

New Concept
English

for Senior Secondary Schools
Teacher's Guide



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Chapter 1

Introduction

A About the book

The **New Concept English for Senior Secondary Schools Book 1** has been designed for teaching and learning the English language at the Senior Secondary Schools level. It offers a solid platform for preparing students for the Senior Secondary Certificate Examination (SSCE) in English language. It is based on the contents and requirements of the NERDC curriculum for English language learning at the Senior Secondary level.

A meticulous and systematic effort has been made to teach the four basic language skills, namely listening, speaking, reading and writing in the book. That is why concerted attention has been paid to the reading content and language exercises in the book. The need for students to communicate functionally has also been taken care of.

B Main features of NCE SS 1

- i) Language use has been underscored through adequate Oral English components which describe the sounds and illustrate the use through practical exercises.
- ii) Reading and listening comprehension passages have questions and answers based on WAEC, NECO, and JAMB/UTME examination syllabuses.
- iii) The vocabulary sections are enhanced with curriculum-tailored expressions, word inference, idioms and registers of technical words.
- iv) NCE 1 includes well-explained, illustrated and an adequately exemplified guided composition programme.
- v) Group and pairs work has been integrated into class activities to give learning a boost.
- vi) The exercises are rich, adequate and multi-dimensional to expose the students to likely examination or out-of-class experience.
- vii) There is an evaluative section in the appendices on holiday assignments to keep the students busy during vacations and also refresh their memory on the previous term's work.
- viii) The book also has a self-explanatory, comprehensive and adequately evaluated grammar section in every unit which is meant to complement other skills learnt in each unit.

General guidelines on:

Reading skills

1 Reading for main gists

- a) Instruct the students to read the passage with moderate speed, looking for the main idea or purpose of the passage, or the intention of the writer.
- b) Main points or gist should be expressed in a few words or in a sentence for easy understanding.

2 Reading strategies

- a) Tell the students to **cross-check** one cue with another while reading.
- b) Ask them to **re-read** when the comprehension of a specific area of the passage is difficult or muddy.
- c) Students should be able to **predict and confirm** what will happen next in a passage.
- d) Students can **skip, read on or go back** when an unfamiliar word is encountered, although context can sometimes be used to decode the meaning of unfamiliar expressions/ words.
- e) Tell the students to **connect** background knowledge to the information in the text.
- f) Students should be told that in a reading passage, some information may not be openly stated, while some can easily be interpreted. Hence, tell the students to **think about explicit information** and **draw conclusions**.
- g) Students should **stop** to **review** a longer text, thinking over what has happened so far in the story.

3 Note-making

- a) Instruct the students to get a sheet of paper each time they read to make notes on the content.
- b) Good notes should be brief, containing only the essential elements in a passage.
- c) Notes could be sub-categorised for easier location and understanding.
- d) Students may not need to complete sentences in notes. They could use abbreviations sensibly.
- e) Notes should be organised sequentially and numbered.

4 Reading for implied meaning

- a) In this type of reading, the reader fills some gaps in explanation that the writer has left. The reader is expected to bring bits of information together to arrive at a complete meaning of the message.
- b) Instruct the students to read for implied or unstated meaning by:
 - i) asking questions such as Where? Why? When? How?
 - ii) looking for expressions that have double meanings or are proverbial in nature, such that the understanding of what the writer is saying in the passage is not so easy.
 - iii) linking ideas as they read with the writer's line of development of the story.
 - iv) making use of their background knowledge by relating it to what is happening in the passage.
 - v) drawing logical conclusions from events using universal principles of reasoning, e.g. if a writer says someone inserted his hand in very hot water but he did not get an injury, then the law of logic should make the reader conclude that the person might be wearing something on his hand to protect him from the hot water.
- c) Instruct the students to watch out for certain words or expressions that signal to readers that what follows the expression or word is implied. Such expressions are:
 - It means that ...
 - We can, then, say that ...
 - We can deduce that ...
 - This suggests that ...
 - It implies that ...
 - We can conclude that ...

5 Reading for critical evaluation

- a) This is the reader's ability to make careful judgments about how good or bad a person, an idea, a situation, a law, etc., is. Reading for critical evaluation tests a reader's ability to detect facts, opinions, logic, consistency, or illogicality in a passage.
- b) Instruct the students to critically or analytically determine the appropriateness or inappropriateness of given situations or ideas, or actions. For example, the following question tests for critical evaluation:

In your opinion, do you think the action of the judge was appropriate or what? Give reasons for your answer.

- c) In reading for critical evaluation, tell the students to ask the following questions while reading a passage:
 - i) Are there overstatements or understatements?
 - ii) Are the facts correct?
 - iii) Are facts and opinions mixed?
 - iv) Is any information left out?
 - v) Are there elements of bias in the passage?

6 Reading to paraphrase

- a) This is an important skill in summary writing. In paraphrasing, a writer recasts a passage or substance in a shorter, clearer, or different way, using his or her own words.
- b) To paraphrase, instruct the students to:
 - i) Use synonyms judiciously.
 - ii) Use passive construction to change active structures to passive ones.
 - iii) Use umbrella words – words that capture the meaning or essence of many other words, e.g. the word *cars* captures the meaning of Toyota, Honda, Ferrari, Volkswagen, Hyundai, Ford and Mercedes Benz.
 - iv) Make the paraphrase shorter and simpler than the original.

