

New Concept

English

for Junior Secondary Schools

Teacher's Guide **1**

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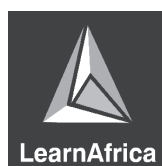
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Contents

Introduction	iv
Unit 1 My first day at secondary school	1
Unit 2 Aisha's dream to learn	4
Unit 3 Adewale and the flooded farm	8
Unit 4 Chidi's quick thinking	14
Unit 5 What is bullying?	15
Unit 6 Information literacy	17
Unit 7 Building a strong economy through financial literacy	22
Unit 8 Artificial Intelligence (AI)	25
Unit 9 Henry follows road safety rules	30
Unit 10 Kidnapping in Nigeria: Causes and solutions	34
Unit 11 Patriotism and how to show it	37
Unit 12 Adaeze says 'No' to a secret trip	41
Unit 13 Abuse of herbal medicine	45
Unit 14 Finidi clicks wisely	47
Unit 15 Your mind matters	51
Unit 16 Child abuse	55
Unit 17 Corruption	58
Unit 18 Living together in harmony	62
Unit 19 Mariam and the Ready-Set Safe Club	66

Introduction

A How to use this course

i) General

New Concept English for Junior Secondary Schools has been designed to develop in the students the four basic learning skills: Listening, speaking, reading and writing. A good grasp of English demands that all these basic skills be taken into crucial consideration in the development of a curriculum for the subject. A defect suffered by students in one of these skills may have serious academic and practical repercussions. Hence, it is the duty of the teacher to ensure that no part of these skills is neglected or weakly treated.

Teacher may find that the course is a mixture of complex and mid-level exercise, passage, and explanations. Hence, it is the duty of the teacher to simplify difficult areas to assist middle-of-the-road-learner. Teacher should also employ a variety of teaching strategies in the class to help the students.

ii) Structure of the student's book

The scheme of work in the opening pages of the series gives a good idea of how the units are arranged. Some units may take more time than others to complete because of the length and structure of individual components. Teacher should use their initiatives to ensure that lessons are taught within the time frame allocated for each section on the timetable.

Each of the nineteen units in the book is divided into many sections. Each section focuses essentially on one aspect of the English language curriculum—reading, listening, writing or language areas such as grammar or vocabulary development. This integrated approach engenders simultaneous learning of the curriculum contents.

iii) Timing

Most periods allotted to the English language are usually less than an hour per period. This may act as a constraint on the coverage of the content in the lesson plan. However, the teacher should ensure that the essential ingredients of any course content are taught to students first. Where some exercises cannot be covered in the class, a part can be given as homework.

Teacher may even ask the students to read some of the passages or do some groundwork about the content of the composition exercise from home. For example, difficult words that the students are likely to meet in the comprehension passages may be given as homework so that understanding a text piece in the class would not be a problem for students.

iv) Homework

Homework can be made an effective tool for language learning. Hence, teachers should make homework an essential part of the learners' studying schedule. Some students learn better when given homework because they cannot cope with the teacher's speed in class. Homework ensures perfect assimilation of topics. However, teachers need to consider the amount and types of homework that they give students in the class before they tackle tasks at home.

Homework may be too complex to do if the rudimentary knowledge toward tackling it is not grasped properly by the students.

Here are some suggestion on the type of homework that is most appropriate:

1 Reading

Students may be asked to read a passage in advance and find out the meaning of certain words, phrases, and concepts. Ensure that the students study the portion labelled before you read. You can ask the students to do the exercise or answer the questions in this part.

2 Vocabulary

Some vocabulary questions need intensive dictionary consultation. So, teachers may need to give them assignments. However, some students are fond of copying vocabulary answers from classmates. So, teachers should be careful with such students. Encourage the students to use words in their own sentences rather than just copying from the dictionary.

3 Writing

One of the benefits of homework is the development of better writing skills. Students need to practice how to plan or write outlines for composition. By giving them writing exercises as homework, the skills of planning a first or second draft before the final copy could be developed in the students.

B Continuous assessment

The continuous assessment gives the teachers the ability to assess students' progress and correct identified learning problems. This leads to reduced anxiety and finality that surround examinations and increases the emphasis on the learning itself. The focus therefore, shifts from superficial competition with other students to genuine understanding and personal learning goal. Over-reliance on the traditional two or three-hour examination becomes reduced.

Assessment should be holistic through employing multiple assessment procedures or tools. It should also be valid, reliable, and integrated with the curriculum.

Teachers may have the belief that one or two assessments may be inefficient to test the students. This is a wrong notion. Continuous assessment is an ongoing activity. The semantics of the word 'continuous' says 'continuing to happen or exist without stopping or without interruption.' This means that teachers should give continuous assessments to students regularly, possibly after each lesson taught. However, it should be positively motivated by being fair to the students. How? Teachers should not make it too simplistic or ordinary. It should be recorded so that the students will be motivated, and regard it as a tool for academic progress.

In the New Concept English series, continuous assessment is taken care of using the following strategies:

- 1 Regular as well as examination standard exercises in oral English, grammar, and vocabulary.
- 2 Theoretical and practical-oriented composition exercises are given to the students after showing them two samples: a model composition and a badly-written one. Teacher may find it beneficial to allot marks based on the following:

Grammar (word order, tense, expression, accuracy) – 25%

Vocabulary (appropriateness and scope) –20%

Planning and organisation (including paragraphing) – 20%

Mechanical accuracy (spelling and punctuation) – 10%

Content – 25%

- 3 Comprehension [reading and listening]—rich and objective.
- 4 Test of orals – a plethora of exercise abound in the New Concept English under oral English. The exercises are based on the requirements of public examining bodies for Junior Secondary Schools. It is suggested that teachers could also do a practical oral assessment of the students in terms of pronunciation competence.

C Lesson planning

Lessons that are well-planned are more likely to assist students and teachers than those that are not. Effective lesson planning improves the quality of teaching, reduces the amount of stress present in the classroom, and serves as a powerful map to guide the teachers to their performance objectives. It allows the teachers to know what they want to do.

As useful as a lesson plan is, it must be prepared with an important idea in mind that students and classes differ in their levels of knowledge and skill. So timing, teaching strategies and class assessment must reflect this critical point. A typical lesson should be varied and never zero one particular skill. The following is a schematic mini-lesson plan focusing on reading and writing skills—comprehension and summary. The example refers to pages 28-31 of the New Concept English JSS 1 (NCE). (Note: this is not a straight jacket template, for variations are possible).

- 1 Introduction (5 mins)
Teacher should explain and exemplify the various reading skills such as reading for fact, reading to answer specific questions, reading for meaning, and reading for critical evaluation. For example, the following question numbers or figures exemplify these types of reading skills:
Questions a, d and e – reading for facts.
Questions g – reading for meaning.
Questions b, c, reflect and discuss, draw conclusions – reading for critical evaluation.
- 2 Reading for facts, meaning and critical evaluation (15 mins)
Teacher should read the passage aloud to the students. Then, the students should read it silently on their own. Teacher should tell the students that questions testing various reading skills are asked under the comprehension passages. Teacher should guide the students to answer all the questions as well as reflect and discuss (page 30) and then draw conclusions (page 31).
- 3 Summary writing (20 mins)
Revise the tips on summary writing with the students and demonstrate it on the board. Tell the students to use their own words as much as possible. Demonstrate this as well.

Unit
1

My first day at secondary school

Oral English SB page 1

1 Description of the /i:/ sound

This section should be interactive. It provides the foundation for the comparison with /ɪ/ sound. It also gives examples of the spelling methods of the sound. Involve the students while describing this sound; let them also imitate the sound, as you pronounce it. Remember, all the sections are important.

2 Dialogue practice 1 SB page 2

This section provides different words illustrating the /i:/ sound.

- a) The students should listen and repeat the different words after the teacher.
- b) The students should think of other words with the /i:/ sound and use them in sentences.

3 Dialogue practice 2 SB page 3

In this practice, there are words illustrating the /ɪ/ sound. The students should listen and repeat the different words after the teacher.

Many students at this level cannot differentiate pairs of long /i:/ and /ɪ/ sounds in English. The dialogues will provide them with the practice of using these speech sounds within sentence context.

It is advisable for the teacher to read out such dialogue first to the students so that they can listen to good model.

Teacher may however call out students to role-play the dialogues. The pairs should read the dialogues together independently while the teacher goes around to listen and correct where necessary. This allows all the students to practise instead of a pair doing it while the others listen.

Reading SB page 4

Teacher should guide the students on how to understand the writer's tone and the reader's mood.

Comprehension SB page 5

My first day at secondary school SB page 5

Before the actual reading commences, give the students a reason for reading and ask one or more 'search questions'. In this case, discuss the passage with the students and ask them to read the passage to find out John's first experience at secondary school. The students should compare their own personal experience to that of John.

The teacher should encourage faster reading and so must not wait for slow readers. As soon as three quarters of the class have put up their hands, questioning should commence. This will encourage slow readers to read faster the next time and gradually improve their reading speed.

The questions under comprehension should be handled orally first. It is also important to note that all the questions require answers in the simple past tense. The questions should be answered in writing, and may be given as homework.

The *reflect and discuss* section provide the students with the opportunity to ask as well as answer questions. It will also allow them to speak about themselves.

Vocabulary SB page 7

1 The words under this section are from the reading passage. The students may be encouraged to check the meanings in their dictionaries, and use them in sentences of their own to show they understand the meanings.

2 Word search

- | | | | | | |
|----------------|---|-------------|------------|---|---------|
| a) stlingbu | = | bustling | b) xietyan | = | anxiety |
| c) warmings | = | swarming | d) turalna | = | natural |
| e) cutiveconse | = | consecutive | f) vidlyvi | = | vividly |
| g) fulevent | = | eventful | | | |

Word focus: Partitives

C	O	N	S	E	C	U	T	I	V	E
Q	R	S	T	E	W	X	Y	Z	I	V
A	B	C	D	G	E	G	H	I	V	E
J	S	K	L	M	N	O	P	W	I	N
X	W	Y	B	Z	M	S	T	U	D	T
N	A	T	U	R	A	L	R	S	L	F
A	R	C	S	D	E	F	G	H	Y	U
P	M	N	T	A	C	B	E	D	Q	L
N	I	C	L	O	L	N	M	O	S	T
A	N	X	I	E	T	Y	Q	W	X	Y
K	G	H	N	J	L	M	N	K	L	B
Z	L	O	G	T	S	Q	A	C	D	W

Exercise SB page 8

2	cube	3	roll
4	pile	5	pair
6	blade	7	box
8	packet	9	ounce
10	gallon	11	glass

Grammar SB page 8

Parts of speech: Noun

In this section, common nouns are treated exhaustively and students should be asked to give more examples. The correct use of *a*, *an* and *the* is also treated. This will enable the students master the appropriate use before nouns (such as countable and uncountable distinction) which is treated in subsequent units.

Ask and answer SB page 10

This is best treated in the form of question and answer activities initially, e.g.

Teacher: Picture 1. What is this?

Student: It's an apple.

Later, the teacher can call on a pair of students to ask and answer in the same way. Make sure that all the students have an opportunity to participate in this exercise.

Multiple-choice questions SB pages 10-11

- 1 C
- 2 C
- 3 B
- 4 A

Writing: Descriptive SB pages 11-13

- a) Teacher should emphasise the practical aspects of writing a descriptive composition.
- b) The teacher should guide students to identify the errors in a badly-written sample of a descriptive composition (page 13).

Literature SB page 13

- a) Teacher should give the definition of literature.
- b) Explain the two broad aspects of literature.
- c) Read and elaborate on the importance and features of literature.

Unit 2

Aisha's dream to learn

Oral English

SB page 15

Description of the /p/ and /b/ sounds

In this section, two consonant sounds /p/ and /b/ are compared.

- 1 The pronunciation of the two sounds are described and this lays the foundation for their comparison. It also gives examples of their spelling methods.
- 2 Many examples are given to illustrate the two sounds. Students may be encouraged to listen attentively while the teacher calls out the words and the students later repeat after him.
- 3 Explain the words in which both sounds are silent as listed under 'Tips'.
- 4 Get individuals to read out the sentences at random and see if the rest of the class can agree with what they hear, in the listening practice.
- 5 Listen attentively as the students read out the tongue twister (page 16).
- 6 The conversation practice should be carried out following the instruction in Unit 1.

Multiple-choice questions

SB pages 16-17

- 1 A
- 2 B
- 3 A
- 4 D

Reading

SB page 17

Reading for main and supporting ideas

This is the skill of drawing valid inferences from what is written or making deductions. Very often, authors imply more than they state.

The teacher to run through steps that should be taken to identify the main and supporting ideas of a paragraph. The main idea of a paragraph is in the **topic sentence**.

Comprehension

SB page 18

Aisha's dream to learn

- 1 Before reading commences, the teacher goes through the quick oral questions. The questions are designed to train plain sense reading. The discussion is to enable the students to follow the text through again very closely.

- 2 As reading progresses – teacher should encourage students to do away with bad reading habits which can impede effective reading. Such examples of bad reading habits are touching the words with their fingers, pencil or ruler and incorrect eye movement.
- 3 Teacher deals with difficult words and gets the class interested in the subject of the text; the teacher may want to read the text aloud.
- 4 The students are to read the passage and give answers to the questions.

Answers to comprehension questions

SB Pages 18-19

- 1 Aisha could not go to school at first because her parents could not afford the school fees.
- 2 Aisha's mother sold roasted corn by the roadside.
- 3 Because she noticed Aisha's strong interest in learning and felt moved that she was not in school.
- 4 It inspired other parents to send their children to school.
- 5 They can provide free education, scholarships, school materials, and financial support for poor families.
- 6 B – To become a teacher
- 7 C – Mrs Bello
- 8 B – Mechanic
- 9 C – Joy
- 10 C – The value of education

Reflect and discuss

SB page 19

This section provides opportunity for both teachers and students to interact more on the subject-matter of the passage. Students must be encouraged to participate fully in the discussion.

Draw conclusions

SB page 19

- 1 True
- 2 False
- 3 True
- 4 False
- 5 True

Summary writing

SB pages 19-20

- I 1 C
- 2 A
- 3 C
- 4 C
- 5 B

II Written answers

- 1 One sentence expressing the main idea in the second and third paragraphs:

Aisha dreamed of learning and becoming a teacher despite her difficult circumstances.

2 An alternative title for the passage:

From Roadside Seller to Star Pupil

(Other acceptable answers: 'A Dream Fulfilled,' 'Hope Through Education.')

3 One sentence that captures the whole passage:

With determination and support, Aisha overcame poverty and achieved her dream of going to school.

Vocabulary

SB pages 20-21

Answers

Collocations

1 b 2 a 3 a 4 a 5 a
6 b 7 a 8 b 9 c 10 a

Synonyms

1 a 2 a 3 a 4 b 5 a
6 b 7 b 8 c 9 b 10 a

Compound words

1 classroom
2 roasted corn
3 motorbike
4 out-of-school
5 schoolbag
6 afternoon
7 neighbourhood
8 notebook
9 assembly ground
10 noticeboard

Grammar

SB page 21

Countable and uncountable nouns SB page 21

This section introduces students to countable and uncountable nouns. Countable nouns are common nouns. Common nouns that have plural are known as countable nouns. Nouns that do not have plurals are uncountable nouns.

The correct use of *a* and *an* is also treated.

This will enable the students master the appropriate use of these determiners.

The practice exercise will give the students the required knowledge to make a clear distinction between countable and uncountable nouns.

Forms of plural nouns **SB page 23**

This discusses the different ways by which nouns form the plural.

Give adequate practice in these plural forms with the aid of the examples given. They should be done orally.

Exercise I **SB page 24**

- 1 woman, loaves, butter
- 2 deer, grass, field
- 3 boy, laces, shoes
- 4 buildings, city
- 5 hostels, housemistresses
- 6 oxen, hens, sheep
- 7 dentists, teeth
- 8 child, mango, bee
- 9 women, children, aircraft
- 10 dresses, scarves

Writing **SB pages 24-25**

Paragraphs: Main ideas, topic sentences

This is used to complement how far the students have understood writing topic sentences in a paragraph.

Get them to write a paragraph on the topic 'Myself' using the information in the box. This exercise should be collected for marking.

Composition: Well-written sample **SB page 25**

- a) Revise the writing skills and go through what they have written on 'Myself'.
- b) Teacher should guide students to write a paragraph on *Myself* using the information given in the box on page 25.

Unit 3

Adewale and the flooded farm

Oral English

SB page 26

1 Description of the /æ/ and /a:/ sounds

SB page 26

Follow the same procedures as in Unit 1.

- Always remember to read the words and the sentences first so that students can listen to the correct pronunciation (of the sound /æ/) and repeat after you.
- Read out the sentence pairs in the main text and let the students repeat after you.

Multiple-choice questions

SB page 28

- A
- B
- D
- C
- D

Reading SB page 28

Reading to answer specific questions

Teacher should read out, explain and exemplify.

Before you read SB page 29

Carry out the pre-reading activity with the students. Allow them to discuss what they know about Nigeria's weather.

Ask them to read the passage and answer the questions after it.

Comprehension

SB pages 30-31

- ... Ilara, near Ibadan
- ... was flooded and most of the crops were washed away
- ... he wanted to prevent flooding and protect the environment
- ... they held the soil together and reduced erosion
- ... Yes, because the flooding later became less severe
- D
- B
- C
- B
- D

Reflect and discuss **SB page 31**

This section provides an opportunity for the students to discuss the issues raised.

Draw conclusions **SB page 31**

- 1 T
- 2 F
- 3 F
- 4 F
- 5 T

Summary writing **SB pages 31-32**

The tips under summary should be explained to the students in the context of the passage and this should encourage them to attempt the exercises.

- a) Teacher should read out and explain the summary tips on pages 31-32.
- b) Students should be able to demonstrate the tips in writing.

Exercise

- 1 ...they depended on farming for their livelihood
- 2 ...destroyed many farms and homes
- 3 ...climate change caused by cutting trees and burning waste
- 4 ...start an Environmental Club
- 5 ...plant trees and clean the environment
- 6 ...trees reduced erosion and flooding
- 7 ...is everyone's responsibility

Vocabulary **SB page 32**

Answers

Blends

- 1 telecast
- 2 guesstimate
- 3 smog
- 4 infotainment
- 5 webinar
- 6 camcorder
- 7 staycation
- 8 brunch
- 9 medicare
- 10 email

Polysemy

- 1 B
- 2 B
- 3 A
- 4 B
- 5 A
- 6 B
- 7 D
- 8 A
- 9 C
- 10 A

Idioms

- 1 ...to make good use of an opportunity
- 2 ...to watch carefully
- 3 ...to face a challenge boldly
- 4 ...to study or work late at night
- 5 ...to give up
- 6 ...to say exactly the right thing
- 7 ...to become nervous
- 8 ...to reveal a secret
- 9 ...to listen attentively
- 10 ...to make a fresh start

Listening comprehension **SB page 34**

Teacher is advised to read the detailed notes on SB page 254. All the students should have their books closed while the teacher reads the passage, at a little less than normal speed. Tell them to answer the questions orally.

Grammar **SB page 34**

Parts of speech: Pronoun

Assist the students to list all the pronouns.

List the singular pronouns and the plural pronouns on SB page 34. Teacher may introduce more examples showing the singular and plural pronouns.

You may employ practice in dialogue to identify more uses of singular and plural pronouns and also the use of number for 1st, 2nd and 3rd persons in English language.

Mention the objective and subjective uses of the pronoun and how it replaces nouns in a sentence.

Multiple-choice questions**SB page 37**

- 1 C
- 2 A
- 3 A
- 4 B
- 5 C

Writing – Narrative/descriptive**SB page 37**

- a) Narration is a kind of writing that recalls past events or deeds. It is a storytelling essay. The story may be real or imaginary.
- b) Impress it on the students the need to write an outline before writing a composition. Demonstrate this on the board.

The simple past tense is used in writing narration. Tell the students to write out one of the stories in their books using the simple past tense. Allow them to do the exercises that follow to practise what they have learnt.

Editing/proofreading**SB page 40**

Get the students to study the points raised under this section. You may explain the stages of editing as listed.

The elements of composition**SB page 40**

Go through the elements of composition with the students. Explain each of these elements and their importance in writing acceptable compositions.

Writing: Outlines**SB page 40**

An outline is an important aspect of composition writing. It helps to breakdown essays into manageable bits. Outline writing should be connected with the elements of composition.

Teacher may use 'The boastful dog and the frog' story to test their understanding of outline writing.

Literature SB page 41

- 1 Describe the features of folktales, myths, and legends.
- 2 Read out examples of folktales and myths (page 42).
- 3 Let the students tell their own folktales in the class.

Unit 4

Chidi's quick thinking

Oral English SB page 43

Description of the /t/ and /d/ sounds

Follow the same procedure as in Unit 1 for the exercises on this passage.

This section provides different words illustrating the /t/ and /d/ sounds. The students should listen and repeat the different words after the teacher.

The teacher should make a distinction between the two sounds.

Multiple-choice questions SB page 45

- 1 D
- 2 B
- 3 A
- 4 D
- 5 B

Reading SB page 45

Teacher should guide students on how to scan the passage as well as read for maximum retention and recall.

Comprehension SB page 46

- 1 Emekuku
- 2 He owned a small electronics shop.
- 3 He sensed danger and wanted to stay safe.
- 4 He is alert, responsible, and security-conscious.
- 5 By teaching awareness and encouraging reporting of suspicious behaviour.
- 6 B
- 7 A
- 8 C
- 9 D
- 10 C

Draw conclusions SB page 48

- | | | |
|-----|-----|-----|
| 1 T | 2 T | 3 F |
| 4 T | 5 F | |

Vocabulary SB page 47

Affixes

- 1 Chidi was very careful.
- 2 His action was truly brave.
- 3 The strange man behaved in a suspicious way.
- 4 The people praised Chidi's responsibility.
- 5 Everyone must be alert about safety.
- 6 The patrol team arrived quickly.
- 7 The man was caught before he could act criminally.
- 8 The town became more secure.
- 9 The teacher encouraged students to be observant.
- 10 Chidi showed great wisdom in his decision.

Antonyms

- 1 reckless
- 2 violent
- 3 escaped
- 4 unsafe
- 5 late
- 6 scolded
- 7 slowly
- 8 sleepy
- 9 foolish
- 10 ashamed

Homophones

- 1 to
- 2 steal
- 3 night
- 4 meet
- 5 caught
- 6 right
- 7 you
- 8 son
- 9 break
- 10 pair

Grammar SB page 50

Types of pronouns

This section introduces the students to the types of pronouns.

Teacher should go through the various types explained in the SB pages 50-53.

The dialogue practice will give the students the required practice, so they will be able to make a clear distinction between the types of pronouns.

Answers to exercises SB page 52

- 1 Peju and I are friends.
- 2 All the pupils in the class are fighting one another.
- 3 They caught the boy who had stolen the teacher's bag.
- 4 Which house is this?
- 5 The boys hid themselves.
- 6 These books belong to them. They are theirs.
- 7 Neither Shehu nor Danladi had completed his task.
- 8 'Where did you find the book?' he asked him.

Multiple-choice questions SB pages 52-53

- 1 B
- 2 C
- 3 C
- 4 B
- 5 C

Writing SB page 52

Students should go through the two compositions (pages 51 and 52). Ask them to compare and contrast the two. Let them study the well-written composition, paying attention to paragraphing, tenses, spelling, and punctuation. In pairs, they should examine the poorly written composition and make corrections where necessary.

Then, the exercise should be completed individually by the students in their exercise books.

Exercises

Encourage the students to do the exercises.

What is bullying?

Oral English

SB page 55

Description of the /b/ and /ɔ:/ sounds

Follow the same procedure as in Unit 1 and get the students to read the tongue twister aloud.

Multiple-choice questions

SB page 58

- 1 B
- 2 A
- 3 C
- 4 A
- 5 A

Reading

SB page 58

Let the student study the picture on this page carefully. Let them discuss what they think is happening. Let them also narrate their personal experiences of such an encounter. Then discuss the facts about bullying before asking them to read the passage.

Comprehension SB pages 58-60

- 1 C
- 2 C
- 3 B
- 4 D
- 5 B
- 6 A
- 7 C
- 8 D
- 9 D
- 10 D

Draw conclusions SB page 60

- 1 F
- 2 T
- 3 T

Summary writing **SB page 60**

- 1 Teacher should recapitulate summary writing tips given in the previous units.
- 2 Teacher should exemplify the tips on the board.
- 3 Teacher should instruct students to write summary sentences on the board.

Vocabulary: Find a word **SB page 60**

Answers

- a) repeated
- b) inequality
- c) teasing
- d) rumour
- e) tripping
- f) playground

Grammar **SB page 61**

Parts of speech: Verbs

Both kinds of verbs are introduced, that is 'action' and 'being' words. Teacher may introduce more examples showing the use of both kinds of verbs. You may employ the 'demonstration pair' method in practising the dialogues orally, but give examples first. This method may then be used to work out the rules about the three forms of the verb 'to be' – am, is, are.

The students can be asked to fill in the gaps in the exercises. The exercise can be done either orally or in written form (or both).

Multiple-choice questions **SB page 64**

Answers

- 1 B
- 2 C
- 3 A
- 4 C
- 5 B

Writing **SB page 64**

Informal letters

Letter writing is a desirable skill which will help students in developing writing skills at this level. Friendly letters will be appropriate at this stage but such letters should be read and discussed in class before they are used as basis for classroom written work. Students should work in pairs before they write out the letter in their exercise book. However, teacher should explain the layout of the letter to the students. Each student should write his/her own home address to demonstrate what has just been learnt in class.

Unit 6

Information literacy

Oral English

SB page 69

Description of the /k/ and /g/ sounds

Follow the procedures in Unit 1.

Under sound contrasts, read out the words and the sentences to the students and ask them to identify differences if there are any. Encourage the students to read aloud the tongue twister.

Exercise II

SB page 71

- 1 glee
- 2 gram
- 3 ghost
- 4 gear
- 5 craft
- 6 clean
- 7 gin
- 8 grow / crow
- 9 grub
- 10 cable

Multiple-choice questions

SB page 71

- 1 B
- 2 B
- 3 D
- 4 C
- 5 A

Reading

SB pages 71-72

Before you read

Discuss the notes on 'Facts' about information literacy.

Get them to read the passage and answer the questions after it.

The teacher should read the passage out to the students first. Then, ask the students to read the passage, but the time should be short. Ask them questions based on the passage. This should be done orally. Insist on short answers.

Comprehension **SB pages 71-72**

- 1 finding, understanding, and using
- 2 It helps people make wise decisions.
- 3 Giving credit to the original writer.
- 4 Government websites, academic journals, reputable news organisations.
- 5 Knowing and following the laws and rules when using information.
- 6 A
- 7 A
- 8 A
- 9 A
- 10 A

Reflect and discuss **SB page 72**

In pairs or in groups, let the students discuss the questions on this section.

Draw conclusions **SB page 73**

Follow the procedure used in Unit 2.

- | | | | | | |
|---|---|---|---|---|---|
| 1 | T | 2 | F | 3 | T |
|---|---|---|---|---|---|

Summary writing **SB pages 73-74**

Go through the note on this topic with the students and ask them to write all the topic sentences in the reading passage.

Vocabulary **SB page 74**

Answers

Affixes answers:

- 1 unethically
- 2 acknowledgement
- 3 wisely
- 4 illegal
- 5 ineffective
- 6 important
- 7 misinformation
- 8 effectively
- 9 consultation
- 10 identification

Idioms matching:

- 1 misinformation – false information
- 2 ethical – relating to principles of right / wrong
- 3 consult – to ask for advice or information from someone / source
- 4 credible – able to be believed as true
- 5 life-long learner – having a particular quality / habit
- 6 give one a cold shoulder – avoid talking clearly about something
- 7 conscious – aware / mindful of something
- 8 site – relating to the principle of right / wrong (or location, depending on context)
- 9 beat around the bush – avoid talking clearly about something
- 10 spill the beans – to disclose a secret

Collocation answers:

- 1 life-long learning
- 2 critical thinking
- 3 information rights
- 4 legal implications
- 5 property rights
- 6 digital privacy
- 7 credible sources
- 8 reliable journals
- 9 academic journals
- 10 wise decision

Listening comprehension SB page 75

Ensure a quiet class before reading commences. Read the passage once in a steady speed. Get them to discuss the questions in pairs or in groups.

Grammar SB page 75

Forms of verbs SB page 75

Revise briefly on verbs and kinds of verbs that is 'action' and 'being' words. Both the 'action' and 'being' words have five forms. These five forms are determined by whether the verb is regular or irregular.

Go through the table with the students for more clarification.

You may clarify the distinction between regular and irregular verbs.

Spelling the present tense SB page 76

Teacher is to go through the note on SB page 76 with the students.

Types of verbs SB pages 77-78

1 Transitive and intransitive verbs

Teacher is to revise briefly the basic word order in English sentences e.g. SVO.

Get the students to see the basic difference between the two kinds of verbs, namely:

- a) Transitive verbs take an object.
 The goalkeeper caught the ball.
 The striker dribbled an opponent.
- b) Intransitive verbs do not take an object.
 I laughed.
 The baby slept.

2 Main verbs and auxiliary verbs

Verbs are in both 'action' and 'being' states.

There are action verbs and auxiliary or helping verbs. Both the primary and modal auxiliary verbs help in forming sentences. Primary auxiliary verbs can also be used as main verbs.

Students to practise the two exercises on the topic.

Exercise I SB page 78

Answers

- 1 The eagles have won the match.
- 2 I cannot smell the food.
- 3 The boys are playing football.
- 4 The house is very old.
- 5 The woman has cut the meat.
- 6 The girl has broken the bottle.
- 7 My mum said she would return immediately.
- 8 I can hear you.
- 9 She arrived yesterday.
- 10 My father has bought a car.

Exercise II SB page 78

Answers

- 2 began
- 3 climbing
- 4 is standing
- 5 were painting
- 6 am
- 7 are
- 8 has, saved
- 9 are

10 is, being

Writing: Descriptive SB page 79

- 1 Teacher should read out the well-written sample.
- 2 Teacher should exemplify features of descriptive writing using the sample.
- 3 Students should be guided to do the exercises on page 79.

Literature SB page 80

Prose SB page 80

Discuss prose and forms of prose with the students, highlighting the major differences between them. Explain each form of prose, and types of prose.

Unit 7

Building a strong economy through financial literacy

Oral English

SB page 83

Description of the /ʊ/ and /uː/ sounds

Follow the same procedure as in Unit 1 and get the students to read aloud the tongue twister.

Multiple-choice questions

SB page 85

- 1 A
- 2 D
- 3 B
- 4 C
- 5 B

Reading

SB page 85

Teacher should ask questions relating to adventure and to the picture on page 84. Following the procedure on reading, tell the students to read the passage and answer the questions that follow.

Comprehension

SB page 86

- 1 how a country allocates its resources, including money and goods, to meet the needs of its people
- 2 Providing jobs and building good roads, hospitals, and schools
- 3 Poor roads and weak education limit access to markets and reduce skilled labor, making economic growth difficult
- 4 They are responsible, plan ahead, avoid debt, and use money wisely
- 5 Yes; it helps children develop good money habits early, preparing them to make wise financial decisions as adults
- 6 Answers may vary; for example, education is more important because it equips citizens with skills and knowledge to contribute to national development
- 7 B
- 8 B
- 9 C
- 10 C

Draw conclusions SB page 87

- 1 T
- 2 F
- 3 T
- 4 F
- 5 T

Summary writing SB page 87

Get the students to read the passage again and identify the topic sentences in each paragraph.

Vocabulary SB page 88

Affixes answer:

- 1 strengthen
- 2 poverty
- 3 helpful
- 4 develop
- 5 responsible
- 6 build
- 7 careless
- 8 wisely
- 9 encourage
- 10 thankful

Idioms:

- 1 B – think carefully about the problem
- 2 A – be rewarded eventually
- 3 B – explained the main issue correctly
- 4 A – saved money for bad times
- 5 B – live within our means
- 6 C – took on more work than he could handle
- 7 A – produced successful results
- 8 D – studied late into the night
- 9 A – be careful and avoid risks
- 10 D – worked as a team

Antonyms:

- 1 weak
- 2 dishonest / unfair
- 3 criticised
- 4 poverty / poor (opposite of wealth)
- 5 lie / falsehood

- 6 loss
- 7 hardworking / diligent (opposite of lazy)
- 8 narrow / difficult
- 9 unhappy
- 10 empty / uncrowded

Grammar SB page 89

Parts of speech: Adjectives

The definition of adjective is introduced. Adjectives answer the following about nouns and pronouns: what kind, height, colour, size, shape, etc.

Teacher should introduce the types of adjectives and explain them.

Get the students to read the dialogue in pairs and let them try to identify the adjectives.

The students can be asked to attempt the exercise on the topic.

Exercise II SB page 91

Answers

- 1 black – colour
- 2 lazy – qualitative
- 3 good-looking – compound
- 4 ten – number
- 5 that – demonstrative
- 6 which – interrogative
- 7 absolute – classifying
- 8 democratic – classifying
- 9 all – quantifying
- 10 your – possessive

Multiple-choice questions SB page 92

- 1 D
- 2 B
- 3 B
- 4 A

Writing: Narrative SB page 92

The teacher should adequately discuss this section with the students stressing the importance of writing good English.

Get the students to work in pairs discussing the two essays – identify and correct the mistakes in the badly-written essay.

Unit 8

Artificial Intelligence

Oral English

SB page 94

Description of the /f/ and /v/ sounds

Follow the same procedure as in Unit 1 and get the students to go over the conversation.

Exercise I

SB page 94

/f/ sound words

fun
facts
feeding
functions
findings
functional
fast
effects
offer
for

/v/ sound words:

virtual
voice
visual
vehicles
various
values
environment
develop

Exercise II

SB page 95

A: wife's
B: wife's, wives
A: _____

B: wife's, wives
A: voile
B: foil
A: voile
B: foil

Multiple-choice questions **SB page 95**

- 1 C
- 2 A
- 3 A
- 4 B
- 5 A

Reading **SB page 96**

Comprehension **SB pages 96-97**

Answers to comprehension questions **SB pages 97-98**

- 1 perform tasks that require human intelligence
- 2 words, numbers, pictures
- 3 a) Create learning experiences that match children's needs
b) Make visual content such as charts/graphs/cartoons
c) Make learning fun and interactive
- 4 Answers may vary; e.g., I would appreciate how AI can help personalise lessons and make learning engaging for students
- 5 This is because AI is developing very fast, and slowing it down allows people to understand it better and ensure ethical use
- 6 It means AI provides interactive and enjoyable ways for children to learn and explore concepts
- 7 A.I.
- 8 B – Artificial Intelligence
- 9 A – online shopping and advertising
- 10 A – Artificial Intelligence is good but has challenges

Reflect and discuss **SB page 98**

Get the students to go over the passage again and in pairs. Let them discuss the questions in the section.

Summary writing **SB page 98**

Let each student identify the topic sentences in the passage. Give one or two examples.

Vocabulary

SB pages 98-100

Exercise

- 1 information
- 2 consciousness
- 3 intelligence
- 4 complex
- 5 Artificial
- 6 internet
- 7 ethics
- 8 interactive
- 9 digital
- 10 consciousness

Collocations

- 1 systems
- 2 automation
- 3 translation
- 4 intelligence
- 5 machines
- 6 solutions
- 7 tools
- 8 learning
- 9 processing
- 10 ethics

Idiomatic expressions:

- 1 B – latest and groundbreaking technology
- 2 B – An AI system's workings are not known
- 3 A – much complexity of AI data
- 4 A – Avoid discussing an old matter
- 5 B – raining continuously
- 6 A – To work very hard
- 7 A – feeling sick
- 8 B – The final problem
- 9 A – Have a good relationship with someone
- 10 A – An active, energetic person who pursues what they want

Grammar **SB page 100**

Part of speech: Adjectives **SB page 100**

Position of adjectives

Explain to them what attributive and predicative adjectives means and how they can be identified in a sentence.

Comparison of adjectives **SB page 101**

Explain how adjectives are classified into degrees for both regular and irregular, gradable and non-gradable adjectives.

Teachers can use pictures to illustrate.

Order of adjectives **SB page 102**

Adjectives occupy important role in a sentence. In a sentence, it is possible to have more than one or two adjectives qualifying a noun or pronoun. These adjectives must be grammatically arranged to avoid errors.

Teacher may go through the note on this topic on SB page 102 and explain to the students.

Multiple-choice questions **SB pages 102-103**

Answers

- 1 B
- 2 C
- 3 D
- 4 A
- 5 C

Writing **SB page 103**

Formal letters **SB page 103**

Teacher should revise friendly or informal letter with the students. Make a distinction between formal and informal letters. Identify the features of a formal letter and discuss in details.

Formal and informal language **SB page 103**

Go through some formal way of writing and what language to avoid when writing formally.

Format **SB page 104**

Explain and illustrate the format of a formal letter.

Homework **SB page 104**

Let the students, in pairs, go through the pictures on athletics (SB page 104) and the sketch of a formal letter. Get them to use the pictures and the sketch to write a formal letter to the Chairman of Sports Commission.

Composition: SB page 106

Working in pairs, let the students go through the two letters and correct the errors on page 106.

Literature SB page 108

Folktales SB page 108

- 1 Teacher should explain the features of folktales with real examples from novels brought to the class.
- 2 Students should be able to individually identify the features of folktales in a given literary piece.

Fables, myths and legends SB pages 109-110

Discuss fables, myths and legends with the students; highlight their features and tell them a story of each form of prose.

Unit 9

Henry follows road safety rules

Oral English

SB page 112

Syllables in English

SB page 112

In any English word of more than one syllable, one syllable is stressed and the others are normally either partially stressed, or completely unstressed. Stress is achieved by length higher pitch, loudness, or any combination of these.

Let the students to listen to the teacher and repeat what the teacher pronounces. Teacher should give the right stress pattern and get the students to repeat them.

Description of the /ə/ sound

SB page 112

Follow the procedure as for Unit 1. Give special attention to the weak and strong form of the sound.

Multiple-choice questions

SB page 114

- 1 B
- 2 C
- 3 A
- 4 A
- 5 D

Comprehension

SB page 115

Answers to comprehension questions

- 1 Clara and Halima
- 2 his cousin's burial
- 3 To remind him to be careful and follow road safety rules
- 4 He is responsible and caring
- 5 To prevent accidents and keep people safe
- 6 D
- 7 B
- 8 C
- 9 B
- 10 A

Reflect and discuss

SB page 116

Follow the procedure used in other units for this section.

Summary writing **SB page 116**

Follow the procedure used in other units and ask students to write out all the topic sentences in the passage on 'Henry follows road safety rules.'

Vocabulary **SB pages 117-118**

Synonyms

- 1 People on foot
- 2 Head protector
- 3 Safety belts
- 4 Footpath
- 5 Bike riders
- 6 Fit for the road
- 7 Break the rules
- 8 Without accidents
- 9 Road signs
- 10 Pedestrian crossing

Collocations

- 1 Road accidents
- 2 Traffic rules
- 3 Road safety
- 4 Side walk
- 5 Serious injury
- 6 Official trip
- 7 Seat belts
- 8 Zebra crossing
- 9 Road safety officers
- 10 Traffic signs

Idioms

Watch out → Be careful

Red flag → Warning sign for impending danger

Put the brakes on → Slow down

Caution light → Warning sign for imminent danger

On the right track → Making progress safely

Take one's life in one's hand → Taking a big risk

Dice with death → In danger of death

Risking life and limb → Serious injury

Walking on thin ice → To be in a very dangerous situation

The ball is in your court → It is your turn to take action

Listening comprehension SB page 118

Teacher should ensure a quiet class before the reading of the poem commences. Read the poem once in a steady speed. Get the students to discuss the questions in pairs or in groups.

Grammar SB pages 118-120

Parts of speech: Adverbs

This section discusses what adverbs are, the different ways in which adverbs are formed, other adverbs and the degrees of adverb.

Go through the note on the topic with the students. Discuss the functions of adverbs in a sentence.

Give examples of the functions of adverb and the position it occupies in a sentence.

Go through the students' error and correct them.

Attempt the exercise on 119-120.

Exercise SB page 118

I Answers

Adverb	Verb modified
1 slowly	ate
2 <u>yesterday</u>	<u>arrived</u>
3 <u>proudly</u>	<u>talked</u>
4 <u>frequently</u>	<u>drives</u>
5 <u>everywhere</u>	<u>looked</u>

II Answers

1 quick	–	quickly
2 quiet	–	quietly
3 hurried	–	hurriedly
4 happy	–	happily
5 beautiful	–	beautifully
6 easy	–	easily
7 sad	–	sadly

Writing: Descriptive SB page 120

- 1 Tell the students to answer the questions in Exercise 1 on their favourite food.
- 2 Get them to complete the sentences using the phrases in the box in Exercise 2.
- 3 Students should use the answers to write a composition.

Answers (Exercise 2)

- 1 yam pottage
- 2 carbohydrate and protein
- 3 dry fish, palm oil, pepper, salt and maggi
- 4 peel
- 5 pot
- 6 boil, adding
- 7 ingredient
- 8 cooked
- 9 delicious

Composition SB page 121**My favourite food**

Go through this model essay on 'My favourite food' with the students.
Emphasise the use of simple present tense in writing the topic.

Unit 10

Kidnapping in Nigeria: Causes and solutions

Oral English

SB page 122

Description of the /θ/ and /p/ sounds

Follow the procedure in the previous units.

Multiple-choice questions

SB page 123

- 1 C – teethe
- 2 B – with
- 3 C – thanks
- 4 B – tithe
- 5 B – them

Reading

SB page 123

Allow the students to study the picture carefully and suggest what they think is happening. Get them to narrate their personal experiences of such an encounter. Then ask them to read the passage, and answer the questions that follow.

Comprehension SB page 123

Kidnapping in Nigeria: Causes and solutions

Answers to comprehension questions

- 1 The extremely poor Nigerians
- 2 Ten years in prison or life imprisonment
- 3 Provision of jobs will occupy people's minds and attention and also make them to earn money
- 4 Abduction
- 5 This is because the act of kidnapping and abductions have caused serious political and social unrest in the country.
- 6 B
- 7 B
- 8 D
- 9 B
- 10 B

Reflect and discuss

SB page 125

Follow the procedure used in other units for this section.

Draw conclusions SB page 125

Give students two minutes to survey the passage and answer the True/False questions on page 125.

Vocabulary SB page 126**Word inference****Answers**

- | | | | |
|---|------------|---|-----------|
| 1 | penalty | 2 | extremely |
| 3 | notorious | 4 | ransom |
| 5 | profession | 6 | motivated |
| 7 | recurrent | 8 | monster |
| 9 | abduction | | |

Word family: Animal sounds SB page 126

- 1 wolf
- 2 hyena
- 3 snake
- 4 owl
- 5 bird
- 6 lion
- 7 bee

Word search SB page 127

Word search (Animals that produce each sound)

Bray – donkeys

B	R	A	Y	T	F	I	J	B	C
K	L	M	N	O	P	Q	R	L	A
C	H	A	T	T	E	R	H	E	C
T	W	X	Y	Z	O	P	I	A	K
T	R	U	M	P	E	T	S	T	L
C	O	O	A	B	Q	X	S	G	E
B	A	R	K	S	U	W	Y	Z	H
H	R	J	H	O	O	T	K	L	U
K	L	M	N	P	S	R	N	Q	M
S	T	A	B	C	D	E	F	H	G

- | | | |
|---------|---|---------|
| Bleat | – | goats |
| Cackle | – | hens |
| Hum | – | bees |
| Hiss | – | snakes |
| Chatter | – | monkeys |
| Coo | – | pigeons |
| Bark | – | dogs |

Hoot – owls
Roar – lions

Grammar: Functions of adverbs **SB page 127**

Adverbs of manner **SB page 127**

Teacher may revise adverb briefly with the students. Explain how adverbs of manner are formed and their functions. Adverbs of manner answer the question 'how' an action is performed.

Dialogue practice **SB page 127-128**

Engage the students in this dialogue.

Exercise II **SB page 128**

- | | | | |
|----------|-------------|----------|----------|
| a) dance | beautifully | e) talk | sensibly |
| b) eat | greedily | f) write | legibly |
| c) walk | smartly | g) run | fast |
| d) think | deeply | | |

Multiple-choice questions **SB page 127**

- 1 C
- 2 A
- 3 D
- 4 B
- 5 C

Writing **SB pages 129-139**

Narrative essays

Discuss narrative writing with the students.

Emphasise the feature of narrative writing and ask them to attempt the exercise.

Composition **SB page 130**

There are two compositions in this section – one model and the other badly-written. Working in pairs, let the students go through the two compositions.

Get them to identify all the errors and write the correct forms in their notebooks.

Literature **SB pages 130-131**

- 1 Teacher should explain and exemplify all the figures of speech using the recommended literary works.
- 2 Students should be able to identify the figures of speech in a given literary piece.

Unit 11

Patriotism and how to show it

Oral English

SB page 132

Description of the /e/ and /ɜː/ sounds

Follow the same procedures as in Unit 1.

Always remember to read the words first so that students can listen to the correct pronunciation and repeat after you.

Exercise

SB page 134

/e/	/ɜː/
kettle	heard
friend	journey
press	learn
says	search
bread	urge

Multiple-choice questions

SB page 134

- 1 B
- 2 A
- 3 D
- 4 D
- 5 B

Reading

SB page 134

Reading for supporting ideas

Teacher to give a reason for reading this passage. Go through the 'Facts column' with the students and explain vividly what patriotism is. In this case, the students may be asked to read the text and find out what patriotism to one's nation means.

The questions under comprehension should be handled orally first. It is also important to note that all the questions require answers in the simple present tense.

The questions should be answered in writing, and may be given as homework.

The teacher must encourage faster reading and so must not wait for slow readers.

Comprehension SB page 135

Answers to the comprehension questions

- 1 Patriotism is how we show our love and our readiness to serve our country.
- 2 a) A patriot must not say anything harmful about his/her country.
b) He must not do anything harmful about his/her country.
- 3 Nigerian Armed Forces
- 4 The language we speak and the way we dress are artifacts.
- 5 Love
- 6 C = They are always ready to serve in times of peace or war.
- 7 A = Encourage Nigerians to be loyal to their country
- 8 B = They are not pleased with the country.
- 9 B = Enemies can easily attack the country.
- 10 D = Defending the constitution

Drawing conclusions SB page 136

- 1 F 2 T 3 F

Vocabulary SB page 137

Word inference

- 1 B
- 2 C
- 3 A
- 4 D
- 5 C

Word focus: Group words SB page 138

To teach this section, teachers should revise nouns with the students. Give them examples and concentrate on 'collective nouns'. Collective nouns are used to refer to a group of people doing the same thing together.

Encourage the students to do exercises 'I and II' using their dictionaries.

Word family: Government SB page 138

The development of vocabulary of government can be tackled through reading relevant newspaper and magazines' cuttings on government activities.

Go through the words in the box and allow the students to fill in the gaps.

Answers

- | | |
|-------------|-------------|
| 1 delegates | 2 campaigns |
| 3 incumbent | 4 minister |
| 5 senators | 6 speaker |
| 7 party | 8 manifesto |
| 9 debate | |

	C	A	M	P	A	I	G	N	
G	O	V	E	R	N	M	E	N	T
		E	L	E	C	T	I	O	N
				S	T	A	T	E	
			B	I	L	L			
				D	E	L	E	G	A
			B	U	D	G	E	T	
			M	I	N	I	S	T	E
E	X	E	C	U	T	I	V	E	

Grammar**SB page 139****Functions of adverbs: Adverbs of place, time, degree and frequency**

Teacher should briefly revise adverbs with the students. Discuss the many functions of adverbs. Identify and explain the introducers of adverbs of place, time, degree and frequency. Get the students to fill in the blank spaces in the Exercises on page 140 and role-play the dialogue.

Dialogue practice**SB page 139**

Follow the same procedure on page 127. Let the students fill in the gaps with suitable adverbs of degree.

Exercise II**SB page 140****Answers**

- 1 yesterday
- 2 tomorrow
- 3 sooner
- 4 later
- 5 today

Exercise III SB pages 140-141

Answers

- 1 really
- 2 very
- 3 so
- 4 quite
- 5 too
- 6 much

Exercise IV SB page 141

Answers

- 1 almost never
- 2 almost never
- 3 normally
- 4 occasionally
- 5 rarely

Writing SB pages 141-143

The importance of writing SB page 141

Revise the essential features of informal letter with the students and get them to write an informal letter to their friends in another school.

Unit 12

Adaeze says 'No' to a secret trip

Oral English

SB page 144

Description of the /S/ and /Z/ sounds

Follow the same procedure as for Unit 1. Give special attention to the contrast between /s/ and /z/ sounds because most students will normally tend to make them virtually the same.

Get them to work in pairs and take turns in reading the tongue twister.

Multiple-choice questions

SB page 146

- 1 C
- 2 A
- 3 C
- 4 B
- 5 B

Reading

SB page 146

Carry out the pre-reading activity with the students. Allow them to discuss what they know about how water can be safely packaged for use, and the importance of safe drinking water.

Ask them to read the passage and answer the questions after it.

Comprehension

SB page 147

Adaeze says 'No' to a secret trip

Answers to comprehension questions.

- 1 Because the woman was a stranger asking them to travel secretly without informing their parents, and Adaeze remembered her teacher's warning about human trafficking.
- 2 'If it is a good opportunity today, it will still be good after you verify.'
- 3 Human trafficking means tricking or forcing people into unsafe work or dangerous situations by making false promises.
- 4 She involved her mother and uncle because it was important to inform trusted adults who could verify the offer and ensure their safety.
- 5 Pause, Verify, Report.
- 6 C
- 7 C
- 8 Stop and think, confirm with adults, then report concerns.
- 9 D
- 10 D

Reflect and discuss **SB page 149**

Encourage the students to give their own opinion about other methods to make water safe for drinking.

Draw conclusions **SB page 149**

Give them two minutes to survey the passage again and answer the True / False questions on pages 147-148.

Summary writing **SB page 149**

Follow the same procedures used in previous units. Encourage them to do the exercise.

Vocabulary **SB pages 150-151****Find a word****Answers**

- 3 designer
- 4 uneasy
- 5 trafficking
- 6 contract
- 7 consent
- 8 website
- 9 verify
- 10 bravery

Affixes – Exercise 1

- 3 rushed
- 4 permission
- 5 presentation
- 6 deception
- 7 thoughtful
- 8 helped
- 9 preventive

Antonyms

- 1 A – delayed
- 2 A – careless
- 3 C – transparent
- 4 B – illegal
- 5 C – private

Homophones

- 1 secret
- 2 phone
- 3 true
- 4 know
- 5 form

Listening comprehension **SB page 151**

Ensure a quiet class before reading commences. Read the passage once in a steady speed. Get them to discuss the questions in pairs or in groups.

Grammar **SB page 151**

Prepositions

Teacher may give the definition of preposition.

Assist the students in listing all the prepositions in words and two or three words.

Teacher should introduce more examples showing common prepositions. Explain the position of prepositions in a sentence. Go through the dialogue with the students for more clarification.

Explain the uses of prepositions and points out the incorrect use of them in sentences.

Exercise I **SB pages 152-153**

Answers

- 1 by
- 2 around/by
- 3 for
- 4 for, in
- 5 to

Exercise III **SB page 154**

Answers

- 1 near
- 2 above
- 3 through
- 4 from
- 5 of
- 6 till

Writing SB page 154

Debate SB page 154

Let the students see what a debate is, and the two sides to it. Give them other examples of debate topics, apart from the ones listed in the textbook, and impact in them, the essence of a debate.

Features of a debate SB page 154

Go through the note on 'Features of a debate' with the students. Explain the features and as an exercise, let them write on any of the given topics.

Composition SB pages 156-157

In this section, students in pairs or groups are to go through the two compositions – one model and the other badly-written.

Follow the same procedures used in previous units to tackle this section.

Literature SB page 157

Poetry SB page 157

Poetry is an aspect of literature in English that students wish they could run away from. The section is to introduce the students to poetry and types of poetry. However, a poem 'Salute to the elephant' is also included. You may have to explain what poetry is and give examples with explanation. Teacher should read the poem aloud for the class to listen and enjoy the rhythm. If this poem is read aloud in the right way, it can be profoundly moving. Teacher is urged to practise reading it aloud in advance. As a project, let the students compose a short poem of their own.

Unit 13

Abuse of herbal medicine

Oral English

SB page 161

Description of the /ʌ/ sound

Follow the procedure in the previous units. Most importantly, allow the students to have enough practice. Get them to listen attentively as the teacher reads out the sentences under 'Listening practice'. Let them differentiate the sound /ʌ/ from other options.

Multiple-choice questions

SB page 162

- 1 C
- 2 A
- 3 B
- 4 A
- 5 A

Reading

SB page 162

Follow the pre-reading activity in the previous units. Working in pairs, let the students discuss the questions revised under **Before you read**.

Comprehension

SB pages 163-164

Abuse of herbal medicine

Answers to comprehension questions

SB page 164

- 1 Addiction
- 2 Drug abuse
- 3 Over-the-counter medicines
- 4 borage, calamus, comfery, chaparral
- 5 arsenic, mercury and lead.
- 6 C
- 7 C
- 8 B
- 9 D
- 10 C

Reflect and discuss

SB page 164

Allow the students to air their views on the questions for discussion.

Draw conclusions **SB pages 164 -165**

1 F 2 T 3 T

Summary writing **SB page 165**

Teacher should do a sample answer on the board and let the students continue.

Vocabulary (Word family: The moon) **SB page 165**

1	C	2	A
3	D	4	C
5	B	6	A
7	C	8	A
9	D	10	A

Grammar **SB page 166****Using conjunctions** **SB pages 166-167**

Teacher should explain and give examples of conjunctions. Go through the note on the topic and explain.

Answers to Exercise I **SB pages 167-168**

- 1 The nurse registered the patient and escorted him to the doctor.
- 2 Adeolu did not help his mother neither did he help his father.
- 3 My father had a terrible headache yet he travelled to Ibadan.
- 4 The girl did not come to school because she had been punished.
- 5 Our class teacher will buy a new laptop if she has enough money.

Writing **SB page 168****Avoiding unnecessary repetition** **SB page 168**

Teacher should make the students see what description entails.

Ask them to write a description to demonstrate what they have learnt.

Teach them to use linking words.

Let students read the passage given in Exercise 2 on page 169 and identify the linking devices with partners in pairs or groups.

Unit 14

Finidi clicks wisely

Oral English

SB page 170

Description of the /ʃ/ and /ʒ/ sounds

Follow the procedure in the previous units. Students should be encouraged to pronounce words which have the voiced and pair of sounds /ʃ/ and /ʒ/.

Multiple-choice questions

SB pages 171-172

Answers

- 1 C
- 2 C
- 3 B
- 4 A
- 5 D

Reading

SB page 172

Carry out the pre-reading activities with the students. Let them survey the passage and discuss their findings with the teacher.

Reading for speed

SB page 171

You may go through the note on this topic with the students.

In pairs or in groups, let them discuss the note. Give them a reading passage, and time them.

Comprehension

SB page 172-173

The family

Answers to the comprehension questions

SB pages 173-174

- 1 Because the link looked strange and his teacher had warned them about phishing links that steal passwords or money.
- 2 He checked the profile and noticed no school logo, no mutual friends, and only one blurry picture, and he asked the class captain if Kemi was really in their class.
- 3 Phishing is when criminals use fake links or messages to trick people into giving their passwords or personal information.
- 4 He enabled two-factor authentication (2FA) and created a strong 12-character password/passphrase (also updated his phone).
Ask for permission first.
- 5 Because what you post online stays and can affect your safety and reputation.
- 6 B

- 7 B
- 8 C
- 9 C
- 10 Using technology to insult, threaten, or shame others.

Reflect and discuss **SB page 174**

Working in pairs or in groups, gets the students to discuss the questions on this section.

Draw conclusions **SB page 174**

- 1 T
- 2 F
- 3 T
- 4 F
- 5 F

Summary writing **SB pages 174-175**

Students should be exposed to this kind of exercise since they will come across such questions in subsequent examinations. Guide the students with written samples of answers.

Vocabulary **SB pages 175-176**

Exercise 1 – Affixes

- 3 security
- 4 unethical
- 5 verification
- 6 protection
- 7 harmful
- 8 password
- 9 reported
- 10 footprint

Exercise 2 – Antonyms

- 1 D – public
- 2 A – false
- 3 A – ignore
- 4 B – violate
- 5 B – weak

Exercise 3 – Collocations

- 1 B – click
- 2 A – ask
- 3 B – block
- 4 A – privacy
- 5 B – share

Exercise 4 – Homophones and Lookalikes

- 1 OTP
- 2 true
- 3 verify
- 4 consent
- 5 private

Grammar SB page 176

Capitalisation SB page 176

Discuss the various uses of capital letters with the students. It is also important to explain how they are written.

Differentiate between capital letters and small letters.

Using interjections SB page 177

Exercise I SB page 177

- 1 How will I get through university now that Mr Johnson has stopped paying for my scholarship?
- 2 It is forbidden in Islam and Christianity to desecrate Holy Books.
- 3 'Get out of the class' the class captain John Cameroon shouted.
- 4 Professor Ayodele Awojobi, the first Nigerian to earn a Doctor of Science degree described science as 'nothing more than a refinement of everyday thought.'

Exercise II

- 1 Oh! What a goal!
- 2 Hurrah! I made it at last.
- 3 My God! I didn't realise it was that tough.
- 4 Good heavens! What a shame!
- 5 How terrible! It hurts!
- 6 Oh dear! Can you believe this?

Writing SB page 178

Informal letters

This introduces the students to another type of informal letter writing to a penfriend. Teacher should revise briefly the features and the format of an informal letter. Explain what penfriend means.

Exercise I SB page 178

- 1 father, mother and children
- 2 grandparents, cousins, uncles and aunties
- 3 polygamous
- 4 father
- 5 extended
- 6 nuclear

Exercise II (Discussion) SB page 179

In pairs, let the students discuss what they have written concerning their family.

Exercise III SB page 179

Let them write about their family using the family tree on page 179 as a model.

Composition SB pages 180-181

Two friendly letters are presented in this section—a model and a badly-written one. Working in pairs, let the students correct the errors in the badly-written letter.

Unit 15

Your mind matters

Oral English

SB page 182

Description of the /eɪ/ sound

Follow the procedure in the previous units. Most importantly, allow the students to have enough practice. Get them to work in pairs and take turns in reading the tongue twister.

Reading

SB page 183

Begin the lesson by discussing mental health with the students. Encourage them to share what they know about it and why it is important. After the discussion, read the passage aloud to the class. Then, ask the students to work in pairs to read the passage again, allowing them to discuss and understand it together.

Comprehension

SB page 184

Your mind matters

Answers to comprehension questions

SB pages 184-185

- 1 He became quieter, looked tired, stayed by himself during breaks, and was no longer cheerful.
- 2 That his parents had been arguing a lot at home, which made him feel anxious and distracted.
- 3 He was afraid others would think he was weak.
- 4 By talking to someone he trusted, spending time with friends, and doing activities he enjoyed, Tunde gradually felt happier, more confident, and his mood improved.
- 5 That caring for your mind is as important as caring for your body, and seeking help when needed is wise and courageous.
- 6 C – Drawing
- 7 B – His friends
- 8 B – His parents were arguing often
- 9 C – Talk to someone he trusts and do things he enjoys
- 10 C – Caring for your mind helps you live happily and learn better

Draw conclusions

SB page 186

- 1 T
- 2 F
- 3 T
- 4 T
- 5 F

Summary writing SB page 186

Exercise

1 Paragraph 1

Main idea: Tunde was feeling sad and withdrawn.

Supporting details: He came to school tired, stayed by himself during break, and his schoolwork suffered.

2 Paragraph 2

Main idea: Mrs Bello noticed Tunde's struggles and spoke to him kindly.

Supporting details: She called him aside, asked if everything was okay, and created a safe space for him to open up.

3 Paragraph 3

Main idea: Tunde shared his worries about his family with Mrs Bello.

Supporting details: He explained that his parents were arguing a lot, which made him anxious and distracted.

4 Paragraph 4

Main idea: Mrs Bello taught Tunde how to keep his mind healthy.

Supporting details: Talk to someone trusted, spend time with friends, rest, and do enjoyable activities.

5 Paragraph 5

Main idea: Tunde followed Mrs Bello's advice and began to feel better.

Supporting details: He rejoined the art club, spent time with friends, and continued doing activities he enjoyed.

6 Paragraph 6

Main idea: Tunde learned the importance of caring for his mind.

Supporting details: Caring for your mind is as important as caring for your body; it helps you learn better, make good choices, and enjoy life.

Vocabulary SB pages 186-187

A – Affixes

- | | |
|---|------------|
| 3 | helpful |
| 4 | improved |
| 5 | weakness |
| 6 | relaxation |
| 7 | healthy |

8 properly

B – Antonyms

- 1 B – energetic
- 2 A – calm
- 3 C – harshly
- 4 A – worsened
- 5 C – failure
- 6 A – left
- 7 B – sick
- 8 A – rude
- 9 A – unhelpful
- 10 B – shy

C – Homophones

- 1 pen
- 2 feel
- 3 mind
- 4 time
- 5 alone
- 6 rest
- 7 lighter
- 8 body

Grammar SB page 187

Functions of verbs (Verb tenses) SB page 187

Different types of tenses are introduced in this section. Teacher may give examples of all the tenses and encourage the students to practise the dialogue orally.

Ask the students to make sentences with each of the tense types.

Exercise I SB page 191

Answers

- 1 goes
- 2 was
- 3 shall
- 4 swam
- 5 were

Exercise II **SB page 191**

- 1 The boy understood the teacher.
- 2 Mr Adelugba loved his children to a fault.
- 3 My friend's father met the Governor of Lagos State.
- 4 My father always sought to punish me.
- 5 You allowed me to use your pen.
- 6 I moved to Abuja yesterday.

Writing: Expository **SB page 192**

Discuss the role of an expository essay with the students paying particular attention to the features of an expository essay.

Composition **SB page 193**

The dog

Get the students to work in pairs and then read the model exposé on 'The Dog'. Allow a class discussion on the topic.

Unit 16

Child abuse

Oral English

SB page 194

Description of the /tʃ/ and /dʒ/ sounds

This section opens with /tʃ/ and /dʒ/ sounds. They are voiced and voiceless sounds that students often find difficult to articulate or differentiate.

Get the students to practise the production of these two types of sounds and differentiate one from the other following the direction in the textbook.

Multiple-choice questions

SB page 196

- 1 C
- 2 D
- 3 A
- 4 A
- 5 D

Reading

SB page 196

Carry out the pre-reading activity with the students. Allow them to match the correct words given in the box with their definitions listed. Encourage the use of dictionary.

Comprehension

SB pages 197-198

Child abuse

Answers to comprehension questions

- 1 A child can be abused when he or she experience physical and psychological maltreatment.
- 2 Child abuse
- 3 Yes
- 4 Yes
- 5 a) A child's home
b) Schools
c) Communities or Organisations
- 6 D
- 7 D
- 8 B
- 9 D
- 10 B

Reflect and discuss **SB page 198**

Use the procedure used in previous units.

Draw conclusions **SB page 198**

1 T 2 T 3 T

Summary writing **SB pages 198-199****Exercise**

Follow the procedure used in other units and ask the students to complete the sentences given about the reading passage.

Vocabulary **SB page 199****Antonyms** **SB page 199**

- 1 neglect
- 2 unsafe
- 3 harmful
- 4 insomnia
- 5 inappropriately
- 6 failure
- 7 harsh

Word focus: Professions **SB pages 199-200****Exercise** **SB page 194**

- | | |
|---------------------------|-----------------|
| 1 preacher | 2 shepherd |
| 3 waiter | 4 lawyer |
| 5 dramatist/playwright | 6 reader |
| 7 calculator | 8 journalist |
| 9 senator | 10 teacher |

Get the students to fill in the words into the word search box horizontally.

Grammar **SB page 200****Active and passive sentences** **SB page 200**

Teacher should go through the note on the topic with the students.

Explain how students can change active to passive and vice versa by changing the arrangement of the sentence pattern.

Exercise I **SB page 202**

- 2 The money was spent by Kabir anyhow.
- 3 Some chocolates will be bought by Alero.
- 4 The cargo of contraband was destroyed by government.
- 5 All the health workers held discussions with the medical director.
- 6 Public transport is being taken by Vera.

Exercise II **SB page 202**

- 1 They have banned smoking in public places.
- 2 She is taking the pictures.
- 3 The government has built public hospitals and schools.
- 4 Her friends saw her yesterday.
- 5 Their parents will allow them to go to the party.
- 6 My friend deserted me.

Writing: Imaginative composition **SB page 203**

Go through the note on writing and let students attempt the exercises.

Composition **SB pages 204-205****The day I was rushed to the hospital**

In pairs or in groups, get the students to study the essay. Then, let them write a composition on any of the topics given.

Literature: Drama **SB page 205**

Teacher should guide the students on how to identify the features of drama in the recommended drama texts.

Unit 17

Corruption

Oral English

SB page 209

Description of the /aɪ/ sound

In this section, there are lots of pronunciation exercises. Give the students ample time to listen and repeat after the teacher.

Let them read out the examples.

Exercise I

SB page 210

- | | | | |
|---|------|----|------|
| 1 | tack | 2 | maid |
| 3 | time | 4 | ban |
| 5 | tab | 6 | list |
| 7 | dice | 8 | take |
| 9 | line | 10 | case |

Multiple-choice questions

SB page 210

- 1 B
- 2 B
- 3 A
- 4 B
- 5 C

Reading

SB page 211

Follow the procedure in the previous units.

Comprehension

SB page 211

Corruption

Answers to comprehension questions

- 1 Corruption is a bad or dishonest behaviour by people in position of power.
- 2 Political corruption is when government officials use power for personal gains and interest.
- 3
 - a) By awarding contracts to the right people with qualification, knowledge and experience.
 - b) By improving the economic condition of the state.
 - c) By providing adequate knowledge of the laws on corruption.
- 4
 - a) They must lead by examples.

- b) They must condemn corruption and avoid being involved.
- c) They must be honest, and offer selfless service.
- 5 a) club membership
- b) bribe
- 6 D
- 7 D
- 8 D
- 9 D
- 10 C

Draw conclusions SB page 212

- 1 F 2 F 3 T

Summary writing SB page 213

- 1 Teacher should revise the summary tips with students.
- 2 Teacher should write sample summary answers on the board.
- 3 Teacher should guide students to answer the summary questions on page 213.

Vocabulary SB pages 213-215

Synonyms SB pages 213-214

- 1 selfless
- 2 host
- 3 sustain
- 4 contentment
- 5 inducement
- 6 issue
- 7 suggested
- 8 widespread
- 9 contracts
- 10 embezzlement

Word search SB page 214

Answers

- 1 caterpillar
- 2 cub
- 3 owlet or fledgling
- 4 puppy
- 5 princess
- 6 cousin

Word association

SB pages 214-215

Exercise I

- 1 the earth
- 2 on
- 3 down the cave
- 4 fear
- 5 good
- 6 trees
- 7 the eagle
- 8 to carry out
- 9 a design
- 10 danger

Exercise II

- 1 dug the earth
- 2 pounce on
- 3 resolved
- 4 instilled fear
- 5 obtained food
- 6 uprooted, trees
- 7 frightened
- 8 carried out
- 9 crept, down the cave
- 10 great danger

Grammar

SB pages 215-217

Reported speech

SB page 215

Discuss the note on the topic with the students. Get them to identify the grammatical structural changes that occur in reported speech. Give them some examples of these changes.

Exercise I

SB page 217

Answers

- 1 The customer said that he thought he would take the pair of black shoes.
- 2 The commander ordered the soldiers to fire.
- 3 Maryam told Mubarak that she couldn't come to his birthday.
- 4 My father asked Olu to be quiet.
- 5 Bibian and Yemi wondered if they could go for a party.

