

Excellence in English

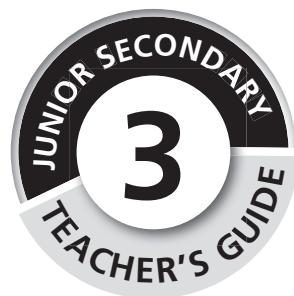


CURRENT
NERDC
Curriculum



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Excellence in English



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INTRODUCTION

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

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

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

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

The purpose of the English Studies Curriculum

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

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

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

The role of the teacher

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

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

The English Studies Scheme of Work

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

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

The English Studies Scheme of Work for Junior Secondary 3 can be found on pages 23 to 25 of this Teacher’s Guide. The sequence of the Scheme of Work is aligned with the Student’s Book. Teachers should not be tempted to jump around. They should rather spend time carefully planning the term to ensure that they adhere to the Scheme of Work.

Daily Lesson Plans

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

Time allocation

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

The Excellence in English Junior Secondary 3 Student’s Book

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

The Excellence in English Junior Secondary 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 the Student’s Book.

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

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

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

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

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

Evaluation

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

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

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

Formative Evaluation

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

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

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

Summative Evaluation

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

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

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

Evaluation Tools

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

Student's Self-Evaluation Checklists

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

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

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

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

Teacher's Rubrics

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

Ten Teacher's Rubrics are supplied. They are:

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

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

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

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

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

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

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

Student's Self-Evaluation Checklists

Student's Self-Evaluation Checklist: Reading Aloud

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

Student's Self-Evaluation Checklist: Narrative Essay

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

Student's Self-Evaluation Checklist: Descriptive Essay

Focus (relates to topic)	The content of my essay relates directly to the topic I was given.	
Structure (order of content)	I have structured my essay logically so that it builds the description. My essay includes a clear Introduction, Body and Conclusion.	
Narrative techniques	I have clearly and fully described the people/objects/events in my essay. I have used a variety of types of Descriptive Language. I have 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 and Informal Letter

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

Teacher's Assessment Rubrics

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

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

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

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

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

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

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Summarising (10 marks)	The student Summarises all Main Ideas in the Passage and can communicate these without hesitation. (9–10 marks)	The student Summarises Main Ideas in the Passage and can communicate these. (7–8 marks)	The student Summarises some Ideas in the Passage and can communicate these with hesitation. (4–6 marks)	The student Summarises few of the Ideas in the Passage and communicates these with difficulty. (2–3 marks)	The student Summarises one or no Ideas from the Passage and communicates 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: Speech (40 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Focus/ Argument	The content of the Speech is directly related to the topic; convincingly supports the Argument/ Statement. (5 marks)	The content of the Speech relates directly to the topic; clearly supports the Argument/ Statement. (4 marks)	The content of the Speech relates directly to the topic. It partially supports the Argument/ Statement. (3 marks)	The content of the Speech partially addresses the topic. It weakly supports the Argument/ Statement. (2 marks)	The content of the Speech is unrelated to the topic. (0–1 marks)
Structure (order of content)	Clear Introduction, Body and Conclusion. The Argument is clearly stated in the Introduction. The paragraphs skilfully build the Argument with Main Ideas and Supporting Facts/Details. The Conclusion convincingly 'proves' the Argument. (9–10 marks)	Logically structured: The Argument is stated in the Introduction and supported by each of the paragraphs, and restated in the Conclusion. The paragraphs contain a Main Idea and Supporting Facts/ Details. (7–8 marks)	Logically structured: Introduction, Body and Conclusion. The Introduction states the Argument. Main Ideas are clear; not always supported by Facts/Details. The Conclusion is partially convincing. (4–6 marks)	Ineffective structure (for example, missing Introduction or Conclusion). Ideas are unclear. The Argument is not logically built through the use of paragraphs. Conclusion unclear. (2–3 marks)	The Speech does not follow a clear structure. Ideas are unclear. The Argument is not clearly stated. (0–1 marks)
Argumentative techniques (evidence and persuasion)	The Speech provides strong evidence to support Argument. The Speech uses Arguments that are persuasive/ convincing. (9–10 marks)	The Speech provides some evidence. The Speech uses Persuasive Arguments. (7–8 marks)	The Speech provides limited evidence. The Argument/ Statement is not particularly persuasive or convincing. (4–6 marks)	The Speech attempts to provide evidence but fails. Argument/ Statement is not persuasive. (2–3 marks)	The Speech neither provides evidence, nor provides a convincing/ persuasive Argument. (0–1 marks)
Language (including Grammatical Structure)	Precise Language and Vocabulary that 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 (40 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Focus (relates to topic)	The content of the essay is directly related to, and includes an interesting or unusual interpretation of the topic. (5 marks)	The content of the essay relates directly to the topic. It attempts an interesting or unusual interpretation of the topic. (4 marks)	The content of the essays relates directly to the topic. (3 marks)	The content of the essay attempts to relate to the topic, but misinterprets the focus of the topic. (2 marks)	The content of the essay is unrelated to the topic. (0–1 marks)
Structure (order of content)	The essay uses 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. (9–10 marks)	The Setting, Main Idea of the essay and Main Characters are clearly described in the Introduction. The Plot is clearly developed in the Body of the essay. The Conclusion is interesting. (7–8 marks)	The Setting, Main Idea and Main Characters are clearly described in the Introduction, but more details could have been included. The Plot is adequately developed in the Body. There is a Conclusion but it is not interesting. (4–6 marks)	The Setting, Main Idea and Characters are not clearly described in any part of the essay. The Plot is unclear. The essay lacks a proper Conclusion. (2–3 marks)	The Setting and Characters are not described. The Plot is unclear or non-existent. There is no Conclusion. (0–1 marks)
Language (including Grammatical Structure)	The essay uses clear Literal Language as well as a variety of Figures Of Speech (Similes, Metaphors etc.). Sentences are varied and their structure creates interest. Appropriate Dialogue is included. Grammar is above expectations for the grade, with excellent use of Adverbs and Adjectives. (9–10 marks)	The essay uses Literal Language and some Figures Of Speech. Sentences are correct and create some interest. Some Dialogue is included. Grammar is at grade level. (7–8 marks)	The essay uses mostly Literal Language. Sentences are correct but not varied in structure. Grammar is at the grade level, and may include few mistakes. (4–6 marks)	The essay uses Literal Language. Sentences may not be correct. Grammar is below grade level, and includes many mistakes. (2–3 marks)	Language 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 (40 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Focus (relates to topic)	The content of the essay is directly related to, and includes an interesting or unusual interpretation of the topic. (5 marks)	The content of the essay relates directly to the topic. It attempts an interesting or unusual interpretation of the topic. (4 marks)	The content of the essays relates directly to the topic. (3 marks)	The content of the essay attempts to relate to the topic, but misinterprets the focus of the topic. (2 marks)	The content of the essay is unrelated to the topic. (0–1 marks)
Structure (order of content)	The essay uses a clear Introduction, Body and Conclusion. The paragraphs skilfully introduce Main Ideas and support these with details. (9–10 marks)	The essay is logically structured: Introduction, Body and Conclusion. The paragraphs contain a Main Idea and Supporting Details. (7–8 marks)	The essay is logically structured: Introduction, Body and Conclusion. Main Ideas are clear; not always supported by details. (4–6 marks)	Essay does not use structure effectively (for example, missing an Introduction or Conclusion). Ideas are unclear. (2–3 marks)	The essay does not follow a clear structure. Ideas are unclear. (0–1 marks)
Descriptive techniques	The essay skilfully describes the subject of the essay by 'showing' rather than 'telling'. For example: 'The paint on the walls was peeling and the doors creaked ...' (show) vs 'The house was old'. (tell) The essay engages the reader's five senses and imagination. (9–10 marks)	The essay sometimes shows and sometimes tells. The essay engages some of the reader's senses and his/her imagination. (7–8 marks)	The essay tells. The essay engages one or two of the senses, but in a limited way. (4–6 marks)	The essay describes the object/event/person but is unclear. The essay does not engage the senses effectively. (2–3 marks)	The essay does not engage the reader's senses or imagination as it is unclear. (0–1 marks)
Language (including Grammatical Structure)	Essay uses Literal Language and a variety of Figures Of Speech. Sentences are varied and their structure creates interest. Grammar is above expectations for the grade. (9–10 marks)	Essay uses Literal Language and some Figures Of Speech. Sentences are correct and create some interest. Grammar is at grade level. (7–8 marks)	Essay uses mostly Literal Language, Sentences are correct but not varied in structure. Grammar is at the grade level, and may include few mistakes. (4–6 marks)	Essay uses Literal Language. Sentences may not be correct. Grammar is below grade level, and includes many mistakes. (2–3 marks)	Language 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 (40 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Focus/ Argument	The content of the essay is directly related to the topic; convincingly supports the Argument/ Statement. (5 marks)	The content of the essay relates directly to the topic; clearly supports the Argument/ Statement. (4 marks)	The content of the essay relates directly to the topic. It partially supports the Argument/ Statement. (3 marks)	The content of the essay partially addresses the topic. It weakly supports the Argument/ Statement. (2 marks)	The content of the essay is unrelated to the topic. (0–1 marks)
Structure (order of content)	Clear Introduction, Body and Conclusion. The Argument is clearly stated in the Introduction. The paragraphs skilfully build the Argument with Main Ideas and Supporting Facts/Details. The Conclusion convincingly 'proves' the Argument. (9–10 marks)	Logically structured: The Argument is stated in the Introduction and supported by each of the paragraphs, and restated in the Conclusion. The paragraphs contain a Main Idea and Supporting Facts/ Details. (7–8 marks)	Logically structured: Introduction, Body and Conclusion. The Introduction states the Argument. Main Ideas are clear; not always supported by Facts/Details. The Conclusion is partially convincing. (4–6 marks)	Ineffective structure (for example, missing Introduction or Conclusion). Ideas are unclear. The Argument is not logically built through the use of paragraphs. Conclusion unclear. (2–3 marks)	The essay does not follow a clear structure. Ideas are unclear. The Argument is not clearly stated. (0–1 marks)
Argumentative techniques (evidence and persuasion)	The essay provides strong evidence to support Argument. The essay uses Arguments that are persuasive/ convincing. (9–10 marks)	The essay provides some evidence. The essay uses persuasive Arguments. (7–8 marks)	The essay provides limited evidence. The Argument/ Statement is not particularly persuasive or convincing. (4–6 marks)	The essay attempts to provide evidence but fails. Argument/ Statement is not persuasive. (2–3 marks)	The essay neither provides evidence, nor provides a convincing/ persuasive Argument. (0–1 marks)
Language (including Grammatical Structure)	Precise Language and Vocabulary that 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 (40 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Focus (topic)	Essay content directly related to topic, and expands reader's appreciation of the subject. (5 marks)	Essay content directly related to topic, and adds some new information. (4 marks)	The content of the essay is directly related to the topic. (3 marks)	The content of the essay partially addresses the topic. (2 marks)	The content of the essay is unrelated to the topic. (0–1 marks)
Structure (order of content)	Clear Introduction, Body and Conclusion. Topic and content of essay clarified in the Introduction. Paragraphs skilfully link Main Ideas to the topic, and support these with interesting facts and details. The Conclusion provides a clear Summary of the Main Points. (9–10 marks)	Clear Introduction, Body and Conclusion. Topic is clearly stated in Introduction. Paragraphs contain Main Ideas that are supported by interesting facts and details. The Conclusion provides a clear Summary of the Main Points. (7–8 marks)	Clear Introduction, Body and Conclusion. Topic is stated in Introduction. Body Paragraphs state Main Ideas, and sometimes provide Supporting Details. The Conclusion provides a Summary of the topic. (4–6 marks)	Poor structure: for example missing Introduction or Conclusions. Ideas are unclear. Body Paragraphs may repeat ideas. Little or no Supporting Details. Conclusion unclear. (2–3 marks)	The essay does not follow a clear structure. Ideas are unclear. No Supporting Details. Conclusion is absent or very unclear. (0–1 marks)
Expository techniques (development of the essay)	Provides clear examples, facts, and definitions, and differing points of view. Provides references (those provided and own). Shows excellent understanding of the topic. (9–10 marks)	Some examples and facts, and differing points of view. References the available materials. Shows good understanding of the topic. (7–8 marks)	Few examples. One point of view. Limited reference to available materials. Limited understanding of the topic. (4–6 marks)	One point of view. Essay provides irrelevant examples. Limited reference to available materials. Poor understanding of topic. (2–3 marks)	No examples or facts stated. No reference to available materials. Poor understanding of topic. (0–1 marks)
Language (including Grammatical Structure)	Precise Language and Vocabulary 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 (40 marks)

	Excellent	Good	Average	Below average	Unsatisfactory
Title	Short and Interesting/ clever, relates clearly to the topic of the content, makes the reader eager to read on. (5 marks)	Short, relates clearly to the topic of the content, makes the reader want to read on. (4 marks)	Short, relates to the topic of the content but not very interesting, will not necessarily make the reader want to read on. (3 marks)	Too short or too long, does not seem to relate to the topic of the content and not interesting, will not make the reader want to read on. (2 marks)	Not supplied, or too short or too long, does not relate at all to the topic of the content and not interesting, the reader will not want to read on. (0–1 marks)
Introduction	Correctly and clearly answers the 'who', 'what', 'why', 'when', 'where' and 'how' questions in the first paragraph. Sets out the angle that the Article will take (i.e. what aspect of the 'story' will be focused on, or what the Opinion of the writer is). (5 marks)	Correctly and clearly answers the 'who', 'what', 'why', 'when', 'where' and 'how' questions in the first paragraph. Provides an overview of what will be discussed in the Article. (4 marks)	Correctly and clearly answers most of the 'who', 'what', 'why', 'when', 'where' and 'how' questions. Provides some overview of the focus of the Article. (3 marks)	Correctly but not clearly answers few of the questions: 'who', 'what', 'why', 'when', 'where' and 'how'. (2 marks)	Misinterprets the question and doesn't answer the key questions: 'who', 'what', 'why', 'when', 'where' and 'how'. Provides no overview of the content. (0–1 marks)
Body paragraphs	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 Indirect Speech where needed. Interesting and appropriate Language Use: focus on Literal. Excellent Vocabulary. (9–10 marks)	Appropriate Language. Good Vocabulary. (7–8 marks)	Mixture of appropriate and inappropriate Language. Limited Vocabulary. (4–6 marks)	Inappropriate Language that is unclear. Poor Vocabulary. (2–3 marks)	Language uses makes it difficult to understand. Very poor Vocabulary. (0–1 marks)
Spelling and Punctuation	No Punctuation or Grammatical Errors. (5 marks)	One or two Punctuation or Grammatical Errors. (4 marks)	More than two Punctuation or Grammatical Errors. (3 marks)	More than 5 Punctuation and Grammatical Errors. (2 marks)	More than 8 Punctuation or Grammatical Errors. (0–1 marks)

Teacher's Rubric: Summary (30 marks)

	Excellent	Good	Average	Below average	Unsatisfactory
Content and Organisation	Has written the required number of sentences. Main Idea clearly and accurately stated in first sentence. Contains three of four Supporting Details. The order is logical. The Concluding Sentence effectively wraps up the Summary (but doesn't offer an Opinion or any type of reflection on the content that was Summarised). (13–15 marks)	Has written the required number of sentences. Main Idea clearly and accurately stated, but not necessarily in first sentence, one or two Supporting Details. The order is logical. The Concluding Sentence wraps up the Summary, and may include the student's Opinion. (9–12 marks)	Has written the required number of sentences. States Main Idea. Includes one Supporting Detail. The order is logical. There is no Concluding Sentence. (6–8 marks)	Has written the required number of sentences. Main Idea not clearly stated. Sometimes includes Supporting Details. The student attempts a logical order, but fails. There is no Concluding Sentence. (3–5 marks)	Has not written the required number of sentences. Main Idea and Supporting Details are not stated. Sentences do not relate to the topic. Order is illogical. There is no Concluding Sentence, or the Concluding Sentence doesn't relate to the topic/content. (0–2 marks)
Grammar	Appropriate Language. Excellent Vocabulary. No Grammatical Errors. (9–10 marks)	Appropriate Language. Good Vocabulary. One or two Punctuation or Grammatical Errors. (7–8 marks)	Mixture of appropriate and inappropriate Language. Limited Vocabulary. More than two Punctuation or Grammatical Errors. (4–6 marks)	Inappropriate Language that is unclear. Poor Vocabulary. More than 5 Punctuation or Grammatical Errors. (2–3 marks)	Language 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 and Informal Letter (40 marks)

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

The English Studies Scheme of Work for Junior Secondary 3

Term 1

Module	Module Name	Speech Work	Grammar	Reading	Vocabulary	Writing	Literature
1	Review Of Junior Secondary 2 (SB p. 5)	Revision of Vowel sounds from JSS 2 /i/, /e/, /æ/, /ə/, /aɪ/, /ɔɪ/	Revision parts of speech Prepositions	Fiction: <i>Back to School</i> Inferring from text Similes and Metaphors	Finding Synonyms in the text	An Informal Letter	Difference Between Fiction and Non-Fiction Examples of Fiction and Non-Fiction
2	Making New Friends (SB p. 12)	Monophthongs and Diphthongs Listening text on pen pals	Simple Past, Present and Future Verbs followed by Preposition	Pen pals on social media Reading a profile page on social media	Vocabulary for social media	A pen pal advertisement on social media	Poetry analysis Poem: <i>Best Friends</i> by Nicole Levin
3	Heroes And Heroines (SB p. 20)	Stress and Intonation Stressed and Unstressed Syllables Speech practice	Adverbs Of Time, Manner, Place, Degree and Frequency	African hero and heroine, Wole Soyinka and Wangari Muta Maathai Difference between Fact and Opinions	Matching words from reading text with correct meanings	A Narrative Essay about someone who has good fortune	Poem: <i>The Dawn</i> by Olusola Fadiya
4	Road Safety (SB p. 27)	Consonant sound /f/ and /p/ Speaking and Listening skills; parts of a car	Order of Adjectives Expressing willingness /unwillingness	Monitoring devices for road monitoring and road safety Main/Topic Sentences	Road signs and their meanings	Expository Essay on care of a car/ transportation	Poem: <i>Land</i> by Olusola Fadiya
5	Travelling By Air (SB p. 36)	Consonant sounds /f/, /θ/, /d/, /s/ and /ʃ/ /tʃ/ /r/ /ɒ/ Consonant sounds /p/, /f/, /b/, /v/ and /s/	Present Continuous Past Continuous	Story comprehension Writing a Summary of the story	Matching word with meaning, vocabulary for air travel	A Descriptive Essay	Poetry: <i>The Eagle</i> by Alfred Lord Tennyson
6	Respect (SB p. 43)	Consonant sound /f/ and /v/ Speaking skills: discussion on respect	Prepositions	Skimming and Scanning Inferring meaning from text	Vocabulary from reading text	A Semi-Formal Letter, explaining why you are absent from school	Prescribed text for Drama
7	Crime And Corruption (SB p. 50)	Consonant sounds /s/, /ʃ/, /tʃ/ and /r/ /ɒ/ Speaking: Pace, Rhythm and Intonation in news report	Co-ordinating and Subordinating Conjunctions	Dialogue comprehension Writing a Summary	Matching words with meaning; vocabulary from reading text	Argumentative Essay on the theme	Prescribed text for Drama Characterisation
8	A Cleaner, Greener Earth (SB p. 59)	Consonants /tʃ/ and /t/ /v/ sounds	Modal Verbs	Skimming and Scanning Reading a diagram	Vocabulary for environment	Expository Essay on the theme	Prescribed text for Drama

Module	Module Name	Speech work	Grammar	Reading	Vocabulary	Writing	Literature
9	Taking Responsibility (SB p. 67)	Rising, falling and fall-rise Intonation patterns	Creating Antonyms with Prefixes	Skimming, and Scanning Inferring meanings from text	Synonyms with vocabulary from reading text	Argumentative Essay on the theme	Drama: writing your own Play
10	Revision (SB p. 75)	Vowels: /a/ and /ɔ/ sound Consonants /θ/ and /ð/	Adjectives Modal Verbs Prepositions	Reading comprehension Non African Folktales Reading comprehension	Gap fill; vocabulary revision	Descriptive Essay about a happy memory	Prescribed text for Drama

Term 2

Module	Module Name	Speech Work	Grammar	Reading	Vocabulary	Writing	Literature
1	Review Of Term 1 (SB p. 81)	Revise Term 1: /θ/ and /t/ Listening comprehension: Patriotism speech	Different types of Nouns (Proper, Common, Collective, Abstract) Conjunctions: expressing exception	Story: Memorable days in Nigerian history	Memorable days words	Narrative essay: My most memorable day celebrating being a Nigerian	Prescribed text – Drama
2	Sport (SB p. 89)	Consonant contrasts: /t/ and /s/ Listening comprehension: Report on professional Nigerian footballer Stella Mbachu	Countable and uncountable nouns Conjunctions: cont. with expressing exception	Report: Most played sport in Nigeria	Sports words	Report writing: School's interhouse sports	Prescribed text – Drama
3	The Media (SB p. 96)	Consonant contrasts: /s/ and /z/ Listening comprehension: The media	Derivatives: Prefixes and Suffixes	Advantages and disadvantages of social media	Different types of social media words	Article writing: A current news event	Prescribed text – Drama
4	School Subjects (SB p. 103)	Vowel contrasts: /ʌ/ and /a:/	Question tags	School timetable and brief information about the subjects	School work words and Synonyms	Informal Letter to a friend telling about favourite subject	Prescribed text – Novel
5	Consumer Rights (SB p. 109)	Nasal sounds: /m/, /n/, /ŋ/ Listening comprehension: Consumer rights	Personal and Possessive Pronouns	Food labels and their importance	Choosing food labels	Formal Letter of Invitation: Programme about consumer rights	Prescribed text – Novel
6	The Right To Education (SB p. 116)	Vowel sounds: /æ/ and /ɜ:/ Listening comprehension: Speech on why education is important	Reflexive and Relative Pronouns	Passage about study skills and exam/test malpractice	Synonyms for the word 'study' (nouns and verbs)	Expository Essay: Why students fail exams	Prescribed text – Novel

Module	Module Name	Speech work	Grammar	Reading	Vocabulary	Writing	Literature
7	Drugs (SB p. 124)	Vowel sounds: /ɒ/ and /ɔ:/ Listening comprehension: What are drugs and why are they bad for you?	Direct and Indirect Speech Synonyms	Article: NAFDAC	Drug words	Expository Essay: Drug addiction	Prescribed text – Novel
8	Jobs – Providing Services (SB p. 129)	Vowel sounds: /ʊ/ and /u:/	Demonstrative Pronouns Revise all Pronouns done in Term 2	Information text: Different jobs that play a vital role in a community	Identifying and discussing different jobs	Argumentative Essay: Teachers are better than farmers in society Linked to a debate	Prescribed text – Novel
9	Film Stars (SB p. 135)	Vowel sound: /ə/ Listening comprehension: The rise of the film industry in Nigeria	Active and Passive Voice	Article: Four famous Nollywood stars	Different movie genres	Expository Essay: How Nigeria has benefited from Nollywood	Prescribed text – Novel
10	Revision (SB p. 140)	Revise all Vowel and Consonant sounds and contrasts done in Term 2	Revise all grammar work done in Term 2	n/a	n/a	Argumentative Essay: Professional football players are better than actors	n/a

Term 3

Module	Module Name	Speech Work	Grammar	Reading	Vocabulary	Writing	Literature
1	Review Of Term 2 (SB p. 146)	Revision of Term 2	Revision of Term 2	Story: How Gafar and Nwanne's wedding dreams fell apart	Vocabulary based on reading passage	Argumentative Essay: Inter-ethnic marriages are doomed to failure	Revision of prescribed text – Drama
2	Keeping The Peace (SB p. 152)	Review of monophthongs	Revision (nouns, pronouns, adjectives, synonyms, antonyms)	Information text: How to handle conflict	Vocabulary based on reading passage	Narrative Essay based on a conflict situation	Revision of prescribed text – Drama
3	Peer Pressure (SB p. 161)	Review of Diphthongs	Novel extract: <i>Americanah</i> by Chimamanda Ngozi Adichie	Vocabulary based on reading passage	Descriptive Essay based on peer pressure	Figurative language and figures of speech	
4	People Who Inspire Us (SB p. 169)	Consonant sounds	Revision (Verbs and Adverbs)	Vocabulary based on reading passage	Writing a Letter (Formal, Semi-Formal or Informal)	Writing a Summary	Revision of prescribed text – Novel

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 5) Revise Vowel sounds i, e, ae, ei, ai	Reading And Comprehension (p. 6) Read the text and answer questions	Grammar (p. 8) Identify Parts of Speech	Writing (p. 8) Talk about and write an Informal Letter, using the correct structure and format	Literature (p. 9) Differentiate between Fiction and Non-Fiction. Read texts 1 and 2 and answer the questions
	Reading And Comprehension (p. 5) Talk about feelings on first day of school, suggest the topic of the story from the speech bubble	Vocabulary Development (p. 7) Vocabulary based on reading passage			

Objectives

The student should be able to:

Listening And Speaking: Identify Vowel sounds /i/, /e/, /æ/, /ei/, /ai/.

