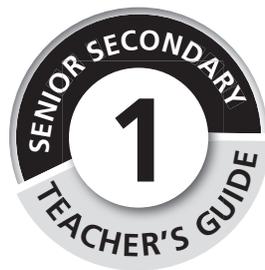


# Excellence in English



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Authors: Anthea Oosthuizen, Caroline Chaplin

Editor: Louise Rapley

Designer: Mellany Fick

Typesetter: Chris Leo

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# Contents

Introduction .....	4
The English Studies Scheme of Work for Junior Secondary 1 .....	23
<b>Term 1</b>	
Module 1 Review Of Junior Secondary 3 .....	29
Module 2 Nigerian Music .....	33
Module 3 Agriculture .....	37
Module 4 Visiting A Place Of Interest .....	40
Module 5 Religion .....	42
Module 6 Food .....	46
Module 7 Some Nigerian Achievers .....	50
Module 8 Reading For Success .....	56
Module 9 Teenage Sexuality .....	58
Module 10 Corruption .....	62
Module 11 Journalism .....	66
Module 12 Revision Of Term 1 .....	71
<b>Term 2</b>	
Module 1 Review Of Term 1 .....	74
Module 2 Malaria .....	77
Module 3 Does Spelling Matter? .....	82
Module 4 Keeping People Healthy And Safe .....	87
Module 5 Home, Family And Garden .....	91
Module 6 Keeping Records .....	95
Module 7 Leisure And Sport .....	98
Module 8 Transport .....	102
Module 9 Democracy Versus Military Rule .....	107
Module 10 Say What You Mean .....	111
Module 11 Term 2 Revision .....	116
<b>Term 3</b>	
Module 1 Revision Of Term .....	119
Module 2 Advertising .....	123
Module 3 The Stock Exchange .....	127
Module 4 The Government And Politics .....	130
Module 5 Africa .....	135
Module 6 Freedom .....	139
Module 7 Culture And Modern Life .....	144
Module 8 Football .....	147
Module 9 English Belongs To Those Who Speak It .....	151
Module 10 Space Travel .....	154
Module 11 Practice Examination .....	158

# 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 1 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 1 Student's Book*

The Student's Book is divided into three Terms with between 10 and 12 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. Two practice Examinations are 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 1 Teacher's Guide*

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

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

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

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

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

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

## Evaluation

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

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

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

### Formative Evaluation

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

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

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

### Summative Evaluation

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

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

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

## Evaluation Tools

The Teacher's Rubrics and Student's Self-Evaluation Checklists appear on pages 9 to 22. To make these Evaluation Tools easy to use, we have given permission for them to be photocopied.

### Student's Self-Evaluation Checklists

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

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

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

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

## Teacher's Rubrics

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

Ten Teacher's Rubrics are supplied. They are:

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

# Student's Self-Evaluation Checklists

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

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

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

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

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

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

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

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

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

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

## Student's Self-Evaluation Checklist: Article

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

## Student's Self-Evaluation Checklist: Summary

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

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

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

# Teacher's Assessment Rubrics

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

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

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

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

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

## Teacher's Rubric: Speech (50 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
<b>Focus/ Argument</b>	The content of the speech is directly related to the topic; convincingly supports the argument/ statement. (5 marks)	The content of the speech relates directly to the topic; clearly supports the argument/ statement. (4 marks)	The content of the speech relates directly to the topic. It partially supports the argument/ statement. (3 marks)	The content of the speech partially addresses the topic. It weakly supports the argument/ statement. (2 marks)	The content of the speech is unrelated to the topic. (0–1 marks)
<b>Structure (order of content)</b>	Clear introduction, body and conclusion. The argument is clearly stated in the introduction. The paragraphs skilfully build the argument with main ideas and supporting facts/details. The conclusion convincingly 'proves' the argument. (9–10 marks)	Logically structured: The argument is stated in the introduction and supported by each of the paragraphs, and restated in the conclusion. The paragraphs contain a main idea and supporting facts/ details. (7–8 marks)	Logically structured: introduction, body and conclusion. The introduction states the argument. Main ideas are clear; not always supported by facts/details. The conclusion is partially convincing. (4–6 marks)	Ineffective structure (for example, missing introduction or conclusion). Ideas are unclear. The argument is not logically built through the use of paragraphs. Conclusion unclear. (2–3 marks)	The speech does not follow a clear structure. Ideas are unclear. The argument is not clearly stated. (0–1 marks)
<b>Argumentative techniques (evidence and persuasion)</b>	The speech provides strong evidence to support argument. The speech uses arguments that are persuasive/ convincing. (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)
<b>Language (including Grammatical Structure)</b>	Precise language and vocabulary that shows understanding of the topic. Sentences are varied; and their structure creates interest. Grammar is above expectations for the grade. (9–10 marks)	Clear language and vocabulary that shows an understanding of the topic. Sentences are well-constructed, with some variation. Grammar is at grade level. (7–8 marks)	Speech uses simple language and limited vocabulary. Sentences are clear and unvaried. Grammar is at grade level with some mistakes. (4–6 marks)	Unclear language and vocabulary shows limited understanding of the topic. Sentences sometimes unclear. Grammar below grade level with many mistakes. (2–3 marks)	Language and vocabulary show no understanding of topic. Sentences are poorly constructed. Grammar below grade level with very many mistakes. (0–1 marks)
<b>Spelling and Punctuation</b>	No errors. (5 marks)	One or two errors. (4 marks)	Three or four errors. (3 marks)	More than five errors. (2 marks)	More than ten errors. (0–1 marks)

## Teacher's Rubric: Narrative Essay (50 marks)

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

## Teacher's Rubric: Descriptive Essay (50 marks)

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

## Teacher's Rubric: Argumentative Essay (50 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
<b>Focus / Argument</b>	The content of the essay is directly related to the topic; convincingly supports the argument/ statement. (5 marks)	The content of the essay relates directly to the topic; clearly supports the argument/ statement. (4 marks)	The content of the essay relates directly to the topic. It partially supports the argument/ statement. (3 marks)	The content of the essay partially addresses the topic. It weakly supports the argument/ statement. (2 marks)	The content of the essay is unrelated to the topic. (0–1 marks)
<b>Structure (order of content)</b>	Clear introduction, body and conclusion. The argument is clearly stated in the introduction. The paragraphs skilfully build the argument with main ideas and supporting facts/details. The conclusion convincingly 'proves' the argument. (9–10 marks)	Logically structured: The argument is stated in the introduction and supported by each of the paragraphs, and restated in the conclusion. The paragraphs contain a main idea and supporting facts/ details. (7–8 marks)	Logically structured: introduction, body and conclusion. The introduction states the argument. Main ideas are clear; not always supported by facts/details. The conclusion is partially convincing. (4–6 marks)	Ineffective structure (for example, missing introduction or conclusion). Ideas are unclear. The argument is not logically built through the use of paragraphs. Conclusion unclear. (2–3 marks)	The essay does not follow a clear structure. Ideas are unclear. The argument is not clearly stated. (0–1 marks)
<b>Argumentative techniques (evidence and persuasion)</b>	The essay provides strong evidence to support argument. The essay uses arguments that are persuasive/ convincing. (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)
<b>Language (including Grammatical Structure)</b>	Precise language and vocabulary that shows understanding of the topic. Sentences are varied; and their structure creates interest. Grammar is above expectations for the grade (9–10 marks)	Clear language and vocabulary that shows an understanding of the topic. Sentences are well-constructed, with some variation. Grammar is at grade level. (7–8 marks)	Essay uses simple language and limited vocabulary. Sentences are clear and unvaried. Grammar is at grade level with some mistakes. (4–6 marks)	Unclear language and vocabulary shows limited understanding of the topic. Sentences sometimes unclear. Grammar below grade level with many mistakes. (2–3 marks)	Language and vocabulary show no understanding of topic. Sentences are poorly constructed. Grammar below grade level with very many mistakes. (0–1 marks)
<b>Spelling and Punctuation</b>	No errors (5 marks)	One or two errors (4 marks)	Three or four errors (3 marks)	More than five errors (2 marks)	More than ten errors (0–1 marks)

## Teacher's Rubric: Expository Essay (50 marks)

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

## Teacher's Rubric: Article (50 marks)

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

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

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

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

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
<b>Date</b> <b>Sender's address</b> <b>Receiver's Address (if Formal)</b>	Correctly placed. All details are included and correct. (5 marks)	Correctly placed. All details are included. 1 mistake. (4 marks)	Correctly placed. Most details included. 1 or 2 mistakes. (3 marks)	Incorrect placement. Some details included. More than 2 mistakes. (2 marks)	No address or date. (0–1 marks)
<b>Content</b>	Content is interesting, relevant and entertaining or informative. (9–10 marks)	Content is interesting and relevant. (7–8 marks)	Content is relevant but not interesting. One or two inaccuracies. (4–6 marks)	Content is somewhat irrelevant and incomplete. More than two inaccuracies. (2–3 marks)	Incomplete, irrelevant or inaccurate information. (0–1 marks)
<b>Structure</b>	Logical paragraphs that are skilfully linked to one another. (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)
<b>Grammar and Punctuation</b>	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)
<b>Opening and closing salutations</b> <b>Heading (if formal)</b>	Correct and appropriate. (5 marks)	Correct. (4 marks)	Either opening, closing or heading is incorrect. (3 marks)	Both opening and closing show errors, heading is missing or inappropriate. (2 marks)	Either opening or closing is missing, and has an error. Heading is missing. (0–1 marks)

# The English Studies Scheme of Work for Senior Secondary 1

## Term 1

Module	Module name	Speaking and Listening	Reading and Comprehension	Vocabulary	Grammar and Structure	Writing
1 (SB page 4)	Review Of Junior Secondary 3	Review of vowel and consonant sounds Listening text about pollution and the environment	Read alone and answer questions	Match words with meanings Choose between similar-sounding words Arrange words in rhyming pairs	Review of parts of speech	Write a narrative composition with guidelines
2 (SB page 9)	Nigerian Music	Monophthongs Listening text on TuFace Idibia and questions	Read a text on Nigerian musicians and identify literal and figurative meanings of words	Musical terminology	Nouns: Meaning and types – proper, concrete, abstract, collective, singular, plural, as subject, as object	Write an article
3 (SB page 17)	Agriculture	Diphthongs	Read text to comprehend supporting details and identify structure of an article	Words associated with agriculture	Countable and uncountable nouns	Write a newspaper article related to agriculture
4 (SB page 24)	Visiting A Place Of Interest	Triphongs	Read text and answer comprehension questions		Adjectives and adverbs	Write a narrative composition
5 (SB page 29)	Religion	Consonant sounds /j/ and /z/ Consonants followed by /j/ Listen and answer questions: 'Why traditional African religion is important in Africa'	Read with understanding: Identify time and purpose Discuss a short text	Words connected to religion	Clauses Simple, compound and complex sentences	Plan and write a composition about a traditional religious festival
6 (SB page 37)	Food	Listening text Recipe for a tomato omelette Present a recipe	Read a text about cocoa and chocolate Answer questions	Words to do with planting cocoa trees	Phrases	Write a recipe for making plantain chips

Module	Module name	Speaking and Listening	Reading and Comprehension	Vocabulary	Grammar and Structure	Writing
7 (SB page 42)	Some Nigerian Achievers	Syllables Words stressed on the second syllable Syllabic consonants // and /n/ Listening text: Article about women scientists: Chose a title and identify the main ideas; discuss in groups	Read a text on Nigerian women scientists and answer questions	Words connected with achievement	Clauses: Subordinate clauses (relative, adjectival, noun and adverbial)	Write a draft summary
8 (SB page 50)	Reading For Success	Sentence stress Pitch, tone, volume, pace, inflection, emphasis, pauses	How to skim, scan and answer comprehension questions	Words connected with reading and understanding	Nominalisation of adjectives and verbs	Write a personal letter
9 (SB page 56)	Teenage Sexuality	Listening text: STDs, HIV and Aids Present a speech	Read about teenage sexuality and answer questions	Words connected with teenage sexuality	Irregular verbs	Write a summary of a text on teenage sexuality
10 (SB page 63)	Corruption	Listen to a poem 'Not my business' and answer questions Present a poem	Skim and scan a text on corruption, and answer questions	Words connected with corruption	Figures of speech	Write an argumentative composition
11 (SB page 70)	Journalism	Listen to a conversation and answer questions Practise and present recorded conversation	Read a letter to the editor and answer questions	Identify journalism terms	Definite and indefinite articles	Write a newspaper story
12 (SB page 78)	Revision Of Term 1	REVISION	REVISION	REVISION	REVISION	

## Term 2

Module	Module name	Speaking and Listening	Reading and Comprehension	Vocabulary	Grammar and Structure	Writing
1 (SB page 81)	Review Of Term 1	Revision of last term's work	Revision of last term's work	Revision of last term's work	Prefixes and suffixes	Revision of last term's work
2 (SB page 86)	Malaria	Listen to and discuss a text about malaria Present a speech	Skim and scan an article on malaria and answer questions	Antonyms	Prepositions and prepositional phrases	Write a summary Write a semi-formal letter
3 (SB page 95)	Does Spelling Matter?	Consonant clusters Words with the consonant cluster /kw/	Read an article about spelling and answer questions	Misspelt and difficult words	Simple Present Tense, Present Continuous Tense, Present Perfect Tense and Simple Past Tenses	Write a formal letter
4 (SB page 103)	Keeping People Healthy And Safe	Syllable stress Listening text: The effects of smoking	Using words in different contexts Read an article on NAFDAC	Synonyms	Noun phrases	Read and summarise an article
5 (SB page 109)	Home And Family	Consonants followed by /j/ Dialogue between a builder and a client	Read about building a house and answer questions	Words connected with homes	Phrasal verbs	Write an expository composition
6 (SB page 116)	Keeping Records	Intonation: Falling Expository text: Parts of a camera	Read about keeping records and answer questions	Words about camera parts	Modal auxiliary verbs	Write a diary entry
7 (SB page 122)	Leisure And Sport	Intonation: Rising. fall-rise and rise-fall intonation Listening to and giving directions	Read about sport in Nigeria and answer questions	Words to do with sports	Phrasal verbs	Write a summary

Module	Module name	Speaking and Listening	Reading and Comprehension	Vocabulary	Grammar and Structure	Writing
8 (SB page 130)	Transport	Role-play dialogues Listen to a speech	Read about problems related to road transport	Words about transport	Using 'shall' and 'should'	Write a summary Write a farewell speech
9 (SB page 139)	Democracy Versus Military Rule	Contrasting consonant sounds Listen to poems and answer questions	Read an excerpt from 'Half a Yellow Sun' and answer questions	Words to do with politics	Punctuation marks	Write an argumentative composition
10 (SB page 148)	Say What You Mean	Pronunciation Silent letters Listen to a text and identify homophones	Read and answer questions about saying what you mean	Homophones Words about correct speaking and writing	Punctuation marks	Revise writing an informal letter
11 (SB page 154)	Revision of Term 2	REVISION	REVISION	REVISION	REVISION	REVISION

## Term 3

Module	Module name	Speaking and Listening	Reading and Comprehension	Vocabulary	Grammar and Structure	Writing
1 (SB page 158)	Review Of Term 2	Revision of last term's work	Revision of last term's work	Revision of last term's work	Revision of last term's work	Revision of last term's work
2 (SB page 164)	Advertising	Spoken oral composition: Narrative ('A day I will never forget') Protect your family from crime!	Read a text about advertising and answer questions	Words about advertising	Adjuncts	More about summary writing
3 (SB page 171)	The Stock Exchange	Debate: 'People can never have enough money'	Read a text about the stock exchange and answer questions	Words about the stock exchange	The Present Perfect Tense	Write an expository composition
4 (SB page 177)	The Government And Politics	Speech on the functions of local government Intonation Present a speech	Read about democracy and answer questions	Word about government	Question tags	Write a speech
5 (SB page 183)	Africa	Listen to and make notes on a text about Africa Present a speech about investment in Africa	Read about modern-day Nigeria and answer questions	Antonyms Words to do with government	Conjuncts and disjuncts	Write a narrative essay
6 (SB page 190)	Freedom	Read a play extract aloud Stress timing in sentences Limericks	Read an extract from a play and answer questions	Rewrite verbs as nouns Identify the meaning of phrasal verbs	Compound and plural nouns Using the definite article with nouns	Use different writing styles
7 (SB page 198)	Culture And Modern Life	Recite a poem Listen to a poem being read	Read a poem and answer questions	Spelling: Dropping 'e' and retaining 'e'	First, second and third person	Write a semi-formal letter

Module	Module name	Speaking and Listening	Reading and Comprehension	Vocabulary	Grammar and Structure	Writing
8 (SB page 205)	Football	Listen to an extract from a football match commentary Present a newspaper report	Read an extract about football and answer questions	Words to do with football	Complex sentences	Write a news report
9 (SB page 214)	English Belongs To Those Who Speak It	Consonants followed by the /w/ sound Newspaper headlines and news	Read a text about speaking English and answer questions	English words from other languages	Punctuating compound and complex sentences	Write an article
10 (SB page 221)	Space Travel	An extract about Mars Present a speech	Read about a trip on Mars One and answer questions	Words to do with space travel	Root words and affixes	Write a speech about space travel Write one of the following: An article, a send-off speech, an informal letter, a semi-formal letter or a formal letter
11 (SB page 228)	Practice Examination	Practice Examination	Practice Examination	Practice Examination	Practice Examination	Practice Examination

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 4) The /æ/, /ɔ:/, /ɜ:/ and /eɪ/ Vowel sounds The /f/ and /z/ Consonant contrasts	Speaking And Listening (p. 4) Listen to a passage about pollution and the environment, listen for comprehension and for sounds Discuss the wildlife situation in Nigeria	Reading And Comprehension (p. 5) Read the passage alone and answer questions	Vocabulary (p. 6) Match words with meanings Choose between similar sounding words Arrange words in rhyming pairs Grammar Structure (p. 7) Identify Parts Of Speech	Writing (p. 8) Write a Narrative Essay

## Objectives

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

**Reading And Comprehension:** Read to comprehend main ideas, supporting details, the meanings of words in context, and to summarise passages.

**Listening:** Listen to identify selected Vowel and Consonant sounds.

**Grammar Structure:** Identify Parts Of Speech.

**Vocabulary:** Identify and differentiate between similar sounding words; match meanings to words, and arrange words in rhyming pairs.

**Writing:** Write a Narrative Essay clearly and by using the correct punctuation, grammar and spelling, the correct tense form, and sufficient topic tenses.

**Speaking:** Recognise and pronounce Vowel and Consonant sounds: /æ/, /ɔ:/, /ɜ:/ and /eɪ/ Vowel sounds and the /f/ and /z/ Consonant Contrasts.

## Resources

Student's Book (pp. 4–8)  
Blackboard

Dictionaries

Pictures of endangered wildlife

## Speaking And Listening

Before commencing the activity, check to make sure none of the students have hearing difficulties that could prevent them from hearing the sounds.

### Note

This is a module in which the work completed in JSS3 is revised. Use the activities diagnostically, making notes for yourself about specific aspects of JSS3 work that may need extra revision. You should also note students whose work seems particularly weak, so that you can give them extra attention during this term.

### Activity 1 (SB p. 4)

Revise the different sounds with students before they attempt the activity. Students must revise the /æ/, the /ɔ:/, the /ɜ:/ and the /eɪ/ Vowel sounds. Then they choose the word from each list (A, B or C) that has the same Vowel sound

as the one underlined in the word in capital letters. The first one has been done for them.

## Answers

1. a) A word
- b) B flat
- c) C name
- d) B learn
- e) C first
- f) A crawl

## Activity 2 (SB p. 4)

Revise /f/ and /z/ Consonant contrasts. Students choose the word from each list (A, B or C) that has the same Consonant sound as the one underlined in the word in capital letters.

## Answers

2. a) C nation
- b) B leisure
- c) B lesion
- d) C ashamed
- e) A revision

## Activity 3 (SB p. 4)

Explain to students that you will be reading a passage from a magazine and they must listen carefully. Introduce the topic by discussing the importance of wildlife conservation with students. You can use pictures of endangered wildlife to catch their attention. Read the extract twice.

Students copy the table into their workbooks. Students say the words in the left column out loud.

### Pollution And The Environment

In some cities and big towns, the blue sky is covered with smog. Factories spew pollution into rivers and dams. The countryside is also suffering. People chop down trees, leaving stumps that provide no shade. They practise bad farming methods that leave the soil infertile, with no ground cover. When it rains, floods wash away the fertile topsoil, leaving thick mud that bakes hard when the sun returns.

What is the solution? We need to cherish our natural environment and change our attitude towards

nature. If we don't, we are in for a rude shock when we find we have no clean air to breathe or clean rivers from which to get fresh water.

## Activity 4 (SB p. 4)

As you read the extract, students listen for words that have the same Vowel and Consonant sounds as the words in the first column of the table. They write down these words in the correct row in the table.

## Answers

4.

Vowel sounds	
/ʊ/	Countryside, suffering, stumps, cover, mud, sun
/u:/	Blue, spew, pollution, attitude, solution, to, rude
Consonant sounds	
/tʃ/	Chop, cherish, change, nature
/ʃ/	Shade, wash, fresh, solution

## Evaluation

Teacher Evaluation: Teachers can use the rubrics Listening and Speaking skills/Identification, Pronunciation and Stress and Intonation on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activity 5 (SB p. 5)

Encourage students to appreciate and be aware of the wildlife in Nigeria, and to understand that without protection, much of this wildlife may be come extinct. Students work in pairs and discuss the questions together. Answers will vary. Use pictures from magazines to create awareness of wildlife.

### Activity 6 (SB p. 5)

Students listen and follow as you read the article on wildlife in Nigeria. If time permits, students can also read the passage together in pairs.

## Activity 7 (SB p. 6)

Students answer the questions.

### Answers

7. a) Answers will vary. Here is an example:  
The article is about protecting wildlife and encouraging sustainable farming methods.
- b) A Early in the 1900s
- c) Answers will vary. Here are some possible answers.
- i) those animals still lived there
  - ii) those animals die and there are none to replace them
  - iii) the way of farming that people have been doing for hundreds of years
  - iv) hundreds of years
- d) No. Words may include: disappeared, extinction, destroyed, illegal, reserve, threatened, endangered, reserve, protected
- e) Any three: Hunting, deforestation, land clearance, road building and so on
- f) i) destroyed/extinction  
ii) threatened  
iii) illegal
- g) Much of our wildlife has disappeared owing to human activities. Nigerians are protecting endangered species and reintroducing traditional farming methods.

### Reading Evaluation

The beginning of SS1 is a good time to assess students' reading skills so that you can determine how best to support weaker readers during the course of the year.

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

## Vocabulary

### Activity 8 (SB p. 6)

Students match the word in Column A with the correct description in Column B. Make sure they have dictionaries available.

### Answers

8.

biography	story of a person's life written by someone else
autobiography	story of a person's life written by that person
fiction	made-up story
magazine	weekly or monthly publication that has articles and pictures
anthology	a collection of poems or other pieces of fiction
encyclopaedia	set of books giving information on many subjects
journal	a compilation of academic articles about a specific subject
non-fiction	writing that is informative or factual rather than fictional
newspaper	daily or weekly publication with news and articles about current affairs

### Activity 9 (SB p. 6)

Students choose the correct word to complete each sentence. Read the words in brackets first so that students can hear how similar they sound. Students can use dictionaries for any words they are unsure of.

### Answers

9. a) The recipe suggests using self-raising **flour**.
- b) When using the recipe, add **coarse** salt to the boiling water.
- c) The **key** will only fit into our front door.
- d) The **herd** of cattle crossed the busy road.
- e) Do not **waste** my time!
- f) Please may I have a **piece** of cake with my tea?

## Activity 10 (SB p. 7)

Students arrange the words in rhyming pairs. The first pair has been done for them. Read the words with students, and then get them to read the words out loud, listening for similar sounds.

### Answers

10. clout – pout  
define – twine  
drown – nightgown  
feel – wheel  
forlorn – thorn  
height – sight  
lore – shore  
meat – wheat  
smoke – yoke  
throw – slow  
plight – tonight

## Grammar Structure

### Activity 11 (SB p. 7)

Revise the different Parts Of Speech, giving additional examples. Students read each sentence and decide what Part Of Speech the underlined word is.

### Answers

11. a) The **teenagers** enjoyed the party. (Noun)  
b) The music at the party was very **loud**. (Adverb)  
c) Omolade and Ugoulo danced **beautifully** at the party. (Adjective)  
d) I do not enjoy loud music, **so** I left the party early. (Conjunction)  
e) Most people arrived **at** the party around 9 p.m. (Preposition)  
f) Rago said that **he** saw A'isha at the party. (Pronoun)  
g) I bought **an** apple and **a** banana. (Determiner)

## Writing

### Activity 12 (SB p. 8)

Students write a Narrative Essay. They must choose one of these topics:

- The day I met an Aids patient
- My trip to the village market
- A day I will never forget
- The day Ojo was sentenced to prison for stealing a car

Make a copy of the Student's Self-Evaluation Checklist: Narrative Essay on page 9 of this Teacher's Guide, or write it on the board and ask students to copy it in their exercise books. They should keep it in a place they can refer back to each time they write a Narrative Essay. Read through the criteria in the Checklist making sure that students understand the criteria they need to include.

### Evaluation

Student Evaluation: Students can use the self-evaluation checklist Writing/Narrative essay on page 9 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the rubric Writing/Narrative essay on page 16 of this Teacher's Guide.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 9) Vowel sounds and monophthongs	Reading And Comprehension (p. 10) Identify the real meaning of a word when used in context Read a text on Nigerian musicians Identify literal and figurative meanings of words	Vocabulary (p. 13) Match musical terms with their meanings	Grammar Structure (p. 13) Types of Nouns: Activities on Concrete Nouns, Abstract Nouns, Subject Nouns and Object Nouns Listening (p. 15) Text on TuFace Idibia and questions	Writing (p. 16) Write a magazine article

## Objectives

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

**Reading And Comprehension:** Read to identify the meanings of words in context (literal and figurative), to make notes by summarising, and to infer meaning.

**Listening:** Listen to recognise short and long Monophthongs, to identify the meaning of words in context, and to identify details in the text.

**Grammar Structure:** Identify, list and write sentences with Abstract, Subject and Object Nouns.

**Vocabulary:** Identify the meaning of musical terms, and use the words in sentences to show understanding of their meanings.

**Writing:** Write a magazine article.

**Speaking:** Pronounce short and long Monophthong sounds correctly.

## Resources

Student's Book (pp. 9–16)  
Blackboard  
Dictionaries

Examples of newspaper and magazine articles

## Speaking And Listening

### Activity 1 (SB p. 9)

Students work in pairs. The diagram in the Student's Book shows the different organs that we use to make speech. Explain this diagram to students, who must look at it carefully. They must then see if they can identify all of these organs of speech in their own mouths and throats.

### Activity 2 (SB p. 9)

Students work in pairs. They listen as you read the words in the table. They then work with their partners to practise saying the Monophthongs.

### Activity 3 (SB p. 10)

Students work in groups. They identify five more words for each Monophthong. They then take turns to practise saying the words with the correct pronunciation.

## Evaluation

Teacher Evaluation: Teachers can use the rubrics Listening and Speaking skills/Identification, Pronunciation, and Stress and Intonation on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activity 4 (SB p. 10)

Before students undertake the activity, read through the box 'Working Out The Meaning Of Words' with them. Explain to students that words can be used literally or figuratively. Use the examples in the Student's Book.

In their groups, students discuss their favourite Nigerian singers and musicians. They tell one another why these musicians are their favourites.

### Activity 5 (SB p. 10)

Students read the article about some famous Nigerian musicians and singers. They write down any words or expressions that they don't understand. Answers will vary. Take time to make sure students fully understand the article, as it is a long one.

### Activity 6 (SB p. 12)

In Question a), students write a suitable title that sums up the contents of the article.

In Question b), students find the words listed in the article. They study their context. Then they write their own definition for each one.

In Question c), students study the context in which the figurative words or expressions are used and write their own definition for each one.

In Question d), students identify the big breaks the musicians in the article had and write them down in their own words.

In Question e), students give their own opinions. Accept all valid answers that they can justify with a satisfactory reason or explanation.

## Answers

6. a) Answers will vary. Here is an example:  
Nigerian music takes off!
- b) i) internationally: involving two or more countries

- ii) released: allow (something) to move, act or flow freely
- iii) separated: cause to move or be apart
- iv) stint: a person's fixed or allotted period of work
- v) debut: a person's first appearance or performance in a particular capacity or role
- vi) commercial: making or intended to make a profit
- vii) ranked: give (someone or something) a rank or place within a grading system
- viii) connection: a relationship in which a person or thing is linked or associated with something else
- ix) massive: exceptionally large
- x) accomplished: highly trained or skilled in a particular activity
- c) Answers will vary. Here are some suggestions.
- i) going places: moving ahead or advancing in their career
- ii) rising: moving upwards
- iii) hit: a success
- iv) burst onto: arrive on the scene in a big way
- v) lit up: enhance
- vi) ups and downs: failures and successes
- vii) looked back: reviewing one's past
- viii) roots: history or past
- ix) big break: their big opportunity
- x) under his belt: past success
- d) Answers will vary.
- e) Answers will vary, but students should recognise that a stage name is often designed to be more catchy than the person's real name.

## Vocabulary

### Activity 7 (SB p. 13)

Students work in pairs. They match the word in the left-hand column with the correct description in the right-hand column.

## Answers

7.

lyrics	the words of a song
hit	a song that becomes very popular
choir	a group of singers
producer	a person who supervises the making of a musical recording
album	a collection of recorded songs on a CD
beat	the regular rhythmic pattern of a piece of music

### Activity 8 (SB p. 13)

Students choose any five words from the first column of the table and use them to write good sentences. Their sentences must show that they understand the meaning of the words.

## Answers

8. Answers will vary.

## Grammar Structure

Remind students of Nouns as Parts Of Speech. Discuss the difference between a Concrete Noun and an Abstract Noun, giving examples. Call out different Nouns and ask students to identify whether they are Concrete or Abstract Nouns.

### Activity 9 (SB p. 14)

Students identify the Nouns in these sentences. They write them down and next to each one, write down what kind of Noun it is. The first one has been done for them.

## Answers

9. a) The **musicians** played beautiful **music**. (Both Common Nouns)  
b) **Sade** is one of the most famous **singers** in the **world**. (Proper Noun and two Common Nouns)  
c) Akon's **label**, **Konvict Muzik**, signed on **P-Square**. (Common Noun and Proper Nouns)  
d) There was a **party** after the **album** was released, where **people** ate **cheese** and **biscuits**, and had a few **drinks**. (Common Nouns and Countable Nouns)

- e) An incredible **sound** came from the guitarist's **guitar**. (Both Common Nouns)  
f) The **Grammy Awards** honour **musicians** who have achieved **fame** and **excellence**. (Proper Noun, then Common Noun and two Abstract Nouns)  
g) Some **musicians** and **singers** earn a lot of **money**. (Two Common Nouns and an Uncountable Noun)

### Activity 10 (SB p. 14)

Students identify the Subject, Direct Object and Indirect Object in each sentence.

## Answers

10. a) The **teacher** gave his **students** high marks. (Subject, Indirect Object)  
b) **Grandfather** left **Rosalita and Raoul** all his **money**. (Subject, Indirect Object, Direct Object)  
c) **She** sold **me** her **boat**. (Subject, Indirect Object, Direct Object)  
d) **Rashidi and Hasan** ate **eggs** for **breakfast**. (Subject, Direct Object, Indirect Object)  
e) **Our teacher** gave **us** some **work** to do. (Subject, Indirect Object, Direct Object)  
f) **His grandmother** sends him **money** on his **birthday** every year. (Subject, Direct Object, Indirect Object)  
g) **Bukola** sent her **brother** a **postcard** from the **hotel**. (Subject, Indirect Object, Direct Object, Indirect Object)  
h) **P-Square** recorded a new **studio album**. (Subject, Direct Object)

## Listening

You will need to remind students about long and short Vowel sounds before reading the passage.

### Activity 11 (SB p. 15)

Read the listening text about TuFace Idibia. Students copy the table. As they listen, they try to identify the short and long Monophthongs in the text. They record them in the correct column.

### TuFace Idibia

TuFace Idibia's birth name is Innocent Idibia. He was born in Jos, Nigeria on 18 September 1975. He attended Saint Gabriel's Secondary School in Makurdi, Benue State. He started his academic studies at the Institute of Management and Technology, Enugu. While attending IMT, he performed at shows and parties. He eventually dropped out to pursue his music career. TuFace released his debut solo album *Face 2 Face* in 2004. Then, in 2006, his hit single *African Queen* made him famous worldwide.

TuFace has received many international awards, such as an MTV Europe Music Award, a World Music Award, a BET Award and four Channel O Music Video Awards.

- e) He dropped out of his academic studies because he wanted a career in the music industry.
- f) His debut album was called *Face 2 Face*.
- g) The hit single was *African Queen*.
- h) Students can name any one of the following: the MTV Music Award, a World Music Award, a BET Award and four Channel O Music Video Awards.

### Answers

11. Most words in the text have monophthong vowel sounds. Accept any examples that make sense. Make sure that no diphthongs are included. Here are some examples.

Short Monophthongs	Long Monophthongs
Idibia's	TuFace
was	name
Jos	Nigeria
September	He
attended	School
Secondary	Benue State
Benue	started
academic	Institute
studies	Enugu
Management	parties
Technology	pursue
dropped	music
album	debut
African	solo
Channel	Queen

### Activity 12 (SB p. 15)

Students read the questions, then listen as you read the text again. They discuss the questions as a class.

### Answers

- 12. a) Tuface Idibia's real first name is Innocent.
- b) He was born in Jos, Nigeria.
- c) He was born on 18 September 1975.
- d) The Abbreviation is IMT.

### Activity 13 (SB p. 15)

Read the text again. Students copy the table. They listen carefully for the words in the first column of the table. Then they use the context of these words to work out their meaning. Finally they choose the correct meaning for each word from the second column in the table.

### Answers

13.

attended	went to
started	began
eventually	after a long time
dropped out	stopped going to school
pursue	chase after something

### Writing

Discuss the annotated magazine article with students. Show them articles from newspapers and magazines.

### Activity 14 (SB p. 16)

Make a copy of the Students Self Evaluation Checklist: Articles on page 11 of this Teacher's Guide, or write it on the board for students to copy. They should copy it in a place they can refer back to each time they write an article. Make sure they understand the criteria listed in the Checklist.

### Evaluation

Student Evaluation: Student's can use the self-evaluation checklist Writing/Article on page 11 of this Teacher's Guide.

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

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 17) Diphthongs	Reading And Comprehension (p. 18) Read text to comprehend supporting details	Reading And Comprehension (p. 19) Identify the structure of an article	Vocabulary (p. 20) Words associated with agriculture Grammar Structure (p. 21) Countable and Uncountable Nouns	Writing (p. 22) Write a newspaper article related to agriculture

## Objectives

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

**Reading And Comprehension:** Read a text to comprehend supporting details.

**Listening:** Listen to identify and differentiate between Monophthongs and Diphthongs.

**Grammar Structure:** Identify and differentiate between Countable and Uncountable Nouns, and use them in sentences appropriately; recognise nouns that are both countable and uncountable.

**Vocabulary:** Identify and list words associated with agriculture, and use them appropriately.

**Writing:** Write a newspaper article related to agriculture.

**Speaking:** Pronounce Diphthongs correctly.

## Resources

Student's Book (pp. 17–23)

Blackboard

Dictionaries

Pictures of farms and farm products

Examples of uncountable objects such as rice, sugar and tea

Examples of countable objects in the classroom such as a book, a chair and a table

## Speaking And Listening

### Activity 1 (SB p. 17)

Students work in pairs. They listen as you read the words in the table. Then they work with their partner to practise saying the words.

### Activity 2 (SB p. 17)

The Monophthongs and Diphthongs in the words in the box are underlined. Students state which ones are single short or long Vowel sounds and which ones are Diphthongs.

