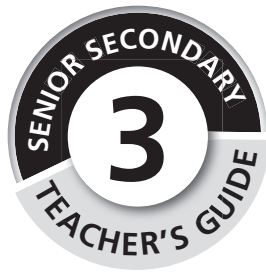


Excellence in English



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Grammar, Structure And Vocabulary Practice

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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* Senior Secondary course has been carefully developed by international and Nigerian educational experts and offers the following components:

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

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

The purpose of the English Studies Curriculum

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

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

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

The role of the teacher

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

- being familiar with the Performance Objectives for each Theme and Topic, together with the appropriate Evaluation Tools
- being familiar with the most recent developments in Student-centred teaching methodology
- selecting appropriate content materials
- making lessons interesting and motivating for students
- gathering resources required for the activities such as newspapers, magazines and CDs
- deciding on the best methods of presentation such as PowerPoints, workstations, videos, discussion groups, worksheets, question-answer sessions and debate
- 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 Senior Secondary 3 can be found on pages 23 and 24 of this Teacher's Guide. The sequence of the Scheme of Work is aligned with the Student's Book. The Scheme of Work covers Term 1 only. 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. Terms 2 and 3 are meant to be used for revision and preparation for the Senior Certificate Examination at the end of the year.

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* Senior Secondary 3 Student's Book

The Student's Book is divided into three sections:

- The first section covers the Scheme of Work for Term 1 and consists of 11 Modules. It can be used for formal teaching, according to a Weekly Lesson Plan. It includes A Revision Module at the end with marks. This can be used as a Test.
- The second section is The Grammar, Structure and Vocabulary Practice section. It includes Information boxes and multiples-

choice questions and can be used for revision during Terms 2 and 3.

- The third section is the Examination Practice section. It includes three Examinations based on the model of the Senior Secondary School Certificate Examination (SSSCE) that students will write at the end of the year.

The *Excellence in English* Senior Secondary 3 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 Term 1 of the Student's Book. It also offers answers for The Grammar, Structure and Vocabulary Practice section and the Examination Practice section.

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 8 to 22 of this Teacher's Guide.

It is important to note that the Weekly Lesson Plan offers a suggested number of lessons for each Module. The number of lessons will vary according to the ability of the students in the class and their prior knowledge. The teacher's management of the class will have an enormous influence on their ability to adhere to the time frames. Teachers need to focus on effective discipline strategies. They will have fewer discipline issues if they are: punctual, well prepared, follow their Lesson Plans, keep their

word (do not make empty threats), consistently adhere to rules, especially rules related to mutual respect in the classroom.

A teacher of English is a professional instructor who facilitates, promotes and influences students to achieve the outcomes of the Curriculum and the Scheme of Work. It is the wish of the *Excellence in English* Senior Secondary authors that the students will, at the end of each course in the Senior Secondary series, attain a level of English proficiency that will equip them to deal with challenges, realise their full potential, and be successful in what they hope to achieve.

Evaluation

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

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

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

Formative Evaluation

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

- **Teacher Evaluation:** This can be Formal or Informal.
 - Informal Evaluation can be done throughout the year by the teacher's observation of each student's progress in classroom situations, for example while students are working in pairs and groups. A Record Book can be kept to record comments about each student based on these observations. The comments can identify both strengths and weaknesses, for example: 'Needs more practice with formation of Diphthongs, Reading fluency has improved this term.'

- Formal Evaluation can be done during the term as follows: Teachers can evaluate Oral activities done in the classroom and take in and mark Essays, Comprehensions, Grammar and Structure Exercises. The Revision Module at the end of each term can be used as a test. The Practice Examinations can also be used as a test.
- **Peer Evaluation:** This can be done in the classroom in the form of group or pair work. Once an activity or exercise is completed, the partner or other members of the group can give constructive feedback.
- **Self-Evaluation:** This is similar to Peer Evaluation except that the student works individually to reflect on his or her work.

Summative Evaluation

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

This *Excellence in English* Senior 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
 - three Practice Examinations that cover the work done during the year, and that prepares students for the Examination they will write at the end of the year.
- The Teacher's Guide supplies:
 - clear Evaluation Guidelines in each Module, to assess the Teaching Objectives in that Module
 - memoranda with answers for Speaking, Listening, Vocabulary, Grammar, Structure and Comprehension Exercises and Activities

- Teacher’s Rubrics and Student’s Self-Evaluation Checklists for Speaking, Reading, Summary and Writing Exercises and Activities.

Evaluation Tools

The Teacher’s Rubrics and Student’s Self-Evaluation Checklists appear on pages 9 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: Speaking and Listening (Oracy Skills) (page 13)
- Teacher’s Rubric: Writing a 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, Semi-Formal and Informal Letters (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 50 marks.

In the example provided, 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 30 marks out of 50 marks.

If you wish, you can allocate National Examinations Council (NECO) Grades to the levels as follows:

- **Excellent:** A1 to B2 (B2 is Very Good – not quite Excellent but better than just Good)
- **Good:** B3
- **Average:** C4, C5, C6
- **Below Average:** D7, E8
- **Unsatisfactory:** F9

Example of how to use a Teacher's Rubric: Narrative Essay (50 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. (17–20 marks)	The Setting and Main Characters are clearly described in the Introduction. The Plot is clear. The Conclusion is interesting. (13–16 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. (8–12 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. (4–7 marks)	The Setting and Characters are not described. The Plot is unclear or non-existent. There is no Conclusion. (0–3 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 both described things 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, Semi-Formal and Informal Letters

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; and uses pauses appropriately and to reflect Punctuation. (5 marks)	The student reads at a pace that is clear and mostly matches the Mood of the texts; he/she uses pauses mostly appropriately to reflect Punctuation. (4 marks)	The student reads slowly but clearly; and sometimes does not pause correctly to reflect Punctuation (fewer than 3 instances). (3 marks)	The student reads haltingly and at a pace that makes the piece difficult to understand. He/she often does not pause to reflect Punctuation correctly. More than 3 instances. (2 marks)	The student's pace is extremely slow. He/she does not pause in order to reflect Punctuation correctly. (0–1 marks)

Teacher's Rubric: Speaking and Listening (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: Speaking and Listening (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 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 with much hesitation. (0–1 mark)

Teacher's Rubric: Writing a Speech (50 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. (17–20 marks)	The speech provides some evidence. The speech uses persuasive arguments. (13–16 marks)	The speech provides limited evidence. The argument/ statement is not particularly persuasive or convincing. (8–12 marks)	The speech attempts to provide evidence but fails. Argument/ statement is not persuasive. (4–7 marks)	The speech neither provides evidence, nor provides a convincing/ persuasive argument. (0–3 marks)
Language (including Grammatical Structure)	Precise language and vocabulary that shows understanding of the topic. Sentences are varied; and their structure creates interest. Grammar is above expectations for the grade. (9–10 marks)	Clear language and vocabulary that shows an understanding of the topic. Sentences are well-constructed, with some variation. Grammar is at grade level. (7–8 marks)	Speech uses simple language and limited vocabulary. Sentences are clear and unvaried. Grammar is at grade level with some mistakes. (4–6 marks)	Unclear language and vocabulary shows limited understanding of the topic. Sentences sometimes unclear. Grammar below grade level with many mistakes. (2–3 marks)	Language and vocabulary show no understanding of topic. Sentences are poorly constructed. Grammar below grade level with very many mistakes. (0–1 marks)
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 (50 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 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 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. (17–20 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. (13–16 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. (8–12 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. (4–7 marks)	The Setting and Characters are not described. The Plot is unclear or non-existent. There is no Conclusion. (0–3 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 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)

Teacher's Rubric: Descriptive Essay (50 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. (17–20 marks)	The essay sometimes shows and sometimes tells. The essay engages some of the reader's senses and his/her imagination. (13–16 marks)	The essay tells. The essay engages one or two of the senses, but in a limited way. (8–12 marks)	The essay describes the object/ event/ person but is unclear. The essay does not engage the senses effectively. (4–7 marks)	The essay does not engage the reader's senses or imagination as it is unclear. (0–3 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 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)

Teacher's Rubric: Argumentative Essay (50 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 argument. The essay uses arguments that are persuasive/ convincing. (17–20 marks)	The essay provides some evidence. The essay uses persuasive arguments. (13–16 marks)	The essay provides limited evidence. The argument/ statement is not particularly persuasive or convincing. (8–12 marks)	The essay attempts to provide evidence but fails. Argument/ statement is not persuasive. (4–7 marks)	The essay neither provides evidence, nor provides a convincing/ persuasive argument. (0–3 marks)
Language (including Grammatical Structure)	Precise language and vocabulary that shows understanding of the topic. Sentences are varied; and their structure creates interest. Grammar is above expectations for the grade (9–10 marks)	Clear language and vocabulary that shows an understanding of the topic. Sentences are well-constructed, with some variation. Grammar is at grade level. (7–8 marks)	Essay uses simple language and limited vocabulary. Sentences are clear and unvaried. Grammar is at grade level with some mistakes. (4–6 marks)	Unclear language and vocabulary shows limited understanding of the topic. Sentences sometimes unclear. Grammar below grade level with many mistakes. (2–3 marks)	Language and vocabulary show no understanding of topic. Sentences are poorly constructed. Grammar below grade level with very many mistakes. (0–1 marks)
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 (50 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. (17–20 marks)	Some examples and facts, and differing points of view. References the available materials. Shows good understanding of the topic. (13–16 marks)	Few examples. One point of view. Limited reference to available materials. Limited understanding of the topic. (8–12 marks)	One point of view. Essay provides irrelevant examples. Limited reference to available materials. Poor understanding of topic. (4–7 marks)	No examples or facts stated. No reference to available materials. Poor understanding of topic. (0–3 marks)
Language (including Grammatical Structure)	Precise language and vocabulary shows excellent understanding of the topic. Sentences are varied; and their structure creates interest. Grammar is above expectations for the grade. (9–10 marks)	Clear language and vocabulary shows an understanding of topic. Sentences are well-constructed, with some variation. Grammar is at grade level. (7–8 marks)	Simple language and limited vocabulary. Sentences: clear; unvaried. Grammar is at grade level with some mistakes. (4–6 marks)	Unclear language and vocabulary shows limited understanding of topic. Sentences sometimes unclear. Grammar: many mistakes. (2–3 marks)	Language and vocabulary show no understanding of topic. Sentences are poorly constructed. Grammar: many mistakes. (0–1 marks)
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 (50 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). (9–10 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. (7–8 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. (4–6 marks)	Correctly but not clearly answers few of the questions: Who, What, Why, When, Where and How. (2–3 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	Build on the introductory factual information and develop the story line or argument. Main idea clearly and accurately stated in first sentence. Contain three of four supporting details. (9–10 marks)	Build on each of the introductory statements (i.e. answers to the 5Ws and H questions). Main idea clearly and accurately stated, but not necessarily in first sentence, one or two supporting details. (7–8 marks)	Include additional information not covered in introduction (i.e. answers questions not covered in introduction). States main idea. Includes one supporting detail. (4–6 marks)	Include additional information, but do not answer all of the 5Ws and H questions. Main idea not always nor clearly stated. Sometimes includes supporting details. (2–3 marks)	Paragraphs do not follow main idea/ supporting details structure. Ideas are unclear. (0–1 marks)
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 reported speech where needed. Interesting and appropriate language use: focus on literal. Excellent vocabulary. (9–10 marks)	Appropriate language. Good vocabulary. (7–8 marks)	Mixture of appropriate and inappropriate language. Limited vocabulary. (4–6 marks)	Inappropriate language that is unclear. Poor vocabulary. (2–3 marks)	Language uses makes it difficult to understand. Very poor vocabulary. (0–1 marks)
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 and grammatical errors. (2–3 marks)	Language uses makes it difficult to understand. Very poor vocabulary. More than 8 punctuation or grammatical errors. (0–1 marks)
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, Semi-Formal and Informal Letters (50 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. (13–15 marks)	Logical paragraphs that are linked to one another. (10–12 marks)	Some logic evident, but paragraphs not well linked. (7–9 marks)	Illogical paragraphs. No linkages between paragraphs. (4–6 marks)	No paragraphs. (0–3 marks)
Grammar and Punctuation	Appropriate language. Excellent vocabulary. No punctuation or grammatical errors. (13–15 marks)	Appropriate language. Good vocabulary. One or two punctuation or grammatical errors. (10–12 marks)	Mixture of appropriate and inappropriate language. Limited vocabulary. More than two punctuation or grammatical errors. (7–9 marks)	Inappropriate language that is unclear. Poor vocabulary. More than 5 punctuation and grammatical errors. (4–6 marks)	Language uses makes it difficult to understand. Very poor vocabulary. More than 8 punctuation or grammatical errors. (0–3 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 Senior Secondary 3

Term 1

Note: Term 1 follows the same process as the terms in Senior Secondary 1 and 2. The Scheme of Work for this term is provided below. Terms 2 and 3 are structured differently, and allow for Grammar, Structure And Vocabulary Practice and Practice Examinations. The activities can be worked through depending on the time the teacher has available and the needs of the students.

Module	Module Name	Reading And Comprehension	Speaking And Listening	Grammar Structure	Vocabulary	Writing
1	Review Of Senior Secondary 2 (Student's Book p. 4)	The Chicken That Flew Read with understanding, answer questions	Speaking: Consonant Clusters, correct stress of Vowel sounds Listening (The African Fish Eagle): Make notes	Revision: Identify errors, Verbs, Active and Passive Voice, Noun Phrases, Complex Sentences	Prefixes, Suffixes, Modifiers	Identify topic sentences and supporting sentences; write a summary
2	Education (Student's Book p. 13)	The Evils Of Examination Malpractice Silent reading to answer questions	Speaking: Read aloud, appreciate poetry Listening (Poetry, speech by Obama): Reproduce main ideas in a speech	Revise Adjectival Clauses; revise Adverbial Clauses	Brainstorm word web	Write a summary
3	Health (Student's Book p. 21)	Drug Addiction Read with understanding, answer questions Topic sentences, keywords and key ideas, summary	Speaking: Rising and falling Intonation Listening: Instructions to strengthen stomach and leg muscles Listen and follow instructions	Nouns (types), Plurals, Noun Phrases	Collocations	Write an Expository Essay
4	Governance (Student's Book p. 30)	World Heritage And Its Conservation Read with understanding, answer questions, use topic sentences to write a summary	Speaking: Read a poem aloud, discuss questions, write a poem Listening (United Nations, Ban Ki-Moon): Make notes of a talk and use them to summarise it	Verbs and Verb Phrases	Words associated with governance	Revise forms of letters; write a letter
5	Science And Technology (Student's Book p. 40)	Internet Access For Africa, Anytime, Anywhere Read with understanding, answer questions, paraphrase prose	Speaking: Two-Consonant Clusters at the end of a word Listening (Cyberbullying): Note-taking; using key points to present a talk	Pronouns: Explain, define types and use in sentences	Words associated with science and technology	Write instructions

Module	Module Name	Reading And Comprehension	Speaking And Listening	Grammar Structure	Vocabulary	Writing
6	Travel (Student's Book p. 48)	Report: Road Rage Assault Or Accident? Notice and Minutes of Meeting Read with understanding, answer questions, paraphrase facts and recommendations	Speaking: Consonant Clusters Listening (Map): Listen to and follow directions	Conjunctions (Coordinating, Subordinating and Correlative)	Words associated with vehicles and travel	Write a report
7	Gender (Student's Book p. 59)	Advertisement Is It A Boy? Is It A Girl? Read with understanding, answer questions, facts, opinions and stereotypes	Speaking: Schwa Vowel sound as final unstressed Syllable Speaking And Listening: My Mistress' Eyes Have you seen her (Osundare) Listen to a poem, read a poem aloud	Modal Verbs	French, Latin and Greek words that are used in English	Revise Formal and Semi-Formal letters; write a letter
8	Global Issues (Student's Book p. 73)	Global Warming Read with understanding, answer questions, keywords that give structure, make notes	Speaking: Participate in a mock trial Listening (ECOWAS At 40: A Griot's Tale): Keywords that signal new point, make notes	Prepositions	Words associated with law and order	Write a report based on statistics
9	Literature (Student's Book p. 83)	Death Be Not Proud Read with understanding, answer questions, paraphrase poetry	Speaking: Read aloud, take notes Listening (The Midas Touch): Listen to a radio play, identify theme and storyline	Complex Sentences, Compound Sentences	Idioms	Write a letter
10	Tradition And Progress (Student's Book p. 95)	<i>The Lion And The Jewel</i> Read with understanding, answer questions, paraphrase drama	Speaking: Participate in a debate Listening (My Children! My Africa): Follow argument, identify opinions, summarise advantages and disadvantages	Adjuncts	English and American spelling	Write an Argumentative Essay
11	Revision (Student's Book p. 106)	Ukraine Star Seeks African Roots Read with understanding, answer questions, determine word meanings from context	Speaking: Revision: Groups present brief summary and demonstration of an aspect of Pronunciation Listening (Life In The Desert): Make notes, summarise	Revision: Phrases and Clauses, Complex Sentences	Revision: Idioms, Collocations, English and American spelling	Write a letter

Terms 2 and 3 : Grammar, Structure and Vocabulary Practice and Practice Examinations

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Reading And Comprehension (p. 4) Read with understanding, answer questions	Listening (p. 6) Make notes	Grammar Structure (p. 7) Revision: Identify errors, Verbs, Active and Passive Voice, Noun Phrases, Complex Sentences	Writing (p. 8) Identify topic sentences and supporting sentences, write a summary	Vocabulary (p. 11) Prefixes, Suffixes, Modifiers
				Speaking (p. 10) Consonant Clusters, correct stress of Vowel sounds	

Objectives

By the end of this module the student should show understanding of the following skills:

Reading And Comprehension: Apply skills learnt in SS2, with an emphasis on the ability to read a passage with understanding and answer questions showing that they can summarise the main gist; identify keywords; explain literal and implied meanings, and read for critical evaluation

Listening: Apply skills learnt in SS2, with an emphasis on the ability to listen for main points in order to take notes

Grammar Structure: Apply skills learnt in SS2, with an emphasis on Tenses and Verb forms, and the structure of Complex Sentences

Vocabulary: Correctly use vocabulary relevant to themes dealt with in SS2

Writing: Apply skills learnt in SS2, with an emphasis on the rudiments of summary writing

Speaking: Correctly recognise and pronounce words and sentences containing features dealt with in SS2

Resources

Student's Book (pp. 4–12)

Note

This is a unit in which the work completed in SS2 is revised. Use the activities diagnostically, making notes for yourself about specific aspects of SS2 work that may need extra revision. You should also note students whose work seems particularly weak, so that you can give them extra attention during this term.

Reading And Comprehension

Activity 1 (SB p. 4)

Discuss the information about the story with the class. Let students work in pairs to discuss the questions, then take brief feedback.

Activity 2 (SB p. 5)

Students read the story on their own and answer the questions.

Answers

2. a) iii)
- b) ii) Note that i) is not incorrect. The keywords in (i) help to summarise the literal level of the story: a farmer keeps an eagle among his chickens; a scientist

takes the eagle to the mountain and proves that it can fly. The keywords in iii) help us summarise the deeper level of meaning in the story: when put to the test, the eagle knew in its heart that it was an eagle and could fly.

- c) The eagle was confused; it didn't know if it was a chicken or an eagle.
- d) Its wings measured fifteen feet from tip to tip, so it was much bigger than any chicken.
- e) "It is an eagle and it still has the heart of an eagle."
- f) iii)
- g) "Stretch your wings and fly."
- h) Literally, it means that the eagle should unfold or spread its wings and use them in order to fly.
- i) Students will express the implied meaning in their own words. This is simply a guideline: It means that we should believe in ourselves and reach for our dreams/we should never let other people tell us who we are and what we can or can't achieve.
- j) puzzled – confused; fly – soared; shook – trembled; taught – trained; victorious – triumphant

Listening

Activity 3 (SB p. 6)

Read the article slowly and clearly while students listen to work out answers to the questions. Review the answers with the class.

The African Fish Eagle

The African Fish Eagle can be seen flying throughout the southern African skies and is known by many different names.

This beautiful bird of prey, which is related to the North American Bald Eagle, is a fairly large eagle that can be identified by its distinctive white head and breast, brown belly and black wings. The adult length varies from 63 to 75 cm. The sound of the African Fish Eagle has become synonymous with the sound of Africa. It has two distinct calls: one when it is in flight and

another when it is perched. When near the nest, its call is more of a 'quock' sound. The female is a little shriller and less mellow than the male.

Widespread in southern Africa, its habitat is aquatic, usually limited to larger rivers, lakes, pans and dams, with enough large trees for it to perch on. These eagles are also found on the coast in some regions, near river mouths and lagoons. The African Fish Eagle is absent in the dry south-western parts of the continent and areas of eastern Somalia where it is very arid.

The nest consists of a large pile of sticks, 120 to 180 cm in diameter and 30 to 60 cm thick. It is usually built in the fork of a tree, near water, but also sometimes on a cliff ledge or in a low bush on a steep slope.

It is believed that African Fish Eagles mate for life. The birds are therefore usually seen in pairs, and sometimes even divide a kill equally between them, no matter which one of them actually made the kill. Their breeding season is during the dry months when water levels are low, usually from March to September.

As its name suggests, the African Fish Eagle's diet consists mostly of fish, sometimes dead, but mostly caught live. They are able to catch fish up to 1 kg in weight and in some exceptional circumstances, up to 3 kg. Fish weighing over 2,5 kg are not carried in flight, but planed along the surface of the water to the shore. Catfish and lungfish are caught most frequently. In some areas, the African Fish Eagle also feeds off flamingos and other water birds. It is also known to eat carrion and in some rare circumstances will even feed off rock rabbits, monkeys, monitor lizards, frogs, terrapins and insects.

The bird seldom finds its prey while it is soaring in the sky. Usually it will identify its prey from wherever it is perched, whether that is a tree or a rock. It will swoop down on its prey, catching the fish with its feet, usually within 15 cm of the water surface. Sometimes the eagle also dives into the water to get its prey.

The African Fish Eagle also has another hunting method. It steals prey from other birds, for example, Goliath Herons, which are known to lose a percentage of their catch to Fish Eagles. They

may also raid colonies of nesting water birds, killing their young and stealing their eggs.

The African Fish Eagle spends more time perched than flying, usually sitting high in a tall tree from where it has a good view of the stretch of river, lakeshore or coastline. The African Fish Eagle usually settles for the day by 10 a.m., having made its kill, although it will kill at any time of the day.

The African Fish Eagle does not need a big area to feed off. Near a lake with an abundant food supply, a pair may require less than one or two square kilometres of water to find enough food, whereas next to a small river, they may require a stretch of 25 km or more.

Source: Adapted from Encounter SA. 2007–2013. The African Fish Eagle. [Online], Available: <http://www.encounter.co.za/article/156.html> Accessed 9 August 2015.

Answers

3. a) a bird that hunts and kills other animals for food
b) near water
c) the place where the river flows into the sea
d) a place where two branches make the shape of a V

Activity 4 (SB p. 6)

Revise the basics of note-making with the class, using the checklist below to help you.

Checklist: Note-Making Basics

The Student Has:	Yes	Partially	No
included all the main points under each heading			
included only important supporting points			
used keywords and phrases only (not sentences)			
used abbreviations and symbols instead of words whenever possible			

Tell students to copy the headings for the notes into their books. Read the passage again while students take notes. Allow the class a few minutes to read over their notes to check that they have included only main points and important supporting points. Then read the passage again so that they can fill any gaps in their notes.

Mark students' work, using the criteria in the checkbox.

Sample Answer

4.

The African Fish Eagle

How To Recognise The African Fish Eagle

- white head & breast
- brown belly
- black wings
- 63–75 cm tall

Its Habitat And Nesting Habits

- aquatic – rivers, lakes, lagoons + large trees
- big nests = pile of sticks
- in fork of tree/cliff ledge

Breeding Habits

- mate 4 life
- breed in dry season/Mar–Sep

Diet

- large fish
- sometimes other birds/carrion

Hunting Methods

- id prey from perch
- swoop down
- catch fish w feet
- also steal from other birds

Grammar Structure

Activity 5 (SB p. 7)

The purpose of this activity is to revise the sequence of Tenses. Read the sentences, and discuss the questions and answers with the class.

Answers

5. b) Every morning, she **drank** her coffee while she **is reading** the newspaper. Incorrect. The Verb in the Main Clause is in the Past Tense, so the Verb in

the Subordinate Clause should also be in the Past Tense: Every morning, she **drank** her coffee while she **was reading** the newspaper. (In this sentence, we are describing a habit that happened in the past.)

Or we can correct the sentence like this: Every morning, she **drinks** her coffee while she **is reading** the newspaper. (Both Verbs are in the Present Tense. Now we are describing a regular activity that still happens in the present.)

Aderonke **was** 24 years old when she **married** Morakinyo.

Correct. Both Verbs are in the Past Tense. We **enjoyed** the concert even though we **have** seats at the back of the hall. Incorrect. The Verb in the Main Clause is in the Past Tense, so the Verb in the Subordinate Clause should also be in the Past Tense: We **enjoyed** the concert even though we **had** seats at the back of the hall.

The rains, which **last** for several months, **caused** floods in some areas. Incorrect, for the same reason. The Verb in the Subordinate Clause should follow the Tense of the Verb in the Main Clause: The rains, which **lasted** for several months, **caused** floods in some areas.

Activities 6, 7, 8, 9 and 10 (SB pp. 7–8)

Ask students to work on their own to complete these activities. The intention is for you to assess the general level of grammatical skill in this particular class so that you can adjust your teaching accordingly. Tell students to mark their own work and identify which aspects of grammar cause difficulty so that they know what to revise and improve.

Answers

6. a) My grandparents **live** in a small village where there **is** no phone line. A year ago, they **bought** a mobile phone when they **came** to visit us in Calabar. Now I **contact** them whenever I want to, which **makes** me very happy.

- b) Olusola **was** an adventurous girl who **decided** to take up boxing as a sport. At first, all the men **ignored** her while she **was training**. She **took** no notice of them and **carried** on practising whenever she **could**. After a while, the men **had** to admit that Olusola **was** a very strong boxer. (Note that this passage could also be in the Present Tense; as long as students have used the Present Tense for all of the Verbs, their Present Tense answer is correct.)

7. a) The study of science is encouraged in schools. (Passive Voice)
Active Voice: Schools encourage the study of science.
- b) The scientist inspired the eagle to fly. (Active Voice)
Passive Voice: The eagle was inspired by the scientist to fly.
- c) We were impressed by her courage. (Passive Voice)
Active Voice: Her courage impressed us.
- d) The weather forecast predicts high winds for tomorrow. (Active Voice)
Passive Voice: High winds are predicted for tomorrow. OR High winds are predicted for tomorrow by the weather forecast.
- e) Many of the animals are hunted by professional poachers. (Passive Voice)
Active Voice: Professional poachers hunt many of the animals.
8. a) Mustapha, **my best friend**, lives next door. (Noun Phrase in apposition to the Noun ‘Mustapha’)
- b) Afterwards, we all talked about **that rather strange incident**. (Noun Phrase, Object of the Preposition ‘about’)
- c) The chef cooks **delicious, yet inexpensive, meals**. (Noun Phrase, Object of the Verb ‘cooks’)
9. Students will come up with their own sentences. These are examples only.
- a) **A very talented singer** joined our choir yesterday.
- b) Emma Nyra **is a very talented singer**.
10. a) We stayed inside **because** it was raining.

- b) The nest, **which** is large, is usually built in the fork of a tree.
 - c) The man found a young eagle **while/when** he was walking through the forest.
 - d) **Although** I find soccer boring, I went to the match with my boyfriend.
 - e) James Aggrey told the story **when/while** his country was still under colonial rule.
- d) 1: But this idea was rejected because zebras graze in the open and not in thick vegetation, where a striped pattern might break the outlines of their bodies and confuse their predators.
2: If the stripes were irregular, they would be a sign to potential mates that this animal wasn't fit enough to be chosen as a mate.
3: Zebras can recognise one another since every animal has a uniquely striped fur.
4: Horseflies attack black horses more than white horses. Dr Horvath wondered how horseflies would react to zebras, which are striped horses.
5: Dr Horvath and his research team put these objects in a field where horseflies were plentiful. They trapped and counted the horseflies as they visited each object.
6: The researchers discovered that stripes attracted fewer flies than the solid colours.
7: Imagine if humans were black-and-white-striped like zebras.

Writing

Activity 11 (SB p. 8)

Start the lesson by briefly discussing what students know about zebras and why tsetse flies are a danger to them. Tell the class to read the text silently, then work with a partner to discuss the questions. Review the questions with the class before proceeding to the next activity.

Answers

11. a) The text is about a theory that zebras have stripes to repel tsetse flies.
b) The author's purpose is to inform the reader about theories explaining why zebras are striped.
c) Paragraph 1: Some zoologists have suggested that zebras need the stripes for camouflage.
Paragraph 2: Other zoologists think the stripes are to show the fitness of the zebra.
Paragraph 3: Another theory is that the stripes are to zebras what faces are to people.
Paragraph 4: Dr Horvath at the University of Budapest in Hungary has recently suggested another theory: that zebra stripes repel tsetse flies.
Paragraph 5: To test his theory, Dr Horvath used painted objects.
Paragraph 6: The experiment thus proved the theory that zebra stripes repel horseflies.
Paragraph 7: If this is true, then why haven't other species developed this form of insect repellent?

Activity 12 (SB p. 9)

The purpose of this activity is for you to assess the level of students' ability to summarise. Tell students to work individually to write their summaries. They should limit their summaries to seven sentences. They should check their summaries against the criteria given in the activity. You can also make copies of the Self-Evaluation Checklist: Summary on page 11 of this Teacher's Guide for students to use, or write it on the board to students to copy. They should paste their copies into their exercise books, or write them down in their books, so that they can refer back to them during the year, whenever they do summary activities. Then they should swap with a partner and assess each other's summaries against the same criteria, and make two suggestions for improvement to their partner. Have a general feedback discussion with the class in which you encourage students to share their suggestions for improvement.

Sample Answer

12. Zoologists have suggested that zebras need the stripes for camouflage, that they show the fitness of the zebra or that stripes help zebras to recognise one another. A Hungarian, Dr Horvath, suggested that zebra stripes repel tsetse flies. He knew that horseflies attack black horses more than white horses and wondered how horseflies would react to striped horses. He conducted an experiment by putting dark-coloured, light-coloured and striped objects in a field, and counting how many horseflies visited each object. He discovered that the striped objects were the least attractive to the horseflies. The remaining question is why other species have not developed stripes. (109 words)

Evaluation

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

Teacher Evaluation: Teachers can use the Rubric for Summary on page 21 of this Teacher's Guide to allocate marks to the summary if they wish to.

Speaking

Activity 13 (SB p. 10)

This activity is designed to revise the pronunciation of two- and three-Consonant Clusters and unstressed Vowel sounds, dealt with in SS2. Students work in pairs to identify the words containing these sounds and to practise saying them aloud. Circulate while they are working to listen to their Pronunciation and to correct it as necessary.

Answers

13. a) Any three of the following: drugs, tree, closer, wrong, smoke, student, friend, trouble, probably, please, trust, promise
b) Any three of the following: splendid, strict, scrap, struggling, thrashing, school, spread
c) Any five of the following: cannabis, tobacco, violent, temper, sympathy, believe, expelled, promised, secret

Activity 14 (SB p. 11)

In this activity, students revise what they learnt about rising and falling Intonation in SS2. They work in pairs to do the activity. Review the answers with the class. If they get the Intonation of any sentence wrong, read it to the class with the correct Intonation and ask the class to repeat it after you.

Answers

14. a) Rising
b) Falling
c) Rising
d) Rising
e) Falling

Activity 15 (SB p. 11)

This activity is a consolidation of the previous two activities. Students read the whole dialogue aloud, either as a class or you could ask individual student pairs to read to the class.

Activity 16 (SB p. 11)

This activity revises stress in five- and six-Syllable words. Students continue to work in pairs to complete the activity. Review answers with the class, checking for correct Pronunciation. Note areas that you may need to revise with them.