Reading And Comprehension: Recount an experience, complete an incomplete story, read a text and answer comprehension questions.

Grammar: Identify Parts of Speech.

Writing: Write an Informal Letter.

Literature: Understand the difference between Fiction and Non-Fiction books.

with the sounds /i/, /e/, /æ/, /ei/ and /ai/ and be able to suggest words containing these sounds.

Activity 1 (SB p. 5)

This is a revision activity and students should be able to complete it without much help. Make sure they can recognise the similar sounds in eight, fate, taint and so on. Give students time to work through the exercise, referring to their textbooks if necessary. Then discuss the answers with the class. Take the time required to explain anything that they do not understand.

Resources

Student's Book (pp. 5–11)
Blackboard, dictionaries, examples of Fiction and Non-Fiction books

Listening And Speaking

Before commencing, revise work on Vowel sounds from JSS2 with students. They should be familiar

Answers

- Students must copy the table into their exercise book.
- Students must write the words from the text boxes in the correct column according to their Vowel sound. In each word, students must focus on the Vowel that is printed in bold. The first row has been done for them.

/i/	/e/	/æ/	/eɪ/	/ɔɪ/
rim	egg	mat	eight	toy
fill	end	flat	taint	coil
instil	send	fat	fate	soy
mill	rest	pat	neighbour	toil
kill	pretend	rat	vain	boy

- c) Students must work in pairs. They must compare their answers and then check their answers with their teacher.
- d) Students must practise saying the words aloud.
- e) Students must add a line to their table and fill in another word in each column on their own.

Evaluation

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

Reading And Comprehension

Activity 2 (SB p. 5)

Use Activity 2 as an introduction to the main text. Students should work in pairs and discuss how they felt on their first day of the new school year. Encourage students to share their feelings openly. They must also use their imaginations to think of the possible development of a story from a speech bubble and picture.

- a) They must think about the first day of the school year. How did they feel? They must discuss their feelings with a partner. Answers will vary, but feelings that they mention may include nervousness, excitement and dread.
- b) Students must look at the picture and speech bubble. What do they think this story is going to be about? They must discuss their ideas with a partner. Encourage students to examine the possible feelings of the girl portrayed in the picture.
- c) Students must read the story carefully, noting any words that they do not understand.

Activity 3 (SB p. 7)

Students answer the multiple-choice questions in their exercise book.

- a) From paragraph 1, we know that the writer feels:
 - anxious about the new school year.
- b) The line: "my stomach churned like porridge being stirred in a pot" is
 - an example of a Metaphor.

Activity 4 (SB p. 7)

Students must write the answers to the questions in their exercise books.

Answers

- a) He expects better school results this year especially in Mathematics and English.
- b) Singing and running.
- c) Her goals are:
 1. Improve her results in Mathematics.
 2. Improve her results in English.
 3. Join the running team.
 4. Join the choir.
 5. Keep her old friends.
 6. Make new friends.
- d) She thinks boys are irritating.
- e) She is upset. Tears begin to well in her eyes.
- f) "I pushed back the tears that began to well in my eyes."
- g) Her old friends will not be in her class.

Reading Evaluation

The beginning of the Junior Secondary 3 is a good time to assess students' reading skills so that you can assess how best to support weaker readers during the course of the year.

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

Vocabulary Development

Activity 5 (SB p. 7)

Encourage students to use dictionaries and find out the meanings of the words for themselves. You can also encourage students to talk about their own school goals.

Students must match the words from the text in the left-hand column to the correct meaning in the right-hand column.

Answer

Word	Meaning
irritating	annoying
approaching	walking towards
calmer	more relaxed
stirred	turned slowly
goals	plans to achieve something
choir	collective Noun for a group of singers

Grammar

Activity 6 (SB p. 8)

This activity helps students to revise Parts of Speech. Use the activity to check on any Parts of Speech that students are having difficulty with, and give extra practice if needed.

Students must copy the sentences into their exercise book. They must identify the Parts of Speech shown in brackets at the end of each sentence and underline the correct word in the sentence.

Answers

The first one has been done for students.

- These seemed like good goals for the year. (one Adjective)
- Listing them in my head gave me a plan. I would write them down later. (two Prepositions)
- As I approached the school gates, I felt calmer. (two Verbs)
- The porridge in my stomach stopped churning. (one possessive Adjective)
- Even if I wasn't completely ready for the year, I was ready for the day. (one Preposition)

- My heart began to beat in my chest as I ran to look at the notice board. (two Verbs)
- I read the list slowly. (one Adverb)
- As I walked through the gate, my friend Awele approached me. (one Conjunction, one Verb)

Activity 7 (SB p. 8)

Talk to students about Nouns and give them examples before they undertake the exercise.

In their exercise book, students must write down any six Nouns from this extract:

It should be easy, the first day of the new school year. After all, this is my ninth year of school. Yet, as I walked along the pavement, my stomach churned like porridge being stirred in a pot.

Answers

day, school, year, year, school, pavement, stomach, porridge, pot

Activity 8 (SB p. 8)

This activity further consolidates students' understanding of Parts of Speech. Revise the function of Prepositions briefly before students undertake the exercise.

Students must choose the correct Preposition from the boxes to complete the sentences.

Answers

- We walk a long way to school every day.
- I have choir practice on a Tuesday afternoon.
- We met for cross country running outside the school gates.
- The singing competition is on Saturday.
- I will meet you on the sports field in ten minutes.
- Our English lesson is at ten o'clock.
- I will finish my homework in half an hour.
- Please wait for me before you go outside.

Writing

Activity 9 (SB p. 8)

Students must work in pairs as they think about and discuss their plans for this academic year. They must ask themselves questions such as 'What

would I like to achieve? What would I like to improve?' Their ideas should include their goals for their school work, sport and cultural activities. They must tell their partner their plans.

Activity 10 (SB p. 9)

Briefly remind students of the correct format for an Informal Letter.

Students must write an Informal Letter to their best friend telling him or her about their plans for this academic year. Share the Student's Self-Evaluation Checklist: Writing/ Informal letter with students by making copies or by writing the checklist on the board. Use this checklist as a basis for revising the features of Informal Letters. Tell students to use the checklist to check their work before submitting it.

Evaluation

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

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

Literature

Discuss the different forms of Fiction and Non-Fiction with students and ask them for examples. If possible, hold up different examples of Non-Fiction texts from newspapers and magazines for students to look at.

Activity 11 (SB p. 10)

Students must read the two texts that follow and observe the differences in the two forms of literature.

Activity 12 (SB p. 10)

Before the students read the texts, they must look up the following words in the glossary and find their meanings: categories, compassion, neurons, curiosity, spanked.

Answers

categories – a class or division of people or things regarded as having particular shared characteristics

compassion – sympathetic pity and concern for the sufferings or misfortunes of others

neurons – specialised cells transmitting nerve impulses; nerve cells

curiosity – a strong desire to know or learn something

spanked – slap with one's open hand or a flat object, especially on the buttocks as a punishment

Activity 13 and 14 (SB p. 10 and 11)

Students must answer the questions that follow.

Answers

- a) Text 1 is an example of:
 - Fiction.
- b) Text 2 is an example of:
 - Non-Fiction.
- c) Text 1 is an example of a:
 - story.
- d) Text 2 is an example of:
 - newspaper article.
- e) Text 1:
 - tells a story.
- f) Text 2:
 - gives information.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 12) Identify and speak the 12 Monophthongs and 8 Diphthongs	Reading And Comprehension (p.14) Listen to a radio interview and answer questions 6, 7, 8, 9. Learn how to create a personal profile	Grammar (p. 16) The Simple Present, Simple Past and Simple Future Tenses	Writing (p. 17) Create a social network profile page	Literature (p. 18) Read the Poem 'Best Friends' and answer the questions
		Vocabulary Development (p. 13) Activity 5 vocabulary connected to writing and communication via the Internet	Grammar (p. 16) Verbs expressing emotion followed by a Preposition		

Objectives

The student should be able to:

Listening And Speaking: Identify and pronounce the 20 Vowel sounds (Monophthongs and Diphthongs).

Reading And Comprehension: a radio interview, learn how to create a personal profile.

Grammar: the Simple Past, Present and Future Tenses, use Verbs expressing emotion followed by a Preposition.

Writing: How to create a social network personal profile page.

Literature: Read and understand a Poem.

Resources

Student's Book (pp. 12–19)
Blackboard, dictionaries

Listening And Speaking

Before undertaking the activities, examine the diagram of a face and explain to students how sounds are made. Students can practise feeling their own sounds by placing their hands gently on their voice boxes and feeling the vibrations. They can also watch each other's faces and necks as they pronounce different words.

Activity 1 (SB p. 12)

Explain the Monophthong chart to students. Students must work in pairs. Students must study the list of 12 Monophthong Vowels in the table. They must take turns saying each sound. They must place their hand on their vocal cords and feel the vibration as they say each sound. Students must notice how the shape of their mouth changes with each sound.

Activity 2 (SB p. 12)

Students must work in pairs. They must take turns saying words. They must identify the Vowel in each word.

Activity 3 (SB p. 13)

Students must work in pairs. They must study the list of eight Diphthong Vowels in the table. They must take turns saying each sound. They must place their hand on their vocal cords and feel the vibration as they say each word. Students must notice how the shape of their mouth changes as they glide from one Vowel sound to the other.

Activity 4 (SB p. 13)

Students must work in pairs. They must take turns practising the Diphthong Vowels in the words. They must identify the Diphthong in each word. They must place their hand on their vocal cords and feel the vibration as they say each word.

Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening and Speaking (Oracy Skills)/ Identification and Pronunciation on page 13 of this Teacher's Guide.

Vocabulary Development

Read the words in the table through once with students so that they hear the correct pronunciation.

Activity 5 (SB p. 13)

- Students must study the words and their meanings in the table.
- Students must work in pairs. They must take turns quizzing one another on the words and their meanings. They can read out the meaning and then ask their partner to give the correct word, or tell their partner the word and ask him or her give the meaning.

Listening

Students will listen as you read them the following radio interview about pen pals. Students will hear many of the words from the

table in Activity 5 in the interview. They must listen carefully and then answer the questions that follow.

Read the radio interview out loud to pupils, taking care to pronounce all new words correctly.

Pen Pals: Past And Present

Welcome to Youth Radio. Today we're going to find out about pen pals. Azuka, what is a pen pal?

Azuka: A pen pal is a person who you have not met, but you form a friendship with them by writing letters. A pen pal usually lives far away in another country, city or town.

Interviewer: Do people still write letters these days?

Azuka: In the past people would write letters or postcards and send them by snail mail to their pen pals. They would sometimes add printed photographs. However, today people mostly use email and social network sites to correspond with their pen pals. Sometimes they send letters.

Interviewer: How does that work?

Azuka: People can find pen pals through the Internet on Facebook or other social networking sites. Then people correspond through email or Facebook. They post photos online.

Interviewer: How has this changed the way people communicate?

Azuka: In the past, people would sometimes have to wait many weeks before they received a letter in the post from their pen pal. However, today by using the Internet, people receive letters a few moments after they are sent and can reply immediately.

Activity 6 (SB p. 14)

Students must decide whether the statements are true or false. They must write the correct answer for the false statements. The first one has been done for them.

Answers

- False. Snail mail means that letters are sent by post.

- b) False. A pen pal is a person who you have not met who you exchange letters with.
- c) False. These days, sending emails is very popular.
- d) True. These days, people use email and social networking sites to correspond with pen pals.
- e) True. You can find pen pals in the telephone directory.
- f) True. With the Internet, people can quickly get a reply from a pen pal.

Activity 7 (SB p. 14)

Students must work in groups of three or four people. They must discuss the following questions:

- a) Do you have a pen pal? If not, would you like a pen pal?
- b) Imagine that you are writing to a pen pal for the first time. What information would you tell your pen pal about yourself?

Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening and Speaking (Oracy Skills)/ Comprehension and Responding on page 13 of this Teacher's Guide.

Reading And Comprehension

Activity 8 (SB p. 16)

Students must write answers to the questions in their exercise book.

- a) Kwesi Manu lives in the city of Kumasi in Ghana. He is fifteen years old.
- b) Teenagers in other countries.
- c) To make friends.
- d) Within each drop there is another whole world.
- e) We are each likened to a drop of water. The drop of water is a Metaphor for a human being.
- f) Ghanaian hip hop musician: Sarkodie, Reggie Rockstone, Louis Armstrong and Duke Ellington.
- g) Football. The Black Stars.

Grammar

Students are introduced to the Simple Past, Present and Future Tenses. Use the Student's

Book to explain the difference between each tense to students and use the examples. If time permits, give extra examples or ask students to make up their own examples.

Activity 9 (SB p. 17)

Students must rewrite the Present Tense sentences in:

- the Past Tense
- the Future Tense.

Answers

- a) I write to my pen pal every week. I wrote to my pen pal every week (past). I am going to write to my pen pal every week (future).
- b) I tell him my news and he tells me his news. I told him my news and he told me his news (past). I am going to tell him my news and he is going to tell me his news (future).
- c) Sometimes the news is happy. Sometimes the news was happy (past). Sometimes the news will be happy (future).
- d) Sometimes the news is sad. Sometimes the news was sad (past). Sometimes the news will be sad (future).
- e) But I am always happy to receive a letter. But I was always happy to receive a letter (past). But I am always going to be happy to receive a letter (future).
- f) His letters are always interesting. His letters were always interesting (past). His letters are always going to be interesting (future).

Activity 10 (SB p. 17)

Students must study the Verbs followed by the Prepositions in the text box. Then they must complete the sentences with the correct Preposition.

Answers

- a) Nwanne was angry with Oluchi because she lied to her.
- b) Isikwe was anxious for the soccer game to begin.
- c) My father was angry with the news on TV.
- d) Ikenna was disappointed with the soccer coach.
- e) Ikenna was also disappointed about losing the match.

- f) Ngozi is anxious about catching the flu.
- g) Nwanne is looking for her sports bag.
- h) Are you impressed with your new school?
- i) I am distressed by my friend's sad news.
- j) She was excited about making a new friend.
- k) She apologised for being rude to me.

Activity 11 (SB p. 17)

Students must complete this paragraph with the Prepositions **about**, **at** and **by**.

I was excited about getting a letter from my pen pal, and I was surprised by her news. She told me she was embarrassed about her handwriting because it isn't neat. I told her that I was amused by her embarrassment.

“Don’t be concerned about your handwriting,” I said, “It’s what you write that is important.”

She was amused by my response, and was pleased by my letter back to her. I wrote to her many times but was alarmed by how slow the postal service is. We are both frustrated by the postal service so we have decided to correspond by email instead.

Writing

Talk to students about social media profiles and the importance of having a good profile. Some students may have already created a profile and be willing to share these with the class.

Activity 12 (SB p. 17)

Students must create a social network profile page to advertise to find pen pals through the Internet. They must copy the layout of the social media page and write about themselves and their interests. They must write under different headings, including the heading ‘About you’ and other headings from the following list, depending on their interests. Students must include at least three headings:

- About you
- Other names

- Favourite quotes
- Music
- Sport
- Cultural activities
- Books
- TV programmes.

Evaluation

There is no Rubric or Self-Evaluation Checklist for this topic. Rather, use this as an opportunity to create a Checklist (and corresponding Rubric) while working through the key elements of a good social media profile, with students. You can then use the Rubric as a marking guide.

Literature

Introduce this section by talking about friendship and ask students to explain what they understand by the term ‘best friends’.

Activity 13 (SB p. 18)

Students must work in pairs. Students must talk about when they made a new friend at school.

Activity 14 (SB p. 18)

Students must read the Poem and then answer the questions that follow.

Activity 15 (SB p. 19)

- a) Answers will vary but students should agree that it is about friendship.
- b) It compares the way the child moved quietly into the seat to the way a mouse scurries along.
- c) The friendship went flat like the way a fizzy cool drink goes flat when all the gas escapes.
- d) F
- e) Alliteration
- f) The friend was waving an arm in the air.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 20) Understand Stress symbols and Intonation Read a text with meaning	Reading And Comprehension (p. 21) African hero and heroine – Nobel prize winners Skim and Scan for main ideas and answer questions.	Grammar (p. 23) Identify types of Adverbs	Writing (p. 24) Understand the features of a Narrative Essay and write one	Literature (p. 25) Read a Poem written in free verse and answer questions about it
		Vocabulary Development (p. 21) Vocabulary regarding heroes and heroines			

Objectives

The student should be able to:

Listening And Speaking: Understand Stress symbols and Intonation. Read a text with meaning.

Reading And Comprehension: Skim and Scan an Article for the main facts.

Grammar: Identify Adverbs and use appropriately.

Writing: Understand the features of a Narrative Essay and practise writing one.

Literature: Read a Poem in free verse.

the symbols used for emphasised and non-emphasised syllables.

Activity 1 (SB p. 20)

Students must look up the following words in the glossary. Then they must find them in the speech: inadequate – lacking the quality or quantity required; insufficient for a purpose measure – assess the importance, effect, or value of (something)

gorgeous – beautiful; very attractive

fabulous – extraordinary, especially extraordinarily large

shrinking – becoming or making smaller in size or amount

insecure – uncertain or anxious about oneself; not confident

manifest – clear or obvious to the eye or mind.

Resources

Student's Book (pp. 20–26)
Blackboard, dictionaries

Listening And Speaking

Talk to students about where Stress lies when saying words, and how stressed syllables sound louder than non-stressed syllables. Explain

Activity 2 (SB p. 20)

Students must listen as the teacher reads the Speech. Students must pay attention to how their teacher uses Stress and Intonation.

Activity 3 (SB p. 20)

Students must practise reading the speech focusing on Stress as shown in the symbols above the words. Allow time for students to read the speech several times.

Activity 4 (SB p. 21)

Students must work in pairs. Students must discuss what the message of the speech is and tell their partner. As they speak, they must focus on Stress and Intonation.

Evaluation

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

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

Vocabulary Development

Activity 5 (SB p. 21)

Students must match the words in the left-hand column with the correct meanings in the right-hand column. They can use dictionaries to find the meanings and work in pairs.

Check for understanding by holding a short verbal test.

Answer

Words/Phrases From Text	Meaning
outstanding	excellent
honour	to show high respect for someone
humanity	all people collectively, the human race, humankind
broadcast	to transmit, speak or send information from a radio or television station
critic	a person who judges, evaluates or criticises

Words/Phrases From Text	Meaning
politically oppressive	policies and governments that limit people's freedom and expression
military dictator	a leader of a country who has absolute power where the country is run by the army
hero/heroine	a person who is admired for their bravery or some outstanding achievement
environmentalist	any person who works to protect the air, water, animals, plants and other natural resources from being destroyed by human activity
activist	a person who works actively and publically for change in the world
society	a group of people living as members of a community

Reading And Comprehension

Before commencing the activity remind students of how to skim an article by reading quickly to identify the main facts.

Activity 6 (SB p. 21)

Students must read the article as quickly as they can. They must follow these guidelines:

- Skim the text to find the main ideas. Do not read the text. Just look at the title, the photograph and the caption. Then look at each paragraph very quickly and find small pieces of information such as names and dates.
- Now Scan the text to find the words in the Activity 5. Do not read all the words in the paragraph.

Activity 7 (SB p. 23)

Students must write the answers to the questions in their exercise book.

Answers

- Any two facts: The Nobel Prize is a prestigious Swedish and Norwegian prize to honour people who have made an outstanding contribution

to humanity. The prize has five categories: physics, chemistry, physiology or medicine, literature and peace. The prize was created by the Swedish inventor Alfred Nobel in 1895.

- Literature
- Any three facts about Wole Soyinka.
- Any three facts Wangari Muta Maathai.
- A fact. The statement was made when she was awarded the prize.

Grammar

Use the Student's Book to revise Adverbs with students. Students should be aware of the different types of Adverbs and be able to explain how an Adverb gives more detail about a Verb.

Activity 8 (SB p. 24)

Students must choose the correct Adverb from the boxes to complete the sentences.

Answers

- Wangari Muta Maathai worked hard to achieve success.
- Heroes seldom complain, they just get on with their work.
- The Nobel Prize winner was waiting outside in the rain.
- He always focuses on trying to change the world around him, and works steadily at his tasks.
- Last year, I went on a human rights march in the city.
- If we work towards our goals, soon we will achieve them.
- My cousin met Wole Soyinka last month at a conference.
- She frequently writes poems.

Activity 9 (SB p. 24)

Students must write four of their own sentences with the following Adverbs of Manner: lazily, happily, quickly, sadly. They must write one sentence with each Adverb. Answers will vary.

Example answers

He walked lazily to the lake.

She went happily on her way.

She ran quickly to the door.
He spoke sadly about his father's accident.

Activity 10 (SB p. 24)

Students must write four of their own sentences with the following Adverbs of Frequency: always, almost, often, never. They must write one sentence with each Adverb. Answers will vary.

Example answers

He always runs home after school.

He almost caught a fish.

He is often late for school.

He is never late for school.

Writing

This section teaches students how to write a Narrative Essay. Read through the Student's Book section with students and explain the steps involved in writing a Narrative Essay. Remind students of how to correctly use inverted commas for Direct Speech. Explain how to use the third person voice. Then, make copies of the Student's Self-Evaluation Checklist: Narrative Essay and give these to students or write the checklist on the board. Students must use the checklist to check their work before submitting it.

Before commencing Activity 11, students will have to complete Activities 12 and 13.

Activity 11 (SB p. 24)

Students must write a Narrative Essay about an imaginary character who suddenly has good fortune. (Maybe the person wins money in a competition.) They must use the third person voice in their essay.

Activity 12 (SB p. 25)

To plan their story the students must answer the following questions in their exercise book. This will help them to build a framework.

- What is their character's name?
- What good fortune has happened to him or her?
- How did this good fortune happen?
- Something happens to this character in their story. What happens?
- How does their story end?

Activity 13 (SB p. 25)

Activity 13 provides guidelines for students to follow.

Evaluation

Student Evaluation: Students can use the Student's Self-Evaluation Checklist: Narrative Essay on page 9 of this Teacher's Guide.
Teacher Evaluation: Teachers can use the Rubric: Narrative Essay on page 16 of this Teacher's Guide.

Literature

Talk to students about free verse. Read them an example of a short verse that rhymes as a comparison.

Activity 14 (SB p. 26)

Students must listen while the teacher reads the Poem. Use tone and Stress to give meaning to the Poem.

Activity 15 (SB p. 26)

Students must read the Poem by themselves.

Activity 16 (SB p. 26)

Students must answer the questions.

Answers

- a) This Poem is about a struggle between:
 - light and darkness.
- b) In the Poem, the poet is hoping that:
 - it will soon be light.
- c) “Struggling between light and darkness, Light wants to take over from darkness,” is a Metaphor. The poet is:
 - comparing the struggle between morning and night to the struggle people have with the light and dark within themselves.
- d) The style of this Poem is:
 - free verse.

MODULE
4

Road Safety

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening and Speaking (p. 27) Unvoiced Consonants /f/ and /p/	Reading And Comprehension (p. 31) Read about road safety, Skim and Scan for main facts and write a Summary	Grammar (p. 33) Using Adjectives in the correct order Using will/will not to talk about the future	Writing (p. 34) Write an Expository Essay using the mind map from Listening And Speaking	Literature (p. 34) Read the Poem 'Land' listening for Rhythm and answer the questions
		Vocabulary Development (p. 30) Road signs			

Objectives

The student should be able to:

Listening And Speaking: Unvoiced Consonants /f/ and /p/.