## Answers

- Single vowel sounds: ship  
Long vowel sounds/monophthongs: boot, book, door, same  
Diphthongs: Fear, learn, coin,

## Evaluation

Teacher Evaluation: Teachers can use the rubrics Listening and Speaking skills/Identification, Pronunciation, and Stress and Intonation on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activity 3 (SB p. 18)

Students scan the paragraph, and then read the first sentence to get a better idea of the meaning of the first paragraph.

### Activity 4 (SB p. 18)

Students find the supporting sentences in the paragraph.

### Answers

4. However, to do this, Nigeria must make better use of its natural resources, such as its soil and rivers.

Another factor the government must consider is how to make fertilisers more readily available to poor farmers. If these things are done and if farmers are paid a fair price for their crops, Nigeria could become the bread basket of Africa.

### Activity 5 (SB p. 18)

Students read the paragraph and think about which details support the main idea in each paragraph. This activity is designed to teach students to identify the main ideas in each paragraph and to analyse what they are reading.

### Activity 6 (SB p. 20)

Students copy the table into their books, and then complete it.

### Answers

6.

Paragraph 1	Main idea	In the 1970s, Nigeria changed from being an exporter of food to an importer.
	Supporting ideas	1. Nigeria earned a lot of foreign currency as a result of oil sales. 2. Imported foods became cheaper than local produce.
Paragraph 2	Main idea	A food crisis resulted.
	Supporting ideas	1. The government tried to overcome this with various programmes. 2. By 2004, agriculture accounted for only 20% of production.
Paragraph 3	Main idea	People had to depend on the environment for survival.
	Supporting ideas	1. More than 60% of the population produced food for their own use. 2. Fish was eaten.
Paragraph 4	Main idea	Food production began to increase, but slowly.
	Supporting ideas	1. The NFSP had two goals. 2. The ATA was established.
Paragraph 5	Main idea	Nigeria should be able to produce enough food to feed her people.
	Supporting ideas	1. The government needs to be committed to making this happen. 2. People need to support local farmers.

## Vocabulary

### Activity 7 (SB p. 20)

Students copy the table. They then sort the words in the boxes into the correct columns in the table. Next they work in groups and discuss what each term means. Encourage them to use their dictionaries. Finally, students use each term in a sentence to show that they understand its meaning.

### Answers

7. a)

Farming Activities	Farming Materials And Implements	Farm Buildings
bush clearing	harvester	granary
staking	harrow	barn
pruning	tractor	silo

crop rotation	borehole	stable
planting	hoe	
weeding	fertiliser	
irrigation	manure	
harvesting	axe	
tilling	plough	
harrowing		
spraying		

- d) Answers will vary. Make sure that students use the words in an appropriate manner. Here is one example: Crop rotation is a traditional method of allowing land to lie fallow and rest.

## Grammar Structure

Use items such as rice, sugar and tea leaves to explain the difference between Countable and Uncountable Nouns. Go round the class asking students to give examples of each. Read the text in the Student's Book and discuss it.

### Activity 8 (SB p. 21)

Students arrange the words into two groups: Countable and Uncountable Nouns. They then use each Noun in a sentence.

### Answers

8. a)

Countable Nouns	Uncountable Nouns
friend, battery, bed, glass, money, journey, politician, report, suitcase, view	electricity, furniture, information, luggage, music, naira, oxygen, politics, research, safety, scenery, wine, water

- b) Answers will vary.

### Activity 9 (SB p. 22)

Students read the sentences. They then state if each underlined Noun is Countable or Uncountable. Finally, they use each Noun to make two sentences. In the first sentence, the Noun must be Countable. In the second sentence, it must be uncountable.

## Answers

9. i) a) Countable  
b) Uncountable  
c) Uncountable  
d) Countable  
ii) Answers will vary.

## Writing

### Activity 10 (SB p. 23)

Students choose a topic on which to write a newspaper story or report. Their article should be between 250 and 300 words in length and should have a catchy headline.

## Answers

### Evaluation

Student Evaluation: Students can use the self-evaluation checklist Writing/Article on page 11 of this Teacher's Guide.

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

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 24) Triphthongs: Identify similar sounds	Reading And Comprehension (p. 24) Read text 'A Visit To A Historical Place' and answer comprehension questions	Grammar Structure (p. 27) Adjectives Adverbs	Grammar Structure (p. 27) Adjectives Adverbs Writing (p. 28) Write a Descriptive Essay	Writing (p. 28) Write a Descriptive Essay

## Objectives

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

**Reading And Comprehension:** Read to extract facts and infer meaning, and to understand words (parts of speech, tense forms, figurative language and meanings) in context.

**Listening:** Listen to identify Triphthongs.

**Grammar Structure:** Identify and differentiate between Adjectives and Adverbs, and use them correctly.

**Writing:** Write a Descriptive Essay clearly and by using the correct punctuation, grammar and spelling, the correct tense form, and appropriate descriptive language.

**Speaking:** Pronounce Triphthongs correctly.

## Resources

Student's Book (pp. 24–28)  
Blackboard  
Dictionaries  
Pictures of the Taj Mahal

## Speaking And Listening

Remind students of previous work on Diphthongs. Read the examples in the textbook with students before they start on the activities.

## Activity 1 (SB p. 24)

Students work in pairs. They listen as you read the words in the table, and then they practise saying the sounds.

## Activity 2 (SB p. 24)

Students work in pairs. They listen as you read the words in the table, and they practise saying the sounds. Then they do the exercise.

## Answers

2. a) B choir
- b) C endure
- c) A choir
- d) A player
- e) B hour

## Reading And Comprehension

The Taj Mahal is a beautiful building with an interesting history. Tell students why it was built and show them pictures of it before commencing this section.

## Activity 3 (SB p. 24)

Students read the composition written by Barnali Mondal, a student in India. Before they read it, they discuss the questions in the Student's Book.

## Answers

3. a) India is part of the continent of Asia and Nigeria is part of the continent of Africa.
- b) It looks like an important building such as a mosque, temple or church. It is called the Taj Mahal.
- c) The main religion in India is Hindu.

## Activity 4 (SB p. 26)

4. Students read the text and then answer the questions based on it.

## Answers

4. a) Agra
- b) The Taj Express
- c) One day
- d) i) historical: Adjective, describing  
ii) interest: Noun, naming  
iii) thirstily: Adjective, describing  
iv) drinking: Verb, action  
v) sightseeing: Verb, action  
vi) bus: Noun, naming
- e) i) shrine: immortal love  
marble: pure white  
symbol: immortal love  
monument: beautiful  
wonder: marble dream  
ii) astonished, humble, enchanted  
iii) humble: felt  
quietly: took  
thirstily: drinking  
iv) like a polished mirror – the river  
like silent guards – the minarets  
like a marble dream – the Taj Mahal
- f) Past Tense
- g) It sums up the essay by saying that the visit to Agra was amazing and will always be remembered. It links back to the introduction by reminding us that this was a visit of historical interest.

## Grammar Structure

Go through this section in the Student's Book before the students complete the activities. Thoroughly revise Adjectives and Adverbs.

## Activity 5 (SB p. 27)

Students identify the Adjective or Adjectives in each sentence. They say what kind of Adjective each one is.

## Activity 6 (SB p. 28)

Students fill in suitable Adverbs to complete these sentences. They must not use the same Adverb twice. They also identify what type of Adverb each one is.

## Answers

5. a) Agra is a place of **historical** interest. (Descriptive)
- b) The building has been made of **pure white** marble. (Descriptive)
- c) There are **four tall** minarets on this platform. (Descriptive)
- d) The **main** gate of the Taj is **tall** and **strong**. (Descriptive)
6. Answers will vary. Here are some suggestions.
  - a) He **never** has any trouble with his old car. (Frequency)
  - b) He works **poorly**. (Manner)
  - c) They **always** get to school at 7.30 a.m. (Frequency)
  - d) I can't find them **anywhere**. (Place)
  - e) They should be able to pass their exams quite **easily**. (Manner)
  - f) He **sometimes** wears old-fashioned clothes. (Frequency)
  - g) They **often** spend the whole weekend fishing. (Frequency)
  - h) They like fishing **very much**. (Degree)
  - i) We'll let you know our decision **by tomorrow**. (Time)
  - j) I decided to go **again**. (Frequency)

## Writing

Give students copies of the Student Self-Evaluation Checklist: Descriptive Essay on page 9 of this Teacher's Guide, or write it on the board and ask students to copy it. They should write it in a place they can refer back to each time they write a Descriptive Essay. Make sure they understand the criteria listed in the Checklist.

## Activity 7 (SB p. 28)

Students choose one of the topics. They write a Descriptive Essay of between 250 and 300 words on the topic.

## Answers

### Evaluation

Student Evaluation: Students can use the self-evaluation checklist Writing/Descriptive Essay on page 9 of this Teacher's Guide.

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

## MODULE 5

# Religion

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 29) Consonant sounds /j/ and /z/ Consonants followed by /j/	Reading And Comprehension (p. 30) Read with understanding: Identify time and purpose Discuss a short text	Vocabulary (p. 33) Words associated with religion	Grammar Structure (p. 34) Clauses Simple, Compound and Complex Sentences Listening (p. 36) Listen and answer questions: 'Why traditional African religion is important in Africa'	Writing (p. 36) Write an Essay

## Objectives

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

**Reading And Comprehension:** Read to identify an author's purpose, mood and tone; read to extract and infer meaning, and to identify main ideas and supporting details.

**Listening:** Listen to identify the consonant sounds according to the rules related to

consonants. Listen to identify a speaker or author's mood, tone or purpose, and to identify main ideas and details in a text.

**Grammar Structure:** Identify, differentiate between and write clauses, simple, compound and complex sentences.

**Vocabulary:** Use words associated with traditional religion to show understanding of their meanings.

**Writing:** Plan and write an essay about the

traditional religious festival.

**Speaking:** Consonant sounds /j/ and /z/; and consonants followed by /j/.

## Resources

Student's Book (pp. 29–36)

Blackboard

Dictionaries

Pictures of traditional African religious practices

## Speaking And Listening

Before beginning this section of the unit, explain to students that the topic is religion. Use the opportunity to foster attitudes of tolerance and respect for others.

### Activity 1 (SB p. 29)

Students work in pairs. They read the rules about Consonants. Next they must listen to you saying the words. Then they work with their partner to practise pronouncing the words correctly. Walk around the class whilst students are saying the words and make sure that all students can pronounce the words correctly.

#### Evaluation

Teacher Evaluation: Teachers can use the rubrics Listening and Speaking skills/Pronunciation and Stress and Intonation on page 13 of this Teacher's Guide.

## Reading And Comprehension

Read the introduction to this section with students. Talk about how to identify the purpose, mood and tone of a text. You can also read out short excerpts from other books, and ask students to listen and identify their purpose, mood and tone.

### Activity 2 (SB p. 31)

Students read the text.

Students work in groups to discuss what they think the writer's purpose was in writing this text as well as its tone and mood. They share their ideas and thoughts with their classmates.

### Activity 3 (SB p. 31)

As students read the article, they think about the questions.

### Activity 4 (SB p. 32)

Students write answers to these questions.

## Answers

2. a) Answers will vary. Suggested answer: To explain the worship of the river goddess.
3. Answers will vary.
  - a) To explain the difference between African traditional religions, Christianity and Islam.
  - b) Teaching/explaining
  - c) Polite and informative
4. a) i) C long after  
ii) B by word of mouth  
b) i) C are different for different groups of people  
ii) B in a Supreme Creator  
c) Traditional African religions believe in a supreme creator as well as other divine beings. They believe that ancestors act as messengers between humans and divine beings. Mainstream religions believe only in a Supreme Being. They do not believe in ancestors.  
d) Both religions believe in a Supreme Being, and both believe in other entities as being mediators between the Supreme Being and Humans (priests, ancestors etc).  
e) Students find Synonyms (words or phrases that mean exactly or nearly the same as another word or phrase) in the article for these terms. Answers will vary. Here are some suggestions.
  - i) job: employment
  - ii) care for: look after
  - iii) redemption: salvation
  - iv) celebrations: festivals
  - v) holy: religious
  - vi) remove: delete  
f) i) There are a number of important differences between traditional African religions and mainstream religions such as Islam and Christianity.

- ii) For example, the beliefs and principles of African religions are found in oral traditions and not in written texts like the Koran (Islam), the Torah (Judaism) or the Bible (Christianity). The main function of traditional African religions is to look after people in the present rather than promising them a better life after death in another world, such as heaven.
- g) To make the reader think about his or her attitude to religion, to think about other perspectives and either reconsider or consolidate own beliefs.
- h) The tone is thoughtful, questioning without being judgemental.
- i) The answer will depend on own personal experience. Accept any answer that is backed up by sound reasoning.

## Vocabulary

### Activity 5 (SB p. 33)

Students choose the correct words from the table to complete the sentences.

### Activity 6 (SB p. 33)

Students use each word in a sentence of their own to show that they understand its meaning.

### Answers

- 5. a) desert
  - b) teachings
  - c) mosque
  - d) imam
  - e) missionaries
  - f) European
  - g) churches
  - h) denominations
  - i) traditional
  - j) ethnic
  - k) soul
  - l) heaven
  - m) creator
  - n) ancestors
6. Accept any sentences that make sense.

## Grammar Structure

### Activity 7 (SB p. 35)

Explain the purpose of Clauses to students and give additional examples. Students underline the Main Clause and circle the Subordinate Clause in each sentence.

### Answers

- 7. a) Discuss these questions,  
then write down the answers.
- b) Our savings fund is looking good,  
so it's time to build.
- c) When they held up their drawings,  
I thought I would cry.
- d) There goes the girl,  
who I asked on a date.
- e) If you would rather stay at home,  
I won't be upset.

### Activity 8 (SB p. 35)

Explain the difference between Simple, Compound and Complex Sentence. Students use the suitable Conjunction from the box to complete each sentence.

### Answers

- 8. a) Josh **and** Dan are brothers.
- b) I was very hungry, **but** I could not eat.
- c) My sister is not feeling well **so** she went to the doctor.
- d) Which type of car does she drive: a Ford **or** a Mercedes Benz?
- e) I have to save up money **because** my parents cannot afford to send me to university.
- f) My friend returned the computer **after** he noticed that it was not working properly.

### Activity 9 (SB p. 35)

Students say whether each sentence is Simple, Compound or Complex.

## Answers

9. a) Most people believe in a Supreme Creator. (Simple)  
b) The Koran is the holy book of Islam and the Bible is the holy book of Christianity. (Compound)  
c) The Yoruba religion, which is a traditional African religion, calls the creator Olorun. (Complex)  
d) Islam came to Nigeria in the Middle Ages. (Simple)  
e) Some African Christian denominations practise a mixture of Christianity and traditional African religion. (Compound)

## Listening

### Activity 10 (SB p. 36)

Students listen as you read them an article entitled ‘Why traditional African religion is important in Africa’. As they listen, students try to identify the following:

- The purpose of the article
- The writer’s tone
- The mood of the article.

### Why Traditional African Religion Is Important In Africa

At the beginning of the twentieth century, the Christian and Muslim religions were very widespread in Africa. The Arab influence had introduced the religion of Islam, especially in northern Africa. The colonialists and missionaries had introduced Christianity. Today, however, about ten per cent of Africans still practise their traditional African religion full time.

Traditional African religion does not have holy books. Instead, it is a set of rules about how people should live in society. These rules have been passed down orally for hundreds of years.

At the centre of these rules is the belief in a supreme being who is the creator of everything. However, because people cannot communicate directly with the supreme being, there are also many other gods who live in the natural

elements, such as in rocks and rivers. These gods protect the people and help them to be prosperous. For this reason, believers in traditional African religion worship these gods and offer them sacrifices.

People who practise traditional African religion also believe in the power of their ancestors. They say that their ancestors can act as emissaries between people and their gods. In this way, the ancestors help to maintain social order. They can, however, remove their support if people behave wrongly. If there are infractions, the oracles are asked to discern what is wrong and make recommendations on how to **resolve** it.

Many Africans who believe in Islam or Christianity include parts of indigenous African religion in their daily lives. In addition, many Christians and Muslims in Africa still consult traditional religious healers when someone is sick, and take part in ceremonies to honour their ancestors.

### Activity 11 (SB p. 36)

Students read these questions before listening to the article again. Then they listen to the article and write down the answers.

## Answers

11. a) About ten per cent  
b) No  
c) i) False  
ii) True  
iii) True

### Evaluation

Teacher Evaluation: Teachers can use the rubrics Listening and Speaking skills/Comprehension and Responding on page 13 of this Teacher’s Guide.

## Writing

### Activity 12 (SB p. 36)

Students write a one-page Essay entitled ‘A traditional religious festival that I have attended’. Before they start, they think about these points:

- Decide what their purpose in writing the piece will be. For example, do they want to describe the festival or do they want to write a story about it?
- What tone will they use?
- What mood would they like to create?

Their Essay must:

- Have a heading
- Be divided into paragraphs
- Have a variety of sentence types: Simple, Complex and Compound.

Refer students to the self-evaluation checklist Writing/Descriptive and Narrative essays.

### Evaluation

**Student Evaluation:** Students can use the Self-Evaluation Checklists: Writing/Descriptive or Narrative Essay on page 9 of this Teacher’s Guide.

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

## MODULE 6

# Food

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student’s Book	Reading And Comprehension (p. 37) Read about cocoa and chocolate, and answer questions	Vocabulary (p. 39) Words to do with planting cocoa trees	Grammar Structure (p. 40) Phrases	Speaking And Listening (p. 40) Recipe for a tomato omelette Present a recipe Vowel and Consonant sounds	Writing (p. 41) Write a recipe for making plantain chips

## Objectives

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

**Reading And Comprehension:** Read a passage to make notes that show understanding of the main ideas and supporting details, and the theme; read to assign a heading or title, summarise the passage and identify key words and passages.

**Listening:** Listen to summarise by identifying key words or phrases; listen to be able to follow instructions correctly; listen to identify correct pronunciation.

**Grammar Structure:** Recognise and identify

the types of phrases, and use them correctly in sentences.

**Vocabulary:** Identify the Part of Speech of words, use them appropriately, and use dictionaries to find meaning.

**Writing:** Write a recipe.

**Speaking:** Pronounce words correctly; present a recipe.

## Resources

Student’s Book (pp. 37–41)

Blackboard

Dictionaries

Pictures of recipes and foods

## Reading And Comprehension

Food is always a popular topic. Introduce this lesson by asking students about their favourite foods. Talk about chocolate and cocoa. Show students a picture of a cocoa tree and explain how chocolate is made. You can also mention the importance for the economy of developing this crop.

### Activity 1 (SB p. 37)

Students discuss how they think chocolate is made. They talk about their experiences of eating chocolate, describing the taste.

### Activity 2 (SB p. 37)

Students read the text. They use their dictionaries or the context method to work out the meaning of difficult vocabulary.

### Activity 3 (SB p. 38)

Students read the text again. This time, they focus on what the key idea is in each paragraph. They must remember to look for signal words. When they have read the text for a second time, they complete the tasks. They identify the main or key idea in each paragraph, identify the supporting ideas for each paragraph, identify the keywords in each paragraph and give each paragraph a heading of about eight words long.

### Activity 4 (SB p. 38)

Students use their answers to Question 3 to write down what the text is about, using one sentence of not more than 20 words. They then list the five main ideas in the text, making sure that each main idea includes at least one keyword and underlining the keywords. Students then give the whole text a heading. They must use no more than five words.

### Answers

3. a) Paragraph 1: Chocolate is a food made from the seeds of a tropical tree called the cocoa tree.  
Paragraph 2: The Spaniards, who colonised Maya, brought cocoa seeds to Europe.

Paragraph 3: Many people love the sweet taste and melting feel of chocolate dissolving in their mouths.

Paragraph 4: The chocolate manufacturer receives many types of beans.

Paragraph 5: Although Nigeria imports most of its chocolate from overseas, the country's chocolate industry is beginning to develop quite quickly.

- b) All the remaining sentences in each paragraph can be considered as supporting sentences.
- c) Paragraph 1: chocolate, food, seeds, cocoa, tree, beans  
Paragraph 2: Spaniards, cocoa seeds, Europe, Nigeria, oil, export, producer, non-oil foreign exchange  
Paragraph 3: taste, feel, guilty, fattening, tooth decay, pimples, temptation  
Paragraph 4: pods, harvested, fermented, dried, manufacturer, product, processing  
Paragraph 5: Imports, Industry, demand, packaged food
- d) The ideas in the main sentences can be considered as headings.
4. Students use the information from Activity 3 to complete this activity. Accept any answers that make sense.
- a) Answers will vary.  
b) Answers will vary.  
c) Answers will vary. A possible answer is: 'Chocolate, Food Of The Gods'.

## Vocabulary

### Activity 5 (SB p. 39)

Students read the extract on cultivating cocoa trees.

### Activity 6 (SB p. 39)

Students draw a table with ten rows in their exercise books. They list the underlined words from the text in the first column. They then use the context of the words or their dictionaries to complete the second and third columns.

## Answers

Term From The Extract	Part Of Speech	Meaning
humus	Noun	earth made from rotting leaves and plants
site	Noun	an area of ground
organic	Adjective	relating to or derived from living matter
erosion	Noun	the process of eroding or being eroded by wind, water or other natural agents
prune	Verb	to cut off or cut back parts of plants or trees for better shape or more fruitful growth
seedling	Noun	a young plant, especially one raised from seed and not from a cutting
topsoil	Noun	the top layer of soil
subsoil	Noun	the soil lying immediately under the surface soil
manure	Noun	dung, or other organic or chemical material, used to fertilise soil
compost	Noun	decayed organic material used as a fertiliser for growing plants

## Grammar Structure

### Activity 7 (SB p. 41)

Students look at the underlined parts in the sentences. They then copy only the sentences that have Noun Phrases into their exercise book. They say if the Noun Phrase is the Subject or the Object of the sentence.

### Answers

7. a) We ate a delicious meal of rice and meat. (Object)  
 b) The tall, young and thin boy was a fast runner. (Subject)

- c) Nigeria exports cocoa. (Object)  
 d) The football player had long, curly dreadlocks. (Object)

## Speaking And Listening

### Activity 8 (SB p. 40)

Students listen as you read them instructions on how to make a tomato omelette. They should think about the following as they listen:

- The different sections the instructions are divided into
- Whether full sentences are used in all of the sections
- The Tense that is used in the last section.

#### Recipe for a tomato omelette

A tomato omelette does not contain eggs. However, it is called an omelette because it looks like an omelette.

**Preparation time:** 10 minutes

**Cooking time:** 20 minutes

**Serves:** 4

#### INGREDIENTS

- 1 cup of flour
- 2 tomatoes, finely chopped
- 1 onion, finely chopped
- 1 cm of ginger, finely chopped
- 1 green chilli, finely chopped
- ¼ cup coriander of leaves, chopped
- ¼ teaspoon red chilli powder
- a pinch of ground spices
- 2 cups water
- one teaspoon of salt
- 2 teaspoons of sunflower oil

#### METHOD

- Mix all the ingredients together, except the oil, until you have a batter.
- Heat a large flat pan.
- Add one teaspoon of sunflower oil to the pan. Make sure that it covers the bottom of the pan.
- Pour the batter into the pan. Make sure that it is evenly spread.

Tilt and rotate the pan every five seconds so that the batter does not stick to the bottom.  
 Sprinkle the other teaspoon of sunflower oil over the batter. Make sure that some oil covers the edges of the batter.  
 After 30 seconds, flip the batter and cook the other side.  
 When both sides are light brown, the omelette is ready.

### Answers

8. a) Ingredients and method  
 b) No  
 c) Present Tense

### Activity 9 (SB p. 40)

Students answer the questions.

### Answers

9. a) Five minutes  
 b) 25 minutes  
 c) Because it looks like an omelette when it is cooked.

### Activity 10 (SB p. 40)

Students listen as you read the recipe again. This time, they jot down notes of the main stages in the cooking process as they listen. Students must not try to write down every word. Instead they must use keywords and Phrases.

### Checklist: Notes From Listening (10)

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

### Activity 11 (SB p. 41)

Students work in pairs or small groups. They take turns explaining how to make a tomato omelette. They may use their notes from Question 10 if they need to.

### Activity 12 (SB p. 41)

### Answers

12. The pronunciation of words should be the following:  
 a) i) A flour  
 ii) B batches  
 iii) A until  
 b) i) flour  
 ii) brown  
 iii) whisk  
 iv) bowl

### Evaluation

Teacher Evaluation: Teachers can use the rubrics Listening and Speaking skills/Identification, Pronunciation, Stress and Intonation, Comprehension and Responding on page 13 of this Teacher's Guide. Teachers can also use the Checklist: Notes From Listening included above to mark Activity 10.

## Writing

### Activity 13 (SB p. 41)

The recipe describes the process for making plantain chips. The steps are in the wrong order. Students write the steps in the correct order.

### Answers

#### 13. Making plantain chips

Whisk together flour, brown sugar, baking powder and salt in a large bowl.  
 Add the water and egg.  
 Whisk the mixture until it turns into a smooth batter.  
 Pour the peeled and diced plantains into the batter.  
 Stir plantains into the batter until they are well coated.  
 Pour about 1 cm of oil into a cold pan.  
 Heat the pan to about 200 °C.

Remove the plantain slices (about six at a time) from the bowl with batter and place them in the pan.

Fry them until one side is golden brown.

Turn over the plantains and fry them until the other side is golden brown.

Toss the fried plantains in a sugar and cinnamon mixture.

Place the fried plantains on a plate and serve them warm.

### Activity 14 (SB p. 41)

Students write a full recipe for making plantain chips. They must use the headings **Ingredients** and **Method**.

### Activity 15 (SB p. 41)

Students write their own recipe for a dish that they enjoy eating.

#### Evaluation

**Student Evaluation:** Students must use the example recipe on page 41 of the Student Book and the instructions in the Student's Book as a guide when writing and checking their recipes.

**Teacher Evaluation:** Teachers can develop a rubric for this writing activity with reference to existing rubrics (Note: Grammar, Spelling, Punctuation, Logical order, Structure, Heading) and the structure outlined in the Student's Book.

## MODULE 7

# Some Nigerian Achievers

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 42) Syllables Words stressed on the second syllable Syllabic consonants // and /n/	Vocabulary (p. 44) Words connected with achievement	Listening (p. 44) Article about women scientists Choose a title and identify the main ideas, discuss in groups	Reading And Comprehension (p. 46) Read a text on Nigerian women scientists and answer questions Writing (p. 47) Write a summary	Grammar Structure (p. 48) Clauses: Subordinate Adjectival, Noun and Adverbial

## Objectives

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

**Reading And Comprehension:** Read to identify and differentiate between main ideas and supporting details.

**Listening:** Listen to identify and differentiate between sounds correctly; listen to identify

main ideas and supporting details in a text, and to summarise key points from a text; listen to identify the meanings of words in context so as to be able to use them correctly in different contexts.

**Grammar Structure:** Recognise and identify, and use Subordinate, Adjectival, Noun and Adverbial Clauses correctly.

**Vocabulary:** Words connected with achievement.

**Writing:** Write a summary.

**Speaking:** Pronounce words with the correct stress on syllables.

## Resources

Student's Book (pp. 42–49)

Blackboard

Dictionaries

Pictures and magazine articles about Nigerian achievers

Visit from a Nigerian female scientist

## Speaking And Listening

### Activity 1 (SB p. 42)

Before beginning the activity, explain the meaning of the word 'syllable' to students.

They practise saying the words aloud. They can clap the syllables as they say them.

### Activity 2 (SB p. 42)

Students work in small groups to say these words aloud, separating out the Syllables. Then they put each word in the correct column of the table.

## Answers

2.

Two Syllables	Three Syllables	Four Syllables	Five Syllables
pencil	butterfly	apologise	imagination
piano	umbrella		planetarium
slipper	computer		vice president
birthday			
window			

### Activity 3 (SB p. 43)

Students work in pairs. They read the words to themselves as they listen to you pronouncing them. The stress is on the second syllable in each word. Then students work with their partners to practise saying the words with the correct syllable stressed.

### Activity 4 (SB p. 43)

Students work in pairs. They read the words to themselves as they listen to you pronouncing them. Then they work with their partners to practise pronouncing the words correctly.

### Activity 5 (SB p. 43)

Students work in groups. They take turns to choose a word from the list and use it in an oral sentence. They continue until all of the words have been used.

## Evaluation

Teacher Evaluation: Teachers can use the rubrics Listening and Speaking skills/Identification, Pronunciation, and Stress and Intonation on page 13 of this Teacher's Guide.

## Vocabulary

### Activity 6 (SB p. 44)

Students match the term in the left-hand column with the correct meaning in the right-hand column.

## Answers

6.

enormous	very big; huge
cope with	deal with
infrastructure	equipment and buildings needed to deliver services
essential	absolutely necessary
improvise	produce or make something from whatever is available
doggedness	the quality of not ever giving up, even when faced with problems
segregating	dividing up into groups based on specific qualities such as gender
feminine	having the qualities traditionally associated with women, such as prettiness, looking after children and lacking physical strength
passionate	having a very strong, positive feeling about something

account for	make up a certain number or percentage of a total
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## Activity 7 (SB p. 44)

Students work in pairs. They discuss the function of each word or expression. They then use each word or expression in a sentence or a paragraph to show its meaning.

## Answers

7. Answers will vary. Here are some possible answers.
- b) i) I am going to go out today **despite** the heavy rain.
  - ii) To boil an egg, you must **firstly** heat water in a pan; **secondly** put the egg in the water; **thirdly** boil the egg for three minutes, and then remove it.
  - iii) She bought some new shoes **as well as** a dress.
  - iv) Please sweep this room **in addition** to the hall.
  - v) Please go outside; **furthermore**, shut the door behind you.

## Listening

### Activity 8 (SB p. 44)

Students listen as you read the listening text to them. They write down their own title for the article. Their title should be between five and eight words long. They then, in one sentence of no more than ten words, write down what the article is about.

#### Women Scientists Rise Up In Nigeria

Three top women scientists from Nigeria were among a group of African women scientists who attended a conference organised by the American association for Advancement of Science in San Jose, California. They all agreed that scientists in many low-income countries, such as Nigeria, face enormous challenges and have to cope with many problems. Universities commonly lack the funds as well as the infrastructure, such as high-speed Internet access, to support research.

In addition, many students have no access to computers.

Rabia Salihu Sa'id is a woman physicist who does research at the Bayero University in Kano, Nigeria. Computing power is essential for her research and yet the university allows her only four hours of electricity a day. As she said in our interview, "I can't do research in four hours!"

The lack of computers is a major problem for many scientists in Nigeria. Take, for instance, Mojisola Oluwayemisi Adeniyi's experiences at the University of Ibadan. Her research on climate change requires massive computing power, such as a room filled with computers, for her students to run climate models. Adeniyi has only one laptop, outfitted with climate modelling software. Lack of funds seems to be another major problem. Many scientists even have to use personal money to fund research. When Mojisola Usikalu was working to get her master's degree in physics, she used her salary as a schoolteacher to pay for samples to be analysed. She studies how radiation can affect plants and animals.

Usikalu, however, firmly believes that with a little doggedness and a little help from time to time, anything is possible. "The professor I went to said my data was very good," Usikalu explained. "In addition, he encouraged me and said, 'You can do more than this.' From that point, I said to myself, 'OK, there are good opportunities in the sciences. If I just do good work, maybe I can get somewhere.'"

Like many other women scientists in Africa, Usikalu is extremely worried about the shortage of African scientists, especially woman scientists. "Girls in Nigeria tend to drop out of science as they get older," Adeniyi explained. "Girls start thinking math and physics are hard and that they are not feminine subjects. But if people like us can go there and talk to them, and show them what we have achieved.

Despite these challenges, good science does get done in poor countries, much of it by women such as Sa'id. Women make up only about 14% of Nigerian academics, but account for about a quarter of the science and technology professors.

## Activity 9 (SB p. 45)

Use this lesson to encourage all students to be aware of gender discrimination.

8. a) Here is a possible answer: Women in science.  
b) Answers will vary.
9. a) Universities commonly lack the funds as well as the infrastructure, such as high-speed Internet access, to support research. In addition, many students have no access to computers. Furthermore, unless they use the limited Internet access at universities, they have no access to the Internet either. Lack of funds is another problem.  
b) Using their salaries to pay for samples to be analysed; working on their own laptops.  
c) Girls start thinking that maths and physics are hard, and that they are not feminine subjects. Girls and boys tend to be segregated as they enter high school.

## Activity 10 and 11 (SB p. 45)

Students listen as you read the text for a third time. Then they identify the main ideas as well as important supporting points in each paragraph. They list them in a table. Students will use these main ideas and supporting points later in this module to write a summary.

Students work in groups. They must be prepared to report back to the class, according to their input from Activity 10.

Main Idea	Supporting Ideas
Paragraph 1: Scientists in the developing world face enormous challenges	Universities commonly lack the necessary funds as well as the infrastructure, such as high-speed Internet access, to support research. In addition, many students have no access to computers.

Paragraph 2: Rabia Salihu Sa'id is a woman physicist who does research at the Bayero University in Kano, Nigeria.	Computing power is essential for her research and yet the university allows her only four hours of electricity a day.
Paragraph 3: Mojisola Oluwayemisi Adeniyi's does research on climate change at the University of Ibadan.	Her research on climate change requires massive computing power. However, Adeniyi has only one laptop.
Paragraph 4: Lack of funds seems to be another major problem for many scientists in Nigeria	Many even have to use personal money to fund their research.
Paragraph 5: Usikalu, however, firmly believes that with a little doggedness and a little help from time to time, anything is possible.	. "The professor I went to said my data was very good," Usikalu explained. "In addition, he encouraged me and said, 'You can do more than this.'
Paragraph 6; Like many other women scientists in Africa, Usikalu is extremely worried about the shortage of African scientists, especially woman scientists	. "Girls start thinking math and physics are hard and that they are not feminine subjects. But if people like us can go there and talk to them, and show them what we have achieved, telling them they can do well in those subjects, they will surely be encouraged,"
Paragraph 7; Despite such challenges, good science does get done in low-income countries, much of it by women.	Women make up only about 14% of Nigerian academics, but account for about a quarter of the science and technology professors.

## Answers

11. a) To point out the difficulties and challenges of working in science  
b) Optimistic  
c) Upbeat, friendly  
d) Answers will vary.

## Reading And Comprehension

### Activity 12 (SB p. 46)

Students read the text.

### Activity 13 (SB p. 47)

Students identify the main ideas and supporting points in each paragraph.

### Activity 14 (SB p. 47)

Students look at their table of main and supporting ideas from Question 10. They state if the main ideas and supporting points they listed in that table are the same as the ones they have just identified when reading the text. If they are not the same, they decide which main ideas and supporting points are the correct ones for this text and list them.

## Writing

### Activity 15 (SB p. 47)

Students read the text from the Reading section (Question 12) again quickly. They check that the main ideas and supporting points they identified for each paragraph are correct.

Students then identify any one keyword in each paragraph to write down.

### Activity 16 (SB p. 47)

Students write a first draft summary of the article in their own words. They give their summary a heading. They must use no more than 200 words in their summary. Students should follow these guidelines:

- They should use only the main ideas and supporting information.
- They should include the keywords that they identified.
- They should not include any of their own opinions, ideas or interpretations.

- They should not include any examples.
- They should write in the Past Tense.
- They should stick to the word limit.

### Activity 17 (SB p. 47)

Students work in pairs. They discuss their draft summary with their partner. They must ask themselves these questions:

- Have they left out anything important?
- Have they included unnecessary details?

### Activity 18 (SB p. 47)

Students write a final draft of their summary. They include any information that they left out in the first draft and remove any unnecessary details. Tell students to use the checklist to check their work before submitting it.

## Answers

Model summary (190 words) Key words in bold.

Three **top Nigerian women scientists** who attended a **California conference** for the **advancement of science** identified the following **common frustrations: a lack of funding** to support **research**, a lack of **IT infrastructure**, such as high-speed internet, at universities, and students' **lack of access to computers**. Physicist **Rabia Salihu Sa'id** of Bayero University, Kano, stated she has **limited time** in which to do **computer-based research** due to **electricity shortages**. **Mojisola Oluwayemisi Adeniyi**, University of Ibadan, stated that she uses a **laptop** with **too-little processing power** to do climate change research. While **Mojisola Usikalu** stated that she had to use her **salary** in order to **analyse samples** for her Masters' thesis. Usikalu noted, though, that with **perseverance** and **good work** these **obstacles** can be **overcome**.