7 Reading to identify the topic sentence

- a) A topic sentence is one which gives the summary or gist of what the paragraph is about. It says in one sentence, what the paragraph discusses.
- b) Tell the students that topic sentences appear:
 - i) usually in the first or second sentence of a paragraph.
 - ii) in the middle of the paragraph.
 - iii) rarely at the end of a paragraph.
- c) Instruct the students to read the paragraph thoroughly and remove all examples, instances and illustrations before determining which other sentence is the topic sentence in the paragraph.
- d) Tell the students to read a paragraph first and mentally determine what exactly the paragraph is about. Then, they can search for that sentence which gives the main idea about the paragraph.
- e) Let the students know that, sometimes, a paragraph that fuses two main issues together will automatically have two topic sentences.

A How to use this course

I General

New Concept English for Senior Secondary Schools has been written with the main aim of developing in the students the four basic learning skills of speaking, reading, writing and listening. A good grasp of a language 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.

The teacher may find that the course is an admixture of complex and mid-level exercises, passages, and explanations. Hence, it is the duty of the teacher to simplify difficult areas so as to assist 'the middle-of-the-road' learners. The teacher should also employ a variety of teaching strategies in the class to help students.

II Structure of the Student's Book

The scheme of work at the opening pages of the series gives a good idea of how the units are arranged. Some units may take more time than others because of the length and structure of individual components. The teacher should use their initiative to ensure that lessons are taught within the periods allocated for them on the timetable.

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

III Timing

Most periods allotted to English language are usually less than one 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 class, part can be given as homework. The teacher may even ask 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 student are likely to meet in comprehension passages may be given as homework, so that understanding a text piece in class would not be a problem to 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. In fact, some students may learn better when doing homework because the teacher's speed in class may make some topics difficult. Homework ensures that practice makes perfect. However, teachers need to consider the amount and types of homework that they give students in class before they tackling tasks at home. Homework may be too complex to do if the rudimentary knowledge towards tackling it is not grasped properly by the students.

Teachers should give homework for the following reasons:

- 1 Preparation for next class.
- 2 Revision of work done in the day's or preceding lessons.

- 3 Consolidation and practice of work done in that day's class.
- 4 Extension of language knowledge.
- 5 Further skill practice.
- 6 Acquisition of further language from extension reception skills.
- 7 Finishing off class work or saving class time for interactive activities.
- 8 Allowing learners to work at their own pace.
- 9 Allowing students to practise more complex but likely examination exercises.
- 10 As a diagnostic instrument to identify loopholes in students' knowledge.
- 11 As a useful way for students to discover their own weaknesses.

When homework is too difficult, students are frustrated, and the purpose of the homework is flatly defeated. Hence, assignments should be moderate in complexity but sophisticated in simplicity. Here are some suggestions 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 section labelled, Before you read. You can ask students to do the exercise or answer the questions under this part.

2 Vocabulary

Some vocabulary questions need intensive dictionary consultation. So, teachers may need to give them as assignment. However, some students are fond of copying vocabulary answers from the dictionary. 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 fruitful areas for homework is developing writing skills. Students need to practise how to plan or write outlines for compositions. By giving them writing exercises for homework, the skills of preparing a first or second draft before the final copy could be developed in the students. Argumentative essays are also good for homework.

B Continuous assessment

Continuous assessment gives students a constant stream of opportunities to display their mastery of course material. This leads to reduced anxiety that surrounds 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 goals. Over-reliance on the traditional two-hour 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 on a regular basis, possibly after each lesson taught. However, it should be positively motivating by being fair to the students. How? Teachers should not

make it too simple or ordinary. It should be recorded so that students will be motivated and regard it as a tool of academic progress.

In the New Concept English, continuous assessment is taken care of by means of the following strategies:

- 1 Regular as well as examination standard exercises in oral English, grammar, and vocabulary.
- 2 Theoretical and practical-oriented composition exercises given to the students after showing them two samples: a model composition and a badly-written one. The 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 exercises abound in New Concept English under oral English. The exercises are based on the requirements of public examining bodies such as WAEC, UTME, and NECO. It is suggested that teachers could also do practical oral assessments of students in terms of pronunciation competence.

C Lesson planning

Failure to plan, as the popular saying goes, is planning to fail. One of the most potent pedagogical tools is the lesson plan. 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 in the classroom, and serves as a powerful map to guide teachers to their performance objectives. It allows the teachers to know what they want to do. In fact, setting goals and making plans are fundamental life skills. Without planning before a trip, for instance, you could either miss your flight or waste time trying to figure out where to go and what 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 zeroed in mainly on one skill. The following is a **schematic mini-lesson plan** focusing on reading and writing skills – comprehension and summary. The example refers to page 32 of New Concept English for SS 1. (Note: this is not a straitjacket template, for variations are possible.)

AIMS

- a) To identify some reading skills.
- b) To read for facts, meaning, and for critical evaluation.
- c) To summarise the story in a passage.

1 Introduction (5 mins)

The teacher should explain and exemplify the various reading skills such as reading for fact, 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

Question g – reading for meaning

Questions b, c, reflect and discuss, drawing conclusion – reading for critical evaluation.

2 Reading for facts, meaning and for critical evaluation (15 mins)

The teacher should read the passage aloud to the students. Then, the students should read it silently on their own. The teacher should tell the students that questions testing various reading skills are asked under the comprehension passages. He/She should guide the students to answer the questions (a-g) as well as reflect and discuss (p. 33), and drawing conclusions (p. 34).

3 Summary writing (20 mins)

Revise the tips on summary writing with students and demonstrate it on the board. Tell the students to use their own words as much as possible. