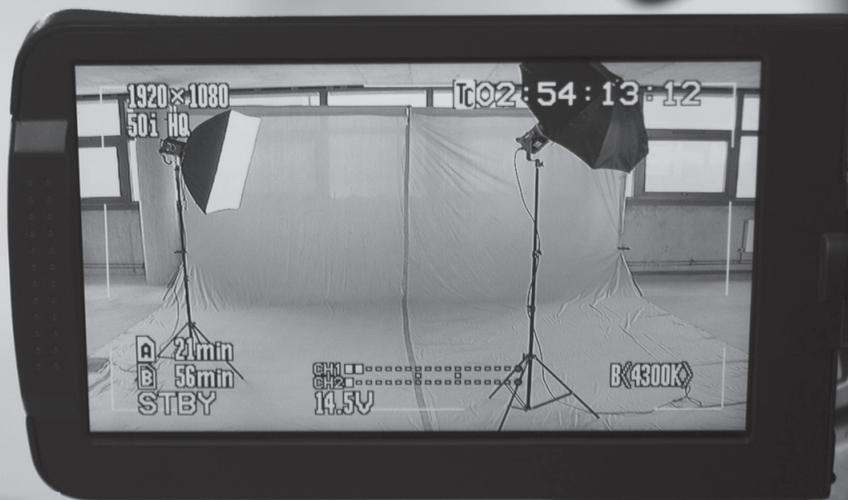


# Excellence in English

JUNIOR SECONDARY  
**1**  
TEACHER'S GUIDE

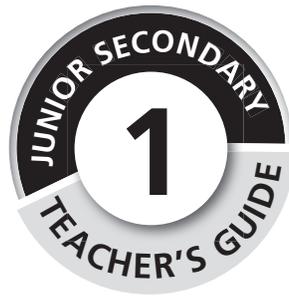


CURRENT  
**NERDC**  
Curriculum



**CAMBRIDGE**  
UNIVERSITY PRESS

# Excellence in English



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# INTRODUCTION

English is the official National language and medium of instruction in Nigeria. It is a compulsory subject offered at both the Basic Education Certificate Examination (BECE) and the Senior Secondary School Certificate Examination (SSSCE). It is therefore an extremely important subject, not only in the school context, but in the wider context of communicating effectively in Nigeria.

This *Excellence in English* Junior Secondary course has been carefully developed by international and Nigerian educational experts and offers the following components:

- a **Student's Book** written in accessible language to make learning interesting and challenging
- a **Teacher's Guide** to ensure teachers cover the English Studies Curriculum thoroughly, to help them prepare Daily Lesson Plans, and to help them teach effectively in the classroom.

The Student's Book and the Teacher's Guide are also available in digital format.

## The purpose of the English Studies Curriculum

The Main Objectives of the English Studies Curriculum are to enable students to:

- develop the Basic Language Skills of Speaking, Listening, Reading, Comprehension, Writing, Grammar Structure and Literature
- enjoy a wide range of local and international texts written in English, including Fiction, Non-fiction and Poetry
- engage with their other school subjects more meaningfully
- communicate with people effectively in everyday life

- understand important national and international issues
- feel proud to be a citizen of Nigeria.

## The role of the teacher

One of the principle duties of an English teacher is to prepare and present good lessons to his or her students. The teacher needs to be as well informed as possible on the English Studies Curriculum as outlined in the NERDC documents. This includes:

- being familiar with the Performance Objectives for each Theme and Topic, together with the appropriate Evaluation Tools
- being familiar with the most recent developments in student-centred teaching methodology
- selecting appropriate content materials
- making lessons interesting and motivating for students
- gathering resources required for the activities such as newspapers, magazines and CDs
- deciding on the best methods of presentation such as PowerPoints, workstations, videos, discussion groups, worksheets, question-answer sessions and debates
- keeping informed about issues and events in Nigeria and the rest of the world
- arranging outings and guest speakers from time to time.

## The English Studies Scheme of Work

The Scheme of Work is derived from the English Studies Curriculum. It covers the whole Curriculum and ensures continuity in learning and progression of skills. It provides an outline of the content that needs to be covered over the year, organised on a weekly basis. This enables teachers to prepare their Daily Lesson Plans,

and to predict the amount of time needed to teach the required content.

The English Studies Scheme of Work for Junior Secondary 1 can be found on pages 23 to 28 of this Teacher's Guide. The sequence of the Scheme of Work is aligned with the Student's Book. Teachers should not be tempted to jump around. They should rather spend time carefully planning the term to ensure that they adhere to the Scheme of Work.

## Daily Lesson Plans

To carry out effective teaching, the teacher must follow a written/typed plan for each lesson. This must include aims, objectives, resources, time frames, content for the lesson, activities, homework, evaluation and ideas to cater for students requiring extension or learning support (remedial).

## Time allocation

The Nigerian school year is divided into three Terms. Each Term is divided into between 12 and 13 weeks and allows time for Revision. The recommended weekly time allocation is a minimum of five periods of 30–40 minutes each. This time frame may vary depending on the planning of your particular school. Students need to do regular revision at home in order to cope with the content and new terminology.

## The *Excellence in English Junior Secondary 1 Student's Book*

The Student's Book is divided into three Terms with between 10 and 13 Modules in each Term. Each Module covers one week of work, as specified in the Scheme of Work. The first Module of each Term is usually revision of the work done the previous term (the first Module of Term 1 revises work done the previous year). The last Module of each Term is allocated to revision of the work done in that Term. These Modules can be used as Tests in the Evaluation process. Marks are provided for this purpose. One Practice Examination is provided at the end of the book, based on the Basic Education Certificate Examination for the Oyo State of Nigeria.

## The *Excellence in English Junior Secondary 1 Teacher's Guide*

This Teacher's Guide assists the teacher with the planning and presentation of the material in the Student's Book. It offers Lesson Plans for each Module of the Student's Book.

Each Module in the Teacher's Guide is structured in the following way:

- It begins with a Weekly Lesson Plan. This is a table that is based on the Scheme of Work. It gives a summary of the Skills that will be taught during the week, organised on a day-to-day basis. It also provides the specific activities to use in the Student's Book, with the relevant page numbers.
- The Performance Objectives covered in the Module are listed under the Weekly Lesson Plan.
- Step-by-step Teaching Guidelines are provided for each activity in the Module, together with answers where applicable.
- Evaluation Guidelines are provided at the end of each activity. Details of the Evaluation process, together with Evaluation tools, are clearly outlined on pages 7 to 22 of this Teacher's Guide.

It is important to note that the Weekly Lesson Plan offers a suggested number of lessons for each Module. The number of lessons will vary according to the ability of the students in the class and their prior knowledge. The teacher's management of the class will have an enormous influence on their ability to adhere to the time frames. Teachers need to focus on effective discipline strategies. They will have fewer discipline issues if they are: punctual, well prepared, follow their Lesson Plans, keep their word (do not make empty threats), consistently adhere to rules, especially rules related to mutual respect in the classroom.

A teacher of English is a professional instructor who facilitates, promotes and influences students to achieve the outcomes of the Curriculum and the Scheme of Work. It is the wish of the *Excellence in English Junior Secondary* authors that the students will, at the end of each course in the Junior Secondary series, attain a level of English proficiency that

will equip them to deal with challenges, realise their full potential, and be successful in what they hope to achieve.

## Evaluation

Evaluation plays a central role in the teaching and learning of English. Evaluation has two purposes:

- It measures the level of each student's acquisition of the Performance Objectives specified in the NERDC Curriculum.
- It enables the teacher to monitor each student's development, to identify areas of weakness or strength, and to offer extra support or enrichment where needed.

There are two types of Evaluation that need to happen in the school year, namely Formative Evaluation and Summative Evaluation.

## Formative Evaluation

Formative Evaluation happens continuously during class instruction. It can take the form of Teacher, Peer or Self-Evaluation.

- **Teacher Evaluation:** This can be Formal or Informal.
  - Informal Evaluation can be done throughout the year by the teacher's observation of each student's progress in classroom situations, for example while students are working in pairs and groups. A Record Book can be kept to record comments about each student based on these observations. The comments can identify both strengths and weaknesses, for example: 'Needs more practice with formation of Diphthongs, Reading fluency has improved this term.'
  - Formal Evaluation can be done during the term as follows: Teachers can evaluate Oral activities done in the classroom and take in and mark Essays, Comprehensions, Grammar Structure Exercises. The Revision Module at the end of each term can be used as a test. The Practice Examination can also be used as a test.

- **Peer Evaluation:** This can be done in the classroom in the form of group or pair work. Once an activity or exercise is completed, the partner or other members of the group can give constructive feedback.
- **Self-Evaluation:** This is similar to Peer Evaluation except that the student works individually to reflect on his or her work.

## Summative Evaluation

Summative Evaluation is used at the end of the school year, in the form of an Examination. The Examination is essentially marked by the teacher, or another suitably qualified educator. The result of the Summative Evaluation decides whether a student can be promoted to the next school level.

This *Excellence in English* Junior Secondary course offers teachers clear guidelines for both Formative and Summative Evaluation in the following way:

- The Student's Book supplies:
  - Activities and Exercises that develop and meet all the Teaching Objectives of the NERDC Curriculum
  - a Revision Test at the end of each Term, with marks supplied
  - one Practice Examination that covers the work done during the year, and that prepares students for the Examination they will write at the end of the year.
- The Teacher's Guide supplies:
  - clear Evaluation Guidelines in each Module, to assess the Teaching Objectives in that Module
  - memoranda with answers for Speaking, Listening, Vocabulary, Grammar Structure and Comprehension Exercises and Activities
  - Teacher's Rubrics and Student's Self-Evaluation Checklists for Speaking, Reading, Summary and Writing Exercises and Activities.

## Evaluation Tools

The Teacher's Rubrics and Student's Self-Evaluation Checklists appear on pages 8 to 22. To make these Evaluation Tools easy to use, we have given permission for them to be photocopied.

### Student's Self-Evaluation Checklists

The Student's Self-Evaluation Checklists are for use by the student for Self- or Peer Evaluation. These Checklists are particularly valuable for Writing activities. The Checklists can be used as follows:

- They can be given out at the beginning of a relevant activity, and the student can use them to help prepare and plan a task.
- They can be used to check a task before producing the final neat version.

Eight Student's Self-Evaluation Checklists are supplied. They are:

- Student's Self-Evaluation Checklist: Reading Aloud (page 9)
- Student's Self-Evaluation Checklist: Narrative Essay (page 9)
- Student's Self-Evaluation Checklist: Descriptive Essay (page 9)
- Student's Self-Evaluation Checklist: Argumentative Essay (page 10)
- Student's Self-Evaluation Checklist: Expository Essay (page 10)
- Student's Self-Evaluation Checklist: Article (page 11)
- Student's Self-Evaluation Checklist: Summary (page 11)
- Student's Self-Evaluation Checklist: Formal and Informal Letter (page 11)

## Teacher's Rubrics

The Teacher's Rubrics are for use by the teacher only. They can be used to evaluate Oral and Writing Activities.

Ten Teacher's Rubrics are supplied. They are:

- Teacher's Rubric: Reading Aloud Skills (page 12)
- Teacher's Rubric: Listening and Speaking (Oracy Skills) (page 13)
- Teacher's Rubric: Speech (page 15)
- Teacher's Rubric: Narrative Essay (page 16)
- Teacher's Rubric: Descriptive Essay (page 17)
- Teacher's Rubric: Argumentative Essay (page 18)
- Teacher's Rubric: Expository Essay (page 19)
- Teacher's Rubric: Article (page 20)
- Teacher's Rubric: Summary (page 21)
- Teacher's Rubric: Formal and Informal Letter (page 22)

Here is an example of how to use the Teacher's Rubric to evaluate a Narrative Essay:

- There are six columns. The first column gives you the criteria you need to evaluate.
- The five columns on the right help you identify the level at which the student has achieved these criteria.
- The teacher needs to allocate a mark for each criterion, and then add up all the marks to make a total out of 40 marks.

In the example on page 8, which a teacher used to evaluate an essay written by a student, she has chosen a mark for each criterion and circled it. The total for this essay comes to 28 marks out of 40 marks.

Note: The Basic Education Certificate Examination allocates a total of 10 marks for the Writing Activity. If teachers wish to follow this mark structure, they can divide the total and the mark by 4 to get a mark out of 10. So a mark of 28 out of 40 would be 7 marks out of 10 marks, or 70%.

## Example Of How To Use A Teacher's Rubric: Narrative Essay (40 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
<b>Focus (relates to topic)</b>	The content of the essay is directly related to the topic and includes an interesting or unusual interpretation of the topic. (5 marks)	The content of the essay relates directly to the topic. It attempts an interesting or unusual interpretation of the topic. (4 marks)	The content of the essay relates directly to the topic. (3 marks)	The content of the essay attempts to relate to the topic, but misinterprets the focus of the topic. (2 marks)	The content of the essay is unrelated to the topic. (0–1 marks)
<b>Structure (order of content)</b>	The essay uses clear Introduction, Body and Conclusion, and builds tension in the story by providing clues as to what happens 'next' or 'in the end'. (9–10 marks)	The essay is logically structured in order to build the Plot: Introduction, Body and Conclusion are all well related to one another. (7–8 marks)	The essay is logically structured; contains Introduction, Body and Conclusion. (4–6 marks)	Essay is poorly structured (for example, missing an Introduction or Conclusion). (2–3 marks)	The essay does not follow a clear structure. (0–1 marks)
<b>Narrative techniques</b>	The Setting and Main Characters are clearly described in the Introduction. The Characters show some kind of change/development in the story. The Plot is clear and developed throughout the essay. The Conclusion is interesting, the story ends in an unexpected way that makes good sense. (9–10 marks)	The Setting and Main Characters are clearly described in the Introduction. The Plot is clear. The Conclusion is interesting. (7–8 marks)	The Setting and Main Characters are clearly described, but more details could have been included in the Introduction. The Plot is clear. There is a Conclusion but it is not interesting. (4–6 marks)	The Setting and Characters are not clearly described in any part of the essay. The Plot is unclear. The essay lacks a proper Conclusion. (2–3 marks)	The Setting and Characters are not described. The Plot is unclear or non-existent. There is no Conclusion. (0–1 mark)
<b>Language (including Grammatical Structure)</b>	Essay uses clear Literal Language as well as a variety of Figures Of Speech (Similes, Metaphors etc.). Sentences are varied and their structure creates interest. Appropriate dialogue is included. Grammar is above expectations for the grade, with excellent use of Adverbs and Adjectives. (9–10 marks)	Essay uses Literal Language and some Figures Of Speech. Sentences are correct and create some interest. Some dialogue is included. Grammar is at grade level. (7–8 marks)	Essay uses mostly Literal Language. Sentences are correct but not varied in structure. Grammar is at the grade level, and may include few mistakes. (4–6 marks)	Essay uses Literal Language. Sentences may not be correct. Grammar is below grade level, and includes many mistakes. (2–3 marks)	Language use shows that student does not understand basic Language Rules, and has no ability to use Figurative Language. Grammar is mainly incorrect. (0–1 marks)
<b>Spelling and Punctuation</b>	No errors. (5 marks)	One or two errors. (4 marks)	Three or four errors. (3 marks)	More than five errors. (2 marks)	More than ten errors. (0–1 marks)

# Student's Self-Evaluation Checklists

## Student's Self-Evaluation Checklist: Reading Aloud

I can read fluently and pronounce the words correctly.	
I can project my voice clearly.	
I can read at the appropriate Tempo (speed).	
I can read with the appropriate Stress and Intonation.	

## Student's Self-Evaluation Checklist: Narrative Essay

<b>Focus (relates to topic)</b>	The content of my essay relates directly to the topic I was given.	
<b>Structure (order of content)</b>	I have structured my essay logically so that it builds the Plot or story. My essay includes a clear Introduction, Body and Conclusion.	
<b>Narrative techniques</b>	I have clearly described the Characters and the Setting in my essay. I have written the story in a way that makes the Plot (story) clear. My Plot presents a problem, or difficult situation, that is resolved by the end of the story. I have/might have included Dialogue. I have used Descriptive Language. The Characters in my essay reflect on the events or their own experiences.	
<b>Language (including Grammatical Structure)</b>	I have used both Literal Language and Figures Of Speech. I have written correct and interesting sentences. I have used the correct Grammatical Structures (for example Tenses, Active/Passive, and so on).	
<b>Spelling and Punctuation</b>	I have used correct Spelling and Punctuation.	

## Student's Self-Evaluation Checklist: Descriptive Essay

<b>Focus (relates to topic)</b>	The content of my essay relates directly to the topic I was given.	
<b>Structure (order of content)</b>	I have structured my essay logically so that it builds the description. My essay includes a clear Introduction, Body and Conclusion.	
<b>Narrative techniques</b>	I have clearly and fully described the people/objects/events in my essay. I have used a variety of types of Descriptive Language. I have both described things directly (for example 'The house is old') and indirectly (for example 'The paint was peeling and the doors creaked').	
<b>Language (including Grammatical Structure)</b>	I have used both Literal Language and Figures Of Speech. I have written correct and interesting sentences. I have used the correct Grammatical Structures (for example Tenses, Active/Passive, and so on).	
<b>Spelling and Punctuation</b>	I have used correct Spelling and Punctuation.	

## Student's Self-Evaluation Checklist: Argumentative Essay

<b>Focus (relates to topic)</b>	The content of my essay relates directly to the topic I was given. I have done research on the topic.	
<b>Structure (order of content)</b>	My essay includes a clear Introduction, Body and Conclusion. I have structured my essay logically so that it builds the Argument/Statement/Opinion I have written in the Introduction.	
<b>Argumentative techniques</b>	I have clearly stated what my Opinion/Point Of View/Argument is. I have done research and provided evidence to support my Opinion/Point Of View/Argument. I have written my points of view in a convincing/persuasive way. I have presented at least one other Opinion/Point Of View/Argument on the topic and explained why I do not agree with it. My Conclusion provides a Summary of what I said, and proves my Argument.	
<b>Language (including Grammatical Structure)</b>	I have used mainly Literal Language and some Figures Of Speech. I have written correct and interesting sentences. I have used the correct Grammatical Structures (for example Tenses, Active/Passive, and so on).	
<b>Spelling and Punctuation</b>	I have used correct Spelling and Punctuation.	

## Student's Self-Evaluation Checklist: Expository Essay

<b>Focus (relates to topic)</b>	The content of my essay relates directly to the topic I was given. I have done research on the topic.	
<b>Structure (order of content)</b>	I have structured my essay logically so that it clearly explains the information about my topic. My essay includes a clear Introduction, Body and Conclusion.	
<b>Expository techniques</b>	I have used examples, facts, definitions and differing points of view in my essay. I have written the essay in a way that clearly builds the information I want to include. I have included references. I have written the essay in a way that shows I clearly understand the topic.	
<b>Language (including Grammatical Structure)</b>	I have used mostly Literal Language. I have written correct and interesting sentences. I have used the correct Grammatical Structures (for example Tenses, Active/Passive, and so on).	
<b>Spelling and Punctuation</b>	I have used correct Spelling and Punctuation.	

## Student's Self-Evaluation Checklist: Article

<b>Focus (relates to topic)</b>	The content of my Article relates directly to the topic I was given. I have done research on the topic.	
<b>Structure and content</b>	I have provided a short, interesting title that relates to the topic. I have structured my Article logically. The Introduction (first paragraph) introduces the Main Idea of the Article. The Body is made up of short paragraphs which give more information about the Main Idea in the Introduction. The last paragraph is the Conclusion. It gives a Summary of the Main Ideas in the Article. It might also offer an Opinion on the topic.	
<b>Article-writing techniques</b>	The first paragraph introduces the 'who', 'what', 'when', 'where' and 'how' details of the Article. I have focused mainly on facts, not opinions.	
<b>Language (including Grammatical Structure)</b>	I have used mostly Indirect Speech, but have included Direct Speech where necessary (for example, if someone has made a comment). I have used the Third Person ('he', 'she', 'they' etc., not I), except in Direct Speech. I have used the Past Tense, except in Direct Speech. I have used Literal Language.	
<b>Spelling and Punctuation</b>	I have used correct Spelling and Punctuation.	

## Student's Self-Evaluation Checklist: Summary

<b>Content and organisation</b>	I have written the required number of sentences. I have clearly stated the Main Idea in the first sentence. I have included enough Supporting Details. I have ordered the content logically. I have included a Concluding Sentence that wraps up the Summary. I have not included my own Opinion.	
<b>Grammar</b>	I have used Appropriate Language that matches the text I am Summarising. I have used the correct Grammatical Structures (for example Tenses, Active/Passive, and so on). I have not used unnecessary words and details, such as Adjectives and examples.	
<b>Spelling and Punctuation</b>	I have used correct Spelling. I have used correct Punctuation.	

## Student's Self-Evaluation Checklist: Formal and Informal Letters

<b>Focus (relates to topic)</b>	The content of my letter relates directly to the topic I was given.	
<b>Structure (order of content)</b>	I have structured the content of my letter so that it is clear and informative. My letter uses paragraphs: an Introduction, Body and Conclusion.	
<b>Layout</b>	I have included the correct address details and the date, and these are placed correctly, according to whether the letter is Formal or Informal. I have used the correct greeting/salutation. I have included a heading if the letter is Formal. I have used the correct ending/closing salutation.	
<b>Language (including Grammatical Structure)</b>	I have used Appropriate Language, i.e. Informal or Formal according to the type of letter I am writing. I have used mainly Literal Language if my letter is formal. I have included both Literal Language and Figures Of Speech if my letter is Informal. I have written correct and interesting sentences. I have used the correct Grammatical Structures (for example Tenses, Active/Passive, and so on).	
<b>Spelling and Punctuation</b>	I have used correct Spelling and Punctuation.	

# Teacher's Assessment Rubrics

## Teacher's Rubric: Reading Aloud Skills (20 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
<b>Fluency and Pronunciation</b>	The student reads fluently and Pronounces all words correctly. (9–10 marks)	The student reads with few hesitations, and mispronounces fewer than 3 words. (7–8 marks)	The student reads with few hesitations and mispronounces fewer than 5 words. (4–6 marks)	The student reads with many hesitations and mispronounces fewer than 8 words. (2–3 marks)	The student reads with great difficulty and must be prompted to sound out words correctly. (0–1 marks)
<b>Projection and Audibility</b>	The student Projects his/her voice clearly. (5 marks)	The student Projects his/her voice. (4 marks)	The student sometimes Projects his/her voice, and is sometimes less clear. (3 marks)	The student fails to Project his/her voice audibly, but can do so with encouragement. (2 marks)	The student reads inaudibly, and struggles to do so, even when encouraged. (0–1 marks)
<b>Pace and Pauses</b>	The student reads at a Pace that matches the text type and Mood of the piece; and uses pauses appropriately and to reflect Punctuation. (5 marks)	The student reads at a pace that is clear and mostly matches the Mood of the texts; he/she uses pauses mostly appropriately to reflect Punctuation. (4 marks)	The student reads slowly but clearly; and sometimes does not pause correctly to reflect Punctuation (fewer than 3 instances). (3 marks)	The student reads haltingly and at a pace that makes the piece difficult to understand. He/she often does not pause to reflect Punctuation correctly. More than 3 instances. (2 marks)	The student's pace is extremely slow. He/she does not pause in order to reflect Punctuation correctly. (0–1 marks)

## Teacher’s Rubric: Listening and Speaking (Oracy Skills)

Note: The total of this Rubric will depend on which of the criteria you need to evaluate for the specific activity. The total for each criterion is given in the first column.

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
<b>Identification</b> (10 marks)	The student identifies all Sounds and Phrases/words correctly and without hesitation. (9–10 marks)	The student identifies all Sounds and Phrases/words correctly. (7–8 marks)	The student identifies most Sounds and Phrases/Words correctly and with hesitation. (4–6 marks)	The student identifies some Sounds and Phrases/Words correctly and with much hesitation. (2–3 marks)	The student cannot identify Sounds and Phrases/ words correctly, and shows great difficulty. (0–1 marks)
<b>Pronunciation</b> (10 marks)	The student Pronounces all sounds correctly and without hesitation. (9–10 marks)	The student Pronounces most sounds correctly. (7–8 marks)	The student Pronounces most sounds correctly and with hesitation. (4–6 marks)	The student Pronounces some sounds correctly and is very hesitant. (2–3 marks)	The student Pronounces most sounds incorrectly and with difficulty and long pauses. (0–1 marks)
<b>Stress and Intonation</b> (10 marks)	The student uses the correct Stress and Intonation, and without any hesitation, both for individual words and when using sentences. (9–10 marks)	The student mostly uses the correct Stress and Intonation for individual words and in sentences. (7–8 marks)	The student mostly uses correct Stress and Intonation for individual words, and shows hesitation when using these words in sentences. (4–6 marks)	The student sometimes uses correct Stress and Intonation, and is very hesitant. (2–3 marks)	The student mostly uses incorrect Stress and Intonation, and does not speak fluently. (0–1 marks)
<b>Responding</b> (10 marks)	The student responds to questions using the correct Grammar Structures, and can manipulate Questions and Statements (using Tags) correctly. (9–10 marks)	The student responds to questions by mostly using the correct Grammar Structures, and can mostly manipulate Questions and Statements (using Tags) correctly. (7–8 marks)	The student sometimes responds to questions by using the correct Grammar Structures, and can manipulate Questions and Statements (using Tags) in some instances. (4–6 marks)	The student rarely responds to questions by using the correct Grammar Structures, and cannot manipulate Questions and Statements (using Tags) correctly. (2–3 marks)	The student does not use the correct Grammar Structures when responding to questions, and cannot manipulate Questions and Statements (using Tags). (0–1 marks)
<b>Comprehension</b> (10 marks)	The student listens to Passages with full attention, and is able to identify all Main and Supporting Ideas. (9–10 marks)	The student listens to Passages with attention, and is able to identify most Main and Supporting Ideas. (7–8 marks)	The student listens to Passages (with/ out full attention) and is able to identify some Main and Supporting Ideas. (4–6 marks)	The student listens to Passages with little attention, and is able to identify few Main and Supporting Ideas. (2–3 marks)	The student pays little attention to Passages, and is unable to identify Main and Supporting Ideas. (0–1 mark)

## Teacher's Rubric: Listening and Speaking (Oracy Skills) continued

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
<b>Summarising</b> (10 marks)	The student Summarises all Main Ideas in the Passage and can communicate these without hesitation. (9–10 marks)	The student Summarises Main Ideas in the Passage and can communicate these. (7–8 marks)	The student Summarises some Ideas in the Passage and can communicate these with hesitation. (4–6 marks)	The student Summarises few of the Ideas in the Passage and communicates these with difficulty. (2–3 marks)	The student Summarises one or no Ideas from the Passage and communicates with difficulty. (0–1 marks)
<b>Narrating</b> (10 marks)	The student Narrates a story in sequence, with all Main Ideas/events clearly included, and with no hesitation. (9–10 marks)	The student Narrates a story in sequence, with most Main Ideas/ events clearly included, and without hesitation. (7–8 marks)	The student Narrates a story in sequence, with some Main Ideas/events included, and with hesitation. (4–6 marks)	The student Narrates a story without all events in sequence, with few Main Ideas/ events included, and with much hesitation. (2–3 marks)	The student Narrates a story with few events included and out of sequence, and with great difficulty. (0–1 marks)
<b>Presenting a Speech</b> (10 marks)	The student presents a Speech clearly and convincingly, with all Main Ideas/ Arguments clearly included, and with no hesitation. (9–10 marks)	The student presents a Speech clearly and convincingly, with most Main Ideas/ Arguments clearly included, and with no hesitation. (7–8 marks)	The student presents a Speech clearly and fairly convincingly, with some Main Ideas/ Arguments clearly included, and some hesitation. (4–6 marks)	The student presents a Speech that is not always clear and convincing, with not all Main Ideas/ Arguments clearly included, and with much hesitation. (2–3 marks)	The student presents a Speech that is difficult to understand and not at all convincing, with no evidence of Main Ideas/ Arguments with much hesitation. (0–1 mark)

## Teacher's Rubric: Speech (40 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
<b>Focus/ Argument</b>	The content of the Speech is directly related to the topic; convincingly supports the Argument/ Statement. (5 marks)	The content of the Speech relates directly to the topic; clearly supports the Argument/ Statement. (4 marks)	The content of the Speech relates directly to the topic. It partially supports the Argument/ Statement. (3 marks)	The content of the Speech partially addresses the topic. It weakly supports the Argument/ Statement. (2 marks)	The content of the Speech is unrelated to the topic. (0–1 marks)
<b>Structure (order of content)</b>	Clear Introduction, Body and Conclusion. The Argument is clearly stated in the Introduction. The paragraphs skilfully build the Argument with Main Ideas and Supporting Facts/Details. The Conclusion convincingly 'proves' the Argument. (9–10 marks)	Logically structured: The Argument is stated in the Introduction and supported by each of the paragraphs, and restated in the Conclusion. The paragraphs contain a Main Idea and Supporting Facts/ Details. (7–8 marks)	Logically structured: Introduction, Body and Conclusion. The Introduction states the Argument. Main Ideas are clear; not always supported by Facts/Details. The Conclusion is partially convincing. (4–6 marks)	Ineffective structure (for example, missing Introduction or Conclusion). Ideas are unclear. The Argument is not logically built through the use of paragraphs. Conclusion unclear. (2–3 marks)	The Speech does not follow a clear structure. Ideas are unclear. The Argument is not clearly stated. (0–1 marks)
<b>Argumentative techniques (evidence and persuasion)</b>	The Speech provides strong evidence to support Argument. The Speech uses Arguments that are persuasive/ convincing. (9–10 marks)	The Speech provides some evidence. The Speech uses Persuasive Arguments. (7–8 marks)	The Speech provides limited evidence. The Argument/ Statement is not particularly persuasive or convincing. (4–6 marks)	The Speech attempts to provide evidence but fails. Argument/ Statement is not persuasive. (2–3 marks)	The Speech neither provides evidence, nor provides a convincing/ persuasive Argument. (0–1 marks)
<b>Language (including Grammatical Structure)</b>	Precise Language and Vocabulary that shows understanding of the topic. Sentences are varied; and their structure creates interest. Grammar is above expectations for the grade. (9–10 marks)	Clear Language and Vocabulary that shows an understanding of the topic. Sentences are well-constructed, with some variation. Grammar is at grade level. (7–8 marks)	Speech uses simple Language and limited Vocabulary. Sentences are clear and unvaried. Grammar is at grade level with some mistakes. (4–6 marks)	Unclear Language and Vocabulary shows limited understanding of the topic. Sentences sometimes unclear. Grammar below grade level with many mistakes. (2–3 marks)	Language and Vocabulary show no understanding of topic. Sentences are poorly constructed. Grammar below grade level with very many mistakes. (0–1 marks)
<b>Spelling and Punctuation</b>	No errors. (5 marks)	One or two errors. (4 marks)	Three or four errors. (3 marks)	More than five errors. (2 marks)	More than ten errors. (0–1 marks)

## Teacher's Rubric: Narrative Essay (40 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
<b>Focus (relates to topic)</b>	The content of the essay is directly related to, and includes an interesting or unusual interpretation of the topic. (5 marks)	The content of the essay relates directly to the topic. It attempts an interesting or unusual interpretation of the topic. (4 marks)	The content of the essays relates directly to the topic. (3 marks)	The content of the essay attempts to relate to the topic, but misinterprets the focus of the topic. (2 marks)	The content of the essay is unrelated to the topic. (0–1 marks)
<b>Structure (order of content)</b>	The essay uses clear Introduction, Body and Conclusion, and builds tension in the story by providing clues as to what happens 'next' or 'in the end'. (9–10 marks)	The essay is logically structured in order to build the Plot: Introduction, Body and Conclusion are all well related to one another. (7–8 marks)	The essay is logically structured; contains Introduction, Body and Conclusion. (4–6 marks)	Essay is poorly structured (for example, missing an Introduction or Conclusion). (2–3 marks)	The essay does not follow a clear structure. (0–1 marks)
<b>Narrative techniques</b>	The Setting and Main Characters are clearly described in the Introduction. The Characters show some kind of change/development in the Body of the story. The Plot is clear and developed throughout the essay. The Conclusion is interesting, the story ends in an unexpected way that makes good sense. (9–10 marks)	The Setting, Main Idea of the essay and Main Characters are clearly described in the Introduction. The Plot is clearly developed in the Body of the essay. The Conclusion is interesting. (7–8 marks)	The Setting, Main Idea and Main Characters are clearly described in the Introduction, but more details could have been included. The Plot is adequately developed in the Body. There is a Conclusion but it is not interesting. (4–6 marks)	The Setting, Main Idea and Characters are not clearly described in any part of the essay. The Plot is unclear. The essay lacks a proper Conclusion. (2–3 marks)	The Setting and Characters are not described. The Plot is unclear or non-existent. There is no Conclusion. (0–1 marks)
<b>Language (including Grammatical Structure)</b>	The essay uses clear Literal Language as well as a variety of Figures Of Speech (Similes, Metaphors etc.). Sentences are varied and their structure creates interest. Appropriate Dialogue is included. Grammar is above expectations for the grade, with excellent use of Adverbs and Adjectives. (9–10 marks)	The essay uses Literal Language and some Figures Of Speech. Sentences are correct and create some interest. Some Dialogue is included. Grammar is at grade level. (7–8 marks)	The essay uses mostly Literal Language. Sentences are correct but not varied in structure. Grammar is at the grade level, and may include few mistakes. (4–6 marks)	The essay uses Literal Language. Sentences may not be correct. Grammar is below grade level, and includes many mistakes. (2–3 marks)	Language use shows that student does not understand basic language rules, and has no ability to use Figurative Language. Grammar is mainly incorrect. (0–1 marks)
<b>Spelling and Punctuation</b>	No errors. (5 marks)	One or two errors. (4 marks)	Three or four errors. (3 marks)	More than five errors. (2 marks)	More than ten errors. (0–1 marks)

## Teacher's Rubric: Descriptive Essay (40 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
<b>Focus (relates to topic)</b>	The content of the essay is directly related to, and includes an interesting or unusual interpretation of the topic. (5 marks)	The content of the essay relates directly to the topic. It attempts an interesting or unusual interpretation of the topic. (4 marks)	The content of the essays relates directly to the topic. (3 marks)	The content of the essay attempts to relate to the topic, but misinterprets the focus of the topic. (2 marks)	The content of the essay is unrelated to the topic. (0–1 marks)
<b>Structure (order of content)</b>	The essay uses a clear Introduction, Body and Conclusion. The paragraphs skilfully introduce Main Ideas and support these with details. (9–10 marks)	The essay is logically structured: Introduction, Body and Conclusion. The paragraphs contain a Main Idea and Supporting Details. (7–8 marks)	The essay is logically structured: Introduction, Body and Conclusion. Main Ideas are clear; not always supported by details. (4–6 marks)	Essay does not use structure effectively (for example, missing an Introduction or Conclusion). Ideas are unclear. (2–3 marks)	The essay does not follow a clear structure. Ideas are unclear. (0–1 marks)
<b>Descriptive techniques</b>	The essay skilfully describes the subject of the essay by 'showing' rather than 'telling'. For example: 'The paint on the walls was peeling and the doors creaked ...' (show) vs 'The house was old'. (tell) The essay engages the reader's five senses and imagination. (9–10 marks)	The essay sometimes shows and sometimes tells. The essay engages some of the reader's senses and his/her imagination. (7–8 marks)	The essay tells. The essay engages one or two of the senses, but in a limited way. (4–6 marks)	The essay describes the object/event/person but is unclear. The essay does not engage the senses effectively. (2–3 marks)	The essay does not engage the reader's senses or imagination as it is unclear. (0–1 marks)
<b>Language (including Grammatical Structure)</b>	Essay uses Literal Language and a variety of Figures Of Speech. Sentences are varied and their structure creates interest. Grammar is above expectations for the grade. (9–10 marks)	Essay uses Literal Language and some Figures Of Speech. Sentences are correct and create some interest. Grammar is at grade level. (7–8 marks)	Essay uses mostly Literal Language, Sentences are correct but not varied in structure. Grammar is at the grade level, and may include few mistakes. (4–6 marks)	Essay uses Literal Language. Sentences may not be correct. Grammar is below grade level, and includes many mistakes. (2–3 marks)	Language use shows that student does not understand basic language rules, and has no ability to use Figurative Language. Grammar is mainly incorrect. (0–1 marks)
<b>Spelling and Punctuation</b>	No errors. (5 marks)	One or two errors. (4 marks)	Three or four errors. (3 marks)	More than five errors. (2 marks)	More than ten errors. (0–1 marks)

