

DON SERIES

BOOK CATALOGUE

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Foreword

We are excited to welcome you to the *Don Series Book Catalogue*. This catalogue gives you a full look at the books we offer to support teaching and learning in schools across Ghana.

At Don Publications, we believe that learning should not only inform but also inspire. That is why every book in the Don Series is designed with a singular goal: to transform the learning experience for every child, teacher, and school.

Our journey began with a passion to make learning easy, accessible, engaging, and effective. Today, we are proud to offer a wide range of textbooks and workbooks for Kindergarten, Primary, and Junior High School levels. Each of our books is carefully crafted to build curiosity, confidence, and academic excellence. Whether you are looking for English, Mathematics, Science, Computing, French, Creative Arts, History, Social Studies, Our World Our People or Religious and Moral Education, you will find that Don Series books go beyond just delivering content. They are tools that help empower learners for academic excellence.

What sets the Don Series apart is that, our materials align seamlessly with the National Council for Curriculum and Assessment (NaCCA)'s Standards-Based Curriculum, integrating clear **content standards, indicators, practical introductions, teaching strategies, and content links**. These smart features are designed to help **facilitators** teach with clarity and confidence, while helping learners understand, apply, and retain knowledge with ease.

Teachers trust us. Learners love us. Schools rely on us. As you explore this catalogue, we invite you to discover why Don Publications is a leader in educational publishing in Ghana. Together, let us open doors to brighter future for our cherished learners.

Don Publications

Inspiring Learning. Empowering Success.

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Introduction to Don Series Books

- Don Publications creates books that offer transformative learning experiences.
- Our textbooks and workbooks are designed to spark curiosity and build confidence.
- We are trusted by educators and embraced by learners across Ghana.
- Our books don't just teach content; they inspire academic excellence.
- Don Publications is your gateway to learning and academic success.



We support teachers
in developing their
expertise to help
learners excel in their
studies.



We inspire and
motivate learners
throughout their
learning journey.



We help learners
improve their
learning and pass
their examinations
with excellence

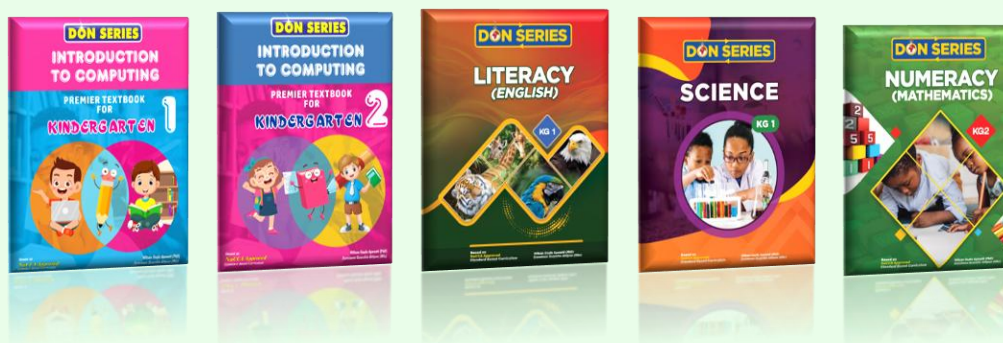




Our Books

- We offer various learning materials for Kindergarten, Primary, and Junior High Schools.
- No matter your students' level, we have the right textbooks and workbooks for you.
- Our materials are tailored to suit every stage of learning.

Kindergarten (Kg 1 & 2)



● Computing ● Literacy ● Numeracy ● Science

Lower Primary (Basic 1, 2 & 3)



	<ul style="list-style-type: none"> • English • Mathematics • Science Basic • Science Workbooks • Computing • Computing Workbooks 	<ul style="list-style-type: none"> • French • History • Creative Arts • Religious and Moral Education • Our World Our People (OWOP)
Upper Primary (Basic 4, 5 & 6)	<div data-bbox="321 489 1393 1234">  </div> <ul style="list-style-type: none"> • English • Mathematics • Science • Science Workbooks • Computing • Computing Workbooks 	<ul style="list-style-type: none"> • French • History • Creative • Religious and Moral Education • Our World Our People (OWOP)

Combine Textbooks



Single Textbooks



Single Textbooks

- English
- Mathematics Basic
- Science Basic
- Science Workbooks
- Computing
- Computing Workbooks
- French
- Creative Arts and Design (CAD)
- Religious and Moral Education (RME)
- Social Studies

Combine Textbooks

- English Combined Basic 7, 8 & 9
- Mathematics Combined Basic 7, 8 & 9
- Science Combined Basic 7, 8 & 9
- Computing Combined Basic 7, 8 & 9
- French Combined Basic 7, 8 & 9
- CAD Combined Basic 7, 8 & 9
- RME Combined Basic 7, 8 & 9
- Social Studies Combined Basic 7, 8 & 9



Smart Features, Smarter Learners – Why Don Series Books Are the Leading Choice Nationwide!

Content Standards

Consistent with the Standards-based Curriculum by NACCA, the content Standard of each Sub-strand is indicated in the books.



Content standard

B5.1.1.1: Identify parts of a computer and technology tools.

Why Content Standards Matter in Textbooks – and Why Don Series Gets It Right!

- Content Standards outline specific expectations, helping teachers plan their lessons.
- Content Standards ensure that content matches students' age, abilities, and learning needs.
- They help align classroom activities with exams and assessments in preparing students for academic success.
- Teachers can use Content standards as a guide to select materials, design lessons, and evaluate student progress effectively.

Indicators

Specific indicators for each content standard area are given for every sub-strand in our books. Indicators break down the curriculum into specific, measurable learning goals that guide both teaching and learning.



Indicators

B5.1.1.1.1. Recognise and use output devices.

B5.1.1.1.2. Describe the types of output devices and identify their uses.

Why Indicators Matter in Textbooks

- Each indicator shows exactly what a learner is expected to know and do – no confusion, no guesswork.

- They connect big ideas (strands) to detailed skills, ensuring a logical and easy-to-follow structure.
- Teachers can align lessons with specific indicators, making teaching more targeted and impactful.
- Indicators help in tracking progress and assessing mastery of each concept – both in classwork and exams.
- When students know the goal, they stay focused, motivated, and clear on what success looks like.

Introductions in Every Unit

Learning becomes meaningful when it connects to real life. That is why every great sub-strand starts with a Real-World Introduction in our books.



Introduction

We eat food to get energy. How does the complex food we eat get converted to simpler forms for energy to be released from them? This is the work of the digestive system. The digestive system breaks down food so that it can be absorbed by the bloodstream. In this sub-strand, we are going to learn about the parts of the human digestive system and their functions. We will also discuss the process of digestion in the human body.

Why Real-World Introduction Matters in Textbooks

- Connecting new topics to everyday life experiences helps students understand the value and purpose of what they are about to learn.
- Real-life examples in the introduction catch learners' attention and make learning more exciting.
- They help students get interested in the topic from the very beginning.
- Students start to ask questions and think about what might happen next.
- This makes them more active and involved in the lesson.
- Real-world situations also help students link what they already know to new ideas.

Essential Teaching Strategy in Every Don Series Book!

A **teaching strategy** section in our books suggests the best method facilitators can use to effectively deliver lessons and help students understand the material.



Teaching strategy

Discussion method of teaching is recommended for this lesson. The teacher should guide learners to discuss the Generation of Computers such as Super Computers, Mainframe, Minicomputers, Microcomputers and Mobile Phones. Guide learners to identify Hardware (input, output, storage and communication), Software, Liveware and discuss the components and how they are used. Guide learners to master the use of mouse through practical sessions and games. Let learners type stories using Word Processor or typing tutorial to improve typing speed. In groups of five, guide them to summarise the generation of computers. After, let them present their findings to the class.

Why Teaching Strategy Matters in Textbooks

- Including a teaching strategy in our books helps teachers plan better lessons.
- It shows the best way to present the topic to learners.
- It guides the teacher on how to explain, ask questions, and give activities.
- Teaching strategies help make lessons more fun and easier to understand for learners.
- They support different learning styles and needs in the classroom.
- With clear strategies, teachers feel more confident and prepared to teach each topic.
- It also helps achieve the lesson goals faster and more effectively.
- The teaching strategy makes learning smooth for both teachers and students.

Content Links in Don Series Textbooks!

Only in the Don series textbooks will you find content links, which are one of the key features of the standards-based curriculum. A content link connects different topics in the subject. It shows how topics at different levels are interrelated and the extent to which topics must be covered at each level.



Content link

In Basic 3, we learned about the external parts of the human body. At this level, we will continue our discussion and learn about some internal parts of the human body. We are going to focus on the organs of the digestive system and their functions. In Basic 5, we will continue our discussion and learn about the respiratory system in humans.

Why Content Links Matter in Textbooks

- Content links help learners to see the relationship between topics, making complex topics easier to grasp.
- They provide a smooth transition from one lesson to the next, ensuring that learning builds upon previous knowledge.
- It supports critical thinking as students can compare, contrast, and analyze different topics, fostering deeper thinking.
- Content links motivate students to explore topics in greater depth and discover connections on their own.

Keywords

Important words or phrases that show the main idea of the topic are given in every section of our books.



Keywords

- | | | | |
|-----------------|---------------|-----------------|-------------|
| • algorithm | • sequence | • selection | • iteration |
| • decomposition | • abstraction | • linear search | • program |

Why Content Links Matter in Textbooks

- Keywords help learning new vocabulary associated with the content they are studying.
- Keywords help learners to understand what the content is about.
- Keywords help learners to find information easily.

Web links

- Important web links are included in all our books.
- They connect learners to videos, tutorials, games, and practical activities.
- These links support further learning and skill development.
- They help learners improve their 21st-century skills.
- The weblinks make learning more real and connected to the real world.



Watch the Video Online



<https://www.youtube.com/watch?v=K27EpAhx9cc>



Watch Video Online



Scan the QR Code or use the web address below to watch a video about the Mole-Dagbani ethnic group in Ghana.

<https://www.youtube.com/watch?v=Tvynwreh-Go&t=3s>

Glossary

Glossary		Appendix A
Birds	vertebrate animals with feathers on their body.	
Borehole	a deep narrow hole made in the ground to locate underground water.	
Bush burning	the act of setting forests, weeds and grasses in uncultivated farmlands on fire	
Circuit diagram	a graphical representation of an electrical circuit.	

All our books have a glossary at the end of the book.

- The glossary explains difficult keywords and terms clearly
- All the keywords are arranged alphabetically for easy identification.
- The glossary helps learners understand the subject better and makes studying and revision easier.
- The glossary helps learners build their vocabulary and knowledge of key terms.

Summary

All our books have a summary of key contents at the end of each chapter.



Summary

- Plants produce their own food through a process called photosynthesis.
- Materials needed for plant survival include water, carbon dioxide, temperature, mineral salt, oxygen, sunlight, chlorophyll and soil.
- Energy from sunlight is used by green plants to produce their own food in the process of photosynthesis

Why Content Summary in Textbooks

- The summary helps learners remember what they have learned.
- It makes it easy for learners to revise before a test or exam.
- It saves time because learners don't have to read the whole chapter again.
- It helps learners check if they understand the topic.
- It makes learning better by showing how the main ideas are connected.
- It helps facilitators and learners talk about the topic in class.
- It makes students feel confident to answer questions or explain the topic.



Assessment features

If you want a book with an abundant supply of questions, then it is Don Series Book. Our book came with a lot of questions and answers for learners to practice what they have learned.

All our books include the following assessment.

- Knowledge-based assessment
- Objective tests
- Theory tests
- Practical Activities

- Project works
- Group work



Knowledge-based assessment



Objective test 1

1. Count the hearts and tell how many.



A. 2 B. 3 C. 5 D. 6

2. The number fifteen in digits is _____

A. 5 B. 15 C. 50 D. 51



Theory Questions

- Briefly explain the following data types and give one example.
 - Integer
 - Float
 - Char
 - String
 - Boolean
- Describe the following sources of information and give four examples each.
 - Print source
 - Electronic source
- State three uses of the Internet.
- What is social media? Give two examples of social media.



Activity

- Launch the internet explorer browser.
- Create a favourite folder and name it **Games**.
- Visit the website <https://www.funbrain.com/> in your browser.
- Use the hyperlinks to click and open educational games online.



Group work

In a group of five learners, each group should brainstorm and discuss communication and the tools used for communication. Each group should also present on how Mobile Phones, Radio and Television are use send information.



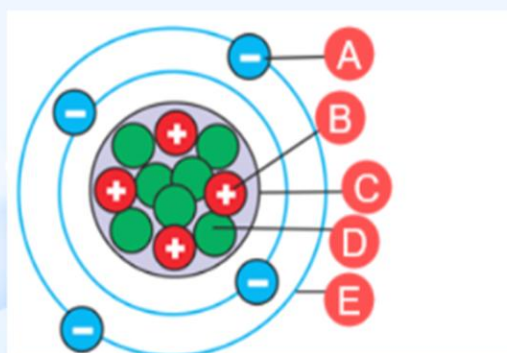
Practical Test

1. The pictures below show some properties of matter. Use them to complete the table below.



Picture	Matter	Property shown

- 2.a. Name the parts of atom labelled A to E.

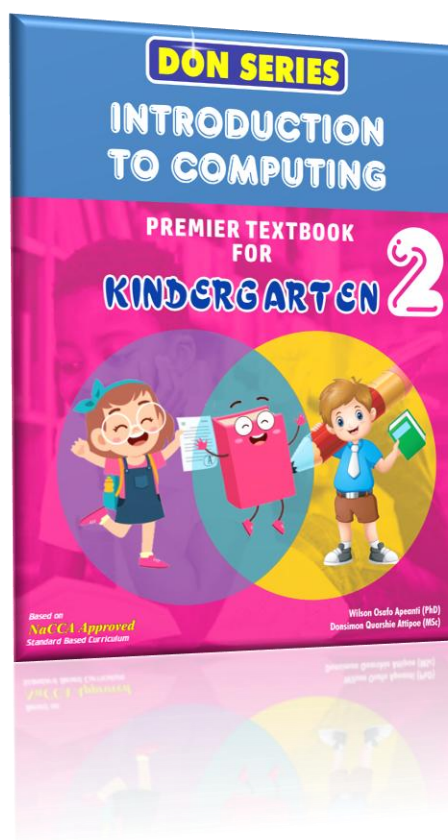


- b. Write the property of the part labelled A and B.



Kindergarten (KG) Books

Computing KG 1 and KG2



Our Kindergarten Computing Book is the best in Ghana because of the following features.

- Fun and Colourful Lessons Just for Little Learners!
- Easy Computer Skills Made Simple and Exciting!
- Step-by-Step Learning with Pictures and Games!
- Builds the Thinking, Typing, and Tech Skills Early learners!
- Complete with a lot of objective, theory, group and practical tests.

SUB-STRAND Computer and other gadgets

1

Content standard

KG1.1.1.1: Demonstrate an understanding of the parts of a computer and technology tools

Indicators

KG1.1.1.1.1. Recognise Machines as electronic and mechanical.
 KG1.1.1.1.2. Identify the computer as an electronic machine.
 KG1.1.1.1.3. Identify other kinds of computers.

Introduction

Computers are used everywhere. When you go to the bank, hospital, office or school you will find people using the computer to work. In this sub-strand we are going to learn about different kinds of machines and computers.

Teaching strategy

Discovery method of teaching is recommended for this Sub-strand. The teacher should guide pupils to identify different types of machines and computers using picture reading.

Premier Computing Textbook for Kindergarten 1

Colouring activity

Colour the computer below

? Who am I?

Rhyme

I have a little Desktop
 It is a computer
 It is a smart machine
 I love my Desktop.

I have a little Laptop
 It is a computer
 It is a smart machine
 I love my Laptop.

I have a little Tablet
 It is a computer
 It is a smart machine
 I love my Tablet.

I have a little Cell Phone
 It is a computer
 It is a smart machine
 I love my Cell Phone.

Typing letter

A

We use the **Left Little Finger** to type **A**

Find and tap **A** on the keyboard with your **Left Little Finger**.

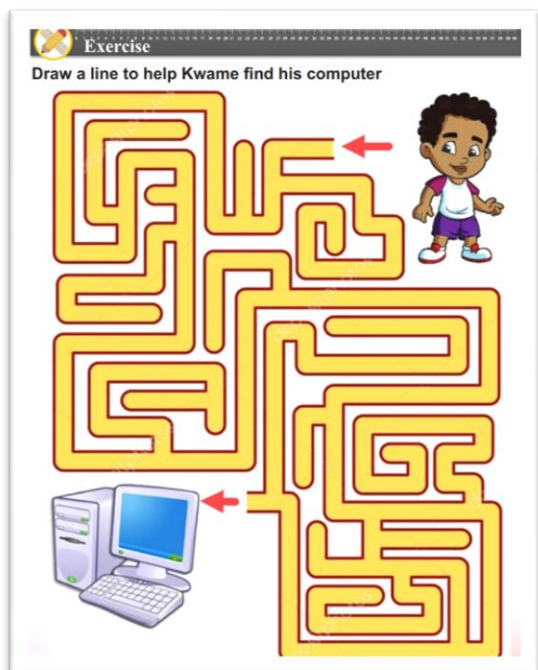
Keywords

Monitor	Flat screen	System unit	CPU
Motherboard	Hard disk	Memory	CD

WORD SEARCH

Search the keywords in the puzzle below

M	O	N	I	T	O	R	X	D	F	J
F	L	A	T	S	C	R	E	E	N	V
S	Y	S	T	E	M	U	N	I	T	Z
C	D	X	C	P	U	Z	T	V	Y	B
M	O	T	H	E	R	B	O	A	R	D
C	H	A	R	D	D	I	S	K	J	K
M	E	M	O	R	Y	G	T	R	E	H



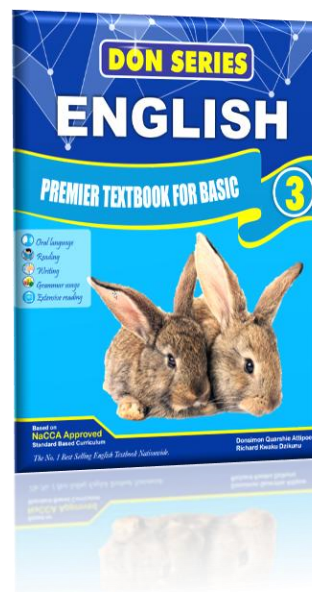
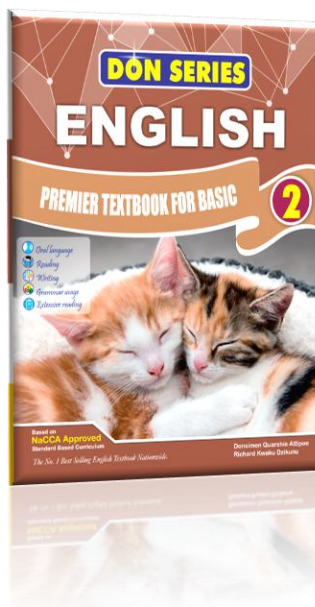
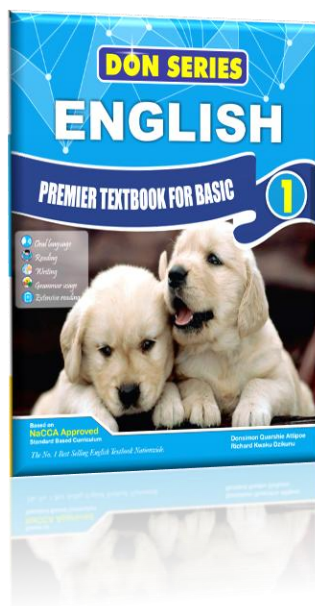
Riddle! Riddle!

1. I am a technology tool.
I am used to listen to news.
Who am I ?
A. Car B. Radio
2. I am a technology tool.
I am used to find how hot or cold your body is.
Who am I ?
A. Thermometer B. Television
3. I am a technology tool.
I am used for typing and playing games.
Who am I ?
A. Radio B. Computer



Primary Books

English Textbooks Basic 1, Basic 2, Basic 3



English Basic 4, Basic 5, Basic 6



Key features

Our English books have the following unmatched features.

- Fun Stories and Colourful Pictures to Make Reading Exciting!
- Moral lessons and practical application of stories are clearly explained.
- Easy English vocabulary with meaning as well as synonyms for Young Learners!
- The English books Build Speaking, Reading, and Writing Skills Step by Step!
- Activities That Make Learning English Fun and Simple!
- Lots of different assessments, such as objective tests, comprehension, composition, fill-in-the-blanks, group work, activities and theory tests for learners to practice.
- Answer to all the objective tests in the book.

Narrator: A few days later, the mouse heard the lion roaring. She quickly ran toward the sound. She saw the lion stuck in a big net.

5  **6** 

Mouse: I will help you, Mr. Lion.

Lion: Ha Ha Ha! How can you help me? You are too small.

Narrator: The mouse started chewing the ropes. Soon, the lion was freed.

7  **8** 

Lion: I did not think you could do it. Thank you.

M Moral lesson
Always be kind to others. Good deeds are rewarded. You are not too little to help others.