All three scientists also spoke about the shortage of African, particularly women, scientists. They all have tried to encourage girls to continue with their study of mathematics and science. And, as noted by the article, despite the limited number of women scientists in Nigeria (14% of all scientists), women occupy 25% of scientific leadership positions in universities and thus are making a significant contribution to the sciences.

## Evaluation

Student Evaluation: Students can use the self-evaluation checklist Writing/summary on page 11 of this Teacher's Guide.

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

## Grammar Structure

### Activity 19 (SB p. 48)

Students copy the sentences. They underline the Relative Clauses and circle the Relative Pronouns.

### Activity 20 (SB p. 49)

Students copy the sentences. They underline the Adjectival Clauses.

### Activity 21 (SB p. 49)

Students copy these sentences. They underline the Noun Clauses.

### Activity 22 (SB p. 49)

Students copy these sentences. They circle the Verbs and underline the Adverbial Clauses. They ask themselves what information each Adverbial Clause adds to the Verb's meaning.

## Answers

19. a) Fried chicken, which most people love, is not a healthy food.
- b) Students who work hard will pass exams.
- c) I have a friend who can run very fast.
- d) The cat that jumps over my wall sits in the sun all day.
- e) The place where I live is close to school.
- f) There's the teacher whom I admire.

20. a) The bread, which you bought last week, has gone mouldy.
- b) The film, which you recommended, scared me terribly.
- c) The rat that scared the children was in the kitchen.
- d) My brother, who said he had hurt his foot, ran after the bus.
- e) Maisie, who has short hair and brown eyes, plays the piano.
21. a) I like what I see.
- b) She knows that the exams are close.
- c) He saw what I was doing.
- d) We are what we eat.
- e) My only regret in life is that I did not study harder when I was at school.
22. a) I arrived at the station after you left. (tells when the person arrived)
- b) I saw where he lives. (tells what the person saw)
- c) She'll eat pizza if it has no cheese. (tells about the condition on which the person will eat)
- d) He'll run the race although his toe is sore. (tells about the condition on which the person will run)

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 50) Sentence stress	Reading And Comprehension (p. 50) How to skim and scan; how to answer comprehension questions	Vocabulary (p. 52) Words associated with reading and understanding	Grammar Structure (p. 53) Nominalisation of Adjectives and Verbs Writing (p. 54) Revise Informal Letters	Writing (p. 55) Write an Informal Letter

## Objectives

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

**Reading And Comprehension:** Skim and scan texts to identify main ideas and supporting details, and other key information; read to answer questions at different levels: factual and requiring inference.

**Listening:** Listen to identify correct word stress in sentences.

**Grammar Structure:** Know the forms of speech and process by which these forms are nominalised, and nominalise adjectives and verbs.

**Vocabulary:** Identify the function and meaning of words, and use correctly, using dictionaries as needed.

**Writing:** Write an Informal Letter.

**Speaking:** Speak with the correct stress on words in sentences in order to express meaning.

## Resources

Student's Book (pp. 50–55)  
Blackboard  
Dictionaries  
Visit to school library

## Speaking And Listening

### Activity 1 (SB p. 50)

Students work in pairs. They take turns to say the sentence aloud five times. Each time, they must put the stress on a different word.

Together, they agree on how the meaning of the sentence changes each time they put the stress on a different word.

### Evaluation

Teacher Evaluation: Teachers can use the rubrics Listening and Speaking skills/Pronunciation and Stress and Intonation on page 13 of this Teacher's Guide.

## Reading And Comprehension

### Activity 2 (SB p. 51)

Students must remember that when they skim a text, they should follow these steps:

- Read the title.
- Read the introduction or the first paragraph.
- Read the first sentence of each paragraph.
- Read any headings and sub-headings.
- Take note of any pictures, charts or graphs and read the captions.
- Take note of text that is in italics or bold.
- Read the conclusion.

### Activity 3 (SB p. 51)

Students read the text.

### Activity 4 (SB p. 52)

Students answer the questions.

#### Answers

2. a) There are five sub-headings.  
 b) Factual questions, Inference questions, Questions on grammar and sentence structure, Questions on vocabulary, Questions on purpose, mood and tone.
4. a) i) False  
 ii) True  
 iii) False  
 iv) True  
 b) D

### Vocabulary

#### Activity 5 (SB p. 52)

Students use the words in the table to complete the sentences.

#### Answers

5. a) clever                      b) underline  
 c) notes                        d) implicit  
 e) remember                f) find  
 g) opinion                      h) context

### Grammar Structure

#### Activity 6 (SB p. 53)

Students copy the table into their exercise books.

#### Answers

6. a)

Verb	Noun
discover	discovering/discovery
create	creating/creation
fail	failing/failure
refuse	refusing/refusal
add	adding/addition

- b) Students must add five more examples of their own. Answers will vary.  
 c) Students must make sentences with their Nouns (nominalised Verbs). Answers will vary.

### Activity 7 (SB p. 54)

Students copy the table into their exercise books.

#### Answers

7. a)

Adjective	Noun
careless	carelessness
difficult	difficulty
different	difference
applicable	application
intense	intensity

- b) Students must add five more examples of their own. Answers will vary.  
 c) Students must make sentences with their Nouns (nominalised Adjectives). Answers will vary.

### Writing

#### Activity 8 (SB p. 56)

Students write a first draft of a letter to a close relative telling them what they have been doing. They include a paragraph that describes what they are studying at school. They say what they are enjoying and what they are finding difficult. They make sure that their letter has all the elements discussed in the annotated letter in the Student's Book. It should be between 250 and 300 words long. They can either edit their draft or ask a friend to edit it for them. They must write their final draft and hand it in to you.

#### Evaluation

Student Evaluation: Students can use the self-evaluation Checklist Writing/Formal and Informal letters on page 11 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the rubric Writing/Formal and Informal letters on page 22 of this Teacher's Guide.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Reading And Comprehension (p. 56) Read about teenage sexuality and answer questions	Writing (p. 59) Write a summary of text on teenage sexuality	Vocabulary (p. 58) Words associated with sexuality	Speaking And Listening (p. 59, 62) STDs, HIV and Aids Present a speech Grammar Structure (p. 60) Irregular Verbs	Writing (p. 61) Write a speech

## Objectives

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

**Reading And Comprehension:** Read to identify signal words that show the importance of information in a text; read to answer questions at different levels: factual and requiring inference.

**Listening:** Listen to identify main ideas and supporting details, and key words and phrases that signal topic sentences; listen to summarise a text correctly.

**Grammar Structure:** Explain, identify and form irregular verbs.

**Vocabulary:** Define and use words associated with sexuality correctly.

**Writing:** Write a summary of a text.

**Speaking:** Speak to persuade or convince when presenting a speech.

## Resources

Student's Book (pp. 56–62)

Blackboard

Dictionaries

Pictures of teenagers and articles on STDs

## Reading And Comprehension

Commence this lesson by reading through the box on signal words and give examples. Remind students how to skim and scan a text.

### Activity 1 (SB p. 56)

Students read the comprehension text and use the five steps for answering comprehension questions as guidelines to help them.

### Activity 2 (SB p. 58)

Students write answers to the comprehension questions.

1. Read the comprehension text. Use the five steps for answering comprehension questions as guidelines to help you.
  - Step 1: Read the questions that follow the text.
  - Step 2: Skim the text to find the main theme, and to identify five keywords.
  - Step 3: Scan the text to find the main idea/ topic sentence and supporting sentences in each paragraph.
  - Step 4: Read the text carefully and slowly. Write down the signal words in each paragraph. Work out what information they give us about the content (actions, ideas, events and so on) and write this down. You can use a table like the one below to do this.

Step 5: Answer the questions.

Paragraph	Signal Words	Information The Signal Words Give
1		
2		

## Answers

2. a) They develop hormones that enable them to be sexually reproductive. This has an impact on their attitudes, beliefs and behaviour.
- b) Many people think that teenagers have become much more sexually active than they were before. Some think this has led to an increase of moral decadence in Nigerian society, while others see it as a threat to the achievement of educational and social goals.
- c) Sexual abuse, teenage (unwanted) pregnancy, teenage abortion and abortion complications, abandoned babies and sexually transmitted diseases (STDs), especially HIV and Aids.
- d) Students should agree with the statement and try to justify why.
- e) The author reaches the conclusion that only about 34.6% of teenage girls' first sexual encounters were by mutual consent, implying that 65.4% of teenage girls were forced into their first sexual encounter.
- f) No, the author is not against the mass media. Students must try to justify their answer. Answers should be based on the author's assertion that the media has both positive and negative effects.
- g) The author is against teenagers being sexually active. One possible quote from the text that supports this is 'Some of the problems include sexual abuse, teenage (unwanted) pregnancy, teenage abortion and abortion complications, abandoned babies and sexually transmitted diseases (STDs), especially HIV and Aids.'

## Writing

Remind students how to write a summary before asking them to complete the activities.

### Activity 3 (SB p. 58)

Students list the topic sentences, supporting ideas and keywords that they identified in Activity 1.

### Activity 4 (SB p. 58)

Students use the topic sentences, supporting ideas and keywords that they identified in Activity 1 to write a summary of the article.

## Answers

3. Students' answers will vary, but should match the key content included in the model summary below.
4. Model summary

**Puberty** is the time when **hormones** cause big **physical, sexual, psychological and emotional** changes. In puberty, **teenagers** are at **risk** of premature **sexual activity** which can lead to **disease, pregnancy and emotional stress**. Teenagers are also at risk of being **sexually abused** by older teenagers and **adults**. Many **Nigerian** teenagers report that they have been **forced** to have **sex**. **Social and other media** also pose a **threat** as teenagers can be exposed to sexual content that **negatively affects their attitudes, beliefs and behaviours**. Effective **sex education** can influence teenagers to adopt **healthy attitudes and behaviours**.

## Vocabulary

### Activity 5 (SB p. 58)

Students work in pairs or small groups. They match each term to its correct definition. They can use a dictionary to help them.

### Activity 6 (SB p. 59)

Students work on their own. They use the words to complete the paragraph. They then underline the topic sentence.

## Answers

5.

transmit	pass on; spread
condoms	a thin rubber sheath worn on a man's penis during sexual intercourse as protection against infection or to prevent the woman from getting pregnant
monogamous	having a sexual relationship with only one partner
symptoms	a physical sign of a disease

6. a) and b) A number of explanations have been given for the high **transmission** rate of STDs in Nigeria. A common explanation is that many teenagers do not believe in **monogamous** relationships. Instead, they want to experiment by having sex with multiple partners. Another reason put forward is that teenagers, especially boys, do not believe in using **condoms** during sex. They say that real men have unprotected sex. It is therefore obvious that teenagers need to be educated about the dangers and **symptoms** of STDs.

## Speaking And Listening

### Activity 7 (SB p. 59)

Students work in groups. They discuss the meaning of the words and expression. They try to identify what type of information each one gives.

### Activity 8 (SB p. 59)

Students listen as you read them an article about sexually transmitted diseases. They identify six words or expressions that signal topic sentences in the text. They then write down the six topic sentences that these words or expressions signal.

#### STDs, HIV and Aids

**Sexually transmitted diseases (STDs) such as syphilis, gonorrhoea and HIV/Aids spread in a number of ways.** The main way they spread is through sexual intercourse. Some STDs, like herpes or genital warts, spread through skin-to-skin contact with an infected area or sore.

**STDs are an extremely serious health problem.** Firstly, they are highly infectious and can spread quickly from person to person. Secondly, if not treated, they can cause permanent damage, such as infertility. Thirdly, in the case of HIV/Aids, they can even lead to death.

**The human immunodeficiency virus (HIV) is one of the most serious, deadly diseases in human history.** HIV is so dangerous because it destroys CD4-helper lymphocytes (pronounced: lim-fo-sites). These lymphocytes are part of the body's immune system, the defence system that fights infections. When HIV destroys these lymphocytes, the immune system becomes weak and people can get serious infections that they would not normally get. This is when HIV causes Acquired Immunodeficiency Syndrome, better known as Aids.

**It is essential to understand that HIV symptoms can take a long time to show or become acute.** This is dangerous because it means that a person can have the virus for a long time without knowing it. That person can then spread the virus to others through high-risk behaviours, such as unprotected sex. It is also dangerous because by the time the symptoms show or are acute, the person will probably get Aids soon afterwards, which can result in an early death.

**Consequently, it is vital for people, especially sexually active teenagers, to get tested for HIV rather than waiting for the symptoms to show.** They should do this at least once a year. If they test positive, there are drugs called antiretroviral drugs that can help them. These drugs boost the immune system, and can help people with HIV to resist infections, stay healthy and live longer lives.

**Currently there is no cure for HIV or Aids.** So, to prevent HIV infection, people can practise abstinence (having no sex). Another way to avoid HIV infection is to have a faithful, monogamous relationship in which both people know they are HIV-negative. If you are not sure if your partner is infected, always use latex condoms for all types of sexual intercourse.

## Activity 9 (SB p. 59)

Students rewrite the six topic sentences in their own words as a summary of the text that you read to them.

8. a) and b) see bolded text in listening text.
9. Model summary

Sexually transmitted diseases, such as HIV, spread in many different ways. They are a very serious health issue. HIV is one of the most significant causes of death humans have ever faced. It is important for people to realise that HIV can exist in the human body without showing symptoms for a long period of time. For this reason, people, especially young people should be tested for HIV as a way of protecting themselves and others. HIV and Aids are deadly: they have no cure.

## Grammar Structure

### Activity 10 (SB p. 60)

Students complete each sentence by writing the correct past form of the Verb in brackets.

### Activity 11 (SB p. 60)

Students find three Irregular Verbs in the first two paragraphs in the text on teenage sexuality. They must give the Past Simple and Past Participle forms of these three irregular verbs.

## Answers

10. a) The man **told** us the truth.
- b) When she **came** home from work yesterday, she **felt** very tired.
- c) Who **stole** my car?
- d) You have **broken** the glass.
- e) My dad **bet** on the white horse.
- f) She **built** her own house.
- g) A week ago, we **were** at a soccer match.
- h) He **brought** his coat because he thought it would be cold.
- i) He **understood** the work during class, but now he is confused.
- j) I **chose** eggs for dinner.

11. Examples include: are – were, been;  
become – became, become; think – thought,  
thought; has – had, had; see – saw, seen

## Writing

### Activity 12 (SB p. 61)

Students work in pairs. They read and discuss the text on speech structure and speech-writing tips.

### Activity 13 (SB p. 62)

Students work on their own. They choose one of the topics. If they agree with the topic, they write an informative speech to inform their audience about why they agree with it. If they disagree with the topic, they write a persuasive speech to try to convince their audience also to disagree with it.

When they have written their speech, they edit it or ask a partner to edit it for them. Then they must write a final version of their speech. At home, they practise saying their speech a few times.

## Speaking And Listening

### Activity 14 (SB p. 62)

Students work in pairs. They read and discuss the information about presenting a speech.

### Activity 15 (SB p. 62)

Students practise their speech a few times, and then present it to their class.

### Evaluation

Teacher Evaluation: Teachers can use the rubrics Listening and Speaking skills/Speech on page 15 of this Teacher's Guide.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Reading And Comprehension (p. 63) Skim and scan a text on corruption, and answer questions	Vocabulary (p. 65) Words associated with corruption	Writing (p. 66) Write an Argumentative Essay	Grammar Structure (p. 67) Literal and Figurative Language, Figures Of Speech Speaking And Listening (p. 68) Listen to the poem 'Not my business' and answer questions	Speaking And Listening (p. 69) Present a poem

### Objectives

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

**Reading And Comprehension:** Apply reading techniques to given passages in order to identify main ideas and supporting details, and other key information; read to identify the meanings of words in context; read to answer questions: factual and inferred.

**Listening:** Listen to identify author's mood and tone, and rhythm in a poem; listen to identify the meanings of words and phrases (figurative), and to answer comprehension questions.

**Grammar Structure:** Identify and distinguish between Literal and Figurative Language.

**Vocabulary:** Identify synonyms associated with corruption.

**Writing:** Write an Argumentative Essay using persuasive and convincing language.

**Speaking:** Use the correct pronunciation and stress (word and sentence) to present a poem with correct voice modulation and expression.

### Resources

Student's Book (pp. 63–69)  
Blackboard  
Dictionaries

### Reading And Comprehension

The subject of corruption is very topical.

Use this unit as an opportunity to impress on students the importance of ethics and morality.

#### Activity 1 (SB p. 63)

Students must apply comprehension skills. They read the questions below the text before reading the text. This is so that they are prepared and can look for for answers.

#### Activity 2 (SB p. 63)

Students skim the text. In their own words, they write down what they think it is about.

### Activity 3 (SB p. 63)

Students scan the text and state what the main idea in each paragraph is. They must remember to look for signal words that indicate main ideas.

Students then list two points in each paragraph that support the main idea. They must remember to look for signal words that indicate supporting ideas.

Students then write down what they think are two keywords in each paragraph.

### Activity 4 (SB p. 63)

Students read the text again slowly. They list any new vocabulary or expressions. Students use the context of these words or their dictionaries to work out their meaning.

### Activity 5 (SB p. 64)

Students work in pairs. They discuss the text and questions.

### Activity 6 (SB p. 64)

Students say whether the statements are true or false.

### Activity 7 (SB p. 65)

Students choose the best answer for each question.

## Answers

2. Answers will vary, but students should agree that the text is about a survey conducted on the youth regarding corruption.
3. a) Paragraph 1: In a recent youth survey about what they thought the biggest problem in Nigeria was, the vast majority of young Nigerians said that corruption was topmost.  
Paragraph 2: In the same survey, most of the youth said they thought the main reason for corruption was that people in power could not resist the temptation that leadership positions gave them to amass great wealth.

Paragraph 3: In order to overcome corruption in Nigeria, according to the youth surveyed, it is absolutely vital that every single person in Nigeria acts honestly at all times.

- b) See examples. Any two sentences for each paragraph. (signal words are underlined)

Paragraph 1: This is because corruption stops government money from being spent the way that it should be, for example, to build schools, clinics and roads. In addition, government money that should be used to support agriculture and create jobs gets lost through corruption. The result is that there is not enough food in the country and poor people become even poorer.

Paragraph 2: These powerful people then use their access to the country's resources to enrich themselves and those closest to them. The young people surveyed also thought that a lack of courage among leaders was another cause of corruption. They said they believed that honest leaders were sometimes too afraid to speak out against corruption because they could lose their position in government or their families could be threatened with harm if they did not keep quiet.

Paragraph 3: They said that we cannot complain about corrupt leaders when ordinary people also practise corruption, even though it is petty corruption. They gave examples such as a motorist bribing a police officer to be let off a fine or a shopkeeper putting up prices so he can make bigger profits. They also say that the government must put checks and balances in place that ensure government money is always spent to the benefit of the whole country. They admit that anti-corruption agencies such as Nigeria's Economic and Financial Crimes Commission (EFCC) are doing quite a good job at fighting corruption. However, according to the youth, this is not

enough because these agencies are still government bodies. For these agencies to be completely effective, they must be independent of the government. Only then will they have the power to prosecute anyone in power, no matter how high up, if they are involved in corrupt practices.

- c) Answers will vary. Here are some suggestions.  
Paragraph 1: corruption, government money  
Paragraph 2: lack of courage, afraid  
Paragraph 3: effective, independent

6. a) False  
b) True  
c) True  
d) True
7. a) C  
b) B  
c) C  
d) C  
e) B

## Vocabulary

### Activity 8 (SB p. 65)

Students choose the word or expression from each list that is closest in meaning to the word or expression from the reading text.

### Answers

8. a) C  
b) A  
c) B  
d) B  
e) A  
f) A  
g) A  
h) C  
i) B  
j) B

## Writing

Read through the box on how to write an Argumentative Essay with students.

### Activity 9 (SB p. 66)

Students write an Argumentative Essay of between 200 and 300 words on one of the topics below.

They must remember to plan their composition first, and then to write and edit a first draft before they write the final draft. They can use the additional information provided to assist them.

- Patriotism helps to develop a strong nation.
- Corruption is the Nigerian government's biggest problem.

### Evaluation

Student Evaluation: Students can use the self-evaluation checklist Writing/Argumentative Essay on page 10 of this Teacher's Guide.

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

## Grammar Structure

Remind students of the various forms of Figures Of Speech and give some verbal examples. Students then complete the activities.

### Activity 10 (SB p. 67)

Students identify the Figure or Figures Of Speech in each sentence.

### Answers

10. a) He has many mouths to feed.  
(Synecdoche)
- b) His argument was as clear as mud.  
(Oxymoron)
- c) It has been raining for days. Wonderful weather we're having! (Irony)
- d) That baby is the apple of his eye.  
(Metaphor)
- e) That dog looks almost exactly like mine. (Simile)
- f) She looked at the test with a stare as blank as her notebook. (Simile)
- g) That is a pretty ugly outfit you're wearing. (Irony/Oxymoron)

- h) The sun glared down from the sky. (Personification)
- i) The typical teenage boy's room is a disaster area. (Metaphor)
- j) The world treated him badly. (Personification)
- k) This dress is perfect because it fits like a glove. (Simile)
- l) Time sometimes creeps up on you. (Personification)

## Speaking And Listening

### Activity 11 (SB p. 68)

Students listen as you read the poem to them. Students follow in their book as they listen. Ask them to listen for the rhythm, mood and tone.

### Activity 12 (SB p. 69)

Students find examples of Figures Of Speech in the poem. They then copy and complete the table.

Quote From The Poem	Figure Of Speech
Beat him soft like clay	Simile
the belly of a waiting jeep	Personification
my hungry hand my bewildered lawn	Personification
waiting in its usual silence	Metaphor (could also be Personification)

### Activity 13 (SB p. 69)

Students read the poem carefully again and then answer the comprehension questions.

### Answers

13. a) They are abducted or they disappear.  
 b) Indifferent or uncaring  
 c) The police or the military  
 d) Any four examples: beat, stuffed, booted, dragged, absence, sack  
 e) To suggest violence and that the people are taken away against their will. The mood changes from seeming distance/ lack of engagement/turning a blind eye

to indicate the narrator is at the same time terrified and brutally aware of what is going on.

- f) The narrator is taken away. He feels dread, he has to confront his worst fear (that he has been avoiding until now).
- g) To make readers aware that terrible things have happened in history, and will continue to happen. We need to be aware of this and acknowledge/ confront the events/issues in our lives. In this way we might be able to prevent certain things from happening, and try and help each other. Turning a blind eye is no solution.

### Activity 14 (SB p. 69)

Students present the poem 'Not my business' to the class. They use the information provided to help them prepare their poem.

### Answers

14.

You can use the information in the Student's Book as a basis for creating a rubric with which to assess student's poem presentations. The focus should be on clarity (audibility), pronunciation, pitch and pace, and the correct stress and intonation in order to communicate the mood and tone of the poem.

### Evaluation

Teacher Evaluation: Teachers can use the rubrics Listening and Speaking skills/Pronunciation, Stress and Intonation, 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. 70) Listen to and discuss a conversation	Speaking And Listening (p. 71) Practise and present a dialogue	Vocabulary (p. 72) Words associated with journalism	Reading And Comprehension (p. 73) Read a letter to the editor and answer questions Writing (p. 75) Write a newspaper report	Grammar Structure (p. 76) Definite and Indefinite Articles

## Objectives

By the end of this module the student should show understanding of the following skills:  
**Reading And Comprehension:** Read to identify the author's mood, purpose and tone; read to identify the meanings of words and phrases in context; read to answer questions at different levels: factual and requiring inference.

**Listening:** Listen to identify an author or speaker's purpose, mood, tone or style; and to identify key words or phrases that signal main ideas and supporting details.

**Grammar Structure:** Identify and use Definite and Indefinite Articles correctly.

**Vocabulary:** Words associated with journalism.

**Writing:** Write a suitable newspaper report that shows understanding of the principles related to report/article writing.

**Speaking:** show understanding of the principles related to report/article writing.

## Resources

Student's Book (pp. 70–77)  
 Blackboard  
 Dictionaries

## Speaking And Listening

### Activity 1 (SB p. 70)

Students listen to you read a conversation three times. After each reading, students complete the activities specified.

#### Conversation

*(Note: Ideally, this conversation should be recorded and then played in class. If this is not possible, get students to read the parts.)*

Hannah: *(happily)* Hello, Olawale. How are you this morning?

Olawale: *(a bit irritated)* Hello, Hannah. I am fine, but a bit angry. How are you?

Hannah: I am very well, thanks. *(concerned)* Why are you angry?

Olawale: *(angrily)* Have you not seen the front page of this morning's newspaper yet?

Hannah: No, I have not.

Olawale: *(angrily)* Well, if you had, you would also be angry!

Hannah: *(curiously)* Why? What is on the front page?

Olawale: (*angrily*) The most important things that have happened in the last 24 hours.

Hannah: (*curiously*) Well, what are these things and why have they made you angry?

Olawale: (*angrily*) Because they are the same horrible things that keep on happening in our country. Once again there are reports about people being killed and injured in vehicle accidents. There is also a story about a burglary where the robbers assaulted the mother and father in front of their children.

Hannah: (*concerned*) That is so terrible. (*angry*) I think it is vital that journalists stop writing about these types of incidents. They are so depressing.

Olawale: (*shocked*) What?

Hannah: (*strongly*) Yes, you heard correctly. It's a fact that they only write about these horrible things because people will not buy their newspapers if they have good news stories. Then the newspapers will not make a profit.

Olawale: (*angrily*) Nonsense! It's crucial for journalists to write stories about these terrible things. That's what newspapers are for. Newspapers must inform people about everything that is happening in the country.

Hannah: (*firmly*) I do not agree. Newspapers must tell people about the good things that are happening in the country.

Olawale: (*calmer*) Yes, I agree, but they must also inform people about the negative things as well.

Hannah: (*factually*) Well, I do not think so. Anyway, let's not argue about it now. We will be late for class.

Olawale: Okay. Did you do your English homework?

Hannah: Yes, what about you?

Olawale: Well, I tried, but it was too hard. So I watched TV instead.

Hannah: What did you watch?

Olawale: A very exciting football match.

## Activity 2 (SB p. 70)

Students work in a group. They discuss their answers and see if they all have the same answers. If they don't, they try to agree on what the correct answers are.

## Activity 3 (SB p. 71)

Students work as a class. They revise what they know about the features of speech. The dialogue introduces students to many of the terms used in newspaper printing. Go through the terms and explain each one to students.

## Activity 4 (SB p. 71)

Students listen as you read the conversation. They focus on how you use the features of speech while reading. They must listen for tone, pitch and stress, noting how it influences their understanding of the dialogue. Students then decide if the style of speech is formal or informal and explain their answer.

## Activity 5 (SB p. 71)

Students identify the mood, tone and purpose of the conversation. They must give an example from the conversation to back up each answer.

## Activity 6 (SB p. 71)

Allow time for students to practise saying the dialogue in pairs. They must practise the conversation taking the following into account:

- Take note of the punctuation; use it to decide where to pause.
- Add in any suitable gestures or other body language.
- Pay attention to your pronunciation.

## Activity 7 (SB p. 71)

Students work in pairs. Ask a few pairs to present their conversation to the rest of the class. The rest of the class can comment on how they use the features of speech.

## Answers

1. a) Answers will vary. Here are suggested headings: ‘Have you seen the headlines?’, ‘Bad news is good news’, ‘The need for balanced news’, ‘Should newspapers inform entertain?’
- b) i) At first the mood and tone is one of disagreement/conflict. It ends on a gentler, more tolerant note.
- ii) It raises the much-debated issue about the content of news: News tends to have dramatic or violent overtones. Is it necessary to balance bad news with good news, or should the newspaper just report what happens and not take the balance into account? Is it good to expose so much violence - does it not “normalise” violence and perhaps motivate people to act violently?
- iii) Accept any answers that make sense, for example: Identifying the mood and tone of the conversation helped me to focus on the gist of the argument, it made me interested in finding out what the conflict was all about.
- c) i) Have you not seen the front page of this morning’s newspaper yet?
- ii) Newspapers, negative, inform, news stories, positive
- iii) Newspapers must inform us of what is happening. Newspapers often seem to report only the bad things. Newspapers need to report good things as well. Newspapers write what people want to read. Newspapers need to make a profit.
- iv) Students can identify any relevant supporting ideas from the conversation, excluding the ideas given in the next question, which do not support any main idea.
- v) Hannah and Olwale will be late for class. Olwale did not do his homework. He rather watched an exciting football match on TV.

4. Most students will agree that the conversation is informal. There are lots of exclamation marks which indicate a heated discussion between people who are peers and who know each other well. Informal language such as “okay” is used, and sentences are not always complete (Because ....)
5. The mood and tone is lively and emotional, with expressions such as ‘What!’ and ‘Nonsense!’

### Evaluation

Teacher Evaluation: Teachers can use the rubrics Listening and Speaking skills/Identification, Pronunciation, Stress and Intonation, Comprehension, Responding and Presenting a speech on page 15 of this Teacher’s Guide.

## Vocabulary

### Activity 8 (SB p. 72)

Students work in pairs. They read the labels around the newspaper and discuss what they mean. Explain the terms to students if necessary before asking them to complete the activity.

### Activity 9 (SB p. 73)

Students match the terms in the left-hand column with the correct explanations in the right-hand column.

### Answers

9.

caption	short pieces of text placed below or next to pictures to describe them, and to identify the photographers and/or owners
copy	the content of a news article
gutter	a vertical margin of white space where two pages meet
headline or head	a word or short phrase in large type at the top of an article designed either to summarise the news or to grab the reader’s attention

jump line	a line of type at the bottom of an incomplete article that directs the reader to another page where the story is continued
justification	where each line in a column of text aligns to the same left and right margins
kicker	the first sentence or first few words of a story's introduction, set in a larger font size than the body text
orphan	a single first line of a paragraph left incomplete at the bottom of a column of text, with the rest of the paragraph appearing at the top of the next column of text
pull-out quote or pull quote	a quote or excerpt from a story, highlighted in a different typeface next to the main text or in gaps within a column
byline	the name of the reporter who wrote the news story; usually placed at the beginning of an article, but can be at the end
dateline	the name of the city from which a news story originates; this is usually placed at the start of the article, right after the byline

## Reading And Comprehension

Before commencing this section, talk to students about letters to the editor. Show them examples so that they gain an understanding of the format.

### Activity 10 (SB p. 74)

Students skim the letter to an editor and explain briefly what it is about.

### Activity 11 (SB p. 74)

Students must scan the letter, and then answer the questions that follow.

### Activity 12 (SB p. 74)

Students read the letter again, and then answer the questions that follow.

## Answers

10. Students should agree that the person who wrote the letter is about how non-African people complain about how corrupt Africa is.
11. a) Formal  
b) Mainly Literal  
c) To show how annoyed the writer is about people complaining.  
d) Non-African people who wish to stay and live in Africa must stop complaining about how corrupt it is.  
e) The country has been freed from oppression. Europeans are not needed. Foreigners have no right to interfere.
12. a) B  
b) A  
c) C  
d) B

### Reading Evaluation

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

## Writing

### Activity 14 (SB p. 75)

Students study the newspaper report. Explain the layout to them and make sure they can identify the five different sections mentioned in the table.

### Activity 15 (SB p. 76)

Students write a newspaper story. They can choose one of the topics provided or make up their own. Their story must have the following features:

- A headline
- A byline and the journalist's e-mail or website address
- An introduction
- A body made up of three or four paragraphs
- A conclusion

## Answers

### Evaluation

Student Evaluation: Students can use the self-evaluation checklist Writing/Article on page 11 of this Teacher's Guide.

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

## Grammar Structure

### Activity 16 (SB p. 77)

Students complete each sentence with the correct article or with no article, where appropriate.

### Activity 17 (SB p. 77)

Students rewrite the sentences and correct all of the errors.

### Activity 18 (SB p. 77)

Students rewrite the passage, correcting all of the errors.

## Answers

- I bought **a** pair of school shoes.
  - I think **the** man over there looks friendly.
  - I do not like football. (No article required.)
  - The** price of petrol keeps rising.
  - She travelled to Mozambique. (No article required.)
  - I read **an** interesting article about journalism.
- Today a fire broke out on an American spacecraft.
  - A boy played in the park.
  - There is pollution in my town.
  - She prefers to live close to nature.
  - Would you like an apple with your lunch?
- Correct passage;

Last night, as we were going home from dinner at **a** hotel, we saw **an** accident. A lorry hit **an** overloaded taxi. One man, who was seriously injured, was screaming with **pain**. We needed to find **scissors/a pair of scissors** to cut **the trousers** from his bleeding legs. We discovered that he was **a** university student. Luckily, **an** ambulance arrived soon afterwards and took the man to **a** hospital.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 78) Revision of Vowel sounds, Syllables, Stressed Syllables	Grammar Structure (p. 78) Revision of Parts Of Speech	Grammar Structure (p. 79) Revision of Parts Of Speech cont. and Figures Of Speech	Vocabulary (p. 80) Find the suitable word Writing (p. 80) Write an Essay	Writing (p. 80) Write an Essay

### Objectives

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

**Listening:** Revise and identify Vowel sounds, Syllables and Stressed Syllables.

**Grammar Structure:** Revise Parts Of Speech and Figures Of Speech.

**Vocabulary:** Use the correct word to complete sentences that shows understanding of their meanings in context.

**Writing:** Write a Descriptive or Narrative Essay, or Informal Letter, using the correct layout and structure, and appropriate language.

**Speaking:** Revise and identify Vowel sounds, Syllables and Stressed Syllables.

- d) A
- e) A and B
- f) i) in/sist  
ii) de/vel/op/ment  
iii) Con/son/ant  
iv) vo/cab/u/la/ry  
v) sub/ject  
vi) op/in/ion
- g) i) nutrition  
ii) geography  
iii) between  
iv) unique
- h) i) I didn't tell him you were angry. (In this sentence, you are emphasising who was told.)  
ii) I didn't tell him you were angry. (In this sentence, you are emphasising who was angry.)

(8)

### Resources

Student's Book (pp. 78–80)

Blackboard

Dictionaries

### Speaking And Listening

#### Answers

#### Activity 1 (SB p. 78)

- a) C
- b) A
- c) B and C

### Grammar Structure

#### Answers

#### Activity 2 (SB p. 78)

- a) The highest mountain in Africa is Mount **Kilimanjaro** in Tanzania.
- b) That man has lots of **money**.
- c) There were nine **women** and seven **men** at the meeting.

- d) The brave soldier has plenty of **courage**.
- e) The farmer has a hundred **sheep** on his farm.

### Activity 3 (SB p. 79)

- a) children
- b) luggage
- c) shelves
- d) geese
- e) tomatoes

### Activity 4 (SB p. 79)

- a) **This** fire is very hot.
- b) **Whose** party are you going to?
- c) How old is **your** sister?
- d) The dentist said I must brush **my** teeth twice a day.
- e) Adu said that **those** books over there belong to him.

### Activity 5 (SB p. 79)

Sentence	Adverb	Kind Of Adverb
I usually wake up at 5.30 a.m. every morning.	usually	frequency
Sanet sang more beautifully than Tomala.	more beautifully	manner
The hungry dog ate its food quickly.	quickly	degree
She often visits her grandmother.	often	frequency
The teacher is sick and therefore cannot come to school.	therefore	conjunctive

(4)

### Activity 6 (SB p. 79)

- a) Eby plays the piano **and** Ade plays the piano. /Eby and Ade play the piano.
- b) Idris studied hard **but** failed the test.
- c) The woman **who** has five children does not have a job.

- d) The house **which** has a thatched roof burned down. (4)

### (5) Activity 7 (SB p. 79)

- a) The soldier showed great **bravery** during the war.
- b) It is **greed** that causes corruption.
- c) What is the **length** of that plank? (3)

### Activity 8 (SB p. 79)

- a) Simile
- b) Personification
- c) Irony
- d) Oxymoron
- e) Metaphor (5)

### Activity 9 (SB p. 80)

Ukwa: I am going to see **a** movie tonight,

Uwem: Which one are you going to see?