## Teacher's Rubric: Argumentative Essay (40 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
<b>Focus/ Argument</b>	The content of the essay is directly related to the topic; convincingly supports the Argument/ Statement. (5 marks)	The content of the essay relates directly to the topic; clearly supports the Argument/ Statement. (4 marks)	The content of the essay relates directly to the topic. It partially supports the Argument/ Statement. (3 marks)	The content of the essay partially addresses the topic. It weakly supports the Argument/ Statement. (2 marks)	The content of the essay is unrelated to the topic. (0–1 marks)
<b>Structure (order of content)</b>	Clear Introduction, Body and Conclusion. The Argument is clearly stated in the Introduction. The paragraphs skilfully build the Argument with Main Ideas and Supporting Facts/Details. The Conclusion convincingly 'proves' the Argument. (9–10 marks)	Logically structured: The Argument is stated in the Introduction and supported by each of the paragraphs, and restated in the Conclusion. The paragraphs contain a Main Idea and Supporting Facts/Details. (7–8 marks)	Logically structured: Introduction, Body and Conclusion. The Introduction states the Argument. Main Ideas are clear; not always supported by Facts/Details. The Conclusion is partially convincing. (4–6 marks)	Ineffective structure (for example, missing Introduction or Conclusion). Ideas are unclear. The Argument is not logically built through the use of paragraphs. Conclusion unclear. (2–3 marks)	The essay does not follow a clear structure. Ideas are unclear. The Argument is not clearly stated. (0–1 marks)
<b>Argumentative techniques (evidence and persuasion)</b>	The essay provides strong evidence to support Argument. The essay uses Arguments that are persuasive/convincing. (9–10 marks)	The essay provides some evidence. The essay uses persuasive Arguments. (7–8 marks)	The essay provides limited evidence. The Argument/ Statement is not particularly persuasive or convincing. (4–6 marks)	The essay attempts to provide evidence but fails. Argument/ Statement is not persuasive. (2–3 marks)	The essay neither provides evidence, nor provides a convincing/ persuasive Argument. (0–1 marks)
<b>Language (including Grammatical Structure)</b>	Precise Language and Vocabulary that shows understanding of the topic. Sentences are varied; and their structure creates interest. Grammar is above expectations for the grade. (9–10 marks)	Clear Language and Vocabulary that shows an understanding of the topic. Sentences are well-constructed, with some variation. Grammar is at grade level. (7–8 marks)	Essay uses simple Language and limited Vocabulary. Sentences are clear and unvaried. Grammar is at grade level with some mistakes. (4–6 marks)	Unclear Language and Vocabulary shows limited understanding of the topic. Sentences sometimes unclear. Grammar below grade level with many mistakes. (2–3 marks)	Language and Vocabulary show no understanding of topic. Sentences are poorly constructed. Grammar below grade level with very many mistakes. (0–1 marks)
<b>Spelling and Punctuation</b>	No errors. (5 marks)	One or two errors. (4 marks)	Three or four errors. (3 marks)	More than five errors. (2 marks)	More than ten errors. (0–1 marks)

## Teacher's Rubric: Expository Essay (40 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
<b>Focus (topic)</b>	Essay content directly related to topic, and expands reader's appreciation of the subject. (5 marks)	Essay content directly related to topic, and adds some new information. (4 marks)	The content of the essay is directly related to the topic. (3 marks)	The content of the essay partially addresses the topic. (2 marks)	The content of the essay is unrelated to the topic. (0–1 marks)
<b>Structure (order of content)</b>	Clear Introduction, Body and Conclusion. Topic and content of essay clarified in the Introduction. Paragraphs skilfully link Main Ideas to the topic, and support these with interesting facts and details. The Conclusion provides a clear Summary of the Main Points. (9–10 marks)	Clear Introduction, Body and Conclusion. Topic is clearly stated in Introduction. Paragraphs contain Main Ideas that are supported by interesting facts and details. The Conclusion provides a clear Summary of the Main Points. (7–8 marks)	Clear Introduction, Body and Conclusion. Topic is stated in Introduction. Body Paragraphs state Main Ideas, and sometimes provide Supporting Details. The Conclusion provides a Summary of the topic. (4–6 marks)	Poor structure: for example missing Introduction or Conclusions. Ideas are unclear. Body Paragraphs may repeat ideas. Little or no Supporting Details. Conclusion unclear. (2–3 marks)	The essay does not follow a clear structure. Ideas are unclear. No Supporting Details. Conclusion is absent or very unclear. (0–1 marks)
<b>Expository techniques (development of the essay)</b>	Provides clear examples, facts, and definitions, and differing points of view. Provides references (those provided and own). Shows excellent understanding of the topic. (9–10 marks)	Some examples and facts, and differing points of view. References the available materials. Shows good understanding of the topic. (7–8 marks)	Few examples. One point of view. Limited reference to available materials. Limited understanding of the topic. (4–6 marks)	One point of view. Essay provides irrelevant examples. Limited reference to available materials. Poor understanding of topic. (2–3 marks)	No examples or facts stated. No reference to available materials. Poor understanding of topic. (0–1 marks)
<b>Language (including Grammatical Structure)</b>	Precise Language and Vocabulary shows excellent understanding of the topic. Sentences are varied; and their structure creates interest. Grammar is above expectations for the grade. (9–10 marks)	Clear Language and Vocabulary shows an understanding of topic. Sentences are well-constructed, with some variation. Grammar is at grade level. (7–8 marks)	Simple Language and limited Vocabulary. Sentences: clear; unvaried. Grammar is at grade level with some mistakes. (4–6 marks)	Unclear Language and Vocabulary shows limited understanding of topic. Sentences sometimes unclear. Grammar: many mistakes. (2–3 marks)	Language and Vocabulary show no understanding of topic. Sentences are poorly constructed. Grammar: many mistakes. (0–1 marks)
<b>Spelling and Punctuation</b>	No errors. (5 marks)	One or two errors. (4 marks)	Three or four errors. (3 marks)	More than five errors. (2 marks)	More than ten errors. (0–1 marks)

## Teacher's Rubric: Article (40 marks)

	Excellent	Good	Average	Below average	Unsatisfactory
<b>Title</b>	Short and Interesting/ clever, relates clearly to the topic of the content, makes the reader eager to read on. (5 marks)	Short, relates clearly to the topic of the content, makes the reader want to read on. (4 marks)	Short, relates to the topic of the content but not very interesting, will not necessarily make the reader want to read on. (3 marks)	Too short or too long, does not seem to relate to the topic of the content and not interesting, will not make the reader want to read on. (2 marks)	Not supplied, or too short or too long, does not relate at all to the topic of the content and not interesting, the reader will not want to read on. (0–1 marks)
<b>Introduction</b>	Correctly and clearly answers the 'who', 'what', 'why', 'when', 'where' and 'how' questions in the first paragraph. Sets out the angle that the Article will take (i.e. what aspect of the 'story' will be focused on, or what the Opinion of the writer is). (5 marks)	Correctly and clearly answers the 'who', 'what', 'why', 'when', 'where' and 'how' questions in the first paragraph. Provides an overview of what will be discussed in the Article. (4 marks)	Correctly and clearly answers most of the 'who', 'what', 'why', 'when', 'where' and 'how' questions. Provides some overview of the focus of the Article. (3 marks)	Correctly but not clearly answers few of the questions: 'who', 'what', 'why', 'when', 'where' and 'how'. (2 marks)	Misinterprets the question and doesn't answer the key questions: 'who', 'what', 'why', 'when', 'where' and 'how'. Provides no overview of the content. (0–1 marks)
<b>Body paragraphs</b>	Build on the introductory factual information and develop the story line or Argument. Main Idea clearly and accurately stated in first sentence. Contain three of four Supporting Details. (9–10 marks)	Build on each of the Introductory Statements (i.e. answers to the 5Ws and H questions). Main Idea clearly and accurately stated, but not necessarily in first sentence, one or two Supporting Details. (7–8 marks)	Include additional information not covered in Introduction (i.e. answers questions not covered in Introduction). States Main Idea. Includes one Supporting Detail. (4–6 marks)	Include additional information, but do not answer all of the 5Ws and H questions. Main Idea not always nor clearly stated. Sometimes includes Supporting Details. (2–3 marks)	Paragraphs do not follow Main Idea/ Supporting Details structure. Ideas are unclear. (0–1 marks)
<b>Conclusion</b>	Correctly Summarises the Contents of the piece, and provides an Opinion/Conclusion/ Resolution as required by the topic or the angle taken by the writer. (5 marks)	Correctly Summarises the Contents of the Article. (4 marks)	Attempts to Summarise the Contents, and does so with some errors. (3 marks)	Does not Summarise the Content. Many errors. (2 marks)	Illogical and does not relate to the content of the piece. (0–1 marks)
<b>Language (including Grammatical Structure)</b>	Appropriate language, such as Direct and Indirect Speech where needed. Interesting and appropriate Language Use: focus on Literal. Excellent Vocabulary. (9–10 marks)	Appropriate Language. Good Vocabulary. (7–8 marks)	Mixture of appropriate and inappropriate Language. Limited Vocabulary. (4–6 marks)	Inappropriate Language that is unclear. Poor Vocabulary. (2–3 marks)	Language uses makes it difficult to understand. Very poor Vocabulary. (0–1 marks)
<b>Spelling and Punctuation</b>	No Punctuation or Grammatical Errors. (5 marks)	One or two Punctuation or Grammatical Errors. (4 marks)	More than two Punctuation or Grammatical Errors. (3 marks)	More than 5 Punctuation and Grammatical Errors. (2 marks)	More than 8 Punctuation or Grammatical Errors. (0–1 marks)

## Teacher's Rubric: Summary (30 marks)

	Excellent	Good	Average	Below average	Unsatisfactory
<b>Content and Organisation</b>	Has written the required number of sentences. Main Idea clearly and accurately stated in first sentence. Contains three of four Supporting Details. The order is logical. The Concluding Sentence effectively wraps up the Summary (but doesn't offer an Opinion or any type of reflection on the content that was Summarised). (13–15 marks)	Has written the required number of sentences. Main Idea clearly and accurately stated, but not necessarily in first sentence, one or two Supporting Details. The order is logical. The Concluding Sentence wraps up the Summary, and may include the student's Opinion. (9–12 marks)	Has written the required number of sentences. States Main Idea. Includes one Supporting Detail. The order is logical. There is no Concluding Sentence. (6–8 marks)	Has written the required number of sentences. Main Idea not clearly stated. Sometimes includes Supporting Details. The student attempts a logical order, but fails. There is no Concluding Sentence. (3–5 marks)	Has not written the required number of sentences. Main Idea and Supporting Details are not stated. Sentences do not relate to the topic. Order is illogical. There is no Concluding Sentence, or the Concluding Sentence doesn't relate to the topic/content. (0–2 marks)
<b>Grammar</b>	Appropriate Language. Excellent Vocabulary. No Grammatical Errors. (9–10 marks)	Appropriate Language. Good Vocabulary. One or two Punctuation or Grammatical Errors. (7–8 marks)	Mixture of appropriate and inappropriate Language. Limited Vocabulary. More than two Punctuation or Grammatical Errors. (4–6 marks)	Inappropriate Language that is unclear. Poor Vocabulary. More than 5 Punctuation or Grammatical Errors. (2–3 marks)	Language uses makes it difficult to understand. Very poor Vocabulary. More than 8 Punctuation or Grammatical Errors. (0–1 marks)
<b>Spelling and Punctuation</b>	No Spelling Errors. No Punctuation Errors. (5 marks)	Maximum 2 Spelling Errors. (4 marks)	Maximum 4 Spelling Errors. (3 marks)	Maximum 8 Spelling Errors. (2 marks)	More than 8 Spelling Errors. (0–1 marks)

## Teacher's Rubric: Formal and Informal Letters (40 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
<b>Date Sender's address Receiver's Address (if Formal)</b>	Correctly placed. All details are included and correct. (5 marks)	Correctly placed. All details are included. 1 mistake. (4 marks)	Correctly placed. Most details included. 1 or 2 mistakes. (3 marks)	Incorrect placement. Some details included. More than 2 mistakes. (2 marks)	No address or date. (0–1 marks)
<b>Content</b>	Content is interesting, relevant and entertaining or informative. (9–10 marks)	Content is interesting and relevant. (7–8 marks)	Content is relevant but not interesting. One or two inaccuracies. (4–6 marks)	Content is somewhat irrelevant and incomplete. More than two inaccuracies. (2–3 marks)	Incomplete, irrelevant or inaccurate information. (0–1 marks)
<b>Structure</b>	Logical paragraphs that are skilfully linked to one another. (9–10 marks)	Logical paragraphs that are linked to one another. (7–8 marks)	Some logic evident, but paragraphs not well linked. (4–6 marks)	Illogical paragraphs. No linkages between paragraphs. (2–3 marks)	No paragraphs. (0–1 marks)
<b>Grammar and Punctuation</b>	Appropriate Language. Excellent Vocabulary. No Punctuation or Grammatical Errors. (9–10 marks)	Appropriate Language. Good Vocabulary. One or two Punctuation or Grammatical Errors. (7–8 marks)	Mixture of appropriate and inappropriate Language. Limited Vocabulary. More than two Punctuation or Grammatical Errors. (4–6 marks)	Inappropriate Language that is unclear. Poor Vocabulary. More than 5 Punctuation or Grammatical Errors. (2–3 marks)	Language uses makes it difficult to understand. Very poor Vocabulary. More than 8 Punctuation or Grammatical Errors. (0–1 marks)
<b>Opening and Closing Salutations Heading (if Formal)</b>	Correct and appropriate. (5 marks)	Correct. (4 marks)	Either Opening, Closing or Heading is incorrect. (3 marks)	Both Opening and Closing show errors, Heading is missing or inappropriate. (2 marks)	Either Opening or Closing is missing, and has an error. Heading is missing. (0–1 marks)

# The English Studies Scheme of Work for Junior Secondary 1

## Term 1

Module	Module name	Listening And Speaking	Reading And Comprehension	Vocabulary Development	Grammar Structure	Writing	Literature
1	Family Values (Student's Book p. 4)	Introduction to speech Organs of speech	Read for maximum recall and retention by learning the skills for reading	Introduction to Language Skills: Listening, Speaking, Reading, Writing	Parts Of Speech: Nouns: features and functions Types of Nouns, with examples	Types of essay writing: Narrative, Descriptive, Argumentative, Expository Write an Expository Essay	What is Literature? Why is it important? Goal of Literature Two main types of Literature: Oral and Written
2	Our Families (Student's Book p. 11)	Introduction to Monothongs, with examples	Reading strategies (SPQ3R) – Survey Preview, Question, Recite, Recall, Review	Members of the family	Pronouns: meaning and identification Types of pronouns	Elements of essay: Introduction Body and Conclusion	Purpose/Functions of Literature Introduction to Prose, use the recommended text
3	School Days (Student's Book p. 18)	Introduction to Long Vowels Sounds /i:/, with examples	Identification of Main and Supporting Ideas	Related to school subjects	Verbs: features, functions and forms Types of Verbs: Transitive, Intransitive, Regular, Auxiliary, Lexical	Key differences between Descriptive and Narrative Essays	Introduction to elements of Prose (Plot, Style, Characterisation) Types of Oral Literature
4	Stories From Our Past (Student's Book p. 25)	Introduction to Short Vowels Sounds /ɪ/, with examples	Reading to answer specific questions at knowledge and translation levels	Infer meaning of unfamiliar words through context cues	Adjectives: features, functions and forms Types of Adjectives, with examples	Narrative Essay: 'My experience in a former school'	Discuss Characterisation from an extract of Narrative Prose Features of Oral Literature
5	All About Drama (Student's Book p. 33)	Introduction to Short Vowels Sounds /e/	Differentiating between the Main Ideas and the Supporting Ideas in a given Passage	Learn new words related to the reading text	Comparison of Adjectives: Comparative and Superlative Adjectives e.g. excellent, superior, total	Paragraph writing Arrangement of ideas in logical sequence with Introduction and Conclusion	Introduction to Drama Types and elements of Drama

Module	Module name	Listening And Speaking	Reading And Comprehension	Vocabulary Development	Grammar Structure	Writing	Literature
6	Farming And Markets (Student's Book p. 39)	Introduction to Short Vowels Sounds /æ/	Reading to answer specific questions on interpretation and projection levels	Related to farming and agriculture	Adverbs: features, functions and forms Types of Adverbs, with examples	Descriptive Essay: 'A market place'	Read and dramatise an Extract from recommended Drama text Plot and Setting in recommended Drama text
7	More About School (Student's Book p. 47)	Introduction to Long Vowels Sounds /a:/	Application of the reading technique (SPQ3R Method) to a given Passage	Learn new words related to a given text	Prepositions: features, functions and types Types of Prepositions, with examples	Introduction to Letter writing Types of Letters	Introduction to Folktales: definition and types Narrate a Folktale
8	Household Jobs (Student's Book p. 55)	Introduction to Short Vowels Sounds /ɒ/	Answer questions: 'where', 'when', 'how', 'why' and 'what'	Related to household jobs	Conjunctions: Subordinating and Co-ordinating Definition, Identification Functions	Features of an Informal Letter Write an Informal Letter	Define and Identify Figures Of Speech (Simile, Metaphor, Irony) Identify how they are used in recommended text
9	Let There Be Peace (Student's Book p. 61)	Introduction to Long Vowels Sounds /ɔ:/	Answer specific Questions that will elicit students' Opinion	Related to conflict resolution	Adverbs: functions and types	Write Informal Letter to your cousin telling him about your new school	Identify Figures Of Speech in a given text
10	Revision/Tests (Student's Book p. 66)						

## Term 2

Module	Module name	Listening And Speaking	Reading And Comprehension	Vocabulary Development	Grammar Structure	Writing	Literature	
1	Revision Of Term 1 (Student's Book p. 71)	Revision of last term's examination and work with emphasis on grammar						
2	Being Right (Student's Book p. 75)	Introduction to Vowel Sounds /ʊ/	Answer specific Questions by retaining information and recalling it	Identify differences in Homophones	Adverbials: features and functions (Frequency and Manner)	Write a Formal Letter Write a Letter of permission to be absent from school to the Principal	Introduce Folktales: African Tales: Features and Themes (Didactic, Entertainment, Magical) Use recommended text on Prose	
3	The Library (Student's Book p. 82)	Introduction to Vowel Sounds /u:/	Answer specific Questions by making projections	Related to the library	Present Tense Verbs: features and functions	Write Formal Letter: A Letter to the school authority	Introduce features of Poetry and Poetic Language Use recommended text on Prose	
4	Marriage (Student's Book p. 89)	Introduction to Vowel Sounds /ʌ/	Answer specific Questions by retaining and recalling ideas and facts	Related to marriage	Simple Past Tense: features and functions	Guided essay: 'The Federal Roads Safety Commission'	Poetry: types (Epic, Lyric) Differentiate between Oral and Written Poetry	
5	Memories (Student's Book p. 90)	Introduction to Vowel Sounds /ɜ:/	Read to understand Mood and Expression	Identify Synonyms Pronounce words correctly	Present Continuous Tense: features and functions	Write a Narrative Essay: 'The most memorable day of my life'	Drama: features (Theme, Costumes, Audience and so on) Identify features of Drama in a given text	
6	Can You Read? (Student's Book p. 103)	Introduction to Vowel Sounds /ə/	Detect the author's hidden Attitude	Related to child labour and trafficking	Past Continuous Tense: features and functions	Write an Argumentative Essay: 'Road transportation is safer than air transportation'	Identify the author's Attitude and Mood in the recommended text on Prose	

Module	Module name	Listening And Speaking	Reading And Comprehension	Vocabulary Development	Grammar Structure	Writing	Literature
7	Infectious Diseases (Student's Book p. 108)	Introduction to Vowel Sounds /ɒ/, /ɔ:/, /æ/ and /a:/	Identify the Impression created by the author's Style	Learn meanings of difficult words Studying for spelling test	Revise features and functions of Present and Past Tenses	Write an Expository Essay: 'HIV/AIDS'	Comparing Myths and Legends Use recommended text on Drama
8	Important People (Student's Book p. 115)	Introduction to Vowel Sounds /e/ and /ə/	Read to interpret Diagrams, Maps and Sketches accurately	Combining words to form Compound Words – using Prefixes	Revise features and functions of Future Tense	Restructure an Argumentative Essay	Use recommended text on Drama Myths and Legends: features (magic, superstition and so on)
9	Festivals (Student's Book p. 123)	Introduction to Diphthongs	Diagram or Map that complements reading material	Use a dictionary to understand words	Revise features and functions of Past and Past Continuous Tenses	Guided essay: 'A festival in my village'	Legends
10	Revision/Tests (Student's Book p. 129)						

## Term 3

Module	Module name	Listening And Speaking	Reading And Comprehension	Vocabulary Development	Grammar Structure	Writing	Literature	
1	Revision Of Term 2 (Student's Book p. 135)	Revision of last term's examination and work with emphasis on grammar						
2	Let's Go Fishing (Student's Book p. 140)	Identify and produce Diphthongs /eə/, /ɔɪ/, /eɪ/, /aɪ/, /ɪə/, /ʊə/, /əʊ/ and /aʊ/	Read to identify Introductions and Conclusions	Related to fishing	Active Voice, with examples	Elements of an essay: Introduction, Body and Conclusion Planning an essay	Use recommended text on Prose to explore Setting/Plot	
3	In The Kitchen (Student's Book p. 146)	Introduction to Consonant Sounds	Preview Passages Read a given Passage carefully	Related to the kitchen	Passive Voice, with examples	Write an Expository Essay (guided writing): 'The Ebola virus'	Identification of language used in a selected Poem	
4	Medical Conditions (Student's Book p. 152)	Syllables: words of two, three, four Syllables	Information text using spatial description	Related to the sick bay	Exercise on Active Voice	Write an Argumentative Essay: 'Tribalism is a better evil than Cultism'	Identify the moral lessons learnt from a Legend Use the recommended text on Drama	
5	Good Values (Student's Book p. 159)	Pronounce words with the correct stress on Syllables	Identify overall impression created by author's Style	Related to cooking	Exercise on Passive Voice	Write an Argumentative Essay: 'Cultism erodes traditional values in a society'	Identify Figures Of Speech and the meaning of a selected Poem	
6	The Job Of Teaching (Student's Book p. 165)	Identify and Produce Consonant Clusters	Identification of Topic Sentences	Related to teaching	Statements and Tag Questions	Identifying differences between Argumentative and Expository Essay	Use recommended text in Drama Write a Short Play or Story	
7	Forests (Student's Book p. 170)	Word boundaries: production of sounds with reference to linking sounds	Interpret a Map, Diagram or Sketch accurately	Related to forests	Differentiate between Polar Questions and Tag Questions	Write Instructions/ Expository Essay: 'How to plant a tree'	Use the recommended text on Drama Use Similes and Metaphors in sentences	

Module	Module name	Listening And Speaking	Reading And Comprehension	Vocabulary Development	Grammar Structure	Writing	Literature
8	Drug Abuse (Student's Book p. 175)	Identify and produce the selected Diphthongs /eɪ/ and /iə/	Identify how a Diagram or Map clarifies or complements reading materials: Timelines	Vocabulary based on reading passage Spelling drills	Exercise on Adverbials	Oral composition on School Rules	Dramatisation of an act from the Drama text Turn Similes to Metaphors and vice-versa
9	The Busiest Day Of My Life (Student's Book p. 180)	Diphthongs: contrasting /oə/ and /əʊ/	Reading for evaluation and to apply learnt techniques to text interpretation	Vocabulary based on reading passage	Revision of Nouns, Pronouns, Verbs and Adjectives	Revise all the types of Essays	More on Figure Of Speech: Define and identify Puns and Euphemisms
10	Revision/Tests (Student's Book p. 192)						
11	Practice Examination (Student's Book p. 193)						

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 4) (Definition of speech, and Organs Of Speech)	Reading And Comprehension (p. 5) (Reading Skills)	Grammar Structure (p. 7) (Types and functions of Nouns)	Writing (p. 8) (Types of essays)	Literature (p. 10) (Introduction to Literature: what is Literature; goal of Literature; two main types of Literature: oral and written)
		Vocabulary Development (p. 6) (Introduction to Language Skills)			

## Objectives

The students should be able to:

**Listening And Speaking:** Explain what speech is, and know the Organs Of Speech

**Reading And Comprehension:** Read for maximum recall and retention by learning the skills for reading

**Vocabulary Development:** Learn and use new words related to the Language Skills introduced in the theme, i.e. Listening, Speaking, Reading and Writing Skills

**Grammar Structure:** Identify the features of Nouns and list the functions and types of Nouns in a given passage

**Writing:** Identify the main features of the four different types of essay writing

**Literature:** Understand what Literature is, why it is important, and what the goal of Literature is. Understand that there are two main types of Literature: oral and written, and each has various forms

## Resources

Student's Book (pp. 4–10)

Computer/internet access (optional), examples of different types of Literature (poetry books, folktales, myths, legends, prose, prescribed text).

## Listening And Speaking

### Activities 1, 2 and 3 (SB p. 4)

Start the lesson by greeting the class and introducing yourself. Tell your students when we speak or read we use sounds. These sounds are represented by the 26 letters of the English alphabet.

### Activity 1 (SB p. 4)

Read the definition of Speech from the Student's Book to the class. Before students do the activity with their partners tell them about vocal variety. Explain that vocal variety is about how we use our voice. It is a combination of Pitch, Tone, Volume, and Pace. Use the definitions on page 4 of the Student's Book as a basis for explaining Pitch, Tone, Volume and Pace. Tell students that

if speech does not use a varied Pitch and Pace it is boring to listen to; whereas expressive speech is exciting to listen to. Ask students: What happens when you slow down or speed up your speech on purpose?

### Activity 2 (SB p. 4)

Now let students take turns, with their partner, to read the definition of Speech aloud varying their Pitch and Pace to make their definitions sound more interesting and give meaning to the text.

### Activity 3 (SB p. 4)

Tell your students that the Speech Organs are any part of the body such as the tongue, palate, diaphragm, or lungs that participate in the production of the sounds of speech. Let them demonstrate and name the Organs Of Speech to their partners from the diagram in their Student's Book.

#### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activity 4 (SB p. 5)

Introduce the lesson with a discussion about family values. Use the short description of family values on page 5 of the Student's Book as a discussion starter. Then, read through the selected passage from *Asabe* with the class. Ask students if they are familiar with this text type. Then, let them complete the exercise in class. If there is time at the end of the lesson, read out the correct answers below so that students can mark and correct their own work. If not, take in their books and mark the exercise. This will give you good insight into their reading comprehension skills.

#### Answers

- A drama
- Asabe is the main character in the play. She is a young girl who is being forced to marry a chief, Chief Gaga.

- She is being forced to marry Chief Gaga, but she wants to continue going to school instead.
- Hawa 'Haruna: (Calls his wife) Hawa. Come! Listen to your daughter.'
- Haruna believes in traditional family values whereby children obey their parents, women are subservient to their husbands, and must marry in order to be cared for by a man.
- Students' answers will vary. What is important is that they correctly identify Asabe and her parents' opposing viewpoints, and offer a credible/logical reason for their agreement/disagreement.

## Vocabulary Development

### Activity 5 (SB p. 6)

Read the introductory text to the class that explains listening, speaking, reading and writing skills. Explain that students will practise new words they have learnt about in the text that you have just read, or that they learnt about previously. Ask the students to find familiar words in the table. Get them to write out the correct meaning of the word in their exercise books. Then, ask them to find the meanings of words that may not be familiar to them, and write out those meanings in their exercise books.

#### Answers

Words	Meanings
a) Scan (v)	to read a text quickly to get a general idea
b) Pace (n)	how fast or how slow a person speaks
c) Pronounce (v)	to speak words clearly and accurately
d) Grammar	rules that tell us how to structure language and sentences
e) Predict (v)	to guess what a text is about
f) Skim (v)	to read a text quickly to find main ideas
g) Attention	noticing the importance of things

## Grammar Structure

### Activities 6 and 7 (SB pp. 7–8)

This Grammar lesson is on Nouns. Revise the basic definition of a Noun, i.e. identifies or names people, places, things, and ideas. Explain to your students that Nouns are very important in spoken and written language but are also easy to understand. Explain that in this lesson you will show them how Nouns function in sentences and about the many different kinds of Nouns.

Read the description of Nouns on page 7 of the Student's Book to the class. After you have read through it ask students to give you other examples of Common Nouns, Proper Nouns, Abstract Nouns and Collective Nouns. Write these under their headings on the blackboard.

### Activity 6 (SB p. 7)

Read the sentences to the students while they write along. Ask them to leave a blank line between each line they copy to leave space for their answers.

Tell the class that Collective Nouns also relate to people, places and things. Play a game with them by asking them to list as many Collective Nouns for animals as they can. Write these on the blackboard.

### Answers

- a) Friendship and love bring people much happiness.  
(Abstract Noun) (Abstract Noun) (Common Noun) (Abstract Noun)
- b) The Nile River is the longest river in Africa.  
(Proper Noun) (Common Noun) (Proper Noun)
- c) The glass slipped off the table.  
(Common Noun) (Common Noun)
- d) Ahamafula is Oluchi's brother.  
(Proper Noun) (Proper Noun)(Common Noun)
- e) The audience listened quietly to the classical music.  
(Common Noun) (Common Noun)

Read the explanation of the functions of Nouns in the grammar box on page 7 of the Student's Book aloud to the class.

### Activity 7 (SB p. 8)

Ask learners to copy the sentences below into their exercise books and to identify the Subject or Object of the sentences.

### Answers

- b) The horse jumped over the fence.  
(Subject) (Object)
- c) The chickens pecked the grain.  
(Subject) (Object)
- d) Nkem read her book all night.  
(Subject) (Object)
- e) The boys jumped into the river.  
(Subject) (Object)

## Writing

### Activities 8 and 9 (SB p. 8)

Ask the students if they have noticed how some stories and writing sound different to others? That's because there are many different types of writing with many different purposes and meanings. Tell them that if they know the different types of writing they will begin to recognise them in everything they read. This helps them to understand the meaning of the things they read and understand why they were written. It will also help them with their own essay writing. Tell your students that essay writing has to do with writing down ideas, opinions or thoughts in an organised way so that readers can understand its logic. We write essays to inform, persuade, entertain, express feelings, give pleasure and bring attention to something. There are four main types of essay writing.

### Activity 8 (SB p. 8)

Now read the mind map to your class. Then read the four paragraphs in italics below without reading the headings and explanation.

When you have finished reading the example texts, ask the students if they can identify what kind of writing each example is.

## Expository Writing

With this type of writing the author informs, explains, describes or defines the subject to you.

*Tip. If your soil is very sandy, try lining the planting hole with a layer of newspaper. This will slow the rate at which water drains from the hole, allowing it to be taken up by the plant's root system. Eventually the newspaper rots, by which time the root system would have grown and the plant adapted to its new, well-drained situation. (Planting Techniques by Jennifer Stackhouse and Debbie McDonald)*

## Descriptive writing

Uses visual words to help you see the person, place or thing they are writing about. The writing can be poetic at times, and explain things in great detail.

*It was perfect – a dream. The furniture all of the period, each piece with signs of wear, but polished with loving care. The loose rugs were of beautiful dim old colours. In each room were bowls of fresh flowers. The back of the house looked over the Green Park. The whole place radiated an old-world charm. (The Listerdale Mystery by Agatha Christie)*

## Argumentative writing

In this type of essay you have to persuade your reader. Identify your main idea or point of view. Identify your reader and try to understand your reader's mind.

*Digital education might be fashionable, but it cannot replace the teacher. Frighteningly, digital education leaves students to work on their own, and without the guidance of a knowledgeable adult. How can we expect a computer programme to replace the wisdom of a human who knows and understands what individual students are struggling with?*

## Narrative writing

Narrative writing is very common in novels, poetry and biographies. The author puts him or herself in the position of the characters. They tell life stories that involve plots and storylines.

*The bus had passed seven or eight bus stops when my cousin anxiously looked up at me again.*

*'Is it much further?'*

*'Yes, we still have some way to go. It's a big hospital, so we won't miss it.'*

*I casually watched as the wind from the open window gently rustled the brims of the old people's hats and the scarves around their necks. Who were these people? And where could they possibly be headed? (Blind Willow, Sleeping Women by Haruki Murakami)*

## Activity 9 (SB p. 8)

Now tell students that they must use their knowledge of the features of each type of writing to identify the passages that you will read from page 9 of the Student's Book. Read through all of the passages.

Encourage students to make notes while you do so. And to write what type of writing they think each passage is. Then, re-read each passage individually, ask the class to say what type of passage it is and why. You could also turn this into a paired activity and have students tell each other what their answers are. Ensure, though, that you check their understanding and the correctness of their answers at least by working through the answers with the whole class.

## Answers

Extract 1: Descriptive; Extract 2: Narrative;

Extract 3: Expository; Extract 4: Argumentative

## Literature

### Activity 10 (SB p. 10)

If you have access to the internet, you can review the following link in preparation for this lesson:

<http://www.buzzle.com/articles/types-of-literature.html>

Introduce the topic by asking students for their definition of Literature. Then expand on this discussion by reading about the concept of Literature as described in the Student's Book on page 10.

Collect some examples of Literature to show the students. These can be novels, poetry books, plays etc. Students should also have copies of their recommended texts for this term.

Ask students: Who reads books for pleasure? What books do they read? What kind of stories do they like? etc. Who watches plays? Or TV programmes? Ask students why they think Oral Literature is also Literature. What do all of these forms of Literature (oral and written) have in common? What, therefore, do they think is the goal of Literature?

Use the concepts of storytelling and information and idea sharing to link both oral and written forms. Explain that they are expected to read their novel and play for this term in their own time. They can do this when they have a free period at school or read when they can at home. Explain that when they watch TV, they should try to pick out the features of Literature that have been and will be discussed in the course.

## Activity 11 (SB p. 10)

Introduce the task by writing the questions on the blackboard. Ask students if they remember the definition you read earlier. You may have to lead the students to answer the questions.

### Answers

- A term to describe oral traditions and written works including poetry, drama, novels and short stories.
- Literature represents a language or a people: culture and tradition, introduces us to experiences, learn about books and literature; we enjoy poems, stories, and plays; allows us to share ideas and learn about others' ideas.
- If students can't list any examples point them to the illustrations on page 10 of their books for some examples to list, to the books you brought in to show them and to the novel and play they are reading in school.

## MODULE 2

# Our Families

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 11) (Introduction to Monophthong Vowels)	Reading And Comprehension (p. 12) (The SPQ3R Method)	Grammar Structure (p. 15) (Pronouns: meaning, identification and types)	Writing (p. 16) (Elements of essay: Introduction, Body and Conclusion)	Literature (p. 17) (Purpose/ Function of Literature); Prose
		Vocabulary Development (p. 14) (Members of the family)			

## Objectives

The students should be able to:

**Listening And Speaking:** Pronounce and form the Monophthong Vowels **a, e, i, o** and **u**.

Identify how Organs Of Speech produce the vowel sounds correctly. Answer questions about a story they listen to

**Reading And Comprehension:** Apply Reading Strategies to the given text: the SPQ3R Method

**Vocabulary Development:** Learn and use new words related to members of the family

**Grammar Structure:** Understand the meaning of, identify and know types of Pronouns

**Writing:** Write an essay with an Introduction, Body and Conclusion from an outline of the Main Ideas

**Literature:** Understand the purpose or function of Literature. Understand Prose as a specific form of Literature by using the recommended text

## Resources

Student's Book (pp. 11–17)

Newspapers, examples of Nigerian Prose, dictionaries, examples of writing with good introductions, body paragraphs and conclusions, prescribed text

## Listening And Speaking

### Activities 1 and 2 (SB p. 11)

Read the description of how sounds are Voiced on page 11 of the Student's Book while students study the illustration. Let them practise feeling their vocal cords and saying the sounds for the letters **a**, **e**, **i**, **o** and **u**. Remind students: Consonants are all the letters of the alphabet except for the Vowels **a**, **e**, **i**, **o** and **u**. Consonant sounds can be Voiced or Unvoiced. A sound is said to be Voiced if your vocal chords vibrate while you say it.

### Activity 1 (SB p. 11)

- Students practise making the sound. Write the following short Vowel words on the blackboard with Unvoiced Consonants: 'pat', 'pet', 'pit', 'pot' and 'put'. Say the words out loud, asking students to watch your lips carefully while you do so. Then say the words silently. Ask students to guess which Vowel Sound you are saying. Let them work in pairs to complete the activity.
- Ask students: What other Organs Of Speech produce the sounds? Where does sound start? (breathe from the lungs) Tell students that when sounding Vowels, your breath

flows freely through the mouth and the sound is changed by the position of your tongue, lips and jaw. Vowels can have a long sound, a short sound, or can be silent depending on the letters around them.

- Write 'slip' and 'sleep' on the blackboard. Ask the students to change the pace when saying these words. Ask the class why they think pronunciation is important. Read the following two sentences and ask students to listen carefully.

Don't slip on the mat.  
Don't sleep on the mat.

Explain that although they sound very similar they have very different meanings. If you have access to the internet, show this video to the students. The site has a very useful explanation <https://teacherturbo.wordpress.com/2011/09/06/bbc-learning-english-pronunciation/>.

Explain that the best way to improve pronunciation is to learn each different sound in English. There are 44 sounds in the English language.

### Activity 2 (SB p. 11)

Read the text in the box on page 35 aloud to the students.

Discuss new and difficult words with the students, such as 'heavily-fined', 'overpopulation', 'siblings', 'conflicts' and 'spoil'. Ask different students to look up the meanings of the words in a dictionary and read the definitions aloud to the class.

Students must record any new words and their meanings in their personal dictionaries. They could have a special, alphabetically indexed notebook or index an exercise book. They should either write sentences using the word correctly or explanations to show the meaning.

Read through the comprehension questions in Activity 2 with the class. The questions focus on main facts. Students discuss the questions in the activity with their partners. Ask students to answer the questions in their exercise books. Discuss the answers with the class so that they can mark and correct their own work.

## One-Child Families

Hello, my name is Fen Chang.

I am a 13-year-old girl, and I live in Beijing in China. I'm an only child because in China it is the law for most families to have only one child. If families break this law and have more children, then they are heavily fined.

