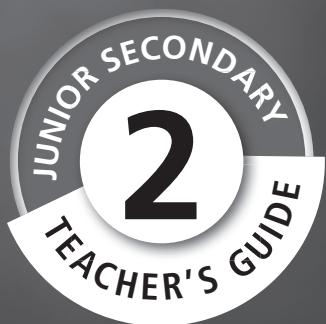


Excellence in English

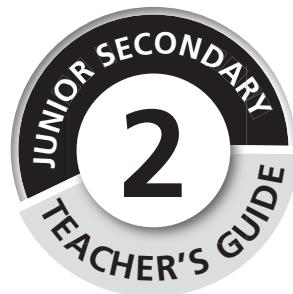


CURRENT
NERDC
Curriculum



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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-and-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 2 can be found on pages 23 to 25 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 2 Student’s Book

The Student’s Book is divided into three Terms with 10 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.

The Excellence in English Junior Secondary 2 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), and 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 and Grammar Structure Exercises. The Revision Module at the end of each term can 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
- 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 following example, 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
Focus (relates to topic)	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)
Structure (order of content)	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)
Narrative techniques	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)
Language (including Grammatical Structure)	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)
Spelling and Punctuation	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

Focus (relates to topic)	The content of my essay relates directly to the topic I was given.	
Structure (order of content)	I have structured my essay logically so that it builds the Plot or story. My essay includes a clear Introduction, Body and Conclusion.	
Narrative techniques	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.	
Language (including Grammatical Structure)	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).	
Spelling and Punctuation	I have used correct Spelling and Punctuation.	

Student's Self-Evaluation Checklist: Descriptive Essay

Focus (relates to topic)	The content of my essay relates directly to the topic I was given.	
Structure (order of content)	I have structured my essay logically so that it builds the description. My essay includes a clear Introduction, Body and Conclusion.	
Narrative techniques	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 described things both directly (for example 'The house is old') and indirectly (for example 'The paint was peeling and the doors creaked').	
Language (including Grammatical Structure)	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).	
Spelling and Punctuation	I have used correct Spelling and Punctuation.	

Student's Self-Evaluation Checklist: Argumentative Essay

Focus (relates to topic)	The content of my essay relates directly to the topic I was given. I have done research on the topic.	
Structure (order of content)	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.	
Argumentative techniques	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.	
Language (including Grammatical Structure)	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).	
Spelling and Punctuation	I have used correct Spelling and Punctuation.	

Student's Self-Evaluation Checklist: Expository Essay

Focus (relates to topic)	The content of my essay relates directly to the topic I was given. I have done research on the topic.	
Structure (order of content)	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.	
Expository techniques	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.	
Language (including Grammatical Structure)	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).	
Spelling and Punctuation	I have used correct Spelling and Punctuation.	

Student's Self-Evaluation Checklist: Article

Focus (relates to topic)	The content of my Article relates directly to the topic I was given. I have done research on the topic.	
Structure and content	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.	
Article-writing techniques	The first paragraph introduces the 'who', 'what', 'when', 'where' and 'how' details of the Article. I have focused mainly on facts, not opinions.	
Language (including Grammatical Structure)	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.	
Spelling and Punctuation	I have used correct Spelling and Punctuation.	

Student's Self-Evaluation Checklist: Summary

Content and organisation	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.	
Grammar	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.	
Spelling and Punctuation	I have used correct Spelling. I have used correct Punctuation.	

Student's Self-Evaluation Checklist: Formal and Informal Letter

Focus (relates to topic)	The content of my letter relates directly to the topic I was given.	
Structure (order of content)	I have structured the content of my letter so that it is clear and informative. My letter uses paragraphs: an Introduction, Body and Conclusion.	
Layout	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.	
Language (including Grammatical Structure)	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).	
Spelling and Punctuation	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
Fluency and Pronunciation	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)
Projection and Audibility	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)
Pace and Pauses	The student reads at a pace that matches the text type and Mood of the piece; he/she uses pauses appropriately 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
Identification (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)
Pronunciation (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)
Stress and Intonation (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)
Responding (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)
Comprehension (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
Summarising (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 these with difficulty. (0–1 marks)
Narrating (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)
Presenting a Speech (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 and with much hesitation. (0–1 mark)

Teacher's Rubric: Speech (40 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Focus/ Argument	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)
Structure (order of content)	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)
Argumentative techniques (evidence and persuasion)	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)
Language (including Grammatical Structure)	Precise Language and Vocabulary that show 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 show 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 show 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)
Spelling and Punctuation	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
Focus (relates to topic)	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 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)
Structure (order of content)	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)	The 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)
Narrative techniques	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)
Language (including Grammatical Structure)	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 usage shows that the student does not understand basic language rules, and has no ability to use Figurative Language. Grammar is mainly incorrect. (0–1 marks)
Spelling and Punctuation	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
Focus (relates to topic)	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)
Structure (order of content)	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)
Descriptive techniques	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)
Language (including Grammatical Structure)	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 usage shows that the student does not understand basic language rules, and has no ability to use Figurative Language. Grammar is mainly incorrect. (0–1 marks)
Spelling and Punctuation	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
Focus/ Argument	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)
Structure (order of content)	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)
Argumentative techniques (evidence and persuasion)	The essay provides strong evidence to support the 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)
Language (including Grammatical Structure)	Precise Language and Vocabulary that show 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 show 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 show limited understanding of the topic. Sentences sometimes unclear. Grammar is below grade level with many mistakes. (2–3 marks)	Language and Vocabulary show no understanding of topic. Sentences are poorly constructed. Grammar is below grade level with very many mistakes. (0–1 marks)
Spelling and Punctuation	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
Focus (topic)	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)
Structure (order of content)	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)
Expository techniques (development of the essay)	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)
Language (including Grammatical Structure)	Precise Language and Vocabulary show 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 show 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 show 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)
Spelling and Punctuation	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
Title	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)
Introduction	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)
Body paragraphs	Builds 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)	Builds 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)	Includes additional information not covered in Introduction (i.e. answers questions not covered in Introduction). States Main Idea. Includes one Supporting Detail. (4–6 marks)	Includes additional information, but do not answer all of the 5Ws and H questions. Main Idea not always nor clearly stated. Sometimes include Supporting Details. (2–3 marks)	Paragraphs do not follow Main Idea/ Supporting Details structure. Ideas are unclear. (0–1 marks)
Conclusion	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)
Language (including Grammatical Structure)	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 usage makes it difficult to understand. Very poor Vocabulary. (0–1 marks)
Spelling and Punctuation	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
Content and Organisation	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)
Grammar	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 usage makes it difficult to understand. Very poor Vocabulary. More than 8 Punctuation or Grammatical Errors. (0–1 marks)
Spelling and Punctuation	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 Letter (40 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Date Sender's address Receiver's Address (if Formal)	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)
Content	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)
Structure	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)
Grammar and Punctuation	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 usage makes it difficult to understand. Very poor Vocabulary. More than 8 Punctuation or Grammatical Errors. (0–1 marks)
Opening and Closing Salutations Heading (if Formal)	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 2

Term 1

Module	Listening And Speaking (includes Phonics)	Reading And Comprehension	Grammar And Structure	Writing	Literature
1. My Holiday (pp. 4–11)	Revision of Monophthongs (pure vowel sounds for letters a, e, i, o, u)	Review of the SPQ3R reading Technique, Vocabulary	Revision of parts of speech - pronouns, nouns, verbs and adjectives	Narrative Essay	Features of prose; Figures of speech
2. Interesting Places In Nigeria (pp. 12–18)	Revision of consonant sounds with emphasis on consonant clusters	Speed Reading (skimming and scanning), Information text about places of interest in Nigeria (skimming and scanning), Vocabulary	Transitive and Intransitive verbs	Descriptive Essay	Reading and summarising
3. A Visit To A Hospital (pp. 19–25)	The /ɪə/ diphthong sound; Stress and intonation	Dialogue: A visit to a Hospital, Vocabulary	Active and passive voice	Elements of Essay: prewriting and writing (editing, body and conclusion)	Features of folktales
4. Festivals (pp. 26–31)	Diphthongs: The /əʊ/ sound Listening comprehension to an interview: The Durbar Festival	SPQ3R reading Technique, The Eyo Festival, Vocabulary	Present, simple present, past and future tense	Descriptive Essay	Study of Prescribed Literature Text
5. Homes (pp. 32–39)	Revision of consonant sounds	Narrative Story: A new apartment for Arria, Vocabulary	The present continuous tense	Formal and Informal Letters	Setting, theme and plot in a drama
6. Sport (pp. 40–46)	Contrasting consonants /p/ and /t/	Interview: How to develop football in Nigeria, Vocabulary	The past perfect tense	Narrative Essay	Characterisation and Plot
7. Science News (pp. 47–52)	Consonant sounds /f/ and /v/	News report: Bionic eye Implants, Vocabulary	Making sentences with conjunctions	Informal letter	Novellas, novelettes and novels, Figures of speech: Onomatopoeia and Personification
8. Folktales (pp. 53–57)	Consonant sounds /l/ and /r/	A folktale: 'How the Ethiopian woman tamed her husband', Vocabulary	Making requests	Descriptive Essay	Retell a folktale and discuss its theme
9. Being Healthy (pp. 58–62)	Consonant sound /h/	Steps in critical reading: A conversation about HIV/AIDS, Vocabulary	Direct and indirect (reported) Speech	Formal Letter	Revision of literary terms

10. Revision of Term 1 (pp. 63–67)	Revision of vowels and consonants	Information text: What is sound?	Revision of Direct and Indirect Speech, tenses	Informal letter	Study of Prescribed Literature Text
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Term 2

Module	Listening And Speaking (includes Phonics)	Reading And Comprehension	Grammar And Structure	Writing	Literature
1. Term 1 Revision (pp. 68–74)	Revision of Diphthongs	Information text on First Aid Vocabulary	Direct and Indirect (reported) speech	Report - outline and features	Literal and figurative language
2. School Bullies (pp. 75–80)	Intonation patterns in questions, statements and commands	Narrative Story on Bullying, Vocabulary	Making sentences with prepositions	Report:	Themes and characterisation
3. Music (pp. 81–85)	Intonation and stress	Speed reading: surveying, skimming and scanning Vocabulary	Regular and irregular verbs	Informal letter	Plot in a drama
4. Technology (pp. 86–90)	Identification of the correct points of pause in words	Dialogue Vocabulary	Reported commands	Formal letter of complaint	Setting in a drama
5. Advertising (pp. 91–97)	Rhythm in a Poem Listening comprehension	Dialogue in an advertising text Vocabulary	Reported requests	Argumentative Essay	Figures of Speech in the prose text
6. Entrepreneurs (pp. 98–103)	Review of stress and intonation	Reading for meaning and to provide alternative words Vocabulary	Simple present and past tenses Adverbials	Expository Essay	Irony, euphemism and hyperbole
7. Birthdays (pp. 104–110)	Consonant sounds /s/ and /z/	Narrative Story. Reading to summarise Vocabulary	Punctuation	Narrative Essay	Fables; elements of literature
8. Friendships (pp. 111–116)	Consonant sounds /k/ and /g/, Listening comprehension	Reading to identify main and supporting ideas. Vocabulary	Punctuation marks - full stops and commas marks -	Narrative Essay	Drama: a summary
9. Moving to the City (pp. 117–126)	Consonant sounds /m/ /n/ and /[ŋ]/	Informal letter: read for main and supporting ideas Vocabulary	Punctuation marks – question marks, semicolon and colon	Review of different types of letters and essays	Review of literary terms
10. Revision of Term 2 (pp. 127–131)	Revision of consonants, questions and commands, rhythm	Vocabulary	Revision of direct and indirect speech, preposition, commands, requests and reported requests, past and present tense and punctuation	Report	Study of Prescribed Literature Text

Term 3

Module	Listening And Speaking (includes Phonics)	Reading And Comprehension	Grammar And Structure	Writing	Literature
1. Term 2 Revision (pp. 132–138)	Intonation and stress	Interview Vocabulary	Conjunctions: although and whereas	Formal letter of thanks	Revision of literary terms: setting, plot, characterisation, style, theme; revision of Figures of Speech
2. Mining In Nigeria (pp. 139–145)	Consonants: /p/ and /b/ sounds	Information text Vocabulary	Conjunctions: Despite and in spite of	Narrative Essay	Types of prose: Descriptive and narrative
3. Values (pp. 146–151)	Consonants: /ʃ/ and /tʃ/ sounds	Myths and legends: an animal fable Vocabulary	Have, has and had; present, past perfect tenses	Narrative Essay	Aspects of style
4. Making Money (pp. 152–157)	Consonants: /θ/ and /d/	Information text Vocabulary	Synonyms	Expository Essay	Characterisation in a novel
5. Why We Have Laws (pp. 158–163)	Vowel and Consonants: /ʊ/ and /j/	News Article Vocabulary	Antonyms	Narrative Essay	Setting and plot in a novel
6. Protecting Our Planet (pp. 164–170)	Vowels: /ʊ/ and /u:/; Listening comprehension	Information text – main ideas and summary	Causative verbs	Dialogue	Format of a poem; meaning, message and Figures of Speech
7. Peacekeepers (pp. 171–176)	Vowel sounds /ɔ:/ and /ʌ/; Listening comprehension	Information text Vocabulary	Adverbs	Descriptive Essay	Perform a scene from a drama
8. A Story About Money (pp. 177–182)	Consonant and vowel sounds differentiated	Myth: The story of King Midas Vocabulary	Prefixes and suffixes	Narrative, Descriptive, Expository or Argumentative Essay	Diction and characterisation in the prescribed drama text
9. Relationships (pp. 183–186)	Consonant sounds /pl/ /b/ /ʃ/ /tʃ/ /ù/ and /j/	Drama extract, Vocabulary	Question tags	Summary table of different types of Essay writing	Guided summary of prescribed novel and prescribed drama
10. Revision (pp. 187–191)	Revise consonant and vowel sounds	Information text, Vocabulary	Revise various grammatical structures learnt this term	Choice of different types of Essays	Revision of Figures of Speech

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 4): Revision of pure vowel sounds: Monophthongs (a, e, i, o, u)	Reading And Comprehension (p. 6): Review of the SPQ3R reading technique	Grammar And Structure (p. 9): Revision of parts of speech - pronouns, nouns, verbs and adjectives	Writing (p. 10): Narrative Essay: How I spent my last holiday	Literature (pp. 10-11): Features of prose; Figures of speech
		Text (pp. 7-8): A holiday at my grandparents' farm			
		Vocabulary (p. 9)			

Objectives

The student should be able to:

Listening And Speaking: Identify and say different words pronouncing short vowel sounds correctly.

Reading And Comprehension: Apply the SPQ3R reading technique; use context clues to arrive at the meaning of the target word; correctly identify true and false statements based on a reading text; identify fact and opinion in a given passage and retell a story.

Vocabulary: Use the new vocabulary words in sentences.

Grammar And Structure: Correctly identify Pronouns, Nouns, Verbs and Adjectives in passages.

Writing: Write an outline and use it as the basis for a Narrative Essay on 'How I Spent My Last Holiday'.

Literature: Understand and use the terminology describing features of fictional prose and figures of speech such as alliteration and personification.

Resources

Student's Book pages 4-11

Examples of fictional and non-fictional prose
eg newspapers, novels, Nigerian folktales, text book
Dictionaries

Listening And Speaking

Activity 1 (SB p. 4)

Refer students to the diagram illustrating the mouth positions for the vowel sounds, a, e, i, o and u. Model the sounds for the class. Ask them to copy you, producing each vowel sound in isolation.

In pairs, let them check each other's sounds and mouth position. Walk around and check that they are pronouncing the vowel sounds distinctly.

Activity 2 (SB p. 4)

a) Read the words to the class while they follow in their books.

Pronounce the short vowel sound words clearly.

In pairs, students take turns to say the words.

b) Say the dialogue and then listen to the students practise it in pairs.

Activity 3, 4, 5, 6 (SB pp. 5-6)

Read the words to the class.

Now let students say the dialogue in pairs. Walk around checking their pronunciation.

Repeat the same procedure for Activities 3, 4, 5 and 6. For Activity 3, point out that the words with the highlighted vowels are said with the same sound even though they are spelled differently.

As you walk around the class, invite individuals to say some of the words to you.

Evaluation

Teacher Evaluation: Teachers can use the following sections from Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Reading And Comprehension

Use the table (p. 6) to review the SPQ3R reading technique. Assess how familiar students are with the technique and guide them through their reading of the comprehension text accordingly. If necessary, work through the text with the class, modelling the technique step by step.

Activity 7 (SB p. 7)

- Students skim and scan the story to find out what it is about. Students should look at the title and pictures to discuss their ideas with a partner.
- Read the story to the class using an expressive voice to keep their interest. Now students read the story quietly to a partner. Listen to how fluently they read and note any difficulties students may have. Support accordingly.
- Explain how to use the clues provided by the surrounding words and sentences to understand the meaning of the target word; for example: **siblings** – we can work out that **siblings** means **brothers and sisters**. We know this because the writer says ‘our’ grandparents. If the children have the same grandparents, they must be brothers and sisters. **cityscape** - we can work out that **cityscape** means what **the area around a city** looks like. We know this because the writer

explains how the surroundings change as they travel from the city to the country. Now the students work through the meanings of the other words in a similar manner.

- They check the meanings in the glossary.

Activity 8 (SB p. 8)

Students say if the statements are true or false. They should refer to parts of the passage to explain why.

Answers

- The writer was excited to go on holiday to her grandparents’ farm.
False: ‘I didn’t want to go as I thought it would be boring and too quiet, especially since life in Lagos is so busy and full of activity. I wanted to spend the holidays playing with my friends.’
- The intention of the story is to give facts about farming.
False: The title of the story tells us that the intention of the story is to tell about the writer’s holiday.
- The intention of the writer is to share a story of personal experience.
True: The writer writes *descriptively* about what she did, what she saw and what she felt about her holiday.
- The writer’s opinion of the farm changed at the end of the story.
True: In the last paragraph, the writer says. ‘Surprisingly, I enjoyed the peace and quiet of the farm. I didn’t want to go back to the noise of Lagos.’

Activity 9 (SB p. 8)

Guide the students through the concepts of fact and opinion (page 8). Explain that the reading passage includes facts and opinions. Use students’ answers to lead a class discussion.

Ask students to explain their answers, using the text as support. Lead them with questions like: Why do you think it is true that ...or How do you know that the writer thinks...?

Answers

- It was a long drive to Osun State, and as we drove out of Lagos, the landscape changed from cityscape to countryside.

Fact: It is true that it took a long time to drive to the farm and that the landscape changed in appearance as they drove.

b) I learned that my grandfather is a successful farmer because despite the difficulties, he perseveres and never gives up.

Opinion: The writer believes that her grandfather is successful as a farmer because of his perseverance. We do not have proof of his successful farming achievements.

c) I never knew snails could be so delicious!

Opinion: It is not true that everyone will find snails delicious.

d) Over the next few days, my siblings and I helped out on the farm. We swam in the river, played in the orchards, and listened to our grandmother's stories.

Fact: The writer recounts the true events of what occurred during that time.

Activity 10 (SB p. 8)

In pairs, students take turns to retell the story in their own words. They may then share a story of their own about a visit to family.

Teacher Evaluation

Teachers can use the following sections from Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Narrating.

Vocabulary

Activity 11 (SB p. 9)

In their note books, students write neat sentences using the new vocabulary they have learned.

They may work in pairs to mark each other's work by checking the meaning of the word in the glossary and deciding if their partner has used the new word correctly.

Grammar And Structure

The aim of this lesson is to revise the Parts of Speech: Pronouns, Nouns, Verbs and Adjectives. If necessary, review the Parts of Speech before students begin.

Activity 12 (SB p. 9)

Students list the answers in their note books.

When they have finished, read out the sentences and emphasise the correct answers so that they can mark their own work. Explain that sometimes the same word can be a Noun or a Verb, depending on its use. For example: drive, plant, etc.

Let the class think of more examples.

Answers

a) Possessive Pronouns: This school holiday my parents took me and my siblings to visit our grandparents on their farm in Ile-Ile, in Osun State.

b) Common and Proper Nouns: It was a long drive to Osun State, and as we drove out of Lagos, the landscape changed from cityscape to countryside.

c) Verbs: I enjoyed watching the scenery and sights on the roadside. I saw billboards with advertisements, people pulling a cow or a ram, a small shop and a hotel. When we arrived, my grandmother welcomed us with tea and her delicious Egsusi Soup. Then my grandfather walked us proudly around his farm, and we helped him plant some seeds.

Activity 13 (SB p. 9)

There are ten Adjectives. Students may use each Adjective more than once although they should try and use every Adjective in the list. Students write their answers in their note books.

Answers

a) I enjoyed watching the 1. **beautiful/green/colourful** scenery and 2. **interesting/colourful** sights on the roadside. I saw 3. **large/colourful** billboards with 4. **interesting/colourful** advertisements, people pulling a cow or a ram, a small shop and a hotel.

b) Over the next few days, my 5. **lively/quiet** siblings and I helped out on the farm, swam in the 6. **sparkling/calm/wild** river, played in the **leafy/green** orchards, and listened to our 8. **lively/quiet/interesting** grandmother's stories.

Writing

Use the reading and comprehension passage *A holiday at my grandparents' farm* as an example of a Narrative Essay told from the writer's point of view.

Now students will write a Narrative Essay: "How I spent my last holiday".

Activity 14 (SB p. 10)

Read through the questions a)-g) before the students begin.

Give them time to write down their answers before moving on to the next one.

Activity 15 (SB p. 10)

Now the students use their answers as an outline to write their first drafts. Make copies of the student Self-Evaluation Checklist: Narrative Essay on page 9 of this Teacher's Guide. Give the checklist to students or write it on the board. Guide students to use the checklist during the writing process, and to check their work before submitting it. Remind them of the writing process:

- a) First, students write a draft on rough paper using the notes they made from the questions to guide them.
- b) Then students check their work and think about how they can improve it to make sure they include all the necessary features. They must also check spelling and punctuation.
- c) When they have made their corrections and feel satisfied with their draft, students write out their essays neatly in their exercise book

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

In this lesson, you will teach the terminology describing the features of prose, especially fictional prose and how to identify alliteration and personification.

Discuss fiction and non-fiction with the class. Explain that non-fiction is writing that is informative and factual. The writer of non-fiction tries to write the truth about events, people or information. The writer of fiction describes imaginary events and people.

Remind students of the fact or opinion exercise they did earlier. Provide examples of fiction and non-fiction such as newspaper articles, novels, short stories, magazine articles, text books etc. Ask what kind of writing students would expect to find in each.

Read short extracts from each to demonstrate fictional and non-fictional prose.

Read through the features of prose with the students (SB page 11). Give examples from a book the class has read, or use the comprehension text from pages 7-8 entitled *A holiday at my grandparents' farm*.

Activity 16 (SB p. 11)

Students work in pairs to match the figures of speech with their definition.

Answers

Alliteration: the repetition of the same consonant at the beginning of several words in a line of text or poetry

Assonance: the repetition of the vowel sound in several words in a line of text or poetry

Metaphor: when one thing is compared directly to another unlike thing

Personification: when something that is not human is given human characteristics

Simile: when two unlike things are compared using 'like' or 'as'

Onomatopoeia: when a word sounds like the noise that it represents

Activity 17 (SB p. 11)

Students explain the features of prose to each other in their own words.

Spend some time checking their understanding by turning the descriptions of terms into a question quiz, for example: What do you call the place where the story takes place?

For further information on these elements, the following website is useful:

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

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (pp. 12-13): Revision of /f/ and /p/ consonant sounds with emphasis on consonant clusters	Reading And Comprehension (pp. 14-16) : Information text about places of interest in Nigeria	Grammar And Structure (p. 16): Transitive and Intransitive verbs	Writing (p. 17): Descriptive Essay: 'A Place Of Interest I Visited'	Literature (p. 18): Reading and summarising - <i>Sparing the Rod</i> by Bayo Adebiyi
		Vocabulary (p. 14): Skim and scan			Introduction to conflict in the story

Objectives

The student should be able to:

Listening And Speaking: Listen to and pronounce consonants and consonant clusters learned last year; correctly identify and say these in a story.

Reading And Comprehension: Read to understand the writer's purpose, identify facts in a text.

Vocabulary: Skim and scan; use context clues to arrive at the meaning of a target word.

Grammar And Structure: Identify transitive and intransitive verbs in sentences.

Writing: Write an outline and correctly arrange the ideas in a logical sequence in the form of a Descriptive Essay.

Literature: Understand conflict as an important element in literature.

Resources

Student's Book pages 12-18

Prose network: *Sparing the Rod* by Bayo Adebiyi

Inspiring pictures of places of interest

Listening And Speaking

The focus of this lesson is the revision of consonant sounds with emphasis on consonant clusters.

Remind students that they learned to listen to and say consonant sounds and consonant clusters last year. Revise the fact that consonant clusters are when there are two or more consonants together. The sounds blend together to make one sound.

Use the examples in the SB to illustrate how they can come at the beginning, middle or end of words. Call for further examples from the class.

Your aim for the following three activities is to assess students' prior knowledge so that you can plan your teaching and support accordingly.

Activity 1, 2 and 3 (SB p. 13)

Say the words for the class before students say them aloud with a partner.

Listen for words that give problems and make a note to work on these as the year progresses.

Activity 4 (SB p. 13)

Read the interview to the class with careful pronunciation of consonants and consonant clusters. Use a different voice to distinguish the interviewer from Dr Echendu.

Radio Interview

Interviewer: Good morning and welcome to ABC Radio. Today in the studio we have nature conservationist Dr Azuka Echendu who will be speaking about the importance of wildlife reserves.

Interviewer: Dr Echendu, why do we need wildlife reserves?

Dr. Echendu: National parks and wildlife reserves are very important to protect wild animals and plant life. Much wildlife is endangered because of the development of towns and cities, and because of poaching. Many species such as lions and elephants would be extinct if it wasn't for the safety they have in wildlife reserves.

Interviewer: What is the benefit to the country?

Dr Echendu: The country is helping to protect wildlife by having reserves. Also, tourists from all over the world come to see the wild animals. This is a big source of income for Nigeria.

Read each statement again and the portion of the interview that relates to the statement to lead students to answer the true or false statements.

Answers

- a) We have wildlife reserves to protect animals so they don't become extinct. **True**
- b) The tone of the interviewer is aggressive. **False**
- c) Wildlife parks cost Nigeria a lot of money. **False**
- d) Dr Echendu doesn't believe we should have wildlife parks. **False**
- e) Wildlife is endangered because of the development of towns and cities. **True**
- f) Tourists are frightened of wild animals. **False**

Evaluation

Teacher Evaluation: Teachers can use the following sections from Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, Stress and Intonation, Comprehension and Responding.

Reading And Comprehension

The focus of this lesson is on reading to understand the writer's purpose and intention.

Activity 5 (SB p. 14)

Read the information box about skimming and scanning to the class.