Ukwa: I am going to see **the** one showing at Independence Mall.

Uwem: Have you given anyone **an** invitation to join you?

Ukwa: No, I haven't, but would you like to join me? (3)

### Activity 10 (SB p. 80)

- a) Have you **eaten** your supper yet?
- b) I have **written** ten letters to you, but I have not received any replies.
- c) The window **broke** when the boy **threw** a stone at it yesterday.
- d) The wind **blew** very strongly last week. (4)

## Vocabulary

### Answers

#### Activity 11 (SB p. 80)

- a) Books that contain factual information are called **non-fiction**.
- b) The **lyrics** of many songs are about love.
- c) Rude language, bullying and rape are all forms of **abuse**.
- d) Followers of African traditional religion believe that their **ancestors** can help them with their problems. (4)

# Writing

## Answers

### Activity 12 (SB p. 80)

#### Evaluation

Teacher Evaluation: Teachers can use the rubrics Writing/Descriptive Essay on page 17, Narrative Essay on page 16 and/or Formal and Informal Letters on page 22 of this Teacher's Guide.

(50)

**Total: 100**

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 81) Revision: Vowel sounds and Syllable Stress	Reading And Comprehension (p. 82) Skim and scan a text on self confidence	Reading And Comprehension (p. 82) Answer questions	Grammar Structure (p. 84) Prefixes and Suffixes Writing (p. 85) Write an Essay or an Informal Letter	Writing (p. 85) Write an Essay or an Informal Letter

### Note

This is a unit in which the work completed in Term 1 is revised. Use the activities diagnostically, making notes for yourself about specific aspects of Term 1 work that may need extra revision. You should also note students whose work seems particularly weak, so that you can give them extra attention during this term.

## Objectives

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

**Reading And Comprehension:** Read to make notes that show understanding of main ideas and supporting details; and read to understand the meanings of words and phrases in context.

**Listening:** Listen to identify Vowel sounds.

**Grammar Structure:** Use Prefixes and Suffixes to nominalise Parts of Speech to change their function.

**Writing:** Write a Descriptive or Narrative Essay, or Informal Letter, using the correct layout and structure, and appropriate language.

**Speaking:** Pronounce Vowel sounds correctly.

## Resources

Student's Book (pp. 81–85)

## Speaking And Listening

These activities test students' ability to identify and pronounce vowel sounds and words with the stress on syllables correctly. Determine

how well individual students can complete the pronunciation exercises by walking around the class while they do those parts of the activities.

### Activity 1 (SB p. 81)

Students copy the table into their exercise books. Students write the words in the correct row in the table.

### Activity 2 (SB p. 81)

Students work out which words in the lists have the same Vowel sound as the underlined Vowel sounds in the words in capital letters.

### Activity 3 (SB p. 82)

Go through the words with students, saying them out loud. Let students practice saying the words in pairs to each other. They then copy the table into their exercise books and sort the words in the box into the correct column.

## Answers

1.

Column A	Words with the same vowel sounds as the words in Column A
read /i:/	believe, sleep, see, wheel, meal
kiss /ɪ/	pick, dinner, tip
bread /e/	send, weather, bend
late /eɪ/	stake, great, eight
party /ɑ:/	class, palm, garden
house /aʊ/	cow, about, round, powder
law /ɔ:/	bought, pause, thought, more

2. a) A  
b) C  
c) C  
d) B  
e) A

3.

Words With Stress On First Syllable	Words With Stress On Second Syllable
follow, doctor, hotel, capital, argue, people, water	regret, today, complain, agree, police

## Reading And Comprehension

Remind students that they learnt the key skills that are tested in this section in Term 1. Then read the passage through with them before they undertake the activities.

### Activity 4 (SB p. 82)

Students skim the text. They say what it is about. This will allow you to assess their ability to summarise as well as their skimming abilities. They then write a suitable heading for the text.

### Activity 5 (SB p. 82)

Students scan the text. They identify the topic sentence in each paragraph. They then identify the sentences in each paragraph that support the topic sentence.

### Activity 6 (SB p. 82)

Students read the text slowly and carefully, and then answer the questions that follow.

## Activity 7 (SB p. 84)

Students read the text again, and then answer the questions. Remind students that they might want to read the questions before they read the text in order to focus their reading.

## Answers

4. a) Answers will vary. The passage is about the value of being self-confident.  
b) Answers will vary. Here is a possible example: The importance of self-confidence.
5. a) Paragraph 1: Their self-confidence comes from a number of factors.  
Paragraph 2: Self-confidence can be learnt and there are a number of steps that people can take to learn how to be self-confident.  
b) Paragraph 1:  
Firstly, it comes from their positive self-esteem. Secondly, the self-confidence of confident people comes from their attitude towards other people. Thirdly, self-confident people have a positive attitude towards the world. Lastly, people develop their self-confidence by helping others.  
Paragraph 2:  
One thing that people with low self-confidence can do is to identify what they are good at doing and develop these skills. So, another thing that people who want to develop their self-confidence can do is to accept the compliments of others. Furthermore, people with low self-confidence should focus on finding solutions to their challenges instead of thinking that they are inadequate and the world is unfair.
6. a) B  
b) A  
c)

Column A	Column B
obstacles	things that prevent progress
limitations	things that one is unable to do
volunteering	freely offer to do something without expecting any reward

boost	help or encourage something to increase or improve
compliments	expressions of praise
inadequate	not having the ability to deal or cope with life

7. a) i) True  
 ii) True  
 iii) True  
 iv) False  
 v) True  
 b) i) envious  
 ii) admire

### Reading Evaluation

The beginning of Term 2 is a good time to assess students' reading skills so that you can assess how best to support weaker readers during the course of the year.

Therefore, select a few students. Ask them to prepare two or three paragraphs from the Comprehension text for reading aloud. Give them the criteria from the Self-Assessment 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

This section revises Grammar Structure from Term 1. The Student's Book provides more information about suffixes and prefixes that students can relate to the information about nominalising adjectives and adverbs that they learnt about in Term 1.

### Activities 8 and 9 (SB pp. 84–85)

These activities give students an opportunity to both revise their knowledge of prefixes and suffixes, and their placement in words, and build their vocabulary. They can add to the tables throughout the course of the year. Once students have completed the activities, ask them to share their words, and to provide the meanings.

## Answers

8. behave – misbehave  
 close – foreclose  
 wind – rewind  
 freeze – antifreeze  
 way – subway  
 done – undone  
 side – inside  
 determine – predetermine  
 inter – interstellar  
 circle – semicircle
9. Answers will vary. Here are some possible answers.  
 Noun Suffixes: accuracy, kingdom, racism, kindness  
 Verb Suffixes: identify, colonise, infiltrate  
 Adjective Suffixes: adorable, envious, useless, musical

## Writing

### Activity 10 (SB p. 85)

Students should complete this exercise with reference to the Self-Evaluation Checklists: Descriptive and Narrative Essays, and Formal and Informal Letters on pages 9 and 11 of this Teacher's Guide. Remind them to plan their essays or letters before writing them, and to be careful to use the correct techniques and layout to match the type of essay or letter they write. Finally, remind them to check their work before submitting it.

### Evaluation

Student Evaluation: Students can use the Self-Assessment Checklists: Descriptive and Narrative Essays, and Formal and Informal Letters on pages 9 and 11 of this Teacher's Guide.

Teacher Evaluation: Teachers can use the Rubrics: Descriptive Essays on page 17, Narrative Essays on page 16 a Formal and Informal Letters on page 22 of this Teacher's Guide.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 86) Listen to and discuss a text about malaria	Reading And Comprehension (p. 86) Skim and scan an article on malaria, and answer questions Writing (p. 88) Write a summary	Grammar Structure (p. 88) Prepositions and Prepositional Phrases	Vocabulary (p. 91) Antonyms Speaking And Listening (pp. 92) Present a speech	Writing (p. 93) Write a Semi-Formal Letter

### Objectives

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

**Reading And Comprehension:** Read to identify main ideas and supporting details, signal words; read to identify the meanings of words in context.

**Listening:** Listen to identify main ideas and supporting details that are signalled by key words and phrases.

**Grammar Structure:** Identify and use Prepositions and Prepositional Phrases.

**Vocabulary:** Explain the meaning of Antonyms, and list and create Antonyms.

**Writing:** Write a Summary and a Semi-Formal Letter using the correct structure, layout and language.

**Speaking:** Speak to persuade and convince, using the correct pronunciation, stress and intonation, pitch, pace and modulation.

### Resources

Student's Book (pp. 86–94)  
Pictures relating to malaria

### Speaking And Listening

Use the listening text to talk about malaria in Africa and the problems caused by malaria. If you can get hold of pictures of mosquitos and of NGOs working to eradicate malaria, show these to students.

#### Activity 1 (SB p. 86)

Students work in groups. They list signal words and discuss what they mean. They can look back at Term 1 if they do not remember them. You can read paragraphs from a magazine or book and ask students to identify the signal words. Ask students what each of the words signals.

#### Activity 2 (SB p. 86)

Students work in pairs to complete the pre- and post-reading activities. They first read the questions, then they listen as you read a text about malaria in Africa to them.

They state which words signal that specific sentences are key sentences. Then they write down the key sentences. They discuss their answers with their partner. When working through the answers with students, note that sometimes it is possible to work out what the key sentence is by looking at the signal words that signal examples or additional ideas. Note:

we have highlighted signal words in the text that signal additional/explanatory content as well as signal words that signal key content/sentence.

### **Malaria in Africa**

Malaria is a very serious health problem for many African countries. It kills approximately 456 000 children under the age of five each year. This means over 1 200 African children die from malaria every day. Malaria is also a severe health problem because it prevents governments from spending their health budgets on other diseases. African countries have to spend a lot of their money to treat patients with malaria. For example, in some African countries, they spend 40% of their public health budget on malaria treatment. Malaria also has an extremely negative impact on the economies of many African countries. This is because these countries lose many working days since adults with malaria cannot come to work. In addition, some adults who have had malaria cannot work as productively as before. Malaria affects education in many African countries, which also has a very negative impact on their economies. This is because malaria makes millions of African children too sick to go school, sometimes many times each year. As a result, malaria prevents millions of African children from getting a good education.

### **Answers**

2. a) The text is about malaria in Africa, and its causes and cures.
- b) very serious; also severe; also extremely negative; also very negative impact
- c) Malaria is a very serious health problem for many African countries. This means over 1 200 African children die from malaria every day. Malaria is also a severe health problem because it prevents governments from spending their health budgets on other diseases.  
Malaria also has an extremely negative impact on the economies of many African countries. Malaria affects education in many African countries, which also has a very negative impact on their economies.

### **Activity 3 (SB p. 86)**

Students arrange the key sentences that they have identified in a logical order. They use them to write a summary of the listening text. Students should use their own words as much as possible.

### **Answers**

#### **Model summary**

Malaria is a very serious health problem in Africa as it kills 1200 children each day. In addition, it is costly to treat and so prevents governments from spending their budgets on other diseases. Malaria also negatively affects African economies and education by causing high rates of absenteeism among workers and school children.

#### **Evaluation**

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

## **Reading And Comprehension**

### **Activity 4 (SB p. 86)**

This activity again tests students' ability to skim text effectively. Students work in pairs. They skim the text, and then tell their partner what they think it is about.

### **Activity 5 (SB p. 86)**

Students identify and write down two words that signal key sentences in each paragraph. They then write down the two key sentences in each paragraph.

### **Activity 6 (SB p. 87)**

In this activity, students work out the meanings of words by looking at the context in which they are used in the reading passage.

### **Activity 7 (SB p. 88)**

Students state which statements are true and which ones are false. The students must be able to infer meaning as well as understand facts that are presented clearly in the text.

## Activity 8 (SB p. 88)

The students answer the questions individually. This activity tests their vocabulary, inference skills and basic comprehension skills.

### Answers

4. Answers will vary. The text is about malaria: what causes it and preventative and curative measures that are used to fight it.
5.
  - a) Paragraph 1: highest; result  
Paragraph 2: important; critical  
Paragraph 3: important; part
  - b) Paragraph 1: Africa has the highest number of cases of malaria in the world. As a result, many African countries have had to change the way they treat malaria and have begun using drugs that are more expensive as well as trying out combinations of drugs.  
Paragraph 2: African countries have taken a number of important measures to fight against malaria. One of the most critical measures African countries took was a preventative measure.  
Paragraph 3: Another very important measure taken as part of the Roll Back Malaria global partnership was a curative measure. As part of this measure, governments and NGOs have tried to improve their response to malaria in an attempt to get curative treatment to increasing numbers of patients.
6.
  - a) C
  - b) A
  - c) B
  - d) C
  - e) C
7.
  - a) False
  - b) False
  - c) False
  - d) True
  - e) True
8.
  - a) Malaria is becoming drug resistant.
  - b) A preventative measure is something people do to avoid getting infected in the first place, while a curative measure is something done to cure or heal the infected person.
- c) The main method of preventing malaria was the Roll Back Malaria global partnership that started in 1998. Under this partnership, governments and non-governmental organisations (NGOs) distributed mosquito nets treated with insecticide to children and pregnant women.
- d) Sick people need to be treated.

## Writing

### Activity 9 (SB p. 88)

Students write a summary of the article. Work through the guidelines in the Student's Book with students, and then refer them to the Self-Assessment Checklist that you provided in Term 1. Remind them to use this checklist to check their work before submitting it.

### Answers

9. Answers will vary.

### Evaluation

Student Evaluation: Students can use the Self-Assessment 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.

## Grammar Structure

Read through the content in the information box on page 88 of the Student's Book while students follow in their books. Ensure that students understand what is meant by a "relationship" between things when this term is used to explain the function of prepositions. Ask students for additional examples showing specific relationships in order to test this understanding. Explain to students, with reference to the second table, that some prepositions can be used to show different relationships. Once students have completed Activities 10 and 11, work through the information about prepositional phrases and ask students to give you more examples. Students then complete Activity 12 individually.

## Activity 10 (SB p. 90)

Students work in groups. They discuss the prepositions in the table. They then try to identify the kind of relationship that each one shows between words in the sentences.

## Activity 11 (SB p. 90)

Students complete Activity 11 individually by choosing the correct preposition.

## Activity 12 (SB p. 90)

Students identify the Prepositional Phrase in each sentence. They say whether it is an Adjectival or an Adverbial Phrase and what it is modifying.

## Answers

11. a) in  
b) in, in  
c) with, on  
d) by  
e) in, at  
f) out of  
g) behind  
h) next to  
i) In  
j) across
12. a) Victoria Falls in Zimbabwe is a **popular tourist attraction**. (Adjectival; Victoria Falls)  
b) Lake Malawi has beaches **for sunbathers and swimmers**. (Adjectival; beaches)  
c) The area has a beautiful view **of the lake**. (Adjectival; view)  
d) We bought the house **on the corner**. (Adjectival; house)  
e) **With a puzzled look**, he followed his sister. (Adverbial; followed)  
f) The children were afraid **of the barking dog**. (Adverbial; afraid)  
g) The noise **during the storm** frightened us. (Adjectival; The noise)  
h) We had waited **for a very long time**. (Adverbial; waited)

## Vocabulary

Use the content in the information box to explain Antonyms to students. Ask students to give you more examples. Students can call out words and the rest of the class can provide an antonym for each example.

## Activity 13 (SB p. 91)

Students give an Antonym for each Preposition.

## Activity 14 (SB p. 91)

Students use Prefixes to change the words into their opposites.

## Activity 15 (SB p. 91)

Students find an Antonym for each of the words in the box in the word search.

## Answers

13. Answers may vary. Here are some possible answers.  
a) with  
b) on  
c) below  
d) after  
e) ahead  
f) top  
g) up  
h) behind  
i) outside  
j) without
14. a) unable  
b) non-entity  
c) intolerant  
d) unforgiving  
e) non-conformist  
f) indiscreet
15. Discourage – encourage  
Unusual – usual  
Whole – apart  
Descend – ascend  
Deny – allow  
Interior – exterior  
Us – them  
He – she  
Positive – negative

Blindness – sight  
Temporary – permanent  
Timid – bold  
Attractive  
Thin – thick  
Down – up

## Speaking And Listening

Before students do the activities, ask them if they can remember what they learnt about presenting a speech. Then read through the information in the textboxes on page 92 of the Student's Book.

### Activity 16 (SB p. 92)

Students work in groups. They discuss each of the points. Encourage them to make notes of their discussion for future reference.

### Activity 17 (SB p. 92)

Students must imagine that they live in a community that is poor where many people are unemployed. They imagine also that malaria is a big problem in their community. They prepare a speech about the malaria problem to present to the local health authorities. The purpose of their speech is to convince these authorities that they must provide people in the community with mosquito nets and free anti-malaria medicines. Students write a speech. It should be between 200 and 300 words long. They structure it according to the guidelines provided.

Students then practise their speech. They must remember that they want to convince the local health authorities to take action against malaria in their community. They must put suitable feeling into their speech.

#### Evaluation

Teacher Evaluation: Teachers can use the following sections of the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Presenting a Speech, and the Rubric: Speech on page 15 of this Teacher's Guide.

## Writing

Read through the example of a Semi-Formal Letter in the Student's Book with students, and talk about the differences between a Formal, an Informal and a Semi-Formal Letter. Remind students how to address the person to whom the letter is written. Make copies of the Self-Assessment Checklist: Formal and Informal Letters and give these to students. Alternatively, write the checklist on the board so students can use it to guide their writing and to check their work before submitting it.

### Activity 18 (SB p. 93)

Students study the example of a Semi-Formal Letter. They note the comments about the features, tone and language. Make sure students understand the content of the letter.

### Activity 19 (SB p. 93)

Students read the text to identify what it is about and what the main ideas are in each paragraph.

### Activity 20 (SB p. 93)

Students write a Semi-Formal Letter in response to the newspaper article. Their letter, which should be about 150 words long, must be addressed to a local community or religious leader that they know. They must make sure that they state their purpose for writing, give reasons for their purpose for writing and describe what they hope to achieve by writing.

#### Evaluation

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

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

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking Consonant clusters: words with /kw/ Consonants followed by /j/ and /u/ sounds (p. 95)	Reading And Comprehension Listen to an article about the importance of spelling (p. 97)	Reading And Comprehension Read an article about spelling and answer questions (p. 97)	Vocabulary Misspelt and difficult words (p. 96)	Grammar Structure Simple present, present continuous, present perfect tenses and simple past tenses Write a formal letter (p. 100)

### Objectives

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

**Listening and Speaking:** Listen to identify sounds, and say words with the correct pronunciation, stress and intonation.

**Structure:** Use the simple present, present continuous, present perfect tenses and simple past tenses.

**Grammar:** Identify words that are commonly misspelt, spell these words correctly and use the dictionary to check spelling and meaning in context.

**Reading:** Read to identify the meanings of words in context and to identify signal phrases and words that show the importance and meaning of content.

**Writing:** Write a Formal Letter using the correct structure, layout and language.

### Resources

Student's Book (pp. 97–106)  
Teacher's Guide  
Dictionaries

### Listening And Speaking

Remind students of consonants. Start the lesson by asking them to say the alphabet using only the consonants. The focus in this lesson is on consonant clusters and students' ability to identify and pronounce these correctly. Read through the information in the textbox on page 95 of the Student's Book while students follow in their books. When students practise saying the sounds, monitor their pronunciation by walking around the class. Give corrective feedback as needed.

#### Activity 1 (SB p. 95)

Students should be able to identify the clusters in the activity words. Ask students to provide additional examples of words that contain these consonant clusters.

#### Answers

<u>pl</u> ease	<u>bl</u> ink	le <u>ft</u>	<u>fr</u> uit
<u>tr</u> ee	<u>cl</u> ean	<u>cr</u> awl	<u>co</u> ld
<u>st</u> eam	w <u>ol</u> f	<u>sw</u> ee <u>t</u>	<u>bu</u> lb
<u>te</u> nt	<u>dr</u> eam	<u>be</u> n <u>ch</u>	

### Activity 2 (SB p. 95)

- a) Students must read the words to themselves as they listen to their teacher pronouncing each one.
- b) Students to work in pairs. They must practise saying the words.

### Activity 3 (SB p. 95)

- a) Students must read the words to themselves as they listen to their teacher pronouncing each one.
- b) Students to work in pairs. They must practise saying the words.

### Activity 4 (SB p. 96)

Students to work in pairs. They must take turns to say the sentences aloud. They must concentrate on pronouncing the underlined words correctly.

#### Evaluation

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

## Vocabulary

There are some words in English that are difficult to spell and/or similar in meaning to other words. Use this section to encourage students to become 'word detectives' and to enjoy using the dictionary to look up words they are unsure of.

### Activity 5 (SB p. 96)

Students must choose the word in brackets in each sentence that is spelt correctly, then rewrite the sentence in their exercise book. They may use a dictionary to check the spelling.

## Answers

- a) received
- b) grateful
- c) stationery
- d) accommodation
- e) argument

### Activity 6 (SB p. 96)

Students must find the misspelt word in each sentence, then rewrite the sentences in their exercise book. They may use a dictionary to help them.

## Answers

- a) beginning
- b) committee
- c) referred
- d) recommended
- e) embarrassed

### Activity 7 (SB p. 96)

Students must learn the words in the box for a spelling test. They must make sure that they understand the meaning of each word. Encourage use of a dictionary. Ask volunteers from the class to provide the meanings of the words. Give the students the spelling test at a suitable opportunity in this week.

## Reading And Comprehension

### Activity 8 (SB p. 97)

Students must skim the article entitled 'What is spelling?' In 15 words or less, they must write down what it is about. Answers will vary.

## Activity 9 (SB p. 97)

Students must copy the table and then scan the article and complete the table. Key word choices may vary. This can be discussed in class.

Paragraph	Topic Sentence	Supporting Sentences	Keywords
1	The English words that we use today were not always spelt the way we spell them.	For instance, English spelling in the time of Chaucer was very different from today's spelling. However, by around 1750, the way most English words were spelt was very similar to how the British....spell these words today.	Not always, Chaucer, colonies
2	There have been two divergences, though	When America was independent from Britain, it wanted to develop its own culture that was separate from British culture. It started in the late 1990s, when people started using e-mail and cellphones to send messages.	Divergence, online applications etc.
3	This huge divergence from standard British (and even American) spelling has some authorities, especially those in education, business and industry, very worried.	They are concerned that young people will lose the ability to understand, read and write standard English Their main concern is about how people will be able to communicate with one another if so many people are spelling words in their own ways and making up words.	Divergence, understand, spell, write
4	No one can predict what will happen in the future.	.... and a new form of English will emerge. .. that for us to continue living in the world as we know it and to be able to communicate with one another, we do all need to spell words in the same way.	Uncertain, need, communicate, spell

## Activity 10 (SB p. 97)

Read the article aloud while students follow in their Student's Books. Students must then read the article carefully and slowly.

- Students to work in pairs. They must identify, discuss and work out the meaning of any new or difficult words and expressions with their partner.
- Students must identify important signal words and expressions in each paragraph. Remind them that they learnt about the functions of these in JSS.

## Answers

- Answers will vary. Possible answers are as follows:  
though (line 13): comparison and contrast  
also (line 14): explanation; information  
Since (line 15): chronology  
Perhaps (line 43): possibility; further explanation  
Or (line 45): alternative  
But (line 46): contrast; alternative

### Activity 11 (SB p. 97)

If time permits talk to students about Chaucer and read them a sample of his work. They will be surprised at how the use of English language has changed.

#### Answers

- a) A medieval English poet.
- b) C Follow a completely different direction.
- c) False
- d) A Correct and accepted as usually used by most people
- e) Concerned, perturbed

### Grammar Structure

Revise the simple present and past tense with students giving examples and using the information in the Student's Book.

### Activity 12 (SB p. 100)

Students must write the sentences in the Simple Present Tense. They must choose the correct form of the verb tense in brackets to do so.

#### Answers

- a) live
- b) is
- c) goes
- d) play
- e) is

### Activity 13 (SB p. 100)

Make sure that students understand the difference between the present and past tenses.

Students must change the verbs in brackets into the Simple Past Tense.

#### Answers

- a) She **believed** everything I told her.
- b) The old man **played** football in his youth.
- c) In 2014, I **attended** a youth forum.
- d) The politician **addressed** the people at a rally on Independence Day last year.

- e) Where **were** you last night?
- f) I **ate** supper at 8 p.m. last night.
- g) She **felt** very happy yesterday.
- h) I **was** very sick last month.
- i) She **travelled** around the world in 2015.
- j) His mother **worried** about him a lot last year.

### Activity 14 (SB p. 101)

Revise the present continuous tense and ensure students understand its useage.

Students must rewrite the sentences in the Present Continuous Tense.

#### Answers

- a) We are working on our report.
- b) She is collecting information.
- c) They are drawing up a questionnaire.
- d) He is asking his classmates questions.
- e) The teacher is discussing the reports.
- f) They are filling in the answers.
- g) We are drawing pictures for our report.

### Activity 15 (SB p. 101)

Read the explanation of the Present Perfect Tense in the Student's Book and give examples.

Ask students to provide further examples.

Students must complete the sentences with the correct tense form of the verb in brackets.

#### Answers

- a) have finished
- b) has passed
- c) has, taken
- d) has, driven
- e) have, seen
- f) have, written
- g) has lived
- h) have, eaten

## Writing

Discuss the features of a Formal Letter with reference to the information in the Student's Book. Ensure that students understand the words: colloquialisms, slang, contracted forms, and recipient. Then, refer the students to the Self-Assessment Checklist: Formal and Informal Letters and use this opportunity to compare and contrast Formal, Semi-Formal, and Informal Letters. Students must use the Checklist when writing the letter and to check their work before submitting it.

### Activity 16 (SB p. 101)

Students to work in groups. Students must read and discuss the Formal Letter.

### Activity 17 (SB p. 102)

Students must write a Formal Letter to the chairman of their local government area or any government agency requesting some amenities needed in their community. They must model their letter on the one provided in the Student's Book.

#### Evaluation

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

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

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking (p. 103) Words with stress on the first syllable	Listening (p. 106) The effects of smoking	Reading And Comprehension (p. 105) Using words in different contexts Read an article on NAFDAC	Vocabulary (p. 107) Synonyms	Grammar Structure (p. 107) Noun phrases. Writing (p. 108) Read and summarise an article

### Objectives

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

**Listening:** Listen to identify the correct pronunciation, and stress and intonation.

**Speaking:** Pronounce words and sentences with the correct stress and intonation.

**Grammar:** Explain and identify noun phrases.

**Vocabulary:** Explain the meaning of Synonyms, and choose the correct Synonym.

**Reading And Comprehension:** Read to identify the meanings of words in context, and to summarise key ideas.

**Writing:** Summarise an Article using the correct structure, tense form and language.

### Resources

Student's Book (pp. 107–112)

### Listening And Speaking

Many English words can be used in two or more ways, for example as verbs or nouns, and with different meanings. Where we place the stress changes the meaning of the word. Read through the information in the textbox on page 103 of the Student's Book. Students then complete the activities. Monitor their pronunciation and stress and intonation.

### Activity 1 (SB p. 103)

Students must work in pairs. They must say these words stressing the bold part each time.

- Students must copy the table. They must fill in the part of speech for each pronunciation.
- Students must use the words in oral sentences to show their correct pronunciation and function.

### Answers

Stress on first syllable	Noun or verb?	Stress on second syllable	Noun or verb?
Present	noun	Present	verb
Refuse	noun	Refuse	verb
Contract	noun	contract	verb
Project	noun	Project	verb
Suspect	noun	Suspect	verb
Record	noun	Record	verb
Perfect	noun	Perfect	verb

### Activity 2 (SB p. 103)

Students must work in pairs. They must listen to their teacher say the words. Each word has either three or four syllables. The stressed syllable in each word is in bold. They must work with a partner to practise saying the words with the correct syllable stressed.

### Activity 3 (SB p. 104)

Students must work in small groups. They must take turns to read these sentences aloud, placing the stress in the correct syllable in each underlined word.

#### Answers

- The stressed syllables are underlined.
- That photograph looks nice.
  - She is an excellent photographer.
  - I want to examine my class today.
  - She does not want to exhibit her work.
  - He plans on visiting the exhibit today.
  - They needed a permit to walk in the reserve.

#### Evaluation

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

## Reading And Comprehension

Discuss the implications of context on meaning by reading through the information in the textbox on page 104 of the Student's Book. Ask students to provide other examples of words that have more than one meaning, depending on their context. Write their example sentences on the board, and add your own examples as needed.

### Activity 4 (SB p. 104)

Introduce students to the concept of regulatory boards to protect the public. Talk about the positive and negative aspects of regulatory boards. Students must then skim the article and state what it is about. It is about supervising and controlling the standards and safety of food products.

### Activity 5 (SB p. 104)

#### Answer

National Agency for Food and Drug Administration and Control.

### Activity 6 (SB p. 104)

#### Answers

- D
- B
- B
- B
- B
- C
- C
- C
- D
- C

### Activity 7 (SB p. 105)

Students must read the article carefully. Make sure all students understand the article and give extra time for students who need it.

#### Evaluation

Use the Rubric: Reading Aloud on page 12 of this Teacher's Guide to assess student's progress.

### Activity 8 (SB p. 106)

Students must identify the three main functions of NAFDAC. They must write them down using their own words.

#### Answers

Answers will vary, however, as a guideline, the three main functions of NAFDAC are:

- To establish standards for a range of products that people in Nigeria use.
- To regulate and control products. This function focuses on making sure that only products that meet NAFDAC specifications are allowed into or out of the country.
- To undertake investigations. This function allows NAFDAC to conduct appropriate tests on food, drugs, cosmetics, medical devices, bottled water and chemicals to make sure that they are safe for people to use.

Once students have completed the activity, draw their attention to the signal words in the passage that provide the cues for these answers.

## Listening And Speaking

### Activity 9 (SB p. 106)

Students must listen as their teacher reads them an article called 'The effects of smoking'. Before they listen the students must write down the words in the blocks on page 106. Then they must listen for them as their teacher reads:

#### The effects of smoking

Some young people are strongly attracted to smoking. It is seen as '**cool**' and a grown-up thing to do. But do they understand the effects and dangers of smoking?

In the first place, tobacco is a drug. When you **smoke** tobacco in a cigarette or in a **pipe**, the heat releases nicotine. This nicotine gets into your bloodstream and makes you addicted to tobacco. Once you are addicted to this drug, it is very difficult to stop smoking tobacco, even though the dangers of smoking are very well known.

Smoking is one of the primary contributors to heart attacks and **strokes**. It also causes the long-term clogging of arteries and increases the risk of a blood **clot** forming, which can suddenly **block** an artery and result in a heart attack or stroke.

Doctors also think that the chemicals in tobacco cause different kinds of cancer, including lip cancer, throat cancer and lung cancer. When a person is diagnosed with these kinds of cancer, it is usually too **late** and death follows soon afterwards.

Tobacco smoke is also an important **source** of indoor air pollution, contributing to a noxious environment that can lead to eye irritation, **sore** throats, coughs and headaches. It also results in second-hand smoke. This smoke has been associated with a **range** of life-threatening health risks, including lung cancer and heart disease.

### Activity 10 (SB p. 106)

Students to work in small groups. They must do the following for each of the words in Activity 9:

- Look up its meanings in a dictionary.
- Say what its contextual meaning is.
- Use the word in oral or written sentences of their own to show its contextual meaning and any other meanings.

Walk around the groups whilst they are working to make sure all students are taking part.

### Answers

Cool: adverb – trendy, hip, fashionable

Smoke: verb – to inhale and take into the lungs through the mouth

pipe: noun – object in which tobacco is placed and lit; usually wooden

stroke: noun – sudden illness in which the brain is affected

clot: noun – a thick mass of blood that sticks together (coagulated)

block: verb – to make movement in or through something impossible

late: adverb – passed a time or point in time when something could happen

source: noun – origin or cause

sore: adjective – painful

range: noun – a set of things of the same type

### Grammar Structure

Explain and discuss noun phrases with students by reading the information in the grammar box on page 107 of the Student's Book. Ask students to provide further examples of noun phrases, and give appropriate corrective feedback as needed.

### Activity 11 (SB p. 107)

Students must underline the noun phrase in each sentence. They must say whether it is the subject or the object of the sentence.

## Answers

- a) The laughing, smiling, happy baby threw its food on the floor. (subject)
- b) Mr Ofor found the Form 1s his most challenging class.(object)
- c) We waved at the three men in a boat. (object)
- d) I found the owner of the dog. (object)
- e) The people that I saw coming into the building at nine o'clock have just left. (subject)

## Vocabulary

Use the information in the Student's Book to discuss synonyms with students. Ask them to provide further examples. Students then complete the activities individually in their exercise books.

### Activity 12 (SB p. 107)

#### Answers

- b) sad, miserable
- c) leap, spring
- d) motionless, unmoving
- e) gladly, willingly

### Activity 13 (SB p. 107)

- a) D
- b) B
- c) A

## Writing

Revise the reasons for writing summaries with students. In addition, remind students of the features of summaries by reading through the information in the textbox on page 108 of the Student's Book. Encourage students to use the Self-Assessment Checklist: Summary to plan and check their work before submitting it.

### Activity 14 (SB p. 108)

Students must read the article and summarise it in no more than 30 words. They must use the information in the box and the Checklist to help them.

#### Answers

Answers will vary. Possible answer: (28 words) As part of its corporate social responsibility programme, Nigeria Customs Service donated 50 computers to NAFDAC. The aim of the donation is to help NAFDAC eradicate counterfeit drugs.

#### Evaluation

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

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

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking And Listening (p. 109) Consonants followed by /j/	Listening (p. 114) Dialogue between a builder and a client	Reading And Comprehension (p. 109) Read about building a house and answer questions	Vocabulary (p. 110) Words connected with homes	Grammar Structure (p. 113) Phrasal verbs. Write an expository composition

### Objectives

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

**Listening:** Listen to identify correct pronunciation; listen to identify the author or speaker's purpose, mood, tone, and to identify main ideas and supporting details that are signalled by key words or phrases.

**Speaking:** Speak with correct pronunciation, and stress and intonation.

**Grammar:** Recognise the structure of phrasal verbs; use them correctly in sentences; construct such sentences; use the dictionary as an aid.

**Reading and Comprehension:** Read to make notes that summarise texts, to identify the meanings of words in context, and to answer questions that require factual understanding and inference.

**Writing:** Write an Expository Essay using the correct structure and language.

### Resources

Student's Book (pp. 113–119)

Dictionaries

### Listening And Speaking

Remind students of words with the /j/ sound after a consonant. You may need to over-emphasise the sound so that students can hear it.

### Activity 1 (SB p. 109)

Students to work in pairs. They must read the words to themselves as their teacher pronounces each one. Then they must work with their partner to practise saying the words.

### Activity 2 (SB p. 109)

Students to work in pairs.

- They must take turns to say these sentences aloud. They must concentrate on pronouncing the underlined words correctly.
- Students must write sentences using these words: manure, dubious, procure, future, tutor. They can look up the words in a dictionary if they do not know what they mean. Answers will vary.

### Evaluation

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

### Reading And Comprehension

Before reading the text with students ask them to complete Activities 3 and 4 on their own.

### Activity 3 (SB p. 109)

Students must skim the comprehension text.

- a) 11 (including untitled introduction)
- b) In their own words, students must write down what each section is about. They should use between six and eight words for each section. Answers will vary. Students should understand that the article is about how to build a house.
- Possible answers:
- Introduction: Houses must be built safely.
- Site preparation: Plots must be cleared before houses are built.
- Foundations: Foundations must be strong.
- Foundation walls: Foundation walls must be built according to guidelines.
- Backfilling: Backfilling takes the foundation to floor level.
- Floor slabs: Floors slabs must be built according to guidelines.
- Outside walls: Outside walls must be strong and high enough.
- Doors and window frames: Doors and windows must meet specifications.
- Lighting and ventilation: Houses must have enough light and air.
- Roof structures: Roofs must be sturdy, fire-resistant and waterproof.
- Finishing: Finishing includes painting and pest prevention.