This law, which limits population growth in China, was introduced in 1980 in order to stop problems that are caused by over population. Some of these problems are: not enough food, water, and money, and conflicts between people. The one-child policy stopped about 200 million births between 1979 and 2009.

There are advantages and disadvantages to being a one-child family. The advantages are that we have enough food, and I get a lot of attention from my parents. The disadvantages are that it is sometimes very lonely, as I have no siblings to play with, and my parents spoil me.

## Answers

- a) Parents can only have one child.
- b) Their monthly income is heavily fined.
- c) There was not enough food, water, and money for everyone because there were too many people. There was too much conflict among people.
- d) There is enough food and children get a lot of attention from their parents.
- e) Children get lonely as they do not have brothers or sisters to play with. Their parents also spoil them.

## Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activity 3 (SB p. 12)

Work through this exercise as a class. Begin by explaining to students that there are many different types of approaches (strategies) that readers use to work through texts. Explain that

today you will introduce an approach that they can use in all of their subjects.

Next, write SPQ3R vertically on the blackboard.

Explain to the students that this method of reading (like other methods) is divided into two main parts: pre-reading and reading. Say that the first three activities in the method (SPQ) are pre-reading activities, and that they can use all or some of these when pre-reading a text.

Read the S-text in the Student's Book. Explain what Surveying is by using a text example other than the text with which students will engage in Activity 5. We suggest that you use a newspaper article. Write the word Survey (and Skim in brackets) on the blackboard next to the S.

Read about Previewing in the Student's Book. And ask students to preview the text that you've chosen. Discuss the results of their Preview of the text, and write Preview next to the P on the blackboard (with Scan in brackets).

Then write Question next to the Q. Explain to students that this step is one of the most important parts of pre-reading as it will later help them to identify the main ideas in the text and to confirm their own understanding. Ask the class to formulate Questions that they think the text will answer. Write their questions on the blackboard for later reference.

After this activity, read the Q-text aloud with or to the class. Read slowly, pause at difficult words and explain their meanings.

Next you will deal with the three Rs.

Now write: '1. Read' on the blackboard. Draw the students' attention to the questions that you wrote on the blackboard earlier. Ask for volunteers to answer the questions. Where necessary, lead students to the correct answers.

Write: '2. Recite/Recall' below 1. Read on the blackboard. Finally, tell students that the best way to check their knowledge, understanding and memory is to close the book or set the text aside, and then come back to it later. Explain this step is useful when they are studying for their other subjects that rely on memory.

Write: '3. Review' beneath 2. Students should now be ready to attempt Activities 4 and 5 on page 13 of the Student's Book on their own. You may need to set this as a homework assignment, or you may use it as the focus of your next

lesson. And then check the answers with the whole class to assess their understanding.

### Activity 4 (SB p. 13)

Students look up the words ‘valued’, ‘symbol’, ‘burden’, ‘illegitimate’ and ‘siblings’ in the Glossary in their Student’s Books and find the words in the text. They can write these in their personal dictionaries.

### Activity 5 (SB p. 13)

Are these Statements true or false? Ask students to answer the questions in their exercise books. After each true or false answer, they should write the reason.

### Answers

- b) True: It is a symbol of wealth and success to have many children.
- c) True: Children are highly valued.
- d) False; e) False; f) False

### Reading Evaluation

The beginning of the Junior Secondary 1 is a good time to assess students’ Reading Skills so that you can determine how best to support weaker readers during the course of the year.

Therefore, select a few students. Ask them to prepare two or three Paragraphs from the Comprehension text for reading aloud. Give them the criteria from the Checklist for Reading Aloud on page 9 of this Teacher’s Guide. Explain that you will be using these criteria to evaluate their Reading-Aloud Skills. Call them up individually and ask them to read to you. You can use the Rubric for Reading Aloud on page 12 of this Teacher’s Guide to evaluate their reading. Record the mark in your Record Book.

## Vocabulary Development

Explain that students will practise the new words they have learnt in the reading text.

### Activity 6 (SB p. 14)

Explain that Chinosomi’s family tree is a diagram. Discuss the comprehension answers with the class so that students can mark and correct their own work.

## Answers

- a) Ngozi Kalu; b) Nkem Eze; c) She is his mother; d) Five; e) Chinosomi Kalu; f) Adaugo Kalu; g) Osita Kalu; h) Isioma Kalu

## Grammar Structure

### Activities 7 and 8 (SB pp. 15–16)

A Pronoun or Personal Pronoun is used instead of Proper and Common Nouns to prevent repetition. This grammar lesson is on Personal Pronouns (Subject and Object) and Possessive Pronouns. Read through the grammar box on page 15 of the Student’s Book, while the class follows.

### Activity 7 (SB p. 15)

A Subject Pronoun comes before the Verb and is used when the Pronoun is the Subject of the sentence. Give the students the following example to test if the Pronoun is a Subject Pronoun or not. Each of these Pronouns can be used in the blank and are, therefore, Subject Pronouns. Write the following example on the blackboard.

\_\_\_\_\_ fell down.  
I, you, he, she, it, we, they

Explain the example in relation to the sentences.

### Answers

- a) Chinosomi, Osita, Chidiebere, Awele, Adaugo and Isimoma are siblings. They live with their parents in Lagos, Nigeria.
- b) Children are highly valued in Nigeria. They are a symbol of wealth and success.
- c) Chinosomi is the eldest child. He helps to look after the younger children.
- d) In China there is a one-child policy. It is a law, which states that people can only have one child.
- e) Awele Kalu is Chinosomi’s father. He has five siblings.

### Activity 8 (SB p. 16)

Read through the activity while the class follow in their books. Write a few more sentences on the blackboard and ask students to help you to use the correct Possessive Pronoun.

Ask students to complete Activity 8 in their exercise books. Discuss the answers with the class. Write the answers on the blackboard and ask students to mark their own work.

## Answers

- a) If the hat belongs to you, it is yours.
- b) If the blanket belongs to us, it is ours.
- c) If the sweater belongs to me, it is mine.
- d) If the socks belong to her, they are hers.
- e) If the jackets belong to Joe, Awele and Adaugo, it is theirs.

## Writing

Tell the students that they will be writing an essay about how they spent their last holiday. Give them the Narrative Essay Checklist that is on page 9 of this Teacher's Guide or copy it on the blackboard. Discuss the criteria they need to include in this type of essay.

Discuss the points with the class. Ask students to use it to check their first drafts.

### Activity 9 (SB p. 16)

Explain to students the key elements of an essay are an Introduction, the Body and a Conclusion. You can do so either by reading through the information in the textbox on page 16 of the Student's Book or by using a text and then drawing out the main features of each element by way of example.

Help the students to organise their ideas with the aid of a mind map. Draw a circle on the blackboard, and write 'How I spent my last holiday' in the circle. The essay should have an Introduction, a Body and a Conclusion, so draw three lines from the central circle labelling them Introduction, Body and Conclusion. Students copy the mind map into their exercise books. Ask students to write key words in their mind maps.

### Example

Introduction: Where did you go, who did you go with, how did you get there?

Body: Describe two or three interesting things that happened. Start a new paragraph for each new idea.

Conclusion: Did you enjoy your holiday? Describe some of your thoughts and feelings.

Ask them to write a first draft on rough paper, using the checklist to make sure they include all the necessary features. Then they check their work and think about how they can improve it. They must also check for Spelling and Punctuation.

When they have made their corrections and feel satisfied with their draft, they write out their essays neatly in their exercise books.

### Evaluation

Student Self-Assessment Evaluation: Students can use the Checklist: Narrative Essay on page 9 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Narrative Essay on page 16 of this Teacher's Guide.

## Literature

### Activity 10 (SB p. 17)

In the previous Literature lesson, we discussed types of Literature. Now we will discuss the purpose and function of Literature, and focus on Prose as a specific type.

Ask students: What is the purpose of Literature? What function do you think Literature has in society? Then, read the explanation of the purpose of literature from the Student's Book on page 17. Ask students if they agree with this explanation. Does it differ in any way to the answers that they came up with? Explore if there is more than one valid answer to this question. Then ask students what purpose *Had I Known* fulfils.

Move on to telling students that *Had I Known* is an example of Prose writing. Read the explanation of Prose writing and the extract from *Had I Known* on page 17 of the Student’s Book. Ask students to name other examples of Prose writing that they have read. You may need to lead them to further examples. If possible, have other examples in class that you can offer to students as extra reading material.

Contrast Prose with Poetry. Ask students to write a Prose piece and a Poem on the topic of ‘Family values’ by using no more than 50 words. Each piece should have the same message/information/main idea.

Before students write the Descriptive Prose piece, remind them of the key elements of Descriptive Writing. As a class activity, create a checklist that students can use to assess their work before submitting it.

MODULE  
3

## School Days

### Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student’s Book	Listening And Speaking (p. 18) (Long Vowel /i:/, short Vowel /ɪ/.)	Reading And Comprehension (p. 19) (Identification of Main and Supporting Ideas)	Grammar Structure (p. 21) (Verbs: meaning, identification and types)	Writing (p. 23) (Differences between Descriptive and Narrative Essays)	Literature (p. 23) (Elements of Prose; Types of Oral Literature)
		Vocabulary Development (p. 20) (Vocabulary associated with school subjects)			

### Objectives

The students should be able to:

**Listening And Speaking:** Listen to and pronounce the long Vowel sound /i:/ as in ‘tree’ and compare it to the short Vowel /ɪ/. Correctly identify the /i:/ sound in a Poem

**Reading And Comprehension:** Read to identify and understand the Main and Supporting Ideas in a text about school subjects at Junior Secondary level

**Vocabulary Development:** Learn and use new words related to school subjects

**Grammar Structure:** Identify the features, functions and forms of Verbs and use them correctly in sentences

**Writing:** Understand the key differences between Descriptive and Narrative Essays, and apply this knowledge

**Literature:** Understand the key elements of Prose (Plot, Style and Characterisation). Understand the types of Oral Literature

### Resources

Student’s Book (pp. 18–24)

Computer/internet access (optional), good examples of Narrative and Descriptive Writing, dictionaries, etc.

## Listening And Speaking

### Activities 1, 2 and 3 (SB p. 18)

The focus of this lesson is to help your students identify the long **ee** Vowel Sound /i:/ by comparing it to the short **i** Vowel Sound /ɪ/. If you have a laptop computer or your students have smartphones, then you could play audio clips from the internet so your students can hear the difference between long and short Vowels in various English accents. Below is a site that offers an example of British English pronunciation. The site also has a good explanation about the need for Phonetic Symbols.

Example: <https://teacherturbo.wordpress.com/2011/09/06/bbc-learning-english-pronunciation/>. Remind students that when sounding Vowels, your breath flows freely through your mouth and the sound is changed by the position of your tongue, lips and jaw.

Although the focus of the lesson is on the long **ee** sound or /i:/, students need to know how the position of the lips and tongue affect the sound produced because the short **i** vowel sound /ɪ/ sometimes sounds similar to the long **ee** vowel sound /i:/, and the two are often confused.

### Activity 1 (SB p. 18)

Read through the description of the long **ee** sound /i:/ in the Student's Book while students look at the illustration of the lip position on page 18 of the Student's Book. Ask them to practice the sound **ee** with their partner. Then they look at the illustration to see how your mouth should look when making the short **i** sound as in 'pip'. Explain the position of the tongue and lips. The /ɪ/ has a short clipped sound. To make this sound the tongue is positioned flat, yet high in the mouth towards the hard palate. The teeth are fairly close together, and the lips are in a smile position. The lips are quite tense when making the sound and the jaw drops slightly. The /ɪ/ sound is produced high against the back of the soft palate.

### Activity 2 (SB p. 18)

Read the sentences while the students watch your mouth and lips. Emphasise the /i:/ sound. Walk around the class listening to various pairs read the sentences.

## Answers

- Have you seen the green sheep?
- The green sheep is asleep under the tree.
- The free fleet sailed east over the deep sea last week.

Write the following on the blackboard. Students copy it into their exercise books. Ask them to memorise it.

### Long Vowel Rule (1)

When a word has two Vowels, usually the first Vowel says its name and the second Vowel is silent.

### Activity 3 (SB p. 18)

Read the Poem. Identify words they are not familiar with such as: 'grazing', 'gaze'/'gazing' and 'cease'. Let them write their meanings in their personal dictionaries. After they have written the long **ee** words give students the opportunity to recite the Poem by asking for volunteers to read it to the class.

### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activity 4 (SB p. 19)

Remind students of what they learnt when they used the SPQ3R Method. Ask them what they learnt about the text when they surveyed it, previewed it, and asked questions about it?

Lead them to the fact that they had begun to identify the Main Idea of the text, and the Main Idea in each paragraph within the text. Then hand out examples of texts that they can share between two or three students. Ask them what they think the Main Idea is of each text, i.e. what is the text mostly about?

Then read the information in the grammar box on page 19 of the Student's Book. Refer students back to the example texts on page 9, and ask them to identify the Supporting Ideas in

the text as a whole or the individual paragraphs (it would probably work best to give them examples texts with only one or two paragraphs so that this activity is not too time-consuming).

### Activity 4 (SB p. 19)

Now read the text *Junior Secondary Prepares Us For Life And Senior Secondary* while the students follow in their books.

Ask students to do the exercise, and then discuss the answers with the whole class.

### Answers

	Main Idea	Supporting details
Paragraph 1	The NERDC changed the curriculum in 2008.	Aimed to improve content, literacy, numeracy, communication, entrepreneurship and workload.
Paragraph 2	All students now take 10 subjects.	List of subjects.
Paragraph 3	Junior Secondary prepares students for jobs or Senior Secondary.	Entrepreneurial and communication skills. Ready to enter Senior Secondary.
Paragraph 4	Success is dependent on hard work.	Hard work is the best preparation for the future.

New words for their personal dictionaries:

- **curriculum** – the document that states what must be learnt in a specific subject
- **literacy** – the ability to read, write and understand different types of texts
- **numeracy** – being able to use numbers to solve problems in everyday life
- **entrepreneurial** – being able to run a business

## Vocabulary Development

### Activity 5 a (SB p. 20)

Students work with their partners to list their school subjects. Explain that students will practise new words related to their new school subjects by using the clues in the pictures to match to the correct subject.

### Answers

- a) English; b) Mathematics; c) Basic Science And Technology; d) Religion And National Values; e) Cultural and Creative Arts; f) Computer Studies; g) Pre-vocational Studies

### Activity 5 b (SB p. 20)

Then, ask students to work with a partner to discuss the differences between Primary and Junior Secondary school. Before they work with their partners, lead a discussion about their experiences at their new school. Ask them to think about the following questions: What are the differences between Primary and Junior Secondary school. What subjects are new? Encourage students to create a mind map when they discuss their opinions and ideas with their partners. Remind students of the key elements of Good Paragraphs, i.e. the Main Idea is contained in the Topic Sentence. There are sufficient and relevant Supporting Details. When they have completed their paragraphs ask various students to read these aloud to the class.

## Grammar Structure

### Activities 6, 7, 8 and 9 (SB pp. 21–23)

Remind students that Nouns and Pronouns are naming words and identify people, places, things, and ideas. Verbs are doing words and tell about:

- A physical action (to run, to write, to climb)
  - A mental action (to think, to guess, to know)
  - A state of being (to be, to exist, to appear)
- The most common Verb is ‘to be’.

Read through the grammar box on page 21 with the students.

### Activity 6 (SB p. 21)

Students should write their sentences in their exercise books. When they are finished, read out the correct form of the Verb and ask them to assess their own work.

### Answers

- a) She walks to school every day.  
 b) They play soccer on Saturdays.  
 c) We sing in the choir at our church.  
 d) He dances very well.  
 e) I am an artist.

## Activity 7 (SB p. 21)

Explain the answers to students and let them mark and correct their own work.

### Answers

- She has very little money. 'Has' is a State Verb and shows the state of her money.
- We eat mangoes in summer. 'Eat' is an Action Verb because it describes the action 'to eat' of the Subject 'we'.
- She collects pretty stones. 'Collects' is an Action Verb because it describes the action 'to collect' of the Subject 'she'.
- I know all my English verbs. 'Know' is an Action Verb because it shows the mental action 'to know' of the Subject 'I'.
- She owns a red jacket. 'Own' is a State Verb and shows the mental action 'to own' of the Subject 'she'.

Then lead into a discussion about other types of Verbs, i.e. Transitive and Intransitive, and Lexical and Auxiliary Verbs. Use the information provided in the Student's Book on page 22 to guide this discussion. Write other examples on the blackboard and ask students to: (a) identify Transitive, Intransitive, Auxiliary and Lexical Verbs, and (b) change sentences with Transitive Verbs into Intransitive Verbs. Students can also provide their own examples as part of the class discussion.

## Activity 8 (SB p. 22)

### Answers

See this example. Students should be able to choose the correct form related to Subject and Tense.

Subject	Simple Present	Simple Past	Simple Future	Present Continuous	Past Continuous	Future Continuous	Present Perfect	Past Perfect	Future Perfect
I	need	needed	will need	am needing	was	will be needing			
You				are needing	were				
He/she/it	needs			is needing	was				
We	need			are needing	were				
They					needing				

## Activity 9 (SB p. 23)

### Answers

Each option contains verbs that can be of more than one type.

- was – Transitive, Auxiliary;  
find – Transitive, Lexical
- travelled – Transitive, Lexical
- think – Intransitive, Lexical
- should – Auxiliary, Transitive

## Literature

### Activity 10 (SB p. 23)

Remind students that in the previous lesson we introduced Prose writing and distinguished it from Poetry in terms of the language used. Tell them now we will discuss Elements Of Prose writing, i.e. plot, characterisation and style.

Ask students: Do you know what the plot of a story is? What does the term characterisation mean? What is style? What kind of style do you think is typical of prose writing?

You may write their answers on the blackboard. Or keep a mental note of them so you can refer back to them (and if necessary correct them) once you've read through the information about these elements in the Student's Book on page 24.

### Activity 11 (SB p. 24)

Before you start reading, ask students to scan the text. Then read the first comprehension question and indicate they should listen carefully for the answers while you read the extract from the novel. Students read silently with you. Students then read silently to themselves once more.

As a class ask the questions and try to elicit oral answers from different students. Discuss new words and ask individual students to look up their meanings in the dictionary. Then they write their answers in their exercise books. Discuss the answers with the students. As this is a recommended text encourage students to tell you what happened next.

## Answers

- a) Okonkwo is a person who thinks a lot “Why do you always think? ... You have been thinking.” Chukwa is anxious “The boy was not to be blamed for being anxious”, and wise “wisdom of an adult”, and “a precocious child, obedient and humble”, and also observant “He never ceases to observe things that happen around him.”
- b) Yes. “Hunger is nobody’s friend.” “The boy cut through his thoughts.”
- c) Okonkwo and Chukwa are waiting for Chukwa’s mother to come back from the market. Chukwa waits outside in the compound while Okonkwo watches him from inside the house in the sitting room. Okonkwo notices how anxious Chukwa is because he is hungry. Chukwa notices how Okonkwo is thinking seriously about something.

## Activity 12 (SB p. 24)

Remind students that in Module 1 they learnt about two types of Literature: Oral and Written. Ask them: Can you think of any types of Oral Literature?

You may need to lead them to the types already discussed. Then lead into the types of Oral Literature that are covered in the textbox in the Student’s Book on page 24.

This section introduces students to a number of new words and concepts. Take care to ensure that they understand these terms: Genealogy, Fantasy, Moral Lessons, Epics, Sagas and Myths.

When reading through and explaining each type of Oral Literature, ask students for examples, and be prepared to provide examples of your own. You may, for instance, bring examples of each type to class and offer them as additional reading material for interested students.

By the end of this activity, students must not only understand that there are different types of Oral Literature, but also that each type has a specific purpose. These purposes are clearly stated in the text in the Student’s Book, and encourage students to make summaries of these by, for example, creating a table.

## Writing

Bring examples of Narrative and Descriptive Writing to class with you and hand these to students. They can work in groups or pairs (depending on the number of examples you have provided) to answer this question: What do you think are the main differences between descriptive and narrative writing?

Students should spend some time looking at the examples that you have provided, and can be encouraged to refer back to the description in Module 1 of these two types of writing.

Once students have spent time in their pairs/groups, use the structure in the table provided in the Student’s Book on page 23 to create a framework on the blackboard. Students can then give you their answers to the question, and you can begin to fill in the framework. Then, read through the table on page 23 of the Student’s Book. End off the lesson by giving students copies of the self-evaluation checklists Writing/ Narrative and Descriptive Essays on pages 16 and 17 of this Teacher’s Guide. Alternatively, write these checklists on the board. Tell students that they should compare these for homework. Also tell them that they will use the checklists when they write Narrative and Descriptive Essays throughout the year.

### Evaluation

**Student Evaluation:** Students can use the Self-Evaluation Checklist: Narrative Essay, Descriptive Essay on page 9 of this Teacher’s Guide.

**Teacher Evaluation:** Teachers can use the Rubrics: Narrative Essay and Descriptive Essay on pages 16 and 17 of this Teacher’s Guide.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 25) (Short Vowel sound /ɪ/) and long vowel /i:/.	Reading And Comprehension (p. 26) (Reading to answer specific questions: knowledge and translation levels)	Grammar Structure (p. 27) (Adjectives: definition, identification and types)	Writing (p. 30) (Narrative Essay)	Literature (p. 31) (Prescribed text; Features of Oral Literature)
		Vocabulary Development (p. 27) (Infer meaning from context cues)			

### Objectives

The students should be able to:

**Listening And Speaking:** Listen to and practise the short Vowel Sound /ɪ/ as in 'pip' and compare it to the long Vowel /i:/. Correctly identify the /ɪ/ sound in a Poem

**Reading And Comprehension:** Read in order to answer specific questions at knowledge and translation levels

**Vocabulary Development:** Infer meaning of unfamiliar words by learning to use context clues

**Grammar Structure:** Identify the features, functions and types of Adjectives, i.e. Distributive, Limiting, Attributive, Predicative, Possessive, Demonstrative, Interrogative and Indefinite

**Writing:** Write a Narrative Essay with the Main and Supporting Ideas in a logical sequence with an Introduction, Body and Conclusion from an outline of the Main Ideas.

**Literature:** Engage in discussion about Characterisation from an Extract of Narrative Prose. Learn about the features of Oral Literature with reference to examples

### Resources

Student's Book (pp. 25–32)

Good examples of narrative writing and prose; prescribed text; examples of oral literature; dictionaries, etc.

### Listening And Speaking

#### Activity 1 (SB p. 25)

Your students have already encountered this sound in the comparison with the /i:/ sound from Module 3. Ask students to look at the diagram on page 26 of the Student's Book to see how your mouth should look when making the short /ɪ/ sound as in 'pip'. Let them compare it to the illustration of the lips when making the long e sound /i:/. Remind them about the position of the tongue and lips. The /ɪ/ has a short clipped sound. To make this sound, the tongue is positioned flat yet high in the mouth towards the hard palate. The teeth are fairly close together and the lips are in a smile position. The lips are quite tense when making the sound and the jaw drops slightly. The /ɪ/ sound is produced high against the back of the soft palate.

Write the table below onto the blackboard.

Short Vowel Sound /ɪ/ short i	bin	lip	ship	fill	fit	will
Long Vowel Sound /i:/ long e	bean	leap	sheep	feel	feet	wheel

Get the students to pronounce these pairs of short and long Vowel words while you walk around checking the position of their mouths.

Teach the students how to identify whether a Vowel is long or short by getting them to memorise the Short Vowel Rule below.

### Short Vowel Rule:

When there is one Vowel in a word, either at the beginning or between two Consonants, it usually has the short Vowel sound.

Remind them of the Long Vowel Rule they learnt last week. (Long Vowel Rule (1) When a word has two Vowels, usually the first Vowel says its name and the second Vowel is silent.)

### Activity 2 (SB p. 25)

Let them practise the words with a partner while you walk around listening to and correcting their pronunciation.

### Activity 3 (SB p. 25)

Ask students what the title of the verse is. Ask who wrote the Poem. Explain that ‘Anon.’ is an abbreviation of the word anonymous which means a person not identified by name.

Read the Poem to the class emphasising the short /ɪ/ sounds in the verse. Students should look and listen carefully while you read aloud, noticing your expression, voice and body language. (Remember this is a useful way to show students how you expect them to read aloud.)

Discuss difficult new words like ‘filly-foal’ (a female baby horse). While you read the Poem for a second time ask them to note down the short /ɪ/ Vowel words in their exercise books. Go through the Poem again identifying the short i words line by line. They can mark each other’s work to see if all five short i vowel words were found.

## Answers

### Who am I?

As black as ink and isn’t ink,

As white as milk and isn’t milk,

As soft as silk but isn’t silk,

And hops about like a filly-foal.

### Activity 4 (SB p. 25)

Get the students to pronounce these pairs of short and long Vowel words while you walk around checking their Pronunciation and the position of their mouths.

### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher’s Guide.

## Reading And Comprehension

### Activities 5, 6, 7 and 8 (SB pp. 26–27)

Read the introduction which explains the concept of translation/inference. Explain to students that they will be expected to answer questions that are based on information that is in the text and easy to find. They will also be expected to answer questions that require them to ‘translate’ the meaning, i.e. work out what the author was implying. Spend some time on this concept. Use Activity 5 in order to build this competence with the whole class.

### Activity 5 (SB p. 26)

Ask students to look at the photograph of the animals at a waterhole and answer the questions.

## Answers

- Summer: blue sky and cloudless.
- Animals are drinking at waterhole. Students can describe in more detail.
- Some animals do not look relaxed: deer have their heads in an alert position; birds look like they have just taken flight; one zebra is looking up. Possibly they sense danger.

### Activity 6 (SB p. 26)

Ask the students to read the title and headings in the text. Ask them what they think the text is about. Direct them to look at the picture. Ask if the photograph gives more information. Discuss the title, headings and pictures with them.

Discuss difficult words in the headings such as ‘disappearances’, ‘colonialism’ and ‘slave trade’.

Then read the introductory text.

### Activity 7 (SB p. 26)

Read *The Story of the Long Juju* to the students while they follow in their books.

### Activity 8 (SB p. 27)

Read through the comprehension questions in Activity 7 with the class. Ask students to answer the questions in their exercise books. Discuss the comprehension answers with the class so that students can mark (and correct) their own work. Students’ answers will vary.

### Answers

- The king governed the town in a monarchical system of government.
- It was used as a religious temple and also a court of law.
- They could see that the person had been killed, because the river ran red like the colour of blood.
- They made money because instead of killing those found guilty, they sold them to the slave traders.
- Yes, they assisted the colonials by providing them with people they could sell as slaves.

## Vocabulary Development

### Activity 9 (SB p. 27)

Explain that we don’t always have to look up the meaning of an unknown word in a dictionary because we can often guess its meaning from the clues given in the words around it and in the words themselves. We call these types of clues context clues.

### Activity 10 (SB p. 27)

Select one or more phrases or sentences from the text which is self-explanatory of the word, for example, ‘kingdom’. Then read the sentence:

‘It was a kingdom, which means it was governed by a king’. Explain that the sentence tells the meaning of the word ‘kingdom’. Ask students: What does ‘govern’ mean? (to rule over people). Then let them look up the word ‘govern’ in their dictionaries.

Get the students to work in groups to find the meanings of the remaining words. Give each group a word. Each group should select a spokesperson to report the group answer back to the class.

Explain another way of finding out the meaning of an unknown word is to see if you know what part of that word means. On the blackboard write an example, ‘historically’ and ask the class what other words can be made from the word. For example:

historically (Adverb) historical (Adjective) history (Singular), histories (Plural) (Noun) historian (Noun)
--

As they already know what the school subject ‘History’ is about (the study of past events), they can guess the meanings of the other words derived from it. Do this as a class with the rest of the words if you have time.

### Activity 11 (SB p. 27)

Ask students to use the words in the form of a sentence which indicates they understand its meaning. They can write their sentences in their exercise books. Students can read their sentences to their group or to the class.

## Grammar Structure

Remind students that they already know Adjectives are describing words. Explain that they will learn about some types of Adjectives. Read through the grammar box on Adjectives on page 27 of the Student’s Book slowly. Provide other examples in order to check students’ understanding.

### Activity 12 (SB p. 29)

Point to objects in the classroom and ask the students to use Adjectives of various types (call these out in turn) to describe the objects in full

sentences. Then they can attempt the exercise individually and write the answers in their exercise books.

## Answers

- The Long Juju is a famous religious temple. (Descriptive)
- Sometimes a person had a mysterious disappearance. (Descriptive, Attributive)
- Today the Long Juju is a popular tourist attraction. (Descriptive, Predicative)
- It is an important part of Nigerian history. (Descriptive)
- Which river was sometimes filled with blood? (Interrogative)
- Many people were sold into slavery by the devious rulers of Arochukwu. (Indefinite, Limiting)
- Arochukwu is the third largest town in Abia State. (Limiting)

## Activity 13 (SB p. 30)

Students' answers will vary.

## Writing

### Activity 14 (SB p. 30)

Focus on the process of preparing and writing a short Narrative Essay. Introduce the task by giving each student a copy of the Narrative Checklist on page 9 of this Teacher's Guide, or write the checklist on the blackboard and ask students to copy it. Read through the activity with the class. Remind them that as they are the main character they should write in the first person.

Discuss the features of a Narrative Essay – it tells a story about an event and introduces characters and tells what happens to them. Then read through the instructions in the Student's Book on page 30. Students start the writing process by drawing a mind map or making headings to plan their essays and make notes. They use the notes to write a first draft of their essay. Ask them to use the checklist to check their drafts. Students revise, edit and write the neat versions of their Narrative Essays.

## Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Narrative Essay on page 9 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Narrative Essay on page 16 of this Teacher's Guide.

## Literature

### Activity 15 (SB p. 31)

Read the Extract on page 32 to the class while they listen and follow in their books. Students also should look and listen carefully while you read aloud, noticing your expression, voice and body language. (Remember this is a useful way to show students how you expect them to read aloud.) Read the story twice.

### Activity 16 (SB p. 31)

Read the questions to the class before they divide into groups. Then ask students to read the text again in their groups and to answer the questions. They should write their answers in their exercise books. Discuss the comprehension answers with the class so that students can mark (and correct) their own work.

## Answers

- He wanted to be rich and happy again.
- Okonkwo thought he actually had to touch a real lions' teeth.
- Do something difficult and dangerous.
- Get a man's head and use it to make a charm.
- No, he was so shocked that he was 'speechless'.
- The thought that he would have to commit murder sent 'shivers down his spine'.
- Discuss your ideas in your group.

### Activity 17 (SB p. 32)

Introduce this topic by telling students that the features of types of writing are what defines them. For example, we have already spoken about Plot and Characterisation in Prose. Now we will look at features that are common to all types of Oral Literature.

Before you read through the text with the class, ask them if they can think of any features of Oral Literature. Remind them of the types of Oral Literature. You might even bring along recordings of songs or praise poems, or read out an example for the class. Use oral texts that provide an opportunity for easy comparison, for example that contain a lot of repetition, and figurative language with which students are familiar.

Write the students' responses on the blackboard without critiquing these.

Then read out the information in the information box on page 32 in the Student's Book.

You can then add to and correct the students' previous answers. Students should make notes in their exercise books. You can then call upon students to provide other examples of Oral Literature that display the features as described in the Student's Book.

MODULE  
**5**

## All About Drama

### Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 33) (Short Vowel sound /e/ and vowel sound /i/)	Reading And Comprehension (p. 33) (Differentiating between Main and Supporting Ideas)	Grammar Structure (p. 35) (Comparative and Superlative Adjectives)	Writing (p. 36) (Paragraph writing)	Literature (p. 37) (Introduction to Drama; Types and Elements of Drama)
		Vocabulary Development (p. 35) (Vocabulary related to the reading text)			

### Objectives

The students should be able to:

**Listening And Speaking:** Listen to, correctly identify and pronounce the short Vowel Sound /e/ as in 'egg' and compare it to the short Vowel Sound /i/

**Reading And Comprehension:** Differentiate between Main and Supporting Ideas in a given Passage

**Vocabulary Development:** Learn and use new words related to the reading text

**Grammar Structure:** Identify more features and functions of Adjectives and use Comparative and Superlative Adjectives correctly

**Writing:** Write Paragraphs in order to arrange ideas in a logical sequence with an Introduction and Conclusion

**Literature:** Understand and identify the Types and Elements Of Drama

### Resources

Student's Book (pp. 33–38)

Examples of good paragraphs, examples of different types of drama, dictionaries.

## Listening And Speaking

### Activities 1, 2 and 3 (SB p. 33)

Read through the description of the short e sound /e/ on page 33 of the Student's Book while students look at the diagrams. Let them refer to page 18 to compare it to the short Vowel Sound /i/. Explain how to produce the sound: Open your lips slightly and smile. Say /e/. The middle of your tongue should be flat in your mouth. The back of the tongue is raised slightly. The tip of your tongue should be at the back of your teeth.

If you are able to, then view the video on the /e/ sound at: <https://teacherturbo.wordpress.com/2011/09/06/bbc-learning-english-pronunciation/>.

In pairs, students can practise both Vowel sounds in words and study each other's lips. Write the following pairs of words on the blackboard:

Short Vowel Sound /ɪ/ short i	bid	pip	will	fill	him
Short Vowel Sound /e/ long e	bed	pep	well	fell	hen

### Activity 2 (SB p. 33)

Ask students to practise the short e sound and say the words with a partner.

### Activity 3 (SB p. 33)

Then, ask students to emphasise the /e/ when saying their sentences. Walk around while students complete this activity checking the position of their mouths and that they are pronouncing the /e/ correctly.

#### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activity 4 (SB p. 35)

Remind students that they learnt about Main and Supporting Ideas in Module 3. Ask them to describe the ways in which they identified Main and Supporting Ideas/Details.

Write their answers on the blackboard. Tell them that it is easy to sometimes confuse Main and Supporting Ideas. Not all text makes these obvious.

Then read through the first section of the grammar box on page 33 of the Student's Book. Remind students that this strategy fits in with the SPQ3R Method of pre-reading a text. If possible, make this an activity in which students can use newspaper articles or other texts that you provide and ask questions about these as described in the Student's Book.

Then, read through the second section of the Student's Book grammar box. Remind students that they used this strategy as part of the SPQ3R Method. Again, allow students to apply this technique to a text/s you have provided.

Now explain to students that the next two methods of identifying and differentiating between Main and Supporting Ideas are new to them. It would be useful if you provided a text in which the Main Idea is not evident from either the questioning process or the structure. Ask students: Can you find the Main Idea in this text? Record their answers on the blackboard.

Then, read through section 3. And refer back to the text you've provided in order to provide examples and evidence (Supporting Details) which would allow students to infer the Main Idea.

Finally, students can be introduced to mind mapping. Write the mind map scheme from the Student's Book on the blackboard. Then, ask students to use this to differentiate the Main and Supporting Ideas in the text they used in section 3.

### Activity 4 (SB p. 35)

Now read the text on page 34 of the Student's Book aloud to the class. Then ask students to write the answers to the questions in their exercise books.

### Answers

- The article is mainly about the Lagos Theatre Festival and the dramas that will be performed.
- Students' answers will vary. They should show evidence of having applied the strategies outlined in the Student's Book.
- Yes, the title does. But it goes further as well and hints at the Supporting Details, i.e. a theatre festival that will give opportunities to

Nigerians who haven't had an opportunity to showcase their work or develop their talents.

- d) Yes. Titles of the plays. Can also be used to pick out Supporting Details.
- e) Excited and optimistic.

Discuss the comprehension answers with the class so that students can mark (and correct) their own work. Discuss any incorrect answers in order to clarify their understanding of how to differentiate between Main and Supporting Ideas.

### Reading Evaluation

Select a few students who have not yet had their Reading Skills assessed. Ask them to prepare two or three Paragraphs from the Comprehension text for Reading Aloud. Give them the criteria from the Checklist for Reading Aloud on page 9 of this Teacher's Guide. Explain that you will be using these criteria to evaluate their Reading-Aloud skills. Call them up individually and ask them to read to you. You can use the Rubric for Reading Aloud on page 12 of this Teacher's Guide to evaluate their reading. Record the mark in your Record Book.

## Vocabulary Development

### Activity 5 (SB p. 35)

Ask students to guess the meaning of the following words from the clues in the story. If they cannot guess correctly let them look up the words in their dictionaries and then write the meanings in their exercise books. They may not know these words: 'colonial', 'staged' and 'vibrant'.

Then students can do the exercise on page 35 by writing the correct answers in their exercise books.

### Answers

Words	Meanings
a) lottery	a game of chance in which you buy tickets to win
b) theatre	ways of doing things that pass down beliefs, cultures and values
c) industry	a group of companies or businesses that have the same focus, e.g. making cars

## Grammar Structure

### Activities 6, 7 and 8 (SB p. 36)

Remind the students that in the last Grammar lesson they learnt how Adjectives give more information about things. They also learnt about the purpose of different Types Of Adjectives. Adjectives are also used to compare two or more things.

Read through the rules for Comparative and Superlative Adjectives on page 35 of the Student's Book, while the class follow in their books. Write a few more one, two and three Syllable Adjectives on the blackboard and ask students what you should add.

### Activity 6 (SB p. 36)

After students have completed the table give them the correct Comparative or Superlative Adjective so that they can mark and correct their own work.

