>197</td>
<td>71</td>
</tr>
</tbody>
</table>

(Q.28). Primary school teachers should have official permission to use both Ghanaian language and English in each lesson as medium of instruction. I.e. teachers should be allowed to translate, code mix and code switch in the two languages.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=380</td>
<td>26</td>
<td>203</td>
<td>26</td>
<td>107</td>
<td>18</td>
</tr>
</tbody>
</table>

(Q.29). A pass in a Ghanaian language should be a condition for promotion of primary school teachers.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=378</td>
<td>10</td>
<td>124</td>
<td>32</td>
<td>154</td>
<td>58</td>
</tr>
</tbody>
</table>

(Q.30). A pass in a Ghanaian language should be a condition for admission to Junior secondary school (J.S.S) pupils to the Senior secondary school (S.S.S).

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=379</td>
<td>19</td>
<td>148</td>
<td>26</td>
<td>151</td>
<td>35</td>
</tr>
</tbody>
</table>

(Q.31). A pass in English language should remain a condition for admission to the senior secondary school (S.S.S).

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=379</td>
<td>120</td>
<td>219</td>
<td>4</td>
<td>29</td>
<td>7</td>
</tr>
</tbody>
</table>

(Q.32). A pass in English language should remain a condition for admission of teacher trainees to colleges.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=373</td>
<td>133</td>
<td>208</td>
<td>6</td>
<td>20</td>
<td>6</td>
</tr>
</tbody>
</table>
(Q.33). A pass in Ghanaian language should be a condition for admission of teacher trainees.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>1 agree</th>
<th>I neither agree nor disagree</th>
<th>1 disagree</th>
<th>1 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=373</td>
<td>27</td>
<td>141</td>
<td>29</td>
<td>142</td>
<td>34</td>
</tr>
</tbody>
</table>

(Q.34). A pass in English language should remain a condition for admission of students to the university.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>1 agree</th>
<th>I neither agree nor disagree</th>
<th>1 disagree</th>
<th>1 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=373</td>
<td>131</td>
<td>194</td>
<td>8</td>
<td>28</td>
<td>12</td>
</tr>
</tbody>
</table>

(Q.35). Parents will be happy if primary school pupils are literate in Ghanaian language by the end of primary class six.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>1 agree</th>
<th>I neither agree nor disagree</th>
<th>1 disagree</th>
<th>1 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=373</td>
<td>35</td>
<td>180</td>
<td>31</td>
<td>101</td>
<td>26</td>
</tr>
</tbody>
</table>

(Q.35b). Parents will be happy if primary school pupils' are literate in English language by the end of primary class six.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>1 agree</th>
<th>I neither agree nor disagree</th>
<th>1 disagree</th>
<th>1 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=373</td>
<td>144</td>
<td>198</td>
<td>3</td>
<td>19</td>
<td>9</td>
</tr>
</tbody>
</table>

(Q.36). I combine English and Ghanaian language in most of my lessons in the primary school (i.e. I code mix and code switch between a Ghanaian language and English.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>1 agree</th>
<th>I neither agree nor disagree</th>
<th>1 disagree</th>
<th>1 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=375</td>
<td>24</td>
<td>274</td>
<td>17</td>
<td>54</td>
<td>6</td>
</tr>
</tbody>
</table>

(Q.37). I think that the combined use of English and Ghanaian Language (code -mixing and code switching) in a lesson is educationally beneficial to the pupils.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>1 agree</th>
<th>I neither agree nor disagree</th>
<th>1 disagree</th>
<th>1 strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=376</td>
<td>46</td>
<td>262</td>
<td>16</td>
<td>44</td>
<td>8</td>
</tr>
</tbody>
</table>
Q.38). When pupils arrive in P4 from P3, I automatically switch from Ghanaian language medium of instruction to use of English as medium of instruction.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=371</td>
<td>63</td>
<td>235</td>
<td>16</td>
<td>52</td>
<td>5</td>
</tr>
</tbody>
</table>

Q.39). I change from a Ghanaian language medium of instruction to English language medium simultaneously for all subjects in primary class four.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=369</td>
<td>25</td>
<td>205</td>
<td>24</td>
<td>106</td>
<td>9</td>
</tr>
</tbody>
</table>

Q.40). I use my own personal judgement to change from Ghanaian language medium of instruction to English. The change is not simultaneous for all subjects.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=377</td>
<td>21</td>
<td>245</td>
<td>12</td>
<td>95</td>
<td>4</td>
</tr>
</tbody>
</table>

Q.41). What language or languages do you personally use in carrying out the following activities?

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>Total</th>
<th>freq.</th>
<th>freq.</th>
<th>freq.</th>
<th>freq.</th>
<th>freq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=344</td>
<td>106</td>
<td>124</td>
<td>93</td>
<td>14</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

1. View or listen to your favourite radio or television programme
2. Converse with a colleague of yours who also speaks your language on:
   a) Family matters
   b) Day to day events e.g. politics
   c) Science and mathematics
   Converse with others at home
3. Buying and shopping in the market
4. Religious worship
5. Write personal letters
6. Write official letters
7. Read in your leisure hours
Section C: Personal Information.

(Q42) a). Region...

b). District...


<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d). No of pupils in class in 1996.

(Q43) Is your school in the rural area or urban?

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Q 44) What is your sex? Please tick [ √ ] the appropriate box

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Q. 45) For how long have you been teaching?

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total cases</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Q.46) What teacher qualification do you have?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid cases=764</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Q. 47). Into which of the following age groups do you fall?

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total cases</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
</tbody>
</table>
## RESPONSES FOR Years 4-6

### Questionnaire Results: Frequency of Responses for Upper Primary Schools

1). In which language(s) do you mostly carry out the following functions in school?

<table>
<thead>
<tr>
<th>TEACHER FUNCTIONS</th>
<th>LANGUAGES USED IN SCHOOL</th>
<th>Total</th>
<th>Always in Eng.</th>
<th>In Eng, more than L1</th>
<th>In Eng, &amp; L1 Equally</th>
<th>More in L1 than Eng.</th>
<th>Always in L1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Address an assembly of pupils</td>
<td></td>
<td>1. Address an assembly of pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Send messages to parents through pupils</td>
<td></td>
<td>2. Send messages to parents through pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explain rules on how to play games and carry out activities during PE Lessons</td>
<td></td>
<td>3. Explain rules on how to play games and carry out activities during PE Lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Comment on pupils' compound work</td>
<td></td>
<td>4. Comment on pupils' compound work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Assign pupils work in the school garden</td>
<td></td>
<td>5. Assign pupils work in the school garden</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(2). In which language or languages do you mostly carry out the following functions in class?

<table>
<thead>
<tr>
<th>TEACHER FUNCTIONS</th>
<th>LANGUAGES USED IN CLASS</th>
<th>Valid cases</th>
<th>Always in Eng.</th>
<th>In Eng, more than L1</th>
<th>In Eng, &amp; L1 Equally</th>
<th>More in L1 than Eng.</th>
<th>Always in L1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce lesson topic to class</td>
<td></td>
<td>1. Introduce lesson topic to class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Present lesson content</td>
<td></td>
<td>2. Present lesson content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Give explanations of content</td>
<td></td>
<td>3. Give explanations of content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. specify examples</td>
<td></td>
<td>4. specify examples</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Give routine commands on discipline and classroom organisation</td>
<td></td>
<td>5. Give routine commands on discipline and classroom organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Give rubrics of class assignment e.g. explain task to be done</td>
<td></td>
<td>6. Give rubrics of class assignment e.g. explain task to be done</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Give explanations of work on the board</td>
<td></td>
<td>7. Give explanations of work on the board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Give instructions for homework</td>
<td></td>
<td>8. Give instructions for homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Explain meaning in a reading aloud lesson</td>
<td></td>
<td>9. Explain meaning in a reading aloud lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Check understanding of new vocabulary, phrases and sentences</td>
<td></td>
<td>10. Check understanding of new vocabulary, phrases and sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Talk to individual pupils in class</td>
<td></td>
<td>11. Talk to individual pupils in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Talk to a group or group work in class</td>
<td></td>
<td>12. Talk to a group or group work in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Provide corrections on errors in class</td>
<td></td>
<td>13. Provide corrections on errors in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Send pupils on errands to other teachers or head teacher</td>
<td></td>
<td>14. Send pupils on errands to other teachers or head teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Create humour in class</td>
<td></td>
<td>15. Create humour in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Praise pupils' work in class</td>
<td></td>
<td>16. Praise pupils' work in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Give summaries of lesson content</td>
<td></td>
<td>17. Give summaries of lesson content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3). In which language or languages do you teach the following subjects?

<table>
<thead>
<tr>
<th>LANGUAGES USED IN CLASS</th>
<th>Always in Eng.</th>
<th>In Eng. more than L1</th>
<th>In Eng. &amp; L1 equally</th>
<th>More in L1 than Eng.</th>
<th>Always in L1</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER FUNCTIONS</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>1 English language</td>
<td>N=388</td>
<td>326</td>
<td>59</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2 Ghanaian language</td>
<td>N=350</td>
<td>9</td>
<td>8</td>
<td>18</td>
<td>52</td>
</tr>
<tr>
<td>3 Mathematics</td>
<td>N=390</td>
<td>187</td>
<td>162</td>
<td>39</td>
<td>1</td>
</tr>
<tr>
<td>4 Elementary Science</td>
<td>N=391</td>
<td>165</td>
<td>157</td>
<td>62</td>
<td>5</td>
</tr>
<tr>
<td>5 Life Skills</td>
<td>N=387</td>
<td>150</td>
<td>154</td>
<td>69</td>
<td>13</td>
</tr>
<tr>
<td>6 Agriculture Science</td>
<td>N=391</td>
<td>143</td>
<td>160</td>
<td>68</td>
<td>19</td>
</tr>
<tr>
<td>7 Social Studies</td>
<td>N=388</td>
<td>161</td>
<td>166</td>
<td>46</td>
<td>13</td>
</tr>
<tr>
<td>8 Cultural studies</td>
<td>N=386</td>
<td>81</td>
<td>159</td>
<td>99</td>
<td>48</td>
</tr>
<tr>
<td>9 Physical Education</td>
<td>N=386</td>
<td>206</td>
<td>124</td>
<td>48</td>
<td>6</td>
</tr>
</tbody>
</table>

4). Please estimate the percentage of time you talk to your pupils in class in English in the following subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Valid cases</th>
<th>0-20%</th>
<th>21-40%</th>
<th>41-60%</th>
<th>61-80%</th>
<th>81-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>N=392</td>
<td>8</td>
<td>29</td>
<td>67</td>
<td>174</td>
<td>114</td>
</tr>
<tr>
<td>Mathematics</td>
<td>N=377</td>
<td>140</td>
<td>138</td>
<td>68</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>Elementary Science</td>
<td>N=373</td>
<td>113</td>
<td>143</td>
<td>78</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>Life Skills</td>
<td>N=371</td>
<td>99</td>
<td>133</td>
<td>101</td>
<td>29</td>
<td>11</td>
</tr>
<tr>
<td>Cultural Studies</td>
<td>N=372</td>
<td>64</td>
<td>122</td>
<td>121</td>
<td>48</td>
<td>17</td>
</tr>
</tbody>
</table>

5). Please estimate the percentage of time you talk to your pupils in class in Ghanaian Language in the following subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Valid cases</th>
<th>0-20%</th>
<th>21-40%</th>
<th>41-60%</th>
<th>61-80%</th>
<th>81-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>N=377</td>
<td>140</td>
<td>138</td>
<td>68</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>Mathematics</td>
<td>N=373</td>
<td>113</td>
<td>143</td>
<td>78</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>Life Skills</td>
<td>N=371</td>
<td>99</td>
<td>133</td>
<td>101</td>
<td>29</td>
<td>11</td>
</tr>
<tr>
<td>Cultural Studies</td>
<td>N=372</td>
<td>64</td>
<td>122</td>
<td>121</td>
<td>48</td>
<td>17</td>
</tr>
</tbody>
</table>

6). Please estimate the percentage of time you talk to your pupils in class in Mixed Language (code mixing and code switching) in the following subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Valid cases</th>
<th>0-20%</th>
<th>21-40%</th>
<th>41-60%</th>
<th>61-80%</th>
<th>81-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>N=378</td>
<td>87</td>
<td>112</td>
<td>102</td>
<td>52</td>
<td>25</td>
</tr>
<tr>
<td>Mathematics</td>
<td>N=372</td>
<td>77</td>
<td>106</td>
<td>117</td>
<td>51</td>
<td>21</td>
</tr>
<tr>
<td>Life Skills</td>
<td>N=371</td>
<td>69</td>
<td>109</td>
<td>122</td>
<td>51</td>
<td>20</td>
</tr>
<tr>
<td>Cultural Studies</td>
<td>N=373</td>
<td>46</td>
<td>99</td>
<td>129</td>
<td>72</td>
<td>27</td>
</tr>
</tbody>
</table>
7. Do you have books for teaching Ghanaian language in your school for your class?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid cases</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N= 364</td>
<td>182</td>
<td>182</td>
</tr>
</tbody>
</table>

(8). Please list the titles and quantities of books you have in your school for teaching the Ghanaian language subject in your class. (continue on a separate sheet if you have many books)

Class

(If you teach a combined class prepare that of each class separately)

<table>
<thead>
<tr>
<th>Title of books</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Twi Kasa Mmra</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

(9).

<table>
<thead>
<tr>
<th>Do you personally teach a Ghanaian language as a subject?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid cases</td>
</tr>
<tr>
<td>N=387</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

10. If you answer "No", why do you not teach a Ghanaian language as a subject?

(11). If you answered "Yes" to question 9, Please estimate the percentage of the Ghanaian language text book which you will have covered by the end of the year.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>0-20 %, 21-40 %</th>
<th>41-60 %</th>
<th>61-80 %</th>
<th>81-100 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=281</td>
<td>43</td>
<td>55</td>
<td>124</td>
<td>52</td>
</tr>
</tbody>
</table>

480
(12). Please estimate the percentage of your pupils that can perform each of the following language skills appropriate to their level in Ghanaian language.

<table>
<thead>
<tr>
<th>Language Skills</th>
<th>Valid Cases</th>
<th>0-20% very few</th>
<th>21-40% few</th>
<th>41-60% some</th>
<th>61-80% many</th>
<th>81-100% All or almost all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read science text for the class and understand</td>
<td>N=333</td>
<td>69</td>
<td>72</td>
<td>119</td>
<td>65</td>
<td>8</td>
</tr>
<tr>
<td>2. Write descriptive essays about themselves with comprehension</td>
<td>N=336</td>
<td>82</td>
<td>100</td>
<td>112</td>
<td>38</td>
<td>4</td>
</tr>
<tr>
<td>3. Talk about everyday activities in class with comprehension</td>
<td>N=337</td>
<td>28</td>
<td>57</td>
<td>89</td>
<td>125</td>
<td>38</td>
</tr>
<tr>
<td>4. Listen to teacher’s lecture on science with comprehension</td>
<td>N=333</td>
<td>36</td>
<td>48</td>
<td>96</td>
<td>110</td>
<td>43</td>
</tr>
<tr>
<td>5. Copy science notes from the bb correctly</td>
<td>N=334</td>
<td>25</td>
<td>24</td>
<td>59</td>
<td>154</td>
<td>72</td>
</tr>
<tr>
<td>6. Take notes during lecture correctly</td>
<td>N=332</td>
<td>140</td>
<td>86</td>
<td>72</td>
<td>25</td>
<td>9</td>
</tr>
</tbody>
</table>

(13). Do you have books for teaching English language in your school for your class?

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N= 391</td>
<td>357</td>
<td>34</td>
</tr>
</tbody>
</table>

(14). Please list the titles and quantities of books you have in your school for teaching English language subject in your class.