Premier English Textbook for Grade 2 (50) Book Series

Summary		
Word	Meaning	Other similar words
Grazing (verb)	Feeding on grass.	Foraging, pasturing.
Climbed (verb)	To move upwards.	Mounted, ascended, soared.
Tricks (verb)	Cause to believe what is not true.	Wiles, ruses, scams, cons.
Fortune (noun)	A large amount of money.	Wealth, treasure, prosperity.
Difficult (adjective)	Require more effort.	Hard, tough, firm.
Respect (verb)	Thinking highly of someone or something.	Esteem, admire, regard, appreciate, consider.


Assessment as learning

The pictures below show different people in the community. Underline the correct name for each picture.

(doctor, teacher)



(nurse, student)



Lucky, the service dog.

Vocabulary

Say these words from the song.

• service • special • guide • strange • excited

1



"Hi, I am Lucky and I am a service Dog."

2



When I was a puppy, my owner told me I would be a Service Dog for a person who could not see. I didn't know what that meant, but I knew it was something special.

Moral lesson

You can be very successful in future if you study hard in school.

Questions

A Answer these questions.

1. Who was sent to school?
2. What was he taught to do?
3. Who would he be a service to?
4. When was he sent to school?
5. Who was he introduced to?

B Re-write these words correctly.

1. edrlo _____
2. rngeast _____
3. iugde _____
4. vppub _____
5. norspe _____

Assessment of learning

1. Who is she? She is my _____
2. Who is he? He is _____
3. Who are they? They are _____
4. Who is your father? My father is _____
5. Who is your mother? My mother is _____

Multiple Choice Questions

Choose the correct word that best answers the questions.

1. The writer's name is _____.
A. Abigail Aggrey B. Abigail Yeboah C. Abi Aggrey
2. We are _____ in the family.
A. four B. five C. six
3. The writer's mother's name is _____.
A. Esther Ansah B. Esther Yeboah C. Ester Asah



Answer to multiple choice questions

ub-strand 1.1- Multiple Choice Questions (page 4)

1. B 2. C 3. C 4. C 5. A

ub-strand 1.1- Assessment as Learning (page 6)

1. C 2. D 3. B 4. B 5. A 6. C 7. B 8. B 9. C 10. A

ub-strand 1.1- Knowledge Based Assessment (page 13)

1. C 2. B 3. D 4. A 5. B 6. D 7. C 8. B 9. B 10. C

Using pictures to tell story



Reading

Look at the pictures and read the story. Your teacher will guide you.



The Ugly Duckling



Vocabulary

Say these words from the story.

•ugly •duckling •hatch •proud •odd •waddled



Once upon a time a mother duck was waiting for her eggs to hatch.



The eggs were white, except one.



Assessment as learning

A Answer these questions.

1. Mention the three sons in the story?
2. Name the village they were living?
3. What did the three sons always do?
4. What have you learnt from the story?
5. What did the sons promise?

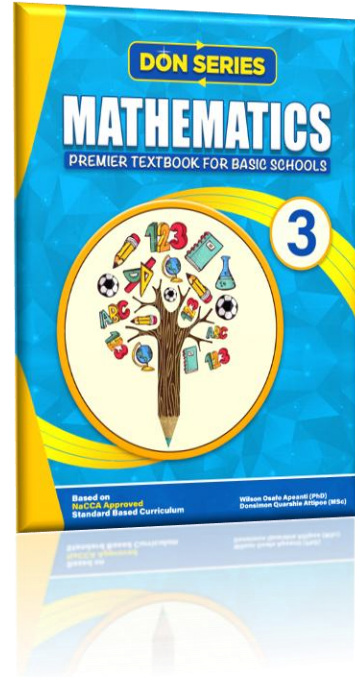
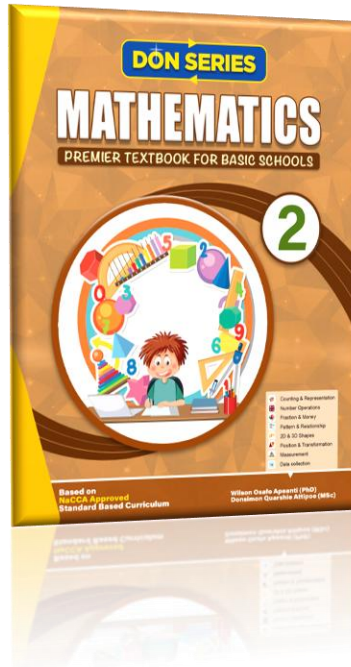
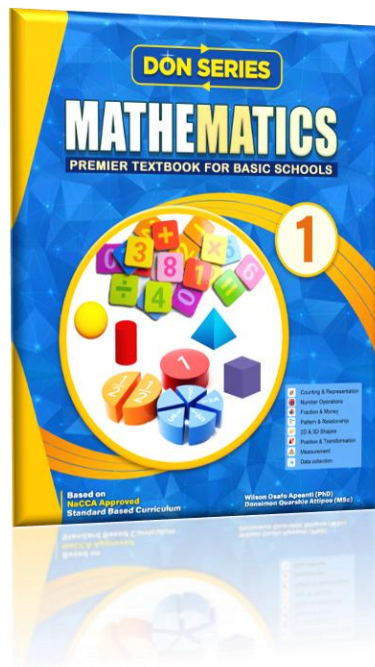
B Look for the missing letters from the story. Use them to fill in the blank spaces.

1. Fig____t
2. Stre____th
3. Bre____k
4. Bu____dle
5. U____ited
6. Fath____r

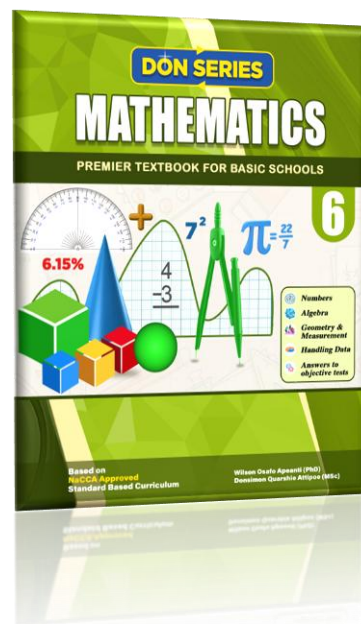
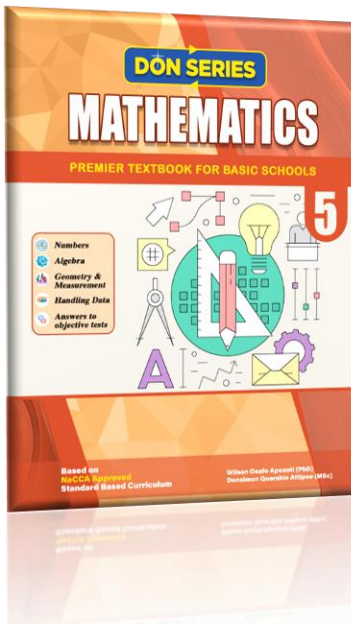
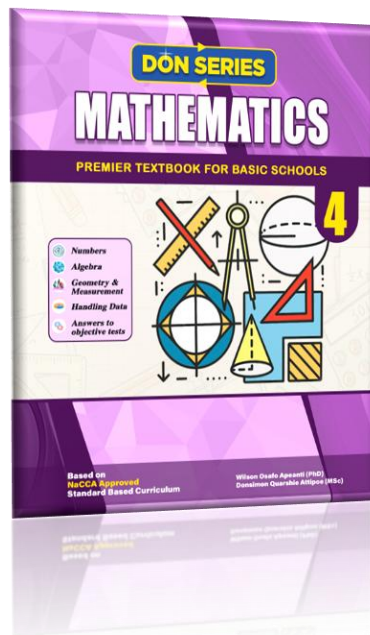
C Fill in the blank spaces with the correct words from the story.

1. They always..... one another.
2. The three sons.....never to fight again.
3. Their father told them to be.....
4. Their father became.....of them.
5. The three sons wereand

Mathematics Basic 1, Basic 2, Basic 3



Mathematics Basic 4, Basic 5, Basic 6





Key features

- Fun with Numbers Made Easy for Young Minds!
- Step-by-Step Lessons with Colourful Pictures and Activities!
- Build Counting, Addition, Subtraction, and More–The Fun Way!
- Games and Exercises That Make Math Exciting!
- Common mistakes learners make when solving problems are highlighted for learners to avoid them.
- Variety of questions, including objective tests, theory tests, and Games to help learners practice mathematical concepts.
- Real-world application of key concepts in mathematics
- Answers to all objective tests.


B1.1.2.1.1 Demonstrate understanding of addition as joining and finding how many altogether and subtraction as separating and finding how many are left; numbers 0 to 20

Addition

Concept
Addition means putting things together and finding how many they are all together.

The symbol for addition is **plus** written as **+**

Example
1. There are 3 birds on a wall. 2 other birds fly to join the 3 birds. How many birds are on the wall altogether?



There will be **5 birds** on the wall altogether. When you put 3 birds and 2 birds together you will get five birds.
In mathematics, we write:
 $3 + 2 = 5$
That is 3 **plus** 2 **equals** 5


(21)


Common mistakes (Watch out!)
Learners sometimes make mistakes when it comes to writing addition sentences as subtraction sentences and vice versa.

Wrong	Correct
$\square + 8 = 10 \rightarrow \square = 8 - 10$ ✗	$\square + 8 = 10 \rightarrow \square = 10 - 8$ ✓
$\square - 5 = 3 \rightarrow \square = 3 - 5$ ✗	$\square - 5 = 3 \rightarrow \square = 3 + 5$ ✓

Let us practice what we have learnt.

Exercise







Let us practice what we have learnt.

Exercise

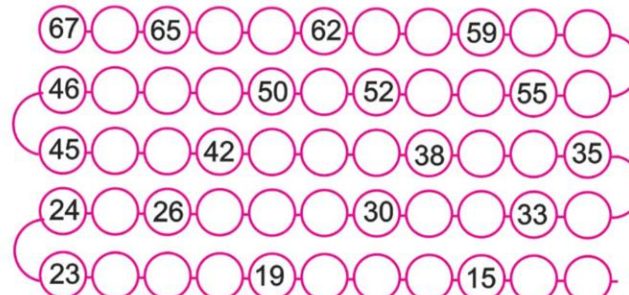
Complete the addition and the related subtraction sentences.

- (a) $5 + \square = 12 \rightarrow 12 - 5 = \square$
 (b) $8 + \square = 10 \rightarrow 10 - 8 = \square$
 (c) $10 + \square = 15 \rightarrow 15 - \square = 10$
 (d) $15 + \square = 30 \rightarrow 30 - 15 = \square$
 (e) $7 + \square = 10 \rightarrow 10 - 7 = \square$



Homework

1. Complete the skip count by 1s backwards

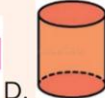
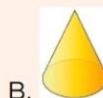


Knowledge-based assessment



Objective test 1

1. Which of the following shapes has 3 faces?



A.

B.

C.

D.

2. How many faces does the square pyramid have?



A. 2

B. 3

C. 5

D. 7

3. How many edges has the cone?



Real-world application

In our daily life, we compare quantities of objects.

Example

1. Naa has 8 oranges. Afia has 5 oranges. What can you say?



Naa has **3 more oranges** than Afia.
 Afia has **3 less oranges** than Naa.

2. There are two baskets A and B. Basket A has 10 apples. Basket B has 5 more apples than Basket A. How many apples are in Basket B?

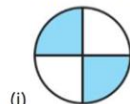


Basket B has **15 apples** since **15 is 5 more than 10**.



Theory questions

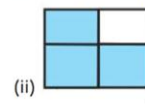
1. Name the shaded portion of each figure and write the fraction.



(i)



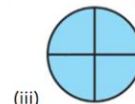
$\frac{\square}{4}$



(ii)



$\frac{\square}{4}$

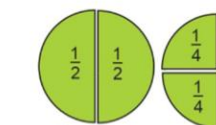


(iii)

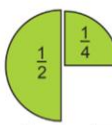


$\frac{\square}{4}$


2. Write the value of the following fractions.



(a) $\frac{1}{2} + \frac{1}{2} + \frac{1}{4} + \frac{1}{4} = \square$




(b) $\frac{1}{2} + \frac{1}{4} = \square$

 **Assignment**

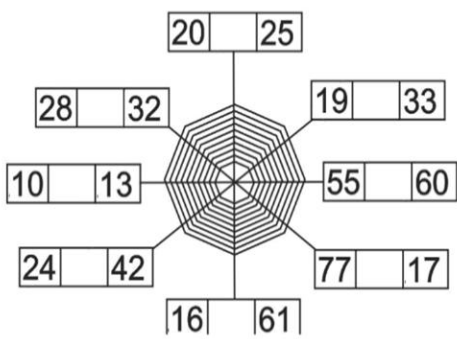
Subtract the following


$30-15=\square$	$20-12=\square$	$10-7=\square$	$13-5=\square$
$25-5=\square$	$18-12=\square$	$20-18=\square$	$30-15=\square$
$50-30=\square$	$18-10=\square$	$12-7=\square$	$12-5=\square$
$30-25=\square$	$10-1=\square$	$16-7=\square$	$10-9=\square$


 **Assignment**

Write $<$, $>$ or $=$ to compare the numbers.





(iv)



 **Knowledge-based assessment**

 **Objective test 1**


- Which of the following shading is not one-half ($\frac{1}{2}$)?

A.  B.  C.  D. 

- Two one-halves gives

A. $\frac{1}{4}$ B. $\frac{1}{2}$ C. 2 D. 1

- The shaded region below is ____



A. $\frac{1}{4}$ B. $\frac{1}{2}$ C. 2 D. 1

Appendix A – Answers to Objective Tests

Sub-strand 1.1: Counting, Representation, Cardinality & Ordinality

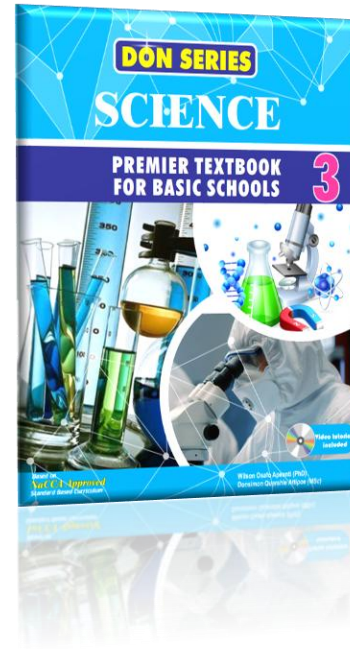
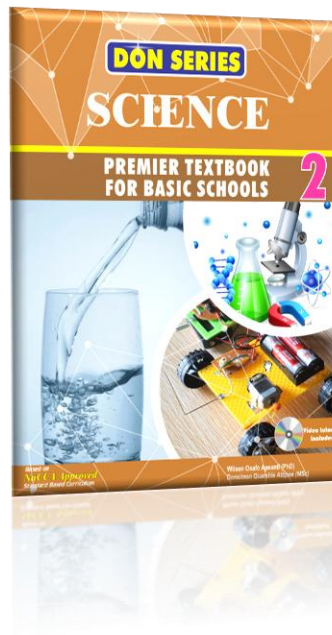
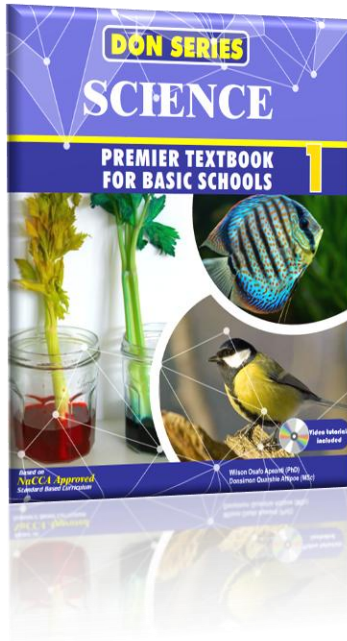
Objective test 1

1. B 2. B 3. B 4. D 5. C 6. C 7. B 8. C 9. D 10. B

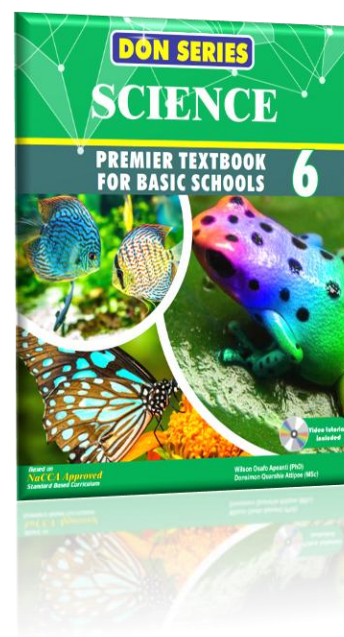
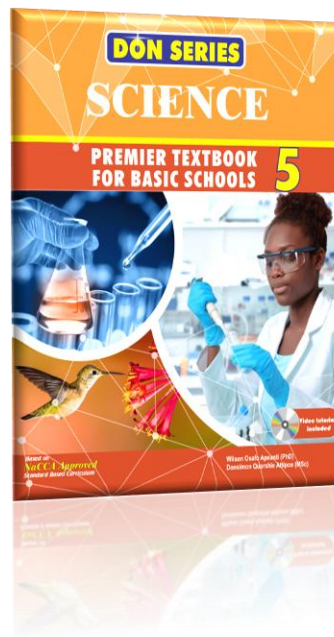
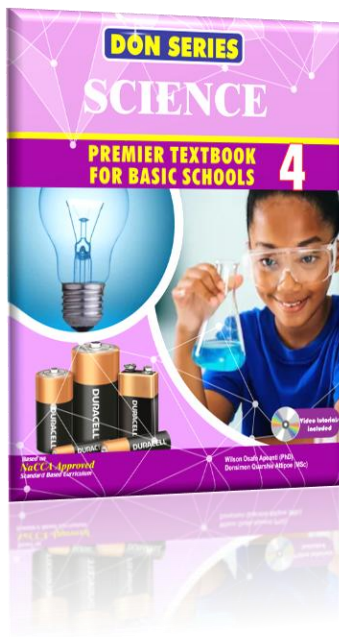
Objective test 2

1. A 2. B 3. C 4. A 5. D 6. D 7. B 8. C 9. C 10. C

Science Basic 1, Basic 2, Basic 3



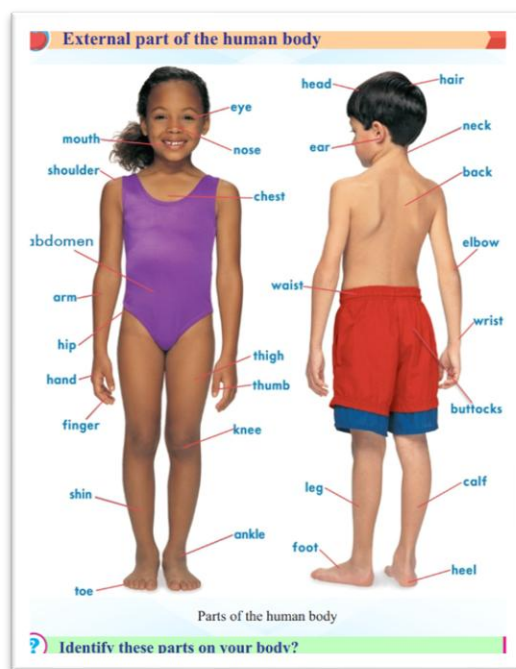
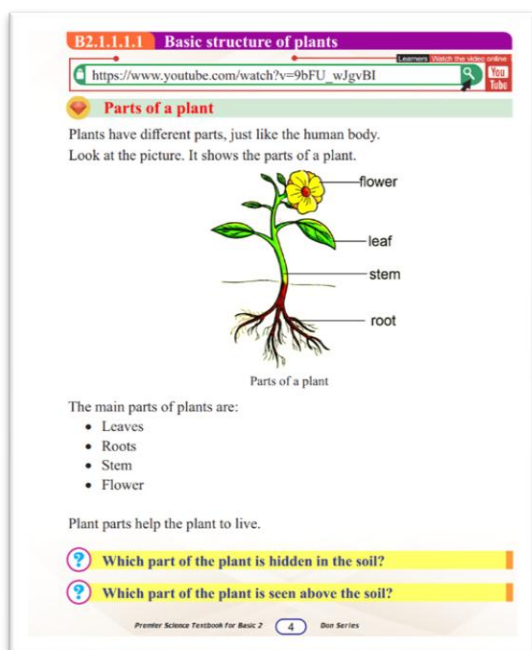
Science Basic 4, Basic 5, Basic 6





Key features

- Use of simple language and fun illustrations to help young learners easily understand science concepts.
- Clear and realistic science diagrams and labelled to help learners learn easily.
- **Web links** to online videos, experiments and scientific games to make learning of science fun.
- It takes children on an exciting journey to explore the world around them—animals, plants, water, the sky, and more.
- Comes with **engaging experiments** and **science games**, and learners can enjoy hands-on experiences that make learning unforgettable.
- The content follows the Nacca curriculum closely, helping pupils succeed in class and perform well in exams.
- Comes with **interesting scientific facts** which boost creativity and confidence by encouraging learners to ask questions, think critically, and share their ideas.
- Variety of questions – objective tests, theory, practical tests, experiments, group tests, activities and games to help children practice what they have learned.
- Summary and Answers to all objective tests are provided to help learners revise for their examinations.





Experiment

Driving a nail into wood

What you need (Apparatus): Hammer, nail, a piece of wood.