Activity 6 (SB p. 14)

- a) Students skim and scan the map for the names of Nigerian states and cities. Guide them to your state and nearest city.
- b) Students skim and scan the four texts. They use the main heading, subheadings and pictures to predict with a partner what they think the text is about.
- c) In pairs, students read the texts carefully to each other. Walk around and listen to how fluently they read. Note any difficulties students are having and assist as necessary.

Activity 7 (SB pp. 15-16)

- a) Students work out the meaning of the highlighted words by looking at surrounding words and sentences. They may use the glossary if they need to.
- b) In their own words, students write down two facts about each place. They should write in full sentences.
- c) Before students answer this question, remind them that non-fiction prose is informative and factual. The writer of non-fiction tells you the facts about events, people or places.

Answer

The intention of the writer is to inform the reader about places to visit in Nigeria. Lead a class discussion by asking: What could this kind of information be used for? (a tourism brochure, an article in a magazine, a radio interview)

Reading Evaluation

The beginning of JSS2 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 Self-Evaluation Checklist: 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: Reading Aloud on page 12 of this Teacher's Guide to evaluate their reading. Record the mark in your Record Book.

Grammar And Structure

The focus of this lesson is Transitive and Intransitive Verbs. Use the notes and examples in the grammar box to explain how Transitive Verbs have an object to receive the action of the verb while **Intransitive Verbs do not**.

Provide further examples of sentences with transitive and intransitive verbs.

Activity 8 (SB p. 16)

Answers

- a) drove (T)
- b) drove (I)
- c) hit (T)
- d) ate (T)
- e) ate (I)
- f) ran (I)
- g) cooked (T)
- h) danced (I)

Writing

Activity 9 (SB p. 17)

Revise the features of a Descriptive Essay before the students start writing. Talk about the kinds of words (adjectives) and ways of writing (e.g. similes) that can be used. Encourage students to think about all their senses when they describe somewhere: What does it look like? (colours, shapes, sizes). What can you hear/ smell/ taste/

feel when you are there? How does it make you feel (mood? memories?). Show inspiring pictures of interesting places and ask students to volunteer sentences that describe them.

Lead an informal class discussion in which students share experiences of interesting places they have visited. This will help them to identify an idea for their descriptive essay.

Explain to students how you mark according to a rubric. Provide students with copies of the Self-Evaluation Checklist: Descriptive Essay on page 9 of this Teacher's Guide and work through it so that students know what you are looking for.

- a) Planning: Students jot down their main and supporting ideas using the question prompts from the writing frame provided.
- b) Drafting: Students use their responses to write a rough draft.
- c) Editing: They check and edit their work, thinking about how to improve it. They must also check for spelling and punctuation.
- d) Writing: When they have made their corrections and feel satisfied with their draft, they write out their compositions neatly in their note books.

Evaluation

Student Evaluation: Students can use the Self-Evaluation 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

The lesson focus is on giving students a good start to reading and understanding using the novel *Sparing the Rod* by Bayo Adebiyi. It also introduces them to the main conflict in the story.

Explain that conflict is very important in literature because conflict leads people to act. Without conflict there is no story. In other words, conflict 'drives' the story.

For further information on conflict in literature the following website is useful:
<http://www.buzzle.com/articles/understanding-the-types-of-conflicts-in-literature-with-examples.html>.

Activity 10 (SB p. 18)

Students read the extract from Chapter 3, on pages 27 and 28 of *Sparing the Rod*.

- b) Students turn to page 11 to discuss how *Sparing the Rod* is an example of fictional prose.
- c) Students divide into small groups to discuss the questions.

Answers

- Bongo is upset because he doesn't have the watch his mother promised him. His mother has not been able to save enough money to buy him the watch. So he is upset that she has not been able to do what she promised.
- She decides to ask her brother to lend her money for the watch. She will pay him back little by little from her pocket money.
- Students express their own opinions and give reasons for what they think. Some opinions might be:
 - No, his mother didn't handle the situation well. She should have told Bongo wait until she has saved enough money to buy the watch.
 - No, she didn't handle the situation well. She should have told Bongo that he can't have the watch because it is too expensive and they can't afford it.
 - No, she didn't handle the situation well. She should have told him that if he wants the watch, he should get a part-time job and help earn money for it.
 - Yes, she did handle it well, because she is thinking of ways to give her son what he wants.
- Students respond to Bongo's behaviour giving reasons. Answers might include:
 - I do not agree with Bongo's behaviour. He is a spoilt, sulky boy.
 - I agree with his behaviour. He is the son of a chief and should have nice things.

MODULE
3

A Visit To A Hospital

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 19): The /ɪə/ diphthong sound; Stress and intonation	Reading And Comprehension (pp. 20-21): A visit to a hospital	Grammar And Structure(p. 22): Active and passive voice	Writing (p. 23-24): Elements of essay: prewriting and writing: editing, body and conclusion	Literature (pp. 24-25): Features of folktales
		Vocabulary (p.20): In the hospital			

Objectives

The student should be able to:

Listening And Speaking: Listen to and pronounce the diphthong sound /ɪə/ and notice

its various spelling patterns.

Reading And Comprehension: Identify words that point to the writer's intention or view on contemporary issues.

Vocabulary: Identify the meanings of words

in various contexts and use the new words in a composition.

Grammar And Structure: Identify the active and passive voice and rewrite sentences from one to the other.

Writing: Write a descriptive composition from a picture frame that outlines the main ideas for each paragraph using new vocabulary relating to the hospital.

Literature: Understand that story telling can have a purpose.

Resources

Student's Book pages 19-25

Chart of the writing process

Chart showing how to punctuate direct speech

Pictures to prompt discussion and use of hospital-related vocabulary

Dictionaries

Listening And Speaking

Explain that a diphthong is a vowel that starts with one sound and glides onto another.

Read the description of the mouth position for making the /ɪə/ diphthong sound. Let students practice making the /ɪə/ sound while they refer to the illustration.

Activity 1 (SB p. 19)

Model the pronunciation of the words in the table.

Then students practise saying the words. Explain that because words with the /ɪə/ sound are spelled in many different ways it is important to recognise the spelling patterns and learn as many words as possible in that pattern so that when they are reading the word they can pronounce it correctly.

Activity 2 (SB p. 19)

Students practise saying the sentences with a partner. Then they identify words in the sentences with the /ɪə/ sound. Point out the different spellings. If time permits or as a homework task, students could rewrite the sentences and underline the /ɪə/ words.

Answers

- Steer clear of the wild deer.
- I hear the sea when I stand on the pier.
- The medication cleared the ear infection.
- Never fear, we are near the end of the year.
- My dear friend over here is in good cheer.

Activity 3 (SB p. 19)

Students make up their own sentences for a partner to say. Invite students to share selected sentences for the class to say.

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Reading And Comprehension

Guide students through the explanation and example of how writers choose words that show their intention or point of view on contemporary issues such as corruption.

Activity 4 (SB pp. 20-21)

a) Before you read the dialogue, ask students to look at the illustration as part of their pre-reading. It will help them to predict what the text is about.

Read the passage to the class while they follow quietly in their books. Now let pairs read the dialogue, each taking a different part.

Vocabulary

b) In pairs, students look up the words in a dictionary.

Answers

x-ray – an image that shows the inside of the body

paramedic – a person trained to do emergency medical work

stretcher – a framework of two poles and canvass used to carry sick or injured people

plaster cast – a hard white casing that is put around broken bones to hold them in place while they heal.
emergency room (ER) – the casualty department in a hospital
ambulance – a medically-equipped vehicle used to take sick or injured people to hospital
c) Remind students how to use the clues provided by the surrounding words and sentences to understand the meaning of the target word. For example: *witnesses* – we can work out that it means the people who were there and saw the accident happen: ‘The driver tried to drive away, but witnesses saw and shouted at him to stop.’ Work through the meanings of the other words with the class in a similar manner and let them check their meanings in the glossary after each word is discussed.

Activity 5 (SB p. 21)

Do this activity orally as a class. Students choose the best answer and use sentences from the text to support their answers.

Remind them that **empathetic** means the ability to understand and share the feelings of others. **Critical** means making disapproving comments. **Uncaring** means not showing concern for others or not feeling interest in something. Ask: What statements show Faraa’s interest? What statements show her concern?

Answers

- a) Faraa’s attitude to Adia is empathetic.
We know this from what she says and the questions she asks e.g. That’s terrible! How did it happen?; Gosh! How awful!; Is it sore now? etc.
- b) Adia went in the ambulance, arrived at ER and had an x-ray.
- c) The paramedics put Adia in an ambulance and took her to hospital. Supporting text: “So they put me on a stretcher and took me to the emergency room at the hospital.”
- d) Explain that *matter-of-fact* is an Adjective which means *unemotional and mostly concerned with the factual content*. Adia relates her story in a matter-of-fact manner with a bit of humour at the end.

- e) Faraa has been to hospital once before. (“I’ve never been to a hospital before.”)

Activity 6 (SB p. 21)

In pairs students read the dialogue together, each taking the part of one of the characters.

Walk around and listen to how fluently they read and that they are using the correct pronunciation of simple vowels, consonant clusters and words with the /ɪə/ sound. Note and assist with difficulties students are having.

Grammar And Structure

The grammar lesson is on the active and passive voice. Guide students through the explanation of how we write the active and passive voice while the students follow in their books. If necessary, revise the identification of Subject, Verb and Object.

Work through the example on the board, identifying Subject (Juba), Verb (posts) and Object (the parcel). Provide further examples to work through as a class before students complete the exercise.

Activity 7 (SB p. 22)

Answers

- a) Anah’s cat climbs the bush.
- b) Juba paints a birthday card.
- c) Children love parties.

Activity 8 (SB p. 22)

Answers

- a) The bush is climbed by Anah’s cat.
- b) A birthday card is painted by Juba.
- c) Parties are loved by children.

Writing

Before writing, explain the elements of a Narrative Essay as described in the notes on pages 22-23 of the Student’s Book. Use the example composition *Train Mad* and its annotations to illustrate.

Guide students through the steps of writing a Narrative Essay taking special care to explain how to fill in a mind-map.

Activity 9 (SB p. 23)

Students write a Narrative Essay following the correct procedure. They use the picture frame as an outline for the main ideas for each paragraph. They use their new vocabulary about the hospital. These words should be familiar to the students after the previous exercises.

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

Activity 10 (SB p. 23)

Once you have looked at and discussed each paragraph illustration as a class, students fill in a mind-map to plan their essays.

They then follow the writing steps as discussed above. They should check their work and think about how they can improve it by applying the guidance in the Self-Evaluation Checklist: Narrative Essay that you provided in Module 1.

Evaluation

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

Literature

Guide students through the features of a folktale.

Activity 11 (SB p. 25)

Read the folktale to the class. It should be entertaining - use plenty of expression to convey how the animals have human characteristics.

Activity 12 (SB p. 25)

Students work in pairs to discuss the questions.

Answers

- The animals can boast, talk and laugh.
- The main lesson is that you should not be boastful. (A secondary lesson is that you should not be greedy.)

MODULE
4

Festivals

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 26): The /aʊ/ sound	Reading And Comprehension (pp. 27-29) : The Eyo Festival	Grammar And Structure (p. 30): Present, past and future tense	Writing (p. 31): Descriptive Essay: A local festival	Writing continued
	Listen to an interview: The Durbar Carnival	Vocabulary (p. 28): Words from the text			

Objectives

The student should be able to:

Listening And Speaking: Listen to and pronounce the diphthong sound /aʊ/ in a variety of words. Read a poem pronouncing /aʊ/ words correctly and using proper expression.

Reading And Comprehension: Understand and apply the steps of critical reading.

Vocabulary: Understand and use the new vocabulary words; read to identify the meanings of words in various contexts and use the new words in a composition.

Grammar And Structure: Identify and use the present, past and future tenses.

Writing: Write a Descriptive Essay about a local festival using a variety of descriptive language.

Resources

Student's Book pages 26-31

Pictures of festivals, video clips of festivals, articles about festivals

Dictionaries

Chart of the writing process

Chart of steps in the critical reading process

Listening And Speaking

Guide learners through the correct pronunciation of the /au/ diphthong.

Activity 1 (SB p. 26)

Practise saying the words with the /au/ sound. Model the words slowly. Then let the students say them after you.

Activity 2 (SB p. 26)

Read the poem to the class emphasising the /au/ sound while students follow in their books.

Activity 3 (SB p. 26)

The class reads the poem aloud. Encourage students to read fluidly and to use a slightly softer voice for each 'said the fox' so that the poem sounds amusing.

Activity 4 (SB p. 27)

Students discuss the photographs with their partners. They should use all their senses and their imaginations to describe what they see, what it sounds like there, what people are doing etc.

Activity 5 (SB p. 27)

Before you read the listening text, go through the questions with the class. This will alert them to answers in the text.

Read the interview to the class, then refer back to the questions. If necessary, read the interview again before students work in small groups to discuss the answers.

The Calabar Carnival

Interviewer: Welcome to our radio show 'What's happening'. Today we have Nwanne Dike who is going to tell us about the Calabar Carnival. What is the The Calabar Carnival?

Nwanne: The Calabar Carnival is a festival that happens every year in Cross The River State between the 1st and 31st of December. It is also known as Africa's Biggest Street Party.

Interviewer: Can you tell us about the history of the Festival?

Nwanne: The Calabar Carnival began in 2004 as a way of making the Cross The River State the most popular tourist destination in Nigeria for both local and international tourists. It's a way of celebrating Nigerian cultural life and for people to be involved in the economy in a positive way.

Interviewer: What kinds of activities are there at the Carnival?

Nwanne: There are many activities including a football competition, music performances by local and international artists, fashion shows, boat races and traditional dance performances.

Interviewer: Do you like the Calabar Carnival?

Nwanne: I love the carnival! I especially like the music. I enjoy seeing some of my favourite bands such as Blasta Masta and Sea Gull.

Discuss answers with the class. If they can't answer the question, reread the paragraph containing the answer.

Answers

- a) The Calabar Carnival is a festival that happens every year in Cross The River State / also known as Africa's Biggest Street Party.
- b) It is held every year in Cross The River State between the 1st and 31st of December.
- c) The purpose is to celebrate Nigerian cultural life and to involve people in the economy in a positive way.
- d) There are many activities including a football competition, music performances by local and international artists, fashion shows, boat races and traditional dance performances.
- e) The speaker loves the carnival/ is very enthusiastic.

Evaluation

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

Reading And Comprehension

Activity 6 (SB p. 27)

Students discuss the photograph with their partners, using their imaginations to describe what they see and imagine the festival to be like.

Vocabulary

Activity 7 (SB p. 28)

Before students begin, review the steps in critical reading. Explain that they will follow this procedure while reading the comprehension text: Students must first survey and skim the article, choosing a highlighted word to match the meanings in the table.

Answers

Word	Meaning
smack	to hit sharply with a flat hand or object
spectator	a person who is watching an event; an onlooker
festive	joyous and happy
rejoice	to be glad and happy together
broad-brimmed	with a wide edge
procession	a line or group of people moving along a road for a formal or ceremonial event
bad omen	a bad sign of the future
symbolise	something that represents something else, such as an emblem or a token
deities	gods and goddesses

Students should write the new vocabulary and meanings neatly into their note books.

Activity 8 (SB pp. 28-29)

Learners read the article line-by-line and then recall, in pairs what it is about.

They reread the article quietly to themselves to be sure they understand it.

Activity 9 (SB p. 29)

Learners say if the statements are true or false. They should suggest correct statements if the statement is false.

They can practise answering in pairs, then work alone to write the answers down.

Answers

- False. (paragraph 1) There is no set date for the Eyo Festival. It can be held once a year or every two years.
- True.
- False. (paragraph 3). The dancers wear white robes.
- False. (paragraph 2 and 4). It is an exciting and festive time.
- True.

Activity 10 (SB p. 29)

Read the questions and ask students to scan the text for the paragraph which contains the key words while you are reading.

They should write their answers neatly into their note books.

Answers

- The dancers dress in long white robes with lacy nets covering their faces. They also wear coloured hats with broad brims. (paragraph 3)
- An *opambata* is a large staff/stick. (paragraph 3)
- It keeps evil spirits away. (paragraph 3)
- It is disrespectful to wear shoes when greeting Eyo dancers. They might smack you if you do. (paragraph 4)

Activity 11 (SB p. 29)

Explain that tone means the attitude of the writer towards a subject. We can check writers' tone by the choice of words they use.

Answers

a) The writer's tone is: light-hearted and playful.
Although the action of smacking the shoe-wearer sounds serious, the use of an exclamation mark and the use of the word 'may' (but probably won't) indicates the tone is playful.

b) The writer's intention is to: inform and educate about the festival.
The writer does not say bad things about the festival (criticise) or tell people not to come (discourage). The writer gives information and describes the activities.

Grammar And Structure

Guide learners through the review of the simple present, past and future tenses. Remind students that verbs are either singular or plural depending on the subject of the sentence.

Students will complete Activities 12 and 13.

Activity 12 (SB p. 30)

Work with the class to identify the simple tense in the first sentence.

Then students complete the exercise alone.

After you have marked the work as a class, use the examples to change the sentences into past, present and future tenses using singular or plural verbs. E.g. Yesterday we won the basketball tournament (simple past tense). Tomorrow we will win the basketball tournament. (simple future tense). Today we win the basketball tournament. (simple present tense).

Answers

- a) simple past
- b) simple future
- c) simple present
- d) simple future
- e) simple present

Activity 13 (SB p. 30)

Answers

- a) play
- b) played
- c) will try
- d) are going to run
- e) practised

Writing

Explain that students will write a Descriptive Essay.

Read the text to the class and use the annotations as a guide.

Read the annotations with the students.

a) Students write a Descriptive Essay about a local festival. Explain that their descriptive composition should contain some Figures of Speech as well as Adverbs and Adjectives that describe the details. They should follow the correct steps of writing a composition.

Refer students to the Self-Evaluation Checklist: Descriptive Essay that you provided in Module 3. Remind students to use the Checklist to check their work before submitting it.

Evaluation

Student Evaluation: Students can use the Self-Evaluation 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.

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (pp. 32-33): Revision of consonant sounds	Reading And Comprehension (pp. 35-37): A new apartment for Arria	Grammar And structure (p. 37): The present continuous tense	Writing (pp. 38-39): The format of formal letters	Literature (p. 39): Setting, theme and plot in a drama
		Vocabulary (pp. 34-35): Different types of housing		Write a formal and informal letter	

Objectives

The student should be able to:

Listening And Speaking: Listen to and pronounce consonant sounds, especially t, d, k and g.

Reading And Comprehension: Read to identify the meanings of words in various contexts; answer questions to demonstrate understanding of the passage read.

Vocabulary: Explain the meaning of words using context clues; learn and use new words related to housing and homes.

Grammar And Structure: Identify and use the present continuous tense.

Writing: Understand and use the correct format and tone of formal and informal letters.

Literature: Identify and describe theme, setting and plot in a prescribed drama.

Resources

Student's Book pages 32-39

Pictures of different homes

Pictures of different places of worship

Dictionaries

Listening And Speaking**Activity 1 (SB p. 32)**

Model the words for the class before students say them to each other in pairs. Listen for distinction between k and g; t and d.

Activity 2 (SB p. 32)

Students practise the consonant sounds while having fun with the tongue twisters. See who can say it the fastest without making a mistake or pausing.

Activity 3 (SB p. 32)

Students select the correct word.

Answers

- a) drain
- b) tennis
- c) dove
- d) transplant
- e) dentist
- f) terrible

Activity 4 (SB p. 33)

Students work in pairs to find words in the picture with the /k/ sound. Remember the sound can be at the beginning, middle and end of words.

Activity 5 (SB p. 33)

Students say the /g/ words and use them to complete sentences.

Answers

- a) grandmother
- b) magazine
- c) eggs
- d) grass
- e) pegs
- f) angle
- g) glass

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Vocabulary

Activity 6 and 7 (SB p. 34)

Activities 6 and 7 work together. The vocabulary in Activity 7 helps students to identify the dwellings in 6. Assess your students. You may decide to work through the table in 7 before learners begin to describe the dwellings in the pictures.

Answers

Word	Definition
Apartment	Many units designed for living within one building. They may be one room or a group of rooms.
Boarding house	A house where a person can pay to rent a room in the house.
Townhouse	A house, in a row of houses joined by a common side wall.
Shanty/shack	Informal housing made of simple materials in low economic areas.
Hut	A small dwelling made of natural materials such as mud, grass or logs. Usually in rural areas.
Mansion	A very large and luxurious home.

Residence	Building at a university with rooms for students.
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Activity 8 (SB p. 35)

Students choose a word from the table on page 34 to complete the sentences.

Answers

- a) apartment
- b) residence
- c) hut
- d) townhouse
- e) shacks
- f) mansion

Reading And Comprehension

Activity 9 (SB p. 35)

After pairs have discussed what the words and expressions in the text boxes mean, ask volunteers to explain them to the class. Ask others to use the words in sentences.

Answers

- dynamic: Adjective that describes constant change, activity or progress
- down payment: the initial deposit of money made to secure the apartment
- secure the apartment: make sure that they can rent it
- triumphantly: Adverb expressing joy after a victory or achievement
- soaking wet: extremely wet

Activity 10 and 11 (SB pp. 35-37)

Read the story to the class, using a different voice for the male and female characters.

Divide the class into groups of four.

Students then read the story in their groups, also using different voices for the characters.

Walk around listening to how individual students are reading and assist where necessary.

Let each student in the group take a turn to choose the correct answer to the questions.

Answers

11. a) she looks forward to a more exciting life.
- b) a very large city with over ten million people.
- c) apartment.
- d) he was tricked and given the wrong apartment.
- e) to warn people what can happen when renting an apartment in Lagos.

Grammar And Structure

Activity 12 (SB p. 37)

Guide students through the use of the present continuous tense. Use the example and annotations to explain how auxiliary verbs are formed.

Activity 13 (SB p. 37)

- a) Listen to pairs as they say two sentences in the present continuous tense. Support where necessary. For example, pat your head while asking: "What am I doing?" Student answers: You are patting your head.
- b and c) Learners rewrite the present tense sentences in the present continuous tense, then circle the auxiliary verb and underline the main verb.

Answers

- I am singing hymns in church.
- The mosque is calling for evening prayers.
- The candle is burning in the temple.

Writing

Activity 14 (SB p. 38)

Make copies of the Self-Evaluation Checklist: Formal and Informal Letters on page 11 of this Teacher's Guide and give these to students.

Alternatively, write the Checklist on the board.

Ask students to study the example of a formal letter and to read the notes on the format, language and punctuation quietly to themselves. Remind them of the conventions for writing informal letters, which we use to write to friends or family in a casual way.

Talk about the format of the letter, and ask questions that help the class to take note of this, e.g. How do we know when the letter was

written? Where is the date? Who wrote the letter and how do we know this?

Explain that we use the formal letter to write covering letters for job applications, letters of complaint, letters of inquiry, letters of apology, business letters etc.

Formal letters have two addresses, opening salutation, correct heading, body, closing and signature. Explain that in order to make their formal letters effective they must be:

- In the correct format
- Free of grammatical or spelling mistakes
- Short and to the point
- Polite, even if it is a letter of complaint

Activity 15 and 16 (SB p. 39)

Read the activity instructions to the class. Students should follow the correct procedure for writing. They may refer to your wall chart on the writing process. Read through the content of the Self-Evaluation Checklist: Formal and Informal Letters with the class before they begin their writing task. Tell them to use the Checklist to check their work before submitting it.

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

Revise the three most important features of a Drama with the students: setting, theme and plot.

Activity 17 (SB p. 39)

Students work in groups to discuss the theme, setting and plot relating to the Drama they are studying this year.

Activity 18 (SB p. 39)

Students work in groups to prepare the scene for performance.

Assess them on how well they perform in terms of the pointers in the activity.

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 40): Contrasting consonants /p/ and /t/	Reading And Comprehension (pp. 42-43): Interview: How to develop football in Nigeria	Grammar And Structure (pp. 43-44): The past perfect tense	Writing (pp. 44-45): Narrative Essay: What I do every day	Literature (pp. 45-46): Characterisation and Plot using <i>Prodigal Brothers</i>
	Oral comprehension (pp. 40-41): The Paralympic Games	Vocabulary (p. 41): The language of sports			

Objectives

The student should be able to:

Listening And Speaking: Listen to and pronounce contrasting consonants [p] and [t]; identify true and false statements about a listening text.

Reading And Comprehension: Correctly identify facts and opinions in a given passage; use the critical reading process; read to identify the meanings of words using context clues; answer questions to demonstrate understanding of the passage read.

Vocabulary: Learn and use new words related to sport.

Grammar And Structure: Identify the past perfect tense and use it correctly in sentences.

Writing: Write a Narrative Essay using the writing process.

Literature: Understand characterisation and plot in relation to the set drama.

Resources

Student's Book pages 40-46

The Prodigal Brothers by IK Hoh

Articles and personal stories about paralympic athletes

Pictures of Nigerian soccer from school to national level
Dictionaries

Listening And Speaking

Activity 1 (SB p. 40)

Model how to say the sentences, focusing on the correct pronunciation of the /p/ and /t/ consonants. Identify the sounds in the beginning, middle and ends of words.

Get the students to say the sentences. Invite pairs of students to come to your desk and say the sentences for you. Coach with the correct pronunciation as necessary.

Activity 2 (SB p. 40)

Read the listening text about the Paralympics to the class.

The Paralympics

(paragraph 1) The Paralympics are Olympic Games for disabled athletes. In the Paralympics, athletes compete in categories depending on their type of disability and the type of sport.

(paragraph 2) The Paralympics were started by Sir Ludwig Guttmann in 1948 for soldiers whose spines had been badly injured during World War Two. He believed playing sport was a very important part of healing and recovery.

(paragraph 3) Today the Paralympics is one of the largest sporting events in the world. It is held at the same time as the Olympic Games. Over 4000 athletes competed in the last Paralympic Games.

Activity 3 (SB p. 41)

Read the words then read the text again.

Ask the students to listen for the words while you read and try to work out what they mean using clues in the text.

- Students work in pairs to discuss the words.
- Confirm the meanings.

Answers

- disabled – a person with a physical or mental condition that limits their activities
- categories – groups that share characteristics for example, in sport, running or swimming
- disabilities – conditions that limit a person's activities
- compete – take part in a competition in order to win

Activity 4 (SB p. 41)

As students do not have the text to refer to, read the questions to the class one by one. After each question, read the paragraph with the correct statement in it.

Give them time to write their answers into their exercise books.

Answers

- False. (paragraph 1)
- False. The athletes compete in categories depending on their disability and the type of sport. (paragraph 1)
- True. (paragraph 2)
- True. (paragraph 2)
- False. Today the Paralympics is one of the largest sporting events in the world. (paragraph 3)
- False. Over 4000 athletes competed in the last Paralympic games. (paragraph 3)

Evaluation

Teacher Evaluation: Teachers can use the following sections from Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, Stress and Intonation, Comprehension and Responding.

Vocabulary

Activity 5 (SB p. 41)

Ask students to begin this activity with a word they already know the meaning of, for example, 'compete'.

They can match the words to their correct meanings by joining them with light pencil lines in their textbooks.