#### Activity 4 (SB p. 109)

Students must scan the text.

- a) Students must read the keywords in the table. Then they must find each word in the text. They must try to work out the meaning of the word by reading the sentence in which it appears.
- b) Students must match the key terms in the table with their most suitable meaning.

Keywords	Meaning
Foundations	the lowest part of a building on which the whole building rests
Waterproof	does not allow water to get through
Construction	Building
Ventilation	provision of fresh air to a building
Site	the area of ground on which a building is constructed

Fill	soil and other material like stones and rocks
Concrete	a strong mixture of cement, broken stone, sand and water used to make floors or paths
Compact	put pressure on a surface to make it harder and denser
Cast	pour concrete into a mould
Mortar	a mixture of cement, sand and water used to bond bricks
Fire resistant	non-flammable

#### Activity 5 (SB p. 110)

Read the text with students, making sure they understand all the terms used.

#### Activity 6 (SB p. 112)

Students must answer the questions about the text.

- a) Students must say whether these statements are true or false.
- When you build a house, you can do the tasks in any order that you like. False
  - You should level an uneven site before you build a house on it. True
  - The foundations of a house can be any depth that you like. False
  - It is good for a floor slab to sag. False
  - The roof of a house should not allow water through it and it should be fireproof. True
- b) D It is best if you do this.
- c) B They have to do it this way.

#### Activity 7 (SB p. 112)

Students must choose the most suitable answer for each question.

- A Putting pressure on the soil used to prepare the surface of the site for a new house.
- D Because the parts of a house must be built in a particular order.
- C They can make the sub-structure concrete very strong.
- A Prevent water from seeping up from the ground into the floor.
- B Because people inside the house need air to breathe.

### Activity 8 (SB p. 113)

- Students must write down one sentence of not more than 20 words to summarise the main point in each section. They must use their own words as far as possible and keep their English as simple as possible. They can use their summaries in Activity 3 as a starting point.
- Students to work in pairs and compare their summarised points with the summarised points of their partner. They must discuss any differences and try to agree on each summarised point.

### Answers

Answers will vary. Refer to possible answers in Activity 3 for guidelines.

### Grammar Structure

Explain phrasal verbs to students, using the Student's Book and give examples or asks students to provide further examples as a way of testing their understanding of phrasal verbs. Emphasise that phrasal verbs are a combination of words that create a new meaning that is different from the meanings of the individual words.

### Activity 9 (SB p. 114)

Students to work in groups.

- Students must match the phrasal verbs with their meanings.

### Answers

Phrasal verb	Meaning
Go over	revise; check all the facts
Come up with	suggest or produce a plan
Clamp down	stop something from happening
Bounce back	recover from a bad situation
Buckle down	work seriously
Call off	cancel something, like a meeting or an agreement

- Students must use the phrasal verbs in sentences of their own to show that they understand what they mean. Check answers.

### Activity 10 (SB p. 114)

Students must identify the phrasal verbs in these sentences and say what they mean. They may use a dictionary to help them.

- He tends to go along with anything his friends say. ( follows the lead of others)
- We will go back to school after the holidays.(return)
- She doesn't really go in for sports. (like)
- These shoes don't go with my clothes. (do not match)
- They went through a lot of pain after their child died. (experienced)
- Is Onyinye going out with Tom? (dating)

### Activity 11 (SB p. 114)

Students must write sentences using the phrasal verbs. They may use a dictionary to help them. Answers will vary.

### Answers (examples)

- My dress has come apart at the seams.
- I am coming down with a cold.
- Would the culprit please come forward.
- They have come up against opposition to their plans.
- We must come up with a plan.

### Listening

### Activity 12 (SB p. 114)

Students listen as their teacher reads a dialogue between a builder and a client.

- The first time their teacher reads the text, students just listen.
- The second time their teacher reads the text, students write down the following:
  - The main points or ideas
  - Keywords and sentences
  - The speakers' mood and tone
  - The purpose of the dialogue

#### Dialogue between a builder and a client

Client: Good morning. How are you?  
Builder: I am well, thank you. And you?  
Client: I am also well, thank you. How is the building of my new house going?  
Builder: Not so well, I am afraid. We **ran into some problems** during the last week.

Client: Oh, no! I hope the problems are not very serious.

Builder: No, they are not very serious, but they have **set us back** a bit.

Client: Oh, no! When we **drew up the contract**, you promised the building would be finished this week.

Builder: I know. And I am very sorry. I do not want to **go back on my word**, but I will need an extra week.

Client: Why? Can you not **come up with a plan** to finish this week, as you promised?

Builder: I am afraid not. The supplier **ran out** of electrical wiring and switches. He will get some in today and then we can install the electrical connections. That will take two days. Then we must plaster the house. The plaster needs a few days to dry first. After that we can paint the house.

Client: OK, I suppose it's not your fault that the supplier did not have what you needed. But will you be able to **get on** with the job as soon as you have the electrical supplies?

Builder: Yes, and I do not think we will **run up against** any other problems, so we can **hand over** your new house next Monday.

Client: Thank you. Please get across to your workers how important it is that they work hard for the next week. I will pay them a bonus if they finish all their work by next Monday, as you have promised.

Builder: I will let them know. Once again, sorry to let you down, but the situation was **out of my control**.

Client: I understand. Thank you. Goodbye.

Builder: Goodbye.

### Activity 13 (SB p. 115)

Read the text for a third time. Students listen carefully for any phrasal verbs. They must use the phrasal verbs to complete the sentences.

### Answers

- I hope you do not **run into some/any** problems when you start building your house.
- When you hire a builder, always make sure that you **draw up a contract** that states

- how much you will pay the builder, what the builder's responsibilities are and by when the building job must be complete.
- When there are unforeseen problems during the construction of your house, a good builder should be able to **make a plan** to solve these problems.
  - A builder must make sure his workers **get on with their job** and do not sit around doing nothing.
  - A builder must always check in advance that his supplier has all the items he needs, so that he does not **run out of these** items during the job.

## Writing

Explain to students what is meant by an expository composition by reading and discussing the information in the textbox on page 115 of the Student's Book. Students wrote Expository Essays in JSS so you could begin the lesson by asking them to say what they remember about how to write an Expository Essay, and how to distinguish an Expository Essay from an Argumentative Essay. Make copies of the Self-Assessment Checklist: Expository Essay and give this to students. Alternatively, write the checklist on the board. Students use the Checklist while planning and writing their essays.

### Activity 14 (SB p. 115)

Students to work their own. They must choose one of the topics (A, B, C or D) and write an Expository Essay of about 250 words on it.

### Evaluation

Student Evaluation: Students can use the self-evaluation checklist Writing/Expository essay on page 10 of this Teacher's Guide.

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

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking (p. 116) Intonation: falling tune (tone)	Listening And Comprehension (p. 119) Expository text: Parts of a camera	Reading And Comprehension (p. 116) Read about keeping records and answer questions	Vocabulary (p. 119) Words about camera parts.	Grammar Structure (p. 120) Modal auxiliary verbs. Writing (p. 121) Write a diary entry

## Objectives

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

**Listening:** Listen to identify Intonation; listen to identify main ideas and supporting details in order to respond appropriately.

**Speaking:** Speak with the correct stress and intonation.

**Vocabulary:** Define the meanings of words associated with photography.

**Grammar:** Explain and use modal auxiliary verbs: will and would.

**Reading And Comprehension:** Read to summarise key ideas, to identify the meaning of words in context, and to answer questions that require factual understanding and inference.

**Writing:** Define records and write a simple record of a day's events as a diary entry.

types of intonation, ask students to work in groups giving each other examples of different words to say and to identify what type of intonation is being used in each instance.

### Activity 1 (SB p. 116)

Say the sentences clearly for students to listen to and emphasise the intonation.

Students must listen and repeat each sentence as their teacher says it.

### Activity 2 (SB p. 116)

Students to work in pairs. Students must write five of their own sentences with falling intonation. They must put in the ∨ to show where their voice would fall. They must work with their partner to practise saying each other's sentences. Some students may struggle with this exercise as English is not their first language.

## Resources

Student's Book (pp. 120–126)

Teacher's Guide

Dictionary

Example of a diary entry

### Evaluation

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

## Listening And Speaking

Discuss intonation by first reading through the information in the textbox on page 116 of the Student's Book. The focus in the text is on falling intonation. Once you've discussed the

## Reading And Comprehension

Before reading the text with students ask them to skim it on their own and then complete Activity 3.

### Activity 3 (SB p. 116)

Students must skim the text and write down in fewer than 20 words what it is about.

#### Answers

Answers will vary but should include:  
Keeping accurate records is very important.  
Records can be kept both on paper and photographically.

### Activity 4 (SB p. 116)

Read the text slowly and carefully while students follow in their Student's Books.

### Activity 5 (SB p. 118)

Students must reread the text on their own and answer the questions about the text.

#### Answers

- There are many types of records, but they all have the same basic functions: to keep information in an organised way and in a safe place so that we can have access to it when we need it.
- A To keep it safe so that it can be used when it is needed
- Words that are used in official documents and procedures.
- A very simple system, if you do not have too many documents, is just to have envelopes or small boxes for each type of document. A slightly more complicated system is to use a file with dividers in it.
- D Because they are records of the past that we can use to understand our history.

#### Evaluation

Select a few students who have not yet had their reading skills assessed. Ask them to prepare two or three paragraphs from the Comprehension text for reading aloud. Give them the criteria from the Checklist for reading aloud on page 9 of this Teacher's Guide. Explain that you will be using these criteria to evaluate their reading aloud skills. Call them up individually and ask

them to read to you. You can use the Rubric for Reading aloud on page 12 of this Teacher's Guide to evaluate their reading. Record the mark in your Record Book.

## Listening And Speaking

Activities 6 and 7 reinforce students' ability to listen to a text in order to comprehend what is being said, and thereafter to respond appropriately. Tell students that the text that you will read to them is a good example of a simple expository text. Ask them to tell you what type of features, therefore, they expect to find in the text that you will read to them. After you read the text, ask students if there were any words that they did not understand. Then, ask students to look up these meanings in their dictionaries so they can add them to their vocabulary notebooks.

### Activity 6 (SB p. 119)

- Students must listen carefully as their teacher reads a text about a camera to them. Students must look at the parts of the camera while their teacher is reading to see if they can identify the parts.
- Students must write down the letters A to I.
- A – memory card door, B – lens, C – on-off switch, D – LCD screen, E – mode switch, F – hotshoe, G – viewfinder, H – zoom lever, I – shutter button.

#### Expository text: Parts of a camera

If you are a beginner, using a digital camera for the first time, follow these instructions

- Open the **memory card door** and insert your storage media card in the correct slot. If you forget to insert your media card, you'll get a 'No Card' message.
- Remove the lens cap from the **lens**.
- Turn the camera on using the **on-off switch**.
- Turn off the **LCD screen**. (You will use the LCD screen as soon as you are familiar with the basic camera operations.)

5. Use the **mode switch** to make sure your camera is set for automatic mode.
6. If the light is not bright enough, you can fit a flash to the **hotshoe**.
7. Bring the camera up to your eye and look through the **viewfinder**. Position the target mark in the centre of the viewfinder on your subject. This will assure that your subject will be in focus.
8. Push the **zoom lever** toward W (wide angle) to shoot wide-angle shots or push it toward the T (telephoto) to zoom in.
9. Press the **shutter button** halfway down gently. A green light should appear next to the viewfinder. Then press the shutter button all the way down. You'll hear a beep when you take a picture. Wait until the green light stops flashing before taking another picture.
10. Turn off the camera using the on-off switch. Your new photograph should appear on your camera's LCD screen.

### Activity 7 (SB p. 119)

Students to work in pairs. Students must compare their answers with their partner's answers.

- a) Students must discuss any difference in their answers until they both agree on what the correct answers are.
- b) Students must share and discuss their answers with their classmates. Provide corrective feedback as needed.

### Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 14 of this Teacher's Guide: Comprehension and Responding.

## Vocabulary

This section tests and expands students' understanding of vocabulary about cameras.

### Activity 8 (SB p. 119)

Students to work in pairs. Students must read and discuss these sentences. Say whether each sentence is true or false. They can use a dictionary to help them if you don't know the meaning of some words.

Correct all the false sentences.

### Answers

- a) Analogue camera: A camera that produces digital images. False. A camera that uses film to take photographs rather than producing digital images.
- b) Darkroom: A room with very little light in it, used for developing photographs from film using chemicals. True
- c) Digital camera: A camera that takes and stores pictures and video in the form of electronic signals. True
- d) Filter: A glass or plastic object that you put on a camera to keep dust out of the lens. True
- e) Flash: A bright light on a camera that flashes as you take a photograph in order to provide enough light; most cameras now have electronic flashes. True
- f) Telephoto lens: A camera lens that makes close objects look smaller and further away. False. A camera lens that makes far away objects look bigger and closer.
- g) Tripod: An object with three legs that is used for supporting a camera. True
- h) Webcam: A camera connected to a computer that produces images that can be seen on a website. True
- i) Wide-angle lens: A lens that gives a narrower view than a normal lens. False. A lens that gives a wider view than a normal lens.
- j) Zoom lens: A piece of equipment that makes a camera work faster. False. A lens that makes objects far away seem closer than they really are.

## Grammar Structure

This section introduces the use of modal verbs ‘will’ and ‘would’. Read through the information in the grammar box on page 120 of the Student’s Book. Test students’ understanding of the explanation by asking them to provide additional examples. Provide corrective feedback as needed.

### Activity 9 (SB p. 121)

Students must choose the correct word in brackets and rewrite each sentence. Work through the correct answer a whole-class activity and ask students to explain their choices. Provide corrective feedback as needed.

### Answers

- I feel tired. I think I **will** go to sleep now.
- He left a few minutes late, unaware that the delay **would** save his life.
- If you get into trouble, I **won’t** help you.
- Would** you like steak or chicken?
- I don’t think we **will** ever win the game.
- If you asked me, I **would** say you should go.
- I am hungry. I **will** get something to eat.
- It **would** appear that I was wrong.

## Writing

Talk about records and their purpose. Then speak about diaries as a type of record and the special purpose it has. Read through the information on page 121 of the Student’s Book. Then, show students an example of a diary entry. Ask them if they can pick out the features in this diary entry that match those listed in the Student’s Book. Provide feedback as needed.

### Activity 10 (SB p. 121)

Students must use the guidelines provided to write a diary entry about the events of a day at school. Answers will vary but students should understand that diary entries are brief and factual.

#### Evaluation

**Student Evaluation:** Students can use the example diary entry and the guidance in the Student’s Book as a checklist.

**Teacher Evaluation:** There is no rubric for a diary entry in this Teacher’s Guide. Use the information in the Student’s Book to create a rubric for marking.

## MODULE 7

# Leisure And Sport

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student’s Book	Speaking (p. 122) Intonation: rising tune and falling tune	Listening And Comprehension Listening to and giving directions	Reading And comprehension (p. 123) Read about sport in Nigeria and answer questions	Vocabulary (p. 126) Words to do with sports	Grammar Structure (p. 127) Phrasal verbs Writing (p. 126) Write a summary

## Objectives

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

**Listening:** Listen to identify Intonation; listen to directions in order to follow them correctly.

**Speaking:** Speak with correct Stress and Intonation; give directions correctly.

**Grammar:** Explain and use modal auxiliary verbs ‘can’ and ‘could’.

**Vocabulary:** Use idioms to show understanding of their meanings.

**Reading And Comprehension:** Read to identify and differentiate main ideas and supporting details; to identify the meanings of words in context and use them in different contexts; and to summarise passages.

**Writing:** Write a summary using the correct structure, tense form and language.

## Resources

Student’s Book (pp. 127–134)

Teacher’s Guide

Dictionary

Pictures of men participating in Dambe (if you can get hold of them)

## Listening And Speaking

This section continues from Module 6, which focused on falling intonation.

Read through page 122 with students and remind them of previous work covered. The focus in this section is on Rising Intonation, including Dipping and Peaking. Provide students with additional examples so they can practise these different forms of rising intonation as a whole class activity.

### Activity 1 (SB p. 122)

Students must listen as you say the sentences and then repeat them. Ask them to identify which type/s of intonation is/are being used in each sentence.

#### Evaluation

Teachers can use the rubric Listening and Speaking skills/Stress and Intonation on page 13 of this Teacher’s Guide.

## Reading And Comprehension

The focus in this section is on students’ ability to scan for information, and to identify main ideas and supporting details in addition to answering questions that test their

comprehension of the text. Students should complete Activities 2 and 3 on their own before you read the text with them.

### Activity 2 (SB p. 123)

Students must scan the first 2 paragraphs and write down the topic sentence from each one.

#### Answers

Many different sports are played in Nigeria. Nigeria participates in many local and international sporting events.

### Activity 3 (SB p. 123)

Students must scan paragraphs 3,4,5 and 6 for the main points and write them down. Answers may vary slightly. They must also provide two supporting points for each paragraph.

#### Answers

Paragraph 3: Sports such as Dambe have their roots in Nigerian culture. Dambe is a martial art. Dambe was used by Hausa men to train for war.

Paragraph 4: Dambe has become professional. Dambe is performed at carnivals. Spectators can bet on the participants.

Paragraph 5: In Dambe a fighter uses his arms and legs as weapons. The Dambe fighter’s main weapon is his strong-side fist. The aim of a Dambe fight is to cause the opponent to fall down.

Paragraph 6: The rules of Dambe are straightforward. Dambe doesn’t use weight categories. Dambe fighters are usually evenly matched according to physical size.

### Activity 4 (SB p. 123 )

Read the text through slowly with learners making sure that they understand any unfamiliar words.

Show pictures of men participating in Dambe if you can obtain these. Students then read through the text on their own.

### Activity 5 (SB p. 125)

Students must look at the table and find words similar to those in column A

#### Answers

Popular – well-liked

Martial art – fighting syle

Combat – fighting

Bout – contest

Victorious – champion  
Fist – a clenched hand  
Opponent – adversary  
Surrender – give up  
Motive – reason  
Professionally – for payment

### Activity 6 (SB p. 125)

Answer: False. The goal of Dambe is to get the opponent to fall down.

### Activity 7 (SB p. 125)

Students must choose the most suitable answer for each question.

#### Answers

- B It started when men travelled around the country to put on fighting shows.
- C His strong-side fist.
- D When a part of his body touches the ground.
- B Because they want to get respect.

### Activity 8 (SB p. 125)

Students must choose ten words from the text that are new to them or that they think are interesting.

They must use the words they have chosen to write sentences of their own. Their sentences must show that they understand the meaning of the words. They must underline the words they have chosen.

They must ask their partner to read their sentences. They must explain the meaning of the words they have underlined.

## Writing

Remind students of how to make a summary before they undertake the activity. Remind them that have already completed the preparation for this summary in Activity 3.

### Activity 9 (SB p. 126)

Students must summarise paragraphs 3, 4, 5 and 6 of the article on sport in Nigeria. They must note the following:

- The summary should be between 130 and 150 words long.

- They must include only the main information and the key supporting points.
- They must use their own words, as far as possible.
- They must check their work before handing it in. They must pay attention to spelling, grammar and punctuation.

Remind students to use the Self-Assessment Checklist: Summary to check their work before submitting it.

## Answers

Use this summary example as a guideline. Students' answers will vary.

Model summary (124 words)

Sports such as Dambe have their roots in Nigerian culture. Dambe is a martial art that was used by Hausa men to train for war. Nowadays, Dambe has become professional. It is performed at carnivals and spectators can bet on participants. In Dambe, fighters use their legs and arms as weapons. The Dambe fighter's most important weapon is his strong-side fist. The Dambe fighter aims to get his opponent to fall down during the fight.

Dambe rules are clear and simple. Dambe fighters are matched according to their size, not weight. Dambe fights last three rounds. The fight ends if there is a break in fighting, the fighting becomes too violent, or a fighter manages to get his opponent's body to touch the ground.

### Evaluation

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

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

## Vocabulary

Begin this section by asking students if they know the meaning of the word **leisure**. Ask: is sport always a leisure activity?

### Activity 10 (SB p. 126)

Students must work in groups to discuss the sports listed. They can write a list of any other sports that they know of.

## Activity 11 (SB p. 132 )

Students must read the idioms. For each idiom, they must say:

- Which sport it comes from.
- What it means.
- Students must use each idiom in a sentence to show that they understand what it means.

### Answers

- and b)
  - Tennis – it is now up to you to react or respond
  - Shooting – be in charge
  - Fishing – to forgive someone or to not require that they do what they promised to do
  - Cricket – express support for another person
  - Boxing – say or do something that is unexpected and/or unkind
- Answers will vary, but must be used in a way that shows understanding of the meaning of each idiom.

## Grammar Structure

This section gives students more opportunities to practise their knowledge of Phrasal Verbs, which were covered in Module 5. Revise Module 5 with students before they do the activities.

### Activity 12 (SB p. 127)

Students must choose the correct phrasal verb to join the two sentences. Ask them if they know what each phrasal verb means. Discuss the meanings as a whole-class activity.

### Answers

- give in
- give off
- give up
- give away
- give back

### Activity 13 (SB p. 127)

Students must match up the text in Columns A and B of this table. Then identify the phrasal verb in each sentence and say what it means.

## Answers

- My friends and I were going to party this weekend, but we had to put it off because we have to study. (delay)
- I decided to help the travellers and put them up for the night. (accommodate)
- After a lengthy trial, he was found guilty and put away for 15 years. (imprisoned)
- The young children dressed up in costumes and put on a variety show for their parents. (wore costumes)
- She appreciated the effort her friend put into teaching her how to swim (made; expended)

### Activity 14 (SB p. 127)

Students must copy and complete the table. Answers will vary. Suggested answers are provided below.

### Answers (examples)

- Some people would like to bring back the death penalty. (Reintroduce something that used to happen in the past.)
- My dream would be to bring about peace in the world. (Make something happen)
- The boy wanted to bring up the subject of his pocket money with his father. (talk about)
- Please bring in the eggs from the chicken coop. (fetch)
- When grandma comes to visit my mother brings out the best china. (gets out; displays; uses)

### Activity 15 (SB p. 128)

Students must complete each sentence with the most suitable phrasal verb in the box.

### Answers

- Mr. Ife found it difficult to take in so much news all at once.
- The fact that the team lost does not take away anything from how brilliantly you played.
- What time does your plane take off?
- I know you are busy, but can you please complete this questionnaire? It will not take up a lot of your time.

- e) That hotel is quite full. I wonder if they have enough space to take in any more guests?
- f) Ansi wants to take up swimming next year.
- g) You left the party early last night. Where did you take off to?
- b) The green parts of the map show parks or other green spaces.
- c) The blue line shows a river.
- d) Arrows show one-way roads.
- e) Cres = crescent, Cl = close, St = street, Rd = road.

## Listening And Speaking

Read the information in the Student's Book with students and discuss how to give directions. If time permits, students can work in groups giving each other directions.

### Activity 16 (SB p. 128)

Students must work in groups and study the map of part of Abuja on page 129. They must then answer the questions in their exercise books.

### Answers

- a) ● [blue circle] restaurant  
 ■ [mauve block] hospital  
 ■ [turquoise block] station  
 ■ [orange block] place of interest  
 ● crescent

### Activity 17 (SB p. 129)

Students must create a dialogue giving directions. Listen as they work in pairs to make sure they understand how to interpret a map and give clear directions.

### Activity 18 (SB p. 129)

Students must work in pairs and each must work out a route. They must take turns following each other's routes on a map.

### Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 14 of this Teacher's Guide: Comprehension and Responding.

MODULE

8

## Transport

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking (p. 133) Role-play dialogues	Listening And Comprehension (p. 135) Listen to a speech	And Comprehension (p. 130) Read about road accidents	Vocabulary (p. 132) Words about transport	Grammar Structure (p. 135) Using 'shall' and 'should'. Write about checking in for a flight Writing (p. 134) Write a farewell speech

## Objectives

By the end of this module the student should understand the following skills:

**Listening:** Listen to identify the meanings of words and phrases in context.

**Speaking:** Speak with correct pronunciation, stress and intonation, pitch and pace, and modulation to express meaning when saying a dialogue

**Vocabulary:** Define and use words related to transport correctly and with reference to a dictionary; use phrasal verbs to show

understanding of their meanings.

**Grammar:** Use modal auxiliary verbs correctly: shall, should, will and would.

**Reading And Comprehension:** Read to identify and differentiate between main ideas and supporting details; to identify the meanings of words in context; and to respond to comprehension questions that require factual accuracy and inference.

**Writing:** Write a Summary and a Speech using the correct structures, tense forms, and language.

## Resources

Student's Book (pp. 135–143)

Teacher's Guide

Blackboard, dictionaries

Pictures of different forms of transport

## Reading And Comprehension

Start the lesson by asking students how they get to school. Discuss the problem of overcrowded roads and road accidents. Then read the information in the textbox that revises main ideas and supporting details.

### Activity 1 (SB p. 130)

Students must scan the paragraph and write down the two main points in each paragraph and two supporting points.

### Answers

1. Problems related to road transport  
Main point 1: Nigeria has many road transport problems. Supporting point 1: Road transport problems slow down economic growth. Supporting point 2: Road accidents affect the economy.  
Main point 2: Road accidents cost money.  
Supporting point 1: The country loses skilled workers. Supporting point 2: New people have to be trained to take over their jobs.
2. Road Accidents  
Main point 1: Main cause of road accidents is driving at high speed. Supporting point 1: There are other causes  
Main point 2: We need to reduce the number of road accidents  
Supporting point 1: By training more FRSC staff  
Supporting point 2: And by educating drivers.

3. Poor road engineering  
Main point 1: Nigeria's roads are poorly constructed. Supporting point: Roads deteriorate quickly.  
Main point 2: Poorly constructed roads contribute to the high road accident rate.  
Supporting point: By improving the quality of road design and construction, the road accident rate will be improved.
4. Narrow roads  
Main point 1: Road in rural areas especially are too narrow. Supporting point: Narrow roads increase the risk of collisions.  
Main point 2: Roads should be widened.  
Supporting point: Wider roads will decrease the risk of collisions.
5. Failure of traffic lights  
Main point 1: Traffic lights are often out of order. Supporting point: This is due to poor maintenance and power cuts.  
Main point 2: Traffic lights that are out of order cause confusion and accidents.  
Supporting point: Maintenance of traffic lights will decrease confusion and road accidents.
6. Traffic congestion  
Main point 1: Nigeria has experienced economic growth. Supporting point: The increase in economic growth has led to an increase in the number of cars and hence traffic congestion.  
Main point 2: The roads cannot cope with the increased number of cars on them.  
Supporting point: The road network needs to be expanded/upgraded.
7. Forged driver's licences  
Main point 1: Many people obtain their licences through bribery. Supporting point 1: These people have not passed their driving tests and are dangerous.  
Main point 2: Many officials are corrupt.  
Supporting point: Corrupt licensing officials must be dismissed.

### Activity 2-5 (SB p. 132)

Students must read the passage again carefully and then answer the questions.

### Answers

2. Forged licences, traffic congestion, poorly constructed and maintained roads, faulty traffic lights, and narrow roads (any four).

3. Answers will vary. Possible answers are:
- improve the quality of the roads
  - build more roads to reduce traffic congestion
  - ensure that all drivers have valid licences
  - ensure that all traffic lights are well maintained
  - educate drivers so that they obey the rules of the road
  - increase the number of buses available so that fewer people have to drive
4. a) and b) Model summary (47 words)  
Many of the people killed or injured in road accidents are highly educated and their education has cost money. When they are killed or injured, the investment in their education and training is lost. So too are their skills lost. Replacing these people requires training more people.
5. a) Driver **exhaustion** is a big cause of road traffic accidents in Nigeria.  
b) Vehicle drivers must be educated on the dangers of driving while they are **drunk**.  
c) Many roads have dangerous **flaws**, such as potholes.  
d) Better maintenance is required to ensure that **robots** function properly.  
e) The result is **traffic jams** on the roads.  
f) Some people have used **fraud** to obtain their drivers' licenses **dishonestly**.

## Vocabulary

Students test and expand their vocabulary related to forms of transport.

Form of transport	Purpose	Technology and Design	Advantages	Disadvantages
Bus	Transport people and goods	Made from metal, rubber, glass Has wheels, seats, steering wheel, safety belt, gears, brakes, accelerator, clutch	Faster means of travel than walking More cost-effective than car travel Reduces traffic congestion caused by too many cars on road	Pollution from exhaust fumes Relatively uncomfortable when compared with personal car travel
Train	Transport people, goods and animals	Made from metal and plastics, and glass Wheels, designed to ride on train tracks; electrical or diesel	Cost-effective means of transporting goods, animals and people Safe Fast Electrical trains are more environmentally friendly	Irregular schedules and delays Train stations can be far from where passengers live and need to travel to

## Activity 6 (SB p. 132)

Learners must put the words in the correct columns.

### Answers

Rail	Road	Air	Sea
Train	Bus	aeroplane	ship
platform	bus terminal	airport	port
catch/get on	catch/get on/board	get on/board	embark
station	bus stop	departure gate	quay
journey	journey	flight	voyage
depart/leave	depart/leave	take off	sail
arrive	arrive	land	dock
get off	get off	get off/disembark	disembark
train driver	bus driver	pilot	captain

## Activity 7 (SB p. 133)

Students must choose one of the forms of transport and make a table similar to the example in the book. They should use their dictionaries to look up words for correct spelling. Allow time for students to share their tables with the class.

### Answers

Answers will vary. Suggested answers are as follows.

Aeroplane	Transport people and goods	Made from metal, plastics, glass Wings and engines ensure aeroplane is able to fly	Fastest way to travel Convenient	Expensive Environmentally unfriendly Can be uncomfortable on long flights
Ship	Transport people, goods and animals	Made from metal, plastics, glass Engines and hull ensure ship stays afloat in high seas	Offers scenic voyage for people Very cost-effective way to move goods over long distances	Risk of losses from piracy Takes a long time

### Activity 8 (SB p. 133)

Students must choose the correct phrasal verb to complete each sentence. Once they have completed the exercise, ask them to tell you what each phrasal verb means.

#### Answers

- You (**get on**) a train, bus or airplane to begin your journey. (move from platform or tarmac into the train, bus or aeroplane)
- You (**get into**) a car or taxi. (move from pavement into the car or taxi)
- When you have reached your destination, you (**get off**) the bus. (move from bus to pavement)
- When you have reached your destination, you (**get out of**) the taxi. (move from taxi to pavement)

### Listening And Speaking

Before beginning this activity, discuss dialogue with students and explain how using different intonations can add meaning and interest to the dialogue. Ask students to tell you about the different types of intonation they have learnt about this term (rising and falling).

#### Activity 9 (SB p. 133)

Students must read and role-play the dialogue. Allow time for students to watch each other's role-plays, or pick one or two for students to watch.

#### Evaluation

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

### Writing

Before beginning the activity ask students if any of them have flown on an airplane. Ask them to describe the experience to the class. What was the highlight of the flight? What was the worst part of the flight?

#### Activity 10 SB p.134 )

Students must use the key words and the guidelines to write a summary of how to check in for a flight. Refer students to the Self-Assessment Checklist: Summary and remind them to use the checklist to check their work before submitting it.

#### Evaluation

Student Evaluation: Students can use the Self-Assessment 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.

### Listening And Speaking

Remind students of what they learnt in Term 1, Module 9 about how to present speeches. Talk about the reasons for formal speeches and the ways in which a formal speech differs from an informal speech.

#### Activity 11 (SB p. 135)

Students to list the reasons for giving a formal speech. Examples: weddings, birthdays, school leaving etc.

#### Activity 12 (SB p. 135)

Students must do the following:  
Listen as you read a speech that was given when a new transport hub was opened.

- a) Match each excerpt from the speech in Column A with the feature that it illustrates in Column B.
- b) Compare their completed table with a partner's completed table.

### Speech

Distinguished guests, ladies and gentlemen, parents, students and members of the media, thank you for joining me this afternoon as we mark an important step in the development of our community.

Nearly five years ago, a group of parents had a dream of getting this community connected with other communities in the region in order to bring about a shared transport system that would be reliable and regular. They believed that this would help local economic development and that it would make access to school so much easier for students scattered across the region.

However, the local authorities, although supportive of the idea of a transport hub that would coordinate all transport in the region, maintained they did not have the money or the manpower. This frustrated the parents. In fact, I recall one parent a few years ago who threw his watch across the field. When I asked him why he had done this, he said he was impatient to see the transport hub open and so he wanted to make time fly!

The parents eventually decided to take over the project and provide whatever money, materials and labour they could. Within two years, they managed to achieve what the local authorities could not. Consequently, we now have a transport hub that is fully computerised and able to track and monitor all transport movement in the region. Transport problems, such as late arrivals, breakdowns, changes of routes and so on, are a thing of the past. People in the region can now plan their journeys with precision. Time and fuel can be saved, and students will no longer have any excuse for arriving at school late! It is my great privilege to thank all those who turned a dream into reality, and I am honoured to declare the Independence Transport Hub open. Thank you.

## Answers

**Introduction:** Distinguished guest, ladies and gentlemen, parents, students and members of the media ...

**Anecdote:** In fact, I recall one parent a few years ago who threw his watch across the field. When I asked him why he had done this, he said he was impatient to see the transport hub open and so he wanted to make time fly.

**Start of the body:** Nearly five years ago, a group of parents in this community had a dream to

**Information:** Consequently, we now have a transport hub that is fully computerised and ...

**Conclusion:** It is my great privilege to thank all those who turned a dream into reality and I am honoured to declare the Independence Transport Hub open.

### Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 14 of this Teacher's Guide: Comprehension and Responding.

## Grammar Structure

Read through the grammar box on using 'shall' and 'should' with students and explain their use and interchangeability with 'will' and 'would'.

### Activity 13 (SB p. 141 )

Students must copy and complete each sentence with 'shall', 'should', 'will' or 'would'. (There may be more than one correct answer.)

### Answers

- a) You look cold. Should I close the window for you?
- b) It's cold. I will close the window.
- c) To keep fit, you should exercise regularly.
- d) If she had more free time, she would join a book club.
- e) Should you need further information, please don't hesitate to contact us.
- f) Let's go for a walk, shall we?
- g) I don't like those people and I shan't go to their party.

- h) Will you lend me your dictionary?
- i) People with high cholesterol should eat low-fat foods.
- j) We will/should arrive home by 10 p.m.

### Activity 14 (SB p. 136)

Students must use any of the modals they have learnt about and rewrite these sentences to make them sound more polite. Answers may vary.

### Suggested Answers

- a) You should be there on time.
- b) Will you get that book for me?
- c) I would like more time to finish my homework.
- d) Would you give me the dictionary?
- e) You should go to the lecture.

### Writing

You have already discussed the elements of a formal speech earlier in this module. This section teaches students how to write a farewell speech.

Read through the information box with students and ask for examples of when a farewell speech might be needed.

### Activity 15 (SB p. 136)

Students read and discuss the farewell speech. Point out to them that they must pay special attention to the different parts of the speech as indicated in the table.

### Activity 16 (SB p. 136)

Students must select one of the options given and write a farewell speech of between 75-100 words. There is no self-evaluation checklist for this writing task. Students therefore refer to the information in the Student's Book when they plan and check their work. Alternatively, you can use this opportunity to create a checklist as a whole-class activity on the basis of the information in the Student's Book and the Rubric: Speech.

#### Evaluation

**Student Evaluation:** Students can use the information in the Student's Book or a checklist created in class.

**Teacher Evaluation:** Teachers can use the Rubric: Speech on page 15 of this Teacher's Guide.

## MODULE 9

# Democracy Versus Military Rule

### Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking (p. 139) Contrasting consonant sounds	Listening And Comprehension (p. 141) Listen to poems and answer questions	Reading And Comprehension (p. 142) Read an excerpt from 'Half a Yellow Sun' and answer questions	Vocabulary (p. 146) Words to do with politics	Grammar Structure (p. 145) Punctuation marks Write an argumentative composition

### Objectives

By the end of this module the student should understand the following skills:

**Listen:** Listen to identify Consonant sounds.

**Speak:** Identify and pronounce Consonant sounds correctly.

**Grammar:** Revise and use punctuation to show

understanding of the correct use of punctuation and its impact on meaning.

