

Excellence in English

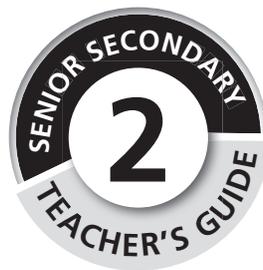
SENIOR SECONDARY
2
TEACHER'S GUIDE

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

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

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

The purpose of the English Studies Curriculum

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

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

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

The role of the teacher

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

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

The English Studies Scheme of Work

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

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

The English Studies Scheme of Work for Senior Secondary 2 can be found on pages 23 to 27 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* Senior Secondary 2 Student's Book

The Student's Book is divided into three Terms with between 10 and 11 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. A 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* Senior Secondary 2 Teacher's Guide

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

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

- It begins with a Weekly Lesson Plan. This is a table that is based on the Scheme of Work. It gives a summary of the Skills that will be taught during the week, organised on a day-to-day basis. It also provides the specific activities to use in the Student's Book, with the relevant page numbers.
- The Performance Objectives covered in the Module are listed under the Weekly Lesson Plan.
- Step-by-step Teaching Guidelines are provided for each activity in the Module, together with answers where applicable.
- Evaluation Guidelines are provided at the end of each activity. Details of the Evaluation process, together with Evaluation tools, are clearly outlined on pages 8 to 22 of this Teacher's Guide.

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

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

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

Evaluation

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

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

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

Formative Evaluation

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

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

- The Student's Book supplies:
 - activities and Exercises that develop and meet all the Teaching Objectives of the NERDC Curriculum
 - a Revision Test at the end of each Term, with marks supplied
 - a 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 9 to 22. To make these Evaluation Tools easy to use, we have given permission for them to be photocopied.

Student's Self-Evaluation Checklists

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

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

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

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

Teacher's Rubrics

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

Ten Teacher's Rubrics are supplied. They are:

- Teacher's Rubric: Reading Aloud Skills (page 12)
- Teacher's Rubric: Speaking and Listening (Oracy Skills) (page 13)
- Teacher's Rubric: 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 50 marks.

In the example provided, which a teacher used to evaluate an essay written by a student, she has chosen a mark for each criterion and circled it. The total for this essay comes to 30 marks out of 50 marks.

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

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

Example of how to use a Teacher's Rubric: Narrative Essay (50 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Focus (relates to topic)	The content of the essay is directly related to the topic and includes an interesting or unusual interpretation of the topic. (5 marks)	The content of the essay relates directly to the topic. It attempts an interesting or unusual interpretation of the topic. (4 marks)	The content of the essay relates directly to the topic. (3 marks)	The content of the essay attempts to relate to the topic, but misinterprets the focus of the topic. (2 marks)	The content of the essay is unrelated to the topic. (0–1 marks)
Structure (order of content)	The essay uses clear introduction, body and conclusion, and builds tension in the story by providing clues as to what happens 'next' or 'in the end'. (9–10 marks)	The essay is logically structured in order to build the plot: introduction, body and conclusion are all well related to one another. (7–8 marks)	The essay is logically structured; contains introduction, body and conclusion. (4–6 marks)	Essay is poorly structured (for example, missing an introduction or conclusion). (2–3 marks)	The essay does not follow a clear structure. (0–1 marks)
Narrative techniques	The Setting and Main Characters are clearly described in the Introduction. The Characters show some kind of change/development in the story. The Plot is clear and developed throughout the essay. The Conclusion is interesting, the story ends in an unexpected way that makes good sense. (17–20 marks)	The Setting and Main Characters are clearly described in the Introduction. The Plot is clear. The Conclusion is interesting. (13–16 marks)	The Setting and Main Characters are clearly described, but more details could have been included in the Introduction. The Plot is clear. There is a Conclusion but it is not interesting. (8–12 marks)	The Setting and Characters are not clearly described in any part of the essay. The Plot is unclear. The essay lacks a proper Conclusion. (4–7 marks)	The Setting and Characters are not described. The Plot is unclear or non-existent. There is no Conclusion. (0–3 mark)
Language (including grammatical structure)	Essay uses clear literal language as well as a variety of figures of speech (similes, metaphors etc.). Sentences are varied and their structure creates interest. Appropriate dialogue is included. Grammar is above expectations for the grade, with excellent use of Adverbs and Adjectives. (9–10 marks)	Essay uses literal language and some figures of speech. Sentences are correct and create some interest. Some dialogue is included. Grammar is at grade level (7–8 marks)	Essay uses mostly literal language. Sentences are correct but not varied in structure. Grammar is at the grade level, and may include few mistakes. (4–6 marks)	Essay uses literal language. Sentences may not be correct. Grammar is below grade level, and includes many mistakes. (2–3 marks)	Language use shows that student does not understand basic language rules, and has no ability to use figurative language. Grammar is mainly incorrect. (0–1 marks)
Spelling and punctuation	No errors. (5 marks)	One or two errors. (4 marks)	Three or four errors. (3 marks)	More than five errors. (2 marks)	More than ten errors. (0–1 marks)

Student's Self-Evaluation Checklists

Student's Self-Evaluation Checklist: Reading Aloud

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

Student's Self-Evaluation Checklist: Narrative Essay

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

Student's Self-Evaluation Checklist: Descriptive Essay

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

Student's Self-Evaluation Checklist: Argumentative Essay

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

Student's Self-Evaluation Checklist: Expository Essay

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

Student's Self-Evaluation Checklist: Article

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

Student's Self-Evaluation Checklist: Summary

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

Student's Self-Evaluation Checklist: Formal 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: Speaking and Listening (Oracy Skills)

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

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

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

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

Teacher's Rubric: Speech (50 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Focus/ Argument	The content of the speech is directly related to the topic; convincingly supports the argument/ statement. (5 marks)	The content of the speech relates directly to the topic; clearly supports the argument/ statement. (4 marks)	The content of the speech relates directly to the topic. It partially supports the argument/ statement. (3 marks)	The content of the speech partially addresses the topic. It weakly supports the argument/ statement. (2 marks)	The content of the speech is unrelated to the topic. (0–1 marks)
Structure (order of content)	Clear introduction, body and conclusion. The argument is clearly stated in the introduction. The paragraphs skilfully build the argument with main ideas and supporting facts/details. The conclusion convincingly 'proves' the argument. (9–10 marks)	Logically structured: The argument is stated in the introduction and supported by each of the paragraphs, and restated in the conclusion. The paragraphs contain a main idea and supporting facts/ details. (7–8 marks)	Logically structured: introduction, body and conclusion. The introduction states the argument. Main ideas are clear; not always supported by facts/details. The conclusion is partially convincing. (4–6 marks)	Ineffective structure (for example, missing introduction or conclusion). Ideas are unclear. The argument is not logically built through the use of paragraphs. Conclusion unclear. (2–3 marks)	The speech does not follow a clear structure. Ideas are unclear. The argument is not clearly stated. (0–1 marks)
Argumentative techniques (evidence and persuasion)	The speech provides strong evidence to support argument. The speech uses arguments that are persuasive/ convincing. (17–20 marks)	The speech provides some evidence. The speech uses persuasive arguments. (13–16 marks)	The speech provides limited evidence. The argument/ statement is not particularly persuasive or convincing. (8–12 marks)	The speech attempts to provide evidence but fails. Argument/ statement is not persuasive. (4–7 marks)	The speech neither provides evidence, nor provides a convincing/ persuasive argument. (0–3 marks)
Language (including Grammatical Structure)	Precise language and vocabulary that shows understanding of the topic. Sentences are varied; and their structure creates interest. Grammar is above expectations for the grade. (9–10 marks)	Clear language and vocabulary that shows an understanding of the topic. Sentences are well-constructed, with some variation. Grammar is at grade level. (7–8 marks)	Speech uses simple language and limited vocabulary. Sentences are clear and unvaried. Grammar is at grade level with some mistakes. (4–6 marks)	Unclear language and vocabulary shows limited understanding of the topic. Sentences sometimes unclear. Grammar below grade level with many mistakes. (2–3 marks)	Language and vocabulary show no understanding of topic. Sentences are poorly constructed. Grammar below grade level with very many mistakes. (0–1 marks)
Spelling and Punctuation	No errors. (5 marks)	One or two errors. (4 marks)	Three or four errors. (3 marks)	More than five errors. (2 marks)	More than ten errors. (0–1 marks)

Teacher's Rubric: Narrative Essay (50 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Focus (relates to topic)	The content of the essay is directly related to, and includes an interesting or unusual interpretation of the topic. (5 marks)	The content of the essay relates directly to the topic. It attempts an interesting or unusual interpretation of the topic. (4 marks)	The content of the essays relates directly to the topic. (3 marks)	The content of the essay attempts to relate to the topic, but misinterprets the focus of the topic. (2 marks)	The content of the essay is unrelated to the topic. (0–1 marks)
Structure (order of content)	The essay uses clear introduction, body and conclusion, and builds tension in the story by providing clues as to what happens 'next' or 'in the end'. (9–10 marks)	The essay is logically structured in order to build the plot: introduction, body and conclusion are all well related to one another. (7–8 marks)	The essay is logically structured; contains introduction, body and conclusion. (4–6 marks)	Essay is poorly structured (for example, missing an introduction or conclusion). (2–3 marks)	The essay does not follow a clear structure. (0–1 marks)
Narrative techniques	The Setting and Main Characters are clearly described in the Introduction. The Characters show some kind of change/development in the Body of the story. The Plot is clear and developed throughout the essay. The Conclusion is interesting, the story ends in an unexpected way that makes good sense. (17–20 marks)	The Setting, Main Idea of the essay and Main Characters are clearly described in the Introduction. The Plot is clearly developed in the Body of the essay. The Conclusion is interesting. (13–16 marks)	The Setting, Main Idea and Main Characters are clearly described in the Introduction, but more details could have been included. The Plot is adequately developed in the Body. There is a Conclusion but it is not interesting. (8–12 marks)	The Setting, Main Idea and Characters are not clearly described in any part of the essay. The Plot is unclear. The essay lacks a proper Conclusion. (4–7 marks)	The Setting and Characters are not described. The Plot is unclear or non-existent. There is no Conclusion. (0–3 marks)
Language (including Grammatical Structure)	The essay uses clear literal language as well as a variety of figures of speech (similes, metaphors etc.). Sentences are varied and their structure creates interest. Appropriate dialogue is included. Grammar is above expectations for the grade, with excellent use of Adverbs and Adjectives. (9–10 marks)	The essay uses literal language and some figures of speech. Sentences are correct and create some interest. Some dialogue is included. Grammar is at grade level. (7–8 marks)	The essay uses mostly literal language. Sentences are correct but not varied in structure. Grammar is at the grade level, and may include few mistakes. (4–6 marks)	The essay uses literal language. Sentences may not be correct. Grammar is below grade level, and includes many mistakes. (2–3 marks)	Language use shows that student does not understand basic language rules, and has no ability to use figurative language. Grammar is mainly incorrect. (0–1 marks)
Spelling and Punctuation	No errors. (5 marks)	One or two errors. (4 marks)	Three or four errors. (3 marks)	More than five errors. (2 marks)	More than ten errors. (0–1 marks)

Teacher's Rubric: Descriptive Essay (50 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Focus (relates to topic)	The content of the essay is directly related to, and includes an interesting or unusual interpretation of the topic. (5 marks)	The content of the essay relates directly to the topic. It attempts an interesting or unusual interpretation of the topic. (4 marks)	The content of the essays relates directly to the topic. (3 marks)	The content of the essay attempts to relate to the topic, but misinterprets the focus of the topic. (2 marks)	The content of the essay is unrelated to the topic. (0–1 marks)
Structure (order of content)	The essay uses a clear introduction, body and conclusion. The paragraphs skilfully introduce main ideas and support these with details. (9–10 marks)	The essay is logically structured: introduction, body and conclusion. The paragraphs contain a main idea and supporting details. (7–8 marks)	The essay is logically structured: introduction, body and conclusion. Main ideas are clear; not always supported by details. (4–6 marks)	Essay does not use structure effectively (for example, missing an introduction or conclusion). Ideas are unclear. (2–3 marks)	The essay does not follow a clear structure. Ideas are unclear. (0–1 marks)
Descriptive techniques	The essay skilfully describes the subject of the essay by 'showing' rather than telling. For example: The paint on the walls was peeling and the doors creaked ... (show) vs The house was old (tell). The essay engages the reader's five senses and imagination. (17–20 marks)	The essay sometimes shows and sometimes tells. The essay engages some of the reader's senses and his/her imagination. (13–16 marks)	The essay tells. The essay engages one or two of the senses, but in a limited way. (8–12 marks)	The essay describes the object/ event/ person but is unclear. The essay does not engage the senses effectively. (4–7 marks)	The essay does not engage the reader's senses or imagination as it is unclear. (0–3 marks)
Language (including Grammatical Structure)	Essay uses literal language and a variety of figures of speech. Sentences are varied and their structure creates interest. Grammar is above expectations for the grade. (9–10 marks)	Essay uses literal language and some figures of speech. Sentences are correct and create some interest. Grammar is at grade level. (7–8 marks)	Essay uses mostly literal language. Sentences are correct but not varied in structure. Grammar is at the grade level, and may include few mistakes. (4–6 marks)	Essay uses literal language. Sentences may not be correct. Grammar is below grade level, and includes many mistakes. (2–3 marks)	Language use shows that student does not understand basic language rules, and has no ability to use figurative language. Grammar is mainly incorrect. (0–1 marks)
Spelling and Punctuation	No errors. (5 marks)	One or two errors. (4 marks)	Three or four errors. (3 marks)	More than five errors. (2 marks)	More than ten errors. (0–1 marks)

Teacher's Rubric: Argumentative Essay (50 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Focus / Argument	The content of the essay is directly related to the topic; convincingly supports the argument/ statement. (5 marks)	The content of the essay relates directly to the topic; clearly supports the argument/ statement. (4 marks)	The content of the essay relates directly to the topic. It partially supports the argument/ statement. (3 marks)	The content of the essay partially addresses the topic. It weakly supports the argument/ statement. (2 marks)	The content of the essay is unrelated to the topic. (0–1 marks)
Structure (order of content)	Clear introduction, body and conclusion. The argument is clearly stated in the introduction. The paragraphs skilfully build the argument with main ideas and supporting facts/details. The conclusion convincingly 'proves' the argument. (9–10 marks)	Logically structured: The argument is stated in the introduction and supported by each of the paragraphs, and restated in the conclusion. The paragraphs contain a main idea and supporting facts/ details. (7–8 marks)	Logically structured: introduction, body and conclusion. The introduction states the argument. Main ideas are clear; not always supported by facts/details. The conclusion is partially convincing. (4–6 marks)	Ineffective structure (for example, missing introduction or conclusion). Ideas are unclear. The argument is not logically built through the use of paragraphs. Conclusion unclear. (2–3 marks)	The essay does not follow a clear structure. Ideas are unclear. The argument is not clearly stated. (0–1 marks)
Argumentative techniques (evidence and persuasion)	The essay provides strong evidence to support argument. The essay uses arguments that are persuasive/ convincing. (17–20 marks)	The essay provides some evidence. The essay uses persuasive arguments. (13–16 marks)	The essay provides limited evidence. The argument/ statement is not particularly persuasive or convincing. (8–12 marks)	The essay attempts to provide evidence but fails. Argument/ statement is not persuasive. (4–7 marks)	The essay neither provides evidence, nor provides a convincing/ persuasive argument. (0–3 marks)
Language (including Grammatical Structure)	Precise language and vocabulary that shows understanding of the topic. Sentences are varied; and their structure creates interest. Grammar is above expectations for the grade (9–10 marks)	Clear language and vocabulary that shows an understanding of the topic. Sentences are well-constructed, with some variation. Grammar is at grade level. (7–8 marks)	Essay uses simple language and limited vocabulary. Sentences are clear and unvaried. Grammar is at grade level with some mistakes. (4–6 marks)	Unclear language and vocabulary shows limited understanding of the topic. Sentences sometimes unclear. Grammar below grade level with many mistakes. (2–3 marks)	Language and vocabulary show no understanding of topic. Sentences are poorly constructed. Grammar below grade level with very many mistakes. (0–1 marks)
Spelling and Punctuation	No errors (5 marks)	One or two errors (4 marks)	Three or four errors (3 marks)	More than five errors (2 marks)	More than ten errors (0–1 marks)

Teacher's Rubric: Expository Essay (50 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Focus (topic)	Essay content directly related to topic, and expands reader's appreciation of the subject. (5 marks)	Essay content directly related to topic, and adds some new information. (4 marks)	The content of the essay is directly related to the topic. (3 marks)	The content of the essay partially addresses the topic. (2 marks)	The content of the essay is unrelated to the topic. (0–1 marks)
Structure (order of content)	Clear introduction, body and conclusion. Topic and content of essay clarified in the introduction. Paragraphs skilfully link main ideas to the topic, and support these with interesting facts and details. The conclusion provides a clear summary of the main points. (9–10 marks)	Clear introduction, body and conclusion. Topic is clearly stated in introduction. Paragraphs contain main ideas that are supported by interesting facts and details. The conclusion provides a clear summary of the main points. (7–8 marks)	Clear introduction, body and conclusion. Topic is stated in introduction. Body paragraphs state main ideas, and sometimes provide supporting details. The conclusion provides a summary of the topic. (4–6 marks)	Poor structure: for example missing introduction or conclusions. Ideas are unclear. Body paragraphs may repeat ideas. Little or no supporting details. Conclusion unclear. (2–3 marks)	The essay does not follow a clear structure. Ideas are unclear. No supporting details. Conclusion is absent or very unclear. (0–1 marks)
Expository techniques (development of the essay)	Provides clear examples, facts, and definitions, and differing points of view. Provides references (those provided and own). Shows excellent understanding of the topic. (17–20 marks)	Some examples and facts, and differing points of view. References the available materials. Shows good understanding of the topic. (13–16 marks)	Few examples. One point of view. Limited reference to available materials. Limited understanding of the topic. (8–12 marks)	One point of view. Essay provides irrelevant examples. Limited reference to available materials. Poor understanding of topic. (4–7 marks)	No examples or facts stated. No reference to available materials. Poor understanding of topic. (0–3 marks)
Language (including Grammatical Structure)	Precise language and vocabulary shows excellent understanding of the topic. Sentences are varied; and their structure creates interest. Grammar is above expectations for the grade. (9–10 marks)	Clear language and vocabulary shows an understanding of topic. Sentences are well-constructed, with some variation. Grammar is at grade level. (7–8 marks)	Simple language and limited vocabulary. Sentences: clear; unvaried. Grammar is at grade level with some mistakes. (4–6 marks)	Unclear language and vocabulary shows limited understanding of topic. Sentences sometimes unclear. Grammar: many mistakes. (2–3 marks)	Language and vocabulary show no understanding of topic. Sentences are poorly constructed. Grammar: many mistakes. (0–1 marks)
Spelling and Punctuation	No errors. (5 marks)	One or two errors. (4 marks)	Three or four errors. (3 marks)	More than five errors. (2 marks)	More than ten errors. (0–1 marks)

Teacher's Rubric: Article (50 marks)

	Excellent	Good	Average	Below average	Unsatisfactory
Title	Short and interesting/clever, relates clearly to the topic of the content, makes the reader eager to read on. (5 marks)	Short, relates clearly to the topic of the content, makes the reader want to read on. (4 marks)	Short, relates to the topic of the content but not very interesting, will not necessarily make the reader want to read on. (3 marks)	Too short or too long, does not seem to relate to the topic of the content and not interesting, will not make the reader want to read on. (2 marks)	Not supplied, or too short or too long, does not relate at all to the topic of the content and not interesting, the reader will not want to read on. (0–1 marks)
Introduction	Correctly and clearly answers the Who, What, Why, When, Where and How questions in the first paragraph. Sets out the angle that the article will take (i.e. what aspect of the 'story' will be focused on, or what the opinion of the writer is). (9–10 marks)	Correctly and clearly answers the Who, What, Why, When, Where and How questions in the first paragraph. Provides an overview of what will be discussed in the article. (7–8 marks)	Correctly and clearly answers most of the Who, What, Why, When, Where and How questions. Provides some overview of the focus of the article. (4–6 marks)	Correctly but not clearly answers few of the questions: Who, What, Why, When, Where and How. (2–3 marks)	Misinterprets the question and doesn't answer the key questions: Who, What, Why, When, Where and How. Provides no overview of the content. (0–1 marks)
Body paragraphs	Build on the introductory factual information and develop the story line or argument. Main idea clearly and accurately stated in first sentence. Contain three of four supporting details. (9–10 marks)	Build on each of the introductory statements (i.e. answers to the 5Ws and H questions). Main idea clearly and accurately stated, but not necessarily in first sentence, one or two supporting details. (7–8 marks)	Include additional information not covered in introduction (i.e. answers questions not covered in introduction). States main idea. Includes one supporting detail. (4–6 marks)	Include additional information, but do not answer all of the 5Ws and H questions. Main idea not always nor clearly stated. Sometimes includes supporting details. (2–3 marks)	Paragraphs do not follow main idea/supporting details structure. Ideas are unclear. (0–1 marks)
Conclusion	Correctly summarises the contents of the piece, and provides an opinion/conclusion/resolution as required by the topic or the angle taken by the writer. (5 marks)	Correctly summarises the contents of the article. (4 marks)	Attempts to summarise the contents, and does so with some errors. (3 marks)	Does not summarise the content. Many errors. (2 marks)	Illogical and does not relate to the content of the piece. (0–1 marks)
Language (including Grammatical Structure)	Appropriate language, such as direct and reported speech where needed. Interesting and appropriate language use: focus on literal. Excellent vocabulary. (9–10 marks)	Appropriate language. Good vocabulary. (7–8 marks)	Mixture of appropriate and inappropriate language. Limited vocabulary. (4–6 marks)	Inappropriate language that is unclear. Poor vocabulary. (2–3 marks)	Language uses makes it difficult to understand. Very poor vocabulary. (0–1 marks)
Spelling and Punctuation	No punctuation or grammatical errors. (5 marks)	One or two punctuation or grammatical errors. (4 marks)	More than two punctuation or grammatical errors. (3 marks)	More than 5 punctuation and grammatical errors. (2 marks)	More than 8 punctuation or grammatical errors. (0–1 marks)

Teacher's Rubric: Summary (30 marks)

	Excellent	Good	Average	Below average	Unsatisfactory
Content and Organisation	Has written the required number of sentences. Main idea clearly and accurately stated in first sentence. Contains three of four supporting details. The order is logical. The concluding sentence effectively wraps up the summary (but doesn't offer an opinion or any type of reflection on the content that was summarised). (13–15 marks)	Has written the required number of sentences. Main idea clearly and accurately stated, but not necessarily in first sentence, one or two supporting details. The order is logical. The concluding sentence wraps up the summary, and may include the student's opinion. (9–12 marks)	Has written the required number of sentences. States main idea. Includes one supporting detail. The order is logical. There is no concluding sentence. (6–8 marks)	Has written the required number of sentences. Main idea not clearly stated. Sometimes includes supporting details. The student attempts a logical order, but fails. There is no concluding sentence. (3–5 marks)	Has not written the required number of sentences. Main idea and supporting details are not stated. Sentences do not relate to the topic. Order is illogical. There is no concluding sentence, or the concluding sentence doesn't relate to the topic/content. (0–2 marks)
Grammar	Appropriate language. Excellent vocabulary. No grammatical errors. (9–10 marks)	Appropriate language. Good vocabulary. One or two punctuation or grammatical errors. (7–8 marks)	Mixture of appropriate and inappropriate language. Limited vocabulary. More than two punctuation or grammatical errors. (4–6 marks)	Inappropriate language that is unclear. Poor vocabulary. More than 5 punctuation and grammatical errors. (2–3 marks)	Language uses makes it difficult to understand. Very poor vocabulary. More than 8 punctuation or grammatical errors. (0–1 marks)
Spelling and Punctuation	No spelling errors. No punctuation errors. (5 marks)	Maximum 2 spelling errors. (4 marks)	Maximum 4 spelling errors. (3 marks)	Maximum 8 spelling errors. (2 marks)	More than 8 spelling errors. (0–1 marks)

Teacher's Rubric: Formal and Informal Letter (50 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Date Sender's address Receiver's Address (if Formal)	Correctly placed. All details are included and correct. (5 marks)	Correctly placed. All details are included. 1 mistake. (4 marks)	Correctly placed. Most details included. 1 or 2 mistakes. (3 marks)	Incorrect placement. Some details included. More than 2 mistakes. (2 marks)	No address or date. (0–1 marks)
Content	Content is interesting, relevant and entertaining or informative. (9–10 marks)	Content is interesting and relevant. (7–8 marks)	Content is relevant but not interesting. One or two inaccuracies. (4–6 marks)	Content is somewhat irrelevant and incomplete. More than two inaccuracies. (2–3 marks)	Incomplete, irrelevant or inaccurate information. (0–1 marks)
Structure	Logical paragraphs that are skilfully linked to one another. (13–15 marks)	Logical paragraphs that are linked to one another. (10–12 marks)	Some logic evident, but paragraphs not well linked. (7–9 marks)	Illogical paragraphs. No linkages between paragraphs. (4–6 marks)	No paragraphs. (0–3 marks)
Grammar and Punctuation	Appropriate language. Excellent vocabulary. No punctuation or grammatical errors. (13–15 marks)	Appropriate language. Good vocabulary. One or two punctuation or grammatical errors. (10–12 marks)	Mixture of appropriate and inappropriate language. Limited vocabulary. More than two punctuation or grammatical errors. (7–9 marks)	Inappropriate language that is unclear. Poor vocabulary. More than 5 punctuation and grammatical errors. (4–6 marks)	Language uses makes it difficult to understand. Very poor vocabulary. More than 8 punctuation or grammatical errors. (0–3 marks)
Opening and closing salutations Heading (if formal)	Correct and appropriate. (5 marks)	Correct. (4 marks)	Either opening, closing or heading is incorrect. (3 marks)	Both opening and closing show errors, heading is missing or inappropriate. (2 marks)	Either opening or closing is missing, and has an error. Heading is missing. (0–1 marks)

The English Studies Scheme of Work for Senior Secondary 2

Term 1

Module	Module name	Speaking	Reading	Vocabulary	Grammar	Writing
1	Review of Senior Secondary 1 (Student's Book p. 4)	/ew/ vowel sound, with various spellings	Magazine article: <i>Top Tips for Teens at School</i>	Synonyms Prefixes Gap completion	Nouns formed from Adjectives and Verbs	Summary: <i>Education in Nigeria</i>
2	The Human Body (Student's Book p. 10)	Two-Consonant blends Group discussion: <i>Advice for young people</i>	Website article: <i>Your changing brain</i>	Words about the human body Synonyms Antonyms Prefixes Gap completion	Nouns: Concrete, Abstract, Collective, Compound, Proper, Verbal Nouns	Expository Essay: <i>How to manage the population explosion in Nigeria</i>
3	Health (Student's Book p. 18)	Three-Consonant blends, with different spellings Group discussion: <i>Health care experience</i>	Pamphlet: <i>Testing for HIV and Aids</i>	Words related to health and disease Organs of the body	Noun Phrases Sentences construction	Summary: <i>What is Aids?</i>
4	Buildings (Student's Book p. 24)	Final Consonant /t/ and /d/ sounds Group discussion comparing reading texts	Questions on literature extracts, label a diagram	Idioms, Nigerian idiomatic expressions Gap completion	Relative Pronouns Complex sentences	Summary: <i>different types of buildings</i>
5	Talking About Governments (Student's Book p. 30)	Unstressed vowels silent vowels Listening comprehension: <i>types of government</i>	Essay: <i>dictatorship or democracy</i>	Words to do with government Prefixes Suffixes Gap completion	Modal Verbs	Argumentative Essay: <i>Military or civilian rule</i>
6	Social Media (Student's Book p. 36)	Four and five-Syllable words	<i>Social media and Nigerian youths</i>	Using new words in sentences	Noun Plurals, Concord of Nouns and Verbs	Summary: <i>The Internet in Nigeria</i> E-mail
7	Marriages And Ceremonies (Student's Book p. 43)	A formal toast Stressing key words Using punctuation when speaking aloud	Book extract: <i>Wedding ceremonies in Nigeria</i> , making notes	Forming Nouns Gap completion	Adjectives Sentence construction	A formal toast Paragraph expressing opinion Summary: <i>Bride prices and dowries</i>

Module	Module name	Speaking	Reading	Vocabulary	Grammar	Writing
8	Water, Water (Student's Book p. 49)	Onomatopoeia, rhyme, Vowel sounds Listening comprehension on a poem	Questions on a poem	Adjectives Synonyms	Adjuncts (Adjectives and Adverbs), Degrees of comparison	Report about an experiment
9	Writing About Memories (Student's Book p. 55)	Four-Syllable words	Questions on a short story, Questions on a poem	Using new words in sentences	Complex sentences Clauses	Short story Poem
10	People And Spiders (Student's Book p. 61)	Dictation Vowel sounds	Questions set on play extract, Paraphrase Questions set on poem	Spelling mistakes Gap completion	Phrasal Verbs	Informal Letter
11	Revision (Student's Book p. 68)	Listening comprehension: <i>Fela Kuti</i> Dictation Vowel sounds Consonant blends Syllable stress	Questions set on poem	Gap completion	Nouns Plurals Relative Pronouns Modals Adjuncts Phrasal Verbs Complex sentences	Summary: <i>Young entrepreneurs</i>

Term 2

Module	Module name	Speaking	Reading	Vocabulary	Grammar	Writing
1	Review Of Term 1 (Student's Book p. 74)	Initial Consonants and multi-Syllable words	Magazine article: <i>A child soldier gives hope</i> Understanding the meaning of vocabulary in a text Identifying the main points in a text Identifying the purpose of a text Summarising a text.	Gap completion	Relative Pronouns Plural Nouns Adjectives Adverbs of degree, manner and frequency Phrasal Verbs with two particles Possessive apostrophe	Types of essays: Expository Argumentative Narrative Descriptive (e.g. a story or a description) A scientific report
2	The Press (Student's Book p. 84)	Unstressed vowel sounds	Magazine article: <i>Press freedom in Nigeria applauded</i> Reading for gist and to identify Topic Sentences Summarising	Words associated with the press Gap completion	Punctuation	Newspaper article Letter to the press

Module	Module name	Speaking	Reading	Vocabulary	Grammar	Writing
3	Consumers (Student's Book p. 92)	Intonation: expressing surprise and disbelief (exclamation)	Magazine article: <i>ATM theft rockets in 2015</i> Reading for sentence types	Words associated with banks Gap completion	Sentence types: Declarative sentences Imperative sentences Exclamatory sentences Interrogative sentences	Writing a Formal Letter of Complaint
4	The Environment (Student's Book p. 100)	Intonation: expressing statements and realisation	Listening for details Vocabulary and implied meaning Summarising	Words associated with the environment Gap completion	Revising Adjectives and Adverbs Implied meanings	Writing an Informal Letter to a friend
5	In The Beat (Student's Book p. 109)	Rhyme scheme	Magazine Article: <i>Three richest rappers in the world</i> Reading for main ideas and Pronoun identification Summarising	Words associated with music	Personal Pronouns Relative Pronouns Gap completion	Writing a Descriptive Essay
6	Inventions (Student's Book p. 118)	Pronunciation: similar sounds (unstressed Vowel sound)	Reading: <i>The Segway® PT</i> : Reading for point of view Listening for specific information Summarising	Reading: <i>A brief history of the PC</i> Words associated with inventions Gap completion	Making questions	Writing an Expository Essay
7	Nation Building (Student's Book p. 124)	Intonation: rising intonation in polite statements	Reading: <i>Nation building in Africa</i> Reading for critical evaluation	Words associated with nation building Gap completion	Sequence of tenses	Writing a Argumentative Essay
8	Technology (Student's Book p. 131)	Comparison of the Consonant sounds: ledge /dʒ/; measure /ʒ/ and check /tʃ/; rush /ʃ/	Reading: <i>From 2045 people will live forever</i> Listening for ledge /dʒ/; measure /ʒ/ and check /tʃ/; rush /ʃ/ Summarising	Words associated with technology	Lexis and structure	Writing a debate speech
9	Leisure And Festivals (Student's Book p. 138)	Pronunciation of commonly confused Vowel sounds /ʌ/ and /ɔ:/	Reading: <i>Leisure</i> Reading for specific structural patterns Summarising	Reading: <i>Festivals in Nigeria</i> Words associated with cultural entertainment	Active and passive voice in sentences	Writing a magazine article

Module	Module name	Speaking	Reading	Vocabulary	Grammar	Writing
10	Revision (Student's Book p. 146)	Initial Consonants and multi-Syllable words	Answering comprehension questions Summarising Listening for specific information	Gap completion	Relative Pronouns Adjectives Plural Nouns Phrasal Verbs Implied meaning Personal Pronouns	

Term 3

Module	Module name	Speaking	Reading And Comprehension	Vocabulary	Grammar Structure	Writing
1	Review Of Term 2 (Student's Book p. 152)	Unstressed Vowel sounds Intonation: expressing surprise and disbelief, statements and questions Rhyme scheme Pronunciation: Similar sounds Comparison of the Consonant sounds: ledge /dʒ/; measure /ʒ/ and check /tʃ/; rush /ʃ/ Pronunciation of commonly confused Vowel sounds	Reading: <i>The Durbar Festival</i>	Term 2 revision vocabulary	Punctuation Sentence types Adjectives Pronouns Relative Pronouns Questions Sequence of Tenses Lexis and Sentence structure Active and Passive voice	Write a Summary/blog/ Formal Letter/debate speech
2	Publishing And Publications (Student's Book p. 159)		Reading: <i>Publishing in Nigeria</i> Listening: Publishing process	Words associated with printing and publishing Matching words and meanings	Conditional Clauses	Speeches for special purposes
3	Magazine articles (Student's Book p. 165)	Listening: <i>Aliko Dangote</i>	Reading: <i>Methods of researching</i>	Development industries vocabulary	Prefixes Active and Passive Verbs	Writing an Article

Module	Module name	Speaking	Reading And Comprehension	Vocabulary	Grammar Structure	Writing
4	Different Points Of View (Student's Book p. 172)	Listening: Radio broadcasts by Major Chukwuma Kaduna Nzeogwu and General Ibrahim Babangida Two-Syllable words	Reading: Radio broadcasts by Major Chukwuma Kaduna Nzeogwu and General Ibrahim Babangida Reading: <i>Origins of the Nigeria banking system</i>	Words associated with politics	Rules of concord	Argumentative paragraph
5	The World Of Banking (Student's Book p. 177)	Unprepared speech: Dream house	Reading: <i>How to build a house</i>	Words associated with banking	Inflectional Suffixes Prefixes	Argumentative paragraph
6	Building And Construction (Student's Book p. 183)	Vowel sound comparison of /i/ and /i:/ Describe your family	Reading: <i>Dealing with guests</i> Reading: <i>Hidden gem</i>	Words associated with building	Affixation Suffixes	Summarising
7	Family Values (Student's Book p. 189)	Role play	Reading: <i>Benefits of social media to help with good governance</i>	Words associated with family (values)	Simple, Compound and Complex Sentences Adverbs	Essay writing
8	Hotels And Catering (Student's Book p. 196)	Listening: <i>History of Nigerian politics</i>	Reading: <i>History of transport in Nigeria</i>	Words associated with hotel and catering industry	Prepositional phrases	Summarising to get implied meaning
9	Politics And Government (Student's Book p. 202)	Nasal Consonants	Reading: <i>Netball</i>	Words associated with politics/government	Idioms	Informal speech: Idiom
10	Transport (Student's Book p. 208)	Vowel sound comparison of /i/ and /i:/ Development of two-Syllable words Nasal Consonants	Reading: <i>History of transport in Nigeria</i>	Words associated with transport	Adjectival phrase	Free writing
11	Revision (Student's Book p. 212)			Words associated with field athletics Gap completion	Reading: <i>Hockey</i> Types of sentences Prefix Suffix Adverb Preposition Idiom Adjectival phrase	Writing a speech/debate/free writing/article

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 4) /u:/ sound	Reading And Comprehension (pp. 5–6) main gist, tone and purpose, context	Vocabulary (p. 7) Synonyms, Antonyms, Prefixes, Spelling	Grammar Structure (p. 9) Nominalisation	Writing (pp. 8–9) Summary

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: identify the /u:/ sound in words

Reading And Comprehension: identify the main ideas and supporting details in a text, identify the tone and purpose of a text, identify the meanings of words through context

Vocabulary: use Prefixes to make Antonyms, find Synonyms for words, check the spelling of words using a dictionary

Grammar Structure: turn Verbs and Adjectives into Nouns, use Nominalised Parts of Speech in sentences

Writing: identify the Topic Sentence in paragraphs, write a Summary

Resources

Student's Book (pp. 4–9)
Magazine articles aimed at young adults
Cartoons from newspapers to expose students to other examples of the genre
Extracts from self-help books about good study patterns
Dictionaries
Teacher's Guide

Speaking And Listening

Activity 1 (SB p. 4)

Read the words to the class. Repeat this three times. Then, listen while the class or groups repeat the words.

Monitor that all students are pronouncing the /u:/ sound correctly.

Activity 2 (SB p. 4)

As this is the first Module of the year, we recommend that you work through this question orally first. Read the sentences aloud. Ask selected students to give you the correct answer.

This allows students to practise both pronunciation and using the word correctly. Use this opportunity to monitor each student's ability.

Then, students can complete the question in writing, to consolidate their knowledge.

Answers

- | | |
|------------------|----------------|
| a) grew | b) You, chew |
| c) view, through | d) true |
| e) due | f) new, humour |
| g) threw | |

Activity 3 (SB p. 4)

First make sure that all students understand how to answer this kind of multiple choice question.

Caution students against guessing, especially in examinations where negative marking may be used that penalises incorrect answers.

Explain that by SS2, the level of work is

more challenging, so the options will include words that have similar pronunciations.

Either read the words aloud to your class, or ask competent readers from the class to do so.

We recommend that you complete the question orally, then students can complete it in writing for homework, to consolidate their knowledge.

Answers

- a) C b) D c) B
d) A e) C

Evaluation

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

Reading And Comprehension

Activity 4 (SB p. 5)

Introduce the topic by asking students how they feel before they start a new school year.

Encourage them to use Adjectives such as 'nervous', 'confident' and 'stressed'.

Write these words on the board, and use them later in Activity 8, to form Nouns. Allow five to ten minutes for this discussion.

Read the article aloud to the class, or select students to read one paragraph each. Stop at the end of each paragraph and ask one student from the class to summarise the content orally. For example, the first paragraph could be summarised as 'Experts give advice to students to help them be confident about returning to school'.

Explain to the class that this is an effective reading strategy that they can use whenever they read a factual text.

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.

Activity 5 (SB p. 6)

As this is the first Reading And Comprehension question of the year, spend some time discussing the various question formats.

Revise multiple-choice questions (MCQ), which you explained in Activity 3. Also make sure that students understand how to answer true/false questions (d), quoting (g), and questions that require students to answer in their own words. Also point out that questions (h) and (j) are more difficult, and require students to analyse how the text is written.

If your class needs extra support, work through the answers orally first. Students can then complete the answers in writing to consolidate their knowledge.

Answers

- a) D
b) At the beginning of the year (because it gives advice about how to manage the year ahead).
c) Wake up early, and eat breakfast.
d) False. The article recommends using one hour for revision, and then more time as necessary to complete any homework.
e) The health or wellness of teenagers, or of people between 13 and 19.
f) 30 minutes
g) 'They should avoid over-exertion, as this can damage their health.'
h) If you ask questions, you are required to think about the work being covered in class, and you can check whether you have understood that work.
i) The Phrase, 'repetition is important'.
j) It creates a humorous tone, and it emphasises the effect of repetition.

Vocabulary

Activity 6 (SB p. 7)

Begin by revising the terms ‘Synonyms’ and ‘Prefixes’.

Then students can answer the questions. These are fairly straightforward, so we suggest you work through the first one or two of each question, and then leave students to complete the activity, working alone.

Answers

- a) teens, adolescent, student
- b) well – healthy
justification – excuse
claiming – pretending
mental – academic
- c) unprepared
disagrees
discourage

Activity 7 (SB p. 7)

Explain that this question is typical of examination questions. The paragraph is about career choices.

This question should be done orally first, and then students can work alone to write down the answers. If possible, divide the class into groups to read the paragraph aloud and choose the correct answers as they go.

Point out that questions like this test a number of skills, including vocabulary, Spelling, Verb form and Prepositions.

Answers

- a) B b) A c) D
- d) D e) C f) A
- g) D h) D i) B
- j) D

Grammar Structure

Activity 8 (SB p. 8)

Begin by asking the class to remind you what Nouns, Verbs and Adjectives are, and what Suffixes are. If students cannot answer from their knowledge gained in previous years, then spend some time revising those Parts of Speech now.

Use the three Adjectives you wrote on the

board at the beginning of Activity 4: ‘confident’, ‘nervous’ and ‘stressed’. Ask students to turn these into the Noun forms: ‘confidence’, ‘nervousness’ and ‘stress’.

Point out how Suffixes are changed to form the different Parts of Speech.

First, complete the question orally, to check that all students have the correct Noun forms.

Students can then write down the answers, working alone.

Answers

- a) Cell phones, laptops and tablets are all forms of electronic communication.
- b) Studying should include making notes and revising.
- c) The years between 13 and 19 are known as adolescence.
- d) Do not get a reputation for laziness instead be hard-working.
- e) In our environment club, we had a discussion about new clean-up campaigns we can do.
- f) We were impressed by the cleverness of the teacher who can speak five languages.
- g) The introduction to the textbook comes right at the front.
- h) I believe in equality and freedom of all people.
- i) My grandmother has great wisdom and knowledge about life.

Writing

Activity 9 (SB pp. 8–9)

First discuss with your class what is tested in summarising activities.

Make copies of the Student’s Self-Evaluation Checklist: Summary on page 11 of this Teacher’s Guide, or write the Checklist on the board and ask students to copy it into their exercise books. Use it to discuss with your class how to summarise a piece of text.

Point out that summaries are included in examinations.

Elicit from the class that summaries test both reading and writing.

Then read the text aloud to the class. Stop at the end of each paragraph to ask a selected student to identify the Topic Sentence or the main point.

You used this method in Activities 4 and 5.

Again recommend this as a reading strategy to students, as it helps to keep students actively focused on meaning while they read.

Then students can write their rough drafts of their Summaries. They can work in pairs or small groups to edit each other's Summaries, checking for word count, content and Grammar Structures.

Answers

The 2004 Universal Basic Education Act aims to enrol all Nigerian students. It aims for good-quality education, free for nine years and compulsory. Over 4 million primary students are not enrolled, especially girls and

in the North. Increased pupil numbers means resources are spread more thinly. Education authorities aim for smaller classes, and improved facilities. More urban schools are needed. Parents are prepared to spend money on education.

(68 words)

Evaluation

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

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

MODULE 2

The Human Body

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 10) Consonant Clusters	Reading And Comprehension (pp. 10–12) main gist, Implied Meanings, key words	Speaking and Listening (pp. 12–13) argument, debate	Vocabulary (pp. 13–14) words associated with the human internal body system and function, Prefixes, Spelling	Writing (pp. 16–17) Expository Essay
				Grammar Structure (pp. 14–15) Nouns and Noun Phrases	

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: blend two Consonants at the beginning of a Sentence and pronounce them correctly, take part in a group discussion and present findings to the class

Reading And Comprehension: identify the Topic Sentence in each paragraph, work out the answers to questions related to a text, follow instructions

Vocabulary: name the internal organs, state their functions and where they are located in the body, use Prefixes to make new words, use Prefixes to create Antonyms, use a dictionary to check the Spelling of words and explain their meaning

Grammar Structure: identify the different types of Nouns and use them correctly in Sentences, use nominalised Parts of Speech in a Sentence

Writing: describe the style of an Expository Essay, write an Expository Essay

Resources

Student's Book (pp. 10–17)

Magazine articles aimed at young adults, articles from health magazines or newspapers about health issues, especially issues that concern young adults such as brain development and HIV

Dictionaries

Teacher's Guide

Speaking And Listening

Activity 1 (SB p. 10)

Read the words to the class. Repeat this three times. Then, listen while the class or groups repeat the words. Monitor that all students are pronouncing the Consonant blends correctly, as one sound.

Activity 2 (SB p. 10)

Students can complete this question orally, to have more practice at pronouncing the Consonant blends correctly.

This is an ideal question for students to complete in writing for homework.

Answers

- | | | |
|-----------|----------|----------|
| a) stamp | b) gleam | c) brush |
| d) sneeze | e) blink | f) clap |
| g) trunk | h) front | i) click |
| j) scar | | |

Reading And Comprehension

Activity 3 (SB pp. 10–12)

Introduce this question by asking students to 'brainstorm' any facts that they know about the brain. Talk about the word 'brainstorm'. It means to note any and all information that you think of.

Point out that it is a Compound word, formed from 'brain' used literally and 'storm' used figuratively.

Then read the article to your class, or ask five selected students to read one paragraph aloud. Stop at the end of each paragraph and ask students to identify the Topic Sentence or main idea.

If your class is weak at Reading And Comprehension, answer the questions orally first.

Do not give students the answers. Instead, prompt them and assist them until they are able to work out the correct answers themselves.

Then, students should then write down the answers, working alone.

These questions require students to think carefully about the instructions given. Remind them to follow the instructions accurately.

Answers

- D (Point out that this is the best answer, although all of the other answers also apply to the article.)
- B
- Their intellectual development and their feelings are affected.
- T
- F
- Active synapses develop a coating called 'white matter'. Inactive synapses disappear.
- movement
- Think before you do something.
- Yes
- Adolescents sleep later but, as they still need a lot of sleep, they can become sleep-deprived. This causes problems with concentration, depression and physical health.
- No. (Point out that the answer to this question is not given directly. Instead, students need to work it out from the information included in the last paragraph.)

Speaking And Listening

Activity 4 (SB pp. 12–13)

Introduce the topic by asking students what the best advice is that they have received recently.

Divide the class into groups of about five students. They will discuss and select useful advice that their peer group might find useful. Revise the procedure to be followed in this and all subsequent group discussions:

- All group members must participate
- Groups should choose a chairperson
- The chairperson makes sure that no-one dominates or interrupts
- Students can disagree with each other, but they should do so politely

You have already used the brainstorming method to introduce the previous question.

Students will now use this again, to think of as many pieces of advice as possible.

Then each group discusses all the brainstormed ideas and selects the five most useful. They write down their five items using the given Sentence openers.

Answers

Accept any reasonable Sentences. For example:

- Teenagers should eat healthily.
- We recommend that teenagers exercise regularly.
- Young people ought to think about their future career choices and choose their school subjects accordingly.
- It is a good idea to get at least seven hours of sleep every night.
- Young people should never engage in behaviour that might lead to pregnancy or the transmission of STDs.

Vocabulary

Activity 5 (SB p. 13)

Revise the terms 'Synonym', 'Abbreviation', 'Antonym' and 'Prefix'.

Answer the questions orally with the class.

Then students can complete the answers in writing as homework, to consolidate the Vocabulary.

Answers

- changes, developments
- three-dimensional
- impulsive (Many students will answer 'careless'. Point out that they are required to choose a word from paragraph 3.)
- inability (If students answer 'disability', point out that in the context of the paragraph, the correct answer is inability.)
unsophisticated
unemotional

Activity 6 (SB p. 14)

Begin by revising the meaning of the word 'hygiene'.

Then read the paragraph aloud, asking selected students to supply the correct answers.

Students can then consolidate their knowledge by writing the correct answers for homework.

Answers

- | | | |
|------|------|------|
| a) B | b) D | c) A |
| d) D | e) A | f) C |
| g) D | h) A | i) C |
| j) A | | |

Grammar Structure

Activities 7 and 8 (SB p. 15)

Students will have worked with Nouns before, so you should be able to treat this section quite quickly, as revision.

Read the definitions of the different categories of Nouns.

Pay particular attention to the last definition, of Nouns that look like Verbs. These are also called Gerunds, although students do not need to know that word.

You can use the text from Activity 8 to have a class discussion about career opportunities. As students are in the final phase of their school education, they will benefit from discussing careers and tertiary study whenever possible.

Answers

- body (Common Noun), nourishment (Abstract Noun, although it can also be classified as a Common Noun), food (Common Noun), water (Common Noun)
 - squad/athletics squad (Collective Noun/Compound Noun), practices (Common Noun), Wednesday (Proper Noun)
 - sportspeople (Collective/Compound Noun), self-discipline (Abstract/Compound Noun)
 - vitamins (Common Noun), protein (Common Noun), strength (Abstract Noun), bones (Common Noun), systems (Common Noun)
- If you are particularly interested in how the human body works, there are many careers suited to you. You could become a nurse or a doctor and help to cure people of diseases or

injuries. Those interested in sport or fitness could become trainers, coaches or physiotherapists. You could also think about careers to do with appearance, such as modelling, clothes designing, photography and make-up.

Writing

Activity 9 (SB p. 16)

Use the notes in the Student's Book to discuss the features of an Expository Essay.

Make copies of the Student's Self-Evaluation Checklist: Expository Essay on page 10 of this Teacher's Guide, or write the Checklist on the board and ask students to copy it into their exercise books. Use it to consolidate the discussion you have had on the basis of the information in the Student's Book. Ensure that students understand the requirements: focus, structure of content, expository techniques, and correct Grammar, Spelling and Punctuation.

Point out that any Paragraphs or essays students write in subjects such as history or science are also expository texts.

Read through the sample essay plan on the topic: 'Controlling HIV/Aids in Nigeria'.

Make sure that students understand that this is just the outline of the essay, sorting out what facts will be included in each Paragraph.

The essay itself would be longer, using the ideas given in the outline.

Discuss what research would need to be done, and how students could do this.

Then have a class discussion about the topic that students will write about: 'How to manage the population explosion in Nigeria'.

Ask students to think of some ideas. Prompt them to think beyond the obvious ideas. For example, they could think about ideas such as the cost of education of children, and the factors that influence people to delay starting their own families.

Students should, of course, do some research into population figures in Nigeria.

Also read through the list of useful Phrases that students should use in their writing.

Evaluation

Student Self-Evaluation: Students can use the 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 3

Health

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 18) Consonant Clusters, three Consonants in initial position	Reading And Comprehension (pp. 19–20) main gist	Vocabulary (pp. 20–21) words associated with health and human internal body system and function, Nouns, Adjectives, Abbreviations	Grammar Structure (p. 22) Noun Phrases	Writing (p. 23) Summary
				Speaking And Listening (p. 23) group discussion, argument, debate	

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: identify three Consonants at the beginning of a word and pronounce them correctly, take part in a class discussion

Reading And Comprehension: identify the main idea in a text, answer questions related to a text

Vocabulary: name and explain the function of the organs, state where they are located, make Sentences using these words, recognise Nouns and Adjectives associated with Health

Grammar Structure: identify the features of a Noun Phrase and list its form, position and function, use Noun Phrases correctly in Sentences

Writing: read and discuss a passage, identify the Topic Sentences in each paragraph, write a Summary

Resources

Student's Book (pp. 18–23)

Magazine articles aimed at young adults, other relevant articles about adolescent health
Pamphlets from health organisations about adolescent health issues

Dictionaries

Teacher's Guide

Speaking And Listening

Activities 1 and 2 (SB p. 18)

Introduce this question by writing 'school', 'strong', 'scream', 'three' and 'Christopher' on the board,

Ask the class to read them aloud and to work out what they have in common – i.e. that they start with three Consonant blends.

Read the words from the Student's Book to the class.

Repeat them three times. Point out that the words in Activity 1 have three Consonant sounds. The words in Activity 2 have three Consonants, but two Consonant sounds.

Then listen while the class or groups repeat the words. Monitor that all students are pronouncing the Consonant blends correctly.

Activity 3 (SB p. 18)

This question consolidates the pronunciation and the vocabulary of the words used in Activities 1 and 2.

First, complete the Sentences orally, working as a class or in groups.

Then students can write the answers, working alone.

Answers

- Nurses scrub their hands clean before they treat a patient.
- If you have a splinter of wood in your skin, take it out with tweezers, or go to a clinic.
- A sore throat is a symptom of many things, such as a cold or flu.
- A sprint is a short, fast run.
- The word sphere has two meanings: a round shape and an area of interest.

Activity 4 (SB p. 18)

Read each row of words aloud, or ask a good reader from your class to do so.

Read the rows as many times as necessary until all students can identify the repeated sounds.

First, complete this question orally.

Answers

- | | | |
|------|------|------|
| a) D | b) A | c) C |
| d) D | e) B | |

Reading And Comprehension

Activity 5 (SB pp. 19–20)

It is important to treat the topic of HIV testing in a sensitive manner.

Do not ask any students to disclose whether or not they have been tested or what their status is.

Also be aware that some students in your class may well have family members who are HIV-positive.

Introduce this question with a short class discussion of how it is important for all people to know their status.

Talk about how knowing your status can help to make decisions that will keep you negative, or that will keep you healthy if you are positive. In the discussion, emphasise that HIV can be managed.

Then move on to the reading text.

First, ask students to identify the sub-headings in the text. Encourage them to skim-read sub-headings in order to predict the sorts of information that they will read.

Then, ask nine students to read aloud one paragraph each.

Read the instruction for the questions, and check that students understand that they have to do two things: choose True or False, and then quote or rewrite accordingly.

Answers

- False. An HIV test measures the number of antibodies.
- False. An Aids test measures the number of CD4 cells.
- True. 'You must go back to be tested after about three months for a second test, to make sure'.
- False. HIV-negative people have a CD4 cell count of between 500 and 1500.
- False. Anti-retroviral drugs cannot cure Aids, although they do fight diseases.
- True. 'Their immune system will try to fight the infection, by producing 'antibodies'.'
- True. 'You must go back to be tested after about three months for a second test, to make sure.' (Point out that the repeat test is recommended whether you initially test positive or negative. Many people think that it only applies if you test negative.)
- False. ARVs are anti-retroviral drugs.
- False. There are no visible signs of illness at first.
- True. 'All the donated blood is tested for HIV, so that the blood used is safe.'

Vocabulary

Activity 6 (SB pp. 20–21)

Spend about ten minutes reading the names of the various organs, and asking students to tell you what they know about each organ. For example, elicit from the class that the stomach is the organ that digests food, that it contains acid, and that it can easily be infected by bacteria.

Listen while students pronounce the names of the organs, and correct them as necessary.

Then students can work alone to complete Sentences a) to h). They can use the diagram to help them work out any answers that they do not know.

Answers

- Air is breathed in and out of your lungs.
- The intestine is the long tube-type organ that connects the stomach and the bowel.
- The kidneys filter your blood, removing waste products and forming urine.
- Your bladder controls urination.
- The heart pumps blood around your body.
- Food is digested in your stomach.
- The spleen is an important but not well-known organ that develops antibodies.
- If your body has poisons such as alcohol, your liver will help to process these out of your system.

Activity 7 (SB p. 21)

This activity requires students to group Vocabulary into three different groups.

Remind students that the words in the first two columns are Nouns, and in the last column the words will be Adjectives.

Use this activity to encourage students to use a dictionary to look up any words that are new to them.

Answers

Health Workers	Words That Name Or Describe Diseases And Injuries	Words That Describe Patients
doctor, nurse, radiographer, matron, porter, gynaecologist, surgeon, herbalist, family doctor	diabetes, high temperature, TB, HIV/Aids, flu, STDs, broken bones, asthma, malaria, dysentery, cough, contagious diseases, measles	well, dizzy, sore, convalescing, sickly, nauseous, better, painful

Activity 8 (SB p. 21)

Explain that there are different kinds of Abbreviations or shortened forms of words. Shortened words: such as exam

Initial letters, such as CD (compact disc)
Acronym: Initial letters pronounced as a word, such as UNESCO (United Nations Educational, Scientific and Cultural Organisation)

Students should be able to find the Abbreviations easily.

Answers

- a) flu
- b) STDs
- c) HIV/Aids
- d) TB

Grammar Structure

Activity 9 (SB p. 22)

Use the notes to explain what Noun Phrases are.

Complete this exercise orally first. Then students can consolidate their knowledge by writing the answers.

Answers

- a) The clinic offers free HIV testing and counselling.
- b) I have seen the doctor.
- c) Some very successful people live long lives despite being HIV-positive.
- d) The doctor has given me treatment for my illness.
- e) I don't know the symptoms of tuberculosis.
- f) All of your organs can be affected if you have an infection.
- g) A healthy diet is important if you are HIV positive.
- h) The best defence against malaria is to avoid being bitten by mosquitoes.
- i) She is very fit, despite being over 80 years old.
- j) The matron is the nurse with the badge on her uniform.

Speaking And Listening

Activity 10 (SB p. 23)

Remind the class of the procedures they should follow in a group discussion.

Divide the class into groups of five or six.

Make sure that they choose a different chairperson so that, during the course of the term, all students will have a chance to chair a discussion.

Point out that this discussion includes two parts. The first is a narrative account of a personal experience. This should last between one and two minutes.

Then the discussion becomes more analytical, with students suggesting how health facilities can be improved.

Tell students that when you evaluate their narrative accounts, you will be considering their ability to:

- a) tell the story in the correct sequence/order
- b) tell the story without hesitation
- c) use correct pronunciation, and stress and intonation.

Evaluation

Teacher Evaluation: You can use the following Rubric: Speaking And Listening (Oracy Skills): Narrating, Pronunciation and Stress and Intonation on p. 13 of this Teacher's Guide

Writing

Activity 11 (SB p. 23)

Read the text aloud to the class, or ask three students to read aloud one section each.

Choose different students from those who read aloud in Activity 4.

After reading the text, have a few minutes of class discussion.

Ask students what new information they have read in this text.

If you have time, you could also ask the class to offer insights into why, despite the fact that many people have adequate information about HIV, so many still put themselves at risk of contracting the virus.

Ask them for suggestions about what can be done differently to change people's behaviour.

Then students can write the summaries. Students can use the Student's Self-Evaluation Checklist you provided in Module 1 to guide their summary writing.

Answers

Aids (Acquired Immune Deficiency Syndrome✓) is the illness caused by HIV✓. HIV weakens the immune system✓, leaving people vulnerable to a range of diseases✓ that are part of the Aids syndrome✓. Unlike when first HIV-positive✓, Aids patients can look very ill✓. Aids symptoms include skin problems, weight loss and infections✓. However, these symptoms can be caused by other conditions✓.

If you have been exposed to HIV, you should be tested.✓

(70 words)

Evaluation

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

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

MODULE

4

Buildings

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 24) /d/ and /t/ sound	Reading And Comprehension (pp. 25–27) main gist, implied meaning	Speaking And Listening (p. 27) argument, debate	Vocabulary (pp. 27–28) Spelling, expressions	Writing (p. 28) Summary
				Grammar Structure (pp. 28–29) Relative Pronouns	

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: identify the /d/ and /t/ sound, speak fluently and convincingly in a debate or argument

Reading And Comprehension: recognise the main points in a text, answer questions about a text, make notes from a book they have read, identify Implied Meaning for context

Vocabulary: use a dictionary to check the Spelling and meaning of words, use the words correctly in Sentences

Grammar Structure: identify Relative and Demonstrative Pronouns, explain their positions and functions in passages and use them in Sentences

Resources

Student's Book (pp. 24–29)

Magazine articles aimed at young adults

A recent property supplement from a newspaper to show students other examples of buildings,

The novels *Things Fall Apart* and *Americanah*

Dictionaries

Teacher's Guide

Speaking And Listening

Activity 1 (SB p. 24)

Introduce this exercise by asking the class to tell you the difference between the words 'bed' and 'bet'; 'bend' and 'bent', as well as 'sat' and 'sad'.

Once they have all been able to distinguish the final /d/ and /t/ sounds, move on to the words listed in the Student's Book.

Read the words to the class. Repeat this three times. Then listen while the class or groups repeat the words.

Monitor that all students are pronouncing the final Consonant sound correctly.

Activity 2 (SB p. 24)

This question consolidates the work from Activity 1.

First, work through it orally, which will give students more opportunity to practise the correct pronunciation.

Then, students can write down the answers as a homework exercise.

Answers

- Last year we lived in a flat on the fourth floor of a large building.
- I have a plot of land on which I want to build a house.
- He sighed with frustration.
- To plod is to walk heavily and slowly.
- That very tall office block has a lift to take people to the upper floors.
- My grandfather built his own house when he was 30 years old.
- He mixed the cement to mend the crack in the wall.
- We were glad when we got our own piece of land.
- The construction workers are at the building site.
- The bank lent her the money to buy a house.

Evaluation

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

Reading And Comprehension

Activity 3 (SB pp. 25–26)

Things Fall Apart is one of the classic novels of English literature, so use this exercise to encourage students to read the novel, if they have not already done so.

Introduce this extract by asking any students who have been to traditional housing compounds to describe these to the rest of the class.

Then, read the extract aloud, or ask a good reader to do so.

Discuss the illustration to help students to picture the compound. Note that students will write the labels for the diagram in Question g).

Then, give students about 20 minutes to write the answers to the questions.

If necessary, remind students how to approach answering multiple-choice questions: identify any answers that are clearly wrong, and then choose the BEST answer, not the first answer that seems correct.

Answers

- | | |
|------|------|
| a) C | b) A |
| c) B | d) D |
| e) A | f) D |
- g) main hut, wives' huts, barn, medicine hut, goat shed, gate, compound wall

Activity 4 (SB pp. 26–27)

Introduce the topic by explaining that this text describes a house that is very different from the structures in the Achebe extract.

Then read the text aloud, or ask a good reader to do so. Do not choose the same student who read the text in Activity 3.

Discuss the questions orally, as they require inference, so students might find them difficult.

Then, students can work alone to write the answers.

Answers

- No. The extract describes the first time she saw her aunt's house. Also, she was 'fascinated' by it, which means it was new to her.
- hot running water, a shower, tiles
- Ifemelu was so impressed that she suggested making a dress with the curtain fabric.
- noiselessly
- She wanted to watch satellite television programmes with her friends.

Speaking And Listening

Activity 5 (SB p. 27)

This question requires students to compare the texts they read in Activities 3 and 4, so it might be quite difficult for weaker students. Therefore you might like to complete the question orally first, either in groups or as a class.

Then students can write the answers on a copy of the table.

Answers

	Okonkwo's House	Aunty Uju's House
Advantages	<ol style="list-style-type: none"> the whole family can live together crops and animals farmed to provide for the family 	<ol style="list-style-type: none"> modern has electricity
Disadvantages	<ol style="list-style-type: none"> no electricity no running water 	<ol style="list-style-type: none"> not enough room for a large family expensive

Evaluation

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

Vocabulary

Activity 6 (SB p. 27)

Begin by explaining that all countries and regions have English expressions and vocabulary use unique to that area.

Stress that these expressions are not wrong, although they are not standard English.

Then, answer the questions orally with the class.

Answers

- No/Oh no
- Good morning/How are you?/Have a good day
- You've picked up weight.

- I will message you/I will text you
- It means to give birth. Other ways to say this include: 'She has had a baby' and 'She has given birth'

Activity 7 (SB p. 28)

Explain that this text is about safety regulations and procedures on building sites.

Ask students to tell you about some of the things that can go wrong on building sites. Refer to recent well-known examples of buildings not being well-built, such as the collapse of a church in Lagos in September 2014.

Then complete the exercise orally with the class.

Students can write down the answers for homework in order to consolidate the Vocabulary.

Answers

- | | | |
|------|------|------|
| a) A | b) B | c) D |
| d) A | e) B | f) D |
| g) C | h) D | i) A |
| j) B | | |

Grammar Structure

Activities 8 and 9 (SB pp. 28–29)

Many students studying English have difficulty in using Relative Pronouns correctly. It is not important for students to know the term 'Relative Pronouns', and in fact the term itself can be confusing as students often think that they are Conjunctions. The important thing is for students to understand that the words join Relative Clauses to Main Clauses, and that they understand when to use the different Relative Pronouns.

If your class finds this work confusing, you can complete the questions orally, then students can revise by producing written answers for homework, working alone.

Answers

- I signed a contract with the builder who was building my house.
 - What I admired about the house is all its modern features.
 - Houses that do not have proper foundations are not safe.

- d) The dangers that construction workers face include injuries from lifting heavy objects.
- e) The family whose house is being repaired are living in a hotel temporarily.

Activity 9 (SB p. 29)

- a) The house which he built was very strong.
- b) I like houses that have lots of windows.
- c) This is the builder who will repair the cracked wall.
- d) The subjects which a builder needs to study include design and engineering.
- e) We thanked the man who had put out the fire.

Writing

Activity 10 (SB p. 29)

Start this exercise by asking students to describe the types of buildings in the Summary text.

Then read the text aloud, or ask a skilled reader to do so.

Students will then write a Summary. Point out that they need to use full Sentences, not point form.

Before students write the summary, ask them to list the key features of a summary that were referred to in the Student's Self-Evaluation Checklist: Summary on page 11 of this Teacher's Guide, and which they used in Modules 1 and 3.

Write the checklist on the board (correcting students' contributions as needed).

Answers

Detached houses are separate units✓, possibly multi-storied✓ with gardens✓. Semi-detached houses are joined to one or more other houses✓. Duplexes have two stories✓; triplexes or townhouses have three✓. Apartments or flats are units in large blocks✓, without shared rooms✓ but with a shared garden✓. Mini-flats or bachelor apartments✓ have combined lounges and bedrooms✓. Bed-sits are single rooms✓ in a house✓. Penthouses are up-market✓ top-floor apartments✓.

(65 words. Students are allowed 80 words.)

Marking

There are 15 points ticked in the sample summary above. Students should include all of those points.

Then allocate a mark out of five for the correct use of language, Sentence structure and Spelling.

This will give you a total of a mark out of 20.

Evaluation

Before students begin their writing exercise, ask them to list the key features of a Summary according to the Student's Self-Evaluation Checklist: Summary on page 11 of this Teacher's Guide, which they also used in Modules 1 and 3. You can write the Checklist on the board again (correcting students' contributions where necessary).

MODULE 5

Talking About Governments

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (pp. 30–31) answer questions, Unstressed Vowels	Reading And Comprehension (pp. 31–33) main gist, implied meaning	Vocabulary (pp. 33–34) Suffixes, Prefixes, Spelling	Grammar Structure (pp. 34–35) Modal Verbs	Writing (p. 35) Argumentative Essay

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: answer questions from a passage, listen attentively and give details/examples, identify the Unstressed Vowel sounds, pronounce and write them correctly

Reading And Comprehension: identify the main point of a passage and use them correctly in Sentences of their own, read critically for faulty reasoning and misleading statements

Vocabulary: use Prefixes to create new words and Antonyms, use Suffixes to generate new words and use in Sentences, use a dictionary to check Spelling and meaning of words

Grammar Structure: identify Modal Verbs, negative forms and Abbreviations

Writing: explain the features of an Argumentative Essay, write an Argumentative Essay

Resources

Student's Book (pp. 30–35)

Current newspaper articles about different levels of government, including national and local structures

Dictionaries

Teacher's Guide

Speaking And Listening

Activity 1 (SB p. 30)

Introduce this question by saying the words 'Nigeria', 'Africa', 'secondary' and 'comfortable'. The class should say the words with you.

First check that all students are able to identify the Stressed Syllables.

Then check that, from the Unstressed Syllables, they can identify those that have the /uh/ Vowel sound. For example, in the word 'Nigeria'. the second Syllable /ge/ is Stressed. The first Syllable is pronounced with a clear /i/ sound, not the /uh/ sound that you are teaching in this lesson.

Read the words listed in the book to the class. Repeat this three times. Then, listen while the class or groups repeat the words.

Activity 2 (SB p. 30)

This activity provides extra practice at identifying Unstressed Vowel sounds.

First, complete the exercise orally. Then students, working alone, can write down their answers.

Answers

The Unstressed Vowels are underlined

a) D chicken

b) A Abuja

c) C democracy

(Point out, as a matter of interest, that in the word 'democratic', the Syllable /cra/ is Stressed.)

d) D Africa

e) D undergo

Activity 3 (SB p. 30)

Students should read these words aloud in groups, while you walk around and monitor that they are all pronouncing them correctly.

If you decide they need more practice, then ask them to write the words down and underline the Silent Vowels.

Answers

a) governed

b) guessed

c) tongue

d) business

e) vegetable

Activity 4 (SB p. 31)

Introduce this topic with a short discussion about the different systems of government.

Ask students to think of monarchies (England, Swaziland); democracies (Nigeria, South Africa) and countries where one family or group rules (North Korea).

Then, read the following text aloud to the class once.

Listening Text

There are many different types of government. Many countries, including Nigeria, follow the system of democracy. This means that all adult citizens vote to elect the government. The

government usually has a limited term of office, often four or five years. After that the country holds new elections.

In an autocracy, only one party or person governs, and there are no elections. This system is similar to a dictatorship, where one group or person rules and does not allow any opposition parties.

Countries that are ruled by a king or a queen are called monarchies. There are very few of these left in the world. However, there are countries that have a system called constitutional monarchies. Some examples are the United Kingdom, Sweden, Lesotho and Spain. These countries have elected governments, and they also have monarchs whose powers are limited by law.

An oligarchy is a government by one group, religion or family. The ruling group has an elite position in society, and does not allow any opposition.

Military rule means government by an army. The opposite of this is civilian rule, where the government is made up of non-military people. In most democracies the army is under the control of the government.

Give students about two minutes to read the questions. Then, read the text again.

This method will develop the ability to listen for specific information.

You can either take in the answers for marking, or ask students to swap books and correct each other's work, while you explain the correct answers below.

Answers

- democracy
- Voters must be adult and must be citizens of the country.
- It is the number of years for which governments are elected.
- autocracy, dictatorship
- a member of the royal family/a king or queen
- Constitutional monarchies have democratically elected governments, and then they have royalty who have limited powers, or who are largely ceremonial.

- Accept any correct answer: United Kingdom, Sweden, Nigeria
- military rule
- civilian rule

Reading And Comprehension

Activities 5 and 6 (SB pp. 31–33)

Introduce the topic by making sure that students understand what a debate is, as the text they will read here is a speech from a debate.

Stress the following features of a debate:

- It is similar to an Argumentative Essay
 - It presents an opinion
 - The opinion is backed by logic and fact
 - It attempts to persuade the listener/reader to agree with the speaker's point of view
 - It is formal in style
- Next, ask two students to explain briefly what a dictatorship is, and what a democracy is

They should be able to answer the questions from their general knowledge and from the listening text in Activity 4.

Either read the text aloud to the class, or ask a student with good reading skills to do so. The text should be read as if it were being presented orally in a debate.

Discuss the annotations to the text with the class.

Point out to students that they will write a similar text later in this Module, so they should pay attention to the structure and development of the essay.

Then students can answer the questions in writing.

Answers

- dictatorship and democracy
- The rulers of dictatorships are in power for longer than in democracies.
- The decision makers do not need to consult many other people.
- In democracies, politicians are sometimes elected on the basis of their lies and false promises.
- Groups that are more than 50% of a population.

- f) Groups that are small, less than 50% of a population.
- g) dictatorships
- h) Accept any well-written answer. For example, students could disagree with the first paragraph, arguing that there is no evidence that citizens of dictatorships benefit from their governments being in power for longer. In fact, dictatorships are more likely to implement policies that will protect the interests of the ruling group, and of the military that keeps them in power.
- i) Yes, the introduction is clear. Each paragraph deals with a separate point and has a Topic Sentence. The conclusion ties together the main argument of the essay. The writer expresses his/her opinion clearly, and backs up those opinions.

Evaluation

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

Vocabulary

Activity 7 (SB p. 33)

Remind the class of the roles of Suffixes and Prefixes.

A Prefix goes before a root word, and often changes the meaning.

A Suffix goes at the end of a root word, and often it determines the Part of Speech.

Answers

- a) autocracy
- b) democracy
- c) dictatorship
- d) constitutional
- e) government
(Point out the correct Spelling here, as this is one of the words that is most commonly misspelt)
- f) election
- g) Civilian
- h) undemocratic

Activity 8 (SB pp. 33–34)

Begin with a short class discussion about women and voting. Ask students what they know about the history of the right of women to vote.

Depending on your class, you could also have a discussion on why women should have the right to vote.

Then read the text and ask selected students to provide the answers orally as you read.

Students can consolidate their knowledge by writing down their own answers for homework.

Answers

- a) C b) A c) D
- d) C e) B f) D
- g) B h) C i) D
- j) A

Grammar Structure

Activity 9 (SB p. 34)

Introduce this activity by writing the following Sentences on the board.

- You must write an essay this week.
- You might write an essay this week.
- You could write an essay this week.
- You ought to write an essay this week.

Ask students to explain the difference between the Sentences. Then explain that these are Modal Verbs. They determine the 'Mood' of the Verb.

In this instance, 'Mood' does not relate to emotions. Instead, it is a Grammar term that refers to differences in Verb meaning. Make sure that students are able to use all the Modals in the negative, both in full and abbreviated.

Here is a list of the correct Spellings of the Abbreviations:

- mustn't
- shouldn't
- couldn't
- won't
- can't

Then students can answer the questions in writing.

Answers

- All adult citizens can vote in an election.
- Politicians ought to keep the promises they make during campaigns.
- Every voter must have proof of identity when they vote.
- The votes will be counted by election officials.
- Every citizen should vote, to keep our government representative.
- I will vote when I am 18 years old.

Activity 10 (SB p. 35)

This activity follows on from Activity 9. It is more challenging as students have to identify mistakes in Modal Verbs, and correct them.

If your class is likely to struggle with this, then first complete it orally as a class.

Then students can revise by writing the answers for homework.

Answers

- Your vote ought to be secret.
- Nobody should vote more than once./People shouldn't vote more than once.
- In a democracy, all adult citizens can vote.
- The president can speak at the rally.
- All parties should respect religious and personal freedom.
- I should have listened more carefully.

Writing

Activity 11 (SB p. 35)

It will be useful for students to have a short class discussion on the advantages and disadvantages of civilian and military rule. There are some points provided in the Student's Book.

Encourage students to think of other points to add to the discussion.

Then students need to decide what their own opinion is, and plan an essay.

They should follow the process outlined, and hand in their plan and draft, so that you can check that they are using the process approach effectively.

Make copies of the Student's Self-Evaluation Checklist: Argumentative Essay on page 10 of this Teacher's Guide. Give students the checklists so that they can check their essays before they hand them in. Alternatively, you can write the checklist on the board.

Evaluation

Make copies of the Student's Self-Evaluation Checklist: Argumentative Essay on page 10 of the Teacher's Guide, which students can use to check their Essays before they hand them in. Alternatively, you can write the checklist on the board.

MODULE 6

Social Media

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 36) five-Syllable words, six-Syllable words	Reading And Comprehension (pp. 37–39) summarising, implied meaning	Grammar Structure (pp. 39–40) Noun Plurals, Collectives	Writing (p. 41) Summary	Writing (p. 42) writing an e-mail
	Vocabulary (p. 36) Spelling				

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: identify which Syllable is stressed in a five-Syllable word, use five-Syllable words correctly in writing and in speech, identify a six-Syllable word

Vocabulary: use a dictionary to check the Spelling of a word, explain the meaning and use correctly in Sentences

Reading And Comprehension: explain what an argument means, find information to support their argument, identify the Topic Sentence in paragraphs, use their own words to write a Summary, explain what Implied Meaning is and use it in Sentences

Grammar Structure: identify Nouns that have Singular and Plural forms, use the correct Verb Concord

Writing: explain the features of an e-mail, write an e-mail

Resources

Student's Book (pp. 36–42)

Examples of social media sites such as Facebook, including those available on cell phones and computers

Examples of e-mails

Dictionaries

Teacher's Guide

Speaking And Listening

Activity 1 (SB p. 36)

Read the words from the Student's Book to the class. Repeat this three times. Then, listen while the class or groups repeat the words. Monitor that all students are stressing the correct Syllables.

Note that most of the words have four or five Syllables, while 'digitalisation' is a six-Syllable word.

Evaluation

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

Vocabulary

Activity 2 (SB pp. 36–37)

This activity consolidates the new words that students used in Activity 1.

This time, the focus is on meaning rather than pronunciation.

Complete the activity orally first, so that students have another opportunity to check their pronunciation.

Then, working alone, students write down the answers, possibly for homework.

Answers

- Capitalism is the economic system where, in theory, everyone can earn money.
- You can find out information by reading books or by using the Internet.
- Each individual has different fingerprints.
- Many banks are computerised now, so transactions are done very quickly.
- The infrastructure of a town includes the roads, water and buildings.
- Speaking, writing and body language are all forms of communication.
- I had a conversation with my parents about whether or not I could go to the concert.
- When the school introduced digitalisation of the records, we could get rid of the old filing cabinets.
- Livestock and crops are two types of agricultural activity.

Reading And Comprehension

Activity 3 (SB pp. 37–39)

Introduce the topic by asking students to mention what social media they use.

Then read the article in the Student's Book aloud to the class, or ask a student with good reading skills to do so.

These questions are quite challenging. If your students struggle with comprehension activities, you should first discuss the questions, then they can consolidate their knowledge by writing down their own answers.

Note: The first question gives students a model of a Summary, while the second asks students to summarise paragraph 4. So, there is a

strong emphasis on identifying the point of view and the main facts.

Answers

- a) C, F, B, D, A, E, G
- b) Social media gives fast access to world events and research. (This point is given as an example in the Student's Book.)
Any four of the following five points are correct.
 - It assists unemployed youth to find employment.
 - It provides marketing opportunities for young business people.
 - Students can use social media to assist with assignments.
 - Youth can use social media to think critically about government.
 - Social media campaigns can address a variety of issues.
- c) Your personal information could be used by criminals. It is potentially dangerous to become friendly with people you do not know.
- d) Girls are statistically more likely to be the victim of abuse than boys are.
- e) D

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 to read 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 Structure

Activity 4 (SB p. 40)

Use the notes in the Student's Book to revise the different ways of forming Plurals.

Make sure that students understand the difference between regular and irregular forms.

Students will have worked with Plurals in previous years, so you should be able to treat this activity as revision.

Encourage students to use dictionaries to look up any Plurals that are unfamiliar to them.

Answers

- a) cities
- b) boys, girls
- c) matches
- d) crosses
- e) plays

Activities 5 and 6 (SB p. 40)

These two activities build on the basic revision done in Activity 4.

This time, students look at words that can have either a Singular or Plural use, and at the correct Verb Concord to use with those forms.

Use the notes to teach the basic concepts. It might also be useful to revise the terms 'Countable' and 'Uncountable' Nouns.

Words such as 'computers', 'bottles' and 'people' are Countable. Words such as 'happiness' and 'milk' are Uncountable, and so they are treated as Singulars.

Answers

5. a) their
- b) its (Use this opportunity to explain the difference between 'its' and 'it's'.)
- c) use (Explain that the Pronoun 'we' can be substituted for 'Our class'.)
- d) its
6. a) Athletics is a collection of sports including track and field events.
- b) Jeans are made of denim, and are hard-wearing.
- c) Violence is unacceptable in schools or homes.
- d) Happiness is only possible when children have enough food and love.

Writing

Activity 7 (SB p. 41)

Begin by asking the class to list the different reasons they use computers and the Internet.

Then read the article aloud. Stop at the end of each paragraph and ask selected students to identify the topic of that paragraph.

This will help students to summarise mentally as they go.

Then students can read the article again silently to themselves and write their Summary.

Answers

Proportionally more ✓ Nigerians use the Internet than other African nation ✓, especially youth between 10 and 24 years old ✓, and middle-class people ✓. They use either hand-held devices ✓ or computers ✓. They use social media ✓, with women checking their Facebook accounts more than men do ✓. E-mails and texts are used for communication ✓. Online news sites are popular ✓, allowing for interactive commenting ✓. Internet business and commerce are also increasing ✓. (65 words)

Evaluation

There are 12 points ticked in the model summary above. Allocate a global mark out of three for Language and Spelling. This will give you a total of 15 marks.

Activity 8 (SB p. 42)

The ability to use Internet technology is important for all school leavers. Therefore it is important that students are able to transfer their ability to write formal and informal letters to formats such as e-mails.

Read the sample e-mail, and the accompanying notes.

Then students write their own e-mails.

If your class is familiar with using e-mail, then this should be a simple revision activity. If not, then preferably show them a real e-mail programme and examples.

You can use also teach the differences between e-mails and letters by referring to and adapting the Student's Self-Evaluation Checklist: Formal And Informal Letters on page 11 of this Teacher's Guide as a whole-class activity. Students can use this adapted checklist to check their work before submitting it.

Evaluation

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

MODULE 7

Marriages And Ceremonies

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 43) making toasts	Reading And Comprehension (pp. 43–45) making notes, Summarising, Topic Sentence	Writing (p. 46) paragraph	Grammar Structure (p. 47) Nominalisation, Adjectives	Writing (p. 48) Summary
			Vocabulary (p. 46) Suffixes		

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: propose toasts or give speeches appropriate to an occasion, stress important words in a speech

Reading And Comprehension: make notes, outline and summarise the main idea from a book read, identify the Topic Sentence from a paragraph, write a Summary in their own words

Vocabulary: use Suffixes to generate words

Grammar Structure: recognise how to turn Verbs and Adjectives into Nouns, use Nominalised Parts of Speech in Sentences, form Complex Sentences using S-V-O structure

Writing: write an Argumentative Essay to express an opinion, explain the features of a speech, write speeches for different purposes

Resources

Student's Book (pp. 43–48)

Magazine or newspaper articles about marriage and weddings

Examples of toasts

Dictionaries

Teacher's Guide

Speaking And Listening

Activity 1 (SB p. 43)

Read the toast aloud once to the class while they listen with their books closed.

Then explain that the important words are underlined, and these are the words that should be stressed.

Use the notes in the Student's Book to explain the features of a toast. Students can follow in their books while you read the toast again.

Then the class can read it aloud together, while you listen and monitor that they are all using stress correctly. If your class is very large, then students can read aloud in groups of about eight, so that you can hear them all.

Activity 2 (SB p. 43)

Introduce this exercise by asking students whether any of them have ever had to make a toast or a formal speech.

Summarise the main features of a speech with reference to the Rubric for Speaking And Listening skills: Presenting a Speech on page 14 of this Teacher's Guide.

Then students write and present their own toast, using the example in Activity 1 as a model.

Evaluation

Teacher Evaluation: You can use the following Rubric: Speaking And Listening (Oracy Skills): Presenting A Speech on page 14 of this Teacher's Guide.

Reading And Comprehension

Activities 3 and 4 (SB pp. 43–45)

Introduce these activities by asking selected students to describe a wedding they have attended recently.

Then read the text aloud once. Explain to students that they need to make notes about the text. This process is very similar to summarising, except that the notes do not need to be in a flowing prose paragraph.

Students should copy the outline provided for them, and flesh it out with the necessary details.

Answers

Important features of engagements

- a) *most: families meet formally at bride's house*
(Example given in the Student's Book)
- b) dowry agreed on
- c) modern: proposal and acceptance

Features of traditional weddings

- d) colourful, with henna patterns
- e) specific traditions, e.g. Yoruba grooms identify brides
- f) ceremony at bride's house

Features of western weddings

- g) *bride usually wears white dress* (Example given in Student's Book)
- h) reception

Features of Islamic weddings

- i) men go to ceremony at mosque
- j) celebration feast, men and women attend

Features of civil marriages

- k) government registry office
- l) can celebrate with meal/party

Writing

Activity 5 (SB p. 46)

Here, students will express their own opinion in a paragraph about arranged marriages.

In this activity, you will need to be sensitive to the beliefs of the students in your class. If there are students who believe in arranged marriage, they should feel comfortable to express that opinion without being judged.

Ask the class to divide into two groups: those who agree with arranged marriages and those who do not. Then ask each group to think of reasons that support their stance. Students can then use those ideas in their written paragraphs.

Answers

Accept any well-written paragraph. The important thing is for students to use reasons to back up their opinion.

In addition, note for students in your feedback that a good paragraph captures the main idea in the first Sentence, and has sufficient and related supporting details.

Vocabulary

Activity 6 (SB p. 46)

Begin by getting students to identify that the four words listed in the activity are Verbs.

Then remind students that often we change the Suffix to change the Part of Speech. If your class will struggle with this activity, then first complete it orally.

Then students, working alone, can consolidate their knowledge by completing the activity in writing.

Answers

- a) introduction
- b) proposal
- c) identity/identification
- d) choice (Point out that here the Noun is a completely different word, it does not require a Suffix.)

Activity 7 (SB p. 46)

Explain that this paragraph continues the theme of exploring the advantages of arranged and independent marriages.

First, read the paragraph aloud, asking different students to provide the correct answers orally.

Then students can work alone to write down the answers.

Answers

- a) D
- b) A
- c) C
- d) A
- e) C
- f) D
- g) B
- h) C
- i) B
- j) D

Grammar Structure

Activity 8 (SB p. 47)

Students should know what Adjectives are, from their work in previous years.

So, you should be able to treat this as a simple revision exercise.

Use the notes in the Student's Book to revise the placing of Adjectives, as well as the Suffixes used to form them.

Note: this activity serves as an introduction to Degrees Of Comparison, which are dealt with in Module 8.

Answers

- a) accidental
- b) personal
- c) wonderful/wondrous
- d) beautiful
- e) photographic
- f) scientific
- g) alphabetical
- h) logical
- i) childish/childless
- j) homely/homeless
- k) useful
- l) powerful/powerless
- m) daily
- n) lazily
- o) funny
- p) dirty

Activity 9 (SB p. 47)

Complete some of the Sentences orally with the class, so that they understand how to do this exercise.

Then, students can work alone to make as many Sentences as possible.

Answers

Accept any correct sentences, such as:

- We are going to a traditional wedding this weekend.
- The groom wears a smart new outfit.
- Most wedding feasts include meat and cake.
- They practise regularly every day.

Writing

Activity 10 (SB p. 48)

Read the text aloud to the class. Stop at the end of each paragraph to ask a student to identify the topic or the Topic Sentence. This approach will help to keep students focused on the process of summarising as they read.

Then students work alone to write their Summaries.

Answers

Bride prices are common in Nigeria ✓, such as cash ✓, cattle ✓, engagement rings ✓ or other goods ✓. Occasionally women bring goods to marriages, called dowries ✓.

The students' Summaries should include three of the following four points:

Spouses take marriage seriously if they risk losing the money paid ✓. Dowries show respect ✓. Dowries encourage families to educate their daughters ✓. Young couples are less likely to marry impulsively if they need to pay money.

However, bride prices might trap couples in failed marriages as they cannot afford to lose the money ✓. Dowries reduce brides to an object to be sold ✓. The high cost of bride prices can discourage young couples from marrying ✓.

(95 words)

MODULE 8

Water, Water

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 49) Onomatopoeia, Idioms, Vowel sounds	Reading And Comprehension (pp. 50–51) Poems	Vocabulary (pp. 51–52) word modifiers	Grammar Structure (pp. 52–53) Adjectives, Adverbs, Degrees Of Comparison	Writing (p. 54) Scientific Report

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: listen to a poem for understanding, explain new words using a dictionary, explain the theme and the author's style, identify the tone and purpose and figurative expressions

Reading And Comprehension: paraphrase poems, explain key words and identify themes and features

Vocabulary: identify word modifiers, describe actions and events using appropriate words

Grammar Structure: identify Adjuncts and use them in Sentences, identify and use Adjectives and Degrees of Comparison

Writing: identify the format of a piece of technical writing, write a Scientific Report

Resources

Student's Book (pp. 49–54)

Articles about environmental issues

Glasses of water and pencils, to do the experiment in Activity 12

Dictionaries

Teacher's Guide

Speaking And Listening

Activity 1 (SB p. 49)

Introduce this activity by saying the words 'whisper' and 'shout' to the class.

Explain how each word sounds like the speech pattern it names, and that this is called 'Onomatopoeia'.

Then read the words to the class. Repeat this three times.

Next, listen while the class or groups repeat the words.

Monitor that all students understand that each word is Onomatopoeic.

Activity 2 (SB p. 49)

Read the three sayings or Rhymes.

Then the class can read them aloud with you.

Use the notes in the Student's Book to explain the sound effects used in each saying.

Activity 3 (SB p. 49)

Read the words in Column 1 aloud, at least twice. Then read each row.

Point out that words can have the same Vowel sound, even if they have different Spellings.

Select students who struggle to answer questions, and ask them to identify the similar sounds. This will give these students more confidence.

Then students, working alone, can consolidate their knowledge by writing the answers for homework.

Answers

- a) C b) B c) A
d) D e) C

Evaluation

Teacher Evaluation: You can use the following Rubric: Speaking And Listening (Oracy Skills): Identification on page 13 of this Teacher's Guide.

Reading And Comprehension

Activity 4 (SB p. 50)

Read the poem aloud, or ask a very skilled reader in the class to prepare an oral presentation of the poem. The reading should read to show how the excitement and tension builds in the storm, and then settles to a steady rhythm on the last line.

Discuss the illustration with the class, examining how the drawing depicts different lines from the poem. Read the poem a second time.

Activity 5 (SB p. 51)

Give your students about five minutes to answer the questions.

Read the poem a third time, giving students time to correct their answers.

Then discuss the correct answers with the class.

Answers

- The branches or trunks bend in the wind.
- roof sheets and windows
- day
- They pack away any loose items in the house, and call the children inside.
- They are excited and want to play.
- It is noisy. It is described as 'raging', which means shouting. Earlier in the poem, it is described as 'howling'.
- A streak of lightning lights up the ground.

Activity 6 (SB p. 51)

Make sure that all students know how to work out the Rhyme Scheme of a poem.

Also discuss the rhythm and pace of the poem, pointing out how the poem becomes faster and faster, until the last line when the pace settles to a steady rhythm.

Now students can read the poem silently to themselves, and answer the questions in writing.

Answers

- sway – day, clang – bang, boy – joy, heavens – deafens
- Banging roof sheet – line 2
Banging window – line 3
Worried parents – lines 5–6
Happy children – lines 11, 13, 14

Trees moving in the wind – line 1

Lightning – line 17

- c) It means that they run quickly and in different directions.
- d) The dark clouds block out some of the sunlight, so the day looks like night.
- e) The large raindrops fall on the roof sheets, causing a loud noise.
- f) In line 1, the poet uses two short Clauses: ‘The wind howls, the trees sway’. In the first four lines of the poem the poet describes five different effects of the storm. This pattern is repeated in the direct speech of line 7: ‘Hey, you there! Pack the house-wares/And where on earth’s my son?’ This gives the impression of speed and urgency, and creates a sense of the storm developing quickly. If the poet had used longer Sentences, this would have created a sense of a storm building slowly. The poet uses Onomatopoeic words such as ‘clatter’, ‘clang’, ‘howls’ and ‘bang’. These sound like the developing noise of the storm. The exclamation mark in line 17: ‘A bright flash!’ requires the reader to say that Phrase with a sense of excitement and speed, with the effect that the Phrase mirrors the effect of the lightning.

Vocabulary

Activity 7 (SB p. 51)

Explain that Adjectives that seem to have the same meaning can have slightly different levels of that meaning. For example, if students find an area of work ‘hard’, ‘difficult’, ‘challenging’ and ‘impossible’, these are increasingly intense ways of saying that the work is hard.

Work through the activity orally, asking students to make up Sentences using the words. Point out that the words are all to do with rain or the lack of rain.

Then students can arrange the words in order from the least severe to the most severe.

Answers

- a) dry, parched, drought-stricken
- b) damp, wet, soaked
- c) drizzling, rainy, storming

Activity 8 (SB p. 51)

Students match the non-standard English Nigerian expression with the correct standard English expression.

Answer

He is my tight friend.

b) He is my best friend.

Activity 9 (SB p. 52)

Begin by revising the word ‘Synonym’. By now all students should know that it means words with the same or very similar meaning.

Explain that they need to use the words from Column A as they are used in the poem. For example, ‘pressed’ does not mean ‘flattened’. Instead, it means ‘concerned’ or ‘worried’. And ‘gathers’ does not mean ‘collects’. So students need to look at how each word is used in the context of the poem.

Then students can work alone to complete the activity.

Encourage them to use a dictionary to look up the meaning of any unfamiliar words, before asking you for help.

Answers

- a) pressed – worried
- b) minor – unimportant
- c) joy – happiness
- d) gathers – grows
- e) rival – compete
- f) nought – nothing

Grammar Structure

Activities 10, 11 and 12 (SB pp. 52–53)

Begin by revising the terms ‘Adjectives’ and ‘Adverbs’. Students should know these from previous modules and years.

Use the notes in the Student’s Book to explain the Comparative and Superlative forms. As usual, it is not important for students to know the words ‘Comparative’ and ‘Superlative’. The focus of these activities should be on using the Adjectives and Adverbs correctly.

The activities give ample practice. In Activity 10, students identify the Adjectives and Adverbs. In Activity 11, they think of the correct forms. In Activity 12, they complete the more difficult activity of correcting common mistakes.

Answers

10. a) Always (Adverb) sign a legal (Adjective) contract before you get married.
b) The guests cheered enthusiastically. (Adverb)
c) I live in Lagos. (none)
d) Her religious (Adjective) faith is very (Adverb) strong.
11. a) Namibia is drier than Nigeria. The Sahara is the driest area of all.
b) September is shorter than December, but February is usually the shortest month of all.
c) My dress is more colourful than that white dress.
d) Drinking fruit juice is better than drinking milk. Water is the best drink.
e) Birds like eagles are rare. Sparrows are more common than eagles. Doves are the most common birds.
12. a) I find SS2 more complicated than SS1.
b) Breaking a bone is worse than grazing your skin.
c) My results are better since I started to use the study guide.
d) Algeria is bigger than Nigeria.
e) An orange tastes sweeter than a lemon.
f) Use a spray to make your room smell fresher.

Writing

Activity 13 (SB p. 54)

First, allow students to do this simple experiment in groups.

They will probably be used to doing far more challenging experiments if they do subjects such as biology or physical science. However, the point of this activity is to study and practise how to write reports, rather than to do an experiment. A simple experiment was chosen intentionally, so that those students who do not study a science subject are also able to understand it.

Use the explanation in the Student's Book to help students understand why the pencil seems to bend.

Then work through the notes in the Student's Book on how to write a report. The notes in the Student's Book are specific to writing a report on a scientific experiment. Note the following for students in general regarding report writing:

Good reports:

- Their focus matches their purpose e.g. a business report on how much money a company has earned will differ from a scientific report
- Capture the essential details accurately and in a logical structure.
- Contain evidence (what has been observed or reported, or is the result of research)
- Use formal language and appropriate terminology
- Use correct Grammar, Spelling and Punctuation.

Make a list on the board of all the headings that students should use.

Finally, students can write their reports and check them before handing them in for marking.

Evaluation

Teacher Evaluation: Teachers can use the notes in the Student's Book to evaluate the report on the scientific experiment.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 55) five-Syllable words	Reading And Comprehension (pp. 55–57) short story, reading for gist	Reading And Comprehension (pp. 58–59) poem, reading for gist	Grammar Structure (pp. 59–60) Complex Sentences	Writing (p. 60) Narrative Essay, short story, poem
	Vocabulary (p. 55) new words, pronunciation				

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: identify which Syllable is stressed in a five-Syllable word, use five-Syllable words correctly in speech and writing

Vocabulary: use and pronounce new words in Sentences

Reading And Comprehension: identify the main point of a passage and use in Sentences of their own, use their own words to Summarise a passage, read and summarise a poem of dramatic work, identify the theme and features of a poem or dramatic work

Grammar Structure: identify Complex Sentences in a text, form Complex Sentences, analyse the feature of a Compound Sentence

Writing: identify and explain the features of a play, poem or story, write a short play, poem or story, write a piece of literature for the school magazine or local newspaper

Resources

Student's Book (pp. 55–60)

Short stories and poetry about childhood memories of adults, to provide extra reading for students

Dictionaries

Teacher's Guide

Speaking And Listening

Activity 1 (SB p. 55)

Read the words from the Student's Book to the class, stressing the underlined Syllables. Repeat this three times.

Then, listen while the class or groups repeat the words. Monitor that all students are using stress correctly.

Evaluation

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

Vocabulary

Activity 2 (SB p. 55)

This activity consolidates the work of the previous activity, by asking students to use the words in Sentences.

First students should look up any unfamiliar words in a dictionary.

If you are confident that they know all of these words, then you can complete the activity orally. Otherwise they should complete the activity in writing.

Answers

- I felt it would be impossible to finish that huge amount of work.
- We will have a celebration when we have finished the exams.
- Does anybody know where my calculator is, so that I can work out the total?
- You need a diploma to become a librarian.
- Do you prefer to shop at a supermarket or a small convenience store?
- His ingratitude for the help we gave him was terribly rude.
- I have difficulty remembering the symbols on maps in Geography.

Activity 3 (SB p. 55)

This short activity reinforces the work on pronouncing longer words.

Students need to identify and pronounce three four-Syllable words from the questions in Activity 2. If students struggle with this, then read the Sentences aloud, and ask students to raise their hands when they hear a four-Syllable word.

Answers

The following words are correct:

- convenience
- difficulty
- Geography

Reading And Comprehension

Activity 4 (SB pp. 55–57)

Introduce the topic by asking students to describe a teacher from primary school who had a significant impact on them. This can have been either a positive or a negative experience.

Explain that they are going to read about an English schoolboy's negative experience.

Then make sure that all students understand that the text they are about to read is fiction. It is told in the first person, and it is a short story.

Read the story aloud to the class.

Then spend some time discussing the notes in the Student's Book on the story.

Students can then answer the questions, working alone.

Answers

- The setting is mostly Joe's childhood classroom with Miss Grant. There is also a short opening scene with him as adult talking to his mother, and a short closing scene with him, also as an adult, going to Miss Grant's grave.
- Joe and Miss Grant
- strict, unpleasant, unreasonable
 - Joe starts a new school.
 - He sticks leaves on a tree upside down.
 - He makes loops of a paperchain inside out.
 - He tries to please Miss Grant by picking flowers.
 - She is furious with him.
 - Years later he reads that she has died.
 - He puts flowers on her grave.
- He was showing himself (and Miss Grant, although she was dead) that she had not completely ruined his creativity. It was a way for Joe to deal with the bad memories he had of never being able to please Miss Grant.
- 'whined', 'screamed'. These tell us that she is easily angered, and does not speak kindly to the children in her class. She is emotionally indulgent.
- Adults can affect children deeply by their words and actions. People often feel those emotions right through to their own adult years.
- The writer does not tell us what colour Miss Grant's hair is, or what her clothes are like. This means that readers can use the details they have been given, and then they use their imaginations to picture her more completely. The writer does not describe everything that she does. Instead, he chooses three examples that build up the theme of how Joe constantly feels that he disappoints her. These are: the incident of the autumn leaves, the paper chain and the bluebells.

Activity 5 (SB pp. 58–59)

First, look at the illustration of the poem.

Ask students to predict who the woman is, and how the poet feels about her. It does not matter if students' answers are not correct. The point is for students to think critically about the emotion and relationship that they might encounter in the poem.

Then read the poem aloud once, just for enjoyment. Next, read it again and use the notes to explain the poem.

After this, students can work alone to write answers to the questions.

Answers

- a) C, B, A
- b) He describes her hands that are tough from hard work. He describes how she breaks a stick of wood across her knee.
- c) The flames reach up to the base of the porridge pot. The base is compared to 'buttocks' as that is the part on which the pot sits or rests.
- d) He had a nightmare about a witch.
- e) A witch is a scary, cruel figure. His aunt is caring, providing, nurturing.
- f) A torn, sagging umbrella looks old, thin, shabby, even poor. This image helps us to imagine the poet's aunt, who is old and frail, with ribs like the spokes of the umbrella. The umbrella image is also appropriate because an umbrella covers people and protects them from the rain, the same way the aunt protects the children.
- g) Literally, he means that he could not see her heart beating. Figuratively, he means that he did not understand how generous and loving she was.
- h) The poet shows her looking after the children by describing how she gets up early and alone, to build a fire and prepare food for them.
She calls the children softly, not angrily, and she is described as a woman who had 'embraced' the task of looking after the children. This shows that she was willing. The poet shows that they are not wealthy indirectly, by describing having to make a fire with wet wood, and describing the basic mud walls of their house.
- i) No, it has very little. In lines 8 and 9 the words 'wall' and 'call' rhyme.
- j) 'feeding the fire' (line 5); 'nagging nightmare' (line 6).
- k) 'rough', 'mud' and 'husky' (lines 8 and 9)

Grammar Structure

Activity 6 (SB p. 59)

Clauses and Complex Sentences are an area of Grammar that students often find difficult.

So, read through the Student's Book notes with the class thoroughly, expanding on the explanation as necessary. Explain the difference between a Clause and a Phrase: that a Clause has a Verb, whereas a Phrase does not. Then students can complete this activity. If they struggle, then assist them to identify the Verbs in each Sentence. From there, they can work out the Clauses.

Answers

- a) We are reading books this term. (Simple)
- b) We are reading books this term in English, so that we improve our English language skills. (Complex, with an Adverbial Clause Of Purpose.)
- c) We are studying English this week before we write a test next week. (Complex, with an Adjectival Clause about time.)
- d) He struggled to understand the short story. (Simple)
- e) He struggled to understand the short story, but eventually he succeeded. (Complex, with an Adverbial Clause Of Result.)

Activity 7 (SB p. 59)

This question builds on the work in Activity 6. This one is slightly more challenging as students have to generate their own Clauses.

Answers

- a) I am worried that I will not be able to study nursing if I do not do well in the exams.
- b) I am worried because my sister is late coming home from school.
- c) I am worried, which might mean that I do not concentrate well in the test tomorrow.

Activity 8 (SB p. 60)

This exercise focuses on the correct way to join Clauses together to form Complex Sentences.

Usually this is done with Relative Pronouns or Conjunctions. In the suggested answers below the linking words are underlined for you.

Answers

- Where is the bank employee to whom I was talking a minute ago, who was helping me to open a bank account?
- I will eat properly therefore I will become healthier.
- I am tired although I slept well last night.

Writing

Activity 9 (SB p. 60)

Students will write their own short story in this activity. First, discuss the choices with them. They can make up an event, but explain that stories are usually more authentic if they are based on a real experience.

The students can either choose to describe a positive or a negative memory.

Use the guidelines in the Student's Book to help students clarify their characters, setting and plot before they start writing.

Students need to plan, draft and edit before completing their stories.

Make copies of the Student's Self-Evaluation Checklist: Narrative Essays, and give these to the students so they can check their work before submitting it for marking. Alternatively, if your school has a magazine, students can submit their writing for publication.

Activity 10 (SB p. 60)

Explain that this writing activity will be completed at home. The reason is that even the best poets take many hours to draft, refine and edit a poem until they are satisfied with it.

Stress that this activity will not be marked for formal assessment. Instead, students should write creatively and 'freely', experimenting with imagery and word use.

As with the short story, if your school has a magazine, students can submit their poems to be published. If not, students can make a neat copy of their final poems.

Display these in the classroom for other students to read.

Evaluation

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

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

MODULE 10

People And Spiders

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 61) dictation, Vowel sounds	Reading And Comprehension (pp. 62–63) drama, paraphrasing	Reading And Comprehension (pp. 63–64) poem, paraphrasing	Vocabulary (pp. 64–65) Spelling, correct use of words	Writing (p. 67) informal letter
				Grammar Structure (p. 66) Phrasal Verbs	

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: listen for details, write a dictation text correctly, identify the Vowel sounds that sound the same

Reading And Comprehension: read a poem with understanding, explain the key words, identify the theme and features, summarise the poem

Vocabulary: check the Spelling of words using a dictionary, explain the meaning of words, use these words correctly in Sentences

Grammar Structure: identify Verbs with more than one Particle, use these Verbs correctly in Sentences

Writing: explain the features of an informal letter, write an informal letter

Resources

Student's Book (pp. 61–67)

A copy of the play, *The Lion and the Jewel*, for students to read

Dictionaries

Teacher's Guide

Speaking And Listening

Activity 1 (SB p. 61)

Write the words 'arachnid' and 'arachnophobia' on the board, and leave them there while students write the dictation.

Students should not be required to know how to spell those words without having seen them.

Then read the dictation text. Read it the first time at an appropriate speed so that the average student can write it. Then read it again, giving students time to fill in any words they have missed and to check their work.

Dictation Text

Spiders fall into the group of creatures called arachnids. All arachnids have two body parts and eight legs. Ticks are another example of arachnids. Spiders' legs are attached to the front body section. The other body section is the abdomen. Glands in the abdomen form silk,

which the spider uses to make its webs. Spider silk is incredibly strong. Most spiders eat insects, but some larger spiders eat other spiders, small rodents and birds.

Many people have a fear of spiders. This is called arachnophobia. Lots of spiders can bite, but very few of the 4 000 types of spiders will cause lasting harm through their bites. In fact, more people die each year as a result of mosquito bites than of spider bites.

Activity 2 (SB p. 61)

Read the words to the class. Repeat this three times.

Then, listen while the class or groups repeat the words.

Ask students to identify the words that have the same Vowel sound as the words in the first column.

Answers

- a) B b) B c) A
d) D e) C

Evaluation

Teacher Evaluation: You can use the following Rubric: Speaking And Listening (Oracy Skills): Identification on page 13 of this Teacher's Guide.

Reading And Comprehension

Activity 3 (SB pp. 62–63)

Ask two students with good reading skills to read the extract for the class, each one taking the part of either Sidi or Lakunle. Give those two students at least one day's warning so that they have time to practise.

Explain the background of the extract. It comes from the play, *The Lion and the Jewel*, by the Nigerian author, Wole Soyinka. Lakunle is an old-fashioned teacher, who is trying to persuade a young woman from the village, Sidi, to go out with him.

Use the notes in the Student's Book to work through the extract with the class, making sure that they understand both the content and the features of a drama script.

Answers

- a) He is trying to be polite and to impress her. He feels that women should not carry heavy loads.
- b) She is not attracted to him, and she thinks he makes a nuisance of himself.
- c) Flames of fires reach up to and touch the base of pots put on them. There is an Idiom that describes the flames as licking the bottoms of the pots. Lakunle compares Sidi's teasing to the pot teasing the flame. But he points out that the pot enjoyed the teasing of the flames, and likewise he thinks that Sidi enjoys his teasing.
- d) 'You are as stubborn as an illiterate goat.'
- e) Their bodies are low, close to the ground, and their legs are bent.
- f) Rural, as shown by the fact that Sidi has to carry water in a pail.
- g) She is young, playful, confident.
- h) Lakunle tries to help Sidi and impress her. But she is irritated when he complains about her carrying a heavy load, and tries to control how she behaves.

Activity 4 (SB p. 63)

In this activity, students will write a paraphrase of the play extract. Read the beginning of the paraphrase, provided in the Student's Book.

Show students how it is a shortened and simplified version of the play text.

Then students can complete the paraphrase. You might like them to work in small groups to do this, so that they can discuss the content and wording.

Answer

Lakunle wants to take the pail off Sidi's head. He spills some water and she laughs. She asks him if he has no shame. He replies with an Idiom about a stewpot asking the fire a similar question, but he points out to her that the stewpot liked the fire. This is part of his flirting. Sidi asks him to give back the pail. He refuses, saying that the weight will harm her spine and shorten her neck. He is concerned that she will harm her good looks. Sidi reminds him that he said the previous day he loved her regardless of her looks. He is embarrassed and

asks her to stop. She says defensively that she is only repeating his words. He says again that he meant every word, but complains again that it is not feminine to carry loads on her head. He compares her to a spider. She is insulted and replies that it is her neck, not his spider.

Activity 5 (SB pp. 63–64)

Read the poem, *Old Granny*, aloud to the class, once, for interest. Then read it again, more slowly, stopping to explain how the poet describes the granny as frail, unwell and poor.

Then students can answer the questions in writing.

If you have students who are confident at drama or acting, you could ask one of them to prepare to sit and rock in the manner described in the poem.

This will help other students to visualise the scene.

Answers

- a) little, freezing, flu, dusty, crumpled
- b) She sat huddled on the ground, with her arms and legs pulled into her chest. This reminds the poet of the way a spider has its legs bent in to its body.
- c) In the market place in Harare, Zimbabwe.
- d) No, there is no plot. Instead, the poet describes one moment where he saw an elderly, frail woman, and how sad it made him feel.
- e) C – depressed. The poet is struck by the frailty and poverty of the woman.
- f) An elderly woman sits alone in a marketplace at night. Her legs and arms are pulled into her chest. She rocks backwards and forwards, and obviously she has flu. She has a torn small blanket. Her blanket reminds the poet of a spider's web, and her posture and appearance remind the poet of a spider.

Vocabulary

Activity 6 (SB p. 64)

Tell students that they have to identify and correct the 10 Spelling mistakes in the paragraph.

Encourage them to use a dictionary to check their answers, rather than relying on you for the information.

Answers

Being bitten by a spider is an unforgettable experience. A characteristic of some spiders is that they live in dry environments like houses, so there is a possibility that we will encounter spiders at some stage. Occasionally you might come across a poisonous spider. If you are bitten, then seek immediate help. But anyone with any knowledge of spiders will tell you that you are almost guaranteed not to die from a spider bite.

Activity 7 (SB p. 65)

Explain that this traditional story comes from Africa's rich wealth of tales that feature animals, and that explain something about life or about nature.

Read the text aloud, asking students to supply the correct answers orally.

Then, students can consolidate by working alone to write the answers.

Answers

- | | | |
|------|------|------|
| a) A | b) C | c) B |
| d) D | e) A | f) B |
| g) D | h) A | i) C |
| j) B | | |

Grammar Structure

Activity 8 (SB p. 66)

Use the notes in the Student's Book to explain Phrasal Verbs.

Then students can complete the Sentences, working alone.

Answers

- Fill out the form and hand it in to the office.
- Thieves broke in through the window and stole the camera.
- Do you have any evidence to back up your claims?
- He gave up the race because he was exhausted.
- Please look after your baby sister while I cook.
- You can always count on me to help you.
- I ran out of time so I could not complete the question paper.
- The couple decided to call off the wedding because they were no longer in love.

- You can drop off glass bottles at the recycling centre.
- We put off buying a new car until we had more money.

Activity 9 (SB p. 66)

This activity looks at a range of common Grammar and vocabulary mistakes that students make.

Answers

- Between you and me, his clothes look very shabby.
- Men like sport more than women do.
- His novel is called *Things Fall Apart*.
- It's the 21st century.
- A politician will make promises to his or her voters. OR Politicians will make promises to their voters.

Writing

Activity 10 (SB p. 67)

Read the sample letter and the notes to the class. Make sure that all students understand the correct format and layout. Point out that the layout of a letter is very simple, so it is careless not to know the conventions and to risk losing marks in examinations because of layout mistakes.

Then discuss the kind of information that students can include in their reply letter.

Students should follow the usual process of planning, drafting and editing before writing their final letters.

Make copies of the Student's Self-Evaluation Checklist: Formal And Informal Letters, and give these to students so they can check their work before they submit it. Alternatively, write the checklist on the board.

Evaluation

Student Evaluation: Students can use the 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	Speaking And Listening (p. 68) comprehension, dictation	Speaking And Listening (p. 69) Consonant sounds, Unstressed Vowel sounds	Reading And Comprehension (pp. 70–71) poetry	Writing (p. 71) Summary	Grammar Structure (pp. 72–73) Nouns, Relative Pronouns, Modals, Adjectives, Phrasal Verbs, Complex Sentences
				Vocabulary (p. 72) Spelling, using words correctly	

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: listen to identify the main and supporting points of a passage, answer questions on the passage, identify words with two or three Consonants in the initial position, identify the Unstressed Vowel sounds in words

Reading And Comprehension: explain the key words used in poems and dramatic works, summarise a poem or drama, identify the themes and features

Writing: write a Summary of a passage, identify the Topic Sentence in a paragraph

Vocabulary: use a dictionary to check the Spelling and meaning of words, use the words correctly in Sentences

Grammar Structure: identify the features, form and function of Noun Phrases, use Noun Phrases in Sentences, identify Relative and Demonstrative Pronouns and explain their functions and positions, use Relative and Demonstrative Pronouns in Sentences, identify Verbs with more than one Particle and use these Phrasal Verbs in Sentences, identify Adjuncts

and use them in Sentences, identify Complex Sentences and use them in Sentences

Resources

Student's Book (pp. 68–73)

Dictionaries

Teacher's Guide

Speaking And Listening

Activity 1 (SB p. 68)

Read the text to the class once. Then give students about five minutes to write answers to the questions.

Read the text a second time, giving students an opportunity to check their answers and listen for any information they missed the first time.

Dictation Text

Fela Kuti was born in Abeokuta in 1938. His full name was Olufela Olusegun Oludotun Ransome Kuti.

His father was a minister in the Protestant church, and his mother was a political activist. So

Fela was aware of issues such as social injustice and oppression from an early age. Kuti spoke out against all corruption and social inequality, both directly and through his music. For example, he had a song called *Zombie*, which criticised soldiers who were obedient to corrupt leaders. As a result, Kuti was unpopular with government officials. He was arrested many times, and even beaten by police. But he continued with his music, and produced 50 albums during his career. His music style was called Afrobeat. It combined traditional African rhythm with elements of jazz, funk, Caribbean and salsa music. He died in 1997 in Lagos, as a result of Aids-related illness.

Answers

- a) He was a political activist and a musician. (2)
- b) No (1)
- c) His mother was politically active, and his father was aware of social issues as a church minister. (2)
- d) He was arrested often, and was beaten by police. (2)
- e) 50 (1)
- f) It combined African traditional music with modern international music such as jazz and salsa. (2)
- g) nearly 60 (1)
- h) HIV (1)

[12]

Activity 2 (SB p. 68)

Read the following part of the dictation paragraph again, following the procedure outlined in the Student's Book.

Dictation Text

He was arrested many times, and even beaten by police. But he continued with his music, and produced 50 albums during his career. His music style was called Afrobeat. It combined traditional African rhythm with elements of jazz, funk, Caribbean and salsa music. He died in 1997 in Lagos, as a result of Aids-related illness.

Read the dictations and underline every mistake. (4)

Evaluation

Teacher Evaluation: You can use the following Rubric: Speaking And Listening (Oracy Skills): Comprehension on page 13 of this Teacher's Guide.

Activity 3 (SB p. 69)

This activity revises the Vowel sounds that students have practised during Term 1.

Answers

- a) B b) C c) C
- d) A e) D f) A
- g) B h) C

[8]

Activity 4 (SB p. 69)

You will need to assess this work by listening to students pronounce the words.

They can work alone or in groups that are small enough to enable you to hear each student clearly.

Answers

- a) and b) Listen to the Consonant sounds. (6)
- c) The Unstressed Vowels are: music, corrupt, unpopular (3)
- d) The Stressed Syllables are: political, unpopular, traditional (3)

[12]

Reading And Comprehension

Activity 5 (SB pp. 70–71)

Students can read the poem silently to themselves, and then answer the questions, so that this activity becomes a practice reading comprehension used to prepare for the examinations.

Answers

- a) A, B, C, B, D, B, C, B (2)
- b) Any two of: 'If you don't want', 'Take my advice', 'Don't start to smoke' (2)
- c) The voice is compared to the croak of a bull-frog. (1)
- d) simile (1)
- e) The smoker's breathe is described as being so bad-smelling that it is like a dirty joke. (1)

- f) Cigarettes leave a residue in the smoker's lungs and throat. (1)
 - g) It means that someone is extremely sad. (2)
 - h) The smoker's heart will have physical side effects as a result of the smoking, which may cause a stroke or a heart attack. (1)
 - i) The poet does not like smoking, and cautions readers about the harmful side effects. (2)
 - j) The tone starts off warning about the effects of smoking on a person's voice and breath. Then it becomes more serious and describes life-threatening effects on the lungs and heart of a smoker. (2)
- [15]

Writing

Activity 6 (SB p. 71)

Students can read the summary text alone, so that they have a chance to practise writing a Summary working alone.

When students have completed, you can go through the text with them and explain any mistakes that they made.

Answers

Youth can be entrepreneurs outside school time✓. Entrepreneurs are self-employed so do not earn salaries from others✓. Cooks can cater for regular customers or can run a stall for passersby✓. Provide hygienic and tasty food✓, and cover your basic costs✓. Run a car-wash✓, but avoid damaging any cars otherwise you will have to pay for repairs✓. Charge people to use equipment such as computers or washing machines✓. Selling airtime✓ is also an entrepreneurial opportunity. Research the market needs✓ before purchasing expensive machinery. (82 words) [10]

Evaluation

Student Evaluation: Students can use the Student's Self-Evaluation Checklist: Summary on page 11 of this Teacher's Guide.
Teacher Evaluation: You can use the Rubric: Summary on page 21 of this Teacher's Guide.

Vocabulary

Activity 7 (SB p. 72)

As for all other activities in Module 11, we recommend that students first attempt the activity working alone, before you work through it with them, explaining any mistakes that they made.

Answers

- a) A b) C c) B
- d) D e) A f) D
- g) B h) C i) D
- j) C

[10]

Grammar Structure

Activities 8 to 15 (SB pp. 72–73)

All of these structures have been taught during Term 1. Encourage students to use their Student's Book as a reference, by looking up any Grammar concepts in the Index, and turning back to the explanatory notes.

They can also use the Glossary to look up very short explanations of the terms. Then they can work alone to answer the activities, as a form of revision.

Answers

- 8. a) I am currently completing my last two years of school education. (2)
- b) My favourite food is chicken curry. (2)
- c) It is your own responsibility to check that you have understood all the work taught each day. (2)

Evaluation

One mark for each correct Noun form, and one mark for using each word in a full Sentence.

- 9. a) Common Noun: any one of 'continent', 'oil', 'mineral' (1)
 - b) Abstract Noun: any one of 'economy', 'wealth' (1)
 - c) Proper Noun: 'Nigeria' (1)
 - d) Collective Noun: 'population' (1)
- [4]

10. activities, dangers, pollution (no change), people, fishermen (5)
11. a) that, that (1)
 b) who (1)
 c) which (1)
 [3]
12. a) must (1)
 b) can (1)
 [2]
13. a) more beautiful (1)
 b) prettier (1)
 c) faster (1)
 [3]
14. a) build up (1)
 b) put off (1)
 c) set off (1)
 [3]
15. a) Nigerian literature is flourishing as many new young writers are being published. (1)
- b) Chinua Achebe is a respected author whose books have been studied at schools across the continent. (1)
- c) I would like to write a novel although it will take hours of work. (1)
 [3]
- Total: 100**

Evaluation

Use the marks achieved in the Revision Test to evaluate how well each student has understood the skills covered this term.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 74) two- and three- Consonant Clusters, stress on words of five Syllables	Reading And Comprehension (pp. 75–77) main gist	Vocabulary (pp. 77–79) Spelling, using a dictionary	Grammar Structure (pp. 79–83) Relative Pronouns, Possessive Apostrophes, Singular and Plural Nouns, Adverbs	Writing (p. 83) Expository, Argumentative, Narrative, Descriptive Essays, Scientific Report

Objectives

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

Speaking And Listening: Use two- and three- Consonant Clusters, pronounce five- Syllable words which have the stress on first, second, third and fourth Syllables correctly

Reading And Comprehension: recognise the main or central points/gist in a given passage, use the main or central points in Sentences of their own

Vocabulary: use a dictionary to check the Spelling and meaning of words, use the words in Sentences of their own

Grammar Structure: identify Relative Pronouns, use them in Sentences, understand the function of the Possessive Apostrophe and write Sentences using the Possessive Apostrophe

Writing: explain the features of Expository, Argumentative, Narrative and Descriptive Essays, and of Scientific Reports, write Expository, Argumentative, Narrative and Descriptive Essays, and a Scientific Report.

Resources

Student's Book (pp. 74–83)
Newspaper and magazine articles on the conflict in Sudan
Examples of Emmanuel Jal's music
Dictionaries
Teacher's Guide

Speaking And Listening

Activities 1 to 6 (SB pp. 74–75)

This is a revision of Term 1 work, namely initial Consonant blends and stresses in words with five Syllables.

Before students answer the questions in these exercises, make sure they remember what Consonants are and how to divide words up into Syllables. When students have completed the written work, they should:

- work in groups to discuss their answers
- take turns in pairs to say the words
- write Sentences with the words

Answers

- C chease
 - C shell
 - A press
 - space
 - clusters
 - clumsy
 - spew
 - stupid
 - choose
 - cheerful
 - splash
 - strong
 - shrugged
 - throughout
 - scramble
- A chair
 - B proven
 - B player
 - play
 - crucial
 - grand
 - prompt
 - flat
 - chamber
 - check
 - spring
 - scream
 - chronic
 - schedule
 - scrutinise

5. a) B scholar b) C scrawny
 c) C straight d) C spherical
 e) B splendour
6. a) C b) B c) A
 d) A e) A

Evaluation

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

Reading And Comprehension

Activities 7 to 12 (SB pp. 75–77)

Before students begin the revision tasks, briefly discuss what the media is: of what it comprises (newspapers, magazines, TV, the Internet, etc.) and its functions. Find out from students which media they have access to and engage with.

Answers

Note that students' answers may vary in wording from those suggested below, but the content of their answers should be along similar lines.

7. a) The article describes how a boy soldier overcame his terrible past to become a musician who sings about reconciliation between groups engaged in conflict.
 b) Paragraph 1: Emmanuel Jal's earliest memories are about war.
 Paragraph 2: He was recruited into the SPLA.
 Paragraph 3: After three years, Emmanuel Jal escaped.
 Paragraph 4: In Kenya, Jal started rapping to ease his pain.

10.

	From The Text	Part Of Speech	Function
a)	earliest (line 3)	Adjective	To provide information about Jal's memories
b)	terrible (line 4)	Adjective	To provide information about the kind of images that filled Jal's memories
c)	about (line 8)	Adverb	To indicate uncertainty about Jal's age when he was sent to Ethiopia
d)	vicious (line 22)	Adjective	To provide information about the nature of the war
e)	wild (line 30)	Adjective	To indicate what kinds of animals killed the boys
f)	instant (line 47)	Adjective	To indicate the immediacy of Jal's song becoming a hit

Paragraph 5: Jal teamed up with Salim to sing songs about bridging divide between people.

Paragraph 6: Jal chose not to be bitter about his past, but to use his music to sing about creating a peaceful world.

9. a) Jal was born in South Sudan, but he does not know when, but probably round 1980.
 b) Islam and Christianity
 c) The war was between the central Sudanese government and the Sudan's People's Liberation Army (SPLA) who wanted independence for the South.
 d) Jal was sent to Ethiopia when he was about seven years old. He was sent there to be safe from the war in the Sudan.
 e) three years
 f) fewer than 12
 g) He made contact with different aid organisations in the refugee camp and was eventually adopted by Emma McCune who adopted him and took him to Kenya.
 h) She was killed in a car accident.
 i) Because of being taken from his parents, his experiences as a boy soldier and seeing the boys he escaped with dying.
 His pain was emotional because he had not been physically wounded or injured but had seen, done and experienced terrible things.
 He sang to ease his pain.
 j) His music focuses on peace, understanding, reconciliation and unity.

	From The Text	Part Of Speech	Function
g)	cultural (line 52)	Adjective	To indicate the type of divide that Jal's music bridged
h)	freshest (line 56)	Adjective	To describe what the Jal's album was like
i)	publically (line 62)	Adverb	To indicate how (the manner) Jal communicated his feeling about the war and the use of boy soldiers
j)	peaceful (line 67)	Adjective	To provide information about the type of world Jal wanted to create

11. a) shortly soon (line 38)
 b) perished died (line 31)
 c) started begun (line 13)
 d) released produced (line 52)
 e) reached arriving (line 38)
12. a) different ages, religions and music styles
 b) They both wanted to use their music to spread messages about peace, reconciliation and unity.

Students should use all the words in the question in Sentences of their own once they have completed the task.

Answers

- a) C b) C c) A
 d) C e) B f) C
 g) A h) B i) C
 j) C k) B l) A
 m) C n) B o) A

Activity 13 (SB p. 77)

If necessary, briefly revise the considerations students must take into account when summarising a text.

Answers

In this Summary, students should cover the following:

- Jal's earliest memories are about war
- His recruitment into the SPLA, and his time as a boy soldier
- His escape, adoption and singing in a choir in Kenya
- His rapping to ease his pain
- His teaming up with Salim to sing songs about bridging divide between people
- His lack of bitterness and his desire to use his music to create a peaceful world.

Vocabulary

Activity 14 (SB pp. 77–79)

You may wish to discuss the Timbuktu manuscripts with the class, pointing out how they provide proof that parts of Africa were highly developed long before colonialism, with large flourishing cities, thriving economies and numerous centres of learning, such as universities with tens of thousands of books and where a range of subjects were taught.

Grammar Structure

Activities 15 to 23 (SB pp. 79–83)

These questions are a revision of the work covered in Term 1.

Depending on the level of your students, you could adopt a number of different approaches to this revision work. You could:

- have a brief recap session on the specific Part Of Speech or grammatical function being revised before students do the activities.
- pair more able students with students who need additional support.
- let part of the class complete the revision exercises on their own while you form a group with students who need additional support and work with this group.

Answers

15. a) This is the boy who had an accident.
 b) Yesterday I saw a car that was really old.
 c) Ginika is the girl whom I met on Friday.
 d) I haven't seen Maduka, whose brother is five, for a long time now.
 e) The thief stole the car which the lady parked in front of the supermarket.
 f) This is the man whose house is on fire.

16. a) She is a famous architect whose designs won an international award last year.
 b) He is the one to whom the award should be given.
 c) This is Sidi, who is taking over my job when I leave.
 d) We have already paid the invoice that you sent us last week.
 e) He is the consultant on whose advice I rely.
 f) The photocopier, which has a two-year guarantee, cost 50 000 naira.
 g) The people, who were all from Cameroon, were stopped at the border to show their passports.
 h) They expect his decision, which should help them solve the problem, soon.
 i) The newly elected president, whom I really admire, is visiting our school next week.
 j) The Nigerian national football team, which is known as the Super Eagles, are three-time African Champions.
17. a) students b) libraries c) shelves
 d) universities e) dresses f) sheep
18. a) B b) A c) B
 d) B e) B f) B
 g) B h) B i) B
 j) A
19. a) On the hot summer's day, the sky was blue and cloudless.
 b) Although Nigeria is smaller than some countries in Africa, it has the largest population on the continent and is probably the wealthiest country on the continent as well.
 c) Generally, African countries close to the equator are hotter than those further away from it.
 d) Some affluent business people in Nigeria have vast fortunes. [Note: students could use 'wealthy' instead of 'affluent']
 e) Wealthy people should give more generously to those who are poor and live in squalid conditions. [Note: students could use 'affluent' instead of 'wealthy']
20. a) Ahmed can run (B) much faster than Sani.
 b) Lelia sings (C) more beautifully than any of the other students in her class.
- c) It rained (C) less last year than the year before.
 d) Most plants grow (B) more quickly in a warm, wet climate than in a cold, dry climate.
 e) Paulus did the (A) best in the test out of the whole class.
21. a) The sun is shining very (B) brightly today.
 b) The bus driver drove (C) carefully because the roads were wet and slippery.
 c) The Nigerian 'Super Eagles' played quite (B) well in the last football World Cup.
 d) Adewale laughed (A) loudly when he heard the funny story.
 e) I read the novel very (C) quickly because it was so interesting.
22. a) I love watching films so I usually go to the cinema on Friday nights. [Note: use of 'always' is acceptable in this Sentence]
 b) Keita is very strong and healthy, so he rarely gets sick.
 c) It never snows in Nigeria.
 d) My friend's mother gets paid every Friday, so they always go shopping on Saturday morning. [Note: use of 'usually' is acceptable in this Sentence]
 e) Sade only comes to Lagos once a year, so we seldom see her.
23. a) dropped in on
 b) getting up to
 c) looked down on
 d) get away with
 e) caught up with
 f) put up with
 g) grow out of
 h) go in for

Activities 24 and 25 (SB p. 83)

When you teach the Possessive Apostrophe to your students, start off the lesson by asking them to tell you the difference between these two Sentences:

- The student's books are on the shelf.
- The students' books are on the shelf.

Guide the students to see that in Sentence (a) we are talking about the books that belong to ONE student. For this reason, we put the Apostrophe in front of the 's' to show Singular possession.

In Sentence b) the books belong to *more than one* student, so we put the Apostrophe behind the 's' to show Plural possession.

Work through the table on p. 82 in the Student's Book, which summarise the main rules about Apostrophes to show possession.

Answers

24. a) A It is the woman's coat.
 b) C They are the students' rulers.
 c) A It is the men's equipment.
 d) C It is Mrs Oni's puppy.
25. a) It is Daania's car.
 b) It is Mrs Okafor's house.
 c) It is my friend's wallet.
 d) They are Mr Eze's tools.
 e) They are the baby's toys.
 f) They are the children's magazines.
 g) It is the official's document.
 h) It is the women's money.
 i) It is the actresses' make-up.
 j) They are the babies' baby clothes.

Writing

Activity 26 (SB p. 83)

Revise the main language features and structures that are used in the following types of Essay:

- Expository
- Argumentative
- a Scientific Report
- Narrative
- Descriptive (e.g. a story or a description)
- Provide students with a list of topics for each type of Essay. Ideally, they should write one Essay on each type to revise all five types.

Evaluation

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

MODULE

2

The Press

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 84) Unstressed Vowels	Reading And Comprehension (pp. 85–87) read for main gist, Topic Sentences	Vocabulary (pp. 87–88) words related to the press	Grammar Structure (pp. 88–90) Punctuation	Writing (pp. 90–91) News story, letter to the press

Objectives

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

Speaking And Listening: identify and pronounce Unstressed Vowels correctly

Reading And Comprehension: recognise the main or central points/gist in a given passage, identify the Topic Sentences in paragraphs

Grammar Structure: understand the function of and correctly use Capital Letters, Full Stop, Colon, Comma, Question Mark, Apostrophe, Inverted Commas

Writing: explain the features of a news story and a letter to the press, write a news story and a letter to the press

Resources

Student's Book (pp. 84–91)
Newspapers (one per group of four students)
Dictionaries
Teacher's Guide

Speaking And Listening

Activities 1 to 3 (SB p. 84)

Before students do these questions, make sure they remember the Unstressed Vowel sound (Schwa), what it sounds like and the different ways it can appear in words, such as 'moment', 'ago', 'pencil'. When students have completed the written work, they should:

- work in groups to discuss their answers
- take turns in pairs to say the words
- write Sentences with the words.

Answers

1. Students work in pairs to practise saying the words, ensuring they pronounce the underlined Vowel sound correctly:
 - television
 - description
 - easily
 - hospital
2. a) B b) B c) C
d) B e) C
3. a) C b) D c) A
d) A e) B

Evaluation

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

Reading And Comprehension

Activities 4 to 7 (SB pp. 85–87)

Before students begin the questions, briefly discuss what the press is and its functions.

Find out from students which newspapers they have access to and engage with. Page through some newspapers with the class, discussing their various features.

Answers

4. Note that students' answers may vary in wording from those suggested below, but the content of their answers should be along similar lines.
 - a) The press must be free from all types of interference if it is to report objectively on what is happening in a country.
 - b) Topic Sentences:
 - Paragraph 1: Mr Hawkins, the US Consul General in Nigeria, commended Nigeria's press on the way it had covered the 2015 Nigerian elections.
 - Paragraph 2: US President Obama commended the people of Nigeria on their commitment to democracy.
 - Paragraph 3: Mr Femi Adesina, the President Nigerian Guild of Editors lectured on how the public can stop believing in what newspapers report, if their owners put pressure on journalists to report stories in a certain way.
 - Paragraph 4: Newspaper owners can negatively affect the objectivity of their newspapers if they interfere with the way the news is reported.
5. a) Celebration of 2015 World Press Freedom Day
b) two
c) A Hawkins commended Nigerian reporters on the good ways that they report the news fairly and objectively.
B Everyone could vote and there was no interference in the voting.
C dedicated to the main elements or aspects of democracy
d) He meant that people would not believe what the press wrote in their newspapers.
e) A Relative Pronoun
B a Subordinate Adjectival Clause that modifies the Main Clause
f) A acronyms
B United States
g) A congratulated
B newspapers
C reporters

- D believing
E put pressure on
6. a) The high standard of their journalism ethics. Ensuring that the elections were free and fair.
b) Loss of objectivity; reporting what owners want reported.
7. They are dangers because the facts will not be reported and people will not know what is actually happening. It also means that newspapers can be used for propaganda to support a particular party the owner favours and to spread lies about parties the owner does not support.

Vocabulary

Activity 8 (SB pp. 87–88)

Answers

- | | | | |
|------|-------------|------|-----------|
| a) C | journalists | b) A | headline |
| c) D | by-line | d) C | caption |
| e) D | strapline | f) C | masthead |
| g) D | spread | h) C | lures |
| i) A | faces | j) A | lead |
| k) B | columns | l) B | crosshead |
- b) What are the priorities for development in Nigeria?
c) The Miners' Association of Nigeria (MAN) has developed a strategic development plan for the mining sector, according to a report in the *Vanguard News*.
d) Are there good reasons for conflicts in parts of Africa?
e) Some Nigerian newspapers include the *Punch*, the *Guardian*, the *Nation*, the *Nigerian Tribune*, the *Daily Post* and the *Sun*.
11. a) The journalist asked the politician, "What are the major challenges facing ordinary people in Nigeria?"
b) "May I take a photograph of your June 12 celebration dance?" the *Nation* photographer asked the Lagos Cultural Troupe leader.
c) The newspaper owner called all the reporters to a meeting and said, "You must always report the news honestly, without fear or favour."

12. Akin asked Wasiu, "Did you not see that man?"
"Yes, I did," replied Wasiu, "but who is he?" We walked silently down the stairs, sensing that we were being followed. "I think it's Dobbs, the gangster."
"Really!" replied Akin. "I think we'd better get out of here."
So the boys fled through the subway as fast as they could.

Grammar Structure

Activities 9 to 12 (SB pp. 88–90)

Explain that Punctuation helps us understand the precise meaning of texts.

Work through the summary of Punctuation Marks on page 88 in the Student's Book.

Answers

9. a) It means that something (an animal or person) eats two types of things: shoots and leaves. Here both 'shoots' and 'leaves' are Nouns.
b) Inserting a Comma after 'Eats' changes 'shoots' and 'leaves' into Verbs. In this case, the Sentence has three Verbs or actions that the Subject does: (1) eats; (2) shoots (with a gun); (3) leaves (goes away from the place)
10. a) The *Daily Post* reported that some angry truck drivers blocked the Maraban Jos highway, causing a massive gridlock, in protest over rising fuel prices.

Writing

Activities 13 and 14 (SB pp. 90–91)

Answers

13. News story
Provide students with copies of the Student's Self-Evaluation Checklist: Article on page 11 of this Teacher's Guide or write this checklist on the board. Use the checklist as a basis for discussing and clarifying the features of news stories (Articles).

14. Letter to the press
Provide students with copies of the Student’s Self-Evaluation Checklist: Formal and Informal Letter on page 11 of this Teacher’s Guide or write this checklist on the board. Use this opportunity to distinguish between formal and informal letters.

Evaluation

Student Evaluation: Students can use the Checklists for Article and Formal and Informal Letter on page 11 of this Teacher’s Guide.
Teacher Evaluation: You can use the Rubrics for Article and Formal and Informal Letter on pages 20 and 22 of this Teacher’s Guide.

MODULE 3

Consumers

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student’s Book	Speaking And Listening (pp. 92–93) rising intonation	Grammar Structure (pp. 93–95) types of Sentences	Reading And Comprehension (pp. 95–96) main gist, Topic Sentences	Vocabulary (p. 97) words related to consumers	Writing (pp. 98–99) Formal Letter

Objectives

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

Speaking And Listening: use Rising Intonation to express surprise and disbelief

Reading And Comprehension: identify main gist and Topic Sentences in a text

Grammar Structure: understand the functions and be able to use types of Sentences, namely Declarative, Imperative, Interrogative and Exclamatory Sentences

Vocabulary: identify and use words related to consumers

Writing: explain the features of a Formal Letter, write a formal letter

Resources

Student’s Book (pp. 92–99)

Examples of formal business letters

Dictionaries

Teacher’s Guide

Speaking And Listening

Activities 1 and 2 (SB pp. 92–93)

Revise Intonation with students. Ensure they understand what it is and how, when used, it can change the meaning of words and Sentences.

Point out that certain stock expressions that we use in greetings and farewells, or to express surprise or anger, and so on, use formulaic Intonations (either rising or falling).

Answers

- Abeo: Hello Abeni! I heard you got into university.
Abeni: Yes, I did.
Abeo: Brilliant! That’s awesome!
Abeni: It is, isn’t it? But I studied very hard for my final exams.
Abeo: So when are you leaving?
Abeni: Next month. I have already rented a flat in the city.
Abeo: That’s great! Are you going to be living all by yourself?
Abeni: Yes! I’ve been saving for this for a long time.

2. Juba: Where have you been, Kalu? I've been phoning you all day long.
 Kalu: I'm sorry. I was out. I forgot my phone at home.
 Juba: You are unbelievable. We had plans for today.
 Kalu: I know. I'm sorry. I forgot to tell you that I would be busy today.
 Juba: What was so important?
 Kalu: I had to go to a football match.
 Juba: Unbelievable. Your match was more important than our plans?
 Kalu: You're unbelievable, Juba! I need some time for myself too.

Evaluation

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

Grammar Structure

Activities 3 to 6 (SB pp. 93–95)

Discuss the different Sentence types with your class, working through the teaching box on pp. 93–94 of the Student's Book.

Answers

3. a) Declarative b) Exclamatory
 c) Interrogative d) Imperative
 e) Declarative f) Imperative
 g) Imperative h) Imperative
 i) Declarative j) Interrogative
4. a) Come here!
 b) Keep quiet!
 c) Eat the food!
 d) Cook the supper!
 e) Do your homework!
5. a) Instruction
 b) Command or order
 c) Polite request
6. a) Are you going to the party?
 b) Are they surprised?
 c) Does she like swimming?
 d) Whose dress is that?/Is that Pendi's dress?
 e) Could she come with me?
 f) Must I finish my homework now?
- g) Can they both swim?
 h) Did we sing well together?
 i) Has she walked there already?
 j) Did they have fish and rice for supper?

Reading And Comprehension

Activities 7 to 11 (SB pp. 95–96)

Answers

7. Note that students' answers may vary in wording from those suggested below, but the content of their answers should be along similar lines.
- a) Thefts from ATMs and how to prevent them.
 b) Students' own substantiated opinions.
8. a) It was written to provide readers with tips on how to avoid thefts at ATMs, which were on the increase.
 b) The function of 'but' is to introduce information that contrasts with the information in the first part of the Sentence.
 c) Thieves now have the aim or intention of stealing from people when they draw money from ATMs.
 d) It probably means being killed.
 e) So that you can give the police a description, which can help them to arrest these people.
9. a) Declarative
 b) Interrogative
 c) Exclamatory
 d) Imperative
 e) Exclamatory
 f) Interrogative
 g) Exclamatory
10. a) A reject
 b) C tactic
 c) C obstruction
 d) A mobbed
 e) D wary
11. 1 Place a limit on the amount of money that can be withdrawn from your account in any one day, using your card.
 2 If someone asks you for help at an ATM decline politely and refer them to the bank.
 3 If your card appears to be jammed telephone your bank immediately and have the card cancelled.

- 4 Do not use ATMs that appear to be isolated, with few people around. Rather find another ATM.
- 5 Do not let anyone see you entering your code. If you are feeling crowded ask the person or people to stand back, or leave and come back later.
- 6 If you are at all suspicious of anything, delay doing your transaction.
- 7 Always remember to remove your cash, your card and your transaction record.
- 8 Do not keep your PIN code in the same place as your ATM card, and definitely do not write the PIN on your card.
- 9 If you are threatened at an ATM rather let the people have the money. It is better than being injured or worse. However, try to memorise what the people look like.
- 10 Report any incident immediately to the police and to your bank.

Vocabulary

Activity 12 (SB p. 97)

Students should use all words in Sentences of their own, once they have completed the task.

Answers

- a) A cash
- b) C purchases
- c) C debt
- d) B debit
- e) B cardholder
- f) A cheque
- g) C overspend
- h) C ratings
- i) A product
- j) B retail
- k) C bad
- l) C credit

Activity 13 (SB p. 97)

Before your students start the question, ask your students to give some examples of Nigerian English expressions that differ from Standard English expressions.

Answers

- a) I am taking medication.
- b) There is a serious traffic jam on Ikeja Road.
- c) That is an insignificant amount of money.

Writing

Activity 14 (SB pp. 98–99)

Revise the text structures and language features of formal letters using the notes in the Student's Book. Remind students to not use:

- slang and colloquial language
- Abbreviations and Contractions
- emotional language, such as accusations, threats or sarcasm
- flowery language with many Adjectives and Adverbs

Refer students back to the checklist you gave them in the previous Module. Remind them to use the checklist to check their letters before submitting their work.

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: You 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	Speaking And Listening (pp. 100–101) Falling Intonation	Reading And Comprehension (pp. 101–104) implied meaning	Grammar Structure (pp. 104–105) Adjectives and Adverbs that signal implied meaning	Speaking And Listening (p. 107) listening for specific and inferred information	Writing (p. 108) Informal Letter
			Vocabulary (pp. 105–107) words related to the environment		

Objectives

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

Speaking And Listening: use Falling Intonation to express statements and realisation, listen for and record specific and inferred information

Reading And Comprehension: read to identify implied meaning

Grammar Structure: understand, identify and use Adjectives and Adverbs that signal implied meaning

Vocabulary: identify and use words related to the environment

Writing: identify features, style and register of an informal letter, write an informal letter

Resources

Student's Book (pages 100–108)

Photographs, posters and newspaper articles about environmental issues

Information about Wole Soyinka

Information on the Industrial Revolution

Dictionaries

Teacher's Guide

Speaking And Listening

Activities 1 to 3 (SB pp. 100–101)

Let students work in pairs to practise saying the Sentences in Activity 1. Ask pairs to demonstrate. Ensure they place the falling intonation on the correct words.

Answers

- The boys will serve food at the party.
 - Who is going to the party?
 - When will the girls sing the song?
 - Please lend me your book.
 - My teacher is very patient.
 - What are the ingredients for a chocolate cake?
- Danladi: Have you heard the news? Hasan won the spelling contest!

Hadiba: No, I haven't. What did he receive as a prize?

Danladi: Hasan got 5 000 naira in cash!

Hadiba: Really? That's wonderful!

Danladi: Not only that. He will go to Lagos for a week with his family.

Hadiba: That's great! I will ask him to send me a postcard from there.

Danladi: As for me, lots of photos will do.

Hadiba: Look Danladi, Hasan is coming!

Evaluation

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

Reading And Comprehension

Activities 4 and 5 (SB pp. 101–104)

Make sure that students understand the difference between implied and explicit meaning before they do this Comprehension task. Use experiential examples, such as what one could imply about the sleeping habits of a student who always yawns in class.

It may also be useful to talk a bit about Wole Soyinka and revise the main features of a drama (play extract).

Answers

4. Note that students' answers may vary in wording from those suggested below, but the content of their answers should be along similar lines.
 - a) Students' own answers. Ensure that they provide a good reason for their point of view.
 - b) Accept all reasonable answers. Students should, preferably, provide justification for their choices.
 5.
 - a) use of dialogue; stage directions
 - b) Students could provide a number of answers, for example:
 - She thinks he is crazy: 'the whole world knows of the madman/Of Ilujinle, who calls himself a teacher'
 - She thinks he is a fool: 'Is it Sidi who makes the men choke/In their cups, or you, with your big loud words/And no meaning'
 - He makes her angry: 'you make me want to pulp your brain'
 - c) Students should agree, since there is plenty of evidence:
 - 'as a woman, you have a smaller brain/Than mine'
 - 'You can no longer draw me into arguments/Which go above your head'
- d)
 - A '... draw me into ...': Lure him into an argument; provoke him to argue
 - B '... go above your head ...': Too difficult for you to understand
 - C '... turn/The whole world upside down ...': Revolutionise things; change things so that things are completely different from (or opposite to) the way they were before
 - e) 'In a year or two/You will have machines which will do/Your pounding, which will grind your pepper.' This shows that such machines had not yet made their way to the village.
 - f)
 - a) ragged: shabby b) manly: rugged
 - c) smaller: puny d) weaker: frail
 - e) common: unexceptional
 - A '... madman of Ilujinle...', '... with your big, loud words...', 'They call a fool – even the children...'
 - B 'For a woman, you have a smaller brain than mine...', '...which go above your head...', 'That's why they are called the weaker sex.'
 - C Lakunle is first indignant and then becomes patronising in his attitude, he tries to justify his argument with science. Sidi is angry at Lakunle's attitude.

Grammar Structure

Activity 6 (SB p. 105)

Make sure students understand the difference between Adjectives and Adverbs, as well as their basic functions and forms, before they do these tasks.

Answers

- a) wealth/elegance b) bankrupt/in debt
- c) purity/goodness d) down/depressed
- e) cowardly

Activity 7 (SB p. 105)

Depending on the level of students, it may be necessary to do this task orally with the class.

Revise the meaning and function of the relevant Adverbs: ‘until’, ‘just’, ‘yet’, ‘since’, ‘almost’, ‘already’.

Answers

- Adverb = until: it indicates the other person is currently doing the action
- Adverb = just: it indicates they arrived a few minutes ago
- Adverb = yet: it indicates the person has not completed the action – he or she must still complete it
- Adverb = since: it indicates the time that she has been up (awake) from
- Adverb = almost: it indicates that they are still busy, but that their task will be complete soon
- Adverb = already: it indicates some impatience on the part of the speaker because he or she has previously told the listener this information, and now it seems must repeat it because the listener has forgotten it.

Vocabulary

Activity 8 (SB pp. 105–107)

Students should use all the words in Sentences of their own once they have completed the task.

Answers

- A environmentally
- C pollution
- A greenhouse
- B environmental
- A refuse
- A pollute
- A sewage
- B contaminate
- B deforestation
- C erosion
- A landfill
- C resources

Speaking And Listening

Use the information contained in the rubrics Speaking And Listening: Comprehension and Responding on page 13 of this Teacher’s Guide to guide students’ engagement with the activities that follow.

Ensure that students understand the aim of these activities, as well as how to listen attentively in order to comprehend the text and respond appropriately.

Activity 9 (SB p. 107)

Make sure students know a little bit about the Industrial Revolution: When and where it took place and how it was one of the major turning points in the history of people of earth and of the environment.

Use these guidelines to read each of the following extracts to students:

- Read the Listening Text at normal speed. Students should just listen.
- Read the text again more slowly, allowing students to take notes. Students should complete the listening task after the second reading.
- Depending on the overall ability of your class, you may have to read the extract a third time, but at normal speed.
- Repeat the above for Listening Text 2.

Listening Text 1

Global Warming

Global warming happens when pollution causes the heat from the sun to become trapped inside the earth’s atmosphere. The main type of pollution that contributes to global warming is carbon dioxide (CO₂).

Since the beginning of the Industrial Revolution in the second half of the 18th century, the levels of this pollutant have increased in the atmosphere by as much as 33%. The growing levels of CO₂ have been responsible for the rise of temperature on earth because of what is known as the greenhouse effect.

The Greenhouse Effect

Greenhouses are used to grow plants, especially in the winter. Greenhouses work by trapping heat from the sun. The glass panels of the greenhouse let in light, but stop the heat from escaping. This causes the greenhouse to heat up, and keeps the plants warm enough to live in the winter.

The earth's atmosphere is all around us. It is the air that we breathe. Greenhouse gases in the atmosphere have the same effect as the glass panes in a greenhouse. First, sunlight enters the earth's atmosphere, passing through the blanket of greenhouse gases. Then, as it reaches the earth's surface, the land, water and biosphere absorb the most of the sunlight's energy.

However, some of this energy is reflected back into the atmosphere. Some of this reflected energy passes back into space, but much of it remains trapped in the atmosphere by the greenhouse gases (mostly CO₂, methane and nitrous oxide), causing our world to heat up.

Answers

- a) In the atmosphere.
- b) In the second half of the 18th century,
- c) CO₂, methane and nitrous oxide.

Activity 10 (SB p. 107)

Listening Text 2

Negative Impact Of The Greenhouse Effect

Without the greenhouse effect, the earth would not be warm enough for humans to live. Therefore, the greenhouse effect is important for our survival. But, because the greenhouse effect has become stronger, it is making the earth warmer than usual. Even a little extra warming may cause problems for humans, plants, and animals. For example, it has caused sea level to rise by almost one metre over the last century.

So, experts warn that if the sea levels rise by a further half metre, more than 100 million people will have to deal with flooding problems.

Answers

- a) warm
- b) survival
- c) hotter
- d) levels

Activity 11 (SB p. 107)

Repeat the reading guidelines outlined in the previous exercise.

Listening Text 3

Predictions By Experts

Scientific evidence shows that as the world gets wetter, because of the rise in temperature, this phenomenon by itself could trigger further disastrous temperature rise.

Additionally, many experts fear that the more the climate is forced to change, the greater the chances are for unpredictable and probably perilous changes on earth. Flooding, coastal erosion, droughts, salt water intrusion into soils, unusually high levels of tropical storms, cyclones and huge loads of rain are among the effects seen in various parts of the world during the past years, which have been attributed to global warming.

Other impacts of global warming include climate change, expansion of deserts, damage to our coasts and crops, increased spread of infectious diseases and the extinction of many plant and animal species.

Global warming also increases ozone in our atmosphere, which can cause lung damage.

Answers

Students' answers may vary, depending on the examples they choose. Accept any correct answers.

Writing

Activity 12 (SB p. 108)

Revise the features, including layout of an informal letter, as well as its style and register. Discuss typical types of content. Encourage planning and drafting. Refer students to the checklist you provided in Module 2. Remind them to use this checklist as a means of checking their letters before submitting them. Students then write an informal letter.

Evaluation

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

Teacher Evaluation: You 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	Speaking And Listening (p. 109) Rhyme Scheme	Reading And Comprehension (pp. 110–112) read to identify main ideas, summarising	Grammar Structure (pp. 112–116) Personal and Relative Pronouns	Vocabulary (pp. 116–117) words related to the music industry	Writing (p. 117) Descriptive Essay

Objectives

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

Speaking And Listening: identify and use Rhyme Schemes

Reading And Comprehension: read to identify main ideas, identify and use main and supporting ideas to summarise a text

Grammar Structure: identify Personal and Relative Pronouns, use Pronouns in Sentences, use Relative Pronouns to make Compound Sentences

Vocabulary: identify and use words related to the music industry

Writing: identify the stylistic and language features of a Descriptive Essay, write a Descriptive Essay

Resources

Student's Book (pp. 109–117)

Short verses (poems) that illustrate Rhyme Schemes

Recordings of music of Diddy, Dr Dre and Jay Z

Photographs, posters and information on recording studios

Dictionaries

Teacher's Guide

Speaking And Listening

Activity 1 (SB p. 109)

Check that students understand what Rhyme Scheme is and how to annotate it. It may be useful to provide additional practice examples.

Answers

Fire And Ice

Some say the world will end in fire, [A]

Some say in ice. [B]

From what I've tasted of desire [A]

I hold with those who favour fire. [A]

But if it had to perish twice, [B]

I think I know enough of hate [C]

To say that for destruction ice [B]

Is also great [C]

And would suffice. [B]

by Robert Frost

Reading And Comprehension

Activities 2 and 3 (SB pp. 110–112)

Introduce the task by holding a brief class discussion on singers and musicians the students know of and enjoy. Find out why students think some singers and musicians are so incredibly famous and wealthy.

Before students complete the task, check that they know what Personal Pronouns are, telling them to be on the lookout for these when they read the text. Read through the information on Summaries. Students use this information to complete Activity 3.

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: Reading Aloud on page 12 of this Teacher's Guide.

Answers

3. Note that students' wording of Topic Sentences may vary from those suggested below, but the content should be along similar lines.

Number	Topic Sentences	Topic Sentences In Own Words
1	What is interesting about their [Diddy, Dr Dre and Jay Z] fortunes is that most of it was not made from their music, but from their side deals	Diddy, Dr Dre and Jay Z made most of their money from businesses related to music, but not from their actual music
2	diversification has been key to boosting his [Diddy] fortunes into sustainable income streams	Diddy has many sources of income coming from a range of projects
3	having an astute business mind that has been the foundation of Dr Dre's financial success	Dr Dre's riches come from his clever understanding of how business works, spotting good deals, etc.
4	it is his [Jay Z] shrewd eye for profitable investments that helped his fortunes rocket	Jay Z has the ability to see good opportunities for business investments

Reading Evaluation

Use this text as an opportunity to test selected students' Reading skills. As before, provide Students with the Student's Self-Evaluation Checklist: Reading Aloud on page 9 of this Teacher's Guide before you ask them to do the reading assignment.

Answers

4. a) them/they b) us
c) me/I d) him/her
5. a) her b) him
c) they d) they
e) she f) him
g) him h) them
i) him j) they
k) it l) he
6. a) whose b) who
c) who d) whom
e) which f) that/that
g) whose/who h) whom

Grammar Structure

Activities 4 to 6 (SB pp. 112–116)

Point out the purpose of Personal Pronouns.

Use experiential learning to make sure students understand the difference between the various Personal Pronouns (first, second, third/ Singular and Plural). For example, set up some question and response dialogues:

Teacher: Who am I?

Class: You are our teacher.

Teacher: Who is she?

Class: She is _____.

Relative Pronouns are more difficult to grasp than Personal Pronouns, so ensure students can see how they introduce parts of Sentences that add extra information to the main part of the Sentence.

Activity 7 (SB p. 116)

Before students do this task, stress that repeated Subjects should be omitted. It may be a good idea to work through the first two as examples with the class. Allow some variation in answers as long as they are grammatically correct.

Answers

- a) That is the mother who has nine children.
b) That is the girl who walks to school every day.
c) That is the actress whom I admire.
d) The students, who studied hard, all passed the exam.

- e) That is the DVD which I bought at the mall.
- f) The thieves, who broke into our neighbour's house, were caught by the police officers./ The police officers caught the thieves who broke into our neighbour's house.
- g) These are my new clothes which I got for my birthday last year.
- h) The football player, who trained every day, played skilfully.
- i) The truck that travelled very fast was involved in an accident.
- j) The children, who were very happy, played in the park.

Vocabulary

Activity 8 (SB pp. 116–117)

Impress upon students the importance of context when dealing with vocabulary. Words must always fit the context in which they are used. Students should use all the words in Sentences of their own once they have completed the task.

Answers

- | | |
|-----------------|----------------|
| a) B instrument | b) C albums |
| c) C labels | d) A studio |
| e) D sound | f) C royalties |
| g) B pirating | h) A copyright |
| i) D genres | j) D lyrics |

Writing

Activity 9 (SB p. 117)

Revise the features, style and register of the Descriptive Essay. Make copies of the Student's Self-Evaluation Checklist: Descriptive Essay on page 9 of this Teacher's Guide and use this as a basis for consolidating and possibly expanding students' knowledge and skills. Discuss typical types of content, making sure that students understand the differences with other types of Essays, especially the Narrative Essay. Tell students that Narrative Essays also contain descriptions but their narrative elements (e.g. plot) distinguish them from Descriptive Essays that have different key elements. Ask: can you list the essential differences? Encourage planning and drafting. Students then write a Descriptive Essay. Remind students to use the checklist to check their work before submitting it.

Evaluation

Student Evaluation: Students can use the Student's Self-Evaluation Checklist: Descriptive Essay on page 9 of this Teacher's Guide.
Teacher Evaluation: You can use the Rubric: Descriptive Essay on page 17 of this Teacher's Guide.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 118) Vowel sounds that are spelled differently	Reading And Comprehension (pp. 119–121) read to answer Comprehension questions, summarising	Grammar Structure (p. 121) questions	Vocabulary (pp. 121–123) words related to the computers	Writing (p. 123) Expository Essay
					Speaking And Listening (p. 123) listen for and supply specific information

Objectives

By the end of this Module, the student should show understanding of the following skills:
Speaking and Listening: identify and use words that have the same Vowel sound but that are spelt differently, listen to texts in order to supply specific information

Reading And Comprehension: answer Comprehension questions based on a text, identify and use main and supporting ideas to summarise a text

Grammar Structure: identify question words, understand question structures, use question words and structures

Vocabulary: identify and use words related to computers

Writing: identify the stylistic and language features of an Expository Essay, write an Expository Essay

Resources

Student's Book (pp. 118–123)
 Pictures of technology as it has developed, e.g. of cellphones, cars and computers
 Dictionaries
 Teacher's Guide

Speaking And Listening

Activity 1 (SB p. 118)

Revise the basic Vowel sounds (including Diphthongs) and then do a few examples with the class before students complete the exercise.

Vowel Sounds

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

Diphthongs

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

Answers

- | | |
|--------------|-------------|
| a) C juror | b) B acting |
| c) B heart | d) D sour |
| e) C learner | f) C money |
| g) B roar | h) A poor |
| i) B stool | j) B liar |

Evaluation

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

Reading And Comprehension

Activities 2 to 5 (SB pp. 119–121)

Introduce the activities by reminding students that 'Comprehension' means understanding. So, stress to students that Comprehension exercise questions test their understanding of the Comprehension text, such as an article or newspaper story. Work through the following factors that students should keep in mind when doing a Comprehension exercise:

- Firstly, they should always read the questions first. This will help to make them aware of what to look for in the text when they read it. It helps to focus their attention on key words, terms, expressions, ideas and information in the text.
- Secondly, when they read the questions, they should take note of what kind of question each one is. There are six basic kinds of questions in a comprehension exercise:
 - Factual questions: These are questions based on facts or ideas that are in the passage. When students answer these questions, they can use words and Phrases from the reading text as long as they put them in Quotation Marks. Their answer should only include information that is in the passage.
 - Inference questions: These are questions that ask students to note implications that are not explicitly stated in the passage. They are expected to infer from the details given in the passage. These kinds of questions include:
 - Application questions, where they are asked to relate what they have read in the passage to a different situation.
 - Questions that require them to make a judgement on the ideas that have been presented in the passage.
 - Questions on summary and note-making:
 - Summary writing: These questions ask students to paraphrase information from the passage in a given number of words. They must write full Sentences in continuous prose and follow all the rules of Grammar (Tense, Punctuation, Spelling and so on). They must also use their own words.
 - Note making: Their answer must be in point form (in other words, not continuous prose). They must show clearly that these are notes, for example, by using numbers, letters and bullets.
 - Questions on Grammar and Sentence Structure: These kinds of questions are usually based on Sentences from the passage, and test students' ability to identify and use grammatical structures correctly.
 - Questions on Vocabulary: These questions test students' ability to give the meanings of words and expressions as they are used in the context of the passage.
 - Other questions: These can include questions about the main idea of the passage, providing a suitable title, identifying the Mood, tone and purpose, and so on.
- Thirdly, point out to students that when they have identified the kinds of questions, they should skim the text. Remind them that skimming is when you read the text very quickly to get a general idea of what it is about. While they are skimming the text, they can mark the passage lightly when they see parts that refer to the questions they have already read. Stress that they can even mark the text with an Abbreviation such as Q1 or Q2, for example, if the part they have marked refers to question 1 or 2. Or they can underline difficult Vocabulary or what they think are key words.

- Fourthly, stress that students should now read the text slowly and in detail to make sure they understand as much of the Vocabulary as a possible and the function of the language structures.
- Fifthly, they must answer the questions. Stress the following:
 - If they are writing a test or exam, they should check how many marks the question is worth. If it is worth one mark, they need to provide one fact. If it is worth two marks, they need to provide two facts. They should not waste time writing long answers or three or four lines when a question is worth only one or two marks.
 - They must make sure they understand exactly what type of answer the question is asking for. For example, if the question asks them to list four facts, they must write the facts in a list and not in a Sentence.
 - They must only give information related to the question. Point out that if they give extra information, it looks like they don't understand the text or the question and are guessing.
 - They must only use information in the text to answer the questions, unless the questions specifically ask them to use their general knowledge.
 - When they are given multiple-choice questions, they must carefully read the choices that are given before they choose one to make sure they are not tricked into choosing an almost correct answer. Stress that if they are not sure of the correct answer, they should draw a line through the answers that they know are wrong. This will make it easier to decide which one of the remaining questions is correct.

When the class is ready to do the comprehension exercise, hold a class discussion on what students think are the best inventions of the last 10 years and what types of things they think will be invented in the next 20 or so years.

Answers

- Students' own answers. Encourage thoughtfulness so that mature and interesting ideas are presented.
 - Students' own answers. Encourage imaginativeness so interesting ideas are presented. Ensure that good reasons are provided.
- False: 'a self-taught physicist'
 - False: 'passion for helping people'
 - True: 'alternative form of transport'/'an electric, self-balancing human transporter'
 - It can climb stairs; works on two and four wheels; balances itself; can travel over uneven and smooth/flat surfaces. (any 3)
 - portable insulin pump; portable dialysis machine.
 - 'anticipated'
 - It is clean, cheap, safe and does not cause traffic jams. (any 3)
 - (ii)
 - (iii)
 - (iii)
 - They are Pronouns.
 - The first Pronoun (his) is a Possessive Pronoun showing that he owns the company; the second Pronoun is a third person Singular Personal Pronoun indicating that Kamen ('he' stands for Kamen) is the president and owner of the company.
 - Answers below are suggestions. Accept any answers that make sense in terms of meaning and grammatical compatibility.
 - designed; created; developed
 - important
 - new; unusual; innovative
 - flat; smooth
 - bumpy; rough
 - costly; high-priced
 - keenly; enthusiastically
 - alter; adapt; modify
 - The power or energy that gets something started and then sees it through to completion.
 - Build robots from a bagful of everyday parts.

4. Students' answers will vary, but they should be along the following lines (any 3):
 - He is ambitious (self-taught; started his own company)
 - He has a strong desire to help people
 - He is curious and innovative (always inventing new things)
 - He is interested in helping others and improving their lives.
5. Students' answers will vary, but they should include the following information in their own words, as far as possible:
 - It is an electric, self-balancing human transporter with a computer-controlled stabilisation and control system.
 - The device is balanced on two parallel wheels and is controlled by moving body weight.

Grammar Structure

Activity 6 (SB p. 121)

Ensure that students can make the required changes to create questions, such as:

- inverting the Sentence structure/making changes to Syntax
- changing the Pronouns as well, if required
- starting the Sentence with an appropriate question word
- ending the Sentence with a Question Mark.

Answers

- a) What did you see while shopping?
- b) How are you going to pay for a gadget?
- c) What must you compare to buy a bargain?
- d) How much did it cost you?
- e) Why must you buy the gadget?
- f) When is this the best shopping mall in town?

Subject	Auxiliary Verb	Verb (Present Progressive)	Adverb Of Place	Adverb Of Time
She	is	going	there	now.

Auxiliary Verb	Subject	Verb (Present Progressive)	Adverb Of Place	Adverb Of Time
Is	she	going	there	now?

We usually answer 'yes' or 'no' to these types of questions.

Here is another example. In this example, the statement (at the top) contains the Auxiliary

Activity 7 (SB p. 121)

Students' own questions and answers. You should circulate among pairs to listen to the question and answer dialogues, ensuring that appropriate question words are used and that the question Sentence structure (Syntax) is correct. You should also take in students' written work to check that they know how to make questions correctly.

Additional notes on question forms

Depending on the teaching and learning needs of your class, you can use the notes below to assist students to gain a deeper understanding of question forms in English.

Making questions by changing word order

Questions usually start with an Auxiliary Verb (e.g. is, was) or an Interrogative Pronoun (e.g. where, how) that is followed by an Auxiliary Verb. Questions always end with a Question Mark (?). Look at the examples. Pay particular attention to the word order of the questions.

- Are you happy?
- Where does Amy live?

Making questions with Auxiliary Verbs

When the first Verb in a statement is an Auxiliary Verb, the statement can be changed into a question by changing the word order of the statement.

Look at the example. The top part shows a statement in the Present Progressive Tense and the bottom part shows a question, also in the Present Progressive Tense. Pay attention to how the word order changes in the question.

'has' and the Participle of the Verb 'eat'. So, the statement is in the Present Perfect Tense. The bottom part shows a question, also in the Present Perfect Tense.

Singular Subject	Auxiliary Verb	Verb (Participle Form)
She	has	eaten.

Auxiliary Verb	Singular Subject	Verb (Participle Form)
Has	she	eaten?

Making questions with the Verb 'do'

If the Verb in a statement is in the finite form (e.g. likes; eats), the statement can be changed into a question by adding a form of the Auxiliary Verb 'do'. Look at the examples. Pay attention to the following:

- If the Subject is Singular in a Present Tense Question, we start the Question with 'Does'. In addition, the Verb in the question takes the Plural form.
- If the Subject is Plural in a Present Tense Question, we start the question with 'Do'. In addition, the Verb in the question takes the Plural form.
- When a Participle (e.g. 'cooking', 'reading', 'swimming') is used as a Noun, it is not treated as a Verb.

Singular Subject	Singular Present Simple Tense Verb	Object
He	likes	cooking.

Auxiliary Verb	Singular Subject	Verb (Plural Form)	Object
Does	he	like	cooking?

Plural Subject	Plural Present Simple Tense Verb	Object
They	wash	the clothes.

Auxiliary Verb	Plural Subject	Verb (Plural Form)	Object
Do	they	wash	the clothes?

We usually answer 'yes' or 'no' to questions that start with a form of the Verb 'do'.

When Past Simple Tense statements are changed into questions, always add 'did' (unless the Past Tense statements use Past Tense forms of the Verb 'be'). Look at the examples.

Singular Subject	Singular Past Simple Tense Verb	Object
He	liked	cooking.

Auxiliary Verb	Singular Subject	Verb (Plural Form)	Object
Did	he	like	cooking?

Plural Subject	Singular Past Simple Tense Verb	Object
They	liked	cooking.

Auxiliary Verb	Plural Subject	Verb (Plural Form)	Object
Did	they	like	cooking?

We usually answer 'yes' or 'no' to questions that start with a form of the Verb 'do'.

Using Interrogative Pronouns to make questions

Interrogative Pronouns or Interrogative Adverbs (which we will revise next) are used to get specific answers to questions. Look at the example. The top part is a statement and the bottom part is the question we can make from the statement.

Relative Determiner	Noun	Verb	Possessive Adjective
That	ball	is	Emmanuel's.

Interrogative Pronoun	Noun	Verb	Relative Determiner
Whose	ball	is	that?

The Interrogative Pronoun 'whose' can be used with the Relative Pronouns 'that' or 'those' when the items that are being referred to belong to someone. The answer to a 'whose' question will be a Possessive Adjective (such as 'John's').

When changing a statement into a Question in this way:

- put the Interrogative Pronoun at the beginning of the Sentence
- put the Noun after the Interrogative Pronoun
- put the Verb next, without changing it
- put the Relative Determiner next
- put a Question Mark at the end of the Question.

The Interrogative Determiners ‘what’ or ‘which’ can also be used to start a Question. They are used to ask for information other than who owns something. Look at the examples.

We use ‘which’ if we are asking ‘which of the two’. For other purposes we use ‘what’.

- Which book is that?/What book is that?
- That book is *The Hidden Star*.

Using Interrogative Adverbs to make Questions

Interrogative Adverbs are used to ask Questions about when something happened, where something happened, why something happened or how something happened. Study the table.

Note that the Interrogative Adverb comes at the beginning of the Question. Also note:

- the Auxiliary ‘is’ or ‘do’ often provides the Tense (e.g. Where is he? Where did he go to school?)
- in the Present Tense, the Auxiliary ‘is’ or ‘do’ indicates first, second or third person (e.g. Where are they? When does the show start? When do they arrive?)

To Find Out:	Interrogative Adverb	Example
when something happened, use	when	When did you arrive?
where something happened, use	where	Where does she live?
why something happened, use	why	Why does he tell lies so often?
how something happened, use	how	How did the accident happen?

Vocabulary

Activity 8 (SB pp. 121–123)

Answers

- | | |
|----------------|---------------|
| a) C laptop | b) B literacy |
| c) B Internet | d) C mass |
| e) C software | f) C floppy |
| g) A operating | h) C online |
| i) A cloud | j) C global |

Writing

Activity 9 (SB p. 123)

Revise the features, style and register of the Expository Essay. Refer students to the checklist Writing/Expository Essays that you provided previously and use this as a basis for the revision of the key features of this type of essay. Discuss typical types of content, making sure that students understand the differences between the Expository Essay and other types of essays. Stress that Expository Essays must use mainly denotative (literal, not figurative) language, a formal style and register and be set out very logically so that Sentence and paragraphs all connect seamlessly.

Ensure that you stress the importance of planning and drafting. Students then write an Expository Essay.

Evaluation

Student Evaluation: You can adapt the Student’s Self-Evaluation Checklist: Argumentative Essay that students use previously on page 10 of this Teacher’s Guide.

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

Speaking And Listening

Activity 10 (SB p. 123)

You could introduce this listening activity by holding a class discussion on some of the marvels of modern medicine, such as heart transplants and micro-surgery.

Use these guidelines to read texts to students:

- Read Passage 1 at normal speed. Students should just listen.

- Read it again more slowly, allowing students to take notes. Students should complete the listening task after the second reading.
- Depending on the overall ability of your class, you may have to read the passage once again, but at normal speed.
- Repeat for Passage 2.

Listening Text

Passage 1

Robco-doc Succeeds In Remote Surgery

The first long-distance robco-doc operation took place on 7 September 2001 when a surgeon in New York operated on a patient in France, more than 7 000 km away, by using a remote-controlled robot. This was the first time that robot surgery had been carried out over such a long distance.

During the 54-minute experimental operation, a doctor in New York removed the gall bladder of a 68-year-old woman in Strasbourg.

He watched on a television screen and manipulated a pair of arms whose movements were mimicked by a robot in an operating theatre on the other side of the Atlantic.

He introduced a slender tube called a laparoscope, equipped with a tiny fibre-optic camera, a scalpel and tweezers into the woman's abdomen by remote control, and gently removed the suspect tissue.

The historic tele-surgery was called the 'Lindbergh operation' in tribute to the American aviator Charles Lindbergh, who in 1927, became the first person to fly solo across the Atlantic.

Passage 2

Dream Drill For Dentists

Most of us dread going to the dentist. We dread the injection we might need to dull the pain, and we dread the high-pitched sound of the drill as the dentist works on our teeth.

As the dental laser drill becomes more and more common in dentists' rooms, the painful visits could be a thing of the past. Laser dental procedures mean no heat, no noise, no injections, no pain, no blood and no numbness.

The first dental laser for hard and soft tissue, the Waterlase arrived in Africa a few years ago. It is manufactured in California in the USA and distributed by Technolase.

The Waterlase creates tiny laser-energised water droplets that act as cutting particles. These cool particles rapidly remove all tooth substances without pain.

There are many benefits to the use of the Waterlase:

- The laser is pinpoint accurate, allowing the dentist to leave as much healthy tooth structure in place as possible.
- There is no pain with most procedures.
- The bonding of tooth-coloured fillings is maximised, allowing them to last longer.

Numerous soft tissue procedures can be carried out without bleeding.

Evaluation

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

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (pp. 124–125) Rising Intonation, Falling Intonation in two-Syllable words	Reading And Comprehension (pp. 125–127) read for critical evaluation, summarising	Grammar Structure (pp. 128–129) Verb Tenses	Vocabulary (pp. 129–130) words related to nation building	Writing (p. 130) Argumentative Essay

Objectives

By the end of this Module, the student should show understanding of the following skills:
Speaking And Listening: identify and use Rising Intonation in polite statements, identify and use Rising and Falling Intonation in two-Syllable words

Reading And Comprehension: detect illogicality, faulty reasoning, misleading statements etc., to critically evaluate a text, reading to summarise longer selections

Grammar Structure: identify and use the following Verb Tenses: Present Simple; Present Continuous; Present Perfect; Past Simple; Past Perfect; Future Simple; Future Perfect

Vocabulary: identify and use words related to nation building

Writing: identify the stylistic and language features of an Argumentative Essay, write an Argumentative Essay

Resources

Student's Book (pp. 124–130)

Pictures of national celebrations and symbols related to Nigeria's national identity (e.g. Nigerian flag and Coat of Arms, currency, national anthem, pictures of national teams, etc.)

Dictionaries

Teacher's Guide

Speaking And Listening

Activities 1 and 2 (SB pp. 124–125)

Briefly revise Intonation with the class, making sure students understand how where we place Rising and/or Falling Intonation can impact on the meaning of what we say. Let students work in pairs or groups of four to practise saying the Sentences to each other. You should circulate among pairs or groups and provide guidance as required.

Answers

- Could I sit here, please?
 - Could you pass me the newspaper, please?
 - You look hungry. Can I get you something?
 - You couldn't lend me a hand, could you?
 - Can you do this for me?
- no
 - yes
 - no
 - no
 - yes

Evaluation

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

Reading And Comprehension

Activities 3 and 4 (SB pp. 125–127)

Ensure that students understand that all texts are written with an audience and purpose in mind. For this reason, in order to fully understand a text, we must work out the intended audience and the author's purpose. This knowledge will help us to evaluate the text critically in order to decide, for example, whether or not the author has a hidden agenda or is manipulating facts to get people to agree with his or her opinion.

Point out to students that critically evaluating a text requires that they are active readers who ask questions about, for example, the author's choice of words. If the author is describing an important public figure and uses the word 'pompous' rather than 'arrogant' or 'proud', what does this indicate about the author's attitude towards the public figure?

Also point out to students that they must be able to make inferences (read between the lines) and draw conclusions from texts in order to evaluate them critically. However, caution students against making assumptions and generalisations. Instead, every assertion they make about a text must be backed up with evidence from the text.

Answers

3. Allow students to work in pairs or small groups to discuss the following terms: illogicality, faulty reasoning, misleading statements, generalisations, assumptions, bias, prejudice and stereotyping. Afterwards, take feedback and facilitate a class discussion that leads students to consensus on what each term means.
4. a) A false
B false
C false
D false
E false
b) new national flag, a new national anthem, new national holidays, national languages and national sports teams (any 3)

- c) Allow some latitude in these answers, since some of classifications (e.g. generalisations and stereotyping) are fairly similar in sense and application.
A misleading statement/faulty reasoning
B stereotyping/prejudice
C generalisation/stereotyping
D generalisation/stereotyping
- d) common the same
strategies methods
conflict hostility
assured guaranteed
oppression subjugation
- e) tribal conflicts and revolts against the imposition of one-party states/rule
- f) Students' own answers that should include elements such as the following: any activity, event, or symbol that leads to all the people in a country, irrespective of language or ethnic group, feeling that they belong to the same nation.
A Accept all answers as long as they are logical and are substantiated.
B Accept all answers as long as they are logical and are substantiated.

Grammar Structure

Activities 5 and 6 (SB pp. 128–129)

Verb Tenses are very challenging for all learners of English as a second or third language. Make sure that you spend sufficient time on the full and Auxiliary Verbs and their Tenses with the class, explaining them and providing students with sufficient opportunities for practice.

The Student's Book provides a Summary of the Main and Auxiliary Tenses they must cover in this Module. A more comprehensive outline has been provided for you to enrich your teaching, or so that you can take Tenses further with more advanced classes if required.

A Verb forms the main part of the Predicate of a Sentence. A Verb is a word used to describe an action, state or occurrence. For example:

- She kicks the ball.
- I am happy.
- It is raining in Lagos.

A Verb Tense tells us when the Verb occurred: in the present, the past or the future. The tables below summarise how the Verb Tenses in

English are formed. Point out the Tense forms of the Auxiliaries (e.g. is, are, am, was, were) to students as well.

Tenses			
Past, Present and Future Indefinite Tenses			
<ul style="list-style-type: none"> We use the Indefinite Tenses when something is always true, e.g. My father is a dentist. When something is done regularly or when something is a habit, e.g. I visit my aunt every week. 			
Form Of The Indefinite Tenses	Past	← Present →	Future
	I listened You listened He/She listened We listened You listened They listened	I listen You listen He/She/It listens We listen You listen They listen	I shall/will listen You will listen He/She will listen We shall/will listen You will listen They will listen
Possible Time Words	yesterday/last night/ week/year/month	usually, never, every day/ week/month, regularly, often, once a week/ month/year	tomorrow, in the future next week/month/year
The Tense Is Formed By Using:	Past Tense Verb	Present Tense Verb. The Concord of the Verb is important	will + simple form of the Verb
Past, Present And Future Continuous Tense			
We use the Continuous Tense to express actions that are/were actually happening or progressing at a certain time, even actions that will take place in the future.			
Form Of The Continuous Tense	Past	← Present →	Future
	I was reading You were reading He/she was reading We were reading You were reading They were reading	I am reading You are reading He/she is reading We are reading You are reading They are reading	I shall/will be reading You will be reading He/she will be reading We shall/will be reading You will be reading They will be reading
Possible Time Words	At that moment When/while Five years ago at a specific time	At this moment Again While/when	At a certain time Tomorrow at two
The Tense Is Formed By Using	was/were + Verb + -ing	am/is/are + Verb + -ing	will/shall be + Verb + -ing
Past, Present And Future Perfect Tenses			
Form Of The Perfect Tense	Past	← Present →	Future
	Since she trained him, his performance had improved a lot. After she had gone to the movies, she ate in a restaurant.	Up to now she has read six books about movie stars. She has just finished her work.	By this time tomorrow, we will have finished the work. When the bell rings, we will have completed six hours of school.

Tenses			
When To Use This Tense	When you want to go back to an earlier time when you are already talking about the past.	For completed actions in the present.	To talk about events that will have been completed by a certain time in the future.
Possible Time Words	after/when/as soon as/previous/just/already/not yet/ever/never/before/always/since/for/by then/already becomes yet	After/when/as soon as/up to now/just/already/since/for/by now/before/after/when	By sunset/by 9h00/by that time/at this time tomorrow/when the bell rings/at that moment/busy/while
The Tense Is Formed By Using	had + Past Participle	has/have + Past Participle	shall/will + have + Past Participle
Past, Present And Future Perfect Continuous Tense			
Form Of The Perfect Continuous Tense	Past	← Present →	Future
	He had been walking for hours that morning.	He has been walking for hours. They have been walking for hours now.	By this time tomorrow he will have been walking for hours. By this time tomorrow we shall have been walking for hours.
When To Use This Tense	For actions that started some time earlier and were still continuing at a time in the past	For actions that started some time ago and are still continuing at the moment.	For actions that will start some time in the future and will still be continuing at a certain time in the future.
Possible Time Words	all day/all morning/since early that morning/for hours/already	all morning/all day/for hours now/already	by this time next week/by eight o'clock tomorrow
The Tense Is Formed By Using	had + been + Verb + -ing	has/have + been + Verb + ing	shall/will + have + been + Verb + ing

Answers

5. a) When I arrived at school, I **saw** that my best friend **was** absent.
 b) We sometimes forget to be grateful when things **go** well for us.
 c) sequence of Tenses is correct
 d) Zach said, "I have been living in Lagos for a month, but I **have not made** any new friends yet."
 e) After Uwem had eaten supper last night, he **went** to watch a movie.
6. a) C coaches
 b) B have arrested
 c) D are expecting
 d) A have tried
 e) D is watching

Vocabulary

Activity 7 (SB pp. 129–130)

Answers

- a) C caregivers
 b) C respect
 c) A biased
 d) A acceptance
 e) C oneness
 f) C alike
 g) B worthier
 h) C eliminated
 i) A ethnocentric
 j) B human

Writing

Activity 8 (SB p. 130)

Revise the features, style and register of the Argumentative Essay. Discuss typical types of content, making sure that students understand the differences between the Argumentative Essay and other types of Essays.

Stress that Argumentative Essays must be balanced, presenting both points of view on the topic, before coming to a logical conclusion. Also remind students that Argumentative Essays use mainly denotative (literal, not figurative) language, a formal style and register and be set out very logically so that Sentence and paragraphs all connect seamlessly.

Ensure that you stress the importance of planning and drafting. You can use the Student's Self-Evaluation Checklist: Argumentative Essay that students used previously. Remind them to use this checklist to check their work before submitting it. Students then write an Argumentative Essay.

Evaluation

Student Evaluation: Students can use the 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 8

Technology

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 131) Consonant sounds	Reading And Comprehension (pp. 132–134) main, gist, summarising	Grammar Structure (pp. 134–135) Phrasal Verbs	Vocabulary (pp. 135–136) words related to technology	Writing (pp. 136–137) debate speech
					Speaking And Listening (p. 137) Consonant sounds

Objectives

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

Speaking And Listening: identify and use the following Consonant sounds: /dʒ/, /z/, /tʃ/ and /ʃ/, listen to a text to identify and list the following Consonant sounds: /dʒ/, /z/, /tʃ/ and /ʃ/

Reading And Comprehension: recognise the main gist in a given passage, use main gist to summarise the text

Grammar Structure: identify, explain the meaning of and use Phrasal Verbs

Vocabulary: identify and use words related to technology

Writing: identify the stylistic and language features of debate speech, write a debate speech

Resources

Student's Book (pp. 131–137)

Pictures and newspaper or magazine articles about technology

Dictionaries

Teacher's Guide

Speaking And Listening

Activities 1 and 2 (SB p. 131)

Briefly revise the Consonants with the students.

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

Afterwards, stress the following four:

/dʒ/	as in <u>bridge</u>	/z/	as in plea <u>sure</u>
/tʃ/	as in <u>chocolate</u>	/ʃ/	as in <u>shush</u>

Answers

- C just
 - A jump
 - A leisure
- C cheeky
 - A search
 - B chosen

Evaluation

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

Reading And Comprehension

Activities 3 to 6 (SB pp. 132–134)

Remind students that a Summary is made up of only the most important (or key) information in a text. Consequently, when they read a text for Summary writing, they need to look out for words

and expressions that signal key information. They must also analyse each paragraph in order to identify the Topic Sentences.

Answers

- Introduction 1: Instead
Paragraph 1: To make their point
Paragraph 2: are adamant
Paragraph 3: in support of their argument
 - Allow students to work in pairs to compare and discuss their answers. Facilitate a class feedback discussion in which you steer students to consensus.
- 'Everybody dies'
 - Because the action stretches from a point in the indefinite past and continues in the present.
 - The word 'until' tells us that 'it' is still happening.
 - | | |
|----------|--|
| immortal | live forever; never die emphatically |
| combined | become one with each other |
| adamant | will not change their mind |
| merge | joined together |
| effects | results or consequences |
| lifespan | the length of life of something or someone |
| founder | a person who starts something |
 - In 1997 a computer called Deep Blue beat the world chess champion, Garry Kasparov, in six games of chess.
 - In the first decade of the 21st century, there were also more than 2 000 computer-controlled robots fighting alongside US soldiers in Afghanistan.
 - Facebook, a computer program that links over 1,44 billion people worldwide
 - Google, a superfast search engine that allows you to find information on any topic in a few seconds
 - The average cell phone today is a millionth the size of computers 40 years ago and a thousand times more powerful.

d)

Part Of Speech	Name Of Part Of Speech	Function Of Part Of Speech In The Sentence Where It Appears
since	Preposition	It links past time mentioned with present time
more intelligent than	Comparative Adjective	To compare the intelligence of computers in 2045 with human intelligence to show that the former will be greater than the latter
get on with	Phrasal Verb	To introduce what humans will be able to do when computers are more intelligent than them
Then	Adverb	To show that another point has been added to the argument
Finally	Adverb	To show that the last point has been added to the argument

5. Paragraph 1: To make their point
 Paragraph 2: are adamant
 Paragraph 3: in support of their argument
- a) To make their point, Singularists state emphatically that by 2045 computers will be more intelligent than people. Once computers reach this advanced stage, Singularists are adamant that many possibilities for immortality will become realities.
 In support of their argument, Singularists point out that the abilities of computers to ‘think’ and ‘communicate’ have increased rapidly over the last 20 years.
- b) Assess students’ Sentences on their own merit. Quite clearly words like ‘Singularists’ cannot be changes, but students should change words and expressions such as:
- state emphatically
 - more intelligent
 - people
 - advanced stage
 - adamant
 - rapidly
6. Allow variation in the wording of students’ summaries, but they must be along the lines of the example below.
 Singularists are sure computers will be cleverer than humans by 2045, because computers have developed so quickly over the last 20 years, and then there will be many real options for eternal life.

Grammar Structure

Activities 7 and 8 (SB pp. 134–135)

Point out to students that many expressions used in English are Idiomatic and Figurative. Depending on the level of your class, you could touch on the difference between denotative (literal) language and connotative (language that has layers of meaning, sometimes because it is used figuratively or idiomatically).

Discuss how English often combines Parts Of Speech to make set expressions that are used figuratively. One example is Phrasal Verbs where Verbs and Particles (Prepositions) are combined into expressions that are completely different from their literal meanings.

Work through a few examples with the class before they do the tasks in the Student’s Book.

Here are some examples you can use:

Phrasal Verb	Meaning	Example
back up	support	Will you back up my decision to change school subjects?
break up	end a relationship	Their marriage broke up after 20 years.
come forward	volunteer	Many people came forward with food and clothes for people whose houses were flooded.

Answers

7. a) Phrasal Verb b) literal meaning
c) Phrasal Verb d) literal meaning
e) Phrasal Verb f) Phrasal Verb
g) literal meaning h) Phrasal Verb
i) Phrasal Verb j) literal meaning
8. a) get away with b) get around to
c) live up to d) look out for
e) put in for f) do away with
g) go back on h) look up to

Vocabulary

Activity 9 (SB pp. 135–136)

Extend this exercise by getting students to write meaningful Sentences with the words not given as answers below.

Answers

- a) B X-ray b) C cloned
c) B genetic d) C vaccinations
e) A transplant f) A inoculated
g) B mutations h) A antibiotics
i) B chemical j) C microscope

Writing

Activity 10 (SB pp. 136–137)

Revise the features, style and register of the speeches for debates, including the formal introduction, ensuring students understand terms such as:

- motion
- pros and cons
- support
- oppose.

Discuss the typical structure of a debate speech, spending some time working through the tabulated example in the Student's Book.

Ensure that you stress the importance of planning and drafting. Students then write a debate speech.

Evaluation

Teacher Evaluation: Teachers can use the Rubric: Speech on page 15 of this Teacher's Guide.

Speaking And Listening

Activity 11 (SB p. 137)

Read the passage below, once at normal speed and then a second time more slowly. Students should just listen during the first reading.

Students must listen for these sounds and write down the words that have the sounds:

- 'ch-' as in choose • 'sh-' as in shoes
- '-s-' as in measure
- '-dg-' as in edgy or 'j' as in just

Note: The words they should identify and list are underlined in the text.

Listening Text

Youthful ingenuity can turn township rubble into floor polishers, electric drink shakers, hydraulic sledgehammers, and even 200 km/hour car engines. However, poverty often dashes the dreams of studying further and being taken seriously as innovators. Luckily, for some rural school students, a local organisation is keen to give them an edge so that their chances of choosing a career in science are not killed off. And the firm wants to keep their curiosity in science alive at the same time.

In order to do this, the firm organises an annual science expo in the area at which they make available materials and expertise from a local university.

For many of these students, the expo is their only real exposure to scientific tools and equipment. Last year, five students from a nearby junior secondary school shook up the competition and over just five days raked in the top three awards for their technological inventions.

These students have now been noticed, their ability to face up to challenges acknowledged and their talents and hard work showcased. It is hardly likely with such a spotlight on them that they will be left in the lurch. Instead, they now stand a good chance of being awarded bursaries to follow their dream of studying design technology at the university, should their dream last the distance.

Evaluation

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

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 138) commonly confused Vowel sounds	Reading And Comprehension (pp. 139–141) read for meaning, answer questions	Grammar Structure (pp. 141–143) Passive Voice, Active Voice	Vocabulary (pp. 143–144) words related to culture	Writing (p. 145) magazine article

Objectives

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

Speaking And Listening: identify words with commonly confused Vowel sounds

Reading And Comprehension: read for meaning, answer questions based on a text, identify main and supporting ideas

Grammar Structure: understand, identify and use the Passive Voice, make Active–Passive Voice transformations, understand Grammatical Structures and functions

Vocabulary: identify and use words related to culture

Writing: identify the stylistic and language features of a magazine article, write a magazine article

Resources

Student's Book (pp. 138–145)
Samples of a range of magazines
Pictures of cultural festivals in Nigeria
Dictionaries
Teacher's Guide

Speaking And Listening

Activities 1 and 2 (SB p. 138)

Remind students that some Vowel sounds in English can be confusing because, although they look very different, they can have the same sound. The converse is also true, although some

can look the same, they are pronounced very differently.

Point out to students that there is no quick fix to this issue. The only way to become fluent speakers is to practise using the language as often as possible, preferably with an English home language speaker, who can guide pronunciation onto the correct track when problems arise.

You can use the examples below to illustrate this frustrating issue that many English additional language students face.

- The underlined Vowels sound in money, funny and trouble all have the same sound even though they are spelled differently.
- The underlined Vowel sounds in dough, bough and through are all spelled the same, but they sound completely different from one another.

Answers

- A Sunday
 - B sunny
- A worst
 - B curve
 - C heard
 - A journey

Evaluation

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

Reading And Comprehension

Activities 3 and 4 (SB pp. 139–141)

Point out to students that in order to grasp the meaning of a text and answer questions on it, they need to understand the words in the text and identify signal words that indicate main and supporting ideas. Stress, however, that this is not sufficient and that they need to understand grammatical structures and their functions as well.

Answers

3. a) A leisure B domestic
C work D rural area
E urban
- b) A false
B false
- c) Socialising (sitting around, relaxing, talking about their lives or perhaps celebrating a special event, like a birth or a marriage) and cultural events (e.g. Crops and Yam Festivals)
- d) Allow some variation in students' answers, but they must be along the lines of the sample answers below.
A Adverb
B It tells us that it is mainly or mostly Nigerians living in rural areas (not those in towns and cities) who celebrate cultural festivals as leisure activities.
C mainly, mostly, chiefly, principally, largely; substantially, particularly, primarily, generally, usually, typically (any 1)
- e) Movies, night clubs, sport, visiting museums and parks (any 3)
- f) In rural areas they are more cultural and traditional; in urban areas they are more western and focused on entertainment.
- g) A Passive Voice
B The Subject and Object have swapped positions; the Verb uses the Auxiliary + Participle (is made) form.
- h) 'Time spent on activities like eating and sleeping is not considered leisure because you have to do those activities to survive.'

'The same is true about the kinds of leisure activities that are done by people.'

- A Subjects and Objects have swapped positions; the Verbs use the Auxiliary + Participle (is not considered; are done) form.
- B Allow some variation in students' answers, but they must be along the lines of the sample answers below.
- People do not consider time spent on activities like eating and sleeping leisure because you have to do those activities to survive.
 - The same is true about the kinds of leisure activities that people do.
- i) A varies
B take part in
C converge
- j) Life has become increasingly modernised in the cities.
- k) Students' own answers. Accept any logical and well-substantiated opinions.
4. a) first morning; Once they have done this; then; When; Afterwards; On the second day
- b) Families make an altar; the men go to the fields to dig up the new yams; the men go to the village square to give thanks; they make an offering to their ancestors; they have a feast with their family, friends and neighbours; they gather to watch young men take part in a wrestling contest.

Grammar Structure

Activities 5 and 6 (SB pp. 141–143)

Many students find Active–Passive transformations quite tricky, so it is worthwhile spending adequate time on this section. Work through the explanations and examples in the Student's Book. You can refer to the tables below, ensuring that you cover:

- both Regular and Irregular Verbs
- 1st, 2nd and 3rd person Singular and Plural
- Pronoun changes (from Subject to Object).

Singular

Verb Tense	Active Voice	Passive voice
Present Simple	I kick the ball. I fry the egg. You eat the egg. She/He/It eats the egg. We eat the egg. They eat the egg.	The ball is kicked by me. The egg is fried by me. The egg is eaten by you. The egg is eaten by her/him/it. The egg is eaten by us. The egg is eaten by them.
Present Continuous	I am kicking the ball. I am frying the egg. You are eating the egg. She/He/It is eating the egg. We are eating the egg. They are eating the egg.	The ball is being kicked by me. The egg is being fried by me. The egg is being eaten by you. The egg is being eaten by her/him/it. The egg is being eaten by us. The egg is being eaten by them.
Present Perfect	I have kicked the ball. I have fried the egg. You have eaten the egg. She/He/It has eaten the egg. We have eaten the egg. They have eaten the egg.	The ball has been kicked by me. The egg has been fried by me. The egg has been eaten by you. The egg has been eaten by her/him/it. The egg has been eaten by us. The egg has been eaten by them.
Past Simple	I kicked the ball yesterday. I fried the egg yesterday. You ate the egg yesterday. She/He/It ate the egg yesterday. We ate the egg yesterday. They ate the egg yesterday.	The ball was kicked by me yesterday. The egg was fried by me yesterday. The egg was eaten by you yesterday. The egg was eaten by her/him/it yesterday. The egg was eaten by us yesterday. The egg was eaten by them yesterday.
Past Continuous	I was kicking the ball yesterday. I was frying the egg yesterday. You were eating the egg yesterday. She/He/It was eating the egg yesterday. We were eating the egg yesterday. They were eating the egg yesterday.	The ball was being kicked by me yesterday. The egg was being fried by me yesterday. The egg was being eaten by you yesterday. The egg was being eaten by her/him/it yesterday. The egg was being eaten by us yesterday. The egg was being eaten by them yesterday.
Past Perfect	I had kicked the ball. I had fried the egg. You had eaten the egg. She/He/It had eaten the egg. We had eaten the egg. They had eaten the egg.	The ball had been kicked by me. The egg had been fried by me. The egg had been eaten by you. The egg had been eaten by her/him/it. The egg had been eaten by us. The egg had been eaten by them.

Plural

Verb Tense	Active Voice	Passive voice
Present Simple	I fry the eggs. You eat the eggs. She/He/It eats the eggs. We eat the eggs. They eat the eggs.	The eggs are fried by me. The eggs are eaten by you. The eggs are eaten by her/him/it. The eggs are eaten by us. The eggs are eaten by them.

Verb Tense	Active Voice	Passive voice
Present Continuous	I am frying the eggs. You are eating the eggs. She/He/It is eating the eggs. We are eating the eggs. They are eating the eggs.	The eggs are being fried by me. The eggs are being eaten by you. The eggs are being eaten by her/him/it. The eggs are being eaten by us. The eggs are being eaten by them.
Present Perfect	I have fried the eggs. You have eaten the eggs. She/He/It has eaten the eggs. We have eaten the eggs. They have eaten the eggs.	The eggs have been fried by me. The eggs have been eaten by you. The eggs have been eaten by her/him/it. The eggs have been eaten by us. The eggs have been eaten by them.
Past Simple	I fried the eggs yesterday. You ate the eggs yesterday. She/He/It ate the eggs yesterday. We ate the eggs yesterday. They ate the eggs yesterday.	The eggs were fried by me yesterday. The eggs were eaten by you yesterday. The eggs were eaten by her/him/it yesterday. The eggs were eaten by us yesterday. The eggs were eaten by them yesterday.
Past Continuous	I was frying the eggs yesterday. You were eating the eggs yesterday. She/He/It was eating the eggs yesterday. We were eating the eggs yesterday. They were eating the eggs yesterday.	The eggs were being fried by me yesterday. The eggs were being eaten by you yesterday. The eggs were being eaten by her/him/it yesterday. The eggs were being eaten by us yesterday. The eggs were being eaten by them yesterday.
Past Perfect	I had fried the eggs. You had eaten the eggs She/He/It had eaten the eggs. We had eaten the eggs. They had eaten the eggs.	The eggs had been fried by me. The eggs had been eaten by you. The eggs had been eaten by her/him/it. The eggs had been eaten by us. The eggs had been eaten by them.

Answers

5. a) A vaccine to cure the disease was invented by the scientists.
b) The chess champion was beaten by a computer in a game of chess. / The chess champion was beaten in a game of chess by a computer. (accept either)
c) Jonas was given a Valentine's Day card by Sidi.
d) The exams have not been written by the students yet.
e) The thieves will have been arrested by the police officers by the end of the week.
f) Many new schools are being built by the government in the countryside. /
- Many new schools are being built in the countryside by the government. (accept either)
g) We are protected by our soldiers.
h) The Africa Cup of Nations was won by the Nigerian Super Eagles in 2013.
6. a) The children ate the food yesterday.
b) The thieves have stolen the money.
c) I will have read the book by tomorrow.
d) The scientists are conducting the experiment at the moment.
e) He takes the medicine every day.
f) The students were picking up the litter.
g) The fire department is putting out the fires.
h) The choir is singing the song.

Vocabulary

Activities 7 and 8 (SB pp. 143–144)

Answers

8. Students' answers may vary, but should include some elements of the definitions below.
- folklore – the traditional beliefs, customs, and stories of a community, passed through the generations by word of mouth.
 - annual – an event that takes place every year
 - exhibits – works of art or items of interest that are displayed in public
 - masquerades – to pretend to be something one is not
 - mores – the customs, values, and behaviours that are accepted by a particular society or culture
 - hostility – opposition or unfriendliness
 - flogging – beating with a stick or whip
 - sacrifices – an act of slaughtering an animal or person or surrendering a possession as an offering to a deity
 - traditional – a long-established/accepted practice
 - compete – take part in a contest
 - rite of passage – a ceremony or event marking an important stage in someone's life, especially birth, the transition from childhood to adulthood, marriage, and death.
 - mythical – existing only in the imagination
 - festival – a day or period of celebration

Writing

Activity 9 (SB pp. 145)

Work through the features, style and register of a magazine article with the class. The Student's Book contains useful information about the structure of this type of text. In addition, refer students to the Checklist: Article, which you shared with them previously. Discuss typical types of content, making sure that students understand the differences between a newspaper article or story and a magazine article.

Also remind students that magazine articles, if dealing with factual content, use mainly denotative (Literal, not Figurative) language, a formal style and register, and should be set out very logically so that Sentences and paragraphs all connect seamlessly. However, if the article is Creative or Descriptive, Figurative language and a less formal style and register may be used.

Ensure that you stress the importance of planning and drafting. Students then write a magazine article. Remind students to use the checklist to check their work before submitting it.

Evaluation

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

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

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 146) Consonant blends, Unstressed Vowel sounds	Reading And Comprehension (pp. 146–148) read for Comprehension, answer questions	Vocabulary (pp. 148–149) words related to teenagers	Grammar Structure (pp. 149–151) Relative Pronouns, Adjectives, Plural Nouns, Phrasal Verbs, Adverbs, Personal Pronouns	Speaking and Listening (p. 151) answer questions based on a read text

Objectives

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

Speaking And Listening: listen to a text and answer questions based on it, identify and use Consonant blends, identify and use Unstressed Vowel sounds

Reading And Comprehension: read to identify meaning, answer Comprehension questions based on a text

Vocabulary: identify and use words related to teenagers

Grammar Structure: identify, explain the meaning of and use Pronouns, Adjectives, Plural Nouns, Phrasal Verbs and Adverbs

Resources

Student's Book (pp. 146–151)

Dictionaries

Teacher's Guide

Speaking And Listening

Activities 1 to 3 (SB p. 146)

Answers

- A dt
 - C pl
 - C ch

(3)
- measure
 - leisure
 - seizure

(3)

- A democratic
 - D developing
 - C soldiers

(30)

Reading And Comprehension

Activity 4 (SB pp. 146–148)

Answers

- Students must identify the main ideas in each paragraph. The first answer is provided in the Student's Book.
Paragraph 2: The funeral was equal to his status
Paragraph 3: A sacred ceremony would take place after dark
Paragraph 4: Explains the rituals of the public funeral
Paragraph 5: The one-handed spirit pays tribute to Ezeudu
Paragraph 6: Ezeudu's youngest son is killed in an accident during the funeral
Paragraph 7: The level of confusion that followed the accident was high as nothing like this had ever happened before. (12)
 - | | |
|-------------|------------------|
| befitted | was suitable for |
| brandishing | waving |
| rite | ceremony |
| subsided | died down |
| delirious | frenzied |

(5)
 - Allow some variation in answers, but they should be along the following lines:
A got closer

- B moved out of the way
 C very close; it was going to get dark very soon (3)

Vocabulary

Activities 5 (SB pp. 148–149)

Students should make meaningful Sentences with words they do not use as answers.

Answers

- a) A puberty
 b) B individuality
 c) A conflicts
 d) A pressures
 e) A ancestral
 f) B honour
 g) C sovereignty
 h) A diligently
 i) B segregation
 j) A determine (10)

Grammar Structure

Activities 6 to 11 (SB pp. 149–151)

Answers

6. a) Many young people suffer from eating disorders which are often the result of stress and peer pressure.
 b) We get different eating disorders which are all equally dangerous and can end in death.
 c) Young people with eating disorders should try to obtain information which tells young people about what causes eating disorders and where they can get help.
 d) Living a healthy lifestyle, which includes eating three balanced meals a day, doing sufficient exercise and getting adequate sleep, is the best way to avoid eating disorders.
 e) There is treatment, which includes counselling, therapy and family support, for people with eating disorders. (5)
7. a) warm-hearted b) sympathetic
 c) jealous d) gorgeous
 e) possessive f) embarrassed
 g) shy h) handsome
 i) romantic j) generous (10)

8. a) teachers b) tyrannies
 c) loaves d) potatoes (5)
 e) children
9. a) E look down on
 b) D grow out of
 c) B drop in on
 d) C catch up on
 e) A get away with (5)
10. Allow some variation in answers, but they should be along the following lines:
 a) The person will continue trying up to the time he or she is successful.
 b) The person must still do the task.
 c) They started working when the sun rose and have not stopped working.
 d) The task they are doing is almost (about 85–90%) complete.
 e) The person saying this is a bit annoyed or impatient because this is the second time he or she has to explain the same thing. pressures (5)
11. a) you b) they
 c) me d) them (5)
 e) us

Speaking And Listening

Activity 12 (SB p. 151)

Discuss the requirements of the exercise with the students, stressing the importance of good listening and note-taking skills.

Point out that these are vital skills that can mean the difference between success and failure. Use these guidelines to read the text to students:

- Read the text at normal speed. Students should just listen.
- Read the text more slowly, allowing students to take notes. Students should complete the listening task after the second reading.
- Depending on the overall ability of your class, you may have to read the text once again, but at normal speed.

Listening Text

AIDS is increasing rapidly in young heterosexual women. Britain has found that young pregnant women under the age of 20 are most likely to be infected – findings similar to Nigeria.

The virus is most common in girls aged 13 to 19 and young men aged 15 to 25. Only about 10% of Nigerians who are infected know they are positive, the other 90% are infecting other people and re-infecting themselves with other strains of the virus. About 3.4 million Nigerians are infected (living with HIV/AIDS).

HIV shows itself most often as flu-like symptoms, about one to three weeks after exposure. Symptoms can include fever, sore throat, skin rash, unexplained weight loss, swollen glands, ulcers in the mouth or excessive tiredness. But, as quickly as the symptoms appear, they disappear and the infected person can put on weight again and appear well for years afterwards.

The most reliable test is the Elisa. Blood will be drawn from your arm and sent to a laboratory and the result will be given to you within three to seven days.

The PCR (polymerase chain reaction) test can be done either to give a positive or negative result, or to tell you how much of the virus is in your blood. This test also requires blood and the results can be ready in one to three days but it is not as accurate as the Elisa test, which is 99% accurate.

Other tests for HIV/AIDS are:

- Oral fluid tests – These tests use oral fluid (not saliva) that is collected from the mouth using a special collection device.
- Urine tests – These tests use urine instead of blood.
- The oral and urine tests are not as precise as the traditional blood tests because they are not as sensitive as the blood tests.
- Rapid tests – A rapid test is a screening test that produces very quick results (approximately 20–60 minutes), but the results should be confirmed by another test to make certain of them.

Home testing kits – Never do a home-based test as the kits are not reliable and no one can counsel you on the illness.

Answers

- a) true (1)
- b) A urine/oral fluid test (1)
B PCR test (3)
C Elisa test (3)
- c) not reliable/no-one to provide counselling (2)

Evaluation

Use the marks achieved in the Revision Test to evaluate how well each student has understood the skills covered this term.

Total: 80

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (pp. 152–153) unstressed Vowel sounds, rising and falling intonation, rhyme scheme, Consonant Clusters	Vocabulary (pp. 153–154) Spelling of words	Reading And Comprehension (pp. 154–156) main gist, summarising	Grammar Structure (pp. 156–157) Punctuation, Sentence types, Adjectives, Pronouns, Tenses, Phrasal Verbs, Active Voice	Writing (p. 158) Summary, blog, Formal Letter, debate speech

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: recognise Unstressed Vowel sounds, identify Rising and Falling Intonation, work out a Rhyme Scheme, recognise two-letter Consonant blends, pronounce words correctly

Vocabulary: match words with their meanings

Reading And Comprehension: recognise and extract the main idea in a passage, identify the Implied Meaning in various contexts

Grammar Structure: punctuate Sentences, identify different types of Sentences, use Adverbs correctly, change statements into questions, recognise and use Pronouns correctly, change Sentences from Active to Passive Voice, use Verb Tenses correctly

Writing: write a blog, debate speech, Summary or Formal Letter

Resources

Student's Book (pp. 152–158)
Informational text and images of the Durbar festival
Dictionaries
Teacher's Guide

Speaking And Listening

Activities 1 to 6 (pp. 152–153)

This is a Revision Module. Therefore, students can complete this section in a test environment.

Answers

- B festival
 - A horses
 - B parade
- Father! Father! That army are raising their swords!

Raising their swords?

Yes, they are going to attack!

Well, let's take a closer look.

No, no, no. just take me away!

Very, well, if that is what you want.
- A A A B C B C
A D A D E F E F
- A pass
 - B beads
 - A ferris wheel
- A jump
 - C procession
 - A beach
 - C shop
- A ou
 - C ck
 - B tt

Evaluation

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

Vocabulary

Activity 7 (SB pp. 153–154)

This is a Revision Module. Students can complete this section in a test environment.

Answers

- Masthead – the title of a newspaper at the top of the first page
- Debit – money is taken from the account
- Greenhouse effect – gases and warmth are trapped in the earth's atmosphere
- Rhythm – a strong, regular repeated pattern of sound
- Software – the programs used by a computer
- Stereotype – a generalised image or idea of a type of person
- Transplant – take and implant an organ or tissue on another part or body
- Festival – a period of celebration, usually for religious reasons
- Global – relating to the whole world
- Respect – feel deep admiration for someone

Reading And Comprehension

Activity 8 (SB pp. 154–156)

This is a Revision Module. Students can complete this section in a test environment.

Answers

- | | | |
|------|------|------|
| a) C | b) C | c) B |
| d) C | e) B | f) A |
| g) B | h) A | i) A |
| j) A | k) B | l) B |
| m) A | | |

Grammar Structure

Activities 9 to 18 (SB p. 156–157)

This is a Revision Module. Students can complete this section in a test environment.

- The Hausa people settled in Kano over 100 years ago, it is the oldest and second largest city in Western Africa.
 - The Emir's parasol is elaborately decorated, with coloured material, beads and lace.
 - The horsemen shouted, "Ranka ya Dede!"

10.

Sentence	Sentence type
The festival begins with prayers outside Kano and Katsina.	Declarative
Stand still and watch.	Imperative
Why do the horsemen scream and shout?	Interrogative
May you live long!	Exclamatory

- The Nigerian Durbar festival displays the military power of each noble household who are expected to defend the Emirate.
- You can accept any Adverbs at your discretion.
For example: 'colourfully', 'smartly', 'noisily', 'joyfully', 'mournfully'
- They pass just few feet away from the Emir and stopped suddenly to salute him with their raised swords.
- who
 - that
 - which
- What does each noble household display at the Durbar festival?
 - How does the festival procession go?
 - Where do the festival prayers happen?
- B have
 - C will shout
 - C has sewn
- The small boy looked up to the soldier who showed the best horsemanship.
 - The Emir wanted to do away with the celebrations and focus on the riders' skills.
 - My father had to come up with money for the material so my mom could make a costume.
- The imam said the prayers.
 - The Fulanis performed the sideshow.
 - The Emirs of Kano and Katsina held a yearly festival.

Writing

Activity 19 (SB p. 158)

Students can write their rough drafts of their chosen writing piece. They can then edit their writing piece, checking for word count, content and Grammar Structures.

Evaluation

Teacher Evaluation: You can use the Rubrics: Summary, Formal and Informal Letter and Speech on pages 21, 22 and 15 of this Teacher's Guide. The topic for the blog piece that students select will determine which of the Writing Rubrics you apply in your evaluation of this type of text. For example, if students write a narrative blog, then the Narrative Essay Rubric can be used, and so on.

MODULE 2

Publishing And Publications

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (pp. 159–160) listening comprehension	Grammar Structure (pp. 160–161) Conditional Clause, Complex Sentences	Reading And Comprehension (pp. 161–163) informational text	Vocabulary (p. 163) words associated with publishing and publications	Writing (p. 164) speech writing for special purposes

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: listen attentively to identify the main idea in a passage, identify the supporting points and answer questions about a passage, mention some key Sentences from a passage, complete a flow chart

Vocabulary: match words or Phrases about the printing and publishing industry with their meanings

Reading And Comprehension: recognise and extract the main gist of a passage

Grammar Structure: complete Complex Sentences with Conditional Clauses

Writing: explain some features of a speech, write speeches for different purposes

Resources

Student's Book (pp. 159–164)

Informational text and images on publishing and publications

Poster on Conditional Clauses and types of Sentences

List of nearest libraries

Print out an example of a blog

Examples of digital media

Dictionaries

Teacher's Guide

Speaking And Listening

Activity 1 (SB pp. 159–160)

Students can use their dictionaries to match the words in Column A with Column B.

Then briefly discuss the meaning of each word and place it into the publishing and printing context.

Answers

a)

Column A	Column B
Manuscript	An author's handwritten or typed text that has not yet been published
Editor	A person who is in charge of and determines the final content of a newspaper, magazine, or multi-authored book
Copy editor	A person who is in charge of improving the formatting, style and accuracy of text
Fonts	A set of printable or displayable text characters in a specific style and size
Production team	The group of technical staff who take part in the process of producing a book
Typesetting	The process of setting material into a form to be used in printing
Binding method	The manner in which pages of a book are joined and held together
Casing	A cover that protects something
Proofreading	To read and mark any errors in a text
Copyright contracts	The legal right granted to an author to exclusive publication, production, sale, or distribution of a literary work
Reprinted	To print again
Editions	A specific version of a published text
Reviews	A critical appraisal of a literary work
Distributed	To supply goods to retailers

b) Students copy the flow chart into their workbooks. Use the reading and completed flow chart in Activity 2 to assess the students' work.

Activity 2 (SB p. 160)

Explain to the students that you will be reading a text on the process of publishing.

The text will explain how an author gets his book published.

Read the Listening Text slowly a few times, allowing students the time to complete their flow chart by detailing the various steps of publication towards selling a book.

Once the students have filled in their flow chart, divide students into small groups to discuss their flow charts and the detailed steps that they identified.

Listening Text

Publishing can be defined as the preparing and issuing of media, for example books, periodicals, journals, and other material for sale.

The process of publishing begins with the author writing a manuscript and delivering their manuscript to a publishing house. If the publishing house accepts the manuscript, then an editor reads through and comments on the work. This provides the author with the opportunity to improve the quality of their work through rewriting. A copy editor then checks the Grammar, Sentence structure and any inconsistencies that might have been missed.

While this is happening, a team works on the design of the work, for example what the pages will look like, what kind of fonts to use, how much artwork can be used, what the cover will look like.

A production team prepares the book for printing through processes such as typesetting, specification of paper quality, binding method and casing, and proofreading.

A final proofreading is done to check that all mistakes have been changed and that there are no more errors.

Lawyers draw up copyright contracts so that no part of the book can be reprinted or used without the permission of the publishing house or author. This protects their intellectual rights.

The sales and marketing team begin to promote the book through various media; they might release early editions of the book to literary critics for positive reviews.

Finally, the book is printed and distributed to various booksellers. Periodicals are often sold through news agents.

Answer

- Step 1:** Author writes a manuscript and delivers it to a publishing house
- Step 2:** Once the manuscript is accepted, an editor reads through and comments on the text
- Step 3:** The author improves their manuscript according to the editor's critique
- Step 4:** A copy editor then checks the Grammar, Sentence Structure and any inconsistencies that might have been missed
- Step 5:** A team works on the design of the literary work
- Step 6:** A production team prepares the book for printing through processes such as typesetting, specification of paper quality, binding method and casing, and proofreading
- Step 7:** Lawyers draw up copyright contracts
- Step 8:** Once the sales and marketing team promote the book it is printed and distributed

Evaluation

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

Grammar Structure

Activity 4 (SB pp. 160–161)

Begin by writing this simple Sentence on the board, 'Periodicals are often sold through news agents'. Ask students to help you label the Subject (Noun part of the Sentence) and Predicate (Verb part of the Sentence).

Now, write a Complex Sentence on the board, 'The sales and marketing team begin to promote the book through various media while they might release early editions of the book to literary critics for positive reviews'. Ask students to help label the Subject, Predicate, Main Clause, Dependent Clauses and Subordinating Conjunction.

A Conditional Clause is a Complex Sentence; it usually starts with the Conjunctions 'if' or

'unless'. There are different types of conditions. Some are possible or likely, others are unlikely, and others are impossible.

Discuss the three examples given in the Student's Book. Students complete the Conditional Clauses. If there is time they can compare their Sentences.

Reading And Comprehension

Activity 5 (SB p. 161)

Divide students into small groups to discuss the availability of books in Nigeria by answering the questions in the Student's Book.

- Can you go to a well-stocked library and do research for a project?
- Is it important to have libraries? Explain.
- Do you enjoy reading? Explain.

Activity 6 (SB pp. 161–163)

Read the text on publishing in Nigeria aloud to the class, or select students to read one paragraph each. Stop at the end of each paragraph and ask one student from the class to summarise the content orally. For example, the first paragraph could be summarised as 'Nigeria's thriving arts culture'. Explain to the class that this is an effective reading strategy that they can use whenever they read a factual text.

Students can now complete the multiple choice questions, working alone.

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.

Answers

- a) C b) B c) B
 d) C e) B f) C
 g) B h) C i) A
 j) A

Vocabulary

Activity 7 (SB p. 163)

Ask students to underline the words or Phrases listed in the first column of their comprehension. Students can use contextual clues or their dictionaries to match the word or Phrase with the meaning.

Answers

Word or Phrase	Meaning
Booming arts culture	The different art forms e.g. visual art, literature, music, theatre, film, dance, etc. that promote Nigeria's culture is doing well
In spite of	Not prevented by
Discrimination	The unjust treatment of different types of people, due to race, age, or sex.
Analysis	A detailed investigation of something
Modern development	The process of growth in the present times

Word or Phrase	Meaning
Colonialism	The practice of getting political control over another country
Digital era	A time characterised by technology and an increase in knowledge
Rapid transition	A quick change
E-zines	An online magazine

Activity 8 (SB p. 163)

Students complete the Conditional Clauses. If there is time they can compare their Sentences.

Writing

Activity 9 (SB p. 164)

Discuss the topic, 'What makes a good library?' with students. Ask them to imagine that their school has a wonderful new library and they have been asked to make a speech at the opening ceremony.

List aspects on the board that the students can include in their speech. Guide students to follow the steps to plan and write their speech.

Evaluation

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

MODULE 3

Magazine Articles

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 165) main idea, answer questions	Speaking And Listening (pp. 165–166) words associated with development industries	Reading And Comprehension (pp. 166–168) methods of research, main gist	Grammar Structure (pp. 168–170) Prefixes, Adjuncts	Writing (pp. 170–171) article writing

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: listen to identify the main idea and supporting points of a passage, answer questions about a passage

Vocabulary: identify and explain the meanings of words associated with development industries, using a dictionary

Reading And Comprehension: speak fluently on a given topic, pronounce words correctly, use appropriate words, recognise and extract the main gist of a passage, use different methods of research

Grammar Structure: use Prefixes to generate words that are Antonyms, explain and use these words in Sentences of their own, recognise and use Adjuncts correctly

Writing: explain some of the features of a magazine article, write an article for publication

Resources

Student's Book (pp. 165–171)

Informational text and images on industries

Poster on Prefixes and Active and Passive Voice

Examples of magazines and articles

Dictionaries

Teacher's Guide

Speaking And Listening

Activity 1 (SB p. 165)

Discuss the various examples of magazines and articles.

Do they have a specific layout?

- What articles do they write about?
- Who is the audience?
- How can you tell?
- What language is used?
- What types of adverts are included?

Explain to the students that you will be reading an article on the various industrial groups of Aliko Dangote, a Nigerian billionaire businessman.

Read the article once slowly while students listen for the words in the table. Provide students some time to look up the words in the dictionary to provide their meaning.

Listening Text

Aliko Dangote is a Nigerian billionaire businessman who owns the Dangote Group. His company operates throughout Africa and is rapidly expanding, making him the 67th richest person in the world and the richest person in Africa.

The Dangote Group started as a small trading company and now has expanded into sugar, flour and cement manufacturing, to name a few industrial groups.

Dangote Sugar supplies 70% of sugar to the market; mainly to Nigeria's soft drinks companies, breweries and confectioners. It is the largest refinery in Africa and the third largest in the world, producing 800,000 tonnes of sugar annually. It produces two types of sugar:

Vitamin A Fortified Sugar is a refined white granulated sugar that can be used for household baking, sweetening of beverages etc.

Unfortified industrial sugar is processed sugar that is used by pharmaceuticals, food and beverage manufacturing companies etc.

Dangote Cement has three factories in Nigeria that produces up to 29 million tonnes of cement a year. Each factory is located on limestone that is mined and produces cement. It is then bagged and bulk cement is distributed to Nigeria's building markets. Dangote Cement is the largest company on the Nigerian Stock Exchange, since October 2010.

Dangote Flour imports wheat from America that it mills, processes and markets into bread flour, confectionery flour, semolina and bran. Dangote Flour operates through three subsidiaries Dangote Pasta Limited, Dangote Agro Sacks Limited (packaging materials) and Dangote Noodles Limited. Through four mills Dangote Flour produces 5,000,000 kgs flour per day.

Besides these three main industrial groups Dangote Group also owns salt factories and imports rice, fish and fertiliser. The company exports cotton, cashew nuts, cocoa, sesame seed and ginger. It has investments in real estate, banking, transport, textiles and oil and gas. Recently Dangote has built 14,000 kilometres of fibre optic cables to supply Nigeria with modern telecommunications.

Answers

Word	Meaning
Industrial companies	A business that manufactures a product
Manufacturing	To make something on a large scale using machinery
Breweries	A place where beer is made for the public
Confectioners	Making and selling of sweets and chocolates
Refinery	A factory where impurities or unwanted elements are removed from a substance
Granulated	To form something into grains
Pharmaceuticals	Relating to medicinal drugs or their preparation, use or sale
Distributed	To give a share to other recipients
Subsidiaries	A company controlled by a larger company
Imports	To bring goods or services into a country from abroad for sale
Exports	To send goods or services to another country for sale
Investments	The action of investing money for a profit
Real estate	Property consisting of land or buildings
Textiles	The branch of industry involved in the manufacture of cloth
Fibre optic cables	The use of thin flexible fibres to transmit light signals for telecommunications
Telecommunications	Communication over a distance

Activity 2 (SB p. 166)

Provide the students time to copy the table into their workbooks. Read the article for a second time slowly, giving the students a chance to complete the table.

Answers

Name Of Industrial Group	Dangote Sugar Refinery	Dangote Cement	Dangote Flour
Which industries does it supply?	Soft drinks companies, breweries and confectioners	Building	Bread flour, confectionery flour, semolina and bran, pasta, noodles
How much does it produce?	800,000 tonnes of sugar annually	29 million metric tonnes of cement annually	5,000,000 kgs flour per day
List and describe one interesting fact given.	Teacher discretion	The cement is mined, produced and exported at the cement plant	Teacher discretion

Activity 3 (SB p. 166)

Students use their table to summarise, in a short paragraph of 100 words, Aliko Dangote's three main industrial groups. Remind students of the Self-Evaluation Checklist they have received previously and tell them to use it to check their work before submitting it.

Evaluation

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

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

Reading And Comprehension **Answers**

Activity 4 (SB p. 166)

Divide students into small groups to discuss how to research for writing an article by answering the questions in the Student's Book.

- Where can you research information?
- What is the best method to research?
- When last did you research? What was it for? Did you enjoy researching for the information? Explain.

Ask one student from each group to report back on their answers and to provide a synopsis of their discussion.

Activity 5 (SB pp. 166–168)

Read the text on the two methods of researching aloud to the class, or select students to read one paragraph each. Stop at the end of each paragraph and ask one student from the class to summarise the content orally. For example, the first paragraph could be summarised as 'Different types of research'.

Then, students complete the questions, working alone.

Answers

- | | | |
|------|------|------|
| a) A | b) C | c) B |
| d) A | e) C | f) B |
| g) B | h) A | |

Grammar Structure

Activities 6 and 7 (SB pp. 168–170)

Discuss the table of the most common Prefixes and ask students if they can give other examples.

Students write their own example for at least five Prefixes listed in the table. Remind students to check their Grammar and Punctuation.

Read through the examples given in the Student's Book on Adjuncts. Provide further examples on the board and help students use Adjuncts correctly.

Students complete these activities, working alone.

7. a) I will meet you at the station.
b) Next month we will buy a new fridge.
c) My brother runs like the wind.
d) We often eat plantains for dinner.
e) There is a shortage of maize because there has been a drought.

Writing

Activity 8 (SB pp. 170–171)

Discuss local inspirational people with the students, by asking the following questions:

- What makes them inspirational?
- What are their achievements?
- What are their goals?
- What are their backgrounds?

Then, students write an article for their school magazine on a local inspirational person. They should follow the steps in the Student's Book to help plan and write their article. Assist the students through the steps. Remind the students to use the Student's Self-Evaluation Checklist: Article to check their work before submitting it.

Evaluation

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

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

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (pp. 172–173) recorded speeches, argument/debate	Vocabulary (pp. 172–173) words associated with politics	Reading And Comprehension (pp. 173–175) main gist, critical evaluation	Writing (pp. 175–176) Argumentative Essay	Grammar Structure (p. 176) Rules Of Concord

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: listen to recorded speeches to identify and explain the main ideas, identify faulty reasoning

Vocabulary: identify and explain words related to politics using a dictionary

Reading And Comprehension: recognise and extract the main gist, compare two systems of government

Writing: prepare and present an Argumentative Essay, use a Thesis Statement

Grammar Structure: apply Subject Verb agreement using Rules of Concord

Resources

Student's Book (pp. 172–176)
Informational text and images on the differences between military-run and democracy
Poster on Singular and Plural Verbs
Dictionaries
Teacher's Guide

Speaking And Listening

Activities 1 to 3 (SB pp. 172–173)

Explain to the students that you will be reading a text on two speeches made by famous Nigerians. The one speech will argue for a military-run country, the other will argue for a democracy.

Read the Listening Text slowly a few times, allowing students, the time to complete the

definitions and differences between a military-run and democratic country.

Students must use their dictionaries to provide the definitions of the words.

Listening Text

Major Chukwuma Kaduna Nzeogwu – announces Nigeria's first military coup on 15 January 1966

In the name of the Supreme Council of the Revolution of the Nigerian Armed Forces, I declare martial law over the Northern Provinces of Nigeria. The Constitution is suspended and the regional government and elected assemblies are hereby dissolved. All political, cultural, tribal and trade union activities, together with all demonstrations and unauthorised gatherings, excluding religious worship, are banned until further notice.

The aim of the Revolutionary Council is to establish a strong united and prosperous nation, free from corruption and internal strife. Our method of achieving this is strictly military but we have no doubt that every Nigerian will give us maximum cooperation by assisting the regime and not disturbing the peace during the slight changes that are taking place.

You are hereby warned that looting, arson, homosexuality, rape, embezzlement, bribery or corruption, obstruction of the revolution, sabotage, subversion, false alarms and assistance to foreign invaders, are all offences punishable by death sentence.

Like good soldiers we are not promising anything miraculous or spectacular. But what we do promise every law abiding citizen is freedom from fear and all forms of oppression, freedom from general inefficiency and freedom to live and strive in every field of human endeavour, both nationally and internationally. We promise that you will no more be ashamed to say that you are a Nigerian.

General Ibrahim Babangida annuls the 12 June 1993 election – 26 June 1993

Fellow Nigerians,

I address you today with a deep sense of world history and particularly of the history of our great country. In the aftermath of the recently annulled Presidential Election, I feel, as I believe you yourself feel a profound sense of disappointment.

This administration has built the foundation that would take Nigerians away from their previous encumbrances of colonialism. We have laid the foundation for self-reliant economic development and social justice. In all these, the average Nigerian person has more than ever before this administration imbibed the values of hard work, resilience and self-confidence.

History will bear witness that we have always striven, to build the foundation of lasting democracy. Lasting democracy is not a temporary show of manipulation by the elite; lasting

democracy is a permanent diet to nurture the soul of the whole nation.

There is nowhere in the world in which the practice of democracy is the same. The history of our country is not the history of any other country in the world which is either practising advanced democracy or struggling to lay the foundation for democracy. Yet, in spite of the uniqueness and peculiarities of Nigeria, there are certain prerequisites which constitute an irreducible minimum for democracy. Such essential factors include:

- A. Free and fair elections;
- B. Uncoerced expression of voters preference in election;
- C. Respect for electorate as unfettered final arbiter on elections;
- D. Decorum and fairness on the part of the electoral umpires;
- E. Absolute respect for the rule of law.

I enjoin you to keep faith with the unity, peace and stability of our country for this is the only country that you and I can call our own. Nigeria is the only country that we have. We must therefore renew our hope in Nigeria, and faith and confidence in ourselves for continued growth, development and progress.

Thank you all, and God bless you.

Answers

1.

Word	Meaning
Military coup	The sudden overthrow of a government by a usually small group of persons in or previously in positions of authority
Constitution	The system of laws and principles by which a country is governed
Suspended	To temporarily prevent from continuing or being in force or effect
Dissolved	To close down or dismiss (an assembly or official body)
Establish	To achieve permanent acceptance or recognition
Corruption	Dishonest or fraudulent conduct by those in power, typically involving bribery
Regime	A government, especially an authoritarian one – a system or ordered way of doing things
Arson	The criminal act of deliberately setting fire to property
Embezzlement	Theft or misappropriation of funds placed in one’s trust or belonging to one’s employer
Oppression	Prolonged cruel or unjust treatment or exercise of authority

2.

Word	Meaning
Annulled	Declare invalid (an official agreement, decision, or result)
Encumbrances	Impediments or burdens
Colonialism	The policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically
Imbibed	Absorb or assimilate (ideas or knowledge)
Resilience	The capacity to recover quickly from difficulties; toughness
Democracy	A system of government by the whole population or all the eligible members of a state, typically through elected representatives
Temporary	Lasting for only a limited period of time; not permanent
Elite	A select group that is superior in terms of ability or qualities to the rest of a group or society
Prerequisites	Things that are required as a prior condition for something else to happen or exist
Uncoerced	Not compelled by force, intimidation, or authority

3.

Criteria	Military run	Democracy
Which person runs the country?	Army officer	A leader elected by citizens
List the restrictions.	All political, cultural, tribal and trade union activities, together with all demonstrations and unauthorised gatherings, looting, arson, homosexuality, rape, embezzlement, bribery or corruption, obstruction of the revolution, sabotage, subversion, false alarms and assistance to foreign invaders	Teacher discretion
List the freedoms.	Religious worship	Free and fair elections, uncoerced expression of voters preference in election, respect for electorate as unfettered final arbiter on elections, decorum and fairness on the part of the electoral umpires, absolute respect for the rule of law
Which choice of word/s or Phrases interest you? Explain.	Teacher discretion	Teacher discretion

Criteria	Military run	Democracy
List a fact stated in the speech.	The Constitution is suspended and the regional government and elected assemblies are hereby dissolved.	Recently annulled Presidential Election. There is nowhere in the world in which the practice of democracy is the same. The history of our country is not the history of any other country in the world which is either practising advanced democracy or struggling to lay the foundation for democracy.
List an opinion stated in the speech.	Teacher discretion	Teacher discretion

Once the students have completed their tables, divide students into small groups to discuss the new vocabulary that they identified and place it into a political context.

Evaluation

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

Reading And Comprehension

Activity 4 (SB pp. 173– 175)

Read the two speeches from the Listening Text on military-run and democratic country, or select students to read one paragraph each. Stop at the end of each paragraph and ask one student from the class to summarise the content orally. For each paragraph, students need to underline or state the Topic Sentence and highlight any illogicality, inconsistency, faulty reasoning or misleading statements. This will assist the students in comprehending the gist of the text.

Students complete the table, working alone.

Answers

a)

Criteria	Military run	Democracy
List three advantages.	Teacher discretion	Teacher discretion
List three disadvantages.	Teacher discretion	Teacher discretion

Criteria	Military run	Democracy
Who is the speech addressing?	Nation	Nation
List an inconsistency in the speech.	Teacher discretion	Teacher discretion
Explain the faulty reasoning of the speech.	Teacher discretion	Teacher discretion
Provide a statement that is misleading.	Teacher discretion	Teacher discretion

- b) In small groups, students discuss which type of country they would rather live in.

Writing

Activities 5 and 6 (SB pp. 175–176)

Divide students into two groups. One group will write and then argue for a military-run country. The other group will write and then argue for a democracy. Discuss with students how to plan and write their argumentative paragraph following the provided guidelines. List persuasive wording ideas on the board the students can include in their paragraph.

Evaluation

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

Teacher Evaluation: You can use the Rubrics: Argumentative Essay and Speech and Rubric: Speaking And Listening (Oracy Skills): Presenting a Speech on pages 18, 15 and 14 of this Teacher's Guide.