Reading And Comprehension: Read about road safety, skim and Scan for main facts and write a Summary.

Grammar: Using Adjectives in the correct order. Using will/will not to talk about future activities.

Writing: Write an Expository Essay using a mind map.

Literature: Read a Poem listening for Rhythm.

Resources

Student's Book (pp. 27–35)

Blackboard, dictionaries, pictures of road signs.

Listening And Speaking

Before commencing the activities, explain to students that /f/ and /p/ are unvoiced sounds and practise saying words with these sounds out loud with students. Ask students to put their hands on their throats and feel their voice boxes.

Activity 1 (SB p. 27)

Students must practise saying these words. They must think about the position of the /f/ sound in each word. Does it come in the beginning, middle or end of the word?

fine, thief, feast, wafer, favourite, face, fear, proof, leaf, fast, surf, fin, fine, rifle, deaf

Activity 2 (SB p. 27)

Students must practise the short rhyme that has words with the /f/ sound.

Activity 3 (SB p. 28)

Students must practise saying these words that have a /p/ sound. They must say if it comes in the beginning, middle or end of the word.

popping, pen, pupil, pit, rope, puppy, loop, plot, pig, pony, plop

You can ask students to say the words one after the other very quickly, as a fun game.

Activity 4 (SB p. 28)

Students must practise saying the sentences that have words with the /p/ sound.

Activity 5 (SB p. 28)

Talk about cars and the names of different car parts. You can make this interesting by asking students to name their dream car.

- On their own students must look at the list of car parts. They must use the list to label the diagrams. They must write their answers like this: 1 – windscreen.
- Students must work in pairs. One person covers the table with the names for the parts of a car. The other person quizzes the partner to name the parts of a car. They must swap partners and repeat this activity.

Activity 6 (SB p. 29)

Read the following listening text about caring for a car. Students will hear the following words and phrases in the listening text. Discuss the meaning of these words and phrase with the class.

- fluid – a substance that has no fixed shape and yields easily to external pressure; a gas or (especially) a liquid
- brake fluid – fluid used in a hydraulic brake system
- air pressure – pressure exerted by air
- oil – a liquid derived from petroleum, especially for use as a fuel or lubricant
- transmission fluid – fluid used in vehicles with self-shifting or automatic transmissions. It is typically coloured red or green to distinguish it from motor oil and other fluids in the vehicle
- wheel alignment – adjusting the angles of the wheels so that they are set to the car maker's specification

Caring For A Car

It's the driver's responsibility to check that his or her car is roadworthy and in good working condition. Cars that are not well looked after can be dangerous for the driver, passengers and other traffic on the road.

A car needs the different parts checked regularly. Some checks need to be done every time you fill your petrol with cars. Other checks need to be done a few times a year.

When you fill your car with petrol always check the fluids in the engine. These can be checked by looking in the different parts of the engine. Check the following fluids:

- oil
- water in the radiator
- transmission fluid
- brake fluid
- water for the windshield wipers

Also, check the tyre pressure in the tyres and fill the tyres with air if necessary.

Every ten thousand kilometres your car needs to be serviced. The following need to be checked at each service:

- the tyres – to check that the treads haven't worn thin
- the air filters – to see if they need to be replaced
- the tyres need to be rotated so that they wear evenly
- the brakes and the brake fluid
- the wheel alignment – to check the wheels can drive straight

Activity 7 (SB p. 29)

Remind students of the value of mind maps and discuss the example in the Student's Book with them. Students must then copy the mind map into their exercise books.

Activity 8 (SB p. 29)

Students must listen to as you read the listening text and then fill in the mind map with the information that they hear. Allow time for students to work on the mind maps.

Evaluation

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

Vocabulary Development

Look at the pictures of road signs and see how many students can recognise. Talk to students about the importance of road safety.

Activity 9 (SB p. 30)

Students must match each road sign to its correct meaning. They must choose from the list.

Answers

- 1 – Stop
- 2 – No entry
- 3 – Pedestrian crossing
- 4 – Yield
- 5 – One way
- 6 – Sharp curve
- 7 – No right turn
- 8 – No U-turn
- 9 – No cyclists
- 10 – Parking
- 11 – No parking
- 12 – Road narrows

Activity 10 (SB p. 30)

Students must work in pairs. They must say what they do when they see these road signs. They must discuss this with their partner and then check their answers with their teacher. Encourage awareness of road safety and explain that road signs apply to cyclists as well as motorists.

Reading And Comprehension

Activity 11 (SB p. 31)

Read the following instructions with students before they read the text.

- a) Students must skim the text. They must use the title, caption and photograph to make guesses about what the text is about.
- b) Students must Scan the text. They must read the first sentence of each paragraph to find the main ideas in the text.
- c) Students must identify any words they don't understand. They must see if they can work out the meaning from the words before and after the word that they do not understand. If they can't, they must find

the words and meanings in the glossary, or look up the meanings of the words in their dictionary.

Activity 12 (SB p. 32)

Students must read the text and then complete Activity 13.

Activity 13 (SB p. 32)

Before commencing the activity, remind students that a Summary is a short description of the whole article.

Students must write a Summary of the article about monitoring devices for roads and road safety. They must follow these guidelines:

- Write a topic sentence for each paragraph.
- Next to the topic sentence explain what the rest of the paragraph is about.
- They should combine all their sentences into one paragraph. They must use their own words.

Grammar

Talk to students about Adjectives and ask them to suggest sentences about the school and classroom that contain Adjectives.

Activity 14 (SB p. 33)

Students must rewrite the sentences, adding at least two Adjectives to each sentence. They must use the Adjectives from the box. Answers will vary.

Example answers

- a) He drives an old blue car.
- b) He kept four English motorbikes in his garage.
- c) The large red bus stopped outside the school.
- d) The new black car has broken down.
- e) She bought four new tyres for her car.
- f) The large young policeman gave them a fine for speeding.
- g) The angry old woman complained to her friend.

Activity 15 (SB p. 33)

Students must rewrite their sentences from Activity 14. They must add one of the Adverbs of Time to each sentence. Answers will vary.

Example answers

- a) Now he drives an old blue car.
- b) Last month he kept four English motorbikes in his garage.
- c) Then the large red bus stopped outside the school.
- d) Now the new black car has broken down.
- e) Last month she bought four new tyres for her car.
- f) Yesterday the large young policeman gave them a fine for speeding.
- g) Last week the angry old woman complained to her friend.

Activity 16 (SB p. 34)

Talk to students about the use of will and won't, both to express future actions and for willingness and unwillingness.

Students must complete the conversation using **will** or **won't**.

Azuka: If you drive so fast you will get a traffic fine.

Isikwe: I won't listen to you, I will drive as fast as I like.

Azuka: Will you please drive slower?

Isikwe: I won't!

Azuka: I will teach you how to drive properly.

Isikwe: I won't learn anything from you.

Azuka: Yes, you will!

Writing

Explain that an Expository Essay gives information about a topic. The information should be set out in a logical order and explained clearly.

Activity 17 (SB p. 34)

Provide students with copies of the Student's Self-Evaluation Checklist: Expository Essay. Use it as a tool for consolidating and possibly expanding some students' knowledge and skills, and with specific reference to the topic. Students must write an Expository Essay in which they explain how to care for a car. They must use the information from the mind map that they filled in when they listened to the listening text earlier in this module to help them plan their essay. Remind students to use the Checklist: Expository Essay to check their work before submitting it.

Evaluation

Student Evaluation: Students can use the Student's Self-Evaluation Checklist: Expository Essay on page 10 of this Teacher's Guide.
Teacher Evaluation: Teachers can use the Rubric: Expository Essay on page 19 of this Teacher's Guide.

Literature

Talk about rhythm and how we can express it. Ask if any of the students will volunteer to sing a short rap song for the class.

Activity 18 (SB p. 35)

Students must listen as their teacher reads the Poem aloud. Students must say what words are repeated.

Activity 19 (SB p. 35)

Students must read the Poem again and answer the questions that follow.

Answers

- a) This Poem can be viewed as:
 - a rhyming Poem.
- b) "Into land we shall go" means:
 - when we die we will be buried in the land.
- c) The lines "Land is here,/Land is there" imply:
 - the land is everywhere.
- d) The lines "Better do good now,/Before land calls you" mean:
 - do good things before you die.

MODULE
5

Travelling By Air

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 36) Words with 'th', as an unvoiced θ sound and as a voiced ð sound	Reading And Comprehension (p. 38) Skim and Scan a story in advance for key words and subject Read the story 'First Flight', answer the questions and write a Summary	Grammar (p. 40) The Present Continuous and Past Continuous Tenses	Writing (p. 41) Write a Descriptive Essay using notes and a rough copy for guidance	Literature (p. 42) Read the Poem 'The eagle' and answer the questions
		Vocabulary Development (p. 38) Words to do with airline travel			

Objectives

The student should be able to:

Listening And Speaking: Words with 'th', as an unvoiced /θ/ sound and as a voiced /ð/ sound. Using Consonants /p/, /d/ and /f/.

Reading And Comprehension: Read a story about a flight, answer questions and write a Summary.

Grammar: The Present Continuous and Past Continuous Tenses.

Writing: Write a Descriptive Essay using rough notes and a plan for guidance.

Literature: Read a Poem and understand the meanings of the words.

Resources

Student's Book (pp. 36–42)

Blackboard, dictionaries

Listening And Speaking

Talk about the different ways of pronouncing the 'th' sound. Practise making the sound with students and ask them to suggest examples of words containing the sounds.

Activity 1 (SB p. 36)

Students must practise saying the /θ/ and /t/ sounds several times. They must notice the difference in the position of the tip of the tongue when saying these sounds.

Activity 2 (SB p. 36)

Students must practise the words in the table that have the /θ/ and /t/ sounds.

Activity 3 (SB p. 37)

Students must practise saying the /ð/ and /d/ sounds several times. They must notice the difference in the position of the tip of the tongue when saying these sounds.

Activity 4 (SB p. 37)

Students must practice the words in the table that have the /ð/ and /d/ sounds.

Activity 5 (SB p. 37)

Read the pilot's welcome to students before commencing the activity.

- Students must listen as you read the pilot's welcome speech at the start of an aeroplane journey.
- Students must copy the table into their exercise book. They must fill in words from the speech that have the Consonant sounds shown in each column. They must underline the sound in the word. Some examples have been done for them.
- Students must practise reading the speech in a friendly, welcoming yet factual tone.

Answer

/p/	/f/	/s/
captain	Fly <u>far</u>	ladi <u>s</u>
approximately	<u>f</u> light	Lago <u>s</u>
temperature	<u>f</u> lying	This <u>is</u>
pleasant	<u>f</u> ive	spe <u>aking</u>
		minu <u>tes</u>
		estimat <u>ed</u>
		<u>s</u> unny
		over <u>c</u> ast
		choos <u>ing</u>

Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening and Speaking (Oracy Skills)/ Identification, Pronunciation, Stress and Intonation, and Presenting a Speech on page 13 of this Teacher's Guide.

Vocabulary Development

Activity 6 (SB p. 38)

Students must match the words in the column on the left to their correct meaning in the column on the right.

Word	Meaning
overhead locker	a small storage space above the passenger seats on an aeroplane, where passengers store their hand luggage
trolley	a large heavy frame on wheels used for transporting heavy luggage at an airport
check-in desk	a place at an airport where you show your ticket and passport so you can be shown where you can check in for the flight
airline ticket	a ticket or document given by the airline or travel agent to show you have bought a seat on a particular aeroplane on a particular day and time
boarding pass	a ticket given by the airline when a passenger checks in, giving the passenger permission to board the aeroplane and showing the passenger's seat number
luggage	suitcases or bags to pack clothes and belongings for travelling
flight attendants	people employed to look after passengers on the aircraft
pilot	person who flies the aircraft

Reading And Comprehension

Activity 7 (SB p. 38)

Read the following instructions to students before reading the story:

- Students must skim the story. They must look at the title and the photograph. The students must discuss what they think they are going to read about.
- Students must Scan the story. They must find at least four key words in each paragraph. The first paragraph has been done for them.

Activity 8 (SB p. 40)

Students must say whether the statements are true or false. They must write the correct answer for the false statements in their exercise book. The first one has been done for them.

- True. The narrator is anxious about flying in an aeroplane.
- False. The narrator could not help but feel worried.
- True. You need an aeroplane ticket and a passport to fly to another country.
- False. The narrator did not have dangerous weapons in his luggage.
- False. The narrator does not think the aeroplane wings look like bird wings.
- False. The narrator does not believe he will die before they get to Cairo.
- False. The engine was very noisy when the aeroplane took off.
- True. At the end of the story, the narrator felt relieved.

Activity 9 (SB p. 40)

Students must write a Summary of the story by choosing the main sentence in each paragraph. The main sentences should contain the central idea of each paragraph.

Grammar

Revise the Present and Past Continuous Tenses with students before they undertake the activity. They are already familiar with these tenses.

Activity 10 (SB p. 41)

Students must rewrite the Verbs in brackets in the Present Continuous tense.

Answers

- Azuka is travelling to Cairo.
- My cousin is learning to fly an aeroplane.
- I am flying to the Cameroon tomorrow.
- They are waiting at the gate to board their flight.
- My flight is arriving at 8h00 on Wednesday.
- He is waiting to get his pilot's license.
- The flight attendant is serving lunch.

Activity 11 (SB p.)

Students must find two examples of the Past Continuous Tense in the reading text. Answers will vary.

Activity 12 (SB p. 41)

Students must rewrite the Verbs in these sentences in the Past Continuous Tense.

Answers

- a) We were leaving for Zambia.
- b) My mother was completing forms for new passports.
- c) We were waiting for new passports.
- d) My mother was packing our suitcases.
- e) The man was weighing our suitcases at the airport.
- f) The pilot was talking over the loudspeaker.
- g) The passengers were sleeping on the aeroplane.

Writing

Remind students of what is needed in a Descriptive Essay. Talk about different subjects for Descriptive Essays. Make copies of the Student’s Self-Evaluation Checklist: Descriptive Essay on page 9 of this Teacher’s Guide or write the checklist on the board. Use the checklist as a revision tool to consolidate students’ knowledge.

Activity 13 (SB p. 41)

Students must write a Descriptive Essay about an air journey they completed. Remind students to use the Student’s Self-Evaluation Checklist: Descriptive Essay to check their work before submitting it. This can be marked for assessment purposes.

Evaluation

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

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

Literature

Before you read the Poem, talk to students about how poets often use Similes and Metaphors to describe people, actions or feelings.

Activity 14 (SB p. 42)

Students must listen as you read and explain this Poem about an eagle flying. Students must read the meanings of the words that appear in annotations around the Poem.

Activity 15 (SB p. 42)

Students must re-read the Poem and then choose the correct option to complete statements (a)–(e) that follow.

Activity 16 (SB p. 42)

Some students may find this activity difficult if they do not fully understand the Poem. Give assistance where needed.

Answers

- a) The line “He clasps the crags with crooked hands” contains two Figures of Speech. They are:
 - a Metaphor and Alliteration
- b) The line “Ring’d with the azure world” means:
 - the eagle is standing with the blue sky around him
- c) The sea in this Poem:
 - has small waves that move gently
- d) The line “And like a thunderbolt he falls” is an example of:
 - a simile
- e) The line “And like a thunderbolt he falls” is:
 - comparing the fast movement of the eagle falling to the fast movement of a thunderbolt.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 43) Pronouncing the /f/ and /v/ sounds	Reading And Comprehension (p. 45) Read extract from <i>Half a Yellow Sun</i> and answer the questions	Grammar (p. 47) Using Prepositions correctly	Writing (p. 48) Write a Letter of Apology using Modal Verbs 'could' and 'would' Understand how to write a polite, Semi-Formal Letter and write a Letter of Apology	Literature Read the prescribed text for Drama
	Read and answer questions about respect	Vocabulary Development (p. 44) Vocabulary from the text			

Objectives

The student should be able to:

Listening And Speaking: Pronouncing the /f/ and /v/ sounds.

Reading And Comprehension: Read about respect. Read an extract and answer questions.

Grammar: Understand and use Prepositions correctly.

Writing: Write a polite Letter of Apology.

Literature: Read and understand a Play, identify the main characters and the plot sequence.

Resources

Student's Book (pp. 43–49)

Blackboard, dictionaries

Listening And Speaking

Make sure that students can hear and feel the difference between making an /f/ and /v/ sound.

Activity 1 (SB p. 43)

Students must place their hands on their vocal cords. They must say the words in the table. They must notice the difference in the vibration of the vocal cords when they say the /f/ and /v/ sounds.

Activity 2 (SB p. 43)

Students must practise saying the sentences that have words with the /f/ and /v/ sounds. Allow time for students to practise in groups.

Activity 3 (SB p. 44)

Respect and disrespect are important topics so make sure you allow enough time for students to talk about the topics and also to identify appropriate ways of behaving.

Students must read the definition of 'respect' in the text box.

Activity 4 (SB p. 44)

Students should work in small groups. They should discuss the examples that are given.

Students must decide if these are examples of respect or of disrespect. If an example is disrespectful, they must discuss how to behave respectfully in that situation.

Answers

- Disrespectful. You must talk quietly in a library while other people are working.
- Respectful. You follow your parents' rules even though sometimes you don't want to.
- Disrespectful. If you don't like a person you do not call them names.
- Respectful. You don't hit or hurt other people even if you are angry. You allow them to have different opinions to you.
- Disrespectful. You do not speak rudely about a person from history who stood up for what he or she believed in even when it was difficult.
- Respectful. You enjoy being with people who dress and think differently to you.
- Respectful. You eat healthily, exercise and don't drink or take drugs.

Evaluation

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

Vocabulary Development

Activity 5 (SB p. 44)

Students must match the words to their correct meanings. They will read these words in the text in the next section. They should use their dictionaries. Make sure they understand the meanings of all the words.

Word	Meaning
frothed (v)	when a liquid turned to foam
concentrated (adj) and (v)	a liquid that is reduced to essential ingredient (adj); to focus and think (v)
stagger (v)	to walk, move or stand unsteadily or walk falling over

Word	Meaning
scrubbed (v)	washed hard with a brush or cloth
sprinkled (v)	scattered in drops or small bits
packet (n)	a small bag made of paper or plastic
suspicion (n)	a hint or idea of something that is not yet certain
flared (v)	burst or burnt up

Reading And Comprehension

Introduce the reading text to students and explain activities 6 and 7 to them.

Activity 6 (SB p. 45)

Students must skim the reading passage and discuss where the characters are.

Answer

In their employer's house, in the kitchen.

Activity 7 (SB p. 45)

Students must Scan the text to find the words from the vocabulary exercise in Activity 5. They must read the sentences in which they appear. Students must think about their meanings in the sentence.

Activity 8 (SB p. 45)

Students must read the extract carefully and then answer the questions.

Activity 9 (SB p. 46)

Students must choose the best endings for the statements about the story.

Answers

- Ugwu calls his employer's mother 'Mama' – as a sign of respect for an elder.
- Ugwu does everything 'Mama' says because the text implies – she is in a position of more power
- Mama feels that Ugwu's 'Madam' is – not actually her daughter-in-law as she is not married to her son
- The words "Suspicion flared in Ugwu's mind" tell the reader that Ugwu – does not trust what Mama is doing

e) Re-read the last four lines of the extract. In these lines you can see that Ugwu thinks that:

- Mama is putting medicine from the witchdoctor in her son's food

Reading Evaluation

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

Grammar

Remind students of work already completed on Prepositions and quickly revise 'by', 'at' and 'about'. Re-read the text to find sentences that contain Prepositions.

Activity 10 (SB p. 47)

Students must complete the recipe for Ofe Nsala, the traditional Nigerian Pepper Soup. They must add the correct Prepositions from the boxes. They may use the Prepositions more than once.

Answers

- Cut the onions into tiny pieces.
- Place the chicken pieces in a pot.
- Cover the chicken with water.
- Put the chili, spices and onions in the pot.
- Cover the pot and leave the soup to boil for 30 minutes.
- Serve the pepper soup with agidi, white rice or boiled yam.

Writing

Remind students of previous lessons on letters. Ask students to suggest all the different reasons for which letters can be written. Talk about letters of apology and use of Modal Verbs 'could' and 'would'. Explain the examples in the Student's Book, and emphasise the differences between Formal, Semi-Formal and Informal Letters. Give students the Student's Self-Evaluation Checklist: Formal and Informal Letter. Remind students that they can use this checklist to check their work before submitting it.

Activity 11 (SB p. 48)

Work through the example of a Semi-Formal Letter with students, pointing out the layout and vocabulary used.

Activity 12 (SB p. 49)

Students must imagine that they have been absent from school for the past week. They must write a polite, yet Semi-Formal Letter to their teacher apologising and explaining why they have been absent. Students may use the example to guide their writing.

Evaluation

Student Evaluation: Students can use the Student's Self-Evaluation Checklist: Formal and Informal Letter on page 11 of this Teacher's Guide.
Teacher Evaluation: Teachers can use the Rubric: Formal and Informal Letter on page 22 of this Teacher's Guide.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 50) The /s/, /ʃ/ and /tʃ/ sounds	Reading And Comprehension (p. 52) Read a text about a traffic fine and answer questions	Grammar (p. 55) Conjunctions: Co-Ordinating and Subordinating Conjunctions	Writing (p. 56) Write an Argumentative Essay	Literature (p. 57) Analyse how the personality of a character in a Play changes as the Play develops
	Listening. Listen to a short News Report paying attention to breathing, pauses and Intonation	Vocabulary Development (p. 52) Words connected with crime			

Objectives

The student should be able to:

Listening And Speaking: The /s/, /ʃ/ and /tʃ/ sounds.

Reading And Comprehension: Text about a traffic fine and questions.

Grammar: Co-ordinating and Subordinating Conjunctions.

Writing: Write an Argumentative Essay.

Literature: Analyse the development of a character in a Play.

Resources

Student's Book (pp. 50–58)
Blackboard, dictionaries

Listening And Speaking

Practise making the sounds with students and ask them to suggest words containing the sounds.

The activities in this section all require students to speak out loud.

Activity 1 (SB p. 50)

Students must practise saying the /s/ sound by saying the words in the block on the left.

Activity 2 (SB p. 50)

Students must practise saying the /ʃ/ sound by saying the words in the block on the right.

Activity 3 (SB p. 51)

Students must state which words in the following sentences have the /s/ sound and which have the /ʃ/ sound? They must find the sounds and then practise these sentences:

- She sells sea-shells on the seashore.
- The sailor stowed the silver safely in the ship.

Allow time for them to practise saying the sentences faster and faster. This could be a fun competition to see who can speak the sentences fastest and correctly.

Activity 4 (SB p. 51)

Students must work in pairs and to practise the /tʃ/ sound in the words.

Activity 5 (SB p. 51)

Students must practise the /s/, /ʃ/ and /tʃ/ sounds by saying these sentences:

- She had a wish we should catch a fish.
- She went to China to shop for chopsticks.
- Sally saw a seal and a shark swimming slowly near the Chinese ship.

Activity 6 (SB p. 51)

Explain to students about the need to read News Reports in a clear, calm voice. Ask them to listen to a News Report on the radio or television at home.

Students must listen to their teacher read this News Report about a robbery. They must pay attention to the following as they listen:

- pausing and breathing at the commas and full stops
- reading in an even rhythm
- the calm, non-emotive tone.

Read the report out loud to students. You may also choose to use this as a reading aloud activity for practice or assessment purposes.

Evaluation

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

Teacher Evaluation: Teachers can use the Rubric: Listening and Speaking (Oracy Skills)/ Pronunciation and Stress and Intonation and Reading Aloud on page 13 of this Teacher's Guide.

Vocabulary Development

Activity 8 (SB p. 52)

Students must match the words on the left with the correct meanings on the right of the table.

Answer

Word	Meaning
speeding	driving too fast, over the speed limit
car registration	a permit that allows a car to be driven on the roads

Word	Meaning
driver's licence	a permit that allows a person to drive a motor vehicle
bribe	money or goods given to somebody to cause that person to act in a certain way – usually dishonest or illegal
negotiate	when people discuss and come to an agreement that is acceptable to everyone
cash	money in the form of banknotes
to pull a car over	to ask a driver to stop his or her car on the side of the road
speed limit	the maximum speed that a vehicle is allowed to drive on a road
traffic ticket	a piece of paper that shows the amount of money that has to be paid as punishment for breaking a traffic regulation

Reading And Comprehension

Before starting the activities, introduce the topic of crime and corruption. Students should be aware of the negative influence that corruption has on both the country and the community. Allow time for a discussion. This topic could be used for a short project.