<table>
<thead>
<tr>
<th>Class (If you teach a combined class prepare that of each class separately)</th>
<th>Title of books</th>
<th>Quantities</th>
</tr>
</thead>
</table>
| e.g. English for primary schools Pupils’ book | 3
| 1                                                                           |
| 2                                                                           |
| 3                                                                           |
| 4                                                                           |
| 5                                                                           |

(15). Please estimate the percentage of the English language text book you will have read with your class by the end of the year.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>0-20% very little</th>
<th>21-40% little</th>
<th>41-60% average</th>
<th>61-80% above average</th>
<th>81-100% Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N =384</td>
<td>22</td>
<td>43</td>
<td>168</td>
<td>127</td>
<td>24</td>
</tr>
</tbody>
</table>
(16). Please estimate the percentage of your pupils that can perform each of the following language skills appropriate to their level in English language.

<table>
<thead>
<tr>
<th>1. Language Skills</th>
<th>Valid Cases</th>
<th>0-20% very few</th>
<th>21-40% few</th>
<th>41-60% some</th>
<th>61-80% many</th>
<th>81-100% All or almost all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read science text for the class and understand</td>
<td>N= 392</td>
<td>32</td>
<td>94</td>
<td>161</td>
<td>96</td>
<td>9</td>
</tr>
<tr>
<td>2. Write descriptive essays about themselves with comprehension</td>
<td>N=389</td>
<td>64</td>
<td>97</td>
<td>142</td>
<td>76</td>
<td>10</td>
</tr>
<tr>
<td>3. Talk about everyday activities in class with comprehension</td>
<td>N=388</td>
<td>42</td>
<td>73</td>
<td>153</td>
<td>103</td>
<td>17</td>
</tr>
<tr>
<td>4. Listen to teacher’s lecture on science with comprehension</td>
<td>N=385</td>
<td>23</td>
<td>67</td>
<td>140</td>
<td>123</td>
<td>32</td>
</tr>
<tr>
<td>5. Copy science notes from the bb correctly</td>
<td>N=398</td>
<td>4</td>
<td>24</td>
<td>88</td>
<td>166</td>
<td>101</td>
</tr>
<tr>
<td>6. Take notes during lecture correctly</td>
<td>N=380</td>
<td>128</td>
<td>104</td>
<td>86</td>
<td>45</td>
<td>17</td>
</tr>
</tbody>
</table>
INSTRUCTION
In the following section, please select from one of the options provided the idea that best represent your own view. For each question, tick the appropriate column.

(Q.17). The uses of Ghanaian language as medium of instruction in classes one to three contributes to primary school pupils' poor academic performance in English.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>1 agree</th>
<th>I neither agree nor disagree</th>
<th>1 disagree</th>
<th>I strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=391</td>
<td>87</td>
<td>140</td>
<td>28</td>
<td>111</td>
<td>25</td>
</tr>
</tbody>
</table>

(Q 18). I did not receive adequate training in how to teach Ghanaian language during their teacher training.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>1 agree</th>
<th>I neither agree nor disagree</th>
<th>1 disagree</th>
<th>I strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=381</td>
<td>42</td>
<td>82</td>
<td>17</td>
<td>163</td>
<td>77</td>
</tr>
</tbody>
</table>

(Q 19). I will not want to become Ghanaian language teachers because such teachers are not respected

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>1 agree</th>
<th>I neither agree nor disagree</th>
<th>1 disagree</th>
<th>I strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=391</td>
<td>18</td>
<td>19</td>
<td>14</td>
<td>154</td>
<td>186</td>
</tr>
</tbody>
</table>

(Q 20). The use of a Ghanaian language medium of instruction throughout the primary school will improve Basic Education Examination results.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>1 agree</th>
<th>I neither agree nor disagree</th>
<th>1 disagree</th>
<th>I strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=393</td>
<td>9</td>
<td>22</td>
<td>14</td>
<td>178</td>
<td>170</td>
</tr>
</tbody>
</table>

(Q 21). A Ghanaian language should be the sole medium of instruction in the six years of Basic primary education

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1 strongly agree</th>
<th>1 agree</th>
<th>I neither agree nor disagree</th>
<th>1 disagree</th>
<th>I strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=393</td>
<td>9</td>
<td>8</td>
<td>3</td>
<td>147</td>
<td>226</td>
</tr>
</tbody>
</table>
(Q.22). Only one Ghanaian language should be taught in all Ghanaian primary schools

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=392</td>
<td>23</td>
<td>49</td>
<td>5</td>
<td>152</td>
<td>163</td>
</tr>
</tbody>
</table>

(Q.23) English language should be the sole medium of instruction in the six years Basic Primary Education.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=393</td>
<td>106</td>
<td>123</td>
<td>23</td>
<td>113</td>
<td>28</td>
</tr>
</tbody>
</table>

(Q.24) School children in each region should learn only one dominant language of the region

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=392</td>
<td>59</td>
<td>161</td>
<td>23</td>
<td>109</td>
<td>40</td>
</tr>
</tbody>
</table>

(Q.25). Posting of newly trained teachers should be to their home regions to enable them to teach Ghanaian language.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=393</td>
<td>58</td>
<td>142</td>
<td>19</td>
<td>125</td>
<td>49</td>
</tr>
</tbody>
</table>

(Q.26). Posting of teachers should be outside their home regions to force them to speak English to their pupils most of the school time.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=393</td>
<td>68</td>
<td>152</td>
<td>37</td>
<td>110</td>
<td>26</td>
</tr>
</tbody>
</table>

(Q.27). The practice where all primary school teachers teach both English and a Ghanaian language should be stopped.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N= 390</td>
<td>56</td>
<td>85</td>
<td>26</td>
<td>159</td>
<td>64</td>
</tr>
</tbody>
</table>
Q.28. Primary school teachers should have official permission to use both Ghanaian language and English in each lesson as medium of instruction. i.e. teachers should be allowed to translate, code mix and code switch in the two languages.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=391</td>
<td>34</td>
<td>163</td>
<td>26</td>
<td>133</td>
<td>35</td>
</tr>
</tbody>
</table>

(Q.29). A pass in a Ghanaian language should be a condition for promotion of primary school teachers.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=391</td>
<td>18</td>
<td>105</td>
<td>34</td>
<td>142</td>
<td>92</td>
</tr>
</tbody>
</table>

(Q.30). A pass in a Ghanaian language should be a condition for admission to Junior secondary school (J.S.S) pupils to the Senior secondary school (S.S.S).

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=389</td>
<td>28</td>
<td>148</td>
<td>24</td>
<td>139</td>
<td>50</td>
</tr>
</tbody>
</table>

(Q.31). A pass in English language should remain a condition for admission to the senior secondary school (S.S.S.)

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=393</td>
<td>144</td>
<td>178</td>
<td>11</td>
<td>48</td>
<td>12</td>
</tr>
</tbody>
</table>

(Q.32). A pass in English language should remain a condition for admission of teacher trainees to colleges.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=388</td>
<td>146</td>
<td>180</td>
<td>8</td>
<td>36</td>
<td>18</td>
</tr>
</tbody>
</table>

(Q.33). A pass in Ghanaian language should be a condition for admission of teacher trainees.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=389</td>
<td>36</td>
<td>139</td>
<td>27</td>
<td>137</td>
<td>50</td>
</tr>
</tbody>
</table>
(Q.34). A pass in English language should remain a condition for admission of students to the university.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=388</td>
<td>151</td>
<td>162</td>
<td>10</td>
<td>38</td>
<td>27</td>
</tr>
</tbody>
</table>

(Q.35). Parents will be happy if primary school pupils are literate in Ghanaian language by the end of primary class six.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=388</td>
<td>55</td>
<td>168</td>
<td>35</td>
<td>95</td>
<td>35</td>
</tr>
</tbody>
</table>

(Q.35b). Parents will be happy if primary school pupils' are literate in English language by the end of primary class six.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=389</td>
<td>190</td>
<td>160</td>
<td>6</td>
<td>10</td>
<td>23</td>
</tr>
</tbody>
</table>

(Q.36). I combine English and Ghanaian language in most of my lessons in the primary school (i.e. I code mix and code switch between a Ghanaian language and English.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=384</td>
<td>23</td>
<td>200</td>
<td>23</td>
<td>116</td>
<td>22</td>
</tr>
</tbody>
</table>

(Q.37). I think that the combined use of English and Ghanaian Language (code-mixing and code switching) in a lesson is educationally beneficial to the pupils.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=390</td>
<td>42</td>
<td>211</td>
<td>35</td>
<td>86</td>
<td>16</td>
</tr>
</tbody>
</table>

Q.38). When pupils arrive in P4 from P3, I automatically switch from Ghanaian language medium of instruction to use of English as medium of instruction.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=386</td>
<td>79</td>
<td>223</td>
<td>25</td>
<td>58</td>
<td>1</td>
</tr>
</tbody>
</table>
(Q.39) I change from a Ghanaian language medium of instruction to English language medium simultaneously for all subjects in primary class four.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1: strongly agree</th>
<th>2: agree</th>
<th>3: neither agree nor disagree</th>
<th>4: disagree</th>
<th>5: strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=384</td>
<td>32</td>
<td>170</td>
<td>22</td>
<td>148</td>
<td>12</td>
</tr>
</tbody>
</table>

(Q.40) I use my own personal judgement to change from Ghanaian language medium of instruction to English. The change is not simultaneous for all subjects.

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1: strongly agree</th>
<th>2: agree</th>
<th>3: neither agree nor disagree</th>
<th>4: disagree</th>
<th>5: strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>N=377</td>
<td>37</td>
<td>240</td>
<td>23</td>
<td>62</td>
<td>15</td>
</tr>
</tbody>
</table>

(Q.41) What language or languages do you personally use in carrying out the following activities?

<table>
<thead>
<tr>
<th>LANGUAGES USED IN SCHOOL</th>
<th>Valid Cases</th>
<th>Always in Eng.</th>
<th>In Eng. more than L1</th>
<th>In Eng. &amp; L1 equally</th>
<th>More in L1 than Eng.</th>
<th>Always in L1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITIES</td>
<td>Total</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
<td>freq.</td>
</tr>
<tr>
<td>1. View or listen to your favourite radio or television programme</td>
<td>351</td>
<td>134</td>
<td>140</td>
<td>57</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>2. converse with a colleague of yours who also speaks your language on:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) family matters</td>
<td>367</td>
<td>15</td>
<td>16</td>
<td>50</td>
<td>129</td>
<td>157</td>
</tr>
<tr>
<td>b) day to day events e.g. politics</td>
<td>376</td>
<td>40</td>
<td>88</td>
<td>95</td>
<td>105</td>
<td>48</td>
</tr>
<tr>
<td>c) science and mathematics</td>
<td>376</td>
<td>130</td>
<td>161</td>
<td>61</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>converse with others at home</td>
<td>377</td>
<td>10</td>
<td>22</td>
<td>62</td>
<td>168</td>
<td>115</td>
</tr>
<tr>
<td>3. Buying and shopping in the market</td>
<td>376</td>
<td>12</td>
<td>19</td>
<td>68</td>
<td>146</td>
<td>131</td>
</tr>
<tr>
<td>4. Religious worship</td>
<td>376</td>
<td>42</td>
<td>40</td>
<td>77</td>
<td>104</td>
<td>113</td>
</tr>
<tr>
<td>5. Write personal letters</td>
<td>378</td>
<td>329</td>
<td>23</td>
<td>19</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>6. Write official letters</td>
<td>378</td>
<td>367</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7. Read in your leisure hours</td>
<td>398</td>
<td>232</td>
<td>105</td>
<td>31</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
Section C: Personal Information.

(Q42).a). Region...10

b). District...


<table>
<thead>
<tr>
<th>valid cases</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=779</td>
<td>16.2</td>
<td>16.4</td>
<td>16.6</td>
<td>17.1</td>
<td>17.3</td>
<td>16.4</td>
</tr>
</tbody>
</table>

d). No of pupils in class in 1996...

(Q43) Is your school in the rural area or urban?

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>N=779</td>
<td>54</td>
<td>46</td>
</tr>
</tbody>
</table>

(Q 44). What is your sex? Please tick [ ] the appropriate box

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>767</td>
<td>445</td>
<td>58.0</td>
</tr>
</tbody>
</table>

(Q. 45). For how long have you been teaching?

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>cases</td>
<td>0-5 yr.</td>
<td>6-10 yr.</td>
<td>11-15 yr.</td>
<td>16-20 yr.</td>
<td>21-25 yr.</td>
<td>26-30 yr.</td>
<td>31+ years</td>
</tr>
<tr>
<td>766</td>
<td>29.2</td>
<td>25.8</td>
<td>8.5</td>
<td>7.3</td>
<td>16.4</td>
<td>9.1</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Q.46) What teacher qualification do you have?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid cases=764</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1.2</td>
<td>Untrained Middle or secondary school Leavers (Pupil-Teachers)</td>
</tr>
<tr>
<td>5</td>
<td>0.6</td>
<td>Untrained High School/ &quot;A&quot; Level Pupil-Teacher</td>
</tr>
<tr>
<td>2</td>
<td>0.3</td>
<td>Two-year Post Middle Certificate &quot;B&quot; Teachers</td>
</tr>
<tr>
<td>29</td>
<td>3.7</td>
<td>Two-year Post &quot;B&quot; Certificate &quot;A&quot; Teachers</td>
</tr>
<tr>
<td>578</td>
<td>74.0</td>
<td>Four-year Post-Middle Certificate &quot;A&quot; Teachers</td>
</tr>
<tr>
<td>9</td>
<td>1.2</td>
<td>Two-year Post Secondary Certificate &quot;A&quot; Teachers</td>
</tr>
<tr>
<td>127</td>
<td>16.3</td>
<td>Three-year Post secondary Certificate &quot;A&quot; Teachers</td>
</tr>
<tr>
<td>3</td>
<td>0.4</td>
<td>Three-year Specialist Teachers</td>
</tr>
<tr>
<td>1</td>
<td>0.1</td>
<td>Three-year Diploma Certificate Teachers</td>
</tr>
<tr>
<td>1</td>
<td>0.1</td>
<td>Professional Graduate Teachers</td>
</tr>
</tbody>
</table>

(Q 47). Into which of the following age groups do you fall?

<table>
<thead>
<tr>
<th>Valid cases</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>cases</td>
<td>Below 20 years</td>
<td>21-25 years</td>
<td>26-30 years</td>
<td>31-35 years</td>
<td>36-40 years</td>
<td>41-45 years</td>
<td>46-50 years</td>
<td>50 &amp; above</td>
</tr>
<tr>
<td>745</td>
<td>0.9</td>
<td>8.6</td>
<td>18.9</td>
<td>20.0</td>
<td>14.8</td>
<td>14.0</td>
<td>12.9</td>
<td>9.9</td>
</tr>
</tbody>
</table>
APPENDIX 9E: COMPLETED QUESTIONNAIRE: SAMPLE

PRIMARY SCHOOL TEACHERS' LANGUAGE MEDIUM USE SURVEY 1966
Please complete the following:

Name of School: [Name]
What class do you teach? [Name]

Section A

How to answer this questionnaire:

Answer the questions by putting a tick [✓] in the column or box which best matches your own opinion. For example,

(1) In which language or languages do you mostly carry out the following functions in school?

<table>
<thead>
<tr>
<th>TEACHER FUNCTIONS</th>
<th>LANGUAGES USED IN SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always in English</td>
</tr>
<tr>
<td></td>
<td>In English more often than Ghanaian language</td>
</tr>
<tr>
<td></td>
<td>In English &amp; Ghanaian language equally</td>
</tr>
<tr>
<td></td>
<td>In Ghanaian language more often than English</td>
</tr>
<tr>
<td></td>
<td>Always in Ghanaian language</td>
</tr>
</tbody>
</table>

(1) In which language or languages do you mostly carry out the following functions in school?

Please tick (✓) the language column that applies to the function in the checklist.