**Vocabulary:** Use vocabulary related to socio-politics and to show understanding of the difference between and meaning of Nigerian English and Standard English.

**Reading And Comprehension:** Read to identify key words and to summarise texts; to identify the meanings of words in context; and to answer comprehension questions.

**Writing:** Write an Argumentative Essay using the correct structure and language.

## Resources

Student's Book (pp. 144–152)  
Teacher's Guide  
Blackboard, dictionaries

## Listening And Speaking

Remind students about consonants and vowels. Read through the information in the textbox on page 139 of the Student's Book.

### Activity 1 (SB p. 139)

Students must read how to make the /f/ and the /z/ sounds. They must listen to you as you read the words in the table and then work with a partner to practice pronouncing the words correctly. Use the diagrams and the supporting text in the Student's Book to explain the pronunciation to students.

### Activity 2 (SB p. 140)

Students must read how to make the /θ/ and the /ð/ sounds. They must listen to you as you read the words in the table and then work with a partner to practice pronouncing the words correctly. Use the diagrams and the supporting text in the Student's Book to explain the pronunciation to students.

### Activity 3 (SB p. 140)

Students must say some of the words after the teacher, and then write down the word as well as the symbol to show what sound they hear: /z/, /θ/, /ð/ or /f/.

## Activity 4 (SB p. 140)

Students must copy the sentences and underline sounds. In pairs, they must take turns to read the sentences aloud, pronouncing all of the words correctly. They must then write four of their own sentences using words with each of the sounds.

## Answers

- a) Underline words with the /θ/ sound in these sentences.
  - i) Thank you for driving back and forth this month.
  - ii) She is grateful for her health and strength.
- b) Underline words with the /ð/ sound in these sentences.
  - i) I rather like this weather.
  - ii) Neither his father nor his brother plays soccer.
- c) Underline words with the /z/ sound in these sentences.
  - i) The conclusion reached is that we saw a mirage.
  - ii) She has an aversion to animals in enclosures.
- d) Underline words with the /f/ sound in these sentences.
  - i) He put his dirty shoes and shirt in the shed.
  - ii) She sat in the chair eating chips and chocolates.

## Listening And Speaking

### Activity 5 (SB p.141)

Students must read the poem out loud to each other.

## Answers

- a) False
- b) i) A method  
ii) C something  
iii) A together  
iv) B mansion

### Activity 6 (SB p. 141)

Students must read the poem out loud in pairs.

## Answers

- a) i) False  
 ii) True  
 iii) True  
 iv) False  
 v) True
- b) i) THROATED A throw  
 ii) OCEANS A sugar  
 iii) LARGE C frog  
 iv) THROUGH C therefore  
 v) MOUTH A thousand

### Evaluation

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

## Reading And Comprehension

Use this opportunity to discuss the role of writers in recording history, albeit in fiction. Students must complete Activities 7 and 8 before you read the passage with them.

### Activity 7 (SB p. 142)

Students must skim the extract and work out what it is about. They must write down their answers in fewer than 20 words. Answers will vary but should include that it is about a rural boy going to work as a houseboy.

### Activity 8 (SB p. 142)

Students must scan the text for keywords. These should include words about food, hunger, appliances, nervousness, and so on.

### Activity 9 (SB p. 144)

Students must match the word in column A with the most suitable meaning in column B. Ask them to use their dictionaries.

### Answers

Column A	Column B
good fortune	lucky chance
held back	stopped himself
crammed	completely filled

slanted	at an angle; not straight
oblivious	not aware
lustrous	shiny
complexion	colour of his skin
youthfully capable	having the ability of a young person
siblings	brothers or sisters
feminine	womanish

### Activity 10 (SB p. 144)

#### Answers

Master's Igbo felt feathery in Ugwu's ears means: b) Master's pronunciation of Igbo sounded funny to Ugwu.

### Activity 11 (SB p. 144)

#### Answers

Answers will vary. Possible answers are as follows:

- he does not know how to turn on a tap,
- he has never seen a fridge before,
- he feels the cement walls because they are so different to his mother's mud hut walls.

### Activity 12 (SB p. 144)

#### Answers

Answers will vary but could include:

- he reads
- he wears slippers and has clean feet
- he knows how to use a tap
- he has a full fridge.

## Grammar Structure

Read through the grammar box with students. This section revises previous work on punctuation. Emphasise the impact that punctuation has on meaning. As a fun exercise you could ask students to punctuate the following sentence: A woman without her man is nothing. And then discuss the differences in meaning. (Woman: without her, man is nothing. OR Woman without her man is nothing.)

### Activity 13 (SB p. 145)

Students must work in pairs and discuss how the meanings of the sentences change with the addition of the comma. They should be able to understand this. Give extra practice to students who do not understand.

### Activity 14 (SB p. 146)

Students must add full stops, question marks and/or commas to the sentences in the correct places.

#### Answers

- a) Would you like to order *akara, suya, shuku-shuku, dodo-ikire, kulinkuli*, or peanut soup?
- b) Niyi Ofeimun, a journalist at the *Big City Times*, recently wrote an article on that subject.
- c) The camping site, once we finally found, it was very nice.
- d) Honestly, why would you ever think that?
- e) You will be joining us for dinner, won't you?
- f) He walks to work every day, talks to clients, makes appointments, has afternoon meetings and then walks back home.
- g) She asked, 'Can't we talk about this?'
- h) While I was washing, the goat butted the tree.
- i) He was a difficult, stubborn child.

### Activity 15 (SB p. 146)

Using only commas and/or full stops, students must punctuate each sentence to give it a different meaning.

#### Answers

- a) The king walked and talked. Half an hour after, his head was cut off.
- b) The beer, barrels and the wine glasses were gone. The beer barrels and the wine glasses were gone.
- c) He went to dinner with Dorcas, his girlfriend and his secretary. He went to dinner with Dorcas, his girlfriend, and his secretary.

## Vocabulary

This section expands students' socio-political vocabulary, and draws attention to the differences between Nigerian and Standard English.

### Activity 16 (SB p. 146)

Students must discuss the definitions and make sure they understand the meanings of the words. You can ask them to make up extra sentences using the words, if time permits. Encourage the use of dictionaries.

### Activity 17 (SB p. 147)

Once students have completed the activity, ask them to provide other examples of Nigerian English and their Standard English equivalents. Ask: in what situations is it acceptable to use Nigerian English?

#### Answers

- a) I don't hear English.  
iii) I don't understand English.
- b) John is my senior brother.  
v) John is my older brother.
- c) I will show you pepper.  
iv) I will deal with you.
- d) Mrs Johnson is a been-to.  
i) Mrs Johnson has travelled overseas.
- e) We were in the go-slow for hours.  
ii) We were caught in a traffic jam.

## Writing

Revise the key features of argumentative compositions with reference to the information in the Student's Book and the Self-Assessment Checklist: Argumentative Essay that you gave to students earlier in the year.

### Activity 18 (SB p. 147)

Students must choose one of the topics and write an Argumentative composition. Before beginning they must copy and complete the table. They must then use this as a plan for the composition. Encourage students to use the Self-Assessment Checklist: Argumentative Essay to check their work before submitting it.

#### Evaluation

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

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

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking (p. 148) Pronunciation Silent letters	Listening And Comprehension (p. 150) Listen to a text and identify homophones	Reading And Comprehension (p. 149) Read and answer questions about saying what you mean	Vocabulary (p. 148) Words about correct speaking and writing Homophones	Grammar Structure (p. 151) Punctuation marks. Writing (p. 153) Revise writing an informal letter

### Objectives

By the end of this module the student should understand the following skills:

**Listening:** Listen to identify Vowel and Consonant Sounds, and Homophones.

**Speaking:** Pronounce Vowel and Consonant Sounds correctly.

**Vocabulary:** Identify and explain homophones, and use them correctly to show understanding of their meaning in context.

**Grammar:** Use the apostrophe correctly to show understanding of meaning.

**Reading And Comprehension:** Read to identify the meanings of words in context and to answer related comprehension questions.

**Writing:** Write an Informal Letter using correct structure, layout and language.

### Resources

Student's Book (pp. 153–159)

Teacher's Guide

Blackboard

Dictionaries

### Listening And Speaking

This section revises the pronunciation of difficult words and selected vowel and consonant sounds. Monitor students' pronunciation as they do the activities in pairs.

### Activity 1 (SB p. 148)

Students must work in pairs to say each word set aloud. They must identify which word is pronounced differently from the other words.

#### Answers

- though
- door
- moor
- chemist
- tough
- nought
- comb

### Activity 2 (SB p. 148)

With their partner, students say each word aloud and identify the silent letter or letters.

#### Answers

- know (k is a silent letter)
- subtle (b is the silent letter)
- bomb (b is the silent letter)
- psychology (p is the silent letter)
- muscle (c is the silent letter)
- half (l is the silent letter)
- autumn (n is the silent letter)
- honest (h is the silent letter)
- daughter (g is the silent letter)
- island (s is the silent letter)
- wrestle (w is the silent letter)

### Activity 3 (SB p. 148)

Students must look up the meanings of the words and take turns pronouncing them.

#### Evaluation

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

## Vocabulary

Read through the information box about homophones and explain homophones to students. Emphasise that homophone means same sound. If time permits, allow students to find some homophones on their own and then have a class quizz.

### Activity 4 (SB p. 149)

Students must work in pairs. They must read each sentence aloud. Then they must choose the correct homophone or homophones to complete each sentence. Students can use their dictionaries.

#### Answers

- She chose (**two**) books (**to**) give him for his birthday.
- Trespassers will be (**caught**) and arrested on (**sight**).
- I (**saw**) the eagle (**soar**) high above the clouds.
- The nurse put an IV drip in his (**vein**).
- The dog's muddy (**paws**) made marks all over the clean floor.
- (**Where**) is the new kitchen (**ware**) that I bought yesterday?
- My neighbour's family (**prays**) at every meal time.
- The artist used a brush and (**palette**).
- He bought (**four**) tickets to the show (**for**) himself and his friends.

### Activity 5 (SB p. 149)

Students must study the homophones for homework in preparation for a test. Schedule the test for a suitable period during the course of this week.

## Reading And Comprehension

### Activity 6 (SB p. 149)

Read the text while students follow in their Student's Books. Student then read the text on their own. Tell them to look out for the homophones in the text as they read it.

### Activity 7 (SB p. 150)

Students must do the following:

- Identify all the homophones that are spelt differently and have different meanings, but have the same pronunciation.
- Rewrite the text, correcting all the incorrect homophones.
- Find all the homophones that have the same spelling and the same pronunciation, but that have different meanings.
- List these homophones in a table and give their meanings.
- Use each of the homophones in the table in sentences to make their different meanings clear.

#### Answers

The homophones are highlighted in the text. The correct homophone is underlined.

Always say what you mean

"Please say what you mean," Ife pleaded with his best friend, Emmanuel. Emmanuel **staired/ stared** at his friend and wondered what on earth Ife was talking about. They had not seen each other **four/for** a **hole/whole** **weak/week** and he could not remember saying something to Ife that he did not mean.

"What do you mean, **deer/dear** friend?"

Emmanuel asked Ife. "I always say what I mean. In addition, I have not seen you for at least seven days, so I have **know/no** idea what you are talking about!"

“Really, Emmanuel!” replied Ife. “Surely you have not forgotten that you told me to *park* my car next to the sign in front of the *bank* in the town square and *watch* for you to arrive at around two in the afternoon?”

“Oh dear, my friend,” Emmanuel said, “I told you to meet me in the *park* near the *bank* of bush that grows around the two trees so that you could sign the insurance form for the new watch I bought for you.”

“What?” replied Ife. “Did you really by/buy me a new *watch* and tell me to meat/meet you in the park?”

“Yes, my dear friend ... I always say what I mean and that is what I said,” responded Emmanuel. “I wood/would never tell you something I did not mean.”

“Oh, that’s sew/so grate/great,” said Ife, relieved. “Always saying what you mean is the best weigh/way to keep a friendship honest and true and see a relationship threw/through difficult times.”

“I agree,” said Emmanuel, and through/threw the new *watch* to Ife who court/caught it, laughing allowed at how silly he had bean/been.

## Answers

- staired/stared; four/for a hole/whole weak/week; deer/dear; know/no; meat/meet; wood/would; sew/so; by/buy; grate/great; weigh/way; threw/through
- The correct homophones are underlined in the text above.
- bank; watch; park
- 

bank	Noun: place where money is held	Noun: a raised piece of ground
watch	Verb: to look at	Noun: a time piece
park	Verb: to park a car	Noun: a green space

- Students’ answers will vary.

## Reading Evaluation

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

## Listening

### Activity 8 (SB p. 150)

Explain to students that you are going to read a text to them and they must listen for the homophones on page 150.

Student A: What is your biggest wish for our country?

Student B: My biggest wish is that everyone in the whole of Nigeria will live in peace.

Student A: How do you think we can manage that?

Student B: Well, I think we should never be afraid to say what mean. I mean, for example, it is horrible if people speak their minds and then get arrested and taken to court for not being patriotic.

Student A: Yes, I agree. They should not be arrested unless they are breaking a law.

Student B: True, but the government must make sure that all laws are fair. I mean, it’s right to have laws that say that people must not steal, but we must never have laws that say that people do not have the right to speak out against problems in our country.

Student A: Yes, if people tow the line out of fear, then we cannot really call them patriotic. The only way is for them to love their country because they are proud of it.

### Activity 9 (SB p. 150)

Students must use the other homophones in sentences of their own to show that they understand their meaning.

Students' sentences will vary.

#### Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 14 of this Teacher's Guide: Comprehension and Responding.

## Grammar Structure

This section continues the work in Module 9 on punctuation. It revises apostrophes, colons, semi-colons and inverted commas. Before starting the activities, read through the information in the grammar box. The punctuation marks are covered in separate subsections, so read each set of information and then have students do the activities that relate to that set of information before proceeding to the next section.

### Activity 10 (SB p. 151)

Students must use apostrophes.

#### Answers

- Our neighbour's car is so old it's about to fall apart.
- She didn't hear her children's cries.
- The students' presentation was very good and the class applauded them.
- My sister's husband is my brother-in-law.
- The team's manager's attitude was affecting all the players' performance.
- I'm afraid I don't know what the problem's cause is.

### Activity 11 (SB p. 151)

Students must rewrite the sentences, choosing the correct word out of the options provided in brackets.

#### Answers

- I didn't go to the party.
- The cat's illness was making its stomach sore.
- That way's the quickest route.
- I thanked the children's mother.
- That is my brother-in-law's new car.

### Activity 12 (SB p. 152)

Before beginning the activity, explain the difference between a colon and a hyphen to students.

Students must copy these sentences into their exercise books, filling in the missing colons and/or semi-colons.

#### Answers

- There is one thing that she will not accept: stupidity.
- He whispered in my ear: "Have you seen the new student?"
- This house has everything I need: two bedrooms, a big kitchen, a backyard and a garage.
- He wanted to see three cities in Nigeria: Lagos, Kano and Abuja.
- I did not finish reading the book; instead, I watched the news.
- I like cows; they give us milk, which tastes good; they give us beef, which also tastes good; and they give us leather, which is used for shoes and coats.
- This first-aid kit includes these items: a torch, an extra set of batteries, a space blanket, gauze, tape and aspirin.
- This week's winners are: Joe from Aba, Abia State; Diane from Zaria, Kaduna State; and Matt from Akure, Ondo State.

### Activity 13 (SB p. 152)

Explain the difference between inverted commas and quotation marks to students.

Students must then punctuate the sentences correctly.

### Answers

- a) Martin Luther King said: “I have a dream”.
- b) Have you seen the movie ‘Diary of a Lagos Girl’ directed by Jumoke Olatunde yet?
- c) I think ‘Billy the Bully’ is Taiwo Odubiyi’s best children’s book.
- d) Yemi Alade’s ‘Johnny’ is a fantastic song.
- e) Wasn’t it Dickens who wrote: “It was the best of times, it was the worst of times”?
- f) What does the word ‘grandiose’ mean?

## Writing

### Activity 14 (SB p. 153)

Students must revise how to write informal letters by referring to Module 8 of Term 1. They should pay particular attention to the following:

- The layout of informal letters
- The language style of informal letters
- The tone of informal letters

In addition, refer students to the Self-Assessment Checklist: Formal and Informal Letters for further guidance.

### Activity 15 (SB p. 153)

Students must choose one of the topics and write an informal letter of about 150 words. They must follow the instructions:

- Brainstorm the possible content of your informal letter.
- Draw up a plan for an informal letter.
- Write a rough draft of an informal letter.
- Edit the rough draft of the informal letter.
- Check that the punctuation is correct.
- Check that the spelling and language structures are correct.
- Check that the layout of the letter is correct.

### Evaluation

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

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

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking (p. 154) Pronunciation Revision of Term 2	Listening and Comprehension Revision of Term 2	Reading and comprehension Read a text "Below the surface of the sea"	Vocabulary (p. 156) Revision of Term 2	Grammar Structure (p. 156) Revision of Term 2

## Objectives

By the end of this module the student should understand the following skills:

**Listening and Speaking:** Identify sounds in words correctly.

**Vocabulary:** Use words and homophones correctly to show understanding of meaning.

**Grammar:** Use punctuation, tense forms, prepositions, phrasal verbs and prefixes.

**Reading And Comprehension:** Read to identify the meanings of words in context, use these words in different contexts, and answer comprehension questions.

**Writing:** Write an Argumentative Essay, or a Speech, or an Informal Letter.

## Resources

Student's Book (pp. 159–163)

Teacher's Guide

Blackboard

Dictionaries

## Listening And Speaking

### Activity 1 (SB p. 154)

#### Answers

- a) i) COUGH - enough
- ii) THRESHOLD - lush
- iii) FRINGE - twinge
- iv) THOUGH - them
- v) HANGED – sang

- b) equal, question, inadequate
- c) i) cabinet
- ii) ordery
- iii) emphasis
- iv) tribalism.
- d) Students must write a sentence with falling intonation. They must put in the ↓ to show where the voice would fall. (20)

## Reading And Comprehension

### Activity 2 (SB p. 154)

Students read the comprehension text.

### Activity 3 (SB p. 155)

#### Answers

- a) crush – compress
- b) pilot – navigator
- c) rugged – rough, uneven and bumpy
- d) drills – a boring tool
- e) jets – streams

### Activity 4 (SB p. 155)

- a) B The floor of the ocean is difficult to explore because specialised equipment is needed.
- b) C Jacques Piccard and Donald Walsh appeared surprised to find life at that depth.

## Activity 5 (SB p. 156)

### Answers

- a) The enormous pressure deep under the ocean makes deep-sea exploration difficult. **True**
- b) Scientists cannot see outside of the craft. **False**
- c) People have to eat bacteria when they are on a deep-sea exploration mission. **False**
- d) The chemicals emitted by jets of water are damaging to the environment. **False**

## Activity 6 (SB p. 156)

### Answers

- a) The ocean floor could not be explored before 1960 because a suitable craft had not been designed before then.
- b) Answers will vary. Examples: it can dive deeper, it has a video and camera system, it has high-density LED lights, and/or it has robotic arms.

## Activity 7 (SB p. 156)

Students must choose any six words from the passage that are new to them and write a sentence about each one that shows they understand its meaning. (20)

## Vocabulary

### Activity 8 (SB p. 156)

#### Answers

- a) My brother's wife is my sister in law.
- b) My sister's son is my nephew.
- c) Photographs from film are developed in a laboratory using chemicals.
- d) A dictatorship is a government led by one person with dictatorial power.

### Activity 9 (SB p. 156)

Students must write sentences using the homophones. Answers will vary. (14)

## Grammar Structure

### Activity 10 (SB p. 156)

#### Answers

Examples will vary.

Mis – error/in error/incorrectly – misinterpret

Dis – not – disabled

Non – not – nonconforming

Pre – before – predetermined

post – after – posttraumatic

### Activity 11 (SB p. 156)

#### Answers

- a) I leave home every morning at 7 a.m. to walk to school.
- b) How many people live in Lagos?
- c) I will see you at school tomorrow morning.
- d) Do you prefer doing your homework in the afternoon or at night?
- e) My mother is at work her office on the tenth floor.

### Activity 12 (SB p. 157)

#### Answers

- a) She is drawing up a questionnaire. (Present continuous)
- b) I have never been overseas. (Present perfect)
- c) What time did you arrive at the party last night? (Past simple)
- d) Does the sun rise earlier in summer than in winter? (Present simple)

### Activity 13 (SB p. 157)

#### Answers

- a) It would appear that I was wrong.
- b) She could sing very beautifully when she was younger.

### Activity 14 (SB p. 157)

#### Answers

- a) Will you please go with your mother?
- b) Would you like some more tea?
- c) Please can you lend me some money?

## Activity 15 (SB p. 157)

### Answers

- a) She said: “ You mustn’t always let your brother tell you what to do”.
- b) The teacher asked: “Have you chosen your career yet? There are so many to choose from; like medicine, teaching, dentistry, law, journalism and politics.”

## Activity 16 (SB p. 157)

### Answers

- a) It was late so I cut across the field to save time.
- b) When the football ground got full, the gatekeepers started to **turn away** people who were still trying to get in.
- c) Did you **find out** how much the ticket to the concert costs? (46)

## Writing

### Activity 17 (SB p. 157)

#### Evaluation

Teacher Evaluation: Teachers can use the Rubrics: Argumentative Essay on page 18, Formal and Informal Letters on page 22 and Speech on page 15 of this Teacher’s Guide.

(50)

**Total: 150**

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking (p. 158) Revision of Term 2	Listening And Comprehension (p. 163) Revision of Term 2	Reading And Comprehension (p. 158) Revision of Term 2	Vocabulary (p. 162) Revision of Term 2	Grammar Structure (p. 161) Writing (p. 163) Revision of Term 2

## Objectives

By the end of this module the student should have understood and consolidated work completed in Term 2.

**Reading And Comprehension:** Read to identify main ideas and supporting details, and the meanings of words in context, and answer comprehension questions that require factual accuracy and inference.

**Listening And Speaking:** Listen to identify pronunciation and syllable stress; speak with the correct pronunciation and stress on syllables.

**Grammar:** Identify and use correctly to show understanding of meaning and function: Prepositions, Phrasal Verbs, Verb Tenses and Punctuation.

**Vocabulary:** Explain and identify homonyms, synonyms and antonyms, and use these correctly; identify commonly misspelt words and spell these correctly.

**Writing:** Write an Argumentative Essay, Semi-Formal Letter or Farewell Speech using the correct structure and/or layout, and language.

## Resources

Student's Book (pp. 158–163)  
Teacher's Guide  
Blackboard  
Dictionaries

## Speaking And Listening

Revise the work on identification of consonants and identification of stress on syllables with

students before they complete Activities 1 and 2. Use this as an opportunity to monitor pronunciation as students work in pairs to complete the activities.

### Activity 1 (SB p. 158)

Students must read the words in capital letters. The consonant sounds have been underlined.

They must choose a word from each list with the same consonant sound.

### Answers

- STATION B decision
- ZEBRA B does
- HAND C high
- STOMACH B rock
- THANKS B weather
- CLEVER A duckling

### Activity 2 (SB p. 158)

Students must say the words in the box. They must think about the number of syllables in each word. They then copy the table and write the words in the correct columns to show they know on which syllable each word is stressed.

### Answers

Words that have the first syllable stressed	Words that have the second syllable stressed
Hollow	Collapse
Hospital	Display
Rocket	Complain

Motel	Disagree
Argue	Relief
Person	
Water	

## Reading And Comprehension

This section revises the reading skills that students have acquired during Term 2.

### Activity 3 (SB p. 158)

Students must skim the article and write what the article is about in no more than 15 words. Answers will vary, but students should understand that the articles is about the space race.

Similarly, students must write a suitable heading of no more than 8 words.

### Activity 4 (SB p. 158)

Students scan the text in order to identify the topic sentence and supporting sentence or sentences. Answers will vary. Suggested answers are as follows:

### Answers

Paragraph 1: Topic - People have always been curious about the night sky and outer space.

Supporting details - 1. People wondered about what the planets looked like. 2. People wondered if there was life in outer space.

Paragraph 2: Topic – In 1961 Russia’s space launch provided an opportunity to answer these questions. Supporting details 1. The rocket was called Vostok 1 and the cosmonaut was Yuri Gagarin. 2. The rocket made one orbit of Earth.

Paragraph 3: Topic – The Americans also attempted to launch spacecraft in 1961.

Supporting details 1. Their first rocket, Mercury 1 with astronaut Alan Shepherd, launched 3 weeks after Vostok 1, was unsuccessful. 2. Their second rocket, Mercury II, with astronaut Glenn, in February 1962 was successful.

Paragraph 4: Topic – Russia and America competed strongly to be the first country to send a rocket and person to the Moon. Supporting details 1. America announced it would send someone to the Moon by 1970. 2. Russia

worked in secret. 3. Russia sent the first woman, Valentina Tereshkova, to the Moon.

Paragraph 5: Topic – Both countries experienced setbacks in 1967. Supporting details 1. The Russian spacecraft, Soyuz, crashed and killed a cosmonaut. 2. America’s Apollo II caught fire and three astronauts were killed. 3. Both countries suspended their space programmes for 18 months.

Paragraph 6: Topic – Both countries resumed the space race in October 1968. Supporting details 1. Russia sent two spacecraft (one manned) into space. 2. The USA sent three Apollo spacecraft into space and by the end of 1969 looked set to be able to land on the Moon.

Paragraph 7: Topic – Russia attempted to win the space race , but both of its spacecraft crashed on the Moon. Supporting details 1. The USA successfully landed on the Moon, and two astronauts walked on the Moon on 20 July 1969. 2. They performed experiments while on the Moon and gathered rocks for analysis on Earth.

Paragraph 8: Topic: The USA continued to send spacecraft and astronauts to the Moon until 1972. Supporting details 1. The USA has subsequently explored other planets, such as Mars.

### Activity 5 (SB p. 158)

Read the article while students follow in their Student’s Books. Then, students read the article on their own before completing Activity 6.

### Activity 6 (SB p. 160)

Students must work out the meanings of words and phrases from their use within the context of the article.

### Answers

- problems, restarted
- C about to
- B unconcerned
- Students must match the words in Column A of this table with the most suitable meanings in Column B.



- d) The Nigerian National Space Research and Development Agency has a number of satellites with various capacities. It also has plans to build a 25 m Optical Radio Telescope in Nsukka to boost its space programme capabilities.

## Vocabulary

Ask students to tell you what homonyms, synonyms and antonyms are before they complete the Vocabulary activities.

### Activity 11 (SB p. 162)

Students choose the word that is a suitable antonym of the word underlined in each sentence.

### Answers

- a) B failures
- b) A worried
- c) C ended

### Activity 12 (SB p. 162)

Students choose the word that is a suitable synonym of the word underlined in each sentence.

- a) C captivated
- b) B pondered
- c) D inquisitive

### Activity 13 (SB p. 162)

Students work in pairs. They decide which word in each pair is spelled correctly. They can use a dictionary to help them if they don't know the answers.

- |               |               |
|---------------|---------------|
| a) acquire    | b) argument   |
| c) calendar   | d) cemetery   |
| e) changeable | f) conscience |
| g) existence  | h) grateful   |

## Activity 14 (SB p. 163)

Read these five sentences to students. Students then choose the homonym that suits the meaning of the sentence. The options are provided in brackets below, with the most suitable choice underlined.

- a) Did you (here/hear) the news that Osman was selected for the astronaut-training programme?
- b) I wonder if (won/one) day people will be able to live in outer space?
- c) The USA space programme to land on the moon had two setbacks, and Russia's programme had two (two/too).
- d) Both the USA and Russia wanted to get to the Moon first, but the USA got (their/there) first.
- e) The surface of the Moon is very much like a (desert/dessert).

## Writing

Revise the different types of compositions, letters and speeches with students.

### Activity 15 (SB p. 163)

Students choose one of the topics (A, B or C). They write an Essay, Speech or Letter that is about 250 words long. Refer students to the Self-Assessment Checklists that you provided in Terms 1 and 2. Students must use these Checklists during their planning, writing and checking phases.

### Evaluation

**Student Evaluation:** Students can use the Self-Assessment Checklists: Argumentative Essay on page 10, Formal and Informal Letters on page 11 and Speech on page 9 of this Teacher's Guide.

**Teacher Evaluation:** Teachers can use the Rubrics: Argumentative Essay on page 18, Formal and Informal Letters on page 22 and Speech on page 15 of this Teacher's Guide.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking (p. 164) Spoken oral composition – narrative: 'A day I will never forget'	Listening And Comprehension (p. 168) Understand an advert: protect your family from crime!	Reading And Comprehension (p. 164) Read a text about advertising and answer questions	Vocabulary (p. 168) Words about advertising	Grammar Structure (p. 167) Adjuncts. Writing (p. 170) More about summary writing

### Objectives

By the end of this module the student should understand the following skills:

**Listening:** Listen to identify main ideas and details, and to answer comprehension questions.

**Speaking:** Narrate a story.

**Reading And Comprehension:** Read to identify the meanings of words and phrases in context, and to answer comprehension questions.

**Vocabulary:** Identify the meaning of words in context and use words related to advertising.

**Grammar:** Explain and identify adjuncts, and write sentences with own examples correctly.

**Writing:** Write a summary using the correct language and tense form.

### Resources

Student's Book (pp. 164–170)

Teacher's Guide

Blackboard

Dictionaries

### Speaking And Listening

Revise the features of a narrative story with students and allow time for students to tell short narratives about an event. Ask students if there are any differences between writing a narrative and telling a narrative story. Draw attention to the importance of good speech (pronunciation, pitch and pace, and other features of good

speech). Tell students that sometimes we must shorten a story in order to hold the audience's interest.

#### Activity 1 (SB p. 164)

Students must think of a special day that they will never forget. Students use the guidelines in the Student's Book and the Self-Assessment Checklist: Narrative Essay to make notes about this day.

#### Activity 2 (SB p. 164)

Students work in pairs. They tell each other a story entitled 'A special day I will never forget'. Walk around the class to check on progress.

#### Evaluation

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

**Teacher Evaluation:** Teachers can use the following section from the Rubric: Listening and Speaking Skills on pages 13–15 of this Teacher's Guide, Narrating.

### Reading And Comprehension

Students complete pre-reading activities using skimming and scanning techniques and vocabulary skills. They then read the article and answer graded comprehension questions.

### Activity 3 (SB p. 164)

Students skim the article. They describe what it is about in 15 words or less, including three points in their answers. Answers will vary. Students should understand that the text is about advertising and its emergence as part of the business world of Nigeria.

### Activity 4 (SB p. 164)

- Students copy the table and write down the meanings of words in Column B
- Students scan the text to find the words.
- Students work out what the words mean in context and write their meanings in Column C. Answers will vary.

### Answers

Column A	Column B	Column C
Diverse	showing a great deal of variety; very different	Same as in Column B
Target	a person, object, or place selected as the aim of an attack	People or groups of people that advertisers try to market goods and services to.
Offending	cause to feel upset, annoyed, or resentful	Same as in Column B
Emergence	the process of coming into existence or prominence	Same as in Column B
Spotty	marked with spots	Erratic
Decade	a period of ten years	Same as in Column B
Crucial	decisive or critical, especially in the success or failure of something	Same as in Column B
Attentive	paying close attention to something	Same as in Column B
Fitful	having an erratic or intermittent character	Same as in Column B
Socialising	mix socially with others	Same as in Column B

- Students use the questions to discuss their answers in Columns B and C.

### Activity 5 (SB p. 165)

Students read the article slowly and carefully on their own.

### Activity 6 (SB p. 166)

Students state if these statements are true or false.

### Answers

- The Nigerian population is very similar. **False**
- Skillful advertising is offensive to consumers. **False**
- As Nigeria's middle class has grown, so has its advertising industry. **True**
- Because the government no longer controls banks so strictly, banks are allowed to offer different products and services to clients. **True**

### Activity 7 (SB p. 166)

Students choose the best answer (A, B or C) for each of the questions.

### Answers

- A So that they do not make adverts that go against the values of religious or ethnic groups.
- C Because businesses are spending a lot on advertising to get consumers to buy their products instead of their competitors' products.
- B the amount of money advertising business spend on making adverts.
- A like talking a lot, but make decisions about what to buy based on price.
- B The supply of electricity is very unreliable.

### Grammar Structure

Discuss adjuncts with students by working through the information in the grammar box on page 167 of the Student's Book. Emphasise the types of adjuncts and that adjuncts can be removed without changing the grammatical

sense of the sentence. Ask students to provide additional examples or provide additional examples as needed before they complete Activities 8 and 9 individually.

### Activity 8 (SB p. 167)

Students identify the adjuncts in the sentences and say what kind each one is. The first one has been done for them.

### Answers

- The alarm went off again yesterday. (adverbial phrase)
- Here the situation is completely different. (adverbial phrase)
- Expect the tent to leak because it's been in my garage for years. (adverbial phrase)
- I saw her last week at netball practice. (adverbial phrase)
- She went to school in Lagos. (prepositional phrase)
- We've agreed to meet the day after tomorrow. (prepositional phrase)
- He tightened the screw with a screwdriver. (adverbial phrase)
- Suddenly, the door opened. (adverbial phrase)
- Unfortunately the professor wants to retire this year. (noun phrase)

### Activity 9 (SB p. 167)

Students write five of their own sentences using adjuncts. In each case, they underline the adjunct and say what kind it is.

### Listening

Explain the key features of advertisements by reading and discussing the information in the textbox on page 168 of the Teacher's Guide.

### Activity 10 (SB p. 168)

Students listen as their teacher reads an advertisement to them. Then they answer the questions about the advertisement.

### Protect your family from crime!

Install a Super Detection Alarm TODAY!

The latest statistics show that criminals are targeting families while they are in their homes. Make sure your family is safe when you are not there to protect them. Install the Super Detection Alarm today. The Super Detection Alarm uses state-of-the-art technology, which is able to detect the sound of breaking glass. As soon as this happens, not only will the Super Detection Alarm instantly warn you that your home has been invaded; it will also automatically phone the police so that you will be safe.

The Super Detection Alarm is available right now for the low, low price of N35 300 00 – a very small price to pay to ensure the safety of your family.

The Super Detection Alarm is easy to install, or we can install it for you at a small charge.

The Super Detection Alarm comes with a 30-day money back guarantee if you are not 100% satisfied with this amazing product.

Don't delay, phone 082 496194876 today to order your Super Detection Alarm and make sure that you and your family do not become another crime statistic.

- 7 – to make sure the reader remembers the name of the product.
- By reminding the reader about crime levels.
- Detects the sound of glass breaking and automatically phones the police.
- The emotion of fear. *Today, don't delay, right now, safe.*
- It comes with a 30 day guarantee.
- Answers will vary but should have a reason.

### Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 14 of this Teacher's Guide: Comprehension and Responding.

## Vocabulary

The vocabulary exercise tests students' ability to determine meaning from context.

## Activity 11 (SB p. 169)

Students match the words associated with advertising in Column A of this table with their most suitable meanings in Column B.

### Answers

Column A	Column B
Consumer	People who buy goods and services, often those they have seen in advertisements
Product	Goods such as cars, computers, soap, clothes and food that have been manufactured
Service	Something that a business offers a consumer, such as training, medical attention, banking accounts and Internet connectivity
Client	A business that has products or services that it wants advertised
Brand	A product or service with a well-known name and logo (for example, Coca-Cola)
Advertising agency or firm	A business that produces advertisements for a client
Ad executive	The person in an advertising agency who goes to clients to find out if the clients want the ad agency to produce advertisements for the clients' products or services
Target audience	A group of consumers (for example, mothers with young babies) that an advertising agency aims a specific advertisement at
Market research	The task of finding out what consumer want, like or need; it often involves interviews or questionnaires
Creative director	The person who comes up with the idea for an advertisement
Copywriter	The person who writes the text for advertisements
Graphic designer	The person who designs the advert (in other words, its layout, which images to use and so on)
Media	The way that the advert will be shown to the public (for example, TV, radio, newspapers or magazines)
Crew	The people who help to make a TV advert, such as the camera operator
Prime time	The time of the day when the most people are watching TV or listening to the radio
Promotion	Ways used to make consumers aware of specific products or services so that they will buy more of them, which will help to increase sales

## Activity 12 (SB p. 169)

Students complete the sentences by using the most suitable word from Column A in the table.