### Answers

Adjective	Comparative	Superlative
calm	a) <u>calmer</u>	calmest
proud	prouder	b) <u>proudest</u>
impossible	c) <u>more impossible</u>	most impossible
helpful	more helpful	d) <u>most helpful</u>
brilliant	e) <u>more brilliant</u>	most brilliant
sweet	sweeter	f) <u>sweetest</u>

### Activity 7 (SB p. 36)

Remind students to count the number of Syllables in the Adjective before they complete the sentences.

### Answers

- a) On the night of the play, the director was tired, but the actors were more tired.
- b) The music was loud but the applause was louder.
- c) The first Act was tense, but the last Act was (even) more tense.
- d) The lead actor is funny, the lead actress is funnier, and the fool is the funniest.
- e) The main character is destructive and the supporting actor is more destructive.

Discuss the answers with the class. Write the answers on the blackboard and ask students to mark their own work. Draw attention to the fact that sometimes it is difficult to discern if a word

has more than one syllable, for example 'tired', 'tense'.

### Activity 8 (SB p. 36)

Students' answers will vary. Make sure they used Absolute Adjectives correctly in their sentences.

## Writing

### Activity 9 (SB p. 36)

Read through the information in the information box on page 36 of the Student's Book with the students. Remind them that each paragraph should have a Main Idea and Supporting Ideas. They should use the information in the Student's Book to guide them when writing the essay.

Students start the writing process by drawing a mind map or making headings to plan their story about their favourite TV programme and make notes. They use those notes to write a first draft of their essay.

Remind students to use Adjectives to make their writing descriptive and interesting.

When they have completed their first drafts, ask some students to read these to the class and see if they can identify the moral/lesson of the story.

Let them revise and edit their first drafts to ensure that they have used Tenses correctly, and that the Spelling, Grammar and Punctuation is correct. They then write the essay out neatly in their exercise books for you to mark. Use the rubric on essays on page 17 of this Teacher's Guide to mark their work.

## Literature

### Activities 10 and 11 (SB pp. 37–38)

Begin the lesson by reminding students that drama is a type of Oral Literature. However, like many forms of Oral Literature it is also written down so that people can perform it as intended by the writer. Then read through the information *What is drama?* on page 37 of the Student's Book. Encourage students to write down the meanings of new words ('script', 'director') in their personal dictionaries. Ask them: If you were the director of *Asabe*, what instructions would

you give to the actor who plays Asabe in the drama? Take some time to discuss their ideas. And add to their ideas as needed.

Then read through the section on Types Of Drama. If they haven't ever seen a play produced on stage refer them to television and film. Discuss popular TV series and movies and, as a class, lead them to identify whether popular soapies or series are romantic comedy, tragedy, etc. Discuss the play they are reading for Literature. What kind of play is it?

Then read through the section on the Features Of Drama. Ask students to give examples from the plays or TV programmes you discussed earlier in the lesson when referring to Setting, Characters and Acts (for example, is each episode in a TV drama an Act?) Explain the concepts of Rising Action, Climax and Resolution by paraphrasing these definitions and/or the definitions provided in Module 6 as needed, and given the language level/s of your students. Use examples again to illustrate these.

Rising Action: the events that happen that create interest, suspense and advance the plot and/or the characterisation

Climax: the point of highest tension in the drama, just before the drama/issues in the plot are resolved

Resolution: all dramas or stories present a problem or situation that needs to be solved/resolved. When this happens, or no further action can be taken to solve the problem, then the moment of resolution has been reached.

### Activity 11 (SB p. 38)

#### Answers

- False, the actors are on the stage.
- True. The director decides how the play will be acted.
- True. They do so because they are pretending to be specific characters and need to dress appropriately.
- False. Lighting creates mood and focuses attention on the actors, or parts of the stage.
- False, the audience watches the play, which is acted by the actors.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 39) (Short Vowel sound /æ/ and short vowel /e/)	Reading And Comprehension (p. 39) (Reading to answer specific questions; interpretation and projection levels)	Grammar Structure (p. 43) (Adverbs)	Writing (p. 44) (A Descriptive Essay: 'A Marketplace')	Literature (p. 45) (Prescribed Play: Plot and Setting)
		Vocabulary Development (p. 42) (Vocabulary associated with agriculture)			

## Objectives

The students should be able to:

**Listening And Speaking:** Listen to and pronounce the short Vowel sound /æ/ as in 'hat' and compare it to the short Vowel /e/. Correctly identify the /æ/ sound in sentences

**Reading And Comprehension:** Read to answer specific questions on interpretation and projection levels

**Vocabulary Development:** Learn and use Vocabulary related to farming and agriculture

**Grammar Structure:** Identify some features, functions and types of Adverbs, and practise using the correct Type Of Adverb in sentences

**Writing:** Write a Descriptive Essay using a writing frame

**Literature:** Read and dramatise an extract from *Asabe*, and answer questions related to plot and setting

## Resources

Student's Book (pp. 39–46)

Good examples of descriptive writing; prescribed text, dictionaries etc.

## Listening And Speaking

### Activity 1 (SB p. 39)

Read through the description of how to make the short Vowel /æ/ sound as in 'hat' from the Student's Book. Write the pairs of words below on the blackboard while you walk around looking at the mouth positions of the students and listening to their pronunciation of the words.

Short Vowel Sound /e/ short e	men	pen	bed
Short Vowel Sound /æ/ long a	man	pan	bad

### Activity 2 (SB p. 39)

Students read the words and pronounce the /æ/ sound. If you have access to the internet and a computer or smart phone, then let the class listen to the pronunciation of the /æ/ sound at: <https://teacherturbo.wordpress.com/2011/09/06/bbc-learning-english-pronunciation/>.

### Activity 3 (SB p. 39)

#### Answers

- Nancy thanked the man for the candy.
- He sat with his hat in his hand holding the lamp on his lap.

- c) Hand in hand, the man and the little boy ran rapidly over the damp sand.
- d) A woman sat near the campfire with a pan in her hand.

Explain that the Syllable ‘man’ in the word ‘woman’ is not pronounced with the short vowel /æ/. They will learn about this Vowel sound (the one in ‘man’) in the next module. Let them listen to the pronunciation at the following internet link if you have time.

<https://www.youtube.com/watch?v=Ur-UWDEmXIc>

### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher’s Guide.

## Reading And Comprehension

### Activities 4 to 10 (SB pp. 39–44)

The information text provides a clear outline of the levels of questioning/engagement with text as follows:

- A – knowledge: facts in the text
- B – translation: meaning of certain things that happened in the story
- C – interpretation: why certain things happen or people do certain things
- D – projection: what might happen in the future as a result of present or past events or actions.

You may choose to make these levels explicit for students by referencing them as they are referenced in the Scheme, or not.

Ask students to provide examples from texts that they’ve read before and that you’ve discussed in class at interpretation and projection level. It would be useful to reference the recommended texts in this regard.

Tell students that as they do the activities that follow, they should try to note what type of question is being asked. Tell them that this step will help them to provide the correct answer. When you work through answers with the class, you can then highlight the level per question.

### Activity 5 (SB p. 40)

Students Skim the Play to name the Characters and Setting.

### Answers

- a) Johnny, Mr Smith, Mrs Ball, Mrs Wood, Miss White
- b) The Play takes place in Mr Smith’s green grocer’s shop.

### Activity 6 (SB p. 40)

After they have discussed the illustration and the title of the play with their partners, ask them: Who can tell me what the Play is about?

### Activity 7 (SB p. 40)

After the students have read the Play quietly to themselves, ask for a volunteer to read the Stage Directions while you read the Play aloud.

### Activity 8 (SB p. 41)

### Answers

- a) at a green grocer
- b) four adults and one child
- c) a box of apples had been stolen out of Mr Smith’s car
- d) nobody would listen to him

### Activity 9 (SB p. 42)

Read the questions to the class before they divide into groups. Explain that their answers will vary according to their experiences.

### Answers

- a) Most students will feel humiliated by being thought of as rude especially if they are trying to be helpful.
- b) The adults in the play will listen next time because they now understand the consequences of not listening when someone is speaking urgently.
- c) The adults thought it was bad manners of Johnny to push in and interrupt, but they should have given him the chance to speak before they decided he was being rude.
- d) Adults often don’t take children seriously nor value their opinion.

## Activity 10 (SB p. 42)

Remind students that the name of the character before the colon is not read aloud. Explain that there is no need to read the Stage Directions aloud as each character will perform the actions as directed. Ask them to read with appropriate expression. Remind them that the exclamation marks indicate strong feelings and that they should speak those lines more forcefully. Tell the students that everyone will get a chance to perform the play when there is time.

## Vocabulary Development

### Activity 11 (SB p. 42)

Before students do this (matching) activity, read the paragraph in Activity 12 to them pausing for the gaps. This will assist them to infer the meanings of the words in the matching activity.

Do this activity orally, as a class. Read the word and ask the class for the meaning. When the class can no longer guess correctly, ask individual students to look up one of the remaining words and give the meaning to the class. They then write the words and their meanings in their exercise books.

### Answers

Word	Meaning
a) acre	a measurement for describing the size of an area of land
b) crops	plants grown as produce on a farm
c) cultivate	to prepare and work on land so as to make soil ready for growing crops
d) dairy	milk products or a place where milk and milk products are produced
e) fertiliser	a product used to make soil rich and healthy for growing plants
f) harvest	to gather crops at the end of a growing season
g) insecticide	a substance used for killing insects that are harmful to plants
h) poultry	the collective noun for eggs, chickens, turkeys, geese and guinea fowl

## Activity 12 (SB p. 43)

Ask the students to fill in the gaps by listing the correct word in their exercise books. Read the paragraph with the correct words to them while they mark and correct their own work.

### Answer

The farm is hundreds of acres in size. It grows a variety of crops such as maize and wheat. In autumn the workers cultivate the fields and fertilise the soil. They plant the crops and water them regularly, and wait for them to grow. The workers spray insecticide on the crops so that insects don't eat them. At the end of the growing season, they harvest the crops and send them to the market. The farm also has a dairy where cows are milked and cheese is made. On the farm there is a lot of poultry such as chickens, eggs, geese and guinea fowl.

## Grammar Structure

An Adverb is a part of speech that modifies Verbs, Adjectives, other Adverbs, Phrases and sentences. The focus of this lesson is on Types Of Adverbs.

Read through the blue box on page 43 of the Student's Book slowly while the students listen carefully and follow in their books.

### Activity 13 (SB p. 44)

Before students fill in the missing Adverb, tell them to identify the kind of each Adverb first by asking 'when', 'where', 'how', 'to what extent' or 'how often' something happens.

#### Examples

Only answers the question: *When did it happen?*

Yesterday is an Adverb Of Time

Only answers the question: *How did it happen?*

Carefully is an Adverb Of Manner

Only answers the question: *Where did it happen?*

Inside is an Adverb Of Place

Only answers the question: *How often did it happen?* Frequently is an Adverb Of Frequency

Only answers the question: *To what extent did it happen?* Very little is an Adverb Of Degree

Tell them to use the information in the grammar box on page 43 of the Student's Book to help them identify what Type Of Adverb is missing.

When they have completed their sentences in their exercise books, give them the answers so that they can mark and correct their own work.

## Answers

- It rains frequently in the summer months. (Frequency)
- One by one, they planted the seeds carefully in the ground so that they would grow. (Manner)
- The cows in the dairy had very little milk so we couldn't make cheese. (Degree)
- The workers harvested the plants yesterday before the rain started. (Time)
- They stored the grain inside clay jars so the rats wouldn't eat it. (Place)

### Activity 14 (SB p. 44)

Students' answers will vary. Make sure they used the different Types of Adjectives correctly in their sentences.

## Writing

The focus of this lesson is on Descriptive Writing using a story frame.

Read through the information box on page 44 of the Student's Book which provides the story frame with the students. Discuss the key elements of Descriptive Essays again. Refer back to Module 1 as needed and the Self-Evaluation Checklist which you gave to students previously.

### Activity 15 (SB p. 44)

Students now answer the questions in Activity 15. This can be a class discussion or a written exercise.

Students start the writing process by drawing a mind map or making headings to plan their stories and make notes. They use the notes to write a first draft of their essay. This should be easily accomplished; given that they have the writing guidelines.

Remind students to use Adjectives and Adverbs to make their writing interesting.

When they have completed their first drafts, ask some students to read their stories to the class. Ask them: Can the students identify the moral/lesson of the story? Was the story interesting and original?

Let them revise and edit their first drafts to ensure that they have used Tenses correctly, and that the Spelling, Grammar and Punctuation is correct. They then write the essays out neatly in their exercise books for you to mark.

### Evaluation

Student Self-Assessment Evaluation: Students can use the Checklist: Descriptive Essay on page 9 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Descriptive Essay on page 17 of this Teacher's Guide.

## Literature

### Activities 16 and 17 (SB pp. 45–46)

Read through the information on page 45 of the Student's Book.

Discuss a few Settings with reference to Plays that students have seen, or TV dramas that they are currently watching. Ask them: If you were to write a Drama about your family, where would you set it?

Then pay particular attention to the distinction and relationship between Story and Plot. The information box also provides students with information about Rising Action, Climax and Resolution. You can refer to the plays and TV programmes you've discussed earlier in the lesson to further illustrate these concepts.

### Activity 16 (SB p. 45)

Ask the student pairs to volunteer their answers. Provide feedback as needed.

### Activity 17 (SB p. 46)

This activity may be quite noisy so, if possible, get the students to work in their groups outside on the playing field. Walk around and listen to them dramatising the play.

## Answers

- Chief Gaga's compound
- Student's answers will vary. They must describe a stage that can accommodate all the parts of the scene.
- The conflict is that Asabe does not want to become Chief Gaga's wife and so resists.

- d) Asabe’s resistance (screaming as she’s being dragged)
- e) Chief Gaga physically overpowers her. The resolution is that he ‘ends’ the conflict that has existed, i.e. her resistance.
- f) Students’ answers will vary. Fair and just – yes, if their value systems are that wives should submit to their husbands. Unfair and unjust, if their value systems are that girls should be allowed to be educated and not

have to obey husbands to which effectively they have been ‘sold’.

### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Summary on page 11 of this Teacher’s Guide.

Teacher Evaluation: Teachers can use the Rubric: Summary on page 21 of this Teacher’s Guide.

## MODULE 7

# More About School

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student’s Book	Listening And Speaking (p. 47) (Long Vowel sound /a:/ and short vowel /a/)	Reading And Comprehension (p. 47) (SPQ3R Method)	Grammar Structure (p. 49) (Prepositions)	Writing (p. 51) (Introduction to letter writing; Types Of Letters)	Literature (p. 53) (Folktales: definition and types, and narration)
		Vocabulary Development (p. 49) (Vocabulary associated with the given text)			

## Objectives

The students should be able to:

**Listening And Speaking:** Listen to and pronounce the long Vowel Sound /a:/ as in ‘far’ and compare it to the short Vowel /æ/. Correctly identify and pronounce /a:/ sounds in sentences

**Reading And Comprehension:** Apply the SPQ3R Method to read and comprehend a text

**Vocabulary Development:** Learn and use new words related to the given text

**Grammar Structure:** Identify the features and functions of Prepositions and use these correctly in sentences

**Writing:** Understand letter writing and how to write different types of letters

**Literature:** Understand Folktales: definition and types, and narrate a Folktale

## Resources

Student’s Book (pp. 47–54)

Computer/internet access (optional), examples of well-written letters, examples of Nigerian Folktales, CD player, CDs of Nigerian folktales, dictionaries etc.

## Listening And Speaking

### Activities 1, 2 and 3 (SB p. 47)

Read through the description of how to make the long Vowel /a:/ sound **ah** as in ‘car’. Write the pairs of words below on the blackboard while you walk around looking at the mouth positions of the students and listening to their pronunciation of the words.

Long Vowel Sound /ɑ:/ short ah	car	aunt	park	far
Short Vowel Sound /æ/ long a	can	ant	pack	fat

### Activity 2 (SB p. 47)

Students read the words and pronounce the /ɑ:/ sound. If you have access to the internet and a computer or smart phone, let the class listen to the pronunciation of the /ɑ:/ sound on: <https://teacherturbo.wordpress.com/2011/09/06/bbc-learning-english-pronunciation/>.

### Activity 3 (SB p. 47)

#### Answers

- Father's car drives fast.
- The sharks swim past in the dark.
- The drama students danced on the grass in the park.
- The art was made with glass stars.
- Bathing makes me fall fast asleep.

#### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activity 4 (SB p. 47)

Remind students of the SPQ3R Method. Ask them if they can remember what each of the letters represents. Write the Acronym and the meanings on the blackboard. Then, as a class activity, read the first question (a) on page 47 of the Student's Book.

Students Survey the text and write the answers in their exercise books. Once the class has completed question (a), ask for volunteers to offer their answers. Write the answers provided on the blackboard, and provide feedback and correction as needed. Students can then correct their answers in their exercise books if required. Follow the same approach with the next two questions (b) and (c). Then tell students to spend the rest of the lesson completing the rest of the exercise.

If there is time at the end of the lesson, you can check answers as a class activity. If not, take in their exercise books and mark the answers.

### Answers

Students' answers will necessarily vary. Please see guidelines below.

- The story is about the origins of fish living in water and becoming food for humans and another animal. It is about how fish betrayed his friend and was punished by the king.
- King Eyo, Fish, Leopard. From the title. By looking for the words with capital letters as names that are Proper Nouns.
- Possible questions:
  - Why does Fish live in water?
  - What happened between Fish and Leopard's wife?
  - What did King Eyo do?
- a big fuss;
  - made to answer an accusation or to answer for some wrongdoing;
  - to be abused in some way, or for someone to take something from you because you are too trusting
- Students' answers will vary according to questions asked.
- A Folktale (a Fable)

## Vocabulary Development

### Activity 5 (SB p. 49)

Take time to explain this exercise carefully to students. Tell them that the meaning in the passage is only one of the meanings of the words that have been provided. They must take their time to understand the differences between the two meanings and use the Part Of Speech to help them identify which meaning is used in the passage. Once they have written their sentences in their exercise books, ask for volunteers to read their sentences to the class. Provide feedback as needed to correct or affirm answers as they are provided.

Ask students if there were any other words that they didn't understand. Finally, tell students that they can add the meanings of the new words they've learnt to their personal dictionaries.

## Answers

Meanings opposite to that used in text.

- a piece of plastic or wood for measuring
- provide amusement
- put someone in a favourable position (Verb)
- speak for a long time and unnecessarily
- not paying attention

## Grammar Structure

This lesson focusses on the Prepositions Of Time, Place and Direction. Read through the explanation in the grammar box on page 49 of the Student's Book with the students and then ask them to complete the sentences using the correct Preposition.

### Activity 6 (SB p. 50)

#### Answers

- We study Geography on Tuesdays.
- The children will finish the exam in ten minutes.
- School starts at eight o'clock.
- I will meet you in two hours.
- She takes dancing classes on Saturdays.

### Activity 7 (SB p. 50)

#### Answers

- He keeps his books in his desk drawers.
- The teacher keeps her pencils in a cup on her desk.
- We stood at the classroom door.
- The papers were piled on the floor.
- He kept the note in his pocket.

### Activity 8 (SB p. 50)

Students work in pairs to study the map and to use the correct Prepositions Of Direction to describe how Ben gets to school. They then write their paragraphs neatly into their exercise books.

### Activity 9 (SB p. 50)

#### Answers

on, in, to, at

## Writing

### Activities 10 and 11 (SB p. 53)

Begin the lesson by exploring the reasons we write letters, and the different types of people to

whom we write letters. Ask students: Why do we write letters? What different types of people do we write letters to?

Write the students' answers to these questions on the blackboard.

Explain to students that we can distinguish between different Types Of Letters on the basis of the audience to whom and the purpose for which they are written.

Read through the information in the text box on page 51 of the Student's Book, before looking at letters (by purpose/audience) that they have already mentioned as Formal or Informal. Provide feedback to affirm or correct as needed.

Then, work through the table that outlines the features of Formal and Informal Letters. Tell students to copy this table and its contents into their exercise books.

Students must then complete Activity 10 as an individual exercise.

Make copies of the checklists Writing/Formal and Informal Letters and give these to students so they can use these as a guide when checking their work. Alternatively, write these checklists on the board.

### Activity 11 (SB p. 53)

Students copy the letters and write labels in their exercise books as described in the Teacher's Guide.

#### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Formal and Informal Letters on page 11 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Formal and Informal Letters on page 22 of this Teacher's Guide.

## Literature

### Activities 12, 13 and 14 (SB p. 54)

Begin the lesson by asking students to tell you what they can remember about Folktales. Then read through the summary on page 53 of the Student's Book. Ask students to provide examples of Folktales that they know, and/or provide your own examples. Be sure to include examples from Nigerian Oral Literature.

Then, explain that like all types of Literature, Folktales have certain features that characterise them, i.e. make it possible to identify them as Folktales. Ask students if they can name any features of Folktales. Write their answers on the blackboard, making sure to group statements about specific features.

Then, read through the table on page 53 of the Student's Book that summarises the features of Folktales.

Ask students if any of these features were present in the Folktale they read in the Reading And Comprehension exercise on page 50 of this module. Then read through the information about the Types Of Folktales. Refer back to the examples of Folktales discussed at the beginning of the lesson and categorise these as examples of each type mentioned in the Student's Book. Then, students must complete the activities.

### Activity 12 (SB p. 54)

#### Answers

A fable

### Activity 13 (SB p. 54)

#### Answers

- 'Many years ago'
- Third-person point of view. Any line that uses the third person.
- Betrayal will result in punishment or a loss for the person who betrays a friend.

### Activity 14 (SB p. 54)

Divide the students into pairs. Explain to them that narration means to tell a story from memory. Tell them: Folktales are a form of Oral Literature; so now we will practise telling the story in this Folktale. This is how Oral Literature is passed from one person to the next. Pay attention to what your partner says.

Students then do their narration exercise. If possible, ask for volunteers to narrate the tale to the entire class.

At the end of the lesson, draw attention to how each student who narrated the tale, told it in a slightly different way. Ask students: What does this mean for how reliable Oral Literature is as a way of recording history or events?

## MODULE 8

# Household Jobs

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 55) (Short Vowel sound /ɒ/ and short vowel /æ/)	Reading And Comprehension (p. 56) (Answer all types of questions: 'who', 'what', 'when', 'why', 'where' and 'how')	Grammar Structure (p. 58) (Conjunctions: Subordinating and Co-ordinating)	Writing (p. 59) (Informal Letter)	Literature (p. 60) (Prescribed play: Introduce Figures Of Speech)
		Vocabulary Development (p. 57) (Words related to household jobs)			

## Objectives

The students should be able to:

**Listening And Speaking:** Listen to and pronounce the short Vowel Sound /ɒ/ as in ‘pot’ and compare it to the short Vowel /æ/. Correctly identify /ɒ/ sound in sentences

**Reading And Comprehension:** Read to be able to answer all types of questions: ‘what’, ‘where’, ‘when’, ‘why’ and ‘how’

**Vocabulary Development:** Learn and use new words related to household jobs

**Grammar Structure:** Identify Conjunctions and the Types Of Conjunctions: Subordinating and Co-ordinating, and use them correctly in sentences

**Writing:** Revise the features of Informal Letters, and write a letter using the format and writing style for an Informal Letter

**Literature:** Define and identify Figures Of Speech and how they are used in the prescribed Drama

## Resources

Student’s Book (pp. 55–60)

Examples of figures of speech used in drama text; prescribed text, dictionaries etc.

## Listening And Speaking

### Activity 1 (SB p. 55)

Read through the description of how to make the short Vowel sound /ɒ/ as in ‘pot’. Write these pairs of words below on the blackboard while you walk around looking at the mouth positions of the students and listening to their pronunciation of the words.

cat	cot
map	mop
cap	cop
lap	lop
sad	sod

Students read the words and pronounce the /ɒ/ sound in Activity 2. If you have access to the internet and a computer or smart phone, then let the class listen to the pronunciation of the /ɒ/ sound on: <https://teacherturbo.wordpress.com/2011/09/06/bbc-learning-english-pronunciation/>.

Students then work with a partner and take turns saying the sentences in Activity 3. Walk around the classroom and monitor their pronunciation. Watch closely what shape their mouths are in as they try to say the words, and the position of their tongues.

### Activity 4 (SB p. 55)

#### Answers

on, not, upon

#### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher’s Guide.

## Reading And Comprehension

### Activity 5 (SB p. 56)

#### Answers

- Mama, Pot, Odili and Olanna
- The Play takes place in the kitchen.

### Activity 6 (SB p. 56)

For Activity 6, read the Play while the students follow in their books. Dramatise your reading by changing your voice to suit the different characters and act out some of the actions. Make them laugh!

### Activity 7 (SB p. 57)

Read through the questions one at a time and get answers from the class.

#### Answers

- The Scene is taking place in the kitchen.
- They don’t have a refrigerator to keep the meat cold and fresh.
- The heat has caused bacteria to grow.
- Answers may vary but could include: Wash your hands thoroughly with soap and hot water, and dry them before handling *food*, after handling raw *food* – including meat, fish, eggs and vegetables – and after touching the bin, going to the toilet, blowing your nose, or touching animals, including pets.

- e) Olanna enters the scene after the music has played while Mama chases Odili as he tries to eat the stew.
- f) This is a comedy.

### Activity 8 (SB p. 57)

For Activity 8, divide the class into groups. While each group is dramatising the Play, walk around listening to their Pronunciation, Pitch and Pace and correcting or commending them as necessary.

## Vocabulary Development

### Activity 9 (SB p. 57)

Direct the class to list the words in Activity 9 and add their meanings in their exercise books.

### Activity 10 (SB p. 58)

Students do this matching activity by writing the sentences and the picture number in their exercise books.

### Answers

- a) 3; b) 4; c) 1; d) 2

## Grammar Structure

Ask students what words they use to join two sentences. Write their examples on the blackboard. Then read the text on page 58 of the Student's Book.

Ensure that students understand the distinction between Independent and Dependent Clauses, without which they will not be able to correctly identify Co-ordinating and Subordinating Conjunctions.

### Activity 11 (SB p. 59)

Students write their sentences for Activity 11 in their exercise books. When they have completed the exercise, go through the answers and let them correct their own work.

### Answers

- a) She washed the dishes, and dried them.
- b) He finished all his chores in the house, so he went outside to play.
- c) She didn't finish her chores because she was tired.

- d) She ironed all the clothes, but not the bed linen.
- e) He swept the leaves and watered the plants.

### Activity 12 (SB p. 59)

### Answers

- a) When my mother asks me to do so, I go to the shop.
- b) Although their fathers asked them to come indoors, the boys are riding their bicycles.
- c) Since she saw a spider (in it), our teacher doesn't like going into the storeroom.
- d) Rather than meeting at the shopping centre, we will play in the park.
- e) Because Junior Secondary 1 is more difficult than Primary 6, we have much more homework.

## Writing

The focus of this lesson is on the format, layout and writing style of an Informal Letter. Explain that letter writing is an important part of written communication.

If your students use cell phones and computers they will be familiar with text or SMS messages, email and other modern forms of informal communication. If so, direct them to the following address or read the extract to the class: <https://learnenglishteens.britishcouncil.org/magazine/life-around-world/lost-art-letter-writing>.

### Activity 13 (SB p. 59)

Read the activity instructions to the class. Ask them to study the model example and read the notes on the format, language and punctuation quietly to themselves.

### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Formal and Informal Letters on page 11 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Formal and Informal Letters on page 22 of this Teacher's Guide.

## Literature

Remind students that Figures Of Speech are ways of writing something in a way that is not literal, i.e. the words that are used are used in a way that carries a meaning different from the usual meaning. Ask students if they can give examples of such sentences or words. Read through the information in the textbox on page 60 of the Student's Book.

## Activity 14 (SB p. 60)

### Answers

- a) Irony;                      b) Simile;  
 c) Metaphor;                d) Simile;  
 e) Irony/Sarcasm;        f) Metaphor

## MODULE 9

# Let There Be Peace

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 61) (Long Vowel sound /ɔ:/)	Reading And Comprehension (p. 62) (Read to answer specific Questions and elicit an Opinion)	Grammar Structure (p. 64) (Identify types of Adverbs; functions and use them in sentences)	Writing (p. 65) (Write an Informal Letter to suit a situation)	Literature (p. 65) (Review the Literature texts and identify Figures Of Speech)
		Vocabulary Development (p. 64) (Words related to conflict resolution)			

## Objectives

The students should be able to:

**Listening And Speaking:** Listen to and pronounce the long **aw** Vowel sound /ɔ:/ as in 'raw' and recognise different spelling patterns for /ɔ:/ words

**Reading And Comprehension:** Read a given text in order to answer specific Questions and provide their Opinion

**Vocabulary Development:** Learn vocabulary for conflict resolution

**Grammar Structure:** Identify the types of Adverbs and their functions, and use them in sentences

**Writing:** Write a letter using the correct format for an Informal Letter, and on a given topic

**Literature:** Review the Literature texts and identify examples of Figures Of Speech in the given texts

## Resources

Student's Book (pp. 61–65)

Computer/internet access (optional), prescribed literature texts, dictionaries etc.

## Listening And Speaking

### Activity 1 (SB p.61)

Read through the description of how to make the **aw** sound /ɔ:/ from page 61 of the Student's Book. Let them practise the **a** and **aw** sounds with their partners. Then let them practise the sound in words.

Write the pairs of words below on the blackboard for students to practise with. Walk around looking at the mouth positions of the students and listening for the correct pronunciation of the words.

Short Vowel Sound /æ/ short a	cat	man	bad
Long Vowel Sound /ɔː/ long aw	caught	mourn	bored

If you have access to the internet and a computer or smart phone, then let the class watch and listen to the pronunciation of the /ɔː/ sound on: <https://teacherturbo.wordpress.com/2011/09/06/bbc-learning-english-pronunciation/>.

### Activity 2 (SB p. 61)

Once the students are pronouncing the **aw** sound correctly explain that the vowel /ɔː/ is one of the most difficult sounds to recognise because this sound doesn't exist in most languages besides English. It is also spelled in many different ways so it is also important to recognise the spelling patterns and learn as many words in that pattern as possible.

Before students work with their partners to pronounce the words, go through the spelling patterns in the list and ask them other words with that spelling pattern.

- Other /ɔː/ Vowel words spelled with **al** or **all**: 'tall', 'always', 'also', 'mall', 'fall'
- Other /ɔː/ Vowel words spelled with **aw**: 'awkward', 'law', 'awesome', 'hawk'
- Other /ɔː/ Vowel words spelled with **au**: 'caution', 'pause', 'laundry', 'clause'
- Other /ɔː/ Vowel words spelled with **or**: 'north', 'forth', 'or', 'for', 'more', 'tore', 'orphan'
- Exceptions: Explain that **ough** is often pronounced **aw** as in 'bought', 'fought' and 'brought'. Other words like 'water' and 'broad' are all pronounced with the **aw** sound.

### Activity 3 (SB p. 61)

When students have practised reading the sentences, they can write their own sentences using the different forms of spelling for the /ɔː/ Vowel.

### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

Explain that a comic strip is a sequence of drawings arranged in boxes or panels. Speech bubbles point to a character and indicate that they are talking.

### Activities 4 and 6 (SB p. 62)

Before you lead the discussion on conflict in the classroom, read the comic strip. Ask students: What caused the conflict between the characters? Why did Leo get upset when he thought Odili was cheating? Is it fair to others if you cheat? What other serious disagreements can students have with each other at school?

How did the teacher solve the problem?

- He tried to resolve the conflict by hearing both sides of the story.
- He did not allow name calling.
- He asked the boys to say how they felt about the problem.
- He asked them to say how they thought the other person felt about the problem.

### Activity 5 (SB p. 62)

#### Answer

- b) having a problem with other people

### Activity 7 (SB p. 63)

Students write their answers out in full in their exercise books. They should provide the correct explanation to correct the false statement.

#### Answers

- False, Odili is angry because Leo stopped the game by picking up the ball.
- False, the teacher wanted to hear both sides of the story.
- False, the teacher is pleased that the boys understand each other's point of view.
- False, Odili listens to Leo's side of the story.
- True

## Activity 8 (SB p. 64)

### Answer

Students' answers will vary. They must provide a reason/s for their opinions that refers to the text. Given an extra mark for students who quote directly from the text.

## Activity 9 (SB p. 64)

### Answer

Walk around the classroom and listen to the groups read the comic strip.

## Activity 10 (SB p. 64)

### Answers

'That was sore', '... tell me your story clearly and calmly', 'I picked up the ball peacefully and then he hit me hard!', 'I want us to listen carefully ...'

## Vocabulary Development

### Activity 11 (SB p. 64)

Help the students with this matching activity. They can write the words and their correct meanings out neatly in their exercise books.

Words	Meanings
a) positive	to be confident and certain in a situation
b) empathy	to understand and feel the thoughts and feelings of another person
c) acceptance	taking something that is offered, or believing information or a situation
d) compassion	a feeling of sympathy and sorrow for another person's suffering and trying to do something to help them
e) equality	the state of being equal, being the same, or being treated fairly or justly

### Activity 12 (SB p. 64)

#### Answers

- a) A positive attitude is needed when trying to resolve a conflict. You need to believe you can solve the problem.

- b) The teacher showed compassion to the boys as he tried to help them.
- c) Leo showed acceptance when he listened to Odili's story.
- d) The teacher didn't shout at the boys. He showed empathy and listened to them.
- e) The teacher treated both boys the same, with equality.

## Grammar Structure

### Activity 13 (SB p. 65)

Students can refresh their memories about the different Types Of Adverbs by reading the information on Types of Adverbs again on page 43 of the Student's Book. Once they have written their sentences into their exercise books read out the correct Adverb for each sentence and allow the students to correct their own work.

#### Answers

- (T)  
a) Yesterday Odili and Leo were playing soccer outside.
- (P)  
b) Odili spoke angrily to Leo.
- (M)  
c) The boys both should play fairly.
- (D)  
d) The boys almost became friends.
- (T)  
e) When it rains, they play soccer indoors.

## Writing

### Activity 14 (SB p. 65)

Remind students to use the self-evaluation checklist Writing/Informal Letters when checking their work.

Tell students that they should try to use the new vocabulary they have learnt in this module.

When students have completed their letters they 'deliver' it to their partner, who reads it and checks if it follows the format of the model letter in the Student's Book. If there is time they can read the letters to the class.

## Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Formal and Informal Letters on page 11 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Formal and Informal Letters on page 22 of this Teacher's Guide.

## Literature

Read the extract to the class for Activity 15.

### Activity 16 (SB p. 65)

Students' answers will all differ but the following key points should be contained in their paragraphs.

### Answers

**Plot and conflicts:** Asabe was promised in marriage to Chief Gaga by her traditional parents in exchange for financial assistance while she was growing up. Asabe is a gifted student at school, but when she reaches puberty Chief Gaga insists she give up school and live with him and his five other wives. Asabe falls pregnant. She gives birth to a girl who dies two days later. Asabe becomes ill from becoming pregnant too young and is sent back to Amadiora's hut until she is better. She is confused and gets lost. A young doctor, Alliu, finds her and takes her home to recover and get medical treatment. She hears that Chief Gaga has died and that she is free to continue her education. She goes back to school and gets a law degree. She and Alliu get married.

**Theme and message:** The main theme of the play is that forcing young girls into marriages with older men because this is a tradition but it is a form of child-abuse. All children, both boys and girls, should have the right to education. Asabe, through her determination and courage, triumphs over the restrictions on girl children, completes her education and fulfils her dream of serving her country by becoming a lawyer. Truly Education is a legacy for all. Train all your children.

### Activity 17 (SB p. 65)

Students' answers will vary. Students to provide relevant examples from text.

### Answers

- a) Students should write at least one paragraph of 100 words.
- b) The author's style includes common Narrative Techniques, such as a Third-person Narrator; Descriptive and Figurative Language; a variety of sentence lengths that communicate different Moods; varied Sentence Structures (for example sometimes starting with Subject, sometimes with Signal Words, and so on); Vocabulary that is rich and relatively complex, which creates the impression that the main Character is intelligent and capable of deep reflection; Direct Speech and Dialogue.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 66) (Long Vowel Sounds /i:/ and compare with the /ɪ/ sound)	Reading And Comprehension (p. 67) (Apply the SPQ3R Method and answer specific questions)	Grammar Structure (p. 69) (Parts Of Speech: Nouns, Verbs, Adverbs and Adjectives)	Writing (p. 70) (Paragraphs; Informal Letter)	Literature (Themes, Plots and Characterisation in prescribed texts)
		Vocabulary Development (p. 68) (Build Vocabulary related to given text)			

The main objective of this module is revision. Introduce each activity or section by reminding students about what they have learnt thus far for that section of the work, for example Grammar, Reading, and so on.

You could also use some of these activities as tests.