Answers

16. a) electricity (five); responsibility (six); multiplication (five); humanitarian (six); everybody (five); autobiography (six)
b) electricity; responsibility; multiplication; humanitarian; everybody; autobiography
c) Students' sentences should show that they understand the meanings of the words.
d) Students' reading aloud should show that they can pronounce the words correctly.

Evaluation

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

Vocabulary

Activities 17 and 18 (SB. 11)

These activities revise word formation using Root Words, Prefixes and Suffixes, dealt with in SS2. Students work individually to complete the activities. Review the answers for Activity 17 with the class.

Answers

17.

Root Word	Prefix	Suffix	Meaning
a) possible	im-		not (makes an antonym)
b) visible	in-		not (makes an antonym)
c) afford		-able	can be done (makes an adjective)
d) terror		-ify	make or cause to be (makes a verb)
e) paint	re-		do again
f) appear	dis-	-ed	dis- = undo (makes an antonym) -ed = Past Tense
g) cigar		-ette	Small (makes diminutives)

18. a) For each word, one of the following: disagree/agreement/agreeable/disagreement; employed/employment/employable/unemployed/unemployment; reality/unreal/really/realistic; treatment/treatable/untreatable/treaty; careful/careless/caring/uncaring
- b) Students' sentences should demonstrate an understanding of the meaning of the word.

Activity 19 (SB p. 12)

The activity tests students' ability to use vocabulary developed in SS2 meaningfully.

Answers

19. Note that the words given here are only examples of possible answers.

- a) The **stadium** was packed to capacity and the **striker** had just scored a **goal** when the **referee** blew his whistle.
- b) The hospital was in a bad state. **Plumbers** were called in to fix the leaking toilets, the cracks in the walls had to be **replastered/repainted** and **pest control** experts were appointed to deal with the problem of rats and cockroaches.
- c) If your child is **diagnosed** with measles, you should keep her at home. The illness is highly **contagious** and other children should not be exposed to possible **infection**.
- d) Three environmental problems that I am worried about are **pollution/waste disposal/deforestation/oil spills/soil erosion**. (any three)

Activity 20 (SB p. 12)

Read the passage with the class and discuss how it would be more interesting if it included words that appeal to our senses: our visual sense, our sense of smell, our sense of what things feel like and taste like, and what kinds of sound we hear. Let the class suggest a few words appealing to the senses. Students then work individually to complete the activity. Ask a few students to read their answers to the class. After each, discuss whether the words they have added appeal to the senses. For example, 'the beautiful colour of the sea' does not appeal to our senses, but 'the cool blue colour' or 'the sparkling colour' does.

Sample Answer

20. My favourite holiday activity is going to the beach. I love the **green-blue** colour of the sea and the **silky** feeling of the sand underneath me as I lie on it. The **soft lapping** of the waves relaxes me as I **lazily** close my eyes. A **gentle** breeze brings the **spicy** smell of food to my nose. I am **ravenously** hungry. So I buy a **juicy** hamburger and chips and eat it, watching the **noisy** children playing **happily** in the water.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Reading And Comprehension (p. 13) Silent reading to answer questions	Writing (p. 15) Write a summary	Speaking And Listening (p. 15) Read aloud, appreciate poetry	Listening (p. 17) Reproduce main ideas in a speech	Vocabulary (p. 20) Brainstorm word web
				Grammar Structure (p. 18) Revise Adjectival Clauses, revise Adverbial Clauses	

Objectives

By the end of this module the student should show understanding of the following skills:

Reading And Comprehension: Read silently to answer questions: Read the passage silently with understanding; discuss the passage exhaustively and intelligently; answer questions that cover all levels of comprehension; explain the meaning of words in the text

Writing: Summarise a text in a given number of sentences

Speaking And Listening: Reading and appreciating poetry: Read selections of poems; explain meanings of selected poems; identify the language of poetry

Speaking: Listening to reproduce main points and ideas in a speech: Listen attentively to a speech; identify the main points of a speech; reproduce main points and ideas in the speech

Grammar Structure: Revising Adjectival Clauses: Identify and use Adjectival Clauses correctly; list the functions of Adjectival Clauses; use them in sentences of their own. Revising Adverbial Clauses: Identify Adverbial Clauses in passages; use Adverbial Clauses correctly in sentences

Vocabulary: Words associated with culture, institutions and ceremonies: Pronounce words

correctly; explain the meaning of words in context and use them in sentences; use the dictionary to find other meanings of the words.

Resources

Student's Book (pp. 13–20)

Newspaper and magazine articles on issues relevant to educational issues in Nigeria and the world.

Books, articles and pictures related to culture, ceremonies and social institutions.

Reading And Comprehension

Activity 1 (SB p. 13)

Ask students to read the passage silently, on their own. Discuss students' ideas about the main points in the passage and help them to identify key sentences.

Activity 2 (SB p. 14)

Discuss the keywords in Paragraph 2 with the class and explain that these can be single words that are important or a group of words indicating an important idea. Circulate while students work with a partner to identify keywords and sentences in the passage. Help them to distinguish between detail and major points.

Answers

2. Examples of keywords: examinations, demonstrate knowledge, understanding and skills, malpractice, serious danger, national economy, global problem, cheating methods, rules, administration and management of examinations, nation, competence, build national economy, pressure to succeed, management organs, accountable, penalty therapy
- Key sentences: Students sit examinations in order to demonstrate that they have gained the knowledge, understanding and skills needed to be able to study further or to qualify them to perform a particular job. It is therefore alarming that examination malpractice – academic dishonesty – is an increasing global problem.
- Malpractice is any activity that constitutes an infringement of these rules before, during or after the examination.
- If the consequences of examination malpractice are so dire, why do people engage in it?
- Whether in Nigeria or any other part of the world, however, the cause of the malpractice cancer lies firmly in the management organs of the examination body.

Activity 3 (SB p. 14)

Explain to the class that whenever they tackle a comprehension, they should first read the text for the main points, as they have just done. Before they reread the text, they should always read all of the questions first, which gives them a purpose for their reading. Students work on their own to complete the activity.

Answers

3. a) Throughout the world
b) Any three: Students copy someone else's work, they use crib notes, they use mobile phones, they use micro-chips, they use tiny microphones, they use bullying tactics, they bribe.
c) Students and teachers cheat because of the pressure to succeed.

- d) Examination malpractice can result in a nation that does not have the competence to build a healthy economy.
e) He compares examination malpractice to cancer and the nation to the body that the cancer destroys.
f) There is no wrong or right answer, but the student must give a convincing reason for their opinion.

Activity 4 (SB p. 15)

Ensure that you have dictionaries for this activity. Students work in pairs to complete it.

Answers

4. a) devices: instruments or machines
infringement: breaking
confined: limited
scotched: stopped, ended or destroyed
b) ratified: authorised
constitutes: makes up or represents
competence: capability or ability
ethical: honest, right or moral
accountable: answerable or responsible
c) Students' sentences should show that they understand the meaning of the word they have used.

Writing

Activity 5 (SB p. 15)

Revise the basics of summary writing as set out in the Student's Book Module 1, Activity 12. Students work on their own to write their summaries. Ask students to refer to their Summary Checklists to help them with their writing process.

Answer

5. The main points that should be included in the summary are listed here. The students' summaries, however, should be presented as a grammatical and logical paragraph.
- Students sit examinations to demonstrate their knowledge and skills.
 - Examination malpractice is an increasing global problem.
 - Examination malpractice is any activity that breaks the rules set by examination boards.

- Malpractice involves stakeholders throughout the education system, not just students.
- People engage in it because of the pressure to succeed.
- The result could be a nation of incompetent people who cannot contribute to the economy.
- It is the job of the examination authorities to ensure efficient and honest examination practices.
- The authorities who should implement penalties should be held accountable for continued malpractice.

Evaluation

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

Teacher Evaluation: Teachers can use the Rubric for Summary on page 21 of this Teacher's Guide to allocate marks to the summary if they wish to.

Speaking And Listening

Activity 6 (SB p. 15)

Students work in groups to read a paragraph from the reading text aloud. Each member of the group reads one sentence, and other members in the group identify and correct any mistakes. Circulate among the groups. You can make copies of the Self-Evaluation Checklist: Reading Aloud on page 9 of this Teacher's Guide for students to use, or write it on the board to students to copy. They should paste their copies into their exercise books, or write them down in the book, so that they can refer back to them during the year, whenever they do activities that require reading aloud. If there are common mistakes, stop the activity, pronounce the word or sentence correctly and let the class repeat it a number of times.

Activity 7 (SB p. 15)

Read the poem to the class. Students should listen carefully to the rhythm and your tone of voice when you read to see if they can identify three stages in the way the poet was feeling.

Discuss the progression of the poet's feelings. At first he is puzzled (he can't tell you why he started writing poetry), then he is uncertain or hesitant as he starts writing, unsure whether his poetry makes sense or not. This becomes joy or a sense of freedom as he discovers how much he enjoys writing poetry.

Activity 8 (SB p. 16)

In their groups, students reread the poem and discuss the questions. Take feedback from the groups in the form of a class discussion.

Answers

8. These answers are a guideline only. Students' own ideas are encouraged, as long as they can defend them with evidence from the poem.
 - a) It is about the joy the poet feels when he discovers his talent for or love of writing poetry.
 - b)
 - i) He means that he didn't deliberately set out to write poetry; he was suddenly inspired to do so.
 - ii) 'Poetry' is personified (Personification).
 - c)
 - i) The short lines, short phrases and frequent use of commas help to create a start-stop, uneven rhythm.
 - ii) The rhythm is suggestive of uncertainty, confusion or hesitation.
 - d) No, he didn't think they were good. There are plenty of quotes to support this, for example: 'I did not know how to say', 'my mouth had no way', 'my eyes were blind' or 'vague line, vague, without a body, pure nonsense'.
 - e)
 - i) The tone is passionate or shows strong emotion.
 - ii) The feeling is one of excitement, great joy or inspiration.
 - f) Allow a wide range of personal responses in this answer, as long as students can quote appropriately from the poem to support their answers. Here is an example: 'I saw/the heavens/unfastened/and open' is a Metaphor in which the sky is like a door that is unlocked so that you can see what lies

behind it. It creates a sense of the many possibilities for using words in strange and different ways that poetry writing opened up for the author.

- g) It is free verse because the lines do not rhyme and there is no regular rhythm (it has the rhythm of ordinary conversation).

Activity 9 (SB p. 17)

Tell the whole class to read the poem aloud (but quietly!), paying attention to the feelings and the rhythm created by the Punctuation and short lines. Let them really enjoy reading the poem with feeling, without the inhibition of having people listening to them. Then select students to read a few lines aloud until the whole poem has been read aloud. The emphasis in this activity should be enjoyment, so correct only seriously incorrect Pronunciation and Intonation.

Activities 10 and 11 (SB p. 17)

Briefly discuss with the class what they think the ingredients that make success are. Is it talent, luck, hard work or something else? Explain that you will read a speech about success twice. The class should listen and take notes. Read the speech slowly and clearly, twice.

Obama On Education

I know that sometimes, you get the sense from TV that you can be rich and successful without any hard work – that your ticket to success is through rapping or basketball or being a reality TV star, when chances are, you're not going to be any of those things.

But the truth is, being successful is hard. You won't love every subject you study. You won't click with every teacher. Not every homework assignment will seem completely relevant to your life right this minute. And you won't necessarily succeed at everything the first time you try.

That's OK. Some of the most successful people in the world are the ones who've had the most failures. J.K. Rowling's first Harry Potter book was rejected 12 times before it was finally published. Michael Jordan was cut from his high school basketball team, and he lost hundreds of games

and missed thousands of shots during his career. But he once said, "I have failed over and over and over again in my life. And that is why I succeed."

These people succeeded because they understand that you can't let your failures define you – you have to let them teach you. You have to let them show you what to do differently next time. If you get into trouble, that doesn't mean you're a troublemaker, it means you need to try harder to behave. If you get a bad grade, that doesn't mean you're stupid, it just means you need to spend more time studying.

No one's born being good at things; you become good at things through hard work. You're not a varsity athlete the first time you play a new sport. You don't hit every note the first time you sing a song. You've got to practise. It's the same with your schoolwork. You might have to do a maths problem a few times before you get it right, or read something a few times before you understand it, or do a few drafts of a paper before it's good enough to hand in.

Don't be afraid to ask questions. Don't be afraid to ask for help when you need it. I do that every day. Asking for help isn't a sign of weakness, it's a sign of strength. It shows you have the courage to admit when you don't know something, and to learn something new. So find an adult that you trust – a parent, a grandparent or teacher, a coach or a counsellor – and ask them to help you stay on track to meet your goals.

And even when you're struggling, even when you're discouraged, and you feel like other people have given up on you, don't ever give up on yourself, because when you give up on yourself, you give up on your country.

The story of America isn't about people who quit when things got tough. It's about people who kept going, who tried harder, who loved their country too much to do anything less than their best.

Source: Extract from The White House. 2009. Prepared Remarks of President Barack Obama: Back to School Event. [Online], Available: <https://www.whitehouse.gov/MediaResources/PreparedSchoolRemarks/> Accessed 9 August 2015.

Answer

Hard work is necessary for success.

Activity 12 (SB p. 17)

Take feedback from students, writing their main and supporting points on the board. Discuss the main points until the class reaches consensus on irrelevant points that should be deleted, and/or main points that have been left out. Then let the class critique the note-making style (use of keywords and phrases, abbreviations and symbols, and so on).

Sample Answer

Can be rich + successful w/out hard work

Not true

- don't always succeed @ 1st try

OK to fail

- learn from failures

Nobody born successful

- hard work
- practise
- ask ?s

Never give up

Activities 13 and 14 (SB p. 18)

Discuss the tips for making a good speech with the class and explain the activity. The students' speeches are used to provide further practice in listening and note-making.

Evaluation

Student Self-Evaluation: Students can use Checklist: Reading Aloud on page 9 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric for Reading aloud skills on page 12 of this Teacher's Guide to allocate marks for Activity 7. For the Speech in Activities 13 and 14, teachers can use the following sections of the Rubric for Speaking And Listening Skills on page 13: Pronunciation and Stress and Intonation, Presenting a Speech.

Grammar Structure

Activity 15 (SB p. 18)

Revise Main (Independent) and Subordinate (Dependent) clauses with the class, writing a few examples on the board. Students then complete the activity.

Answers

15. a) **Pablo Neruda published his first book of poetry** when he was 17 years old.
- b) **Never give up**, even if you feel discouraged.
- c) **People** who succeed **learn from their failures**.
- d) **Students cheat in exams** because they are too lazy to study.
- e) **Sembene Ousmane**, who was born in Senegal, **is a well-known writer and film director**.

Activity 16 (SB p. 18)

Revise the form and function of Adjectival Clauses, writing a few examples on the board to show how often they start with a Relative Pronoun. Students then complete the activity.

Answers

16. • 'which are celebrated through traditional festivals' – traditions, rites and ceremonies
- 'who is the Yoruba goddess of fertility and rivers' – Osun
- 'that is often celebrated with drumming, dancing and feasting' – festival
- 'which is a Muslim festival marking the end of the holy month of Ramadan' – Eid al Fitri
- 'who has just taken over as director of this event' – Fred Amata

Activity 17 (SB p. 19)

Revise the form and functions of Adverbial Clauses. Use the examples in the Student's Book to help you and write further examples on the board if necessary. (Students often struggle with Adverbial Clauses showing contrast. You may need to give further examples of this function.)

Answers

17. • 'although a few festivals are no longer popular with the young' (Contrast)
- 'When the rainy season ends' (Time)
- 'with the result that the Calabar Carnival was created' (Result)

- 'If you are in Nigeria in December' (Condition)
- 'as it features an exciting mix of art, music, fashion and film' (Reason)

Vocabulary

Activity 18 (SB p. 20)

Let students work in groups to complete the activity. Take feedback on their definitions and ask them to name some of the ceremonies that are important to them. Then discuss how the word is used in the following sentences:

- He left the room **without ceremony**. (He ignored polite conventions such as asking permission to leave or saying goodbye to people.)
- Please don't **stand on ceremony**. Make yourselves comfortable. (You don't need to obey formal, polite rules such as waiting for everyone else to be seated before you sit down.)

Sample Answer

18. A ceremony is the formal activities that take place on a serious, important, sometimes religious occasion.

Activity 19 (SB p. 20)

Students work in groups to complete the activity. When they have finished, discuss the definition of the word 'culture' as a class. Then let the groups share the words they discovered and read out some of their sentences.

Answers

19. Sample definition: Culture is the ideas, beliefs, traditions and knowledge shared by a group of people.
- a) Sample words from the paragraph: heritage, festival, goddess, tradition, rite, art, music, fashion, film

- b) Sample words for the word web:

Ceremonies: baptism, prayer, blessing, gift, inauguration, speech, red carpet, military salute, oath, sworn in, procession, parade, burial, funeral, cremation, wreath of flowers, obituary, mourner, salat, shroud

Cuisine: croissant, soufflé, snails, flambé, garlic, baguette; chopsticks, spring roll, noodles; hot cross buns, trifle; samoosa, curry, rotis, chillies, lassi; sadza, bunny chow, venison, biryani

Customs: etiquette, feast, praise singer, musician, feast, anniversary, harvest, initiation, bar mitzvah, pageant, graduation, inheritance, bow, Christmas stocking, carnival, halloween

Art: cinema, producer, actor, script, sculpture, theatre, scene, perform, rehearsal, jazz, opera, treble, soprano, bass, anthem, chant, harmony, poet, architecture, temple, pyramid, mosque, cathedral

Clothes: Kente cloth, adire cloth, shweshwe cloth, sash, shawl, tunic, kaftan, kimono, sari, dhoti, kurta, burka, nun's habit, priest's cassock, turban, tartan kilt, dashiki, sombrero, poncho, keffiyeh, veil

Language: polite, vocabulary, grammar, symbols, sounds, negotiate, learn, relate, express, drama, stories, history, terminology, meaning, understanding, interpret, translate

- c) Make sure that students have used the words correctly in their sentences.

Activity 20 (SB p. 20)

This is an additional activity, not essential to complete if you run out of time. The purpose is to encourage students to think analytically and critically about an issue that is often hotly debated.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Reading And Comprehension (p. 21) Read with understanding, answer questions Topic sentences, keywords and key ideas, summary	Grammar Structure (p. 23) Nouns (types), Plurals, Noun Phrases	Listening (p. 25) Listen and follow instructions	Writing (p. 26) Write an Expository Essay	Vocabulary (p. 28) Collocations
				Speaking (p. 27) Rising and falling Intonation	

Objectives

By the end of this module the student should show understanding of the following skills:

Reading And Comprehension: Read and summarise expository passages: Identify topic sentences; write out keywords from paragraphs; summarise a passage; explain what expository means

Grammar Structure: Revise Nouns and Noun Phrases: Recognise Nouns and Noun Phrases in sentences; Write out Nouns and Noun Phrases; Make sentences with Nouns and Noun Phrases; mention types of Nouns

Listening and Speaking: Listen to instructions and follow them: Listen attentively to instructions; follow instructions appropriately; use appropriate words to give instructions

Writing: Revise continuous writing: Express themselves clearly in Expository Essays; write a good introductory paragraph; generate enough topic sentences for a good Expository Essay; write a befitting concluding paragraph; use appropriate tense form and paragraphing

Speaking: Revise Intonation patterns: Recognise the falling tone and the rising tone; use rising and falling tone correctly; use the arrow to identify the correct tone in sentences

Vocabulary: Collocations: Identify collocations in sentences; explain the meaning of collocations; use collocations in sentences.

Resources

Student's Book (pp. 21–29)

Dictionaries

Photographs of the effects of substance abuse, expository passages in pamphlets, booklets and magazine articles about substance abuse, stories written by recovered substance abusers

Examples of expository writing in newspaper and magazine articles on other issues relevant to health, for example, exercise and nutrition, TB, malaria, sexually transmitted diseases and so on

Reading And Comprehension

Activity 1 (SB p. 21)

Show students your examples of expository writing to demonstrate that an expository passage explores an idea or an issue and sets out a logical discussion about that issue. Tell the class to read the passage silently, identifying words that prevent them from following the discussion. Emphasise that we do not always need to know the exact meaning of every word in order to understand a sentence. If students cannot follow the meaning of a sentence, they should stop to identify which word is preventing them from understanding it.

Activities 2 and 3 (SB p. 22)

Give the class a few minutes to look up their words in a dictionary and briefly discuss some of their words. Then select students to read the passage aloud, paragraph by paragraph. Students should follow, making rough notes. Remind students that this means jotting down keywords containing the main points.

Activities 4 and 5 (SB p. 22)

In groups, students create three comprehension questions and answers on the passage. Then let the groups present their questions to the class, who should answer them. Let as many groups as time allows present their questions.

Activity 6 (SB p. 22)

Students work in groups to answer the questions. Take feedback from the groups and point out any common errors in identifying the main points. During this feedback session, students should correct and improve their answers, since these answers will form the basis of the summary they will write in the next activity.

Answers

6. a) Simply put, addiction is the condition of taking harmful drugs and being unable to stop, despite negative consequences to the addict and to those around them.
- b) Paragraph 1: addiction, drugs, unable to stop, complex disease, change the brain
Paragraph 2: chemicals, disrupt, nerve cells
Paragraph 3: release large amounts, reward, dopamine, abusing drugs
Paragraph 4: continues habit, brain produces less dopamine, reach for next hit
Paragraph 5: long-term abuse, affects decision-making, self-control
Paragraph 6: destructive effects, friends, family
Paragraph 7: crime, common effect
Paragraph 8: disease, controlled not cured, preventable by not starting to use drugs

Sample sentences:

- Addiction to drugs means being unable to stop taking them. It is a complex disease that affects the brain.
 - Chemicals disrupt the work of nerve cells.
 - Nerve cells release large amounts of dopamine, which acts as a reward for abusing drugs.
 - As the habit is continued, the brain produces less dopamine so the addict takes more drugs.
 - Long-term abuse affects decision-making ability and self-control.
 - The effects are destructive for friends and family.
 - Crime is a common effect of addiction.
 - Drug abuse is a disease that can be controlled, but not cured. It is preventable, if you don't start using drugs.
- c) Four words: controlled, not cured, preventable. Drug abuse can only be controlled, not cured, although it is a preventable disease.

Activity 7 (SB p. 23)

Students work on their own to write a polished summary, for homework if necessary. Take in their work and assess it, using the checklist below.

Evaluation

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

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

Activity 8 (SB p. 23)

Ask the class to help you write a definition of 'expository writing' on the board.

Grammar Structure

Activity 9 (SB p. 23)

Work together with the class to complete this activity. Use any errors students make to revise the basic properties of Nouns and the various types of Noun.

Answer

9. Nouns are words that we use to **name** people, places, animals, things, ideas and feelings. Words like 'river', 'teacher', 'bread' and 'bird' are **Common** Nouns. **Proper** Nouns are written with a capital letter because they name particular people and places, such as 'Professor Adeyeni' or 'Euphrates River'. The words we use to name emotions like joy and anger, or ideas such as pride, bravery or success, are **Abstract** nouns. When we want to talk about a group of things or people, we use **Collective** Nouns like 'team', 'herd' or 'choir'.

Activities 10, 11 and 12 (SB pp. 23–24)

Let students work on their own to complete these activities. When you review the answers, revise any aspects of Nouns, such as Plural spelling rules, that you notice are common causes of difficulty.

Answers

10. a) Venice Biennale and Venice: Proper Nouns
exhibition and years: Common Nouns
b) corruption: Abstract Noun
c) Fences and neighbours: Common Nouns
d) sentence and judges: Common Nouns
panel: Collective Noun
e) men: Common Noun
theft: Abstract Noun
11. a) The thief crept silently along the rivers.
b) The people on the buses are my grandchildren.
c) There are no formulas/formulae for getting rich without working.
d) According to hearsay, women fear mice.

12. Students' sentences should make grammatical sense. They should use the correct forms of the Noun and Verb.

Activities 13, 14 and 15 (SB p. 24–25)

Revise Noun Phrases with the class, using the examples in the Student's Book to help you. Ask the class to give you further examples of Noun Phrases and write them on the board. Do the same with Noun Clauses, making sure that the class knows the difference between a Phrase and a Clause. Then let students work on their own to complete the activities. Review the answers with the class.

Answers

13. a) **Many public and private schools** have **basketball training facilities**.
b) **My brother** loves **fast, expensive cars**.
c) **The most popular sport** in Nigeria is football.
d) **The house on the corner** belongs to a **drug merchant**.
14. a) I must decide **what I want to eat**.
b) She expected **that her HIV-test results would be negative**.
c) **Whatever happens** will be for the best.
d) **What happens to athletes who take drugs** is **that they are banned from competing again**.
15. These are sample answers.
a) **Most of us** like to have money.
b) I enjoy **swimming in the river**.
c) **Taking drugs** is a dangerous activity.
d) We all know that **tuberculosis is a disease of the lungs**.
e) Nigeria is **the most densely populated country in Africa**.

Listening

Activity 16 (SB p. 25)

This lesson requires that you take the class to a clear space outdoors or to an empty hall. Girls should wear leggings, shorts or sweat pants. If this is not possible, do only the second exercise. If you don't have chairs, the students can imagine a chair behind them while they do the exercise.

Briefly discuss the role of physical exercise in maintaining our health. Direct students' attention to the pictures of the exercises and ask them to describe what they see in each one. Explain that you will read a set of instructions that they will follow in order to do two muscle-strengthening exercises. Read each text slowly and clearly. Students should follow your instructions to do each exercise.

Instructions to strengthen stomach muscles

1. Sit on the floor or a hard surface.
2. First, bend your legs in front of you, with your feet flat on the floor.
3. Second, stretch your arms straight out in front of you.
4. Take a deep breath.
5. As you breathe out, lean back slowly.
6. Keep your tummy muscles tight and your arms straight out in front of you.
7. Take it as far back as is comfortable, then pause and breathe in.
8. Finally, breathe out and slowly return to your sitting position.
9. Rest for one minute, then repeat.
10. Do this at least five times every day.

Instructions to strengthen leg muscles

1. First, you need a chair. Place it behind you.
2. Stand tall in front of the chair and stretch your arms out in front of you.
3. Breathe in.
4. As you exhale, slowly start to sit down.
5. Stop just before you are sitting in the chair.
6. Breathe in and hold the posture for five seconds.
7. Lastly, slowly straighten up to standing again, while you breathe out.
8. Rest for thirty seconds and repeat.
9. Do this five times every day.

Activity 17 (SB p. 25)

Back in the classroom, read the instructions again twice. Students should note instruction words that tell you what to do and words that indicate the order in which these actions should happen.

Answers

17. a) Verbs: sit, bend, stretch, take, breathe out, lean, keep, pause, breathe in, breathe out, return, rest, repeat, do, place, stand, stretch, breathe in, exhale, start to sit down, stop, are sitting, breathe in, hold, straighten up, breathe out, rest, repeat, do
- b) First, second, as, then, finally, lastly, while
- c) The order is important otherwise you cannot carry out the instructions.

Activity 18 (SB p. 26)

Discuss the tips for writing instructions in the box in the Student's Book. Using these tips, students prepare instructions for one of the suggested topics. If your class is small, students can work individually or in pairs. If you have a large class, let them work in groups.

Activity 19 (SB p. 26)

Select groups to read their instructions to the class. The class should carry out or mime the instructed activity. Follow each set of instructions with a discussion about any difficulties in carrying out the instructions to identify what was problematic in the instructions.

Writing

Activity 20 (SB p. 26)

Revise the definition of expository writing that you and your class created at the beginning of this module, then discuss the tips for writing an Expository Essay in the Student's Book. Talk briefly about the list of topics for students' writing and advise them to choose a topic that they know something about or feel strongly about.

Activities 21 and 22 (SB p. 26)

Students plan and draft their essays, following the steps given. You can make copies of the Self-Evaluation Checklist: Expository Essays on page 10 of this Teacher's Guide for students to use during the writing process, or write it on the board to students to copy. They should paste their copies into their exercise books, or

write them down in their books so that they can refer back to them during the year, whenever they write an Expository Essay. Circulate while they are working to check their plans and offer suggestions for improvement as necessary. Make sure also that they proofread their draft work before handing in the final essay to you.

Activity 22 (SB p. 26)

Use this rubric to assess students' essays and make suggestions for improvement.

Evaluation

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

Teacher Evaluation: Teachers can use the Rubric for Expository Essays on page 19 of this Teacher's Guide to allocate marks to the essays if they wish to.

Speaking

Activity 23 (SB p. 27)

Model the Intonation of the exclamation 'It's raining!' to show delight, annoyance and surprise. Let the students repeat it each time after you. Then circulate among the groups while they practise saying the exclamation with the correct Intonation and correct them as necessary.

Activity 24 (SB p. 27)

Write the sentence 'We are all in the classroom' on the board and ask the class to identify the last stressed Syllable in it. Then read the sentence aloud to demonstrate how the pitch of our voice falls on the last stressed Syllable of a word or group of words when we make a statement. Explain the use of the arrow to show the last stressed Syllable where the tone will fall in each of the sentences in the activity. Then read each sentence aloud, with students repeating it after you.

Activity 25 (SB p. 27)

Do the same with this activity. Make sure that students understand the use of the arrow, then read each question for students to repeat after you. Every now and then, ask an individual student to repeat a question.

Activity 26 (SB p. 27)

Again, make sure that students understand the use of the arrow, then read each question for students to repeat after you. Every now and then, ask an individual student to repeat a question.

Activity 27 (SB p. 28)

Students work in groups to intone the sentences correctly. When you review their answers, write the word containing the rising or falling tone on the board and ask the students to place the arrow correctly.

Answers

27. a) Where is the post ↘office?
- b) Please walk to the station with ↗me.
- c) Can you ride a ↗bicycle?
- d) Breathe in and raise your arms above your ↘head.
- e) You need five potatoes for this ↘recipe.
- f) Why did he cheat in his ex↘am?
- g) May I please have some more chocolate ↗pudding?
- h) What did you learn at school to↘day?

Activities 28 and 29 (SB p. 28)

Before students create their sentences, remind them that the Intonation always rises or falls on the last stressed Syllable in the sentence. When students read their sentences to the class, encourage the class to be the judge of whether or not the Intonation is correct.

Evaluation

Teacher Evaluation: Teachers can use the following sections of the Rubric for Speaking and Listening on page 13 of this Teacher's Guide to allocate marks for the activities: Identification, Pronunciation and Stress and Intonation.

Vocabulary

Activity 30 (SB p. 28)

Discuss Collocations with the class, using the information in the Student's Book. Together, think of further examples of Collocations, write them on the board and make up sentences using them. Then let students complete the activity in pairs.

Answers

30. a) It is difficult to **break the habit** of abusing addictive substances such as alcohol, drugs and cigarettes.
b) Akeem tried to **pick a fight** with me.
c) I wanted to **keep the peace**, so I didn't respond to his accusations.
d) We **bumped into** each other at the shops, quite by accident.
e) **Out of the blue**, Foluso came to visit my family.

Activity 31 (SB p. 29)

Students work in pairs to complete this activity. When you review their answers, ensure that the Collocations have been used meaningfully.