<table>
<thead>
<tr>
<th>TEACHER FUNCTIONS</th>
<th>LANGUAGES USED IN SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always in English</td>
</tr>
<tr>
<td></td>
<td>In English more often than Ghanaian language</td>
</tr>
<tr>
<td></td>
<td>In English &amp; Ghanaian language equally</td>
</tr>
<tr>
<td></td>
<td>In Ghanaian language more often than English</td>
</tr>
<tr>
<td></td>
<td>Always in Ghanaian language</td>
</tr>
</tbody>
</table>

1. Address an assembly of pupils
2. Send messages to parents through pupils
3. Explain rules on how to play games and carry out activities during PE lessons
4. Comment on pupils' compound work
5. Assign pupils work in the school garden
In which language or languages do you mostly carry out the following functions in class?

Please tick (✓) the language column that applies to the function in the checklist.

<table>
<thead>
<tr>
<th>TEACHER FUNCTIONS</th>
<th>LANGUAGES USED IN CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always in English</td>
</tr>
<tr>
<td></td>
<td>In English more often</td>
</tr>
<tr>
<td></td>
<td>than Ghanaian language</td>
</tr>
<tr>
<td></td>
<td>In English &amp; Ghanaian</td>
</tr>
<tr>
<td></td>
<td>language equally</td>
</tr>
<tr>
<td></td>
<td>In Ghanaian language</td>
</tr>
<tr>
<td></td>
<td>more often than English</td>
</tr>
<tr>
<td></td>
<td>Always in Ghanaian</td>
</tr>
<tr>
<td>1. Introduce lesson topic to class</td>
<td>✓</td>
</tr>
<tr>
<td>2. Present lesson content</td>
<td>✓</td>
</tr>
<tr>
<td>3. Give explanations of content</td>
<td></td>
</tr>
<tr>
<td>4. Specify examples</td>
<td>✓</td>
</tr>
<tr>
<td>5. Give routine commands on discipline and</td>
<td></td>
</tr>
<tr>
<td>classroom organisation</td>
<td></td>
</tr>
<tr>
<td>6. Give rubrics of class assignment e.g.</td>
<td></td>
</tr>
<tr>
<td>explain task to be done</td>
<td></td>
</tr>
<tr>
<td>7. Give explanations of work on the board</td>
<td></td>
</tr>
<tr>
<td>8. Give instructions for home work</td>
<td></td>
</tr>
<tr>
<td>9. Explain meaning in a reading aloud lesson</td>
<td></td>
</tr>
<tr>
<td>10. Check understanding of new vocabulary,</td>
<td></td>
</tr>
<tr>
<td>phrases and sentences</td>
<td></td>
</tr>
<tr>
<td>11. Talk to individual pupils in class</td>
<td></td>
</tr>
<tr>
<td>12. Talk to a group on group work in class</td>
<td></td>
</tr>
<tr>
<td>13. Provide corrections on errors in class</td>
<td></td>
</tr>
<tr>
<td>14. Send pupils on errands to other teachers</td>
<td></td>
</tr>
<tr>
<td>or head teacher</td>
<td></td>
</tr>
<tr>
<td>15. Create humour in class</td>
<td></td>
</tr>
<tr>
<td>16. Praise pupils' work in class</td>
<td>✓</td>
</tr>
<tr>
<td>17. Give summaries of lesson content</td>
<td>✓</td>
</tr>
</tbody>
</table>
(3) In which language or languages do you teach the following subjects?
Tick (✓) the language column that apply in the following checklist.

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>L A N G U A G E S</th>
<th>U S E D I N C L A S S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always in English</td>
<td>In English more often than Ghanaian language</td>
</tr>
<tr>
<td>English language</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Ghanaian language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Elementary Science</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Life Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

(4). Please estimate the percentage of time you talk to your pupils in class in English in the following subjects. Tick (✓) the column that applies in your situation in the checklist for English Language.

<table>
<thead>
<tr>
<th>Subject Taught</th>
<th>0-20 % never</th>
<th>21-40 % rarely</th>
<th>41-60 % sometimes</th>
<th>61-80 % often</th>
<th>81-100 % very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Elementary Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Cultural Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(5). Please estimate the percentage of time you talk to your pupils in class in Ghanaian Language in the following subjects. Tick (✓) the column that applies in your situation in the checklist for Ghanaian Language.

<table>
<thead>
<tr>
<th>Subject Taught</th>
<th>0-20 % never</th>
<th>21-40 % rarely</th>
<th>41-60 % sometimes</th>
<th>61-80 % often</th>
<th>81-100 % very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Elementary Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Cultural Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(6). Please estimate the percentage of time you talk to your pupils in class in Mixed language (code mixing and code switching) in the following subjects. Tick (✔) the column that applies in your situation in the checklist for Mixed language (code mixing and code switching).

<table>
<thead>
<tr>
<th>Subject Taught</th>
<th>0-20% never</th>
<th>21-40% rarely</th>
<th>41-60% sometimes</th>
<th>61-80% often</th>
<th>81-100% very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Science</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(7). Do you have books for teaching Ghanaian language in your school for your class? Tick (✔) the appropriate box that applies to your situation.

- ✔ Yes, (answer the next question)
- ☐ No, (skip the next question)

(8). Please list the titles and quantities of books you have in your school for teaching the Ghanaian language subject in your class. (Continue on a separate sheet if you have many books)

<table>
<thead>
<tr>
<th>Class</th>
<th>Titles of books</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>e.g. Twi Kasa Mnara</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Ndede Kwamuars Book six</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Twi Kasa Mnara</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

(9). Do you personally teach a Ghanaian language as a subject?

- ✔ Yes, (skip the next question)
- ☐ No, (answer the next question)

10. If you answer ‘No’, why do you not teach a Ghanaian language as a subject?

[Additional information if applicable]
(11). If you answered "Yes" to question 9, Please estimate the percentage of the Ghanaian language text book that you will have covered by the end of the year.

Tick (✓) the appropriate column that applies to your situation.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>0-20%</th>
<th>21-40%</th>
<th>41-60%</th>
<th>61-80%</th>
<th>81-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coverage</td>
<td>very little</td>
<td>Little</td>
<td>average</td>
<td>above average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

(12). Please estimate the percentage of your pupils that can perform each of the following language skills in Ghanaian language.

Tick (✓) the appropriate column that applies to your situation.

**Percentage of class that can perform skill in Ghanaian language**

<table>
<thead>
<tr>
<th>Language Skills</th>
<th>0-20% very few</th>
<th>21-40% few</th>
<th>41-60% some</th>
<th>61-80% many</th>
<th>81-100% All or almost all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read science text for the class and understand</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write descriptive essays about themselves with comprehension</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about everyday activities in class with comprehension</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to teacher's lecture on science with comprehension</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copy science notes from the board correctly</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Take notes during lecture correctly</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(13). Do you have books for teaching English language in your school for your class?

Tick (✓) the appropriate box that applies to your situation.

- ✓ Yes, (answer the next question)
- No, (skip the next question)
(14). Please list the titles and quantities of books you have in your school for teaching English language subject in your class. (Continue on a separate sheet if you have many books)

<table>
<thead>
<tr>
<th>Class</th>
<th>Titles of books</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An English Course for Ghanaian schs. 6th.</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>e.g. English for Primary School Pupils' Book 3</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(15). Please estimate the percentage of the English language text book you will have read with your class by the end of the year.

Tick (✓) the appropriate column that applies to your situation.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>0-20 %</th>
<th>21-40 %</th>
<th>41-60 %</th>
<th>61-80 %</th>
<th>81-100 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>very little</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>little</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>average</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>above average</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(16). Please estimate the percentage of your pupils that can perform each of the following language skills appropriate to their level in English language.

Tick (✓) the appropriate column that applies to your situation.

<table>
<thead>
<tr>
<th>Percentage of class that can perform skill in English language</th>
<th>0-20 %</th>
<th>21-40 %</th>
<th>41-60 %</th>
<th>61-80 %</th>
<th>81-100 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read science text for the class and understand</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write descriptive essays about themselves with comprehension</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about everyday activities in class with comprehension</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to teacher's lecture on science with comprehension</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copy science notes from the bb correctly</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take notes during lecture correctly</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SECTION B:**

**INSTRUCTION**

In the following section, please select from one of the options provided the idea that best represent your own view. For each question, tick the appropriate column.

(Q.17). The uses of Ghanaian language as medium of instruction in classes' one to three contributes to primary school pupils' poor academic performance in English.

Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

(Q.18). I am unable to teach Ghanaian language properly because I did not receive adequate training in how to teach Ghanaian language during my teacher training.

Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

(Q.19). I will not want to become a Ghanaian language teacher because such teachers are not respected

Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>
(Q. 20). The use of a Ghanaian language medium of instruction throughout the primary school will improve Basic Education Examination results.

Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

(Q. 21). A Ghanaian language should be the sole medium of instruction in the six years of Basic primary education.

Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

(Q. 22). Only one Ghanaian language should be taught in all Ghanaian primary schools.

Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

(Q. 23) English language should be the sole medium of instruction in the six years of Basic Primary Education.

Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>
(Q 24). School children in each region should learn only one dominant language of the region.
Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
</tr>
</tbody>
</table>

(Q.25). Postings of newly trained teachers should be to their home regions to enable them teach Ghanaian language.
Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
</tr>
</tbody>
</table>

(Q.26). Postings of teachers should be outside their home regions to force them to speak English to their pupils most of the school time.
Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
</tr>
</tbody>
</table>

(Q.27). The practice where all primary school teachers teach both English and a Ghanaian language should be stopped.
Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
</tr>
</tbody>
</table>
(Q.28) Primary school teachers should have official permission to use both Ghanaian language and English in each lesson as medium of instruction. (i.e. teachers should be allowed to translate, code mix and code switch in the two languages.)

Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

(Q.29) A pass in a Ghanaian language should be a condition for promotion of primary school teachers.

Tick (✓) the appropriate box column best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

(Q.30) A pass in a Ghanaian language should be a condition for admission to Junior secondary school (J.S.S) pupils to the Senior secondary school (S.S.S).

Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

(Q.31) A pass in English language should remain a condition for admission to the senior secondary school (S.S.S.)

Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

499
(Q.32). A pass in English language should remain a condition for admission of teacher trainees to colleges.

Tick (√) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

(Q.33). A pass in Ghanaian language should be a condition for admission of teacher trainees.

Tick (√) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

(Q.34). A pass in English language should remain a condition for admission of students to the university.

Tick (√) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

(Q.35). Parents will be happy if primary school pupils' are literate in Ghanaian language by the end of primary class six.

Tick (√) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

(Q.35b). Parents will be happy if primary school pupils' are literate in English language by the end of primary class six.

Tick (√) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>
(Q.36) I combine English and Ghanaian languages in most of my lessons in the primary school. (i.e. I code mix and code switch between a Ghanaian language and English.

Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree or disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

(Q.37) I think that the combined use of English and Ghanaian Language (code-mixing and code switching) in a lesson is educationally beneficial to the pupils.

Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

(Q.38) When pupils arrive in P4 from P3, I automatically switch from Ghanaian language medium of instruction to use of English as medium of instruction.

Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

(Q.39) I change from a Ghanaian language medium of instruction to English language medium simultaneously for all subjects in primary class four.

Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>
(Q.40). I use my own personal judgement to change from Ghanaian language medium of instruction to English. The change is not simultaneous for all subjects. 

Tick (✓) the appropriate column that best represents your own view.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I strongly agree</td>
<td>I agree</td>
<td>I neither agree nor disagree</td>
<td>I disagree</td>
<td>I strongly disagree</td>
<td></td>
</tr>
</tbody>
</table>

(Q.41). What language or languages do you personally use in carrying out the following activities?

Tick (✓) the language column that applies in the following checklist.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>LANGUAGES USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always in English</td>
<td>In English more than Ghanaian language</td>
</tr>
<tr>
<td>View or listen to your favourite radio or television programme</td>
<td>✓</td>
</tr>
<tr>
<td>converse with a colleague of yours who also speaks your language on:</td>
<td></td>
</tr>
<tr>
<td>a) family matters</td>
<td></td>
</tr>
<tr>
<td>b) day to day events e.g. politics</td>
<td></td>
</tr>
<tr>
<td>c) science and mathematics</td>
<td></td>
</tr>
<tr>
<td>converse with others at home</td>
<td></td>
</tr>
<tr>
<td>buying and shopping in the market</td>
<td></td>
</tr>
<tr>
<td>religious worship</td>
<td></td>
</tr>
<tr>
<td>write personal letters</td>
<td>✓</td>
</tr>
<tr>
<td>write official letters</td>
<td></td>
</tr>
<tr>
<td>read in your leisure hours</td>
<td></td>
</tr>
</tbody>
</table>
Section C: Personal Information.
(Q42): a) Region: A. SHANTI
b) District: KUMASI
c) Class you teach now (1995/1996 academic year): SIX
(d) Name of school: PARKOSO R/C PRIMARY
(e) No of pupils in class in 1996: SIXTEEN

(Q43) Is your school in the rural area or urban?
Tick (√) the appropriate box.
- Urban school
- Rural school

(Q 44) What is your sex? Please tick the appropriate box
- Female
- Male

(Q. 45) For how long have you been teaching?
Tick (V) the appropriate column

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>6-10 years</td>
<td>11-15 years</td>
<td>16-20 years</td>
<td>21-25 years</td>
<td>26-30 years</td>
<td>31+ years</td>
<td></td>
</tr>
</tbody>
</table>

(Q. 46) What teacher qualification do you have?
Tick (V) the appropriate box in the checklist (If your qualification is not listed please add it).

- Untrained Middle or secondary school Leavers (Pupil-Teachers)
- Untrained High School or 'A' Level Pupil-Teacher
- Two-year Post Middle Certificate "B" Teachers
- Two-year Post "B" Certificate "A" Teachers
- Four-year Post-Middle Certificate "A" Teachers
- Two-year Post Secondary Certificate "A" Teachers
- Three-year Post secondary Certificate "A" Teachers
- Three-year Specialist Teachers
- Three-year Diploma Certificate Teachers
- Non-professional graduate Teachers
- Professional Graduate Teachers
(Q. 47). Into which of the following age groups do you fall?
Tick (✓) the appropriate category.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 and below</td>
<td>21-25 years</td>
<td>26-30 years</td>
<td>31-35 years</td>
<td>36-40 years</td>
<td>41-45 years</td>
<td>46-50 years</td>
<td>50 &amp; above</td>
<td></td>
</tr>
</tbody>
</table>

Please return all completed questionnaires to the address below
Seidu Al-Hassan
Saint Louis Teacher Training College
P. O. Box 3041
Kumasi
Appendix 9f

General Results: Language Attitudes

The Frequency of Responses to Language Attitude Items

<table>
<thead>
<tr>
<th>Items</th>
<th>SA</th>
<th>A</th>
<th>NAND</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The uses of Ghanaian language as medium of instruction in classes</td>
<td>20.2</td>
<td>34.2</td>
<td>6.6</td>
<td>31.3</td>
<td>7.7</td>
</tr>
<tr>
<td>one to three contributes to primary school pupils’ poor academic performance in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I am unable to teach Ghanaian language properly because I did not receive adequate training in how to teach Ghanaian language during my teacher training.</td>
<td>11.7</td>
<td>21.5</td>
<td>5.0</td>
<td>41.9</td>
<td>19.9</td>
</tr>
<tr>
<td>3. I would not want to become Ghanaian language teacher because such teachers are not respected</td>
<td>3.8</td>
<td>4.7</td>
<td>3.2</td>
<td>40.3</td>
<td>48.0</td>
</tr>
<tr>
<td>4. The use of a Ghanaian language medium of instruction throughout the primary school will improve Basic education examination results.</td>
<td>3.2</td>
<td>8.3</td>
<td>3.7</td>
<td>43.8</td>
<td>41.0</td>
</tr>
<tr>
<td>5. A Ghanaian language should be the sole medium of instruction in the six years of Basic primary education</td>
<td>2.3</td>
<td>4.4</td>
<td>1.6</td>
<td>41.8</td>
<td>49.9</td>
</tr>
<tr>
<td>6. Only one Ghanaian language should be taught in all Ghanaian primary schools.</td>
<td>4.5</td>
<td>11.9</td>
<td>1.7</td>
<td>40.8</td>
<td>41.1</td>
</tr>
<tr>
<td>7. English language should be the sole medium of instruction in the six years of Basic Primary Education</td>
<td>21.3</td>
<td>33.4</td>
<td>6.2</td>
<td>31.9</td>
<td>7.2</td>
</tr>
<tr>
<td>8. School children in each region should learn only one dominant language of the region</td>
<td>12.2</td>
<td>41.8</td>
<td>4.2</td>
<td>31.6</td>
<td>10.2</td>
</tr>
<tr>
<td>9. Posting of newly trained teachers should be to their home regions to enable them teach Ghanaian language.</td>
<td>12.7</td>
<td>36.9</td>
<td>4.1</td>
<td>34.8</td>
<td>11.5</td>
</tr>
<tr>
<td>10. Posting of teachers should be outside their home regions to force them to speak English to their pupils most of the school time.</td>
<td>15.8</td>
<td>39.4</td>
<td>8.6</td>
<td>31.1</td>
<td>5.1</td>
</tr>
<tr>
<td>11. The practice where all primary school teachers teach both English and a Ghanaian language should be stopped</td>
<td>11.3</td>
<td>19.3</td>
<td>5.5</td>
<td>46.4</td>
<td>17.6</td>
</tr>
<tr>
<td>12. Primary school teachers should have officially permission to use both Ghanaian language and English in each lesson as medium of instruction (i.e. Teachers should be allowed to translate, code mix and code switch in the two languages).</td>
<td>7.7</td>
<td>47.5</td>
<td>6.8</td>
<td>31.1</td>
<td>6.9</td>
</tr>
</tbody>
</table>
13. A pass in a Ghanaian language should be a condition for promotion of primary school teachers.