Procedure:

1. Try to push the nail into the piece of wood with your bare hands. Is it easy to do?
2. Use the hammer to drive the nail into the wood. Which is easier, using your bare hands or the hammer?



Conclusion:

It is easier to drive a nail into wood with a hammer than with our bare hands. The hammer is a simple machine that makes work easy.



Experiment

Separation of solid-solid mixture by magnetization

What you need (Apparatus): Sand, iron filing, table and magnet.

Procedure

1. Mix the iron filing and sand together.
2. Pass the magnet over the mixture gently.
3. Observe what happens.



Conclusion

From this experiment, you will observe that the magnet attracts the iron filing only, leaving the sand.

B3.1.2.2.1 Solid-liquid mixture

Learners Watch the video online

 <https://www.youtube.com/watch?v=6K71-ltROqY>



Summary

- Plants have different parts, just like the human body.
- The parts of plants include flower, leaf, stem and root.



Self-assessment questions



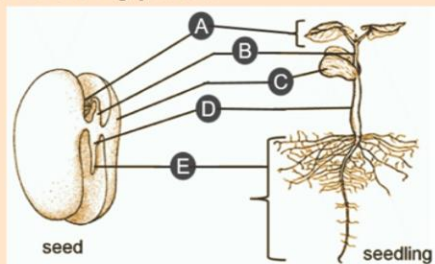
Multiple choice questions

Exercise 1

Select the option that best answers the following questions.

- Which one of the following is not a part of plant?
A. Root B. Trunk C. Flower D. Stem
- All the following are parts of animals except _____.
A. stem B. head C. limbs D. trunk

The figure below shows how seed germinate into seedling. Use it to answer the following questions:



- What type of germination is in the figure above?
- Name the parts labelled A to E.
- Name the parts of the seed that germinates into the following:
(i) root (ii) stem (iii) leaves



What we have learned about the effects of forces on objects

- Force is a push or pull on an object.
- Force changes the position of an object.
- Force makes objects move towards the direction of the force.
- Force changes the shape of an object.
- Force changes the direction of movement.
- Force can reduce the speed of moving objects.
- Force can stop moving objects



Interesting fact

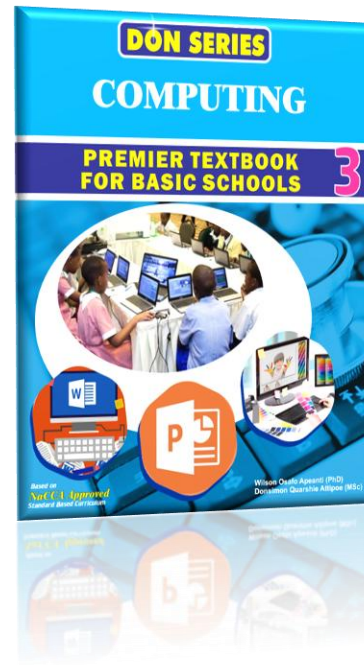
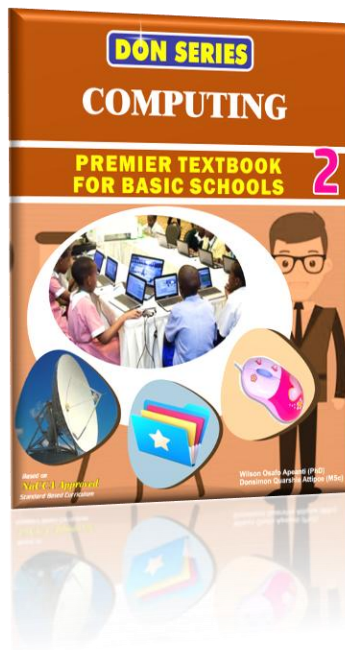
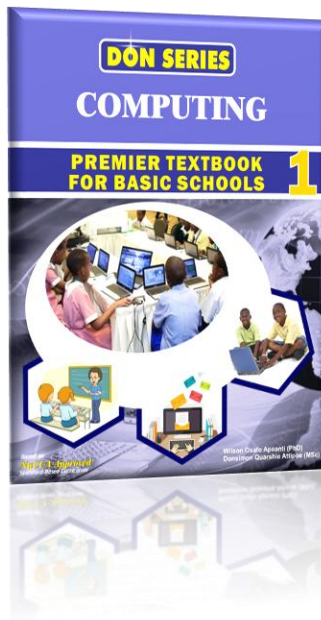
Over one billion people in the world do not have electricity in their homes! Can you imagine that? Do you know of any town or village in Ghana that does not have electricity?



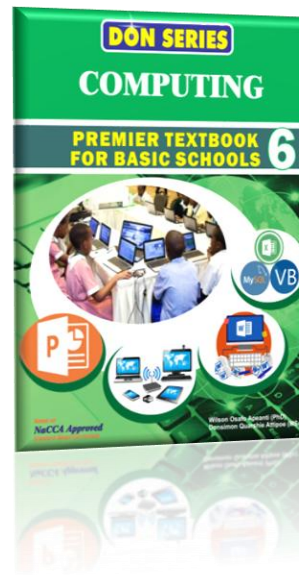
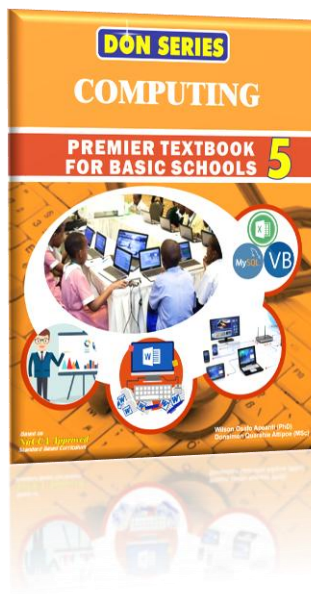
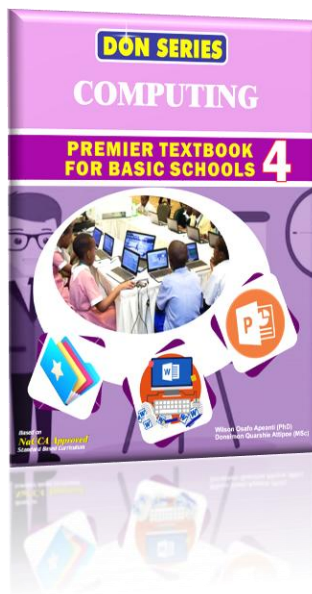
Theory questions

- What is a plant root?
 - List the types of roots we have.
 - State *two* things that plant roots do.
 - Give *two* examples of plants whose root we eat.

Computing Basic 1, Basic 2, Basic 3



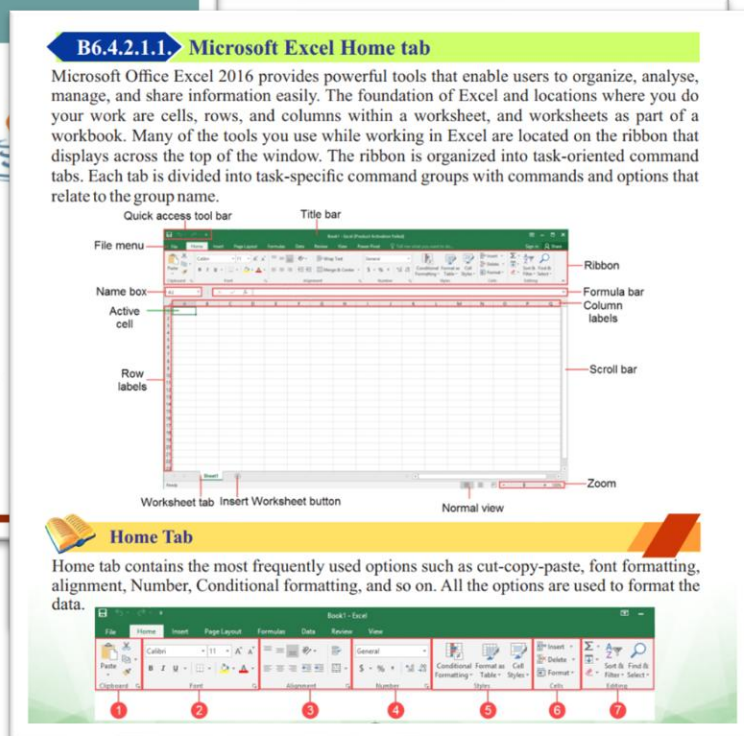
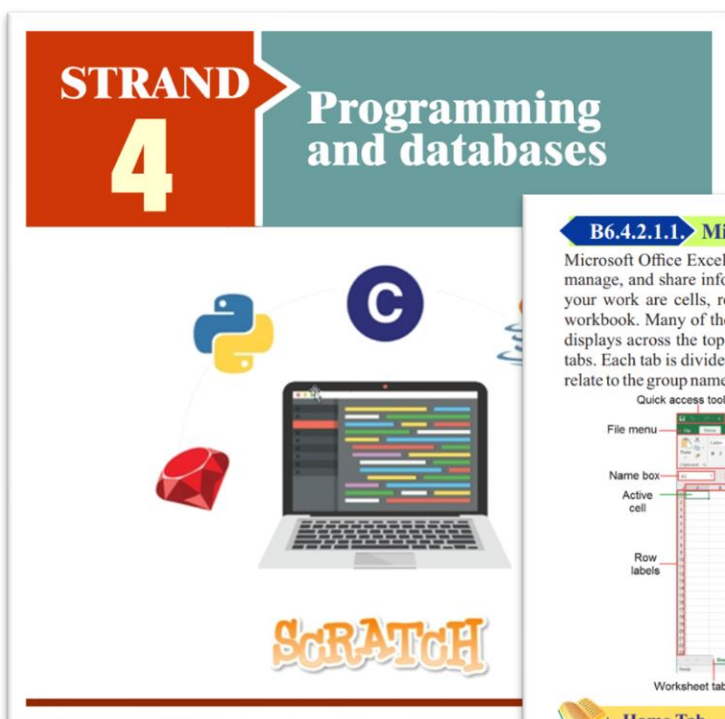
Computing Basic 4, Basic 5, Basic 6





Key features

- Use of friendly language and bright visuals to help young learners understand basic computing concepts with ease.
- It introduces children to parts of the computer, how to use them, and basic skills like typing and mouse control.
- Fun exercises and practical activities help learners apply what they learn through games, songs, and simple projects.
- It builds early confidence in using technology and develops problem-solving and logical thinking skills.
- Variety of questions – objective tests, theory, practical tests, group tests, activities and games to help children practice what they have learned.
- Summary and Answers to all objective tests are provided to help learners revise for their examinations.



1. Write the letter of the correct part of the computer in the space provided.

A. Mouse B. System unit C. Monitor D. Keyboard
E. Television D. USB

2. a. Match the following with their correct names.

A B C D E

Exercise 3.....Date.....

1. Identify the following devices.

I II III
IV V VI

2. State the use of the devices I and IV in question 1.

I _____

IV _____

ABBREVIATION IN COMPUTING		
1	Alt	Alternate
2	Ctrl	Control
3	Shift	Shift
4	F1-F12	Function keys
5	Esc	Escape

Multiple Choice Questions

Exercise 4.....Date.....

Circle the appropriate letter A, B, C or D that answers the following questions.

1. The device that is used to type data in a computer system is called ____.

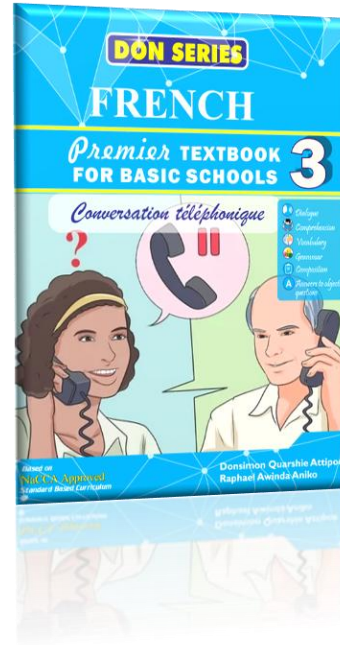
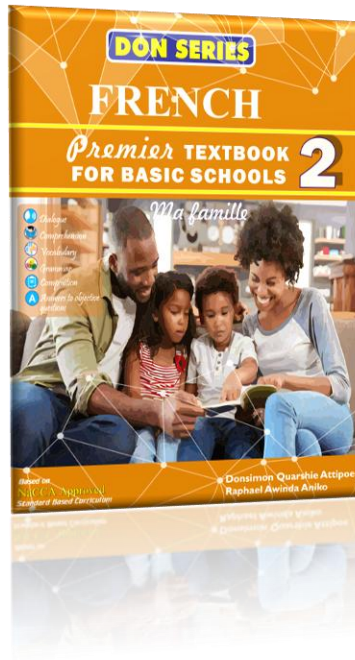
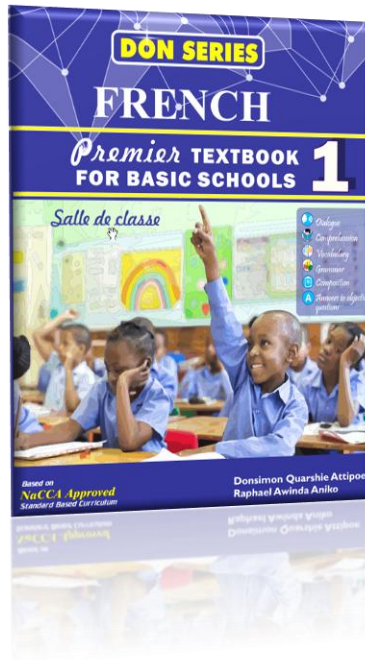
A. mouse B. keyboard C. monitor D. printer

2. Which of the following is not part of the keyboard?

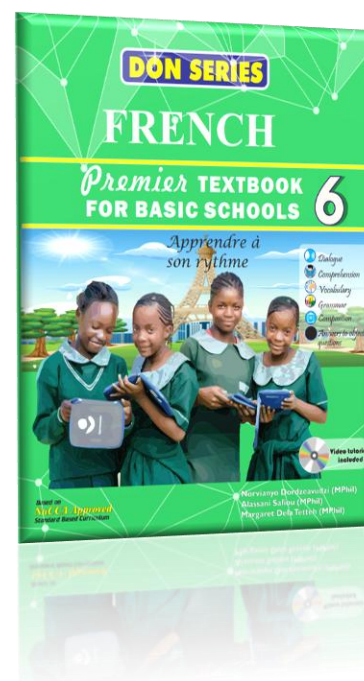
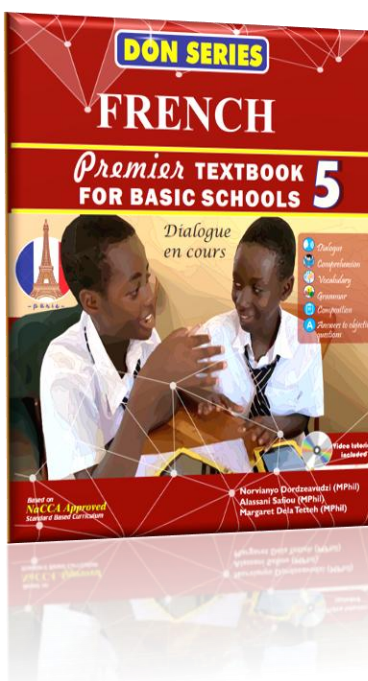
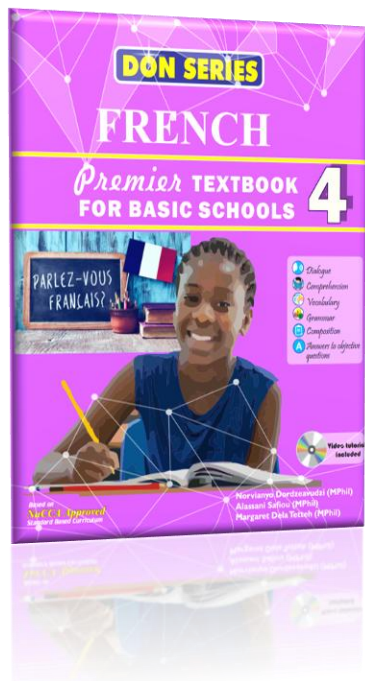
A. Function keys B. Arrow keys C. Scroll wheel D. Typing keys

Appendix B									
Answers to multiple choice questions									
B1.1.1.1.1 Parts of a computer and how they connect to each other									
1.C	2.C.	3.B	4.A	5.C	6.B	7.C	8.C	9.B	10.A
B1.1.1.1.2 Keyboard layout									
1.B	2.C	3.D	4.B	5.D	6.A	7.C	8.B	9.A	10.B

French Basic 1, Basic 2, Basic 3



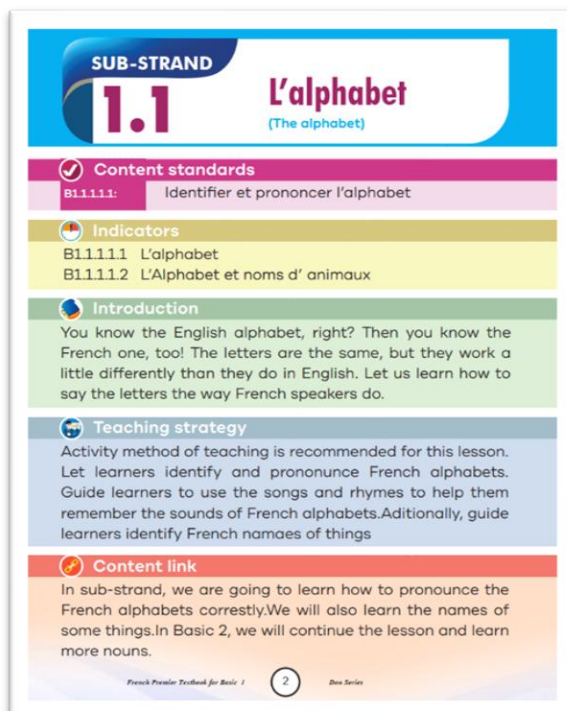
French Basic 4, Basic 5, Basic 6





Key features

- This textbook uses easy French words, songs, and rhymes to make learning the language fun and natural for young children.
- It introduces basic greetings, numbers, colours, classroom items, and everyday expressions in a playful way.
- Colourful pictures and friendly characters help learners remember words and enjoy each lesson.
- Hundreds of everyday French vocabulary words and their meaning for learners to use in speaking and writing French.
- It helps build confidence in speaking and understanding French from an early age.
- Variety of questions – objective tests, theory, practical tests, group tests, activities and games to help children practice what they have learned.
- Summary and Answers to all objective tests are provided to help learners revise for their examinations.





Reading

Lis le texte avec attention puis réponds aux questions
(Read the texte carefully ; then answer the questions)

Texte 2: Les nombres

A l'école j'apprends à lire et à compter.
Voilà un banc, deux tableaux, trois sacs, quatre
bancs, six élèves, sept cahiers, huit crayons,



Activité 2

Lis les noms des objets. Ton professeur te guidera.
(Read the names of the items; you teacher will guide you).