Activity 9 (SB p. 52)

Students must read the definition of crime and corruption in the box.

Activity 10 (SB p. 52)

Students must work in groups of four. They must think of examples of crime and corruption and discuss their ideas with their group.

Activity 11 (SB p. 52)

Students must read the dialogue on their own. Allow students to read the dialogue groups and swap roles.

Activity 12 (SB p. 54)

Students must choose the correct answers to the questions.

Answers

- a) The traffic officer stopped the driver because:
 - he was driving too fast.
- b) The driver was angry because:
 - he thought the traffic officer was charging him too much money.
- c) When the driver said, “I’m sure we can come to some agreement.” He meant:
 - that they can negotiate a bribe so that the driver doesn’t have to pay the ticket.
- d) The driver gave the traffic officer ₦500
 - as a bribe not to get a traffic ticket.
- e) The radio announcement:
 - warns people that people are driving too fast and this is causing accidents.
- f) The radio announcement tells people that:
 - bribing traffic police results in people not following the road laws, which results in more accidents.

Activity 13 (SB p. 55)

Students must discuss what happened in this scene. They must write a Summary in which they explain in their own words what happened. The first two sentences have been done for them as a guideline. Answers will vary slightly. Students should be able to write the sequence of actions.

Activity 14 (SB p. 55)

Students must work in groups of four. They must read the dialogue aloud in their groups. Each person chooses a character to read. The fourth person reads the words in brackets and the words of the radio announcer.

Grammar

Remind students of the functions of Conjunctions and verbally give them sentences to join using Conjunctions. Talk about the difference between Co-ordinating and Subordinating Conjunctions. Work through the examples in the Student’s Book.

Activity 15 (SB p. 56)

Students must use the Conjunctions in brackets to join the sentences. They must write the sentences in their exercise book.

Answers

- a) The driver wanted to bribe the traffic officer but the traffic officer wouldn’t accept the bribe.
- b) The driver paid the fine so he didn’t go to traffic officer.
- c) The driver drove away after he paid the traffic officer.
- d) People still commit corruption although they know it is wrong.
- e) You can get the fine reduced if you pay on time.
- f) He filled in the forms so he could apply for a driver’s licence.
- g) He got a speeding ticket because he was driving over the speed limit.
- h) She didn’t have a job before her father used his business connections.

Activity 16 (SB p. 56)

Students must use the subordinating Conjunctions to join the sentences with one main clause and one dependent clause.

Answers

- a) They waited at the bus shelter until the rain stopped.
- b) He was a kind man although he was involved in corrupt business dealings.
- c) He filled in the forms in order that he could apply for the job.
- d) She paid the parking ticket as soon as she got it.
- e) She filled in the forms while she waited at the office.

Writing

Make copies of the Student’s Self-Evaluation Checklist: Argumentative Essay and give these to students. Alternatively, you can write the checklist on the board.

Talk to students about Argumentative Essays and discuss the ways in which they are different from Narrative Essays. Look at the table and discuss the ideas and examples it contains. Allow time for students to offer more ideas and examples.

Activity 17 (SB p. 57)

Students must use the information in the table to write an Argumentative Essay. They must structure their essay according to the guidelines provided. In addition, students must use the Checklist: Argumentative Essay to check their work before submitting it.

Evaluation

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

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

Literature

Talk about characterisation and ask students to suggest film and TV characters that they are familiar with. Read through the extract with students and discuss the contents of each extract with them.

Activity 18 (SB p. 57)

Students must read the two extracts from the play *The Precious Child* by Queen O.

Okweshine and the explanations. The extracts show how the character of Ade changes from the beginning to the middle of the play.

Activity 19 (SB p. 58)

Students must read Extract 2: Act 4, Scene I.

Activity 20 (SB p. 58)

Students must choose the correct answers to the questions:

Answers

- a) In this scene, we see that Ade:
 - has killed Sikira.
- b) Ade has changed in character from the person he was in Extract 1. He now is:
 - cruel and heartless.
- c) In Extract 1, he wants to change the wrongs of the world. In this extract, we see that Ade:
 - doesn't care about other people, and has become a criminal.
- d) The words that best describe the character of Ade in Extract 2 are:
 - evil with no compassion.
- e) Through the character of Ade, the playwright is showing that young people:
 - should not behave like Ade.

MODULE
8

A Cleaner, Greener Earth

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 60) Further practice on the /tʃ/ sound	Reading And Comprehension (p. 59) Read about energy Answer comprehension questions	Grammar (p. 62) Modal Verbs used with Main Verbs	Writing (p. 63) Write an Expository Essay, using given pictures, mind map and table	Literature (p. 65) Read an extract from Act 5, Scene II of <i>The Precious Child</i> by Queen O. Okweshine answer the questions

Objectives

The student should be able to:

Listening And Speaking: Further practice on the /tʃ/ sound.

Reading And Comprehension: Text and questions about energy, use of skimming and scanning.

Grammar: Modal Verbs used with Main Verbs.

Writing: Write an Expository Essay using given pictures, mind map and table of information.

Literature: Read a monologue and understand.

Resources

Student's Book (pp. 59–66)

Blackboard, dictionaries

Listening And Speaking

This is a short section in Module 8. Pronounce the sounds and ask students to suggest words which contain the sound /tʃ/.

Activity 1 (SB p. 59)

Students must listen as you read the words.

Students must pay attention to the /tʃ/ sound.

Activity 2 (SB p. 59)

Students must work in pairs. They must practise saying the words on their own.

Reading And Comprehension

Activity 3 (SB p. 59)

Students must skim and Scan the article 'Energy everywhere' and name two ways in which we can generate electricity.

Answers

1. We can burn coal, wood, dung and oil to generate electricity.
2. We can also use the wind to generate electricity.

Activity 4 (SB p. 59)

Students must read the text carefully then answer then the questions that follow.

Activity 5 (SB p. 61)

Students must write answers to the questions in their exercise book.

Answers

- a) The main way of making electricity is from
 - coal.
- b) The problem of making energy from coal is:
 - it makes a lot of pollution.
- c) Coal turbines make electricity from:
 - steam.
- d) Electricity from wind turbines:
 - can be fed into the power grid and used in cities.
- e) Some people don't like wind turbines because:
 - they think they are ugly.
- f) Wind turbines are considered good for the environment because:
 - they make electricity without causing pollution.

Evaluation

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

Grammar

Talk about Modal Verbs and how they are used in conjunction with a Main Verb. Explain the examples in the Student's Book to students. Explain the table to students and give examples.

Activity 6 (SB p. 62)

Answers

Students must choose one of the Modal Verbs from the table to complete the sentences asking for permission.

- a) Could you please help me turn off the tap?
It's leaking.
- b) You could put solar panels on your roof, if you want to save electricity.
- c) May I do a course to learn more about global warming?
- d) You can use the gas cooker if there are power outages.
- e) Can you help me fix the wind turbine?

Activity 7 (SB p. 62)

Students must choose one of the Modal Verbs from the table to complete the sentences asking for giving advice. Answers may vary.

Answers

- a) You should find alternative sources of electricity.
- b) You could think about ways to protect the environment.
- c) Energy from wind turbines can feed into the power grids.
- d) We all could help keep our country clean.
- e) You must never leave the gas on when you go out.

Activity 8 (SB p. 63)

Students must choose one of the Modal Verbs from the table to complete the following sentences showing ability or possibility. Answers may vary.

Answers

- a) To save electricity, you could get a solar water heater.
- b) We can reuse old water to water the plants.
- c) I could cycle rather than drive a car.
- d) We can all find ways to recycle things we don't use.
- e) We could have a drought if global warming continues.

Writing

Explain the difference between an Expository, Argumentative and Narrative Essay with reference to the Student Self-Evaluation Checklists: Argumentative, Expository and Narrative Essays. Discuss with students how to write a essay with an introduction, body and conclusion. Demonstrate how to use notes or a mind map to prepare and plan.

Activity 9 (SB p. 63)

Students must work in pairs. They must look at the photograph of a solar panel on a roof. Some students may be unfamiliar with solar panels. Explain their functions to the class. Students must discuss what a solar panel is,

and what it does. They must not look at the mind map yet.

Activity 10 (SB p. 64)

Students must study the mind map. They must read the information in the table and add further information if they can. Encourage students to research and find out as much as they can about solar energy.

Activity 11 (SB p. 64)

Students must use the information in the mind map and table to write an Expository Essay. Guidelines have been provided for the students to follow. Remind students to use the Checklist: Expository Essay to check their work before submitting it.

Evaluation

Student Evaluation: Students can use the Student's Self-Evaluation Checklists: Argumentative, Expository and Narrative Essays on pages 9 and 10 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubrics: Argumentative, Expository and Narrative Essays on pages 16, 18 and 19 of this Teacher's Guide.

Literature

Read through the extract with students before asking them to read it alone.

Activity 12 (SB p. 65)

Students must read the extract from Act 5, Scene II of *The Precious Child* by O. Okweshe. They must then answer the questions that follow.

Activity 13 (SB p. 65)

Students must choose the best answer to the questions.

Answers

- a) Mr Femi thinks that the cause of his son's problems is:
 - lack of discipline, over-pampering and self-pity.
- b) Mr Femi:
 - wishes he had never had his son.

- c) Mr Femi thinks if Ade goes to prison:
 - he will become a criminal for the rest of his life.
- d) Mr and Mrs Femi:
 - have very different ways of parenting.

Activity 14 (SB p. 66)

Students must work in groups and discuss the question. They must choose one person in their group to present their ideas to the class.

Activity 15 (SB p. 66)

The class must be divided into two teams who will participate in a class debate on the following topic: ‘The violence in our society is the result of the violent treatment of children.’ One team must agree with the topic while the other must disagree with it. Where possible, students must try and use examples from the Drama they are reading.

MODULE
9

Taking Responsibility

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student’s Book	Listening And Speaking (p. 67) Using Rising and Falling Intonation patterns	Reading And Comprehension (p. 68) Read extract of <i>Americanah</i> and answer questions	Grammar (p. 72) Using Prefixes to form Antonyms	Writing (p. 73) Write an Argumentative Essay, on the topic of responsible sex, using a table to form ideas	Literature (p. 74) Write a scene of a Play
		Vocabulary Development (p. 71) Synonyms			

Objectives

The student should be able to:

Listening And Speaking: Using Rising and Falling Intonation patterns, using Synonyms.

Reading And Comprehension: Read extract from *Americanah* and answer questions.

Grammar: Using Prefixes to form Antonyms.

Writing: Write an Argumentative Essay, using a table to form ideas.

Literature: Write a scene of a Play.

Listening And Speaking

Demonstrate to students how use of Rising and Falling Intonation adds meaning to what we are saying. Ask students a series of questions, and get them to suggest where the Rising Intonation occurs. Students will need to learn to listen carefully. Work through the examples in the Student’s Book.

Activity 1 (SB p. 67)

Students must work in pairs. Students must read aloud the dialogue of the radio interview. They must follow the Intonation patterns as shown by the arrows. Allow time for them to swap roles.

Resources

Student’s Book (pp. 67–74)

Blackboard, dictionaries, prescribed Drama text.

Activity 2 (SB p. 68)

Students must discuss these questions with their partner. They will have a variety of answers. Use this section to talk with pupils about the dangers of unprotected sex.

Answers

- The HIV/AIDS virus is transmitted through body fluids. The primary ways people get the HIV/AIDS virus are through sexual intercourse and through using contaminated syringe needles.
- Syringe needles must always be sterile and never shared. Drug addicts who inject drugs are at a higher risk of getting HIV/AIDS.
- Yes, but this is not always ideal.
- Always use a condom when you have sex. Never use the same condom twice. Do not have multiple sexual partners because people who are promiscuous are at a higher risk.
- Answers will vary.

Evaluation

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

Teacher Evaluation: Teachers can use the Rubric: Listening and Speaking (Oracy Skills)/ Pronunciation and Stress and Intonation on page 13 of this Teacher's Guide.

Reading And Comprehension

Questions 3–6 are based on the text *Americanah* by Chimamanda Ngozi Adichie.

Activity 3 (SB p. 68)

Students must work in pairs. They must skim-read the extract and discuss with their partner what is it about.

Activity 4 (SB p. 68)

Students must Scan the text. They must find the words 'responsible' and 'responsibility'. They appear more than once in the text.

Activity 5 (SB p. 69)

Students must work in pairs. They must discuss with their partner what it means to 'love responsibly'. They must then share their ideas with the class.

Activity 6 (SB p. 69)

Students must read the extract carefully and then answer the questions that follow.

Activity 7 (SB p. 70)

Students must choose the correct definition of what the mother's words mean.

Answers

- The line "If anything happens between you and Obinze, you are both responsible." means:
 - If Obinze and Ifemelu have sex and she falls pregnant, they are both responsible.
- The line "But Nature is unfair to women. An act is done by two people but if there are any consequences, one person carries it alone." means:
 - Nature is unfair to women as they can fall pregnant from having sex, and they may have to carry the baby and the responsibility alone.
- The line "Have you done anything serious with Obinze?" means:
 - Have you had sex with Obinze?
- The line "You can love without making love. It is a beautiful way of showing your feelings but it brings responsibility." means:
 - Having sex comes with risks: you can fall pregnant, or get a disease such as AIDS. You need to take responsibility by protecting yourself from these risks.
- The line "wait until you own yourself a little more" means:
 - Wait until you are older and more independent before you have sex.
- The message of Obinze's mother in this extract is:
 - That sex comes with responsibility: there are risks such as falling pregnant. She should not have sex too young and should protect herself when she does have sex.

Vocabulary Development

Activities 8 and 9 are based on the vocabulary of the text. Remind students of what is meant by a Synonym and give some examples before they undertake the activities.

Activity 8 (SB p. 71)

Students must work in pairs. The words in the left-hand column of the table appear in the text they have just read. Students must find the words in the text and discuss their meanings.

Activity 9 (SB p. 71)

Students must match each word with the correct Synonym on the right.

Answers

Word	Synonym
avert	look away
consequences	results
sensible	well-reasoned
responsible	accountable
aware	mindful
normalness	ordinariness

Grammar

This activity follows on from the previous one on Synonyms. Explain to students what is meant by an Antonym and use the examples in the Student's Book. Look at the table with students and demonstrate how adding a Prefix can create the Antonym of a word.

Activity 10 (SB p. 72)

Students must add Prefixes to the words to create Antonyms. They must use the Prefixes in the boxes.

Answers

- a) unease
- b) discontinue
- c) unbalance
- d) immoral
- e) irregular

- f) unfair
- g) unnecessary
- h) impractical

Activity 11 (SB p. 72)

Students must complete the sentences with one of the words or its Antonym from the table.

Answers

- a) It is irresponsible to have sex without using condoms as you can get AIDS.
- b) You need to be responsible when you decide to have sex.
- c) Obinze's mother spoke indirectly. It is easy to misunderstand her.
- d) Ifemelu is a very responsible/patient young woman.
- e) You can't always see if a person has AIDS. Their symptoms can be invisible.
- f) It is wise to practise safe sex.
- g) It is illegal for a doctor to share a patient's HIV status with other people.
- h) You need to be responsible and find the right person to marry.

Writing

Remind students of how to write an Argumentative Essay and refer them to the Student's Self-Evaluation Checklist: Argumentative Essay on page 10 of this Teacher's Guide. Activities 12, 13 and 14 work together to help students prepare and write their essay.

Activity 12 (SB p. 73)

Students must work in pairs. They must write an Argumentative Essay on the topic of responsible sex. To prepare, they must read the following statements. Then they must discuss which topic they agree with. They must explain why they agree with this topic.

- a) "It is most responsible for young people to abstain from sex until they get married."
- b) "It is not realistic for young people to abstain from sex until they get married. They should rather practise safe sex."

Evaluation

Student Evaluation: Students can use the Student's Self-Evaluation Checklist: Argumentative Essay on page 10 of this Teacher's Guide.
Teacher Evaluation: Teachers can use the Rubric: Argumentative Essay on page 18 of this Teacher's Guide.

Ideas	Examples

Activity 13 (SB p. 73)

Students must choose one of the topics.

Activity 14 (SB p. 73)

Students must copy the following table. In the left-hand column, they must write their ideas for their essay, in the right-hand column they must write their examples. Answers will vary.

Literature

Discuss the meaning of a Play and its effectiveness as a form of literature.

Activity 15 (SB p. 74)

Students must write a scene of a Play. To see the layout of a Play, they must look at their prescribed Drama text.

Their Play needs to show conflict between the characters. It should have the features listed in the box.

MODULE
10

Revision

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 75) Revise the /æ/ sound or the /ɔ:/ sound and the unvoiced /θ/ sound and the voiced /ð/ sound	Reading And Comprehension (p. 76) Read a text 'Grandmother spider steals the sun' and answer questions	Grammar (p. 79) Revise Modal Verbs and Prepositions	Writing (p. 79) Write a Descriptive Essay	Literature Prescribed text for Drama
	Vocabulary Development (p. 76) Revise vocabulary from the term				

Objectives

The student should be able to:

Listening And Speaking: Revise the /æ/ sound or the /ɔ:/ sound and the unvoiced /θ/ sound and the voiced /ð/ sound.

Reading And Comprehension: Read a text and answer questions.

Grammar: Revise Modal Verbs and Prepositions.

Writing: Write a Descriptive Essay.

Literature: Answer questions about a Play.

Resources

Student's Book (pp. 75–80)
Blackboard, dictionaries, prescribed Drama text.

Listening And Speaking

Activity 1 (SB p. 75)

In Module 5 students studied the Poem 'The Eagle' by Alfred Lord Tennyson. The highlighted words all have the /æ/ sound or the /ɔ:/ sound. Students must write the highlighted words in the correct column.

Answers

/æ/	/ɔ:/
lands	crawl
hands	wall
stand	fall
crag	

(7)

Activity 2 (SB p. 75)

Students must copy the table into their exercise book. Then they must read the words in the boxes. They must say which words have the unvoiced /θ/ sound and which words have the voiced /ð/ sound. They must write the words in the correct columns:

Answers

/θ/	/ð/
month	weather
thief	other
health	rather
theft	these
themselves	
with	

(10)

Evaluation

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

Vocabulary Development

Activity 3 (SB p. 76)

The words in the boxes are words that the students studied this term. They must choose the correct words to complete the sentences.

Answers

- a) My sister is a responsible driver, and regularly checks that her car is roadworthy.
- b) The driver tried to bribe the traffic policeman so he wouldn't be fined for speeding.
- c) You cannot get onto an aeroplane without a boarding pass.
- d) Luggage is weighed at the check-in desk.
- e) My father tried to negotiate to pay lower rent on our house.
- f) Environmentalists are trying to find ways to reduce greenhouse gases in the atmosphere.
- g) Mama sprinkled hot spices in the soup.
- h) The drunk man staggered across the street.
- i) A cure for AIDS will benefit the whole of humanity.
- j) Contracting AIDS could be a consequence of having unprotected sex.

(10)

Reading And Comprehension

Activity 4 (SB p. 76)

Students must read the story and then answer the questions that follow.

Activity 5 (SB p. 78)

Students must choose the correct answer to these questions:

Answers

- a) Repetition is a feature of folktales.
The repeated action is:
 - animals take turns to get light from the other side of the world.

- b) What happened to both Opossum and Buzzard?
 - They both got burnt by the light.
- c) Grandmother Spider succeeded because:
 - she was very small so no one saw her, and she put the light in a bowl so she didn't get burnt.
- d) Grandmother Spider is an unlikely heroine because:
 - she is very old and very small.
- e) The message of the story is:
 - an unexpected character can be a hero or heroine.

(5)

Grammar

Activity 6 (SB p. 79)

Students must choose the correct Modal Verb to complete the sentences.

Answers

- a) Grandmother Spider showed that small creatures can be heroes.
- b) You should never put fire on your head.
- c) Would you like to tell this story?
- d) Buzzard said he would try to get the light.

(4)

Activity 7 (SB p. 79)

Students must complete these sentences by changing the Verbs in brackets into the Past Continuous Tense.

Answers

- a) Buzzard flew to the people of the light.
- b) Opossum hid the light under his tail.
- c) The animal people laughed at Grandmother Spider.
- d) Grandmother Spider travelled along her spider web.

(4)

Activity 8 (SB p. 79)

Students must choose Prepositions from the boxes to complete the sentences. They may use a Preposition more than once.

Answers

- a) The animal people lived in darkness.
- b) Grandmother Spider made a pot out of clay.
- c) Grandmother Spider threw the light into the world.
- d) Grandmother Spider moved along her spider web thread.

(4)

Writing

Activity 9 (SB p. 79)

Students must write a Descriptive Essay about a happy memory. They must think of the time, place and characters that are part of this particular memory.

Guidelines:

- Students must describe what they see, hear, taste, touch, smell.
- Students must describe what they feel.
- Students must use Adjectives to add descriptive details.
- Students must use Similes and Metaphors to make their writing more interesting.
- a) Students must write a title for their essay.
- b) Students must plan their essay with an introduction, body and conclusion.
- c) Students must write a first draft.
- d) Students must check their first draft. How can they improve it? They must remember to check their spelling, grammar and punctuation.
- e) Students must write their essay neatly and correctly.

Evaluation

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

Total: 50 marks

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking Revision, /t/ and /θ/ sounds (p. 81)	Listening And Speaking Listening text (p. 83)	Grammar Different types of Nouns (p. 86)	Writing Narrative Essay (p. 87)	Literature – Play
		Reading for information (p. 84)			
		Vocabulary Development Celebratory Words (p. 86)			

Objectives

The student should be able to:

Listening And Speaking: Recall short and long Vowel sounds learned in Term 1, identify and produce the /t/ and /θ/ sounds in words, listening skills for understanding of speech writing

Reading: Reading to identify facts and opinions and recall information

Vocabulary Development: Improve understanding of celebratory words from the passage

Grammar: Identify and use different Nouns in sentences

Writing: Writing an outline, and Narrative Essay

Literature: Read a Play and answer questions about the story, write a Summary

Answers

'a' sound		'e' sound		'i' sound		'o' sound		'u' sound	
/æ/	/eɪ/	/ɛ/	/iː/	/ɪ/	/ʌɪ/	/ɒ/	/oʊ/	/ʌ/	/ju/
fat	fate	wet	wheat	win	wine	bot	boat	cup	cube
bat	aim	desk	eat	sit	kite	odd	float	stun	use
programme	create	dent		pig	flight	all		until	refuse
	fame					pop			

Activity 2 (SB p. 81)

The students can read the words in the boxes individually and then complete the table of Consonant contrasts of words containing /p/ or /f/.

Answers

/p/	/f/
clip	a) cliff
leap	b) leaf
c) wipe	wife
d) cup	cuff
e) harp	half
whip	f) whiff
sheep	g) sheaf

Activity 3 (SB p. 82)

Let students work with their partner to read through the words in the table. Then they should use the words to complete the sentences individually in their exercise books. Once the class has completed the activities, ask for volunteers to share their answers with the class.

Answers

- You need to pull the door open, not push it.
- The car drove really fast down the road!
- He was very kind to the old lady, and helped her across the road.
- Please sing me a song.
- We will build a puzzle during break time when it is raining outside.
- Please catch a fish so that we can eat it for supper tonight.
- What colour will you choose?
- I admire her for her courage and perseverance during difficult times.

Activity 4 (SB p. 82)

Read through the information on how to pronounce the unvoiced /t/ sound. Say the words in the boxes slowly to the class and have the students repeat each word after you. Allow the students time to read through the words once more with their partner.

Activity 5 (SB p. 82)

Students must work with their partner to read through the tongue twisters.

Activity 6 (SB p. 83)

Read through the information about the unvoiced /θ/ sound to the class and have them practise making the sound. Read the words from the boxes in Activity 7 to the class and let them repeat each word after you. The students can say the words once more to their partners.

Activity 7 (SB p. 83)

The students must complete the sentences, using the words from Activity 6. Once they have completed the sentences individually, ask for volunteers to share their answers with the class. Write the answers on the board.