When they have completed the matching activity, read them the correct definitions below and allow them to correct their work.

Answers

Word	Meaning
Amateur	A person who plays sports without receiving payment, i.e. a non-professional
Captain	The leader of a team
Coach	A person who trains an athlete or a sports team
Athlete	Anyone who trains for and competes in a sport
Compete	To participate in a contest or a competition
Beat	To defeat a player in a game or sports competition
Contest	A game or event in which people compete to win
Half-time	The break or interval between the first and second halves of a sports game
Draw	To finish a contest or game with the same score
Arena	A flat area for sports events which is surrounded by seats for spectators
Fan	A person who supports a particular sports team or player

Activity 6 (SB p. 41)

Students write their five sentences neatly into their note books.

Give the class the opportunity to share their sentences with a partner or the class.

Reading And Comprehension

Activity 7 (SB p. 42)

Before you read the interview to the class let them scan the interview for the words.

In pairs, let students work out the meanings from context clues. Check these in the dictionary.

Read the interview to the class, or ask two students to read the two parts. Then give them time to read the interview quietly to themselves.

Point out that the interviewer uses wh-questions so that Onigbinde cannot just give 'yes' or 'no' answers.

Activity 8 (SB p. 43)

Read through all the questions with the class. Point out that in some of the questions, for example, question a), students will have to **infer** what Onigbinde thinks. Explain that **infer** means 'to work something out from reasoning rather than from a direct statement'.

Guide students through question a) as an example: Prompt them to **infer** by asking wh-questions as follows:

- **What** does Onigbinde say that gives us a clue about what he thinks about Nigerian football?
- **Where** in the passage does he say this? Lead them to read his reply to the first question when he says: 'If you don't develop, well, you will **continue to fail**'. Explain that we can **infer** from this statement that he thinks Nigerian football is **failing** in the present and will **continue** to fail in the future.
- **What else** does Onigbinde say that lets us infer what he thinks about Nigerian football?
- **Where else** in the passage does he say this? Lead them to read his reply to the third question in the interview where he says: 'The first thing is development. Teach them how to play first. That's why we are in trouble now.' Explain that we can infer that he thinks that the current state of Nigerian football is

in trouble because Nigerian football players need to be taught how to play football first. Now ask the questions one by one. If necessary, lead students to infer the answers using wh-questions. Give the class time to answer the question first before going on to the next one.

Answers

- a) Onigbinde thinks that football in Nigeria is in trouble because he says 'If you don't develop, well, you will continue to fail' and 'The first thing is development. Teach them how to play first. That's why we are in trouble now.'
- b) He thinks Nigerian players have the same abilities as foreign players if they were exposed to the same training programmes.
- c) Onigbinde thinks Nigeria should focus on teaching local players how to play the game.
- d) Each ward in local government should have a football team, a zonal team can be selected from these players, who then meet at a national level to select a national team.
- e) Students read the passage in pairs, reading either the part of the interviewer or Onigbinde. Walk around and listen to them reading. Let them swap characters and read the other part. Are they reading convincingly? Are they using stress and intonation for questions? Assist where necessary.
- f) Students practise using the vocabulary of sport by discussing sports they enjoy. Listen and support as required.

Reading Aloud

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 Self-Evaluation Checklist: 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: Reading Aloud on page 12 of this Teacher's Guide to evaluate their reading. Record the mark in your Record Book.

Grammar And Structure

Activity 9 (SB pp. 43-44)

Read the description of the present and past perfect tense to the students. The past perfect refers to a time earlier than now. It is used to show that one thing happened before another in the past. It does not matter what is mentioned first - the tense makes it clear which one happened first.

Show the class how to change the tense of the sentences to the past perfect by using **had** before the verb and the past participle of the verb.

Explain that sometimes the verb changes completely. For example: I (gave) him the book already. → I had given him the book already. Gave changes to given. Let them practise with the examples until they are familiar with the process.

Answers

- a) The police had closed the main roads before the Eyo Festival began.
- b) The Eyo dancers had practised their dances, then dressed in their costumes.
- c) If he had removed his shoes, the Eyo dancer wouldn't have hit him with his *ompambata*.
- d) If the King had lived, he would be at the Eyo Festival.
- e) My sister said that she had enjoyed the Eyo Festival.
- f) If I had practised the dance, I would have been in the Eyo Festival.
- g) Faraa had arrived at the Eyo Festival then greeted an Eyo dancer.

Activity 10 (SB p. 44)

Explain that when we use the past perfect tense we often use words like *already* and *just* in these sentences. It does not matter what is mentioned first - the tense makes it clear which one happened first. Students should look out for the word **had** to see which action happened first.

Answers

- a) The music started.
- b) We left the Eyo Festival.
- c) The Eyo dancers rehearsed.
- d) We took off our shoes.

Writing

Review the definition and format of a Narrative Essay.

Tell students they will be writing an essay titled 'What I do every day'.

With reference to the Self-Evaluation

Checklist: Narrative Essay that you provided in Module 1 (rewrite the Checklist on the board if necessary), discuss the things that would be included in a checklist for a Narrative Essay, for example, the introduction describes the setting or introduces the characters.

Activity 11 (SB p. 45)

Read through the activity with the class.

Remind students that they are the main character so they should write in the first person.

- a) Students develop ideas for their essay by beginning with a discussion in pairs. While they talk, walk around the classroom, prompting learners with open-ended questions where necessary.
- b) Review the steps of essay writing. Encourage students to use a mind-map to plan each paragraph of their essays. They then use these notes to write a first draft.

Suggest that students use the checklist to check their drafts.

They then revise, edit and write the neat version 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

Introduce the literary features of characterisation and plot.

Discuss them in relation to the drama *Prodigal Brothers* by IK Hoh.

Explain that the playwright (writer of a play or drama) introduces the main characters and the central conflicts between the characters very early in the play (in the first two scenes).

In pairs, students read Scene 1 aloud and then discuss the boys' complaints about their parents. Ideas may include: The boys complain that their parents are not treating them properly. They feel that their parents criticise them too much, they get slapped too much and their parents find fault in everything they do. They preach to their sons like they do to the congregation. The boys also complain that the parents won't do anything for themselves and are always asking the boys to do errands for them.

Students use these insights to answer the questions about character.

Answers

- Mrs. Doe believes that: her boys are badly behaved and need firmer discipline.
- Mr. Doe believes that: the boys are growing up and need more freedom.
- Kofi can be described as: inappropriately flirtatious.
- Nami can be described as: greedy.

Activity 12 (SB p. 46)

Talk about how people's actions and words tell us what their characters are like. Base your discussion on what you have just read in Scene 1.

MODULE
7

Science News

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (pp. 47-48): Consonant sounds /f/ and /v/	Reading And Comprehension (pp. 49-50): Newspaper article	Grammar And Structure(p. 51): Making sentences with conjunctions	Writing (p. 51): Informal letter: Things I like at my school	Literature (pp. 51-52): Novellas, novelettes and novels
	News report: Bionic eye implants	Vocabulary (p. 48): Journalism			Figures of speech: Onomatopoeia and Personification

Objectives

The student should be able to:

Listening And Speaking: Listen to and pronounce the consonant sounds /f/ and /v/. Listen for information in a report.

Reading And Comprehension: Read to explain the facts and opinions in a selected passage; read critically and answer questions to demonstrate understanding of the passage.

Vocabulary: Learn and use new words about journalism.

Grammar And Structure: Identify and use conjunctions correctly in sentences.

Writing: Write an informal letter using the correct format and tone.

Literature: Differentiate between a short story, novella, novelette and novel; understand and identify the Figures of Speech: onomatopoeia and personification.

Resources

Student's Book pages 47-52
Newspaper reports about scientific or medical developments
Photographs of weaver birds building nests
Dictionaries

Listening And Speaking

Model how to pronounce the /f/ and /v/ sounds emphasising the difference between voiced and unvoiced sounds.

Activity 1 (SB p. 47)

Read the sentences focusing on words with the /f/ and /v/ sounds.

Then students say them in pairs. Walk around listening to students' pronunciation.

Activity 2 (SB pp. 47-48)

Read and discuss the explanations of the new words being introduced in the listening text.

Read the text box about how news reports always answer wh-question in a specific order.

Read the news report about the bionic eye implant.

News Report On A Bionic Eye Implant

Welcome to Science News. In June 2015 a British man received the first-ever bionic eye.

Eighty-year-old Ray Flynn has been completely blind for ten years. He can now partially see, due to this bionic eye implant. His bionic eye consists of a small electronic chip that is placed at the back of the eye. The person wears a camera that is attached to a pair of glasses. This camera sends radio signals to the microchip in the eye, which then sends messages along the optic nerve to the brain. The brain turns the messages into images. This bionic eye, the first of its kind, could be a cure for blindness.

Activity 3 (SB p. 48)

Lead students to identify the second sentence.

Write the second sentence of the listening text on the board and ask a 'wh' question. Highlight the wh-question words. For example:

In June 2015, a British man received the first-ever bionic eye. **What** happened in June 2015? **To whom** did it happen? **When** did it happen?

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, Stress and Intonation, Comprehension and Responding,

Vocabulary

Activity 4 (SB p. 48)

Work as a class, inviting individuals to volunteer the correct meaning of each word.

Answers

Word	Meaning
Journalist (n)	A person who writes and reports the news
Celebrity (n)	A person who is famous; usually an actor, singer or sports star
Tabloids (n)	Newspapers and magazines that focus on celebrity news
Anchor (n)	A person who reads the news on TV
Coverage (n)	The attention given to a story by the media
Media (n)	Mass communication by television, radio, newspapers, internet and magazines

Activity 5 (SB p. 48)

Answers

- a) journalist
- b) coverage
- c) anchor
- d) tabloids
- e) celebrity

Reading And Comprehension

Activity 6 (SB p. 49)

- a) Revise the notes on fact and opinion on page 8 of the Student's Book. While they read the news report, they should think about what is fact and what is opinion.

- b) Look at the notes around the article to discuss the format of a newspaper article. Use the correct journalistic terms.
- c) Lead a class discussion to assess what students already know about solar power and global warming. Explain that ‘solar’ is an Adjective relating to the sun and ‘global’ is an Adjective relating to the whole world.
- d) Students scan the text (read it carefully) to find synonyms of the words in the word boxes.

Answers

- petrol – fuel
- sun – solar
- finished – completed
- sustainable – renewable

Activity 7 (SB p. 50)

- a) Read the article again, stopping after the first paragraph to ask the class what they think the main idea of the paragraph is. Then ask: Who knows what the main sentence is? Let the students find the main ideas and main sentences in groups.

Answers

- a) Paragraph 1: On 3 July 2015, Pilots Bertrand Piccard and Andre Borschberg broke the world record in flying an airplane for the longest distance without any fuel.
Paragraph 2: Piccard and Borschberg intend to fly all the way around the world using only solar power in their Solar Impulse 2.
Paragraph 3: Fuel causes a great deal of pollution, and the pilots want to show that it is possible to use renewable and clean energy to fly airplanes.
Paragraph 4: Scientists hope that all airplanes of the future will use solar energy.
- b) Students’ answers will vary as there are many facts in this article. Get them to focus on the facts in the main sentences.
- c) Students give their personal opinion.
- d) Students can do this exercise orally as a class. They should re-arrange the paragraphs in the following order:

Answers

- Two pilots have broken the world record by flying half way around the world without fuel.
- Their airplane, which is called Solar Impulse 2, is powered by solar energy from solar panels on the aircraft.
- They planned to fly all the way around the world but had to stop because of damaged solar batteries.
- They will continue their journey once the batteries are repaired or replaced.
- The pilots want to show that it is possible to use renewable energy to power airplanes.
- Scientists hope that airplanes of the future will use renewable energy.

Grammar And Structure

Guide students through the explanation and examples of conjunctions. Explain how they can make writing more interesting and varied.

Invite them to make up more examples for you to write on the board.

Ask individuals to come up and underline the Conjunctions.

Activity 8 (SB p. 51)

Students join the sentences using conjunctions.

Answers

- a) Gerda did not wash her hair today because she washed it yesterday.
- b) Grandma likes honey in her tea but she also likes sugar.
- c) You can travel to town by bus or by train.

Writing

Focus on the format, layout and writing style of an informal letter. Remind students that an informal letter uses casual language and is usually written to a friend or family member.

If you have the internet, read the following extract to the class:

<https://learnenglishteens.britishcouncil.org/magazine/life-around-world/lost-art-letter-writing>

Instruct students to follow the usual procedure when writing: make notes, write a rough draft, check and revise the draft letter, write the final version out neatly.

Refer students back to the Self-Evaluation Checklist: Formal and Informal Letters. If necessary, rewrite the Checklist on the board. Students must use the Checklist to check their work before submitting it.

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

Guide students through the notes and table on the differences between short stories, novelettes, novellas and novels.

Provide examples from stories and books they are familiar with.

Activity 9 (SB p. 51)

Answers

- Students to provide their own answer but should ideally be a **novel**.
- Apart from short stories, the quickest book to read is a **novelette** because it has **7 500 to 20 000 words**.
- The stories I write are **short stories** because they have **less than 7 500 words**.

Activity 10 (SB p. 52)

Return to the Figures of Speech in the table on page 11 of the Student's Book. Revise Onomatopoeia and Personification.

Activity 11 (SB p. 53)

Read the poem *A Weaver's Life* to the class. Use a suitably lively and affectionate tone. Focus on conveying the Onomatopoeia as well as the human characteristics of the bird.

Show photographs of weavers and their cleverly woven nests.

- Give students time to read the poem quietly to themselves. They should try to picture the busy bird as he builds his nest and tries to attract a mate. Think about Onomatopoeia and Personification.
- Take turns to read the poem to a partner. Use good expression to give the idea of the busy, chattering bird.

Activity 12 (SB p. 52)

Answers

- An example of Onomatopoeia: Chitter chattering
- Two examples of Personification: Knitting natty nests/ cries the boastful he/ a little green wife
- Students apply their understanding of Personification to write a sentence about a slow fish.
For example: I watched its *sickly, sad* swimming movement.

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (pp. 53-54): Consonants /l/ and /r/	Reading And Comprehension (pp. 54-56): A folktale: 'How the Ethiopian woman tamed her husband'	Grammar And Structure (p. 56): Making requests	Writing (p. 57): Descriptive Essay: My favourite teacher	Literature (p. 57): Retell a folktale and discuss its theme
	Poems	Vocabulary (p. 56): Words from the story			

Objectives

The student should be able to:

Listening And Speaking: Identify and pronounce the consonants /l/ and /r/ ; correctly identify these consonants in poems.

Reading And Comprehension: Read to identify the writer's intention; read critically to answer questions to demonstrate understanding of the passage.

Vocabulary: Learn and use new words related to the texts; find synonyms for words.

Grammar And Structure: Make requests using the polite form.

Writing: Write a Descriptive Essay using the correct format and writing process.

Literature: Retell a story; discuss theme in a folktale.

Resources

Student's Book pages 53-57

Examples of Nigerian folktales, CD player
Dictionaries

Listening And Speaking

Read through the description of how to make the /l/ and /r/ sounds while students study the diagrams.

Activity 1 (SB pp. 53-54)

Students copy the poems into their books.
Observe for accurate copying.

Help them to identify and underline the /l/ and /r/ sounds in the first line.

Then walk around the classroom as they identify the rest.

When the students have copied and marked their poems, they recite these to their partners, taking care with the /r/ and /l/ sounds.

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, Stress and Intonation.

Reading And Comprehension**Activity 2 (SB p. 54)**

Revise the features of folktales on page 24 of the Student's Book.

Explain that every language has its own literature and a folktale is a story that has been passed down from generation to generation.

Ask students to volunteer the names of Nigerian folktales they know.

Provide further examples yourself. Before students read the story, allow them to discuss the questions in pairs.

Encourage the students to read the title and look at the illustration to predict what the folktale is about.

Read the story to the class using an expressive voice to make it exciting and interesting to listen to.

In pairs, students read the story to each other. Walk around and assist students where necessary.

Activity 3 (SB p. 55)

Read through the questions with the class before the students work in groups.

Answers

- a) No – it is unlikely that a person will ever get close enough to a lion in the wild to get three hairs from his mane.
- b) Every day, the woman fed a lamb to the lion.
- c) She was gentle and loving/respectful to him.
- d) Yes, because the lion began to trust her.
- e) “How is it you have been so clever?” asked the witchdoctor in amazement.
- f) The woman should gain her husband’s trust in the same way she gained the lion’s trust.
- g) With love/ patience/ respect you can rebuild trust.
- h) The intention of the writer is to teach us a life lesson.

Vocabulary

Activity 4 (SB p. 56)

Explain that a synonym is a word that means the same or is very similar to the original word.

Students write their answers in their note books.

Answers

Word from Story	Synonym
upset	troubled
happy	content
anxiously	nervously

triumphantly	victoriously
approaching	walking towards
attentive	thoughtful

Grammar And Structure

Read through the grammar box with the students. Use the example sentence to place the word ‘please’ in different places indicated.

Activity 5 (SB p. 56)

When students have written their requests into their note books, individuals may read their requests to the class.

Mark and correct their work.

Activity 6 (SB p. 56)

In pairs, students ask and answer each other’s requests.

Walk around and listen as they work. Listen for polite ways of making requests and for the correct intonation.

Writing

Activity 7 (SB p. 57)

Students will write a Descriptive Essay entitled ‘My favourite teacher’.

Review the features of descriptive writing by returning to page 31 of the Student’s Book. Use the Self-Evaluation Checklist: Descriptive Essay that you gave to students in Module 2. If necessary, write the Checklist on the board. Talk about how Similes are used to paint a colourful picture of a person, event or scene. Students could volunteer their own Similes for various teachers in your school. While the discussion may be fun, be sure to keep it respectful.

Remind students that their essays must be structured to include a beginning, middle and end.

They should use a mind-map to plan their essays before writing a rough draft, editing and rewriting neatly. Remind students to use the Checklist to check their work before submitting it.

Evaluation

Student Evaluation: Students can use the Self-Evaluation 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

Activity 8 (SB p. 57)

Reread *How the Ethiopian woman tamed her husband* on page 54.

a) In pairs, students take turns to tell each other the story. First, they should identify the main

idea or sentence from each paragraph. Then, using words such as *first, then, next, finally*, they retell the tale in the correct sequence.

- b) Remind students that the theme of a story can also be what the message is about. Let pairs discuss the theme with the help of the words provided.
- c) The theme is **kindness** and how the best way to teach people to **be caring** is to treat them **with respect**.
- d) If you want people to behave kindly, you must treat them kindly.

MODULE
9

Being Healthy

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 58): The consonant sound /h/	Reading And Comprehension (pp. 58-60): Steps in critical reading: A conversation about HIV/AIDS	Grammar And Structure (pp. 60-61): Direct and indirect (reported) Speech	Writing (pp. 61-62): Formal Letter: Letter of Invitation	Literature (p. 62): Revision of literary terms
		Vocabulary (pp. 58 and 61): Health-related words and revision of media vocabulary			

Objectives

The student should be able to:

Listening And Speaking: Listen to and pronounce the consonant /h/.

Reading And Comprehension: Understand and apply and steps of critical reading; explain the meaning of words using surrounding words

to arrive at the meaning of the target words; list other possible words that fit the context; correctly identify facts in a given passage.

Vocabulary: Learn and use new words related to health and journalism.

Grammar And Structure: Read direct speech sentences, turn direct speech into indirect speech sentences, both orally and in writing.

Writing: Write an invitation in the form of a formal letter using the writing frame provided.
Literature: Identify and use literary terms and figures of speech.

Resources

Student's Book pages 58-62
Information pamphlets on HIV/AIDS
An example of a real letter of invitation to speak at, or attend an event
Dictionaries

Listening And Speaking

Activity 1 and 2 (SB p. 58)

Read through the description about how to make the unvoiced /h/ sound. Practise saying the words with the consonant /h/.

In pairs, let students practise reading the sentences. Make sure you listen to each individual saying the sound. Support individuals as necessary.

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, Stress and Intonation.

Reading And Comprehension

Review the steps in critical reading as laid out in the SB page 6.

Assess whether students apply them correctly as they work through the activity.

Activity 3 (SB p. 58)

Students read the text carefully to find the synonyms.

Answers

concerned – worried
caught – contracted
diseased – infected
startling – surprising
spreading quickly – spreading like wildfire
participating in – engaged in

Activity 4 (SB p. 59)

In pairs, students read the dialogue aloud.

Activity 5 (SB p. 59)

In pairs, students read the dialogue for meaning. They may discuss any areas they are not sure about.

Then they write answers to the questions in their note books.

Mark the questions orally as a class while students mark and correct their own work.

Answers

- a) Sexual intercourse, mother to child transmission, sharing infected needles.
- b) Coughing and sneezing or touching someone or something.
- c) Explanations of the phrases:
 - To *donate blood* means to give blood at a blood bank.
 - A *blood transfusion* is when a person is given new blood (of the same blood type as theirs) when they are ill or injured. This blood is checked to make sure it is not infected.
 - To *share a needle* is when drug users and addicts use the same needle. When they do this, they may spread infected blood between them and so pass on HIV.
- d) Students should correct the false statements in full sentences:
 - True, AIDS can affect everyone.
 - False, 61% of young people in the USA are sexually active.
 - True, sexual activity can lead to HIV infection.
 - True, HIV/AIDS can be transmitted from a mother to her child.

Activity 6 (SB p. 60)

Students discuss and share ideas about how to protect themselves from contracting HIV/AIDS. Provide information pamphlets on HIV/AIDS as useful resources for students to use.

Grammar And Structure

Read through the grammar box on direct and indirect speech with the students.

Let them page through their textbooks to find examples of when direct speech is used. In Module 5, *A New Apartment For Arria* on page 35 is a good example. Guide them through the formation and use of indirect speech. Pay attention to how to report questions.

Demonstrate how pronouns change. For example: approach a student and say: “You are late for class.” Now ask a different student to tell the class what you said. (Teacher **said that she** is late for class.)

Activity 7 (SB p. 61)

Answers

- a) Direct speech
- b) Indirect speech
- c) Indirect speech
- d) Direct speech

Activity 8 (SB p. 61)

Answers

- a) Nwamaka said **that** the interesting thing about HIV is that it can't be spread by coughing or sneezing or touching somebody or something.
- b) Ijeoma said **that** it's unlike the common cold or flu.
- c) Ijeoma asked **if they** should be worried about AIDS.
- d) Nwamaka said that that is/was surprising.
- e) Ijeoma said that **she didn't** want to guess how many of **them** are/were engaged in sexual activity **and she said that** it is/was dangerous.

Vocabulary

Activity 9 (SB p. 61)

Students should write their paragraphs neatly in their note books.

Answers

The **media** is always looking for stories about **celebrities**. Actors, actresses and sports stars are often bothered by **journalists** for photographs and stories about their personal lives. These get published in the **tabloid** newspapers and

magazines. Sometimes even the news **anchor** tells celebrity stories on TV. Celebrity stories receive a lot of **coverage** in the media.

Writing

Activity 10 (SB pp. 61-62)

The focus of this lesson is writing a formal invitation as a Formal Letter, using a writing frame.

Read through the writing instructions in the textbook with the students.

Students start the writing process by deciding on the speaker they will invite. They should make notes for each of the paragraphs required. They use those notes to write a first draft of their invitation.

Remind students to use Adjectives and Adverbs to make their writing interesting. Remind students to use the Self-Evaluation Checklist: Formal and Informal Letters on page 11 of the Teacher's Guide to guide their writing and to check their work before submitting it.

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 should also ensure that they end their letters correctly as per the instructions.

They then write these out neatly in their note books.

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 11 (SB p. 62)

Students write a short paragraph to summarise the prescribed book for the term.

Revise the definitions of setting, character and plot to help them. Students must include the message the author is giving the reader.

Activity 12 (SB p. 62)

Reread the descriptive text *A Local Festival* on page 31 of the Student's Book. Review the annotated literary terms (alliteration, metaphors and similes).

Students apply this understanding to the questions.

Answers

a) 'swarmed with people like bees in a hive' is a simile.

b and c) Students revise alliteration then write two sentences that use words that start with the same sounds. Let them check each other's sentences in pairs.

MODULE
10

Revision of Term 1

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (pp. 63-64): Revision of vowels and consonants	Reading And Comprehension (pp. 65-66): What is sound?	Grammar And Structure (p. 66): Revision of direct and indirect speech, tenses	Writing (p. 67): An informal letter	Marking, correcting and supporting as necessary
		Vocabulary (p. 65): Revision of new vocabulary for Term 1			

Objectives

The student should be able to:

Listening And Speaking: Pronounce vowels distinctly; pronounce consonants accurately; articulate clusters correctly.

Reading And Comprehension: Read critically; correctly differentiate between fact and opinion; identify main idea in each paragraph.

Vocabulary: Use new words learned this term correctly in sentences.

Grammar And Structure: Identify and use tenses; write direct speech as indirect speech.

Writing: write an informal letter using the correct format and tone.

Resources

Student's Book pages 63-67

Listening And Speaking

Activity 1, 2 and 3 (SB pp. 63-64)

Students fill in the tables correctly.

Answers

1.

/ɪ/	/ɛ/	/ɒ/	/ʌ/
hill	empty	what	young
did	said	throttle	hungry
fin	egg	forgot	hundred
pill	end	cough	blood
tin	guess	bottle	nothing
mint	many	want	flood

(24 marks)

2.

/eə/	/eɪ/	/aʊ/	/ɔɪ/
wear	apartheid	flower	noise
hair	rain	house	voice
where	eight	ourselves	toy

air	beige	allow	choice
stare	neighbour	cloud	boy
pair	vein	now	boil

(24 marks)

3.

/n/	/m/	/ŋ/	/s/	/z/	/l/	/r/	/h/
number	mutton	clang	sleeping	buzz	clatter	around	half
natter	morning	morning	seal	prize	loot	where	hoof
many	many	bang	sing	zinc	light	right	hand
drink	memory	living	soft	zeal	allowed	drop	
now	men		sounds		little	rain	
men neck moon main	moon main		sag silly sink listen				

(44 marks)

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Vocabulary

Activity 4 (SB p. 65)

Answers

- I have five siblings in my family; there are three boys and two girls.
- A long time ago, people were captured and sold as slaves.
- On my grandfather's farm, he cultivates many different types of crops.
- My grandfather's farm is situated in northern Nigeria.
- There was a car accident on the road and we called the ambulance.
- The paramedics examined the injured people and put them on stretchers.

- The patients were taken to the emergency room.
- At the Eyo Festival there are many spectators.
- The Eyo Festival is a happy and festive time in Lagos.
- The dancers wear costumes to symbolise the spirits of the dead.
- The movie star's house is so big, it's a mansion.
- The athletes took part in an amateur sports competition.

(12 marks)

Reading And Comprehension

Activity 5 (SB p. 65)

Students read through the text on sound.

Activity 6 (SB p. 66)

Answers

- Students discuss the main idea of each paragraph with a partner:
 - Main idea paragraph 1 – Everything you hear is sound and people respond to sounds in different ways.

- Main idea paragraph 2 – Sound is created through vibration.
- Main idea paragraph 3 – Everything that vibrates creates sound. (3 marks)

b) Students decide if statements are fact or opinion:

- Fact
- Opinion
- Fact
- Opinion (4 marks)

c) Students match word with correct meaning:

- sound – something that you can hear
- vibration – a quick tiny shaking movement
- larynx – voice box (3 marks)

Grammar And Structure

Activity 7 (SB p. 66)

Answers

- a) Classical music **is** calming.
- b) I **make** this sound by hitting the ruler against the desk.
- c) I **listen** to music when I'm falling asleep.
- d) My favourite sound **is** birds singing. (4 marks)

Activity 8 (SB p. 66)

Answers

Students write down the four present tense verbs from the paragraph:

- can
- respond
- call
- is (as in *It's*) (4 marks)

Activity 9 (SB p.66)

Answers

- a) People **are responding** to sounds differently.
- b) The vibration **is producing** a sound.
- c) The mosquito's wings **are vibrating** to make a sound.
- d) I **am hearing** a strange noise. (4 marks)

Activity 10 (SB p. 66)

Answers

- a) Ijeoma said that she hates the sound of clanging pots.

- b) Osita said that she loves rhythm and blues music.
- c) Faraa said that traffic is noise pollution.
- d) Ikenna said that hip hop is her favourite music. (4 marks)

Reading Aloud

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 Self-Evaluation Checklist: 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: Reading Aloud on page 12 of this Teacher's Guide to evaluate their reading. Record the mark in your Record Book.

Writing

Activity 11 (SB p. 67)

Students write an Informal Letter using the correct format and tone. They use the paragraph structure provided to help them plan their letters.

Make sure students follow the writing process before writing their letters out in neat.

Ensure that students use the Self-Evaluation Checklist: Formal and Informal Letters on page 11 of this Teacher's Guide to check their work before submitting it. (20 marks)

Total: 150 marks

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 68): Revision of Diphthongs	Reading And Comprehension (pp. 69-70): Information text on First Aid – reading to provide alternative words	Grammar And Structure (p. 71): Direct and Indirect (reported) speech	Writing (pp. 72-73): A report - outline and features	Literature (pp. 73-74): Literal and figurative language
		Vocabulary (p. 70): First Aid words			

Objectives

The student should be able to:

Listening And Speaking: Recall diphthong sounds learned in Term 1.

Reading and Comprehension: Read to understand the writer's purpose; critical reading for facts and opinions; read for summary; read to provide alternative words.

Vocabulary: Improve understanding of first aid words.

Grammar And Structure: Identify and apply the rules of direct and reported speech.

Writing: Write an outline and report.

Literature: Understand the difference between literal and figurative language; identify and explain examples.

Resources

Student's Book pages 68-74

First Aid kit

Wall chart summarising the rules of direct and indirect speech

Dictionaries

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Listening And Speaking**Activity 1, 2 and 3 (SB p. 68)**

Revise the /ɪə/ diphthong using the phonics box as a guide.

Read the words in Activity 1 to the class, modelling the /ɪə/ sounds carefully.

Now students work in pairs to say the words to each other. Listen for correct pronunciation.

Read Activities 2 and 3 to the class and have them complete the activities orally in pairs.

Once the class has completed the activities, ask for volunteers to share their answers with the class. Now students work individually to write the answers in their notebooks.

Answers

2. a) hear, ear
- b) fear, near, here

3. a) Three **cheers** for the President!
- b) The car **gears** nicely now that it has been fixed.
- c) She will **steer** the car past the shops.
- d) Please can you go **near** the edge of the cliff?

- e) Students give their own opinion with a reason.
- f) Students give their own opinion with a reason.
- g) Students give their own opinion.
- h) Correct matching of words meaning the same thing:
 - a matter of life and death – living or dying
 - injured – hurt
 - further treatment – more medical care
 - basic level – first step
 - control bleeding – stop the blood
 - hypothermia – extreme cold
 - prepare – get ready

Reading And Comprehension

Activity 4 (SB p. 69)

Lead a class discussion based on the opening questions. Allow as many students as possible to participate in the discussion.

Activity 5 (SB p. 69)

Explain that students will read a text about first aid. While they read, they should think about the meanings of the phrases in bold, using the techniques they have learned (look at surrounding words and sentences, think of alternative words).

Have the students pair up to read through the passage together, each taking turns to read aloud. They should discuss the meanings of the bold words and then join in a class discussion of words or phrases that were difficult.

Activity 6 (SB p.70)

Guide students through the questions before they answer them individually in their notebooks.

Collect the books for marking once the students have completed the activity.

Answers

- a) True
- b) People need to receive first aid treatment if they are sick or injured and there isn't a professional medical practitioner on site.
- c) First aid can be used at home, school, in the office, on the street, at the market or shops. (Students give any three correct examples)
- d) Someone who has been trained at a basic level can control bleeding wounds; help with head or neck injuries, or broken bones; help someone who has had a heart attack, stroke or shortness of breath; help someone suffering from hypothermia or heat exhaustion.

Vocabulary

Activity 7 (SB pp. 70-71)

- a) Give the students time to study the first aid kit in the picture with a friend before discussing it as a class. If possible bring a real first aid kit to show them.
- b) Then students pair up to read the words in the table. In pairs, they match the words and their meanings together. Once the pairs have completed their discussion, ask for volunteers to share their answers.

Answers

Bandages of different sizes	Minor bleeding wound
Tweezers	To remove thorns/splinters
Ice pack	To try to lessen the swelling
Thermometer	To take someone's temperature in case of a fever
Aloe gel	Apply to a burn wound
Adhesive first aid tape	Used to stick the non-stick gauze down
Non-stick gauze	Used to cover a wound that will probably need stitches
Calamine lotion	Helps soothe a bee or wasp sting
Anti-inflammatory gel	Used after an ice pack to lessen swelling
Antiseptic cream	Apply to a cut or sore that could become infected

Create various scenarios where the students need to choose which items they would use in a first aid situation e.g.:

- Thorn in a finger
- Bleeding toe
- Broken collar bone
- Fall from a high wall onto tar
- Bee sting

In pairs, the students can also test each other with various first aid scenarios.

Grammar And Structure

Activity 8 and 9 (SB p. 71)

Revise how to write direct and indirect (or reported) speech. Look at how to change tenses and pronouns correctly. (Term 1 module 9 p. 62)

Review the rules. It is helpful to have them on a wall chart for your students to refer to.

Guide students through Activities 8 and 9. Call their attention to punctuation and the correct use of pronouns.

Ask individuals to come to the board and write their answer.

Mark the answer orally as a class exercise. Students mark and correct their own work.

Answers

8. a) Direct speech
b) Indirect speech
c) Direct speech
d) Direct speech
e) Indirect speech
9. a) The coach shouted that they must call the first aid helpers because his striker was down.
b) Bako answered that he was coming as fast as he could.
c) Number 10 asked sadly if his arm was broken.
d) Chukwuma said that he hoped not as he wanted the school to win the match.

Writing

Activity 10 (SB p. 72)

Introduce the idea of writing reports to record the details of something that happened or of things that were said. Emphasise that a report

contains only facts and not opinions.

Ask students to think of times when reports are useful (e.g. to record what was said in meetings, to give feedback on the progress of a building project). Talk about why accident reports are important.

- a) and b) Read through the writing activity with the students. Allow them to choose a partner and discuss what they see in each picture. Encourage them to use the language of first aid already learned. Now conduct a class discussion about what first aid was done in the pictures.
- c) and d) In pairs, students read the information in the table that explains how to put an arm in a splint and how to deal with a bleeding head wound. Let them discuss the correct order before rewriting it correctly in their notebooks.

Answers

Putting an arm in a splint:

- Use thick cardboard...
- Gently strap the cardboard in place...
- If possible, move the arm...

Dealing with a bleeding head wound:

- Put the gauze over the wound...
- After a few minutes...
- Use non-adhesive gauze...
- Strap it securely...

- e) Guide students through the mind-map, discussing the kind of information that fits under each heading.
Now students copy and complete the mind-map in their notebooks. Explain that they will use it as the basis of the report they will write in the next module.

Evaluation

There is no Self-Evaluation Checklist or Rubric for Accident Report Writing in this Teacher's Guide. If you believe that students need Checklist, then develop one on the basis of the guidance in the Student's Book. You can then adapt that Checklist to compile a Rubric.

Literature

Activity 12 (SB pp. 73-74)

Use the notes in the student's book to revise the difference between literal and figurative language. Call for more examples orally.

Then conduct the activity.

Discuss the examples that students find. Use them to lead a class discussion about the literal and figurative meanings of the phrases they found in their prescribed novel.

MODULE
2

School Bullies

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 75): Intonation patterns in questions, statements and commands	Reading And Comprehension (pp. 76-78): Story on bullying: reading for speed	Grammar And Structure (p. 79): Making sentences with prepositions	Writing (p. 79): A report: An accident I witnessed	Literature (p. 80): Themes and characterisation
		Vocabulary (p. 78): Law and justice			

Objectives

The student should be able to:

Listening And Speaking: Identify intonation patterns for statements, questions and commands.

Reading And Comprehension: Read for speed, avoiding vocalisation, regressive reading and reading words instead of phrases; read to understand the writer's purpose, read critically for facts and opinions, read for summary.

Vocabulary: Learn words associated with law and justice.

Grammar And Structure: Identify and use prepositions in sentences.

Writing: Write a report based on an outline/mind-map.

Literature: Discuss themes and characterisation.

Resources

Student's Book pages 75-80

Prescribed prose text

Dictionaries

Listening And Speaking

Guide students through the information in the box. Model the intonation patterns described and ask the class to repeat the sentences after you.

Activity 1 (SB p. 75)

Students take turns to say the sentences with the correct intonation. Walk around and listen to students, correcting as necessary.

Activity 2 (SB p. 75)

Read the following text to the class.

Discuss what it is about.

Read the text again.

Now students work in pairs to choose the correct words for the sentences. When they have decided on the correct word, they take turns to read the corrected sentence out loud.

Who is a bully?

Has anyone ever made you feel small by calling you horrible names? Has anyone ever told lies about you to other people? Has anyone ever hurt you by kicking, hitting, or pushing you around? If one of these things has been done to you, by the

same person over and over again, and you do not know how to stop it, then you have been bullied.

A bully is a person who aims to hurt the same person over and over again. The person who is hurt feels as if they can do nothing to stop the person from hurting them. This horrible person, called a bully, makes the other person feel helpless, small, alone and very sad.

Maybe this has not happened to you but you have seen someone else being bullied, and you do not know how to stop it either. It is definitely not the way to behave or treat other people!

Maybe you are a bully! It might just be time to stop then.

Answers

- a) A bully makes you feel **bad** about yourself.
- b) A bully can hurt you physically by **hitting** you.
- c) Someone who spreads **lies** about you is a bully.
- d) A bully is someone who does something to hurt someone **repeatedly**.
- e) Do you **know** anyone who is a bully?

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Pronunciation, Stress and Intonation, Comprehension and Responding.

Reading And Comprehension

Introduce the idea of speed reading.

Guide students through the tips and example of how to focus on a phrase instead of individual words.

Activity 3 (SB p. 76)

Allow the students time to look at the cartoon, before they discuss it with a partner.

Once they have discussed it, ask for feedback to share with the class.

Link the picture and the Activity 2 Listening text to lead a discussion about bullying and bullies at your school. (How does it happen? Where, when does it happen? Who does it? Who gets bullied? How does the school deal with it? How can students or teachers help? How else can the school help?)

The students now read through the story individually and answer the questions which follow. Collect their books to mark the answers once the students have completed their work.

Activity 4 (SB p. 76)

Students read the story *No Laughing Matter*. While they read, they practise speed reading and avoid vocalising or regressive reading.

Discuss the storyline and difficult words.

Guide students through the questions before they write the answers in their notebooks.

Answers

- a) Sunkanmi was the victim in the story.
- b) He did not want to go to school because Akande was bullying him.
- c) The closer Sunkanmi got to school, the more he realised that Akande and his gang were waiting for him.
- d) Sunkanmi was verbally abused and pushed around by Akande and his gang.
- e) Sunkanmi shouted at Akande to stop attacking him.
- f) Answers vary as students give their own opinions and reasons.

Vocabulary

Activity 5 (SB p. 78)

- Read the text on law and justice with the class. Guide them to the meanings of difficult words and link the content to what bullies do. Ask: what kind of adults are school-ground bullies likely to become?
- Students write the sentences using the correct word.

Answers

- If a school bully hurts someone, they can be **charged** by the police.
- It is a **crime** to break into a house and steal.
- The **judge** said 'guilty' and **sentenced** him to time in prison.

Grammar And Structure

Guide students through the notes on Prepositions. Revise the identification of Nouns if necessary. Invite students to make up example sentences using other common Prepositions such as: *in, over, through, off, about, above, across, toward*.

Write them on the board and underline the Prepositions.

Place items in different places and ask: Where is my handbag? (Students answer: Your handbag is under the chair.)

Activity 6 (SB p. 79)

Answers

- Students find six Prepositions in the passage:
Sunkanmi climbed onto the bus. Would Akande throw empty packets at him? No, Akande was sitting across the aisle... with a shy smile on his face! Sunkanmi's heart pounded within his chest and a warm feeling spread through him. Akande would bully him no more.
- Students choose the most appropriate Preposition:
 - When the sun moves **behind** the clouds, it gets chilly.
 - We have break time **between** Maths and Biology.
 - I love falling asleep and slipping **into** dreamland.

- Students write their own sentences.

Examples: The cat is under the car. Grandmother sits beside me for supper. Feed your animals before you feed yourself.

Writing

Activity 7 (SB p. 79)

Remind students of the features of a report that you discussed in Module 1 (SB p. 72). Explain that they will be writing an accident report based on the mind-maps they completed in Activity 10 of that module (SB pp. 72-73).

Review the text on first aid. Give students time to reread their mind-maps and, if they choose, to adjust them.

Based on their mind-maps, students write a rough draft of their reports. They use the mind-map headings as subheadings in their reports.

Students check and edit their reports for logic, spelling and grammar, then rewrite them in neat.

Evaluation

Student Evaluation: Students can use the Checklist that you created as a whole-class activity in Term 2, Module 1 to check their work. In addition, students can use the mind maps they created to check that they have included all aspects of the Accident Report.

Teacher Evaluation: Teachers can use the Rubric they created in Term 2, Module 1 as a basis for marking the completed Accident Reports.

Literature

Discuss the literary terms 'theme' and 'characterisation' using the notes in the Student's Book on page 80.

As you teach, relate these concepts to the theme and characterisation in your prescribed book.

Activity 8 (SB p. 80)

Read through the questions as a class.

Allow students to discuss the characters and theme of their prescribed book in pairs. Using their feedback, lead a class discussion. Allow as many students to participate in the discussion as possible.

Give students time to write the answers in their notebooks.

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 81): Intonation and stress	Reading And Comprehension (p. 81): Speed reading: surveying, skimming and scanning	Grammar And Structure (p. 83): Regular and irregular verbs	Writing (p. 84): An informal letter about school inter-house sport	Literature (p. 85): Plot in a drama
		Vocabulary (p. 83): Culture and tourism			

Objectives

The student should be able to:

Listening and Speaking: Read sentences with the correct stress; understand how stress can change the meaning of a sentence.

Reading and Comprehension: Read for speed using pre-reading techniques of surveying, skimming and scanning.

Vocabulary: Understand and use culture and tourism terms in sentences.

Grammar And Structure: Identify and use regular and irregular verbs.

Writing: Write an informal letter using the correct format and tone.

Literature: Read a drama and answer questions about the plot.

intonations for statements, questions and commands (Module 2 p. 75). Add that we also give meaning to sentences by how we stress different words.

Guide students through the notes on stress in the Student's Book on page 81. Model the sentences for the class, clearly stressing the word in bold. While you read, encourage students to think about the different meanings of the sentence depending on your stress.

While pairs of students read the sentence stressing a different word each time, support where necessary to help them identify the different meanings.

Explain that the stressed word becomes the important word and should be the clue to the meaning of the sentence.

Resources

Student's Book pages 81-85

Internet plus speakers to play songs off You Tube or CD player and CDs of Nigerian music
Drama setwork
Dictionaries

Listening And Speaking

Activity 1 and 2 (SB p. 81)

Remind students that they use different

Answers

1 b) Students to tell each other the difference in meaning when different words are stressed:

I won't ask Eya to smile for the photo.
(but perhaps someone else will)

I won't ask Eya to **smile** for the photo.
(but I may ask her to do something else e.g. frown)

Take **me** to the shops! (take me and not somebody else)

Take me to the **shops!** (take me to the shops and not somewhere else e.g. to school)

Please may we drink some **fresh** warm milk? (not old milk)

Please may we drink some fresh **warm** milk? (not cold milk)

2. With a partner, students read the sentence aloud five times, each time stressing a different word. They discuss how it changes the meanings.

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Pronunciation, and Stress and Intonation.

Reading And Comprehension

Broaden students' understanding of speed reading by adding the pre-reading techniques of surveying, skimming and scanning. Use the notes in the Student's Book to explain.

Activity 3 (SB p. 81)

Students scan the text and discuss the kind of music they play. If possible, download examples of their work for the class to hear. (Both artists have downloadable songs on YouTube). Let them discuss their opinions of the music, giving reasons.

Activity 4 (SB p. 82)

In pairs, students read the passage in detail.

Activity 5 (SB p. 83)

Students copy and complete the table in their notebooks.

Answers

Timaya	Iyanya
Real name: Enetimi Alfred Odom Date of birth: 29 November 1977	Real name: Iyanya Onoyam Mbuk Date of birth: 31 October 1986

Place he grew up: Port Harcourt, Rivers State Mother's profession: Trader Father's profession: Banker Schooling he completed: Nursery, Primary, Secondary Stage name: Timaya Stage name: Timaya Date singing career took off: 2006 First album: 'True Story' Name of a major hit: 'Dem Mama'	Place he grew up: Calabar, Cross River State Mother's profession: Headmistress Father's profession: Forester Schooling he completed: Primary, Secondary and University Stage name: Iyanya Stage name: Iyanya Date singing career took off: 2008 First album: 'My Story' Name of a major hit: 'Kukere'
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Vocabulary

Activity 6 (SB p. 83)

Have the students read the words in the table with a partner, making sure that the words are understood. Ask them to think of examples of each.

Activity 7 (SB p.83)

Students complete the sentences individually, then compare their answers with a partner. Once they have completed their discussions, ask for volunteers to share their answers with the class.

Answers

- My visiting aunt wants to go to **places of interest**.
- Nigerian people love their country and feel great **national pride**.
- I enjoy the performing arts, especially **music** and **dance**. (any correct two)
- City children don't see much traditional dress and **customs** anymore.

Grammar And Structure

Guide students through the explanation of regular and irregular verbs on page 83 of the Student's Book. Use the examples in sentences.

Ask students to volunteer further examples of verbs, put them in the past tense, and then say if they are regular or irregular.

Activity 8 (SB p. 84)

- Students read the table of irregular verbs aloud. Now ask them to cover up the list of verbs in the past tense. Let them quiz themselves as to the past tense form and spelling.
- In pairs, students use each word in a sentence, first in the present tense, then in the past tense. Invite pairs to share their answers with the class.

Activity 9 (SB p. 84)

Answers

Sport is an important part of our national culture. I played cricket at school. We fielded, batted and caught. Once I threw the ball so hard it hit my teammate on the head. The doctor stitched the cut and told him to lie down for two days. After that I thought I'd rather play soccer. At least the ball is softer!

Activity 10 (SB p. 84)

Answers

- She ran fast.
- They lived here.
- You climbed trees well.
- It rained all day.
- We laughed loudly.
- I slept tightly.

Writing

Activity 11 (SB p. 84)

Remind the students about the format and tone of a friendly letter by revising the notes from Term 1 (SB p. 39). Give students copies of the Self-Evaluation Checklist: Formal and Informal Letters on page 11 of this Teacher's Guide, or write the Checklist on the board. Read through the Checklist with students so that you are certain they understand what is expected of them.

Hold a class discussion about inter-house sport. Ask questions such as: Why do we have inter-house sport? What do you enjoy about it? What sports or events are held? Describe the cheering etc.

Now, in pairs, students discuss what to include under the headings in the mind-map. Remind students that they must use the Checklist to check their work.

The students follow the steps of writing an informal letter. Make sure they hand in their rough work with their completed letters for marking. This ensures that students will plan their letters carefully.

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

Introduce the literary concept of Plot.

Guide students through the notes on page 85 of the Student's Book, making strong reference to their prescribed drama.

Activity 12 (SB p. 85)

Guide them through the activity and discuss and assess answers.

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 86): Identification of the correct points of pause in words	Reading And Comprehension (pp. 86-87): A dialogue	Grammar And Structure (pp. 88-89): Reported commands	Writing (pp. 89-90): Formal letter of complaint	Literature (p. 90): Setting in a drama
		Vocabulary (pp. 87-88): ICT words			

Objectives

The student should be able to:

Listening And Speaking: Identify the correct points of pauses in different words.

Reading And Comprehension: Read to understand the writer's purpose, critical reading for facts and opinions, and reading for summary.

Vocabulary: Understand and use the words associated with Information and Communication Technology (ICT).

Grammar And Structure: Write commands in reported speech.

Writing: Write a formal letter.

Literature: Read a drama and discuss setting.

Resources

Student's Book pages 86-90

Drama network

Listening And Speaking

Explain that sometimes we say the same word in different ways. We pause at, or stress, different parts of the word. Use the notes and examples in the Student's Book to show how this changes the meaning of the word.

Activity 1 (SB p. 86)

- Model how you say the words, clearly stressing the bold syllables. Ask the students to repeat the words after you, then discuss the two meanings. Use the words in sentences to demonstrate.
- Invite the students to share their sentences with the class. Listen for correct pronunciation and use.
- Listen to them as they read their sentences to a partner to make sure they are using the correct pause and stress.

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Reading And Comprehension**Activity 2 (SB p. 86)**

Allow the students to discuss the use of technology as illustrated in the picture.

Activity 3 (SB p. 87)

Guide students through the notes on dialogue.

Students read the dialogue between Maka and Iyawa in pairs, taking note of punctuation.

Activity 4 (SB p. 87)

Answers

- a) Three items that have changed technology recently are: cell phones, computers and tablets.
- b) Yes, cell phones are useful as they have led to better communication between friends and family. (students may cite any sensible way in which cell phones are useful.)
- c) Answers will vary. Own opinions can be given with a reason.
- d) Answers vary. Perhaps prompt students by asking if anyone has ever heard of 'drones'.

Vocabulary

Activity 5 and 6 (SB pp. 87-88)

Guide students through the list of information and communication technology (ICT) words. Use the terms to prompt class discussion.

Ask students to explain the words or to use them in sentences. Assess students' level of experience with information and communication technology and gear your discussion accordingly.

Students should work on Activity 6 individually. When everyone is finished, ask for volunteers to share their answers with the class. The students are to mark their own work and make any corrections.

Answers

- A tablet computer can be taken anywhere as it is **mobile**.
- A type of telephone which can be used anywhere is called a **cell** phone.
- **MMS** is short for Multimedia Messaging Service.
- The word **email** is short for **electronic** mail.
- A computer which is connected to the Internet is **online**.
- An **SMS** is used when a person wants to send a **text** message.
- www.gotoschool.po.ac is an example of an address for a **website**.
- The **Internet** is used to connect many computers all over the world, together, at the same time!

- MMS is used to send **pictures** / **videos** / **audio**.
- The abbreviation for short message service is **SMS**.

Grammar And Structure

Read the information in the box to the students about reported commands.

Have the students read through the information silently and allow them to ask questions if needed.

Activity 7 (SB pp. 88-89)

The students can work individually to complete the activity in their note books.

Once they have completed their work, they can discuss their answers with a partner.

When everyone is finished, ask for volunteers to share their answers with the class. Provide sufficient time for students to correct their work if needed.

Answers

- a) Mother told me to clean the house.
- b) Toben told me to send a text message.
- c) Onyedi told me to help Jire's brother.
- d) Tambara told me to wash my hands.
- e) Omolola told me to open the door.

Activity 8 (SB p. 89)

The students can work individually to complete the activity in their note books.

Once they have completed their work, they can discuss their answers with a partner.

When everyone is finished, ask for volunteers to share their answers with the class. Provide sufficient time for students to correct their work if needed.

Answers

- a) Basko told me not to sing.
- b) Chichima told me not to meet Zeenat at the motor park.
- c) Adaobi told me not to check my emails.
- d) Mobo told me not to shut the windows.
- e) Chuku told me not to study for the test.

Writing

Activity 9 (SB p. 89)

Allow the students to work with a partner to discuss the photograph that shows roads that are in a poor condition. They use the questions to assist them.

Once the pairs have completed their discussions, ask for volunteers to share their thoughts with the class and use these to lead a class discussion about roads, their condition and whose responsibility it is to fix them.

Activity 10 (SB p. 89)

Revise the formal letter layout together as a class (SB p. 38). Refer students to the Self-Evaluation Checklist: Formal and Informal Letters.

The students can then complete the activity individually, using the guidelines and the Checklist carefully.

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

Guide students through the notes on 'setting' in drama. Use them to prompt a discussion about setting in your network drama.

Activity 11 (SB p. 90)

As a class, discuss the questions before students write answers to b) and d) individually.

Take in the notebooks to assess how students are managing with the literary concepts you have taught.

MODULE
5

Advertising

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 91): Rhythm in a poem	Reading And Comprehension (pp. 92-94): Dialogue in an advertising text	Grammar And Structure (p. 95): Reported requests	Writing (pp. 95-96): Outline, Argumentative Essay	Literature (p. 97): Figures of Speech in a prose text
	Listening text on advertising	Vocabulary (p. 94): Words in advertising			

Objectives

The student should be able to:

Listening And Speaking: Identify and read a poem with appropriate rhythm.

Reading And Comprehension: Read to understand the writer's purpose, and critical reading for facts and opinions.

Vocabulary: Use advertising words in sentences.

Grammar And Structure: Understand and apply the rules of writing reported requests.

Writing: Understand and apply the features of an Argumentative Essay; write an outline.

Literature: Answer questions about Figures of Speech.

Resources

Student's Book pages 91-97

Examples of advertising (pictures and/or packaging of real items) with catchy slogans that students might know

Prose network

Dictionaries

Listening And Speaking

Introduce rhythm in poems by comparing it to the beat in music. Explain how the rhythm or beat can be happy and lively or slow and sad.

Guide students through the notes and, using the examples provided, demonstrate how writers choose words to create the rhythm they want.

Model the lines and ask students to repeat them after you showing an awareness of rhythm.

Activity 1 (p. 92)

Read the poem *When I am a mother* to the class. Use the rhythm to read fluidly, boldly, yet with feeling. Ask students to read it aloud as a class, showing a sense of rhythm.

Activity 2 (p. 92)

Guide students through the sentences before they choose the correct word to talk about rhyme.

Answers

- a) The rhythm of the poem is mostly **regular**.
- b) The rhythm supports the message of the poem because it is **strong**.
- c) The poet often uses rhyme **within lines** to create rhythm.