Aa = un ananas



Bb = un bébé



Cc = un cahier



Dd = un dindon



Ee = une école



Ff = une fourmi



Compréhension

- Qu'est-ce que l'élève apprend à l'école? (What does the student learn in school?)
A. nager B. manger C. lire et à compter
- L'élève compte huit crayons et trois sacs. (The student count eight pencils and tree bags)
A. vrai B. faux C. les deux

GLOSSAIRE

Vocabulaire 1

Aujourd'hui	:	today
Allons	:	going
Parler	:	to talk
Tout ce qui	:	all
Entoure	:	surrounds
Applaudissez	:	clap
Lui	:	to him
Qui	:	who
Veux	:	want

Colorie les images. (Colour the images)

1-vert 2-brun 3-rose 4-rouge 5-jaune

Les aliments (Foods)



le pain



la confiture



le miel



le croissant



le lait



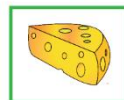
le beurre



le yaourt



les oeufs



le fromage



les céréales



le sucre



la farine



l'huile



la semoule



les pâtes



la farine de maïs



la moutarde



le ketchup

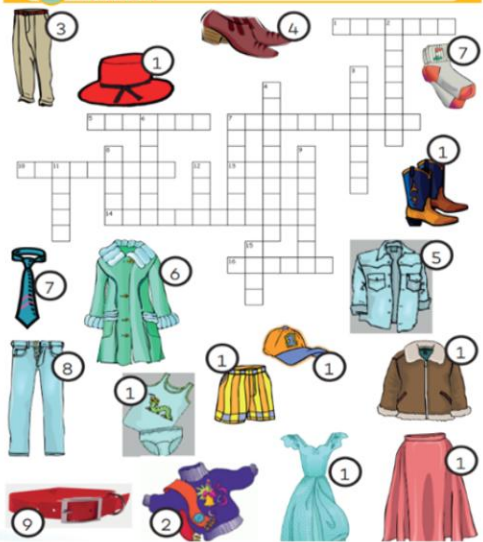


La mayonnaise

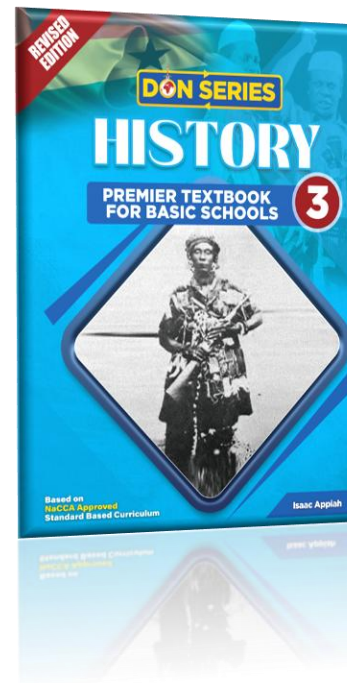
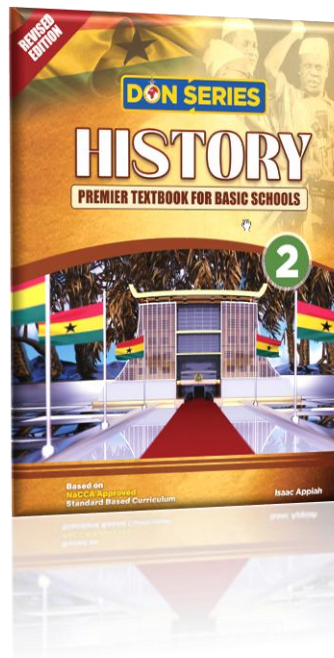
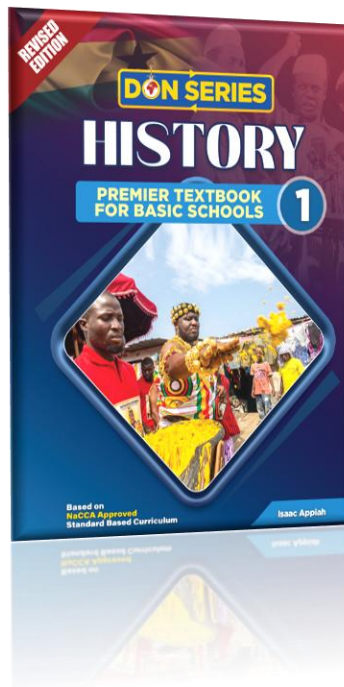


le paté de foie

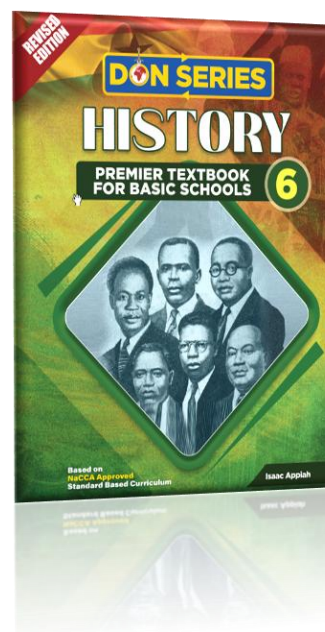
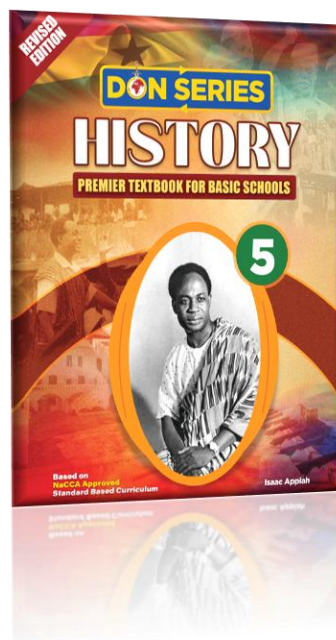
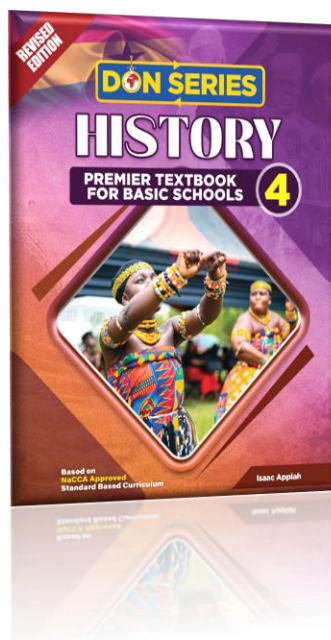
Activité 2



History Basic 1, Basic 2, Basic 3



History Basic 4, Basic 5, Basic 6



Key features

- This textbook brings the history of Ghana to life with simple stories, colourful pictures, and friendly illustrations that children can relate to.
- It introduces young learners to important people, places, and events from Ghana and Africa in a fun and easy way.
- Web links to online videos on historical events to make learning science fun.
- Activities, songs, and role plays help children remember key facts and enjoy learning about the past.
- The book follows the national curriculum and prepares pupils to understand their identity and heritage.
- It builds curiosity, pride, and respect for the traditions, heroes, and values of our communities.
- Variety of questions – objective tests, theory, activities and games to help children practice what they have learned.
- Summary and Answers to all objective tests are provided to help learners revise for their examinations.

- Glossary of keywords to help learners build their vocabulary.

Content link

Studying history is important because it helps us to understand many things from the past. In this lesson, we are going to look at History as a subject, why and how we study History. We shall end our lesson by looking at Community History.

Key words/Vocabulary

- **History:** The study of past events
- **Festival:** An event celebrated by a community
- **Birthday:** Anniversary of the day on which a person was born
- **Source:** Where something comes from
- **Archaeology:** Studying old things to learn about the past
- **Mausoleum:** A large tomb for the dead
- **Excavation:** Digging to find old things
- **Independence:** Being free and self-governing

B11111

Explain that history deals with past human activities.

Warm-up

One day, Ama found an old photo of her grandparents dressed in traditional clothes and asked her father about it. He smiled and said, "This photo tells a story from the past. History is like a big storybook about people, places, and events that happened before we were born." Ama realised that just like stories about her grandmother, history helps us understand how people lived long ago and why things are the way they are today.

Talk About...

1. Something that happened a long time ago.
2. What 'history' is all about.
3. Importance of history.

Asomdwee Park

Kwame Nkrumah Mausoleum

Ghana National Museum

Manhyia Palace Museum

Watch Video Online

Scan the QR Code or use the web address below to watch a video on the sources of historical event.
<https://www.youtube.com/watch?v=WTA-QNOGKIM>

Discuss what you have learnt from the video.

**Exercise 2**

Date _____

Write the capital town of the region in the space provided and draw a line to show where it is located on the Ghana map.

An example has been done for you.

	Upper West Region Capital _____	● North East Region Capital Nalerigu
Savanna Region ● Capital _____		● Upper East Region Capital _____
Bono Region ● Capital _____		● Oti Region Capital _____
Ahafo Region ● Capital _____		● Northern Region Capital _____
Bono East Region ● Capital _____		● Volta Region Capital _____
Ashanti Region ● Capital _____		● Eastern Region Capital _____
Western Region ● Capital _____		● Greater Accra Region Capital _____
Western North ● Capital _____	Central Region Capital _____	

**Exercise 10**

Date _____

Write the name of each of these historical sites in Ghana.

**B. Match each event with its corresponding year or significance:**

	Event		Year
A	1. Original construction of Kumasi Fort		1952 – 1953
B	2. Destruction of the fort by British forces		1900
C	3. Rebuilding of the fort by Nana Prempeh I		1820
D	4. Asante Rebellion led by Yaa Asantewaa		1874
E	5. Conversion of the fort into a museum		1897

**Exercise 19**

Date _____

Answer the following questions.

1. Name three major ethnic groups in Ghana.

- _____
- _____
- _____

2. Mention three sub-groups of the Ga-Adangme in the Greater Accra Region.

- _____
- _____
- _____

**Answers****STRAND 2: MY COUNTRY GHANA****Sub-Strand 2.1 The People of Ghana****EXERCISE 3 (page 15)**

1. B 2. C 3. B 4. A 5. A 6. C 7. A 8. A 9. A 10. C

EXERCISE 12 (page 72)

1. C 2. C 3. B 4. B 5. B 6. B 7. C 8. C 9. B 10. B

Glossary

Term	Definition
Akan	The largest ethnic group in Ghana, making up about 49% of the population, found mainly in Central, Western, Ashanti, Eastern, Bono, and Ahafo regions.
Ancestor	A person who lived a long time ago and from whom a group of people descends, often recognized for living a good life.
Ancestral River Park	Another name for Assin Manso Slave Site, signifying its historical importance.
Asante Rebellion (1900)	A resistance movement led by Yaa Asantewaa against British forces at Kumasi Fort.



Exercise 3

Date _____

A. Choose the correct answer.

1. The way a group of people live is referred to as _____.
A. friendship
B. culture
C. religion
2. Which of the following is not an ethnic group in Ghana?
A. Akan
B. Ewe
C. Danes

Creative Arts Basic 1, Basic 2, Basic 3



Key features

- This colourful textbook is filled with fun drawing, painting, singing, dancing, and crafting activities made just for young learners.
- It introduces children to different types of art using simple steps and exciting examples from their environment and culture.
- Web links to online videos on hands-on practical, visual and performing art activities to make learning science fun.
- Activities, songs, and role plays help children remember key facts and enjoy learning about the past.
- Each lesson encourages creativity, imagination, and self-expression through hands-on learning.
- The book follows the national syllabus and supports classroom teaching with easy-to-follow instructions and group work.
- It helps build confidence, fine motor skills, and appreciation for the beauty of African art, music, and dance.
- Variety of questions – objective tests, theory, activities and games to help children practice what they have learned.
- Summary and Answers to all objective tests are provided to help learners revise for their examinations.
- Glossary of keywords to help learners build their vocabulary.

own performing artworks that will reflect the natural and man-made environments of the local community.



Keywords:

- **Methods:** Ways or steps used to do something or solve a problem.
- **Natural environment:** Everything in nature that exists without human influence, like trees, rivers, animals, and mountains.
- **Man-made environment:** Things that people have created, like buildings, roads, bridges, and parks.



PERFORMING ARTS INSTRUMENTS

Ghana has a wide variety of traditional performing arts that include many important musical instruments. These instruments are crucial for music, dance, and storytelling. Here are some key instruments used in Ghana:

1. **Atumpan:** It is a double-headed drum used by the Akan people for communication and storytelling.



2. **Djembe:** It is a hand drum from West Africa known for its many



SALIF KEITA (MALI)



Background and Early Life

- Salif Keita was born on August 25, 1949, in Djoliba, Mali, into the Keita royal family, tracing their lineage to Sundiata Keita.
- Due to his albinism, he was cast out by his family and community, as it was seen as a sign of bad luck in Mandinka culture.



Salif Keita performing a song

Practical questions

1. Colour the following pictures and answer the questions on them.

A. Colour the image.



- a) What is the man doing?
- b) Which ethnic group is associated with the activity?

B. Colour the image.



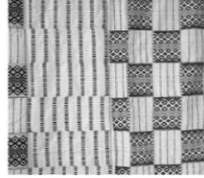
- a) Mention two materials used to build the house?
- i)
- ii)

C. Colour the image.



- a) What is the name of the cloth?
- b) Which ethnic group is associated with the cloth?

D. Colour the image.



- a) What is the name of the cloth?
- b) Which ethnic group is associated with the cloth?

- Pottery represents Ghanaian heritage and is used in traditional ceremonies.
- Many artisans make and sell pots to earn a living.

Watch Video Online



Scan the QR Code or use the web address below to watch a video on Pottery in Ghana.
<https://www.youtube.com/watch?v=RmQEajcl5tI>



WOOD CARVING

- Wood carving is the art of shaping wood into sculptures, masks, and other decorative or useful objects.
- A person who carves wood is called a woodcarver.
- They use hand tools like knives, chisels, and mallets.
- Wood carving is done using wood from trees like ebony, mahogany, and odum.
- The pieces are then nailed to make objects such as table, chair, and linguist staff.
- The objects are then decorated in colours.
- Wood carving is practised mainly in the forest regions of Asante, Bono, Western, and Eastern regions of Ghana.

Wood Carving



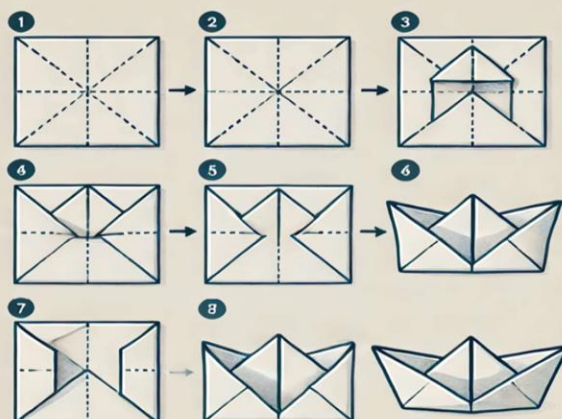


Watch Video Online – How to Make a Paper Flower
 Scan the QR Code or use the web address below to watch a video documentary on How to Make Flower .
<https://www.youtube.com/watch?v=s-kPRtMg-4Y>

Activity

Take inspiration from the following picture and create an artwork form such as drawing, painting, collage or a simple sculpture. You may use materials like old clothes, coloured papers, wood, ropes, bottles etc.

Steps to Form Origami Paper Boat



Fire festival



Damba festival



Homowo



Hogbetsotso



Aboakyer



Odwira



85



Knowledge-based Assessment

Multiple choice questions

Test 3) Choose the correct answer to the following questions.

1. What does a drawing artist primarily use to create images?
 A. Clay
 B. Wood
 C. Pencil
2. What is the main material a pottery artist works with?
 A. Metal
 B. Paper
 C. Clay

ANSWERS TO MULTIPLE CHOICE QUESTIONS

VISUAL ARTS

Sub-Strand 1.1.

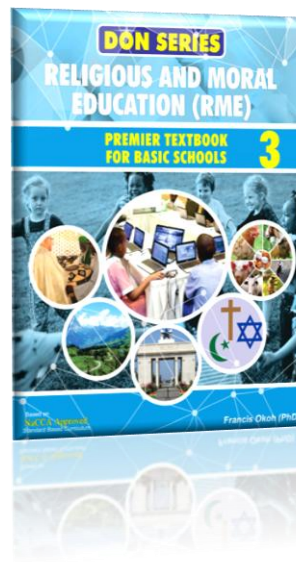
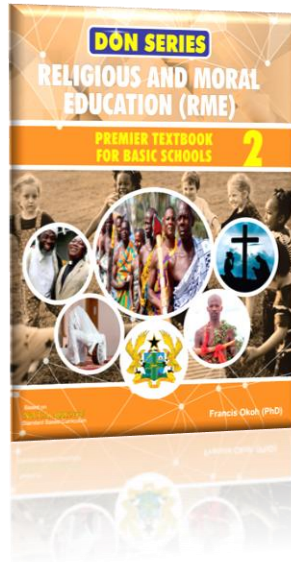
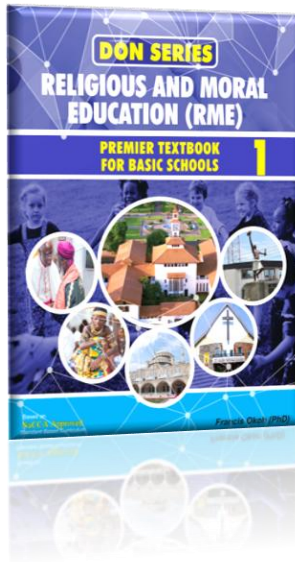
Test 1 (page 22)

1.A	2.C	3.B	4.A	5.C	6.A	7.B	8.C	9.C	10.A
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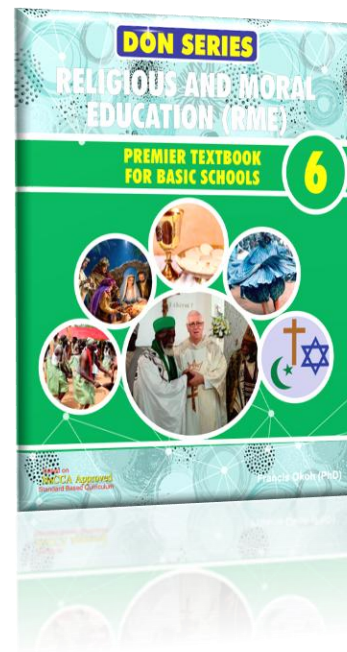
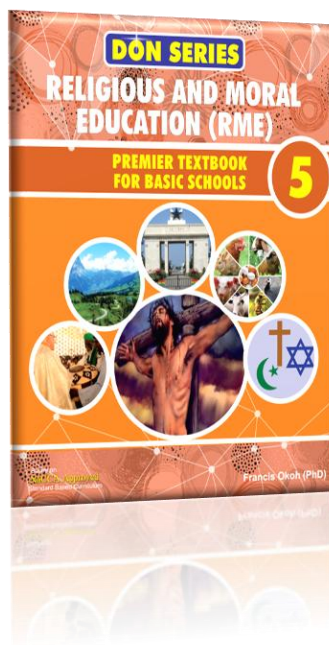
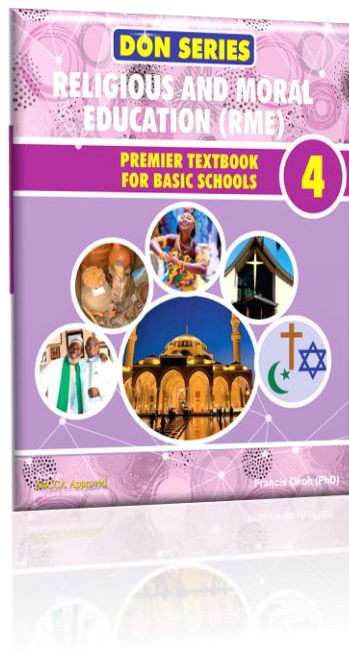
Test 2 (page 40)

1.A	2.B	3.D	4.A	5.B	6.C	7.A	8.D	9.A	10.C
-----	-----	-----	-----	-----	-----	-----	-----	-----	------

Religious and Moral Education Basic 1, Basic 2, Basic 3



Religious and Moral Education Basic 4, Basic 5, Basic 6



Key features

- This textbook uses simple stories, songs, and real-life examples to teach young learners about God, honesty, love, and kindness.


- It helps children understand the importance of respect, sharing, obedience, and doing what is right in school and at home.
- Colourful pictures and activities make learning moral lessons fun, interactive, and easy to remember.
- The book follows the national curriculum and supports teachers with structured lessons and class discussions.
- It helps shape responsible, respectful, and spiritually aware children who grow up with strong values.
- Variety of questions – objective tests, theory, activities and games to help children practice what they have learned.
- Summary and Answers to all objective tests are provided to help learners revise for their examinations.
- The glossary of keywords to help learners build their vocabulary

Story of creation in Christianity

Learners Watch the video online

<https://www.youtube.com/watch?v=42u9w7HJWQwI>


The creation story among Christians is found in the Bible.



The Holy Bible

Christians believe that God created the world and everything within it in six days and rested on the seventh day. Before God created the things in the world, there was darkness in the world; it was only the Spirit of God that was moving around. According to the Bible, God created the world in the following order.

Day One (1): God created light. Because there was darkness, God first created light.



God created Light on day 1.

3

Content link

In this sub-strand, we will learn about how festivals are celebrated and the importance of festivals. Remember in Basic 2, we learnt about festivals in Ghana and the activities that take place during festivals. In this sub-strand, we will look at how festivals are celebrated and the importance of festivals in Ghana.

Words to learn

• Carols	• Resurrection	• Remember
• Sacrifice	• Convention	• Picnics
• Ramadan	• Climax	• Past

B3.2.2.1.1: Describe how various festivals are celebrated.

Learners Watch the video online

<https://www.youtube.com/watch?v=y1d-BWNJfwc&t=28s>

There are different types of festivals in Ghana. Each of the festivals is associated with a particular religion.

Activities

- Mention some of the religious festivals you have celebrated or witnessed.
- Dramatize activities that take place during festivals.