14. A pass in a Ghanaian language should be a condition for admission to Junior secondary school (J.S.S) pupils to the Senior secondary school (S.S.S).

15. A pass in English language should remain a condition for admission to the senior secondary school (S.S.S.)

16. A pass in English language should remain a condition for admission of teacher trainees to colleges.

17. A pass in Ghanaian language should be a condition for admission of teacher trainees.

18. A pass in English language should remain a condition for admission of students to the university.

19. Parents will be happy if primary school pupils are literate in Ghanaian language by the end of class six.

20. Parents will be happy if primary school pupils are literate in English language by the end of class six.

21. I combine English and Ghanaian language in most of my lessons in the primary school(i.e. I code mix and code switch between a Ghanaian language and English).

22. I think that the combined use of English and Ghanaian Language(code-mixing and code switching) in a lesson is educationally beneficial to the pupils.

23. When pupils arrive in P4 from P3, I automatically switch from Ghanaian language medium of instruction to use of English as medium of instruction.

24. I change from a Ghanaian language medium of instruction to English language medium is done simultaneously for all subjects in primary class four.

25. I use my own personal judgement to change from Ghanaian language medium of instruction to English.

The change is not simultaneous for all subjects.
KEEPING HEALTHY

Water.

Our bodies need water. The water we drink must be clean. We get diseases from dirty water. Look at this picture.

Why is this water not clean?
Would you take your drinking water from this place?

You should always use a latrine.
You should never urinate or defecate into or near a river
Would you take your drinking water from the places shown in the picture?

How do you make sure that the water you drink is clean?
The best way is to boil the water for some time.
You can use special chemicals to make the water clean.
Some people filter the water to make it clear. This water must still be boiled to kill the tiny living things which can make you ill.
The water which we use to wash ourselves and our clothes must be clean too.
The water which we use to wash our food must be as clean as our drinking water.
Dirty water has tiny living things in it which cause diseases.
If you drink this water you can become ill.
The tiny living things grow in our body.
Some of them are worms. These grow inside your legs.
This makes your legs very painful.

Other worms from dirty water make you urinate blood.
Other diseases which you get from dirty water give you very bad stomach pains and diarrhoea.
People can die from these diseases.

A person with one of these diseases can put the tiny living things back into the water. This happens when the person washes himself. It also happens when he passes urine or faeces near the water.
A person who is not ill can then get the disease

You must not drink dirty water
You must not wash yourself in dirty water
You must not swim in rivers or ponds.
APPENDIX 10(b): Language Proficiency Cloze Test English Version

INSTRUCTIONS:
In the following passage a number of words have been removed.
The numbered blank spaces show where single words have been removed.
Read the passage carefully. Try to understand what it is about.
Then look at each number and complete the blank with only ONE WORD.
Write down the answer ON THE ANSWER SHEET PROVIDED.

EXAMPLE:
We need food to stay alive. We need food to give us energy.
Children need food to grow.
If we do not have enough --1--we become weak and ill.
We --2--different types of food. If you --3--the same food all
the time --4--will not be strong and healthy.

ANSWERS:
1 food
2 need
4 eat
4 you
In number (1), some food is wrong because you must use only ONE WORD

DO NOT OPEN TO THE NEXT PAGE
UNTIL YOU ARE TOLD TO DO SO.
DO NOT WRITE ANYTHING ON THIS QUESTION PAPER
KEEPING HEALTHY

Water.

Our bodies need water. The water we drink must be clean. We get diseases from dirty water. Look at this picture.

Why is this water not clean?

Would you take your drinking --1-- from this place?

You should always use a latrine.

You should --2-- urinate or defecate into or near a river

Would you take --3-- drinking water from the places shown in the picture?

How do --4-- make sure that the water you drink is clean?

The best --5-- is to boil the water for some time.

You can use --6-- chemicals to make the water clean.
Some people filter the water --7-- make it clear. This water must still be boiled to kill --8-- tiny living things which can make you ill. The water which --9-- use to wash ourselves and our clothes must be clean too. --10-- water which we use to wash our food must be as --11-- as our drinking water. Dirty water has tiny living things in --12-- which cause diseases. If you drink this water you can become --13-- The tiny living things grow in our body. Some of them --14-- worms. These grow inside your legs This makes your legs very --15--

Other worms from dirty water make you urinate blood. Other diseases --16-- you get from dirty water give you very bad stomach pains --17-- diarrhoea. People can die from these diseases.

A person with one --18-- these diseases can put the tiny living things back into the --19--. This happens when the person washes himself. It also happens when --20-- passes urine or faeces near the water A person who is not ill can then get the disease You must not drink dirty water You must not wash yourself in dirty water You must not swim in rivers or ponds.
APPENDIX 10(c) : Language Proficiency Test

Sample Answer Sheet for English

Write down all your answers on this answer sheet
You are reminded not to write on the question booklet

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>
TRANSLATED GHANAIAN LANGUAGE VERSION OF ORIGINAL ENGLISH TEXT.

AHONIDIE APOMUDEH

Nsuo.

Yen Nnipadua hia nsuo. ēsē sē yen nsuo a yenom ho tee.

Yenya yade: firi nsu fii mu.

Hwē saa nfonini yi.

Aden nti na saa nsuo yi ani ntee?

Wu bēsa wo nsuo a wonom afiri saa beas ha?

ēsē sē abēre biara yek tiafi so

Enē sē wodwons anaa sowonne nsutenee mu anaa eho

Wobēsa wo nsuo a wobēnom afiri saa beas a ēw nfonini yi mu?
Wobeye den ahunu se nsuo a wobenom no ho te?
Kwan a eye pa ara ne se wobenoa nsuo no emmers kakra.
Wobetumi de nnuro soronko bi ati nsuo nu ani.

ebinom so ne so se nsuo no ani betee. Wobek so anoa saa nsuo no se ebeye a emu mmoawamoawa no a ebema wo yadee no bewu.
estee se yen nsuo a yede dware, hohoro yen nneema, nsu ho betee.

Nsuo a yede hohoro ya aduane ho nso esse se eho tese tese nea yenom mnoa ara

Nsufii eew mmoa nketenkete w mua ema yadee.
Sew nom saa nsuo yi bia, wobetumi ayare.
Saa mmoa nketenkete yi nyini eew yen nnipadua mu.

ebi ne nsonosono. Nsonosono yi bi enyini ewo ye nan mu.
estumi ma wo wan no ye woya yie.
Nsonosono bi a eew saa nsufii yi mu tumi ma wodwons mmogya.

Nyarewa ahodo binom a ye nya firi nsufii mu ne yamkeka ne yamtu denden.

Saa nyarewa yi betumi akum nnipa
Obi a wew saa yadee yi betumi ede mmoa nketenkete no asan akgu nsuo no mu bio.
estumi ba no saa, se onipa no dware nsuo no mua.
estumi ba saa nso, se dwons anaa se gya na’ann ben nsuo no aa.

Obi a onni saa yadee no bi no, betumi anya bi.

ense se wonom nsufii
ense se wodware nsufii mu

nsce se wodware nsutene anaa nsuo tae mu.
APPENDIX 10 (e)

Translated Language Proficiency Cloze Test in Ghanaian Language (Twi)

**NTWERe SAA ASEM MMISA YI SO**

Saa nsem yi mu, nsem beeree w$o$ h|$|$ a ysayiyi aﬁri mu.
Baabia yagyigya $|$|$| no kyere nsem mmaako, mmaako a woayiyi aﬁri mu.
To wo boase na kan. B|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|$|
Nsuo.
Yen Nnipadua hia nsuo. esse se yen nsuo a yenom ho tee.
Yenya yadee firi nsu fii mu.
Hwe saa nfonini yi.

Aden nti na saa nsuo yi ani ntee?
Wu besa wo nsuo a wonom\(^4\) afiri saa bea\(\hat{e}\) ha?
esse se abere biara ye\(\hat{k}\) tiafi so
Ense se\(^3\) wodwons\(\hat{o}\) anaa sewonne nsutenee mu anaa eho
Wobesa wo nsuo a wob\(\hat{e}\)nom\(^3\) afiri saa bea\(\hat{e}\) a e\(\hat{w}\) nfonini yi mu?
Wobeye den ahunu se nsuo\(^4\) a wob\(\hat{e}\)nom no ho te?
Kwan a eye pa ara ne se wob\(\hat{e}\)noa\(^5\) nsuo no emmere kakra.
Wobetumi de nnuro soronko bi ati nsuo nu am\(^6\).
ebinom s\(\hat{\imath}\)ne so se nsuo no ani betees. Wobek\(\hat{\imath}\) so anoa saa nsuo\(^7\) no se ebeye a emu mmoawamoawa no a ebema wo yadee no bewu\(^8\)
ese se yen nsuo a yade dware, hohoro yen nneema, nso ho betee.  
Nsuo a yade hohoro ya aduane ho nso ese se eho te te ese nea yenom nnoa ara  
Nsufii ew mmoa nketenkete w mua e ma yades.  
Se wo nom saa nsuo yi bia, wobetumi ayare.  
Saa mmoa nketenkete yi nyini ew yen nnipadua mu.  
EBI ne nsonosono. Nsonosono yi bi enyini ewo ye nan mu.  
etumi ma wo nan no ye woya yie.  
Nsonosono bi a ew saa nsufii yi mu tumi ma wodwons mmogya.  
Nyarewa ahodo binom a ye nya firi nsufii mu ne yamkeka ne yamtuo denden.  
Saa nyarewa yi betumi akum nnipa  
Obi a w w saa yade yi betumi ede mmoa nketenkete no asan ak gu nsuo no mu bio.  
etumi ba no saa, se onipa no dware nsuo no mua.  
etumi ba saa nso, se dwons anaa se gya na ann ben nsuo no aa.  
Obi a onni saa yade no bi no, betumi anya bi.  

ense se wonom nsufii  
ense se wodware nsufii mu  
nse se wodware nsutene anaa nsuo taee mu.
APPENDIX 10(f): Language Proficiency Test

SAMPLE ANSWER SHEET FOR TWI

**MMUAYe KRATAA**

Twere wo mmuaye nyinaa w › mmuaye krataa yi so

Yerekae wo se ntwere asem mmisa krataa no so

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>wonom</td>
</tr>
<tr>
<td>2</td>
<td>se²</td>
</tr>
<tr>
<td>3</td>
<td>wobenom³</td>
</tr>
<tr>
<td>4</td>
<td>nsuo⁴</td>
</tr>
<tr>
<td>5</td>
<td>wobenoa⁵</td>
</tr>
<tr>
<td>6</td>
<td>ani⁶</td>
</tr>
<tr>
<td>7</td>
<td>nsuo⁷</td>
</tr>
<tr>
<td>8</td>
<td>bewu⁸</td>
</tr>
<tr>
<td>9</td>
<td>betee⁹</td>
</tr>
<tr>
<td>10</td>
<td>nea¹⁰</td>
</tr>
<tr>
<td>11</td>
<td>saa¹¹</td>
</tr>
<tr>
<td>12</td>
<td>mnipadua¹²</td>
</tr>
<tr>
<td>13</td>
<td>stumi¹³</td>
</tr>
<tr>
<td>14</td>
<td>ewo¹⁴</td>
</tr>
<tr>
<td>15</td>
<td>a¹⁵</td>
</tr>
<tr>
<td>16</td>
<td>yi¹⁶</td>
</tr>
<tr>
<td>17</td>
<td>mmoa¹⁷</td>
</tr>
<tr>
<td>18</td>
<td>se¹⁸</td>
</tr>
<tr>
<td>19</td>
<td>›dwons›¹⁹</td>
</tr>
<tr>
<td>20</td>
<td>yadee²⁰</td>
</tr>
</tbody>
</table>

Me din de.................................................................................................................................

Me sukuu de.................................................................................................................................

518
Appendix. 11: Pupils Reading Comprehension Test Results

**11(a) School: Aborfo Results**

<table>
<thead>
<tr>
<th>Code Name</th>
<th>Eng.</th>
<th>Twi</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emanuel Adu Donkor</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>2. George Manu</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3. Naadu Laryea</td>
<td>8</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>4. Akwasi Apraku Agyepong</td>
<td>13</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>5. Akua Fremah Agyei</td>
<td>8</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>6. Nana Amponsah Ntim</td>
<td>11</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>7. Gertrude Boamah</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8. Denies Akwasi William</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. Sandra-Ampadu Asiamah</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>10. Agyei Konadu Bridgett</td>
<td>9</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>11. Akua Asamoah Kwarteng</td>
<td>10</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>12. Owusu Sekyere Kwaku</td>
<td>5</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>13. George Mensah</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>14. Antwi Dominic</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>15. Coleman Rebecca Sylvia</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>16. Akyew Michael</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>17. Osei-Agyeman Prempeh Agnes</td>
<td>6</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>18. Badu Samuel</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>19. Kwarteng Amoateng Claudia</td>
<td>7</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>20. Karikari Akosua</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>21. Appiah Joyce Addison</td>
<td>13</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>22. Frimpong Perpetua</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>23. Kamkam Theophilus</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>24. Agyepong Ernest</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>25. Dankwa Godfred</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26. Nyantakyiwaah Afia</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>27. Anokye Bempa Albert</td>
<td>11</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>28. Kyei Ampong Kwame</td>
<td>12</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>29. Owusu Ansah Emilia</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>30. Forkuo Kyerewaah Adeline</td>
<td>5</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>31. Oti Duruwaa Yaa</td>
<td>6</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>32. Bridgett Boateng</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>33. Adu Patricia</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>34. Appiagyei Bemah Yaa</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>35. Antwi Adomako B. Justice</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>36. Tawia Rosa Marie</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>37. Owusu Mensah Prince</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>38. Adu Anyan Anthony</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>39. Duodo Yaw Wiafe</td>
<td>6</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>40. Duodo Kwaku Vincent</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>41. Opoku Sylvester</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>42. Achampong Derrick</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Rank</td>
<td>Name</td>
<td>Score</td>
<td>Total</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>43.</td>
<td>Adu Antwi Boasiako</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>44.</td>
<td>Owusu Ann Shirley</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>45.</td>
<td>Boakye Faustina</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>46.</td>
<td>Okyere Boateng Yaw</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>47.</td>
<td>Adusei Ellen</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>48.</td>
<td>Karim Samira</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>49.</td>
<td>Aidoo Kim- Louisa</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>50.</td>
<td>Antwi David</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>51.</td>
<td>Ankomah Serwah</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>52.</td>
<td>Ato Sarsah Sampson</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>53.</td>
<td>Owusu Ansah Derrick</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>54.</td>
<td>Opoku Ware Kwame</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>55.</td>
<td>Nkansa Esther</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>56.</td>
<td>Appiah Dora Ofori</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>57.</td>
<td>Asamoah Bonsu Philip</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>58.</td>
<td>Sagoe E Diana</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>59.</td>
<td>Ocloo Jane Setor</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>60.</td>
<td>Owusu Ansah Emmanuel</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>61.</td>
<td>Addo Agyekum Kwaku</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>314</td>
<td>276</td>
</tr>
<tr>
<td>Average/mean score</td>
<td>5.1</td>
<td>4.5</td>
<td>4.76</td>
</tr>
</tbody>
</table>
Appendix. 11: Pupils Reading Comprehension Test Results