Answers

- Please walk on the pathway, and not on the road!
- I have a set of twenty-four healthy teeth in my mouth that I use to eat my food and talk.
- We could hear thunder in the distance as the storm drew closer.
- Uncle Rashidi was a marathon runner when he was younger.
- In which month of the year is your birthday?
- Ouch! There is a thorn in my finger from the stem of the flower!

Activity 8 (SB p. 83)

Students must listen as you read through the following speech about being patriotic.

Are You Patriotic?

This is the question asked of me not so long ago. It was a difficult question to answer, as I had never really thought much about it.

Do I support my country? Do I defend my country when people mock or reject her? Do I think my country deserves to be treated with respect and loyalty?

My answer to all those questions is a definite yes!

Being patriotic is not about how the present government is managing the country or about

how the people in the country are treating each other and their surroundings. It is about you, and how you feel about the country. Make a decision right now to do your best to uphold the laws of your country, be proud to be Nigerian and say, "Yes, I love being Nigerian. This country is worth fighting for, this country is part of me and I am part of it!"

Have the students answer the questions about the speech individually in their exercise books before they discuss their answers with their partner. Once all the students have completed the activity, ask for volunteers to share their answers.

Answers

- a) The speech is short to keep the listener's attention.
- b) The speech brings across a specific point of view very clearly.
- c) Answers will vary.
- d) Yes, it allows the listener to think about their own views and opinions.

Evaluation

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

Reading

Activity 9 (SB p. 84)

Read the questions from to the students. They must Scan through the story to find the answers.

Answers

- a) 1 October, 1960
- b) Nigeria
- c) Abubakar Tafawa Balewa

Activity 10 (SB p. 84)

The students must read through the story silently before completing the questions that follow. Once the students have completed the activity, collect their books to mark the activity.

Answers

- a) The special date recorded is Nigeria's Independence Day.
- b) It is an important day as this is when Nigerians gained control of the government.
- c) The storyteller's father had to set off the fireworks.
- d) The storyteller's grandparents were listening to Abubakar Tafawa Balewa deliver his speech.
- e) The storyteller remembers sitting next to his father, while he set up and set off the fireworks.
- f) The first Prime Minister of Nigeria was Abubakar Tafawa Balewa.
- g) It was a new way of living for the Nigerians as they had been under the rule of other countries up until this point.

Vocabulary Development

Activity 11 (SB p. 86)

Students must read through the words in the table with their partner, before using a dictionary to complete the activity in their exercise books. Once the class has completed the activity, ask for volunteers to share their answers with the class.

Answers

celebration	to do something enjoyable on a special day
fireworks	a device that shoots out coloured patterns when lit
freedom	the state of not being imprisoned or enslaved
independence	the state of being independent
expectations	a strong belief that something will happen
patriotic	having or expressing devotion to one's country
memories	something remembered from the past
occasion	a particular event

Grammar

Read the information in the box about the different types of Nouns to the class. Have them read through it silently and ask any questions if needed.

Activity 12 (SB p. 86)

Students must rewrite the sentences into their exercise book and underline the Nouns in each sentence. They can complete this activity individually and then discuss their answers with their partner.

Answers

- a) Mrs Alayo wore her traditional dress to the celebration.
- b) Please may I be excused from school today?
- c) There was a choir of a hundred Nigerians singing the National Anthem.
- d) There was a party of friends on every street corner, celebrating the memorable day.
- e) They took control of the country by fighting for freedom.
- f) Please bring food to the celebration as we may get hungry.

Activity 13 (SB p. 86)

Read through the Collective Nouns with the students. Students must fill in the correct Collective Nouns to complete the expressions. Ask for volunteers to share their answers with the class once all the students have completed their work.

Answers

- a) a bouquet of flowers
- b) a class of students
- c) a wealth of information
- d) a library of books
- e) a galaxy of stars
- f) a brood of hens
- g) a swarm of bees

Activity 14 (SB p. 87)

Read the information about Conjunctions that express exception to the class. Have them read through the examples a second time with their partner.

Students can discuss the sentences with their partners before completing the activity in their exercise books. Ask for volunteers to share their answers with the class once all the students have completed the activity.

Answers

- a) All my clothes are here except for my shoes.
- b) The food was very good apart from the tasteless soup.
- c) All the students will be at school except for Kunle as he is sick.
- d) I like eating cake without the icing on top.
- e) The newspapers have praised the celebratory speech but the people did not like it.
- f) We enjoy fireworks displays but the noise is very scary.

Writing

Activity 15 (SB p. 88)

Read the information about a Narrative Essay to the class. Have them read through Activity 16 and complete the activity individually, using the guidelines to guide them.

Remind students to use the Self-Evaluation Checklist: Narrative Essay to check their work before submitting it.

Collect their books for marking once they have completed their essays.

Evaluation

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

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

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking Consonant contrasts /s/ and /t/, Listening passage (p. 89)	Reading for detail (p. 90)	Grammar Countable and Uncountable Nouns (p. 94)	Writing – Report (p. 95)	Literature – Play
		Vocabulary Development word search different sports (p. 93)			

Objectives

The student should be able to:

Listening And Speaking: Identify and orally produce the Consonant contrasts /s/ and /t/ in words, listening skills – listening for information

Reading: Reading to identify facts

Vocabulary Development: Word search different sports

Grammar: Identify and use Countable and Uncountable Nouns in sentences

Writing: Writing an Outline, and Report

Literature: Read a Play and answer questions about it, read and dramatise a given text

Resources

Student's Book (pp. 89–95)

Pictures of different types of sports (especially those mentioned in the reading passage), picture of Stella Mbachu, Dictionaries, The incorruptible judge

Listening And Speaking

Activity 1 (SB p. 89)

Pronounce the unvoiced /s/ and /t/ sounds for the class to hear. Have the students practise saying these sounds. Read through the Consonant

contrasts with the class. Have the students repeat the Consonant contrasts with their partners.

Activity 2 (SB p. 89)

The students can work independently to complete Activity 2. Once the class has completed the activity, ask for volunteers to share their answers.

Answers

- a) Would you like to drink a cup of tea, while watching the sea?
- b) He was bitten by a tick, and is now very sick.
- c) Her leg is very sore, as she tore her muscle in it.
- d) They took the injured man to hospital to sew up his cut toe.
- e) The tower of cakes were made from lemon, and so they were very sour.
- f) I will tip my tea out when I take a sip.

(The Consonant contrasts must be the same as the ones given above but the sentences given by the students may vary.)

Activity 3 (SB p. 90)

Read the following listening text as the students listen. They should answer the questions individually in their exercise books before they mark their own work.

Stella Mbachu

Stella Mbachu was born on 16 April 1978 in Nigeria. Stella enjoyed playing football with her brothers in the village where she grew up. One day, a man from her village watched her playing. He approached her and advised her to train with a new club that had just started and that was training in the stadium. At first Stella chose not to attend practices as she would help her mother after school. One day, though, she decided to go and she played in her everyday clothes, as she did not have any football kit. The coaches were impressed with her talent and they approached the principal of her school, asking whether she could join their club.

When Stella was in secondary school, she was called to play for Nigeria. She made sure that whenever she was on the field, she played the very best she could.

Through her commitment, training and self-discipline, Stella has reached great heights in football. She has made her country proud!

Answers

- a) Stella Mbachu
- b) Football
- c) In the village where she grew up.
- d) She first used to play against her brothers.
- e) Commitment, training, self-discipline
(Students need to name only one).

Evaluation

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

Reading

Activity 4 (SB p. 90)

Students should discuss the questions with a partner. Before the students start Activity 5, ask them to share their answers for question c). Write all their suggestions on the blackboard. Have the students Scan the article 'Sport In Nigeria' and see which sports are mentioned and whether these are the same as the ones they mentioned.

Activity 5 (SB p. 90)

The students must read and complete Activity 5 individually. Once the class has completed the activity, ask for volunteers to share their answers with the class.

Answers

- a) Nigerians enjoy sport:
 - all of the above.
- b) Popular sports in Nigeria are:
 - football, basketball, boxing, athletics.
- c) The sports listed above for which the player needs to have ball skills are:
 - football and basketball.
- d) The name of the most popular sport in Nigeria is:
 - football.
- e) Football is played only by boys in Nigeria.
 - False
- f) The name of the sport that requires a lot of training and skills, which is not always available is:
 - boxing.

Vocabulary Development

Activity 6 (SB p. 93)

Read through the types of sports in the boxes. The students must complete the word search individually.

Answers

a	s	h	t	i	g	t	i	c	v	a	t	h	l	e	t	i	c	s	a
f	c	u	c	f	o	o	t	b	a	l	l	b	a	s	r	r	y	q	u
a	b	n	r	t	l	o	g	a	o	c	t	e	n	n	i	s	a	u	r
s	m	n	o	f	f	h	y	s	m	x	t	u	i	n	a	q	h	a	p
h	z	i	w	n	i	d	b	k	q	d	i	f	b	f	t	r	p	s	w
y	w	n	i	r	b	n	s	e	b	a	l	n	s	i	h	m	g	h	a
l	d	k	n	l	e	n	g	t	r	r	a	i	g	s	l	u	i	o	n
t	t	i	g	h	o	s	a	b	g	u	i	n	g	h	o	a	t	e	r
r	h	o	m	o	u	n	t	a	i	n	b	i	k	i	n	g	r	s	t
e	u	r	v	c	n	n	f	l	o	n	b	n	t	n	p	y	o	p	y
e	n	g	a	k	b	a	t	l	i	i	e	g	a	g	i	z	b	t	g
t	t	o	b	e	a	d	e	i	v	n	r	b	a	s	e	b	a	l	l
i	i	g	b	y	c	g	r	s	n	g	g	g	a	m	e	o	l	i	s
d	n	c	s	w	i	m	m	i	n	g	c	o	l	e	l	h	n	k	d
e	g	o	i	r	a	e	i	o	h	e	d	d	a	n	c	i	n	g	j

Grammar

Read through the information about Countable and Uncountable Nouns to the class. Have the students read through it silently and ask any questions if needed.

Activity 7 (SB p. 94)

Students must read the sentences and say whether the Noun in bold is a Countable or Uncountable Noun. They should complete the activity individually.

Answers

- a) countable
- b) uncountable
- c) uncountable
- d) countable
- e) uncountable
- f) countable

Activity 8 (SB p. 94)

Students must use the Conjunctions in brackets to join the sentences. Once the students have completed the activity, ask for volunteers to share their answers with the class.

Answers

- a) The team played well without a player who was red carded.
- b) He trained so hard, short of him nearly collapsing.

- c) The athlete eats healthy food most days, with the exception of Saturday and Sunday.
- d) The basketball team trains early every day, excluding Sunday.
- e) The football team had all their good players, apart from their injured goal scorer.
- f) The students study for many hours after school, minus an hour of sport after school.

Writing

Activity 9 (SB p. 95)

Read through the information about how to write a Report with the students. There is no Self-Evaluation Checklist or Rubric to guide the writing and marking of the Report. Therefore, use the guidelines listed in the Student's Book as the basis for creating a Checklist with students that they can use to check their work. Then, adapt this Checklist to compile a marking Rubric. The students must complete the Report writing individually in their exercise books.

Evaluation

Student Evaluation: Students can use the Self-Evaluation Checklist created as a whole-class activity.
Teacher Evaluation: Teachers must create their own Rubric on the basis of the Checklist created as a class activity.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking Consonant contrasts /s/ and /z/, Listening skills (p. 96)	Reading Social media passage (p. 98)	Grammar – Affixes (p. 100)	Writing – Article (p. 101)	Literature – Play
		Vocabulary Development Social media examples (p. 99)			

Objectives

The student should be able to:

Listening And Speaking: Identify and orally produce the Consonant contrasts /s/ and /z/ in words, Listening skills – listening to recall information

Reading: Reading for Facts and Opinions and to make Deductions

Vocabulary Development: Social media examples, create own social networking site

Grammar: Identify and use Affixes (Suffixes and Prefixes) in sentences

Writing: Writing an Outline, and an Article

Literature: Read a Play and answer questions about the story, identify the theme and features of the Play

Resources

Student's Book (pp. 96–102)

Symbols for the different types of social media, dictionaries, prescribed Drama text.

Listening And Speaking

Read through the information on how to pronounce the unvoiced /s/ and voiced /z/ sounds with the class. Have them practice making the sounds.

Activity 1 (SB p. 96)

Read through the Consonant contrasts to the class. On your second reading, have the students repeat the words after you. The students can now read through the words with a partner.

Activity 2 (SB p. 97)

Read the words in the tables for Activity 2 to the class. Allow them to read through the sentences and discuss the answers with their partners before writing the sentences in their exercise books. Ask for volunteers to share their answers with the class.

Answers

- a) They kept all their money in their safes, hidden in their cupboards.
- b) My mother will use the big cooking pot to make supper.
- c) Please can you give me some advice as to what I can study next year?
- d) They will lose their football match if they do not stop fighting.
- e) What is the use of practising if I know I cannot win the race?
- f) He saves all the money that he earns.

Activity 3 (SB p. 97)

Read the following passage about the media to the class while they listen carefully. The students must answer the questions individually in their

exercise books. Mark the activity once the students have completed it.

What Is The Media?

When you look in a dictionary, it will tell you that 'media' is the term used for the main means of mass communication. Information is relayed to people through the TV, radio, newspapers and the Internet. The media can contain messages that are very subjective. In other words, they tell you about certain feelings, opinions and tastes. This is why it is important for all of us to be careful what we believe is written or said in advertisements or even in the news. The people who create these messages think carefully about what they want people to believe in, and word their messages accordingly.

Have you ever wondered why there are so many magazines or newspapers for sale? It is because not everyone has the same interests, so the publishers will target or aim their magazine or newspaper to a certain group only.

What is the reason for the media to mass communicate ideas to us? They want to either sell you a product or a service, or an idea. Take care you do not fall prey to the mass media!

Answers

- The passage says that the media used to communicate their messages to us include TV, radio, newspapers, Internet.
- Messages created by the media are subjective.
- There are only a few magazines and newspapers available to the public as people all like the same things. False.
- The media sell products, services and ideas.
- The media target the youth as well as older people. True.

Reading

Activity 4 (SB p. 98)

Discuss the questions as a class and make sure that a number of students respond to the questions.

Activity 5 (SB p. 98)

The students must read the text about the advantages and disadvantages of social media and answer the questions individually in their

exercise books. Once they have completed their work, have them hand their books in for marking.

Answers

- Talking – write letters on paper – speaking on the telephone – social media.
- Communicating with other people on various websites and other applications.
- Facebook, Twitter, Wikipedia, Pinterest, LinkedIn, Google+ are examples of social media. (Students are asked to mention only one example.)
- Answers will vary as own opinion is given.
- Answers will vary as own opinion is given.
- Answers will vary as own opinion is given.

Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening and Speaking (Oracy Skills)/ Pronunciation, Comprehension and Responding on page 13 of this Teacher's Guide.

Vocabulary Development

Activity 6 (SB p. 99)

The students must work with their partner to read through the social media terms and their meanings in the table.

Activity 7 (SB p. 100)

Read through Activity 7 with the class and allow them to discuss the activity with their partner before they complete the activity individually. Have the students present their ideas to the class.

Grammar

Read the information about Affixes to the class and make sure students understand the difference between Prefixes and Suffixes.

Activity 8 (SB p. 100)

Students must read through and complete Activity 8 with their partner. Ask each pair to share their new words with the class. Write the words on the blackboard. Read through the words aloud with the class.

Activity 9 (SB p. 100)

Students must complete sentences by adding a suitable Prefix. Let them complete this activity individually in their exercise books.

Answers

- a) Please collect all the books from the students and put them on the desk.
- b) The mathematics teacher will show you how to bisect a shape into two parts.
- c) The company employed young, enthusiastic people to do the new job.
- d) He was very unfriendly, my friends said he is always antisocial.
- e) Do not antagonise the dog as it may bite you!
- f) The scientist asked us to predict what would happen in the experiment.

Activity 10 (SB p. 101)

Students must complete sentences by choosing the correct word, with a suitable Suffix. Let them complete this activity individually in their exercise books.

Answers

- a) They will defer the matter to the judge to make a final decision.
- b) The man is studying geology, so he keeps taking bags of rocks to study.
- c) You will need to refer your case to the police station if you want to lay charges.

- d) The accident scene was gruesome!
- e) The terrorism caused all the people to run from their country in fear.
- f) I have read the first two books of the trilogy and cannot wait to read the last one.

Writing

Read through the information about Article writing with the class. Make copies of and give students the Self-Evaluation Checklist: Article. Alternatively, write the checklist on the board.

Activity 11 (SB p. 101)

Have the students read through Activity 11 with their partner before discussing the activity as a class. Provide the students with information on the topics suggested in point d) by having source material in the classroom. Once the students have completed their articles, collect their books for marking.

Evaluation

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

Teacher Evaluation: Teachers can use the Rubric: Article on page 20 of this Teacher's Guide.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking Vowel contrasts /a:/ and /ʌ/ (p. 103)	Reading story about school subjects (p. 104)	Grammar Question Tags (p. 107)	Writing Informal Letter (p. 108)	Literature Novel
		Vocabulary Development Synonyms of school words (p. 106)			

Objectives

The student should be able to:

Listening And Speaking: Identify and produce the Vowel contrasts /a:/ and /ʌ/ sounds in sentences

Reading: Reading to identify words and expressions and extract information

Vocabulary Development: Synonyms of words relating to school

Grammar: Identify and use Question Tags in sentences

Writing: Writing an outline, and Informal Letter writing

Literature: Read a Novel and answer questions about it, identify main characters

Resources

Student's Book (pp. 103–108)

Dictionaries, prescribed Novel

Listening And Speaking

Activity 1 (SB p. 103)

The students can practise saying the /a:/ and /ʌ/ sounds aloud. Read through the Vowel contrasts and have the students repeat them after you. The students can now repeat the words with their partners.

Activity 2 (SB p. 104)

Have the students complete the sentences individually in their exercise books before discussing their answers with their partners. Once all the students have completed their work, ask for volunteers to share their answers with the class.

Answers

- a) There was so **much** rain during the celebratory march.
- b) My **mother** was late in coming home from the market, my father went to meet her on the road.
- c) The **drama** in the play reached a climax when the drum roll became very loud.
- d) When it gets **dark**, the duck will go to sleep.
- e) In the **heart** of the village, you can find the chief's hut.
- f) She will only **come** when the wind is calm. (The completion of the sentences is only a guide, but the words in bold must be used to complete each sentence.)

Reading

Activity 3 (SB p. 104)

Discuss the questions as a class. Make sure a number of students have a chance to participate in the discussions.

Activity 4 (SB p. 104)

The students must read the story and answer the questions that follow in their exercise books. Once they have completed their work, they can discuss their answers with their partners before handing their books in for marking.

Answers

- a) Ten subjects are mentioned.
- b) Answers will vary as own opinion is given.
- c) The students are at school for seven hours from Monday to Thursday and for six hours on a Friday.
- d) The students learn English every day.
This is an important subject as it is used to communicate with other people.
- e) Extracurricular activities are activities that are not basic requirements for education but added on.
- f) Sport is given the least amount of time.
Students must give their opinion about why this is the case.

Reading Evaluation

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

Vocabulary Development

Activity 5 (SB p. 106)

Read through the list of Synonyms for words relating to school with the students. Have the students read through the words a second time, with their partners.

Activity 6 (SB p. 106)

The students must complete the Activity 6, in their exercise books, before discussing their answers with the class.

Answers

- a) assignment – job, exercise, chore
- b) classroom – lecture room, hall room, school room
- c) desk – work space, counter, writing desk
- d) student – scholar, learner, pupil
- e) teacher – lecturer, educator, professor

Grammar

Read through the information about Question Tags to the students. Have them read through the information in the box silently and ask questions should they need to.

Discuss Activities 7 to 9 with the class before they complete them individually in their exercise books. Ask for volunteers to share their answers with the class once all the students have completed their work.

Activity 7 (SB p. 107)

Students must complete negative Questions Tags to positive Statements.

Answers

- a) Rotimi likes to read, doesn't she?
- b) Adeola is playing great football, isn't he?
- c) I am very confused, aren't I?
- d) They ate the cake, didn't they?
- e) Let's make supper, shall we?

Activity 8 (SB p. 107)

Students must complete positive Question Tags to negative Statements.

Answers

- a) Eniola hates studying, does she?
- b) Segun doesn't like chores, does he?
- c) Nobody remembered their homework, did they?
- d) They won't come home, will they?
- e) We aren't in trouble, are we?

Activity 9 (SB p. 107)

Students must add a suitable statement to the Question Tags. They must create their own statements, which are suitable for the Question Tags.

Answers

- a) Positive statement to be added
- b) Negative statement to be added

- c) Negative statement to be added
- d) Negative statement to be added.
- e) Positive statement to be added.

Writing

Activity 10 (SB p. 108)

The students must write an Informal Letter to a friend. They should complete the activity individually in their exercise books, using a mind map to plan their letter. Collect the books for marking once they have completed the activity. Give students the Checklist: Formal and

Informal Letter to guide this activity. Remind them to use the checklist to check their work before submitting it.

Evaluation

Student Evaluation: Students can use the Student's Self-Evaluation Checklist: Formal and Informal Letter on page 11 of this Teacher's Guide.
Teacher Evaluation: Teachers can use the Rubric: Formal and Informal Letter on page 22 of this Teacher's Guide.

MODULE
5

Consumer Rights

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking Nasal sounds /m/, /n/ and /ŋ/ Listening skills (p. 109)	Reading Article about food labels (p. 110)	Grammar Personal And Possessive Pronouns (p. 113)	Writing Formal Invitation Letter (p. 114)	Literature Novel
		Vocabulary Development Food label (p. 112)			

Objectives

The student should be able to:

Listening And Speaking: Identify and orally produce the nasal sounds /m/, /n/, /ŋ/ sound in words, listening skills to identify consumer rights

Reading: Reading critically to identify information, reading to identify facts and give opinions

Vocabulary Development: learning to read and understand food labels

Grammar: Identify features and functions of the Personal and Possessive Pronouns, using them correctly in sentences

Writing: Writing an outline, and a Formal Invitation Letter

Literature: Read a Novel and answer questions about the story

Resources

Student's Book (pp. 109–115)

Different food labels, dictionaries, prescribed Novel

Listening And Speaking

Read through the information about the three nasal sounds /m/, /n/ and /ŋ/ with the students.

Activity 1 (SB p. 109)

Read through the words from the table and have the students repeat the words after you. Have the students close their eyes as they say the words, focussing on how the air is blocked from leaving their mouths in each instance.

Activity 2 (SB p. 109)

The students must read and complete the sentences individually in their exercise books before discussing their answers with their partner. Ask volunteers to share their answers with the class on completion of their work.

Answers

- a) He used a pebble and a sling to hit the target down.
- b) My mother will use cotton and a needle to stitch the hem of my dress.
- c) There is a big monster under my bed!
- d) Please make a new folder for your notes.
- e) He bought her a diamond ring for their engagement.
- f) She always talks nonsense. It never makes any sense.

Activity 3 (SB p. 110)

Read the tongue twisters to the students. The students can repeat the tongue twisters to their partner and try and say them as quickly as possible without making a mistake.

Activity 4 (SB p. 110)

Once the students have mastered the tongue twisters in Activity 3, they can work at making up their own tongue twisters, which they can share with their partners and class once they have completed them.

Activity 5 (SB p. 110)

Read the following listening text about consumer rights to the class.

Consumer Rights

A consumer is a person who buys products or services for personal use. These people need to be protected from companies or business people who may treat them unfairly or provide inadequate services.

There are some basic consumer rights that are important to remember. These are:

- 1) To have access to basic, necessary goods and services, such as food, clothing, shelter, health care and education.
- 2) To be protected from dangerous products and services that could harm a person's health or life.
- 3) To be given all the necessary information before purchasing something, with the product or service being clearly advertised.
- 4) To be able to choose from a variety of products and services, offered at reasonable prices.
- 5) To be able to voice an opinion on matters that have an effect on the consumer.
- 6) To get information and skills needed to make choices about goods and services.
- 7) To be able to work and live in a non-threatening environment.

Activity 6 (SB p. 110)

The students can complete the activity individually. Mark the activity once all the students have completed their work.

Answers

6.

To be protected from harmful products or services	F
To work in a non-threatening environment	B
To have access to basic goods and services	C
To be informed about products and services before purchasing or using them	E
To have information and skills to make choices about goods and services	D
To choose from a wide range of products or services	A
To voice an opinion	G

Evaluation

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

Reading

Activity 7 (SB p. 110)

Divide the class into groups of four or five students. The groups must discuss the questions. Once the groups have completed their discussions, have a brief report back session.

Answers

- a) A consumer is a person who buys products or services for personal use.
- b) Own opinions are given.
- c) Answers will vary.

Activity 8 (SB p. 111)

The students can now read the article and answer the questions individually in their exercise books. Mark the activity once all the students have completed their work.

Answers

- a) 'Sell by' and 'best before' dates are found on food packaging.
- b) Answers will vary.
- c) The people designing the labels think about how they can draw the attention of the shoppers and make them notice their products rather than the other ones.
- d) The information in small print tells you what is inside the product, how many kilojoules a serving is, and how big a serving is.
- e) Answers will vary.
- f) Yes, as people who are allergic to certain

Answers

foods could die or become seriously ill if they do not know that the ingredient is in the food.

Vocabulary Development

Activity 9 (SB p. 112)

Have the students work with their partner to read and discuss the food label and the information in the table before completing the activity individually in their exercise books.

Answers

8.

Name of product	Scrumptious Spaghetti
Mass of product	500 g
Ingredients	Wheat
Allergens	Wheat, gluten
Container needed in which to cook food	Saucepan
For how long food should be cooked	5–10 minutes
Serving suggestion	Eaten hot with a pasta sauce or meat
Best before date	10 February 2020

Grammar

Read the information about Personal and Possessive Pronouns to the class. Have the students read through the examples given with their partners.

Activity 10 (SB p. 113)

The students must complete the table individually by filling in the correct Pronouns.

Personal Pronoun	Possessive Pronoun
d) <u>He</u> wore running shoes.	The are his running shoes.
e) I had my birthday yesterday.	Yesterday it was <u>my</u> birthday.
f) The red car belongs to <u>them</u> .	It is their red car.
g) We were at fault.	It was <u>our</u> fault.

Activity 11 (SB p. 114)

Students must identify the Personal and Possessive Pronouns in the paragraph. Once all the students have completed the activity, ask for volunteers to share their answers with the class.

Answers

We were so excited to go and see our new supermarket. The store now had toys for my younger brother, games for me to play and enough food to make my mother happy. This was her greatest day as she had made enough money from her sewing this week to buy our food and something special. When we got home she laid it all out. The green jacket was mine, the purple hat was hers and the orange jersey was for my brother. My father was lucky – the special box of chocolates was his.

Writing

Explain to the class what a Formal Invitation Letter is and have the student read through the example provided, with their partner. Discuss the format with the class.

Activity 12 (SB p. 115)

Refer back to the Student's Self-Evaluation Checklist: Formal and Informal Letter and remind students to use this to check their work before submitting it.

Read through the instruction for this activity with the class and make sure that understand what they are required to do. They must complete the letter writing process individually in their exercise books. Once they have completed the activity, collect their books for marking.

Evaluation

Student Evaluation: Students can use the Student's Self-Evaluation Checklist: Formal and Informal Letter on page 11 of this Teacher's Guide. Teachers can use the Rubric: Formal and Informal Letter on page 22 of this Teacher's Guide.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking Vowel contrasts /æ/ and /ɜ:/, Listening skills, Speech making (p. 116)	Reading Study Skills (p. 118)	Grammar Reflexive And Relative Pronouns (p. 120)	Writing Expository Essay (p. 122)	Literature Poem (Figurative Language) (p. 123)
		Vocabulary Development Synonyms for the word 'study' (p. 120)			

Objectives

The student should be able to:

Listening And Speaking: Identify and orally produce the Vowel contrasts /æ/ and /ɜ:/ in words and sentences, listening skills to understand speech writing, produce own Speech

Reading: Critical reading for facts and providing own opinions

Vocabulary Development: Identifying and using Synonyms correctly

Grammar: Identify features and functions of Reflexive and Relative Pronouns, using them correctly in sentences

Writing: Writing an outline, and Expository Essay

Literature: Answering questions about a Poem and Figurative Language

Resources

Student's Book (pp. 116–123)
Dictionaries

Listening And Speaking

Read the information in the box about how to produce the sounds /æ/ and /ɜ:/. Have the students practise saying these sounds.

Activity 1 (SB p. 116)

Read through the Vowel contrasts in the table. Have the students repeat the words with their partner.

Activity 2 (SB p. 116)

Have the students read and complete the sentences individually in their exercise books before discussing the answers with their partners. Once the class has completed their work, ask for volunteers to share their answers with the class. The students' sentences may differ, but they should use the same words as in the example answers.

Answers

- a) Obiora **hurt** himself when he tripped over the hat stand.
- b) Ada was **madder** with me for not telling her about the new murder series on television.
- c) There was a **bad** smell in the house as the dead bird had been there for days!
- d) She will usually **flirt** when she wears flat shoes.
- e) There is a **perk** if you pack the supermarket shelves neatly.
- f) Please **tan** the other side for five minutes and then turn over again.

Activity 3 (SB p. 116)

Read the following speech to the students while they listen. The students must answer the questions about the speech individually in their exercise books. Discuss the answers with the class once all the students have completed their work.

Educate Me!

No school? Impossible! We all need to go through the process of school and then further studies, but it is hard work and tiring and we often just wish we could stop. This is not a possibility we should consider. Without schooling, we would all be uneducated and, in today's world, an uneducated person is someone who is often not treated with respect in various positions in businesses. With an education and a degree, people are able to get better-paid jobs, which leads to a better living experience. Since we live in a world that seems to be constantly on the move and changing, with new technologies, we need to make sure we do not get left behind. With an education, we will be able to move with the times and adapt to the changes that are constantly taking place, and therefore stay in touch with the world. If we are educated, we are more aware of the importance of health care and when to go to a doctor or hospital, as we are more informed about basic health care, medical aids and our basic hygiene. Being educated will also help you avoid being taken advantage of by people who try to get illiterate people to sign false documents. This form of abuse from people needs to stop. How can you help? Get an education!

Answers

- a) The speech is short to keep the listener's interest and attention.
- b) It brings across a specific point of view very clearly.
- c) Answers will vary as own opinion is given.
- d) Yes it is good to ask questions as it firstly makes the reader listen to how the speaker will answer the question/s and then questions at the end make the listener walk away with something still to think about.

Activity 4 (SB p. 116)

Read through the guidelines for the activity with the students and give them sufficient time to prepare their own speeches. Set time aside for the students to say their speeches to the class.

Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening and Speaking (Oracy Skills)/ Identification, Pronunciation, Stress and Intonation, Comprehension, Responding and Presenting a Speech and Rubric: Speech on pages 13 and 15 of this Teacher's Guide.

Reading

Activity 5 (SB p. 118)

The students must read and answer the questions with their partner.

Activity 6 (SB p. 118)

On completion of their discussions, the students must silently read the passage about study skills and then answer the questions that follow, in their exercise books. Collect the books to mark the activity once the students have completed their work.

Answers

- a) Setting up a timetable to study allows you to set aside enough time for the subjects you struggle with as well as include relaxation time.
- b) Breaks help you to become focused again after a period of studying.
- c)
 - Timetable carefully
 - Study then relax
 - Breaks prevent exhaustion
 - Quiet study space
- d) Cheating in a test or exam is known as malpractice.
- e) Students to give their own opinion and a reason for their response.
- f) Answers will vary.

Vocabulary Development

Activity 7 (SB p. 120)

Read through the Synonyms for the word 'study' with the students. Have the students read through the list a second time with their partners.

Activity 8 (SB p. 120)

The students can now read through the sentences and answer the questions individually in their exercise books. Discuss their answers once the class has completed the activity.

Answers

- a) Please go to your room and learn!
- b) Our library can be found next to my bedroom.
- c) At school, we are doing an investigation on climate changes in Africa.
- d) Please can you investigate why our house keeps getting broken into?
- e) I have set aside a research time for every Tuesday evening.
- f) My teacher will show us how to learn effectively.

Grammar

Read the information about Reflexive and Relative Pronouns to the class. Have them read through the information silently and ask any questions should the need arise.

Read and explain Activities 9 to 11 to the class and have them complete the work individually in their exercise books. Once the class has completed their work, ask for volunteers to share their answers with the class.

Activity 9 (SB p. 121)

Learners must underline the Reflexive Pronouns in the paragraph.

Answers

She hurt herself when she ran into the wall. No one was there to see her doing it as she was by herself. Her brother came along by himself and helped her to get back on her feet. They slowly walked by themselves to the hospital where we met them. We were also by ourselves as our parents were still at work.

Activity 10 (SB p. 121)

Learners must insert the correct Reflexive Pronouns into each sentence.

Answers

- a) You will need to help yourself to supper tonight.
- b) We will behave ourselves at the supermarket tomorrow.
- c) They went by themselves to the seaside for a picnic.
- d) I will study by myself today as my friends have sports practice.
- e) She laughed at herself when she saw how silly she had been.
- f) He kicked the ball by himself as his friends were still doing chores around the house.

Activity 11 (SB p. 121)

Learners must complete the sentences, choosing the correct Relative Pronoun in brackets.

Answers

- a) The village that we are moving to is far away.
- b) The new house, which they bought, is in need of repairs.
- c) They will receive help from their family, most of whom live nearby.
- d) Their friends who live next door will help them to fix their house.
- e) The animals that live across the road in the park are noisy at night!
- f) You may use whichever brush that works to paint the house.

Writing

Read the information about what an Expository Essay is to the class.

Activity 12 (SB p. 122)

Have the students read through the activity with their partner before completing it individually. Remind students to use the Self-Evaluation Checklist: Expository Essay to check their work before submitting it. You can write the checklist on the board again or refer students to copies thereof. Collect the books for marking once the students have completed the activity.

Evaluation

Student Evaluation: Students can use the Student's Self-Evaluation Checklist: Expository Essay on page 10 of this Teacher's Guide.
Teacher Evaluation: Teachers can use the Rubric: Expository Essay on page 19 of this Teacher's Guide.

Literature

Activity 13 (SB p. 123)

Have the students read the Poem and then discuss the questions.

Answers

a)

Word	Meaning
Scaly	Small flat pieces that cover the skin
Roams	Moves about without a clear idea of where you are going
Lofty	High, tall
Lashes	The hairs that surround the eye

b) 'eyes like black beads'. Own opinion about whether it is effective.

c) ffwa-ffwa, tsam-tsam

MODULE
7

Drugs

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking /ɒ/ and /ɔ:/ sounds, listening skills (p. 124)	Reading NAFDAC article (p. 126)	Grammar Direct and Indirect Speech (p. 127)	Writing Expository Essay (p. 128)	Literature Novel
		Vocabulary Development Drug abuse words (p. 127)			

Objectives

The student should be able to:

Listening And Speaking: Identify and orally produce the /ɒ/ and /ɔ:/ Vowel sounds in words, listening skills – listening for information

Reading: Reading critically and to identify words and expressions

Vocabulary Development: Understanding drug abuse words

Grammar: Using Direct and Indirect Speech in sentences and interchanging them

Writing: Writing an outline, and Expository Essay

Literature: Answering questions about a Novel read.

Resources

Student's Book (pp. 124–128)

Articles about NAFDAC, dictionaries, prescribed Novel

Listening And Speaking

Read through the information about how to pronounce the /ɒ/ and /ɔ:/ sounds. Have the students practise saying the sounds.

Activity 1 (SB p. 125)

Read through the list of words from the table and have the students repeat the words after

you on your second reading thereof. Have the students repeat the words to their partners.

Activity 2 (SB p. 125)

The students must complete the sentences individually in their exercise books before reading their completed sentences to their partners. Ask for volunteers to share their answers with the class once the students have all completed the activity.

Answers

- a) We have a copy of all the test results.
- b) All sport was cancelled at school today as it was too hot.
- c) They caught the thief with the stolen jewels in his pocket.
- d) The water quenched my thirst.
- e) There is a small dog barking in the street.
- f) Please pour the remaining soup into my bowl.

Activity 3 (SB p. 125)

Read through the following informative paragraph about drugs to the students while they listen. The students must answer the questions individually in their exercise books. Mark the activity once the class has completed the activity.

Drugs

Drugs are chemical substances that change the way a person's body works. When you are sick, you take medicine to make you better. This is a type of drug. But this is a drug that is good for your body as it makes it better again. Medicines are legal drugs. It is the illegal drugs, such as marijuana, ecstasy, crystal meth and heroin, that are not good for people. These illegal drugs can damage the brain, heart and other vital organs, especially in children or teens whose bodies are still growing. Not only do drugs affect a person physically, but they can also cause a person to do badly in school and in sport. This is because the drugs make it more difficult for the users to think clearly and make good decisions.

Answers

- a) Drugs are chemical substances.
- b) Not all drugs are illegal. Medicine is a legal drug taken by people who are sick.
- c) Illegal drugs can damage a person's heart, brain and other vital organs.
- d) Drugs can also cause a person to think unclearly.

Reading

Activity 4 (SB p. 126)

Discuss what the students know about NAFDAC. Ask leading questions if necessary to get the discussion started.

Activity 5 (SB p. 126)

The students must read silently through the article before answering the questions from individually in their exercise books. Once the class has completed their work, ask for volunteers to share their answers with the class.

Answers

- a) NAFDAC stands for National Agency for Food and Drug Administration and Control.
- b) NAFDAC started in 1993.
- c) NAFDAC is there to protect the health of the public.
- d) Regulations were put in place for certain over-the-counter syrups to prevent abuse of the substances.
- e) NAFDAC works closely with NDLEA to control the movement of drugs.
- f) Own opinion is given.

Evaluation

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

Vocabulary Development

Activity 6 (SB p. 127)

The students are to work with their partner to read through the words and their meanings.

Activity 7 (SB p. 127)

Once they have read the words and meanings in the table, students should discuss the words, using the questions to assist them in their discussions.

Grammar

Read through the information about Direct and Indirect Speech to the class. Have them read through the information silently and ask questions if needed.

Allow the students time to read through and discuss Activities 8 and 9 with their partners before completing the activities in their exercise books.

Activity 8 (SB p. 127)

The students must change the sentences from Direct Speech into Indirect Speech.

Answers

- a) Bashir said that Zeenat is addicted to chocolate.
- b) Zainab wanted to know what time you would be coming home.
- c) Gafar said that it was a great game of football.
- d) Raliat wanted to know whether he could go with you to the festival.
- e) Mohammed said that it was far too hot to study that day.
- f) Aminat said that it would be interesting to watch the dancers perform.

Activity 9 (SB p. 128)

The students must change the sentences from Indirect Speech into Direct Speech.

Answers

- a) Rashedat said, “I enjoy cooking supper.”
- b) Aliyu asked, “May I miss football practice as I am injured?”
- c) Saheedat said, “I would love to attend the surprise party for your mother!”

- d) Malik said, “I will prepare for my speech once I am finished my other homework.”
- e) Roheeb said, “I am sad to see my friend addicted to cocaine.”
- f) Gafar said, “I will wait for you after school.”

Activity 10 (SB p. 128)

The students must match the words on the left to their Synonym on the right. They can read and complete the activity individually in their exercise books. Mark the activities once the class has completed all activities.

Answers

Word	Synonym
a) addiction	dependency
b) drug	medicine
c) substance	material
d) abuse	misuse
e) rehabilitate	restore
f) help	assist
g) clean	clear

Writing

Revise Expository Essays from the previous module.

Activity 11 (SB p. 128)

Read through the activity with the class and have them complete the task individually in their exercise books. Collect their books for marking once the students have completed their essays.

Evaluation

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

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

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking Vowel sounds /ʊ/ and /u:/ (p. 129)	Reading Skimming article on jobs (p. 130)	Grammar Demonstrative Pronouns and Adjectives (p. 133)	Writing Argumentative Essay (p. 134)	Literature Novel
		Vocabulary Development Match pictures with professions (p. 132)			

Objectives

The student should be able to:

Listening And Speaking: Identify and orally produce the /ʊ/ and /u:/ Vowel sounds in words and sentences.

Reading: Skimming a passage for information

Vocabulary Development: Match pictures with their professions, discuss these

Grammar: Identify features and functions of Demonstrative Pronouns, using them correctly in sentences

Writing: Writing an outline, and an Argumentative Essay, changing Argumentative Essay into a debate

Literature: Read a Novel and answer questions about it

Resources

Student's Book (pp. 129–134)

Pictures of different professions, dictionaries, prescribed Novel

Listening And Speaking

Read through the information on how to pronounce the /ʊ/ and /u:/ sounds. Have the students practise saying the sounds.

Activity 1 (SB p. 129)

Read the words from the table to the students and have them repeat the words after you on your second reading. The students can now read through the list of words with their partners.

Activity 2 (SB p. 130)

Students should complete the sentences by adding suitable words from the table in Activity 1. They should complete this activity individually in their exercise books.

Answers

- a) Should I come to the market with you?
- b) He climbed through the hole in the fence.
- c) The music was blaring from the speakers outside the shop.
- d) I prefer to sit on a cushion if I know I will be sitting for a long time!
- e) Please knit me a red jersey with red wool.
- f) Whose bicycle is standing outside our house?

Activity 3 (SB p. 130)

Students should complete the rows of rhyming words individually in their exercise books before discussing their answers with their partners.

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

Answers

- a) shoe – glue; blew/blue; true; grew
- b) would – should; could; hood; stood

Reading

Activity 4 (SB p. 130)

Divide the students into groups of four or five students per group. Have them read and discuss the questions about jobs.

Activity 5 (SB p. 130)

When the groups have completed their discussions, the students can work individually to skim through the passage and answer the questions that follow. Once the students have completed the activity in their exercise books, mark the activity as a class.

Answers

- a) False.
- b) Farmers produce food for us and livestock.
- c) Paramedics save the lives of people in the community.
- d) The shelters they build protect us from the elements.
- e) Police officers assist the community by investigating accident and crime scenes, providing emergency assistance to people during and after natural disasters, crimes and accidents, and by preventing crimes from happening.
- f) Answers will vary.

Evaluation

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

Vocabulary Development

Activity 6 (SB p. 132)

Explain to the students what they need to do in this activity and have them complete the activity individually in their exercise books.

Answers

- a) farmer
- b) car mechanic
- c) paramedic
- d) fruit seller
- e) police officer
- f) electrical engineer
- g) builder
- h) bank teller
- i) plumber
- j) teacher

Activity 7 (SB p. 133)

On completion of the activity, the students can work with their partner to complete Activity 7.

Grammar

Revise all the different types of Pronouns the students have learned so far this term. Read the information about Demonstrative Pronouns to the class. Discuss the activities with the class and have them complete them individually in their exercise books.

Once the students have completed the activities, mark the work as a class.

Activity 8 (SB p. 133)

Students must decide whether the word in bold in each sentence is a Demonstrative Adjective or a Demonstrative Pronoun.

Answers

- a) Demonstrative Adjective
- b) Demonstrative Pronoun
- c) Demonstrative Adjective
- d) Demonstrative Pronoun
- e) Demonstrative Pronoun
- f) Demonstrative Pronoun
- g) Demonstrative Adjective
- h) Demonstrative Adjective

Activity 9 (SB p. 133)

Students must choose a suitable Demonstrative Pronoun to complete the sentences.

Answers

- a) This is exciting!
- b) These are tasty!
- c) Those were mine.
- d) These have prices.
- e) This/That is interesting.
- f) These/Those were expensive.

Activity 10 (SB p. 133)

Answers

Personal Pronouns	Possessive Pronouns	Reflexive Pronouns	Relative Pronouns	Demonstrative Pronouns
she he they me	her my	herself themselves		that

Writing

Read the definition of an Argumentative Essay to the class.

Activity 11 (SB p. 134)

Read and discuss the activity with the class. Divide the class into groups of five or six students per group and have them discuss c). Once the class has completed their essay, collect their exercise books to mark their work.

Activity 12 (SB p. 134)

Once the students have their marked essays back, have them take part in a debate as described in this activity. Make sure you discuss the difference between an essay and a debate.

Evaluation

Student Evaluation: Students can use the **Student's Self-Evaluation Checklist: Argumentative Essay** on page 10 of this Teacher's Guide.
Teacher Evaluation: Teachers can use the **Rubric: Argumentative Essay** on page 18 of this Teacher's Guide.

MODULE
9

Film Stars

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking Vowel sound /ə/, listening skills (p. 135)	Reading Nollywood stars (p. 136)	Grammar Active and Passive Voice (p. 139)	Writing Expository Essay (p. 139)	Literature Novel
		Vocabulary Development Word search film industry words (p. 138)			

Objectives

The student should be able to:

- Listening And Speaking: Identify and orally produce the /ə/ Vowel sound in words and sentences, listening skills about Nollywood
- Reading: Reading to identify Facts
- Vocabulary Development: Word search of film industry words
- Grammar: Identify and use the Active and Passive Voices accurately in sentences
- Writing: Write an outline, and an Expository Essay
- Literature: Read a Novel and answer questions about it

Resources

Student's Book (pp. 135)

Pictures from Nollywood, pictures of film stars (especially ones mentioned in Reading passage), dictionaries, prescribed Novel

Listening And Speaking

Explain to the class how to make the /ə/ sound. Have them practise saying the sound.

Activity 1 (SB p. 135)

Read through the words in the boxes and have the students repeat the words after you on your second reading thereof. The students can now read through the list of words with their partners.

Activity 2 (SB p. 135)

Read through the words in the list with the students. Have them complete the activity individually in their exercise books before discussing their answers with their partners.

Answers

- a) assess
- b) favour
- c) appear
- d) picture
- e) author
- f) ago
- g) agree
- h) accommodation

Activity 3 (SB p. 136)

The students can complete this activity individually in their exercise books. Once the whole class has completed the activity, mark it as a class.

Answers

- a) The famous actor will appear in the new movie.
- b) He played the part of a doctor in the hospital scene of the play.
- c) It was a long time ago that my grandmother was a famous film star.
- d) I wrote a letter to my friend inviting her to watch the movie with me.
- e) The author of the book agreed to his book becoming a film.
- f) My little sister was so afraid when she watched the scary movie!

Activity 4 (SB p. 136)

Read the following passage about the rise of Nollywood to the students while they listen carefully. The students must answer the questions individually in their exercise books. Mark the activity once the class has completed it.

Nollywood

Nollywood, Nigeria's very own Hollywood, started up in 1995 and has grown and grown over the past 30 years. It is now seen as the industry with the second highest employment figure in Nigeria.

Sadly, due to pirating of movies and the growing home theatre industry ticket sales, to watch the Nollywood-produced films have not been that good. However, this has been changing slowly and more sites where the movies are downloadable are available only to subscribers.

Nollywood-produced movies are not of interest only to those living within Nigeria, but they are gaining more coverage worldwide. As a result of some recently released well-produced movies, the Nigerian film industry is making a name for itself internationally.

Answers

- a) Nollywood
- b) It comes from the word Hollywood.
- c) 1995
- d) Yes

Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening and Speaking (Oracy Skills)/ Pronunciation, Comprehension and Responding on page 13 of this Teacher's Guide.

Reading

Activity 5 (SB p. 136)

Divide the class into groups of four or five students per group and have them discuss the questions.

Activity 6 (SB p. 136)

Once the groups have completed their discussions, the students can read the article silently and complete the fact file individually, in their exercise books. Mark the activity as a class once all the students have completed their work.

Answers

	Ramsey Nouah	Desmond Elliot	Genevieve Nnaji	Omotola Jalade
Date of birth	19 December 1970	4 February 1974	3 May 1979	7 February 1978
Place of birth	Lagos	Lagos	Mbaisa	Lagos
Original career	Music	Acting	Acting	Modelling
First acting role	Jeff in soap opera	Soap operas	Soap opera	Movie
Awards	Best actor at the African Movie Academy Awards in 2009	Best Actor at Nigeria Entertainment Awards in 2009, 2010	Best Actress at the City People Awards in 2001 and at African Movie Academy Awards in 2005	Best Actress in an English Speaking Movie and Best Actress overall in 1996. Best Actress in a Supporting Role at the African Movie Awards in 2005

Reading Evaluation

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

Vocabulary Development

Activity 7 (SB p. 138)

Read the movie words to the students before they begin their word search individually. The students can assist each other if necessary.

Answers

t	i	j	r	s	f	s	a	x	d	y	c	a	h	p	e	f	f	m	y
g	r	a	m	r	a	m	v	u	i	b	c	d	m	s	z	a	t	i	o
f	c	a	l	a	n	i	m	a	t	i	o	n	y	l	e	e	s	t	d
h	r	j	m	b	t	z	d	m	a	t	m	b	s	a	d	f	g	k	q
d	r	u	d	y	a	r	f	a	d	v	e	n	t	u	r	e	i	d	u
u	c	n	i	o	s	c	j	c	f	s	d	l	e	h	a	i	o	f	e
h	s	w	e	t	y	i	r	t	a	u	y	f	r	n	m	g	m	s	a
j	k	s	g	j	c	n	s	i	h	j	a	t	y	m	a	r	y	e	n
e	r	m	b	d	a	c	r	o	m	a	n	c	e	b	e	e	t	a	y
s	a	b	s	u	s	p	e	n	s	e	f	b	a	c	n	u	r	d	x

Grammar

Read the information about Active and Passive Voice to the students. Have them read through the information silently and ask questions if needed.

Explain Activities 8 and 9 to the students and have them complete the activities individually in their exercise books. Discuss and mark the answers once the students have completed both activities.

Activity 8 (SB p. 139)

Students must write the Active Voice sentences in the Passive Voice.

Answers

- The new film was watched by Adaobi. (Adaobi – subject, new film – object, was watched – Verb)
- The main character in the school play was played by Efe. (Efe – subject, main character in the school play, was played – Verb)
- The programmes for the play will be handed out by Uche. (Uche – subject, the

programmes for the play – object, will be handed out – Verb)

- The visitors were shown to the hall by Ngozi. (Ngozi – subject, the visitors – object, were shown – Verb)
- A review of the film was written by Dubem. (Dubem – subject, a review of the film – object, was written – Verb)
- Something to drink was bought by Chidera. (Chidera – subject, something to drink – object, was bought – Verb)

Activity 9 (SB p. 139)

Students must write the Passive Voice sentences in the Active Voice.

Answers

- Obiageli sold the tickets.
- Uju reviewed the book.
- Chike manned the foodstall.
- Ifeyinwa is the famous actor.
- Amarachi composed the theme tune.
- Boma closed the stage curtain.

Writing

Activity 10 (SB p. 139)

Remind the students what an Expository Essay is. Explain the activity to the students and have them complete the activity individually in their exercise books. Collect their books for marking once they have completed their essays.

Evaluation

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

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

MODULE
10

Revision

Answers

Listening And Speaking

Activity 1 (SB p. 140)

Students must complete the table by inserting words from the boxes into the correct columns in the table.

Answers

/ʌ/	/a:/	/æ/	/ɜ:/	/ɒ/	/ɔ:/	/ʊ/	/u:/	/ə/
young	park	rag	mercy	sock	brought	push	food	again
money	aunt	apple	murmur	cot	courtesy	full	good	afraid
butter	arm	cat	were	clock	course	rule	wolf	atrocious
ugly	card	random	worm	hot	caught	stood	school	aloud
trouble	calm	ant	shirt	pocket	fought	should	do	allowance
Monday	heart	gas		plot	soar		true	about
	march	battle			broad		group	

Activity 2 (SB p. 140)

Students must complete the sentences by filling in suitable words that match the phonetic symbol from those supplied.

Answers

- a) Sam sold newspapers at the store.
- b) They think their father is thirsty.
- c) Today Trevor traded two tents for a table.
- d) Zebras graze lazily in Zambia.

- e) Remember mother made marmalade.
- f) My name is Zainab.
- g) The girl gave me granadillas.
- h) There are three authors at the book store.
- i) Please zip up your jacket as it is cold!
- j) My memory is very good, I can remember all my school work from last year!

Activity 3 (SB p. 141)

Students must choose the Consonant or Vowel contrast in brackets to match the words.

Answers

a) sip – zip	d) Drama – drummer
b) come – drum	e) zeal – seal
c) tack – sack	f) stay – tray

Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening and Speaking (Oracy Skills)/ Identification on page 13 of this Teacher's Guide.

Grammar

Revise the different types of Nouns with the students.

Answers

Proper Nouns	Common Nouns	Collective Nouns	Abstract Nouns
Lagar Street	people	hoard	bravery
	policemen		determination
	paramedics		
	firemen		
	day		
	disaster		

Activity 6 (SB p. 142)

Revise Conjunctions that express exception with the students, as explained on page 87 of the Student's Book.

Students must join the sentences using the Conjunctions in brackets.

Answers

- I lost all my money except for this one note which I found.
- The film was very good apart from the accident scene!
- All the actors were at rehearsal except for Bimpe.
- I enjoy watching TV without my younger sister.
- The celebrity was cast for the main role in the film but he/she turned it down.
- We hate early mornings but love late nights.

Activity 4 (SB p. 141)

Students must answer the questions about Nouns, using the words in boxes.

Answers

a) Zainab – proper name of a person, starting with a capital letter.	
b) street	d) bravery
c) swarm	e) collective

Activity 5 (SB p. 141)

Students must identify the different types of Nouns in the paragraph and fill them in in the correct column of the table.

Activity 7 (SB p. 142)

Revise Countable and Uncountable Nouns with the students, as explained on page 94 of the Student's Book.

Students must indicate whether the Noun in bold in each sentence is a Countable or Uncountable Noun.

Answers

a) Uncountable	d) Uncountable
b) Countable	e) Uncountable
c) Countable	f) Uncountable

Activity 8 (SB p. 142)

Revise Affixes with the students, as explained on page 100 of the Student's Book.

Students must complete the words by adding Prefixes, using the meanings of the words to guide them.

Answers

- a) disappear
- b) submarine
- c) autopilot
- d) unicorn
- e) enclose
- f) microscope

Activity 9 (SB p. 143)

Students must complete the sentences by identifying the correct Suffixes, using the meanings of the words to guide them.

Answers

- a) She closed her bedroom door as she needed some privacy.
- b) Their refusal to participate in the play means we need more actors.
- c) We went to ask the chemist for advice on what medication to take for a sore throat.
- d) The trainer worked the football team hard at practice.
- e) I had an argument with my sister yesterday and needed to apologise.
- f) It was a difficult transition for the foreigner to adapt to our country.

Activity 10 (SB p. 143)

Revise Question Tags with the students, as explained on page 107 of the Student's Book.

Students must complete the Question Tags in each question.

Answers

Personal Pronouns	Possessive Pronouns	Reflexive Pronouns
I/me	a) mine	myself
b) you	yours	yourself
he/him	his	c) himself
d) her/she	hers	herself
we/us	ours	e) ourselves
they/them	f) theirs	themselves

Activity 13 (SB p. 144)

Students must change each Pronoun in bold into the correct form.

Answers

- a) They are going on holiday tomorrow.
- b) The role in the play is yours, if you would like it?

Answers

- a) It is hot today, isn't it?
- b) You are naughty, aren't you?
- c) You make me sad, don't you?
- d) Don't stop driving, will you?
- e) I am excited, aren't I?
- f) This is my house, isn't it?

Activity 11 (SB p. 143)

Students must add a suitable statement before each Question Tag. The statements written by the students will vary but make sure they are either positive or negative as stated here.

Answers

- a) Positive statement
- b) Negative statement
- c) Negative statement
- d) Positive statement
- e) Positive statement
- f) Positive statement

Activity 12 (SB p. 143)

Revise Pronouns with the students, as explained on pages 113, 120–121 and 133 of the Student's Book.

Students must complete the table of Pronouns.

- c) I am very pleased with my English marks this year!
- d) He is a very competent athlete.
- e) I will go to the movie by myself!
- f) We moored the boat ourselves.

Activity 14 (SB p. 144)

Students must complete the sentences, choosing the correct Relative Pronoun in brackets.

Answers

- a) Our neighbours, who we like so much, are moving.
- b) The new car, that was sold, belongs to us!
- c) The house was in need of repairs, so the neighbours who live nearby have offered to help.
- d) The food that was cold was sent back to the kitchen.
- e) The animals that live in the wild fend for themselves.
- f) Get some answers from whichever officer was on duty the time of the accident.

Activity 15 (SB p. 144)

Students must complete the sentences, choosing the suitable Demonstrative Pronoun.

- a) That was exhausting! b) Those were used.
- c) This/That is ours! d) This is sad!
- e) These are old. f) This can be sold.

Activity 16 (SB p. 144)

Revise Direct Speech and Indirect Speech with the students, as explained on page 127 of the Student's Book.

Students must change the sentences from Direct Speech to Indirect Speech.

Answers

- a) Bashir said that is would be good to study together.
- b) Zainab asked when the English test would be.
- c) Gafar said that he enjoys watching scary movies.
- d) Raliat asked what she would weat to the party.
- e) Mohammed said that they could go home early from school.

Activity 17 (SB p. 144)

Students must change the sentences from Indirect Speech to Direct Speech.

Answers

- a) Rashedat said, "I am enjoying school."
- b) Aliyu asked, "May I come with you to the market?"

- c) Saheedat said, "I am going to eat lunch before I start studying."
- d) Malik said, "I love my mother's cooking."
- e) Roheeb said, "I will cycle to training."

Activity 18 (SB p. 145)

Revise the Active Voice and Passive Voice with the students, as explained on page 139 of the Student's Book.

Students must change the Active Voice sentences into the Passive Voice.

Answers

- a) The food label was carefully studied by Adaobi. (subject – Adaobi, object – food label, Verb – was studied)
- b) The bicycle was ridden to school by Efe. (subject – Efe, object – bicycle, Verb – was ridden)
- c) A letter of complaint was written to the supermarket by Uche. (subject – Uche, object – letter of complaint, Verb – was written)
- d) The road was carefully crossed by Ngozi. (subject – Ngozi, object – the road, Verb – was crossed)
- e) The angry customers were spoken to by Dubem. (subject – Dubem, object – angry customers, Verb – were spoken)

Activity 19 (SB p. 145)

Students must change the Passive Voice sentences into the Active Voice.

Answers

- a) Obiageli directed the show.
- b) Uju won the race.
- c) Chike cleaned the school.
- d) Ifeyinwa is the new student.
- e) Amarachi built the bridge.

Activity 20 (SB p. 145)

Students must give suitable Synonyms for the words for each profession.

Answers

- a) paramedic – medical technician, ambulance attendant, medical assistant, emergency medical helper
- b) builder – designer, planner, maker, constructor

- c) farmer – agriculturalist, grazier, farmhand, countryman
- d) teacher – schoolmaster, schoolmistress, instructor, educator, tutor, coach, trainer, lecturer, professor

Writing

Activity 21 (SB p. 145)

Read and discuss the activity with the class. Divide the class into groups of five or six students per group and have them discuss

whether being a football player is better than being an actor. Go through the guidelines for writing the essay with the students, and then let them write their essay. Once the student have completed their essay, collect their exercise books to mark their work.

Evaluation

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

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 146) (Revision of Term 2 and Examination)	Reading And Comprehension (p. 147) (Story: How Gafar and Nwanne's wedding dreams fell apart)	Grammar (p. 149) (Revision of Term 2 and examination)	Writing (p. 151) (Argumentative Essay: Inter-ethnic marriages are doomed to failure)	Literature Revision
		Vocabulary Development (p. 147) (Vocabulary based on reading passage)			

Objectives

The student should be able to:

Listening And Speaking: Identify and produce different speeches with long and short Vowel sounds; Identify and produce different speeches with Consonants and Consonant clusters.

Reading And Comprehension: Read critically; Identify Facts and Opinions; Make deductions.

Grammar: Review Question Tags, Nouns, Conjunctions, Direct and Indirect Speech, Passive and Active Voice, Suffixes and Reflexive Pronouns; Make sentences with Active and Passive Verbs.

Writing: Write different types of essay (Argumentative Essay)

Literature: Answer questions about a Play.

Resources

Student's Book (pp. 146–151)

Blackboard, dictionaries, copies of prescribed literature

Listening And Speaking

These revision exercises are based on the work done in the second term as well as the content covered in the examination. Give students time to work through the exercises, referring to their textbooks if necessary. Then discuss the answers with the class. Remember that the aim of doing so is not simply to ensure that students have the correct answers, but to clear up any confusion that they may have, so take the time required to explain anything that they do not understand.

Activity 1 (SB p. 146)

Students must choose the word that has the same Vowel sound as the sound represented by the letter or letters in bold in the given word.

Answers

- a) B (flat)
- b) D (caught)
- c) C (blue)
- d) A (letter)
- e) C (drum)

Activity 2 (SB p. 146)

Students must choose the word that has the same Consonant sound as the sound represented by the letter or letters in bold in the given word.

Answers

- a) B (**share**)
- b) D (**reason**)
- c) A (**Thursday**)
- d) B (**sing**)
- e) C (**graze**)

Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening and Speaking (Oracy Skills)/ Identification and Pronunciation on page 13 of this Teacher's Guide.

Vocabulary Development

Activity 3 (SB p. 147)

In this pre-reading exercise, students must match words from the first column of the table with their meanings. The activity is intended to introduce some of the vocabulary used in the reading text. Allow students to consult their dictionaries if necessary.

Answers

Words	Meaning
custom	a habit or tradition
culture	the habits, traditions and beliefs of a country, society or group of people
ethnic	relating to a particular race of people
tradition	a custom or way of behaving that has continued for a long time in a group of people or a society
fiancée	the woman that a man has promised to marry
bridegroom	a man who is getting married
prospective	a person who is not yet a specific thing, but expects to be it in the future
negotiation	the process of trying to make or change an agreement by discussion

Words	Meaning
inter-	between or among
stingy	not generous

Reading And Comprehension

Activity 4 (SB p. 147)

These questions are intended to introduce the topic of ethnic differences. Allow enough time for a thorough group discussion. Students' opinions will vary. It is important for them to be able to express their feelings on what may be a controversial issue for them, but they should do so in a way that is respectful of others.

Answers

Students' opinions will vary.

Activity 5 (SB p.149)

Students should read the statements before rereading the text for a second time on their own. This is a detailed reading because they need a clear understanding of the content in order to be able to answer the questions.

They discuss the answers with a partner before writing down their own answers. Discuss the answers as a class, asking individuals to give their answers for each question. Instead of saying yourself whether the answer is correct or incorrect, ask the rest of the class if they agree with their classmate's answer. Encourage participation from all members of the class.

If a statement is false, students must reformulate it so that it is true. Again, allow for discussion of different possibilities rather than simply reading out the correct answers. Remind students that there is often more than one possible answer.

Answers

Where a statement is false, a possible reformulation is given, but this is often not the only correct answer.

- a) False. We are familiar with the customs of the culture that we grow up in, but the customs of other ethnic groups are usually unfamiliar to us.

- b) False. Gafar was not a member of the Igbo tribe.
- c) True
- d) True
- e) False. Nwanne's father was not prepared to negotiate about any of the items on the list.
- f) False. Gafar believed that it would take him many years to save up enough money.
- g) True

Reading Evaluation

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

Grammar

Activity 6 (SB p. 149)

These multiple-choice questions allow students to revise the content covered in the Term 2 examination. Give them time to work through the questions, referring to their textbooks if necessary, and then discuss the answers with the class. Make use of the opportunity to revise and consolidate the grammar that they have learnt. If there is general confusion about a particular aspect, teach it again and give a follow-up exercise to ensure that students now understand it.

Answers

- a) C. It is cold today, isn't it?
- b) B. Rotimi likes playing football, doesn't he?

- c) B. Boat is an example of a Common Noun.
- d) C. Courage is an example of an Abstract Noun.
- e) D. Milk is an example of an Uncountable Noun.
- f) A. Nigeria is an example of a Proper Noun.
- g) A. I ate everything on my plate except the fish.
- h) D. 'He said, "I am hungry.'" Becomes 'He said that he was hungry.' in Indirect Speech.
- i) A. The sentence 'Ifeanyi cooked supper' becomes 'Supper was cooked by Ifeanyi.' in the Passive Voice.
- j) B. This is our car. We paid for it ourselves.
- k) C. The Suffix '-logy' means 'the science or study of'.

Writing

Activity 7 (SB p. 151)

In this activity, students have the opportunity to revise the rules for writing an Argumentative Essay. Refer them to the information on writing an Argumentative Essay on page 56 of the Student's Book. Remind them to use the appropriate register and tone, and to use the Self-Evaluation Checklist to check their work before submitting it.

Allow students to finish the writing process for homework, and then let them swap first drafts with a partner. Let them discuss each other's work, suggesting corrections and improvements. They then write out the final draft neatly and hand it in to you for marking.

Evaluation

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

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

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Review of Monophthongs (p. 152) Listening text: The need for a peaceful society	Reading And Comprehension (p. 153) (Information text: How to handle conflict)	Grammar (p. 156) (Revision: Nouns, Pronouns, Adjectives, Synonyms, Antonyms)	Writing (p. 160) (Narrative Essay based on a conflict situation)	Literature Revision
		Vocabulary Development (p. 155) (Vocabulary based on reading passage)			

Objectives

The student should be able to:

Listening And Speaking: Identify and produce different speeches with long and short Vowel sounds.

Reading And Comprehension: Read critically; Identify Facts and Opinions; Make deductions; Read rapidly and make meaning from what is read.

Grammar: Review Nouns, Pronouns, Adjectives, Synonyms and Antonyms.

Writing: Write different types of Essay (Narrative Essay)

Literature: Revision.

Resources

Student's Book (pp. 152–160)

Blackboard, dictionaries, prescribed

Literature text

Listening And Speaking

Activity 1 (SB p. 152)

In this review of Monophthongs, students must complete a table by writing down examples of words that contain specific phonemes of

Monophthongs. Encourage them to include at least one word (preferably more) that has two or more syllables in each row. Let them work with a partner to read their examples aloud and check that they do indeed include the desired phoneme.

Students then work on their own to make sentences using the five examples for any four of the Monophthongs in their tables. They pair up again with a partner and practise reading each other's sentences aloud.

Answers

Answers will vary.

Activity 2 (SB p. 152)

Read the following listening text slowly and clearly once, then allow students to read the statements in the Student's Book once before reading the text to them a second time. Give them a few minutes to decide if the statements are true or false.

The Need For A Peaceful Society

Conflict between countries as well as between different ethnic groups within a country usually leads to aggression, violence, war and death,

devastating the lives of millions of people. On a smaller scale, conflict within families and communities is often less obvious to outsiders, but just as devastating for the people who are caught up in it.

We all long for peace in our homes, schools, neighbourhoods and countries, but it sometimes seems like an impossible dream. However, many people believe that peace is possible and they work towards this ideal in everything that they do. Their goal is to create societies where it is safe for children to attend school, where women are safe in their homes and workplaces, and where people are safe in their communities, regardless of their ethnic identity, religious beliefs and sexual orientation. They strive for harmony between people and non-violent solutions to problems, believing that peace is essential for stability and development.

What can you do to create peace where you live? Mahatma Gandhi, who was nominated five times for the Nobel Peace Prize, has this advice for you: 'Be the change that you wish to see in the world.' We tend to believe that other people are responsible for conflict and thus that they should take responsibility for creating peace, but the truth is that we can only change our behaviour. Peace begins with you.

Answers

- a) True
- b) True
- c) False
- d) True
- e) False
- f) True

Evaluation

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

Reading And Comprehension

Activity 3 (SB p. 153)

This is a pre-reading activity to introduce students to the text. Give them a limited time in which to follow the instructions (look at the title of the story, the picture that goes with it and the first paragraph, and then to decide if the statements are true or false) in order to ensure that they do not do a detailed reading at this stage.

Come back to students' answers after reading the text for the first time and decide how accurate they were. When discussing the answers, ask whether students agree with the answers suggested by their classmates, and to explain why or why not.

Answers

- a) False
- b) True
- c) False

Activity 4 (SB p. 154)

Students should read the text carefully, and then read through the multiple-choice questions before reading the text a second time. You could allow them to discuss the questions with a partner before making their decisions.

Answers

- a) A. We use the word 'conflict' to describe a situation in which people disagree about something or don't get on with each other.
- b) D. Conflict becomes more of an issue during adolescence.
- c) B. Hormones can cause adolescents to think, feel and behave differently.
- d) C. Trying to ignore conflict can make the situation worse.
- e) D. When facing a confrontation, it is a good idea to calm down before you say or do anything.
- f) B. While the other person is speaking, it is important to listen attentively.
- g) A. When expressing your point of view, you should speak confidently, but with respect.

Vocabulary Development

Activity 5 (SB p. 155)

Read through the list of words and their meanings with students. Let them work in pairs to match each word with the correct meaning. Allow them to consult their dictionaries if necessary. In the class discussion that follows,

ask students for their answers, and then ask the rest of the class if they agree with their classmates. Encourage discussion and participation rather than simply giving students the correct answers.

You could ask students to learn the words for a spelling test the following day.

Answers

Words	Meanings
conflict	serious disagreement/a fight or argument
resolution	the solution to a problem
adolescence	the period of time in a person's life between being a child and an adult
hormone	a chemical produced in the human body that influences its growth and development
puberty	the time when a child's body changes and becomes like an adult's body
physical	relating to the body
sensitive	easily upset by the things people say or do
suppress	to control feelings so that they do not show
outburst	a sudden, forceful expression of emotion in words or actions
confrontation	serious disagreement/a fight or argument
assertively	behaving or speaking in a strong, confident way
belittle	to say that someone or something is not very important or not very good

Activity 6 (SB p. 156)

Students are now familiar with the text, so they should be able to find Synonyms for the words listed without any problems. Let them work in pairs and allow them to consult dictionaries if necessary.

Answers

- a) pretend
- b) regret
- c) interrupt
- d) aggressively
- e) apologise

Grammar

These revision exercises give students the opportunity to assess and consolidate their knowledge about Nouns (SB pp. 86 and 94),

Pronouns (SB pp. 113, 120–121, 133), Adjectives (SB pp. 33), Synonyms and Antonyms (SB pp. 71, 72). Encourage them to refer to the information on the specified pages in the Student's Book for each topic, not only to find the answers but also to review what they already know. Let them work on their own to do the exercises. If necessary, they can finish them for homework.

Use the class discussion of the answers to determine if there are any areas of confusion. In a follow-up lesson, clarify any misunderstanding. Give students further practice exercises to ensure that they have mastered this grammar.

Activity 7 (SB p. 156)

Students must complete a table to classify types of Nouns.

Answers

Abstract Nouns	Collective Nouns	Proper Nouns	Uncountable Nouns	Common Nouns
death	bouquet	Chinasa	flour	table
fear	herd	Oshogbo	water	Flower
				pencil

Activity 8 (SB p. 157)

Students must complete a table to classify types of Nouns.

Answers

- a) D. She lost her money on the way to school.
- b) C. Olufemi is angry with himself.
- c) A. The goat that we are going to roast for the party is very small.
- d) C. These are much prettier than those.
- e) B. You do your work and I'll do mine.
- f) C. Boma failed the exam, which was very difficult.
- g) D. Foluke and I did everything ourselves.
- h) C. Yewande gave my book back to me.
- i) D. Adaora and Uji looked at themselves in the mirror.
- j) B. Abiodan llikes this, but Morakinyo prefers that.

Activity 9 (SB p. 158)

Students must choose the correct word order for the Adjectives in each sentence.

Answers

- a) B. Adedolapo put on her favourite new yellow jersey because she was cold.
- b) D. The government bought eight huge Chinese planes for the air force.
- c) A. The kind old Malawian man helped me when I was lost in Blantyre.

Activity 10 (SB p. 159)

Students must choose the words that are Synonyms for the words in bold text.

Answers

- a) B. My brother is very anxious because he is doing the test for his driver's licence this afternoon.

- b) A. Olugbenga is going to apologise for what he did.
- c) D. Education is a big problem in many countries.

Activity 11 (SB p. 159)

Students must choose the words that are Antonyms for the words in bold text.

Answers

- a) C. Eniola says that her husband is a generous man.
- b) B. The modern clothing of our country is very beautiful.
- c) A. The man was very polite to his mother.

Writing

Activity 12 (SB p. 160)

Students must write a Narrative Essay on ONE of the three topics given. Their work must tell the story of how the conflict scenario sketched in the topic was resolved. Remind students that their work should have strong, memorable characters and a clear, interesting plot that holds the reader's attention.