### Objectives

The students should be able to:

**Listening And Speaking:** Listen to and pronounce the long Vowel Sound /i:/ as in 'tree' and compare it to the short Vowel /ɪ/. Correctly identify the /i:/ sound in a poem

**Reading And Comprehension:** Scan the text to pick out the Main Ideas; formulate specific Questions about the text based on their Preview of the text; answer Questions about the text and justify their answers

**Vocabulary Development:** Learn and use new words related to the given text

**Grammar Structure:** Apply their knowledge of the following Parts Of Speech: Nouns, Verbs, Adverbs and Adjectives

**Writing:** Write Paragraphs and an Informal Letter using appropriate Language Structures

**Literature:** Recall their knowledge of the

Features Of Prose, Drama and Folktales; answer questions related to the Themes, Plots and Characterisations in the prescribed texts

### Resources

Student's Book (pp. 66–70)

### Listening And Speaking

#### Activity 1 (SB p. 66)

#### Answers

- /i:/ (long ee sound) (any two words):  
gleams; streams; sees (2)
- /ɪ/ (short i sound) (any seven words):  
in; its; it; fish; swimming; is; dish (7)
- /ɑ:/ (long ah sound) (any one word):  
dark; past (1) [10]

#### Activity 2 (SB p. 66)

Read the poem to the class using appropriate Expression and Tempo. Allow them to practice with a partner. Listen to each student read the poem to you and allocate a mark using the criteria in the rubric for Reading Aloud on page 12 of this Teacher's Guide.

### The shark

The shark  
Swims  
In the dark  
Of the deep  
Its eye gleams  
As it sees  
Streams  
Of gold fish—  
Bold fish  
Swimming too near  
For the shark is well aware  
That here  
Is a tasty dish  
Of fish  
And the shark lies  
In wait—  
No fisherman  
No flies  
No bait.  
And the fish swim past  
The shark follows—  
Fast,  
And swallows

### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 and Reading Aloud on page 12 of this Teacher's Guide.

## Reading And Comprehension

### Activity 3 (SB p. 67)

#### Answers

Despite an agreement between 46 countries, elephant poaching in Africa is still greater than the rate of growth of the elephant population. [4]

### Activity 4 (SB p. 68)

#### Answers

- False, the numbers of elephants are decreasing.
- True
- False, elephants are killed for their tusks.
- True

- False, there is no simple solution for illegal wildlife trade.
- True
- False, most of the poached ivory goes to China. [7]

### Activity 5 (SB p. 68)

Walk around while students discuss the problem and provide their solutions. Monitor their conversations for Grammatical Correctness and logical reasoning.

## Vocabulary Development

### Activity 6 (SB p. 68)

#### Answers

Words	Meanings
a) illegal	something which is against the law
b) poaching	to hunt or steal game without the landowners' permission
c) trade	the act of buying or selling goods or products
d) decreasing	becoming smaller or less
e) declaration	a formal public announcement
f) solution	the act of solving a problem or question
g) officials	people employed by the government and entrusted with particular jobs
h) crimes	an act or behaviour that is against the law

[8]

## Grammar Structure

### Activity 7 (SB p. 69)

Allocate two marks per correct Noun [8]

### Activity 8 (SB p. 69)

#### Answers

- Ikemdi is studying woodwork. He wants to be a carpenter when he finishes school.
- Nwamaka is very interested in science and helping people. She wants to study medicine.

- c) Chinomso and Osita are excellent soccer players. They want to play on the Nigerian team.
- d) Our class is rehearsing for a school concert. We are singing three songs.
- e) My sister's class is rehearsing this afternoon. They are performing a dance. [5]

### Activity 9 (SB p. 69)

Students' answers will vary. [8]

### Activity 10 (SB p. 69)

#### Answers

- a) When we go on holiday, I shall swim in the sea.
- b) People like that woman need help. (Subject 'People' is Plural)
- c) I wish he was sleeping right now. (Continuous Tense, 'he' takes singular auxiliary)
- d) The number of children in my class is increasing every year. (Subject 'The number' is singular) [8]

### Activity 11 (SB p. 69)

#### Answers

- a) When I was a young boy, my father told me these years were the best of my life. (Demonstrative)
- b) Many years later I realised that he was wise. (Indefinite)
- c) The man lifted his suitcase and threw it into the green car. (Possessive)
- d) What game will they play in the small park? (Interrogative) [8]

### Activity 12 (SB p. 70)

#### Answers

- a) The amazing dancers flew across the stage. (Attributive)
- b) The woman is old but she still has a youthful mind. (Predicative, Attributive)
- c) The dry wind fanned the flames and now the fire is huge. (Attributive, Predicative) [9]

Students' sentences will vary.

### Writing

#### Activity 13 (SB p. 70)

Refer students to the Student Self-Assessment Checklist: Narrative Essay to guide them through the activity.

#### Activity 14 (SB p. 70)

Refer students to the Student Self-Assessment Checklist: Formal and Informal Letters to guide them through the activity.

#### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Formal and Informal Letters on page 22 of this Teacher's Guide.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 71) (Recall and identify Vowel Sounds learnt in Term 1)	Reading And Comprehension (p. 72) (Read for Retention and Recall)	Grammar (p. 73) (Recall and use Parts Of Speech)	Writing (p. 74) (Write an Informal Letter)	Literature (p. 74) (Identify Figures Of Speech)
		Vocabulary Development (p. 72) (Match phrases to their meanings)			

### Objectives

The students should be able to:

**Listening And Speaking:** Recall and identify Vowel Sounds learnt in Term 1

**Reading And Comprehension:** Read for Retention and Recall, and to answer specific Questions

**Vocabulary Development:** Match phrases to their meanings in the given text

**Grammar Structure:** Recall and use Parts Of Speech correctly that were learnt in Term 1

**Writing:** Structure and write an Informal Letter

**Literature:** Identify Figures Of Speech

### Resources

Student's Book (pp. 71–74)

Computer/internet access (optional), CD player and CDs of Femi and Fela Kuti's music, dictionaries etc.

### Listening And Speaking

#### Activities 1 and 2 (SB p. 71)

Read the words to the students and have them repeat the words.

The students can now repeat the words to their partners, each having a turn to say the words. Ask for volunteers to use the words in sentences.

The students can then work in pairs to identify two more examples of the Vowel sounds from Activity 1. Ask for volunteers to share their examples and write them on the board. Read the extended lists of words on the blackboard with the students.

#### Activity 3 (SB p. 71)

Read the words to the students and have them repeat the words aloud. The students can complete this activity individually in their exercise books.

Once all the students have completed the activity, ask for volunteers to share their answers with the class. Write the answers on the blackboard so the students can correct their answers if needed.

#### Answers

- a) hand – /æ/; b) people – /i:/; c) cheese – /i:/;  
d) are – /ɑ:/; e) rent – /e/; f) roar – /ɔ:/;  
g) gnat – /æ/; h) guard – /ɑ:/; i) pour – /ɔ:/;  
j) clock – /ɔ:/; k) niece – /i:/; l) lead – /e/

#### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activities 4 and 5 (SB p. 72)

Divide the students into pairs and have them read and discuss the questions for Activity 5 prior to reading the text. Ask for volunteers to share their thoughts with the class and discuss them.

Read the text to the class, while the students follow in their Student's Books. Have the students read through the text silently, before re-reading and then answering the questions in their exercise books. Once all the students have completed the activity, ask for volunteers to share their answers and allow the class time to correct their work.

Have the class prepare the text for a prepared reading activity. Remind them to use expression and to speak slowly and clearly.

### Answers

- A famous Nigerian singer, and son of Fela Kuti.
- His music and political activism
- This question requires the students to infer that the name of the band refers to Kuti's political activism and that his aim is to improve society.
- He won a Headies Hall Of Fame award and is a presenter on Nigerian Idol.
- North America (the USA)
- Political activism is the activity/behaviour that aims to change society politically (i.e. through the state, or government).
- Students' answers will vary. Give marks for reasoning.

## Vocabulary Development

### Activity 6 (SB p. 72)

Read this activity to the class. Discuss the words in each phrase and their individual meanings.

Then give the class a set time to do the activity in their exercise books. Then, ask for feedback from volunteers. Write the correct meaning of each phrase on the blackboard. Then, read through all the phrases as a class on completion of Activity 6.

## Answers

Phrases	Meanings
a) signed with	made a deal or entered into a contract
b) raise awareness of	draw attention to
c) poor living conditions	bad or unhealthy lifestyle caused by poverty
d) considered to be	according to the opinion of people

## Grammar Structure

### Activities 7 to 10 (SB p. 73)

Read the activities on page 73 of the Student's Book to the class and have the students complete the activities individually. Once the students have completed the work, allow them to discuss the answers in pairs before asking for volunteers to share their answers with the class. Make sure all the students have successfully completed the activities as this is a revision module for Grammar Structure.

### Activity 7 (SB p. 73)

#### Answers

Noun	Verb	Adjective	Adverb
attraction	attract	attractive	attractively
competition	compete	competitive	competitively
memory	memorise	memorable	memorably
inclusion	include	inclusive	inclusively
mystery	mystify	mysterious	mysteriously
terrifier	terrify	terrified	terrifyingly
selection	select	selective	selectively

### Activity 8 (SB p. 73)

#### Answers

- I thought that my mother was going to be late for my concert.
- You need to look after your belongings!
- He asked her if she knew where his house was.
- We took our lunch to the park and ate it early.

- e) They tidied up their mess, so the teacher was impressed with them.
- f) Which dog is yours?

### Activity 9 (SB p. 73)

#### Answers

- a) The squirrel buried the acorns below the ground.
- b) The dog ran from the busy road.
- c) The cat climbed over the fence.
- d) The lioness hunted without her cubs.
- e) The giraffe walked through the park.

### Activity 10 (SB p. 73)

#### Answers

- a) We went to the park on Saturday and played with our friends. And we played with our friends, when we went to the park on Saturday.
- b) They were late for the bus because it was pouring with rain outside! Because it was pouring with rain outside, they were late for the bus!
- c) He was very nervous for the race although he had trained very hard. Although he had trained very hard, he was very nervous for the race.
- d) She ate an ice cream, while her brother ate a waffle. While her brother ate a waffle, she ate an ice cream.
- e) The teacher laughed out loud when Simon told her a funny joke. When Simon told her a funny joke, the teacher laughed out loud.

#### Answers

Figure of speech	Definition	Example
Personification	Human qualities given to inanimate things	a) The sun is shining down The boat hugged the shore
Alliteration	Same consonant sound at the start of every word	b) When Sally seems to sit somewhere separate from Sonia Caleb calls Chris because he's coming to California...
Assonance	Vowel sound repetition	c) The rain in Spain falls mainly in the plains
Hyperbole	An exaggeration of something	d) That's like a million times harder
Onomatopoeia	Using words like the sounds they make	e) Buzz, ding, hiss, roarrrr
Metaphor	A comparison of two things, without the words 'like' or 'as'	f) My mind is an ocean;
Simile	A comparison of two things, using the words 'like' or 'as'	g) My mind is like an ocean; it's as smooth as jazz

## Writing

### Activity 11 (SB p. 74)

Read the information about what the students have to do for their writing activity. Revise the Informal Letter format with the class prior to them beginning the activity by using the checklist.

Remind the students to read through their work on completion thereof and to check for any Spelling, Grammar or Structural Errors. The students can share their letters with their fellow students once everyone has completed their letters and give each other feedback.

#### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Formal and Informal Letters on page 11 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Formal and Informal Letters on page 22 of this Teacher's Guide.

## Literature

### Activity 12 (SB p. 74)

Discuss Figurative Language with the class and the importance it has in English.

Read through Activity 12 with the class and have them complete the activity individually first, before discussing their answers in pairs. Once the class has completed the activity, ask for volunteers to share their answers.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 75) (Identify the /ʊ/ sound)	Reading And Comprehension (p. 76) (Read to answer specific questions by retaining information and recalling it)	Vocabulary Development (p. 78) (Homophones)	Writing (p. 79) (Write a Formal Letter)	Literature (p. 80) (Read for Main and Supporting Ideas; Introduce Folktales)
			Grammar Structure (p. 78) (Identify features and functions of Adverbs)		

## Objectives

The students should be able to:

**Listening And Speaking:** Identify the /ʊ/ sound in words

**Reading And Comprehension:** Read to answer specific questions by retaining information and recalling it

**Vocabulary Development:** Identifying differences in Homophones

**Grammar Structure:** Identify features and functions of Adverbs, using them correctly in sentences

**Writing:** Use the correct structure and write a Formal Letter, using the correct Tone in the letter

**Literature:** Read for Main and Supporting Ideas. Introduce Folktales

## Resources

Student's Book (pp. 75–81)

Examples of Nigerian Folktales, dictionaries, etc.

## Listening And Speaking

### Activities 1 and 2 (SB p. 75)

Explain how to make the sounds by reading the text on page 75 of the Student's Book. Then make the sounds and get students to do so along with you as a class activity. Then ask students to turn to their partner, and make the

sounds. Walk around the class and monitor their pronunciation, and correct as needed.

Then read Activity 2 to the students and have them complete the activity with their partners. Once the students have completed the activity, ask for volunteers to pronounce the words for the class.

### Activity 3 (SB p. 75)

Read through Activity 3's instruction while students follow in their books. Then ask students to complete the sentences by writing the answers in their exercise books.

Check the answers a class activity by asking for volunteers to read out their answers. Correct any pronunciation errors.

Write the correct sentences on the board so that students can mark their answers. Students then practise the sentences with a partner. Again, monitor their pronunciation by walking around the class while they practise.

## Answers

- Stirring sugar in tea will make it sweet.
- Malik chopped the wood to make a fire.
- I rested my head on a soft cushion.
- Tola will cook the yams for supper tonight.
- The butcher cut up the meat for us and wrapped it in paper.

## Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activities 4 and 5 (SB pp. 76–77)

Introduce Activity 4 by asking students to tell you what a dialogue is. Ask them: In what types of texts do we often find dialogues? Why do we sometimes include dialogues in texts such as the ones we've mentioned?

The students can pair up and read through the dialogue, each person having a turn to read both parts. Walk around the class and monitor their reading thereof. On completion of reading the dialogue, have the students read through the questions together, before answering Activity 5 in their exercise books.

Collect the books to mark the activity.

### Activity 5 (SB p. 77)

#### Answers

- False. Hasan made some terrible mistakes in his conversation with Gowon.
- True
- False. If you are well, you say you are fine.
- True
- True
- False. English is used to communicate with other people in the world.

## Reading Evaluation

Select a few students who have not yet had their Reading Skills assessed. Ask them to prepare two or three Paragraphs from the comprehension text for Reading Aloud. Give them the criteria from the Checklist for Reading Aloud on page 9 of this Teacher's Guide. Explain that you will be using these criteria to evaluate their Reading Aloud Skills. Call them up individually and ask them to read to you. You can use the Rubric for Reading Aloud on page 12 of this Teacher's Guide to evaluate their reading. Record the mark in your Record Book.

## Vocabulary Development

### Activities 6 and 7 (SB p. 78)

Read the words in the boxes for Activity 6 to the class. Ask for volunteers to make up sentences with the words. Read Activity 6 to the class and have the students complete the activity individually before asking the students to share their answers with the class. Write the answers on the blackboard.

Allow the students to read and discuss Activity 7 with their partner before answering the activity individually in their exercise books. Ask for volunteers to share their answers with the class once all the students have completed the activity. Ask the students to create sentences for the word which was not used in each case. Help the students to understand the differences between the two words and why one works where the other word does not.

### Activity 6 (SB p. 78)

#### Answers

- a) a delicious meal; b) a melodious song;
- c) a friendly neighbour; d) an elegant dress;
- e) a comfortable chair

### Activity 7 (SB p. 78)

#### Answers

- Who's eaten my lunch? (Explain the principle behind choosing 'who's' (who has) instead of 'whose' (possessive of who). This is a common error (choosing 'whose' instead of 'who's') so ensure students understand why 'who's' is correct.)
- You're not leaving class right now.
- The teacher was beside herself with anger. (Explain the meaning of 'beside herself', i.e. so very angry that she is overcome by it.)
- He is determined to proceed with his speech.
- The winning team won complimentary tickets to the national football match. (Explain the difference in meaning of 'complimentary' (free or admiring) vs 'complementary' (which completes something, for example: The serving spoons are a complementary part of the dining service.)

## Grammar Structure

### Activities 8 and 9 (SB p. 79)

Read the information about Adverbs on page 78 of the Student's Book to the class. Allow the students time to read through it individually and to then ask questions if they are unclear about anything.

Work through Activity 8 as a class, asking the students to create sentences with each Adverb.

Once you have explained Activity 9 to the class, have the students complete it individually. Once all the students have completed the activity, ask for volunteers to share their answers with the class.

### Activity 8 (SB p. 79)

#### Answers

- She laughed happily.
- They yawned wearily.
- I shouted loudly.
- He waited patiently.

### Activity 9 (SB p. 79)

#### Answers

- The fishermen carefully hauled in the fish. (Manner)
- The children were playing frequently. (Frequency)
- The policeman was amazingly friendly. (Degree)
- They drove rarely. (Manner)
- We regularly eat at my grandmother's house. (Frequency)

## Writing

### Activities 10 and 11 (SB p. 79)

Have the students read the information about how to lay out a Formal Letter on page 51 of the Student's Book with a partner. Ask them to identify the differences between an Informal and a Formal Letter. Discuss the layout as a class.

Read the activity to the students and have them complete the letter writing individually, and ensure that they have gone through the checklist provided before allowing a partner to read through their work and give feedback.

Collect the letters to mark them. Make sure the students have got the layout correct.

#### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Formal and Informal Letters on page 11 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Formal and Informal Letters on page 22 of this Teacher's Guide.

## Literature

### Activities 12, 13 and 14 (SB pp. 80–81)

Read through Activity 12 with the class. Allow the students time to read through it again with their partner and allow them to discuss the pictures and information provided.

Ask the students if they can recall any Folktales told to them by their parents or grandparents. Allow volunteers to share their Folktales with the class. Discuss each Folktale, using the information from Activity 12 as a starting point. Have the students prepare a Folktale from home, which they can share with the class as an oral speaking activity.

Then, read the *Aesop Fable* below to the class and have the students discuss the answers to the questions in groups, before discussing them as a class.

#### The Young Crab And His Mother

'Why in the world do you walk sideways like that?' said a Mother Crab to her son. 'You should always walk straight forward with your toes turned out.'

'Show me how to walk, mother dear,' answered the little Crab obediently, 'I want to learn'.

So the old Crab tried and tried to walk straight forward. But she could walk sideways only, like her son. And when she wanted to turn her toes out she tripped and fell on her nose.

### Activity 13 (SB p. 81)

#### Answers

- The characters are a mother crab and her little son crab.

- b) They are animal characters.
- c) The Mother Crab tells the little Crab to walk straight and not sideways, which he cannot do. When he asks his mother to show him, she can also only walk sideways.
- d) Yes. The moral of the lesson is: Do not tell others how to act unless you can set a good example.

### Activity 14 (SB p. 81)

Read through the text about Prose. Be sure to link it back to the previous discussion about Plot, Characterisation and Style.

Ask students to tell you about the Themes and Settings of any other pieces of Prose (i.e. besides the recommended text) they have read.

Then, allow students to complete the activity individually. Take in their books for marking.

### Answers

- a) The setting is around a fire at the native doctor's compound.
- b) The Theme of the Scene is that people are sometimes confronted by morally complicated situations.

MODULE
3

The Library

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 82) (Identify the /u:/ sound)	Reading And Comprehension (p. 83) (Answer specific questions by making projections)	Grammar Structure (p. 85) (Features and functions of Present Tense Verbs)	Writing (p. 86) (Formal Letter)	Literature (p. 87) (Basic features of Poetry and Poetic Language)
		Vocabulary Development (p. 85) (Words related to the library)			

## Objectives

The students should be able to:

**Listening And Speaking:** Identify the /u:/ sound in words

**Reading And Comprehension:** Read to answer specific questions by making projections about what happens in the text

**Vocabulary Development:** Using a dictionary to understand the meaning of words related to the library

**Grammar Structure:** Identify features and functions of Present Tense Verbs, using them correctly in sentences

**Writing:** Use the correct structure and write a Formal Letter, using the correct Tone in the letter

**Literature:** Understand the basic features of Poetry and Poetic Language

## Resources

Student's Book (pp. 82–88)

Examples of Nigerian poetry, CD player, 'The fish and the leopard's wife' on CD, dictionaries etc.

## Listening And Speaking

### Activities 1, 2 and 3 (SB p. 82)

Practise saying the /u:/ sound as a class as instructed on page 82 of the Student's Book, i.e. by first saying the /ɔ:/.

Read through the words in the boxes on page 82 to the class and have the students identify the common sound in each word. Repeat the words to the class, this time have the students say each word after you.

Students can then practise the sounds with a partner.

For Activity 3, work together as a class to make up as many sentences as possible with the words on the blackboard. Ask the students to now write their own sentences with the words on the blackboard, in their exercise books.

### Answers

Student's sentences will vary.

#### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activities 4 and 5 (SB pp. 83–84)

Read the questions for Activity 4 to the class and divide the class into groups of four students to discuss the questions. Once the groups have had sufficient time to answer the questions, ask for feedback from each group.

Allow the students to read the story *Library Time!* individually, before they read and discuss the questions with their partner. Have the students answer the questions in their exercise books individually. Collect the work for marking, to identify the students' level of understanding.

### Activity 5 (SB p. 84)

#### Answers

- a) Garba went to the library to do research for his school project.

- b) Garba used research materials at the library: encyclopaedias, archive material, and other reference books.
- c) Mr Mendebe is Garba's class teacher. Mr Mendebe arranged for the books to be put aside for the whole class.
- d) The librarian wrote down the Dewey Decimal Numbers so that Garba could have a way of finding the books on the shelves.
- e) Garba needed to return the books to the library in two weeks' time.
- f) 'Plagiarise' means to copy information from a different source, word-for-word, and not change the information into your own words.
- g) Garba will get good marks. He is going to put in a lot of time and effort.

## Vocabulary Development

### Activities 6 and 7 (SB p. 85)

Read and explain Activities 6 and 7 to the class and have them work individually to complete both activities in their exercise books. Once the students have completed the activities, ask for volunteers to share their answers with the class. The students can mark their own work.

### Activity 6 (SB p. 85)

#### Answers

- a) I enjoy non-fiction books because they are factual.
- b) The librarian used a catalogue as it helped her to find the exact book I was looking for.
- c) Encyclopaedias and dictionaries are found in the reference section of the library.
- d) The headline for the newspaper article was so interesting, I decided to read the whole article.
- e) If you are enjoying a book, take note of the author so you can read another one of his or her books.
- f) Make sure you add a bibliography to the end of your project.

## Activity 7 (SB p. 85)

### Answers

Words	Meanings
a) biography	story of a person's life written by someone else
b) autobiography	story of a person's life written by that person
c) fiction	made up story
d) research	looking for information about a specific topic or subject
e) circulation desk	the place in a library where they give out books and check them back in
f) encyclopaedia	set of books giving information on many subjects
g) framework	an outline or plan

## Grammar Structure

### Activities 8 and 9 (SB p. 86)

Read the information about the Simple Present Tense on page 85 of the Student's Book to the students. Make sure the students understand what the Present Tense is and how it is used in different sentences. Have the students create a few examples of their own with their desk mate, before moving on to the activities.

Explain Activities 8 and 9 to the class and have the students complete the activities individually. Once all the students have completed the activities, ask for volunteers to share their answers. Allow the students time to ask you for help should they have difficulty in answering the questions correctly.

### Activity 8 (SB p. 86)

#### Answers

- The librarian stamps the books.
- I read books in my bedroom at night.
- The helicopter flies across the sky.
- They plunge into the icy sea water.
- The runner rushes to the finish line.

## Activity 9 (SB p. 86)

### Answers

- The leaves rustle in the wind.
- The raindrops patter on the roof.
- The key falls off the key ring.
- The spectators applaud the winner.
- The bright star twinkles in the night sky.

## Writing

### Activity 10 (SB p. 86)

Ask the students to discuss the difference between a Formal and Informal Letter. Ask the students for feedback from their discussions. Explain to the students what they are required to do for Activity 10. Allow the students to ask any questions before they begin.

Remind the students to carefully follow the guidelines which have been laid out for them.

On completion of their letters, the students can read their partner's letter and give feedback on it, before the students hand their work in to be marked.

### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Formal and Informal Letters on page 11 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Formal and Informal Letters on page 22 of this Teacher's Guide.

## Literature

### Activities 11 and 12 (SB pp. 87–88)

This is the students' first introduction to the Features Of Poetry so take time to illustrate via example, the Features Of Poetry on page 87 of the Student's Book.

Begin the lesson by reading the Poem out loud. Then ask students to read the Poem as a class. In this way, they can mimic the Rhythm and Pronunciation with which you read the Poem initially.

Then, work through the text about Poetry in the information box on page 87.

Use other Poems to illustrate the Features Of Poetry that are discussed in the information box.

Students can then do Activity 12. Either collect their books for marking, or work through the answers with the whole class.

### Activity 12 (SB p. 88)

#### Answers

- a) The Tone of the Poem is funny and light-hearted. But it has an underlying, serious message.
- b) The message of the Poem is that of tolerance of others' behaviour as we all behave in a way that irritates others at some point.

- c) Yes. Alliteration: 'brother', 'mother', 'another', and so on. Irony: 'One little brother is exactly like another' and 'every little brother misbehaves a bit'. Simile: 'is exactly like another'.
- d) said–bed; change–strange; bother–father
- e) The answer to this question is actually in the information box on page 87. The keys are to refer students to the Stress and Intonation, Line Length, and Pace that create a specific Rhythm.

MODULE
4

Marriage

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 89) (Identify the /ʌ/ sound)	Reading And Comprehension (p. 90) (Answer specific questions by retaining information and recalling facts and ideas)	Grammar Structure (p. 92) (Features and functions of the Simple Past Tense)	Writing (p. 94) (Writing a Story using guidelines)	Literature (p. 94) (Identify and differentiate between Types Of Poetry)
		Vocabulary Development (p. 92) (Words related to marriage)			

### Objectives

The students should be able to:

**Listening And Speaking:** Identify the /ʌ/ sound in words

**Reading And Comprehension:** Read to answer specific questions by retaining information and recalling facts and ideas

**Vocabulary Development:** Looking up the meanings of words related to marriage

**Grammar Structure:** Identify features and functions of the Simple Past Tense, using them correctly in sentences

**Writing:** Write a Story about 'The Federal Road Safety Commission', using guidelines

**Literature:** Identify and differentiate between Types Of Poetry

### Resources

Student's Book (pp. 89–95)

Computer/internet access (optional), examples of different types of poetry, dictionaries etc.

## Listening And Speaking

### Activities 1, 2 and 3 (SB p. 89)

Explain to students how to make the /ʌ/ sound. Write the Phonetic Symbol on the board. Then, say the sound out loud for the students. Have them practise it with you as a class and then with their partners. Walk around the class and monitor their pronunciation and the shape of their mouths.

Next, read the words in Activity 2 to the students and have them identify the common sound in all the words. Read through the words again, this time have the students repeat the words after you, and then do so with their partners. Ask the students to make up sentences with the words, with their partners.

Once the students have completed their sentences, ask them to read and complete Activity 3 with their partners. Ask for volunteers to share their answers with the class once they have completed the activity. The students can now take turns, with their partners, to read through the completed paragraph.

### Activity 3 (SB p. 89)

#### Answers

My mother and father live in the country and will need to take a bus and then a train to reach my house in the city. Public transport is very good in the city but it is not always on time in the country. My brother will collect them on Monday morning. He will be wearing his raincoat as there is so much rain at the moment, we are sure it might even flood. But we love our parents so much, not even the heavy rains will stop us from going to fetch them at the station!

#### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activities 4 and 5 (SB p. 90)

Let students read and consider the questions for Activity 4. Allow them time to discuss the questions with their partners. Share ideas as a class.

Then, allow the students to read through the story *Two Couples* with their partners. Monitor their reading by walking around the class. Correct pronunciation and pace as needed. Students can then answer the questions individually in their exercise books.

Collect the books to mark the activity.

### Activity 5 (SB p. 91)

#### Answers

- Both couples were about the same age and had recently got married, which is why they were good friends.
- No, the couples were not the same in every way. One couple was a happy couple, while the other was a couple who fought.
- The one couple would often fight as they would always see themselves as being right and refused to compromise.
- They eavesdropped on the conversations of the other couple, and learnt their secret.
- The one couple always appeared happy as they would show they cared for their partner and were willing to compromise on the small things in life.
- Students to give their own answer. Award marks for a well-reasoned answer.

## Vocabulary Development

### Activities 6 and 7 (SB p. 92)

Read Activity 6 to the class and have them work with their partner to complete the activity. Once the pairs have completed the activity, ask for volunteers to share their answers with the class.

Divide the class into groups of four or five students per group and have them read and discuss Activity 7 together. Once they have completed their group discussion, ask for feedback from the groups and continue the discussion if necessary. You could use this as a Listening And Speaking evaluation exercise.

## Activity 6 (SB p. 92)

### Answers

Words	Meanings
a) engagement	a formal agreement to get married
b) fiancé	the man who the lady intends to marry
c) fiancée	the lady who the man intends to marry
d) dowry	property or money brought by the bride to her husband when they get married
e) wedding	the joining of a husband and wife
f) vows	solemn promises between husband and wife
g) witness	a person who sees the marriage taking place
h) bride	a woman at the time of her wedding
i) bridegroom	a man at the time of his wedding
j) marriage	a ceremony and reception take place
k) union	joining two people together
l) newlyweds	recently married people

## Grammar Structure

### Activities 8, 9 and 10 (SB p. 93)

Read the information about the Simple Past Tense to the class. Have them read through it again with their partner and discuss the examples given. Ask the students if they are able to see the differences between Present and Past Tenses.

Work through Activity 8 as a class, discussing the answers.

Explain Activities 9 and 10 to the class and have them complete the activities individually. Once all the students have completed the activities, ask for volunteers to share their answers with the class.

Make sure all the students have a good understanding of the Simple Past Tense, assist where necessary.

## Activity 8 (SB p. 93)

### Answers

- My sister got married last year.
- I bought cowrie shells and made a beautiful necklace.
- The dressmaker sewed the dress yesterday.
- We ate the fish last night for supper.
- The groom slept on the way to the reception.
- We washed the car for the ceremony.
- The chef cooked a delicious meal.

## Activity 9 (SB p. 93)

### Answers

- The horse galloped across the field.
- The small child toddled into the next room.
- The thief sneaked out of the room.
- The soldiers marched through the city.
- The injured soccer player limped from the field.
- The happy girl danced through the room.

## Activity 10 (SB p. 93)

### Answers

Subjects	Simple Past Tense Verbs
a) The bell	<u>rang</u> .
b) Feet	<u>shuffled</u> along the road.
c) Branches	<u>scraped</u> the window.
d) The tired sailor	<u>yawned</u> .
e) The cup of tea	<u>was</u> hot.
f) The hungry baby	<u>cried</u> .

## Writing

### Activity 11 (SB p. 94)

Read Activity 11 to the class. Work through all the guidelines given on page 94 of the Student's Book. Make copies of the self-evaluation checklist Writing/Expository Essay and give these to students. Alternatively, write the checklist on the board. Tell students that they must use the checklist to check their work before submitting it. Students will need to do

more research about the FRSC in order to write the information text. Provide this information for them, or refer them to internet sites (if you have access to the internet).

[www.frsc.gov.ng](http://www.frsc.gov.ng) [https://en.wikipedia.org/wiki/Federal\\_Road\\_Safety\\_Corps](https://en.wikipedia.org/wiki/Federal_Road_Safety_Corps).

Allow the students time to read the work of one of their classmates and to give feedback on it before handing their completed essay in to be marked.

### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Expository Essay on page 10 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Expository Essay on page 19 of this Teacher's Guide.

## Literature

### Activity 12 (SB p. 94)

Read the information on page 94 of the Student's Books about the Types Of Poetry. If possible, bring along examples of each type (Epic, Lyric and Dramatic) and read these to the students and have them identify the Type Of Poem.

Explain to students that Poetry can be a form of Oral or Written Literature. Ask them if they can think of any examples of Oral Poetry (for example Praise Poems or popular songs) and add to or provide examples of these.

Students can then read through the texts on page 94 of the Student's Book before completing Activity 11 individually.

Share the answers with the class as a class activity in order to ensure that the whole class understands the concepts that have been tested in the questions.

### Answers

- a) Lyric poem: expresses feelings; romantic love is the theme.

## MODULE 5

# Memories

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 96) (Identify the /ʒ:/ sound)	Reading And Comprehension (p. 97) (Author's Mood and Expression)	Grammar Structure (p. 98) (Features and functions of the Present Continuous Tense)	Writing (p. 99) (Narrative Essay)	Literature (p. 100) (Features Of A Drama)
		Vocabulary Development (p. 98) (Synonyms)			

## Objectives

The students should be able to:

**Listening And Speaking:** Identify /ʒ:/ sound in words

**Reading And Comprehension:** Read to understand the author's Mood and Expression used in the passage

**Vocabulary Development:** Identify Synonyms, pronounce words correctly and understand the meanings of different types of memory

**Grammar Structure:** Identify features and functions of the Present Continuous Tense, using them correctly in sentences

**Writing:** Write a Narrative Essay: 'The most memorable day of my life'

**Literature:** Understand and identify the Features Of A Drama in a given text

## Resources

Student's Book (pp. 96–102)

Examples of Nigerian Folktales about magic, CD player, CD with *The King's Drum* on it, dictionaries etc.

## Listening And Speaking

### Activity 1 (SB p. 96)

Explain to students how to pronounce the /ʒ:/ sound. Show them the position of the lips as one makes this sound. Then have them practise the sound out loud as a class.

### Activity 2 (SB p. 96)

Remember: when pronouncing the /ʒ:/ sound, your lips need to be in the neutral position.

Read through the words in the blocks on page 96 of the Student's Book to the students and have them identify the common sound in all the words. Read through the words again, but have the students repeat the words after you. Ask for volunteers to create a sentence with each word from the list.

### Activity 3 (SB p. 96)

Read through Activity 3 with the class and have them work with their partners to complete the activity. Once the students have completed the activity, ask for volunteers to share their answers.

Listen to as many different answers as possible.

## Answers

a) learn; b) term; c) returns; d) stern; e) flavour; f) skirts; g) hurt

### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activities 4 and 5 (SB p. 97)

Start the lesson by asking students to tell you what they remember about Tone. Ask them how the Tone Of A Poem is created by the author (Word Choice, Rhythm, Sentence Length). Then say: The Tone expresses the writer's feelings/opinion about events or things or other people. The Mood of the piece contributes to the information we are given by the author about the tone.

Read through the information in the literature box on page 97 of the Student's Book. Ask students to give you examples of Settings and words that would match the following Moods: 'angry', 'hopeful' and 'brave'.

Students can then complete the activity in their exercise books individually. Take in their exercise books for marking so that you have a clear idea of their understanding of this topic. In another lesson, work through the answers with students in order to correct misunderstanding.

### Activity 5 (SB p. 97)

#### Answers

- There are two Moods in this piece. The first part of the text is fearful and expresses powerlessness ('tall rocks', 'fierce sea', 'fear of', 'against their wills', 'clinging castaways', 'pray'). The Mood changes in the second half to one that is calm and soothing and expresses feelings of safety ('kinder than you think', 'soft sand', 'song from the trees', 'soothe you', 'grove', 'fruits').
- There are two Settings; to express the two Moods.

- c) Yes – see (a)
- d) benevolent – kind; sentinels – soldiers or guards who keep watch; parched – extremely thirsty. They relate back to the Mood of the two Settings in the piece and the feelings of the writer about each Setting.
- e) The repetition creates a soothing Rhythm that mimics the soothing Mood of that part of the text.

## Vocabulary Development

### Activity 6 (SB p. 98)

Work together as a class to read through this activity and say the words aloud. Ask for a number of volunteers to create sentences with the words from the list.

Have the students learn the words (give them 5–10 minutes) and then do a quick spelling test with the students.

Then have the students do the matching exercise. Take in their books for marking so you can evaluate their vocabulary.

### Answers

Words	Meanings
a) yield	to produce or provide something
b) bitter	a bad taste or smell, or feelings of hurt, anger or resentment
c) sentinel	a soldier or guard who stands watch
d) parched	extremely thirsty
e) castaway	someone who has been shipwrecked
f) refugee	someone who is forced to leave their country to escape war or persecution
g) benevolent	having good intentions or being kind
h) grove	a group of trees, a small forest

## Grammar Structure

### Activities 7 and 8 (SB pp. 98–99)

Revise Present Tense with the class and ask them for a few sentences about the Present Tense. Read

the information about the Present Continuous Tense to the students. Have the students read through it quietly again and allow them to ask any questions if necessary.

Read through Activity 7 with the class and complete the activity verbally, as a class. Make sure all the students participate in adding their thoughts.

Have the class read through and complete Activity 8 individually in their exercise books. Collect the books in for marking.

### Activity 7 (SB p. 98)

#### Answers

Students' answers will vary. But below are some examples:

I am working hard at school.

I am working very slowly.

You/We/They are working hard at school.

You/We/They are working very slowly.

He/She/It is working hard in school.

He/She/It is working very slowly.

### Activity 8 (SB p. 99)

#### Answers

a) I am waking up early this morning.

b) The sun is rising.

c) I am lying in bed.

d) My mother is bringing me tea in bed.

e) We are brushing our teeth.

f) You are turning 13 today.

g) My parents are cooking breakfast.

## Writing

### Activity 9 (SB p. 99)

Ask the students to think about what makes a day become a happy/enjoyable day to them. Now ask them which day stands out in their memories as the best day they have ever had. What made it 'the most memorable'?

Read through Activity 9 with the class and pay careful attention to the steps that are laid out for them to follow. Give students the checklist Writing/Narrative Essay and work through this with them. Remind them to use the checklist to check their work before submitting it.

Make sure the students plan their work carefully before starting their final working.