Grammar Structure

Activity 7 (SB p. 176)

Begin by writing on the board 'A military-run country is led by a general of an army' and 'Military-run countries are led by a general of an army'. Ask students to help you label the Subject (Noun part of the Sentence) and Predicate (Verb part of the Sentence). Highlight that a Singular Subject takes a Singular Verb and a Plural Subject takes a Plural Verb.

Students find and fix the mistakes in each Sentence.

Answers

- The governing party overthrew the military army.
- Nigerian people want unity, peace and freedom in their land.
- Army officers force power over the weaker rivals.
- During the military reign Nigeria was dependent on exporting oil.
- Coups are caused by instability and dissatisfaction.
- Today, Nigeria celebrates its democracy.
- Elections give the people a chance to vote for the best leader.
- Sixteen years have passed since the last violent overthrow.
- Democracy Day commemorates the restoration of democracy and the rights of the people.
- The President chooses one minister from each of the 19 Nigerian states so that any laws made are democratic.

MODULE 5

The World Of Banking

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Vocabulary (p. 177) words associated with banking, Spelling	Reading And Comprehension (pp. 177–180) main gist	Speaking And Listening (p. 180) speaking to persuade, convince and sway opinion, stress placement on two-Syllable words	Writing (p. 181) speech writing	Grammar Structure (pp. 180–182) Prefixes, Inflectional Suffixes

Objectives

By the end of the Module, the student should show understanding of the skills:

Vocabulary: identify words associated with banking, look up and explain the meanings of these words, use these words in Sentences of their own

Reading And Comprehension: read a text and answer questions on banking

Speaking And Listening: recognise and pronounce two Syllable words, join two Syllables to make new words

Writing: use persuasive techniques in an Argumentative Essay

Grammar Structure: use Prefixes to change the meaning of words, use Inflectional Suffixes to make Plurals

Resources

Student’s Book (pp. 177–182)
 Informational text and brochures on different types of banks
 Poster on Prefixes and Suffixes
 Dictionaries
 Teacher’s Guide

Vocabulary

Activities 1 and 2 (SB p. 177)

Discuss with students the various banking brochures and informational text on banks. If possible, ask a bank employee to speak to the students on the features of banks.

Using a dictionary to help students match each word in Column A with the definition in Column B.

Answers

Column A	Column B
Account	An arrangement made with the bank where they keep your money safe and make bank transactions for you
Balance	The amount of money that you have in your account
Bank Charges	The fees that a bank charges to their customers
Bank Statement	A printed record of your bank balance, it includes money withdrawn and paid into the account
Credit	Add an amount of money to an account
Debit	Withdrawing an amount of money from your account
Debt	A sum of money that is owed or due
Interest	The fee a bank pays to the lender for lending their money
Teller	A person employed to deal with customer’s transactions
Internet Banking	Completing financial transactions using the internet
Transfer	Paying money from one account to another

2. In pairs, students discuss and consolidate their knowledge on banks.

Reading And Comprehension

Activities 3 and 4 (SB pp. 177–180)

Read the text on the ‘Origins of the Nigeria Banking System’, or select students to read one paragraph each. Stop at the end of each paragraph and ask one student from the class to summarise the content orally.

Students complete the questions, working alone.

Answers

3. a) A b) B c) C
 d) C e) A f) C
 g) C h) C

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.

Criteria	Type Of Customer	Purpose
Central Bank	Government	Holds the government's money, implements the government's economic policy and regulations
Commercial Bank	Businesses	Accept deposits, loan money and help businesses invest their money
Savings Bank	Public	Allow the people to invest and save their money
Micro-Finance Bank	Underdeveloped economies, people with limited financial means, entrepreneurs	Provide financial help to underdeveloped economies, give small loans to people with limited finances and help start small business enterprises within their communities
Merchant Bank	Entrepreneurs	Help startup businesses, raise the necessary funds and keep the business prospering
Mortgage Bank	Home owners	Help people to buy, renovate or build property

Speaking And Listening

Activity 5 (SB p. 180)

Help students to break down the words into Syllables from the vocabulary list. It helps to 'clap out' the Syllables of the words. Discuss the two-Syllable examples.

Working on their own, students join two Syllables from Column A and Column B to make a new word in Column C.

Answers

Column A	Column B	Column C
bank	-ing	banking
mon	-ey	money
comm	-erce	commerce
in	-vest	invest
cen	-tral	central
sys	-tem	system
coun	-cil	council
con	-trol	control
car	-ry	carry
suc	-ceed	succeed
pur	-pose	purpose

Evaluation

Teacher Evaluation: You can use the following Rubric: Speaking And Listening (Oracy Skills): Pronunciation on page 13 of this Teacher's Guide.

Writing

Activity 6 (SB p. 181)

Students use the skills they acquired on using persuasive techniques from the previous module to write a short speech persuading their peers of the worth of their chosen item. The class will then bid and place a monetary value on each student's item. The student with the highest value has the most persuasive technique.

Evaluation

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

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

Grammar Structure

Activities 7 to 9 (SB pp. 181–182)

This is an opportunity for students to revise Prefixes, this can be used as an informal test.

Answers

7.	The <u>opposite of</u> ability	Disability
	To see something <u>before</u> it happened	Foresee
	To interpret something <u>wrongly</u>	Misinterpret
	To cook <u>again</u>	Recook
	To caution someone <u>before</u> time	Precaution
	To travel <u>across</u> continents	Traverse

8. a) The gentleman needed to finance and mortgage his house.
re-finance, re-mortgage
- b) The bank opened two new branches that could invest money.
reopened, re-invest
- c) We learn about financial institutions so that we can insure our money.
relearn, re-insure

- d) Commercial banks accept deposits and use the money for investments.
redeposit, reuse
- e) The military established regulations for banks by reading a declaration.
re-established, re-reading

9. Discuss the use of Inflectional Suffixes with the students. They help to make words Plural and ‘turn them’ into the Past Tense. Then, students use Inflectional Suffixes to change the words from Singular to Plural.

Cash	Cashes
Finance	Finances
Policy	Policies
Property	Properties
Currency	Currencies
Expense	Expenses
Agency	Agencies
Rich	Riches
Business	Businesses
Industry	Industries

MODULE

6

Building And Construction

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Vocabulary (p. 183) words associated with engineering, building and construction, Spelling	Speaking And Listening (pp. 183–184) unprepared speech, pronounce words correctly	Reading And Comprehension (pp. 184–185) main gist	Writing (pp. 185–187) Summary	Grammar Structure (pp. 187–188) Affixation, Suffixes

Objectives

By the end of the Module, the student should show understanding of the skills:

Vocabulary: identify and explain words related to engineering, building and construction, look

up the meaning of these words and use them in Sentences

Speaking And Listening: speak fluently and convincingly for an unprepared speech, use the appropriate words and the right speech pattern

Reading And Comprehension: identify and extract the main points in a text

Writing: explain some features of a Summary, summarise using notes

Grammar And Structure: discuss the meaning of Suffixes, use them to generate words and in Sentences

Resources

Student's Book (pp. 183–188)

Informational text and images on different buildings, construction and architecture

Poster on Suffixes

Dictionaries

Teacher's Guide

Vocabulary

Activity 1 (SB p. 183)

Using a dictionary, students label the image with the given words. Students need to draw and number a straight line from the appropriate image. Then in a key, list the numbers with their corresponding label.

Answers

Key

- | | |
|-------------|----------------|
| 1. upstairs | 5. ceiling |
| 2. plumbing | 6. walls |
| 3. roofing | 7. plaster |
| 4. labourer | 8. electrician |

Speaking And Listening

Activity 2 (SB pp. 183–184)

Students present an unprepared speech on their dream house. There are some questions

in the Student's Book that they can use as a guideline. Show them images of various houses for further inspiration.

Evaluation

Teacher Evaluation: You can use the following Rubric: Speaking And Listening (Oracy Skills): Presenting A Speech on page 14 of this Teacher's Guide.

Reading And Comprehension

Activities 3 and 4 (SB pp. 184–185)

Students read the text and complete the questions, working alone.

Answers

3. a) False You must first check if you have a good view from your house location.
 - b) true
 - c) False. The weather doesn't affect the position of the house.
 - d) true
 - e) True/False The best way to research is on the Internet and personally visiting the sites.
 - f) False. An architect only designs houses and suggest ideas that conform to the regulations of the area and make use of the surrounding area's features.
 - g) true
 - h) true
 - i) true
 - j) False. It is functional to have the laundry room near the ~~main bedroom~~ kitchen.
4. Students can use a dictionary to match the contractor with the work that he does.

Contractor	Work Done		Order Of Work
a) Site workers	A stake the dimensions of the house and excavate for the foundation	a) – C	2.
b) Framers	B lay the foundation of concrete and then set up building lines showing the different rooms. They will use the framework to build the walls	b) – G	3.
c) Excavation crew	C clear and prepare the plot of land for building	c) – A	1.

Contractor	Work Done		Order Of Work
d) Electricians	D install the roof and insulate the house	d) – J	6.
e) Roofers	E install all pipes to supply water and sanitation and necessary plumbing fixtures	e) – D	6.
f) Bricklayers	F complete the interior design work like cabinets, doors	f) – B	5.
g) Flooring installers	G install the roof trusses and framework, like the skeleton of the house. They will plumb the walls ensuring that they are straight	g) – H	4.
h) Painters	H lay the choice of flooring e.g. carpet, hardwood, laminate or tile	h) – I	7.
i) Trim and finish carpenters	I paint the walls of the house	i) – F	7.
j) Plumbers	J install all the electrical cabling so that all appliances and plugs work	j) – E	6.

Writing

Activity 5 (SB pp. 185–186)

Students first read through the text and then complete the mind map on the different types of houses.

They will use their mind map to write a one-paragraph Summary of 150 words.

Evaluation

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

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

Grammar Structure

Activity 6 (SB pp. 187–188)

This activity can be used to revise Affixation and Suffixes.

Answers

- Horizontal planks of wood are called beams and vertical planks of wood are called columns.
- Concrete that contains steel bars are called reinforcement bars or rebars.
- One prepares concrete, by mixing cement, sand, stone chips and water in a cement mixer, and pouring in the liquid concrete into the framework.
- When it comes to flooring don't use quick wearing finishes in areas with heavy foot traffic.
- Stone is a great floor finish and is affordable in many countries.
- A basement has many purposes depending on the style of house.
- A larder is similar to a pantry where food is stored.
- The utility room is where appliances such as washing machines are used.
- Electrical cables give you the freedom to turn on light switches, use household appliances and have underfloor cooling in summer.
- The disability of living in an apartment is the lack of privacy.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (pp. 189–190) Vowel sound comparison of /i/ and /i:/, describe one's family	Vocabulary (p. 190) words associated with family values, Spelling	Reading And Comprehension (pp. 191–194) Simple, Compound and Complex Sentences	Grammar Structure (p. 194) Adverbs	Writing (pp. 194–195) Expository Essay

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: Vowel sounds comparison of /i/ and /i:/, speak convincingly on a given topic, pronounce words correctly, use appropriate words and the correct stress pattern

Vocabulary: identify words associated with family values, look them up in a dictionary, explain their meaning and use them in Sentences

Reading And Comprehension: identify and extract the main points of a text, read for structural patterns, identify key words and their meaning in context, identify Simple, Compound and Complex Sentences

Grammar Structure: identify and use Adverbs in Sentences

Writing: describe the style of an Expository Essay, write an Expository Essay

Resources

Student's Book (pp. 189–195)
Informational text and images on families
Poster on Adverbs
Dictionaries
Teacher's Guide

Speaking And Listening

Activities 1 to 3 (SB pp. 189–190)

Read the words in the table to the students pointing out the /i/ (short i sound) and the /i:/

(long i sound) in each word. Let the students read the words back to you while pronouncing both the /i/ (short i sound) and the /i:/(long i sound).

Students work independently to place the vocabulary list of words on family values in the corresponding place in the table.

Answers

2. /i/ (short i sound)	reliable, security, right, physical needs, spiritual needs, live, inherited, ability, include, environment, experience, satisfy, heritage, justice, assist, diversity, equality, risk, tradition, nourish, unity, principle, integrity, responsible, dignity, close-knit, interact, sensitivity, insensitivity, ignore, communicate
/i:/ (long i sound)	unique, achieve, kind, self-actualise, live, admire, fair, diversity, energise, jeopardise, principle, relative, rivalry, sensitivity, insensitivity

3. Students look up the meaning of any words that they are unsure of in the dictionary. Then, they list the words that relate to their family and create Sentences describing their family values.

Divide students into pairs to explain their family's dynamics.

Evaluation

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

Vocabulary

Activity 4 (SB p. 190)

Students use their vocabulary words and the provided words to describe the family values shown in the picture. They need to provide evidence for their observations by looking at the non-verbal clues.

Reading And Comprehension

Activities 5 and 6 (SB pp. 191–194)

Read the text from *Ake: The years of Childhood* by Wole Soyinka, or select students to read one paragraph each. Stop at the end of each paragraph and ask one student from the class to summarise the content orally.

Discuss the three main types of Sentences with the students. Identify key Sentences as stated in the kind of Sentences they are (Simple, Compound, Complex).

Students complete the questions, working alone.

Answers

6. a) B b) C
c) A d) A
e) A / B f) C
g) B h) A
i) A / B j) B

Grammar Structure

Activity 7 (SB p. 194)

Remind students that Verbs are ‘doing words’; this will make it easier to find the Adverb that is paired with the Verb.

Answers

Adverb	Verb
efficiently	moved
loyally	helped
creatively	designed
very	motivated
respectfully	interact
passionately	fight
optimistically	completed
energetically	cooked
justly	hands out
wisely	raised

Writing

Activity 8 (SB pp. 194–195)

Discuss with the students the style/format of an Expository Essay, for example, introduction, sequential presentation of ideas and the conclusion.

Guide the students through the given steps and in completing their mind maps. This will provide a foundation for an effective Expository Essay.

Students can choose from one of the family situations given in the Student’s Book. Remind students to use the Self-Evaluation Checklist: Expository Essays that they have used previously to check their work before submitting it.

Evaluation

Teacher Evaluation: You can use the following Rubric: Speaking And Listening (Oracy Skills): Identification, Pronunciation, Stress and Intonation and Presenting a Speech on pages 13–14 of this Teacher’s Guide.

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Vocabulary (p. 196) words associated with the hotel and catering industry, using a dictionary	Speaking And Listening(p. 197) role-play	Reading And Comprehension (pp. 197–199) main gist, implied meaning	Writing (pp. 199–200) Summary, implied meaning	Grammar Structure (p. 201) Prepositional Phrases

Objectives

By the end of the Module, the student should show understanding of the skills:

Vocabulary: identify and look up the meaning of words related to the hotel and catering industry, use them in Sentences

Speaking And Listening: work in a group to devise and take part in a role-play

Reading And Comprehension: define and identify implied meaning in a text

Writing: use implied meaning in a Summary

Grammar Structure: understand the structure of Prepositional Phrases and use them in Sentences

Resources

Student's Book (pp. 196–201)

Informational text and brochures on hotels and catering industry

Poster on Prepositions

Dictionaries

Teacher's Guide

Vocabulary

Activity 1 (SB p. 196)

Read through the activity and discuss the vocabulary in the word boxes with the students.

Then, students, working alone, must complete the Sentences using this vocabulary.

Answers

- My father made a reservation at a hotel where we get a complimentary breakfast every morning. He first had to pay a deposit.
- My brother wants to know about the attractions and my mother wants more information on the amenities.
- I'm happy to have an adjoining room with my sister.
- When we arrived the valet took our car to be parked while the bellboy took our baggage on a luggage cart.
- We check-in at the reception where they welcome us as guests and give us our room keys.
- The hotel seemed to be at maximum capacity as there were so many people.
- Some guests were complaining that the damage charge was too expensive. Considering that they broke a table and chandelier, I think it was reasonable.
- This hotel makes us feel so special, with housekeeping that cleans our rooms and a Jacuzzi which is like a hot bath with bubbles.
- One morning my dad asked for a wake-up call so that we could leave very early to watch the sun rise over the ocean.
- We have also stayed in a motel, which is not as expensive and it has a kitchenette where you can cook your own meals.

Speaking And Listening

Activity 2 (SB p. 197)

Divide students into groups of three. First, each group chooses one of the situations in the Student's Book to role-play.

Then, each student creates their character that will act out the situation. Students need to make use of the provided questions related to the described situation and expand on that information.

Once students have created a suitable role-play, they can act it out in front of their peers.

Reading And Comprehension

Activity 3 (SB pp. 197–199)

Discuss with the students the definition of implied meaning. Implied meaning is something that is stated indirectly and makes use of the Figures Of Speech. Literal meaning is stated directly.

Working alone, students read the Student's Book text on hospitality.

They might need some assistance in identifying the implied meanings, but let them work on their own as much as possible.

Answers

- a) C b) C c) A d) A e) A
f) C g) C h) A i) C j) B

Reading Evaluation

This will be the final opportunity to conduct reading evaluations for SS2. 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.

Writing

Activities 4 and 5 (SB pp. 199–200)

Students have had an opportunity to identify implied meanings in the comprehension activity, now they

will revise their skills and analyse a reading by stating both the literal and implied meaning.

Evaluation

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

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

Answers

4. a) the hotel 'has escaped discovery by the tourism trade'
Literal meaning: Tourists don't know yet about this hotel
Implied meaning: Tourists do not like this sort of hotel
- b) 'rooms are finished in dark oak making the temperature low'
Literal meaning: The dark colours in the room keep it cool
Implied meaning: The room feels dark and claustrophobic
- c) 'Home-made breeze'
Literal meaning: The hotel has air-conditioning.
Implied meaning: The hotel structure lets in air, windows and doors are not properly sealed
- d) 'deep-green shrubbery'
Literal meaning: The indoor garden is lush and beautiful
Implied meaning: The indoor garden is untidy.
- e) 'glide peacefully up the brass elevators'
Literal meaning: The elevator is elegant and moves smoothly
Implied meaning: The elevator is old and moves slowly
- f) 'a scattered array of guests gaze at each other across lonely snowy white tables'
Literal meaning: There are a few people having dinner in the hotel
Implied meaning: The hotel is very empty. There are very few guests having dinner.
- g) The ceiling is painted in water colours that resemble a summer sky with fluffy clouds drifting across'

Literal meaning: The painting on the ceiling creates a lovely outdoor atmosphere

Implied meaning: The ceiling has not been painted and is showing water stains

5. Students now write two summaries of four Sentences each, on the literal meaning and the implied meaning of the reading. They can use the table they completed in Activity 4.

Grammar Structure

Activity 6 (SB p. 201)

Students should have worked with Prepositions before, so this section can be treated as revision. A Prepositional Phrase includes a Preposition and a Noun or Pronoun. Students work alone to complete the Sentences.

Answers

- A guest found dirty washing under the bed, despite the fact that the room had been cleaned.
- By the end of the week we had to start packing.
- Below our room is the restaurant that caters for hotel guests.
- Each meal is presented under a cover that keeps the food warm.
- Before trying the food I knew it was tasty.
- Across from the restaurant are magnificent views of the ocean.
- Instead of discovering the town we stayed in the hotel as it had a cinema, theatre and other attractions.
- Among the crowd we found an angry guest.
- Beside the fountain is a table with magazines and a small library.
- We walked through the hotel looking for our room.

MODULE 9

Politics And Government

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Vocabulary (p. 202) words associated with politics/government, Spelling	Speaking And Listening (pp. 203–204) listen to answer questions, listen for details	Reading And Comprehension (pp. 204–206) main gist, critical evaluation	Grammar Structure (p. 206) Idioms	Writing (p. 207) informal speech, Idioms

Objectives

By the end of the Module, the student should show understanding of the skills:

Vocabulary: identify and explain the meaning of words associated with politics and government, use these words in Sentences

Speaking And Listening: listen to a text to complete a timeline, listen to answer questions on a text

Reading And Comprehension: identify the Topic Sentence in a text, identify inconsistencies and faulty reasoning in a text

Grammar Structure: discuss Idioms and their figurative meaning in a text

Writing: plan and write a speech using an Idiom, deliver the speech

Resources

Student's Book (pp. 202–207)
Newspaper/magazine extracts on politics/
government
Informational text on various political parties
and functions
Examples of social media on good governance
in Nigeria
Examples of Idioms and images of literal
representation of Idioms given in Activity 5
Dictionaries
Teacher's Guide

Vocabulary

Activity 1 (SB p. 202)

Provide students with some time to look up the vocabulary words in their dictionaries and to understand their meanings.

Begin a discussion on the words and help the students to place them in a political context, referring to the history of the Nigerian government and the newspaper/magazine extracts on politics/government.

Students need to be confident in using these words.

Speaking And Listening

Activity 2 (SB pp. 203–204)

Students must copy the timeline on Nigerian politics from their Student's Book.

Slowly read through the Listening Text that follows on Nigerian politics, allowing students time to complete their timeline.

Listening Text

In 1960, Nigeria declares independence from Britain.

Three years later, Nigeria becomes a republic.

General Johnson Aguiyi-Ironsi overthrows the government in 1966. He replaces the government with many Ibos as advisors. This causes riots and the deaths of many Ibos.

That same year, northern army officers revolt against the government and kill General Johnson Aguiyi-Ironsi. General Yakubu Gowon is elected as the head of the new military government.

The next year, in 1967, Gowon tries to split the four areas of Nigeria into 12 states. The military governor of the Eastern Region does not accept this and declares the Eastern Region an independent republic called Biafra. This leads to a civil war between Biafra and the remainder of Nigeria, causing many deaths.

It took three years and in 1970 Biafra surrenders and military rule continues.

In 1976, Olusegun Obasanjo is elected as head of state.

Three years later, Sheu Shagari is elected as President of the Second Republic Nigeria; he returns Nigeria to civilian government.

Muhammadu Buhari becomes ruler in the 1983 military coup, he takes over the democratic government.

There was a second military coup in 1985, and General Ibrahim Babangida is elected.

In 1993, 58% of Nigerians elect Moshood Abiola, from the Social Democratic Party, as president. General Babangida, the current president cancels the elections and there are riots protesting the military rule. This allows General Sani Abacha to gain power.

A year later Abiola declares himself as the rightful president, however, the Nigerian police arrest him and he is tried with treason.

General Abacha frees 142 political prisoners and dies soon after, in 1998. Major General Abdulsalam Abubakar replaces his government. However, Nigerians riot and demand an end to military rule.

A year later, various Nigerian parties campaign for the election of its first national civilian leadership in 15 years. Olusegun Obasanjo, a former military ruler, is elected.

In 2010, Goodluck Jonathan is elected as president of Nigeria and five years later Muhammadu Buhari is sworn into office.

Answers

(answers underlined)

1960 – Nigeria declares independence from Britain.

1963 – Nigeria becomes a republic.

1966 – General Johnson Aguiyi-Ironsi overthrows the government and he replaces the government with many Ibos as advisors. This causes riots and the deaths of many Ibos.

1966 – Northern army officers revolt against the government and kill General Johnson Aguiyi-Ironsi. General Yakubu Gowon is elected as the head of the new military government.

1967 – Gowon tries to split the four areas of Nigeria into 12 states. The military governor of the Eastern Region does not accept this and declares the Eastern Region an independent republic called Biafra. This leads to a civil war between Biafra and the remainder of Nigeria, causing many deaths.

1970 – Biafra surrenders and military rule continues.

1976 – Olusegun Obasanjo is elected as head of state.

1979 – Sheu Shagari is elected as President of the Second Republic Nigeria; he returns Nigeria to civilian government.

1983 – Muhammadu Buhari becomes ruler in a military coup; he takes over the democratic government.

1985 – Second military coup and General Ibrahim Babangida is elected.

1993 – 58% of Nigerians elect Moshood Abiola, from the Social Democratic Party, as president. General Babangida, the current president cancels the elections and there are riots protesting military rule. This allows General Sani Abacha to gain power.

1994 – Abiola declares himself as the rightful president, however, the Nigerian police arrest him and he is tried with treason.

1998 – General Abacha frees 142 political prisoners and dies soon after. Major General Abdulsalam Abubakar replaces his government. However, Nigerians riot and demand an end to military rule.

1999 – Various Nigerian parties campaign for the election of its first national civilian leadership in 15 years. Olusegun Obasanjo a former military ruler is elected.

2010 – Goodluck Jonathan is elected as president of Nigeria.

2015 – Muhammadu Buhari is sworn into office.

Activity 3 (SB p. 204)

Divide students into small groups to discuss the questions on their timelines and the history of Nigerian politics.

Answers

- Nigeria became a state in which the supreme power rests in the body of citizens entitled to vote and is exercised by representatives chosen directly or indirectly by them.
- ‘Military rule’ is where the army rules the country and ‘civilian rule’ is where the supreme power rests in the body of citizens.
- They were not happy with military rule.
- five
- Moshood Abiola, General Abacha, Olusegun Obasanjo, Muhammadu Buhari
- Gowon tries to split the four areas of Nigeria into 12 states. The military governor of the Eastern Region does not accept this and declares the Eastern Region an independent republic called Biafra.
- People riot when they are unhappy with the government.
- teacher’s discretion

Evaluation

Teacher Evaluation: You can use the following Rubric: Speaking And Listening (Oracy Skills): Comprehension and Responding on page 13 of this Teacher’s Guide.

Reading And Comprehension

Activity 4 (SB pp. 204–206)

Students quietly read through the text on social media in the Student’s Book.

They need to underline or state the Topic Sentence and highlight any illogicality, inconsistency, faulty reasoning or misleading statements in each paragraph. This will assist the students in comprehending the gist of the text.

Answers

- | | | |
|------|------|--------|
| a) C | b) A | c) A |
| d) C | e) B | f) A |
| g) C | h) C | i) B/C |

Grammar Structure

Activity 5 (SB p. 206)

Idioms can be difficult to understand as they are based on figurative meaning. Before students begin the activity, discuss each Idiom in a political context looking at both literal and figurative meaning.

Students will notice that the literal meaning of the Idioms are nonsensical but are related indirectly to the figurative meaning.

Answers

- | | | |
|------|------|------|
| a) C | b) G | c) A |
| d) B | e) D | f) I |
| g) E | h) F | i) J |
| j) H | k) N | l) K |
| m) P | n) L | o) M |
| p) O | | |

Writing

Activity 6 (SB p. 207)

Students revise their speech-writing skills in this module, so little teacher intervention should be needed.

Students can use one of the Idioms that were discussed in class. They need to follow the steps on how to plan and write their speech. Once students have completed their speeches, they can present them to their peers for a critical review.

Evaluation

Teacher Evaluation: You can use the following Rubric: Speaking And Listening (Oracy Skills): Presenting a Speech on page 14 and Rubric: Speech on page 15 of this Teacher's Guide.

MODULE 10

Transport

Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 208) Nasal Consonants	Vocabulary (p. 209) words associated with transportation	Reading And Comprehension (pp. 209–210) main gist, summarising	Grammar Structure (p. 211) Adjectival Clause	Writing (p. 211) Narrative Essay, short story

Objectives

By the end of the Module, the student should show understanding of the skills:

Speaking And Listening: identify Nasal Consonants

Vocabulary: identify and explain the meaning of words related to transport

Reading And Comprehension: identify the Topic Sentences and key ideas in a text, understand the gist of a text

Grammar Structure: identify Adjectival Phrases related to transport

Writing: understand the features of a Narrative Essay or short story, write a Narrative Essay

Resources

Student's Book (pp. 208–211)

Informational text and travel brochures on transportation

Poster on Adjectives

Dictionaries

Teacher's Guide

Speaking And Listening

Activity 1 (SB p. 208)

Discuss the concepts of Nasal Consonants with students. Try saying the words while blocking

your nose, students should recognise that the sounds have changed and are incorrect.

While you read the vocabulary words on transportation, students place each word in the correct sound column.

Answers

/n/ sound	/m/ sound	/ng/ sound
train	motorbike	passenger
aeroplane	platform	engine
van	terminal	gangway
station	disembark	single ticket
journey	embark	dinghy
terminal	tram	
land	commute	
liner	time zone	
captain	ambulance	
transport	camper	
underground	limousine	
bus lane	tarmac	
return	submarine	
agency		
distance		
time zone		
ambulance		
balloon		
container ship		
caravan		
limousine		
wagon		
hand luggage		
runway		
taxi rank		
transit		
finances		
convenience		

/n/ sound	/m/ sound	/ng/ sound
Danfo bus		
conductor		
submarine		

Evaluation

Teacher Evaluation: Teachers can use the Rubrics: Speaking And Listening skills: Pronunciation and Stress and Intonation on page 13 of this Teacher's Guide.

Vocabulary

Activity 2 (SB p. 209)

Students can look up their vocabulary words from the previous activity in their dictionaries.

Once students are sure of their meanings they can complete the table by sorting out the vocabulary into four categories: rail, road, air and sea. Some words will depend on personal opinion, for example, travelling by sea/water is convenient in Venice.

Students can also add their own vocabulary words that relate to transportation.

Answers

Rail	Road	Air	Sea/Water
train	motorbike	plane	liner
station	van	passenger	passenger
platform	passenger	journey	journey
passenger	journey	engine	engine
journey	engine	transport	disembark
engine	land	single ticket	embark
terminal	transport	return	captain
land	underground	agency	gangway
transport	commute	distance	transport
underground	bus lane	time zone	single ticket
tram	single ticket	balloon	return
commute	return	hand luggage	agency
single ticket	distance	runway	distance
return	time zone	tarmac	time zone
agency	ambulance	transit	container ship
distance	caravan	finances	dinghy
time zone	camper	convenience	transit
hand luggage	limousine		finances

Rail	Road	Air	Sea/Water
conductor	wagon		convenience
transit	hand luggage		submarine
finances	tarmac		
convenience	taxi rank		
	transit		
	finances		
	convenience		
	Danfo bus		

Reading And Comprehension Grammar Structure

Activities 3 and 4 (SB pp. 209–210) Activity 5 (SB p. 211)

Working alone, students read through the Comprehension: ‘History of Transport in Nigeria’ in their Student’s Book.

Students need to underline or state the Topic Sentence and any key ideas in each paragraph. This will assist the students in comprehending the gist of the text.

Answers

3. a) B b) A c) B
 d) A e) A f) A

4.

Date	Event
1904	Lord Laggard tried to construct a mule road linking Zaria and Zungeru, both in the Northern States of Nigeria
1906	The road linking Ibadan and Oyo is recorded to be the first motorable road ever constructed in Nigeria
1925	The central government of Nigeria set up a Road Board to monitor and improve the road transportation system
1926	H.E. Walker proposed a road system that would link the major cities in the country
1960	A network of roads, throughout the country that helped transport agricultural produce from the interior to the ports for exports

We have been working on Phrases throughout this term so this can be considered as a revision lesson.

Students underline the Adjectival Phrases for each type of transport.

Answers

- a) The car blared out music as it cruised along the highway.
 b) The train has quite small sleeping compartments for the overnight passengers.
 c) The plane destined for Rome taxied off the runway late.
 d) Puttering down the narrow lane, the bus decorated with graffiti dropped off its passengers.
 e) The motorbike glittered brightly in the sun as the owner polished it.
 f) A van, missing its front fender, went in for repairs.
 g) Sailing on the ocean, the liner had many portholes for extra viewing.
 h) The gondola ride was very pricey but really beautiful showing off the sights of Venice.
 i) The hot air balloon flying high above the city landed in a field.
 j) The caravan under the blankets had not been driven for a long time.

Writing

Activity 6 (SB p. 211)

Students will revise their writing skills in this Module, so little teacher intervention should be needed.

Students write a short story about someone who goes on a journey. They have to use at least two different forms of transport before they reach their destination.

Their story must be not less than 450 words long. There is a guideline in the Student's Book to help them construct their short stories.

Evaluation

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

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

Memorandum: Practice Examination

Section A: Essay (50 marks)

Evaluation

Teacher Evaluation: You can use the following Rubrics: Article, Narrative Essay and Speech on pages 20, 16 and 15 of this Teacher's Guide.

Section D: Grammar Structure (10 marks)

- | | | |
|------|------|------|
| a) A | b) C | c) C |
| d) B | e) A | f) C |
| g) B | h) C | i) B |
| j) C | | |

Section B: Comprehension (20 marks)

- | | | |
|------|------|------|
| a) A | b) A | c) C |
| d) B | e) B | f) C |
| g) A | h) C | i) C |
| j) A | | |

Section E: Test Of Orals (10 marks)

- | | | |
|------|------|------|
| a) A | b) B | c) A |
| d) C | e) A | f) C |
| g) C | h) A | i) C |
| j) C | | |

Section C: Vocabulary (10 marks)

- | | | |
|------|------|------|
| a) B | b) A | c) A |
| d) C | e) C | f) A |
| g) C | h) B | i) A |
| j) A | | |

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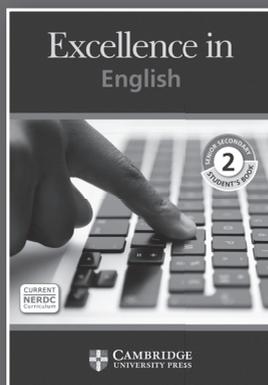
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