Activity 3 (SB p. 92)

In pairs, students discuss the answers before working individually to write them in their note books.

Answers

- a) The metaphor "... climb the pile..." means to get ahead of others.
- b) The poet wants her daughters to enjoy the freedom that comes with equal education. / to be equal with men / to be able to work

and enjoy economic freedom/ to be free from male oppression.

- c) Sample answer: The man who the poet's daughter marries is a kind man who respects women and his elders.
- d) Young girls must study in order to enjoy gender equality and economic freedom. / Girls must make the most of their education.
- e) Students' personal responses. Use them to generate a class discussion of the issues raised.

Activity 4 (SB p. 92)

Read the listening text about advertising to the class.

Go through the questions before students discuss the answers in pairs.

Read the text again and allow students to reconsider their answers if necessary. Ask for volunteers to share their answers with the class.

What is advertising?

An advertisement is there to draw your attention, to distract you from what you were doing or thinking about and make you think you need whatever is being advertised. A lot of time, effort and money goes into making sure that the advertisements which are made draw the attention of the group of people they are wanting to sell a product or service to. Advertisements are everywhere: on the internet, television and radio, in newspapers and magazines. What is the aim of advertising? To make you want to buy something! This is also a good way of reminding you that a certain product is still available to buy or that there is something new that you can buy at the shops. We can all think of an advertisement that has caught our eye or which we were drawn to on the radio or television. When you watch television, often your favourite programmes are interrupted by one or two advertisements. Next time, take note of what is being advertised. Are they wanting to sell you something? Or is it aimed at your parents? Do they use a catchy tune or is there a lot of talking? Television advertising is different to that found in magazines and newspapers. The magazines and

newspapers cannot sing a song to you or dance a little dance. Instead they use colour, pictures and bold words in interesting fonts to draw your attention. Start paying more attention to the advertising all around you and see which ones you really like the most.

Answers

- Advertisements are made to make people believe they need whatever is being advertised.
- Advertisements can be found on the internet, television and radio, in newspapers and magazines (any two).
- People use advertisements to make us buy their product, to remind us that a certain product is still available or to tell us that there is something new to be bought at the shops.
- For television advertisements, songs and dancing can be used but for magazines, colour, pictures and bold words are needed.

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, Stress and Intonation, Comprehension and Responding.

Reading And Comprehension

Activity 5 and 6 (SB pp. 92-93)

Students discuss the questions in pairs.

Ask for volunteers to share their ideas with the class. Use these to lead a class discussion about what is 'catchy' or appealing to viewers, listeners and readers.

The students then read the TV advertisement with a partner before completing Activity 6 individually in their note books. Collect the books for marking once the students have completed their work.

In pairs, students read the dialogue of the TV advertisement. Encourage them to read with good expression e.g. with a rising intonation at the end of wh-questions e.g. "What is the matter?"

Activity 7 (SB p. 94)

Discuss the questions as a class before students complete the activity.

Answers

- This advertisement is targeting **students**.
- The advertisement is selling **both**.
- You can buy this item **online**.
- The item can **scan, copy and repeat**.
- This item will help students to **study**.
- This item helps students to **eat, sleep and walk** with their notes.

Vocabulary

Activity 8 (SB p. 94)

Read the words in the left hand column to the students and have them repeat the words. Discuss the meanings of the words and use them in sentences.

The students now work with a partner to match the words and meanings. Encourage them to use their dictionaries.

Once the class has completed the activity, invite individuals to share their answers with the class.

Answers

Target market	The group of people an advertisement is trying to persuade to do something or buy something
Slogan	A short phrase that will catch people's attention
Product	The object or service on offer
Consumer	The person who will actually use the product
Brand	The special name of a particular product
Copy	All the words written or spoken in the advertisement
Marketing	The job of planning how to encourage people to buy a product

Grammar And Structure

Activity 9 (SB p. 95)

Explain that requests are when you ask politely for something. Reported requests are requests that have been made to someone and then repeated.

Guide students through the notes on how to report requests. Emphasise the use of the verb 'ask'. Provide further examples for the class to express as reported requests orally. E.g. Mother, please may I have a party this year?

Go through the first example of the activity to make sure students know what to do. Then they work alone to write the answers in their note books.

Mark the exercise orally in class, then take in a selection of books to assess class progress.

Answers

a) She asked them to come and watch the netball match.

Positives of herbal medicine	Negatives of herbal medicine
<p>Herbal medicines are made from natural products.</p> <p>Herbal medicines are safer because they have fewer side effects.</p> <p>Herbal medicines heal the body and do not just kill the disease.</p> <p>You can buy herbal medicine more easily.</p> <p>Some bacteria are getting used to orthodox medicines, so the treatment does not always work.</p>	<p>Herbal medication takes longer to work than orthodox medicine.</p> <p>Herbal medicine can also be expensive.</p> <p>Herbal medicine tastes horrible.</p> <p>Not all herbal medicines have been tested as much as orthodox medicines.</p>

Read through Activity 11 with the class, allowing students to ask questions if needed. The students then work individually to complete the activity.

Once they have used the guidelines and the Checklist to write their own Argumentative Essay, the students hand their books in for you to mark their work.

Use the Rubric: Argumentative Essay on page 18 to mark their Argumentative Essays.

Evaluation

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

b) She asked me to add two sugars to the tea.

c) He asked her to pick up the pencil under the desk.

d) Coach asked the students to practise after school.

Writing

Activity 10 and 11 (SB pp. 95-96)

Give students copies of the Self-Evaluation Checklist: Argumentative Essay on page 10 of the Teacher's Guide. Alternatively, write the Checklist on the board.

a) Read the information in the box about Argumentative Essays to the class. Then, with the students, read the information about herbal and orthodox medicines. Allow them to discuss any queries in pairs before asking you for help.

b) Explain how students should organise the information into columns in the table.

Answers

Teacher Evaluation: Teachers can use the Rubric: Argumentative Essay on page 18 of this Teacher's Guide.

Literature

Activity 12 (SB p. 97)

Review the Figures of Speech outlined in the information box. Ask students for further examples of figurative language that we use in everyday life, e.g. He was over the moon with excitement (metaphor).

Students find examples of Figures of Speech in their network novel.

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 98): Review of stress and intonation	Reading And Comprehension (pp. 100-101): Reading for meaning and to provide alternative words	Grammar And Structure (p. 98): Adverbials and the simple present and past tenses	Writing (pp. 101-102): Outline, Expository Essay on Entrepreneurship	Literature (pp. 102-103): Irony, euphemism and hyperbole
		Vocabulary (p. 101): Words relating to entrepreneurs			

Objectives

The student should be able to:

Listening And Speaking: Use stress and intonation correctly depending on the meaning of the sentence.

Reading And Comprehension: Read to provide alternative words; critical reading for facts and opinions, and reading for speed.

Vocabulary: Use words associated with entrepreneurs.

Grammar And Structure: Understand and use adverbials and the present tense correctly in sentences.

Writing: Write an outline, and composition (expository).

Literature: Answer questions about Figures of Speech such as hyperbole, irony and euphemism.

Resources

Student's Book pages 98-102
Dictionaries

Listening And Speaking

Activity 1 (SB p. 98)

Revise the three kinds of intonation and stress that students have learned.

Model the correct stress and intonation while you read the speech out loud.

Then encourage students to take turns reading the speech to each other in pairs.

Guide students to identify intonation patterns in these statements by modeling the intonation patterns, stresses and pauses for each of the intentions and emotions described. For example:

- Confidently – You cannot ↓ get AIDS| unless ↓ you are infected with HIV||.
- Unconfidently – You cannot ↑ get AIDS unless you are infected with HIV|| ↑.

While students are working with their partners to say the dialogue and identify changes in tone, pitch and pace, walk around and listen to them speaking.

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Grammar And Structure

Review the simple present and past tenses. Read the information about present and past tense verbs in the box to the students.

Let them read through it silently once more and allow them to ask questions if needed.

Activity 2 (SB p. 99)

Complete orally as a class, before students write the answers in their note books.

Answers

- a) Watch as they **dance** with rhythm.
- b) It **makes** me happy.
- c) I **cry**.
- d) He **jumps** high.
- e) We **eat** heartily.
- f) You **study** hard.

Activity 3 (SB p. 99)

Guide students through the notes on adverbials. Explain how these words or groups of words tell us more about the main verb. They can explain reason, purpose, condition or contrast. Use the example provided to demonstrate.

Practise the activity by doing the first one orally with the class. Then students work alone to write the answers in their notebooks.

Answers

- a) I want to be an entrepreneur because I like to work for myself.
- b) Beekeeping is a good business if you like to work outside.
- c) It's exciting to start your own company although you have to work hard.
- d) Ibekwe takes out a bank loan so that he can start a small factory.

Reading And Comprehension

Activity 4 (SB p. 100)

In this pre-reading activity, students must skim the article before deciding if two statements are true or false.

Allow them to work in pairs, then discuss the answers as a class. Let them consult dictionaries if necessary.

Answers

- a) False
- b) True

Students read the entire article using critical reading skills. If they do not understand a term, they look at the surrounding words or think of alternative ways of saying it.

Reading Aloud

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 Self-Evaluation Checklist: 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: Reading Aloud on page 12 of this Teacher's Guide to evaluate their reading. Record the mark in your Record Book.

Vocabulary

Activity 5 (SB p. 101)

Read through the words in the first column of the table 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.

Answers

Words	Meanings
Tertiary	At university or college level
Retirement	The time at which you leave your job and stop working
Economy	The system by which a country produces and uses goods and money
Founder	Someone who starts an organisation or company
Director	An important manager in an organisation or company
Consumer	Someone who buys or uses goods or services

Innovation	A new idea or method that is being tried for the first time
Partner	Someone who owns a business with another person
Finance	The money that a person, company or country has
Management	The process of dealing with or controlling things or people

Writing

Activity 6 (SB p. 102)

Make copies of the Self-Evaluation Checklist: Expository Essay and give this to students. Alternatively, write the Checklist on the board.

Students use the planning, writing and editing steps that they have learnt to write an Expository Essay on a business that they would like to start. With reference to the Checklist, remind them that an Expository Essay gives the reader information. It does not tell a story (Narrative Essay), describe (Descriptive Essay) or try to convince the reader of something (Argumentative Essay).

Remind students to use the Checklist when writing and checking their Essays. 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 as guided by the Checklist. They then write out the final draft neatly and hand it in to you for marking.

Use the Rubric: Expository Essay on page 19 of this Teacher's Guide to evaluate their work.

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Literature

Activity 7 (SB pp. 102-103)

Explain and distinguish between the literary terms irony, euphemism and hyperbole. Use the notes in the information box to support your teaching.

Provide or call for further examples from students.

Allow students to work through the activity in pairs, discussing what the euphemisms really mean. Discuss the answers as a class, using the euphemisms in sentences.

Answers

- The literal meaning of the euphemisms:
 - The mining company let 150 workers go. (fired/dismissed/ retrenched)
 - No adult beverages are allowed on school grounds. (alcoholic drinks)
 - It is no fun to be between jobs. (unemployed)
 - Ife is a big-boned girl. (fat/overweight)
- Students use their imaginations. Let them enjoy their euphemisms and share their sentences with the class.
- Examples of irony:
 - Shame! Did you only win a million?
 - Lewa really needs to study – 92% is so bad!

Activity 8 (SB p. 103)

Focus on hyperbole and reread its definition.

Ask how it is different from irony (irony is when the speaker intends his or her words to mean the opposite of what he or she says. With hyperbole, the speaker means what he or she says, but exaggerates it). Point out that hyperbole often contains similes and metaphors to exaggerate.

Write some sentences on the board and ask students to use exaggeration to convert them into examples of hyperbole. For example:

Sentence: I feel sick. Hyperbole: I think I'm going to die.

I am thirsty. Hyperbole: I am dying for a drink.

It is hot outside. Hyperbole: The weather outside is hotter than an oven.

Prompt students to find examples of irony, euphemisms and hyperbole in their prescribed novel.

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 104): Consonant sounds /s/ and /z/ Reading to summarise	Reading And Comprehension (pp. 105-106): Story about a birthday	Grammar And Structure (pp. 107-108): Punctuation	Writing (p. 109): Outline, Narrative Essay: My last birthday	Literature (pp. 109-110): A fable; elements of literature
		Vocabulary (pp. 106-107): Synonyms			

Objectives

The student should be able to:

Listening And Speaking: Identify and orally produce the /s/ and /z/ consonant sounds in words.

Reading And Comprehension: Read to understand the writer's purpose; read for summary.

Vocabulary: Identify synonyms and use them in sentences.

Grammar And Structure: Use punctuation accurately in sentences to make their meanings clear.

Writing: Write an outline, and composition writing (narrative).

Literature: Read a fable and identify literary features.

Resources

Student's Book pages 104-110

Novel network

Pictures of how people celebrate birthdays

Dictionaries

Listening And Speaking

Activity 1, 2 and 3 (SB pp. 104-105)

Read the explanation of how to make the /s/ and /z/ sounds. Let them make hissing sounds, 'sssss' like a snake and buzzing sounds 'zzzz' like a bee. If you have the internet in the classroom let the students watch and listen to the following websites:

http://www.speakmethod.com/video_s_z_words

<https://www.youtube.com/watch?v=8ndEjFzKqTk>

Students practise saying the sounds in Activities 1 and 2 correctly, using the phonics box as a guide.

Model the words and let the students copy your pronunciation.

Now they practise saying the words in pairs. Point out how the sounds may appear at the beginning, middle or end of words.

Explain that because words with the /s/ and /z/ sounds are spelled in many different ways it is important to recognise the spelling patterns and learn how to spell and pronounce as many words as possible with these sounds. For more words with these sounds go to:

http://www.grammar-quizzes.com/agr_inS-aud.html

Read the poem in Activity 3 to the class emphasising the /s/ and /z/ sounds. The version of the poem below shows how the **bold letters** are pronounced **zz** and underlined letters are pronounced **ss**. Let students read the poem aloud. (They should also try to read with a lively rhythm, remembering what they learned about rhythm in the poems in Module 5).

Boats sail in the rivers,
Ships sail in the seas;
But clouds that sail across the skies
Are prettier far than these.

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Reading And Comprehension

Activity 4 and 5 (SB pp. 105-106)

The students work with a partner to read and discuss the questions for Activity 4.

When they have completed their discussions, ask for volunteer answers and lead a class discussion about students' personal thoughts on their birthdays.

With the class, read *The day before the big day*. Handle any queries, then prompt students to read through the story silently before answering the questions which follow. Make copies of the Self-Evaluation Checklist: Summary on page 11 of this Teacher's Guide. Give these to students, or write the Checklist on the board. Explain that they will be writing a summary of the story, so while they read, they should think about the main idea of each paragraph. Revise the key elements of good summaries by working through the Checklist with students.

Activity 6 and 7 (SB p. 106)

While you conduct Activities 6 and 7, support individuals as necessary while the rest of the class works alone to write answers in their

notebooks. Remind students that a summary only includes the main ideas or events.

Once students have completed their work, collect the books for marking.

Answers

6. a) The author and her twin sister are having a birthday soon.
- b) The author's sister is fourteen years old.
- c) The author found her sister rude as she gave her family a list of presents she wanted, as well as a list of people she wanted at her party.
- d) The author spoke to her grandmother.
- e) The author needed to buy a gift and write a poem.
- f) The saying means that two people are identical in looks and/or personality.
- g) It is also the author's birthday, as the two sisters are twins.

7. Example of the summary:

The day before the big day

This story is about the writer and her twin sister. Tomorrow is their fifteenth birthday. First, she asks her grandmother if it is rude of her sister to have given out a list of what she wants for her birthday. Then she goes to the market and buys a special soap for her sister. When she gets home she writes a poem for her sister. Finally it is time for bed. The writer cannot wait for the party.

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.

Vocabulary

Activity 8 (SB pp. 106-107)

Read the definition of a synonym to the class, and then have the students work with a partner to read the verbs and their synonyms in the table.

The students are to read and complete Activity 8 individually, before they read and discuss their sentences in pairs.

Once the class has completed the activity, ask for volunteers to share their answers with the class. Write the answers on the blackboard.

Answers

Verbs	Synonyms
ate	consumed, snacked, devoured
find	discover, unearth, uncover
give	provide, supply, hand over
like	treasure, love, adore
open	unwrap, undo, untie
dance	romp, cavort, frolic
play	skip, hop, frolic
laugh	chuckle, giggle, chortle
sing	croon, chant, warble
drink	sip, drain, gulp down

Activity 9 (SB p. 107)

Answers

- a) I love to **unwrap** my presents quietly in my bedroom.
- b) My parents will **hand over** a gift to my sister tomorrow.
- c) We all had a good **giggle** at my party!
- d) They **devoured** all the food on the party table.
- e) They can **sip** only juice at my party.
- f) We had to **uncover** the treasure for the treasure hunt as it was hidden around the house.
- g) I **love/adore/treasure** my new, red bicycle!

Grammar And Structure

Activity 10, 11 and 12 (SB pp. 107-108)

Read through the information about punctuation in the box to the students. Match the punctuation to the punctuation in the picture.

Have them read the information a second time with a partner. Allow them to ask any questions if needed.

The students are to read and complete the three activities individually in their note books

before reading and discussing their answers in pairs.

Once the class has completed the activities, ask for volunteers to share their answers with the class. Write the sentences on the board if necessary so the students can correct their answers in their books.

Answers

- 10. a) Modele ran home to **Jasper Road**.
- b) Foluke flew to **Cameroon** for work.
- c) My father works for a company called **Father and Sons**.
- d) Did you ask **Simisola** for the **Time magazine/Magazine**?
- e) No, **Bimpe** is not angry with you.
- f) I attend **King Shaka Junior Secondary School**.
- 11. a) Which way will I walk to get to town, **Adaobi**?
- b) My mother bought dresses in pink, green and orange materials.
- c) Write down the following places: **Nigeria, Cameroon, Egypt, Sudan**.
- d) Stop, I need to catch that bus!
- e) However, Raliat refused to attend the extra classes.
- f) Please come home Efe, Obi is waiting for you.
- 12. a) Chibuka said, “Can I come for supper?”
- b) Dubem replied, “Of course, but don’t be late.”
- c) Chibuka asked, “What time should I arrive?”
- d) Debem said, “Come around at seven o’clock.”
- e) Chibuka said, “Sure, I will do so. Can I bring anything with me?”
- f) Dubem said, “No, just yourself!”

Writing

Activity 13 (SB p. 109)

Refer students to the Self-Evaluation Checklist: Narrative Essay that you gave to them previously. Alternatively, write the Checklist on the board.

Read the information about a Narrative Essay to the class. Think of an interesting

incident from your life and tell it to the class as a narrative e.g. How you met your partner; Something that happened to make you want to be a teacher etc.

Read through Activity 13 with the class, allowing them to ask any questions if needed. Allow them to discuss, in pairs, what they will include for each box in the mind-map. Remind students to use the Checklist when writing and checking their Essays.

Once the students have carefully followed the guidelines, and completed their Essay, collect the books to mark their work using the Rubric: Narrative Essay on page 16

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 14 (SB p. 109-110)

Remind students of the features of a fable: that it is a story intended both to entertain and to teach a lesson; it often has animals in it that take on human characteristics such as the ability to speak.

Ask the students to think about the moral/lesson of the fable while you read it to the class. Discuss new words, then invite individuals to read the story aloud, giving them one paragraph each to read. Listen for correct stress of words and correct intonation.

Discuss the questions as a class before students write the answers in their notebooks. Refer students to the Self-Evaluation Checklist: Summary that you gave to them previously. Alternatively, write the Checklist on the board, and tell students to use it to check their summaries in Question 14 (e).

Allow peer marking, making sure that students write the correct answers in where necessary.

Answers

- a) The moral of the story is that you must not lie./One lie leads to another.
(Quote this saying to the class: Oh what a tangled web we weave, when first we practise to deceive.)
- b) The main characters are the monkey and the dolphin.
- c) The story takes place out at sea.
- d) Personal response: e.g. I felt sorry for the monkey.
- e) Summary of the plot e.g. A monkey was shipwrecked and was saved by a dolphin. The monkey lied to the dolphin, though, so the dolphin dropped the monkey into the water and left him to drown.

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 (pp. 111-112): Consonant sounds /k/ and /g/; listening skills on friendship	Reading And Comprehension (pp. 112-114): Reading to identify main and supporting ideas	Grammar And Style (p. 115): Punctuation: full stops and commas	Writing (p. 116): Outline and Narrative Essay: The meeting	Literature (p. 116): Drama: a summary

Objectives

The student should be able to:

Listening And Speaking: Identify and orally produce the /k/ and /g/ consonant sounds in words; able to listen carefully to a paragraph; read and retain and recall information.

Reading And Comprehension: Read to understand the writer's purpose, to identify the meanings of words in various contexts, and read for main and supporting ideas.

Grammar And Structure: Understand and practise the use of full stops and commas.

Writing: Write an outline (mind-map) and Narrative Essay (story).

Literature: Read a fable and identify literary features e.g. lesson, main characters etc.

Resources

Student's Book pages 111-116

Prescribed drama

Dictionaries

Listening And Speaking

Activity 1 (SB p. 111)

If necessary, review the consonant sounds /k/ and /g/ as taught in Term 1 Module 5 (page 32-33).

Then get students to practise the sounds by saying the words in the table. Model the words for the students before they say them out loud as a class or to each other in pairs.

Activity 2 (SB p. 111)

Answers

- Please **strike** a match to light the **cooking** fire.
- We'll bake **biscuits** and **cupcakes** for the birthday party.
- Auntie baked bread but it was as heavy as a **brick**!
- The lonely king gazed out over his **kingdom**.

Activity 3 (SB p. 112)

Read the students the text and guide them through the answers.

What is friendship?

Ask someone this question: 'What is friendship?' You will get an answer different from the one you expect or from what anyone else has given. Why? Because everyone sees friendship differently. However, there are a few things that help us to identify what friendship really is. Friendship is not merely being friendly, it is about standing up for the person you see as a friend. You may not see that person regularly but in some way, they add value to your life. You may know a lot of people and you may be friendly with a lot of people... but how many of them are real friends?

Answers

- Someone you are willing to stand up for.
- Someone who adds value to your life.

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Reading And Comprehension

Activity 4 (SB pp. 112-114)

The students are to read the story individually, before writing answers to the questions that follow. Remind them to think about the main idea of the story as they read.

Once the class has completed their work, ask for volunteers to share their answers with the class and discuss them.

Collect the books for marking.

Answers

- a) Calabar has noisy traffic, big buildings and many people. (or any other sensible answer)
- b) Sample answer: Olu was lonely at first because he missed his family./He did not know any children in Calabar etc.
- c) Any three examples of the uncle's kindness e.g. His uncle took him to visit many places in the city. He introduced Olu to his neighbour's children. He took him for one last outing before Olu caught the bus home.
- d) Olu learned about fridges, big-screen colour TVs and a sports stadium.
- e) The friends learned how to make a fishing rod, how to fish and how to make a shell necklace.
- f) Students give a personal response with sensible reasons.

Activity 5 (SB p. 114)

Guide students through the notes and example on main and supporting ideas.

Then let students read the story in pairs again. This time, they identify the main idea in each paragraph.

Sample answers

Par2: Olu was very lonely.

Par3: Olu's uncle is going to introduce Olu to the neighbour's children.

Par4: Olu has a lot of fun with Bolanile and Ayoola.

Par5: They are surprised at how different Olu's life in the village is.

Par6: Olu thinks about how he is never bored at home.

Par7: Olu goes to the beach for the first time.

Par8: They swim in the sea.

Par9: Every day Olu asks to go to the beach.

Par10: They go out fishing in a boat.

Par11: Olu shows his friends how to make a shell necklace.

Par12: Olu has a last visit to the beach before he goes back home.

Par13: Olu fills up a bottle with sea water to help him remember the sea.

Par14: In the bus, Olu remembers the sea by holding the bottle against him.

Grammar And Structure

Activity 6 (SB p. 115)

Extend students' understanding and use of full stops and commas.

Guide them through the notes and examples. Ask for further examples of common abbreviations.

Initially, students will struggle to read the passage with meaning because it has no full stops or commas.

Once they have filled in full stops and commas, they should find it much easier to read aloud with meaning.

Answer

My dear friend, Adedeji, joined the army. Now he is called Sgt. Keita. Between you and me, I think he misses home, his dog, his parents and his friends. We send him food parcels with treats from home such as chin chin, puff puff and coconut candy.

Writing

Activity 7 (SB p. 116)

Lead a class discussion about how we meet or make new friends. Let students share personal experiences. Explain that they will write a Narrative Essay about when or how they met one of their friends.

Guide students through the mind-map and its headings. Discuss each step of the activity as a class allowing students to ask any questions. Refer students to the Self-Evaluation Checklist: Narrative Essay that they used for the writing task in the previous module. Remind them to use the Checklist while writing and checking their Essays. Allow plenty of time for planning and mind-maps before students begin their first drafts.

Collect the books for marking once the students have completed the writing of their stories. Use the Rubric: Narrative Essay on page 16 for assessment.

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 8 (SB p. 116)

Students will write a summary of their prescribed drama text. First, guide them through the summary framework provided, discussing what should be included under each heading.

Give students copies of the Self-Evaluation Checklist: Summary on page 11 of this Teacher's Guide, which they can use while writing their summaries and to check their work before submitting it.

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
9

Moving To The City

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (pp. 117-119): Revision of consonant sounds /m/ /n/ and /[ŋ]/	Reading And Comprehension (pp. 119-121): An informal letter: read for main and supporting ideas	Grammar And Structure (p. 122): Punctuation marks – question marks, semi-colon and colon	Writing (pp. 123-125): Review of different types of letters and essays	Literature (p. 125): Review of literary terms
		Vocabulary (p. 121): Postal Service words			

Objectives

The student should be able to:

Listening And Speaking: Recognise and pronounce the /n/ /m/ and [ŋ] sounds.

Reading And Comprehension: Read for the main and supporting ideas; reading to

understand the writer's purpose; read to identify the meanings of words in various contexts, critically reading for facts and opinions.

Vocabulary: Use a dictionary to identify postal service words.

Grammar And Structure: Identify and use question marks, colons and semi-colons correctly.

Writing: Differentiate between the format and style of different types of letters and essays.

Literature: Understand and identify literary terms.

Resources

Student's Book pages 117-125

Short, age-appropriate poems for listening enjoyment

Pictures or items to support postal services vocabulary

Dictionaries

The **Pied Piper of Hamelin** is the subject of a legend from the town of Hamelin, Germany, in the Middle Ages. A piper, dressed in multicolored ("pied") clothing, was a rat-catcher hired by the town to lure rats away with his magic pipe. When the citizens refuse to pay for this service, he retaliates (gets back at them) by using his instrument's magic power on their children, leading them away as he had the rats.

Listening And Speaking

Activity 1 and 2 (SB pp. 117-118)

Read the explanation about how to form the [m] sound. Let the students hum 'mmmm...' through their closed mouths and feel how their lips and throats vibrate. Practise the words as a class emphasising the [m] sound.

Read the explanation about how the [n] sound is formed. Let students hum 'nnnnnn...' through their noses as a class. Ask them to put their fingers to their throats where their voice boxes are and feel the sound vibrate. Ask the class to practise saying the words.

Read the explanation about how to form the [ŋ] sound. Let them hum 'inng' and 'annng'. Practise the words as a class.

- **Annabel Lee:** If you have access to the internet in the classroom find examples of poetry the class can listen to. Or source poems yourself from age-appropriate collections. Let students listen to the poem "Annabel Lee", which can be found on the following website
<http://www.poetryoutloud.org/poems-and-performance/listen-to-poetry>
or read it yourself to the class, using a lilting rhythm.

- **The Pied Piper:** Tell the students the story of the Pied Piper of Hamelin. It is important that you give students the background. See the summary below or read students the full story at <http://shortstoriesshort.com/story/pied-piper-of-hamelin/>

- Read the stanza to the class. This stanza describes the children hearing the magic pipe and running out to follow him.
Students copy the poems into their note books and underline the [m] and circle the [n] consonants. They put a square around the [ŋ] sounds. e.g. *rustling, bustling, jostling, pitching, hustling, pattering, clattering, clapping, chattering, scattering, running*
- Students practise reciting the poem. Talk about what the poet compares the children to.

Activity 3 (SB p. 119)

Radio Interview

Interviewer: Good morning and welcome to ABC Radio. Today in the studio we have nature conservationist Dr Azuka Echendu who will be speaking about the importance of wildlife reserves.

Interviewer: Dr Echendu, why do we need wildlife reserves?

Dr. Echendu: National parks and wildlife reserves are very important to protect wild animals and plant life. Much wildlife is endangered because of the development of towns and cities, and because of poaching. Many species such as lions and elephants would be extinct if it wasn't for the safety they have in wildlife reserves.

Interviewer: What is the benefit to the country?

Dr Echendu: The country is helping to protect wildlife by having reserves. Also, tourists from all over the world come to see the wild animals. This is a big source of income for Nigeria.

Read each statement again and the portion of the interview that relates to the statement to lead students to answer the true or false statements.

Answers

- a) We have wildlife reserves to protect animals so they don't become extinct. **True**
- b) The tone of the interviewer is aggressive. **False**
- c) Wildlife parks cost Nigeria a lot of money. **False**
- d) Dr Echendu doesn't believe we should have wildlife parks. **False**
- e) Wildlife is endangered because of the development of towns and cities. **True**
- f) Tourists are frightened of wild animals. **False**

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening And Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Reading And Comprehension

Activity 4 (SB p. 119)

Read the questions to the students for Activity 4 and have them scan the letter for the information, one question at a time. Discuss each answer.

Answers

- a) Rayowa
- b) 5 Upper Court, Uptown Road, Lagos
- c) Informal letter
- d) Zoputa
- e) The date

Activity 5 (SB p. 119)

Read the introduction and the letter with the class before students read it again silently to themselves, thinking about the main idea of each paragraph.

Activity 6 (SB p. 121)

Students identify the main and supporting ideas of the text.

Answers

- a) The text is about Rayowa who has moved from her village to Lagos.
- b) Rayowa writes a letter to her best friend, Zoputa. In it, she describes her new flat and the local market (or any other good example from the letter).

Activity 7 (SB p. 121)

Guide students through the comprehension questions about the letter. Talk about question words and what they require. For example, in question c), 'in comparison to' means that students should compare Rayowa's bedroom in the city to her bedroom in the village.

Students answer the questions individually in their note books.

Collect the books once they have completed their work in order to mark the answers.

Answers

- a) Rayowa is writing a letter to her best friend to tell her about her move from the village to the city.
- b) Rayowa lives in Lagos and Zoputa lives in a village.
- c) Rayowa has her own bedroom in the city and does not need to share it with her little sister like she did in the village.
- d) Rayowa's family do not live on the ground floor so they do not have a garden where they can grow vegetables.
- e) Rayowa's family buy their vegetables at the market.
- f) Rayowa is nervous about starting school as there are a lot of students at the new school, and she will not know anyone there.

Vocabulary

Activity 8 (SB p. 121)

Have the students work in pairs to find all the postal service words in the word search.

Once the class has completed the word search, have volunteers share the words with the class.

Write the words on the board and say the words aloud, with the students repeating the words after you.

Use pictures or real examples of items to support learning.

Answers

Words included: collection, dispatch, mail, postal order, Nigerian Postal Service, letter, postcard, parcel, delivered, destination, postal code, address, envelope, post box, airmail, postmaster general, postage stamp

Activity 9 (SB p. 121)

The students work individually.

When they have completed the sentences, they read through them with a partner.

Once the class has completed their work, ask for volunteers to share their answers.

Answers

- a) address
- b) postmaster general
- c) airmail
- d) parcel
- e) destination

Grammar And Structure

Activity 10 (SB p. 122)

Confirm the correct use of question marks. Point out that it is wrong to use them after a statement or request. Use the examples in the Student's Book to demonstrate.

Explain the different uses of colons: to introduce a definition, an explanation or items in a list.

Show how semi-colons join sentences of equal value. The writer joins them to show that the information is related or in some way wants you to compare them.

Students add the correct punctuation to the sentences.

Answers

- a) Tell me, which road is the shortest route?
- b) Your fishing box should contain: spare line, hooks, sinkers and bait.
- c) Which road is the most pleasant drive?
- d) I like to fish in rivers; my father prefers the sea.
- e) I'll tell you one thing: there's nothing like fresh fish!
- f) The doctor explained: the broken bone will heal in six weeks.

Writing

Activity 11 and 12 (SB pp. 123-124)

Give students copies of the Self-Evaluation Checklist: Formal and Informal Letters.

Alternatively, write the Checklist on the board.

In pairs, students review the format and features of formal and informal letters using the table provided. Tell students to link the guidance in the table to the features in the Checklist.

Read through Activity 11 with the class. Invite students to share experiences or thoughts on the subject of friends, apologies and forgiveness.

As they write their letters, make sure students follow all the steps and remind them to use the Checklist to check their work. The students may read a rough draft of their letters to a partner, inviting constructive feedback. They then edit their work and make any adjustments before writing their letters out neatly.

When students hand in their books, they should also hand in their flow diagram and rough drafts. Use the Rubric: Formal and Informal Letters on page 22 to assess their work.

Activity 13 (SB p. 124)

Give students copies of the Self-Evaluation Checklist: Argumentative Essay. Alternatively, write the Checklist on the board.

Begin the lesson by guiding students through the notes in the Student's Book, and link these to the elements in the Checklist. Read the following paragraph as an example, or find other examples of your own.

People should pay for plastic straws

Personal position/opinion on the subject: Take-away stores and shops should make people pay for plastic straws. That way, there would be fewer straws thrown away or tossed into the streets.

Research to support the position: The straws cause so much plastic pollution on land and in oceans. This is because they are light and easily end up in storm water drains that run out to sea. In fact, straws are one of the top ten items found in beach clean-ups around the world.

Personal experience and conclusion: When I saw scientists check the stomach of a dead sea turtle, they found plastic straws in its belly. Now I never take a straw when I drink a cooldrink. If people had to pay for straws, it would make a big difference to our sea animals.

With the class, read the information about cell phones. While you read, encourage students to provide examples from their own lives. Students arrange the information into positive and negative points about cell phones. They may add any of their own ideas too.

Activity 14 (SB p. 125)

Students write an Argumentative Essay about cell phones. They use the pointers in a-c to write a rough draft before editing, correcting and rewriting their essays. Remind students to use the Checklist to check their work before submitting it.

Use the Rubric: Argumentative Essay on page 18 to assess their work.

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

Review the literary terms that students have learned this term: theme, characterisation, plot, setting, literal and figurative language, irony, euphemism, hyperbole. As you work through the terms, relate them to the setworks you studied this term, asking students to provide examples from the texts.

Activity 15 (SB pp. 125-126)

Students write a review of a short story or book they have read by answering the questions and relating them to the literary features and terms they have learned.

MODULE
10

Revision Of Term 2

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (pp. 127-128): Revision of consonants, questions and commands	Listening And Speaking (p. 128): Revision of rhythm	Grammar And Structure (pp. 128-129): Revision of direct and indirect speech, preposition, commands, requests and reported requests	Grammar And Structure (pp. 120-130): Revision of past and present tense and punctuation	Writing (p. 67): A report

Objectives

The student should be able to:

Listening And Speaking: Pronounce consonants correctly, questions and commands and

understand the value of rhythm.

Grammar And Structure: Identify and use various grammatical skills taught during the term.

Writing: Write a report using the guidelines provided/outline.

Evaluation

Use the mark allocation in the Student Book for the Revision Test to assess how well each student has understood the skills covered this term.

You can also use the Assessment Table on p. 12 of this Teacher's Guide to evaluate each student's progress.

Listening And Speaking

Activity 1-4 (SB pp. 127-128)

Assess questions 1-4 by inviting individuals to your desk and completing the activities.

Students read the words in the table. They recognise and say the /s/ /z/ /k/ /g/ /m/ /n/ and [ŋ] sounds correctly in words. (15 marks)

2. Students read a sentence and identify the consonant sounds.

Answers

- a) Please **can** you keep off the **grass**!
- b) **The clever** player **kept** the **goalie** from **catching** the ball.
- c) **This** zebra is **striped**. **Those** leopards are **spotted**.
- d) Tomorrow, **mother** will **dance** with **grandfather**.
- e) Can you **keep** the **candle** **glowing**?
- f) Your **bangle** is loose. Don't lose it!

(6 marks)

3. Students read the statements, questions and commands with the proper intonation. Then they write them down and annotate accordingly. (5 marks)

Answers

- a) Why is the tap still running? ↑
- b) The town loses a lot of water through dripping taps. ↓
- c) Close the tap properly! ↑
- d) Who will fix the leaking water pipes? ↑
- e) Don't do that again! ↑

(5 marks)

4. Read the poem, *Tomorrow's my unbirthday* with appropriate rhythm.

The students read the poem, focussing on rhythm and then answer the questions.

(2 marks)

Answers

- a) The rhythm of the poem is mostly **regular**.
- b) The rhythm supports its happy mood because it is **lively**.
- c) The poet often uses rhyme **at the end of lines** to create rhythm. (3 marks)

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening And Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Grammar And Structure

Activity 5 (SB p. 128)

Answers

- a) Ditta **says/ said** that she **wants/ wanted** to **cycle** to the **veld**.
- b) Cousin Chinwe **shouts/ shouted** that he **would fall off**.
- c) Ditta **said**, "My **bicycle** needs **oil**."
- d) Cousin Chinwe **said**, "I have an **oil can** at **home**." (4 marks)

Activity 6 (SB pp. 128-129)

Answers

- a) When Dubem **hides** **behind** the **washing**, you **can't** **see** **him**.
- b) The **loud** **teenagers** **shout** **across** the **street** to **one** **another**.
- c) I've **finished** my **chores**! I can **cross** them **off** my **to-do** **list**. (3 marks)

Activity 7 (SB p. 129)

- a) Bola **told** me not to **shout** **out**.
- b) Pekun **told** me to **read** **quietly**.
- c) Rilwan **told** me not to **tell** him what **happened** in the **story**.
- d) Simisola **told** me to **wipe** my **dirty** **feet**.
- e) Muyiwa **told** me not to **switch** the **music** **off**. (5 marks)

Activity 8 (SB p. 129)

- a) She asked me to do the homework with her.
- b) He asked Omobola to buy bread at the shops.
- c) The teacher asked her to pick up the pencil under the desk. (3 marks)

Activity 9 (SB p. 129)

- a) Past tense
- b) Present tense
- c) Present tense
- d) Past tense (4 marks)

Activity 10 (SB p. 129)

- a) Modele can only draw: flowers, trees, fruit and vegetables.
- b) Chuku did a project on Nelson Mandela who was the President of South Africa.
- c) My father bought Chibuka the latest CD by Dr Sid.
- d) Chinwe rode her bicycle; Bello walked.
- e) Are you going to Ali Baogun Street today? (5 marks)

Activity 11 (SB p. 130)

- a) Chibuka said, "It is getting late."
- b) Dubem replied, "Yes, it is time for you to go home."
- c) Chibuka asked, "When can I come back to visit you?"
- d) Dubem said, "Would next week Wednesday be alright?"
- e) Chibuka said, "Absolutely! I look forward to seeing you then." (5 marks)

Writing

Activity 12 (SB pp. 130-131)

Give students copies of the Self-Evaluation Checklist: Article on page 11 of this Teacher's Guide. Alternatively, write the Checklist on the board. Then use the Checklist to discuss the elements and features of good Report or Article writing.

Explain that students are going to write a report of what happened in their lives over the past term. Begin by allowing students to discuss the pictures with a partner. Then use their feedback to stimulate a class discussion about what students have achieved, enjoyed, or perhaps regretted during the course of the past term.

Students use the mind-map and headings to plan a report about their term. Each heading represents a paragraph in the report. Students may use the headings as subheadings if they wish. Remind students to use the Checklist to check their work before submitting it. They follow the writing steps of plan, draft, edit and rewrite before handing in their rough work and completed reports for assessment.

Use the Rubric: Article on page 20 to assess their work. (30 marks)

Total: 90 marks

Evaluation

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

Teacher Evaluation: Teachers can use the Rubric: Article on page 20 of this Teacher's Guide.

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 132): Intonation and stress	Reading And Comprehension (pp. 133-135): Interview with HIV-positive woman	Grammar And Structure (pp. 136-137): Conjunctions: although and whereas	Writing (p. 137): Formal letter of thanks	Literature (pp. 137-138): Revision of literary terms: setting, plot, characterisation, style, theme; revision of Figures of Speech
		Vocabulary (p. 135): Vocabulary related to HIV/AIDS			

Objectives

The student should be able to:

Listening And Speaking: Speak with correct intonation and stress.

Reading And Comprehension: Recount prior experience to infer the author's intention in a passage; read to understand the author's purpose; explain, using clues provided by the surrounding words to arrive at the meaning of the target word; List other possible words that can fit into the target; give correct answers to questions on selected passages.

Vocabulary: Use words associated with HIV and AIDS.

Grammar And Structure: Make sentences with conjunctions.

Writing: Read through a topic; jot down main and supporting ideas as they occur; arrange the ideas in a logical sequence; Write appropriate introduction and effective conclusion; identify the types and formats of letters; write different types of letters to suit different situations.

Literature: Identify and discuss features of literature using correct literary terms.

Resources

Student's Book pages 132-138

Real example of a formal letter of thanks
Dictionaries

Listening And Speaking

Activity 1 (SB p. 132)

This is a revision exercise based on the work done in the second term on intonation and stress.

Give students time to work through the activity in pairs. Move around the class and listen to individuals as they say the speech and decide how to stress and intone each sentence. Then model a reading of the speech for the class. Use good expression to emphasise correct stress and intonation.

Discuss it with the class. Remember that the aim of doing so is not simply to ensure that students read this speech correctly, but to clear up any confusion that they may have, so take the time required to explain where they do not understand.

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, Stress and Intonation, and Presenting a Speech.

Reading And Comprehension

Activity 2 (SB p. 133)

Use the questions in this activity to introduce the topic of HIV and Aids and to encourage students to think about the feelings of people with HIV/AIDS.

Allow enough time for group discussion. Students should find this an emotive topic and their need to contribute to the discussion will encourage them to communicate in English. Their opinions will vary. It is important for them to be able to express their feelings, but they should do so in a way that is respectful of others. Encourage sensitive responses to the sharing of personal experiences on the topic.

Activity 3 (SB p. 133)

Ask for volunteers to read the two roles of the dialogue for the class. Remind them to focus on the way people behaved towards Chinasa when they learnt that she was HIV positive.

Activity 4 (SB pp. 134-135)

Students should read the questions before rereading the text on their own. This is a detailed reading because they need a clear understanding of the content in order to be able to answer the questions.

They 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.

Answers

- a) Chinasa went to the doctor because she had been very sick for a few days.
- b) The doctor tested her for hepatitis. The blood test showed that she had had hepatitis.
- c) She was too afraid to have an HIV test.
- d) She was surprised and very upset. She kept her HIV status a secret from everyone.
- e) Chinasa kept her HIV status a secret because she was ashamed/because of the stigma associated with having HIV and she was afraid of how people would react. She eventually told her family when she got very sick.
- f) Any two of the following ways in which Chinasa's family and friends discriminated against her when they found out that she was HIV positive:
 - Her family became hostile and avoided seeing or speaking to her.
 - Nobody wanted to come to her house.
 - Nobody would talk to her if they bumped into her.
 - People wouldn't let her touch them or their children.
 - People wouldn't eat anything that she had prepared.
 - Even her father wouldn't talk to her.
- g) Their reaction was not unusual. They were probably afraid of being infected with the disease. They didn't know enough about how it spreads so they believed it was not safe to be near her.
- h) Other people who were also living with HIV (members of the support group and group counselling sessions that she joined) supported Chinasa when her family rejected her. This was helpful to her because she realised that she was not the only one living with HIV and that there were people who were prepared to support her.
- i) Chinasa's attitude towards life is positive. Instead of being angry and upset with the situation and the person who infected her, she focuses on enjoying her life as much as she can.

Vocabulary

Activity 5 (SB p. 135)

Students can work on their own or with a partner to find words in the text that are similar to the given words. Allow them to use dictionaries if necessary.

Answers

- a) courageous
- b) sick
- c) ashamed
- d) hostile

Activity 6 (SB p. 135)

Students can work on their own or with a partner to find words in the text that are opposite in meaning to the given words. Allow them to use dictionaries if necessary.

Answers

- a) voluntary
- b) positive
- c) nobody
- d) resentful

Activity 7 (SB pp. 135-136)

In this exercise, students must match words from the two columns of the table to form commonly used phrases or expressions.

Answers

HIV-positive	status
HIV	test
positive	result
to be infected	with HIV
physical	symptoms
support	group

Grammar And Structure

The focus in this module is on the correct use of the conjunctions **although** and **whereas**.

Ensure that students understand that these conjunctions are similar to **but** in meaning and use, and that they themselves are interchangeable synonyms.

Before asking students to do the activity, make sure that they understand the meaning of the other conjunctions in the box and know when it is appropriate to use each one. **Although** is often used at the beginning of a sentence. **Whereas** is more commonly used in the middle, between the two sentences that are being joined.

Activity 8 (SB p. 136)

This is a fairly straightforward activity since the conjunction to be used to join the sentences is supplied in each case.

Ask students to do the exercise on their own or for homework before going through the correct answers with the class.

Answers

- a) **Although** Mrs Oluwole woke her daughter up at 5 o'clock, she was still late for school.
- b) I often make delicious meals, **whereas** my sister, who can't cook, refuses to make dinner.
- c) Fola enjoys going to school and always does her homework, **whereas** her brother hates school and does as little work as possible.
- d) We know how to cure malaria if the patient sees a doctor in good time, **whereas** there is no cure for HIV/AIDS.

Activity 9 (SB pp. 136-137)

Answers

- a) **Although** all mosquitoes do not transmit malaria, it is sensible to sleep under a mosquito net.
- b) **Although** mosquitoes are tiny insects, they have been called the most dangerous animals in the world.
- c) The early symptoms of malaria are high fever, fatigue and body aches, **whereas** the symptoms of cholera are diarrhoea and vomiting.
- d) You can't get malaria directly from another person who has malaria, **whereas** you can get it if you have a transfusion of blood from a person who has malaria.

Writing

Activity 10 (SB p. 137)

Give students copies of the Self-Evaluation Checklist: Formal and Informal Letters. Alternatively, write the Checklist on the board.

Remind students of the features of a formal letter by reading through the Checklist. Then, refer students to the information on writing a Formal Letter on page 38 of the Student's Book. Read and show them a real example of a formal letter of thanks. Remind them to listen for the correct layout, register and tone.

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. Students use the Checklist to check one another's work.

They then write out the final draft neatly and hand it in to you for marking.

Use the Rubric: Formal and Informal Letters to assess their work.

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 11 (SB p. 137)

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 box 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 network that they studied earlier in the year in terms of these features.

Answers

- 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 12 (SB p. 138)

This exercise gives students the opportunity to revise some basic Figures of Speech. Allow them to work on their own or with a partner to complete the exercise before going through the answers with the class.

Introduce the idea of the effectiveness of a Figure of Speech. Students' examples should not only meet the criteria of the specific Figure of Speech in question (for example, a simile must include the words 'like' or 'as'), but should also help to convey a powerful image to the reader.

Answers

Figure of Speech	Explanation
Alliteration	the repetition of the same consonant at the beginning of several words in a line of text or poetry
Assonance	the repetition of a vowel sound in several words in a line of text or poetry
Metaphor	when one thing is compared directly to another thing
Personification	when something that is not human is given human characteristics
Simile	when two things are compared using 'like' or 'as'
Onomatopoeia	when a word sounds like the noise that it represents

Activity 13 (SB p. 138)

Answers

- a) 'She sells sea shells' is an example of **alliteration**.
- b) 'The gorilla has a chest like a barrel' is an example of a **simile**.
- c) 'The onions hissed and sizzled in the pan' is an example of **onomatopoeia**.
- d) 'The gorilla thumped his barrel chest and glared at us angrily' is an example of a **metaphor**.

- e) 'Peter Piper picked a peck of pickled peppers' is an example of **alliteration**.
- f) 'The flowers danced in the breeze' is an example of **personification**.

Activity 14 (SB p. 138)

Answers will vary. Check students' examples carefully during a class discussion to ensure that they fulfil the criteria for the specific Figure of Speech in question and that they are effective.

MODULE
2

Mining In Nigeria

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 139): /p/ and /b/ sounds	Reading And Comprehension (p. 142) (Information text: Lead poisoning mining crisis)	Grammar And Structure (p. 140): Despite and in spite of	Writing (pp. 143-144): Narrative composition based on picture framework	Literature (p. 145): Types of prose: Descriptive and narrative
		Vocabulary (p. 140): Vocabulary based on mining			

Objectives

The student should be able to:

Listening And Speaking: Orally produce all consonants.

Reading And Comprehension: Give correct answers to questions on selected passages.

Vocabulary: Understand words associated with mining.

Grammar And Structure: Make sentences with despite and in spite of.

Writing: Write a Narrative Essay based on a sequence of pictures.

Literature: Give examples of different types of prose; differentiate the types of prose.

Resources

Student's Book pages 139-145

Recommended text: *Ige Adubi the Vanguard*
Dictionaries

Listening And Speaking

Activity 1 and 2 (SB p. 139)

Read the sentences aloud for the class so students can listen to the correct pronunciation.

Students then work with a partner to take turns saying the sentences aloud. They should pay particular attention to the pronunciation of the /p/ and /b/ sounds. Monitor them carefully.

If you observe many errors in pronouncing these sounds, stop the activity and revise the correct pronunciation of these sounds.

Let the students work in pairs to write down the correct sounds under the correct headings in the table.

Answers to table

/θ/	/ð/
Three	There
things	Mother
think	Father
Thursdays	That
Both	Than
Theatre	The
thorn	Weather
thicker	rather
thumb	
thunder	

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Grammar And Structure

Activity 3 (SB p. 140)

Just like **although** and **whereas**, which students studied in the previous module, **despite** and **in spite of** are interchangeable synonyms.

Emphasise the correct use of these words with a noun as well as a verb (-ing form of the verb).

Students must look at the sentences and decide if a noun or the -ing form of a verb appears immediately after the brackets, in which case, they must use **despite** or **in spite of**. If not, they must use **although** or **whereas**.

Give students time in class to do this or let them do it for homework. Ask volunteers to write their sentences on the board and analyse each sentence carefully with the class to ensure that they are correct.

Answers

- Despite** doing his homework, Ikeade was punished because it was full of mistakes.
- In spite of** the bad weather, Danjuma had a wonderful day at the beach.
- Although** I was absolutely exhausted, I slept badly last night.
- My father was excited on Saturday because his team had won their match, **whereas** his friend was unhappy because his team had lost.
- Bolanile didn't have enough money to buy a ticket, **despite** saving for months.

Activity 4 (SB p. 140)

Students' sentences will vary but must show correct use of **although**, **whereas**, **despite** and **in spite of**.

Vocabulary

Activity 5 (SB pp. 140-141)

Students must read the meanings of the given words carefully and make sure that they understand them before using the appropriate words to complete the sentences. They can work in pairs.

You could ask students to learn the words for a spelling test the following day.

Answers

- The **source** of a river is usually high up in the mountains.
- When other countries buy goods from Nigeria, **foreign exchange** flows into the country.
- Gold is found in rock known as **ore**.
- Coal is called a non-renewable **resource** because there is a limited amount; when we have removed all of the coal from the earth through mining, there won't be any more left.
- Quarrying** is the process of digging large amounts of stone or sand out of a huge hole, or quarry.
- Iron ore is the most important **raw material** for making steel.

- g) Diamond **mining** is very dangerous. Workers face the risk of death and injury every time they go underground.
- h) The oil **industry** is the biggest contributor to Nigeria's economy.

Activity 6 (SB p. 141)

Students could work in pairs to conduct word-matching exercise.

Answers

Words	Meanings
benefit	something that helps you or gives you an advantage
essential	very important and necessary
generate	to produce
construction	the work of building houses, offices, bridges, roads, etc.
vital	very important and necessary
regulated	controlled
abandoned	to stop doing something before it is finished
infertility	not being able to have babies
disability	an illness, injury or condition that makes it difficult or impossible for a person to do things that other people do
blindness	not being able to see
paralysis	being unable to move all or part of your body because of injury or illness
contaminated	dirtied or polluted

Reading And Comprehension

Activity 7 (SB p. 142)

The vocabulary exercises were pre-reading activities intended to introduce the students to the challenging terminology used in this text. Make sure that students refer back to their answers for the exercises if they can't remember the meanings of difficult words during the reading of the passage.

Activity 8 (SB p. 143)

Students should read the true/false statements before rereading 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 decide if the statements are true or false.

They 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.

Answers

- a) True
- b) True
- c) False. The mining and quarrying industries have advantages as well as disadvantages.
- d) False. Both the quarrying industry and the mining industry damage the environment.
- e) True
- f) True
- g) False. Doctors were not able to cure the children who became blind or were paralysed as a result of lead poisoning.
- h) False. The government says that the only solution is to provide these people with better mining methods and modern mining equipment.

Reading Aloud

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 Self-Evaluation Checklist: 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: Reading Aloud on page 12 of this Teacher's Guide to evaluate their reading. Record the mark in your Record Book.

Writing

Activity 9 (SB pp. 143-144)

Students must use the pictures as a guideline to write a Narrative Essay about a mining accident that ended well. They have also been given some vocabulary to assist them.

Refer students to the Self-Evaluation Checklist: Narrative Essay or write the Checklist on the board.

Emphasise that students should never simply start writing an essay, even though this is a guided composition. 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. Remind students to use the Checklist to check their work.

Use the Rubric: Narrative Essay to assess 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

Guide students through the notes on narrative and descriptive prose. It is easy to remember that descriptive prose 'describes' a setting, character or emotion.

Activity 10 (SB p. 145)

In this activity, students revise the difference between the words 'narrative' and 'descriptive'.

Answers

Descriptive prose: Writing that describes what someone or something is like

Narrative prose: Writing that tells a story or describes a series of events

Activity 11 (SB p. 145)

Students identify two extracts from *Ige Adubi the Vanguard* as descriptive or narrative prose.

Answers

Extract a) is narrative prose.

Extract b) is descriptive prose.

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 146): (/ʃ/ and /tʃ/ sounds	Reading And Comprehension (pp. 148-149): Myths and legends: an animal fable	Grammar And Structure (p. 147): Have, has and had; present, past perfect tenses	Writing (p. 150): Narrative composition: Pride comes before a fall	Literature (p. 151): Aspects of style
		Vocabulary (p. 150): Finding synonyms in the reading passage			

Objectives

The student should be able to:

Listening And Speaking: Identify and produce /ʃ/ and /tʃ/ sounds in words.

Reading And Comprehension: Read to infer the author's intention; themes/lessons in a fable.

Vocabulary: Find synonyms for words in a passage.

Grammar And Structure: Use *have, has* and *had* correctly in sentences; identify different tenses.

Writing: Write a narrative essay following the correct writing process.

Literature: Read short stories and novelettes; analyse the style of a novel by discussing diction, register, sentence structure and use of Figures of Speech.

Resources

Student's Book pages 146-151

Examples of different styles of writing e.g. a cartoon, a text book, a text message, a formal letter, a drama, a romance

Copies of the recommended novel

Dictionaries

Listening And Speaking**Activity 1 (SB p. 146)**

Refer to the phonics diagrams in the Student's Book as you explain how we produce the consonant sounds /ʃ/ (as in sheep) and /tʃ/ (as in cheap). Model the pronunciation of the words in the box for students, then let them practice their pronunciation of these words.

Activity 2 (SB p. 146)

In pairs, students read the sentences aloud, taking care to pronounce the /ʃ/ (as in sheep) and /tʃ/ (as in cheap) sounds correctly. Move among the students and listen to individuals as they practice the sounds.

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Grammar And Structure

This section focuses on verbs in the simple tenses, especially the uses of **have**, **has** and **had**.

Guide students through the notes in the text book. It might be useful to get students to learn them off by heart, ie: I have, you have, he she it has, we have, you have, they have

Activity 3 (SB p. 147)

In this activity, students complete the sentences with the correct form of the verb ‘to have’, and then identify the tense of that verb form. Remind them to use signal words related to time (for example, ‘at the moment’ and ‘last year’) to help them determine if they should use the Simple Present Tense or the Simple Past Tense.

Answers

At the moment, Titilola **has** three brothers. (Present Tense)

- b) Last year, before Adekunle was born, Titilola only **had** two brothers. (Past Tense)
- c) Chika always **has** the most interesting story to tell. (Present Tense)
- d) I **had** so much homework last night that there was no time for anything else. (Past Tense)
- e) Adaobi and Uju **had** flu last week so they didn’t come to school. (Past Tense)
- f) Oluseyi and I **have** the same mother, but different fathers. (Present Tense)
- g) You **have** a beautiful new dress on today. (Present Tense)

Activity 4 (SB p. 148)

When combined with the past participle of a verb, **have**, **has** and **had** are used to form the perfect tenses (in this case, the Present Perfect Tense and the Past Perfect Tense).

In this activity, students rewrite the sentences, putting the verbs into the specified tenses. Make sure that they understand that in every case, they will use have/has/had + the past participle of the verb in question. They must use have/has + past participle to form the Present Perfect Tense and had + past participle to form the Past Perfect Tense.

Answers

- a) Bimbola **has listened** to music.
- b) We **had cooked** a delicious stew for supper.
- c) Yetunde **has heard** the voice of her mother.
- d) Obi and Ifeyinwa **had worked** hard.
- e) Habib **has sat** on the chair all day.
- f) Uwakaego and her friend **had been** happy.

Reading And Comprehension

Activity 5 (SB p. 148)

This is a pre-reading activity to introduce students to the text.

Give them a limited time in which to look at the title of the story, the picture that goes with it and the moral at the end of the story, and then to make their predictions, in order to ensure that they do not do a detailed reading at this stage.

When discussing the answers, ask whether students agree with the answers suggested by their classmates, and to explain why or why not.

Come back to students’ predictions after reading the text for the first time and decide how accurate they were.

Answers

- a) Answers will vary, but students should suggest that the characters in the story are a king cobra and a colony of ants, and that a proud character in the story is going to be humbled by what happens.
- b) No, it is not a true story. We know this because the snake and the ants can talk. It is an animal fable.

Activity 6 (SB p. 149)

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 making their decisions.

Answers

- a) In a small hole in the rainforest.
- b) Humble
- c) Eating small animals, and then sleeping and digesting his food.
- d) His pride

- e) He believed that he was a magnificent creature, the king of the forest, and thus worthy of a magnificent home.
- f) Proud
- g) An anthill; he was irritated and wanted it to be gone because it was messy and ugly.
- h) They knew of their power and so were not afraid of the king cobra. They also knew that he could not hurt all of them.
- i) In a small hole.
- j) Answers will vary. Here is a suggestion: A person who becomes too proud will soon be humbled/brought down to size by life.

Vocabulary

Activity 7 (SB p. 150)

Students are now familiar with the text, so they should be able to find synonyms for the words listed. Let them work in pairs and 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.

Answers

- a) pride
- b) beast
- c) magnificent/grand
- d) palace
- e) status
- f) ugly
- g) afraid
- h) dare
- i) disobey
- j) defend
- k) pincers
- l) excruciating
- m) mercy

Writing

Activity 8 (SB p. 150)

Students use the planning, writing and editing steps that they have learnt to write a narrative

composition telling the story of how they, or someone they know or have heard of, experienced the truth of the moral ‘Pride comes before a fall’.

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.

Use the Rubric: Narrative Essay to assess their work.

Literature

Introduce the idea of a writing style to your class. Give examples of different kinds of writing and their styles e.g. a text message is informal, a text book is informative, a letter from the principal is formal, a cartoon is written in a comedic style, a romance is written in an emotional and descriptive style, etc. Provide real examples of different styles of writing.

Guide students through the aspects of style as outlined in the table in the text book: diction, sentence structure, register and the use of figures of speech. Again, draw on your real examples to illustrate different styles.

Activity 9 (SB p. 151)

Give students plenty of time to do these activities. Support students who struggle to apply the aspects of style to the novel you are reading. Guide them to useful paragraphs in the text to help them identify the diction, register, sentence structure and use of figures of speech.

Allow students to complete the written components of the activity for homework. They write notes based on their discussions and must remember to give two examples from the novel for each aspect discussed.

You will need to do a detailed, thorough class discussion of this homework to check that everyone is on the right track. Emphasise that students are welcome to have their own opinions that are different from those of their classmates as long as they can justify these opinions with examples from the text.

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 152): (/θ/ and /ð/)	Reading And Comprehension (pp. 154-155): Information text: Entrepreneurship: Today's way of making a living	Grammar And Structure (p. 153): Synonyms	Writing (pp. 156-157): Expository essay about starting a business	Literature (p. 157): Characterisation in a novel
		Vocabulary (p. 154): Vocabulary based on reading passage			

Objectives

The student should be able to:

Listening And Speaking: Identify all consonants, especially /θ/ and /ð/; orally produce consonants.

Reading And Comprehension: Identify the use of certain expressions/key words that point to intention of writers; read a passage and identify facts and opinions; give correct answers to questions on selected passages.

Vocabulary: Become familiar with words associated with business.

Grammar And Structure: Give synonyms for words.

Writing: Read through a topic; jot down main and supporting ideas as they occur; arrange the ideas in a logical sequence; write appropriate introduction and effective conclusion; identify what is required in an expository composition and write one to the correct length.

Literature: Read a novel and identify protagonists; discuss characterisation.

Resources

Student's Book pages 152-157

Dictionaries

Listening And Speaking

Activity 1 and 2 (SB p. 152)

Refer to the phonics diagrams in the Student's Book as you explain how we produce the /θ/ sound and the /ð/ sound. Students usually find the voiced and unvoiced 'th' sounds hard to pronounce because the positions required for their tongues and lips are unfamiliar to them. Teach them exactly how to make the sounds, and then let them practise making them until they can do it without thinking.

Activity 3 (SB p. 153)

Model a reading of the sentences for the class. Students begin by identifying whether the bolded letters are /θ/ sounds or /ð/ sounds, and then work with a partner, taking turns saying the sentences aloud. Monitor them carefully. If you observe many errors in pronouncing 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.

Answers

- a) Although my grandfather and grandmother live together, my theory is that they would both be happier by themselves.
- b) On the third Thursday of the month their brother got a thick thorn in his thumb and they thought that they should take him to the doctor.
- c) Thanks for the water that you thoughtfully bought me. I am thirsty and my throat is sore.

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Grammar And Structure

Activity 4 (SB p. 153)

Tell students that although it is often possible to identify the meaning of words by looking at the context in which they appear, it is extremely useful to memorise synonyms (as well as antonyms) for common words when they encounter these words. In this exercise, there is no context to assist them, so they either know the answer or they don't! One good way of improving their vocabulary, and thus learning more synonyms, is reading as much as possible.

Warn students not to become confused in this exercise and write down the antonyms of these words. They have been asked for the synonyms.

Answers

- a) simple
- b) correct
- c) unhappy
- d) loud
- e) rich
- f) little
- g) big
- h) new
- i) difficult
- j) tired

Vocabulary

Activity 5 (SB p. 154)

This is a pre-reading activity to introduce students to the terminology that will be used in the reading passage.

Read through the words in the first column of the table 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.

Answers

Words	Meanings
tertiary	at university or college level
retirement	the time at which you leave your job and stop working, usually because you are old
economy	the system by which a country produces and uses goods and money
founder	someone who starts an organisation or company
director	an important manager in an organisation or company
consumer	someone who buys or uses goods or services
innovation	a new idea or method that is being tried for the first time
partner	someone who owns a business with another person
finance	the money that a person, company or country has
management	the process of dealing with or controlling things or people

Reading And Comprehension

Activity 6 (SB p. 154)

Remind the students about skimming and scanning reading skills. Allow them to practise the passage in pairs.

Activity 7 (SB pp. 155-156)

Students read the entire article carefully, then read through the multiple-choice questions before reading the text for a second time. Ask them to work on their own to choose the best possible answer for each multiple-choice question.

Once students have completed the activity, ask for volunteers to give their answers. Instead of saying whether each answer is right or wrong, invite discussion from the rest of the class. Make sure that students can explain their choices.

Answers

- a) B
- b) A
- c) C
- d) D
- e) C
- f) A
- g) B

Activity 8 (SB p. 156)

After students have discussed the question in pairs, use their responses to lead a class discussion about the advantages and disadvantages of being self-employed.

Writing

Activity 9 (SB p. 156)

Give students copies of the Self-Evaluation Checklist: Expository Essay. Alternatively, write the Checklist on the board.

Students use the planning, writing and editing steps that they have learnt to write an Expository Essay on unemployment in Nigeria. Remind them that an expository essay gives the reader information. It does not tell a story (Narrative Essay), describe (Descriptive Essay) or try to convince the reader of something (Argumentative Essay).

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. by using the Checklist. They then write out the final draft neatly and hand it in to you for marking.

Use the Rubric: Expository Essay 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

Activity 10 (SB p. 157)

Read through the notes in the Student's Book. Students can work in pairs to complete the activities.

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening and Speaking (pp. 158-159): /v/ and /j/	Reading And Comprehension (p. 159): News article: Kick Against Crime	Grammar And Structure (p. 159): Antonyms	Writing (p. 162): Narrative composition about a memorable journey	Literature (p. 163): Setting and plot in a novel
		Vocabulary (p. 161): Conflict resolution			

Objectives

The student should be able to:

Listening And Speaking: Orally identify and produce the /v/ and /j/ consonant sound in words.

Reading And Comprehension: Read to understand the writer's purpose by identifying key words; read to understand information correctly, read for main ideas, read to understand the moral import of a prose passage

Vocabulary: Understand words associated with conflict resolution.

Grammar And Structure: Use antonyms correctly.

Writing: Discuss ideas, arrange them in a mind-map and a logical sequence; Write appropriate introduction and effective conclusion to a narrative composition.

Literature: Read short stories and novelettes; identify and discuss setting and plot in the recommended prose text.

Resources

Student's Book pages 158-163
Copies of the recommended prose text
Dictionaries

Listening And Speaking

Activity 1 and 2 (SB p. 158)

Refer to the phonics diagram in the Student's Book as you explain how we produce the /v/ consonant. Model the words in the word boxes to help students practise making these sounds until they can do it without thinking. Ask them to suggest other words that begin with the /v/ sound and list them on the board.

Refer to the phonics diagram in the Student's Book as you explain how we produce the /j/ consonant. Model the words in the word boxes to help students practise making the sounds until they can do it without thinking.

Ask them to suggest other words that begin with the /j/ sound and list them on the board.

Activity 3 (SB pp. 158-159)

Draw a table on the board for students to copy. It should have two columns and the headings are /v/ and /j/.

Read the sentences slowly to give students time to identify and write the words in the correct columns. Then give them a chance to circle and underline as required.

When you have marked the work orally as a class, allow pairs of students to take turns saying the sentences aloud. Monitor

them carefully. If you observe many errors in pronouncing the target sounds, stop the activity.

Read the sentences aloud for the class again so students can listen to the correct pronunciation, then allow them to continue practising with their partners.

Answers

/ʊ/ words	/j/ words
sweet	yellow
queen	yes
wonders	Yabani
wasps	your
will	yacht
Wednesday	beyond
for	
somewhere	
West	

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Grammar And Structure

Activity 4 (SB p. 159)

Revise the meaning of the word antonyms using the examples in the text book to illustrate. Ask students to provide further examples. Remind students that it is extremely useful to memorise synonyms and antonyms for common words when they encounter these words. In this exercise, there is no context to assist them, so they either know the answer or they don't! One good way of improving their vocabulary, and thus learning more antonyms, is reading as much as possible.

Students should also remember that words have more than one meaning. For example, they may think that the antonym of 'right' is 'wrong', but this is not one of the options given

in the box, so they must think of other possible meanings of 'right'.

Answers

- a) last – first
- b) young – old
- c) light – dark
- d) no-one – everyone
- e) sad – happy
- f) false – true
- g) sell – buy
- h) hate – love
- i) right – left
- j) soft – hard

Reading And Comprehension

Activity 5 (SB pp. 159-160)

The pre-reading activity allows students to make predictions about the content of the reading passage based on its title and the accompanying photo.

They then read the entire article carefully.

Activity 6 (SB p. 160)

- a) Students reconsider their predictions about the content of the text. If they allowed the photo to guide them, it is unlikely that they will have predicted that it covers a football match! Do they think this was a good photo to choose to illustrate the article? What picture would be better?
- b) Discuss the topic 'Crime doesn't pay' with a partner. All opinions are welcome as long as they are justified with relevant examples or reasons.
- c) If there is enough time, divide the class into two teams and let them debate the motion 'Crime doesn't pay'. Encourage all class members to participate in the debate.

Activity 7 (SB p. 161)

Students should read through the statements before reading the text for a second time. Ask them to work on their own to decide if each statement is true or false.

Use a class discussion to evaluate students' answers. Be sure to encourage students to give good explanations for their answers and to correct false statements accurately.

Answers

- a) False. The football match in the article was between crime reporters and actors and musicians.
- b) False. The journalists wrote about crime.
- c) True
- d) False. Kayode Aderanti encouraged people to join hands in the war against crime.
- e) True
- f) False. The crime reporters beat the team of musicians and actors.
- g) True
- h) False. The teenager was overturning tombstones.
- i) True

Vocabulary

Activity 8 (SB p. 161)

Introduce the idea of conflict resolution using the notes and words in the Student's Book.

After you have talked about the words and their meanings, discuss different times when conflict resolution could be useful. Ask students to think about situations in their lives when conflict resolution could help.

Activity 9 (SB p. 162)

Organise the class into groups of seven. Mix students of different strengths and abilities so that the groups are well balanced.

If the activity goes well, invite individual groups to hold their conflict resolution session in front of the class.

Activity 10 (SB p. 162)

Many words have more than one meaning. Ask students to give more examples. Then remind them that the meaning of these words depends on their context, so they must find the word in Paragraph 3 and see it in context before they choose the answer.

Warn them that all four options are actually correct definitions for the word 'arms'! Ask students to use them in sentences to show their different meanings.

Answer

B: Weapons and equipment used to kill and injure people

Activity 11 (SB p. 162)

Students must find words in the reading text that mean the same as the given phrases. Allow them to work with a partner and to consult a dictionary if necessary.

Answers

- a) responsibility
- b) contribute
- c) addressed
- d) piracy
- e) eventually
- f) vandalism

Writing

Make copies of the Self-Evaluation Checklist: Narrative Essay and give these to students. Alternatively, write the Checklist on the board. Use the Checklist to revise the key features of a Narrative Essay.

Tell students they will be writing a narrative composition about a memorable journey.

Lead a class discussion about different ways in which a journey can be memorable. Use the notes in the student's book as an introduction. Elicit personal contributions from students and encourage them to share their thoughts and experiences of memorable journeys.

Activity 12 (SB p. 163)

Guide students through the steps of the activity. Give enough time for students to use the pictures to prompt interesting ideas about things that can be memorable.

Students plan (write a mind-map) and write a draft in class or they may finish the writing process for homework. Remind students to use the Checklist while writing and to check their work. Then let them swap first drafts with a partner. They should discuss each other's work, politely suggesting corrections and improvements with reference to the Checklist.

They then write out the final draft neatly and

hand it in to you for marking.

Use the Rubric: Narrative Essay to mark 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

Before students begin the activities, revise the aspects of plot and setting in a novel, relating it to the prescribed novel. Remember that setting relates not only to the physical setting of a story, but also to the time or era in which it takes place. Talk about how the time or era might affect characters and how they behave and live.

Activity 13 (SB p. 163)

Conduct the activity in terms of the prescribed novel. In what place and time does it mainly take place?

Students write a paragraph describing each aspect of setting.

Use the discussion between pairs to lead a class discussion about the time and place in which you and your class live compared to that in the novel. Make it clear what it means to 'compare' – i.e. to talk about what is similar and what is different.

Activity 14 (SB p. 163)

Make copies of the Self-Evaluation Checklist: Summary on page 11 of this Teacher's Guide and give it to students. Alternatively, write the Checklist on the board. Use the Checklist to remind students of the key elements of summaries. Students must use the Checklist when they write and check their summaries before submitting them to you for marking.

Assess students' summaries of the plot to be sure they have followed the story. You should also assess their ability to reduce the story to a few short paragraphs. Provide a model summary for students if necessary and return to aspects of the story that may be confusing.

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. 164): (/ʊ/ and /u:/; Listening comprehension	Reading And Comprehension (p. 167): Information text – main ideas and summary	Grammar And Structure (p. 166): Causative verbs	Writing (pp. 168-169): Dialogue based on role-play	Literature (pp. 169-170): Format of a poem; meaning, message and Figures of Speech
		Vocabulary (p. 167): Global warming, nature and religion			

Objectives

The student should be able to:

Listening And Speaking: Identify and produce the /ʊ/ and /u:/ vowel sounds in words; answer questions based on a listening text.

Vocabulary: Understand and use the vocabulary of global warming, nature and religion.

Reading And Comprehension: Read to identify the main idea of each paragraph and write a summary of an information text.

Grammar And Structure: Use causative verbs correctly.

Writing: Write a dialogue.

Literature: Read a selection of poems; explain meanings of selected poems; understand the message and figurative language of a poem.

Resources

Student's Book pages 164-170

Visual aids to support texts on environmental issues e.g. pictures of plastic in the sea, sea animals caught in plastic, etc.

Dictionaries

Listening And Speaking

Activity 1 (SB p. 164)

Refer to the phonics diagrams in the Student's Book as you explain how we produce the /ʊ/ and /u:/ vowel sounds. Make the difference between the short and long sounds very clear as you model the sounds for the students to repeat.

Now read the sentences out loud before students practise saying them with a partner. Listen to individuals, correcting as necessary.

Activity 2 (SB pp. 164-165)

This exercise introduces students to some of the terminology used in the listening comprehension in the next activity. Let them work with a partner to match the words and meanings, and allow them to consult dictionaries if necessary.

Answers

Global warming	The increase of the temperature of the earth's atmosphere
Greenhouse gas	A gas (especially carbon dioxide) that causes the greenhouse effect
Layer	the layer of gases around the earth

Build-up	An increase, especially one that takes place slowly
Glacier	A large mass of ice that moves very slowly, usually down a slope or valley
Iceberg	A very large piece of ice that floats in the sea
Drought	A long period when there is no rain and people do not have enough water
Extreme	Very severe or bad
Tornado	A strong, dangerous wind that forms itself into an upside-down spinning cone
Hurricane	A violent ocean wind that has a circular movement
Extinct	No longer existing
Carbon footprint	The total amount of carbon dioxide that a person produces

Activity 3 (SB p. 165)

Listen to the text and answer the questions that follow.

The problem of global warming

Greenhouse gases and their effect

Greenhouses gases such as carbon dioxide and methane form a layer like a blanket around the Earth. This layer keeps it at the right temperature for people, animals and plants to survive.

However, when the level of greenhouse gases in the Earth's atmosphere becomes too high, too much heat is trapped and the atmosphere's temperature rises. This is known as the greenhouse effect.

Human activities such as burning oil and coal produce carbon dioxide. The amount of carbon dioxide in the atmosphere has increased steadily over the years because there are more people on the Earth every year. Plants and trees remove a lot of carbon dioxide from the air. Unfortunately, forests all over the world are being cut down.

The result is a build-up of carbon dioxide and an increase in the temperature of the Earth's atmosphere. We call this global warming.

The effects of global warming

Over the last few decades, scientists have been warning us that the climate of the Earth is changing as a result of global warming and that the changes will have a serious impact on life on our planet. As the Earth gets hotter, we can expect these changes:

- Sea levels around the world will increase as glaciers and icebergs melt, causing flooding in coastal areas.
- Regions that usually have a lot of rain or snow may become hotter and drier. Rivers and lakes could dry up.
- Droughts will become more frequent.
- There will be less water for us to use.
- Extreme weather conditions, for example, tornadoes and hurricanes, will become more common.
- Certain plant and animal species will become extinct when the climate of the area where they live changes too much for them to handle.

What you can do

You can focus on reducing your carbon footprint. Here are some suggestions for doing this.

- Walk or ride a bicycle instead of travelling by car.
- Save natural resources by recycling, reducing and reusing items instead of throwing them away and buying new ones.
- Protect and plant trees.

Answers

a) D

b) C

c) D

Evaluation

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

Grammar And Structure

Activity 4 (SB p. 166)

Guide students through the explanation and examples of causative verbs in the students' book. Make the difference in meaning and usage clear.

Conduct the activity, getting students to write the full sentences in their notebooks. Check the answers not only for the correct use of causative verbs, but also for accurate copying.

Answers

- a) When I have a car one day, I won't **let** anyone else drive it.
- b) Our parents try to **get** us to read more instead of watching TV.
- c) Olufemi's friend **made** him watch the football match, even though he didn't want to.
- d) My teacher **let** me hand in my homework a day late because I was sick.
- e) Yewande's mother **made** her wear this dress today, but she hates it.
- f) Simisola's father **got** him to study for the test by promising to buy him a chocolate if he did well.
- g) It **gets** me when I see people mistreat dogs.
- h) Grandma is so old that any infection **gets** her.

Vocabulary

This vocabulary looks at nature in religion and can be used to stimulate interesting classroom discussions about the ethical way to treat animals or to view the natural world.

Guide students through the vocabulary, using the words in sentences and asking students to make up more examples to share with the class.

Activity 5 (SB p. 167)

Students write three sentences about the ethical way to treat animals. Responses should be sensible rather than emotional.

Reading And Comprehension

Activity 6 (SB pp. 167-168)

Explain that students will write a summary of the passage on sea turtles. Give students copies of the Self-Evaluation Checklist: Summary.

Alternatively, write the Checklist on the board. Tell students to use the Checklist while writing and to check their work before submitting it. Remind them to think about the main idea in each paragraph as you read the passage out loud. Discuss new words, then let students read the passage quietly to themselves.

Answers

Topic sentence of each paragraph:

Turtles are interesting creatures.

Sadly, the number of turtles is quickly dropping worldwide.

Plastic bags are cruel killers of sea turtles.

What can you do to help?

Sample summary:

There is so much to learn about turtles.

Sadly, there are fewer and fewer of them left in the world. People, rubbish and fishing kill them.

Plastic litter is one of the main killers of turtles.

They eat it and it makes them feel full.

There are many ways to reduce, reuse or recycle plastic. We must all try to use less plastic, for example by taking our own shopping bags instead of buying new ones every time. [78 words]

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.

Reading Aloud

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 Self-Evaluation Checklist: 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: Reading Aloud on page 12 of this Teacher's Guide to evaluate their reading. Record the mark in your Record Book.

Writing

Activity 7 (SB pp. 168-169)

Begin the lesson by discussing the elements of a dialogue with students. Use the dialogue in the Student's Book as an example from which to create a Self-Evaluation Checklist and a Rubric that you and students can use to check and assess their work.

Students act out the dialogue with a friend. They begin by reading it through quietly in order to understand the content, then allow them to dramatise it.

Next, they work out a similar scenario in which one of them sees a person damaging the environment in some way. Encourage them to be creative and think of different, interesting scenarios. They then write a dialogue based on this scenario, using the dialogue in the Student's Book as a guideline. Point out the forms and conventions of the dialogue (names of the people speaking with colons on the left of the page; instructions on actions, motivation and intonations italicised in square brackets) that they should use.

Allow them to finish their first draft for homework, then to give it to another pair to dramatise for them so that they become aware of weaknesses (in terms of instructions, tone and grammar, for example) in their work. Finally, they edit their dialogues and hand them in.

Use the rubric for assessing a dialogue in this Teacher's Guide to evaluate their work.

Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Dialogue that you created as a class activity.

Teacher Evaluation: Teachers can use the Rubric: Dialogue that they created.

Literature

Activity 8 and 9 (SB pp. 169-170)

Revise the format of a poem, introducing the ideas of lines, verses and stanzas. Read the poem with the class and identify lines and verses as discussed.

Check understanding by asking questions such as: "How many verses are there in the poem? (3); How many lines are there in the second verse? (3) etc.

Talk about the meaning of the poem and ask students what they think the message of the poem is.

Conduct Activity 9. Students should read the poem quietly in pairs and then discuss the answers before they write them in their notebooks.

Answers

- a) The earth
- b) Our mother, father, sister, brother (in other words, our family)
- c) They are more interested in their own lives and in making as much money as possible.
- d) When we die, we will either be buried in the soil of the earth or be scattered as ashes on its surface.
- e) A
- f) B
- g) B
- h) The poet wants to make us aware of how we are damaging the earth, and in so doing, ourselves.