 Use the internet to watch a video on any festival (Christian, Islamic, or Traditional)

Knowledge-based assessment

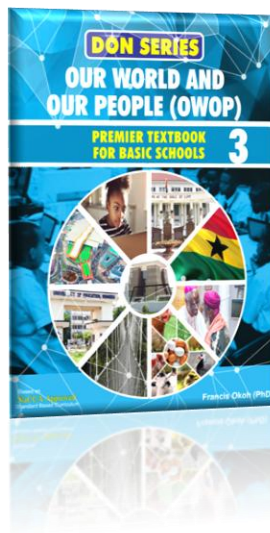
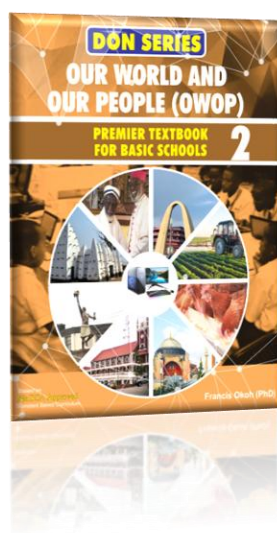
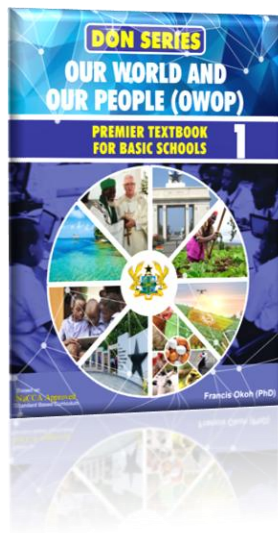
Multiple choice questions

Choose the best answer from the following

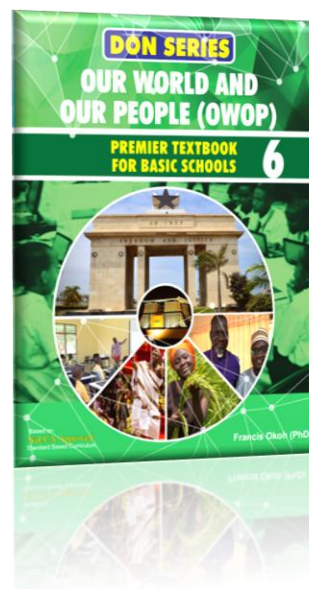
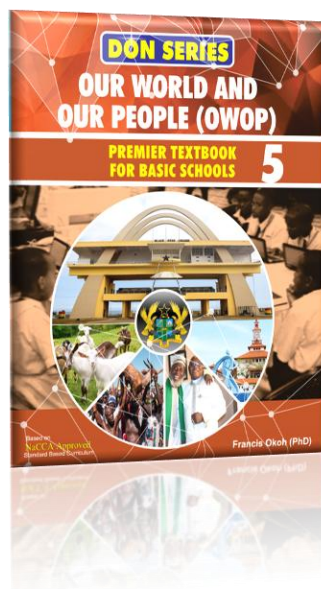
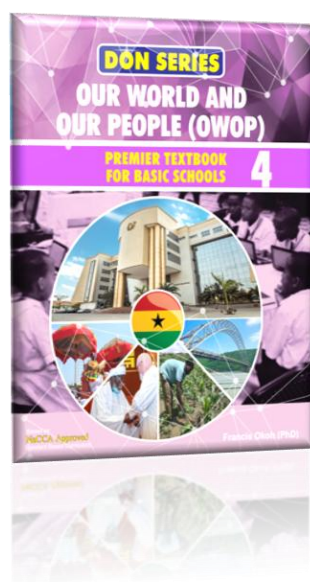
1. In Christianity, knowledge of creation is taken from the

A. Qur'an
B. Bible
C. Oral tradition
D. Environment

Our World Our People (OWOP) Basic 1, Basic 2, Basic 3



Our World Our People (OWOP) Basic 4, Basic 5, Basic 6



Key features

- This textbook introduces children to their family, community, environment, and values through fun stories and real-life examples.
- It teaches young learners about being responsible, helping others, and taking care of the world around them.

- Colourful illustrations and exciting classroom activities make each lesson engaging and easy to understand.
- It encourages respect, teamwork, and pride in Ghanaian culture and traditions from an early age.
- Variety of questions – objective tests, theory, activities and games to help children practice what they have learned.
- Summary and Answers to all objective tests are provided to help learners revise for their examinations.
- The glossary of keywords to help learners build their vocabulary

What you have learnt:

- Our relationship with the Creator
- Stories of creation

Think-Pair-Share
Children in pairs discuss how God created the universe. Children in pairs discuss the creation story of the three religious bodies.

Check Your Progress
Identify the things God created from Days 1 to 6.




Figure 1.18: God's Creation

Group Discussion
In a group of four learners, let each group discuss what God created from day 1 to day 6 in the picture above (See Figure 1.18).

Summary

- Things in the world are connected and this connection is called a relationship.

or the mosque with your parents to pray? This shows that we believe that God exists and He created us. In this lesson, we are going to learn about how God created the things in the world.

Words to Learn

Creator	Relationship	Link	Attributes	Created	Humankind
Nature	Church	Mosque	Christians	Muslims	
Traditionalists	Universe				

B1.1.1.1 Our relationship with the Creator

Learners Watch the video online
<https://www.youtube.com/watch?v=afinopvXg30>

All human beings in the world are created by God. No one created himself or herself. Both Christians and Muslims believe that we are created in the image of God. This means that we have some of the nature of God in us so we can also show or demonstrate the nature of God on this earth.

Relationship
Relationship refers to the way we are linked or connected in the environment. Everything in the environment is, in one way or the other, connected to another thing.



Figure 1.1: People are related or connected



Knowledge-based Assessment

Choose the correct answer from the following

1. Knowing yourself and what you stand for is referred to as
 - a. Self-identity
 - b. Self-worth
 - c. Selfishness

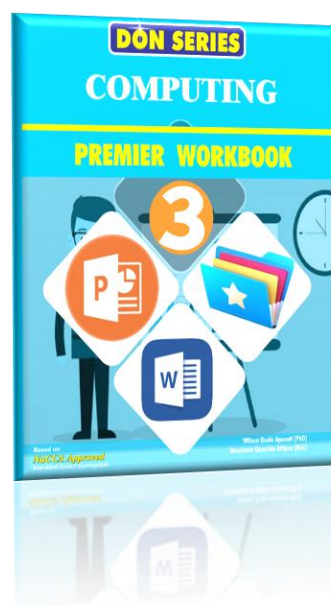
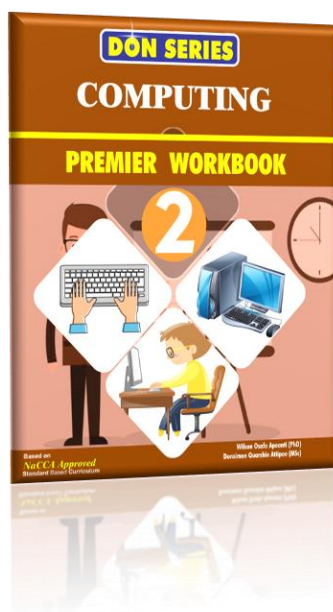
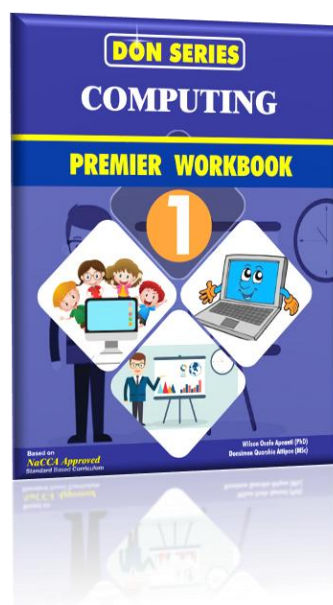
Theory questions

1. a. What is Self-Identify?
 - i. Explain Self-Worthy.
 - ii. Describe yourself in 5 sentences.

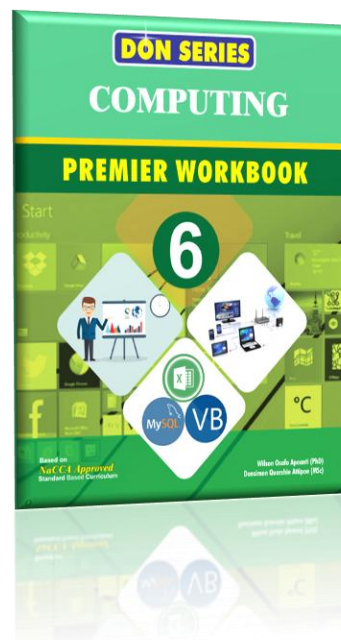
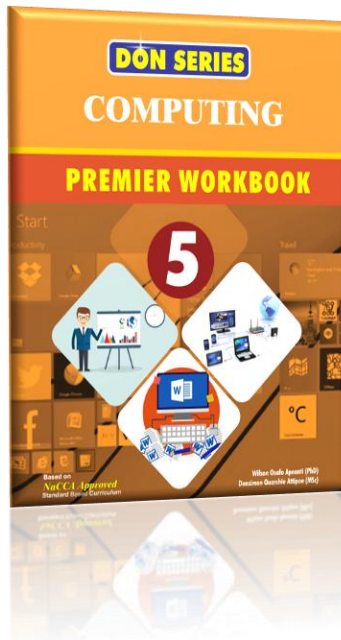
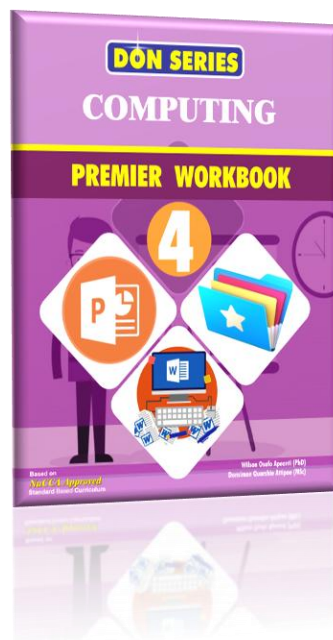


Primary Workbooks

Computing Workbook Basic 1, Basic 2, Basic 3



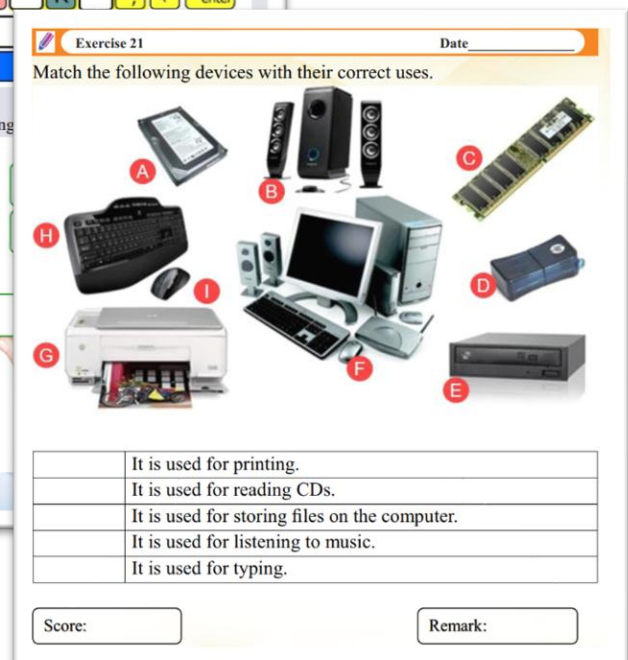
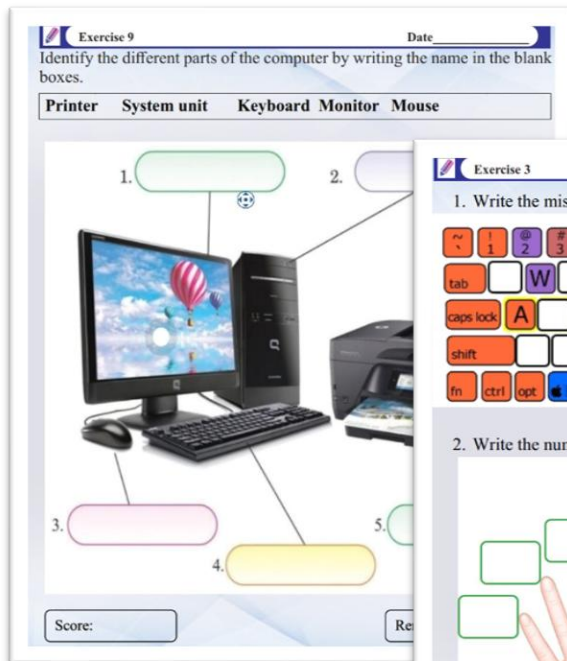
Computing Workbooks Basic 4, Basic 5, Basic 6

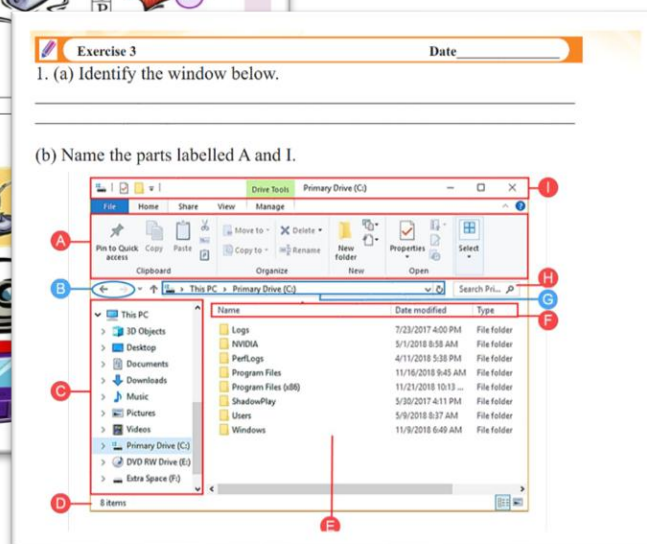
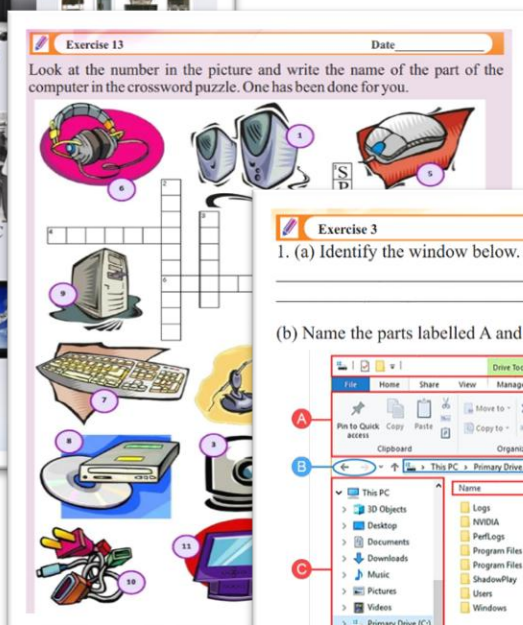
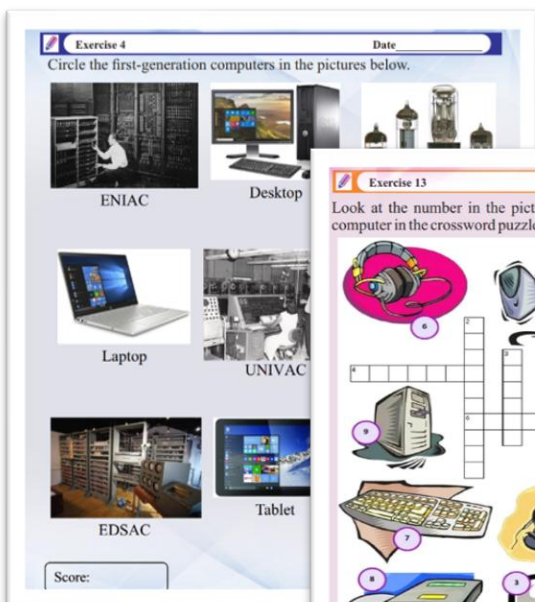




Key features

- This workbook provides fun and simple exercises, games, objective tests and theory questions that help children practise basic computer skills like typing, mouse control, and identifying computer parts.
- It offers step-by-step activities that reinforce classroom lessons and encourage hands-on learning.
- Colourful visuals and engaging tasks make each page exciting and easy for young learners to follow.
- Aligned with the national syllabus, it supports effective teaching and helps pupils build strong digital foundations.
- It builds confidence and prepares learners for a technology-driven world while developing logical thinking and problem-solving skills.
- All the questions come with a marking scheme.

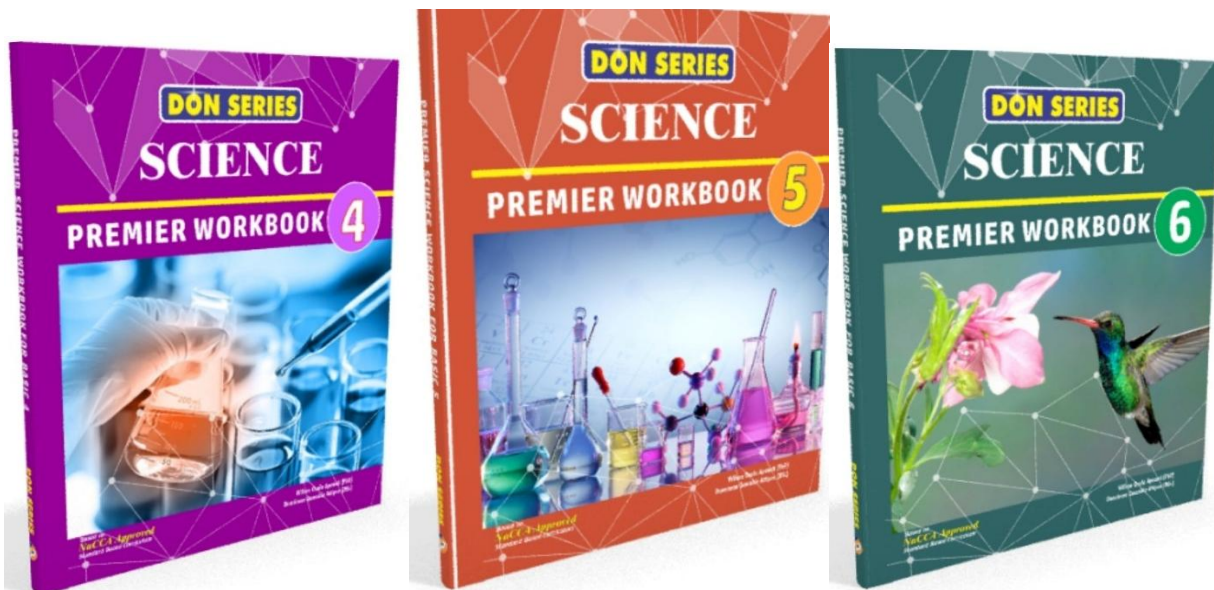




Science Workbook Basic 1, Basic 2, Basic 3



Science Workbooks Basic 4, Basic 5, Basic 6





Key features


- This workbook is packed with fun exercises and experiments that help children practise what they learn in class through hands-on activities.
- It breaks down key science concepts into simple tasks, making learning easy, exciting, and practical.
- Colourful diagrams, puzzles, and questions keep learners engaged while strengthening their observation and thinking skills.
- Aligned with the national curriculum, it supports teachers in reinforcing lessons and preparing pupils for assessments.
- It encourages curiosity and confidence as children explore the world around them through guided discovery.
- All the questions come with a marking scheme.


Exercise 2 Date _____


Group the following materials according to their properties in the table below.



A. Stone



B. Cup



C. Money



D. Glass jar



E. Ice cube



F. Chewing gum



G. Brick



H. Wool



I. Leather belt



J. Glasses



K. Eraser



L. Glass window



M. Fabrics



N. Paper



O. Glue



P. Sandpaper


Q. Chair


R. Sponge


S. Plastic cup


T. Rubber bands


U. Water

Hard	Soft	Transparent	Rough	Smooth	Sticky	Flexible
A						

Score: _____ Remark: _____

Exercise 3 Date _____

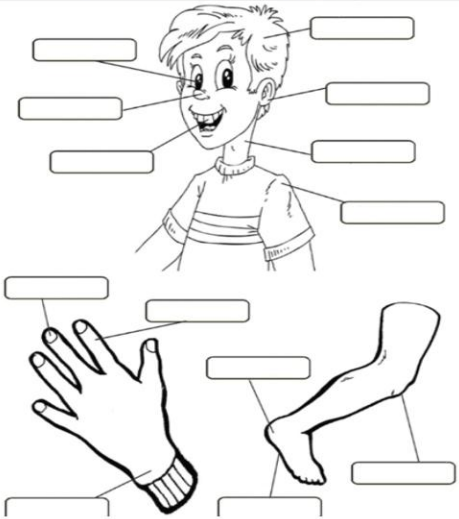
Select the options that best answers the following questions.

- The air the plants and animals breathe in the environment is also known as _____
A. compound B. atmosphere C. matter D. environment
- Which of the following human activities pollutes the atmosphere?
A. Dumping refuse B. Weed bushes
C. Bush burning D. Sweeping
- One of the following is a natural way by which the atmosphere is polluted
A. bush burning B. volcano
C. refuse burning D. burning mosquito coil

Exercise 2 Date _____

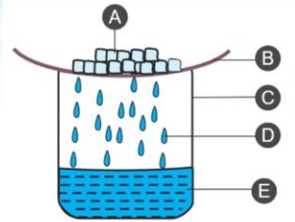
1. Name the parts of the human body using the word list below.

Wordlist: A. Nose B. Teeth C. Eye D. Neck E. Hair
F. Ear G. Shoulder H. Knee I. Heel J. Foot
K. Wrist L. Nail M. Finger



Exercise 2 Date _____

1. The set up below is an experiment. Use it to answer the questions that follow.



(a) Name the parts labelled A to E using the word list.

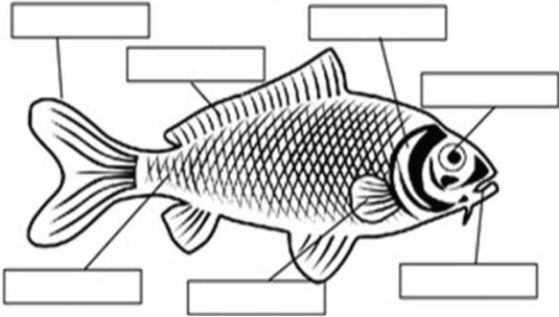
Word list: Hot water Metal plate Glass jar Ice cubes
Water droplets

A _____
B _____
C _____
D _____
E _____

Exercise 3 Date _____

1. Label the parts of the fish below using the word list.

Wordlist: A. dorsal fin B. gills C. eye D. mouth
E. scales F. pectoral fin G. tail fin



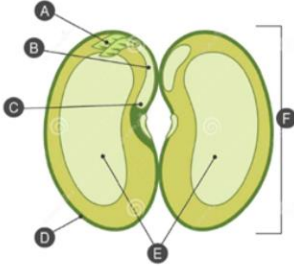
2. Briefly explain how a fish can breathe in water.