11(b) Zongo Borfo Primary Results

<table>
<thead>
<tr>
<th>Code Name</th>
<th>Eng.</th>
<th>Twi</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adusei Ruth</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Adutum Michael</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Boateng Patricia</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Oppong Samuel</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Abboah Felix</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6. Tabuua Gladys</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7. Owusu Clement</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Osei Constance</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. Frempong Isaac</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10. Agyei Kwarteng Prince</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>11. Owusu Alfred</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>12. Dabora Gilbert</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13. Mansah Comfort</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>14. Yeboah Ennoch</td>
<td>0</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>15. Serwah Catharine</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>16. Boakye Opoku Emmanuel</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>17. Betty Hagan</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18. Amanfo Ofori Collins</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>19. Antwiwaa Christiana</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20. Owusu Nimako Elvis</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>21. Agyeman Anita</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>14</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

Average /mean score  

<table>
<thead>
<tr>
<th>Eng.</th>
<th>Twi</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.38</td>
<td>0.67</td>
<td>0.52</td>
</tr>
</tbody>
</table>
Appendix. 11: Pupils Reading Comprehension Test Results

11(c) Makaranta Borfo Primary Results

<table>
<thead>
<tr>
<th>Code Name</th>
<th>Eng.</th>
<th>Twi</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Agyeiwaah Yaa</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Adams Obeng</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. Adusei Clement</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Amoako Kwadwo</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Adjei Akwasi Jonas</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Akyaa Vida</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>7. Serwah Akua</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>8. Sarfo Esther</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. Fourdjour Emelia</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>10. Adu Felicia</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11. Sarfo Portia</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12. Afranewaa Janet</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13. Sulemana Opoku</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14. Amponsah Samuel</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>15. Adusei Janet</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16. Afrakoma Ruth</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>17. Antwi Lucy</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18. Obeng Rosemary</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>19. Boakye Ernest</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20. Biaa Joyce</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21. Adama Joyce</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>22. Nyarko Akua</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>23. Bugatuga Akwasi</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>24. Darko Abigail</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25. Nkrumah Eric</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26. Fofie Martha</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>27. Owusu Eric</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>28. Gyewoahome Kwame</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>29. Kwabena Nyame</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30. Kyerewaah Comfort</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>31. Frema Abena</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>32. Afua Darkowaa</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>33. Kwabena Solomon</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>34. Ameyaw Kwame</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>35. Opoku Linda</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>36. Boakye Esther</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>37. Ofori Winifred</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>38. Agyeman George</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>39. Ofori Daniel</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>40. Dwumo Akwasi</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>41. Adomako Rosa</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Score 1</td>
<td>Score 2</td>
</tr>
<tr>
<td>---</td>
<td>--------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>42.</td>
<td>Dufie Alice</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>43.</td>
<td>Duodo Lydia</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>44.</td>
<td>Konadu Esther</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>45.</td>
<td>Asiamah George</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>46.</td>
<td>Osei Boateng Isaac</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>47.</td>
<td>Kwame Peter</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Average/Mean score</strong></td>
<td><strong>0.57</strong></td>
<td><strong>0.38</strong></td>
</tr>
</tbody>
</table>
### Appendix. 11: Pupils Reading Comprehension Test Results

#### 11 (d) Wa Para-Military Primary Results

<table>
<thead>
<tr>
<th>Code Name</th>
<th>Eng.</th>
<th>Twi</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Akyaa Helina</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Boateng Cecilia</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Antwiwaa Georgina</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. Addai Owusu Prince</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5. Deborah Mensah</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Appiah Kubi</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7. Boakye Kwabena</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8. Bemma Mabel</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>9. Konadu Rita N°2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10. Oppong Michael</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>11. Nyarko Faustina</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>12. Owusu Philip</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>13. Owusu Liticia</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14. Asim Kofi</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15. Opoku Isaac</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>16. Serwah Afua</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17. Barfi Kwabena</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18. Iddrisu Akwasi</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>19. Agyeman Collins</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>20. Adu Rita</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>21. Anokye Nicholas</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>22. Achiia Emelia</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23. Kankam Benjamin</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>24. Opoku Josephine</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25. Arkon Sampson</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>26. Amoah Christiana</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>27. Mensah Aidoo Enock</td>
<td>2</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>28. Barwua Janet</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>29. Atuahene Augustine</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>30. Nkum Esther</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>31. Antwi Akwasi</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>32. Konadu Rita N°1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>33. Addai Bismarck</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>34. Abrafi Margaret</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>35. Gyamfi Gabriel</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>36. Anane Grace</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>37. Amoako Yaw</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>33</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

**Average/mean score**

<table>
<thead>
<tr>
<th></th>
<th>Eng.</th>
<th>Twi</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.78</td>
<td>0.89</td>
<td>0.84</td>
</tr>
</tbody>
</table>
APPENDIX 11E: PUPILS' READING COMPREHENSION TEST RESULTS
SAMPLE OF PUPILS' WORK FOR ENGLISH

ANSWER SHEET

Write down all your answers on this answer sheet
You are reminded not to write on the question booklet

<table>
<thead>
<tr>
<th>Name</th>
<th>Ellen Adeusi</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>State Experimental primary</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>water ✓</td>
</tr>
<tr>
<td>2</td>
<td>not ✓</td>
</tr>
<tr>
<td>3</td>
<td>eat ✓</td>
</tr>
<tr>
<td>4</td>
<td>you ✓</td>
</tr>
<tr>
<td>5</td>
<td>way ✓</td>
</tr>
<tr>
<td>6</td>
<td>some ✓</td>
</tr>
<tr>
<td>7</td>
<td>to ✓</td>
</tr>
<tr>
<td>8</td>
<td>from the ✓</td>
</tr>
<tr>
<td>9</td>
<td>we ✓</td>
</tr>
<tr>
<td>10</td>
<td>the ✓</td>
</tr>
<tr>
<td>11</td>
<td>clean ✓</td>
</tr>
<tr>
<td>12</td>
<td>it ✓</td>
</tr>
<tr>
<td>13</td>
<td>ill ✓</td>
</tr>
<tr>
<td>14</td>
<td>are ✓</td>
</tr>
<tr>
<td>15</td>
<td>big ✓</td>
</tr>
<tr>
<td>16</td>
<td>that ✓</td>
</tr>
<tr>
<td>17</td>
<td>a.s. ✓</td>
</tr>
<tr>
<td>18</td>
<td>a.c. ✓</td>
</tr>
<tr>
<td>19</td>
<td>water ✓</td>
</tr>
<tr>
<td>20</td>
<td>he ✓</td>
</tr>
</tbody>
</table>
ANSWER SHEET

Write down all your answers on this answer sheet
You are reminded not to write on the question booklet

Name: God Fred Donywa

School: .................................................................

1. from this place .................................................
2. you should ......................................................
3. would you like ..................................................
4. the a.a. ............................................................
5. clothes must be cleaned .................................
6. why is this water not clean ..............................
7. diseases from ..................................................
8. the bed ............................................................
9. diseases ..........................................................
10. clothes must be ..............................................
11. the water is dirty ...........................................
12. disease, fever ...............................................  
13. soap at this ..................................................
14. can, I take you will .......................................  
15. yellow fever ..................................................
16. I.e. I.e. U. D. ..................................................
17. wash nissi ......................................................
18. read the ........................................................
19. use get diseases ............................................
20. from this piece ..............................................
APPENDIX 11F: PUPILS' READING COMPREHENSION TEST RESULTS
SAMPLE OF PUPILS' WORK FOR TWI

MMUAYE KRATAA

1. .............................................. 11. ..............................................
2. .............................................. 12. ..............................................
3. .............................................. 13. ..............................................
4. .............................................. 14. ..............................................
5. .............................................. 15. ..............................................
6. .............................................. 16. ..............................................
7. .............................................. 17. ..............................................
8. .............................................. 18. ..............................................
9. .............................................. 19. ..............................................
10. .............................................. 20. ..............................................

Me sukuu de: PARKOS ROMAN CATHOLIC PRIMARY

Ne din de: Ruth Adusai
APPENDIX II \textbf{PUPILS' READING COMPREHENSION TEST RESULTS}
\textbf{SAMPLE OF PUPILS' WORK FOR TWI}

\textbf{MMUATE KRATAA}

Text wo muaye nyinawo muaye krataa yi so.
Yoraka wo so ntweret amisa krataa no so.
He din de \textbf{ENOCK AADOO MENSAM}
He sukku de \textbf{BAMPENASE KOFI ADJEI PRIMARY}

1. Wonom √
2. SE √
3. Wonom √
4. NSuo √
5. Saa √
6. hop √
7. NSuo √
8. Abo √
9. Ete √
10. Naa √
11. Saa √
12. NSuo √
13. Wei √
14. Ewo √
15. Me √
16. Yi √
17. Mmoa √
18. Emat √
19. Dwons √
20. Yadee √

528
APPENDIX 12

THE GAME: NEUTRALISING DISAGREEMENT BETWEEN SOCIAL GROUPS

Players: two opposing groups, with the audience constituting a third group. Their composition is as described below.

Group ‘A’: The Two Friends
Two friends shared between them the seven most widely spoken Ghanaian languages. The first understands Wali and Dagomba which the second does not, while the second understands Ewe and Ga which the first does not, but both understand Ghanaian English, Akan and Hausa.

Group ‘B’ The opposing side:
A husband and wife and their daughter, aged about 17 together with four friends who between them speak all seven languages.

Group ‘C’: The Audience
Different social groups who speak all the languages above.

Context: Travelling - disagreement between social groups in a bus.

How to Play the Game:
Participants should first be briefed on the role each is going to play. This can be done by supplying participants with cue cards that spells out what their role is. For example:

Group A: The Two friends:
The first
You are a teacher trainer returning from the north where you have just completed a workshop on English language teaching. You have taken your seat in a bus bound for the south behind a beautiful young girl who cares about nothing other than her looks
and is very particular about her hair style. She keeps shutting the window that supplies the main ventilation to passengers at the back where you are. You are almost suffocating, all your appeals to get her to open the window for a short while have failed, and your patience is exhausted. You force open the window and she is very angry and rude. You speak the following languages: Wali, Dagomba, Akan, Hausa, and English. The girl’s father supports her and uses Ga to rally support from friends and members of other groups whose languages he speaks. A colleague you are travelling with who understands Ga, Ewe, Akan, Hausa, and English is your only supporter. Use all your languages to diffuse the tension and neutralise the attempts to rally support.

The second

You are a teacher trainer travelling with a colleague with whom you got a seat at the back of the bus. A beautiful young girl who cares about nothing other than her looks and is very particular about her hair style shuts the window that supplies the main ventilation to passengers at the back where you are. You are suffocating but all your appeals to get her to open the window for a short while have failed and your colleague loses his patience and forces the window open. The girl is angry and rude. You are the first to react and your reaction is to calmly say ‘Oh beautiful young lady, so the school you attended taught you nothing but to value your hair style more than the lives of people’. This will spark off a lot of angry responses from her father and other passengers who will try to rally support by code switching into seven languages which you and your colleague together speak very well. The languages you understand are Ewe, Ga, Akan, Hausa, and English. Use all your languages to diffuse the tension and neutralise the father’s attempts to rally support. Your partner does not understand Ewe and Ga but understands the rest. He also speaks Wali and Dagomba which you do not understand.
Group ‘B’: The Opposing Side

i) The father:
You are the father of a beautiful young girl who cares very much about her looks and is very particular about her hair style. You will support her against all passengers who want her to open the window and you will use three different languages (Wali, Dagomba and Ga) to rally support from friends and people whose languages you speak.

ii) The mother:
You are the mother of a beautiful girl who is being harassed by two men. Support your husband to defend your daughter, and ask for help from your friends and social groups whose languages you speak.

iii) The daughter:
You are the daughter of a middle age Wala man travelling with your parents and their friends. You are a beautiful girl who cares about your hair style. You enter the bus (classroom) and take your seat by a window through which passengers at the back get ventilation. You shut the window when the bus is in motion to ensure that your hair style is not spoiled by the rushing wind. No matter what other passengers say keep the window shut and be angry with anyone who uses force to open it.

Friends of the family
You are friends travelling in a bus when social disagreement is provoked. Your friend’s daughter has started a quarrel with two strangers. Support your friend. However, stop the quarrel if a member of the other group speaks your language fluently.

Group ‘C’: The audience-Supporters of the Two friends
You are passengers travelling in a bus. A young girl keeps shutting the window that supplies the main ventilation to passengers at the back seat. It is forced open by a man who is suffocating. A disagreement is provoked. Support the two friends. If however, both groups have members speaking your language turn your attention to stopping the disagreement.
Group ‘c’: The audience-Supporters of husband, wife and daughter
You are passengers travelling in a bus when disagreement is provoked by a beautiful young girl who cares only about her looks and her hair style. Support the girl and her parents because they are your friends but shut up when a member of the other group speaks your language fluently.

The driver:
You are the driver of the bus. You will say nothing till the end when you will emphatically say ‘The Ghana Private road Transport Union regulation clearly states that all windows should be opened fully when the vehicle is in motion’ and add the following comment, ‘Why all these languages? Are we all not Ghanaians? Are the two young men foreigners?’ Even if they are, is that how foreigners should be treated? Shame!’

The game will demonstrate not only the value of a knowledge of a number of languages but also the power of the individual who has as his repertoire a number of languages in a multilingual context.
Appendix 13

Tools and Methods of Data Collection and Analysis

The basic tool that students need for data collection is a simple audio cassette recorder, preferably a pocket audio recorder to enable them carry and transport it without difficulty and most importantly to lessen the attractive attention it would have on pupils' and teachers' classroom behaviour.

When collecting data students could work as individuals, in pairs, or in groups and the data could be collected covertly or overtly. Where they foresee that the teacher whose lesson they intend to record might be sensitive to recording, the data could be collected covertly though the teacher's consent should be sought for using it after collection. With overt data collection they should take pains to explain to the teacher the purpose for which it is going to be used and get his or her consent first before the recording.

With respect to data analysis the following approaches may be helpful:

7.7.1 Interviewing
After transcribing and interpreting the data, students and participants may go back to the teachers whose work they recorded to match their interpretations with those of the original informants. However, as Adendorff (loc.cit) points out students must be made aware that because code switching behaviour is largely unconscious, original informants with a similar background to the students could be unreliable commentators (Adendorff 1996:404). This is because they are more likely to react in the same way.

7.7.2 Interpretations Using Substitution Frames
Teacher trainers could offer the students substitution frames for the interpretation of pre-recorded code switching data. That is the teacher trainer would provide students with discourses in which there are at least two opinions of interpretation in a switching slot
and from this exercise measure how adequately teacher trainees interpretations come close to that of the original interpretations (i.e. either by researchers or the original informants). However, they should bear the methodological problem mentioned above.

Teacher trainees either as individuals, in pairs, or groups could also be guided to prepare substitution frames to guide the original informants’ interpretation of the code switching portions of the recorded data.

Teacher trainees could also be provided with pre defined coding schemes and asked to apply the scheme to pre-recorded language alternation data as individuals, or in pairs, or in groups. It is important in this exercise to check how closely the trainees’ interpretations come close to that of the original researchers.