### Answers

- Copywriter
- Market research
- Target market
- Media
- Graphic designer
- Brand

## Writing

Revise the key features of summary writing by reading and discussing the information in the textbox on page 170 of the Student's Book.

## Activity 13 (SB p. 170)

Students work in pairs. They read and discuss what they have learnt about summary-writing, using the information provided to guide them.

## Activity 14 (SB p. 170)

Students summarise the article ‘Nigeria’s mad men’ in no more than 6 sentences and 100 words. Remind them to use the Self-Assessment Checklist: Summary in addition to the guidance provided in the Student’s Book.

### Answers

Answers will vary.

Suggested model summary (90 words):

Nigeria has a highly diverse population of many different religions and ages. Advertisers find creative ways to speak to all of those groups without offending any one of them. Advertising has become big business because of the growth of the middle class. The middle class

can afford more expensive goods and needs banking services. All these goods and services need to be advertised. However, running an advertising agency is difficult as Nigeria’s infrastructure is unreliable. There is increasing focus on digital advertising as social media user numbers are increasing rapidly.

### Evaluation

**Student Evaluation:** Students can use the Self-Assessment 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 3

# The Stock Exchange

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student’s Book	Speaking (p. 171) Debate: ‘Is peer pressure beneficial or harmful?’ Role-play examples of peer pressure	Listening And Comprehension (p. 176) Listen to different types of texts	Reading And Comprehension (p. 173) Read a text about the Stock Exchange and answer questions	Vocabulary (p. 171) Words about the Stock Exchange Writing (p. 175)	Grammar Structure (p. 174) The present perfect tense. Writing (p. 175) Write an expository composition

## Objectives

By the end of this module the student should understand the following skills:

**Listening:** Listen to identify details and meaning, and respond appropriately.

**Speaking:** Speak to persuade and convince using correct pronunciation, stress and intonation, modulation, pitch and pace.

**Reading And Comprehension:** Read to identify the author’s purpose and tone, and the relationship between style, tone and purpose.

**Vocabulary:** Understand and use words related to the Stock Exchange correctly, and with or

without reference to dictionaries.

**Grammar:** Explain and identify the Present Perfect Tense, and write own sentences to show understanding of this Tense form.

**Writing:** Write an Expository Essay using the correct structure and language.

## Resources

Student’s Book (p. 171–176)

Teacher’s Guide

Blackboard

Dictionaries

Pictures of the Nigerian Stock Exchange

## Speaking And Listening

Start the lesson by talking about money. Ask students to think about the positive and negative aspects of money using the statements included in the Student's Book text. Link debating preparation and skills to argumentative essays. Highlight the similarities: the ability to put forward a convincing argument and use persuasive language based on sound research. Highlight the differences: the requirement of having to "think on your feet" and evaluate responses to your arguments in order to respond appropriately.

### Activity 1 (SB p. 171)

Use the information in the Student's Book to explain the practical aspects of debating. As a whole-class activity, create a Self-Assessment Checklist that students can use when preparing their debates.

### Activity 2 (SB p. 171)

Students prepare their debates using the information in the Student's Book and the additional guidance provided by the Self-Assessment Checklist you created as a whole-class activity.

The class votes on the motion. Spend some time discussing why the class voted as they did. Link the debate results back to the key skills that are essential to good debating.

#### Evaluation

**Student Evaluation:** Students can use the Self-Assessment Checklist and the information provided in the Student's Book on page 10.

**Teacher Evaluation:** Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Presenting a speech, and the Rubric: Speech on page 15 of this Teacher's Guide.

## Vocabulary

### Activity 3 (SB p. 171)

Introduce students to the Nigerian Stock Exchange. Show pictures and read an article from the newspaper. Explain how the buying and selling of shares works. Students who are studying Accounting will know about the stock

exchange. You could invite these students to provide the information to the rest of the class.

Students work as a class. They discuss what they know about the stock exchange before working in small groups to read and discuss the terms. They can use their dictionaries.

### Activity 4 (SB p. 172)

Students work on their own to complete the activity.

#### Answer

Companies need money to help them grow. They use it for all kinds of things, like buying materials to make their products, developing new products, building factories and hiring people to work at their companies. To raise this money, they often split ownership of their companies into smaller units called **shares** that **stockbrokers** sell to the public. The shares are also called **equity and stock** and are sold on the **stock exchange**.

Through trading in the **stock market**, the price of a company's shares fluctuates every day, so the value of the shares also goes up and down. **Speculators**, as stock buyers are known, try to buy shares at a low point (also called a **bear market**), hold on to them for a while, and then sell them at a high point (also called a **bull market**). This is one way people make money from owning shares in a company. If a company's **stock** goes up because lots of people are buying its shares, the value of the shares may also go up. If the company's profits fall, so does the price of their stock.

Sometimes companies give some of their profits to shareholders with cash payments called **dividends**. This is another way to make money from owning stock.

If it weren't for the stock market, companies would be limited in developing products and services that help improve our lives with things like life-saving medicines, energy-saving wind power, enjoyable movies and games.

## Reading And Comprehension

This Reading And Comprehension section tests students' ability to identify the writer's purpose, the tone used, and the relationship between tone and purpose.

### Activity 5 (SB p. 173)

Students read the text about investing on the stock market. As they read, they think about the writer's purpose for writing the text.

### Activity 6 (SB p. 174)

Students answer the questions individually in their exercise books.

#### Answers

- Informative
- The text explains how to invest in the stock exchange.
- Clear and formal
- Objective
- The text is based on facts.
- Umari uses mainly third person and Nneka mainly first person.

### Grammar Structure

Explain and discuss the Present Perfect Tense by reading the Student's Book information on page 174. Test students' understanding of this Tense form by providing additional examples and asking them to identify which of these are in the Present Perfect, as well as the form of the Present Perfect (positive, negative and interrogative).

### Activity 7 (SB p. 175)

Students underline the Present Perfect forms in these sentences.

#### Answers

- He has not finished his homework yet.
- Mike has still not arrived.
- I have seen that movie six times in the last month.
- They have had three tests in the last week.
- She has worked in the bank for five years.
- It has rained a lot this year.
- We've been married for nearly fifty years.
- I've played the guitar ever since I was ten years old.
- My last birthday was the worst day I have ever had.

### Activity 8 (SB p. 175)

Students write five of their own sentences in the Present Perfect Tense. Answers will vary.

### Writing

Revise and expand students' knowledge and skill related to writing Expository Essays by reading and discussing the information in the Student's Book. Remind students to refer to the Self-Assessment Checklist: Expository Essay when writing and checking their work.

### Activity 9 (SB p. 182)

Students write an Expository Essay of about 250 words on the topic: 'Making money grow'

#### Evaluation

Student Evaluation: Students can use the Self-Assessment Checklist: Expository Essay on page 10 of this Teacher's Guide and the information in the Student's Book on page 175.

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

### Listening

Revise the key features of Argumentative, Descriptive, Expository and Narrative essays by reading and discussing the information on page 176 of the Student's Book.

### Activity 10 (SB p. 176)

Read the texts to students. Students then identify the type of essay that each text belongs to.

Many people say that money is the root of all evil, but I disagree. I think that it is the love of money that is the problem. Money itself is just notes and coins – they can do nothing by themselves. However, depending on people's attitudes to these notes and coins, they can do great good for people or they can murder others to get their money. [Argumentative text]

We did not always have money in Nigeria. Long before the Nigerian pound was replaced with the introduction of the decimal naira in 1973, we had other methods of doing business, of buying and selling. These methods did not result in the amount of crime and corruption we now

have, so this composition will investigate those methods to find out what advantages they had. [Expository text]

Lying at the bottom of the crystal clear pool were a number of coins shimmering in the glinting sunlight. Their bright silver colour stood out starkly against the dark floor of the pool. The ripples on the surface of the pool made it seem the coins were dancing to their own mysterious underwater rhythms. [Descriptive text]

One sunny morning as I was walking along the street towards the town centre, I heard the voice of an elderly lady shouting: 'Stop thief! Bring

back my handbag.' I turned around swiftly and saw this huge man with a mask covering his face. He was running in my direction. [Narrative text]

### Evaluation

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

**Teacher Evaluation:** Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 14 of this Teacher's Guide: Comprehension and Responding.

## MODULE 4

# The Government And Politics

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking (p. 177) Speech on the functions of local government Intonation with question tags	Listening (p. 182) Present a speech	Reading And Comprehension (p. 178) Read about democracy and answer questions	Vocabulary (p. 179) Words about government	Grammar Structure (p. 181) Question tags Writing (p. 180) Write a speech

## Objectives

By the end of this module the student should understand the following skills:

**Listening:** Listen to identify details and to respond to questions appropriately.

**Speaking:** Speak to persuade and convince using correct pronunciation, stress and intonation, tone, pitch and pace when presenting a speech.

**Reading And Comprehension:** Read to identify main ideas and supporting details, and the meanings of words and phrases in context.

**Grammar:** Explain and identify question tags, and how to form these and say them with the correct intonation.

**Writing:** Write a summary and a speech using the correct structure and language.

## Resources

Student's Book (p. 177–182)

Teacher's Guide

Blackboard

Dictionaries

Articles about the structure of government

## Listening and Speaking

Introduce the topic by talking about organograms: what they are, how they work, and why they are useful. Organograms are visual

representations of relationships between sections of an organisation (group of people or business units). They often show reporting lines, as well as functional units (what each unit is responsible for). They are useful because they give one a quick, visual overview of how an organisation is structured, as well as what its main focus areas are. Students can make an organogram of the school structure if time permits.

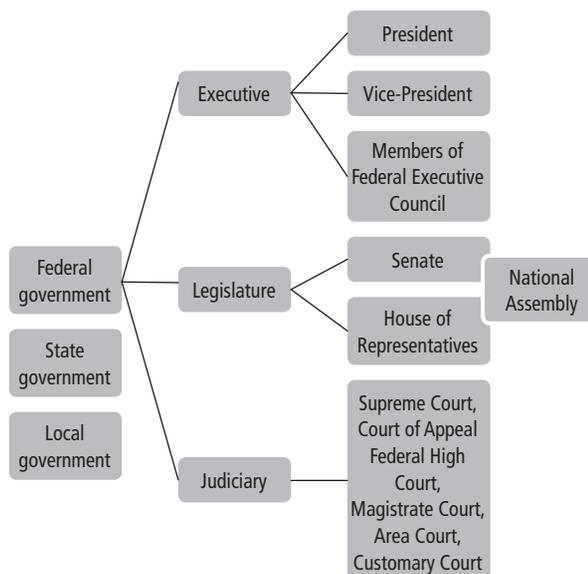
### Activity 1 (SB p. 177)

Students copy the blank organogram. The teacher reads a text about the structure of the federal government. As the students listen, they fill in the relevant information on the organogram.

The Nigerian government has three sections: Federal Government, State Government and Local Government. The Federal Government, in turn, has three separate sections (or arms). These are the Executive, the Legislature and the Judiciary. Like all democratic governments, the Federal Government is purposefully divided into these three arms. The idea is that the one arm will keep check on the other, and so on. So, for instance, the Judiciary is able to not only implement laws passed by the Legislature, it can also prosecute members of the Legislature if they break any laws.

Each of the arms of the Federal Government has separate sections as well. The Executive consists of i) the President, ii) the Vice-President, and iii) the members of the Federal Executive Council. The Legislature has two main sections or bodies: the Senate and the House of Representatives. Both the Senate and the House of Representatives are part of the lowest tier of the Legislature, the National Assembly. The Judiciary has many different courts, i.e. the Supreme Court, the Court of Appeal, the Federal High Court, the Magistrate's Court, the Area Court and the Customary Court. When all parts of government perform their duties as expected, then countries work well and economies grow. The opposite is true when governments ignore some of their duties or one section tries to do the job of another.

### Answer



### Activity 2 (SB p. 177)

Students research one of the three options given to them and then present a speech on their findings. They will need access to a library, reference books or the Internet.

#### Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 14 of this Teacher's Guide: Comprehension, Responding, and Presenting a Speech.

## Reading And Comprehension

Students complete pre-reading activities using skimming, scanning and note-making skills to identify the topic of the article, its main ideas and supporting details, key words, and difficult vocabulary. They then read the article and apply this pre-reading knowledge to their preparation for answering the comprehension questions that follow.

### Activity 3 (SB p. 178)

Students write the topic of the article in not more than 20 words. Answers will vary, but students should understand that the text is about how a democracy works and the important aspects of a democracy.

### Activity 4 (SB p. 178)

Students scan the article and identify main ideas and supporting details.

### Suggested answers

Main ideas are bolded.

1. **In a democratic republic people are free to elect the government they want.** Supporting details: The elected government must work for the people. Countries in which all or some people cannot elect the government are not democratic republics.
2. **Elections must be free, fair and transparent.** Supporting details: Citizens must be able to vote for whom they want to vote. They must be able to see what happens in elections and not be intimidated.
3. **The government must treat all people equally, including those who did not vote for the ruling party.** Supporting details: Minorities must accept majority rule. Minorities must not be discriminated against and must be allowed to speak about problems. Minorities must be allowed to try to win the next election.
4. **The political party that wins the election must work on behalf of all the citizens of a country,** not just the members of the ruling party.
5. **There must be a distinction between the justice system and the government.** The justice system must treat all people in the country equally, even the president. Laws must be applied to all people in the country without fear or advantage.
6. **These factors apply to all levels of government.** If all these factors are implemented then a country can enjoy peace

### Activity 5 (SB p. 178)

Students read the text slowly and carefully on their own. As they read it, they note down: difficult words or expressions, and words or expressions that signal main or supporting ideas. Students can share their notes.

### Activity 6 (SB p. 179)

Students match the words and expressions in Column A of this table with their best meanings in Column B. Dictionaries can be used.

### Answers

Column A	Column B
Represent	To speak and act on behalf of someone
Representative	A person elected to speak and act on behalf of others
Transparent	Open to public observation
Intimidated	Frighten someone to force them to do what you want
Discriminated against	Treat unfairly
Distinction	Difference between
Implemented	Put a plan into action
Prosperity	Well off and successful

### Activity 7 (SB p. 179)

Students decide which of the statements are true and which are false.

### Answers

- a) In a democratic republic, the government chooses its own representatives. False
- b) In a democratic republic, elections must be free, fair and transparent. True
- c) The minority must accept defeat by the majority in the elections in a democratic republic. True
- d) The government must give the people who voted for it special treatment. False
- e) In the eyes of the law, everyone in a democratic republic must be treated equally. True

### Activity 8 (SB p. 179)

Students choose the most suitable explanation for the underlined expressions from the text.

### Answers

- a) A The government must spend its money (for example, money paid by the people in the form of taxes) to build schools, roads, hospitals and houses for the people.

- b) C Everyone must be allowed to vote for any person or party of their choice and they must be allowed to ask questions about things they think are unfair in elections.
- c) B The judges who give judgements in cases must do so impartially, treating everyone equally.

**Reading Evaluation**  
 Select a few students who have not yet been evaluated for reading aloud skills. Ask them to prepare the first two paragraphs of the reading text. Give them the criteria you will use to assess their reading, so they know how to prepare. You will find these in the Rubric: Reading Aloud on page 12 of this Teacher’s Guide. Use this Rubric for evaluation of their reading skills while they read to you.

## Writing

Remind students of the previous work on summaries, and to use the Self-Assessment Checklist provided previously.

Students prepare to write a summary of the article in the reading comprehension by looking at their answers to Question 4, and by completing exercise 9 (b).

Students then write the summary in no more than six sentences.

## Activity 9 (SB p. 180)

### Answers

Column A	Column B
What is a democratic republic?	A system of government in which people choose who represents them
Why must elections in a democratic republic be free, fair and transparent?	B Because this allows people to vote for who they want instead of being forced to vote for someone out of fear.

Why must political parties that lose elections accept their loss?	A Because in a democratic republic, minorities must accept the decisions of the majority
Why must there be a distinction between the government and the nation in a democratic republic?	B So that everyone in the country can receive the same fair treatment
Why must there be a distinction between the government and the justice system in a democratic republic?	A Because this allows the justice system to treat everyone in the country the same

## Activity 10 (SB p. 181)

Students must use the main and supporting ideas that they listed in Question 4 as well as their answers to Question 9b to summarise the text on democracy. Students use the self-evaluation checklist to check their summaries before submitting the for marking.

### Answers

Model summary (84 words):

In democracies, people elect government representatives of their choice. Democratic elections are free, fair and transparent. Democratic governments treat everyone equally, including those people who didn’t vote for them. This means that the political party that wins an election serves all people, not only those who voted for them. Similarly, the judiciary treats everyone equally and can do so because it is separate from the other levels of government. These rules apply to all levels of democratic government: federal, state and local.

### Evaluation

Student Evaluation: Students can use the Self-Assessment 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.

## Grammar Structure

Remind students that they learnt about question tags in JSS. Ask them if they can say what questions tags are and how they are formed. Then, read through the information in the grammar box before students complete the activities. Students can apply their knowledge by asking one another questions with question tags.

### Activity 11 (SB p. 181)

Students copy and complete the sentences with suitable question tags.

### Answers

- a) You play the guitar, don't you?
- b) They didn't leave, did they?
- c) It isn't very good, is it?
- d) They went to the movies, didn't they?
- e) She plays soccer on Sundays, doesn't she?
- f) You've got a car, haven't you?
- g) It wasn't very difficult, was it?
- h) We can go tomorrow, can't we?
- i) He won't do it, will he?
- j) Let's have a cup of coffee, shall we?
- k) I'm the fastest, aren't I?

### Activity 12 (SB p. 182)

Discuss the intonation that is used when asking questions that are real or rhetorical. Provide a few examples other than those in the Student's Book to illustrate this before students complete the activity in pairs. Monitor their intonation and pronunciation by walking around the class.

- a) You can speak English well, can't you? (rising intonation)
- b) You will help me to do the dishes, won't you? (falling intonation)
- c) You've seen that film, haven't you? (falling intonation)
- d) You will do it quickly, won't you? (rising intonation)
- e) It is a nice day today, isn't it? (falling intonation)
- f) You have been on holiday, haven't you? (rising intonation)

### Evaluation

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

## Writing

### Activity 13 (SB p. 182)

Read the paragraph about local government while students follow in their Student Books. Then explain what is meant by third tier government and talk about the services provided by local government. Try to source relevant newspaper articles.

### Activity 14 (SB p. 182)

Students write a speech about the local government in their community. Before they do so, revise the information provided in Terms 1 (Module 9) and 2 (Module 2). Students prepare their speeches using the guidelines in the Student's Book.

### Evaluation

Teacher Evaluation: Teachers can use the Rubric: Speech on page 15 of this Teacher's Guide.

## Speaking And Listening

### Activity 15 (SB p. 182)

Students present the speech that they wrote in the Writing section to their class. Before they do so, ask them to say what they key features of good delivery of speeches are. Lead students to understand that the key features are clarity and using language that is appropriate for the subject matter and the audience.

### Evaluation

Teacher Evaluation: Teachers can use the following section from the Rubric: Listening and Speaking Skills on pages 13–15 of this Teacher's Guide: Presenting a Speech.

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking (p. 188) Present a speech about investment in Africa	Listening And Comprehension (p. 186) Listen to and make notes on a text about Africa	Reading And Comprehension (p. 183) Read about modern day Nigeria and answer questions	Vocabulary (p. 186) Antonyms, Words to do with government	Grammar Structure (p. 188) Conjuncts and disjuncts Writing (p. 189) Narrative essay

### Objectives

By the end of this module the student should understand the following skills:

**Listening:** Listen to identify details in a text, to make notes, and to respond to questions appropriately.

**Speaking:** Speak to persuade and convince by using the correct pronunciation, stress and intonation, tone, pitch and pace, and modulation.

**Reading And Comprehension:** Apply pre-reading techniques, and read to identify the meanings of words and phrases in context, and answer comprehension questions.

**Vocabulary:** Explain and use antonyms and synonyms correctly.

**Grammar:** Explain, identify and use conjuncts and disjuncts.

**Writing:** Write a Narrative Essay using appropriate structure and language, including conjuncts, disjuncts and question tags.

### Resources

Student's Book (pp. 183–189)  
Teacher's Guide  
Blackboard  
Dictionaries

### Reading And Comprehension

This section again requires students to use pre-reading techniques such as skimming and scanning before applying their comprehension and selected grammar skills to the text.

#### Activity 1 (SB p. 183)

Students skim the text. In ten words or fewer, they write down what the text is about. Answers will vary. Example: **different forms of government in Nigeria since independence.**

#### Activity 2 (SB p. 183)

Students can be encouraged to find the specific information. Encourage them to use whatever resources they have available.

#### Activity 3 (SB p. 183)

Read the text while students follow in the Student's Books. Allow time for clarifying questions before students read the text individually.

#### Activity 4 (SB p. 185)

Students must find the words in Column A of this table in the text and match them with their most suitable meaning in Column B.

## Answers

Column A	Column B
Independence	Self-rule
Alternated	Change a number of times between opposite situations
Civilian	An ordinary person who is not a member of the army or police
Military	The armed forces of a country
Dictatorship	Government where one person has absolute power and control
Coup d'état	A sudden, violent, and illegal taking of power from a government
Civil war	When different groups in the same country fight against each other
Counter-coup	A coup during which no one gets hurt
Annulled	Cancelled; make something illegal in law
Chaos	Complete disorder and confusion
Transition	Process of changing from one situation to another situation

### Activity 5 (SB p. 185)

Remind students of phrasal verbs. Students must choose the most suitable meaning for the underlined phrasal verbs.

#### Answers

- a) A abandoned
- b) D get rid of
- c) A resolved

### Activity 6 (SB p. 186)

Students must say whether these statements are true or false.

#### Answers

- a) Nigeria was mainly a democratic republic between 1960 and 1999. **False**
- b) A coup is a type of free and fair election that countries use when they want a new government. **False**

- c) No opposition political parties are allowed in a country when it is ruled by a military dictatorship. **True**
- d) Wole Soyinka became the president of Nigeria in 1986. **False**
- e) General Abdusalami Abubakar was the last military leader of Nigeria. **False**

#### Evaluation

Select a few students who have not yet been evaluated for reading aloud skills. Ask them to prepare the first two paragraphs of the reading text. Give them the criteria you will use to assess their reading, so they know how to prepare. You will find these in the Rubric: Reading aloud on page 12 of this Teacher's Guide. Use this Rubric for evaluation of their reading skills while they read to you.

## Vocabulary

Ask students to tell you what antonyms and synonyms are. Students do Activities 7 and 8 in their exercises.

### Activity 7 (SB p. 186)

Students must choose the most suitable antonym for the underlined words.

#### Answers

- a) A
- b) C
- c) A or C

### Activity 8 (SB p. 186)

Students must choose the most suitable synonym for the underlined words.

#### Answers

- a) The eastern states declared their independence from Nigeria and became the Republic of Biafra - B seceded from
- b) There was chaos in the country – D disorder

## Listening

### Activity 9 (SB p. 186)

Students look at a map of African and try to name as many countries as possible. Students listen as their teacher reads a text about Africa, twice. They make notes. Students answer questions about the listening text.

#### Listening Text

Africa is the world's second-largest continent, with 54 countries. With a population of approximately 1,166 billion people, Africa is also the world's second-most-populous continent.

Although not even in the top ten countries in terms of size, Nigeria has the largest population of all African countries, currently estimated at a little over 180 million people. When it comes to the smaller countries in Africa, although Burundi, Gambia and Rwanda are less than 30 000 square metres in area, Gambia tops the list at 11 300 square metres.

Every country in Africa has abundant natural resources. These include mountains, rivers, lakes and deserts. While Kenya, Cameroon and Tanzania all boast very high mountains, it is Tanzania's Mount Kilimanjaro, and not Malawi's Mount Mulanje or the Central African Republic's Mount Ngaoui, which is the highest mountain in Africa.

The Nile River, made up of the White and the Blue Nile, is the longest river in Africa. However, the White Nile by itself is in fourth place, after the Nile (the White and the Blue Nile combined), the Congo River and the Niger River, with the Gariep River in sixth place.

Lake Nyos is one of Africa's smallest lakes, whereas Lake Victoria is the largest, nearly double the size of the next in line, Lake Tanganyika.

Known to be a very hot continent, Africa has a number of large deserts, such as the Namib and the Kalaghad, with the Sahara Desert being the largest desert in the world.

## Answers

- i) A 54
- ii) C 1,166 billion Africans
- iii) C Nigeria
- iv) B Gambia
- v) A More than 180 million
- vi) C Tanzania
- vii) C Mount Kilimanjaro
- viii) B The White Nile
- ix) B Lake Victoria
- x) C The Sahara Desert

#### Evaluation

Teaching Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 14 of this Teacher's Guide: Comprehension and Responding.

## Speaking And Listening

### Activity 10 (SB p. 188)

Students work in groups of five in order to prepare a persuasive speech on the topic "Why overseas countries should invest in Africa". Students do independent research as well as use the ideas provided in the Student's Book in order to build their arguments. Remind students of the key features of good speech writing that were discussed previously. In addition, remind students of the key features of good speech delivery.

#### Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Presenting a Speech, and the Rubric: Speech on page 15 of this Teacher's Guides.

## Grammar Structure

Use the grammar box on page 188 to explain the difference and similarity between adjuncts, conjuncts and disjuncts. Give the class additional examples to practise in order to embed their knowledge of disjuncts and conjuncts.

### Activity 11 (SB p. 189)

Students identify the disjuncts in the sentences.

#### Answers

- a) In my opinion, the green one is better.
- b) In short, there is nothing we can do.
- c) Regrettably, the book is no longer in print.
- d) Fortunately for you, I have it right here.
- e) He incorrectly claims that nothing was done to stop the fire.
- f) Personally, I think he is wrong.

### Activity 12 (SB p. 189)

Students work in pairs and write five of their own sentences using disjuncts. They swap sentences with their partner and identify the disjuncts in each other's work.

### Activity 13 (SB p. 189)

Students identify the conjuncts in these sentences.

#### Answers

- a) Secondly, women's sport is taken far less seriously than men's.
- b) There was no agenda; in short, they could discuss whatever they wanted to.
- c) The cinema has lost none of its attractions in Lagos and the film industry has in consequence continued to flourish.
- d) I believe his account of the story, that is to say, I have no reason to doubt it.
- e) What's more, you'll save yourself a lot of stress if you start studying sooner rather than later.

- f) He lifted the iron lid. As a result, the bees buzzed out in their thousands.

### Activity 14 (SB p. 189)

Students write five of their own sentences using different conjuncts. In each case, they underline the conjunct and say what kind it is.

## Writing

### Activity 15 (SB p. 189)

Remind students of earlier work about Narrative Essays. Refer students to the Self-Assessment Checklist: Narrative Essay that they must use to check their work before submitting it.

Note that in addition to including the usual features for narrative writing, students must include conjuncts, disjuncts and question tags. Give extra marks for the inclusion of question tags.

#### Evaluation

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

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

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking (p. 195) Stress timing in sentences Limericks Recite a poem	Speaking and Listening (p. 193) Human Rights dialogue	Reading And Comprehension (p. 190) Read an extract from a play and answer questions	Vocabulary (p. 193) Rewrite verbs as nouns, identify the meaning of phrasal verbs	Grammar Structure (p. 196) Compound and plural nouns Writing (p. 197) Use different writing styles

### Objectives

By the end of this module the student should understand the following skills:

**Listening:** Listen to make notes by identifying key words and phrases that signal relevant information.

**Speaking:** Speak with the appropriate stress and intonation, tone, pitch, pace, volume, pauses, articulation (pronunciation) and emphasis.

**Reading And Comprehension:** Apply pre-reading techniques and read to identify the author's purpose, tone and mood, and the meanings of words and phrases in context.

**Vocabulary:** Explain, identify and use Phrasal Verbs and Antonyms; Nominalise Verbs into Nouns.

**Grammar:** Explain, identify and use Compound Nouns and the Definite Article, correctly.

**Writing:** Write an Argumentative, Descriptive, Expository or Narrative Essay using correct structure and language.

### Resources

Student's Book (pp. 190–197)  
Teacher's Guide  
Blackboard, dictionaries

### Reading And Comprehension

Discuss Ngugi wa Thiongo's contribution to African literature as an introduction to this section. Tell students to think about the types of struggles that Nigeria has also faced given its colonial history.

Then, tell students to do the pre-reading activities (1 and 2) before reading the text closely and carefully.

#### Activity 1 (SB p. 190)

Students skim the extract. In about 10 to 15 words, they must write down what the extract is about. Answers will vary. Example: The text is about poor people protesting when the council wants to demolish their homes.

#### Activity 2 (SB p. 190)

Students scan the extract to find these keywords: 'detention camps', 'Uhuru', 'demolish' and 'civil disobedience'.

#### Activity 3 (SB p. 190)

Students work in groups. Students read the extract and each student reads a different part. Check students' understanding of the context of the dialogue by asking them to tell you about what the setting and theme of the extract are.

### Activity 4 (SB p. 192)

Students choose the word or expression that can best replace the underlined word or expression in each excerpt.

#### Answers

- a) A dirty, overcrowded places
- b) B hardship
- c) B knock down
- d) D unite
- e) B reasonable and fair

### Activity 5 (SB p. 192)

Uhuru' is the Swahili word for freedom. Students say whether these statements are true or false.

#### Answers

- a) Uhuru or freedom from colonialism brought the people big cars, like Mercedes Benzes. **False**
- b) Because of Uhuru, people now have decent homes and jobs. **False**
- c) The stranger's message to the people is that they should use magic to get jobs and houses. **False**
- d) The expression 'stand together' means to be united. **True**
- e) The stranger says the best way the people can improve their situation is to unite and tell the City Council what they want. **True**

### Activity 6 (SB p. 192)

Students identify the tone of the phrases.

#### Answers

- a) "Long live the stranger! Long live our houses!" - enthusiastic
- b) "What is he saying? Why does he say this? He can help us? He must help us!" - demanding
- c) "I don't like this kind of talk." - objecting
- d) "Run! Run quickly! Out of my way!" - frightened
- e) "Stay, brother, stay!" - pleading

### Activity 7 (SB p. 192)

Answers will vary. The initial mood is likely to be curiosity, then some discomfort at the issues being discussed, and finally fear or anxiety given the arrival of the police.

### Activity 8 (SB p. 192)

Students try to explain why they think Ngugi Wa Thiong'o wrote this play, i.e his purpose. Answers will vary. Most students will state that he was disillusioned with life since the end of colonialism.

## Vocabulary

This section leads students to change verbs into nouns. Give examples before students do the activity. The section also revises antonyms, and expands their knowledge of phrasal verbs. Provide suitable reminders about the meanings of antonyms and phrasal verbs as needed before students do those activities.

### Activity 9 (SB p. 193)

Students rewrite the verbs as nouns.

#### Answers

- a) starvation
- b) life
- c) speech
- d) demolition
- e) defense

### Activity 10 (SB p. 193)

Students choose the most suitable antonym from the box for each of the underlined words.

#### Answers

- a) It has brought us people who love driving Mercedes Benz, and long American cars.
- b) I cannot blind the eyes of a determined City Council.
- c) The witchcraft with which to blind the City Council is within our hearts.
- d) We shall not lift a finger to demolish our homes!
- e) I go further: we must defend our homes!

### Activity 11 (SB p. 193)

- a) Students match the phrasal verbs in Column A of this table with their most suitable meanings in Column B.

## Answers

Column A	Column B
Stand aside	Move to one side so that someone can pass by
Stand around	Wait in case you are needed
Stand back	Move out of the way
Stand by	Wait in case you are needed
Stand for	Represent
Stand down	Leave or resign from an important position

- b) Students use each phrasal verb in Column A in a sentence of their own to show they comprehend its meaning.

## Speaking And Listening

In this section, students are lead to practice using their voices effectively by varying pitch, pace, volume, articulation, tone and emphasis. Discuss these variances and read through the information in the textbox on page 193 of the Student's Book. Students then have an opportunity to deepen their knowledge and skill when using stress in sentences, as opposed to stress in individual words. Read through the information in the textbox on page 194 before students do the activities.

### Activity 12 (SB p. 194)

Students copy the table into their exercise book. Then they listen as their teacher reads a text to the class. The teacher reads the text a number of times. As they listen, students jot down rough notes about each element in the table. Answers will vary.

*(Police storm in hitting people with batons, people scream, shout, as they fight to get away.)*

Police officer: I am a police officer. In the name of our new Republic you are arrested for inciting a crowd to violence and civil disobedience! Follow us!

Stranger: *(last despairing appeal)* Friends!  
(CROWD makes sullen mutterings, which fade into silence.)

Police officer: Come! Take him away, men!  
*(Silence in the market. Then WANJIRO enters, still walking like a European lady. Soon NJANGO enters. But it is obvious that both are engrossed in their different worlds.)*

Njango: So they have arrested the stranger. We have no leader. His eyes made me think of my man. Before he went to fight in the forest. Eyes fixed at nothing, and yet everywhere. He made me afraid, afraid I know not of what. Where will Wanjiro and I go when they drive us from here? Where to set up a new trade to earn us bread and water? Wanjiro!

Wanjiro: *(approaching)* Yes, mother!

Njango: Have you sold more soup?

Wanjiro: Not much. Most people were at the meeting.

Njango: They have arrested the stranger.

Wanjiro: What! Arrested him?

Njango: *(loudspeaker voice)* Hurry up! Hurry up! Take out all your things from the huts! The police will not touch them!

*(Bulldozer noises throughout the following scene.)*

Wanjiro: Mother, I want to tell you something.

Njango: What?

Wanjiro: I am – I want to go away.

Njango: My poor child, we are all going away!

Wanjiro: Yes, mother. But I am not coming with you.

Njango: *(suspicious)* How do you mean – not coming with me?

Wanjiro: I am going with Asinjo. He came for me while you were away.

Njango: With that man? A man of another tribe? A man without a job?

Wanjiro: He has got a job now. And a house in Old Jerusalem.

Njango: You must be off your head. I've told you about men of the city.

Wanjiro: Asinjo is different.

Njango: Different? Let me never hear his name on your lips again!

Wanjiro: I am going with him, anyway! You are old. You don't know the ways of the world, or the needs of a young woman.

Njango: No child of mine, from my own flesh, will sell her body. I'll break her bones, else she breaks mine first.

Wanjiro: I am old enough to look after myself. I am going now. Asinjo is waiting for me. Goodbye, mother.

Njango: Wanjiro! Wanjiro! Don't go away. Don't leave me alone! What shall I do without you?

*(Silence, then quietly) I am a useless old woman.*

*(KIONGO enters, but NJANGO does not hear him.)*

Kiongo: Hurry up! Hurry up! You there! Woman! What are you doing! Hurry up! *(Runs out still shouting orders.)*

Njango: They are herding us out like cattle. Where shall I go now, tonight? Where shall I be, this time tomorrow? If only we had stood up against them! If only we could stand together!

*(Then bulldozer whine to crescendo, and resultant crash as hut is pushed down. Then silence.)*

### Activity 13 (SB p. 194)

Students work in small groups. They read the play extract in the Reading And Comprehension section aloud. They pay attention to and apply the elements in the table as they read it. Guidelines are provided for students to follow. Encourage students to speak with expression in their voices.

### Activity 14 (SB p. 195)

Students copy the two limericks into their exercise book. Then they try to predict which words they think will be stressed and underline them. Answers may vary.

### Activity 15 (SB p. 195)

Read the limericks to students. Students listen out for the stressed words and mark them in a different colour. The students must see if their predictions were correct.

There was a young lady of Niger who smiled as she rode on a tiger. They returned from the ride with the lady inside, and the smile on the face of the tiger.

There was an old man with a beard, who said, "It is just as I feared! Two owls and a hen, four larks and a wren, have all built their nests in my beard!"

### Activity 16 (SB p. 195)

Students work in small groups. They take turns to practise saying the limericks aloud, applying the stress in the correct place.

#### Evaluation

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

## Grammar Structure

This section leads students to apply a number of grammatical structures, i.e. compound nouns (singular and plural) and the use of the definite article, the, with Nouns. Read through the information in the grammar boxes before students do the relevant activities. In each instance, provide additional examples and ask students to provide examples to test their understanding before they complete the activities individually.

### Activity 17 (SB p. 196)

Students match the individual words to make compound nouns.

#### Answers

boyfriend, passerby, standby, check-in, honeycomb, haircut, fish tank, full moon, underground, washing machine, input, sun rise, police man, pearl sauce, understand, standout

### Activity 18 (SB p. 196)

Students change the compound nouns into their plural forms.

#### Answers

- a) attorney-generals
- b) households
- c) chiefs of staff
- d) mothers-in-law
- e) assistant secretaries of state
- f) teaspoonfuls
- g) runners-up
- h) show-offs
- i) dishwashers
- j) book clubs

### Activity 19 (SB p. 197)

Students rewrite the sentences correctly by removing the definite article from where it does not belong.

#### Answer

- a) The man, his wife and their children celebrated Christmas with their friends.
- b) Emmanuel gave me beautiful flowers as a present last night.
- c) People from other countries think Nigerians all speak the same language.
- d) Which bank do you recommend: Zenith Bank, Union Bank or Access Bank PLC?
- e) How many children have diarrhoea from drinking the dirty water?

- f) Many people have climbed Mt Kilimanjaro and visited Lake Malawi.
- g) Many refugees are leaving Syria because of the war there.
- h) I love reading books.

### Writing

Revise the key features of Argumentative, Descriptive, Expository and Narrative Essays by asking students to name these. Provide corrective feedback as needed.

### Activity 20 (p. 197)

Students work in groups of four. They revise the features of the writing styles by referring back to the relevant sections of the Student's Book. Also advise students to refer back to the Self-Assessment Checklists for each type of essay. Students then work in groups to write and check four paragraphs, one for each writing style, as instructed in the Student's Book.

#### Evaluation

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

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

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking (p. 201) Recite a poem	Listening And Comprehension (p. 198) Listen to a poem being read	Reading And Comprehension (p. 198) Read a poem and answer questions	Vocabulary (p. 201) Words relating to dropping 'e' and retaining 'e' when speaking	Grammar Structure (p. 203) First, second and third person Writing (p. 204) Write a semi formal letter

## Objectives

By the end of this module the student should understand the following skills:

**Listening And Speaking:** Speak with the correct pronunciation, tone, pause, pace, rhythm, stress and intonation to express purpose and mood correctly.

**Reading And Comprehension:** Read to identify the author's purpose, mood and tone, to summarise a text, to identify the meanings of words and phrases in context, and to answer comprehension questions that require inference.

**Vocabulary:** Explain suffixes and use suffixes to nominalise words correctly.

**Grammar:** Understand and apply knowledge of the relationship between first, second and third person, and the use of pronouns (and their cases).

**Writing:** Write a Semi-Formal Letter using correct structure, layout and language.

## Resources

Student's Book (pp. 198–204)

Teacher's Guide

Blackboard

Dictionaries

Picture of Shimmer Chinodya

## Reading And Comprehension

Find out as much as you can about Shimmer Chinodya before the lesson. You can consult this website for information.

<http://www.africansuccess.org/visuFiche.php?id=518&lang=en>

Introduce the lesson by discussing Shimmer Chinodya's biography and the genres he uses and topics he writes about. List additional texts by Chinodya on the board to encourage students to read more of his work. Before students begin the activities, revise the relevant aspects of each activity, i.e. summarising, finding meaning through context, figurative language, inferring meaning from texts, and author's tone. The information box on page 200 of the Student's Book provides useful revision information about author's tone and purpose.

## Activity 1 (SB p. 198)

Students work in groups of four. They take turns to read each stanza in the poem 'Recollection'.

- Students talk about each stanza. They say what they think it is about.
- Students summarise what happens in each stanza or what the main idea is in each stanza in no more than 15 or 20 words.

## Answers

Stanza 1: the poet recollects a wood and describes it.

Stanza 2: the poet recollects playing there with his brothers as a child and shooting birds with catapults.

Stanza 3: the poet remembers how playing in the wood gave him an escape from life in the township.

### Activity 2 (SB p. 198)

Students share their summaries of each stanza with other groups. Does the whole class agree on what each stanza is about?

### Activity 3 (SB p. 198)

Students read the poem slowly and carefully.

### Activity 4 (SB p. 199)

Students match the words from the poem with their most suitable meanings.

### Answers

Words from the poem	Meanings
Crises-crossing	Intersecting
Coarse	Rough
Timid	Easily frightened
Ignorant	Not having the knowledge needed
Prowlers	People who move quietly near a place with the aim of committing a crime, especially burglary
Prey	Something that is hunted and killed, often for food

### Activity 5 (SB p. 199)

Students choose the best meaning for each figurative expression. Focus on the underlined word or words.

### Answers

- B bent over thorn trees
- D dust rising into the air
- A children's feet that move quickly, backwards and forwards
- B in their imaginations, changed the wood into their hunting-ground
- A depressing, small, uninviting houses

### Activity 6 (SB p. 199)

Students decide if these statements are true or false.

### Answers

- The 'crouching thorn trees' have not grown very much since the speaker's childhood. **True**
- The setting of the poem is somewhere quite dry and dusty. **True**
- The speaker had three brothers. **True**
- The speaker and his brothers were bad shots with their catapults. **True**
- The speaker and his brothers had a happy childhood. **True**

### Activity 7 (SB p. 200)

Students select the most suitable answer to each question.

### Answers

- B Because the thorn trees were crouching and so they looked small.
- C Trying to shoot birds.
- B As ammunition for their catapults
- A heedless
- B That children, because they have rich imaginations, do not need much to be happy

### Activity 8 (SB p. 200)

C His purpose was to show how childhoods can be special, even in difficult times, because children have rich imaginations.

### Activity 9 (SB p. 201)

Students choose the words that, in their opinion, best describe the tone of the poem. Answers will vary.

### Answer

Students can choose either answer A or answer B.

- A Happiness with life  
B Longing for the past

### Speaking And Listening

Lead students to understand how to approach the recitation of the poem by reading and discussing the guidelines in the Student's book. Remind students that they have previously practised tone, volume and pace.

## Activity 10 (SB p. 201)

Students work in small groups. They practise reciting the poem using the appropriate tone, pace and volume.

### Evaluation

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

## Vocabulary

Read through the information in the grammar box on pages 201 and 202 and explain what is meant by a suffix, as well as how to apply the rules given. Check students' understanding by asking them to provide further examples.

## Activity 11 (SB p. 202)

Students work individually. In each case, they add the given suffix and write the new word in their exercise book.

### Answers

- a) changeable
- b) arrangement
- c) wholly
- d) truly
- e) canoeing
- f) replaceable
- g) advantageous
- h) seeable
- i) argument
- j) daring
- k) storage
- l) agreeable
- m) mileage
- n) famous

## Activity 12 (SB p. 202)

Students learn how to spell the words in the box for a spelling test. Schedule the spelling test when possible during this week.

## Grammar Structure

In this section, students are lead to understand the relationship between "person" (first, second or third) and pronouns and their cases (objective, subjective and possessive). Read through the information in the grammar box and check students' understanding by asking for examples.

## Activity 13 (SB p. 203)

### Answers

- a) their
- b) his, I, my
- c) whose
- d) they
- e) ours, theirs

## Activity 14 (SB p. 203)

Students underline the pronoun in each of the sentences that they completed in Question 13. In brackets, they must write down if it is a subjective, objective or possessive pronoun.

### Answers

- a) their (possessive)
- b) his, I, my (possessive, subjective, possessive)
- c) whose (possessive)
- d) they (subjective)
- e) ours, theirs (possessive, possessive)

## Activity 15 (SB p. 203)

Students work individually.

### Answers

- a) Change this sentence to the first person: The ice cream is dripping down my hand.
- b) Change this sentence to the third person: They jump out of bed as soon as they wake up.
- c) Change this sentence to the second person: You should open your book.

## Writing

In this section, students are lead to expand their knowledge and skill related to Semi-Formal letters. Read through the information in the textbox on page 204 of the Student’s Book. Test students’ understanding by asking for further examples of to whom one would write a semi-formal letter, and what topics would form the subject matter of a semi-formal letter.

## Evaluation

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

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

## Activity 16 (SB p. 204)

Students write a semi-formal letter using the guidelines provided in the Student’s Book, and the Self-Assessment Checklist: Formal and Informal Letters.

# MODULE 8

## Football

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student’s Book	Speaking (p. 213) Sports commentary role-play	Listening And Comprehension (p. 208) Listen to an extract from a football match commentary	Reading And Comprehension (p. 206) Read an extract about football and answer questions	Vocabulary (p. 205) Words to do with football	Grammar Structure (p. 210) Complex sentences Writing (p. 211) Write a news report

## Objectives

By the end of this module the student should understand the following skills:

**Listening:** Listen to identify details in a text and respond appropriately.

**Speaking:** Speak with correct pronunciation, tone, pace and volume to express the purpose and mood of a text.

**Reading And Comprehension:** Read to identify the author’s purpose, and the meanings of words and phrases in context; read to make notes and to summarise the text; and read to interpret diagrams.

**Vocabulary:** Explain, identify and use vocabulary, phrasal verbs, homonyms and

idioms related to football.

**Grammar:** Explain, identify and form complex sentences using subordinate clauses.

**Writing:** Write a newspaper report using correct structure and language.

## Resources

Student’s Book (pp. 205-213)

Teacher’s Guide

Blackboard

Dictionaries

Pictures of football matches and well known football players

Recording of a football commentary if possible

## Vocabulary

Introduce the topic of football and ask students what they know about the game. You can show pictures and also ask students if they play the game or watch matches. Read the information in the textbox about roles in football. This section expands students' vocabulary related to football, phrasal verbs, idioms and homonyms.

### Activity 1 (SB p. 205)

Students work as a class. They discuss what they know about the game of football. They include the roles of the people involved in the game as well as the rules of the game. Then the students work in groups to read and discuss the information about roles in football.

### Activity 2 (SB p. 206)

Students copy and complete these sentences with suitable phrasal verbs from the box.

### Answers

- go through
- brought down
- put off
- fight for
- live up

### Activity 3 (SB p. 206)

Students choose the most suitable meaning for the idioms. Then they use the idioms in sentences of their own. Sentences will vary, but the use of the idiom must show that students understand its meaning.

### Answers

- A Not actively involved
- B To understand and respond quickly
- C To not have enough skills to cope

### Activity 4 (SB p. 206)

Remind students of previous work completed on homophones.

Students study the homophones for homework. (They can turn back to Module 10 of Term 2 if they need a reminder.) They must make sure that they understand what they mean and that they can spell them.

## Reading And Comprehension

This section leads students to deepen their understanding of the purpose of writing, and how to identify the author's purpose from the style and tone of writing.

### Activity 5 (SB p. 206)

Students read the extract from an article about football in Nigeria. As they read, they think about why the writer wrote the article (in other words, what is the main purpose?).

### Activity 6 (SB p. 208)

Students answer the questions.

- They give the article a suitable heading. Answers will vary, for example: Nigeria is football crazy.
- Students must explain what the terms mean in the context. Answers will vary. Suggested answers:
  - Make a case for – a strong argument
  - Get behind – support
  - Vocal minority – outspoken small percentage
- Students say if they think that the bar graph is a useful graphic to have in this article. They give a reason for their answer. Answers will vary.
- Study the bar graph.
  - There is no title in the text. Students' answers will vary but should be similar to: Interest in football per country.
  - Names of different countries.
  - Answers will vary. Should mention countries.
  - Number of people in each market between the ages of 16 and 69.
  - Answers will vary. Should mention percentage of interest.

## Speaking And Listening

This section leads students to listen to text in order to identify key aspects of speech delivery, and key information and grammatical structures.

### Activity 7 (SB p. 208)

Students follow in their book as they listen to their teacher reading this transcript of the commentary of a football match. As they listen, students take

note of how the commentators adjust their tone, pace and volume to suit the action.

### Extract from a football match commentary

Commentator A: He tried to block that one.

Ejide's left-footed shot from the left-hand side of the big box is rapidly turned away, assisted by Xeno.

Commentator B: It's not usual for Ejide to get blocked, but it was a good try, especially on the waterlogged turf, and hopefully he'll have better luck next time.

Commentator B: Well, my money is on Highlanders conceding a goal soon, this is looking like a very hard – ah, like a tough game for them.

Commentator A: From where I am sitting ... I wasn't er sure what Ejide was er doing there, seemed like a very half-hearted effort, if you ask me ... I mean ... nine out of ten times it's a breeze for him from there. Maybe his reputation as the top Highlanders' scorer went to his head and he became all ... er ... over-confident ... you know ... too sure of himself. Anyway ... let's see if he gets his act together.

Commentator B: And now it's into touch by that awesome talent, the 21-year-old Bengu Mothale, who had picked up on Ejide's misfire, moved speedily up field and then found touch. It was a good plan to steer it up towards the centre forward with Alvaro next to him and Jose on his flank. But as he saw the space close down, he pushed the ball out of play. So the throw-in is given to Highlanders.

Commentator A: Bengu Mothale, what a great player, one of the best in my opinion, and many of the fans agree.

Commentator B: Mikel takes the throw-in, but AH! Superstars' Bengu Mothale steals the ball and races up the flank, and then cuts inside. It's all up to him, the keeper is the only one keeping him from conceding a goal, but what an eye that goalie has ... and reflexes too ... he's done well to keep it away from the net, pushing Mothale's cracking shot around the post.

Commentator A: That was a brilliant bit of play.

Commentator B: I agree, Superstars have just been too good at keeping possession and Highlanders just cannot keep up with their tactics.

Commentator A: Yes ... Superstars is running circles round them. What an exciting bit of match that was. But wait ... Highlanders have won the ball from the corner kick and are making a strong run up field. Ike to Emmanuel, Emmanuel runs with it, nicely taking on Agbim on the right, then pushing it to ... no ... he held onto it, but what good pressuring from Gabriel ... putting his whole heart into it, ah ... giving it everything he has! Wow, how they have turned the tables ... suddenly Highlanders are playing like league champs again.

Commentator B: Yes, it's looking good, Emmanuel looks like he knows what he's doing. Ejide slipping in behind him, wanting to work a quick one-two and push it through trying to work his magic for the ball, but is it good enough? Keeping to the right, trying to cross it, there isn't enough space and Superstars takes it swiftly. Superstars have played magnificently; it looks like Superstars might just take this home.

### Activity 8 (SB p. 209)

Students work in small groups. Students discuss the questions.

### Answers

- Scores, rules, players, past matches played etc.
- No, they use language that conveys the excitement of the game.
- er, you know, from where I am sitting, ah etc. They fill gaps where the commentator is thinking about what to say.
- Ike to Emmanuel, Emmanuel runs with it, nicely taking on Agbim on the right, then pushing it to ... no ... he held onto it, but what good pressuring from Gabriel ... putting his whole heart into it, ah ... giving it everything he has! Wow, how they have

turned the tables ... suddenly Highlanders are playing like league champs again.

- e) Find these terms in the transcript and discuss what they mean.
- Conceding a goal – letting the other side score
  - Tough game – both sides play hard to win
  - Half-hearted effort – not playing very well
  - Went to his head – got conceited
  - Running circles round them – playing much better than the other side
- f) Mikel takes the throw-in, but AH! Superstars' Bengu Mothale steals the ball and races up the flank, then cuts inside.

### Evaluation

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

## Grammar Structure

This section builds on prior knowledge of complex sentences and focuses on subordinate clauses. Read and discuss the information in the grammar boxes before students do the relevant activities.

### Activity 9 (SB p. 210)

Students copy and complete the complex sentences using suitable connectors. Answers will vary. Suggested answers below:

- a) The movie, although very long, was still enjoyable.
- b) When she was young, she believed in fairy tales.
- c) Let's go back to the restaurant where we had our first date.
- d) We visited the museum before it closed.
- e) Computers have come a long way since they first came on the market.
- f) The president chose people who would help her make good decisions.

### Activity 10 (SB p. 211)

Students work in pairs. They identify the subordinate clause in each sentence and say what kind it is.

## Answers

- a) I wonder if he will arrive tomorrow. (noun clause)
- b) The boy who had stolen the purse was caught. (relative clause)
- c) She is very fit because she exercises regularly. (adjectival clause)
- d) Pizza, which most people love, is not very healthy. (relative clause)
- e) I know someone whose father fought in the war. (relative clause)
- f) Even if you pay for my ticket, I will not go. (adverbial clause)
- g) He told me that he had succeeded. (noun clause)
- h) As soon as you are ready, call me. (adverbial clause)
- i) We can only hope it is not too late. (noun clause)

### Activity 11 (SB p. 211)

Students write six of their own complex sentences: two with adjective clauses, two with adverb clauses and two with noun clauses. They use a different connector each time.

## Writing

The information in the textbox on pages 211 and 212 of the Student's Book shows students how to write a newspaper report. Discuss the difference and similarity between articles and reports. Refer students to the Self-Assessment Checklist: Article. They can use this and the information in the Student's Book to guide their writing and to check their work.

### Activity 12 (SB p. 211)

Students write a news report on a sports event (any type) that they recently attended.

### Evaluation

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

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

## Speaking And Listening

### Activity 13 (SB p. 213)

Students work in groups. They must present their newspaper report on a sports event. Students can rehearse it before presenting it to their group. They must remember to adjust their pace, tone and volume where appropriate so that the report is interesting to listen to.

### Evaluation

Teacher Evaluation: Teachers can use the following sections from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide: Identification, Pronunciation, and Stress and Intonation. Teachers can also adapt the following sections from the Rubric: Narrating and Presenting a Speech on page 15 to fit the task.

## MODULE 9

# English Belongs To Those Who Speak It

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking (p. 214) Consonants followed by the /w/ sound	Listening And Comprehension (p. 220) Newspaper headlines and news	Reading And Comprehension (p. 216) Read a text about speaking English and answer questions	Vocabulary (p. 219) English words from other languages	Grammar Structure (p. 215) Writing compound sentences Writing (p. 220) Write an article

## Objectives

By the end of this module the student should understand the following skills:

**Listening:** Listen to identify main ideas and details and in order to answer questions.

**Speaking:** Pronounce Consonants correctly.

**Reading And Comprehension:** Read to extract meaning and facts, and to answer questions that require inference.

**Vocabulary:** Use dictionaries to find the Standard English meanings of foreign words.

**Grammar:** Explain, identify and form compound and complex sentences punctuation and clauses.

**Writing:** Write an Article using correct structure and language.

## Resources

Student's Book (pp. 214–220)

Teacher's Guide

Blackboard

Dictionaries

An assortment of photographs taken from magazines or newspapers

## Speaking And Listening

Students practice consonant sounds followed by /w/. Students should notice that the /w/ sound is always followed by a vowel sound.

### Activity 1 (SB p. 214)

Students read the words below to themselves as they listen to how each one is pronounced. Then work with a partner to practise saying the words.

## Activity 2 (SB p. 214)

With a partner, students take turns to say these sentences aloud. They concentrate on pronouncing the underlined words correctly. They then write sentences containing the underlined words.

## Grammar Structure

Read the information in the grammar boxes about how to punctuate compound and complex sentences before students complete the relevant activities.

## Activity 3 (SB p. 215)

Students use a coordinating conjunction to join each pair of independent clauses into a compound sentence.

### Answers

- Spelling is hard for many people, but there are techniques for improving spelling.
- Some rivers are endangered and many people are working to protect them.
- The library is a quiet place to study, however many students prefer to study at home.
- She didn't like to read; she was not very good at it.
- I didn't do my homework, so my parents punished me.

## Activity 4 (SB p. 216)

Students identify the independent clause.

### Answers

- Although we know the benefits of exercise, most of us don't exercise regularly enough.
- Change your negative inner dialogue whenever you realise you are being too hard on yourself.
- Since you need some help, I'll come over this afternoon.
- I will buy it for her if she asks me.
- I really enjoyed the concert although the music was too loud.

## Activity 5 (SB p. 216)

Students say whether each sentence is complex or compound.

## Answers

- After the tornado hit the town, there was little left standing. (complex)
- He lost marks because the essay was late. (complex)
- I don't like sushi, nor do I like any kind of fish. (compound)
- I enjoyed the apple pie that you baked for me. (complex)
- Since it's hard to resist a sunny day, some teachers hold their classes outside. (complex)
- The dangers of smoking are well known, yet many people continue to smoke anyway. (compound)
- The lightning flashed and the rain fell. (compound)
- The movie, though very long, was still very enjoyable. (complex)
- They left on the bus before I arrived, so I didn't get to say goodbye. (compound)

## Reading And Comprehension

Read the text while students follow in their Students' Book. Students then read the text again and answer the questions that follow. The questions test their ability to comprehend meaning based on context and to extract information and make inferences.

## Activity 6 (SB p. 216)

Students work in pairs to read and discuss the text.

## Activity 7 (SB p. 217)

Students answer the questions.

### Answers

- B
- A
- C
- B
- C
- B

## Activity 8 (SB p. 218)

Students say if the statements are true or false.

## Answers

- a) False
- b) True
- c) False

## Activity 9 (SB p. 218)

Students choose the most suitable meaning for each of these standard English expressions.

## Answers

- a) leaps and bounds – C rapidly
- b) tough nut to crack – C something that is difficult to achieve
- c) a godsend – A someone or something that helps people in difficult situations
- d) cough up – B give something like information or money very unwillingly

## Vocabulary

Ask students to think about English words that come from other languages. They can share them with the class.

## Activity 10 (SB p. 219)

Read through the information in the textbox with students and talk about the words it contains. Students discuss the words in groups.

## Activity 11 (SB p. 219)

Students use a dictionary to find out what these terms mean. For each one, they must write down the meaning and the language it is from. They use the word in a sentence of their own. Answers will vary.

## Answers

- a) per se – Latin – in itself
- b) vis-à-vis – French – with regard to
- c) terra firma – Latin – dry land
- d) raison d'être – French – reason for being
- e) per annum – Latin – by the year
- f) inter alia – Latin – amongst other things

## Listening

In this section, students listen to a text and then answer the questions that follow.

## Activity 12 (SB p. 220)

These are the four newspaper extracts to read the class. The most suitable headline and the main idea for each are listed below the extract.

1. Using Twitter, the Islamic State (IS) operational in Syria and Iraq made its presence felt on the outskirts of Nigeria's capital, Abuja, last night, Friday evening, 2 October 2015. Boko Haram, which sees itself as the Islamic State in West Africa Province, this morning claimed responsibility for last night's two bomb attacks. The bombs, which were detonated in Kuje, to the west of Abuja, and in Nyanya, to the east, resulted in 18 deaths and 41 injuries.

**Headline: Syrian IS makes its presence felt in Nigerian capital**

**Main idea: Influence of IS reaches into the heart of Nigeria**

2. Boko Haram has vowed to step up its attacks in urban areas in Nigeria, as it strives to impose Islamic State (IS) rule across the country. A spokesperson for Boko Haram said Christian churches, especially those whose pastors had referred to Boko Haram as the 'great evil of our times', would be targeted.

**Headline: Boko Haram vows to hit Christian churches hard**

**Main idea: Boko Haram wants to impose IS rule in Nigeria**

3. Nigerian President, Muhammadu Buhari, visited the surviving victims of the Boko Haram bombings that took place in Kuje, to the west of Abuja, and in Nyanya, to the east, on Friday evening, 2 October 2015. Speaking at the National Hospital, Abuja, President Buhari condemned the bombings as acts carried out by cowards, and said he would authorise the Nigerian armed forces to use everyone at its disposal to wipe out Boko Haram. He also promised the victims of the bombings and their families that the federal government would meet all their medical expenses.

**Headline: Might of the military to be used to crush Boko Haram**

**Main idea: Victims of bombing to receive federal government support while the military seeks to destroy Boko Haram**

4. Following the Boko Haram bombings on the outskirts of Abuja in Kuje and Nyanya on Friday evening, 2 October 2015, the military and the police have imposed heightened surveillance measures. While the focus of these measures was at strategic locations in Abuja, all major routes into and out of the city were also being monitored. In addition, roadblocks had been set up around popular public spots, such as Utako Market, Wuse Market and surrounding shopping malls, where all vehicles were subject to through searches.

**Headline: Ring of steel around the city**

**Main idea: Increased surveillance and roadblocks set up to try to keep Abuja and its citizens safe from further Boko Haram attacks**

## Writing

### Activity 13 (p. 220)

Students write an article for their school magazine or a local newspaper. Show students an assortment of photographs taken from magazines or newspapers. They must choose one that appeals to them and write an article based on that photograph. Their article must include all of the features, language and style elements of magazine articles that have been learnt about. Refer students to the self-evaluation checklist so that they can use it while planning, writing and checking their work.

### Evaluation

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

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

## MODULE 10

# Space Travel

## Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Student's Book	Speaking (p. 225) Present a speech	Listening And Comprehension (p. 221) An extract about Mars	Reading And Comprehension (p. 221) Read about a trip on Mars One and answer questions	Vocabulary (p. 224) Words to do with space travel	Grammar Structure (p. 225) Root words and affixes Writing (p. 225) Write a speech about space travel Identify and discuss different types of writing

## Objectives

By the end of this module the student should understand the following skills:

**Listening:** Listen to comprehend details, identify the meanings of words and phrases in context, and to be able to use these words in different contexts.

**Reading And Comprehension:** Apply pre-

reading techniques, and read to understand the meaning of words and phrases in context, to make notes and summarise key content.

**Vocabulary:** Explain and identify synonyms and use them correctly; use new words related to space travel in complex sentences; use dictionaries to find meanings.

**Grammar:** Use root words and affixes.

**Writing:** Write a speech using persuasive and convincing language, and correct structure.

## Resources

Student's Book (pp. 221–227)

Teacher's Guide

Blackboard

Dictionaries

Pictures of Mars and Mars one

## Listening

Introduce this section by talking about the planets in our solar system and about Mars and space exploration. Try to get hold of pictures to show to students.

### Activity 1 (SB p. 221)

Read this text to the class twice. The first time, they should just listen. When you read the text the second time, they must choose the best option to answer the questions.

#### Mars

Mars is 225 000 000 km from Earth, on average. At 6 787 km, its diameter is roughly half that of Earth's.

With clouds, storms and seasons, Mars is the most Earth-like of the Sun's family. Its year lasts 687 Earth days and its day, known as the sol, is 24 hours 37 minutes long.

The Martian climate is very severe. Surface temperatures on Mars barely reach 0 °C by day and drop to –123 °C at night. Water exists in the polar caps of Mars and in its atmosphere, and probably also lies in the ground as ice.

Most of Mars is ruddy-coloured desert. Its surface colour comes from its rusty, oxidised rocks and dust, and it is pocked with craters. There are also many volcanoes on Mars. The huge Olympus Mons, 550 km across and 25 km high, is the largest of four massive ones in the Tharsis region.

In addition to the volcanoes, Mars has channels that are hundreds of kilometres long. It is thought that millions of years ago, massive floods of water raced along the surface of Mars, scarring the terrain and carving out these channels.

## Answers

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

### Activity 2 (SB p. 221)

Students make sentences of their own using the following words from the text. Ask them to use their dictionaries.

- a) roughly half
- b) desert
- c) vegetation
- d) barren
- e) landscape

## Answers

Answers will vary but should show understanding of the meaning of the words.

## Reading And Comprehension

### Activity 3 (SB p. 221)

Students scan the information from the Mars One to find the necessary information.

## Answers

There are six subheadings:

- Qualifications. Key words: Mars One, worldwide search, candidates, mission, skill set
- The astronaut selection process. Key words: qualities, ability, drive, motivation, no return, purpose, self-reflection
- Key characteristics of an astronaut. Key words: resiliency, adaptability, curiosity, ability to trust, creativity

- Age. Key words: over 18, no upper limit, good health.
- Medical and physical requirements. Key words: age, gender, standards, dependency, movement, eyesight, blood pressure, height.
- Country of origin and language. Key words: any country, world.

### Activity 4 (SB p. 221)

Students read the text individually.

### Activity 5 (SB p. 224)

Students match the words in column A with the most suitable synonym in column B.

### Answer

Emphasise	stress
proven by	verified from
obtained	derived
world wide	global
physical movement	motion and functionality
way	means
qualities	attributes
main	primary
never give up	persevere

### Activity 6 (SB p. 224)

Students say whether the statements are true or false.

### Answers

- Applicants for the Mars One mission will never be able to return to the Earth. **True**
- The most important quality that a Mars One applicant must have is physical strength. **False**
- Mars One applicants must be good team members. **True**
- Mars One applicants can be any age. **False**  
**muse be over 18**
- Only people from Europe and the United States of America can apply to go on the Mars One mission. **False**

### Activity 7 (SB p. 231)

Students write a summary of the article in no more than 200 words. Answers will vary.

#### Evaluation

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

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

## Vocabulary

### Activity 8 (SB p. 224)

Students must read the definitions and then use each word in a compound or complex sentence. Answers will vary.

## Writing

Read through the arguments for and against the Mars One mission with students.

### Activity 9 (SB p. 225)

Students prepare a speech of between 2-3 minutes that explains their opinion on whether the Mars One mission is an excellent idea or that it is a foolish idea.

### Activity 10 (SB p. 225)

Students finalise their speech scripts and rehearse their speeches so that they can be presented to the class. Choose a suitable lesson in which students present their speeches.

#### Evaluation

Teacher Evaluation: Teachers can use the following section from the Rubric: Listening and Speaking Skills on page 13 of this Teacher's Guide and the Rubric: Presenting a Speech on page 15 of this Teacher's Guide.

## Grammar Structure

Revise word roots, prefixes and suffixes with students by reading and discussing the information in the textbox on page 225 of the Student's Book.

### Activity 11 (SB p. 226)

Students must add a prefix and a suffix to the following words to make a new word.

- a) predict
- b) forgive
- c) form
- d) mortal
- e) connect
- f) arrange
- g) logical
- h) dominant

### Answers

- a) unpredictable
- b) unforgiveable
- c) unformed
- d) immortality
- e) disconnected
- f) disarranged
- g) illogically
- h) predominantly

## Writing

Students have an opportunity to revise the key features of articles, speeches and letters and to apply this knowledge to identifying similarities and differences, and then to write one of these text types.

### Activity 12 (SB p. 226)

In pairs, students study and discuss the table containing a summary of the features of articles, speeches and letters.

### Activity 13 (SB p. 226)

Students work in groups and study the extracts from articles, speeches and letters. They identify and discuss their differences and similarities.

### Activity 14 (SB p. 227)

Students use information from the vocabulary section of this unit as well as their own ideas to write one of the texts A,B,C,D, or E. Remind students to use the Self-Assessment Checklists you provided previously.

### Evaluation

**Student Evaluation:** Students can use the Self-Assessment Checklists: Formal and Informal Letters, and Article on page 11 of this Teacher's Guide.

**Teacher Evaluation:** Teachers can use the Rubrics: Formal and Informal Letters, Speech and Article on pages 15, 20 and 22 of this Teacher's Guide.

## Paper 1 Writing

### Section A: Continuous Writing (50 marks)

Select from the rubrics listed below, according to the choice of questions. They can be found in the Introduction of this Teacher's Guide. Page references are given.

- Teacher's Rubric: Formal and Informal Letter (page 22)
- Teacher's Rubric: Article (page 20)
- Teacher's Rubric: Argumentative Essay (page 18)

### Section B: Comprehension (20 marks)

- a. Obi was anxious about his situation (the last day of the court case), he was expecting to be humiliated, and he was prepared for it, but it was none the less a very difficult situation to find oneself in. (2)
  - b. Yes, it was a high profile case. "The case had been the talk of Lagos for a number of weeks and on this last day anyone who could possibly leave his job was there to hear the judgement."
  - c. The judge said he was 'tired of these constant excuses about the problem of locomotion'. This indicates that this was not the first time that Me Adeyemi had been late. (2)
  - d. Obi's tears were not genuine, he had planned to cry/ behave like this because he thought he would stand a better chance if he showed remorse that he did not actually feel. (1)
    - i. It is a Simile – it uses the word 'as' to compare the gaze to a collector of insects (someone who has the intention of killing the insect and then preserving it for his/her own pleasure/interest). (1)
- ii) He had expected it and rehearsed this very scene a hundred times until it had become **as familiar as a friend**. – this is also a Simile. (2)
- f. 'marked' in this context means noticeable. (1)
- g. i) indifferent: apathetic, uninterested
  - ii) unruffled: calm
  - iii) listlessness: apathy
  - iv) comprehend: understand (4)
- h. i) disloyal; treacherous
  - ii) abruptly (2)
- i) Abstract nouns: interest, moment, trouble, excuse, laughter, promise, betrayal (2)
- j) i) Complex sentence (1)
  - ii) He thought he was fully prepared (1)

### Section C: Summary (20 marks)

Step 1 is to define the problem or situation and clearly identify the decision that you have to make. Step 2 is to decide what information you need to make your decision, where you can get this information and how you can get it. Step 3 is to analyse your information and identify the alternatives available to you. Step 4 is to evaluate the alternatives by looking at the pros and cons of each one. Step 5 is to weigh all the evidence and choose the alternative that seems to be best suited to you. Step 6 is to convert your decision into action. Step 7 is to think about your decision and its consequences.

## Paper 2 Vocabulary and Grammar Structure

### Multiple Choice (50 marks)

1. D sparsely populated
2. A acrimoniously
3. C dreadful
4. C imagination
5. A loyal
6. D by

7. B had been waiting
8. B has not visited
9. A with
10. B some
11. C it
12. C mine
13. B very
14. D What
15. A isn't he?
16. D Reading can make you know more.
17. C telling white lies.
18. C putting money away for a future time of need.
19. A bad experiences have a positive side to them.
20. B promising
21. C admiration
22. D Both B and C
23. A sympathy
24. A Simple Past
25. B Present Continuous
26. A Reflexive pronoun
27. B Conjunction
28. C Verb
29. A Abstract Noun
30. C Laugh
31. The person who writes the copy for advertisements is called a **copywriter**.
32. A **designer** develops the overall layout and visual design for advertisements.
33. The **target market** is the particular group at which a particular advertisement is aimed.
34. A **trader/financial advisor** buys and sells shares in companies for other people.
35. Someone who buys shares in a company is called a **shareholder**.
36. A person who tries to take control of a company by buying a lot of its shares is called a **hostile takeover**.
37. The **constitution** contains the basic rules by which a country is governed.
38. A **democracy** is government by the people.
39. A **referee** makes sure that players stick to the rules of the game.
40. Soccer players are trained by a **coach**.
41. The sport of **archery** requires specific/ dedicated equipment like a bow, arrows and a target.
42. The fishing method that involves towing trawl nets along the sea floor is called **trawling**.
43. Farmers **vaccinate** their livestock against diseases like rabies.
44. **Halaal** food is lawful or permitted under Islamic law.
45. **Forbidden/Haram** food like pork is prohibited under Islamic law.
46. The Christian Eucharist is also called the **Holy Communion**.
47. The **circulation desk** is the place in a library where you check out, return or renew items.
48. A book that is not returned to the library by its due date is **overdue**.
49. An advertisement written in the style of a news item or feature is called an **advertorial**.
50. The most important story on the front cover of a newspaper is called the **lead story**.

## Paper 3

### Speaking and Listening

#### Test of orals (20 marks)

1. C Drama
2. B Poor
3. D Both A and C
4. B Quiche  
D Quiz
5. B Thoughtful
6. A Thyme or  
B Align
7. C Shout
8. A ACRImony
9. C explaNAtion
10. D phoTOgraphy
11. C Profit
12. A Picture
13. B Did the mother feel the child's temperature?
14. B Which colour do you prefer?
15. B Brother
16. A Afraid
17. C Both A and B
18. D Confusion
19. A architect
20. C change

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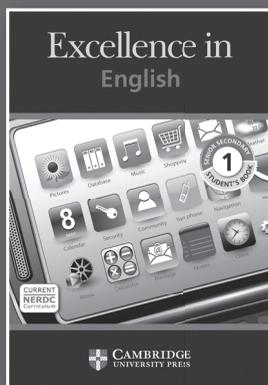
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