Exercise 4 Date _____

The figure below is a cross-section of a seed. Use it to answer the questions that follow.

1. Name the parts labelled A-F using the keywords below.

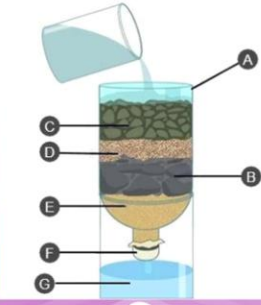
Keywords: Cotyledon Epicotyl Hypocotyl Radicle Seed coat Embryo



A	
B	

Exercise 3 Date _____

The set-up below shows a way of purifying water. Use it to answer the questions that follow.

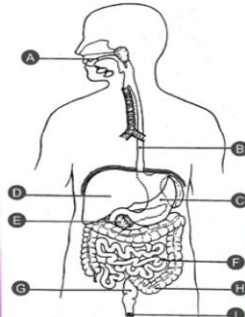


Premier Science Workbook for Basic 4 49 Don Series

Exercise 2 Date _____

Label the part of the digestive system below using the following keywords

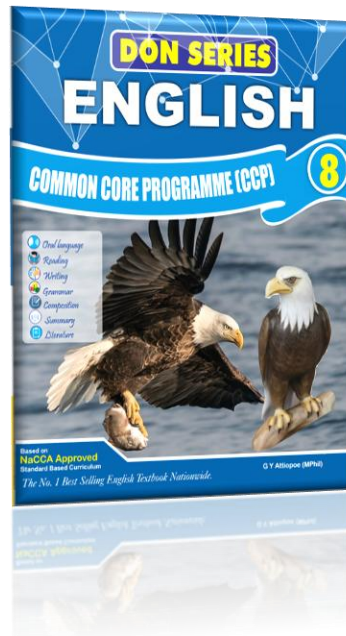
Keywords: rectum, pancreas, mouth, large intestine, oesophagus, Small intestine, stomach, liver, anus



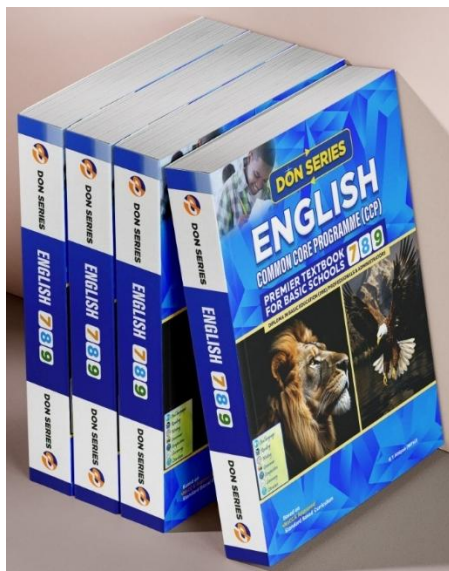


Junior High School (JHS) Books

English Textbook Basic 7, Basic 8, Basic 9



English Textbook Combined Basic 7, 8 & 9





Key features

- Master Composition Writing – Learn step-by-step how to write great essays, letters, and stories with guided examples.
- Boost Comprehension Skills – Sharpen your reading and answering techniques with engaging passages and questions.
- Explore Rich Literature – Enjoy selected African and global texts with analysis to build critical thinking.
- Conquer BECE with Confidence – Packed with Past BECE Objective & Theory Questions to test and train your exam skills.
- Grow Your Vocabulary – Find word meanings, synonyms, and clear illustrations to improve your speaking and writing.



A Cashier and customer



Cashier: Hello, may I take your order?

Customer: Hi, I'll have a double cheeseburger.

Cashier: No onions, please.

Cashier: Sure, would you like the combo?

Customer: How much is the combo then?

Cashier: Certainly, what would you like to drink?

Customer: Coke, please.



Short passages

Drug Addiction – A Curse

Drug addiction has, of late become one of the major problems of our society, particularly in urban areas. Many youngsters are falling victim to this deadly curse. The rackets of underworld and narcotics and drugs are thriving at the cost of the people.



The rackets thrive at the cost of the people. Many are enticed to take these drugs and the nature of the problem must be highlighted.

Premier English Textbook for Basic 8 44

Revision: Objective Tests

Objective test I

Read the following sentences and try to choose the best definition for the italicized word by searching for context clues in the sentence.

- The designer window treatments in her house, installed 17 years ago, were *outmoded*.
A. unnecessary B. pointless
C. out-of-date D. worthless
- Although the professor's lectures were regarded by many as so *wearisome* that they regularly put students to sleep, he ignored all criticism and refused to make any changes.
A. modest B. unpleasant C. boring D. objectionable
- The baseball player's malice toward the referee was revealed in his *spiteful* remarks to the media, which almost ruined the referee's career.
A. vindictive B. crazy C. rude D. unpleasant
- Although Zachary is much too inexperienced for the managerial position, he is a willful young man and *abdurately* refuses to withdraw his application.
A. foolishly B. reluctantly C. constantly D. stubbornly
- His neighbor's *superficial* remarks trivialized the property line dispute and infuriated Mavis.
A. enraged B. petty C. insulting D. misleading
- When Katya refused to lie to her parents about where she was spending the night, she was completely *ostracized* by her usually loyal friends, who had never shunned her before.
A. excluded B. hurt C. cheered D. helped

Words	Synonyms - Same Meaning	Antonyms - Opposites
Abate	Moderate, decrease	Aggravate
Adhere	Comply, observe	Condemn, disjoin
Abolish	Abrogate, annul	Set-up, Establish
Acumen	Awareness, brilliance	Stupidity, Ignorance
Abash	Disconcert, rattle	Uphold, Discompose
Absolve	Pardon, forgive	Compel, Accuse
Abjure	Forsake, renounce	Approve, Sanction
Abject	Despicable	
Abound	Flourish, prosper	
Abortive	Vain, unproductive	
Acrimony	Harshness	
Accord	Agreement	
Adjunct	Joined, Added	
Adversity	Misfortune	
Adherent	Follower, devotee	
Adamant	Stubborn, inflexible	
Admonish	Counsel, reprimand	
Allay	Pacify, soothe	
Alien	Foreigner, estranged	
Ascend	Climb, Escalate	
Alleviate	Abate, relieve	
Allure	Entice, fascinate	

Glossary: Idiomatic Expressions

1. Whenever Kojo eats ice-cream "he throws up".
to throw up = to vomit
2. Pounding fufu is "a herculean task".
a herculean task = a very difficult job
3. When Daddy wanted to know why we were not to "let the cat out of the bag".
to let the cat out of the bag = to reveal a secret
4. The teachers met "behind closed doors".
to meet behind closed doors = to meet in secret
5. The reverend minister advised us to "call a spade a spade".
to call a spade a spade = to be frank
6. The headmaster said that whenever we learn to "take the bull by the horns".
to take the bull by the horns = to face a problem bravely
7. When Akua's mother heard that she was involved in accident, her "hair stood on end".
to have one's hair standing on end = to be shocked
8. Most people admire Uncle Kodjo because he "keeps an open house".
to keep an open house = to show kindness to all
9. That man should not be trusted; he "throws dust in somebody's eyes".
to throw dust in somebody's eyes = to deceive
10. Although Kofi is of age he is still "tied to the mill".
to be tied to the mill = to be hindered
11. Akua's mother is "tied to the mill" by her own mother's approval.

An invitation letter to the DCE to attend a function in your school.

Bread of Life Academy
P. O. Box 28
Dansoman.

Monday, 20th June, 2022.

The District Chief Executive
Ablekuma West Municipality
P.O.Box 14
Tema

Dear Sir,

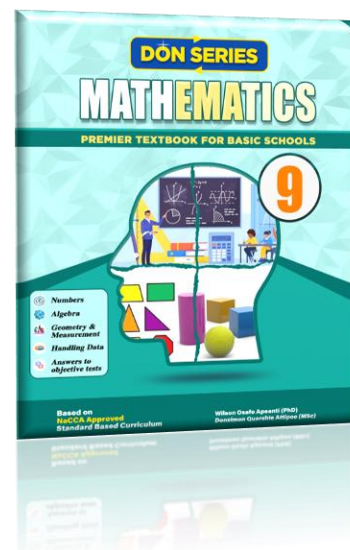
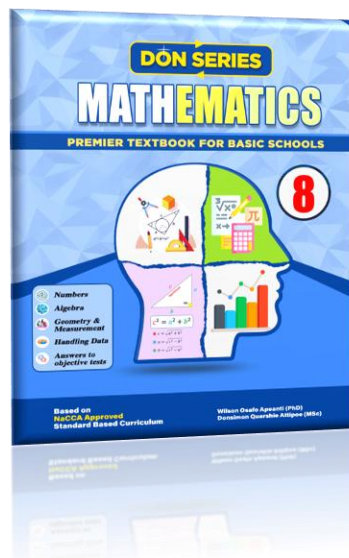
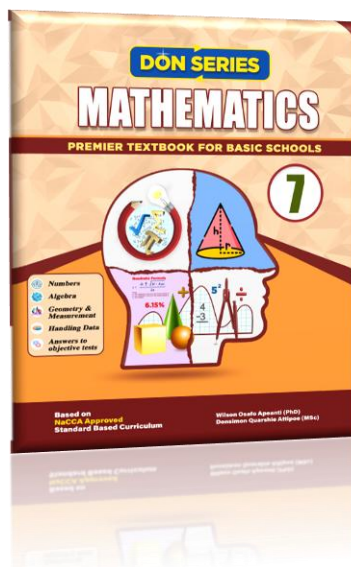
INVITATION TO GRACE OUR SPEECH AND PRIZE-GIVING DAY
I write to invite you to be our special guest for our annual Speech and Prize Giving Day of the Bread of Life Academy. As a school prefect of the above noble school, it will be very appreciated by our students to hear you speak on the importance of education in our society. This will also be a medium to motivate them to do better in their academic performances.

It is with much delight and expectation that I wait for a reply.
Thank you for your usual co-operation.

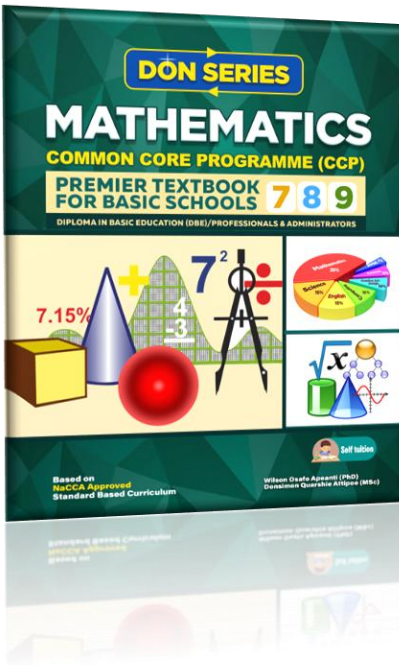
Yours faithfully,

Geraldo Delima Linda.
(School Prefect)

Mathematics Textbook Basic 7, Basic 8, Basic 9



Mathematics Textbook Combined Basic 7, 8 & 9



Key features

- Learn Maths through real-life problems – buying, farming, measuring, and more!
- Get step-by-step solutions to all types of questions.
- Solve past BECE Objective and Theory questions with full answers!
- Avoid common mistakes – and learn how to fix them fast!
- Use smart tips and tricks to answer faster and score higher in Maths Exams!

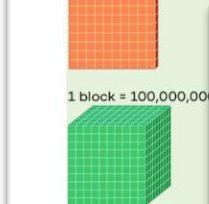
1 rod (long) = 1,000,000 units.

1 flat = 10,000,000 units.

1 block = 100,000,000 units.

1 rod = 1,000,000,000, 1 flat = 10,000,000 and 1 block = 100,000,000 represent the number quantities 310,700,000 using a multi-base block.

Solution
 $310,700,000 = 300,000,000 + 10,000,000 + 700,000$ We split them in their place value.



Example 1

Given that 1 cube = 10, 1 rod = 1,000,000 1 flat = 100,000,000 number quantities 234,800,000 = 200,000 + 4,000,000 + 800,000 their place value forms.

Solution
 $234,800,000 = 200,000 + 4,000,000 + 800,000$
 $= (2 \times 100,000,000) + (4 \times 10,000,000) + (8 \times 100,000)$
 $= 2 \text{ Blocks} + 3 \text{ flats} + 4 \text{ rods}$



Example 2

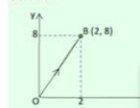
Given that 1 cube = 100

coordinate system, such as Cartesian coordinates (x, y).

Example 1

Draw and write the position vector of the point B (2, 8).

Solution

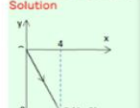


The position vector \vec{OB}

Example 2

Draw and write the position vector of the point Q (4, -8).

Solution

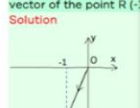


The position vector \vec{OQ}

Example 3

Sketch and label the position vector of the point R (-1, -3).

Solution



The position vector \vec{OR}

Example 4

Draw and write the position vector of the point T (-2, 8).

Solution



Knowledge-based assessment

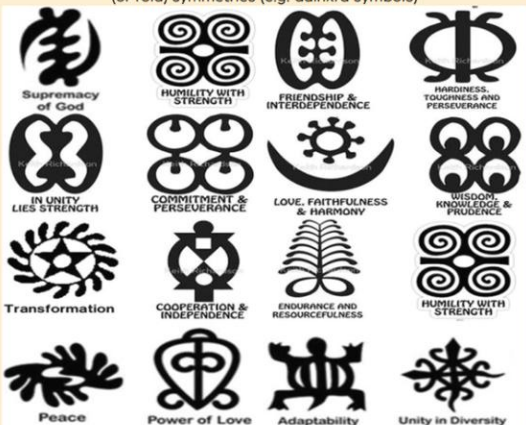
Objective test

- Expand $6(x+3)$
 A. $6x+12$ B. $6x-18$
 C. $6x+18$ D. $6x+3$
- Expand $-5x(3x+4)$
 A. $15x^2+20x$ B. $-15x-20$
 C. $-15x^2-20x$ D. $-15x^2-20$
- Expand $5(x+3) - 3(2x-4)$
 A. $8x+33$ B. $2x-33$
 C. $2x+33$ D. $7x-33$
- Expand $(p+q-r)$
 A. 0 B. $2q$ C. $2r$ D. $2p$
- Expand $(m+n)^2$
 A. $m^2+3mn+n^2$
 B. $m^2-2mn+n^2$
 C. m^2-n^2
 D. $m^2+2mn+n^2$
- Expand $(5x+6y)(3x-4y)$
 A. $15x^2+28xy+12y^2$
 B. $15x^2-28xy-12y^2$
 C. $15x^2-28xy+12y^2$
 D. $15x^2+28xy-12y^2$
- Simplify $\frac{3a}{5} \times \frac{2b}{3}$
 A. $\frac{2ab}{5}$ B. $\frac{2ab}{5}$
 C. $\frac{2a}{15}$ D. $\frac{2ab}{8}$
- Simplify $\frac{5y-2}{7} \times \frac{1}{5y}$
 A. 1 B. 2 C. 4 D. 5
- Simplify: $\frac{5b-10}{4b-8}$
 A. $\frac{5(b-2)}{4(b-2)}$ B. $\frac{5}{4}$
 C. $\frac{5b}{8}$ D. 10
- Simplify $\frac{2y+4}{5y+10}$



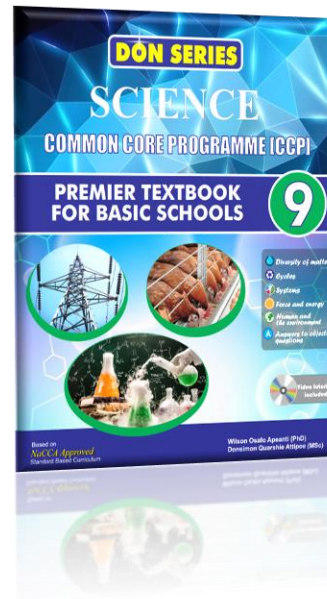
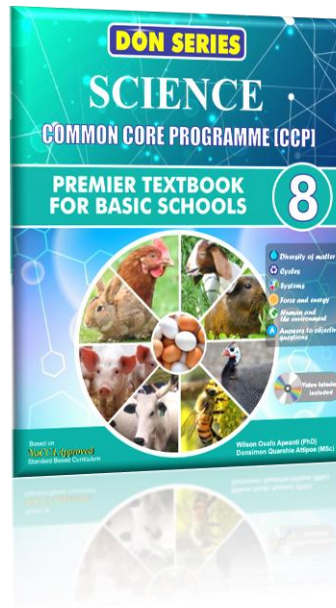
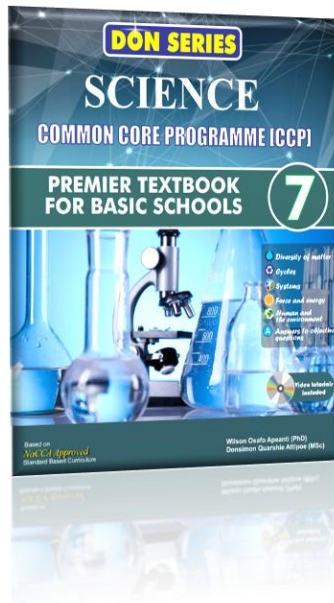
Theory or Essay Questions

- Identify examples of designs (or objects) in everyday life that have reflectional (or fold) symmetries (e.g. adinkra symbols)

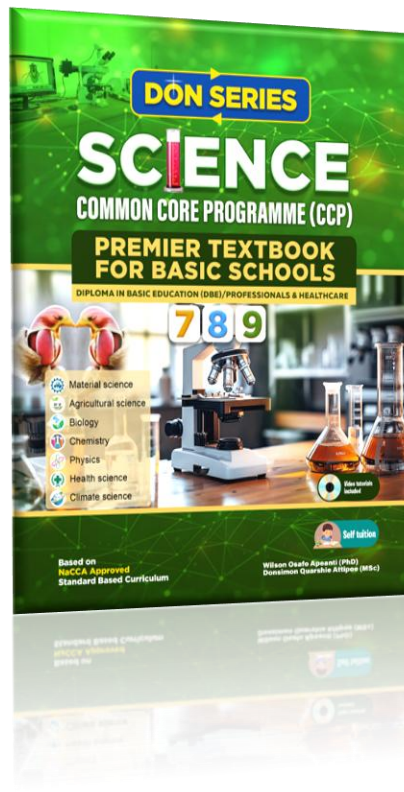


- Using a scale of 2cm to 2 units on both axes, draw 2 perpendicular lines OX and OY such that, $-10 \leq x \leq 10$ and $-12 \leq y \leq 12$.
 b) On the same graph sheet, plot:
 i) Draw the lines, $y=x$, $y=-x$, $y=0$, $x=0$.
 ii) Draw the lines, $x=-8$, $x=-3$, $x=5$ and $x=6$
 iii) Draw the lines, $y=-4$, $y=-10$, $y=7$ and $y=4$
- Using a scale of 2cm to 1 unit on both axes, draw 2 perpendicular lines OX and OY such that, $-5 \leq x \leq 5$ and $-6 \leq y \leq 6$.
 b) Plot the points A (2, 3), B (0, 3), C (-4, 0), D (-4, 2), E (-3, -5), F (3.5, -3.5), G (3, 4.5), and H (-1.5, 4) on the

Science Textbook Basic 7, Basic 8, Basic 9



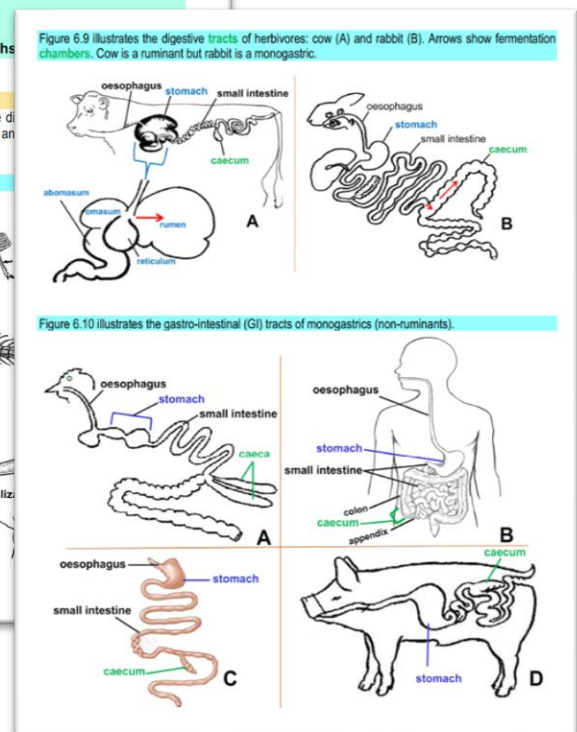
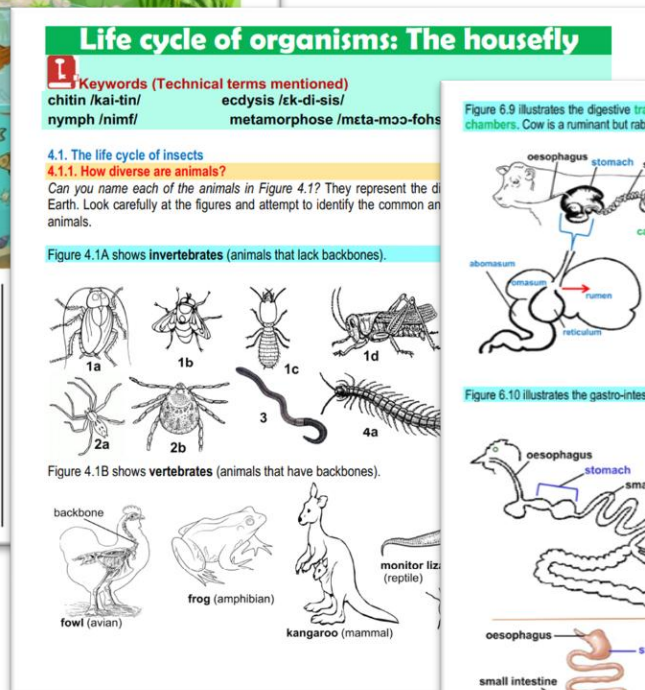
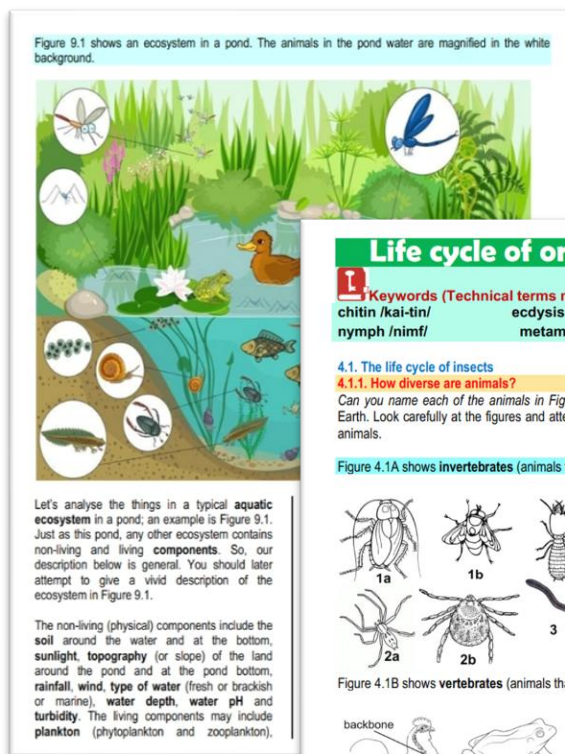
Science Textbook Combined Basic 7, 8 & 9





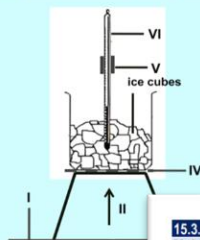
Key features

- The Science Books have fun and safe science experiments you can try at home or in school.
- It has full solutions to BECE past questions, both objective and theory tests.
- The Science Book shares interesting science facts about animals, space, the human body, and more.
- It includes video links you can watch to understand science processes better.
- It has clear diagrams and simple notes to help you learn faster.