7.7.3 The Matched-Guise Interpretation
In this exercise teacher trainees are presented with two versions of the same tape recorded code switching data. Each version has a different base or matrix language. They listen to both and interpret the code switching versions working out for themselves reasons why switching may have taken place. Students attention could be drawn afterwards to what the trainer believes are the reasons for switching. In working out the communicative effect of code switching students could be provided a list of various judgements as to what the speakers were trying to achieve; their possible attitudes to the languages involved and to their audience.
Appendix 14: Introductory Letters

Appendix 14: Introductory Letters ................................................................. 535
Appendix 14a: To Whom it may concern ......................................................... 536
Appendix 14b: Letter of Introduction .............................................................. 537
Appendix 14c: Permission to Tour Basic Education Schools in Ashanti Region .. 538
Appendix 14d: Permission to Tour Primary Schools in Ghana ....................... 539
This is to certify that the bearer of this note, Mr. Seidu Alhassan, is a member of staff of the St. Louis Training College, Kumasi. He is currently engaged in investigating the use of Ghanaian Languages as medium of instruction in Ghanaian primary schools.

We would appreciate any assistance that you may give to him to enable him carry out the research. In particular, we would be grateful if you could allow him access to relevant schools and classrooms.

We would also be grateful if primary school Headteachers and their teachers could co-operate with him in his observation of their lessons as well as complete the primary school teachers language medium use survey questionnaire.

R.J. ASATTE-FREMpong (MRS.)
(PRINCIPAL)
In case of reply the number and date of this letter should be quoted

Our Ref No. GES/ASH/KI/P/5/VOL.1

Your Ref No. ..................

LETTER OF INTRODUCTION

This is to certify that Mr. Seidu Alhassan is a member of Staff of St. Louis Training College.

He is engaged in research on language use in our primary schools.

We would appreciate any assistance Headteachers and their teachers give him in carrying out the research.

Please co-operate with him to use your classes, pupils and teachers.

Thanks for your co-operation.

F. ZOADI-SUAHMA
DEPUTY METRO. DIRECTOR OF EDUCATION
for: METRO. DIRECTOR OF EDUCATION
KUMASI

HEADS ALL PRIMARY ✓
AND J.S.S. SCHOOLS
KUMASI METROPOLIS
PERMISSION TO TOUR BASIC EDUCATION SCHOOLS IN ASHANTI REGION

Permission is hereby granted Mr. Seidu Alhassan, formerly a tutor of St. Louis Training College and currently registered as a post-graduate research student in the Department of Applied Linguistics, University of Edinburgh, to tour Basic Education Schools in the region, in connection with his research work.

I should be grateful if you will accord him all the necessary help in this direction in your district.

(Gladys Kwafong) Mrs.
Deputy Regional Director
For: Regional Director of Educ., Ash.

THE DISTRICT DIRECTORS
ASHANTI REGION
APPENDIX 14 D: PERMISSION TO TOUR PRIMARY SCHOOLS IN GHANA

GHANA EDUCATION SERVICE

In case of reply the number and date of this letter should be quoted.

EP.2765/157
My Ref. No.
Your Ref. No.

REPUBLIC OF GHANA

HEADQUARTERS
Ministry Branch Post Office
P.O. Box M.45
Accra

13th November, 1995

PERMISSION TO TOUR
PRIMARY SCHOOLS IN GHANA

Permission is hereby granted Mr. Seidu Alhassan, a tutor of St. Louis Training College, Kumasi who is currently engaged in research into Language use in Ghanaian Primary Schools to use a selected number of schools in the country for his research purposes.

We are by this letter requesting Regional Directors, District Directors as well as Headteachers of Primary Schools which he may visit to co-operate with Mr. Alhassan in the exercise.

R. W. ASIEDU
DIRECTOR
(BASIC EDUCATION DIVISION)
for: DIRECTOR-GENERAL

*dkk*
### APPENDIX 15: FREQUENCY OF TEACHERS' USE OF ENGLISH AND TWI IN LESSONS

**NUMBER OF WORDS IN ENGLISH AND TWI BY TEACHER, SCHOOL, SUBJECTS AND CLASS.**

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Subj.</th>
<th>ABORFO PRIMARY</th>
<th>ZONGO PRIMARY</th>
<th>MAKARANTA PRIMARY</th>
<th>WAPARA-MILITARY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
<td>ENG</td>
<td>TWI</td>
<td>Total</td>
</tr>
<tr>
<td>3</td>
<td>Eng.</td>
<td>TA</td>
<td>1314</td>
<td>-</td>
<td>1314</td>
</tr>
<tr>
<td>3</td>
<td>Maths</td>
<td>TA</td>
<td>2602</td>
<td>7</td>
<td>2609</td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
<td>TA</td>
<td>2821</td>
<td>352</td>
<td>3173</td>
</tr>
<tr>
<td>3</td>
<td>GL</td>
<td>TA</td>
<td>30</td>
<td>1864</td>
<td>1894</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Subj.</th>
<th>TEACHER: TB</th>
<th>TEACHER: TE</th>
<th>TEACHER: TH</th>
<th>TEACHER: TK</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Eng.</td>
<td>TB</td>
<td>1293</td>
<td>12</td>
<td>1305</td>
</tr>
<tr>
<td>4</td>
<td>Maths</td>
<td>TB</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Science</td>
<td>TB</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>GL</td>
<td>TB</td>
<td>47</td>
<td>1935</td>
<td>1982</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Subj.</th>
<th>TEACHER: TC</th>
<th>TEACHER: TF</th>
<th>TEACHER: TI</th>
<th>TEACHER: TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Eng.</td>
<td>TC</td>
<td>1513</td>
<td>-</td>
<td>1513</td>
</tr>
<tr>
<td>5</td>
<td>Maths</td>
<td>TC</td>
<td>2764</td>
<td>2</td>
<td>2866</td>
</tr>
<tr>
<td>5</td>
<td>Science</td>
<td>TC</td>
<td>1683</td>
<td>17</td>
<td>1700</td>
</tr>
<tr>
<td>5</td>
<td>GL</td>
<td>TC</td>
<td>12</td>
<td>2067</td>
<td>2079</td>
</tr>
</tbody>
</table>
### APPENDIX 16: TRANSCRIPTS FOR PILOT STUDY

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GHANAIAN LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL</td>
<td>ST ANNES' CATHOLIC PRIMARY</td>
</tr>
<tr>
<td>CLASS</td>
<td>P3</td>
</tr>
<tr>
<td>TEACHER</td>
<td>“PILOT” 1</td>
</tr>
<tr>
<td>TOPIC</td>
<td>5TH PA eNI 5TH HUNU</td>
</tr>
<tr>
<td>DATE</td>
<td>4TH DECEMBER, 1995</td>
</tr>
</tbody>
</table>

1. Tr. | Er ye be ye Ghanaian language, ye nea ye kasa. Nti me npe se obia baya dede. Moate ana? |
2. Chd | Yes Sir |
3. Tr. | Er ya ye biribi a yefre no nouns, ya ye edin. edin no, ye wɔ mu mmeinu. Ye wɔ din pa ena edin hunu. Se wahunu? Ye kasdin hunu a, edin hunu no ye common, common noun. Enna yeka se edin pa, edin pa no ye proper noun. Okay, seisei a yi obia kase wɔ wɔ ne fie din a yebe hunu deye edin pa enna yebe hunu deye edin edin hunu. Okay yefer wo sen? |
4. Chd. | Ntim |
5. Tr. | Wo fie yefer wo sen? |
6. Chd | Kwame |
7. Tr. | Kwame hwæn? |
8. Chd. | Kwame Peter |
10. Chn | Hunu |
11. Tr. | Peter no nso ye edin hunu |
12. Chn | Hunu |
13. Tr. | Se wahunu. But wo din pa yebe fie wo, wo maame, wo papa de to wo din pa no ede sen? |
Er Maame bi oo na ye⁴r e no Yaa Nkr⁴whema enna wɔ ye se wɔ kɔ afuom. Wɔde ne ba Akwasi Gyamera ena eko ye Wɔm duru kwan ne mu no, na dua kakraka bi abu abɔ kwan nu mu. Nti wɔm ye se ne maame nɔnɔtra. Ṝmaame no tumi foro dua no bɔtra kɔ akyire ena wɔ bisa neba no si: wontumi enfro. Neba no yi ano se wɔ nu dee wontumi enfro dua no. enna ne maame no kakyere no see wɔnfa ase. Neba no efa ase no na wɔdane bayerẹ. enne bayerẹ a ye⁴r e no afases

Okay, anansesem a meto ye yi ye bepe edin pa a ɛwomu ena edin hunu a ɛwomu. Nti wo nim a na wa pegya wo nsam. Me npe se obia be ye dede.

Okay, ye pe edin hunu a na ɛwɔ saa anansesem yi mu. edin hunu. Yes

Chd. : Akwasi Gyamera
17 Tr. : Akwasi Gyamera ɛye edin hunu?
18 Chd. : ɛye edin pa

[writes Akwasi Gyamera on the bb]

Dua
22 Chd. : Afases
23 Tr. : Afasee, afasee, afasee bia ɛwɔ din. Se wahunu. Nti se wo kase afases a, na ekyere se wo enhunu afases kor a wope se wobɔ edin. ɛye edin hunu. Yes

Yaa Nkr⁴whema
24 Chd. : Yaa Nkr⁴whema
25 Tr. : Yaa Nkr⁴whema ɛnye edin hunu ɛye den?
26 Chd. : ɛdin pa
27 Tr. : ɛdin pa Yaa Nkr⁴whema Yaa Nkr⁴whema Yes
28 Chd. : Asec,
29 Tr. : Asec, asec, asec ɛye edin?
30 Chd. : Asec, ɛnye edin
31 Tr. : Asec, ɛnye edin. Yes. Anansesem a meto ye no ena mepe se mo hunu. edin hunu ene edin pa. Yes.
32 Chd. : Maame no
33 Tr. : Maame, maame, maame ɛye den?
34 Chd. : ɛdin hunu
35 Tr. : ɛdin hunu Maame ben? Maame ben?
36 Chd. : Maame Akosua Kyaa
37 Tr. : Maame Akosua Kyaa ana se maame. Aha ɛnti ɣye se wobɔ edin se Maame noa, maame ye edin hunu. Okay se ya hunu wei a endee obi nso ɛnfa edin hunu enma yɛn ye. edin hunu. Yes
38 Chd. : Yaw
39 Tr. : Yaw ɛye edin hunu
40 Chd. : Akwasi
41 Tr. : Points
42 Chd. : Yaa

542
53 Tr. : en ye ennipa din koa na ewe se ye bɔ. ewo ye dandane no
54 Chd. : Gyamfua
55 Tr. : Gyamfua eye edin pa. Yes Yẹpe edin hunu
56 Chd. : Dua
57 Tr. : Dua ewo ha Yes
58 Chd. : Akosua Kyaa
59 Tr. : Akosua Kyaa eye edin pa. Yes
60 Chd. : Ama
61 Tr. : Ama eye edin hunu. Mate. Mese ma mo nka ennipa nkoa edin. enneema bibeere na atwa ye hu ahia wo sukuu ha sei. Yes.
62 Chd. : Bayerɛ
63 Tr. : Bayerɛ, bayere eye edin hunu. Bayerɛ ben? Ye wo ananatɔ. Ye wo e*r**
65 Chd. : Sir kooko ase bayerɛ
66 Tr. : Ye wo pona. Ye wo kooko ase bayerɛ ene deɛ skekakekaho. Nti wo kase bayerɛ a eye edin hunu.
67 Chd : Kookoo
68 Tr. : Kookoo. Kookoo [Writes word on bb]
42 Chd : Bankye. Sir. Yaw Barimah
43 Tr. : Me npe se obia ara be kasa. eye a na wo apɛgya wo nsam. Na me nfrɛ woa wo a enkasa
69 Chd. : Sir kubie
70 Tr. : [Points]
71 Chd. : Mankani
72 Tr. : He! Mankani. eyɛ. Mhum
73 Chd. : Bankye
74 Tr. : Bankye eyɛ.
75 Chd. : Sir Brɔdeɛ
76 Tr. : [Points]
77 Chd : Paye
78 Tr. : Paye eyɛ
79 Chd. : Brɔdeɛ
80 Tr. : [Points]
81 Chd. : Pineapple
82 Tr. : Ye'ka Twi. Pineapple ne Twi ne Twi ye fre no sen?
83 Chd. : Abridɛ
84 Tr. : Abridɛ Yes
85 Chd : Abe
86 Tr. : Abe Yes
87 Chd. : Bankye
88 Tr. : Yabɔ edin dada
89 Chd. : Kwadu
90 Tr. : Yes
91 Chd : Brɔdeɛ
92 Tr. : Yabɔ ɔdin dada ɛye. Yes
93 Chd. : Rice
94 Tr. : Okay. Yepe ɔdin pa. ɔdin pa bèn na seisei no yese yebe sua yи? Mhum
95 Chd. : Nnipadua din
96 Tr. : [Points]
97 Chd : Ruth
99 Tr. : Ruth eye ɔdin hunu
100 Chn. : Akosua Mako. Ama Akosua Kyaa
101 Tr. : Maka kyere wo se wo pegya wo nsam a na wo kasa. Me be buo. Yes Mary
102 Chd : Ama
103 Tr. : Ama ye ɔdin hunu. Yepe ɔdin pa. Gyamfua ye ɔdin pa. eye ɔdin pa na me mpe se wo bebe ɔnipa din nkoa. Ye wɔ enneema bebiee wɔ ɔwiase a, yebe ɔdin ara eye ɔdin pa
104 Chd : Twum, Twum
105 Tr. : [Points]
106 Chd. : Agyei!
107 Tr. : [Points]
108 Chd : Mankani
109 Tr. : Wope aduane papaapa. Mankani, mankani, mankani. Yes
110 Chd : Akosua Mansa
111 Tr. : Akosua Mansa. Me se enye ɔnipa ɔdin nkoa na yen ɔɔ din
112 Chd : Gyata
113 Tr. : Yes
114 Chd : Adwowaa
116 Chn : Ee!
117 Tr. : Wo nim se eye kuro? Kuro din eye ɔdin bèn? eye ɔdin pa.
118 Chn : Sir Besease
119 Tr. : Afei de mo nyinaa adane akɔ Besease. Yes Kuro fosoforɔ
120 Chd : Edwinease.
121 Tr. : Edwinease. Yes
122 Chd : Kumasi
123 Tr. : Kumasi
124 Chd : ɛboɔhu
125 Tr. : Boɔhu
126 Chd : Foase-Ampabame
127 Tr. : Aha
128 Chd : Asewasi
129 Tr. : Asewasi
130 Chd : Brɔfoyeedu
131 Tr. : Brɔfoyeedu
132 Chn : Gayana [Noise]
133 Tr. : Ghana eye Gayana
Chd : Ghana
Chd : Accera
Chd : eya
Tr. : eya enye din oo! edin hunu
Chd : eya mampus
Tr. : Mampus
Chd : Apam
Tr. : Aha, aha apam. Apam nsoso ye edin hunu
Chd : Wok pam mampam
Tr. : Wok pam mampam ena mampam eforo apam, apam no ara w woro ye no ye eden?
Chd : eya dua
Tr. : Dua. Me boa?
Chd : Yes Sir
Tr. : But wa kyere mu ama wa hunu se dua wei ena w woro ye. Ntihenno be ye edin pa. epam no ye dua, dua din. Ntihenno be ba edin pa efini se ya tumi ab wdin ena ya hunu se saa dua wei na w woro ye no. er hwan na ebe tumi ato ananseem keteewaa bi akyere yen, ama yahunu edin pa ene edin hunu ara ewom? Yes
Chd : Ananseem su so.
Chn : Ye sesa suao!
Tr. : Kano keesse
Chd : Ananseem su so.
Chn : Ye sesa suao!
Chd : Fa no se, maame bi oo ena wawo entaafio mmeinu. Dakoro bi ne mma no ekre sukuu no, ena w ka kyere womin se, womin befini sukuu aba no na wawo bankye ampesie asi womin ho. ena ne mma no si yoo. Womin k-ba ase no na womin maame no awo no ya sie aye ayie, Womin baese no ena womin bisa womin nana se ‘maame wo he?’ ena nana no se womin se womin maame awuo.
Tr. : Mo ma yentie no yiye oo
Chd : ena nkoda no fa adwe, wob a, na awura amena mu, wob a na awura amena mu. Afei womin se se womin b-bio na ewura
amena nu mu bio ara wɔm so be wura mu bi. Wɔbɔ ye no ena swura amena no mu. ena wɔm so dii akyire. Wɔkɔ ye ara na wa kɔ to abiriwa bi ara ya to no pono mu. ena abiriwa no se me nana bue me, bue me. ena wɔ bue no. ena abiriwa no kakyere wɔm se me nana nom mo nkɔ edan wei mu. Mo békɔ na nkyensi si hɔ, deek ebe kase fame, fame no, enfɔ no. Na deex ebekase enfɔ nono, eno na fa no bra. Mobara mo nkɔ eda mu ha bayers wɔ hɔ. Na deex ebe kase fame, fame no enfɔ no. Na deex ebekase enfɔ nono, ena fa no bra. Wɔkɔ bæcex no ena wɔ be sensen ye ena wɔde si gya soɔ. ena wɔ to wɔm dwom se : sgya wɔ hɔ ara anka ma dide dadaada. Se enka enna wɔ hɔ ara anka ma dide dadaada. Anka adeg akYe dadaada yi biribia anka mano o. Akwaaa gyeo

158  Tr.  :  Mo ate aseex?
159  Chd  :  Yes Sir
160  Tr.  :  Mmo mmɔ mo nsam. Mon clap pu mmano
161  Chn  :  [Clapping]
162  Tr.  :  Anansese ara wɔto ye yi, sesei ye hwehe ye edin ara ewo mu ara edasoo paa.ebi ye edin pa ena ebi eye edin hunu. Okay er ennaso eye den? ennaso eye edin hunu. Ye sei obi ara na se yeto no nnaa edo na yeʃre no se ennaso. Se mo ahunu deex me kyere no? Wahunu se se mo kɔ aseie ara yato ennaso ewɔ hɔ. Se wahunu?