Emphasise that they should never simply start writing an essay. The planning phase is a vital stage; if they have spent time planning what they want to say, the writing process will be quicker and easier, and the final product will be of a better quality.

Evaluation

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

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

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 161) (Review of Diphthongs) Listening text: Peer pressure	Reading And Comprehension (p. 163) Read extract from <i>Americanah</i> and answer the questions	Grammar (p. 164) (Revision: Verbs and Adverbs)	Writing (p. 166) (Descriptive Essay based on peer pressure)	Literature (p. 167) (Figurative Language and Figures Of Speech)
		Vocabulary Development (p. 162) Vocabulary based on reading passage)			

Objectives

The student should be able to:

Listening And Speaking: List and make sentences with Diphthongs.

Reading And Comprehension: Read an extract that deals with peer pressure and answer questions.

Grammar: Review Verb Tenses and Adverbs.

Writing: Write different types of Essay (Descriptive Essay)

Literature: Understand the difference between Figurative and Literal Language; Review Figures of Speech.

Resources

Student's Book (pp. 161–168)

Blackboard, dictionaries

Listening And Speaking

Activity 1 (SB p. 161)

In this review of Diphthongs, students must complete a table by writing down examples

of words that contain specific phonemes of Diphthongs. Encourage them to include at least one word (preferably more) that has two or more syllables in each row. Let them work with a partner to read their examples aloud and check that they do indeed include the desired phoneme.

Students then work on their own to make sentences using the five examples for any four of the Diphthongs in their tables. They pair up again with a partner and practise reading each other's sentences aloud.

Answers

Answers will vary.

Activity 2 (SB p. 161)

Read the following listening text slowly and clearly once, then allow students to read the multiple-choice questions in the Student's Book once before reading the text to them a second time. Give them a few minutes to choose the correct answers.

Peer Pressure

Your peers are people of the same age with whom you spend time. They can influence you in positive ways, for example, by supporting and encouraging you to achieve your aims in life. However, they can also have a negative influence on you. When others your age want you to act in a particular way so that you are 'cool' and fit in with the group, we say that they are putting peer pressure on you.

Peer pressure can affect the choices that you make. For instance, some teenagers experiment with smoking, alcohol and drugs because their friends are all doing so, and they don't want to be seen as different or not part of the group. Soon, the experimentation becomes a habit and then an addiction, and their lives are ruined.

Everyone experiences peer pressure, no matter how old they are or what stage of life they are in, but it is usually more of a problem for teenagers. Most teenagers desperately long to feel that they fit in and so they do things that they would not normally choose to do just so they are like everyone else. Sometimes this behaviour is fairly harmless, for example, wanting to wear the 'right' clothes so that you look the same as everyone else, but it can lead to real problems. If you bunk school because your friends are all doing it, for instance, you could get into trouble with the school and your parents. Tempting though it is to follow the herd, rather think about the possible consequences of your actions first.

Answers

- D. A peer is a person who is about the same age as you and spends time with you.
- B. Peer pressure is when someone wants you to do the same as everyone else in the group.
- D. Sometimes teenagers experiment with smoking, drugs and alcohol because their friends are doing it and they want to fit in.
- C. Peer pressure is a problem for everyone.
- A. The last sentence of the listening text means that we should think about what we are considering doing before deciding to do it.

Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening and Speaking (Oracy Skills)/ Identification, Comprehension and Responding on page 13 of this Teacher's Guide.

Vocabulary Development

Activity 3 (SB p. 162)

Students must match the words from the reading passage on the left with their meanings on the right.

Answers

Word	Meaning
anorexia	an emotional disorder where the person refuses to eat, in order to lose weight
wistfully	showing deep or serious sadness
poised	having a calm, confident manner
animated	full of life or excitement
emblem	symbolic object used as a distinctive badge
studs	earrings that pierce the ears and have a small decorative head
monogram	a design of two or more letters, often interwoven or linked, used as a logo
gross	slang word used for something that is unattractive
choreographed	something planned and controlled
chant	to say repeatedly in a sing-song voice
offend	cause to feel upset or rejected

Activity 4 (SB p. 163)

Students must discuss the phrases from the reading passage with a partner and agree about the meaning of each phrase. They should write their answers in their exercise books.

Answers

- She expressed herself easily and fluently.
- The friends in the group do the same things and say the same things.
- She spoke timidly.

Reading And Comprehension

Activity 5 (SB p. 163)

As a pre-reading activity students must discuss the questions with a partner.

Answers

Answers will vary.

Activity 6 (SB p. 163)

Students should read the text carefully. They should be familiar with the words in bold that they encountered in Activity 3 as well as the phrases that they discussed in Activity 4. Help them if there is something that they do not understand.

Activity 7 (SB p. 164)

Students should read the statements before rereading the text for a second time on their own. This is a detailed reading because they need a clear understanding of the content in order to be able to answer the questions.

They discuss the answers with a partner before writing down their own answers.

Discuss the answers as a class, asking individuals to give their answers for each question. Instead of saying yourself whether the answer is correct or incorrect, ask the rest of the class if they agree with their classmate's answer. Encourage participation from all members of the class.

If a statement is false, students must reformulate it so that it is true. Again, allow for discussion of different possibilities rather than simply reading out the correct answers. Remind students that there is often more than one possible answer.

Answers

Where a statement is false, a possible reformulation is given, but this is often not the only correct answer.

- a) True.
- b) False. Weight is viewed differently in different cultures.
- c) False. Ginika and Ifemelu are from a different country, probably Nigeria. The

other girls are from different cultural groups, but it seems that they are all originally from America.

- d) False. Jessica, Teresa and Stephanie are concerned about peer pressure and are very conscious of their appearance.
- e) True.
- f) True.
- g) False. Ifemelu drank orange juice.

Grammar

These revision exercises give students the opportunity to assess and consolidate their knowledge about Verb Tenses and Modal Verbs (SB pp. 16, 40, 47) and Adverbs (SB p. 23).

Encourage them to refer to the information on the specified pages in the Student's Book for each topic, not only to find the answers but also to review what they already know. Let them work on their own to do the exercises.

Use the class discussion of the answers to determine if there are any areas of confusion. In a follow-up lesson, clarify any misunderstanding, and then give students further practice exercises to ensure that they have mastered this grammar.

Activity 8 (SB p. 165)

Students must choose the best options of the Verbs that are given as possible answers to complete the sentences.

Answers

- a) C. Adetola was walking in the forest when he saw the gorilla.
- b) B. Would you please help me with my homework?
- c) A. We are waiting for the bus to Ajuba, but it is late.
- d) D. You must finish your food before you have pudding.
- e) C. Yewande will watch the match on TV tomorrow.
- f) B. My brother was sleeping when we arrived at his house.

Activity 9 (SB p. 166)

Students must use Adverbs from the boxes to complete the sentences.

Answers

- a) We walked slowly down the road.
- b) I am really sorry about what happened.
- c) Kunmi and Pekun went outside to continue their argument in private.
- d) Foluso was late for school again yesterday.
- e) She never eats eggs.
- f) My classmates and I will write the school promotion exam next month.

Writing

Activity 10 (SB p. 166)

Students use the planning, writing and editing steps that they have learnt to write a Descriptive Essay on ONE of the topics, both of which relate to the theme of this module (peer pressure).

Remind them to use the Self-Evaluation Checklist Writing/Descriptive Essay to check their work when they have completed it.

Allow students to finish the writing process for homework, and then let them swap first drafts with a partner. Let them discuss each other's work, suggesting corrections and improvements. Remind them to ensure that they have followed the guidelines given in the box on pp. 166–167 of the Student's Book. If necessary, they should go back and make changes to their work so that the language is clear and vivid, there are Figures of Speech or strong imagery that makes the writing more interesting, and they have mentioned all five senses and referred to relevant feelings or emotions. They then write out the final draft neatly and hand it in to you for marking.

Answers

Figure Of Speech	Explanation	Example
Simile	An expression comparing one thing with another, always including the words 'as' or 'like'	She is as close to me as a sister.
Hyperbole	The use of greatly exaggerated descriptions	Her suitcase weighs a ton.
Metaphor	A person or object is compared directly to another, unlike person or object without using the words 'like' or 'as'	My holiday was paradise!

Evaluation

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

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

Literature

Activity 11 (SB p. 167)

This activity should help students to understand the difference between Figurative Language and the Literal meaning of language. Let them work with a partner to choose the correct caption for each cartoon. Follow this up with a class discussion of Figurative and Literal Language to make sure that students do indeed understand the difference. If there is time, allow them to work in pairs to illustrate the Literal meanings of other examples of Figurative Language. Display their work in the classroom.

Answers

- a) It costs an arm and a leg = It's very expensive.
- b) It's raining cats and dogs = It's raining very heavily.
- c) I have a frog in my throat = My voice is a bit hoarse.

Activity 12 (SB p. 168)

This activity revises eight types of Figures of Speech. Allow students to work with a partner to match each Figure of Speech in the first column with the appropriate explanation and example in the other two columns. Let them refer to a dictionary of the Student's Book if they need to remind themselves about the different Figures of Speech.

Figure Of Speech	Explanation	Example
Assonance	The repetition of a Vowel sound	Tyger, Tyger, burning bright in the forest of the night [William Blake]
Personification	When human characteristics or qualities are given to something that is not human	The branches of the tree danced in the wind.
Onomatopoeia	A word that imitates the sound associated with an object or action	Snap, crackle and pop
Irony	The use of words to convey the opposite of their literal meaning	'Goodness, you could win a prize for the tidyest room,' Mom said to Simisola as she looked at her messy room in disgust.
Alliteration	The repetition of the same Consonant sound at the beginnings of several words that are close together	Round the rugged rocks the ragged rascal ran

MODULE
4

People Who Inspire Us

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Listening And Speaking (p. 169) (Consonant sounds)	Reading And Comprehension (p. 170) (Interview: Up close and personal with Ade Adepitan)	Grammar (p. 173) (Revision: Pronouns, Prepositions, Conjunctions, Active and Passive Voice, Direct and Indirect Speech)	Writing (p. 176) (Writing a Letter [Formal, Semi-Formal or Informal]; Writing a Summary)	Literature Revision
		Vocabulary Development (p. 170) (Vocabulary based on reading passage)			

Objectives

The student should be able to:

Listening And Speaking: Identify and produce different speeches with Consonants and Consonant clusters.

Reading And Comprehension: Read critically; Make deductions.

Grammar: Review Pronouns, Prepositions and Conjunctions, the Active and Passive Voice, and Direct and Indirect Speech.

Writing: Write different types of letters to suit different situations; Identify topic sentences from given paragraphs/passages.

Literature: Answer questions about a Novel.

Resources

Student's Book (pp. 169–177)

Blackboard, dictionaries, copies of prescribed Novel

Listening And Speaking

Activity 1 (SB p. 169)

This activity revises Consonant sounds and phonemes. Give students time to work through the activity, referring to their textbooks if necessary. Then discuss the answers with the class. Remember that the aim of doing so is not simply to ensure that students have the correct answers, but to clear up any confusion that they may have, so take the time required to explain anything that they are not sure of.

Answers

/p/	/b/	/t/	/d/	/tʃ/	/dʒ/	/k/
tip	baby	packet	garden	cheese	judge	class
/g/	/f/	/v/	/θ/	/ð/	/s/	/z/
good	fail	veil	thought	though	sip	zip
/ʃ/	/ʒ/	/m/	/n/	/ŋ/	/h/	/l/
fish	measure	music	never	sing	huge	letter
/r/	/w/	/j/				
red	wet	yet				

Evaluation

Teacher Evaluation: Teachers can use the Rubric: Listening and Speaking (Oracy Skills)/Identification on page 13 of this Teacher's Guide.

Vocabulary Development

Activity 2 (SB p. 170)

This is a pre-reading activity to introduce students to some of the more difficult terminology that will be used in the reading passage.

Read through the words in the first column of the table as well as the explanations in the second column with the class. Students can work on their own or with a partner to match the words with the correct meanings. Allow them to consult dictionaries if necessary.

Answers

Words	Meanings
disability	an illness, injury or condition that makes it difficult for a person to do the things that other people do
advocate	a person who publicly supports a particular idea, policy or way of doing things
contract	to get a disease
polio	a serious disease that sometimes makes it impossible for a person to move their muscles

Words	Meanings
empowered	given the strength, confidence, skills or freedom to do something
independence	the quality of being able to look after yourself and not need help from other people
competent	able to do something well
Paralympics	an international sports competition for people who have a disability
documentary	a film or television programme that gives facts about a real situation or real people
eradicate	to destroy or completely get rid of something such as a social problem or a disease
role model	a person that you look up to as an example to be imitated
inspiration	to be so good at something that another person admires you and is encouraged by your behaviour

Reading And Comprehension

Activity 3 (SB p. 170)

This pre-reading activity introduces the theme of the reading text and encourages students to recognise that people with disabilities can achieve incredible things. Allow enough time for a thorough discussion. As always, remind students to listen respectfully to their partner's point of view.

Activity 4 (SB p. 170)

Students pair up with a partner to read this interview aloud.

Activity 5 (SB p. 170)

Students read the entire article again carefully on their own, then write down their answers to the questions in their exercise books.

Once students have completed the activity, ask for volunteers to give their answers. Instead of saying whether each answer is right or wrong, invite discussion from the rest of the class.

Answers

- Ade was three years old when his family left Nigeria.
- Ade started using a wheelchair when he was a teenager because his legs had been crippled or paralysed by polio contracted when he was a baby and he couldn't walk unassisted.
- Any of the following two ways in which Ade has benefitted from sport:

- Sport makes him feel empowered.
- Sport gives him independence.
- Sport allows him to express himself.
- Sport has made him physically stronger.
- The skills that he learnt while doing sport helped him to be a more competent wheelchair user in everyday life.
- Sport has enabled him to do new things and meet new people, and it has opened up many doors for him.

d) It is surprising that polio is still a problem in Nigeria because there is a vaccine for it and it is a relatively rich country, which suggests that there should not be anything stopping it from vaccinating all babies and getting rid of the disease.

e) Students' answers will vary. Accept any reasonable, well-justified answer. (The real reason is that polio is now mainly found in the north of Nigeria, in places like Kano and Sokoto, which are very hard to reach. People in these nomadic communities cross the border between Niger and Nigeria a lot. As a result, it can be hard for medical staff administering vaccinations to find them, and then when they do, it is difficult to determine which of these people have already been vaccinated. In addition, a rumour was spread in Nigeria in 2003 that the polio vaccine contained a contaminant that caused children to become infertile and that it was a conspiracy to restrict the population in Nigeria. The government stopped the vaccination campaign for nine months while

the vaccine was checked. In this time, the disease got completely out of control.)

f) The 2012 London Paralympics inspired young disabled people by giving them disabled role models. Previously they had mostly only had non-disabled role models.

Reading Evaluation

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

Grammar

These revision exercises give students the opportunity to assess and consolidate their knowledge about Pronouns (SB pp. 113, 120–121, 133), Prepositions (SB p. 47) and Conjunctions (SB p. 56), the Active and Passive Voice (SB p. 139), and Direct and Indirect Speech (SB p. 127). Encourage them to refer to the information on the specified pages in the Student's Book for each topic. They should look for the answers, but also revise the rest of the content. Let them work on their own to do the exercises. If necessary, they can finish them for homework.

Use the class discussion of the answers to determine if there are any areas of confusion. In a follow-up lesson, clarify any misunderstanding. Give students further practice exercises to ensure that they have mastered this grammar.

Activity 6 (SB p. 173)

Students must identify who or what is referred to by Pronouns that are in bold in the reading text.

Answers

a) he refers to Ade Adepitan
 b) you refers to Ade Adepitan
 c) It refers to sport

d) one refers to people in general
 e) that refers to the documentary “Ade Adepitan: Journey of My Life”
 f) that refers to refers to other countries in Africa with more problems and less money than Nigeria
 g) them refers to young disabled people
 h) who refers to sports fans
 i) They refers to sports fans

Activity 7 (SB p. 173)

Students must complete the sentences using the Prepositions supplied.

Answers

a) Atinuke is angry with Chibuka because he let her down badly.
 b) Zainab is excited about her uncle's visit next week.
 c) Segun was frightened by the ghost story.
 d) I am amazed at his courage.
 e) She put the coffee in the cup.
 f) Bello cut the chicken into small pieces.
 g) I added a cup of water to the pot.

Activity 8 (SB p. 174)

Students must complete the sentences using the Conjunctions supplied.

Answers

a) Neither Iyabo nor Sayo came to my party.
 b) Everyone was there except for Tola.
 c) Although I studied very hard, I failed the school promotion examination.
 d) While Dotun loves fish, Jibade prefers meat.
 e) It was raining hard, so I took my umbrella with me.
 f) Eniola sat and listened until her mother had finished speaking.
 g) Mother packed lots of food in order that we didn't get hungry during the trip

Activity 9 (SB p. 174)

Students must choose the best options to complete each sentence in the Active or Passive Voice.

Answers

a) B. The sentence ‘Sport empowers me.’ becomes ‘I am empowered by sport.’ in the passive voice

- b) C. The sentence ‘Wheelchair basketball has opened up many doors for Ade.’ becomes ‘Many doors have been opened up for Ade by wheelchair basketball.’ in the passive voice.
- c) A. The sentence ‘Polio has been eradicated in most African countries.’ becomes ‘Most African countries have eradicated polio.’ in the active voice.
- d) D. The sentence ‘Young disabled people were given role models by the 2012 London Paralympics.’ becomes ‘The 2012 London Paralympics gave young disabled people role models.’ in the active voice.

Activity 10 (SB p. 175)

Students must choose the best options to complete each sentence in the Direct or Indirect Speech.

Answers

- a) D. ‘Ade said, “My family moved to the UK when I was a child.”’ becomes ‘Ade said that his family had moved to the UK when he was a child.’ in indirect speech.
- b) B. ‘The interviewer asked, “What does sport mean to you?”’ becomes ‘The interviewer asked what sport meant to him.’ in indirect speech.
- c) A. ‘Ade said that things would never be the same again’ becomes ‘Ade said, “Things will never be the same again.”’ in Direct Speech.
- d) C. ‘The interviewer asked when Ade had contracted polio’ becomes ‘The interviewer asked, “When did you contract polio?”’ in Direct Speech.

Writing

Activity 11 (SB p. 176)

Students revise the information about Letter writing on pages 9, 48 and 114 of the Student’s Book, and then write ONE of the letters. They are free to choose whether they prefer to write a Formal, Semi-Formal or Informal Letter, but their letter must contain the content specified for the letter type that they have chosen.

Students use the planning, writing and editing steps that they have learnt to write their letter.

Allow them to finish the writing process for homework, and then let them swap first drafts with a partner. Let them discuss each other’s work, suggesting corrections and improvements. Students should pay particular attention to the correct layout for the letter type that they have chosen to write. They then write out the final draft neatly and hand it in to you for marking.

Activity 12 (SB p. 176)

Read through the article with students at least twice. It is important that they have a good understanding of it.

Activity 13 (SB p. 177)

This activity is a preliminary stage in learning to write a Summary.

Highlight the use of the word ‘best’ in the questions. In other words, students must choose the sentence that most accurately sums up the content or message of the paragraph in question.

Answers

- a) B. Many people have died as a result of ethnic violence in Burundi since 1962.
- b) A. Ninteretse started a youth group, Action for Peace and Development, because most of the Burundian population is younger than 20.
- c) D. High school students can learn how to create a peaceful, tolerant and democratic society at ADP’s peace clubs.

Evaluation

Student Evaluation: Students can use the Student’s Self-Evaluation Checklist: Formal and Informal Letter on page 11 of this Teacher’s Guide.
Teacher Evaluation: Teachers can use the Rubric: Formal and Informal Letter on page 22 of this Teacher’s Guide.

Activity 14 (SB p. 177)

Students must write sentences from Activity 13 into a paragraph to create a Summary of the Article.

Memoranda: Practice Examinations

Practice Examination 1 Section IV

Part A

Section I

1. D during the writer's first year in Junior Secondary School
2. E Dara
3. A in the evening
4. B to assist his brother in paying the school fees of his child
5. A wanted to save some money out of his bus fare
6. A was curious to know what was happening there
7. B purchase a hand set with it
8. C knew it contained pieces of paper
9. D organized a team to look for the writer
10. A personification
11. B that woman's importance is not appreciated
12. C, D or E
13. E go out to work
14. B take care of their families
15. E render essential services in keeping establishments running

Section II

16. A plot
17. B personification
18. C hyperbole
19. A costumes
20. A character

Section III

21. B manifesto
22. A electorates
23. E secretary
24. D refinery
25. B radiator

26. C optional
27. E familiar
28. B dishonest
29. A intentional
30. C proud
31. D public
32. D harsh
33. A noisy
34. D rough
35. B indolent

Section V

36. C tolerate
37. A sacked
38. C understand
39. B identify
40. A competent
41. A promoted
42. E banned
43. A soft
44. A set aside
45. C frightened

Section VI

46. E catches
47. D have stolen
48. A had left
49. B has returned
50. B has passed
51. D some information
52. A burst
53. B Where is your licence?
54. B what he had been doing
55. B whose
56. D since
57. D off
58. C should
59. A am leaving
60. D from
61. B aren't I?

62. D don't we?
63. D doesn't she?
64. C No I didn't
65. A oughtn't you
66. E because
67. B down
68. E but
69. D against
70. C a little

Section VII

71. B pause
72. C fail
73. C journey
74. C ship
75. B cat
76. C chaos
77. C ghost
78. D physics
79. A nature
80. A social

Part B

1. Use the appropriate Teacher's Rubric from pages 15, 18 and 22 in the Teacher's Guide to mark the Letter and the Speech/ Argumentative Essay.
2. i (All the students- subject) (are well behaved – predicate).
ii (The boy- subject) (seems to have got a little better- predicate).
iii (The diligent student- subject) (had credits in all the subjects he sat for – predicate).
3. i) Tolu and I went to visit my uncle.
ii) Empower, powerless
iii) adverb, adjective.
iv) felled
v) Subject
vi) I scored highly in my continuous assessment test.
vii) Clause

Practice Examination 2

Part A

Section 1

1. B once a primary school pupil
2. C reading
3. C she often asked the pupils to read in turns
4. B memorization
5. C the steel-edged ruler
6. A Mrs Antry punished the narrator angrily
7. A she became impatient
8. D he was severely punished
9. B growing up
10. A Deranti and Bimpe only recently got married
11. C served the same purposes
12. C knew the tooth myth because it was actively promoted by the parents
13. B regrowing of teeth depended on correct performance of the ritual
14. D an experience shared by both husband and wife
15. A lose their milk teeth

Section 2

16. C hero and heroine
17. C personification
18. A simile
19. D euphemism
20. A drama

Section 3

21. C plaintiff
22. B step mother
23. D nephew or niece
24. D sty
25. B flock
26. D miserly
27. A permanent
28. D sparsely
29. A terminated
30. B stealthily
31. B indifferent
32. C clear
33. B mistrust

34. C lower
35. C rise
36. D maintain
37. A wane
38. B shows
39. B incessantly
40. C quick money

Section 4

41. A intervene
42. C mindful
43. C irritated
44. A these are
45. D has spread
46. Has passed
47. A is
48. A is
49. A are
50. B likes

Section 5

51. C bit
52. B church
53. B hut
54. A break

55. A accept
56. C snag
57. B church
58. C house
59. D yesterday
60. A amoeba

Part B

1. a) The woman spoke to the girl authoritatively-verb.
b) Swimming
c) To give
d) The principal said, “See me in my office”.
e) Adverbial clause
2. a) joy – enjoy – joyful
b) moral – immoral – morality
c) understand – misunderstand – understanding
d) just unjust – justify
e) equal unequal – equality
3. Use the appropriate Teacher’s Rubric from pages 15, 18 and 22 in the Teacher’s Guide to mark the Letter and the Speech/ Argumentative Essay.

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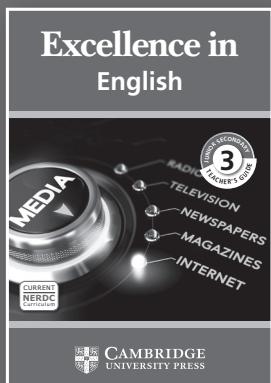
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