Collect their rough work/mind map at the same time as they hand in their finished essay. Give them a mark for this draft as well so they are aware of the importance of planning their work.

### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Narrative Essay on page 9 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Narrative Essay on page 16 of this Teacher's Guide.

## Literature

### Activity 10 (SB p. 100)

Start the lesson by asking students to tell you about Setting and Characters in Drama. How are these similar to Setting and Characterisation in Prose?

Then read through the information in the literature box on page 100 of the Student's Book. Explain the concepts: Rising Action – the things that happen that build the Plot to the point of greatest interest; Climax – the point of

greatest interest or the most important point in the Play; Resolution – the 'answer' or 'solution' to the Conflict or problem in the Drama.

Ask students: In the drama, *Asabe*, what is the Resolution that finally takes place?

Then read the text of the Drama on page 100 of the Student's Book. Ask students: What is the Conflict in this story? What is the Resolution?

Students can then answer the questions in Activity 11 individually in their exercise books.

### Activity 11 (SB p. 102)

#### Answers

- Act II
- A house – the kitchen table
- The sisters – Nneka and Uju
- They are wearing casual clothes. It is not school hours.
- Nneka is grateful to and loves Uju. She hugs her.
- Frowning and sighing. She is worried and frustrated.
- Students' answers will vary. Give marks for a reasoned response that refers back to the tips in the drama text.

## MODULE 6

## Can You Read?

### Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 103) (Identify and pronounce the /ə/ sound)	Reading And Comprehension (p. 104) (Author's hidden Attitude)	Vocabulary Development (p. 105) (Related to child labour and trafficking)	Writing (p. 107) (Argumentative Essay)	Literature (Attitude and Mood in recommended text)
			Grammar Structure (p. 105) (Features and functions of the Past Continuous Tense)		

## Objectives

The students should be able to:

**Listening And Speaking:** Identify and pronounce the /ə/ sound in words

**Reading And Comprehension:** Read between the lines to detect the author's hidden Attitude

**Vocabulary Development:** Looking up the meanings of Homonyms and using them in sentences

**Grammar Structure:** Identify features and functions of the Past Continuous Tense, using them correctly in sentences

**Writing:** Writing an Argumentative Essay, carefully following guidelines: 'Road transportation is safer than air transportation'

**Literature:** Identify the author's Attitude and Mood in the recommended text on Prose

## Resources

Student's Book (pp. 103–107)

Good examples of Argumentative Essays, examples of Attitude and Mood in Prose text, dictionaries

## Listening And Speaking

### Activities 1, 2 and 3 (SB p. 103)

Start the lesson by modelling the pronunciation of the /ə/ sound. Give students an opportunity to practise this with a partner, and monitor their pronunciation as before. Then, read the words in the boxes on page 103 to the students and have them follow in their Student's Books. Repeat the words a second time, and have the students say each word after you. Make sure they are pronouncing the words correctly.

The students can now read through the words with a partner. Thereafter, for Activity 3, they can make up sentences with the words. Ask for volunteers to share their sentences with the class.

The students are to complete Activity 3 individually. Once they have completed the activity, have them compare and discuss their answers with their partner before marking the activity as a class.

Students then do Activity 4 with a partner. Again, use this as an opportunity to evaluate their pronunciation.

## Activity 3 (SB p. 103)

Students' answers will vary. Give marks for Grammatical Correctness and correct interpretation of meaning.

### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activities 5 and 6 (SB p. 104)

Allow the students to work with a friend to read through and answer the questions for Activity 5. Then, ask for volunteers to share their ideas with the class. You can use this as an opportunity to debate opposing views about child labour.

Then read the information in the grammar box on page 104 of the Student's Book while the students follow. Ask them: Do you know what 'gestures' are? Then, ask: Why would authors want to hide their feelings about or attitudes toward a specific issue? What types of topics are considered so sensitive that authors might not want to adopt a point of view?

Then read the passage aloud while the students follow in their Student's Books. Students then re-read the passage on their own and answer the questions individually.

### Activity 6 (SB p. 105)

#### Answers

- The author is critical of child labour and doesn't approve, for example: 'victims', 'Did you stop to think about what you saw? Did you take a second look?', '... are even trafficked ...', 'I ask you: how many of Nigeria's children are neither seen nor heard?'
- 'People who could change it', the author is referring to anyone who sees/witnesses these child labourers.
- This expression means that children should be quiet and do as they're told and not interrupt adults' activities.
- The author is saying that people who 'see' child labour happening do not actually

acknowledge what they are witnessing. The author is also saying that children who are victims are not being helped, i.e. their desperation is not being ‘heard’.

- e) The author is addressing the reader.

## Vocabulary Development

### Activity 7 (SB p. 105)

Students can discuss these words in pairs, and then do the activity individually in their exercise books.

### Answers

Words and Phrases	Meaning
a) labour	work
b) human trafficking	selling and/or smuggling people into other states or countries
c) manual labour	work that involves using your body
d) domestic servant	person who does housework in someone’s home
e) sexual slavery	the practice of forcing people to work as prostitutes for no pay
f) beggar	someone who asks people for money, usually on the street
g) hawker	someone who sells goods on the street

## Grammar Structure

### Activity 8 (SB p. 106)

Read the information about the Past Continuous Tense on page 105 of the Student’s Book to the class. Have them read through it silently and allow them to ask any questions should they not understand something.

The students can read through and discuss Activity 8 with their partner, before discussing the answers orally as a class. Make sure a variety

of students get to give examples. The students can now write the sentences in their exercise books.

### Answers

Students’ answers will vary. Give marks for correct use of the Past Continuous Tense.

## Writing

### Activity 9 (SB p. 107)

Read the information about an Argumentative Essay to the class. Divide the class into groups of five or six students per group and have them discuss and write down the reasons why road transportation is safer than air transportation.

Have the students complete the table as given in the Student’s Book on page 107. Once the groups have completed their discussions, allow volunteers from the different groups to mention what they have written.

Explain to the students how they need to set out their Argumentative Essay. Read through steps in (b) with the class and allow them to ask any questions should they need further explanations.

Make copies of the self-evaluation checklist Writing/Argumentative Essay and give this to students. Alternatively, write the checklist on the board. Tell students that they must use the checklist to check their work before submitting it.

Once the students have completed their essays, have them argue their point in front of the class.

### Evaluation

**Student Evaluation:** Students can use the Self-Evaluation Checklist: Argumentative Essay on page 10 of this Teacher’s Guide.

**Teacher Evaluation:** Teachers can use the Rubric: Argumentative Essay and Speech on pages 18 and 15 of this Teacher’s Guide.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 108) (Identify /ɒ/, /ɔ:/, /æ/ and /a:/ sounds)	Reading And Comprehension (p. 109) (Impression created by author's Style)	Grammar Structure (p. 112) (Revision: Features and functions of Present, Present Continuous, Past and Past Continuous Tenses)	Writing (p. 113) (Expository Essay)	Literature (p. 113) (Myths And Legends)
		Vocabulary Development (p. 111) (Looking up the meanings of difficult words)		Spelling Test (Words from Vocabulary Development)	

## Objectives

The students should be able to:

**Listening And Speaking:** Identify the /ɒ/, /ɔ:/, /æ/ and /a:/ sounds in words and be able to recognise the Vowel contrasts

**Reading And Comprehension:** Read to identify the overall impression created by the author's style of presentation

**Vocabulary Development:** Looking up the meanings of difficult words and learning them for a spelling test

**Grammar Structure:** Revising the features and functions of the Present, Present Continuous, Past and Past Continuous Tenses, and using them correctly in sentences

**Writing:** Composing an Expository Essay, carefully following guidelines

**Literature:** Compare Myths And Legends; and use the recommended text on Drama

## Resources

Student's Book (pp. 108–114)

Examples of Myths and Legends, dictionaries, etc.

## Listening And Speaking

### Activities 1, 2, 3 and 4 (SB p. 108)

Read the lists of words to the students from Activity 1. Students can then repeat the words as a whole class, and to a partner.

Read the words from Activities 2 and 3 to the class and have them repeat each word after you. Then explain the activities to the class and have the students complete these two activities with a partner. Use this exercise as an opportunity to monitor their pronunciation by walking around the class, and providing corrective or affirming feedback as needed.

Read Activity 4 to the class, and have them complete the activity individually in their exercise books. Once the class has completed the activity, ask for volunteers to share their answers with the class. Write the answers on the blackboard so the students can correct any work if necessary.

## Activity 2 (SB p. 108)

### Answers

Short sounds	Long sounds
as	ask
cap	carp
bat	bath
am	arm
back	bark
ant	aunt
pat	part
cat	cart

## Activity 3 (SB p. 108)

### Answers

Short sounds /ɒ/	Long sounds /ɔː/
rod	yawn
frog	born
mop	snore
dot	cause
stop	boring
hot	floor

## Activity 4 (SB p. 108)

### Answers

/ɒ/	/ɔː/	/æ/	/ɑː/
sod	dawn	back	marsh
pod	court	mash	bark
dog	sport	carry	heart

### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activities 5 and 6 (SB pp. 109–110)

Start the lesson by asking students to complete Activity 5 individually in their exercise books. Then create an opportunity to check answers by asking for volunteers to share their answers.

Then, allow the students to work with a friend to discuss the questions for Activity 6. Once the pairs have completed their discussions, ask for volunteers to share their thoughts with the class.

Have the students read silently through the story before answering the questions which follow, individually in their exercise books. Collect the books to mark the activity.

## Activity 5 (SB p. 109)

### Answers

- False, the Nigerian government managed to contain the spread of the virus.
- True
- False, officials worked with local and international agencies.

## Activity 6 (SB p. 110)

### Answers

- i) a factual account – the author provides facts and examples.
- ii) accurate
- iv) Therefore, the risk of the virus spreading was very high!
- iii) serious

## Vocabulary Development

### Activity 7 (SB p. 111)

Read the words for Activity 7 to the students and have them repeat the words after you. Then ask students to complete the exercise individually. Tell them: Try to do this without using your dictionaries, but if you need to, then you may use your dictionary.

Once students have completed Activity 7, tell them to discuss Activity 8 with a partner.

Then, they must complete the exercise individually in their exercise books.

Once they have completed Activity 8, ask them to close their books. Say: Now we will do a quick spelling test to see if you can remember these spellings. Provide them with separate sheets of paper on which they can complete the test. Take in their tests and their exercise books for marking.

Then work through the answers to Activities 7 and 8 as a class.

## Activity 7 (SB p. 111)

### Answers

Words	Meanings
a) virus	an extremely small piece of organic material that causes disease in humans, animals or plants
b) diagnosis	a judgement about what a particular illness or problem is, made after examining it
c) epidemic	the appearance of a particular disease in a large number of people at the same time
d) diseases	illnesses of people, animals, plants and so on, caused by infection or a failure of health, rather than by an accident
e) fever	a medical condition in which the body temperature is higher than usual and the heart beats very fast
f) infection	a disease in a part of your body that is caused by bacteria or a virus
g) outbreak	a time when something suddenly begins, especially a disease or something else dangerous or unpleasant

## Activity 8 (SB p. 111)

### Answers

- Mumps, measles and chicken pox are common childhood diseases.
- The doctor's diagnosis of flu was good news, because I was worried that I had malaria.
- The Ebola outbreak in West Africa took place in 2014.
- Twenty million people died worldwide in the flu epidemic of 1918.
- Muyiwa has had a fever for days; if his temperature does not drop soon, he could die.
- The HI virus can lead to Aids.

- My friend Foluso often suffers from a kidney infection.

### Reading Evaluation

Select a few students who have not yet had their Reading Skills assessed. Ask them to prepare two or three Paragraphs from the comprehension text for Reading Aloud. Give them the criteria from the Checklist for Reading Aloud on page 9 of this Teacher's Guide. Explain that you will be using these criteria to evaluate their Reading-Aloud Skills. Call them up individually and ask them to read to you. You can use the Rubric for Reading Aloud on page 12 of this Teacher's Guide to evaluate their reading. Record the mark in your Record Book.

## Grammar Structure

### Activities 9, 10, 11 and 12 (SB p. 112)

Ask the students if they can remember what Tenses they have studied so far this term. Have the students explain the four different Tenses: Past, Present, Past Continuous and Present Continuous Tenses. Assist them where necessary. Ask the students to create example sentences with each Tense.

Read and explain Activities 9–12 to the class and then have them complete the activities individually so you can identify those students who need extra assistance in understanding Tenses.

Once the students have completed the activities, collect their exercise books so you can mark their work.

## Activity 9 (SB p. 112)

### Answers

Simple Present tense	Simple Past tense
a) <u>walk</u>	walked
copy	b) <u>copied</u>
revise	c) <u>revised</u>
d) <u>listen</u>	listened
practice	e) <u>practiced</u>
f) <u>start</u>	started

## Activity 10 (SB p. 112)

### Answers

- The child plays outside.
- The brothers like the new song.
- The car moves fast down the road.
- The teacher shouts at the loud class.
- Janice and Aysha cycle to school.

## Activity 11 (SB p. 112)

### Answers

- We ate ice-creams.
- They drove to the soccer game.
- I bathed.
- The dog barked at the people.
- She ran a race.

## Activity 12 (SB p. 112)

### Answers

- They laugh at the funny story.
- He walks home.
- My mother waits for me after school.
- My brother works on his project.
- It rains a lot.

## Writing

### Activity 13 (SB p. 113)

Remind the students what an Expository Essay is. Ask them if they can remember how to structure their writing for an Expository Essay.

Read and discuss Activity 13 with the class.

Divide the class into groups of five to six students per group. Allow them to discuss the topic and to complete a mind map of ideas, before working individually to structure their ideas and compose their essays.

Allow the students to read their essays to the class.

Collect their exercise books to mark their work.

### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Expository Essay on page 10 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Expository Essay on page 19 of this Teacher's Guide.

## Literature

### Activities 14 and 15 (SB pp. 113–114)

Read the information about Myths and Legends on page 113 to the class while they follow in their Student's Books.

Have the students read through the information again, with their partners, before discussing the questions for Activity 15. Once the class has completed their discussions in pairs, ask for volunteers to share their answers with the class. Discuss these answers where necessary.

### Activity 15 (SB p. 114)

#### Answers

- A Myth is a story based on supernatural beings like gods, goddesses and heroes which are told over and over again.
- A Legend is a story about people, their adventures and successes.
- A Myth is a story which often carries a lesson and helps to explain life. A Legend is a story which is believed to be true and often includes spiritual beliefs.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 115) (Identify the /e/ and /ə/ sounds)	Reading And Comprehension (p. 116) (Diagrams, Maps and Sketches accurately)	Grammar Structure (p. 119) (Features and functions of the Future Tense)	Writing (p. 120) (Argumentative Essay)	Literature (p. 121) (Myths)
		Vocabulary Development (p. 118) (Compound Words)			

## Objectives

The students should be able to:

**Listening And Speaking:** Identify the /e/ and /ə/ Vowel Contrasts

**Reading And Comprehension:** Read to interpret diagrams, maps and sketches accurately

**Vocabulary Development:** Taking simple words and combining them to make Compound Words

**Grammar Structure:** Identify features and functions of the Future Tense, using it correctly in sentences

**Writing:** Restructuring an Argumentative Essay, researching a topic, composing an Argumentative Essay, carefully following guidelines

**Literature:** Introduce Myths

## Resources

Student's Book (pp. 115–122)

Examples of diagrams, sketches and maps, myths from different countries, dictionaries, etc.

## Listening And Speaking

### Activities 1, 2 and 3 (SB p. 115)

Read the list of Vowel Contrasts on page 115 of the Student's Book to the students, have the

students follow in their Student's Books. Ask them to read through the list again, with their partners. Ask the students to make up sentences using the Vowel Contrasts in the same sentence. Once they have had sufficient time to complete the activity, ask for volunteers to share their sentences with the class.

You can also use this as an opportunity to evaluate the students' Stress and Intonation. Read through Activity 2 and 3 with the students and have them complete the written parts of the activities individually, and the second part of Activity 2 with a partner. When the students have completed the activities, ask for volunteers to share their answers. Write the answers on the blackboard so the students can correct their work if needed.

### Activity 2 (SB p. 115)

#### Answers

a) first syllable; b) second syllable

### Activity 3 (SB p. 115)

#### Answers

a) tomato; b) the ... again; c) a banana; d) a terri-ble

## Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activities 4 and 5 (SB p. 116)

This is a crucial part of the Reading And Comprehension focus of the Junior Secondary 1 course as it links to other subjects very clearly, and offers students an opportunity to build key interpretive skills.

For Activity 4, start the lesson by focusing on the concept of important people as this will enable you to link the map and mind map to this theme.

Students discuss the questions with a partner. Provide an opportunity for class feedback, before moving on to Activity 5.

While discussing Activity 5, ask students: What are the differences between diagrams, maps and mind maps?

Then read through the information in the grammar box on page 116 of the Student's Book with the class.

Ask students to give you examples of diagrams, maps and mind maps that they have seen or created in other subjects, such as Social Studies or Basic Science. You could also bring examples of each of these to class to discuss with the class (i.e. in addition to the ones provided in the Student's Book).

Students then answer the questions individually in their exercise books.

Provide an opportunity to work through the answers with the class, but take in their exercise books for marking as well. Provide a further opportunity for class feedback as needed.

### Activity 4 (SB p. 116)

#### Answers

- Their achievements; their money; their status (political, social); their contributions to society etc.
- Students' answers will vary.
- President of the first republic (1963–1966)

### Activity 5 (SB p. 118)

#### Answers

- Birthplaces of Nigeria's presidents
- Niger
- Presidents of Nigeria during different periods and forms of government.
- three
- Organs Of Speech
- What the Organs Of Speech are and where they are in the mouth/body.
- ten

## Vocabulary Development

### Activities 6 and 7 (SB p. 118)

Explain to students what Prefixes are. Ask them to list Prefixes that they can think of and then write these on the blackboard. Then read through the information in the grammar box on page 118 of the Student's Book.

Students can then turn to their partners and complete Activity 6. Allow time for shared class feedback so that you can correct any misunderstandings.

Students then do Activity 7 individually in their exercise books.

### Activity 6 (SB p. 118)

#### Answers

Prefix	Meaning
il-	not or no
im-	not or no (or opposite of)
dis-	not or no, or opposite of
re-	again
un-	not (or opposite of)
pre-	before
mis-	bad or badly

### Activity 7 (SB p. 118)

#### Answers

- illogical; b) unhappy; c) misinformed;
- re-routed; e) disprove; f) mis(re)present;
- pre-existing

## Grammar Structure

### Activities 8 and 9 (SB pp. 119–120)

Read the information about the Future Tense on page 119 of the Student’s Book and how to use this Tense in sentences to the class. Allow the students to silently read through the information again, and give them an opportunity to ask questions if necessary.

Read through, discuss and complete Activity 8 as a class, before having the students complete Activity 9 individually. Once the students have completed the activities, ask for volunteers to share their answers with the class. Provide sufficient time for any student to correct their work.

### Activity 8 (SB p. 119)

#### Answers

- She will help him later. / She is going to help him later.
- He will meet them after his run. / He is going to meet them after his run.
- Her mother will send you the information once she gets it. / Her mother is going to send you the information once she gets it.
- You will call us when you arrive in Lagos. / You are going to call us when you arrive in Lagos.
- His sister will drive to Cameroon on Friday. / His sister is going to drive to Cameroon on Friday.
- My father will finish work by five o’clock. / My father is going to finish work by five.

### Activity 9 (SB p. 120)

Students’ answers will vary.

## Writing

### Activities 10 and 11 (SB pp. 120–121)

The students can read through the Argumentative Essay with their partners. Once the pairs have all completed their reading, read through the questions which follow on page 120 and discuss them as a class, allowing as many students as possible to participate in the discussion.

Then, read Activity 11 to the class and have them complete the activity individually in their exercise books. The students can read their essays aloud to the class once they have completed their work. Collect the books for marking once they have done so. Remind students to use the checklist to check their work before submitting it.

### Activity 10 (SB p. 120)

#### Answers

- a) Yes; b) Yes; c) paragraphs: 1, 5, 2, 3, 4 and 6

#### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Argumentative Essay on page 10 of this Teacher’s Guide.

Teacher Evaluation: Teachers can use the Rubric: Argumentative Essay on page 18 of this Teacher’s Guide.

## Literature

### Activity 12 (SB p. 121)

Ask the students if they can remember what a Myth is. Read the Myths on page 121 of the Student’s Book and below to them – about how two different groups of people believe the world was made. Have them answer the questions individually in their exercise books before discussing the answers as a class.

Have the students read their own Myth to the class.

#### The Greek Myth On How Everything Began

According to Greek Myths, in the beginning, there was nothing but emptiness. Gaea came, the earth, who gave birth to Uranus, god of the heavens. Gaea and Uranus had 12 children called Titans. Uranus was afraid that the Titans would take his power. The youngest Titan, Cronus, killed his father, and then tried to kill his own children. His youngest child, Zeus, overcame Cronus and helped the other children to escape. Zeus’s brothers were the gods Poseidon and Hades, and his sisters were the goddesses Hera, Demeter, and Hestia.

Zeus was king of the gods. Hera was his queen. Zeus's children included the twins Artemis, the goddess of hunting, and the sun god Apollo.

Zeus was also father of the three Fates, who controlled human life and decided when people should die.

Not all the gods together, Poseidon had his own kingdom, the sea. Sailors had to be careful not to offend him. If he was angered, he might start a storm.

Hades ruled the underworld, which is a place beneath Earth where the souls of the dead go. Hades kidnapped Persephone, the daughter of Demeter, the goddess of grain. Demeter was too busy searching for her child to look after the harvest, and people began to starve.

Zeus ordered Hades to let Persephone go, but she had eaten a little of Hades' food. Because of that, she had to spend part of every year in the underworld. When Persephone is with Hades, it is winter on earth and nothing grows. When she returns, spring arrives.

## Activity 12 (SB p. 122)

### Answers

- Students give own choice, with a reason for their choice.
- Gaea, Uranus, Cronus, Zeus, Poseidon, Hades, Hera, Demeter, Hestia, Artemis, Apollo, Fates, Persephone
- Olodumare, Olorun, Obatala, Orisha
- The Greek myth has a lot more gods and goddesses mentioned.
- Answers will vary

## MODULE 9

# Festivals

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 123) (Introduction to Diphthongs)	Reading And Comprehension (p. 123) Diagrams or maps that complement reading material	Grammar Structure (p. 126) (Identify features and functions of the Past and Past Continuous Tenses)	Writing (p. 127) (Guided Story)	Literature (p. 128) (Legends)
		Vocabulary Development (p. 126) (Use a dictionary to understand words)			

## Objectives

The students should be able to:

**Listening And Speaking:** Identify the Diphthongs and use them in sentences

**Reading And Comprehension:** Read to identify how a diagram or map clarifies or complements reading material

**Vocabulary Development:** Use a dictionary to assist them in understanding the words from the reading text

**Grammar Structure:** Identify features and functions of the Past and Past Continuous Tenses, using them correctly in sentences

**Writing:** Carefully follow guidelines to compose a Guided Story: ‘A festival in my village’

**Literature:** Dramatise some Scenes from the recommended text on Drama; Review the recommended texts

## Resources

Student’s Book (pp. 123–128)

Recommended texts, CD player, CD of Legends, dictionaries etc.

## Listening And Speaking

### Activities 1 and 2 (SB p. 123)

Read the lists of words to the students, and have them repeat each list after you. Make sure the students pronounce the words correctly.

The students can now read through the words with their partner, each taking turns to make sentences with the words. Once the students have completed the activity, ask for volunteers to share their sentences with the class.

The students can now work individually to find one more word for each Diphthong and making a sentence with each one. Once the class have completed the activity, ask for volunteers to share their answers with the class. Write the new words on the blackboard. Read through the new lists as a class.

Then read through the explanatory text on page 123 of the Student’s Book with the students. Ask them: Although we’ll learn about Diphthongs in Term 3, can any of you tell me what you notice about them? In what way/s are they different from Monophthongs?

### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher’s Guide.

## Reading And Comprehension

### Activities 3, 4, 5 and 6 (SB pp. 123–125)

Read the questions for Activity 3 to the class and discuss them together. Make sure as many students as possible participate in the discussion.

The students can read the article about the *Eyo Festival* and look at the map that accompanies it. Remind students about the exercises they did in the previous module. Say: Now you will be able to apply map-reading skills. Students can then answer the questions in Activities 5 and 6. Make sure they complete the work individually. Once the class has completed the activities, mark the activities as a class.

### Activity 5 (SB p. 125)

#### Answers

- Students’ answers will vary but should include the major street names as shown on the map on page 125 of the Student’s Book.
- Lagos Island
- Get students to consult their Geography atlases or, if you have access to the internet, download Google maps. Compare these maps to the one in the Student’s Book. Use the scales to work out the distance.

### Activity 6 (SB p. 125)

#### Answers

- The Eyo festival takes place in Lagos.
- The festival is also known as a play.
- The Eyo festival used to take place when necessary.
- The families taking part in the festival can be identified by their colour hats, which are red, yellow, green, purple, black.
- The dancers are always male participants.
- There are certain things which are not allowed at the festival, they are motorbikes, bicycles, sandals, smoking and suku.

## Vocabulary Development

### Activities 7 and 8 (SB p. 126)

Read the list of words for Activity 7 to the students and have them repeat each word after you. Have the students complete the activity individually, using a dictionary if needed. The students can compare their answers to their partners once they have completed the activity.

The student can now move on to Activity 8, where they can discuss the meanings of the words with a partner, and each student can create a sentence with the words.

Collect the exercise books once the students have completed the activity so you can mark their work.

### Activity 7 (SB p. 126)

#### Answers

Words	Meanings
a) important	something or someone of great value
b) cultural	the lifestyle of a group of people
c) unique	one of a kind
d) costumes	a set of specially designed clothes
e) festival	a time when people celebrate a special occasion
f) pretending	to make believe
g) service	a ceremony
h) participants	people taking part in something
i) visitors	a stranger coming to see something new
j) followers	people who are supporting something
k) veils	a covering to hide someone's face
l) robes	special cloak worn for a festival
m) sandals	shoes which are open on top, with straps to keep it on
n) allowed	let someone do something
o) switched off	to turn something off

## Grammar Structure

### Activities 9, 10 and 11 (SB pp. 126–127)

Revise Past and Past Continuous Tense with the students. Ask them to create sentences with each one.

Have the students complete Activities 9 and 10 individually in their exercise books. Once the students have completed the activities, mark the activities as a class. Write the answers on the blackboard so the students can correct their work if needed.

The students can now work with their partner to say the words for Activity 11, aloud, before answering the questions individually. Mark the activity once all the students have completed their work.

### Activity 9 (SB p. 126)

#### Answers

- He caught the ball!
- She held the door open for her grandmother.
- They fought over the TV remote control.
- We forgot how to spell the word 'photosynthesis'.
- Mother made a delicious supper.
- The sun rose early this morning!

### Activity 10 (SB p. 127)

#### Answers

- I was reading an interesting novel.
- He was playing with the litter of puppies.
- Father was talking to our neighbours about the noise.
- We were listening to the president's speech.
- They were crying about their lost cat.
- Mother was cooking our supper.

### Activity 11 (SB p. 127)

#### Answers

- Mother bought a new dress for the festival.
- We were playing in the street when the dancers came past us.
- We were taught to behave ourselves in the company of adults.
- She understood what the man was saying to her about the festival.

- e) I wrote a letter to the president about the importance of our festivals.
- f) Father was running in an important race yesterday.

## Writing

### Activity 12 (SB p. 127)

Tell students that they can choose to write either a Descriptive Essay or a Narrative Essay. Remind them to use the relevant checklist.

Read and discuss the information about a Descriptive Essay on page 127 of the Student's Book to the class and allow them to work carefully through each step. Do not rush the process. Be available to assist the students where necessary. Make sure the students hand in their rough work as well as their final essay when they have completed the work, so that you can ensure they worked carefully through the whole process.

#### Evaluation

Student Evaluation: Students can use the Checklist: Narrative or Descriptive Essay on page 9 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubrics: Narrative Essay or Descriptive Essay on pages 16 and 17 of this Teacher's Guide.

## Literature

### Activities 13 and 14 (SB p. 128)

Ask the students if they can remember what a legend is. Read the two legends on page 128 of

the Student's Book to the students. Each time, before reading the legend, tell the students where the individual legend originates from.

The students can now read and discuss the questions for Activity 13. Once the students have completed their discussions, ask for volunteers to share their answers.

The students can now work individually on Activity 14. Have the students prepare the legend for the class. They can either read it or say it to the class as an oral.

### Activity 13 (SB p. 128)

#### Answers

- a) Main characters in the Greek legend are: Paris, Helen, Greek Prince, Trojans. In the Nigerian legend, the main character is: Jaja
- b) Answers will vary. Make sure the students give a reason for their answer.
- c) Students' answers will vary.

### Activity 14 (SB p. 128)

Give students the summary for a checklist before they do this activity. You can use the rubric to mark their summaries, and the checklist to give them feedback as a class activity.

#### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Summary on page 11 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Summary on page 21 of this Teacher's Guide.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 129) (Say and identify the following sounds: /ʊ/, /u:/, /ʌ/, /ɜ:/, /ə/; Answer questions based on a given text)	Reading And Comprehension (p. 130) (Read a given text to assess the content and attitudes within it, letter)	Grammar Structure (p. 132) (Parts of speech: Adverbs and Verbs; and Tense: Past and Future)	Writing (p. 133) Formal Letter	Literature (p. 133) (Types of Literature (Fable))
		Vocabulary Development (p. 131) (Build vocabulary related to given text)		Spelling test	

The main objective of this module is revision. Introduce each activity or section by reminding students about what they have learnt thus far for that section of the work, for example Grammar Structure, Reading, and so on.

You could also use some of these activities as tests.

## Objectives

The students should be able to:

**Listening And Speaking:** Listen to and correctly identify and pronounce the following Vowel Sounds: /ʊ/, /u:/, /ʌ/, /ɜ:/ and /ə/

**Reading And Comprehension:** Read a given text (a letter) in order to identify the facts and the attitudes within it

**Vocabulary Development:** Learn and use new words related to the given text

**Grammar Structure:** Apply knowledge of Adverbs and Verbs, and Past and Future Tenses

**Writing:** Write a Formal Letter in response

**Literature:** Fable

## Resources

Student's Book (pp. 129–134)

## Listening And Speaking

### Activity 1 (SB p. 129)

Monitor students' pronunciation as they complete the activity.

### Activity 2 (SB p. 129)

### Answers

/ʊ/	/u:/	/ʌ/	/ɜ:/	/ə/
put	rule	cup	work	beggar
pull	moon	button	were	mercy
could	balloon	come	above	surname
bush	school	monkey	miracle	number

[20]

Read the following paragraph to the class before students begin Activity 3.

As the sun began to shine through my window, I realised I did not have to get up early today as it was the start of the school holiday! But then the longer I lay there, the more I realised how selfish I was being as my parents were busy already preparing for their day of work in the fields and at the market. They were to gather the fruit and vegetables from the farm and then walk to the market to sell it. All this was to be done before lunch time! I jumped out of bed and after a quick bite to eat for breakfast, I joined them on the road to the fields. They were so surprised to see me but I could see that my decision had been the right one as I had made them so proud. They said that they now knew they were not raising a lazy son but a thoughtful, energetic son. I was so pleased with my decision!

### Activity 3 (SB p. 129)

#### Answers

- a) It is school holidays. (1)
- b) He got up to help his parents. (1)
- c) His parents had to gather fruit and vegetables from the farm, and walk to the market to sell them. (2)
- d) They were proud of him as they realised he was thoughtful and energetic. (1)
- e) Answers vary – opinion is given. (1) [6]

#### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activity 4 (SB p. 130)

#### Answers

- a) Formal (1)
- b) Answers will vary (2)
- c) Answers will vary (2) [5]

### Activity 5 (SB p. 130)

#### Answers

- a) Formal (2)
- b) The letter was written on 7 July 2016. (1)

- c) The letter is addressed to the students. (1)
- d) Principal Ncebe sent the letter. (1)
- e) The principal sent the letter to thank the students for their good behaviour and wanted to reward them. (1)
- f) This is a letter showing approval for the students' actions. (1)
- g) Answers will vary – own opinions are given. (2) [9]

#### Reading Evaluation

Select a few students who have not yet had their Reading Skills assessed. Ask them to prepare two or three Paragraphs from the comprehension text for Reading Aloud. Give them the criteria from the Checklist for Reading Aloud on page 9 of this Teacher's Guide. Explain that you will be using these criteria to evaluate their Reading-Aloud Skills. Call them up individually and ask them to read to you. You can use the Rubric for Reading Aloud on page 12 of this Teacher's Guide to evaluate their reading. Record the mark in your Record Book.

## Vocabulary Development

### Activity 6 (SB p. 131)

#### Answers

Words	Meanings
a) commend	praise formally or officially
b) willingness	being prepared to do something
c) appreciated	recognised the worth or value of something
d) model	an example to follow or imitate
e) gratitude	being thankful

[5]

## Grammar Structure

### Activity 9 (SB p. 132)

#### Answers

- a) He arrived home quietly.
- b) She goes to the market occasionally.
- c) My sister played the song continuously.
- d) They ran around everywhere looking for the lost ball.
- e) My grandmother is coming to visit soon.
- f) I hugged my little puppy lovingly. [6]

## Activity 10 (SB p. 132)

### Answers

Simple Present	Present Continuous	Simple Past	Past continuous	Future
find	a) is/are/am finding	b) found	c) were/was finding	will find
watch	d) is/are/am watching	e) watched	were/was watching	f) will watch
g) ask	is/are/am asking	asked	h) were/was asking	i) will ask
drive	j) is/are/am driving	drove	k) were/was driving	l) will drive
m) send	is/are/am sending	n) sent	o) were/was sending	will send
tear	p) is/are/am tearing	q) tore	were/was tearing	r) will tear

[18]

## Activity 11 (SB p. 132)

### Answers

- He was hurt by the bully.
- She baked a cake for my birthday.
- We celebrated the start of the New Year.
- My grandfather sang the national anthem.

[4]

## Activity 12 (SB p. 132)

### Answers

- He will jump into the sea.
- They will ask permission to attend the party.
- The car will speed along the road.
- My friends will laugh at my joke.

[4]

## Literature

### Activity 14 (SB p. 134)

#### Answers

- A Folktale has animals with human qualities and it is a story to prepare youngsters for life. (2)
- The main characters in the story are the ant and the grasshopper. (2)
- The moral of the story is to not put off until tomorrow things which can be done today. (2)
- Answers will vary. Give marks for reasoning. (2) [8]

## Writing

### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Formal and Informal Letters on page 11 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Formal and Informal Letters on page 22 of this Teacher's Guide.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 135) (Diphthongs: /eə/ sound)	Reading And Comprehension (p. 136) (Prediction, Spatial descriptions)	Grammar Structure (p. 138) (Verbs: Active and Passive)	Writing (p. 139) (Revision of essay types; Expository Essay)	Literature (p. 139) (Elements of prose, Prescribed text: <i>Oliver Twist</i> by Charles Dickens)
		Vocabulary Development (p. 137) (Vocabulary based on reading passage)			

### Objectives

The students should be able to:

**Listening And Speaking:** Identify and produce the selected Diphthong (/eə/ sound) in passages and speeches

**Reading And Comprehension:** Predict; Read a Passage to make meaning from a spatial description

**Vocabulary Development:** Words based on reading passage

**Grammar Structure:** Identify Active and Passive Verbs

**Writing:** Write an Expository Essay; arrange the ideas in a logical sequence

**Literature:** Revise elements of Prose, and Theme in the recommended text

### Resources

Student's Book (pp. 135–139)  
Dictionaries, copies of *Oliver Twist*

### Listening And Speaking

#### Activities 1, 2 and 3 (SB p. 135)

Refer to the image in Activity 1 in the Student's Book as you explain how we produce the /eə/ sound. Students might find Diphthongs difficult to pronounce because their tongue and lips (and sometimes their jaws also) need to move from one position to another. Teach them exactly how

to make the sound, and then let them practise making it until they can do it without thinking.

For Activity 2, make sure that you know exactly how to pronounce the /eə/ sound, and practise saying the words given in the activity so that you are comfortable saying them for the class. Say each word loudly and clearly, giving students enough time to repeat the word a couple of times. Once you have allowed students to practise saying all of the words, ask for volunteers to say each word and let the rest of the class decide if their pronunciation was correct.

Students work with a partner to take turns saying the sentences aloud for Activity 3. They should pay particular attention to the pronunciation of the /eə/ sound. Monitor the students carefully. If you observe many errors in pronouncing the /eə/ sound, stop the activity. Read the sentences aloud for the class so students can listen to the correct pronunciation, then allow them to continue practising with their partners.

#### Activity 3 (SB p. 135)

#### Answers

- Beware of the hare who is sitting there on the stairs.
- Clare, who goes everywhere in her wheelchair, has beautiful hair.

- c) I am unaware of the price of the airfare to Niger.
- d) The pair of millionaires shared a pear.
- e) He repaired the tear in the armchair.

### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activities 4, 5 and 6 (SB pp. 136–137)

Students use the title and photo of the article to predict what the text is about for Activity 4. They can briefly discuss their ideas with a partner, then write down one sentence saying what they think the article is about.

While doing Activity 5, remind students that skimming is not an intensive reading activity in which they read every word, but involves reading for gist (determining the main ideas of a text). Give them a time limit (for example, one minute) to ensure that they Skim the text instead of reading for detail.