Answers

of their own accord	willingly; without being asked
take a chance	risk
pay the price	suffer the consequences
above all	more than anything else
break the news	be the first to tell something to someone
catch one's eye	notice

Activity 31 (SB p. 29)

Answers

31. a) We had **heavy rain** yesterday.
b) They had a **quick meal** before they left for the stations.
c) Can you **keep a secret**?
d) If you **commit a crime**, you are likely to be punished.
e) Please **do me a favour** and fetch my book for me.
f) Sadly, our wonderful holiday **came to an end**.
g) The concert didn't **meet my expectations**, so I didn't enjoy it.
h) Eniola **took care of** the baby while the mother was in hospital.
i) Kunmi is **interested** in engineering as a career.
j) Please **pay attention** while I am talking.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Reading And Comprehension (p. 30) Read with understanding, answer questions, use topic sentences to write a summary	Listening (p. 33) Make notes of a talk and use them to summarise it	Speaking (p. 34) Read a poem aloud, discuss questions, write a poem	Grammar Structure (p. 36) Verbs and Verb Phrases	Vocabulary (p. 39) Words associated with governance
				Writing (p. 38) Revise forms of letters, write a letter	

Objectives

By the end of this module the student should show understanding of the following skills:

Reading And Comprehension: Read to summarise by outlining main points: Explain the meaning of a topic sentence; identify topic sentences; state possible positions of a topic sentence in a paragraph; identify keywords pointing to the theme; use topic sentences and linking words to write a summary

Listening: Summarise a talk or lecture: Listen attentively to a talk or lecture; extract keywords and sentences; write a summary using their keywords and sentences

Speaking: Read and appreciate poetry: Read poems aloud, correctly; explain the meaning of a poem; identify the language of poetry; write simple poems

Grammar Structure: Revise Verbs and Verb Phrases: Identify Verbs and Verb Phrases; make sentences with Verbs and Verb Phrases

Writing: Revise letter writing and writing for different audiences: Explain the types of letters; write the formats of Informal, Formal and Semi-Formal Letters; write Informal, Formal and Semi-Formal Letters

Vocabulary: Use vocabulary associated with government and administration: List ten words

associated with government and administration; pronounce the words correctly; explain the meanings of the words; use the words in sentences.

Resources

Student's Book (pp. 30–39)

Dictionaries

Photographs, books, brochures and websites showing World Heritage sites, especially the two Nigerian sites

Reading And Comprehension

Activities 1, 2 and 3 (SB pp. 30–31)

Use these activities to explore the theme of heritage with the class. Make sure that they can distinguish between our natural heritage and cultural heritage, and provide them with further examples and pictures.

Answers

- a) Similarities: Two of the photographs show very old buildings or man-made structures; the other two show natural places (although one of these has sculptures).

Differences: The structures in the top-right photo look like decorative structures and it is not easy to see how they are used; the building in the bottom-left photo has an obvious purpose (outdoor theatre or amphitheatre). The top-left picture shows a magnificent waterfall, but the bottom-right photograph shows a forest grove with wooden sculptures.

Possible definition of a World Heritage Site: It is a place with things that people in the past have built or made that have been passed on to us in the present, or a place of great natural wonder or beauty.

- b) Nigeria's two world heritage sites are Osun Osogbo Sacred Grove outside Osogbo in Osun State and the Sukur Cultural Landscape, which is on the plains at the top of the Madagali Mountains in Adamawa State.
3. Encourage students' own opinions and ideas on the theme of interdependence (for example, human beings are inspired by nature to create great works of art, but natural events such as floods can destroy them; in the same way, the activities of human beings can destroy wonderful places in nature, or kill off a whole species of bird, fish or animal and so on).

Activity 4 (SB p. 31)

Students first skim the passage for its general gist, then scan it to find the main idea in each paragraph.

Activity 5 (SB p. 32)

Students work in groups to complete this activity.

Answers

5. a) agency: organisation
mandate: authority or power
convention: document or agreement
ground-breaking: very creative;
revolutionary; first of its kind;
innovative
session: meeting
revenues: finances or money
nomination: names or suggestions

- b) Cultural heritage and natural heritage
- c) There was a need to ensure that the world's heritage would be properly identified, protected and conserved.
- d) For the first time, it linked the concepts of nature conservation and the preservation of cultural properties.
- e) The World Heritage Committee identifies cultural and natural sites that are valuable and need to be protected. It monitors the state of conservation of the sites that are on the World Heritage List. It also decides how to use resources in the World Heritage Fund to help countries protect their World Heritage Sites. (Any two of these)
- f) The IUCN is the International Union for Conservation of Nature and it evaluates sites of natural value.
- g) They can be monuments, groups of buildings or archaeological sites.
- h) Any two of the following: they have historical, architectural, artistic, scientific or anthropological value.

Activity 6 (SB p. 33)

Students work in pairs to complete this activity.

Answers

6. a) A topic sentence carries the main point, topic or subject of the paragraph.
- b) Any two of the following: On 16 November 1972, at the seventeenth session of the UNESCO General Conference in Paris, the member states of UNESCO adopted the World Heritage Convention for the protection of the world's cultural and natural heritage.
A ground-breaking feature of the 1972 World Heritage Convention is that in one document it links, for the first time, the concepts of nature conservation and the preservation of cultural properties. The World Heritage Committee is mandated to manage the selection of sites for the list and the continued good state of sites that have been added to the list.

The state parties, which are the countries that are signatories to the World Heritage Convention, submit nominations to the World Heritage Committee.

The nominated sites are evaluated by special committees before a final decision is made on whether or not they should be listed.

- c) UNESCO was therefore given the task of drafting a convention that would ensure the proper identification, protection and conservation of the world's irreplaceable heritage.
- d) UNESCO set up the Committee to carry out the work of the Convention.
- e) The World Heritage Committee is mandated to manage the selection of sites for the list and the continued good state of sites that have been added to the list.
- f) functions, identify, sites, value, World Heritage List, monitor, state of conservation, at risk, list World Heritage Sites in Danger, manages, World Heritage Fund, assist, protection, sites
Example of a summary in own words:
It functions to identify valuable sites for addition to the World Heritage List. It also monitors conservation and adds at-risk sites to the World Heritage Sites in Danger list. It manages the World Heritage Fund to help countries protect their valuable sites.
- g) Here is an example: The main point of the paragraph is clear. All the sentences are related to the topic sentence. There is no irrelevant information in the paragraph. The vocabulary is related to the topic.

Activity 7 (SB p. 33)

Take feedback on Activity 6 and allow a good bit of discussion around the last question. The purpose is for students to work out for themselves what makes a good paragraph, based on the dissection they have just carried out.

In this activity, students will summarise the passage on the basis of the topic sentences. Go through one or two of them with the class, asking

students to identify the kinds of words that are unnecessary and can be left out (often Adjectives and Adverbs, but not always). Students then work on their own to write their summaries.

Answer

Note that this is not a 'model' answer, but shows how to work with topic sentences in order to create a summary. Having crossed out unnecessary words, students would then rewrite their summary, inserting words where needed for smooth reading (bolded words).

World Heritage and its Conservation

UNESCO ~~was therefore given the task of~~ drafted a convention ~~that would~~ to ensure the proper identification, protection and conservation of the world's ~~irreplaceable~~ heritage. On 16 November 1972, at the ~~seventeenth session of the UNESCO General Conference in Paris, the member states of UNESCO adopted the World Heritage Convention for the protection of the world's cultural and natural heritage.~~ A ground-breaking feature of the 1972 World Heritage Convention is that in one document it links, for the first time, the concepts of nature conservation and the preservation of cultural properties. UNESCO set up the **World Heritage** Committee to carry out the work of the Convention. ~~The World Heritage Committee~~ It is ~~mandated to~~ manages the selection of sites for the list and their continued good state. ~~of sites that have been added to the list. The state parties, which are the~~ Countries that are signatories to the World Heritage Convention submit nominations to the World Heritage Committee. ~~The nominated sites are evaluated by special committees before a~~ **who make the** final decision. ~~is made on whether or not they should be listed.~~

Listening

Activity 8 (SB p. 33)

Briefly discuss what your students know about the United Nations and its work. Read the passage slowly and clearly. Students note down keywords related to the main duties of the Secretary-General.

The Secretary-General of the United Nations Office

The Secretary-General of the United Nations (UN) is a diplomat, an advocate, a civil servant and a chief executive officer (CEO). He is a symbol of the United Nations' ideals and a spokesman for the interests of the world's peoples, in particular the poor and vulnerable.

The UN charter empowers the Secretary-General as the chief administrative officer of the organisation who shall act in that capacity and perform such other functions as are entrusted to him by the Security Council, General Assembly, Economic and Social Council and other UN organs.

The Charter also empowers the Secretary-General to 'bring to the attention of the Security Council any matter that in their opinion may threaten the maintenance of international peace and security'.

The Secretary-General would fail if he did not take careful account of the concerns of member states. However, he must also uphold the values and moral authority of the UN. He must speak and act for peace, even at the risk, from time to time, of challenging or disagreeing with those same member states. This creative tension accompanies the Secretary-General through his day-to-day work. This includes attendance at sessions of UN bodies, consultations with world leaders, government officials and others, and worldwide travel that keeps him in touch with the peoples of Member States and informed about the vast array of issues of international concern. The Secretary-General issues a yearly report on the work of the organisation, appraising its activities and outlining future priorities.

One of the most vital roles played by the Secretary-General is his use of his 'good offices'. These are steps taken publicly and in private, drawing upon his independence, impartiality and integrity to prevent international disputes from arising, escalating or spreading. Each Secretary-General defines his role within the context of his particular time in office.

Activity 9 (SB p. 34)

Revise the difference between notes (keywords only) and summaries (full sentences). Then read the text again while students perfect their notes.

Answer

Key responsibilities of the Secretary-General of the United Nations

- Chief admin officer
- Alert Sec. Council re threats – int. peace & security
- Listen – member state concerns
- Uphold UN values & moral authority
- Attend sessions of UN bodies
- Consult world leaders – get info about world issues
- Issue yearly report on UN work
- Prevent/stop spread of international disputes

Activities 10 and 11 (SB p. 34)

Students continue taking notes while you read the rest of the talk about the work of the UN Secretary-General. Read the text twice, slowly and clearly.

Reform

When Kofi Annan was Secretary-General, he focused on reforming the organisation to adapt to the new area of global affairs. The administration of the organisation was reformed and emphasis was placed on enabling the UN to respond more quickly and effectively to global problems. The UN aimed to work more effectively with local governments, NGOs and the private sector in order to provide aid and assistance wherever it was needed. It also aimed to be a more effective catalyst for change and collective action. Ban Ki-moon succeeded Annan as Secretary-General in 2007 and continued with the programme of reforming the UN. He made changes to the employment practices at the UN in order to introduce performance reviews for all and transparency in financial disclosures. He also changed the way in which peacekeeping forces were organised. He identified Darfur in the Sudan for intervention by the UN on the grounds of

the humanitarian needs in the area. As a result, thousands of UN peacekeeping troops were sent to the area to assist peacekeepers from the African Union.

Global warming has also been an area in which Ban Ki-moon has taken a strong stance, making concerted efforts to get the United States to commit to lowering gas emissions. He said, "For my generation, coming of age at the height of the Cold War, fear of nuclear winter seemed the leading existential threat on the horizon. But the danger posed by war to all humanity – and to our planet – is at least matched by climate change."

Answer

UN reforms – Kofi Annan

- Changed admin – quick, effective responses – global probs
- Local govts, NGOs, priv. sector to provide help
- Better catalyst – change, collective action

Ban Ki-moon

- Employmt pracs: perform. reviews; financial transparency
- Reorg. peacekeeping forces
- Fight global warming – pressure on US

Activities 12 and 13 (SB p. 34)

Students use their notes to summarise the talk. They work in pairs to assess each other's summaries and make suggestions for improvement.

Sample Answer

The Office of the United Nations Secretary-General

The Secretary-General is the chief administrative officer of the United Nations Office. His key responsibilities are to alert the Security Council about threats to international peace and security. He must listen to member state concerns, but always uphold UN values and moral authority. He attends sessions of UN bodies, consults world leaders to stay informed about world issues and manages international disputes. He reports on UN work annually.

Reform

Kofi Annan changed the UN's administration to improve responses to global problems. He encouraged local governments, NGOs and the private sector to provide necessary help, and aimed to make the UN a better catalyst for change. Ban Ki-moon improved employment practices and reorganised the peacekeeping forces. He feels strongly about global warming and has put pressure on the US to lower gas emissions.

Speaking

Activity 14 (SB p. 34)

Before students read the poem, briefly discuss the concept of bureaucracy as a system of administration based on dividing work into different offices or departments. Introduce the concept of 'red tape' as a Collocation that people use to criticise what they see as unnecessary and excessive administration, and give examples.

Activity 15 (SB p. 36)

The purpose of this activity is for students to enjoy the poem, and discover how its rhythm and language reveal the poet's feelings about (attitude towards) bureaucracy. Refer them back to their copies of Checklist: Reading Aloud (from page 9 of this Teacher's Guide). While the groups are reading, circulate and select a group that reads really well to read the poem to the class.

Activity 16 (SB p. 36)

Students complete this activity in groups.

Answers

16. a) The Bureau of Statistics collects information about the habits of people.
- b) It gathered information from conduct reports, employer's reports, Union reports, Social Psychology workers' reports, Press reports, insurance companies, the person's health card, research reports about hire purchase, public opinion research reports and teachers' reports (any five).

- c) Students should be able to find at least ten reasons.
- d) Encourage students to express their own ideas, but stress that they must be able to support them with evidence from the poem. (Generally, students should be aware that the language is factual, does not appeal to the senses or emotions and is used to show how bureaucracy reduces human life to a number or a file.)
- e) Ex'cept for the 'War till the 'day he re'tired
He 'worked in a 'factory and 'never got 'fired.
It sounds a bit like marching: a steady, regular, stable, unchanging tempo. The effect is to emphasise that the unknown citizen is exactly like that: steady and regular, with no surprises or anything that disrupts the regular beat.
- f) Both questions ask about the feelings of the unknown citizen.
- g) The tone is assertive/authoritative/positive/forceful.
- h) i) The marble monument is a tombstone.
ii) Usually it is the person's family and loved ones who erect the tombstone.
iii) It reinforces that the citizen was unknown. There is no name and nothing personal, not even dates, just impersonal and meaningless letters and numbers.

Activity 17 (SB p. 36)

In response to what they have read, students write a short poem of their own on the theme of the unknown citizen. The aim of this activity is simply for students to explore their own creativity with words and to enjoy the poetic licence of not having to write full, grammatical sentences!

Evaluation

Student Self-Evaluation: Students can use Checklist: Reading Aloud on page 9 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubric for Reading Aloud skills on page 12 of this Teacher's Guide to allocate marks for Activity 7.

Grammar Structure

Activity 18 (SB p. 37)

Revise the function of Verbs with the class. Discuss Verb Phrases, using the information in the Student's Book to help you. Ask the class to give you further examples of Main Verbs and Auxiliary Verbs, listing them under the appropriate heading on the board.

Discuss Phrasal Verbs with the class using the examples in the Student's Book to help you. Write further examples on the board, and make sure that students understand the difference between Phrasal Verbs and Verb Phrases. Students work in pairs to complete the activity.

Answers

18. Verbs and Verb Phrases are underlined; Phrasal Verbs are in bold.
Many organisations have been **set up** to solve the problem of corruption. They **carry out** investigations on levels of corruption and what is being done about it. However, most don't have the power to act on their findings. Many officials who have committed crimes of corruption are not held to account for their actions. We must fight corruption at the very highest levels first. Then we will be tackling the root of the problem. If we cut the roots, the tree will eventually follow.

Activity 19 (SB p. 37)

Students work in pairs or small groups to find the meaning of the Phrasal Verbs. They work individually to create their sentences.

Answers

19. look into: investigate
turn down: refuse
get away with: do something wrong without being noticed or punished
look up to: respect; admire
come up with: produce; find
get over: recover from

Activity 20 (SB p. 38)

Students work on their own to complete this activity, which practises correct use of Tenses.

Answers

20. These are possible or sample answers.
- a) He **was playing** football when he **hurt** his leg. The doctor **told** him that he **had broken** his leg.
 - b) It is pitch dark. The electricity **has been cut off** and I **can see** nothing.
 - c) Mrs Makinde **died** yesterday. We **will attend** her funeral next week.
 - d) Please **turn up** the volume. We **cannot** hear what the newsreader **is saying**.

Writing

Activity 21 (SB p. 38)

Revise the audience for which Informal, Semi-Formal and Formal Letters are written as well as the purpose and appropriate language thereof using the information in the Student's Book. Students work in groups to complete the activity. You can make copies of the Self-Evaluation Checklist: Formal, Semi-Formal and Informal Letters on page 11 of this Teacher's Guide for students to use during the writing process, or write it on the board for students to copy. They should paste their copies into their exercise books, or write them down in their books so that they can refer back to them during the year, whenever they write a letter. Review the answers with the class. Make particularly sure that students correct their answers to the last question.

Answers

21. a) i) Semi-formal
ii) Formal
iii) Semi-Formal (or Informal if you know your friend's mother very well)
iv) Informal
v) Semi-formal
vi) Formal
- b) In all of the Semi-Formal Letters, you should use formal, correct language and your tone will be friendly and very polite. In Formal Letters, language use is formal and the tone is equally formal. For the Informal Letter, your language and tone can be informal.
- c) You could tell a joke or be amusing in the Informal Letter to your sister and possibly also to your friend's mother, if you know her well enough.
- d) Yes
- e) In the second and last cases: that is, in the Formal Letters
- f) Here are examples of the format used for a Semi-Formal, Formal and Informal Letter.

Semi-Formal

3 Umushu Street,
Abah-Unor,
Delta State.
26th June, 2015.

Dear Mr Jimoh,

Yours faithfully,
Foluso Bakare

Formal

87 Aladelola
Road,
Abah-Unor,
Delta State.
26th June, 2015.

The Head Teacher,
Equiano Secondary School,
3 Umushu Street,
Abah-Unor,
Delta State.

Dear Sir,

Invitation To Education Conference

Yours faithfully,
[Signature]
Awele Ebodili

Informal

36 Oba Akran Avenue,
Ikeja,
Lagos State.
26th June, 2015.

Dear sister,

Yours sincerely,
Osita

Activity 22 (SB p. 39)

Review students' answers to Activity 21. Write the correct format of the letters on the board and make sure that students note them down correctly.

Activity 23 (SB p. 39)

Students write an Informal Letter. Remind them that their audience is someone whom they know very well. Circulate while they are working to ensure that the format of their letters is correct.

Activity 24 (SB p. 39)

Discuss the topics for this activity and clarify who the audience is for each letter. On the basis of that, clarify whether each letter is a Formal, Semi-Formal or Informal Letter. Students then plan, draft and write their letters.

Evaluation

Student Self-Evaluation: Students can use Checklist: Formal, Semi-Formal and Informal Letters on page 11 of this Teacher's Guide.
Teacher Evaluation: Teachers can use the Rubric for Formal, Semi-Formal and Informal Letters on page 22 of this Teacher's Guide to allocate marks for the activities.

Vocabulary

Activity 25 (SB p. 39)

In groups, students identify words associated with government and administration in the reading texts for this module. They use dictionaries to find out the meanings of unfamiliar words and correct Pronunciation. Review the activity by asking a few groups to say their words and explain their meanings to the class.

Answers

25. a) Any ten of these words: system, mandate, convention, session, conference, state, state parties, document, committee, representative, responsibility, duties, elected, General Assembly, manage, function, monitor, revenues, signatories, nominations

Activity 26 (SB p. 39)

In groups, students find out the meanings and correct Pronunciation of the words from the poem they read earlier.

Answers

26. a) bureau: office
statistics: data or facts
union: employees' organisation
report: a record
policy: plan of action
public opinion: what most people believe or think
researcher: a person who collects information about something

Activity 27 (SB p. 39)

Students write ten sentences showing that they can use ten words that they have learnt meaningfully and correctly.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Reading And Comprehension (p. 40) Read with understanding, answer questions, paraphrase prose	Vocabulary (p. 43) Words associated with science and technology	Grammar Structure (p. 44) Pronouns: explain, define types and use in sentences	Speaking (p. 46) Two-Consonant Clusters at the end of a word	Writing (p. 48) Write instructions
				Listening (p. 47) Note-taking; using key points to present a talk	

Objectives

By the end of this module the student should show understanding of the following skills:

Reading And Comprehension: Rewrite a given prose passage in their own words

Vocabulary: Use vocabulary associated with science and technology: Identify 15 words associated with science and technology in passages; explain the meanings of the words; use the words in sentences

Grammar Structure: Revise Pronouns and their uses: Define Pronouns; identify different types of Pronoun; use Pronouns in sentences

Speaking: Two-Consonant Clusters occurring in final position: Identify Two-Consonant Clusters in final position from a passage; correctly pronounce words containing Two-Consonant Clusters in final position

Listening And Speaking: Listen to lectures and take notes: List keywords and sentences from a lecture or speech; answer questions on the talk; write notes about the talk for presentation to the class

Writing: Revise expository writing: Express themselves clearly; write well-punctuated sentences; select appropriate vocabulary; use appropriate Verb forms and Tenses.

Resources

Student's Book (pp. 40–48)

Dictionaries

Reading And Comprehension

Activity 1 (SB p. 40)

In this activity, students revise what they have learnt about summary writing.

Answer

Sample definition: A summary is a short report on the main points in a passage.

Tips on how to write a summary should include the following:

- Identify the subject or topic of the passage as a whole.
- Identify topic sentences.
- Identify keywords in supporting sentences.
- Use these keywords to draft the summary.
- Delete unnecessary words and insert good link words.
- Write your final summary.

Activity 2 (SB p. 40)

Discuss the differences and similarities between summarising and paraphrasing using the

information in the Student's Book. Stress that the purpose of a paraphrase is to retell or rewrite the main ideas of something that you have read or heard in your own words, rather than in a certain number of words.

Activity 3 (SB p. 40)

Give student pairs a few minutes to complete this activity. Ask one pair or a couple of pairs to present their answer to the class.

Activity 4 (SB p. 40)

Ask the class what they know about ICT and whether any of them are interested in a career in that field. Students then read the text to answer the question.

Answer

4. Ushahidi Inc. created a website and a modem.

Activity 5 (SB p. 42)

With a partner, students work out the meanings of the words. Remind them to give the meaning of each word in its context.

Answers

5. a) testimony: evidence or facts given by a witness of an event
b) founder: someone who started or established something
c) innovator: creator or developer
d) rugged: strong, can survive rough treatment

Activity 6 (SB p. 42)

Students consult a dictionary to find the meaning of the word 'narcoleptic', and then discuss with a partner whether it is a good word to use to describe Africa's power supply. Ensure that they justify their answer.

Answers

6. Narcolepsy is a disease causing sudden and uncontrollable periods of deep sleep. Whatever opinions students offer about this description are acceptable if they are backed up with good reasoning.

Activity 7 (SB p. 42)

Reread the whole passage with the class. Students work in pairs to complete the activity. Circulate while students are busy, listening to their paraphrases and helping as necessary.

Answers

7. a) i) Paragraph 1: Ushahidi is a website that lets ordinary people report on incidents as they happen, where they live.
Paragraph 2: The website has now become free open-source software that anyone can use.
b) Paragraph 3: The electricity problem in Africa often interrupts Internet connectivity.
Paragraph 4: The Ushahidi team experimented to create a modem that would work in this African context.
c) Paragraph 5: Ushahidi launched BRCK, a modem linked to many networks and with eight hours of battery to keep you going without electricity.
Paragraph 6: Clever creations or innovation are often the result of bad situations or adversity.

Activity 8 (SB p. 42)

Circulate while students complete this activity, and then ask one or two pairs to repeat their paraphrase for the class.

Activity 9 (SB p. 43)

Discuss how to paraphrase, using the information in the Student's Book. Emphasise that students must close their books when they draft their paraphrase as that will help them to use their own words. They then follow the steps in the box to paraphrase the reading passage. Take in students' work, and assess both the draft and the final paraphrase against the checklist on the next page.

Checklist: Paraphrase

	Excellent	Adequate	Inadequate
Draft shows effort to use own words.			
Draft shows effort to check main points.			
Final includes all main ideas.			
Final includes relevant supporting ideas.			
Wording of final is different from original passage.			

Vocabulary

Activity 10 (SB p. 43)

Read the passage with students. Check their understanding by asking questions such as the following:

- What school subject would this passage fit into?
- Which part of the cell controls what an embryo will inherit from its parents?
- Do individuals inherit characteristics from only the mother?
- Why are no two individuals of a species exactly the same?

Reread the passage 'Internet Access For Africa, Anytime, Anywhere' with the class and discuss the subject matter of each passage (technology and science). Let students select words that help to identify the subject (technology: technologists, software, website, innovation, Internet, digital and so on; science: nucleus, cell, chromosome, gene, sperm, species and so on).

Activity 11 (SB p. 44)

In groups, students find 15 words associated with science and technology in the passages they have read. They use dictionaries to find out the meanings as used in the passages and to learn how to pronounce the words correctly. Circulate while students are busy, correcting their Pronunciation as necessary.

Answers

11. These are examples of words that students may identify: technologists, bloggers, software, website, e-mail, open-

source, innovation, power, connectivity, digital revolution, modem, innovator, experimentation, prototype, ICT, network, SIM card, surfing, wi-fi, off-grid, solar panel; nucleus, cell, chromosome, sperm, ovum, gene, fertilisation, species.

Activity 12 (SB p. 44)

Briefly discuss how some words that students have identified carry more than one meaning, depending on their context. For example, the word 'power' in a history book may mean authority or control, whereas in a science book, it may mean energy or the capacity for something. In a mathematics textbook, however, it refers to the value of a number raised to an exponent. Similarly, surfing as a sport describes a different activity from the activity of surfing on the Internet.

Make it clear that in this exercise, students should use words with the same meanings as they had in the reading texts. Students work on their own to use any ten words in sentences of their own. Their sentences should be meaningful and grammatical.

Grammar Structure

Activity 13 (SB p. 45)

Discuss the information about Pronouns in the box in the Student's Book. Ask students to provide further examples of each type of Pronoun. Let students work in groups to complete the activity. When you review their answers, make sure that they know the difference between Subject and Object Pronouns (write them on the board if necessary).

Subject	Object
I	me
you	you
he/she/it	him/her/it
we	us
you	you
they	them

Answers

13. a) **My friends and I** will watch the match on Saturday.
 b) My grandmother sent some money, which must be shared between **you and me**.
 c) Samirah has to choose between going with **us or them**.

Activity 14 (SB p. 45)

Revise Relative Pronouns by writing them on the board (who, whom, whose, that and which) and ask the class to make up a few sentences using them. Students complete the activity individually.

Answers

14. a) There are many interesting places to visit in Lagos, **which** is the biggest city in Africa.
 b) Mae Carol Jemison, **who** was the first black woman to travel in space, practises as a medical doctor today.
 c) Mrs Okoye is a teacher **whom** I admire.
 d) The mobile phone **that** is on the chair is yours.
 e) Mr Dada, **whose** wife is ill, is at the hospital.

Activities 15 and 16 (SB pp. 45–46)

These are revision activities, which students complete on their own. Circulate while they are busy, noting any common errors students make and doing revision focused on those errors.

Answers

15. a) **They** won't allow **her** to go out with **him** at night.
 b) **We** worked together to teach **ourselves** French.

- c) She must decide whether to wear **these** or **those**.
 16. Here are some possible answers.
 a) Adeola, **who** wants to work in ICT one day, comes top of the class in mathematics.
 b) He inherited brown eyes from his mother and I inherited blue eyes from **mine**.
 c) These machines are more complicated than **those**.
 d) Bimpe helped **him** with that difficult homework.
 e) We helped **ourselves** to lunch.

Speaking

Activity 17 (SB p. 46)

Read the information about Consonant Clusters in the Student's Book with the class. Ask students to repeat each example of incorrect Pronunciation, followed by the correct Pronunciation. Say the words in the box clearly and let the class repeat each one. From time to time, ask individual students to repeat a word again and let the class judge whether the Pronunciation is correct or not.

Activities 18 and 19 (SB pp. 46–47)

Give student groups a few minutes to think of their own examples of words ending in Two-Consonant Clusters. The student groups then share their words with the class and the class practises saying the words correctly. If you notice a particular Consonant Cluster causing difficulty, ask groups for further examples of words ending with that Cluster and get them to practise saying those words after you.

Activity 20 (SB p. 47)

Students work individually to make sentences with words they often mispronounce. They then read the sentences aloud.

Evaluation

Teacher Evaluation: Teachers can use the following sections of the Rubric for Speaking and Listening on page 13 of this Teacher's Guide to allocate marks for the activities: Identification, Pronunciation.

Listening

Activity 21 (SB p. 47)

As an introduction to the listening text, students discuss bullying behaviour in groups and find out what cyberbullying is. After a few minutes, take feedback and have a brief class discussion.

Activity 22 (SB p. 47)

Read through the activity questions with the class and explain that you will read the passage twice for them to jot down answers to the questions. Read the passage slowly and clearly.

Cyberbullying

Cyberbullying is an increasing problem in Nigeria and throughout the world. Considering that roughly 95% of Nigerians use mobile phones and that mobile Internet is now more commonly used than 'fixed' Internet, the dangers of cyberbullying for our youth is a social issue that cannot be ignored.

Cyberbullies make use of a digital platform, such as text messages, e-mails, Twitter and other social networks, chatrooms and so on, to threaten, insult or embarrass another person. They spread lies, or put personal information or photographs of victims on the Internet. In many ways, cyberbullying is worse than physical bullying. First, the bully has the advantage of seeming anonymous, hidden 'somewhere on the Internet', which can feel very frightening for the victim. Second, cyberbullies can follow their victims 24 hours a day and can find them wherever they are. It is difficult to 'escape' from a cyberbully. In addition, whatever the cyberbully has posted online is public; anyone who is online can witness your humiliation or embarrassment. And finally, whatever is said on the Internet remains there for a long time.

The consequences of cyberbullying are seriously dangerous and damaging. Victims are often too scared or too embarrassed to tell anyone that they are being bullied. They may feel hurt, terrified, extremely angry or humiliated. Often their self-esteem suffers and they begin to feel worthless, depressed and even suicidal. If you notice that a friend often seems to display these

feelings, if your friend suddenly refuses to attend certain activities or classes, or if your friend becomes secretive and withdraws from people and activities they usually enjoy, your friend may be the victim of cyberbullying. Two other symptoms of cyberbullying are worth mentioning. First, if your friend becomes agitated or anxious every time she receives a call or a text message, or every time she has been engaging in social media activities, speak to her about it. Second, if your friend is angry, sad or distressed in some way while he is on his mobile phone or using the Internet, it is possible that a cyberbully is harassing him.

If you are a victim of cyberbullying or if you think your friend is, you can do something about it. First, tell an adult or a friend whom you trust. Then tell the bully to stop contacting you. Never reply to anything the bully sends or puts online and above all don't respond with equal threats. This reinforces the bully's behaviour. Remove the bully from your contact lists. Collect all the evidence of the bullying that you can and report any abuse to the websites' security departments. Finally, some types of bullying (like threatening to cause harm) are illegal, so you can report it to the police.

Source: Adapted from South African Police Service. 2014. Cyberbullying. [Online], Available: http://www.saps.gov.za/child_safety/teens/cyber_bullying.php Accessed 10 August 2015; mobile phone statistic from Wikipedia.

Activity 23 (SB p. 47)

Discuss the questions in Activity 22 with the class.

Answers

23. a) First, second, in addition, finally, often, if, then, never
b) 95% of Nigerians use mobile phones; most use mobile Internet.
c) Any two: It is anonymous. A cyberbully can follow their victim 24 hours a day. They can find you anywhere. The victim can't escape.
d) Any three: Fear, shame, anger, feeling worthless, depression

- e) Tell someone. Tell the bully to stop. Don't respond. Remove the bully from your contact lists. Collect evidence. Report the bully to the website and the police.

Activities 24 and 25 (SB p. 47)

Read the passage to the class again so that they can make sure that the notes they have taken so far include all the main points. Give students time to finalise their notes, then select students to give a talk on cyberbullying to the class, based on their notes. Write these checklist questions on the board so that students know what is expected of them. Briefly assess each talk and ask the class to make one suggestion for improvement after each talk.

Checklist: Giving a talk

The Speaker:	Yes	Mostly	No
introduced the topic of the talk			
included all the main points			
included important supporting points			

The Speaker:	Yes	Mostly	No
presented the ideas in a logical order			
concluded the talk well			
spoke clearly with good pronunciation			

Writing

Activity 26 (SB p. 48)

Discuss the information about writing instructions in the Student's Book, then let students practise by helping you create a set of instructions on a simple topic, such as how to make a tomato sandwich.

Tell students to choose their topic for instructions and to write their first draft. They swap their work with a partner to assess each other's instructions against the list of tips in their Student's Books and make suggestions for improvement. They then finalise their instructions to hand to you for marking.

Assess students' work using this rubric to help you.

Writing Instructions (20)	4–5 marks	2–3 marks	0–1 marks
Order	Very clear, correct and easy to follow. No unnecessary detail.	Clear, although some steps have been left out, are in the wrong order or are confused by unnecessary detail.	Confusing and muddled. Difficult or not possible to carry out instructions as given.
Language Use	Factual. Short, clear sentences. Appropriate use of words to indicate sequence.	Factual. Some sentences are too long or are incomplete. Attempt to use words indicating sequence.	Inappropriate, with no effort to use words indicating sequence.
Grammar	Used Simple Present Tense. Few sentence construction, syntax and vocabulary errors. Almost no spelling or Punctuation errors.	Used Simple Present Tense. Some common errors in sentence construction, syntax and vocabulary. A few careless common spelling and Punctuation errors.	Tenses incorrect or muddled. Sentence construction, syntax and vocabulary errors affect understanding. Many spelling and Punctuation errors.
Effectiveness Of Instructions	Reader understands exactly what to do.	Reader can work out what to do.	Reader does not know what to do.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening (p. 49) Listen to and follow directions	Grammar Structure (p. 50) Conjunctions (Coordinating, Subordinating and Correlative)	Reading And Comprehension (p. 52) Read with understanding, answer questions, paraphrase facts and recommendations	Writing (p. 56) Write a report	Speaking (p. 59) Consonant Clusters
				Vocabulary (p. 57) Words associated with vehicles and travel	

Objectives

By the end of this module the student should show understanding of the following skills:

Listening: Listen to and follow directions: Follow directions accurately; use appropriate words and sentences in giving directions

Grammar Structure: Revise Complex and Compound Sentences: Identify Coordinating, Subordinating and Correlative Conjunctions; use Coordinating, Subordinating and Correlative Conjunctions appropriately; identify Complex and Compound Sentences; construct Compound and Complex Sentences

Reading And Comprehension: Paraphrase prose: Rewrite a given passage in their own words

Writing: Revise report writing: Describe and explain different types of report writing; write a report about an event

Vocabulary: Use vocabulary associated with motor vehicles and travelling: Pronounce the words correctly; explain the meanings of the words; use the words in sentences

Speaking: Three- and Four-Consonant Clusters occurring in final position: Identify words with Three- and Four-Consonant Clusters in final position in a passage; correctly pronounce words containing Three- and Four-Consonant Clusters in final position.

Resources

Student's Book (pp. 49–59)

Dictionaries

Street maps of your own town and other well-known Nigerian towns

Various types of reports, for example, school magazine, community news, sports, police (if possible), minutes of meetings

Pictures showing the interior and exterior of motor vehicles and other pictures related to traffic and vehicles

Listening

Activity 1 (SB p. 49)

Students work in pairs to study the map and answer the questions. If you have brought other maps to the class, let students discuss the features of those maps.

Answers

- Sports grounds and parks
 - Traffic lights
 - Station, shop, hotel
 - St. John's Ave
 - Abiola Street/Queen's Drive; Central Road/Queen's Drive; Central Road/Market Street

Activity 2 (SB p. 50)

Read the directions slowly and clearly while students follow on the map in their books. Check students' answer to the question. Read the instructions again, and ask students to listen carefully and note down all the instruction words, words indicating direction and words indicating position, for example, centre, opposite.

Directions to (St Paul's Church)

1. You are at the station.
2. Walk down Station Street and turn left into Market Street.
3. When you reach Central Market on your left, there will be a set of traffic lights.
4. Turn right into Central Road.
5. Walk south until you get to the next set of traffic lights, with the book shop on your right and the post office on your left.
6. Turn right into Queen's Drive.
7. Walk along Queen's Drive, past College Drive on your right.
8. Take the next right into Church Street.
9. Church Street turns sharply to the south. Go around the bend and you will find the entrance to ...
10. Where are you?

Answers

2. St Paul's Church
Instruction words: Walk, turn, take, go
Direction words: left, right, south, along, past, next right, around the bend
Position words: on your left, on your right

Activity 3 (SB p. 50)

Discuss the information about giving directions in the box in the Student's Book. Students work in pairs to practise giving and following directions. Select a few pairs to present their directions while the class follows on the map.

Grammar Structure

Activities 4, 5 and 6 (SB p. 51)

Discuss the information in the box in the Student's Book. Explain what a Compound Sentence is and demonstrate the role of

Coordinating Conjunctions in forming Compound Sentences. Ask students to create further examples of Compound Sentences with the Coordinating Conjunctions given. Write these on the board.

Do the same with Complex Sentences, using the sentence analysed in the box in the Student's Book as an example. Ask students to create more examples of Complex Sentences with the Conjunctions given and write them on the board.

Explain Correlative Conjunctions in the same way and ask student to make further sentences with the examples given in the box in the Student's Book.

Students work on their own to complete the activities (4–6). Circulate while they are busy, paying particular attention to your weaker students and helping them as necessary.

Answers

4. a) After: Subordinating Conjunction
b) then: Coordinating Conjunction
c) No sooner ... than: Correlative Conjunction
d) not only ... but also: Correlative Conjunction
e) but: Coordinating Conjunction
f) because: Subordinating Conjunction
5. a) Compound Sentence: b) or e)
b) Complex Sentence: a) or f)
c) Kunle put his foot down on the accelerator/The delivery truck overturned/then it rolled down the hill/
Funmi had left the room/everyone started laughing/Speeding kills the driver/Power boats are not allowed on the river inside the nature reserve/
but canoes are allowed/Your car lacks power (any two)
- d) After we had turned onto the expressway
6. The students' sentences should show understanding of the meaning of the Conjunctions and should make sense. Here are some sample answers.
 - In spite of the rain, we enjoyed ourselves.
 - Unless he is ill, Ikenna will definitely play in the match next month.
 - Neither Rashiedat nor Simisola plays basketball.

- Dimeji was driving too fast, with the result that he had an accident.
- If Dimeji had not been driving so fast, he would have been able to stop in time.

Activity 7 (SB p. 52)

Students work in pairs to complete this activity.

Answers

7. **Although** he had not finished his homework, Roheeb left the house. He walked quickly **because** he was late for his date. Nkechi would never forgive him **if** they missed the start of the film. **Both** Nkechi **and** Roheeb loved the movies **so** they were going to see a Ramsey Nouah movie at a friend's house. Roheeb was thinking about Nkechi **when** he heard a sudden squeal of brakes. He had stepped into the road without looking, **with the result that** a car almost knocked him over. Annoyed, the driver shouted to Roheeb, “**Either** look where you are going **or** be knocked down, dead!”

Reading And Comprehension

Activity 8 (SB p. 52)

As an introduction to the reading text, discuss the issue of road rage with the class.

Activity 9 (SB p. 52)

Students work in pairs to analyse the structure of the report.

Answers

9. • Introduction: First two paragraphs
• Body: Third to sixth paragraphs
• Conclusion: Last two paragraphs

Activity 10 (SB p. 53)

Briefly revise the difference between fact and opinion before students read the report and answer the questions.

Answers

10. a)
- | | |
|--------------|--|
| collided | crashed |
| fender | the part of a car body that surrounds the wheels |
| intersection | point at which two things cut across each other |

registration	a number indicating entry in a list of cars on the road
swerve	turn sharply
profanity	vulgar, insulting speech
verify	prove to be true
trauma	suffering

- b) This question helps students to establish the facts in the report. Here are a few examples of the types of question they could ask: Who was involved in the collision? Where did it happen? When did the accident happen? What happened to Mrs Bakare's car? and so on.
- c) On 2 July 2015 at 8 a.m., Mrs Bakare and Mr Amao collided at the corner of Abiola Street and Queen's Drive. Mrs Bakare was driving a BMW 5 series car and Mr Amao was on a Giant racing bicycle. The left front fender of the car was scratched and the front wheel of the bicycle was damaged. Mrs Bakare was not injured, but Mr Amao's right arm was broken.
- d) Mrs Bakare says that she was sending a text message to her husband and swerved into Mr Amao by mistake. Mr Amao says that he bumped into the side mirror of Mrs Bakare's car by mistake and apologised. He says that when the lights changed, Mrs Bakare swerved into him, calling him a 'mugu' and knocking him off his bike.
- e) Three people
- f) She concluded that Mrs Bakare was guilty of road rage.
- g) Students' answers are correct provided that they give convincing evidence from the report.
- h) She recommended that Mrs Bakare should apologise to Mr Amao, and pay for the repairs to his bicycle and medical attention for his arm. In addition, she should pay damages to Mr Amao for the pain she had caused him.

Activity 11 (SB p. 54)

Briefly discuss different types of report with the class. Ask them to provide you with examples

of reports (newspaper reports, school reports, reports about sports matches and other events such as a school play and so on). If you have collected examples of reports, show them to the class and discuss them.

Discuss the purpose of report writing (to provide information) and ask whether the report they have just read is the same kind of report as a report about the school play. What are the differences? (The report they have just read is an official report and it is essential that the writer presents only the facts and other people's opinions, not her own. In a report about the school play, the writer would report on the facts, but also add descriptive detail to make it interesting.)

Explain that they will read another report, this time of a meeting. With a partner, students skim the agenda and answer the questions.

Answers

11. a) It is about planning a school carnival.
- b) The purpose is for the committee to know where, which day and at what time the meeting will happen as well as what is to be discussed at the meeting.
- c) An agenda is a list of topics for discussion or a plan of action for a meeting.
- d) People who will be absent from the meeting need to apologise.
- e) Possibilities: Someone was to write to the Town Council, some committee members were going to find float builders as well as a vehicle and a driver, possibly someone was supposed to find musicians and other entertainers.

Activity 12 (SB p. 55)

Explain that the report of what happened at an official meeting is called the minutes of the meeting. Usually someone is nominated to take the minutes at the meeting, write up their notes neatly and circulate them to all of the members of the committee. Students then read the minutes and answer the questions.

Answers

12. a) It will be held on 4 December 2015, from 9 a.m. to 5 p.m. in Central Road.
- b) Adedeji has recruited a team of 14 float builders. Muiyiwa has found a truck and

a driver for the float, both at no cost to the school.

- c) Other attractions will include food stalls, an art stall, an arts and crafts stall, a books stall and children's games stalls. From 12 p.m to 5 p.m., there will also be live music.
- d) Ada must have chaired the meeting because she opened and closed it.
- e) Bashir must have been ill because everyone wished him a speedy recovery.
- f) Float building will begin towards the end of November. Stall holders need to be found. Musicians must be found.
- g) Adedeji will organise float building. Ada, Jubril and Kunbi will organise stall holders. Wumi will ask Bashir to find musicians.

Writing

Activities 13 and 14 (SB p. 56)

Let students discuss the questions for a few minutes, then take feedback in the form of a class discussion.

Answers

13. a) They are both a record of things that have happened. Both are factual. Both report only important, main events and leave out unimportant details.
- b) The structure is different. The report has an introduction, a body and a conclusion, and is written in paragraphs. The minutes are a numbered list of things that happened or were discussed and actions to be carried out for the next meeting.
- c) The language is factual.
- d) Events are reported in the Past Tense. In the minutes, the Future Tense is used for actions to be taken before the next meeting.

Activity 15 (SB p. 56)

Discuss the tips for report writing in the Student's Book with the class. Read through the topics with students and ask the class whether it would be appropriate to offer your own opinions in the first report. (No. It is a report of a crime and therefore a formal report, so it is important to remain factual

and impersonal. The opinions of eyewitnesses are useful to the investigation and can be included. The writer's opinions will be given in the conclusion through the recommendations, which must be backed up by the evidence in the report. The target audience consists of readers who will make judgements about rights and wrongs based on what is in the report.)

Now ask whether it would be permissible to give your own personal opinions in the next

two reports. (It would be permissible. These are informal reports where the target audience consists of readers who want to read for information and enjoyment.)

Make sure that students understand the different kinds of report asked for by the topics given. They then choose a topic, and draft, edit and finalise their reports for you to mark. Use this rubric to assess their work.

Rubric: Report-Writing (20)

	4–5 marks	2–3 marks	0–1 marks
Content And Purpose	Purpose of report is clear. Content is factual and presentation of opinions shows understanding of the type of report asked for.	Purpose is clear. Content is factual and appropriate. Includes some inappropriate use of opinions.	Poor. Not written as a report (written as a story or description). Purpose not achieved.
Structure	Excellent. Introduction explains purpose of report, conclusion sums it up or makes recommendations; sequence of narration in body is logical.	Good. Includes introduction, body and conclusion. Minor errors in paragraphing or logic in narration of events.	Very weak. Paragraphing is poor and narration is muddled.
Grammar	Used Past Tense. Almost no grammar, spelling and Punctuation errors. Excellent use of link words.	Used Past Tense. A few careless or common grammar, spelling and Punctuation errors. Has used link words well.	Tenses are muddled. Grammar, spelling and Punctuation errors make comprehension difficult.
Sentence Structure	Excellent. Variety of well-structured full sentences. Almost no construction and syntax errors. Excellent vocabulary.	Very good. Used full sentences. A few common errors in construction and syntax. Good use of vocabulary.	Very poor sentence construction and syntax affect meaning. Vocabulary poor or uses words incorrectly.

Vocabulary

Activity 16 and 17 (SB p. 57)

If you have brought pictures related to cars and traffic to the class, display them and base your discussion on those pictures. If not, discuss the picture in the Student's Book by asking questions such as the following: What is happening in the picture? Who is working on the car? What is this part of a car called (point out the bonnet, or bumper and so on)? Students work with a partner to complete the activity.

When students read out their answers, make sure that they pronounce the words correctly. If

there are words commonly causing difficulty, let the class repeat the correct Pronunciation several times.

Answers

- Dad took his car in for a **service** today. The **bonnet** is open and the **mechanic** is replacing the old **spark plugs**. He has already changed the oil **filter** and refilled the **brake** fluid. The **trafficator** indicating left wasn't working, so he has replaced the fuse to fix it. He also replaced a fuse to fix the fuel **gauge**. The **windscreen** wiper was a bit worn and since it's our rainy season, he decided to fit a new

one. Dad also asked him to check the **exhaust** system because the car blows out black fumes when he steps on the **accelerator** to speed up.

Activities 18 and 19 (SB p. 58)

Introduce the words in the box, relating them to either the picture in the Student's Book or the pictures you brought with you to class. Students work in pairs to complete Activities 18 and 19. Circulate among them, helping as necessary. Review the meanings of the words before students do the next activity.

Activity 20 (SB p. 58)

With a partner, students create a short narrative about a journey using ten of the words learnt in this module.

Speaking

Activity 21 (SB p. 59)

Ask the class to explain what a Two-Consonant Cluster is and to give examples of such Clusters at the end of words. Then use the words in the box in the Student's Book to explain what Three- and

Four-Consonant Clusters are and to demonstrate how they are pronounced at the end of words.

Discuss the common Pronunciation errors in the box in the Student's Book and let students find examples of each in the box above. Then say each of the words and let students repeat the words after you, both as a class and individually.

Activity 22 (SB p. 59)

With the class, identify the words ending in Three- and Four-Consonant Clusters in the sentences. Then ask the class to repeat the sentences after you. Stop to ask individuals to read the sentences as well. Get the class to repeat several times any words that cause Pronunciation difficulties.

Evaluation

Teacher Evaluation: Teachers can use the following sections of the Rubric for Speaking and Listening on page 13 of this Teacher's Guide to allocate marks for the activities: Identification, Pronunciation.

MODULE 7

Gender

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Reading And Comprehension (p. 60) Read with understanding, answer questions, facts, opinions and stereotypes	Grammar Structure (p. 63) Modal Verbs	Speaking (p. 65) Schwa Vowel sound as final unstressed Syllable	Writing (p. 66) Revise Formal and Semi-Formal letters, write a letter	Vocabulary (p. 70) French, Latin and Greek words that are used in English
				Speaking And Listening (p. 69) Listen to a poem, read a poem aloud	

Objectives

By the end of this module the student should show understanding of the following skills:

Reading And Comprehension: Read and summarise argumentative passages: Read an argumentative passage critically; identify facts and opinions from the passage; draw conclusions and make suggestions; list the major points of the argument

Grammar Structure: Use Modals: Define Modals; recall the forms and uses of Modals; use Modals appropriately; use Modals for expressing polite requests

Speaking: Recognise the Schwa as final unstressed Syllable: Identify words that have the Schwa sound in a group of other words; use the Schwa appropriately

Writing: Write for different audiences: Write Formal and Semi-Formal Letters using appropriate language; write the different formats of the two types of letters

Listening and Speaking: Paraphrase poems listened to: Listen to a given poem with understanding and pleasure; identify keywords and key sentences in the poem; explain the meaning of the words; tell the story line of the poem

Vocabulary: Identify foreign elements in English usage: Identify French, Latin and Greek words in English usage; explain the meanings of such words; use the words correctly in sentences; use the dictionary to find the meanings of such words.

Resources

Student's Book (pp. 60–72)

Dictionaries

Pictures of customs and traditions related to birth of babies

Advertisements in which boys/men and girls/women are stereotyped

Examples of letters to the press

Reading And Comprehension

Activity 1 (SB p. 60)

Discuss the information about facts, opinions and stereotypes in the Student's Book. Ask students to give further examples. If you have brought

advertisements showing male and female gender stereotypes, let the class discuss them.

Activity 2 (SB p. 60)

Students complete this activity in pairs.

Answers

2. a) i) Fact
ii) Opinion and stereotype that housework and cooking is women's work
iii) Opinion
iv) Opinion
v) Fact
vi) Opinion
vii) Opinion and stereotype about men's capacity to nurture children
- b) Baby food is advertised.
- c) By being suggestive and unusual: the main text is suggestive of sexual adventure and the picture is not what you expect to see. Both cause the reader or viewer to look twice.
- d) No. Usually one sees the opposite: a man with a drink relaxing in front of the television or with a newspaper, and a woman cooking and looking after children.
- e) All answers that are supported by good reasons are acceptable.
- f) and g) Students' answers should show that they understand the difference between facts and opinions.
- h) Answers should consist of beliefs about men and women that are commonly held, but not necessarily true, for example: Women are more emotional than men. Men prefer sport to books.

Activity 3 (SB p. 61)

Draw students' attention to the explanation about the difference between sex and gender in Question 3.a). Students then skim the article and discuss the questions in groups. Give them a few minutes for discussion, then stop the group work and let the groups share ideas.

Activity 4 (SB p. 62)

Students read the article again more slowly and discuss the questions in their groups.

Answers

4. a) The health and happiness of a new-born baby is more important than its sex.
b) Many people favour the birth of a boy child over that of a girl child.
c) She gives an example of a woman who prides herself on the fact that her baby was her husband's first and only son, even though it was her husband's fourth baby.
d) Yes. The fact that she had given her husband his first boy child was more important to her than her position among his wives or the fact that he already had four girls.
e) In the past, physical strength was needed to do many everyday tasks and men were believed to be physically stronger than women. Therefore men could also make dangerous journeys to provide for family and community. In addition, only male children inherited property and wealth.
f) 'were **believed** to be' and '**considered** more able'
g) She points out that women compete with men intellectually, physically and politically, and gives several examples of world-famous women who have made significant contributions to society.
h) It is a word that has been made up. It is not in the dictionary.
i) The writer uses the word 'herstory' to indicate that history should also tell us about what women did in the past. ('His' 'story', in other words, history, tells us about what men did in the past.)
j) i) high-flying career: impressive, ambitious or important career
ii) don't stack up so nicely: are not so convincing
iii) coming up trumps: beating or doing better than someone else; winning
k) The register is informal. The writer uses contractions such as 'didn't' and 'it's'. She uses made-up words. Her language is informal, for example, 'a woman with a high-flying career in finance', 'The old arguments don't stack up so nicely anymore', 'coming up trumps'.

Grammar Structure

Activity 5 (SB p. 63)

Give students a few minutes to complete the activity with a partner. Review the answers and use this as an opportunity to revise Main and Auxiliary Verbs. Ask students to give you examples of other Auxiliary (helping) Verbs, for example, 'will' to show Future Tense, or to form Continuous Tenses such as 'was' in 'was singing' or 'have' in 'have eaten'.

Activity 6 (SB p. 63)

Introduce Modal Verbs as a type of Auxiliary (helping) Verb that affects the meaning of the Main Verb in certain ways. Discuss the information in the box in the Student's Book, asking students to give you further examples of the use of each Modal. Write their examples on the board.

Activities 7 and 8 (SB p. 64)

Students work in pairs or individually to complete these activities. Emphasise that they should consult the information in the box if they are unsure of which Modal Verb to use. Circulate among them to assess how well they have understood Modals. Stop the class and explain further if you notice common difficulties. When you review the answers, ask students to identify what is being expressed by the use of each Modal.

Answers

7. a) They **might** be away for the weekend, but I'm not sure. (Possibility)
b) You **may** leave now if you wish. (Permission)
c) **Could** you open the window a bit, please? (Polite request)
d) **Can** you swim? (Ability)
e) You **might** be right, but I'm going back to check in a dictionary. (Possibility)
8. a) If you want to get better quickly, you **should** stay in bed for a few days.
b) When you have a small child in the house, you **must not** leave small objects lying around. The child **might** swallow them and die.
c) It **might** rain later this afternoon. You **should** take an umbrella with you.

- d) I **must** remember to wish Simisola a happy birthday today.
- e) You look tired. **Shall** I do the cooking tonight?
- f) Please **would** you be quiet and listen.
- g) She **could not** come to my place yesterday, so she came today.
- h) I **should** accept the offer if I were you.
- i) You **could** have done better if you had tried.
- j) Kunmi **must** pay back the money he borrowed from me.

Activity 9 (SB p. 65)

If your class had difficulty with the previous two activities, ask students to identify the Verb to use in order to express each modality. Students then compile their sentences.

Answers

- 9. Students should use the Modals listed below in their own sentences.
 - a) can/could
 - b) may not
 - c) must
 - d) shall
 - e) may/would

Speaking

Activity 10 (SB p. 65)

Use the information about the Schwa in the Student's Book and discuss it with the class. Demonstrate how it is written on the board. Go through each example slowly. Write it on the board and ask students to say the word aloud, so that they can hear the stressed and unstressed Syllables.

Say each word in the box and ask students to identify the unstressed Syllable, then ask them to repeat the word after you. Listen carefully to check that they do not stress the Schwa instead of the stressed Syllable because they are concentrating on the Pronunciation of the Schwa.

Activity 11 (SB p. 65)

Do the first sentence with the class before student pairs complete the activity. If your class is weak, do the first three sentences with them.

Answers

- 11. a) The civic centre is closed for repairs.
- b) My brother thinks that girls have all the answers.
- c) Pay attention to how you pronounce your words.
- d) The nurse wheeled the patient into the operating theatre.
- e) Abuja is the capital of Nigeria.
- f) Car owners must register their vehicles.
- g) Boys are no cleverer than girls.
- h) An accountant deals with financial matters.

Writing

Activity 12 (SB p. 66)

Students work in pairs to read the letters and answer the questions. Review their answers, making use of the opportunity to revise the correct form and appropriate language usage for Formal and Semi-Formal Letters.

Answers

- 12. a) In the Semi-Formal Letter, only the writer's address is given, whereas in the Formal Letter, the address of the person to whom the letter is addressed is also given. The Formal Letter includes a subject line, which the Semi-Formal Letter does not. The Formal Letter includes the signature as well as the full name of the writer.
- b) Both letters use formal, courteous language.
- c) The Formal Letter is completely impersonal, whereas the Semi-Formal Letter is more personal, although still very polite.

Activity 13 (SB p. 68)

Draw students' attention to the information about letters to the press in the Student's Book. They will write either a letter to the press or a Semi-Formal Letter in response to a particular situation. Refer them back to their copy of the Checklist: Formal, Semi-Formal and Informal Letters (from page 11 of this Teacher's Guide). Give student groups a few minutes to read

and discuss their opinions about the situation. Expand this to a brief class discussion.

Activity 14 (SB p. 68)

If students responded to Activity 13 with very strong feelings, remind them that the tone and language of Semi-Formal Letters and letters to the press is formal and polite, so they need to express their feelings appropriately. Students plan, draft, edit and finalise their letters for marking by you.

Evaluation

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

Teacher Evaluation: Teachers can use the Rubric for Formal, Semi-Formal and Informal Letters on page 22 of this Teacher's Guide to allocate marks for the activities.

Speaking And Listening

Activity 15 (SB p. 69)

Explain that you will read a poem in which Shakespeare uses many Similes and Metaphors about his mistress (a word that in Shakespeare's time meant 'sweetheart' or 'girlfriend'). Read the questions with the class and draw their attention to the glossary to help them with some words in the poem. Read the poem clearly and with expression. Review students' answers and ask them to give reasons for their 'Yes' and 'No' answers.

My Mistress' Eyes Are Nothing Like The Sun

My mistress' eyes are nothing like the sun;
Coral is far more red than her lips' red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damasked, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;

I grant I never saw a goddess go;
My mistress when she walks treads on the ground.
And yet, by heaven, I think my love as rare
As any she belied with false compare.

By: William Shakespeare

Answers

15. a) Wire
- b) No, it is dun or dull grey-brown.
- c) It smells./It does not smell like perfume.
- d) Yes. He loves to hear her speak.
- e) It is a compliment. He loves her for who she is, with her imperfections.

Activity 16 (SB p. 69)

Read through the questions with the class first, then read the poem again and review students' answers.

Answers

16. a) eyes – sun, coral – lips, snow – breasts/skin, hair – wires, roses – cheeks, perfumes – breath, speak/voice – music, goddess – walk
- b) Yes, he says his love is rare and genuine/true/sincere/he is not merely flattering her.
- c) Students' answers should include the fact that the poet makes many unflattering comparisons and that this demonstrates the sincerity of his love of her just as she is.
- d) His intention is to declare his sincere and true love for his sweetheart.

Activity 17 (SB p. 70)

Students read the poem silently to themselves, using the glossary box to help them with words they may find difficult.

Activity 18 (SB p. 70)

The major focus of this activity is for students to enjoy poetry in the way it is meant to be enjoyed: through reading it aloud. The intention is also that they should enjoy exploring their responses to what they have read. 'Correct' interpretation of the poem is less important than the enjoyment and freedom to explore.

Sample Answer

18. c) In 'Have You Seen Her' the poet asks if you have seen the woman he has fallen in love with. He loves her eyes, her bouncy way of walking, her voice and her sharp intellect.

Evaluation

Teacher Evaluation: Teachers can use the following sections of the Rubric for Speaking and Listening on page 13 of this Teacher's Guide to allocate marks for the activities: Identification, Pronunciation.

Vocabulary

Activity 19 (SB p. 70)

The focus of this lesson is on the three languages that had the greatest influence on the development of modern English: Latin, Greek and French. Have a brief discussion with your class about language and how languages change over time, and ask whether students can relate this to their mother tongue if English is not their first language. Students work in groups to find words that come from Latin in the text.

Answers

19. a) *circa*, *inter alia*, *status quo*, *ergo*, *verbatim*
b) *circa*: about or approximately
inter alia: among other things
status quo: the way things are at present
ergo: therefore
verbatim: using exactly the same words

Activity 20 (SB p. 71)

Students continue to work in groups on this activity. Review students' answers for each word to check their understanding.

Answers

20. *ad hoc*: unplanned, arranged for a particular purpose only
ad infinitum: endlessly
alumnus: school, college or university graduate
de facto: in fact

in situ: in the right or original place
in loco parentis: in the place of a parent
per capita: for each person
pro rata: in proportion
verbatim: in exactly the same words
vox populi: popular opinion, belief of the majority

Activity 21 (SB p. 71)

Discuss the Greek root words and their meanings with the class. Give a few examples, for example, a: asocial (not sociable), atypical (not typical); auto: autobiography (book about one's own life); demos: democracy (rule by the people); syn: synonym (meanings are 'together' or the same); pan: panorama (wide view; you can see 'all'). Make sure that the class understands how the Greek root gives meaning to the word, so you need to pay attention to its meaning. They need to remember that not all words starting with 'pan' are formed from the Greek root meaning 'all' (for example, pancake, panel, panic). When you review students' answers to the activity, ask them how the Greek root contributes to the meaning of the words they have found.

Answers

21.	Greek root		English words	
	a, an		atheist, asymmetrical, apolitical, asocial, amoral, anonymous, atypical	
	anti		antiretroviral, antibiotic, anticlimax, anticlockwise, anti-depressant, antioxidant, antiperspirant	
	auto		automobile, autocrat, autograph, autonomy, autobiography	
	bios		biology, biography, biodiversity, biosphere, biopsy, biodegradable, biofuel	
	chronos		chronological, chronometer, synchronise, chronicle, chronic, anachronism	
	demos		demography, epidemic, democratic, academy	

Greek root	English words
logos	dialogue, monologue, theology, zoology, psychologist, catalogue, ideology, ecology, prologue
pan	pan-African, pandemic, panacea, pandemonium, pantheism
syn	synthesis, synogue, synchronistic, synthesise, syndicate, syndrome, synergy

petit bourgeoisie: middle class
bon appétit: enjoy your meal
entrée: starter
café: coffee
bureau de change: a place where you exchange money from one currency to another
conciergerie: caretaker, doorman or porter
attaché: diplomat or member of staff in the embassy of another country

Activity 22 (SB p. 71)

Many English words in common usage are derived from French. Ask the class if they can think of any examples (*bureau*, *croissant*, *petite*, *critique*). Still in their groups, students complete the activity.

Answers

22. a) and b) Any five of the following:
coup d'état: violent seizure of power or government
vis-à-vis: in relation to

Activity 23 (SB p. 72)

In groups, students try to work out the meanings of the French words from their context.

Answers

23. a) *au fait*: familiar with
b) *laissez-faire*: uninterested; not caring
c) *nom de plume*: pen name
d) *genres*: types or kinds
e) *métier*: trade or profession, talent, strong point

MODULE 8

Global Issues

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Reading And Comprehension (p. 73) Read with understanding, answer questions, keywords that give structure, make notes	Vocabulary (p. 76) Words associated with law and order	Listening (p. 78) Keywords that signal new point, make notes	Grammar Structure (p. 79) Prepositions	Speaking (p. 81) Participate in a mock trial
				Writing (p. 80) Write a report based on statistics	

Objectives

By the end of this module the student should show understanding of the following skills:

Reading And Comprehension: Read and make notes: Identify topic sentences from paragraph/passages; take note of main ideas from different paragraphs

Vocabulary: Identify 15 words associated with the maintenance of law and order: Pronounce the words correctly; explain the meanings of the words and use them in sentences

Speaking And Listening: Listen to lectures and take notes: Listen attentively to lectures; take adequate and meaningful notes from the lectures; identify main points from the lecture

Grammar Structure: Use prepositions: Identify prepositions in context; use prepositions correctly in sentences

Writing: Revise report writing: Explain the two types of reports; give examples of events they can report; write a report

Speaking: Engage in a meaningful dialogue on a given subject matter: Engage in a dialogue based on what they have read or listened to; use words and expressions appropriate for the topic.

Resources

Student's Book (pp. 73–82)

Dictionaries

Pictures of environmental degradation from around the world

News articles about global warming, toxic waste disposal and other threats to global well-being

Pictures of courtrooms and video clips of courtroom dramas

Articles and reports about crime and well-known court cases

Graphs and other visual representations of statistics

Reading And Comprehension

Activity 1 (SB p. 73)

Display your pictures of environmental degradation, if you have collected some, and brainstorm causes with your class. Students then skim the text to sum up its main idea.

Answer

1. Global warming causes the Earth's temperature to rise, which causes climate change.

Activity 2 (SB p. 73)

In pairs, students scan the text for the words and write down their meanings. When you review the answers, let students read the sentence containing the word first, and then explain the meaning.

Answers

2. a) pollutant: harmful substance that pollutes something or makes it dirty
b) greenhouse: a house made of glass panels, used to create the correct conditions in which to grow certain plants
c) biosphere: the area of the atmosphere occupied by living things
d) methane: a gas
e) nitrous oxide: a gas, often used as an anaesthetic
f) disastrous: causing great damage; having a very negative effect
g) perilous: dangerous or risky
h) intrusion: enter into with harmful effect
i) extinction: complete destruction, ceasing to exist or wiped out
j) ozone: a gas (it protects the Earth from the Sun's harmful rays)

Activity 3 (SB p. 75)

Students work in pairs to reread the text, then read through the questions and scan the text for the answers.

Answers

3. a) Pollution, mainly from carbon dioxide, causes heat to be trapped in the Earth's atmosphere.
b) The main factor contributing to global warming is carbon dioxide (CO₂). The growing levels of CO₂ have been responsible for the rise of temperatures on Earth because of what is known as the greenhouse effect.

- c) Learners will give their own answers. Check that their answers make sense.
- d) The Earth would not be warm enough for human beings to survive.
- e) The result will be climate change.
- f) Any six of the following: flooding, coastal erosion, droughts, salt water intrusion into soils, increased tropical storms, cyclones, expansion of deserts, damaged crops, spread of infectious diseases, extinction of many plant and animal species
- g) Learners will give their own ideas. Check that their ideas are sensible.

Activity 4 (SB p. 75)

Students work on their own for this activity. When you review the activity, make sure that students understand how the words in Question c) show the logical connection between ideas.

Answers

- 4. a) Four sections
- b) Section 1 defines global warming. Section 2 explains the greenhouse effect. Section 3 gives the results of the greenhouse effect. Section 4 summarises the results of global warming.
- c) i) because: shows that a reason will follow
- ii) but: a contrasting or opposing idea will follow
first: a new point is being made
then: another point is being added
next: follows on from something before it
- iii) therefore: for that reason
so: for this reason; therefore
- iv) additionally: also; another point related to the previous one is being added
other: additional; more, but different
also: in addition

Activity 5 (SB p. 75)

Discuss the information about taking notes in the box in the Student's Book. Students work individually to make notes. Mark their work using the checklist.

Checklist: Notes from reading (10)

Note-Making Skills	Yes	Partially	No
All of the main ideas are included.	2 marks	1 mark	0 marks
All relevant supporting ideas are included.	2 marks	1 mark	0 marks
Only phrases containing keywords are used (not sentences).	2 marks	1 mark	0 marks
Non-essential words are left out.	2 marks	1 mark	0 marks
Abbreviations and symbols are used.	2 marks	1 mark	0 marks

Vocabulary

Activity 6 (SB p. 76)

Explore students' existing knowledge of words related to law and order. Write 'Law and order' on the board and brainstorm related words with the class. Write the words on the board and ask students to explain what they mean.

Ask students to work in pairs to read the text and answer Question a). Review the answers, then let students complete the activity. As you go through the answers, write words related to law and order on the board when they come up.

Answers

- 6. a)

toxic	poisonous
complicity	partnership in a crime
disposal	action or process of getting rid of something
on the backs of	using or taking advantage of others
hazardous	dangerous
cash-strapped	poor
sell down the river	betray
- b) convicted: judged guilty
charge: accusation
prosecuted: taken or summoned to court
acquitted: judged not guilty
defence lawyers: people qualified to practise law or lawyers who argue the case of the accused

verdict: judgement

guilty party: the person or organisation who is guilty of an offence

put on trial: tried (questioned) in a court of law

jury: a group of people who have been chosen to listen to all of the facts in a trial in a law court and decide if a person is guilty or not guilty, or if a claim has been proved

- c) It was about who was responsible for dumping toxic waste in an area where it could harm and even kill people.
- d) Salomon Ugborugbo, an Ivorian shipping agent, five customs officials, Abidjan's Port Commander and the Maritime Director were accused of the crime.
- e) Salomon Ugborugbo and the Ivorian shipping agent. The word that proves it is (either of these) 'convicted' or 'sentenced'.
- f) The customs officials, the Port Commander and the Maritime Director. The word that proves it is 'acquitted'.
- g) It means that a judgement or decision has yet to be made.
- h) It shows that a conclusion has not been reached or that the matter is unfinished.
- i) Students' answers are acceptable as long as they can defend their opinions in a reasonable way.

Activity 7 (SB p. 77)

Discuss the picture of a courtroom with the class. As you discuss each role-player, write the word for that person on the board.

Answers

- 7. judge: the person who decides who is guilty and who is innocent, and decides on the sentence for the guilty party
plaintiff: the person who has a complaint to lay before the court or brings the case to the court
accused or defendant: the person or people against whom the complaint is made

witness: a person who can guarantee the truth, within their knowledge, of facts put before the court

plaintiff's lawyer: the lawyer who argues the case for the plaintiff or complainant

defence lawyer: the lawyer who argues the case for the accused

clerk of the court: the person who prepares the documentation of what happens and is decided in court

bailiff: the person who maintains order in the courtroom, announces the beginning and end of court sessions, calls on the witnesses and takes them through the prescribed oath

Activity 8 (SB p. 77)

Draw students' attention to all of the words you have recorded on the board. They work individually to create sentences with ten of them.

Listening

Activity 9 (SB p. 78)

Briefly discuss the word 'anniversary' and the kinds of things we celebrate by marking their anniversaries (births, weddings, sometimes deaths of people, but also the founding or establishing of institutions such as schools). Explain the subject of the talk that you will read to them and write 'ECOWAS' on the board. Briefly discuss what students think an 'economic community' is. Ask questions such as the following: What is the economy of a country? What is the purpose of an economy? What is a community? How does a community function? Then read the talk, slowly and clearly, while students complete the activity.

Answers

- 9. a) A **protocol** is a legal agreement, often between countries.
- b) **Integration** is the combination of parts to make a unified whole.
- c) To take **advantage** of something is to put it to good use.
- d) Another word for **security** is safety.
- e) The system of money used in a particular country is called its **currency**.

Ecowas At 40: A Griot's Tale

West African griots are fabled storytellers who preserve the history of their people for succeeding generations. The tale that we tell here is of the Economic Community of West African States (ECOWAS), which turns 40 today, 28 May 2015. Nigerian scholar, Adebayo Adedeji, widely regarded as the 'Father of ECOWAS', had a vision for regional cooperation to promote economic development in West Africa. After three years of negotiations, ECOWAS was finally established with 15 West African countries in May 1975.

Today, ECOWAS can celebrate four key achievements. First, as early as 1979, the organisation successfully established a protocol that allows the free movement of its 340 million citizens across the sub-region. The legendary women traders of West Africa took full advantage, plying their goods across borders and thus kick-starting regional economic integration. Second, in 1999, after the violent internal conflicts in Liberia and Sierra Leone, ECOWAS established the continent's first sub-regional security protocol to maintain peace in the region, in 1999.

The organisation's third major achievement was to create a democracy and good governance protocol in 2001, which brought to an end the autocratic days of sub-regional 'big men' who sought to cling to power. The protocol has made possible the democratic change of regime from one ruling party to another in a number of ECOWAS countries.

Lastly, in 2000, ECOWAS established a community levy that helps to fund the organisation – its fourth achievement. Although the levy is irregularly paid, it helps to reduce dependence on unreliable external funding.

Despite this progress, ECOWAS has also suffered four key failures. Political instability remains. Between 1960 and 1990, no fewer than 37 coups were experienced in the sub-region. More recently, the increasing violence of insurgent groups threatens security in at least three member countries.

ECOWAS' second failure is its inability to create solid institutions that will strengthen the sub-region. For example, an economic union appears a long way off, transporting goods is expensive and time-consuming, and corruption is widespread. In addition, ECOWAS' West African Health Organisation (WAHO) seemed helpless in tackling last year's Ebola epidemic, which killed 11 120 people in three member countries.

Thirdly, ECOWAS has failed to solve the currency problem. Eight francophone countries are ECOWAS members. Their currency is still tied to a French-backed euro and French companies continue to dominate many of their economic sectors. How can you have West African economic development if it is based on a colonial currency?

It is often said that whenever Nigeria sneezes, West Africa catches a cold. The final failure of ECOWAS has been the lack of vision and leadership by the sub-region's biggest economy: Nigeria. The country – which hosts the ECOWAS secretariat in Abuja – accounts for about 80% of West Africa's economy, half of its population and 16 of its 20 largest banks. Nigeria also sells \$350 million worth of goods to its ECOWAS neighbours. Successful sub-regional integration must therefore build on a solid Nigerian foundation. But its political instability, corruption and economic stagnation have negatively affected the progress of ECOWAS.

Still, Nigeria is clearly a more natural leader in West Africa than France. For ECOWAS to achieve its goals in the next four decades, it will be important that Nigeria provides the leadership that can fulfil ECOWAS' region-building aspirations. A happy ending to this griot's tale is possible.

Source: Adapted from articles on the following websites: <http://www.nguardiannews.com/2015/05/ecowas-at-40-a-griots-tale/>, <http://www.africaresearchinstitute.org/event/ecowas-40/>, <http://www.igdleaders.org/wp-content/uploads/TAR70-1.pdf>, <http://leadership.ng/opinions/editorial/438807/ecowas-40-years-on>. All accessed 18 January 2016.

Activity 10 (SB p. 78)

Read the text again while students listen attentively and complete the activity.

Answers

10. Paragraph 2: Today, First, Second
Paragraph 3: third
Paragraph 4: Lastly
Paragraph 5: Despite
Paragraph 6: second
Paragraph 7: Thirdly
Paragraph 8: final
Paragraph 9: Still

Activity 11 (SB p. 78)

Read the text once more while students complete the activity. If your class is weak, tell students to work in groups of four. Everyone in the group should answer Question a), and then each student in the group should take it in turns to answer a question (they will thus each answer three questions). When you review the activity, warn students to make sure to correct their answers, which they will use for the next activity.

Answers

11. a) A griot is a person who records history by telling stories.
b) 1975
c) To cooperate in the promotion of economic development in West Africa
d) 15
e) Adebayo Adedeji
f) An agreement that allowed people to move freely across the borders between their countries
g) It meant that people could trade freely across borders.
h) They signed a security protocol to keep peace in the region.
i) It stopped politicians and presidents from clinging to power./It brought autocracy to an end.
j) It reduces dependence on external funding.
k) ECOWAS has failed to achieve political stability, to create strong institutions and to solve the currency problem.

- l) The biggest economy in the region, Nigeria, has failed to provide strong leadership and inspiration to the smaller economies.
m) Strong leadership from Nigeria without corruption.

Activity 12 (SB p. 78)

Students work in pairs to write notes about the talk, using their answers to the questions as a guide. Mark their work according to this checklist.

Checklist: Notes From Listening (10)

Note-Making Skills	Yes	Partially	No
All of the main ideas are relevant to the heading.	2 marks	1 mark	0 marks
Each new key idea is written on a new line.	2 marks	1 mark	0 marks
Relevant supporting ideas are grouped under each main idea.	2 marks	1 mark	0 marks
Only phrases containing keywords are used (not sentences).	2 marks	1 mark	0 marks
Abbreviations and symbols are used.	2 marks	1 mark	0 marks

Grammar Structure

Activity 13 (SB p. 80)

Students use the notes that you have just discussed with them to help them complete this activity. When you review the answers, make sure that students understand the difference between **on** and **onto**, and **in** and **into**. **On** and **in** denote places. They are static or unchanging. **Onto** and **into** denote directions towards which someone or something is moving. In sentence g), the rubbish is on the floor; it was placed there and is not moving. But in the sentence 'She threw her plate of food onto the floor', the plate of food is in motion, moving towards the floor. Similarly, in the sentence 'The aeroplane is in the air', the aeroplane is not moving towards the air, it is placed there. But in sentence j), the

aeroplane is in motion, moving towards the sea. Misuse of these prepositions is very common, so ask students to give you further examples using each.

Answers

13. a) You can sit **at** the table to eat the pie.
- b) What time do you get up **on** Sundays?
- c) What do you usually do **in/during** the summer holidays?
- d) She goes **to** the cinema every month.
- e) My parents are on holiday **in** Lagos.
- f) Malik is very kind **to** his sisters.
- g) The rubbish is **on** the floor.
- h) The men were released **from** prison yesterday.
- i) Kalu laid a charge **against** the person who attacked her.
- j) The aeroplane crashed **into** the sea.

Writing

Activity 14 (SB p. 80)

Write the word 'juvenile' on the board. Ask students what it means (young, immature).

Checklist: Report (30)

Writing Skills	Yes	Partially	No
Format is correct.	4–5 marks	2–3 marks	0–1 marks
Introduction explains topic of report and data it is based on.	4–5 marks	2–3 marks	0–1 marks
Paragraphing in body of report is logical and includes a conclusion.	4–5 marks	2–3 marks	0–1 marks
Content is based on data in the graph.	4–5 marks	2–3 marks	0–1 marks
Well-structured sentences with appropriate link words.	4–5 marks	2–3 marks	0–1 marks
Grammar, spelling and Punctuation are good.	4–5 marks	2–3 marks	0–1 marks

Speaking

Activity 16 (SB p. 81)

In this lesson, students will conduct a mock courtroom trial in which Planet Earth has accused Humanity of 'assault causing grievous bodily harm'. It is thus an opportunity to debate global issues such as environmental degradation, the extinction of animal, plant and fish species, global warming and so on. If you think your students will struggle with a mock

trial, change the topic into a debate. Introduce the topic to students and briefly discuss it. Introduce the activity by briefly discussing any pictures you have brought to the classroom or courtroom dramas students have watched on TV.

Answers

14. a) Drug abuse
- b) Assault
- c) Vandalism

Activity 15 (SB p. 81)

Explain the activity to the class and discuss the format for their reports, shown in the information box in the Student's Book. Students then use the information in the graph to plan, draft and finalise their reports. Use this checklist to mark their work.

Activity 17 (SB p. 81)

In this activity, students prepare their case. Divide the class into groups of six. Tell half the groups that they will argue for Planet Earth. The remaining groups will argue to defend

Humanity. Read through the instructions for the activity and make sure students understand what to do. Summarise the roles of the participants on the board.

- Lawyers present their case, describe why Humanity is guilty or innocent and question witnesses on both sides.
- Witnesses answer questions asked by both lawyers.
- Everyone helps prepare the case and create questions based on the opposing witnesses' claims.

Activity 18 (SB p. 82)

Select two groups to participate in the trial procedure. Tell the rest of the class that they are the 'judge'. Select a student to act as the bailiff (or you could take that role). Guide students to conduct the trial using the procedure outlined in the Student's Book.

When the lawyers have made their concluding statements, let the rest of the class work in groups to consider their verdict, which should be backed up by evidence from the trial. Ask two groups to present their verdicts. If they disagree, let the class vote to agree on the judgement and the sentence.

MODULE 9

Literature

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Vocabulary (p. 83) Idioms	Grammar Structure (p. 84) Complex Sentences, Compound Sentences	Reading And Comprehension (p. 86) Read with understanding, answer questions, paraphrase poetry	Speaking (p. 89) Read aloud, take notes	Writing (p. 94) Write a letter
				Listening (p. 93) Listen to a radio play, identify theme and storyline	

Objectives

By the end of this module the student should show understanding of the following skills:

Vocabulary: Use idioms and idiomatic expressions: Identify idioms and idiomatic expressions in passages; explain the meanings of the expressions; use them in sentences

Grammar Structure: Revise complex sentences: Identify complex sentences; list the essential features of complex sentences; construct complex sentences

Reading And Comprehension: Paraphrase poetry: Extract ideas from a given poem; paraphrase difficult poems in their own words and phrases

Speaking: Read aloud confidently: Read aloud; read with confidence; take note of the main points as they read

Listening and Speaking: Listen to dramatic presentations and identify themes and story lines: State the theme of a play; narrate the storyline

Writing: Write for different audiences: Write Formal and Semi-Formal letters, using the appropriate language; Write the different formats of the two types of letters.

Resources

Student's Book (pp. 83–94)
Dictionaries
Prescribed poetry anthologies

Note

You will need to ask a few good readers in your class to take part with you in reading the radio play for Activity 22. Ask them to practise with you, one lunch time or after school, and discuss how to create the sound effects, which are an important part of radio plays.

Vocabulary

Activity 1 (SB p. 83)

This is a brief introductory activity to illustrate that Idioms mean something different from the literal meaning of the words in them. Students work in pairs to read the cartoons and answer the questions.

Answers

- a) A car has landed in a big pot of hot water. A boy and a girl are smearing butter all over their father.
b) No
c) The children are not really in a pot of boiling water, nor are they really smearing butter on their father.
d) 'Being in hot water' means being in serious trouble. 'Buttering up someone' means being especially nice to someone or flattering them in order to get what you want from them.

Activities 2 and 3 (SB p. 84)

Discuss the information about Idioms in the Student's Book. Students work in pairs to complete Activities 2 and 3.

Answers

- a) Reckless drivers who endanger other people make me **see red** = make me angry
b) The only thing that helps me when I get **the blues** is to go for a long walk = feel sad or depressed

- He told Simbu that her dish was delicious, which was a **white lie** = a harmless lie so as to not hurt someone's feelings
- I knew he was cheating, but I **turned a blind eye** = pretended not to see
- Chinomso passed his final exams **with flying colours** = extremely well; very successfully
- Chike does not **see eye-to-eye** with his father on how women should be treated = agree
- Raliat went home because she was feeling **under the weather** = feeling ill
- I was **on cloud nine** when I heard that I'd won a trip to New York = overjoyed; extremely happy

- Students' answers should reflect the meanings of the Idioms in the sentences above.

Activity 4 (SB p. 84)

Students work individually to match Idioms with their meanings in the table and correct their work when you review the answers.

Answers

face the music	accept the consequences of your actions
beat about the bush	avoid getting to the main point
music to my ears	pleasing news or information
itchy palms	corrupt; will take a bribe
spill the beans	give away a secret
dawn on	realise
beside oneself	overcome with strong emotion

Activity 5 (SB p. 84)

Students choose five Idioms to use in sentences of their own. Their sentences should use the meaning of each Idiom correctly.

Grammar Structure

Activity 6 (SB p. 84)

Ask students if they can remember how to define a Simple Sentence (one main clause), a Compound Sentence (two Main Clauses) and a Complex Sentence (a Main Clause and one or more Dependent Clauses).

Write the definitions on the board and ask students to give you examples of each.

Then discuss the information about Complex Sentences in the Student's Book and ask students to make up further examples of Complex Sentences with more than one Dependent Clause. Write their sentences on the board.

Activity 7 (SB p. 85)

Students work in pairs to complete the activity. Stress that finding the Verbs first is a useful way of finding the Clauses. When you review their answers, take care to explain their errors. For example, 'warming' is not a complete Verb: She warming her soup is incorrect; She **is** warming her soup is correct. Therefore c) is a simple sentence, even though it is the longest sentence in this activity.

Answers

7. Verbs are in bold and Dependent Clauses are underlined.
- a) The earthquake in Chile **was** devastating, but the quake in Haiti **was** worse.
 - b) The quake, which measured 8.8 in magnitude, **killed** over 300 people.
 - c) Young people **can help** to slow down global warming by recycling plastic, glass and paper.
 - d) We **got** hopelessly lost in Lagos, even though we had a good map.
 - e) When Mama got a job, life **improved** for me because I could go to school.

Activity 8 (SB p. 85)

Let students work in pairs to complete this activity.

Answer

8. Children's Day, which is celebrated on May 27 in Nigeria, was established by the United Nations in 1954. Because children are traditionally seen to carry a nation's future, we need to create an environment in which they will grow and flourish. Children's Day reminds us about the potential in every child, the world over. Wherever they are born, children bring into the world the

possibility for improvement that will benefit all of us, now and in the future. Let us do everything we can to help them realise this wonderful potential.

Activities 9 and 10 (SB p. 85)

Discuss the information about combinations of Compound and Complex Sentences in the box in the Student's Book. Together with the class, create two more combination sentences. Students then work in pairs to complete the activity.

Answers

10. a) Any two of the following: We cursed because the movie was just becoming exciting.
The storm, which was now raging, was actually more dramatic than the movie!
The rain was a sheet turning everything that was in our yard into eerie, unfamiliar shapes.
If it had not been for the power failure, we would have missed one of nature's wonderful movies.
- b) Either of the following: When we got home, we settled on the sofa and (we) watched television.
Although it wasn't the season for rain, we sensed a storm, so Ada got up to close the window.
- c) When we got home, we settled on the sofa. Or: Although it wasn't the season for rain, we sensed a storm.

Activity 11 (SB p. 86)

Students should work on their own to complete this activity. Before they start, do an example of each type of sentence with the class and write them on the board. Circulate while they are working, focusing especially on the weaker students in the class.

Answers

11. In reviewing this activity, what is important is that students have created the correct type of sentence, even if it contains spelling or Tense and other grammatical errors. Their sentences should make sense.

Reading And Comprehension

Activity 12 (SB p. 86)

The purpose of this activity is simply to introduce the topic of the poem, so do not spend too much time on it.

Activity 13 (SB p. 86)

Read the poem to the class and give students a few minutes to discuss the questions.

Answers

13. a) Personification
b) Death is powerful ('mighty') and frightening ('dreadful'), and conquers or destroys ('overthrow') people.
c) Death will die because the poet will wake into eternal life.

Activity 14 (SB p. 87)

Tell students to read the questions, then read the poem again and work with a partner to answer the questions. Circulate while students are working to help as necessary.

Answers

14. a) powerful: mighty
terrifying: dreadful
imitations: pictures
luck: chance
blow: stroke
b) Because Death will die, not the poet
c) Rest and sleep are imitations of or similar to death and they are pleasant experiences. Therefore death must be an even more pleasant experience.
d) Because they get rest and their souls are delivered into eternal life/they are freed from the troubles of life on Earth
e) Death is controlled by fate (what must happen), chance (what may happen, such as an accident), kings (because they have the power, for instance, to send people to war or to execute them for crimes) and desperate people (such as murderers or people who commit suicide).
f) Pride

Activity 15 (SB p. 87)

Ask students to tell you what they have learnt about paraphrasing, then read the information about the similarities and differences between paraphrasing prose and paraphrasing poetry in the Student's Book. Illustrate the points about paraphrasing poetry by paraphrasing a few lines from Donne's poem.

Activity 16 (SB p. 88)

Briefly go through the structure of sonnets, as described in this activity, with the class. In groups, they work together to draft a paraphrase of the poem. Students will use their answers to paraphrase the poem in the next activity. If you have a strong class, it may not be necessary to review this activity before they start on the next activity. If you do review the answers, do so briefly, simply to ensure that students are on the right track.

Answers

16. Note that these are sample answers only. The students will use their own words, which, as long as they make sense, are correct.
c) In his poem 'Death be not proud', Donne addresses death as a person. He tells Death that he should not be proud of his power because he cannot really destroy anyone, since everyone has eternal life.
d) Don't be proud, Death, even if some people have said that you are powerful and terrifying. Actually, you are not, because the people you imagine you have killed don't really die and nor can you kill me.
e) Although some people think **you are powerful and frightening**, you are not really because **you** do not actually **kill anyone**, you poor misguided person, nor **can you kill me**.
f) We get so much pleasure from **resting and sleeping**, which are just **pictures/imitations of you**. Therefore from you, Death, we **get even more pleasure**. Furthermore, often **the best people** die young and are freed from **the pains/troubles of living on Earth/this life**.

- g) You are **controlled by fate, luck, powerful people such as kings or hopeless/dangerous people like murderers** and your friends who help you are **evil/not good people**. Actually, **drugs or magic spells can help us to sleep equally well/effectively**. Why, then, **are you so puffed up with pride?**

- h) After a short sleep, we will be awake and alive forever. As a result, Death, it is you who dies.

Activity 17 (SB p. 89)

Students use their answers to Activity 16 to write a final, neat paraphrase of the poem for you to check. Circulate while they work to help, especially your weaker students.

Checklist: Paraphrase Of A Poem (10)

Skills	Excellent	Adequate	Inadequate
Student has included all the main points of the poet's argument.	2 marks	1 mark	0 marks
Student has used own words.	2 marks	1 mark	0 marks
Student has written full, grammatical sentences.	2 marks	1 mark	0 marks
Student has explained Figurative Language in plain language.	2 marks	1 mark	0 marks
Student has not introduced own ideas or opinions.	2 marks	1 mark	0 marks

Activity 18 (SB p. 89)

In this activity, students paraphrase a poem of their choice from their poetry anthologies. It would be a good idea for students to swap and check one another's paraphrases as a means of revising the literature component of the work for this year.

Speaking

Activity 19 (SB p. 89)

The purpose of this lesson is for students to practise reading aloud and practise taking notes while listening. In this activity, the whole class works in groups on Passage A. Circulate through the class, listening to their reading and helping with pronunciation as necessary. When you review the activity, select one or two groups to paraphrase the passage for the class, based on their notes.

Answers

19. b) The text is about the benefits of Port Harcourt's year as the UNESCO World Book Capital.
- c) **Benefits of Port Harcourt's year as UNESCO World Book Capital**
1. Edn brought to forefront
 2. Attention – books – pers. & natnl. Life
 3. Showcased N's lit. heritage

4. Shone light – Port H. authors & young gen. authors
5. Promoted N. & African writers @ book fairs
6. Set up 12 commty libraries
7. Ran 200 book clubs in 100 schls – trained people to cont. them
8. Donated 68 000 + bks to schls
9. True benefits – in yrs to come – better values, charac. building – change soc. for better

Activity 20 (SB p. 89)

The groups now choose one of the next two passages to work with. Passage B is a poem and Passage C is a short story. Before starting the activity, make sure that students know what the Greenwich Meridian is (a line of longitude that separates east from west, as the equator separates north from south; also the centre of the world's system of time zones). Then follow the same procedure as for the previous activity, and circulate to listen to students' reading and provide help when needed.

Answers

20. **The Awakening Age**
- Vision – new world
All linked thru hope & history
Together – make better future – guided by love

See things differently
 Poor people – work, wisdom, creativity
 Work together – new world of love for east
 & west

The Old Woman

V. thin, old woman – long dress, walk. stick,
 broken shoes on wrong ft – seemed strong –
 suddenly coughed, fell
 Asked for wtr – villagers ask: matter?
 Old lady not sick, hungry
 Writer prep food for her
 Later – young woman – put pail wtr outside
 door – squatted
 Writer puzzled – neighbour ? what woman
 wanted
 Give pail wtr – thanks – helping relative
 Human kindness more NB than gain & greed

Listening

Activity 21 (SB p. 93)

As an introduction to the play the class will listen to, discuss what students know about myths and mythology using the questions as a guide.

The Midas Touch

King Midas *is walking in his orchard, among his fruit trees. Silenus is slumped drunkenly against the wall of the orchard. On the other side of the wall, not far away, Hermes, the son of Zeus, the Prince, son of King Midas, and two servants are sitting on the lawns, joking with one another, enjoying the sun.*

Hermes: There once was a king of Phrygia –

Servant 1: Ooh, I like limericks. Go on.

Hermes: It's not a limerick, it's a fable.
(Annoyed, begins again.) There was
 once a king, called Midas –

Servant 2: *(gleefully suggesting the next line)*
 Whose schemes never failed to
 surprise us!

Prince: *(butting in)* His follies were endless,
 So Heaven defend us

Hermes: From fools of the like of King Midas.

Midas: Hey! Who are you calling a fool?

Hermes: Well? You have a peaceful kingdom,
 a beautiful wife, a devoted little son,
 more than enough to eat, fine clothes,

servants, a soft bed to sleep in. And
 still you want more. Ah well ... come,
 little Prince ... Servant 1, Servant 2
 – we want breakfast now! *(Sound
 of their voices fading as they move
 away)*

Midas: Huh! That's not foolish. That's ...
 human nature. *(Loud scuffling sounds
 and grunts as a drunken Silenus tries
 to get to his feet, staggers and falls)*
 Now there's a fool, if we're talking
 fools! Yesterday he drank two flagons
 of wine and now he can't tell his feet
 from his elbow – can't even find his
 way home. *(More grunting sounds as
 Midas helps Silenus to his feet)* Come
 on, Silenus, lean on me. I'll point you
 in the right direction for Olympus.
*(Sounds of Midas walking and Silenus
 shuffling, feet dragging)* Here. Here's
 the path to your home. Just follow this
 path and you won't lose your way.

Silenus: *(muttering drunkenly as Midas
 helps him)* Sho kind. What a friend!
 Marvellush! Wanna thank ... How can
 I thank you? Lemme thank you!

Midas: *(kindly)* Don't mention it.

Silenus: Give you a wish. Do wishes, I do.
 Wishawish, Midash. *(Enjoys the sound
 of his words)* Midaswishawish! Gwon!
 Jush for Shilenush! Wishawish!

Midas: All right, all right. I'll wish. I wish
 that ... I wish that everything I touch
 would turn to gold.

Silenus: Oooooo. Shillywish. Wishagain,
 Midash. *(Midas makes quiet refusal
 sounds – uh, uh; no-o)* Shillyshillywish.
*(Sounds of his staggering off along the
 path)* You'll be shorry!

Midas: Hmm, what a wish! Just imagine –
 every plate in my kitchen – GOLD!
 Every sword I possess – GOLD! Every
 copper drachma in my pocket – GOLD!
*(Sound of coins rattling as Midas feels
 in his pockets for his small change.
 A brief moment of silence. A gong
 chimes.)*

Midas: *(surprised, not believing what he sees)*
Wha-a? ... Nah ... can't be ... Let's
try a leaf. *(gong chimes)*

Midas: *(more surprised, but more confident)*
Ahah! GOLD! ... An apple? *(gong chimes)* Yes!! *(Crazy laughing sounds as Midas dances around his orchard)*
Stones! *(gong chimes several times)*
Yes!! All GOLD! *(ecstatic; giggling gleefully)* My garden bench? *(gong chimes)* Wowee! My hat! *(gong chimes)* My shoes! *(gong chimes)* This bucket! *(gong chimes)* Yahoo! All this gold is making me hungry! Bring me my breakfast!

(Sound of Servant 1 running; sound of plate placed on a gold table)

Midas: *(gong chimes as Midas puts a chicken leg in his mouth)* Ow! Ow – I broke a tooth! I've cut my mouth! Bring me some water, please!

(Sound of Servant 2 running in with a glass of water. Slurping sound as Midas tries to drink; simultaneously, the gong chimes)

Midas: *(frightened, desperate)* NO! I want water! I c-can't drink gold! Bring me water – I'm thirsty!

Servant 1: Poor King Midas. He tried every way to outwit his wish. He tried to wash it off, but the water in the bowl bruised his hands. More solid than ice.

Midas: Ah, dear servant – come here, help me!! *(gong chimes)* O Zeus! What have I done? Wake up dear servant, wake up! Oh what have I done? Can you move – please show me that you can move ...

(Sound of a child running)

Prince: *(happy, excited to see his father)*
Daddy! Daddy! Have you seen the horses?

Midas: No! No, no, son! Stay away from me!

Prince: The stable doors are all golden, and inside, the horses ...

Midas: Don't touch me, son! Don't!! *(gong chimes)* NO-O-O!!

(A silence)

Hermes: Midas has locked himself in his room.
(tinkling sound, like little pebbles being dropped on a rock) I can hear his tears tinkling to the floor – little golden beads of misery.

Source: Adapted from 'Wish-a-Wish' in The Greeks on Stage by Geraldine McCaughrean.

Answers

21. a) A myth is a traditional story, usually involving gods or supernatural beings, which explains nature as well as the history and customs of a people. That is the meaning as used in this lesson, but there is another meaning: something many people believe to be true, but is actually not true.
- b) The Idiom is 'the Midas touch'. It refers to the ability to achieve success (usually financial) with seemingly little effort.

Activity 22 (SB p. 93)

With your selected students, read the play to the class with the appropriate sound effects. Students work in pairs to take notes and retell each other the story of the play.

Answers

22. a) Main characters: King Midas and Silenus
Main events: King Midas helps the drunken Silenus to find his way home. As a reward, Silenus grants King Midas a wish. He wishes that everything he touches will turn to gold. He is very excited when he realises that his wish has been granted, but when he touches his food, it turns to gold as well and he breaks a tooth trying to eat it. The same happens when he tries to drink water, then he touches his servant, who turns to gold. When his son runs into his arms, the boy turns to gold. Now King Midas is locked in his room, his golden tears tinkling to the floor.

Activity 23 (SB p. 93)

Read the play again. Students work individually to answer the questions.

Answers

23. a) Students should be able to mention and defend their opinions of at least one positive and one negative characteristic of the king. He is kind: he is not nasty to Silenus about being drunk and he helps him to find his way home. He is a loving person: he is upset when his servant turns to gold, and he does not want his son to touch him and also turn to gold. He is greedy: he has everything he needs, but wants more. He is stubborn: he does not listen to Silenus's warning about his wish. He is silly, unthinking or impulsive: he does not think through the consequences of his wish before he makes it.
- b) The gong chimes indicate that something is turning to gold or the wish is working.
- c) His food had turned to solid gold.
- d) Students will have their own opinions. The point of this question is for students to provide convincing evidence for their opinions.
- e) Students may have different, valid answers, so this is a sample only. King Midas wanted to be rich. Instead he became very poor: he could not eat, drink or touch any of the people he loved and his beloved son had become a golden lifeless statue./He destroyed all pleasure in life.
- f) Greed or making wise choices
- g) A limerick is a five-line poem with a set rhyming pattern. It is usually humorous or funny. A fable is a short story with a message or a moral, usually with animals as characters. The rhyme is a limerick.

- h) Students' sentences should demonstrate understanding of the Idiom.

Writing

Activity 24 (SB p. 94)

This activity revises Informal, Semi-Formal and Formal Letters. Students work in groups to answer the questions. Review their answers carefully before students move on to the next activity.

Answers

24. a) For both, you include only your own address, not the recipient's address.
- b) Informal Letter: Informal language and style, friendly tone, salutation uses recipient's first name, and closes with 'Yours sincerely' and the writer's first name. Semi-Formal Letter: Formal language and style, courteous tone, salutation uses recipient's surname and title, and closes with 'Yours faithfully' and the writer's full name.
- c) The Formal Letter includes the recipient's address. The salutation uses 'Dear Sir' or 'Dear Madam' (unless you know the person's name), and closes with the writer's signature and full name. The letter may also include a subject line.

Activity 25 (SB p.94)

Students choose one letter to write, and plan, draft and finalise their letters for you to mark. Refer them back to their copy of the Checklist: Formal, Semi-Formal and Informal Letters (from page 11 of this Teacher's Guide).

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Reading And Comprehension (p. 95) Read with understanding, answer questions, paraphrase drama	Grammar Structure (p. 99) Adjuncts	Listening (p. 100) Follow argument, identify opinions, summarise advantages and disadvantages	Speaking (p. 101) Participate in a debate	Vocabulary (p. 104) English and American spelling
				Writing (p. 103) Write an Argumentative Essay	

Objectives

By the end of this module the student should show understanding of the following skills:

Reading And Comprehension: Paraphrase dramatic works: Rewrite a given dramatic work in their own words; paraphrase a short drama written by a Nigerian author

Grammar Structure: Use and identify Adjuncts – forms and functions: Identify the features of Adjuncts; list the forms, positions and functions of Adjuncts; make sentences with Adjuncts

Listening: Follow arguments efficiently: Listen attentively to an argument or a debate; extract vital information or points from any argument; support a point of view; summarise the opinion of a speaker

Speaking: Argue given topics effectively: Argue on given topics; use correct Tenses and vocabularies associated with the topic given

Writing: Revise continuous writing: Express themselves clearly through Expository Essays; write well-punctuated sentences for the Expository Essay; select appropriate words for writing Expository Essay; generate enough topic sentences for a good Expository Essay; use appropriate Tense form and paragraphing

Vocabulary: Differentiate between English and American spelling of common words: Identify

American spellings of words as opposed to English spellings of words; recognise the difference between English and American spellings of some words; use the English form of spelling of these words in sentences.

Resources

Student's Book (pp. 95–105)

Dictionaries

Copies of dramatic works by Nigerian and other authors that you think your students might enjoy

Note

You might like to choose two good readers to rehearse a simple dramatisation of the extract from *The Lion and the Jewel* in preparation for the first lesson for this week (Reading And Comprehension). If you can, record two good readers taking the parts of Thami and Isabel in the listening text before the third lesson.

Reading And Comprehension

Activity 1 (SB p. 95)

Students either listen and watch the prepared dramatisation of the extract or work in groups to read it themselves before discussing the questions.

Answers

1. a) The text is divided into acts. The text is in the form of a dialogue between characters.
- b) The text in italics gives details of the setting for the play and stage directions or instructions telling the actors what to do and how.
- c) Lakunle is trying to persuade Sidi to marry him.
- d) and e) Students will have their own impressions and opinions, and should be able to give convincing reasons for them.

Activity 2 (SB p. 97)

Students can work in pairs or individually to reread the text and answer the questions. Point out that it is useful to read the comprehension questions before rereading the text as the questions will provide a focus for their reading.

Answers

2. a) She's had enough of his fancy words and his exaggerated flattery.
- b) He thinks they are ignorant and primitive or uneducated and uncivilised: 'the dead of this village trample it with feet of ignorance', 'these bush minds who know no better'
- c) She means if he doesn't like living there with them in the village, why doesn't he move somewhere else?
- d) They disagree about the tradition of paying a bride price.
- e) He believes it is an old-fashioned custom that means that he is buying a woman

- to produce his children and to be his servant, cooking and cleaning for him.
- f) She believes that paying the bride price shows that he has respect for her and her family.
 - g) Students will have their own ideas, which they must be able to substantiate.

Activity 3 (SB p. 98)

Using the information box in the Student's Book, revise the basic principles of paraphrasing with students. Stress the importance of closing their books for the first draft of their paraphrase, as this makes it much easier to use their own words. After that, they can consult the text again to fill in gaps or ideas that they missed.

Discuss the additional aspects involved in paraphrasing drama: using everyday language, providing brief details about the setting, and interpreting feelings and attitudes contained in the stage directions (for example, 'shakes her head in bafflement' would be paraphrased as 'She is puzzled and asks why he stays in the village if he does not like it').

Activity 4 (SB p. 98)

Students work in pairs to paraphrase the text they have just read. Circulate while they work, helping where necessary. If you have a strong class, write the checklist below on the board, and let student pairs get together with another pair and assess each other's paraphrases against the checklist. If your class is very weak, take in their paraphrases and mark them against the checklist. (Note that the setting is explained in the first sentence given to the students in the Student's Book.)

Checklist: Paraphrasing Drama (10)

Skills	Excellent	Adequate	Inadequate
Paraphrase includes all the main ideas in Lakunle's and Sidi's arguments.	2 marks	1 mark	0 marks
Paraphrase includes key information contained in stage directions (feelings, attitudes and actions).	2 marks	1 mark	0 marks
Student uses own words.	2 marks	1 mark	0 marks
Student uses full, grammatical sentences in plain language.	2 marks	1 mark	0 marks
Student does not include own ideas or opinions.	2 marks	1 mark	0 marks

Grammar Structure

Activity 5 (SB p. 99)

Discuss Adjuncts with the class using the information in the Student's Book. Ask students to think of additional examples and write them on the board. Students should also suggest ways of rewording the final example in order to convey the two different meanings without ambiguity.

Activity 6 (SB p. 99)

Students work in pairs to complete the activity.

Answers

6. a) The cat is sleeping **under the car**. (Adds place for 'is sleeping'.)
- b) Mayowa pointed **to the broken window**. (Adds place for 'pointed'.)
- c) You are walking **too slowly**. (Adds the degree of slowness to the Adverb Of Manner 'slowly'.)
- d) We are leaving for Malawi **the day after tomorrow**. (Adds time for 'are leaving'.)
- e) She remained silent **because she did not know what to say**. (Adds the reason for 'remained silent'.)
- f) You gave that speech **like a professional!** (Adds the manner in which the speech was given.)
- g) Did I leave my sunglasses **at your house?** (Adds the place related to the Verb 'leave'.)
- h) He learns **rather slowly**. (Adds degree to the Adverb Of Manner 'slowly'.)
- i) **Once a week**, he works in the garden. (Adds frequency to the Verb 'works'.)
- j) Our teacher **seldom** smiles. (Adds frequency to the Verb 'smiles'.)

Activity 7 (SB p. 100)

Students work in pairs to complete this activity. Emphasise that they should look for the Verbs to help them find the Adjuncts. If you have a weak class, do the first two sentences with the class and write the answers on the board.

Answers

7. a) Time: Last year, From a young age
- b) Place: to Japan, in traditional homes (one of these)

- c) Manner: by walls, with great respect (one of these)
- d) Reason: in order to create separate rooms
- e) Degree: quite small, very cleverly, highly valued, very hard (any two of these)
- f) Frequency: Every year
- g) Result: so ... that I want to visit again, so they use space very cleverly (one of these)
- h) Condition: if you want to succeed in life, If you ever visit Japan (one of these)

Activity 8 (SB p. 100)

Ask the class to help you construct sentences with a few Adjuncts to make sure that everyone understands what to do. Then let students work in pairs to make sentences. Circulate while they are working, paying particular attention to students who struggle with grammar. When you review students' answers, write their sentences on the board. Ask the class to judge whether the sentence correctly uses the given Adjunct and to help explain the error if it is incorrect.

Listening

Activity 9 (SB p. 100)

Read through the introduction to this activity with the class. If you have prerecorded a reading of the text, play it to the class once, then ask students to answer the questions. If not, read the text with expression: Thami is flamboyant and appeals to his listeners' emotions, whereas Isabel is more restrained, although strong, and appeals to her listeners' reason more than their feelings.

Answers

9. a) Students should have gathered that the debate centres on the issue of equality between men and women. The motion for the debate could therefore have been something like 'Women and men are equal', 'Women can do the same jobs as men' or 'Women and men have equal rights to the same education'. Students will come up with other ideas along these lines.
- b) His view is that men and women are different physically, have different social roles and are not equal.

- c) Her view is that in modern times, men and women are equally capable of achieving the same things.
- d) Students should be able to substantiate their ideas convincingly.

Extract from *My Children! My Africa!*

Mr M: ... We'll bring our proceedings to a close with a brief, I repeat *brief*, three minutes at the most, summing up of our arguments. Starting with the proposers of the motion: Mr Thami Mbikwana of the Zolile High School, will you please make your concluding statement.

[Thami *stands up. Wild round of applause from the audience. He is secure and at ease ... he is speaking to an audience of schoolmates. His 'concluding statement' is outrageous and he knows it and enjoys it.*]

Thami: I don't stand here now and speak to you as your friend and schoolmate. That would lessen the seriousness of my final words to you. No! Close your eyes, forget that you know my face and voice, forget that you know anything about Thami Mbikwana. Think of me rather as an oracle, or my words as those of the great ancestors of our traditional African culture that we turn our back on and desert to our great peril!

The opposition has spoken about sexual exploitation and the need for women's liberation. Brothers and sisters, these are foreign ideas. Do not listen to them. They come from a culture, the so-called Western Civilisation, that has meant only misery to Africa and its people. It is the same culture that shipped away thousands of our ancestors as slaves, the same culture that has exploited Africa with the greed of a vulture during the period of Colonialism and the same culture that continues to exploit us in the twentieth century under the disguise of concern for our future. The opposition has not been

able to refute my claim that women cannot do the same jobs as men because they are not equals of us physically and that a woman's role in the family, in society, is totally different to that of the man's. These facts taken together reinforce what our fathers, and our grandfathers and our great-grandfathers know – namely, that happiness and prosperity for the tribe and the nation is achieved when education of the little ladies takes these facts into consideration. Would it be right for a woman to go to war while a man sits at the sewing machine? I do not have milk in my breasts to feed the baby while my wife is out digging up roads for the Divisional Council. [Wild laughter] Brothers and sisters, it is obvious that you feel the same as I do about this most serious matter. I hope that at the end of this debate, your vote will reflect your agreement with me.

[Wild applause and whistles.]

Mr M: Thank you, Mr Mbikwana. [Thami *sits*] And now finally, a last statement from the captain of the visiting team, Miss Isabel Dyson of Cambedoo Girls High.

[Polite applause. Isabel *stands. She takes on the audience with direct unflinching eye contact. She is determined not to be intimidated.*]

Isabel: You have had to listen to a lot of talk this afternoon about traditional values, traditional society, your great ancestors, your glorious past. In spite of what has been implied I want to start off by telling you that I have as much respect and admiration for your history and tradition as anybody else. I believe most strongly that there are values and principles in traditional African society that could be studied with great profit by the Western Civilisation so scornfully rejected by the previous speaker. But at the same time, I know, and you know, that Africa no longer lives in that past.

For better or for worse it is part now of the twentieth century and all the nations on this continent are struggling very hard to come to terms with that reality. Arguments about sacred traditional values, the traditional way of life, et cetera and et cetera, are used by those who would like to hold back Africa's progress and keep it locked up in the past. Maybe there was a time in the past when a woman's life consisted of bearing children and hoeing the fields while men sharpened their spears and sat around waiting for another war to start. But it is a silly argument that relies on that old image of primitive Africa for its strength. It is an argument that insults your intelligence. Times have changed. Sheer brute strength is not the determining factor any more. You do not need the muscles of a prize-fighter when you sit down to operate the computers that control today's world. The American space programme now has women astronauts on board the space shuttles doing the same jobs as men. As for the difference in the emotional and intellectual qualities of men and women, remember that it is a question of difference and not inferiority, and that with those differences go strengths that compensate for weaknesses in the opposite sex.

And lastly, a word of warning. The argument against equality for women, in education or any other field, based on alleged 'differences' between the two sexes, is an argument that can very easily be used against any other 'different' group. It is an argument based on prejudice, not fact. I ask you not to give it your support. Thank you.

[She sits. Polite applause.]

Source: *My Children! My Africa!* by Athol Fugard.

Activity 10 (SB p. 101)

Explain that you will read the text (or play the recording) again and that students should listen closely for the main points in Thami's and Isabel's arguments. Students will make notes to answer the questions and discuss their answers with a partner.

Answers

10. a) Her argument is based on foreign ideas that have been imposed on Africans by the West/based on foreign ideas that will destroy traditional African culture.
- b) Western ideas have created misery for Africans/Western Civilisation has exploited Africa and its people.
- c) His ideas reinforce the wisdom of their ancestors: that the happiness and prosperity of Africans depend on the preservation of their traditional culture.
- d) Women are not physically as strong as men, and therefore their role and place in society is different and they should be educated accordingly.
- e) Holding on to age-old traditions can block progress. His argument is based on prejudice, not fact.
- f) Times have changed and brute strength is no longer needed for people to survive. Today women successfully do the same jobs as men. That women are different from men does not mean that they are inferior to men.

Activity 11 (SB p. 101)

Use the questions in this activity to lead the class in a discussion about Thami's and Isabel's arguments. Stress that everyone is entitled to their opinions, provided they can provide convincing reasons and examples to back up their ideas. If the discussion becomes heated, make sure that students speak one at a time, speak courteously and do not shout at one another.

Speaking

Activity 12 (SB p. 101)

If your class has not participated in a debate before, go through the information box in the Student's Book carefully. If the class is accustomed to the

debating procedure, use the information in the box to revise the process quickly.

Activity 13 (SB p. 102)

Read through the debate topics with the class and let them discuss their preferences in groups briefly. Then help the class to decide on the topic for their debate. If necessary, they can do so by popular vote.

Activity 14 (SB p. 103)

The whole class works in small groups to prepare the arguments. Half the class defends the motion and the other half opposes the motion. Not all of the students will take part in the debate conducted in the next activity, but all of the students will have thought through the issues, which will enliven the debate when it is thrown open to the floor.

Activity 15 (SB p. 103)

Select (or let the class select) three speakers for and three speakers against the motion. Choose a timekeeper and a chair, and tell the rest of the class to listen carefully and critically so that they will have questions when the debate is opened to the floor. When the time comes to vote for the winning team, write the criteria in this checklist on the board as a basis for their judgement.

Checklist: Debate

The speakers in the debating team:	Yes	No
gave good arguments with clear main points		
gave convincing reasons or supporting evidence and examples		
each added new points to the argument		
criticised the opposition's arguments		
could answer questions from the floor		
spoke clearly and made eye contact		
were polite and respectful		

Writing

Activity 16 (SB p. 103)

Students should have had some experience of argumentative writing in SS2. Ask them to

share what they learnt with the class. Stress that the purpose of argumentative writing is to persuade readers to agree with your point of view. Persuasion means giving good, convincing reasons for your ideas.

You can make copies of the Self-Evaluation Checklist: Argumentative Essay on page 10 of this Teacher's Guide for students to use during the writing process, or write it on the board for students to copy. They should paste their copies into their exercise books, or write them down in their books so that they can refer back to them during the year, whenever they write an Argumentative Essay.

Go through the information in the Student's Book on how to build a good argument carefully. Give (or ask the class to give) further examples based on the debate students held in Activity 15.

Activity 17 (SB p. 104)

Students work in pairs or on their own to plan their essays. Circulate while they work to guide and help as necessary. If you find students making similar errors, stop the class and discuss the error to remedy it.

Activity 18 (SB p. 104)

Students draft and finalise their essays, and submit them to you for marking. You may want to write some or all of the criteria in this checklist on the board so that students can check their drafts against these criteria before they write the final copy for you to mark. Use the checklist when you mark their work.

Evaluation

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

Teacher Evaluation: Teachers can use the Rubric for an Argumentative Essay on page 18 of this Teacher's Guide to allocate marks for the activities.

Vocabulary

Activity 19 (SB p. 104)

Discuss the information box about American and English spelling in the Student's Book with the class. Ask students to provide further examples of their own as you work through the different spellings.

Activity 20 (SB p. 105)

This is a quick, light-hearted activity intended to get students thinking about English spelling and what causes people to make spelling mistakes, based on the errors in the passage.

Activity 21 (SB p. 105)

Students work in pairs to read the passage and answer the questions.

Answers

21. a) The spelling is American.
b) Any of the words listed in c) below
c) catalog – catalogue
center – centre
criticized – criticised
marvelous – marvellous
canceled – cancelled
practice – practise
encyclopedia – encyclopaedia
recognize – recognise
labor – labour
d) Students' sentences should use the words correctly and spell the words in the English manner.

Activity 22 (SB p. 105)

Students work in pairs to write down further examples of typical differences in English and American spelling. They can use dictionaries to help them.

Answers

22. Here are some examples. The English spelling is given first.
fibre – fiber
kilometre – kilometer
litre – liter
spectre – specter
behaviour – behavior
flavour – flavor
splendour – splendor
saviour – savior
monologue – monolog
prologue – prolog
epilogue – epilog
realise – realize
finalise – finalize
dramatise – dramatize
legalise – legalize
equalled – equaled
jewellery – jewelry
quarrelled – quarreled
amoeba – ameba
haemorrhage – hemorrhage
defence – defense
offence – offense

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Reading And Comprehension (p. 106) Read with understanding, answer questions, determine word meanings from context	Listening (p. 109) Make notes, summarise	Speaking (p. 109) Revision: Groups present brief summary and demonstration of an aspect of Pronunciation	Vocabulary (p. 110) Revision: Idioms, Collocations, English and American spelling	Writing (p. 112) Write a letter
				Grammar Structure (p. 111) Revision: Phrases and Clauses, Complex sentences	

Objectives

By the end of this module the student should show understanding of the following skills:

Reading And Comprehension: Read silently to answer questions

Listening: Listen to reproduce main points and ideas in a speech, lecture or discussion: Summarise a talk or lecture; listen to lectures and take notes

Speaking: Use rising and falling tone appropriately; identify and correctly pronounce words ending with Two-Consonant Clusters; identify and correctly pronounce words ending with Three- and Four-Consonant Clusters; recognise and use appropriately the Schwa as final unstressed Syllable; argue given topics effectively

Vocabulary: Use words associated with culture, institutions and ceremonies; use vocabulary associated with motor vehicles and travelling; use vocabulary associated with government and administration; use vocabulary associated with law and order; use vocabulary for science and technology; differentiate between English and American spelling of common words; identify and explain Idioms and idiomatic expressions; identify and explain Collocations; identify and

use French words in English usage; identify and use words in English usage derived from Latin and Greek

Grammar Structure: Identify and use Nouns and Noun Phrases; identify and use Pronouns correctly; identify and use Verbs and Verb Phrases; use the sequence of Tenses effectively; make sentences with Adjuncts; identify and use Adjectival Clauses; identify and construct Complex Sentences; identify and use Adverbial Clauses

Writing: Write Formal, Informal and Semi-Formal Letters; Write for different audiences.

Resources

Student's Book (pp. 106–112)

Note

This is a revision module in which you and your students can assess progress in the first term's work. You should also use the results of the activities to diagnose what aspects need serious revision and improvement, both by the whole class and individually. The marks are allocated as follows: Reading And Comprehension: 30

Listening: 25
Speaking: 30
Vocabulary: 40
Grammar Structure: 40
Writing: 40

Reading And Comprehension (30 marks)

Activity 1 (SB p. 106)

Answers

1. a) He was born in Dnieprodzershynsk.
(one mark for correct answer, one mark for accurate spelling) (2)
- b) His father was Nigerian and his mother was Ukranian. (2)
- c) He wanted to find/meet his father. (1)

Activity 2 (SB p. 108)

Answers

2. a) He took up the offer of free higher education. (1)
- b) i) Fact (1)
ii) Opinion (1)
- c) He was 28 years old. (1)
- d) A woman called Jolomi introduced him. (1)
- e) Myroslav's grandmother was Jolomi's aunt. (1)
- f) No, his father had gone to work in Fiji. (2)
- g) His father called him by his childhood name, Myra. (1)
- h) He is a stranger in Ukraine because he is black and he is a stranger in Nigeria because he is white/Ukranian. (2)
- i) No, he feels that he is privileged because he can understand both worlds. (2)
- j) Students will have their own opinions, which are acceptable if they are backed up by convincing evidence. (2)
- k) iv) awkward (2)
- l) iii) eager (2)
- m) ii) (2)

Activity 3 (SB p. 108)

Answers

3. a) perceive: see/understand/consider/
feel/judge/believe (1)
- b) duality: double-sided/two sides (1)
- c) children (1)

Activity 4 (SB p. 108)

Answers

4. A 'closed city' is a city that is a centre for the military industry./A closed city is a city that foreigners are not allowed to visit. (1)

Listening (25 marks)

Activity 5 (SB p. 109)

Let students discuss what they remember about the rules for note-taking. If necessary, they can consult the information text in Module 8.

Activity 6 (SB p. 109)

As a means of introducing students to the topic of the text they will listen to, discuss the questions with the class.

Activity 7 (SB p. 109)

Explain to the class that you will read a passage about deserts to them twice. They should listen and take notes. They will then use their notes to write a summary. You will take in their work and assess their note-taking skills as well as their summaries. Read the passage slowly and clearly twice.

Life In The Desert

The lack of water and extreme temperatures in deserts make many people believe that they do not contain much life. However, deserts support many fascinating plants and interesting creatures.

For example, some annual plants have very short, active life cycles that are adapted to the extreme temperature changes in deserts. When it rains suddenly, the plant seeds germinate immediately and grow very quickly to make full use of the rainwater.

Without any encouragement from a gardener, their flowers rush into bloom and release seeds

that ripen quickly in the hot sun. Once the water runs dry, the mother plant dies, leaving behind drought-resistant seeds that wait patiently for the next rainy season to arrive.

Another example is the cacti in American deserts. These plants adapt to their dry surroundings by having unique body structures. The cactus has swollen stems, which store water to help the plant survive through dry months. Instead of leaves, it has sharp spines: those needle-like structures that you want to avoid when you walk past them. Because the spines are so thin, water loss through respiration is kept to a minimum.

Animals also have clever survival tactics adapted to life in deserts. For example, desert lizards have scaly skins that help to retain moisture. They also store water in the fatty tissue of their bulbous tails. Camels store food in their humps during long desert journeys. Desert antelope survive the dry conditions by extracting water from the food they eat. Finally, many animals have light-coloured coats and birds have pale-coloured plumage that reflects rather than retains heat.

So, contrary to popular belief, many deserts are abundant with plant and animal life, all of which has adapted to the harsh surroundings in order to survive.

Activity 8 (SB p. 109)

Students use their notes to write a summary of not more than six sentences. Take in their work and assess it using the checklist below.

Answer

Life In The Desert/Plants And Animals In The Desert/How Life Adapts To The Desert

Some plants and animals are adapted to survive in deserts. Annuals germinate, grow and produce seeds very quickly during the rainy season. Their drought-resistant seeds survive until the next rainy season. Cacti have thick stems and thin leaves that help to retain water. Animals have skins that reflect heat and minimise water loss. Some have tails or humps to store water and food, and some get water from the food they eat. (6 sentences)

Evaluation

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

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

Speaking (30 marks)

Activity 9 (SB p. 109)

Divide your class into six groups, and explain that each group will prepare and present a mini-lesson to revise what the class has learnt about Pronunciation during this term. Allocate an aspect to each group, as outlined in the Student's Book. Give the class a few minutes to prepare, reminding them to consult the units in their Student's Books for help if necessary. Circulate while they are working to ensure that all members of each group are participating and contributing.

Activity 10 (SB p. 110)

Let students present their revision mini-lessons and answer questions from the rest of the class if necessary. Assess each group using the following checklist (each member of the group gets the same mark).

Checklist: Speaking (10)

Criteria	Good 2 marks	Adequate 1 mark	Inadequate 0 marks
Students use appropriate volume and pace.			
Explanations are correct, clear and logical.			
Gave examples and pronounced them correctly.			
The group created their own examples.			
The group can answer questions from the class.			

Activity 11 (SB p. 110)

Students work individually to complete this activity. Circulate while they are working and listen to their Pronunciation when they read aloud. Marks are awarded for correctly identifying rising or falling tone, and for correctly identifying the syllable on which the tone rises or falls.

Answers

11. a) Did I hear you cor↗rectly? (2)
- b) Our new teacher comes from A↘merica. (2)
- c) Where did you find my ↘spectacles? (2)

Activity 12 (SB p. 110)

Students work individually to underline the Consonant Clusters and circle the Schwas (one mark each). Circulate while they work to listen to their Pronunciation.

Answers

12. a) She asked me to join her band in summer. (2)
- b) The seventh colour of the rainbow is violet, or purple. (3)
- c) Those lumps of clay will be crafted into beautiful pots. (2)
- d) My mouth hurts, so I have made an appointment with the dentist. (4)
- e) Her brother happens to be an actor in the film we've just seen. (3)

Vocabulary (40 marks)

Activity 13 (SB p. 110)

Answers

13. Sir: Good **governance** and policies can help to preserve both our traditional and our natural **heritage**. Hazardous **pollutants**, however, are a **global** problem that threatens the **security** of our future. Some say that survival is in our **genes** and that **innovative** technologists can solve every problem. Still, every day the ice cap melts a little more and every day another **species** becomes extinct. The **vox populi** agree that greed is the root of our troubles, but can you **lay** a charge against greed? It's easy enough in the case of the driver who **accelerated** to beat the traffic light at an **intersection**, killing the person who bounced off his car **bonnet** onto the **tarmac**. But in the case of greed threatening the extinction of our planet, who do you **convict**? Our **laissez-faire** attitude ensures that greed and the world are **acquitted**. Governments of the world have the **mandate** to stop dangerous practices, but greed or **bureaucracy** get in the way. And so the **status quo** continues. (20)

Activity 14 (SB p. 111)

Answers

14. i) with flying colours = extremely well (2)
green fingers = good at gardening;
able to make plants grow well (2)
two peas in a pod = very similar;
very friendly; devoted to each other (2)

- ii) put on = presented/staged (2)
follow up = check (2)
get through = pass (2)
fell out = quarrelled/disagreed/
fought with each other (2)
- iii) Labor – labour
program – programme
organize – organise
colors – colours (4)
- away = separate from someone or something (for example: He broke away from AirFish to start his own gospel group/We had to break away the ice to get to the water). (2)
- d) Students' sentences should include a Main and a Subordinate Clause (in other words, two Finite Verbs). (1)
- e) Students' sentences should be able to stand alone without the Adjunct (for example: He pushed the boat **into the river**). (1)

Grammar Structure (40 marks)

Activity 15 (SB p. 111)

Answers

15. I **read** your **advertisement** for a trainee motor **mechanic in** the newspaper today. I'm definitely your **man** for the job. I **finished** school last year and have my WASSCE. I **passed** Maths and Science with good **grades**. This year I **worked/ have been working** with my father in his workshop. **He** is also a motor mechanic. So of course I'm your man because I **have** already been working **on** car **engines** with my dad. I'm a good team player. You can ask my football team, the Warrior **Wolves**. I **would** love to **learn** more and go **to** college and **qualify** and you can help **me** there. Please tell me if I have the job. (19)

Activity 16 (SB p. 112)

Answers

16. a) Noun Phrase (1)
b) Verb Phrase (1)
c) Simple Sentence (1)

Activity 17 (SB p. 112)

Answers

17. a) Students should use the appropriate Modal Verb: **may**. (1)
b) Students should use the appropriate Modal Verb: **should** (**must** is also acceptable). (1)
c) Students' sentences should show that they understand the meaning of the Phrasal Verbs: give up = stop (for example: I gave up smoking); break

Activity 18 (SB p. 112)

Answers

18. a) i) The teacher must be fired. (1)
ii) Ensure that your introduction captures attention. (1)
iii) The plant seeds germinate immediately. (1)
b) i) who helped the students to cheat in the exam (1)
ii) If you want to make a good speech (1)
iii) When it rains suddenly (1)
c) i) Adjectival (1)
ii) Adverbial (1)
iii) Adverbial (1)
d) i) teacher (1)
ii) ensure (1)
iii) germinate (1)

Writing (40 marks)

Activity 19 (SB p. 112)

The purpose of this activity is to prepare students for the next activity.

Answers

19. a) No. It is far too friendly and informal.
b) The register needs to be more formal. There should be no contractions, for example.
c) None of the information in the letter is irrelevant; it is just badly organised and inadequate or incomplete. The sentence 'I'm definitely your man for the job' could be left out or expressed more politely and better linked to the

reasons why Femi thinks he is suited to the job. Information he has left out: he should mention the name of the school he graduated from, include all the subjects he did and give the mark or symbol to explain what he means by 'good grades'. He is right to include the experience he has of working with his father, but should provide brief information about what he has done to help and/or something he did that he was proud of. He has not given the

reader a contact telephone number, nor has he mentioned any references.

- d) The information Femi gives should be grouped into logical paragraphs, with one clear topic per paragraph.
- e) The addresses are correct. The greeting and subject line are correct, but include spelling and punctuation errors. The salutation 'Bless you' is incorrect and Femi should include his surname below his signature.

Activity 20 (SB p. 112)

Use this rubric to mark students' work.

Rubric: Rewritten letter (40)

	9–10 marks	7–8 marks	4–6 marks	1–3 marks
Format	Address, greeting, subject line and salutation are correct in every detail.	Address, greeting, subject line and salutation are correct in almost every detail. Up to three minor errors.	There are several minor errors in the address, greeting, subject line and salutation.	Address, greeting, subject line and salutation are incorrect and include serious errors.
Register And Tone	Outstanding use of language. It is formal and courteous, but not unnatural.	Good use of language. Register and tone are formal and appropriate.	Satisfactory use of language. Register and tone are appropriate, but sometimes lapses into informality.	The language used is not appropriate. Register and tone are too informal.
Content And Paragraphing	Excellent. Has thought through the requirements of the job and provided relevant, interesting information. Paragraphing is without fault.	Good. Provides all of the necessary information. One or two minor errors in paragraphing or logical flow of information.	Adequate. Some information is missing and/ or is irrelevant. Information is not always logically ordered in paragraphs.	Inadequate. Much information is irrelevant and/ or missing. Little attempt at ordering information in paragraphs.
Grammar, Spelling And Punctuation	Shows real mastery of the English language. One or two minor errors.	Impressively fluent and grammatical. Not more than five minor errors.	Good. Makes several common but not major errors.	Inadequate. Many errors. Some errors are serious and affect meaning.

Grammar, Structure And Vocabulary Practice

English Spoken Practice

Phonetic symbols

(SB p. 113)

Remind students that there are 20 Vowel sounds in English. The first 12 sounds are short Vowels. They are called Monophthongs or pure Vowels.

Refer students to the Student's Book and run through the Monophthongs listed below with the class, checking that all students can say them with the correct sound.

- /i:/ seed, read, greet
- /ɪ/ fig, drink, simple
- /e/ bet, wet, set
- /æ/ hat, flat, scatter
- /u:/ moon, balloon, zoo
- /ʊ/ book, took, bush
- /ɔ:/ ball, snore, board
- /ɒ/ dog, hot, what
- /ɑ:/ car, park, father
- /ʌ/ bus, dust, love
- /ɜ:/ shirt, burn, convert
- /ə/ happen, reason, plural

Answers

1. a) thorn D thought
b) dead A said
c) bird B word
d) moon E June
e) boar B thaw

Work through the examples in the Student's Book if necessary before students do the revision activity. Make sure they can sound the Schwa (/ə/): the weak, unstressed 'uh' Vowel sound found in many unstressed Syllables, such as 'amazing' (ə-MA-zing), 'supply' (sə-PLY), 'syringe' (sə-RINGE), 'replicate' (RE-plə-cate) and 'soccer' (SOCcə).

Answers

2. a) postman B man
b) present (as a Noun) B sent
c) brother B er
d) survive A sur
e) thorough B ough

Point out that the long Vowel sounds are called Diphthongs. There are eight of them. Refer students to the Student's Book and run through the diphthongs below with the class, checking that all students can say them with the correct sound.

- /eɪ/ late, pain
- /ɪə/ clear, here
- /eə/ fair, rare
- /aʊ/ mouth, cow
- /ɔɪ/ boil, toy
- /aɪ/ time, night
- /əʊ/ go, flow
- /ʊə/ poor, sure

Answers

3. a) flow A grow
b) nail C frame
c) near E fear
d) soil B coy
e) poor C lure
4. a) TOYS A noise
b) DUEL A cruel
c) GRIN C limb
5. a) /æ/ A crack
b) /aɪ/ B wide
c) /u:/ A rude
d) /ʊə/ D poor
e) /eə/ A glare

Discuss how a Consonant is a speech sound that is joined to a Vowel sound to make Syllables and words. Refer students to the Student's Book and run through the consonant sounds below with the class, checking that all students can say them with the correct sound. Also remind students that consonants can come at the start, middle or end of words and that they can be single letters or they can be clusters (groups) of letters.

/p/ 'p' in **pony**
 /b/ 'b' in **bone**
 /t/ 't' in **toe**
 /d/ 'd' in **do**
 /k/ 'c' in **cone**; 'k' in **kit**
 /g/ 'g' in **give**
 /tʃ/ 'ch' in **chick**
 /dʒ/ 'j' in **just**; 'dg' in **fridge**
 /f/ 'f' in **fig**
 /v/ 'v' in **vet**
 /s/ 's' in **so**; 'ss' in **dress**
 /z/ 'z' in **zero**; 's' in **nose**
 /ʃ/ 'sh' as in **bush**
 /ʒ/ 's' as in **treasure**
 /θ/ 'th' as in **though**; **both**
 /ð/ 'th' as in **the**; **these**
 /n/ 'n' as in **no**
 /m/ 'm' as in **me**
 /ŋ/ 'ng' as in **wing**
 /l/ 'l' as in **light**
 /r/ 'r' as in **red**
 /w/ 'w' as in **wet**
 /j/ 'y' as in **your**
 /h/ 'h' as in **heavy**

Answers

- | | |
|--------------------|------------|
| 6. a) <u>think</u> | B thorough |
| b) <u>as</u> | B maze |
| c) <u>each</u> | C choose |
| d) <u>horse</u> | C who |
| e) <u>will</u> | D wages |
| f) <u>boat</u> | A joke |
| g) <u>surge</u> | C treasure |
| h) <u>pleasure</u> | B, C and D |
| 7. a) STill | b) STone |
| d) STem | e) STaff |

8. a) liST
 b) loST
 c) muST
 d) duST

Stress

(SB p. 119)

Revise stress with students, pointing out that stress is to pronounce a Syllable in a word or a word in a sentence with greater force than the other Syllables in the word or the other words in the sentence.

Highlight that the stress can be at the beginning, middle or end of the word. Also remind students that we can change the function and meaning of a word by stressing different syllables.

Answers

9. a) A DICtionary
 b) C deVELOpment
 c) D manuFACTure
 d) C arguMENtative
 e) D examiNATION
10. a) B destroy
 b) B border
 c) D introduce
 d) D different
 e) C washer

Intonation

(SB p. 121)

Remind students that Intonation is the rising and falling of the pitch of the voice when a person speaks, and that we usually apply it to the end of sentences. Refer students to the Student's Book and point out that we use:

- Falling Intonation for giving commands, making statements, asking questions that require further information ('wh' questions), exclamations and expressing impatience or annoyance
- Rising Intonation for questions that require yes/no answers, listing items (except for the last item), polite requests, expressing uncertainty or surprise, expressing incomplete statements and greetings
- A combination of falling and rising Intonation for question tags for confirmation.

Answers

11. a) Have you heard about it? = Rising
b) No, not at all. = Rising

- c) That's horrible! = Falling
d) I'm so sorry ... = Rising
e) His father doesn't understand him at all.
= Falling

English Vocabulary Practice

Synonyms And Antonyms

(SB p. 122)

Remind students that Synonyms are words that have similar meanings to other words. Stress, however, that not all Synonyms can be swapped with the original word because Synonyms depend on the context in which the original word is used. Refer students to the Synonyms in the Student's Book to illustrate this point.

Answers

12. a) IMPORTANT C essential
b) INJURE B hurt
c) MAKE A create
d) PROBLEM A predicament
e) STOP C cease

Remind students that Antonyms are words that have opposite meanings to other words.

Answers

13. a) Ife was very happy when he passed the examination, but his friend Emmanuel was very (A **sad**).

- b) People who are rich should always try to help (C **poor**) people.
c) Our teacher does not tolerate (C **rude**) students and expects us to be polite at all times.
d) If you are industrious in life, you should succeed, but if you are (B **lazy**), you will probably fail.
e) The bridge across the highway is very wide, but the one across the farm road is very (D **narrow**).

Prefixes And Suffixes

(SB p. 124)

Check that students remember that Prefixes are groups of letters that we can add to the front of some words to change their meaning. Here is a list of the most common prefixes used in English. If possible, make copies of the list for all students. Alternatively, write it up on the board and have students copy it.

Prefix	Meaning	Examples
anti-	against; opposed to	anti-smoking, anti-racist, anti-sexism
auto-	self	autobiography, automatic
de-	change or move opposite; reverse	demotivate, demystify
dis-	reverse; remove	disagree, displeased, disqualified
down-	reduce; lower	downcast, downhearted
extra-	beyond	extraordinary, extra-terrestrial
hyper-	extreme	hyperactive, hyper-vigilant
il-, im-, in-, ir-	not	illegal, implausible, insecure, irreplaceable
inter-	between	interactive, international
mega-	very big; important	mega-city, megabyte
mid-	middle	midday, midnight, mid-month
mis-	incorrectly; badly	misdiagnose, misaligned, mislead

Prefix	Meaning	Examples
non-	not	non-payment, non-smoking
over-	too much	overcook, overcharge, overrate
out-	go beyond	outdo, outperform, outrun
post-	after	post-election, post-war
pre-	before	prehistoric, pre-independence
pro-	in favour of	pro-peace, pro-democracy
re-	again	redo, rewrite, reconsider
semi-	half	semi-desert, semi-retired, semi-circle
sub-	under or below	subterranean, submarine, sub-Saharan
super-	above; beyond	superhero, supermodel
tele-	at a distance	television, telephone
trans-	across	transatlantic, transfer
ultra-	extremely	ultra-compact, ultrasound
un-	remove; reverse; not	undo, unpack, unreliable
under-	less than; beneath	undercharge, underestimate
up-	make or move higher	upgrade, uphill

Answers

14. a) The (C **sub-**)marine went below the surface of the sea.
- b) I always eat my meals in the (B **non-**)-smoking section of the restaurant because I hate cigarette smoke.
- c) People recognise that movie star immediately because he has such an (D **un-**)usual hairstyle.
- d) The invitation stated that it was an (B **in-**)formal party, so I went in jeans.
- e) He used to live in an old-fashioned house, but recently he moved to an (A **ultra-**)modern house constructed of steel and glass.

Make sure that students remember that Suffixes are groups of letters that we can add to the end of some words to change them into different Parts Of Speech, such as:

- Adjectives into Adverbs (for example, quick → quickly)
- Nouns into Adverbs (greed → greedily)
- Nouns into Adjectives (sorrow → sorrowful).

Answers

15. a) He plays so many computer games that I think he sometimes confuses them with real (B **-ity**).

- b) They have started construction of the build (C **-ing**) even though they have not planned it properly.
- c) Fela is such a pleasant and happy person that I enjoy his companion (A **-ship**) very much.
- d) Roxy is very independent, but sometimes such self-reli (D **-ance**) can be taken a bit far.

Foreign Elements In English Usage: French, Greek And Latin Words

(SB p. 126)

Briefly discuss how many English words have developed from French, Greek and Latin words. Refer to the Student's Book for some examples.

Answers

16. a) A portable (from the Latin word *porto*, meaning 'carry')
- b) A autograph (from the Greek word *autos*, meaning 'self', and *grapho*, meaning 'write')
- c) C advertisement (from the French word *avertissement*, meaning 'warning')

Commonly Misspelt Words

(SB p. 126)

Stress to students that there are certain English words that are awkward to spell and that they should learn these off by heart. Refer them to the list in the Student's Book.

Answers

17. a) A electrician
b) D bicycle
c) C accident
d) A address
e) C financial
18. a) Paint the (**ceiling**) before you paint the walls.
b) Efe has been (**receiving**) many phone calls this week.
c) A (**weird**) noise came out of the house next door.
d) Hester bought a (**piece**) of pie.
e) My father says I must trust hard work and not (**believe**) in good luck.
19. a) Have you ever (**tried**) to read a novel by Dostoevsky?
b) The baby (**cried**) during the show.
c) We compared two (**theories**) of how the world began.
d) Petra was (**betrayed**) by her boss who (**fired**) her for no good reason
e) What are you doing at this party? You should be (**studying**) for tomorrow's examination.
20. a) Not needed. 'Shining' is correct.
b) Needed. Correct spelling is 'controlled'.
c) Needed. Correct spelling is 'beginning'. Needed. Correct spelling is 'economically'.
d) Not needed. Correct spelling is 'poured'. Needed. Correct spelling is 'glass'.
e) Needed. Correct spelling is 'forgetting'.
21. Use these words to give the students a spelling test. It is best if you say the word first, then use it in a sentence before saying the word again (for example: receive – The workers will receive their pay tomorrow – receive).

receive	succeed	occasion
conceive	success	occurrence
deceive	proceed	omission
thief	procedure	accommodation
chief	process	recommendation
mischievous	reference	misspelt
grateful	referee	admission
dining	referred	committee
beginning	offered	embarrass
decision	across	

American And English Spelling Of Common Words

(SB p. 129)

Answers

22. a) The **citizens** of Nigeria all voted in the election.
b) Manual **labour** is hard work.
c) To **scrutinise** something means to look at it very closely.
d) Please would you do me a **favour**?
e) You must **apologise** to your teacher for being rude.

Idioms

(SB p. 130)

Answers

23. a) A hot potato	A A controversial or disputed issue that everyone is talking about
b) Best thing since sliced bread	C A good invention, plan or idea
c) Caught between two stools	B Find it difficult to choose between two alternatives
d) Steal someone's thunder	D To take the credit for something someone else did
e) Let sleeping dogs lie	A Leave a situation as it is because doing anything will cause trouble

Local Nigerian Expressions And Their English Equivalents

(SB p. 131)

Answers

24.	a) She was rude to me so I slapped her.	C insulted
	b) This is a complicated job, so take time.	B work slowly and very carefully
	c) They were opportune to visit England last year.	C had the chance
	d) I'll see you next tomorrow.	C the day after tomorrow
	e) Although Obi left school two years ago, he is still an applicant.	B an unemployed school-leaver

English Grammatical Structure Practice

Parts Of Speech

(SB p. 133)

Point out to students that all sentences in English, even one-word sentences, are made up of Parts Of Speech. There are eight Parts Of

Speech in English. They are listed in the table below, together with their functions.

Part Of Speech	Function
Nouns	Words for people, places, things and ideas (for example, Femi, Super Eagles, Lagos, parties, love)
Determiners	Words that come in front of some Nouns (for example, a, the, many)
Pronouns	Words that stand in the place of the full names of people, places and things (for example, he, she, it)
Adjectives	Words that describe Nouns (for example, big, new)
Verbs	Words that describe actions (for example, sing, learn) or words that show that someone or something exists (for example, am, is)
Adverbs	Words that give information about a Verb (for example, carefully, yesterday, there)
Prepositions	Words that give us information about where things are in relation to each other (for example, on, under) or words that tell us about time (for example, at)
Conjunctions	Words that join ideas in a sentence (for example, and, but)

Nouns

(SB p. 133)

Remind students that Nouns are naming words. Revise each type of Noun: Concrete, Abstract, Collective, Gender-Specific and so on. Remind

students that Concrete Nouns can be divided into groups. Some Concrete Nouns can belong to more than one group.

Groups Of Concrete Nouns				
Group	Common Nouns	Proper Nouns	Countable Nouns	Uncountable Nouns
Explanation	Names used for all things you can perceive with your senses	Names used for individuals, places, branded products or organisations; they start with capital letters	Names used for things that can be counted	Names used for things that cannot be counted
Examples	woman, child, cloud, sand, paper, book, tree, money, ball, scientist, rice, dust, politician, water, desk, furniture	Fela Kuti, Lagos, Indian Ocean, Toyota, First Bank of Nigeria	woman, child, book, tree, ball, scientist, politician, desk	cloud, sand, paper, money, rice, dust, water, furniture

Also remind students that an Abstract Noun is a word that names something that you cannot see, hear, touch, smell or taste. It is the opposite

of a Concrete Noun. Here are some common Abstract Nouns.

anger	anxiety	beauty	belief	bravery
brilliance	chaos	charity	childhood	comfort
communication	compassion	courage	culture	curiosity
deceit	dedication	democracy	determination	failure
faith	fear	freedom	friendship	generosity
gossip	happiness	hate	honesty	hope
imagination	information	integrity	intelligence	joy
justice	justice	kindness	knowledge	liberty
life	love	loyalty	luxury	misery
motivation	opportunity	pain	patience	peace
perseverance	pleasure	pride	relaxation	sacrifice
satisfaction	skill	strength	success	sympathy
talent	thought	trust	truth	wisdom

Answers

25. a) A water
b) D evidence
c) E love (Note: 'D compassion' is also grammatically correct, but does not make as much logical sense as E.)
d) D fuel
B vehicle
e) C sugar
f) E democracy

- g) C eggs
A bacon
h) B crimes
A crime
i) B software
E computer
j) E generosity

Point out also that some Nouns have a collective form (for example, a gaggle of geese) while

others are gender specific and come in pairs (for example, gander – goose). Here are some of the most common Collective Nouns and Gender-Specific Nouns to supplement those in the Student's Book. Have students copy them from the board.

Collective Noun	Phrase
People	
a group	a group of people
a crowd	a crowd of people
a gang	a gang of thieves
a panel	a panel of experts, a panel of judges
a board	a board of directors
a bunch	a bunch of idiots (derogatory)
a troupe	a troupe of acrobats
Animals	
a herd	a herd of elephants, a herd of deer, a herd of cattle
a pack	a pack of wolves, a pack of dogs
a flock	a flock of birds, a flock of sheep
a swarm	a swarm of bees, a swarm of flies
a shoal	a shoal of fish
Other Collective Nouns	
a bunch	a bunch of bananas, a bunch of grapes, a bunch of keys
a pile	a pile of rubbish
a set	a set of rules
a group	a group of islands
a series	a series of events
a shower	a shower of rain
a fall	a fall of snow

Remember to point out to students that Collective Nouns can also have Plural forms. Here are a few examples:

- Two gangs of thieves
- Three bunches of bananas
- Four sets of rules
- Five packs of cards.

Gender-Specific Nouns: Humans	
Male	Female
son	daughter
man	woman
master	mistress
grandfather	grandmother
landlord	landlady
emperor	empress
bachelor	maid/spinster
sir	madam
king	queen
monk	nun
heir	heiress
actor	actress

Gender-specific nouns: Animals		
Animal	Male	Female
chicken	rooster	hen
duck	drake	duck
cattle	bull	cow
lion	lion	lioness
fox	fox	vixen
tiger	tiger	tigress
pig	boar	sow
buck	buck	doe
donkey	jack	jenny
dog	dog	bitch
peacock	peacock	peahen

Answers

26. a) D board
 b) C regiment
 c) A panel
 d) E crew
 e) E bunch

Revise the basic rules of how to change Singular Nouns into their Plural forms. Stress that there are certain rules students should learn off by heart, including those in this table.

Nouns	Plural	Examples	
		Singular	Plural
Most nouns that end in '-ch', '-sh', '-s' or '-x'	Add '-es'	lunch dish dress box	lunches dishes dresses boxes
Most nouns that end in a consonant and '-y'	'-y' becomes '-ies'	baby family country	babies families countries
Most nouns that end in '-f' or '-fe'	'-f' or '-fe' becomes '-ves'	calf loaf life wife	calves loaves lives wives

Revise Nouns that are used only in the Singular, even though they end in '-s'. Remind students that these include the following:

- The names of academic subjects, for example, economics, mathematics/maths, physics
- Some physical activities, for example, gymnastics, aerobics
- Some disease names, for example, measles, mumps
- The word 'news'.

Also remind students that there are certain Nouns that we use only in the Plural Form and that they cannot be used with numbers. They include the following:

- The names of certain tools and instruments that have two parts, for example, binoculars, headphones, sunglasses, glasses, scissors, tweezers
- The names of certain articles of clothing that have two parts, for example, trousers, jeans, pyjamas, tights, shorts, pants.

Answers

27. a) C families
b) B lunches
c) D sheep
d) A potatoes
e) D thieves

Determiners

(SB p. 138)

Revise Articles (Determiners) with the class.

Stress the following:

- We use 'a' (the Indefinite Article) when referring to any Noun. (For example: Please pass me a book.)
- We use 'the' (the Definite Article) when referring to a specific Noun that has usually been mentioned previously. (For example: A: Please pass me a book. B: Which book? A: The book with the red cover.)
- We use 'an' (the Indefinite Article) when referring to any Noun that begins with a Vowel sound. (For example: Please pass me an apple.)

Answers

28. a) C The
b) B an
c) A a
29. a) C That
b) B These
c) D those
d) A This

Pronouns

(SB p. 140)

Remind students that Pronouns take the place of Nouns in sentences. Revise the various types, such as Personal Pronouns, Relative Pronouns, Possessive Pronouns, Reflexive Pronouns and Interrogative Pronouns. Be sure to remind

students that the form of Pronouns can differ depending on the following:

- Person (first, second or third)
- Tense (Past, Present, Future, Progressive or Perfect)
- Whether the Pronoun is in the Subject or Object position in the sentence.

If necessary, talk through the various Pronoun forms with the class, ensuring that students understand them. Point out that Personal Pronouns can come before the Verb in a sentence (see table below). They are then the Subject of the sentence and can be Singular or Plural.

	Singular	Plural
First person	I	we
Second person	you	you
Third person	he/she/it	they

Also point out that Personal Pronouns can go after the Verb in a sentence (see table below). They are then the Object of the sentence and can be Singular or Plural.

	Singular	Plural
First person	me	us
Second person	you	you
Third person	him/her/it	them

Remind students that Pronouns can also be used to show possession. Their possessive forms are shown in this table.

	Singular	Plural
First person	mine	ours
Second person	yours	yours
Third person	his/hers/its	theirs

Revise the Reflexive Pronouns with students, reminding them that Pronouns reflect back onto the Noun. Their various forms are shown in this table.

Person	Personal Pronoun	Reflexive Pronoun
First person singular	I	myself
Second person singular	you	yourself
Third person singular	he/she/it	himself/ herself/itself
First person plural	we	ourselves
Second person plural	you	yourselves
Third person plural	they	themselves

Finally, revise the Interrogative Pronouns with the class. (Relative Pronouns are revised later, when we look at Simple, Complex and Compound Sentences [page 117].)

Answers

30. a) B them
b) A it
c) E we
d) D us
e) D me
f) A him
g) E he
h) D them

31. a) C yours
E mine

(Note that 'E mine'; 'C yours' is also acceptable. However, In English, it is usual to put the other person first since it is considered more polite to do so.)

- b) C yours
E mine
D theirs
c) A hers
d) A hers
32. a) E ourselves
b) D itself
c) A yourself
d) D himself
e) C myself
33. a) D Who
b) A What
c) B Whose
d) E Which

Adjectives

(SB p. 145)

Remind students that Adjectives are words that describe Nouns. In revising Adjectives, ensure that you cover the following content:

- Order of Adjectives in a sentence
- Comparative and Superlative forms of Adjectives
- The formation of Adjectives.

The table below indicates the correct order of Adjectives. Work through it with the class to ensure students understand the various ‘categories’ of Adjectives, such as opinion, origin and material.

Adjectives That Show:	Order In Sentences	Examples
Opinion	1	nice, beautiful, bad, horrible
Size	2	little, medium, big, huge
Age	3	young, middle-aged, old, ancient
Shape	4	round, circular, square, rectangular
Colour	5	blue, orange, grey, gold
Origin	6	English, French, Nigerian, Ghanaian
Material	7	metal, wooden, woollen, plastic

Answers

34. a) A beautiful, young Ghanaian
 b) E beautiful, huge rectangular
 c) E nasty, little, brown plastic

Many students find Comparative and Superlative forms of Adjectives quite challenging. It is therefore worth spending additional time revising these with the class.

Remind students that we use the Comparative degree to compare two people or things and the Superlative degree to compare more than two

people or things. Stress that we always put ‘the’ in front of the Superlative degree.

If necessary, work through the various ways of forming the Comparative and Superlative degrees with the class.

We add the suffixes ‘-er’ and ‘-est’ to make many Comparative and Superlative Adjectives, as shown in this table.

Adjectives With One Syllable

Absolute	Comparative	Superlative
long	longer	longest
tall	taller	tallest
great	greater	greatest

Adjectives With Two Syllables, Ending In ‘-y’

Absolute	Comparative	Superlative
silly	sillier	silliest
nasty	nastier	nastiest
juicy	juicier	juiciest

Adjectives With Two Syllables, Ending In ‘-er’

Absolute	Comparative	Superlative
clever	cleverer	cleverest
sober	soberer	soberest

Adjectives With Two Syllables, Ending In –le

Absolute	Comparative	Superlative
noble	nobler	noblest
able	abler	ablest

Adjectives With Two Syllables, Ending In ‘-ow’

Absolute	Comparative	Superlative
sallow	sallower	sallowest
shallow	shallower	shallowest

Point out to students the variations in spelling of degrees of Adjectives ending in ‘-er’ and ‘-est’, and the rules for Comparative and Superlative Adjectives that end in the Suffixes ‘-er’ and ‘-est’.

Absolute	Comparative	Superlative	Notes On Spelling
large	larger	largest	Leave out the silent 'e'.
big	bigger	biggest	Double the Consonant after the short Vowel.
hot	hotter	hottest	
sad	sadder	saddest	
dirty	dirtier	dirtiest	Change '-y' to '-i' (because there is a consonant before '-y').
shy	shyer	shyest	Here '-y' is not changed to '-i' (although there is a consonant before '-y').

Comparison of long Adjectives is often problematic, so stress the following:

- An Adjective with more than two Syllables is considered a long Adjective.
- The Adverbs 'more' and 'most' are placed before long Adjectives to make the Comparative and Superlative degrees.

Absolute	Comparative	Superlative
beautiful	more beautiful	most beautiful
repulsive	more repulsive	most repulsive
ancient	more ancient	most ancient

Students are often tricked in exams by the inclusion of the Comparison of Irregular Adjectives. Tell students that Irregular Adjectives change completely in the Comparative and Superlative degrees and that they must therefore learn them off by heart.

Absolute	Comparative	Superlative
good	better	best
bad	worse	worst
much	more	most
many	more	most
little	less	least

In addition, stress the following:

- 'Much', 'little', 'less' and 'least' are used with Uncountable Nouns.
- 'Many' is used with Countable Nouns.
- 'More' and 'most' are used with Countable and Uncountable Nouns.

Also stress that a few Adjectives have no degrees of Comparison. Common examples are shapes. (For example, 'square' cannot be changed. An object is either square or it is not.) Another example is the word 'dead'.

Answers

35. a) A youngest
b) C more repulsive
c) C good
d) B dirtiest
36. a) D exciting
b) B amusing
c) E depressed
d) C terrified
e) D most boring

Revise the four functions of Adjectival Class with the class:

- To modify Noun Phrases
- To modify Verb Phrases
- To modify Prepositional Phrases
- To modify Noun Clauses.

Make sure that students can identify and use these Adjectival Clauses.

Verbs, Verb Tense And Verb Phrases

(SB p. 151)

Remind students that the main function of a Verb is to describe an action. However, point out that Verbs can also describe:

- A state or condition (for example: I **am** happy.)
- A form of possession (for example: I **have** a headache./She **has** brown eyes.)

- An occurrence (for example: It **is raining** today.)

Stress that all Verbs are located in time by their Tense. In other words, the Tense of a Verb tells us the ‘when’ of the action of the Verb. Work through this table with students.

Past, Present And Future Simple Tenses			
	Past	Present	Future
Form Of The Simple Tense	I listened You listened He/She/It listened We listened You listened They listened	I listen You listen He/She/It listens We listen You listen They listen	I shall/will listen You will listen He/She/It will listen We shall/ will listen You will listen They will listen
Past, Present And Future Continuous Tenses			
	Past	Present	Future
Form Of The Continuous Tense	I was reading You were reading He/She/It was reading We were reading You were reading They were reading	I am reading You are reading He/She/It is reading We are reading You are reading They are reading	I shall/will be reading You will be reading He/She/It will be reading We shall/will be reading You will be reading They will be reading
Past, Present And Future Perfect Tenses			
	Past	Present	Future
Form Of The Perfect Tense	Since she trained him, his performance had improved a lot. After she had gone to the movies, she ate in a restaurant.	Up to now, she has read six books about movie stars. She has just finished her work.	By this time tomorrow, we will have finished the work. When the bell rings, we will have completed six hours of school.
Past, Present And Future Perfect Continuous Tenses			
	Past	Present	Future
Form Of The Perfect Continuous Tense	He had been walking for hours that morning.	He has been walking for hours. They have been walking for hours now.	By this time tomorrow, he will have been walking for hours. By this time tomorrow, we shall have been walking for hours.

Answers

37. a) D had
b) D have been living
c) A stay
d) E were watching
e) E will have been working
f) A has just stolen
g) C is running
h) C will visit
i) B has passed

(Note: Some students might use ‘passed’ as their correct answer. Technically, ‘passed’ is not correct since a Past Tense sentence should indicate when the action was completed. For example: My sister **passed** her final university examinations last November.)

- j) C went

Active And Passive Voice

(SB p. 153)

Since Active–Passive transformation is quite challenging, spend adequate time revising the rules with the class. You should work through

the table below with the class, expanding the examples for each transformation. Ensure that you cover the following:

- Both Regular and Irregular Verbs
- First, second and third person Singular and Plural
- Pronoun changes (from Subject to Object).

Singular		
Verb Tense	Active Voice	Passive Voice
Present Simple	I kick the ball. I fry the egg. You eat the egg. She/He/It eats the egg. We eat the egg. They eat the egg.	The ball is kicked by me. The egg is fried by me. The egg is eaten by you. The egg is eaten by her/him/it. The egg is eaten by us. The egg is eaten by them.
Present Continuous	I am kicking the ball. I am frying the egg. You are eating the egg. She/He/It is eating the egg. We are eating the egg. They are eating the egg.	The ball is being kicked by me. The egg is being fried by me. The egg is being eaten by you. The egg is being eaten by her/him/it. The egg is being eaten by us. The egg is being eaten by them.
Present Perfect	I have kicked the ball. I have fried the egg. You have eaten the egg. She/He/It has eaten the egg. We have eaten the egg. They have eaten the egg.	The ball has been kicked by me. The egg has been fried by me. The egg has been eaten by you. The egg has been eaten by her/him/it. The egg has been eaten by us. The egg has been eaten by them.
Past Simple	I kicked the ball yesterday. I fried the egg yesterday. You ate the egg yesterday. She/He/It ate the egg yesterday. We ate the egg yesterday. They ate the egg yesterday.	The ball was kicked by me yesterday. The egg was fried by me yesterday. The egg was eaten by you yesterday. The egg was eaten by her/him/it yesterday. The egg was eaten by us yesterday. The egg was eaten by them yesterday.
Past Continuous	I was kicking the ball yesterday. I was frying the egg yesterday. You were eating the egg yesterday. She/He/It was eating the egg yesterday. We were eating the egg yesterday. They were eating the egg yesterday.	The ball was being kicked by me yesterday. The egg was being fried by me yesterday. The egg was being eaten by you yesterday. The egg was being eaten by her/him/it yesterday. The egg was being eaten by us yesterday. The egg was being eaten by them yesterday.
Past Perfect	I had kicked the ball. I had fried the egg. You had eaten the egg. She/He/It had eaten the egg. We had eaten the egg. They had eaten the egg.	The ball had been kicked by me. The egg had been fried by me. The egg had been eaten by you. The egg had been eaten by her/him/it. The egg had been eaten by us. The egg had been eaten by them.

Plural		
Verb Tense	Active Voice	Passive Voice
Present Simple	I kick the ball. I fry the eggs. You eat the eggs. She/He/It eats the eggs. We eat the eggs. They eat the eggs.	The ball is kicked by me. The eggs are fried by me. The eggs are eaten by you. The eggs are eaten by her/him/it. The eggs are eaten by us. The eggs are eaten by them.
Present Continuous	I am kicking the ball. I am frying the eggs. You are eating the eggs. She/He/It is eating the eggs. We are eating the eggs. They are eating the eggs.	The ball is being kicked by me. The eggs are being fried by me. The eggs are being eaten by you. The eggs are being eaten by her/him/it. The eggs are being eaten by us. The eggs are being eaten by them.
Present Perfect	I have kicked the ball. I have fried the eggs. You have eaten the eggs. She/He/It has eaten the eggs. We have eaten the eggs. They have eaten the eggs.	The ball has been kicked by me. The eggs have been fried by me. The eggs have been eaten by you. The eggs have been eaten by her/him/it. The eggs have been eaten by us. The eggs have been eaten by them.
Past Simple	I kicked the ball yesterday. I fried the eggs yesterday. You ate the eggs yesterday. She/He/It ate the eggs yesterday. We ate the eggs yesterday. They ate the eggs yesterday.	The ball was kicked by me yesterday. The eggs were fried by me yesterday. The eggs were eaten by you yesterday. The eggs were eaten by her/him/it yesterday. The eggs were eaten by us yesterday. The eggs were eaten by them yesterday.
Past Continuous	I was kicking the ball yesterday. I was frying the eggs yesterday. You were eating the eggs yesterday. She/He/It was eating the eggs yesterday. We were eating the eggs yesterday. They were eating the eggs yesterday.	The ball was being kicked by me yesterday. The eggs were being fried by me yesterday. The eggs were being eaten by you yesterday. The eggs were being eaten by her/him/it yesterday. The eggs were being eaten by us yesterday. The eggs were being eaten by them yesterday.
Past Perfect	I had kicked the ball. I had fried the eggs. You had eaten the eggs. She/He/It had eaten the eggs. We had eaten the eggs. They had eaten the eggs.	The ball had been kicked by me. The eggs had been fried by me. The eggs had been eaten by you. The eggs had been eaten by her/him/it. The eggs had been eaten by us. The eggs had been eaten by them.

Answers

38. a) E were washed
b) A is being picked up
c) A has not been cooked
d) D will have written
e) C was arrested

- f) C were faced
g) B has been yelping
h) D is being planted
i) C have been living
j) B have been done

Modals

(SB p. 155)

Many students find Modals tricky and are not sure when to use them. Stress that Modals

cannot stand by themselves in a sentence: we always use them together with another Verb to modify the meaning of the Verb. Work through the table below with the class. It summarises the most important functions of Modals.

Functions	Examples
1. To express ability or inability	<ul style="list-style-type: none"> I can operate a DVD player. He cannot/can't operate a DVD player. She is able to operate a DVD player. They are able to/unable to operate a DVD player.
2. To request or express permission	<ul style="list-style-type: none"> May I operate the DVD player? Could she operate the DVD player? You may operate the DVD player.
3. To express instructions and requests	<ul style="list-style-type: none"> Would you switch on the DVD player, please? Could you turn down the volume of the DVD player?
4. To express possibility or impossibility	<ul style="list-style-type: none"> A scratched DVD can (could) cause the DVD player not to work properly. A scratched DVD might cause the DVD player not to work properly. You cannot/can't play a DVD if it is badly scratched
5. To give advice	<ul style="list-style-type: none"> You should wipe the DVD clean before you put it in the DVD player. You should not play scratched DVDs because they can damage your DVD player.
6. To express probability or improbability	<ul style="list-style-type: none"> The show should start on time, as long as the DVD player is working properly. We should not/shouldn't leave too late in case the DVD player is broken and we have to fetch another one.
7. To express near certainty	<ul style="list-style-type: none"> They must have/must've forgotten the DVD at home because they can't find it anywhere.
8. To express obligation	<ul style="list-style-type: none"> Ichanga does not have a DVD player, so we have to take one to the party. Ichanga does not have a DVD player, so we must take one to the party. Ichanga has a DVD player, so we do not/don't have to take one to the party.

Answers

39. a) E may
b) B can
C could
c) A would
d) D should
40. a) D might
b) A can
c) E Could
d) D might
e) C can
f) E may not
g) C shouldn't
h) C would not
i) B should
j) D might

Adverbs

(SB p. 159)

Remind students that Adverbs give more information about (modify) Verbs in different ways:

- How** the action of the Verb happens (**Adverb Of Manner**), for example, sadly, beautifully, badly, quickly, confidently, loudly, happily, clockwise, well
- Where** the action of the Verb happened (**Adverb Of Place**), for example, inside, outside, here, there
- When** the action of the Verb happened (**Adverb Of Time**), for example, weekly, monthly, yearly, now, then, yesterday, tomorrow, last year, last week, the other day, once a month, forever
- How often** the action of the Verb happened (**Adverb Of Frequency**), for example,

always, usually, often, frequently, sometimes, rarely, seldom, never, yet, regularly

- How 'strong' the action of the Verb was (**Adverb Of Degree**). The table below shows some Regular and Irregular Adverbs Of Degree. Work through the table with the class, since many students find Adverbs Of Degree quite challenging.

Regular Adverbs Of Degree		
Absolute Form	Comparative Form	Superlative Form
sadly	more sadly less sadly	most sadly least sadly
beautifully	more beautifully less beautifully	most beautifully least sadly
quickly	more quickly less quickly	most quickly least quickly
confidently	more confidently less confidently	most confidently least confidently
loudly	more loudly less loudly	most loudly least loudly
Irregular Adverbs Of Degree		
Absolute Form	Comparative Form	Superlative Form
badly	worse	worst
well	better	best
little	less	least
much	more	most

Stress that many Adverbs can be made from other Parts Of Speech, such as Adjectives, by adding the Suffixes '-ly' or '-ily' to the end of these Adjectives. Give students a few examples to check whether or not they can use both Suffixes, for example, careful → carefully, loud → loudly, proud → proudly; angry → angrily, happy → happily, noisy → noisily.

Answers

41. a) B gracefully
b) D easily
c) D monthly
d) A honestly
e) E badly

- f) A most beautifully
g) C forever
h) B loudly
i) E frequently
j) B outdoors

Prepositions

(SB p. 162)

Point out to students that a Preposition is a Part Of Speech that shows the relationship between a Noun or a Pronoun and other words in a sentence. It also often expresses the relationship between objects in space (for example: The book is **on** the table) or in time (for example: The plane lands **at** 8 a.m.).

Since Prepositions are challenging, even for English first language speakers, encourage students to memorise as many of the important Prepositions as possible. These are listed in the tables below.

Use Of 'At', 'In' And 'On'		
At (... A Point)	In (... An Enclosed Space)	On (... A Surface)
at the corner	in the garden	on the wall
at the bus stop	in Enugu	on the ceiling
at the door	in Zamfara	on the door
at the top of the page	in a box	on the cover
at the end of the road	in my pocket	on the floor
at the entrance	in my wallet	on the carpet
at the crossroads	in a building	on the menu
at the front desk	in a car	on a page

Prepositions Of Time	When We Use These Prepositions	Example
at	To show the time something happens	<ul style="list-style-type: none"> He usually gets up at 7 a.m. each morning. I like studying at night.
on	To show dates and days	<ul style="list-style-type: none"> I will see you on 7 January. They will arrive on Friday. She likes relaxing on weekends.
in	<p>To show longer periods of time, such as months and seasons</p> <p>To show during which part of the day something happens: morning, afternoon, evening (not night)</p>	<ul style="list-style-type: none"> The school holidays start in early December. It rains in winter. There were many wars in the eighteenth century. I will see you in the morning. They play squash in the evening.
for	To show a period of time	<ul style="list-style-type: none"> I have lived here for ten years. They have been watching TV for two hours.
throughout	To show that something happens for a complete period of time	<ul style="list-style-type: none"> Oil prices in Nigeria were high throughout the 1980s.
until	To show how long something continues	<ul style="list-style-type: none"> They stopped the game until the rain ended.
during	To show when something happens	<ul style="list-style-type: none"> Everyone was very quiet during the funeral. She fell asleep during the movie.
after	To express the period of time following something	<ul style="list-style-type: none"> I saw him soon after my birthday.
before	To express the period of time preceding something	<ul style="list-style-type: none"> She had to rest before supper.
since	To show how long something has lasted	<ul style="list-style-type: none"> We have lived here since 1998.
from ... to	To show the beginning and end of a period of time	<ul style="list-style-type: none"> We watched TV from 6 p.m. to 9 p.m.

Prepositions Of Position	Example	Prepositions Of Direction	Example
across	They built a bridge across the river.	across	We walked across the road.
inside	The pistons are inside the engine.	from	The wind came from the east.
outside	Those trees are outside the schoolyard.	over	The plane flew over the mountains.
next to	Come sit next to me.	under	The dog dug a hole under the fence.
between	The short boy sat between the two tall girls.	through	The teacher walked through the door.
opposite	The bank is opposite the post office.	up	Look up at those clouds.
far from	The bank is not far from the bus stop.	down	Don't look down ! It will make you dizzy.
alongside	Who is that sitting alongside Aletta?	along	Let's walk along the path.

When To Use The Prepositions 'At', 'In' And 'On'

At	In	On
at home	in a car	on a bus
at work	in a taxi	on a train
at school	in a helicopter	on a plane
at university	in a boat	on a ship
at college	in a lift (elevator)	on a bicycle, on a motorbike
at the top	in the newspaper	on a horse, on an elephant
at the bottom	in the sky	on the radio, on television
at the side	in a row	on the left, on the right
at the reception	in a street	on the way
at church	in the bath	on page 20
at the office	in Senior Secondary 3	on the phone
(eating) at the table	in the classroom	on a date
at the end (when talking about a time period or a story)	in the end (when talking about a situation)	on the end (if you can see or feel the end of something)

Answers

42. a) A in
b) D at
c) C on
d) C at
e) D in
f) A at
g) D between
h) B alongside
i) C through
j) D next to

- Subordinating Conjunctions: when, before, after, since, as, until, as soon as, if, unless, in order to, so that, because, since, as, although, though, while.

43. a) C and
b) D although
c) B as soon as

Conjunctions

(SB p. 166)

Revise Main Clauses and Dependent (Subordinating) Clauses before you start teaching this section, as this will help students understand the difference between the two kinds of Conjunction. Provide the following examples of frequently used Conjunctions:

- Coordinating Conjunctions: and, but, yet, or, nor, so, for

Sentence Structures In English

(SB p. 167)

Revise the fundamentals of sentence structures in English with the class, stressing that a sentence should have a Subject and a Verb to be a full sentence. Point out that the Subject is the 'doer' of the action. Remind students that sometimes the Subject can be implied, especially in commands like "Sit!" or "Stop!"

Remind students that most sentences also have Objects, that the Object in a sentence is the person or thing that the action is done to and that the Verb plus the Object make the Predicate.

Answers

44. a) The shopkeeper is a mean man.
b) A scoundrel stole my bicycle last week.
c) Emmanuel and his two friends ran outside to play.
d) I bought a light blue shirt.
e) The whole family moved to Gboko.

Phrases

(SB p. 168)

Revise Phrases with the class, making sure that students understand that a Phrase is a group of words that lacks either a Subject or a Predicate, or both. Remind the class of the different types of Phrases. Here are some additional examples you can get students to copy from the board.

- Noun Phrase: The **hardworking old man** passed his exams.
- Verb Phrase: We **have been living** here for two years.
- Adjectival Phrase: Our best piano player is Martha, **the girl wearing the green dress**.
- Adverbial Phrase: The man drove **as slowly as** a tortoise.
- Prepositional Phrase: Although Adu graduated from university five years ago, he still lives **at home**.

Answers

45. a) A Noun Phrase
b) A Noun Phrase
c) B Verb Phrase
d) D Adverbial Phrase
e) B Verb Phrase
f) E Prepositional Phrase
g) D Adverbial Phrase
h) A Noun Phrase
i) E Prepositional Phrase
j) C Adjectival Phrase

Clauses

(SB p. 169)

Remind students that a Clause is a group of words with a Verb, and then revise the two types of Clauses:

- Main Clauses (also called Independent Clauses because they can stand on their own and still make sense)
- Subordinate Clauses (also called Dependent Clauses because they cannot stand on their own and make sense; they depend on the Main Clause to make sense).

Make sure students remember that Subordinate Clauses begin with a Conjunction or a Pronoun.

Write up some examples of the four main types of Clauses on the chalkboard and work through them with the class as a revision exercise before students do the revision tasks individually. Below are some examples you can use. Point out that Relative and Adjectival Clauses are similar in structure and can sometimes be used interchangeably.

- Relative Clauses often start with these words: who, whom, whose, which, that. Remind students that we use 'who' and 'whom' for people, and 'which' for things, and that we use 'that' for people or things.
Example: The man, who is my uncle, often flies to London on business./The car, which was brand new, was involved in an accident and written off.
- Adjectival Clauses often start with these words: who, whom, whose, that, which, when, where, why.
Example: That short chap, who is walking with crutches, is the fastest runner at our school./The litter that is on the ground should be picked up and placed in the litter bins.
- Noun Clauses often start with these words: that, how, what, who, which, when, where, why.
Example: What I like doing most is watching TV./They did not know that my father had died five years ago.
- Adverbial Clauses often start with these words: because, as, since, until, when, while, whether, where, unless, although, though, if, so.
Example: We walked out of cinema because the movie bored us./Whether they come or not, the party will take place.

Answers

46. a) B Noun Clause
 b) A Relative Clause
 c) A Relative Clause
 d) B Noun Clause
 e) D Adverbial Clause
 f) A Relative Clause
 g) A Relative Clause
 h) D Adverbial Clause
 i) D Adverbial Clause

Simple, Complex And Compound Sentences

(SB p. 170)

Revise the difference between Simple, Compound and Complex Sentences with the class, stressing the following:

- A Simple Sentence has a Subject and a Verb, and usually an Object as well.
 Example: All students passed the examinations.
- A Compound Sentence has more than one Main Clause, each of which can stand on its own, with Conjunctions (for example, for, and, nor, but, or, yet, so) usually joining the Clauses.
 Example: The students studied hard and they all passed their examinations.
- A Complex Sentence has a Main Clause and one or more Subordinate Clauses (which cannot stand alone as a sentence and often begin with the Relative Pronouns or Conjunctions listed in the table below).
 Revise Complex Sentences with the class by working through the additional examples in this table. Point out the use of Commas.

Relative Pronoun	Example	Conjunction	Example
who	That man, who used to play for the Super Eagles, is my uncle.	because	Vegetables and fruit are healthy because they contain plenty of essential vitamins.
whom	The woman, whom you met at the party last night, is my aunt.	although	Although the music concert was very long, it was most enjoyable.
which	My car, which is brand new, was broken into last night.	unless	Unless you all study very hard from now onwards, you will not pass the examinations!
that	The building that Emmanuel bought is located in a good area.	since	Environmentalists were very pleased with the new conservation laws, since they will help to protect endangered wildlife, such as the rhino.

Answers

47. a) A Simple
 b) C Complex
 c) C Complex
 d) B Compound
 e) A Simple
 f) B Compound
48. a) A and
 b) B but
 c) D so
 d) C or
49. a) C although b) A because
 c) B after d) E if
 e) D as

Main Forms Of Irregular Verbs

(SB p. 174)

The Student's Book contains a comprehensive list of the main forms of the principal Verbs. Point out to students that most Verbs are Regular Verbs. They have '-e' or '-ed' added to them to form the Past Simple Tense and the Past Participle (for example, judge → judged, solve → solved, paint → painted, play → played).

Also point out to students that there are quite a few Verbs that double the last Consonant and then have '-ed' added to them to form the

Past Simple Tense and the Past Participle (for example, commit → committed, control → controlled).

Finally, stress that English has many Irregular Verbs. Provide students with copies of these and tell them that should learn them off by heart.

Base Form	Past Tense	Past Participle
be	was/were	been
begin	began	begun
break	broke	broken
bring	brought	brought
buy	bought	bought
build	built	built
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
feel	felt	felt
find	found	found
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
know	knew	known
leave	left	left
lead	led	led
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sit	sat	sat
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
take	took	taken
teach	taught	taught

Base Form	Past Tense	Past Participle
tell	told	told
think	thought	thought
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

Memoranda: Practice Examinations

Memorandum: Practice Examination 1

English Language

Paper I: Essay

(SB p. 183)

Section A: Essay (50 marks)

Use the appropriate Teacher's Rubrics from the Evaluation Section in the Introduction of this Teacher's Guide. The following Rubrics would be suitable:

- Teacher's Rubric: Speech (page 15)
- Teacher's Rubric: Narrative Essay (page 16)
- Teacher's Rubric: Formal and Informal Letter (page 22)
- Teacher's Rubric: Newspaper/Magazine Article (page 20).

Section B: Comprehension (40 marks)

Answer all questions.

6. a) The writer had also received Valentine's Day gifts and had been visited in hospital. ✓✓
- b) Deafening screams ✓✓
- c) Badly injured with multiple injuries ✓✓
- d) She could not get the doctor's attention. ✓✓
- e) They were curious as to whether she was related to Dr Sabito. ✓✓
- f) Simile ✓✓
- g) i) Prepositional phrase ✓✓
- ii) To explain how something was done ✓✓

- h) Answers may vary.
- i) peaceful ✓
- ii) overwhelming ✓
- iii) horrific ✓
- iv) hear ✓
- v) interested ✓
- vi) careless ✓
7. a) Because we can observe violence all around us ✓✓
- b) Students demonstrate in order to get the authorities to give in to their demands; workers use violence when they are not paid. ✓✓
- c) It seems to be the only way that they can be made to listen. ✓✓
- d) He appears sympathetic. ✓✓
- e) i) Personification ✓
- ii) Violence can happen in many different ways. ✓
- f) i) Paradox ✓
- ii) Although the students perceive the measures as not being in their best interests, the education authorities may have sound reasons for taking these measures. The measures may be beneficial in the long run. ✓
- g) i) commonplace ✓
- ii) chaos ✓
- iii) misunderstood ✓
- iv) wasted ✓
- v) get rid of/kill ✓
- vi) completely ✓

Section C: Summary (30 marks)

8. Answers will vary. Award five marks for each valid sentence.

- a) Industries discharge contaminated water into rivers. Industries pollute surface water and it can no longer be used for drinking.

- b) Animal and plant species are in danger of becoming extinct. Deforestation leads to soil erosion.
- c) Salt can be extracted from seawater so that it is drinkable. Used water can be regenerated so that it can be used again.

Total marks: 120

English Language Paper II (SB p. 189)

Section 1

1. D. discord
2. B. attack
3. C. nowhere
4. B. dwarf
5. B. liberal
6. B. extravagant
7. A. divided
8. D. reducing
9. D. suffered
10. C. indifferent

Section 2

11. A. caved in OR B. collapsed
12. B. rampant
13. B. commitments
14. C. retrenchment
15. C. insubordination
16. A. courtesy
17. A. bed-ridden
18. D. supplemented
19. D. sentence
20. C. majority OR D. margin

Section 3

21. B. reaching the required standard
22. D. had the same scores
23. E. fatigued
24. A. were joining others in doing what was fashionable
25. E. remain alert
26. B. fret and worry
27. A. find more meanings than the words appear to express
28. D. made a great impression
29. D. make him do whatever he wishes
30. A. annoyed

Section 4

31. B. outdated
32. D. kind

33. D. vague
34. E. relevant
35. B. favourable
36. D. rough and abrupt
37. B. disastrous
38. E. unpredictable
39. D. disgrace
40. B. secret

(10)

Section 5

- (10) 41. D. revolves
42. E. was
43. C. -ment
44. B. A good paper was presented by him the previous week.
45. E. The hunter was bitten by a snake.
46. D. would not have spoken
47. E. Were he
48. A. had
49. D. new green French sports car
50. A. didn't he?
51. D. Asthma
- (10) 52. E. the
53. C. isn't he?
54. D. one
55. B. an
56. E. khaki
57. C. privilege
58. B. occasion
59. B. from
60. C. on
61. A. beautiful young Japanese
62. B. awfully
63. C. quickly
64. A. dead
65. C. since
66. A. from
- (10) 67. B. cowardly
68. E. whose
69. E. themselves
70. A. mightier

(30)

Section 6

- 71. D changing
- 72. B career
- 73. A market
- 74. E remains
- 75. E varying
- 76. B with
- 77. D little
- 78. B domestic
- 79. E purchasing
- 80. C until
- 81. E enough
- 82. C reduced
- 83. C particularly
- 84. C sunlight
- 85. A ensure

- 86. D items
- 87. D purchase
- 88. D amounts
- 89. E suggest
- 90. D atmospheric (20)
- 91. C reporters
- 92. A current
- 93. E correspondents
- 94. A matters
- 95. D headlines
- 96. D front page
- 97. B editorials
- 98. B journalists
- 99. C columns
- 100. A dailies (10)

Total marks: 100

English Language

Paper III

(SB p. 199)

Section 1

1. C. move
2. B. egg
3. E. work
4. D. grocery
5. D. now
6. E. part
7. A. blood
8. D. tyre
9. D. vowel
10. E. vase
11. B. do
12. D. played
13. C. it
14. C. goat
15. B. bribe

Section 2

16. C. member
17. A. booked
18. C. ghost
19. E. vest
20. D. loath
21. D. please
22. C. slapped
23. D. genre
24. E. worry
25. E. reply
26. A. apple
27. A. deport
28. D. local
29. B. crucial
30. A. kiss

Section 3

31. C. port
32. A. aloud
33. D. pair
34. C. pique
35. E. sound

Section 4

36. D. e-xa-mi-NA-tion
37. C. pho-to-SYN-the-sis
38. C. pos-si-BIL-i-ty
39. C. ar-gu-MEN-ta-tive
40. D. na-tio-na-LIS-tic (5)

Section 5

41. E. photographic
42. D. examine
43. E. feature
44. B. deflate
45. E. recapture (5)

Section 6

- (15)
46. A. Were all the boys looking at the tall girl?
 47. C. Is Samson driving a new Toyota bus?
 48. B. Did father scold Nkechi for failing Mathematics?
 49. D. Does the principal seldom beat proud students?
 50. C. Did the driver order the quiet passenger to get off the bus? (5)

Section 7

- (15)
51. A. behind
 52. C. glory
 53. D. punctual
 54. C. health
 55. B. backed
 56. D. mail
 57. C. knot
 58. B. jump
 59. B. enjoy
 60. A. how (10)

Total marks: 60

(5)

Memorandum: Practice Examination 2

English Language

Paper I: Essay

(SB p. 206)

Section A: Essay (50 marks)

Use the appropriate Teacher's Rubrics from the Evaluation Section in the Introduction of this Teacher's Guide. The following Rubrics would be suitable:

- Teacher's Rubric: Speech (page 15)
- Teacher's Rubric: Narrative Essay (page 16)
- Teacher's Rubric: Formal and Informal Letter (page 22)
- Teacher's Rubric: Newspaper/Magazine Article (page 20).

Section B: Comprehension (40 marks)

Answer all questions.

6. a) Ogidi ✓✓
b) Because he was a critic of corruption in Nigeria. ✓✓
c) A car accident left him in a wheelchair and made it difficult for him to travel. ✓✓
d) i) Metaphor ✓
ii) He has achieved a great deal and it will be difficult for someone to follow his example. ✓✓
e) When he read Achebe's books, Mandela felt transported out of his prison cell on Robben Island. ✓✓
f) His books changed the way that people living in the Western Hemisphere thought about Africa. ✓✓
g) Many respected world leaders ✓✓
h) i) overseas/other countries ✓
ii) stern ✓
iii) talked about/focused on ✓
iv) view ✓
v) compulsory ✓
vi) greatly ✓

7. a) Because they were kept waiting so long to disembark ✓✓
b) There was no available staircase for them to use. ✓✓
c) That they were being held hostage by Boko Haram ✓✓
d) There was a suspected Ebola case on board and they were being kept on the plane until the health authorities arrived. ✓✓
e) To protect them from catching Ebola ✓✓
f) Because it sounds as though they are criminals rather than being unsuspecting victims of a disease ✓✓
g) Because he thinks the passengers would all sit very still and cover their noses and mouths in order to avoid catching Ebola ✓✓
h) i) moaned ✓ ii) huge ✓
iii) furious ✓ iv) at last ✓
v) risks ✓ vi) chaos ✓

Section C: Summary (30 marks)

8. a) Girls are dressed in pink, and expected to be good and learn to look after a home. Boys are dressed in blue, and expected to be macho, adventurous and active. (10)
b) Sexist attitudes affect the career choices of both men and women. Women rarely take top positions and men rarely train for the caring professions. (10)
c) Women often live in fear of violence from men. People in positions of authority often do not take their complaints seriously. (10)

Total marks: 120

English Language Paper II (SB p. 212)

Section 1

1. C. poor
2. B. dishonest
3. C. uninterested
4. D. constantly
5. B. clear
6. A. decreasing
7. E. shy
8. C. all
9. B. support
10. A. generous

Section 2

11. B. innovative
12. C. credible
13. A. confront
14. D. negotiations
15. A. affection
16. D. expose
17. C. elated
18. B. invalid
19. A. negligent
20. E. old-fashioned

Section 3

21. C. died
22. B. His name sounded familiar.
23. C. live without drawing attention to herself
24. E. not that great
25. D. very happy
26. B. putting himself at risk
27. D. are very different
28. C. it seemed like a bad thing, but was actually a good thing
29. C. not happy with him about it
30. B. stop training for the rest of the day (10)

Section 4

31. C. tolerant
32. C. voluntary

33. E. lessen
34. C. weak
35. A. supported
36. C. traumatic
37. C. serious
38. B. noisy
39. D. possible
40. A. weak

(10)

Section 5

41. E. couldn't
42. E. was
43. C. -ing
44. A. A chicken curry was cooked by him last night.
45. C. The mouse was eaten by the cat.
46. B. would not have written
47. B. Had they been here now
48. C. will have
49. E. quiet young blind girl
50. D. didn't you?
51. D. procession
52. B. the
53. A. didn't she?
54. D. none
55. B. an
56. C. separate
57. C. lose
58. B. judgment
59. D. for
60. B. on
61. B. second-hand blue cotton shirt
62. D. terribly
63. C. justify
64. D. stoop
65. D. since
66. E. stranger
67. C. enthusiastically
68. C. whose
69. D. ourselves
70. B. knot

(30)

Section 6

- 71. B. simple
- 72. D. shaped
- 73. A. happens
- 74. A. addressing
- 75. C. despite
- 76. E. latter
- 77. C. fulfilled
- 78. B. president
- 79. B. members
- 80. D. herding
- 81. A. blood
- 82. E. tragedies
- 83. B. conflict
- 84. D. continent
- 85. C. hope

- 86. E. despair
- 87. A. went
- 88. D. governance
- 89. B. potential
- 90. D. responsibility (20)
- 91. D. demand
- 92. A. world
- 93. C. negatively
- 94. D. population
- 95. E. crucial
- 96. C. suffer
- 97. A. weighed
- 98. D. problematic
- 99. B. homes
- 100. A. policy (10)

Total marks: 100

English Language

Paper III

(SB p. 222)

Section 1

1. B. wooden
2. E. fatal
3. C. moot
4. B. cradle
5. A. fib
6. D. heaved
7. E. thunder
8. D. fold
9. A. about
10. D. owner
11. A. flirt
12. B. riot
13. C. alter
14. D. vowed
15. D. liar

Section 2

16. D. shepherd
17. A. church
18. D. gentleman
19. C. attack
20. D. sought
21. C. usher
22. C. phoned
23. A. pessimist
24. B. weather
25. A. suitor
26. A. forge
27. E. slept
28. C. dancer
29. C. edited
30. C. gunk

Section 3

31. B. foul
32. D. short
33. C. prove
34. C. near
35. C. freight

Section 4

36. C. per-so-NAL-i-ty
37. D. a-bom-in-A-ble
38. A. CAP-it-a-li-sm
39. B. re-FRIG-er-a-tor
40. D. qua-li-fi-CA-tion (5)

Section 5

41. D. president
42. E. energy
43. B. fractionally
44. C. volunteer
45. E. together (5)

(15) Section 6

46. C. Were all the young students pleased with the new teacher?
47. A. Is Adebisi watching a new Nigerian film?
48. D. Did the doctor attend to the elderly cancer patient?
49. D. Does the baby enjoy playing with her sister's ball?
50. B. Does the carpenter make beautiful sculptures out of old wood? (5)

Section 7

51. D. girly
52. D. soldier
53. C. move
54. B. rough
- (15) 55. A. national
56. E. mouth
57. A. remain
58. D. weary
59. C. glorious
60. E. roses (10)

Total marks: 60

(5)

Memorandum: Practice Examination 3

English Language

Paper I: Essay

(SB p. 230)

Section A: Essay (50 marks)

Use the appropriate Teacher's Rubrics from the Evaluation Section in the Introduction of this Teacher's Guide. The following Rubrics would be suitable:

- Teacher's Rubric: Speech (page 15)
- Teacher's Rubric: Narrative Essay (page 16)
- Teacher's Rubric: Formal and Informal Letter (page 22)
- Teacher's Rubric: Newspaper/Magazine Article (page 20).

Section B: Comprehension (40 marks)

Answer all questions.

6. a) Because the restaurant used frozen peas ✓✓
b) Because the author considered frozen peas better than fresh peas ✓✓
c) i) Metaphor ✓
ii) Become less proud and haughty ✓
d) Because when they taste the soup, they realize that frozen peas have more flavour than fresh peas ✓✓
e) They have more nutrients than fresh peas because they are frozen before they lose their freshness and start to break down. ✓✓
f) Corn on the cob ✓✓
g) They like it because it remains sweet. ✓✓
h) i) tiring ✓
ii) much ✓
iii) very ✓
iv) begin ✓
v) remain ✓
vi) surprised ✓

7. a) Because he was the first case of Ebola ✓✓
b) Because his symptoms were similar to those of many other diseases ✓✓
c) So that they could trace where the outbreak originated ✓✓
d) Four ✓✓
e) It disappears for years at a time. ✓✓
f) Its host is unknown. ✓✓
g) By having more information about the virus and its host, future outbreaks can be prevented. ✓✓
h) i) illnesses ✓
ii) often ✓
iii) vital/significant ✓
iv) perplexing ✓
v) strenuous ✓
vi) assist ✓

Section C: Summary (30 marks)

8. a) The gorilla populations have declined and national park resources are reduced owing to human population growth. (5) This is coupled with a lack of governance and awareness of conservation. (5)
b) Farming and development have impacted on the natural habitat of the Cross River gorillas and reduced their numbers. (3) Bush meat hunting, although illegal, has also reduced the number of Cross River gorillas. (3) Communities living within the national parks have also grown, putting pressure on the natural habitat of the gorillas. (4)
c) Because local people eat the meat and there is a demand for the meat as an export trade (10)

Total marks: 120

English Language Paper II (SB p. 235)

Section 1

1. D. graceful
2. D. expose
3. A. trivial
4. E. kind
5. A. special
6. B. insults
7. B. sincere
8. E. seldom
9. B. lazy
10. A. accidental

Section 2

11. E. conflict
12. B. sentimental
13. A. unlawful
14. E. decline
15. C. forbidden
16. E. injured
17. C. opinion
18. B. invitation
19. D. entertaining
20. D. destructive

Section 3

21. D. lose his temper
22. A. are very similar
23. D. is good at many different things
24. B. expensive
25. C. getting on my nerves
26. C. was very small
27. E. be deceived
28. D. thing that finally made me take action
29. B. do everything humanly possible
30. A. will make the situation worse

Section 4

31. D. unsuitable
32. B. liking

33. B. lively
34. C. followed
35. B. harmless
36. B. healthy
37. D. quiet
38. E. admitted
39. E. obstinate
40. B. plentiful

(10)

Section 5

- (10) 41. C. had seen
42. A. was
43. A. -ness
44. A. A cake was baked by her yesterday afternoon.
45. A. The old man was robbed by the intruder.
46. B. would not have
47. E. had they been
48. C. would have
49. D. outspoken young American
50. C. hasn't she
51. C. committee
52. B. the
- (10) 53. E. didn't he
54. D. Everyone
55. A. a
56. A. possession
57. C. embarrassed
58. B. independent
59. B. to
60. D. at
61. B. beautiful old Italian
62. B. died
63. C. established
64. E. thoughtful
65. B. with
66. A. in
67. E. angrily
68. A. whom
69. C. at
70. C. words

(30)

Section 6

- 71. D. hours
- 72. B. spent
- 73. A. exposed
- 74. D. our
- 75. C. bought
- 76. B. negative
- 77. B. reason
- 78. C. emitted
- 79. A. body
- 80. C. rises
- 81. D. sets
- 82. E. you
- 83. B. can
- 84. B. keeping
- 85. D. fall

- 86. A. your
- 87. E. prevent
- 88. A. off
- 89. B. read
- 90. C. instead (20)
- 91. C. by
- 92. B. was
- 93. D. over
- 94. A. reflection
- 95. B. sight
- 96. B. would
- 97. C. mouth
- 98. A. promised
- 99. E. examine
- 100. B. account (10)

Total marks: 100

English Language

Paper III

(SB p. 245)

Section 1

1. E. opening
2. B. father
3. A. foot
4. D. burn
5. D. coffee
6. B. feisty
7. D. dapper
8. A. weather
9. B. duty
10. E. burning
11. E. agreement
12. D. eyelash
13. C. bowl
14. C. fate
15. E. stout

Section 2

16. C. absent
17. D. mixed
18. D. hold
19. A. subtle
20. C. pension
21. D. waltz
22. B. shoes
23. D. though
24. D. sought
25. E. freckle
26. C. revere
27. E. that
28. D. reach
29. E. clink
30. E. just

Section 3

31. D. theme
32. C. mine
33. B. more
34. C. dove
35. B. should

Section 4

36. B. so-PHIS-ti-ca-ted
37. C. u-ni-VER-si-ty
38. D. cha-rac-te-RIS-tic
39. D. en-thu-si-AS-tic
40. C. e-lec-TRI-ci-ty (5)

Section 5

41. D. permit
42. A. begin
43. E. careless
44. B. election
45. D. interesting (5)

(15) Section 6

46. C. Does the chef dislikes baking sweet cakes? or D. Does the chef enjoy baking sweet cakes?
47. B. Is Aretta's cousin miserable at his new job?
48. C. Is Oluchi knitting a new dress for the party?
49. A. Does anybody enjoy washing the dishes after dinner?
50. D. Does the dog hate it when she is left alone at home? (5)

Section 7

51. A. pleasure
52. C. ring
53. C. grab
- (15) 54. A. odd
55. D. flood
56. B. common
57. C. cure
58. E. machine
59. A. fair
60. B. foot (10)

(5)

Total marks: 60

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