163  Chd  :  Yes Sir
164  Tr.  :  Wo wɔbiria ara wobe hunu se saa enna no na yeʃre no se ennaso. Okay adwe, adwe no eYe den? edin hunu essiri se wo enim adwe koro ara ye ka ho asem.
165  Chd  :  Adwe bia ye adwe
166  Tr.  :  Okay. Nana, nana ye den?
167  Chd  :  edin hunu
168  Tr.  :  Nana ye edin hunu
169  Chd  :  Nana bia ye nana
170  Tr.  :  Nana bia ye nana. Nti wope se ye hunu se nana asimasi deex ara esesse wo kase Nana**
171  Chd  :  Nana Ama Nyako
172  Tr.  :  Nana Kɔkɔ no ara yeʃre no sen
173  Chd  :  Nana Wireko.
174  Tr.  :  Nana Wireko. Se wa hunu? Nana Wireko. eYe edin pa. Se wo ate aseex?
175  Chd  :  Yes Sir
176  Tr.  :  Okay. ena wɔbɔ adwe. Adwe ye den?
177  Chd  :  Din hunu
178  Tr.  :  Ntaafoɔ, ntaa
179  Chd  :  Din hunu
180  Tr.  :  eye edin hunu [writes ‘Ntaafoɔ’ on bb] Sika.
181  Chd  :  eYe edin hunu
182  Tr.  :  Bankye
183  Chd  :  Din hunu
184  Tr. : Maame. Eno na ya twere no wɔ ha. Kyensin
185  Chd : Din hunu
186  Tr. : D;kunu
187  Chd : Din hunu
188  Tr. : Nkyenam
189  Chd : Din hunu
190  Tr. : Nsuo
191  Chd : Din hunu
192  Tr. : Nsuo ben
193  Chd : Nsuo bia
194  Tr. : Se wɔbɔ nsuo no din ara na abe ye ɛden?
195  Chd : Din pa
196  Tr. : Din pa. Nti river, river Volta
197  Chd : ɛye ɛdin pa
198  Tr. : ɛye ɛdin pa. Ya bɔ ne din. ena mo nsuo no ara eda ha no yefre no sen?
199  Chd : Nsuo Abena
200  Tr. : Nsuo Abena
201  Chd : ena ebibənom
202  Tr. : ɛden?
203  Chd : ebibənom
204  Tr. : ebibənom?
205  Chd : Mm. Me didi ara dee mede be nom
206  Tr. : Yefre no Asou ebibənom?
207  Chn : ebibənom
208  Tr. : eno ye din pa. Okay eno dee mo ma yen hwe na enneema ya twere agu ha yi, ye bubɔ din maako, maako na ye ahunu sдин pa ene ɛdin hunu
PILOT: 2

SCHOOL : ST ANNE'S CATHOLIC PRIMARY
CLASS : P3
TEACHER : "PILOT 2"
SUBJECT : ENGLISH
TOPIC : GRAMMAR
DATE : 7TH. DECEMBER, 1995

1 Tr. : We have English grammar this morning. I want *. before we continue I want someone to tell me the topic we treated last week on English.

2 Chd. : Simple present

3 Tr. : We did the Simple present and the next week, the following week we did what?

4 Chd. : Past continuous tense

6 Tr. : Past continuous tenses. All of you

7 Chn. : Past continuous tenses.

8 Tr. : Right. When we said Kofi is reading. I want someone to change this sentence to the past continuous tense. Aminu

9 Chd. : Kofi was reading

10 Tr. : Very good. Kofi was reading. So this is the past continuous tense of this sentence. Right this is not our topic this week. We have finished with that. The topic this week is. Who will read it for us? Ameku.

11 Chd. : Future tenses

12 Tr. : Future tenses. All of you

13 Chn. : Future tenses

14 Tr. : Again

15 Chd. : Future tenses

16 Tr. : What did you eat yesterday? Felix. What did you eat yesterday?

17 Chd. : I ate, banku and okra soup.

18 Tr. : Very good. She said she ate banku and okra soup. What are you going to eat this afternoon? . What are you going to eat this afternoon?

19 Chd. : ampesie

20 Tr. : Yes Sani

21 Chd. : Rice and stew

22 Tr. : Put it in a sentence

23 Chn. : I am going to eat rice and stew

24 Tr. : All of you

25 Chd. : I am going to eat rice and stew

26 Tr. : Very good. I ate fufu yesterday. Yesterday is past and gone ha? I am going to eat rice and stew this afternoon. Ha? I am going to eat rice and stew this afternoon. We said, ‘I am going to’ because you have not eaten the rice yet. Have you eaten it?
27 Chn : No Miss
28 Tr : You are now going to eat it. So you said, ‘I am going to eat rice and stew this afternoon’. Which means it is in the future. Hum? Future can be this afternoon. It can be tomorrow, it can be a year. It can be a month or in a month’s time mm? You have planned to do but you have not done it. So you say it will be in what? Future tense
29 Chn : [Noise]
30 Tr : We learnt a song last Friday. Now I want someone to change this and tell me something we have planned to do after this. Yes Gifty.
31 Chd : I am going to learn a song tomorrow
32 Tr : Very good. Clap for her
33 Chn : Clapping
34 Tr : Read the sentence for me. All of you.
35 Chd : I am going to learn a song tomorrow
36 Tr : Very good. What is the future sense in this? What is the future tense in this? Asare.
37 Chd : ‘Going to’.
38 Tr : ‘Going to’. Good. ‘Going to’. Hum? ‘Going to’. Right, so we have got to know that ‘going to’ can express something that we have not done. Now that we have got to know this word ‘going to’. This is what we are going to use to form sentences. Ha? We are going to use ‘going to’ as the future tense. Now I want someone to give me a sentence using this word ‘going to’. Yes L
39 Chd : I am going to school. I am going to school.
40 Tr : I am going to school? No. It is not future tense. You are still doing the thing. Hum? This one, you are going to use ‘going to’ to express futurity. What you are going to do but you have not done it. Do you understand? Mary
41 Chd : I am going to school today
42 Tr : I am going to school today. Mm, Mhum. Asare
43 Chd : I am going to play football with my friends.
44 Tr : When? When are you going to do that?
45 Chd : I am going to play football with my friends tomorrow
46 Tr : I am going to play football with my friends tomorrow.
You see! He has not done the thing yet. He is planning to do something. He has not done it yet, so it is future. Do you understand? eye ade ara wa ye wadwene se wobe ye. Wo nya ye ye. Adea ara wa hwehwe se wobe ye. Do you understand?
47 Chn : Yes Miss.
48 Tr : I want another sentence this time a girl. Yes
49 Chn : I want to go to class.
50 Tr : I want to go to class? You want to. Use ‘going to’ to say whatever you want to do. Mese fa ‘going to’, ‘going to’ no na faka asem no. Ana se fa ka des wope se wobe ye no. Do you now understand?
51 Chd : Yes Miss.
Tr. : Yes
Chd. : I will go to the hospital tomorrow afternoon.
Tr. : okay. I will go to the hospital tomorrow afternoon. She has planned to go to hospital tomorrow. She has not gone yet. She will go tomorrow so it is future. afə ‘will’. Usi ‘going to’. What are the rest doing? Yes
Chd. : I am going to Tafo today.
Tr. : Very good. I am going to Tafo today.
Today can be this morning, this afternoon or it can be this evening. Ha! So the going to is the future tense. Afẹi deɛ mo te aseɛ? Do you know understand?
Chn. : Yes Miss
Tr. : I want the last example. Yes
Chd. : I will go to farm. I will go top farm tomorrow.
Tr. : Ma anka se nfa ‘will’ no. Use ‘going to’ Yes.
Chd. : I am going to Accra tomorrow’
Tr. : You are going to Accra tomorrow. Good. Everyone is saying tomorrow, tomorrow because teacher said tomorrow. I want you to change it. The future can be ‘next week’, ‘next month’, ‘next year or next Friday. He! Aha. So do not say tomorrow, tomorrow, tomorrow.
Ofori say something
Chd. : Next year I will go abroad
Tr. : Louder
Chd. : Next year I will go abroad
Tr. : That is correct but I want to use ‘going to’. Again
Chd. : Next year I am going abroad
Tr. : Good. Clap for him
Chn. : Clapping
Tr. : Yes Gifty
Chd. : I will go to market today
Tr. : Today I will go to market? ‘going to no wɛ hɛ?
Chn. : Madam, madam
Tr. : Yes Buah
Chd. : The boy is going to bath
Tr. : The boy is going to bath. Mm. It does not sound like what I wanted. The last one, the last example. Ama.
Ama : In the next year I was going to market.
Tr. : You said I was going oh! ‘Was’ no ara aba hɛ no kyere den? Atwa mu. The ‘was’ means it has what?
Chn. : Past
Tr. : But we are doing future. What will come. He! but it is not yet here. Hen! The last one and then we move on. The last one Aba.
Aba. : I Will be going to Accra next year.
Tr. : Very good. Clap for her
Chn. : Clapping
Tr. : She will be going to Accra next year. May be she is going on transfer I do not know. She is going to Accra next year. ***** [writes
the sentence on the bb) I want someone to come to the board and underline the future tense in it. Vero

85 Chd. : [Goes to the bb and underlined ‘is going to’]
86 Tr. : Now the last sentence from you. I want some one to read what I have written on the board. I want some one to read. Well, read the first sentence.

87 Chn : We went to church last Sunday
88 Tr. : All of you
89 Chn. : We went to church last Sunday
90 Tr. : What does it mean? What does the sentence mean? Yes
91 Chd. : It means they went to church last Sunday
92 Tr. : It means they went to church last Sunday. It has past ha!

Now I want you to put in some word so that it will mean something in the future. Read and put in something. Mercy.

93 Chd. : We are going to church next Tuesday
94 Tr. : Again
95 Chd. : We are going to school next Tuesday
96 Tr. : Very good. So what are you going to put here? All of you
97 Chn : Going to
98 Tr. : Again
99 Chn. : Going to school next
100 Tr. : ‘Going to’ When you bring in ‘going to’, it is going to mean going to. Good. Now read the sentences on the board.

101 Chn. : Complete these sentences using ‘going to’
102 Tr. : One
103 Chn. : The children are [---] to eat gari and beans this evening
104 Tr. : Number two
105 Chn. : The girls are [---] play net ball next Friday
106 Tr. : Three
107 Chn : Next year I am [---] make a big farm
108 Tr. : Four
109 Chn. : The woman are [---]
110 Tr. : What is that word?
111 Chn. : The women
112 Tr. : Again
113 Chn. : The women
114 Tr. : The, read the sentence
115 Chd. : The women are [---] weed the farm tomorrow
116 Tr. : [Signals: uses a pointer]
117 Chn : My father is [---] buy a car next month
118 Tr. : Who will complete the first one for us? Amo.
119 Amo. : The children are going to eat
120 Tr. : Louder
121 Amo. : All the children are going to eat gari and beans this evening.
122 Tr. : Good. Start work.
Who can remind us of what we treated last week? What was our topic on mathematics last week? Yes

Long division

Yes we did long division. Good. Is that the only thing we did? Yes.

Division, division was our topic. We treated division. What did we say was the meaning of division? What was the meaning we gave? Yes.

Sharing

Sharing. Thank you. Right our topic this week is. Who will read it? Who can read it for us? S

Fractions

Fractions. All of you.

Again

Fractions

Good. Who can tell me the meaning of fraction? What does fraction mean? Asee ne san? Fraction ene den? Yes

It is part of a whole

Fraction is part of a whole.*** [writes it on the bb] Let’s read it

Fraction is part of a whole

Very good. It is part of a whole. Right. So If I have this, this. Can you say it is a fraction?

No Miss

Why is it not a fraction? Why? Yes

It is one

It is one. So what do we call it? If it is one what name can you give to it

Half

Half?

A whole

A whole. We call this a whole. Why is it a whole? Why is it a whole? Yes.

inaudible

No. Sit down Edith

Because it is only one
30 Tr. : Yes
31 Chd. : inaudible
32 Tr. : Eh so you won’t speak louder?
33 Chd. : Because we have not divided the whole thing
34 Tr. : She said, ‘Because we have not divided the whole thing’. Mum? so it is a whole. What about if I have this. This you said is a whole. If I try to divide this whole into two like this. What name are you going to give to this part? ** Sam.
35 Sam : Half
36 Tr. : Half. You say it is half. How do we write half? I want some one to come to the board and write half. Yes?
37 Chd. : [Writes ‘Half’]
38 Tr. : Thank you that is in words. I want it in figures. Half in figures.
39 Chd. : [Writes ‘Half’]
40 Tr. : No, write in figures. Half in figures. Yes
41 Chd. : [Writes ‘Half’]
42 Tr. : It is the same as this boy wrote. Half in figures. Okay let me help you
43 Chn : Madam me, me, tikya ma me twers
44 Tr. : Sit down, sit down. I want to write it here. Now listen. It is a whole that has been divided into what? Two (1/2 or 1/2). It is one and it has been divided into how many parts?
45 Chn : Two
46 Tr. : So you write it like this or one over two. Half. Is that okay?
47 Chd. : Yes Madam
48 Tr. : Yes I write half like this and I divide it into two. Again. How many parts do you have? How many parts? Gregory?
49 Greg. : One over four parts
50 Tr. : One over four parts. One whole number and I have divided it into how many parts?
51 Chn : Four
52 Tr. : So you call it. Who can give me the name? Apau
53 Apau : Quarter
54 Tr. : Quarter or quarter or? Yes
55 Chd. : One fourth
56 Tr. : One fourth. All of you
57 Chd. : One fourth
58 Tr. : Yes You name it one over four and if you divide one by four and you want to name it, you have to write or name it like this: Either one over four like this or this or what other name? Or quarter as she said. Now I want someone to come to this board and name this part. Yes who will come and name it? Yes Judy.
59 Chd. : [writes 1/3]
Yes you have done well. Why did you name it one over three or 1/3. Why did you write it like that? Judy why did you name it one over three? Anna help her

Because the whole thing is one, because the whole thing is one and you divided it into three.