Ask individual learners to read out the sentence with their prediction from Activity 4, then ask them if they still agree with their prediction. In other words, was it correct? As a class, use the blackboard to formulate a correct prediction sentence.

For Activity 6, students should read the text carefully, paying attention to details. Ask them to read through the statements once before reading the text for a second time. Remind them to use the reading technique of scanning, in which they look for specific information rather than reading every word, to help them determine if the statements are true or false.

Tell students that they will learn more about spatial descriptions in Module 4 of this term.

### Activity 5 (SB p. 136)

#### Answers

Answers will vary, but here is an example of a possible prediction sentence: Some extremely wealthy Nigerians own private luxury jets.

### Activity 6 (SB p. 137)

#### Answers

a) True; b) False; c) False; d) False; e) True

## Vocabulary Development

### Activities 7 and 8 (SB pp. 137–138)

For Activity 7, read through the words in the first column as well as the explanations in the second column with the class. Students can work on their own or with a partner to match the words with the correct meanings. Allow them to use dictionaries if necessary.

To do Activity 8, students should practise the new vocabulary they learnt in Activity 7 by using the new words to complete sentences.

### Activity 7 (SB p. 137)

#### Answers

Words	Meanings
a) restricted	controlled or limited
b) luxurious	very comfortable and expensive
c) aviation	flying aircraft or producing aircraft
d) schedule	a list of times when buses, trains, planes and other forms of public transport arrive and leave
e) commercial	intended to make a profit

### Activity 8 (SB p. 138)

#### Answers

- a) My friend's son hopes to get a job in an aviation factory.
- b) Isikwe looked at the schedule to see what time his flight leaves.
- c) The owner of the luxurious Falcon 900 showed us her jet proudly.
- d) The amount of luggage that a passenger can take on a plane is restricted.
- e) SkyLines is a very profitable commercial airline.

## Grammar Structure

### Activity 9 (SB p. 138)

Work through the information box on page 138 of the Student's Book with students, ensuring that they understand that the Subject of the Verb causes the action in an Active Sentence, whilst the Subject receives the Action (the action is done to it) in a Passive Sentence. Give them other examples of Active Sentences on the blackboard and work together to change them into Passive Sentences, checking that students understand the steps that they must follow to do this. Make sure that they can identify the Subject, the Verb and the Object in these sentences, and that they understand how to convert an Active Verb (for example, 'bought') into a Passive Verb consisting of an auxiliary verb (the correct form of the verb 'to be') and a Past Participle. For now, they only need to be able to identify this process in action, not do it themselves.

Look at Activity 9 with students, using the first question as an example to explain exactly what they must do before asking students to work on their own to complete the exercise.

### Answers

- Arik Air was started in 2002 by Sir Arumemi-Ikhide.
- New aircrafts are being bought by the airline this year.
- Drinks were served to the passengers during the flight.
- New rules will be put in place to ensure the safety of passengers.
- The airline was awarded the Company of the Year 2012 award at the Leadership Annual Conference in Abuja.

### Activity 10 (SB p. 138)

Students can work with a partner to identify the Tenses of the Verbs in the sentences in Activity 9.

### Answers

- Past Perfect; b) Present Continuous; c) Past Perfect; d) Future Perfect Simple; e) Past Perfect

## Writing

### Activity 11 (SB pp. 139)

Ask students if they can remember the names of the four essay types that they have learnt. Then ask them for a brief description of each type before asking them to do the exercise on their own.

### Answers

Essay type	Description
a) Narrative Essay	tells a story or gives a description of a series of events
b) Descriptive Essay	describes something or someone, especially in a detailed, interesting way that appeals to the reader's senses
c) Argumentative Essay	tries to persuade the reader to agree with a particular opinion or way of thinking
d) Expository Essay	informs the reader by explaining or discussing a specific topic or idea

### Activity 12 (SB p. 139)

Refer students back to the story on page 136 of the Student's Book. Ask them to consider whether it tells a story, describes something or someone, tries to convince the reader of something or gives information. This should lead them to be able to identify the essay type.

### Answers

Expository Essay

### Activity 13 (SB p. 139)

This question focuses on the correct structure of an essay. Students simply need to count the number of paragraphs in the story, and then check that the first paragraph is an Introduction (explains what is going to be covered in the essay) and the last paragraph is an appropriate conclusion (summarises the content of the essay). Allow students to do this activity as well as the one that follows in groups before asking representatives from each group to report back on their findings.

## Answers

Yes, it has a clear introduction and conclusion, with three body paragraphs.

### Activity 14 (SB p. 139)

This question emphasises the importance of an essay having a logical, coherent structure. Each paragraph should lead on naturally from the previous one, without any illogical or non-sensical jumps. As with the previous activity, let them work in groups of five. Each group member should read one paragraph aloud, after which students can discuss if the essay is structured logically and coherently or if the paragraphs should be re-arranged. They can also consider whether each paragraph follows the rule of moving from general ideas to more specific ideas.

## Answers

Each paragraph is structured correctly and logically, and together, the paragraphs form a logical, coherent essay.

### Activity 15 (SB p. 139)

Students then write an Expository Essay. You may want to set this as a homework essay, and allow students time in class to do their planning.

Provide students with the checklist on page 10 of this Teacher's Guide so that they can refer to this when they write and check their essays.

## Answers

Refer to the Rubric on page 19 of this Teacher's Guide to mark the essay.

### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Expository Essay on page 10 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Expository Essay on page 19 of this Teacher's Guide.

## Literature

### Activity 16 (SB p. 139)

Remind students of the five features that we consider when studying Prose writing: Setting, Plot, Characterisation, Style and Theme. By means of a class discussion, make sure that they have a rough understanding of the meaning of these terms before asking them to match the features in the first column of the table with the correct definitions. Once they have finished, check the answers by asking for students to volunteer their answers. If there is time, ask them to discuss a prescribed text that they studied earlier in the year in terms of these features.

### Activity 16 (SB p. 139)

## Answers

Features	Definitions
a) Setting	the place where something is or where something happens in a book
b) Plot	the things that happen in a story
c) Characterisation	the way that people are described in a book
d) Style	the way that an author writes
e) Theme	the main subject or topic of a book

### Activity 17 (SB p. 139)

Students then have an opportunity to apply their knowledge and understanding of theme to the recommended text. You can choose to engage with this as a class activity, in pairs or individually. Ensure that students understand how one element of the text supports other elements.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 140) (Identify and produce Diphthongs /eə/, /ɔɪ/, /eɪ/, /aɪ/, /ɪə/, /ʊə/, /əʊ/ and /aʊ/)	Reading And Comprehension (p. 141) (Introductions and Conclusions)	Grammar Structure (p. 143) (Active Voice)	Writing (p. 144) (Elements of an essay: Introduction, Body, Conclusion; planning an essay)	Literature (p. 145) (Setting and Plot: <i>Oliver Twist</i> by Charles Dickens)
		Vocabulary Development (p. 143) (Related to fishing)		Spelling test	

### Objectives

The students should be able to:

**Listening And Speaking:** Identify and produce Diphthongs

**Reading And Comprehension:** Read in order to identify the appropriate introduction and conclusion for selected topics

**Vocabulary Development:** Know and use words related to fishing

**Grammar Structure:** Use the Active Voice and apply to example sentences

**Writing:** Plan and write good introductions, body paragraphs and conclusions that are appropriate to the text type

**Literature:** Study and apply their knowledge of setting/plot in the recommended text

### Resources

Student's Book (pp. 140–145)

Dictionaries, illustrations from the original version of *Oliver Twist* (Google 'Charles Dickens Oliver Twist images'), copies of *Oliver Twist*

### Listening And Speaking

#### Activities 1, 2 and 3 (SB p. 140)

Remind the students that they learnt about all eight of the Diphthongs in Module 9 of Term 2. Ask them if they can remember how to pronounce them. Then, model the pronunciation for them and refer them to the illustrations on page 135 of the Student's Book.

Students then practise the sounds with a partner.

For Activity 3, students can work with a partner or individually to complete this exercise in their exercise books.

#### Activity 3 (SB p. 140)

#### Answers

My mother, brother and I like to go fishing on warm days. Mother packs the rods, the reels, the bait and the hooks. I help to carry the fishing tackle to the river. The path to the river is slightly overgrown, so sometimes the rods get caught in a bush or the long grass. Mother then watches me as I try to loosen the fishing line. My brother is a happy boy on those days, and he carries the food and some water. When we get to the river, there's a patch of soft grass next to the water. We set up our temporary camp. Mother

drapes a piece of cloth across some low bushes so we have some shade. We wear our hats so that we don't get heatstroke. From the edge of the river we can see the boats near to the bank. The fishermen are using nets to catch the river fish. We don't like fishing nets as they catch too many of the small fish that die before they can be thrown back into the water. Mother has been fishing for many years. Her father taught her when she was young. He said: teach a poor girl to fish, and she will never go hungry.

### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activities 4 to 6 (SB pp. 141–142)

Activity 4 is a pre-reading activity to introduce the students to the text. Make sure that students read the captions for the photos as well as look at the pictures themselves, since the captions include vital clues about the article, including the words 'competition', 'fish', 'wins' and 'prize', which will help students to choose the most appropriate title.

Activity 5 is a second pre-reading activity that asks students to 'scan' the article. Remind them of the correct reading technique to use: They should read the statement that they must evaluate, choose the most important words in the statement, and then look very quickly through the article until they find those or similar words. At this point, they should stop and read carefully, looking for the exact information that they require to decide if the statement is true or false. They should not read the entire article carefully since this exercise involves reading for gist (to identify the main or basic ideas of the text).

While doing Activity 6, students should read the text carefully on their own, then read the questions before re-reading the text for a second time. This is a detailed reading because they

need a clear understanding of the content in order to be able to answer the questions.

They can discuss the answers with a partner before writing down their own answers. You could set this as a homework exercise if some students have not finished. Discuss the answers as a class, asking individuals to give their answers for each question. Instead of saying yourself whether the answer is correct or incorrect, ask the rest of the class if they agree with their classmate's answer. Encourage participation from all members of the class. Highlight the key principles of good introductions and conclusions, and Cue/Signal Words in the text that provide clues regarding author's opinion and the reason for a probable outcome.

### Activity 4 (SB p. 141)

#### Answers

Race to fish

### Activity 5 (SB p. 141)

#### Answers

a) False; b) True; c) False

### Activity 6 (SB p. 142)

#### Answers

- The order of the fishing competition is fishermen carry their fishing equipment to the river. The gun shot that signals the start of the competition. Then, fishermen race towards the water and leap into the river.
- Fishermen struggled to find spots on the river banks because there were too many competitors.
- Kebbi State has strengthened Sharia (Islamic Law) in the last few years, so women are not allowed to enter or attend the event.
- The author is critical of Sharia Law and its impact on the status of women. He/she thinks it is a problem: 'One solution to this ...'.
- The students should identify the key words that signals the reason for the competition not being moved, i.e. Reason being that the local economy is boosted by the festival in various ways.

## Reading Evaluation

Select a few students who have not yet had their Reading Skills assessed. Ask them to prepare two or three paragraphs from the comprehension text for Reading Aloud. Give them the criteria from the Checklist for Reading Aloud on page 9 of this Teacher's Guide. Explain that you will be using these criteria to evaluate their Reading Aloud Skills. Call them up individually and ask them to read to you. You can use the Rubric for Reading Aloud on page 12 of this Teacher's Guide to evaluate their reading. Record the mark in your Record Book.

## Vocabulary Development

### Activities 7 and 8 (SB p. 143)

During Activity 7, students must match the correct meanings to the words supplied. They may use their dictionaries if necessary, but encourage them to attempt the exercise initially without their dictionaries.

Students must find one word for each phrase supplied in Activity 8. As with the previous exercise, they are now familiar with the text and should be able to find the answers fairly easily. They can use dictionaries to check their answers if necessary.

For Activity 9, ask students to learn the words for homework. Give them a spelling test the next day. Be very strict when you mark their work. They only have a few words to learn and they are not difficult words.

After the spelling test, ask students to make sentences with the words so that you can check that they understand their meanings.

### Activity 7 (SB p. 143)

#### Answers

Terms	Definitions
a) angler	a person who fishes with a rod and a reel
b) bait	food that is used to attract fish to the hook or trap
c) cast	using a rod to throw line and bait into the water

Terms	Definitions
d) catch-and-release	to let a fish go back into the water
e) shore-fishing	to fish from the banks or beach; not from a boat

### Activity 8 (SB p. 143)

#### Answers

- a) highlight; b) stagger; c) hoist; d) scales;  
e) struggled; f) participate

## Grammar Structure

### Activities 10 and 11 (SB p. 143)

Activity 10 gives students more practise in identifying the Subject and the Object in a sentence, which is an essential skill when working with the Active and Passive Voices. Remind students that they can ask: 'Who or what before the Verb?' to find the Subject of a sentence. And: 'Who or what after the Verb' to find the Object.

Do the first sentence together on the blackboard as an example, then ask students to work on their own.

For Activity 11, students must first identify which two sentences in Activity 10 are in the Passive Voice. Remind them that the Verb in a Passive Sentence consists of two parts: the correct form of the Verb 'to be' + the Past Participle of the Verb. Let them work with a partner to do this activity.

### Activity 10 (SB p. 143)

#### Answers

- a) Madu and Ebo packed their fishing rods and food for the day.  
b) The food was made by their mother.  
c) The boys carried their fishing equipment down to the river.  
d) The fishing equipment was given to them by their fathers.  
e) Ebo drank water from the river.

### Activity 11 (SB p. 143)

#### Answers

- b) Their mother made the food.  
d) Their fathers gave them the fishing equipment.

## Writing

### Activity 12 (SB p. 144)

Activity 12 focuses on a popular tool used for planning an essay. The mind map structure can also be used as a Summary Method for revising and studying for tests and exams.

Emphasise that students should never simply start writing an essay. The planning phase is a vital stage; if they have spent time planning what they want to say, the writing process will be quicker and easier, and the final product will be of a better quality.

Work through the information box on Writing Essays on page 144 of the Student's Book with students. Make sure they understand that each paragraph should lead or flow naturally and logically to the next one.

Give students a couple of minutes to choose a topic for their essay. They can write about any person who has had an impact on their lives. Then allow them to start planning their essay. Note that they do not yet need to start writing the actual essay. Tell students that they might find it useful to refer to the checklist when planning their essays.

Students can complete the planning process for homework if necessary.

### Activity 12 (SB p. 144)

#### Answers

Students' mind maps will vary.

#### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Expository Essay on page 10 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Expository Essay on page 19 of this Teacher's Guide.

## Literature

### Activity 13 (SB p. 145)

This activity encourages students to think about the setting of *Oliver Twist*. The description of the workhouse in Victorian England may give

them a very different view of conditions at that time. Allow students to discuss the questions (especially Question e) in small groups. If available, show them some of the original illustrations from *Oliver Twist*.

You could give them the following additional activity if there is time.

### Additional activity (not in SB)

The text that you are studying, *Oliver Twist* by Charles Dickens, was written in England in the 1830s. Its Setting (the place and time in which the story takes place) is very different from Nigeria in the twenty-first century.

- Form a group with two or three other students. Discuss how the Setting of *Oliver Twist* is different from your life today. (For example, England is in Europe and Nigeria is in Africa, so the climate in the two countries is completely different.)
- Do you think that you can learn anything from a book that was written many years ago with such a different Setting from your own? Talk about this in your group. Choose one person to present your group's ideas in a class discussion.

### Activity 13 (SB p. 145)

#### Answers

- The large, stone eating hall.
- The Setting is a hall that only has a 'copper' at one end. The conditions are poor and desperate.
- They licked the bowls clean as they were given so little to eat, and couldn't afford to waste any of it.
- Students' answers will vary. They can link back to the preamble, but preferably should extrapolate from the text only.
- Hunger and poverty
- Students' answers will vary, but they should agree that Dickens' own childhood experience of living on his own while the rest of his family was in debtors' prison had a huge impact on him. It is likely that for a time his life was similar to the one described in this extract.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 146) (Consonants: /s/ and /z/ sounds)	Reading And Comprehension (p. 147) (Preview Passages; Read a given Passage carefully)	Grammar Structure (p. 149) (Active Sentences as Passive Sentences)	Writing (p. 150) (Expository Essay)	Literature (p. 150) (Identify language used in Poetry)
		Vocabulary Development (p. 149) (Related to the kitchen)			

### Objectives

The students should be able to:

**Listening And Speaking:** Identify and produce the selected consonants (/s/ and /z/ sounds) in passages and speeches

**Reading And Comprehension:** Preview Passages; Read a given Passage carefully; Answer specific questions about the Passage

**Vocabulary Development:** Words related to the kitchen

**Grammar Structure:** Identify sentences as Active or Passive; Rewrite Active Sentences as Passive Sentences

**Writing:** Read through a topic; Jot down Main and Supporting Ideas as they occur; Arrange the ideas in a logical sequence

**Literature:** Study and answer questions about the language used in poetry.

Make sure that they understand the difference between a Voiced Sound and an Unvoiced Sound. Ask them to place one hand on their throat over their vocal chords. They should be able to feel the vibration of the vocal chords when they say a Voiced Sound, but there should be no vibration when they make an Unvoiced Sound.

Let the students practise hissing like a snake when making the /s/ sound and buzzing like a bee when making the /z/ sound.

For Activity 3, students work with a partner to take turns saying the sentences aloud. They should pay particular attention to the pronunciation of the /s/ and /z/ sounds. Monitor them carefully. If you observe many errors in pronouncing these sounds, stop the activity. Read the sentences aloud for the class so students can listen to the correct pronunciation, then allow them to continue practising with their partners.

### Resources

Student's Book (pp. 146–151)

Dictionaries

### Listening And Speaking

#### Activities 1, 2 and 3 (SB p. 146)

Refer students to the pictures while explaining the difference between the /s/ sound and the /z/ sound.

#### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activities 4, 5 and 6 (SB pp. 147–148)

This is the students' first introduction to Signal Words. Ensure that they understand the meaning of 'signal' words and the 'direction' that the author is going in, i.e. that these are not meant in the sense of physical directions and signals.

Read through the information text on page 147 of the Student's Book. Ask students for other examples of Signal Words that serve the same purpose as those listed.

Then, ask students to make up sentences with a few of the examples. Provide corrective feedback as needed, and write the example sentences on the board.

Students then read the text and pay attention to the Signal Words that they find in the text, and what their purpose is.

For Activity 5, students then draw up a table and place the Signal Words from the text in the correct row, i.e. aligned with the correct purpose.

Tell students that the questions in Activity 6 will test both their knowledge of Signal Words, as well as their comprehension of the content of the text.

Students can discuss their answers with a partner, but must write their answers in their own words in their exercise books. Take their books in for marking at the end of the lesson.

Students should read the text carefully, and then read through the questions before reading the text a second time. You could allow them to discuss the questions with a partner before asking them to write down the answers.

### Activity 5 (SB p. 148)

#### Answers

Purpose	Examples
cause and effect	so, because, resulted in
comparisons and contrasts, alternatives	even when, however, instead
descriptions or explanations	such as, include, also
problems and solutions	another problem
chronological order	since

### Activity 6 (SB p. 148)

#### Answers

- Two Nigerian men who started a successful company in the food industry.
- 'To deliver fresh meals on time to workers at an acceptable profit margin that allows us to achieve sustainable growth.'
- heavy-duty ovens, cooking pots
- Youth often go into businesses because others are being successful in those, and not because they are passionate about those.
- Acquire technical skills through practical experience.
- Growth in the mobile food industry.
- You do not lose anything by helping others.
- 'They started this programme because ...'
- (comparison–contrast) Compares/contrasts the availability of healthy, hygienically produced and affordable food with the alternative, which was more readily available.

## Vocabulary Development

### Activities 7 and 8 (SB p. 149)

Students are now familiar with the text, so they should be able to find synonyms for the words listed in Activity 7. Tell them that the answers are not always only one word. Allow them to consult dictionaries if necessary.

Read through the list of words in Activity 8 and their meanings with students. Let them work in pairs to match each word with the correct meaning. In the class discussion that follows, ask students for their answers, and then ask the rest of the class if they agree with their classmates. Encourage discussion and participation rather than simply giving students the correct answers.

You could ask students to learn the words for a spelling test the following day.

### Activity 7 (SB p. 149)

#### Answers

- assistants; b) fellow staff members; c) tasty; d) unemployed; e) entrepreneur; f) purchase

## Activity 8 (SB p. 149)

### Answers

Words	Meanings
a) catering	the job of providing food and drinks for people
b) sustainable	able to continue over a period of time
c) baking	the process of making bread, cakes and so on
d) mobile	be able to move or be moved easily
e) renovation	repairing and decorating a building that is old and in bad condition
f) unhygienic	not clean in a way that may cause disease
g) canteen	a restaurant in an office, factory or school
h) establish	to start a company or organisation
i) industrial cooking pots	pots that are very large and strong enough to be used frequently

## Grammar Structure

### Activities 9 and 10 (SB p. 149)

Activity 9 gives students further practice in identifying the Subject and the Object in a sentence. Allow them to do the exercise in pairs, then ask different pairs to go up to the blackboard and give their answers for each question. Encourage participation and discussion rather than simply giving students the correct answers.

Students must first identify the two sentences in Activity 10 that are in the Active Voice and then follow the steps to rewrite them in the Passive Voice.

### Activity 9 (SB p. 149)

#### Answers

- You will cook delicious food if you have the right kitchen utensils.
- A sharp knife was used by the chef to chop the onions.
- The vegetables were rinsed by Ada before she cooked them.
- The cook sieved the coconut with a fine sieve.
- The last piece of cake was swallowed in one mouthful by Isikwe.

## Activity 10 (SB p. 149)

### Answers

- Delicious food will be cooked by you if you have the correct kitchen utensils.
- The coconut was sieved by the cook with a fine sieve.

## Writing

### Activity 11 (SB p. 150)

Work through the information box on Topic Sentences on page 150 of the Student's Book with students, making sure that they understand that a Topic Sentence is the Main or Most Important Sentence in a Paragraph, and that a Paragraph can only have one Topic Sentence.

Give students time to develop a Topic Sentence for each of the paragraphs that they previously planned for their essay. Once these are in place, they can write their essays. Remind students to use the self-evaluation checklist Writing/Expository Essay on page 10 of this Teacher's Guide. Allow them to finish the writing process for homework, and then let them swap first drafts with a partner. Let them discuss each other's work, suggesting corrections and improvements. They then write out the final draft neatly and hand it in to you for marking.

### Evaluation

**Student Evaluation:** Students can use the Self-Evaluation Checklist: Expository Essay on page 10 of this Teacher's Guide.

**Teacher Evaluation:** Teachers can use the Rubric: Expository Essay on page 19 of this Teacher's Guide.

## Literature

### Activity 12 (SB p. 151)

Students now have an opportunity to expand their understanding of the type of language poets use, and why they do so.

Begin the lesson by asking students to tell you what they know about the language that poets (and poems) use.

Write any relevant ideas on the blackboard. Then add to the list once you've read through the information in the literature box on page 150 of the Student's Book.

Read the Poem aloud to the class while students follow in their Student's Books. Then read through the questions, ensuring that students understand the questions.

### Activity 12 (SB p. 151)

#### Answers

Students' answers may vary to some degree as some of the questions link to features of the poem that are open to interpretation. Give marks for well-reasoned answers.

- a) Builds suspense – creates a sense of foreboding (fearful anticipation).
- b) No punctuation at all in first six lines, and lines 8 to 13. Students should note two

examples. Meaning is affected as they can choose how to 'construct' the sentences, i.e. make them longer or shorter, depending on how they interpret what the poet is saying.

- c) Yes, one can 'near' something else.
- d) 'Swimming to near' means swimming to approach.
- e) Creates a pause, which increases the anxiety/anticipation/suspense in the moment.
- f) Fisherman
- g) Yes, the shark doesn't need flies and bait to achieve the same end result, i.e. catching fish. Meaning that the shark is more skilled than the fisherman (or not, but this appears to be the poet's opinion).

MODULE
4

## Medical Conditions

### Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 152) (Words of two, three and four Syllables)	Reading And Comprehension (p. 153) (Information Text using spatial orientation)	Grammar Structure (p. 156) (Active Voice)	Writing (p. 156) (Argumentative Essay)	Literature (p. 157) (Legends; Prescribed text)
		Vocabulary Development (p. 155) (Related to the sick bay)			

### Objectives

The students should be able to:

**Listening And Speaking:** Break a word up into Syllables

**Reading And Comprehension:** Read a passage in order to make meaning from spatial information

**Grammar Structure:** Make sentences with Active Verbs

**Writing:** Write an Argumentative Essay: 'Tribalism is a better evil than cultism'

**Literature:** Identify the moral lessons learnt from a legend; use the recommended text on drama

### Resources

Student's Book (pp. 152–158)  
Dictionaries

### Listening And Speaking

#### Activity 1 (SB p. 152)

Read through the information box on Syllables on page 152 of the Student's Book about how

to break up words into Syllables with students. Then look at the table in Activity 1 with them. Work through the two examples that have been given, making sure that students understand what to do and how to do it. If necessary, do another couple of examples with them before asking them to complete the exercise on their own.

## Activity 1 (SB p. 152)

### Answers

Word	Separate Syllables	Number Of Syllables
cat	cat	one
catastrophe	ca-ta-stro-phe	four
delicious	de-li-cious	three
entrepreneur	en-tre-pre-neur	four
catering	ca-te-ring	three
unhygienic	un-hy-gie-nic	four
establish	es-tab-lish	three
renovation	re-no-va-tion	four
canteen	can-teen	two
helper	hel-per	two
Nigeria	Ni-ge-ri-a	four
diagnosis	di-ag-no-sis	four
million	mil-lion	two
area	ar-e-a	three
populated	pop-u-la-ted	four
virus	vi-rus	two
world	world	one

## Reading And Comprehension

### Activities 2 and 3 (SB pp. 154 and 155)

Explain to students that you will again be discussing Signal Words that are used by writers. Ask them if they can remember what a Signal Word is.

Then read the information in the information box on page 153 of the Student's Book.

Ask them: Can you think of any other Signal Words or phrases that indicate direction?

Write students' examples on the board.

Then read the passage aloud to the class while students follow in their books. Students then read the passage on their own and answer the questions on pages 154 and 155 of the Student's Book.

Once students have completed the activities in their exercise books, check answers as a class but take in their exercise books for marking.

## Activity 2 (SB p. 154)

### Answers

- Students' drawings will vary but must contain all of the listed items and in their correct places.
- Students' answers will vary.
- 'at the head of': the place where the head is put; 'at the foot of': the place where the feet are put
- on the other, facing side; at 180 degrees
- in a line that is horizontal (not vertical)
- Students' answers will vary.

## Activity 3 (SB p. 155)

### Answers

- ii) standing in front of the couch
- ii) the cabinet next to the bed
- iii) the couch and a trolley

## Vocabulary Development

### Activities 4 and 5 (SB p. 155)

Read through the list of words in Activity 4 and their meanings with students. Let them work in pairs to match each word with the correct meaning. Allow them to consult dictionaries if necessary.

In the class discussion that follows, ask students for their answers, and then ask the rest of the class if they agree with their classmates. Encourage discussion and participation rather than simply giving students the correct answers.

You could ask students to learn the words for a spelling test the following day.

For Activity 5, students use words from the first column of the table in Activity 4 to complete the sentences.

## Activity 4 (SB p. 155)

### Answers

Words	Meanings
a) thermometer	instrument used to take temperatures
b) stethoscope	instrument used to listen to the heart and lungs
c) sphygmomanometer	instrument used to measure blood pressure
d) antihistamines	tablets that you take for allergic reactions
e) glandular	related to the glands
f) syringe	instrument with a needle used for injections

## Activity 5 (SB p. 155)

### Answers

- a) thermometer; b) stethoscope;  
c) sphygmomanometer

## Grammar Structure

### Activity 6 (SB p. 156)

Students use a word or phrase from each column of the substitution table to compose sentences in the Active Voice. Warn them to be careful to choose the correct form of the Verb for the Subject that they are using. For example, they should not use a Singular Verb form with a Plural Subject. They must also ensure that their sentences make sense.

This is a challenging exercise. Allow students to work in pairs at first, but every student should write down a set of answers. It may help them to refer to the reading text when working on this exercise.

### Activity 6 (SB p. 156)

#### Answers

Students' answers will vary. Give feedback on the use of the Active Voice and highlight the Subject-Verb-Object structure that is common to Active Sentences.

## Writing

### Activity 7 (SB p. 157)

Students use the planning, writing and editing steps that they have learnt to write an Argumentative Essay on the given topic. Remind them that an Argumentative Essay presents a point of view and tries to convince the reader to agree with that point of view. It does not tell a story (Narrative Essay), describe (Descriptive Essay) or simply provide information (Expository Essay). Remind students to use the checklist to check their work.

Allow students to finish the writing process for homework, and then let them swap first drafts with a partner. Let them discuss each other's work, suggesting corrections and improvements. They then write out the final draft neatly and hand it in to you for marking.

#### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Argumentative Essay on page 10 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Argumentative Essay and Speech on pages 18 and 15 of this Teacher's Guide.

## Literature

### Activities 8 and 9 (SB pp. 157–158)

Begin the lesson by asking students if they understand what a moral lesson is. Allow time for class discussion.

Then read the information in the literature box on page 157 of the Student's Book. Ask: Do you know any myths or legends that have a moral lesson? What is the moral/lesson that the myth or legend teaches us?

End this section of the lesson by reading the Igbo myth to the class while students follow in their Student Books. Students then read the myth on their own, and answer the questions individually in their exercise books.

Allow time to work through the answers via class discussion. Take in the students' exercise books for marking.

## Activity 9 (SB p. 158)

### Answers

- a) Not clearly stated
- b) The main moral lesson/message is that one must not pass on one's responsibilities to others. One cannot blame others for carrying out our responsibilities imperfectly.
- c) There is more than one moral lesson. Communication requires effective listening and speaking skills not just speaking skills. Messages often become garbled if we have not listened carefully to what others are saying.
- d) The Tone is matter of fact, i.e. unemotional. Students' answers will vary regarding why the author chose that Tone. Give marks for well-reasoned answers.

## MODULE 5

## Good Values

### Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 159) (Word stress)	Reading And Comprehension (p. 159) (Author's Style in a given Passage)	Grammar Structure (p. 162) (Passive Voice)	Writing (p. 162) (Argumentative Essay)	Literature (p. 162) (Figures Of Speech, Poetry)
		Vocabulary Development (p. 161) (Vocabulary based on cooking theme)			

### Objectives

The students should be able to:

**Listening And Speaking:** Pronounce words with the correct stress on Syllables

**Reading And Comprehension:** Read to identify the overall impression created by the author's style of writing

**Vocabulary Development:** Understand and spell words related to the cooking theme

**Grammar Structure:** Make sentences with Passive Verbs

**Writing:** Write an Argumentative Essay: 'Cultism erodes traditional values in a society'

**Literature:** Identify Figures Of Speech and the meaning of a selected poem

### Resources

Student's Book (pp. 159–163)

Radio or television broadcasts, English movies, dictionaries, copies of *Offspring of Greed*

### Listening And Speaking

#### Activities 1 and 2 (SB p. 159)

Work through the box on Word Stress on page 159 of the Student's Book with students, explaining that word Stress Refers to the amount of emphasis given to the Syllables of a word. In some languages, every Syllable in every word is given the same stress or emphasis. However, this is not the case in English.

English speakers automatically know where to put the stress, but people who are learning English as a foreign or second language need to pay particular attention to Word Stress. The best way to learn correct stress is by listening to native English speakers. Students could listen to radio and television programs broadcast by English-speaking countries or watch English movies. Where possible, expose them to these resources as part of your class.

Remind students that only one Syllable in a word is stressed. The difficulty is knowing which Syllable it is!

Use the answers below to ensure that you read the words in the activity with the correct stress. Check that students have circled the correct Syllable in each word. Then give them time to practise saying the words with a partner as instructed in Activity 2.

### Activity 1 (SB p. 159)

#### Answers

Nigeria; commercial; aviation; fishing; competition; available; organisation; industrial; opportunity; important

## Reading And Comprehension

### Activities 3 and 4 (SB pp. 159–161)

Remind students that Style is dependent on language: Sentence Length, Word Choice, and so on.

Then let them re-read the relevant sections of the Student's Book. Ask: What style of writing do you like the most?

Allow some time for class discussion before the students answer the questions individually in their exercise books.

### Activity 3 (SB p. 159)

#### Answers

- Students' answers will vary. They should be able to identify that the piece attempts to be objective and is serious.
- Against – students can choose one of many possible statements in the text.
- Accurate – students should be able to cite the examples and interviews given in support of statements made.
- No, the author takes a clear stand against cultism.

### Activity 4 (SB p. 161)

#### Answers

- False, cults are discouraged because they cause disruptions on university campuses.
- True

- False, cult members have to follow cult leaders' instructions without question.
- False, new cult members follow a process of orientation and initiation.
- False, membership has a negative impact on students' lives and their academic success.
- True
- True
- Students' answers may vary. They are likely to say true.

## Vocabulary Development

### Activities 5 and 6 (SB pp. 161–162)

Students should check the meanings of the words in Activity 5 in their dictionaries before looking for synonyms in the reading text. Allow them to work with a partner.

Activity 6 is included here as the Lagos State Scheme of Work requires students to expand their knowledge of cooking terms. Introduce the activity as a vocabulary building exercise. Allow students to discuss the meanings of the words with a partner before writing their sentences.

### Activity 5 (SB p. 161)

#### Answers

- peaceful; b) chaos; c) ritual; d) impact; e) rival; f) banned

### Activity 6 (SB p. 162)

#### Answers

Sentences will vary and should be assessed for accurate interpretation of meaning, as well as grammatical correctness.

## Grammar Structure

### Activity 7 (SB p. 162)

Students use a word or phrase from each column of the substitution table to compose sentences in the Passive Voice. Warn them to be careful to choose the correct form of the Verb 'to be'. They must also ensure that their sentences make sense.

## Activity 7 (SB p. 162)

### Answers

Students' sentences may vary slightly. Assess them for sense and Grammatical Correctness. Remind students about the usual construction of Passive Sentences.

## Writing

### Activity 9 (SB p. 162)

Students use the planning, writing and editing steps that they have learnt to write an Argumentative Essay with the title 'Cultism erodes traditional values in society'. Remind students to use the checklist to check their work while writing and before submitting it.

Allow students to finish the writing process for homework, and then let them swap first drafts with a partner. Let them discuss each other's work, suggesting corrections and improvements. They then write out the final draft neatly and hand it in to you for marking.

#### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Argumentative Essay on page 10 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Argumentative Essay and Speech on pages 18 and 15 of this Teacher's Guide.

## Literature

### Activity 10 (SB p. 163)

Begin the lesson by asking students to tell you what Figures Of Speech they can remember

from their earlier studies in this course. Revise Simile, Metaphor and Irony. Then write these on the blackboard before reading the information in the literature box on page 162 of the Student's Book and adding to the list on the board.

Explain to students the reasons why poets use Figures Of Speech. And make the link between certain types of Figures Of Speech and other elements of Poetry, such as Rhythm and Rhyme.

Then read the poems aloud to the class while students follow in their Students' Books. Students then do Activity 9 individually in their exercise books. Discuss the answers as a class and take in students' books for marking.

### Activity 10 (SB p. 163)

#### Answers

- a) My head is exhausted, the petrol inside has run out.
- b) grey geese graze etc.
- c) my brain wants to go out and play
- d) grey geese green grazing gazing
- e) The poet can no longer remember the wanswers.
- f) The Rhythm is created by the use of both Assonance and Alliteration; it is soothing as there are repeated sounds that are also predictable.
- g) The Tone is frustrated and miserable; the choice of words reflects this, for example 'fed up', 'run out', 'tight' and 'sad'.
- h) I look until the grey geese stop doing what they are doing.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 164) (Consonant Clusters)	Reading And Comprehension (p. 165) (Topic Sentences)	Grammar Structure (p. 167) (Statements and Tag Questions)	Writing (p. 168) (Expository and Argumentative Essays)	Literature ( <i>Offspring of Greed</i> by Jane-Frances Okekearu; write a Short Play/Story)
		Vocabulary Development (p. 166) (Related to teaching)			

## Objectives

The students should be able to:

**Listening And Speaking:** Identify and produce the selected Consonant Clusters

**Reading And Comprehension:** Read a given passage to identify the Topic Sentences

**Vocabulary Development:** Words related to teaching

**Grammar Structure:** Understand and use Statements and Tag Questions

**Writing:** Identify the differences between Expository and Argumentative Essays

**Literature:** Use the recommended text on Drama, and write a Short Play/Story

## Resources

Student's Book (pp. 164–169)

Dictionaries paper, coloured pencils or crayons

## Listening And Speaking

### Activities 1, 2, 3 and 4 (SB p. 164)

Refer students to the pictures on page 164 of the Student's Book while explaining the difference between the different Consonant Clusters. There should be no vibration in their vocal chords when they make Unvoiced Sounds.

Model a couple of examples from each activity for students before they work with a partner to practise saying the sounds. Monitor them to make sure that they are producing the sounds correctly.

### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activity 5 (SB p. 166)

Begin the lesson by asking students if they can remember the definition of a Topic Sentence. Discuss their responses in a class discussion. Then read the information in the information box on page 150 of the Student's Book.