- 6 David told Goliath that he was sorry he could not do the work.
- 7 Jim asked if he attended the class the previous day.
- 8 He wondered where he has been.

Exercise II SB page 217

Answers

- 1 She asked me how fit I was.
- 2 He asked if he could repeat the National Anthem.
- 3 He asked if he would drive to work the next day.
- 4 My mother asked me what I have eaten this day.
- 5 My uncle asked if they would visit in that winter.
- 6 Sola wanted to know who was there.

Writing SB pages 217-218

More on informal letter writing

Guide the students to do the exercises on page 217.

Composition: Well-written sample SB page 219

Go through this informal letter with the students. Let it serve as a model to writing theirs.

Unit 18

Living together in harmony

Oral English

SB page 220

Description of the /əʊ/ and /ɔɪ/ sounds

Follow the procedure used in previous units.

Exercise I SB page 222

- 1 gnome (similar sound)
- 2 dome
- 3 own
- 4 loaf (similar vowel sound)
- 5 toad

Exercise II SB page 222

- 1 toil /ɔɪ/
- 2 poem /əʊ/
- 3 sow /əʊ/
- 4 folk /əʊ/
- 5 though /əʊ/
- 6 ploy /ɔɪ/

Multiple-choice questions SB page 222

- 1 B 2 C 3 A 4 D 5 C

Reading SB page 223

Wars: Causes and effects

Answers to comprehension questions SB page 224

- 1 Mrs Giwa
- 2 A seminar on Peaceful Co-existence
- 3 Because each man believed his tribe was superior to the others, leading to arguments over shared spaces
- 4 Her words encouraged them to focus on unity, friendship, and respect rather than division, which made them reconcile and become friends
- 5 That patience, dialogue, and teaching respect can resolve conflicts peacefully
- 6 B – Ajegunle

- 7 C – Her kindness and fairness
- 8 B – They came from different tribes
- 9 D – That tolerance and understanding promote peace
- 10 C – The men became good friends

Draw conclusions **SB page 225**

- 1 T 2 T 3 F

Summary writing **SB page 225**

- 1 Teacher should revise the summary tips (page 224) with the students.
- 2 Teacher should do a written example of summary answers in class to guide the students.
- 3 Individual students should be personally supervised by the teacher to ensure that the passage is not copied verbatim.
- 4 The use of preamble should be adequately taught and emphasised.

Vocabulary **SB pages 225-226**

Synonyms – Column A matched with Column B

Lively → Full of life
 Kindness → Generosity
 Peaceful co-existence → Harmony
 Dialogue → Conversation
 Joyful → Happy
 Tolerance → Being patient, and open-minded
 Quarrelsome → Argumentative
 Respec → Due regard
 Understanding → Empathy
 Peace → Tranquility

Affixes – Fill in the correct forms

- 1 tolerant
- 2 peaceful
- 3 quarrelsome
- 4 tolerant
- 5 unexpected
- 6 kindness
- 7 unpleasant

- 8 lively
- 9 kindness
- 10 friendly

Collocations – Match the correct words

- 1 Peaceful → co-existence
- 2 Lively → street
- 3 Quarrelsome → neighbours
- 4 Good → friends
- 5 Unity in → diversity
- 6 Joyful → home
- 7 Cultural → differences
- 8 Common → value
- 9 Human → beings
- 10 Neighbouring → countries

Listening comprehension **SB page 226**

Follow the procedure in previous units but tell the students to listen and make important notes. Discuss the questions orally with the students.

Grammar **SB page 226**

Punctuation **SB page 226**

Follow the procedure used in the unit.

Explain the listed punctuation marks and their uses, giving examples.

Get the students to attempt the exercises on the topic.

Exercise I **SB page 228**

- 1 The Titanic sank in the North Atlantic ocean, in 1912.
- 2 What a terrible nightmare I had last night!
- 3 When did Nigeria become a republic?
- 4 The qualities of a good student are these: punctuality, hard work, obedience to school rules and regulations and focus.
- 5 'I feel like I'm on top of the world,' shouted Ibrahim, at the end of the journey.
- 6 It's time to eat, Grandma.
- 7 Michael Jackson was a wonderful, good looking popular singer.
- 8 My niece, Deola, who lives in Kano, works as a dentist.
- 9 Before he became a geologist, Mr Bako used to work in the court.
- 10 The Chairman

Learn Africa Plc,
52, Oba Akran Avenue,
Ikeja,
Lagos State.

Exercise II **SB page 228**

You can give this to the students as homework or it can be done in groups. Go over their work when they submit.

Writing: Descriptive **SB page 229**

Briefly revise writing with the students. Let them also attempt the exercises.

Composition **SB pages 229-230**

This is an example of descriptive essay on the butterfly. Guide the students to write a similar one.

Unit 19

Mariam and the Ready-Set-Safe Club

Oral English

SB page 231

Consonant clusters

- 1 Teacher should explain consonant clusters with adequate examples.
- 2 Teacher should guide students to identify clusters in given words of one, two, three-syllables.
- 3 Teacher should guide students to do dialogue practice (page 232).

Exercise

SB page 232

One initial consonant	Two initial consonants	Three initial consonants
juice jar horse bee	tray sky fly shrink suite pneumonia crabs choir Britain	scratch straight

Reading

SB page 233

The teacher should read the passage out to the students first. Then ask the students to read the story. Ask them questions based on the passage. This should be done orally. Insist on short answers.

Comprehension

SB pages 232-234

Mariam and the Ready-Set-Safe Club

SB pages 233-234

Answers to comprehension questions

- 1 Jebba
- 2 It turned into a brown, shallow lake
- 3 To reduce risk and prepare for disasters
- 4 It helped them evacuate safely and in an orderly manner during the windstorm
- 5 Yes; because the community was organized, followed safety plans, and protected people and property

- 6 B – Torch, whistle, water, first-aid items, and a small radio
- 7 B – Windstorm
- 8 C – Clearing drains and planting trees
- 9 B – Bouncing back and recovering after a disaster
- 10 B – Under the mango tree

Reflect and discuss SB page 235

Let the students go over the passage again and discuss how the human actions in Jebba increased flood risk.

Draw conclusions SB page 235

- 1 T
- 2 F
- 3 T
- 4 F
- 5 T

Summary writing SB page 235

- 1 Mariam's town faced heavy rain and flooding when the river spilt over its banks and water rushed into the streets and school field.
- 2 The class learned that preparedness reduces risk by keeping information flowing, packing Go-Bags, and clearing drains.
- 3 The Ready-Set-Safe Club was planned and practised by Mariam, her classmates, and their teacher, who organised drills and mapped safe routes.
- 4 When a windstorm came, the community stayed safe because everyone followed the safety plan, evacuated calmly, and checked on each other.
- 5 By the end of the term, Jebba became more resilient as a result of planning, practising safety drills, and protecting the environment..

Vocabulary SB pages 235-236

I Correct meaning of the words in bold

Answers

- 1 B – Side of a river
- 2 B – Financial institution
- 3 D – Put seeds/seedlings in soil
- 4 A – Hit suddenly
- 5 B – Tidy/remove blockage

- 6 A – Past of tie
- 7 D – Any of the above, depending on context

II Match the idiom to its meaning.

- 1 c – A stitch in time saves nine
- 2 a – When the chips are down
- 3 b – Better safe than sorry
- 4 e – Hit the nail on the head
- 5 d – Keep your head above water

III Compound words

- 1 rain → bow
- 2 first → aid
- 3 sand → box
- 4 water → proof
- 5 safe → guard
- 6 head → count
- 7 time → out
- 8 news → paper
- 9 fire → man
- 10 home → work

IV Blends (Portmanteau words)

- 1 Spoon + fork → SPORK
- 2 Costume + play → COSTUMEPLAY / COSTPLAY
- 3 Glamorous + camping → GLAMPING
- 4 Friend + enemy → FRENEMY
- 5 Jeans + leggings → JEGGINGS
- 6 Stay + vacation → STAYCATION
- 7 Malicious + software → MALWARE
- 8 Emotion + icon → EMOJI
- 9 Spanish + English → SPANGISH / SPANGLISH
- 10 Internet + etiquette → NETIQUETTE

Grammar SB page 237

Questions SB page 237

Exercise I SB page 239

Yes/No questions

- 1 Are they eating?
- 2 Is she sleeping?
- 3 Am I reading?
- 4 Was he going?
- 5 Were you eating?

Wh-questions

- 1 Where are you going?
- 2 How are you doing?
- 3 When is she eating?
- 4 Why are you reading?
- 5 Where is he sleeping?

Exercise II SB page 239

- 1 Is she sweeping?
- 2 Are they travelling?
- 3 Is he driving?
- 4 Are the men leaving?
- 5 Shall we see you?
- 6 Am I reading?
- 7 Does he love his wife?
- 8 Are they paid well?
- 9 Is Kola acting?
- 10 Was she confident?

Introduction to phrases and clauses SB pages 239-242

Students should be guided through the different types of phrases: noun phrase, verb phrase, prepositional phrase, adjectival phrase, and adverbial phrase. The teacher should explain each type carefully and show students how to distinguish one from another by examining their structure and function within a sentence.

Provide clear examples for each type and encourage students to identify them in sentences. This will help them understand how phrases function as units of meaning in language.

The same teaching approach should also be applied when introducing clauses. Explain the types

of clauses, highlight their differences from phrases, and illustrate their functions in sentences with relevant examples.

After the explanation and practice examples, students should be allowed to complete the exercises on the topic to reinforce their understanding..

Writing: Formal letters

SB page 242

Revise formal letter with the students. Let them write a letter to the principal of their school.

Two letters are written in this unit—one model and one badly-written.

Working in groups or in pairs, let them correct the badly-written one paying attention to punctuation, title, wrong use of expressions, spelling errors, etc.