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (pp. 171-172): Vowel sounds /ɔ:/ and /ʌ/; Listening comprehension	Reading And Comprehension (pp. 174-175): Information text	Grammar And Structure (p. 172): Adverbs of place	Writing (p. 176): Descriptive Essay	Literature (p. 176): Perform a scene from a drama
		Vocabulary Development (p. 173): Antonyms and Words from text (p. 175)			

Objectives

The student should be able to:

Listening And Speaking: Identify all vowels including vowel sounds /ɔ:/ and /ʌ/; orally produce all vowels; answer questions based on a listening text.

Reading And Comprehension: Give correct answers to questions on selected passages.

Grammar And Structure: Identify and use adverbs of place;

Vocabulary: Give antonyms for words.

Writing: Write a descriptive essay using adjectives and interesting verbs.

Literature: Read and dramatise a scene from a drama; identify essential props/costumes; understand the role of the play director.

Resources

Student's Book pages 171-176

Visual aids to support listening text on armed forces, e.g. pictures of military personnel in action, on parade, peacekeeping or helping citizens

Simple props and costumes

Dictionaries

Listening And Speaking

Activity 1, 2 and 3 (SB pp. 171-172)

Guide learners through the notes and phonic diagrams explaining how to pronounce the vowel sounds /ɔ:/ and /ʌ/.

Model the pronunciation of the words in Activities 1 and 2 carefully and make sure that students repeat them correctly after you.

Model the reading of the sentences in Activity 3 before students repeat them with a partner. Listen to and support individuals as necessary.

Activity 4 and 5 (SB p. 172)

Activity 4 is a pre-listening activity introducing students to some of the terminology used in the listening comprehension, which relates to the role of armies. Go through the list using the words in sentences. Invite students to use the words while they share personal stories about family or friends in the armed forces. Use visual aids such as pictures of military personnel in action, on parade, peacekeeping or helping citizens to support the discussion.

Conduct Activity 5: Give students a few minutes to read through the vocabulary list again before you read the listening text.

Read the listening text slowly and clearly once, then allow students to read the definitions in the Student's Book before reading the text to them a second time. Give them a few minutes to write down their answers. They must find one word or phrase used in the text for each of the definitions given in the Student's Book. It may be necessary to read the listening text for a third time if students find this challenging. Encourage them to make notes while they listen.

The role of an army

Most countries in the world have armies. An army is an organisation that is funded and run by the government of the country. It is a fighting force that is intended to defend the nation from attacks from inside as well as outside the country. Countries that do not have armies are extremely vulnerable to other countries that want to invade them.

In addition to the fighting role of an army, personnel from military forces are often used to help people after disasters such as earthquakes and hurricanes. Armies have well-trained medical staff who are equipped to deal with emergencies involving large numbers of people, so they are very useful in a crisis situation.

Peacekeeping is another important role played by armies around the world. The term refers to activities aimed at preventing war and violence. Peacekeeping forces are sent to places in the world where there is conflict, in other words, where there is fighting between groups or countries. They are often used to ensure that both sides in a conflict keep to the peace agreement once it has been signed. Peacekeeping forces can also be used to monitor an election to ensure that it is free and fair, and to protect civilians before, during and after the election.

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, Stress and Intonation, Comprehension and Responding.

Grammar And Structure

Activity 6 (SB pp. 172-173)

Review the definition and use of adverbs of place. Show how a group of words (a phrase) can be considered as an adverb of place. Give more examples such as: The crab moved **sideways** down the beach, then burrowed **beneath the sand**.

Students choose appropriate adverbs of place from the box to complete the sentences. Warn them that they may only use each adverb once and that the completed sentences must make sense.

Answers

- a) What on earth are you doing over **there**?
Come **here** as quickly as you can!
- b) Boma and I don't have **anywhere** to go this afternoon, so we are going to play basketball **on the field**.
- c) There is **nowhere** for us to swim because the river has dried up.
- d) Aliyu went **somewhere** this afternoon. He will be back in time for supper.
- e) **Everywhere** she goes, Adaobi sings happily.
- f) Every day, my mother waits for my little sister **by the gate** of the school because she is worried about her getting into trouble if she walks home from school on her own.
- g) The teacher is waiting for us outside the classroom **in the school**.
- h) We walked **backwards** and **forwards** for hours, but we couldn't find the ring that she had dropped.

Answers

- a) army
- b) personnel
- c) peacekeeping
- d) conflict

Vocabulary

Activity 7 (SB p. 173)

Answers

Words	Meanings
support personnel	people who give assistance to others
logo	a design or symbol used by a company or organisation to identify itself or its products
mission statement	a short written description of the aims of a business or other organisation
ceasefire	an agreement between two armies or groups to stop fighting
recruit	to try to persuade someone to work for a company or to join an organisation
criteria	standards according to which something or someone is judged or evaluated
psychological	relating to the human mind and feelings

Activity 8 (SB pp. 173-174)

This activity gives students a further opportunity to practise finding antonyms. Encourage the students to use their own vocabulary skills rather than trying to find the words in the article.

Answers

- a) largest
- b) order
- c) top
- d) new
- e) good

Reading And Comprehension

Activity 9 (SB p. 174)

Encourage the students to scan the first paragraph to decide which title would be most suitable for the story.

Answer

C: The worst day of my life.

Activity 10 (SB pp. 174-175)

There are different options for the reading of the text. 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 questions, using the scanning technique 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.

Answers

- a) She woke up late, so there was no time for breakfast.
- b) She was late. Classes had already started.
- c) The principal.
- d) Extra work.
- e) She doesn't have a mobile phone.
- f) The teacher took away the mobile phone and kept it.
- g) She had tummy ache and an upset tummy.
- h) She tripped over someone else's bag.
- i) Students' own responses.

Vocabulary

Activity 11 (SB p. 175)

The vocabulary words reinforce the learning from the reading and comprehension activities. Students discuss the meanings of the words, using dictionaries and contextual clues if necessary.

They then choose five of the words and write sentences to show their meanings.

Ask selected students to write one of their

sentences on the board. Correct grammar as well as vocabulary issues as a class.

Ask students to learn the spelling of the words for a spelling test the next day.

Answers

- Playground – an area designed for children to play in outside, especially at a school or in a park
- Principal – the person in charge of a school, college or university
- Punishment – the act of punishing someone (causing a person who has done wrong to suffer)
- Diligently – doing something carefully and with a lot of effort
- Studious – quiet, hard-working
- Embarrassment – the feeling of being ashamed or shy
- Confiscate – to take a possession away from a person when you have the right to do so, usually as a punishment and for a limited time period, after which it is returned to the owner
- Miserable – very unhappy
- Cramps – sudden, painful tightening in a muscle
- Clinic – a building, often part of a hospital, to which people can go for medical care or advice

Writing

Activity 12 (SB p. 176)

Give students copies of the Self-Evaluation Checklist: Descriptive Essay. Alternatively, write the Checklist on the board.

Explain that students will write a Descriptive Essay based on their earlier discussion of a day in which everything went wrong (they may also make up a different scenario if they wish).

Talk about interesting synonyms we can use to describe how we see, hear, move, etc. Collect a list of useful words and phrases on the board before students begin. E.g. saw = noticed/ spotted/ stared, walked = limped, strolled, marched etc.

Guide students through the pointers in the student's book. Make sure they draw up a mind-map to plan their essays by asking them to do it in their notebooks. Read through the features of a Descriptive Essay in the Checklist. Remind students to use the Checklist while writing and to check their work before submitting it.

Use the Rubric: Descriptive Essay.

Evaluation

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

Literature

Activity 13 (SB p. 176)

Students are likely to enjoy this activity, 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. If necessary, help to put groups together. Place less confident students with more nurturing groups, etc.

Discuss each instruction in the student's book, giving extra advice if necessary. Help students to think of simple and inexpensive props that will suggest character, setting or the time period. Give groups time to work on their scenes in class although they should also rehearse as a group after school.

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 177): Consonant and vowel sounds differentiated	Reading And Comprehension (pp. 179-181): Myth: The story of King Midas	Grammar And Structure (p. 178): Prefixes and suffixes	Writing (p. 181): Narrative, descriptive, expository or argumentative 'The rich also cry'	Literature (p. 182): Diction and characterisation in the recommended drama text
		Vocabulary (p. 181): Based on reading passage			

Objectives

The student should be able to:

Listening And Speaking: Identify and orally produce all vowels and consonants, differentiating between the two.

Reading And Comprehension: Give correct answers to questions on selected passages.

Vocabulary: Find alternative words for given words.

Grammar And Structure: Use prefixes and suffixes to make words.

Writing: Plan, draft, edit and present an essay of the appropriate length.

Literature: Understand and identify the role of diction in characterisation and mood of a drama.

Resources

Student's Book pages 177-182

Copies of *Dangerous Reward*

Dictionaries

Listening And Speaking

Activity 1 (SB p. 177)

Work through the information on differentiating between vowels and consonants in the Student's Book with the class. Emphasise the fact that a

vowel or a consonant letter is not the same thing as a vowel or a consonant sound.

Do the activity as a demonstration with the whole class. Make sure that they understand what it is intended to illustrate (that vowels can be spoken alone, but consonants can't be spoken alone).

Activity 2 (SB p. 177)

This is a repeat of an activity pupils did in Term 3, Module 6. It is a wonderful opportunity to revise listening skills.

Read the listening text slowly and clearly once, then allow students to read the statements in the Student's Book once before reading the text to them a second time. Give them a few minutes to decide if the statements are true or false.

The problem of global warming

Greenhouse gases and their effect

Greenhouses gases such as carbon dioxide and methane form a layer like a blanket around the Earth. This layer keeps it at the right temperature for people, animals and plants to survive.

However, when the level of greenhouse gases in the Earth's atmosphere becomes too high, too much heat is trapped and the atmosphere's temperature rises. This is known as the greenhouse effect.

Human activities such as burning oil and coal produce carbon dioxide. The amount of carbon dioxide in the atmosphere has increased steadily over the years because there are more people on the Earth every year. Plants and trees remove a lot of carbon dioxide from the air. Unfortunately, forests all over the world are being cut down.

The result is a build-up of carbon dioxide and an increase in the temperature of the Earth's atmosphere. We call this global warming.

The effects of global warming

Over the last few decades, scientists have been warning us that the climate of the Earth is changing as a result of global warming and that the changes will have a serious impact on life on our planet. As the Earth gets hotter, we can expect these changes:

- Sea levels around the world will increase as glaciers and icebergs melt, causing flooding in coastal areas.
- Regions that usually have a lot of rain or snow may become hotter and drier. Rivers and lakes could dry up.
- Droughts will become more frequent.
- There will be less water for us to use.
- Extreme weather conditions, for example, tornadoes and hurricanes, will become more common.
- Certain plant and animal species will become extinct when the climate of the area where they live changes too much for them to handle.

What you can do

You can focus on reducing your carbon footprint. Here are some suggestions for doing this.

- Walk or ride a bicycle instead of travelling by car.
- Save natural resources by recycling, reducing and reusing items instead of throwing them away and buying new ones.
- Protect and plant trees.

Answers

- a) False
- b) False
- c) False

- d) True
- e) False
- f) True
- g) False

Evaluation

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

Grammar And Structure

Activity 3 and 4 (SB pp. 178-179)

Revise the definition and function of prefixes and suffixes using the notes. They are groups of letters that can be added to a word to change its meaning. A prefix is added before the root of the word. A suffix is added after the root of the word.

Look at the examples in the tables. Use the words in sentences to show how the meanings change. For example: "That was a fair test paper." has a very different meaning from "That was an unfair test paper." Make sure that students understand that there are many more prefixes and suffixes than the ones listed here.

Conduct Activities 3 and 4, asking students to write the answers in their notebooks.

Answers

3. Prefixes:

- a) **un**important, **un**lucky, **un**usual
- b) **pre**pare, **pre**vent, **pre**vious
- c) **dish**onest, **dis**like, **dis**appear
- d) **de**press, **de**code, **de**scend
- e) **im**moral, **im**perfect, **im**possible
- f) **re**open, **re**cycle, **re**do
- g) **in**active, **in**correct, **in**visible

4. Suffixes:

- a) **end**less, **tire**less, **fear**less
- b) **sad**ness, **happi**ness, **kind**ness
- c) **strong**er/est, **tall**er/est, **long**er/est
- d) **treat**ment, **amusement**, **argu**ment
- e) **beautiful**, **hopeful**, **forgetful**
- f) **short**er/est, **fatt**er/est, **narrow**er/est
- g) **annual**, **historical**, **regional**

Reading And Comprehension

Activity 5 (SB pp. 179-180)

In this pre-reading activity, students use an illustration to help them predict whether the story they are about to read is true or fictional. 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 very wealthy king) without realising it.

Remember to confirm the accuracy of this answer with students once they have done a detailed reading of the text.

Answer

This story is fictional. We know this because the king is talking to a fairy with a wand. Fairies do not exist in real life, only in fairy stories!

Activity 6 (SB pp. 179-181)

Students read the entire story carefully, then read through the questions before reading the story for a second time. Ask them to work on their own to choose the best possible answer for each multiple-choice question.

Once students have completed the activity, ask for volunteers to give their answers. Instead of saying whether each answer is right or wrong, invite discussion from the rest of the class. Make sure that students can explain their choices.

Answers

- a) A
- b) C
- c) D
- d) A
- e) D
- f) B

Vocabulary

Activity 7 (SB p. 181)

Students work on their own to find antonyms for the given words in the passage. The exercise is made easier because they are already familiar with the text. Allow them to use dictionaries if necessary.

Ask students to check their answers with a partner before discussing the answers as a class.

Answers

- a) richest
- b) loved
- c) beautiful
- d) young
- e) everything
- f) everywhere

Activity 8 (SB p. 181)

Students work on their own to find a noun for the given descriptions in the passage. The exercise is made easier because they are already familiar with the text. Allow them to use dictionaries if necessary.

Ask students to check their answers with a partner before discussing the answers as a class.

Answers

- a) coins
- b) daughter
- c) fairy
- d) wand
- e) stool
- f) statue

Writing

Activity 9 (SB p. 181)

Explain that students may choose whether to write a Descriptive, Narrative, Argumentative or Expository Essay entitled 'The Rich also Cry'. Briefly revise what is required of each by providing students with copies of the Self-Evaluation Checklists: Argumentative, Descriptive, Expository and Narrative Essays. Alternatively, write these Checklists on the board. Read through the Checklists to remind students of the key features of each, and to discuss how they differ.

Students write their essay using all of the stages of the writing process (planning, drafting the first version, editing, writing out the final version neatly). It should be approximately 200 words. If necessary, they can finish their essays for homework.

Use the appropriate rubric from this Teacher's Guide to evaluate their work.

Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklists: Argumentative, Descriptive, Expository and Narrative Essay on pages 9, 10 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubrics: Argumentative, Descriptive, Expository and Narrative Essay on pages 16, 17, 18 and 19 of this Teacher's Guide.

- a) Now let students continue the discussion in pairs. They should find examples from the lines that the characters speak to support their opinions. For instance: Character X uses formal diction to show that she is in a position of authority. For example, on page x she says: “.....”
- b) Give students time to write notes about their discussion. Let them use these notes and examples to contribute to a class discussion of the answers.

Literature

Activity 10 (SB p. 182)

Talk about how diction and Figures of Speech help writers with their characterisation. Relate the discussion to characters in your prescribed drama for the year.

MODULE
9

Relationships

Weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p 183): Consonant sounds /pl/ /b/ /ʃ/ /tʃ/ /ù/ and /j/	Reading And Comprehension (pp. 184-185): Play extract	Grammar And Structure (pp. 183-184): Question tags	Writing (p. 186): Summary table of different types of composition writing	Literature (p. 186): Guided summary of prescribed novel and prescribed drama
		Vocabulary (pp. 185-186): From reading passage			

Objectives

The student should be able to:

Listening And Speaking: Identify all consonants, including /pl/ /b/ /ʃ/ /tʃ/ /ù/ and /j/; orally produce all consonants.

Reading And Comprehension: Give correct

answers to questions on selected passages.

Vocabulary: Recognise the meaning of words.

Grammar And Structure: Use question tags to turn statements into questions.

Writing: Understand the skills for writing a narrative/descriptive/argumentative/expository composition.

Literature: Summarise a novel and drama using guided headings.

Resources

Student's Book pages 183-186
Blackboard
Copies of *Dangerous Reward*
Dictionaries

Listening And Speaking

Activity 1 (SB p. 183)

Revise the consonant sounds of /pl/ /b/ /ʃ/ , /tʃ/, /ù/ and /j/. Ask students to volunteer words that have these sounds. List the words on the board.

Now ask students to make up their own tongue twisters using these words. They may challenge the rest of the class to say them.

Model a reading of the sentences. Then students work with a partner, taking turns to say the sentences. Move around the classroom, helping and correcting students as necessary.

Activity 2 (SB p. 183)

Guide students through the steps of the activity. Work orally with the class to identify the target words in the sentences in (c). Then give students time to draw up and complete the tables.

Answers

/θ/	/ð/
three	There
things	mother
think	father
Thursdays	That
both	than
theatre	weather
thicker	rather
thorn	
thumb	
thunder	

Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation.

Grammar And Structure

Activity 3 (SB p. 184)

Go through the information about question tags on page 183 of the Student's Book before asking them to match the sentences with the appropriate question tags. Remind students to use the auxiliary of the verb if there is one; if there is no auxiliary verb, they should use "do", "does" or "did". Stress that they must use a negative tag with a positive sentence and a positive tag with a negative sentence.

Discuss the answers with the class. Do not continue to Activity 4 until students can complete Activity 3 successfully.

Answers

Sentences	Tags
Kolawole loves ice cream,	doesn't he?
They weren't late for school,	were they?
It is a beautiful day,	isn't it?
Most people think that money is important,	don't they?
Adewumi isn't wearing a yellow dress,	is she?
We are working hard,	aren't we?
Serifat doesn't drink alcohol,	does he?

Activity 4 (SB p. 184)

This time, students must construct their own question tags. They should find this straightforward if they understood the rules given in the Student's Book and were able to complete Activity 3 successfully.

Answers

- a) Summer is the hottest time of year, **isn't it?**
- b) Primary school isn't harder than secondary school, **is it?**
- c) Ndubuisi is watching TV, **isn't he?**
- d) Mohammed and I aren't reading the same book, **are we?**
- e) Amarachi and Uju don't go swimming, **do they?**
- f) You and your parents live in the same house, **don't you?**
- g) There's a school next door to your house, **isn't there?**

Reading And Comprehension

Activity 5 (SB pp. 184-185)

Read through the extract with the students. They can answer the questions in pairs orally first. Then, once checked with classmates, they can write the answers in their exercise books.

Answers

- a) Emmy is a businessman.
- b) Emmy and Johnson Dike are brothers.
- c) Emmy and Amaka had attended the send-off of Ayo's wife.
- d) Emmy accuses Amaka of wasting his money by spraying Ayo's wife lavishly with it.
- e) The play starts with Emmy saying to Amaka, 'Amaka are you aware I cherish you so much?' She doesn't understand why he is suddenly so angry and is telling her that their relationship is over because he previously told her how much he loved her.
- f) Emmy shouts and swears at Amaka, and slaps her. This shows us that he has no respect for women and behaves violently towards them. He also sees women as 'disposable'. In other words, he ends his relationship with Amaka (even though they are engaged to be married) as soon as it suits him to do so because he has found a new woman.
- g) Amaka means that bad things will happen to Emmy too.
- h) Amaka's statement is true/accurate. Emmy's wife Idowu leaves him just after their wedding, and he ends up alone and miserable, deeply regretting his bad behaviour.

Reading Aloud

This is a final opportunity to assess Reading skills. 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 Self-Evaluation Checklist: 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: Reading Aloud on page 12 of this Teacher's Guide to evaluate their reading. Record the mark in your Record Book.

Vocabulary

Activity 6 (SB pp. 185-186)

Discuss and use the words in relation to the reading text in the previous activity. Now students match the words to their correct meanings.

Answers

Words	Meanings
Authority	As if in control, as though someone knows something
Lavished	To spend generously
Gibbering	Talking fast in a way that is difficult to understand
Millionaire	A very rich person
Utter	Say something

Writing

Activity 7 (SB p. 186)

Give students copies of the Self-Evaluation Checklist: Summary. Alternatively, write the Checklist on the board. Tell students that regardless of the format (tabular or prose) they use to write a summary, the key elements of summaries as described in the Checklist remain valid. Remind students to use the Checklist to check their work before submitting it.

Students summarise the different types of essays in a table.

Answers

Type of essay	Factual, made up or personal?	Written from the point of view of:	Aim
Descriptive	Factual, made up or personal	The writer or one of the characters	To create a vivid picture of a character, place, emotion, or event
Narrative	Made up or personal	The writer or narrator	To tell a story
Argumentative	Factual	The writer	To convince the reader of a point of view
Expository	Factual	It is objective writing and does not include a point of view	To give information in support of an idea

Literature

Activity 8 (SB p. 186)

Students copy and complete the tables to summarise the characters, settings, theme, diction and figures of speech in their prescribed novel and drama.

Take in their notebooks to assess whether they have a good grasp of the texts and literary features studied this year.

Evaluation

Student Evaluation: Student 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. 187): Revise various consonant and vowel sounds	Reading And Comprehension (p. 190): Article on polio	Grammar And Structure (pp. 187-189): Revise various grammatical structures learnt this term	Writing (p. 191): Choice of different types of compositions to write an essay	Literature (p. 191): Revision of Figures of Speech
		Vocabulary (pp. 189): From reading passage			

Objective

Use the marks achieved in the Revision Tests to assess how well each student has understood the skills covered in this term.

You can also use the Assessment Table on p. 12 of this Teacher's Guide to evaluate each student's progress.

The student should be able to:

Listening And Speaking: Identify all vowels; orally produce all vowels; identify all consonants; orally produce all consonants.

Reading And Comprehension: Identify the use of certain expressions/key words that point to intention of writers; read a passage and identify facts and opinions; recount prior experience to infer the author's intention in a passage

Vocabulary: Use clues provided by the surrounding words to arrive at the meaning of a target word.

Grammar And Structure: Use causative verbs correctly; make sentences with adverbs, conjunctions and prepositions; use adverbs of place correctly; identify the different tenses in the passage; make correct sentences with tenses; give synonyms for words; give antonyms for words; use prefixes and suffixes to make words; use question tags to turn statements into questions.

Writing: Read through a topic; jot down main and supporting ideas as they occur; arrange the ideas in a logical sequence; identify various types of compositions; write different types of compositions.

Literature: Read short stories and novelettes; analyse the setting and style of a novel; discuss the characterisation of a novel; identify the themes and all other various literary devices and styles in novels and drama.

Listening And Speaking**Activity 1 (SB p. 187)****Answers**

/p/	/b/	/ʃ/	/tʃ/	/ù/	/j/	/θ/	/ð/
plaster	crab	shoot	chatter	stew	yellow	through	they
apple	borrow	fishing	reach		unite	with	gather
					yours		

(16 marks)

Evaluation

Teacher Evaluation: Teachers can use the following section from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification.

Grammar And Structure

Activity 2 (SB p. 187)

Answers

- a) **Although** King Midas was a very rich man, he still wanted more gold.
- b) King Midas spent all of his time counting his gold, **whereas** he should have spent some time with his daughter.
- c) **Although** the fairy warned King Midas, King Midas did not listen to him.
- d) **Whereas** King Midas thought he would be happy forever if his wish was granted, he lost his daughter. (4 marks)

Activity 3 (SB p. 187)

Answers

- a) **In spite of** having more money than anyone else in the world, King Midas wanted more.
- b) **Despite** having his wish granted, King Midas was not happy. (2 marks)

Activity 4 (SB p. 188)

Answers

- a) I hope that your mother **has/had** enough time to make us something to eat!
- b) We **had** a lot of fun visiting friends last night.
- c) Biola will **have** her birthday party tomorrow afternoon.
- d) I **have** six brothers and no sisters.
- e) Olaniyi and Ahmed **had** a big fight yesterday. (5 marks)

Activity 5 (SB p. 188)

Answers

- a) She tried to **make** me do the housework, but I refused.
- b) My friends often **get** me to sing for them.

- c) Ejike's father **let** him drive the car yesterday. (3 marks)

Activity 6 (SB p. 188)

Answers

- a) **Everywhere** she goes, she takes beautiful photos.
- b) I'm not going **anywhere** this weekend.
- c) Serifat is on the road to **nowhere** because she has stopped going to school.
- d) You're in a hurry! Are you going **somewhere** special? (4 marks)

Activity 7 (SB p. 188)

Answers

- a) furious
- b) loud
- c) tired
- d) simple
- e) unhappy (5 marks)

Activity 8 (SB p. 188)

Answers

- a) early
- b) last
- c) false
- d) no-one
- e) right (5 marks)

Activity 9 (SB p. 189)

Answers

- a) **impossible**
- b) **reverse**
- c) **helpless/ful**
- d) **kindness**
- e) **unhappy**
- f) **hopeless/ful**
- g) **imperfect**
- h) **sadness**
- i) **unlikely**
- j) **fearless/ful**
- k) **recycle**
- l) **endless** (12 marks)

Activity 10 (SB p. 189)

Answers

Sentences	Tags
Yewande loves fish,	doesn't she?
He wasn't late for school,	was he?
It is Tuesday today,	isn't it
They always fight when they play chess,	don't they?

(4 marks)

- c) True.
- d) True.
- e) False. Polio can be prevented, but it cannot be cured.
- f) True. (6 marks)

Writing

Activity 13 (SB p. 191)

Give students copies of the Self-Evaluation Checklists: Argumentative, Descriptive, Expository and Narrative Essays on pages 9 and 10 of this Teacher's Guide before they do this activity. (20 marks)

Vocabulary

Activity 11 (SB p. 189)

Answers

Words	Meaning
polio	a serious disease that sometimes makes it impossible for you to move your muscles
saliva	the liquid that is made in your mouth
contaminated	made dirty or poisonous
symptoms	physical feelings or problems that show you have a particular illness
cure	something that makes someone with an illness well again
vaccination	when someone is given a vaccine, usually by injection, to prevent them from getting a disease
vaccine	a substance that is given to people, usually by injection, to stop them from getting a particular disease

(7 marks)

Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist: Argumentative, Descriptive, Expository and Narrative Essays on pages 9 and 10 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubrics: Argumentative, Descriptive, Expository and Narrative Essays on pages 16-19 of this Teacher's Guide.

Activity 14 (SB p. 192)

There are many possible answers. Award one mark for each correct example. (7 marks)

Total: 80 marks

Reading and Comprehension

Activity 12 (SB p. 190)

- a) False. There were no recorded cases of polio in Nigeria in 2015.
- b) False. The polio-free year is the first step towards Nigeria being declared free of the infectious disease.

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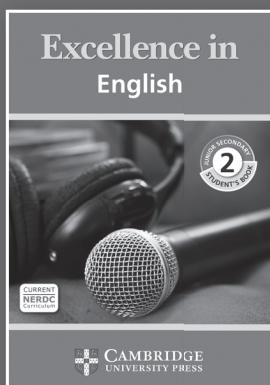
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