Ask students: Is there a difference between the Topic Sentence and the Main Idea of a Paragraph?

Then read the article on page 165 out loud while students follow in their Student's Books. Students then read the article again on their own before answering the questions individually.

## Activity 5 (SB p. 166)

### Answers

- a) (1) Class teachers in Nigeria are no longer allowed to administer corporal punishment.
  - (2) It is true that some teachers have gone too far when hitting children in the past.
  - (3) Speak to many teachers today and they'll tell you that they are frustrated.
  - (4) But, isn't it the job of parents, not teachers to discipline their children?
  - (5) The consequences of this approach will only really be felt in the future.
- b) Read in isolation, this sentence seems to say that teachers shouldn't be allowed to discipline children.
  - c) The Tone is critical of parents.
  - d) The author thinks that corporal punishment is the last resort but also the most effective.
  - e) Not hitting children will mean that they are raised to become ill-disciplined.
  - f) The author is in favour of corporal punishment.
  - g) Students' answers will vary. Give marks for well-reasoned opinions.

## Vocabulary Development

### Activities 6 and 7 (SB p. 166)

Students are now familiar with the text, so they should be able to find words that have the specified meanings quite easily for Activity 6. Allow them to use dictionaries to check their work if necessary.

For Activity 7, ask students if they know the meanings of the words in the list provided?

Ask them to discuss the meanings with their partners before writing the sentences in their exercise books. If there is enough time at the end of the lesson, then ask volunteers to share their sentences. Take in students' exercise books for marking.

### Activity 6 (SB p. 166)

#### Answers

- a) teacher; b) corporal; c) ultimate; d) administer; e) authority; f) punishment; g) discipline

## Activity 7 (SB p. 166)

### Answers

Students' answers will vary. Award marks for correct meaning and Grammatical Correctness.

## Grammar Structure

### Activities 8 and 9 (SB p. 167)

As this is new content that students have not previously covered, allow sufficient time for discussion and clarification in this lesson. Ask students: What is a Statement? What is a Question?

Then read the information in the information box on page 167 of the Student's Book.

Ask students to give you additional examples of Simple and Complex Statements, and Negative and Positive Tag Questions.

Students then do Activities 6 and 7 in their exercise books individually. Take in their exercise books for marking and provide time for class feedback and discussion of the common mistakes made. If necessary, provide additional activities for remedial purposes.

### Activity 8 (SB p. 167)

#### Answers

- a) Teachers are frustrated, aren't they?
- b) School children don't respect authority, do they?
- c) Class teachers mustn't hit children, must they?
- d) Parents should discipline their children, shouldn't they?
- e) I never disobey my teachers, do I?
- f) Corporal punishment isn't just another term for child abuse, is it?
- g) If we spare the rod, then we'll spoil the child, won't we?
- h) I couldn't be quieter in class if I tried, could I?

### Activity 9 (SB p. 167)

#### Answers

Students' answers will vary.

## Writing

### Activities 10 to 12 (SB pp. 168–169)

Students have now learnt about and practised writing all four essay types (Descriptive, Narrative, Argumentative and Expository). Check that they clearly understand the difference between the different types of essays and know what is expected of them if they are asked to write a specific type of essay.

Let students do the first activity on their own, but assess their understanding by means of a class discussion. Then ask students to work in pairs to identify the essay type to which each paragraph in the second activity belongs. Monitor their discussions and give guidance where necessary.

Finally, students can apply this revised knowledge to writing the opening paragraphs of an Expository and Argumentative Essay. Spend some time checking their approaches to this paragraph by taking in their exercise books for marking, and by providing for class discussion.

Remind students to use the self-evaluation checklists as a guide when writing and in order to check their work before submitting it.

### Activity 10 (SB p. 168)

#### Answers

Students' answers will vary. Here are possible definitions.

- a) Descriptive Essay: An essay that describes something or someone, especially in a

detailed, interesting way that appeals to the reader's senses.

- b) Narrative Essay: An essay that tells a story or gives a description of a series of events.
- c) Argumentative Essay: An essay that tries to persuade the reader to agree with a particular opinion or way of thinking.
- d) Expository Essay: An essay that informs the reader by explaining or discussing a specific topic or idea.

### Activity 11 (SB p. 168)

#### Answers

- a) Argumentative Essay; b) Narrative Essay, c) Expository Essay; d) Descriptive Essay

### Activity 12 (SB p. 169)

#### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Argumentative Essay on page 10 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Argumentative Essay and Speech on pages 18 and 15 of this Teacher's Guide.

## Literature

You may choose to use this as an opportunity to develop a checklist for writing plays as a class activity. You could then adapt this in order to create a marking rubric.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 170) (Word boundaries: production of sounds with reference to linking sounds)	Reading And Comprehension (p. 171) (Interpret a Map, Diagram or Sketch accurately)	Grammar Structure (p. 173) (Polar Questions and Tag Questions)	Writing (p. 174) (Instructions/ Expository Essay)	Literature (p. 174) (Use the recommended text on Drama, and use Similes and Metaphors in sentences)
		Vocabulary Development (p. 173) (Related to forests)			

### Objectives

The students should be able to:

**Listening And Speaking:** Identify and produce sounds with reference to linking sounds, for example matter-of-fact; Shah of Iran, bread and butter, poor and blind

**Reading And Comprehension:** Read a Passage in order to interpret a Map, Diagram or Sketch accurately

**Vocabulary Development:** Words related to forests

**Grammar Structure:** Differentiate between Polar Questions and Tag Questions

**Writing:** Write a set of Instructions/Expository Essay on how to plant a tree

**Literature:** Use the recommended text on Drama, and use Similes and Metaphors in sentences

### Resources

Student's Book (pp. 170–174)

Dictionaries, examples of sets of instructions, etc.

### Listening And Speaking

#### Activities 1, 2 and 3 (SB pp. 170–171)

The explanation on Consonant Sounds on page 170 of the Student's Book offers a sound basis from which to explain the changes in Pronunciation that occur when words are linked in sentences or phrases.

In all of the activities, model the correct Pronunciation for students before giving them time to practise with a partner. Make sure that you can pronounce the sounds correctly and confidently.

Monitor students when they are working with a partner. If you notice that their Pronunciation of the target sounds is not correct, stop the practice work, drill students some more and then let them continue working with their partners. It is important to give adequate time to getting this right.

### Reading And Comprehension

#### Activities 4 to 7 (SB pp. 171–172)

Activity 4 is a pre-reading activity that introduces students to the topic of 'Cross River gorillas'.

Allow them to discuss their predictions with a partner, but each student must write down their own sentence predicting what the text is about.

Critically, students must use the map (and interpret

the information it supplies correctly) in order to predict what the article is about.

In Activity 5, students do a detailed reading of the article in order to check the accuracy of their prediction in Activity 4. Ask for volunteers to read out their predictions, then discuss how correct they are as a class.

After a second detailed reading, students work on their own to decide if the given statements are true or false. The level of difficulty of Activity 6 is increased because students need to correct all of the statements that are false, which means that they need to write down the correct or reworked statement. Let them check their work with a partner before discussing any problems or unresolved issues in the exercise as a class.

Students must write a title for the article in Activity 7 that captures the Main Idea.

### Activity 4 (SB p. 171)

#### Answers

- Students must be able to list the places shown on the map, i.e. CRNP, Cross River State, and Cameroon, as well as the gorillas.
- Students' answers will vary but must link to the information shown on the map.

### Activity 6 (SB p. 172)

#### Answers

- False, the Cross River gorilla is critically endangered.
- False, Cross River gorillas live in small family groups.
- False, Cross River gorillas eat the fruit, leaves, stems and bark of plants and trees.
- True
- False, the future of the Cross River gorillas that live in the Cross River National Park is not secure; even inside the park, wildlife is threatened by forest loss and poaching.
- True
- False, the grey-cheeked mangabey is extinct.
- True

### Activity 7 (SB p. 172)

#### Answers

Students' answers will vary. Note: the original title of the article was 'Critically endangered gorillas threatened by deforestation'.

### Reading Evaluation

Select a few students who have not yet had their Reading Skills assessed. Ask them to prepare two or three paragraphs from the Comprehension text for Reading Aloud. Give them the criteria from the Checklist for Reading Aloud on page 9 of this Teacher's Guide. Explain that you will be using these criteria to evaluate their Reading Aloud Skills. Call them up individually and ask them to read to you. You can use the Rubric for Reading Aloud on page 12 of this Teacher's Guide to evaluate their reading. Record the mark in your Record Book.

## Vocabulary Development

### Activity 8 (SB p. 173)

Read through the words in the first column of Activity 8 as well as the explanations in the second column with the class. Students can work on their own or with a partner to match the words with the correct meanings. Allow them to use dictionaries if necessary.

Ask students to learn the words as well as their meanings for homework, then give them a spelling test the next day. After the test, ask students to make sentences with the words so that you can check that they understand their meanings. Do this as an oral activity with the whole class.

For Activity 9, students must learn the words for a spelling test.

### Activity 8 (SB p. 173)

#### Answers

Words	Meanings
a) endangered	animal or plant species that may soon not exist because there are very few now alive
b) deforestation	the cutting down of trees in a large area or the destruction of forests by people
c) extinct	no longer existing
d) zoological	to do with the scientific study of animals
e) habitat	the natural environment in which an animal or plant usually lives

Words	Meanings
f) decade	a period of ten years
g) logging	the activity of cutting down trees in order to use their wood
h) poaching	catching or killing animals without permission on someone else's land
i) bushmeat	meat from African wild animals used as food by humans
j) conservationist	a person who works for the protection of plants, animals and natural areas

## Grammar Structure

### Activities 10 and 11 (SB p. 173)

Go through the information box on Polar Tags on page 173 of the Student's Book with students. Then ask them to provide their own examples of these types of questions, and to distinguish between when they are being ironic or confrontational. Ask students: Are ironic and confrontational questions useful as a means of communication?

Students then complete Activity 10 individually in their exercise books. Collect their exercise books for marking and build in time for class discussion and corrective feedback as needed.

Activity 11 is an additional exercise on Adverbial Phrases. Before students do the activity ask them: What types of Adverbial Phrase is each of these. Write the agreed and correct answers on the chalkboard. This will assist them when they complete the activity in their exercise books, individually.

### Activity 11 (SB p. 173)

#### Answers

Students' answers will vary

## Writing

### Activity 12 (SB p. 174)

Before they begin writing for Activity 12, work through the outline on page 174 of the Student's Book, so that they know what is expected of them. It would be helpful to give them a couple of examples of sets of instructions to use as guidelines. If necessary, you could write one yourself, for example, how to brush your teeth.

There is no rubric or checklist for writing instructions. Students will therefore need to rely on the guidance in the Student's Book and the additional guidance you provide.

You could, as with other tasks, decide to use this as an opportunity to develop a checklist with students. You can then adapt that checklist to create a marking rubric. Use the existing rubrics as a guide.

## Literature

### Activities 13 and 14 (SB p. 174)

Students are likely to enjoy Activity 13, which involves a lot of talking and movement. Try to allow them as much freedom as possible and accept that noise levels may be higher than usual.

Students should choose a scene that needs one fewer actor than there are group members. This is so that one of the group members is free to play the role of director.

Make sure that different people in each group have a turn to be the director.

For Activity 14, revise the definitions of Similes and Metaphors and ask students to identify which of the phrases are Similes and which are Metaphors before they complete the activity in their exercise books individually.

### Activity 14 (SB p. 174)

#### Answers

Students' sentences will vary. Award marks for grammatical and interpretive accuracy.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 175) (Diphthongs: /ei/ and /iə/)	Reading And Comprehension (p. 176) (Timeline)	Grammar Structure (Adverbials)	Writing (p. 178) (Oral Composition)	Literature (p. 179) (Dramatise an Act from a Drama text; turn Similes into Metaphors and vice-versa)
		Vocabulary Development (p. 178) (Vocabulary based on reading passage; spelling drills)		Spelling test	

## Objectives

The students should be able to:

**Listening And Speaking:** Identify and produce the selected Diphthongs (/ei/ and /iə/ sounds) in Passages and Speeches

**Reading And Comprehension:** Read to identify how a diagram or map clarifies or complements reading materials, for example a timeline

**Vocabulary Development:** Vocabulary based on reading passage; spelling drills

**Grammar Structure:** Use Adverbials

**Writing:** Compose an Oral Composition on school rules

**Literature:** Dramatise an act from a drama text; turn Similes into Metaphors, and vice versa

## Resources

Student's Book (pp. 175–179)

Dictionaries, example of a school drug and alcohol abuse, etc.

## Listening And Speaking

### Activities 1 to 5 (SB p. 175)

Refer to the Phonics diagram in the Student's Book as you explain how we produce the /ei/ and /iə/ sounds. Students might find these

Diphthongs difficult to pronounce because their tongue and lips (and sometimes their jaws also) need to move from one position to another. Teach them exactly how to make the sounds, and then let them practise making the sounds until they can do it without thinking. Practise is the secret of success when it comes to pronunciation, so drill students for as long as necessary.

Make sure that you know exactly how to pronounce the target sounds and practise saying the words given in the activities ahead of time so that you are comfortable saying them for the class. Say each word or sentence loudly and clearly, giving students enough time to repeat them a couple of times. Once students have had plenty of practice, ask for volunteers to say each word or sentence and let the rest of the class decide if their pronunciation was correct.

Monitor students carefully when they are working with a partner to take turns saying the sentences aloud. If you observe many errors in the pronunciation of the target sounds, stop the activity. Read the sentences aloud for the class so students can listen to the correct pronunciation, then allow them to continue practising with their partners.

## Activity 5 (SB p. 175)

### Answers

- The baby who was playing there in the rain has earache.
- Please remain here and stay near to me today.
- It is clear that he feels great fear.

### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activities 6 and 7 (SB pp. 176–177)

Activity 6 is a pre-reading activity. Students must read the timeline information on page 176 of the Student's Book and then identify whether or not statements about the timeline information are true or false. Tell students: You will often be asked to interpret the information on timelines in other subjects, such as Social Studies. Ask students: What is a timeline? When and where else have you had to read timelines?

You may wish to ask students to make their own timeline of events in this, their first year in Junior Secondary school.

Students then read the article and answer the questions that follow.

There are different options for the reading of the text in Activity 7. You could read it aloud to the class yourself, ask a different student to read each paragraph or ask students to read it to themselves silently. Your choice of options will depend on the reading and comprehension ability of your class. Silent reading works well if they are good readers with excellent comprehension skills, otherwise it is better for someone (yourself or good readers from the class) to read aloud. Avoid choosing weak readers for this type of exercise since their poor reading may affect the comprehension of the rest of the students.

Students should work on their own to answer the multiple-choice questions, using the Scanning technique they've learnt previously to locate the information that they need for each question.

Use a class discussion to check students' answers once everyone has finished. As always, encourage participation and discussion instead of simply reading out the correct answers. It is important for students to learn where they went wrong if their answers were incorrect.

## Activity 6 (SB p. 176)

### Answers

- a) True; b) False; c) False

## Activity 7 (SB p. 177)

### Answers

- many of the city residents moved away from the city after 178 people died in one day in a series of bomb blasts and shooting sprees
- many local factories and tanneries have closed down
- to escape from their own lives for a while
- will try again to get high

## Vocabulary Development

### Activities 8 and 9 (SB p. 178)

Students must find Synonyms for the phrases given. By now, they are familiar with the text, so they should have some idea of where to find the words. Allow them to consult dictionaries if necessary.

Students then learn the words for a spelling test.

## Activity 8 (SB p. 178)

### Answers

- a) prosperous; b) unemployment; c) retrenched; d) addiction; e) abuse; f) combination; g) trafficking; h) vocational; i) reform; j) rehabilitation; k) (social) strata

## Writing

### Activities 10 and 11 (SB p. 178)

Introduce Activity 10 by talking about what a drug and alcohol abuse policy is. Does your school have one? If not, is one necessary? If it does, why is this so? Is the abuse of drugs and alcohol a problem at your school and in your community? Give students a chance to talk about their personal experiences, but don't get side-tracked for too long, since this is primarily a writing activity.

If possible, show students an example of a school drug and alcohol abuse policy. You may be able to download one off the Internet.

Remind students to follow the usual stages of writing (planning, drafting the first version, editing, writing out the final version neatly). Before they begin writing, give students a checklist such as the one below so that they know what is expected of them. Make sure that students understand that they only need to write a drug policy, not a list of general school rules.

	Yes	No
The policy has a clear and relevant heading.		
The policy is set out clearly and logically.		
The policy states clearly what behaviour is not acceptable.		
The policy states clearly how the school will punish offenders.		
Maximum of 200 words used.		
The grammar and spelling are correct.		

Use the checklist to assess students' work or use it as a basis for developing a marking rubric.

Students then write an Argumentative Essay in Activity 11 about the impact of drugs, entitled: 'Drugs will ruin your life'. Give them the checklist for Argumentative Essays again, and use the rubrics for Argumentative Essays and speaking to evaluate their writing and delivery of the text.

### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Argumentative Essay on page 10 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Argumentative Essay and Speech on pages 18 and 15 of this Teacher's Guide.

## Literature

### Activities 10 to 13 (SB p. 179)

When we study a Play as a setwork, it is important not to forget that it is meant to be enjoyed as a performance, not read as a text. In Activity 12, students begin to think about

who the target audience of the Play *Offspring of Greed* is. In other words, who did Jane-Frances Okekearu write the Play for? Who did she think would benefit from or enjoy watching a performance of it? Once students have discussed these questions with a partner, ask for volunteers to say what they think.

### Activity 12 (SB p. 179)

#### Answers

Answers will vary, but students are likely to say that this is a play for adults and young adults. It is too long and serious for children, and the subject matter is too complex for children to understand or enjoy.

For Activity 12, students must make sure that there are enough people in their groups to play all of the roles in the scene that they have selected as well as three extra people to be the set designer, the costume designer and the play director. Check that only one group is performing a scene and that all of the groups have not chosen the same scene!

Once again, this will be a noisy activity. Students will need to do some of the preparation and rehearsal in their own time. Warn them that they must produce a good performance since guests will be attending.

Help students to organise a performance of their scenes in a suitable venue (preferable a hall with a stage). They may also appreciate your help in encouraging appropriate people to attend the performance. Make sure that students make posters with the relevant details (time, date and venue, plus what the performance is about) to display as advertisements for the performance.

By the time students get to Activity 12, they should be clear about the distinction between Similes and Metaphors.

Do the first two examples with the class and then have students complete the rest of the activity individually in their exercise books.

### Activity 13 (SB p. 179)

#### Answers

- Education is a river ...
- Drug abuse is like a demon.
- The boys looked at the child who was a leaf in the gutter.



### Activity 3 (SB p. 180)

#### Answers

- a) When we go to our rural home tomorrow, we will ensure that we roast a mature goat.
- b) The local soldiers are curious because the tourists from Europe found pure gold under the phone.

#### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening And Speaking Skills (Identification, Pronunciation, Stress And Intonation, Comprehension And Responding) on page 13 of this Teacher's Guide.

### Reading And Comprehension

#### Activities 4 to 7 (SB pp. 181–182)

Activity 4 is a pre-reading activity. Students use a photo to help them choose the correct ending for the sentence. Whilst doing this, they become aware of all sorts of information about what they are about to read (for example, that the text is about a Nigerian teenager who has a big party) without realising it.

Remember to confirm the accuracy of this answer with students once they have done a detailed reading of the text in Activity 6.

In Activity 5, students apply the SPQ3R Method to the text in order to grasp the Main Idea/s. Students then complete the activity individually in their exercise books.

In Activity 6 students read through the passage. This is a fairly straightforward passage, but gives students time to do a second detailed reading if necessary. Then ask them to work on their own and write down their answers to the questions. Discuss the answers with the class once everyone has finished.

While students complete the Activity 6, you can call up individual students to read a selected piece from the given passage. Use the supplied rubrics on page 12 of the Teacher's Guide to evaluate their reading.

In Activity 7, students practise their Grammar Skills by finding an example of various Parts Of Speech in the text. Let them do the activity on their own, then ask them to check their work

with a partner before discussing the answers with the class. In some cases, there are many possible answers, so you will need to assess each answer carefully.

#### Activity 4 (SB p. 181)

#### Answers

The busiest day of Ngozi's life was her birthday.

#### Activity 5 (SB p. 181)

#### Answers

Students' answers will vary. Two possible (and probable) sentences are similar to the following: The story is about Ngozi's birthday, which was the busiest day of her life. Her birthday was memorable and happy because her entire family and all her friends helped to make it a lovely day.

#### Activity 6 (SB p. 182)

#### Answers

- a) I was as hungry as a wolf. The town was a sleeping dog.
- b) The Tone is happy and lighthearted; students' reasoning will vary.
- c) The author uses Subjective, detailed, Descriptive Language and Positive Imagery to tell the story of the birthday. The Mood is happy.
- d) Positive. Of course, a 15<sup>th</sup> birthday celebration is a special celebration in Nigeria ...
- e) But is a Signal Word. It signals an alternative explanation/opinion to the statement that preceded it.
- f) She woke up early because: she was excited, and there was a lot to do.
- g) There are many possible facts that students can give, but here are three of the most important ones:
- She had a big party for about a hundred of her friends and family.
  - There was a big feast with a roast cow as the main dish.
  - She danced for hours.
- h) Ngozi's father and brothers
- i) Her birthday was on a Saturday./There is no school on Saturdays.
- j) It was a success, '... just as memorable'.
- k) descriptive
- l) Adjectives

## Activity 7 (SB p. 182)

### Answers

There are many possible answers for some of these questions. Here are some example answers. Check that students have given appropriate answers.

- busiest/fullest/happiest
- I/me/we
- birthday/life/fun
- busiest/fullest/happiest/most beautiful/golden
- my
- sun/bed/window
- more exquisite/happier
- Nigeria
- out of/before/in front of

### Reading Evaluation

Select the remaining students who have not yet had their Reading Skills assessed. Ask them to prepare two or three Paragraphs from the comprehension text for Reading Aloud.

Give them the criteria from the Checklist for Reading Aloud on page 9 of this Teacher's Guide. Explain that you will be using these criteria to evaluate their Reading-Aloud Skills. Call them up individually and ask them to read to you. You can use the Rubric for Reading Aloud on page 12 of this Teacher's Guide to evaluate their reading. Record the mark in your Record Book.

## Vocabulary Development

### Activities 8 to 9 (SB p. 183)

Students work on their own to find Antonyms in Activity 8 for the given words in the passage. The exercise is made easier because they know which paragraph to look in for each word. Allow them to use dictionaries if necessary.

Ask students to check their answers with a partner before discussing the answers as a class.

### Activity 8 (SB p. 183)

#### Answers

- beautiful; b) empty; c) quiet; d) excited; e) huge; f) delicious

Students work on their own to find Synonyms in Activity 9 for the given words in the passage. The exercise is made easier because they know which paragraph to look in for each word. Allow them to use dictionaries if necessary.

Ask students to check their answers with a partner before discussing the answers as a class.

### Activity 9 (SB p. 183)

#### Answers

- entire; b) exquisite; c) exhausted; d) enormous; e) memorable

## Grammar Structure

### Activity 10 to 14 (SB pp. 183–184)

Work through the information box on page 183 of the Student's Book with students before asking them to do these activities on their own or with a partner. Make sure that they can distinguish between the different kinds of Nouns.

As the instructions of Activity 10 in the Student's Book say, there are many possible answers for some of the questions. For example, 'Wednesday' is given as a Proper Noun for the Common Noun 'day', but 'Monday', 'Tuesday', 'Thursday' and so on would also be correct. Also, the Common Nouns can vary considerably. For example, for the Common Noun 'river', students could write 'Benué River', 'Nile River' and so on. Make sure that students are aware of this and use your discretion when checking their answers by means of a class discussion.

### Activity 10 (SB p. 183)

#### Answers

Common Noun	Proper Noun	Collective Noun
island	Lagos Island	A group of islands
<u>mountain</u>	Mount Dimlang	<u>A range of mountains</u>
<u>ship</u>	<u>The Titanic</u>	A fleet of ships
book	<u>The Book of Job</u>	<u>A library of books</u>
<u>fish</u>	<u>Marlin</u>	A school of fish
<u>player</u>	Super Eagles	<u>A team of players</u>
fruit	Apple, Pear (any fruit)	<u>A basket of fruit</u>

In Activity 11 students identify Common and Proper Nouns in sentences, and then distinguish between Concrete and Abstract Nouns. If students did this exercise on their own, ask them to check their answers with a partner before discussing the answers as a class.

### Activity 11 (SB p. 184)

#### Answers

- My brother says that kindness is more important than success. (Concrete Noun: brother; Abstract Nouns: kindness, success)
- My greatest wish is for peace in Africa. (Abstract Nouns: wish, peace)
- The woman looked at herself in the mirror with pride. (Concrete Nouns: woman, mirror; Abstract Noun: pride)
- Kunle enjoys spending time in the beauty of nature. (Concrete Noun: nature; Abstract Nouns: time, beauty)
- This book says that love is greater than fear. (Concrete Noun: book; Abstract Nouns: love, fear)

Activity 12 revises Irregular Verbs. Point out to them that both the Subject and the Tense are important when choosing the correct form of the Irregular Verb. Then ask students to write their own sentences with the form of the Verb that they wrote.

### Activity 12 (SB p. 184)

#### Answers

Answers will vary

For Activity 13, students choose appropriate Collective Nouns from the brackets to complete the sentences. They need to learn which Collective Noun goes with which Common Noun off by heart since there are no rules that they can learn. If students did this exercise on their own, ask them to check their answers with a partner before discussing the answers as a class.

### Activity 13 (SB p. 184)

#### Answers

- She began to study a week before the exams.
- That cost you dearly, didn't it?
- The teacher became very angry when the children didn't listen to her yesterday.

- I meant to show you how to solve those fractions in our lesson last week.
- My mother woke last Sunday to the sound of me making breakfast.

### Activity 14 (SB p. 184)

#### Answers

Adjectives	Comparative	Superlative
pretty	<u>prettier than</u>	<u>prettiest</u>
beautiful	<u>more beautiful</u>	<u>most beautiful</u>
many	<u>more</u>	<u>most</u>
narrow	<u>narrower</u>	<u>narrowest</u>
generous	<u>more generous</u>	<u>most generous</u>
handsome	<u>more handsome</u>	<u>most handsome</u>
tall	<u>taller</u>	<u>tallest</u>
strange	<u>stranger</u>	<u>strangest</u>

## Writing

### Activity 15 (SB p. 185)

In Activity 15, students have an opportunity to revise all types of essays: Descriptive, Narrative, Expository and Argumentative. Provide opportunity for class discussion about each essay type. Ask students: So knowing what we do about each type of essay, how will you go about writing only the introduction and conclusion for each essay?

Encourage students to use a mind map to plan each essay type before they write the introductions and conclusions required by the activity.

Again provide them with the checklists so they can check their work before submitting it.

#### Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Argumentative Essay on page 10 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric: Argumentative Essay and Speech on pages 18 and 15 of this Teacher's Guide.

## Literature

### Activity 15 (SB p. 185)

Activity 15 introduces students to two commonly used Figures Of Speech, i.e. Pun and Euphemism. Ask students: Do you know what a Pun is? Do you know what a Euphemism is?

Then read the information in the literature box on page 185 of the Student's Book. Students

should then complete the activity individually in their exercise books.

### Activity 15 (SB p. 185)

#### Answers

- A Pun. Daze is a Pun on days.
- Periodic outbursts of frustration
- Periodic is a Pun on the periodic table.

MODULE  
10

## Revision

### Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 186) (Identification, Pronunciation and Stress and Intonation)	Reading And comprehension (p. 187) (Scanning, Inference, Signal Words)	Grammar (p. 189) (Active and Passive Voice, Pronouns, Nouns, Verbs, Adverbs)	Writing (p. 192) (Argumentative/ Descriptive/ Expository/ Narrative Essay)	Literature (p. 192) ( <i>Oliver Twist</i> – Figures Of Speech)
		Vocabulary Development (p. 189) (Matching words and meanings)			

The Main objective of this module is revision. Introduce each activity or section by reminding students about what they have learnt thus far for that section of the work, for example Grammar Structure, Reading, and so on.

You could also use some of these activities as tests.

### Objectives

The students should be able to:

**Listening And Speaking:** Recall and identify sounds learnt in Term 3, and Pronounce these with correct Stress and Intonation

**Reading And Comprehension:** Scan, and read for factual recall, inferred meaning and to identify cues in the text

**Vocabulary Development:** Match phrases to their meanings from the given text

**Grammar Structure:** Recall and use Parts Of Speech and the Active And Passive Voice Correctly

**Writing:** Structure and write an essay: Argumentative, Descriptive, Expository or Narrative

**Literature:** Identify Figures Of Speech correctly.

### Resources

Student's Book (pp. 186–192)

## Listening And Speaking

### Activity 1 (SB p. 186)

#### Answers

Word	Separate syllables	Number of syllables
quiet	qui-et	two
enormous	e-nor-mous	three
memorable	mem-o-ra-ble	four
beautiful	beau-ti-ful	three
community	com-mu-ni-ty	four
intimidation	in-ti-mi-da-tion	five

[12]

### Activity 2 (SB p. 186)

#### Answers

delicious; quiet; enormous; memorable;  
beautiful; community; intimidation

[7]

### Activity 3 (SB p. 186)

#### Answers

/eə/	/ei/	/iə/	/ʊə/	/əʊ/	/s/	/z/
square	fake	beer	during	bone	listen	because
swear	rail	dear	secure	goat	silver	close

/tʃ/	/ʃ/	/p/
catch	crash	practice
chimpanzee	show	jump
/t/	/θ/	/ð/
television	thirteen	then
pocket	depth	weather

[30]

## Reading And Comprehension

### Activity 4 (SB p. 187)

#### Answers

- a) newspaper (1)  
b) tragic (1) [2]

### Activity 5 (SB p. 188)

#### Answers

- a) 14 (1)  
b) They were going to school. (1)  
c) They couldn't swim. (2)  
d) They weren't wearing life jackets. (1)  
e) No solution to the technical problem is suggested by the passage. Rather the passengers are advised to wear life jackets. (2)  
f) Accept any two of the following reasons (one mark each):  
• To travel to market, work or school  
• Because there is no other way of getting to their destination  
• Because there is no other form of transport  
• To avoid traffic jams. (2)  
g) The level of the ocean is higher. Tidal waves happen more often. (2)  
h) Yes, 'but many people do not bother ...' (2)  
i) Comparison/contrast or alternatives.  
An alternative scenario or explanation to what is suggested by the beginning of the sentence. (2) [15]

## Vocabulary

### Activity 6 (SB p. 189)

#### Answers

Words	Meanings
a) accident	something bad that happens that is not intended and that causes injury or damage
b) national	relating to the whole of a country
c) emergency	something dangerous or serious, such as an accident, which happens suddenly or unexpectedly and needs fast action in order to avoid harmful results
d) collide	when two objects hit each other with force, usually while moving
e) capsize	when a boat turns over in the water
f) survive	to continue to exist after being in a difficult or dangerous situation

Words	Meanings
g) distribute	to give something out
h) prevent	to stop something happening or stop someone doing something
i) compulsory	something that people must do because it is a rule or law
j) destination	the place where someone or something is going

[10]

## Grammar Structure

### Activity 7 (SB p. 189)

#### Answers

- b) A test was written by me yesterday.  
 c) Maths is taught by Mr Solarin.  
 d) The television was switched on by Ndubuisi.  
 e) The bone is buried by the dog. [4]

### Activity 8 (SB p. 189)

#### Answers

Their bodies have all been found.  
 It is compulsory to wear life jackets ... [4]

### Activity 9 (SB p. 189)

#### Answers

- b) The mother is feeding the baby.  
 c) My mother cooks dinner every day.  
 d) Ronke cleaned the house last week.  
 e) I wrote the letter. [4]

### Activity 10 (SB p. 189)

#### Answers

- b) They often help us with our homework.  
 c) We went swimming with them.  
 d) She phoned him.  
 e) She is my friend. I like her. [8]

### Activity 11 (SB p. 190)

#### Answers

- b) Mr Olojede looked at himself in the mirror.  
 c) My friend and I did all the work ourselves.  
 d) He and his friend built the house themselves.  
 e) Sekirat made the dress herself. [4]

### Activity 12 (SB p. 190)

#### Answers

- b) Kunmi believes that he can increase his intelligence by reading the newspaper every day. (Concrete Nouns: newspaper; Abstract Nouns: intelligence, day) (4)  
 c) I bought bananas, yams and a chicken at the market next to the Benue River. (Concrete Nouns: bananas, yams, chicken) (4)  
 d) The Makinde family are grateful for their wealth, which allows them to live in a beautiful house and drive fancy cars. (Concrete Nouns: family, house, cars; Abstract Noun: wealth) (5) [13]

### Activity 13 (SB p. 190)

#### Answers

- a) a herd of cows  
 b) a bouquet of flowers  
 c) an army of ants  
 d) a team of soccer players  
 e) a crowd of protestors  
 f) a sack of potatoes [6]

### Activity 14 (SB p. 190)

#### Answers

- b) I feel happy when the sun is shining.  
 c) Gafar is more successful than his older brother.  
 d) Funmilola is an amazing person.  
 e) There was a colourful sunset last night. [4]

### Activity 15 (SB p. 191)

#### Answers

- b) Omobola looked at me with a smile. (Adverbial Phrase Of Manner)  
 c) She visited me last night. (Adverbial Phrase Of Time)  
 d) We sat in the kitchen and talked. (Adverbial Phrase Of Place)  
 e) We talked for many hours. (Adverbial Phrase Of Time) [4]

### Activity 16 (SB p. 191)

#### Answers

- b) We are going to the shop this afternoon.

- c) Simisola's baby was born in July.
- d) My brother is still at the market buying fruit.
- e) Kunmi started school in 2015.
- f) She only woke up at nine o'clock yesterday, so she was late for school. [5]

### Activity 17 (SB p. 191)

#### Answers

- b) I am a young girl living in Nigeria. I have two sisters and a brother. We live in a small village. There is no school in our village, so we walk a long way to school every day. (5)
- c) Olusola went to the shop for his mother. He bought everything on his shopping list, but he forgot to buy washing powder. When he arrived home, his mother shouted at him. (5)

- d) Rashedat was playing outside. She was singing while she was digging in the mud. She was wearing her school uniform and it was getting very dirty. (5) [15]

## Writing

### Activity 18 (SB p. 192)

Use the rubrics for assessing a Narrative, Descriptive, Expository or Argumentative Essay on page pages 16 to 19 of this Teacher's Guide to evaluate students' work. [50]

## Literature

### Activity 19 (SB p. 192)

#### Answers

- a) 'it was the best thing for Oliver Twist that could by possibility have occurred'; Irony (1)
  - b) 'like the wind'; Simile (2) [3]
- Total: 200

# Practice Examination Answers

## Paper I: Multiple Choice Section A: Comprehension

### Passage I

1. C. in a small village
2. A. liked Pekun
3. C. sometimes easy
4. B. he had brothers and sisters
5. A. stay in the village (5 marks)

### Passage II

6. D. loyal
7. A. retire
8. A. It was not the king's land
9. E. was snow-filled
10. A. staff (5 marks)

## Section B: Vocabulary Development

11. D. safety
  12. C. compliment
  13. E. doctors
  14. A. switches on
  15. D. dis-
  16. D. pollution
  17. D. theatre
  18. C. stepmother
  19. E. standing
  20. A. punctual
  21. D. law
  22. B. invented
  23. D. spectators
  24. A. keep company
  25. A. fully
- (26. C. Games) are wonderful for (27. A. children) especially (28. E. games) they can play with other children. A lot of thought goes into

the (29. D. making) of these toys. The (30. C. packaging) must also be well thought out as it needs to (31. A. attract) the children and their (32. B. friends) into buying it. The games must be (33. C. appropriate) for the (34. C. similar) ages and be (35. B. fun) to play. (25 marks)

## Section C: Grammatical Accuracy

36. A. against
37. C. millennium
38. A. hid
39. C. do you
40. D. terrified
41. E. very
42. E. ours
43. A. -ment
44. B. theirs
45. C. off
46. A. more clever
47. C. despite
48. A. that
49. B. before
50. A. so
51. A. but
52. D. didn't we?
53. E. were
54. E. with **or** C. about
55. D. one another
56. E. were
57. C. than
58. A. philosophical
59. E. thirsty
60. A. youngest
61. E. seeing
62. B. at
63. A. by
64. C. leaves
65. B. who (30 marks)

## Section D: Spoken English

- 66. D. machine
- 67. C. blink
- 68. A. bear
- 69. B. stack
- 70. A. marsh
- 71. C. spot
- 72. E. dawn
- 73. B. going
- 74. E. routine
- 75. A. enough
- 76. B. Thursday
- 77. B. separate
- 78. A. sip
- 79. B. zip
- 80. C. pay

(15 marks)

## Paper II: Essay

Use the rubrics Writing/Essays to mark this question.

(20 marks)

Divide the Rubric mark of 40 by 2  
to get a total out of 20.

Total marks: 100

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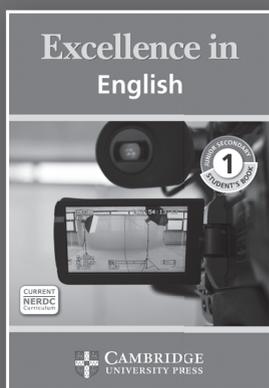
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