Very good. She said the whole thing is one, you have one whole, then I divided it into how many parts?

Three

So if you want to name it, it should be one over

Three

Or one third. Ha! Thank you. now take your home work books and name this parts for me.**********

if you finish just raise up your hand and I will come and check. Name the parts

Okay hand down I hope you have finished by now. I want someone to come to the board and name it.

[ Goes to the board]

You tell us how you managed to get your answer. What is the name tell us.

One-sixth

All of you

One-sixth

Wait why is it one-sixth?

It is one whole and I divide it into six parts.

Thank you very much. He says it is one whole and we divided it into six parts. It is one-sixth. Is that clear?

Yes Miss

Thank you very much. Who will come and do this? Yes This time I want a boy. Only the girls are doing the work. How do you call it?

One-eighth

Louder

Louder

All of you how do you call it?

Inaudible

Inaudible

Why is it one-eighth?

Inaudible

Thank you very much. Take your mathematics books and work these. Ha! Now listen you are going to name the parts on the bb. Ha! Do these exercises. When you are dividing make sure that the parts are equal. Ha? One should not be bigger than the other. Is that okay?

Yes Miss

Make sure you divide it into equal parts. Don’t use pen. Use pencil to draw and when you finish and you are going to write down the answer then you write, use pen. Do you understand?
Chd. : Yes Miss
Tr. : Start work

Comment: Tr. stopped recording immediately she gave order for start work.
Who can remind us the topic we treated last week on science? Yes
How animals move
Louder
How animals move
How animals move. Do you all agree?
Yes Miss
Yes. How animals move. I want you to mention any animal that you know. Jane.
Crocodile
Crocodile. Nancy
Parrot, parrot
Parrot. Yes. You
Sheep.
Sheep Yes
Snake
Snake Yes
Goat
Yes
Snail
Snail. Very good. We have goat, sheep, fish, parrot, snake. Okay. We have plenty of them. Mum, now all these animals, they move to go and find something to eat. Right. How does these animals move? How does they move?
Walking
Walking. Yes
Creeping
Yes
Flying
Flying. Okay I know you remember. You can remember everything. Right some fly, others crawl, others swim, others walk on four legs, others creep. You see I hope you remember everything.
Yes Miss
Right our topic this week is
Noise from the neighbouring class due to teacher’s absence. [Teacher leaves class. Tape recording is paused]
Who will read it for me?
Miss, miss
Do not call my name. Do not call my name. John
Living places of animals

Again

Living places for, of animals

All of you

Living places of animals

Tr.: Living places of animals. Right, right. So all these animals that we mentioned have got places that they live and we want to know where they live. Han! When you look at your book. Those who have got this. The green cover open at page 12 and those with the red cover page 15. Thank you. Ye! Let's take the tamed animals for example. Parrot, parrot is a bird you know

Chd.: Yes Miss

Tr.: Where does this animal live? Where does it live? Sam. Where does this animal live?

Sam: In the forest

Tr.: In the forest? You have done well. Yes

Chd.: On a high tree

Tr.: On a high tree. Give him a big clap.

Chn.: Clapping

Tr.: So you see this animal lives on trees. What about this? Where does it live? Jack

Chd.: inaudible

Tr.: It lives in water? Speak louder he! It lives in water. So we have got to know that some animals live on land while others live where?

Chn.: In water

Tr.: In water. Mum? Some live on land and others in water. All those in the forest are those living on land and those in water you know them. Wo nim?

Chn.: Yes madam

Tr.: So I want you to give me names of animals who live on land. First, all of you we want those who live on land. Who can give us an example? Fred

Chd.: Lion

Tr.: Lions live on land. Winny

Chd.: Monkey

Tr.: Monkey. Yes Yvonne

Chd.: Elephant

Tr.: Elephant, elephant. Thank you. I know if I ask you to mention all, I know you can mention any animal on earth. Thank you. What about those who live in water? Yes

Chd.: Frog

Tr.: Frogs live in water

Chn.: Fish

Tr.: Fish. It lives in water. Is that all?

Chd.: Crocodile

Tr.: Crocodile lives in water Thank you. Very good. It's okay. Put your hands down I know you can say them. When we say they live in
water and in land it does not mean all these animals that we mentioned live on land. Some live on high trees, others live in a hole. Who can tell me where hen live? A hen. The home of a hen.

65 Chd. : In a cage
66 Tr. : In a cage? No. Thank you, you have done well but not in a cage. We have a name for that. Yes Abiriwa.
67 Chd. : Hen live in a hen coop
68 Tr. : It lives in a hen coop. The hen, the chicken and the cock. They live in a hen coop. Right. Where does a sheep, where does a sheep live? Sheep. Yes

69 Chd. : Pen
70 Tr. : Pen. Very good. You did not say it louder.
71 Chd. : Land
72 Tr. : Land. Yes. We know they live on land but what particular hum? Yes is where?

73 Chd. : Pen
74 Tr. : Yes. Good. Yes all of you
75 Chd. : Pen
76 Tr. : And where does this animal live? Snake Sam.
77 Sam. : In the forest
78 Tr. : In the forest or in the bush. You see they do not normally come home hum? What about this animal? Lion. Mike
79 Mike : [silent]
80 Tr. : This means you were not paying attention. You were not paying attention. Yes

81 Chd. : Land
82 Tr. : Yes I know they live on land. Thank you. But I want the home of this animal. Yes.

83 Chd. : Forest
83 Tr. : Forest. I want the home of this animal. Yes.
84 Chd. : Bush
86 Tr. : Should I tell you the answer?
87 Chd. : No, no Miss
88 Tr. : Yes. It is Okay Judy will tell us.
89 Chd. : Lion’s den
90 Tr. : Lions live in a den. Hum! Mo nte andwom wei da. or how do they sing it? Judy can you remind me?
91 Chn : No Madam
92 Tr. : You can not remember. Okay I will teach you that song later Mum? It lives in a den. In a what?
93 Chn : Den
94 Tr. : We have these animals: birds, birds, birds. Yes
95 Chd. : It lives in the sky
96 Tr. : In the sky? Thank you but that is not true. Yes
97 Chd. : They live on trees
98 Tr. : They live on trees but that is not their home. They have a special place they prepare as their home.
Cage

Cage or? Sometimes they live in a cage. We prepare the cage for them. At other times they live in. Yes

In a nest

In a nest. All of you.

In a nest.

Again

In a nest.

Right. So you see all these animals. All the animals on earth have got a place that they live. Who can mention an animal and then tell me where it lives? Yes.

A mouse. A mouse lives a hole.

Very good. Give him a clap

He said a mouse and it lives in where?

Hole

Hole, hole. * who can tell me? Nuhu.

Sometimes they live***

Alfred

House

House, anywhere in the house. Good

Akura?

Eh! Akura! Don’t you know akura?

Mouse

Yeboah where in our homes can we find mice?

A cupboard

You can find it in a cupboard or?

Room

In our rooms. Sometimes they live with us when you make your place wɔ nyae. You put this one here that one there. Then you see that the mice will come there. One day you will find it there. Right so we have this mouse. Sometimes it lives in a hole sometimes it lives where?

In our rooms

In our rooms, kitchen cupboards and sometimes it will come into school cupboards too. Right any other example?

Cat lives in home

Again

Cat lives in home

Cat lives in our homes. Who has got a cat in the home?

[Chn raise their hands]

Very good. So we will know that cats live in our homes.

What other animal live with us? In our homes. K.

A dog

A dog

A sheep

A sheep. Yes they live in the home but they have their own special house prepared for them. Yes the last one
Chd. : A spider lives in a web
Tr. : A spider lives in a web
Chn : Web
Tr. : Web. All of you
Chn : Web
Tr. : Web ne Twi ye kano sen? Web. Yes
Chd. : Ntintan
Tr. : Ntintan. Na den aboa nso na ye fre no spider?
Chn : [Many children raise their hands]
Tr. : Ah well so you know it. Helena ye den aboa?
Chd. : Ape
Tr. : Ape. Eh! Spider? A spider ye den aboa?
Chd. : Ananse
Tr. : Yoo mu fre no sen? Ananse me boa?
Chn : Aa ne
Tr. : Yes ananse is a spider. Any question. Any question?
Chn : No Miss
Tr. : We have to do a very simple exercise on this next week if
God permits. We are going to learn this particular topic again. Is that
okay?
Chn : Yes Miss
Tr. : If there is no question then you take your science
notebooks and do this exercise*****[Writes some words on the bb]
Chn : [take out their exercise books and watch]
Tr. : Complete this table. This column is the name of the
animal. At this place I have left some blank. You write where the animal
live. Where does it live? Write it here. Choose from the following
answers****
Chn : [Watch]
Tr. : [Writes 'water, in tress, web, holes or house]
Chn : [read from the bb] Complete this table. Animals. Where
does it live.
Tr. : Yes animals and where they live. So you write the name of
the home of the animal against each animal in the table. One mouse, two
fish, three birds four spider, five crocodile. Any question? Any question?
Okay start work
APPENDIX 17A: SAMPLES OF FIELD NOTES - ENGLISH

12 - 2 - 96

ENGLISH READING COMP.

KEY WORDS

- Secondary school
- Kitchen garden
- Hood
- Box
- Stomach
- Rice
- Hand
- Harvesting

Lesson 12.

Next he went through the key words he had written on the blackboard, that the students were required to learn by the end of the week. He explained that reading and writing flow from each other.

Then he called individual children to read the key words. He asked them who could read. A child was named who could read well. He read the key words and sentences. The teacher commended his efforts and asked the children to translate the sentences into Khmer.

I have a big wooden box of rice. Laughter followed this sentence. It went through the room and with it went the laughter. Next the instructor asked children to take their English books.
In the question 5 to the rule
of Mr. Appellate the one child
said they never did but others
disputed it and the it asked them
what the winter to establish the
issue...

To continue she to speak louder
he is asked: What is Mr. Appellate
just to the speech.
Each correct answer was followed
by clapping.

In what from a minority of
the text read.

One parent said: All we have
read is about how to make a
farm!

Next to ask parent toward
again silently and she is asked with
their comprehension, one book. He then
instructed the distribution of
the comprehension that one of.

As far as they due to make
more on page 55, 50 - the 1-6
APPENDIX 17B: SAMPLES OF FIELD NOTES - SCIENCE

P5 (12-3-96)

SCIENCE

It starts by stop, chin to stand. To briefly review liquid.
To introduce the new topic: a water.

In code water to fill and take the same question with water.
Tell them to smell, with and tell them about.
Next she asked for forms of water.

The questionnaire sheets and supplementary does not give a good picture of what she wants.

The tests are not precise, the tests are good in English but the translated are not effective.
Although in code water from English to in her test she missed the Chinese language.

Pupils react in a question, in which they understand to effective and correct.
Chin are also lively and cheerful when they get an understandable question in Chinese language as English. In questions in English seem to leave the pupils: they look unsure and confused and are not eager to answers as they are when it is in Chinese language.

Te under summary in the lab.

Write is used for drawing and writing of notes.
The people are usually good at solving them. If I make it in English. But this is not the case with those in Chinese language.

To ask chin to take their workbook. Next, she wrote the summary in the 5th and ask chin to copy.

To face marked to check pupil are copying the the summary.

To stop the work and call chin to her table to stand them three types of notes from those different forms. We note, draw, type and chin.

Chin were asked to comment on the column.

The issue.
can go back to their food to continue its copy and summary.

the bold summary:
"water is used for cooking, washing, drinking, etc.
Some sources of water are rainwater, pipe water, well water, spring water, river water, etc.

Properties of Water

1. Water is a colourless liquid.
2. Water is tasteless.
3. Water has no smell.

Tr. next winter ix. can it for him.

Answer the following:
1. Write two sources of water.
2. What is the colour of water.
APPENDIX 17C: SAMPLES OF FIELD NOTES - MATHEMATICS

P3  MATHEMATICS  29-2-96

Lesson started with the distributive test of 'ab x c' on the board. Next, we conducted a project to close their books. He then wrote the topic - Multiplication.

Saloon Entrance

Next, it leaned on a problem with people contributing. People usually rely on the use of a calculator for their mathematical problems.

She gave examples with clues before to promote 2x5 for all to use. Work individually and only.

8 x 6 = 48 Final Answer: 157
7 x 4 = 28 - What did the value of y

To understand it, part of the examples and rules, cite the problems back to their brothers.

The machine had to be prepared for the test. It was rushed to the 1st office for checks.

In case, they write down all the examples.

In general, they decide people to work. The teacher told them on 1st June.

He asked them to fill in the comment of his observation.

Interruptions by pupils - from other classes to collect money for their brothers and fathers. Others came to pay money to the brothers.

Observation & Comment

32 cards. Although the sum had all been worked on the test with the clues before, they were partly rubbed off for the next exercise. In the 10 minutes only 4 people had been able to practically rewrite them. Most of them were trying to copy what was in the book.

Most cards did not have the multiplication tables, and relied heavily on the use of calculators.

Of the 32 cards I had no intention for themselves.

Sch = 2.
APPENDIX 17D: SAMPLES OF FIELD NOTES - GHANAIAN LANGUAGE

P5. Ghanian Language

To write a name on the board, the teacher explained the study was on 'Oni and asked if they knew their names. This was followed by a question on the topic. The teacher dealt with 'Oni names (Ehia).

The next asked how to explain the essence and meaning of names. Next, the teacher wrote 'Ehia (Rory) on the board.

Christ gave several explanations of what names (Ehia) are.

Next, the teacher wrote a summary of an explanation of names:

"Ehia are names that de give names to people. Ehia names are very important, as they give identity to humans. Proper Ehia names are usually given to humans."

Next, the teacher explained two types of names: Ehia names (common names) and the use of the term "Ehia" in various meanings. Ehia names are used to give humans their own identity and meaning.
Appendix 18: Problems of Audio Tape Recording.

The use of research participants as research assistants, whether they volunteered or you assigned them to such roles requires great care. During my pilot work the research respondents agreed to assist me with the operation of the cassette audio recorder and they did it very well. However, during the main study it cost me a lot of observations and I had to go back and repeat the entire process.

During the piloting stage the teachers in my pilot group agreed to operate the portable radio cassette recorder. This was to minimise the possible effect of my presence and to avoid my obstructing and attracting the pupils' attention. The teachers, using the tape cassette recorder's strap, hang the recorder to their left wrist and took it closer to the pupils any time they had a turn. This they did very well during the pilot stage. No problems present themselves.

However, during the main data collection stage the teachers discovered they could edit the lessons simply by pressing the recorder's pause button that was closer to their left thumb. In that way they edited the recordings. By the time I discovered it, it had cost me a whole schools' recording and I had to go back and start afresh.

To overcome this problem I resorted to the use of two tape recorders. The teacher used the portable recorder strapped to his or her wrist. In addition I used another portable highly sensitive to sound on the teacher's table. I pretended to be listening to those already recorded through the help of ear phones. However I did not plug the ear phones firmly to disrupt the recording of the new lesson in progress. At the same time I listened to what was going on and took field notes. This way also helped me avoid the teachers' edited lessons.
Technical know-how and Equipment

It is often helpful to have some technical knowledge to deal with minor mechanical problems associated with the equipment you are using or intend to use. It is also advisable to have spare equipment to use when you run into unexpected problems.

If you do any form of recording (audio or visual), always play back to ensure proper recording has been done. Never wait till the end. Where it is not possible to play back immediately, ensure that you play back before the next recording takes place.

One of the teachers in my study, during a science lesson on the topic ‘air exerts pressure’, placed the mini portable recorder on a desk closer to a basin of water. He warned the children to be careful not to stumble and knock down the recorder. However, before he could even complete the caution, someone had pushed the other from behind and the chain reaction soon got to the table with the water basin and the recorder. Although, I was close enough to save the recorder from crashing to the ground and possibly breaking into pieces, I could not save it from the splash of water. I took it, dried it very quickly and gave it a quick trial to check if it had been affected. It worked and I gave a deep sigh of relief. This was temporary. I was to weep later. After the day's work, I sat to play back and do some transcription but discovered that all recordings after the accident were in chunks.