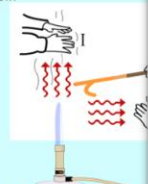


Test of written practicals

1. The figure below illustrates a set-up to determine the effect of heat of ice cubes. Study it and answer the questions that follow.



2. (i) Identify the parts labelled I, II, III, IV, V and VI.
(ii) Give the main function of each of the labelled.
3. Mention any other device that could be used in place of the Bunsen burner.
4. State the reading on IV at the start of the experiment.
5. i. The state reading on IV when II is turned on for about 15 minutes.
ii. Explain that observation.
6. The figure below illustrates the transfer of heat from a Bunsen burner to a beaker. Study it and answer the questions that follow.



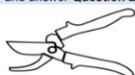
- (a) State the mode by which each of the hands receives heat.
- (b) Explain each of your answers.
What type of material is in II?

15.3. Self-assessment items

Multiple choice items

1. A garden tool associated with soil aeration is
A. knapsack sprayer. B. watering can.
C. secateurs. D. hand fork.

The figure below illustrates a garden tool. Study it and answer Question 2 and 3.



2. The tool is most frequently used in the cultivation of
A. tomato. B. cabbage.
C. okra. D. pepper.
3. Which of these activities are associated with the tool?
I. Improving air movement among plants
II. Harvesting tomato
III. Preparing of planting materials
IV. Harvesting okra
A. I and II only B. III and IV only
C. I, III and IV only D. II, III and IV only
4. Stirring of vegetable beds is to hand fork whereas transplanting of vegetables is to
A. hoe. B. pickaxe.
C. shovel. D. dibber.
5. Which of the following agricultural tools is correctly matched with the farm operation?
A. Hand cultivator → sowing
B. Rake → transplanting
C. Pickaxe → felling trees
D. Cross staff → surveying
6. A tool that is used for both cutting and digging is
A. mattock. B. pickaxe.
C. hoe. D. rake.
7. The most appropriate tool to use for transplanting cashew seedlings is
A. dibber. B. hand trowel.
C. dibble bar. D. cutlass.

The figures below illustrate some farm tools. Use them to answer Question 8 to 10.



Essay test items

1. (a) What is a landform?
(b) State four landforms in Ghana and define each.
2. (a) Mention one landform on which each of these plants is mostly found.
i. shea tree ii. cocoa
iii. pineapple iv. odum
(b) Give two features that adapt each of the above-mentioned plants to their landforms.
3. (a) Adjoa's father planted a mango seedling in their backyard as a measure for his family to adapt to global warming. Explain why the association between Adjoa's family and the mango tree is mutualism. Your explanation must contain at least two specific reasons.
(b) On their cashew plantation, Adjoa observed cashew seedlings with thin and elongated stems and pale leaves growing under the canopy of gigantic cashew tree. Adjoa told the father that the association between the mother cashew and its seedlings is parasitism but his dad disagreed.
i. Declare your stance: for Adjoa or for her father.
ii. Clearly explain your stance by using the appropriate terms.
4. Draw a map of Ghana and indicate where the major landforms are located.
5. (a) Explain why you must know the landforms in Ghana.
(b) Why are the plains suitable for large-scale production of grain crops?
(c) i. Which parts of the plains in Ghana are more suitable for rearing livestock?
ii. Explain your answer.
6. (a) Define the term symbiosis.
(b) List three types of symbiotic associations.
(c) Tabulate eight examples of animals living in named symbiotic associations. Two of the animals must be in each association.

7. Differentiate between these pairs of associations:

- (a) Symbiosis and mutualism
- (b) Mutualism and parasitism
- (c) Commensalism and amensalism

8. List A contains major landforms in Ghana and List B contains the main agro-ecological zones in Ghana.

List A	Volta Basin, Kwahu Plateau, Ashanti Uplands, Akan Lowlands, Accra Plains, Afram Plains, Shai Hills, Volta Delta, Akwapim-Togo Mountain Ranges
List B	interior savannah, coastal savannah, transitional zone, forest zone and evergreen forest zone

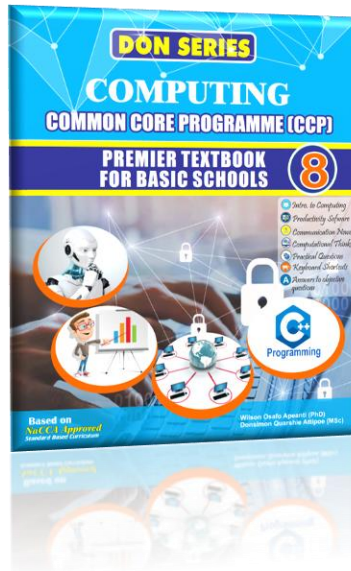
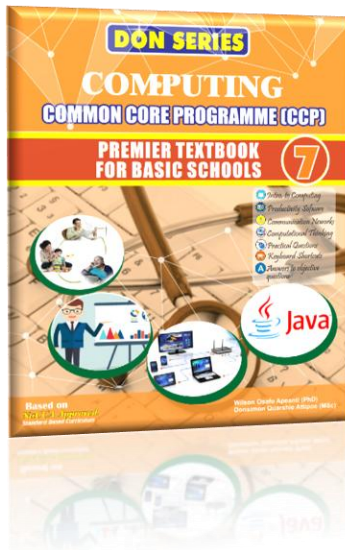
a. Copy this table and use the information in List A and B to complete it.

Landform	Agro-ecological zone	Two major trees (2)	Two wild animals (2)
Volta Basin	Interior savannah and transitional zone		

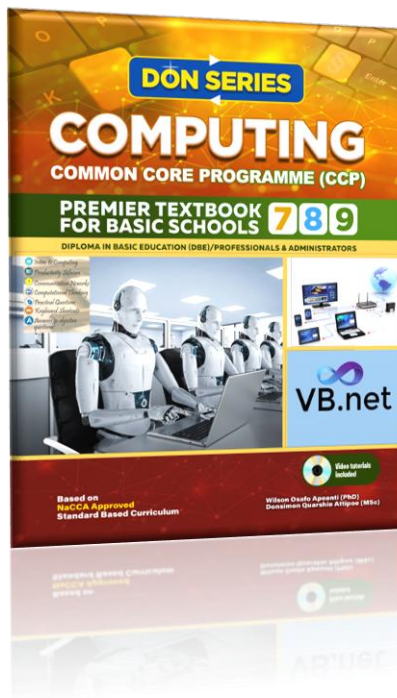
b. Use the information in Column 2 of the table to explain the following:

- i. The Ashanti Uplands and Kwahu Plateau contain similar or the same plants and animals.
- ii. The Akan Lowlands and Accra Plains have entirely different plants and wild animals.

Computing Textbook Basic 7, Basic 8, Basic 9



Computing Combined Basic 7, 8 & 9





Key features

- The computing book comes with full of hands-on practical activities to help you learn by doing.
- It comes with clear screenshots that show exactly how each software looks.
- It teaches how Computing is used in real life – at home, in school, and at work.
- It gives step-by-step guides on how to use different software like Word, Excel, PowerPoint, and more.
- It makes learning easy, fun, and useful for exams and everyday life
- It has full solutions to BECE past questions, both objective and theory and practical tests.

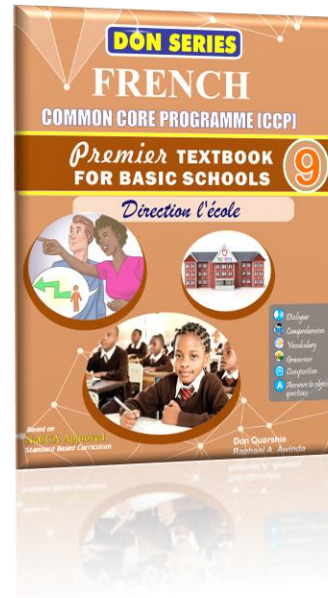
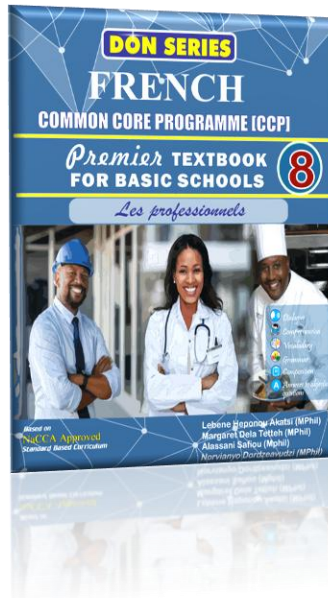
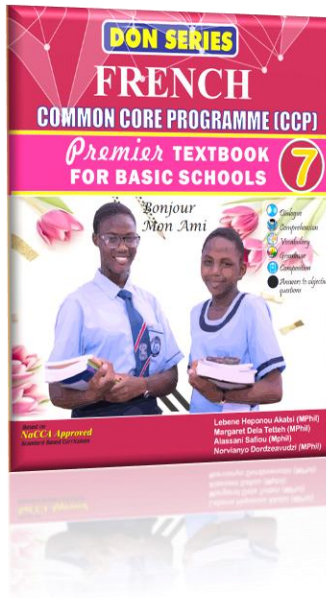
The image displays three overlapping screenshots from a computing textbook, illustrating different types of questions and activities.

Knowledge-based Assessment: This section contains multiple-choice questions. For example, Question 1 asks: "Social media sites include all the following except___" with options A. Google+, B. Facebook, C. Tumblr, and D. Microsoft. Other questions cover topics like customer communication, internet browsing, and online business.

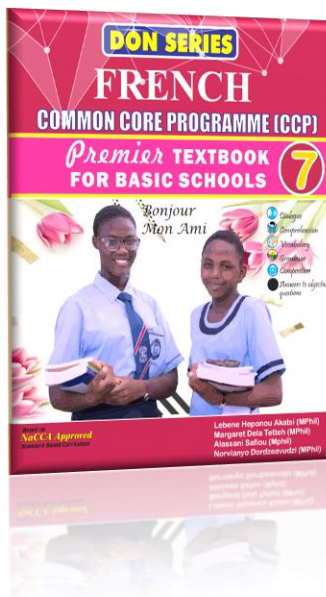
Theory questions: This section contains short-answer questions. For example, Question 1 asks: "(a) What social networking... (b) List four types of social... (c) Briefly describe each list...". Other questions cover microblogging, e-mail, and advantages of social media.

Practical Test: This section contains tasks that require students to identify parts of software interfaces. For example, Question 1 asks: "(a) Identify the software below." and shows a screenshot of the Bing homepage with parts labeled A through L. Question 2 asks: "(a) Identify the figure below" and shows a screenshot of a Yahoo! email interface with parts labeled A through E.

French Textbook Textbooks Basic 7, Basic 8, Basic 9



French Combined Basic 7, 8 & 9



Key features

- It has interactive lessons that make learning French fun and exciting.


- You will learn real-life French phrases used in everyday situations like shopping, travelling, and eating.
- It explains French grammar and vocabulary in a simple, easy-to-understand way.
- It gives you step-by-step exercises to practice writing and speaking French.
- You will get to explore French culture through interesting facts and traditions.

Content link

This Unit prepares you to better understand, apply and expand on the knowledge you will acquire in the similar Unit in Book 9.

B7.3.2.1.1 Écouter, comprendre et réagir à une conversation dans laquelle l'on demande ou donne la direction (Compréhension de l'oral)

Le chemin pour la boutique commerciale



Dominique: Allô Gaby

Gaby: Allô Dominique

Dominique: Je vais bien. La boutique commerciale se trouve. Tu vois? Désolé Dominique, j'allons au village.

Knowledge-based Assessment

TEST 1
For each question, choose from the lettered options the one that is most suitable to complete the sentence.

- L'environnement est tout ce qui nous
A. protège B. pollue C. entoure D. détruit
- L'homme, à mon avis,
A. danger B. détruit
- rend la vie difficile.
A. L'environnement
- L'eau des rivières et des lacs est
A. détruit B. pollue
- Les fumées des usines provoquent des pluies
A. l'environnement
- Les forêts sont détruites
A. herbes B. détruit
- Enfin, des espèces animales
A. aquatiques B. disparaissent
- Notre planète est en danger
A. polluer B. détruit
- La de l'environnement
A. Promotion B. détruit

Premier French Textbook for Book 9

- Il est; il travaille à l'orfèvrerie.
A. maçon B. mécanicien C. orfèvre D. boucher
- A la boucherie du marché, tous les cherchent des clients.
A. Commerçants B. menuisiers C. boutiquiers D. bouchers
- Avec un coupe-coupe, le enlève les herbes dans son champ.
A. cultivateur B. boucher C. docteur D. mécanicien
- Les clients entrent à la pour acheter des médicaments.
A. hôpital B. pharmacie C. marché D. garage
- Il estvoici ces ciseaux et sa machine à coudre.
A. couturier B. banquière C. comptable D. policière

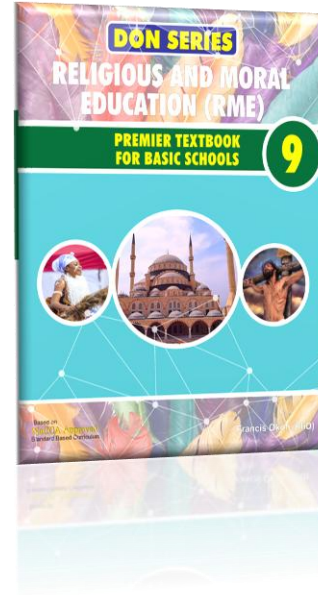
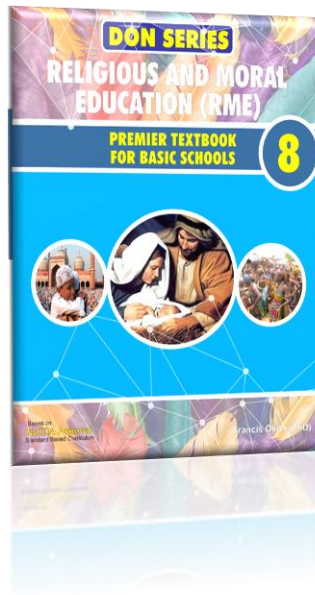
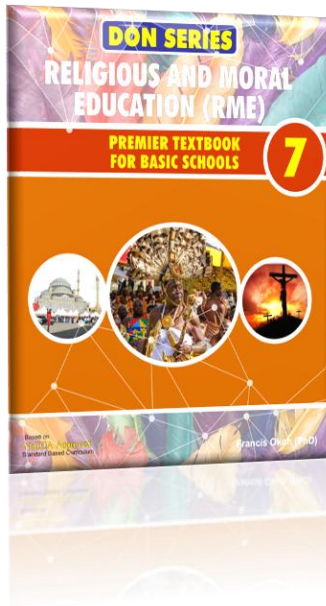
Theory Questions

Ma profession préférée

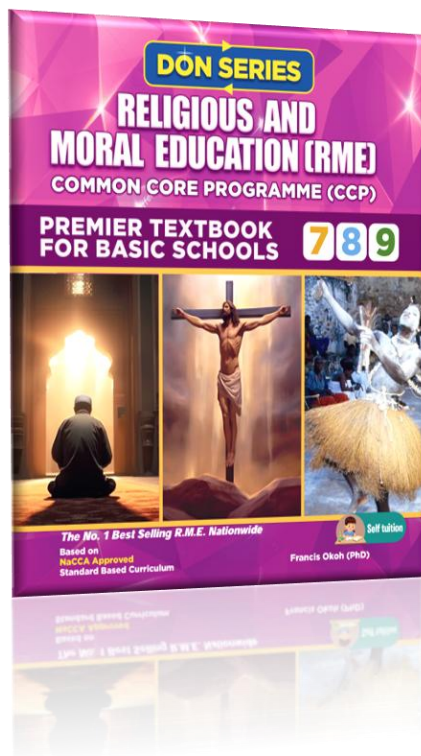
You are having a discussing about professions with your pen friend. Tell him things about your favourite profession and the reason why you like it. Follow the guideline below to write down the conversation between you and your friend.

- Les salutations entre toi et ton ami
- Demandez lui le nom de sa profession préférée.
- Ecoutez votre ami vous répondre.
- Demandez lui pourquoi il aime cette profession.
- Ecoutez votre ami vous répondre.
- Dites lui le nom de votre profession.

Religious and Moral Education Basic 7, Basic 8, Basic 9



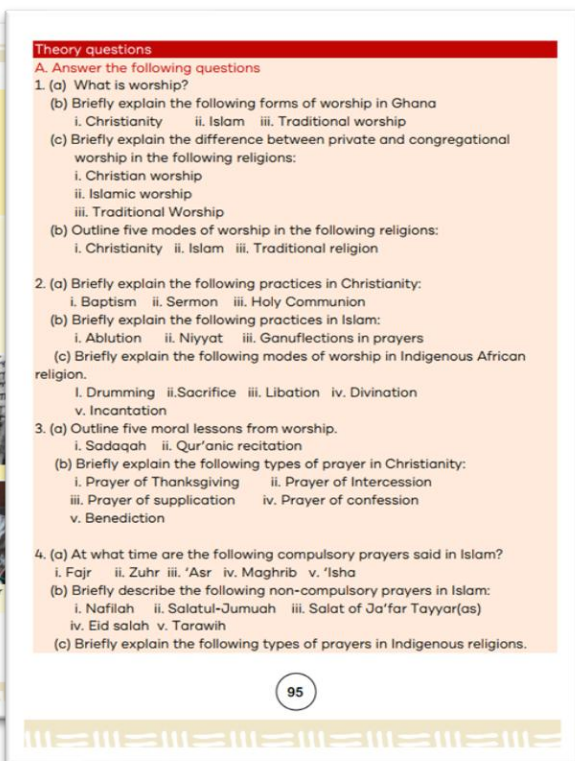
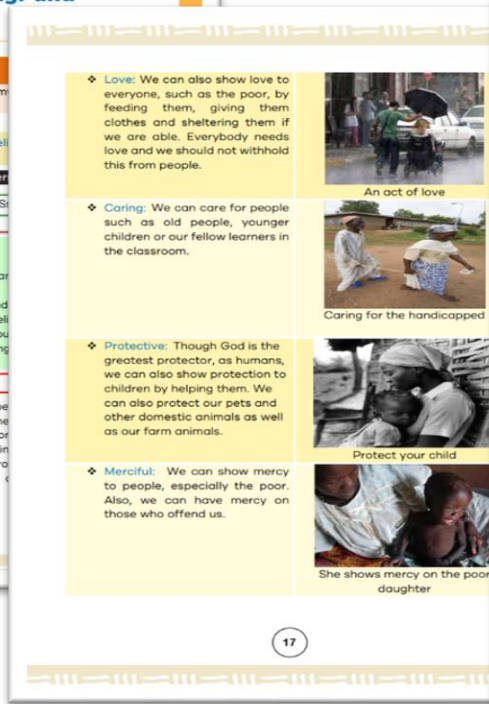
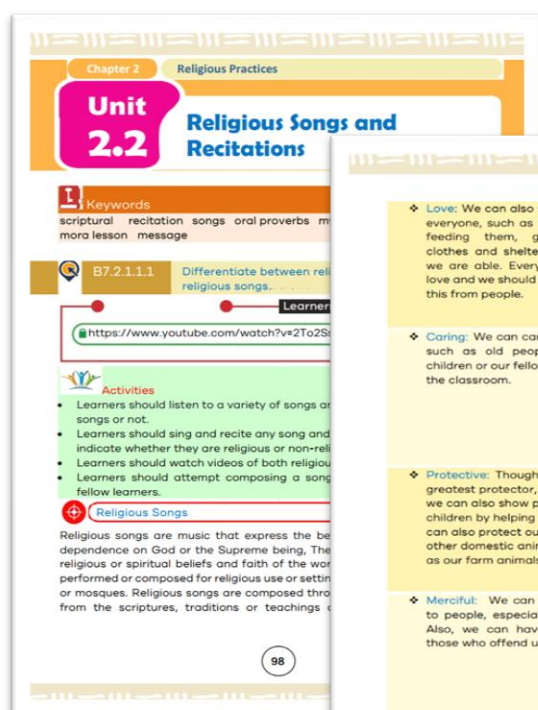
Religious and Moral Education Combined Basic 7, 8 & 9





Key features

- This book provides an **abundant supply of objective and theory questions with answers**, including over 500 selected BECE past questions to help students prepare effectively for their exams.
- Each topic is presented with **simple and clear explanations**, making it easy for learners of all levels to understand religious and moral concepts.
- The book features **clear illustrations** that visually support learning and help students grasp key ideas quickly.
- It includes a variety of **practical activities and group work exercises** that encourage participation, reflection, and the application of moral values in everyday life.
- To enhance understanding, the book offers **video links to real-life religious practices**, allowing learners to see and experience faith in action.



Appendix

A

Revision: Multiple-Choice Questions

- Which attribute of God means He has unlimited power and strength?
 - Omnipresent
 - Omniscient
 - Omnipotent
 - Merciful
- What does it mean that God is omnipresent?
 - God is all-powerful
 - God is everywhere at all times
 - God knows everything
 - God is always faithful
- The attribute of God being all-knowing is known as:
 - Omnipotent
 - Omniscient
 - Omnipresent
 - Almighty
- Which of the following attributes of God shows that He is the originator of the world?
 - Omnipresent
 - Omniscient
 - Creator
 - Judge
- In Christianity, which term signifies that God is the provider?
 - Jehovah-Jireh
 - Omniscient
 - Alpha and Omega
 - El-Shaddai
- The term "Alpha and Omega" signifies which attribute of God?
 - Creator
 - Eternal
 - Judge
 - Omnipresent
- What does the attribute "Merciful" imply about God?
 - God is all-knowing
 - God shows sympathy and compassion
 - God is everywhere
 - God has unlimited power
- Which of the following attributes describes God's ability to be trusted and relied upon?
 - Omnipotent
 - Omniscient
 - Faithful
 - Almighty
- How is God's attribute of being "a Judge" described?
 - God loves all His creation
 - God has perfect wisdom
 - God's judgments are fair and unbiased
 - God created the universe

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Knowledge-based assessment

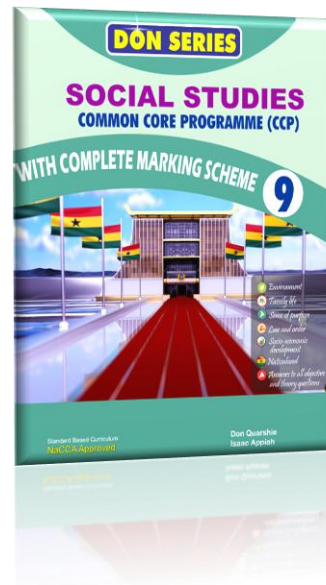
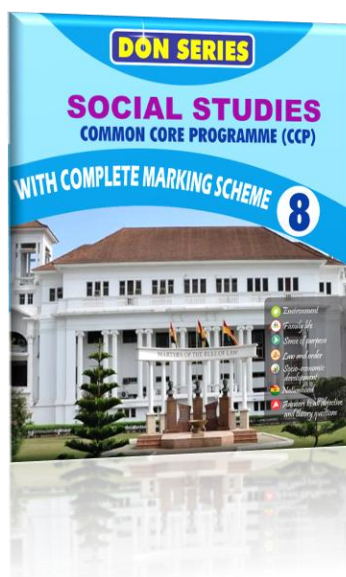
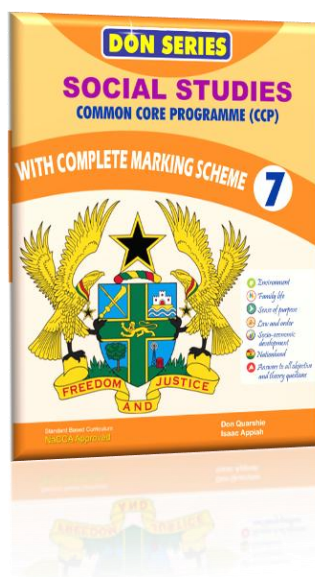
Multiple-choice questions

Choose the correct answer from the following options.

- Which of the following is not a stimulant?
 - Cocaine
 - Tramadol
 - Marijuana
 - Paracetamol
- Substance abuse is also known as _____.
 - Illegal drugs
 - Addiction
 - Drug abuse
 - Chemist recommendation
- Which of the following drugs is commonly abused in our communities?
 - Alcohol
 - Cocaine
 - Marijuana
 - Tramadol
- Which of the following is not a side effect of substance abuse?
 - Academic excellence
 - Abnormal behaviour
 - Humiliation to the family
 - Health problems
- Which of the following is not a cause of drug abuse?
 - Peer pressure
 - Effective Parenting
 - Ignorance
 - Curiosity

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Social Studies Basic 7, Basic 8, Basic 9



Social Studies Basic Combined Basic 7, 8 & 9



Key features

- This book helps learners explore their society, culture, environment, and the wider world, making Social Studies relevant, engaging, and easy to understand.
- It is loaded with BECE past questions, as well as a wide range of objective and essay-type questions with answers to help students prepare effectively for exams.
- Topics are explained in simple language with the support of clear illustrations and real-life examples to make learning more relatable and enjoyable.
- The book includes practical activities, group work, and project-based tasks that promote teamwork, critical thinking, and real-world application of knowledge.
- To support diverse learning styles, the book provides video links to documentaries, field trips, and real-life events, making lessons come alive beyond the classroom.

Hot Deserts

Hot deserts are hot arid areas with little rainfall, extreme temperature and sparse vegetation. The annual rainfall in a hot desert is less than 250mm, which makes them very dry. Most of the hot deserts tend to lose water continuously as they are located on the path of trade winds. Some examples of hot deserts include, the Sahara Desert, Kalahari, Gobi and Arabian Deserts.

Sahara Desert

The Sahara (the Greatest Desert) is an area of 9,200,000 square kilometers, the largest hot desert in the world and only than the deserts of Antarctica.



Kalahari Desert

The Kalahari Desert is a large semi-arid region extending for 900,000 square kilometers across Botswana, and part of Namibia and South Africa.

Group Work

- In groups of four, learners should debate the pros and cons of the First Parliament of the Fourth Republic.

Summary

- The new constitution came into effect on 7th January 1993.
- The constitution has stated the need of a President, what qualifications are needed for one to become a president, the functions of the president and what can bring about the impeachment of the President.
- There is the role of parliament and what qualifications a person should have to be a parliamentarian.
- The Judiciary is also feature of the constitution. It states the hierarchy of the judicial system in Ghana and the various courts.
- The Electoral Commission and the roles it plays are also found in the Constitution.

Knowledge-based Assessment

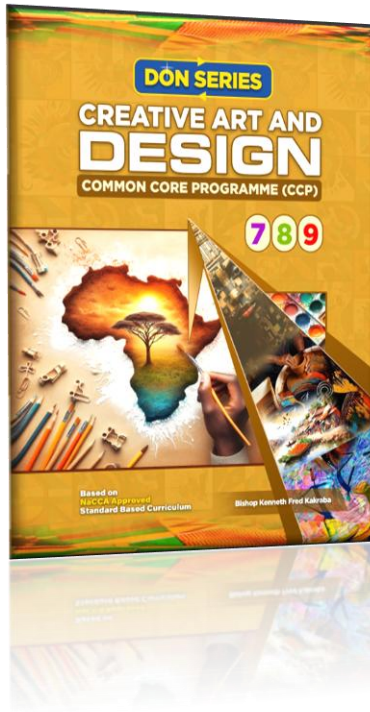
- At what age can a person become a President?
A. 18 years.
B. 15 years.
- The President of Ghana is the
A. Head of Government.
B. Head of State.
- Which of the following is not an administrative organ?
A. The Electoral Commission.
B. Media Commission.
C. The Commission of Enquiry.
D. The Ghana Police Service.
- Which of the following is not a function of the President?
A. Organising the cabinet.
B. Organising the parliament.
C. Organising the judiciary.
D. Registering the members of parliament.
- Which of the following is not a function of the President?
A. Preparing the budget.
B. Formulating the policy.
C. Swearing in the members of parliament.
D. Approving the members of parliament.

Premier Social Studies Textbook

Theory Questions

- Define the following terms:
i. Climate ii. Weather
- State the elements of the climate and the instrument used to measure them.
 - Mention the two seasons of rainfall in Ghana and the periods each of them occurs.
- State four characteristics of the wet season of Ghana.
 - State three advantages and three disadvantages of the wet season of Ghana.
- Mention four characteristics of the dry season of Ghana.
 - State three advantages and three disadvantages of the dry season.
- Mention four climatic zones in Ghana.
 - Explain how human influence affected the climate.

Creative Arts and Design Combined Basic 7, 8 & 9

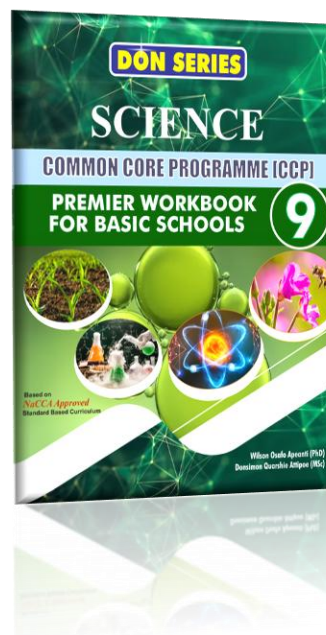
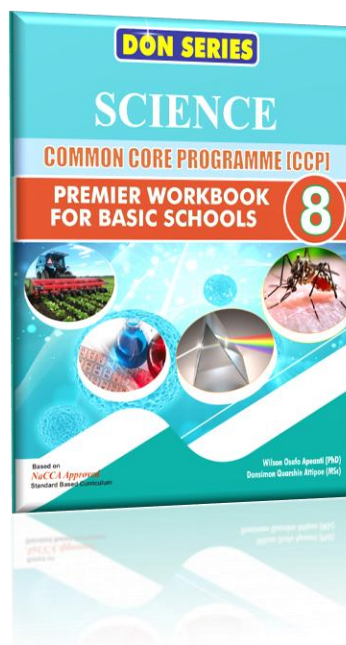
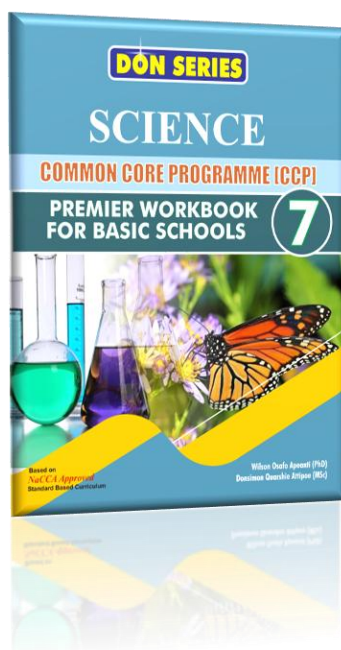


Key features

- The textbook includes a wide range of **objective and theory questions with answers** to help you master both Visual and Performing Arts.
- You will find **step-by-step practical activities** that guide you through drawing, painting, sculpture, acting, dancing, and performing.
- The book offers **video weblinks to practical tutorials**, providing you with visual demonstrations and expert guidance.
- It celebrates **African art, culture, and heritage**, helping you connect your creativity with rich traditions and values.
- Fully **curriculum-aligned**, this textbook is designed to support both your classroom learning and personal creative growth.



Science Workbooks Basic 7, Basic 8, Basic 9



Key features

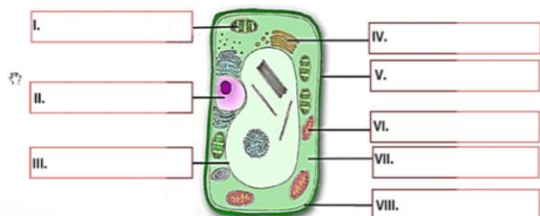
- The workbook features **past BECE objectives, theory, and practical questions**, providing you with real exam practice to ace your tests.
- Every question comes with a **marking scheme**, helping you understand how to score the most marks and improve your exam technique.
- Explore **hands-on experiments and interactive exercises** designed to make science both fun and easy to grasp.
- Clear **diagrams, illustrations, and charts** simplify complex science topics, making learning more engaging and memorable.
- Fully **curriculum-aligned**, this workbook is your go-to resource for exam preparation, with additional **online resources and web links** to boost your learning.

**Exercise 1**

Date: _____

The figure below shows a cell observed under a light microscope. Study it carefully and answer the following questions.

1. Write the name of the parts labelled I to VIII in the space provided.



2. From the observed features, what type of cell is examined under the light microscope?

Exercise

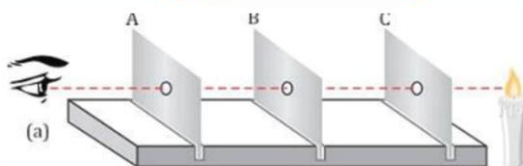
Date: _____

1. What is dentition?

2. Study the structure below and answer the questions that follow.

**Exercise 3**

Date: _____



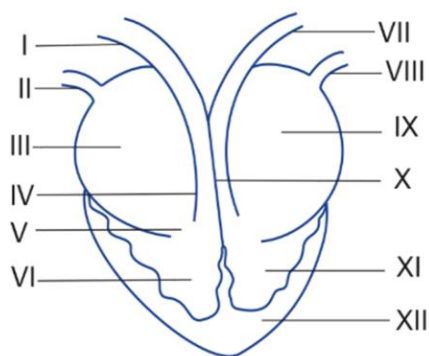
The figure below is an experiment.

Which property of light does the figure above represent?

Exercise 1

Date: _____

Study the figure below carefully and answer the questions that follows.



1. a. Identify the structure illustrated above

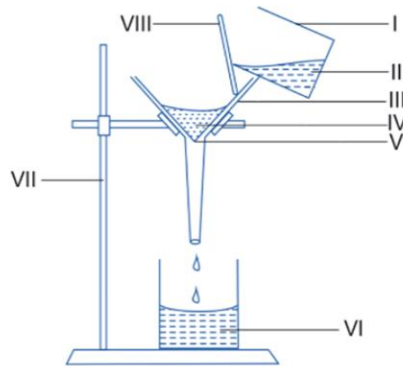
- b. Name each of the parts labelled I - XII

I _____ II _____

Exercise 4

Date: _____

The figure below is an illustration of a set-up used in a school laboratory to separate the components of a suspension. Study the figure carefully and answer the following questions.



1. Name the parts labelled I, II, III, IV, V, VI, VII and VIII.

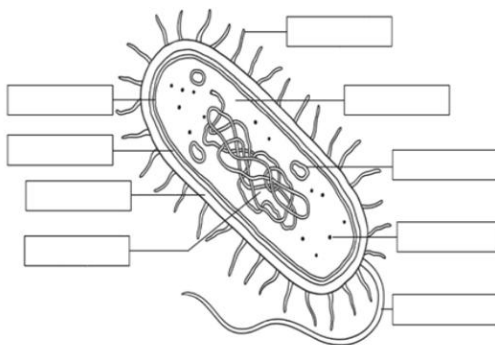
I _____ II _____
 III _____ IV _____

Exercise

Date: _____

1. (a) Correctly label the following prokaryotic cell structures using the keywords below.

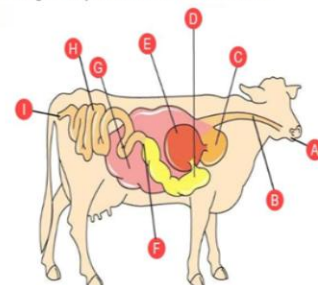
Cell Membrane	Cell Wall	Capsule	Pili	Plasmid
Flagella	Nucleoid Region	Ribosomes	Cytoplasm	



Exercise 6

Date: _____

Name the parts of the digestive system of the cow labelled A to I



A	B	C
D	E	F

Computing Workbooks Basic 7, Basic 8, Basic 9



Key features

- The workbook covers essential computing topics like **hardware, software, programming, and internet skills**.
- It includes **real captured screens of various software**, with practical questions about user interfaces and functions.
- Engage with **coding, exercises, and real-world scenarios** that help you develop your practical computing skills.
- The workbook is designed to help you prepare for exams, with **past BECE objectives, theory, and practical questions**, accompanied by a detailed marking scheme.

B7.1.3.1.2 Safety measures in using ICT tools

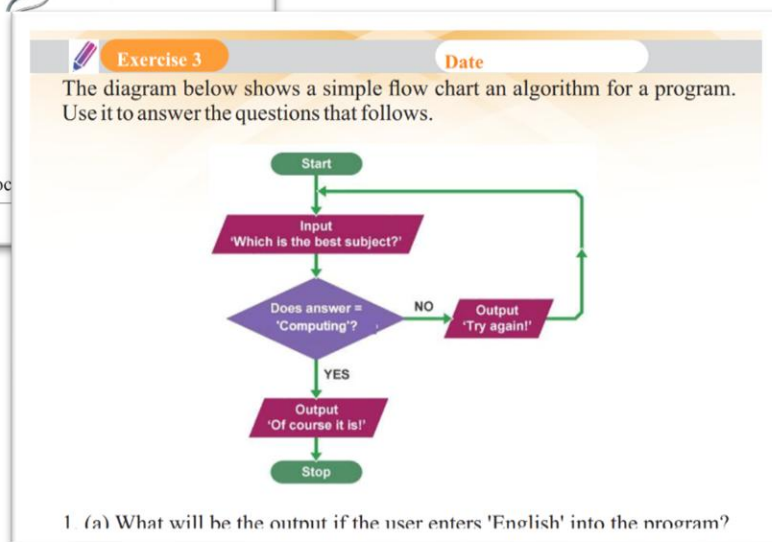
Exercise 1 Date

The pictures below show some hazards associated with the use of ICT tools.

I
II
III

1. Explain why each of them can cause electrocution.

1



Exercise

Date: _____

Write the generation of the following computers below them.



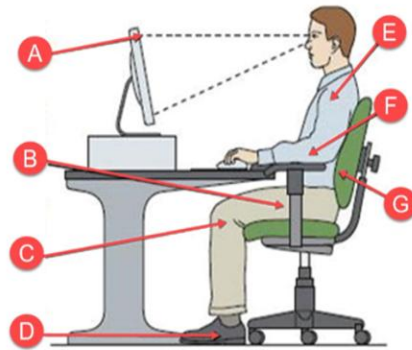
Score: _____

Remark: _____

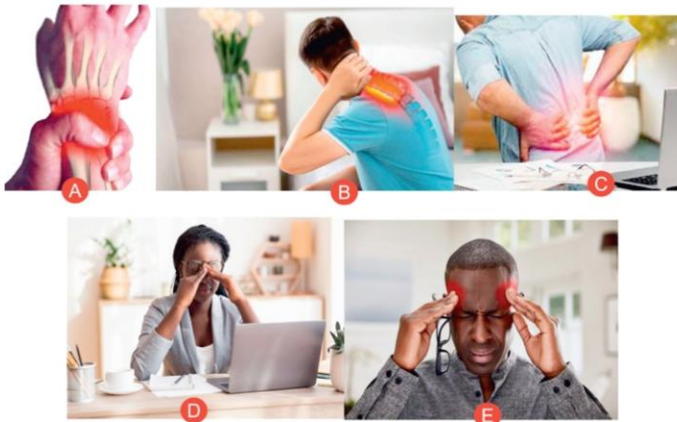
Exercise

Date: _____

The picture below is the correct workstation setup. Use it to answer the questions that follow.



State the correct adjustment for each of the parts labelled A to G to prevent workstation injury.



A	
B	
C	
D	
E	

Exercise

Date: _____

1. The figure shown here is a Lego Mindstorm robot. Use it to answer the questions that follow.

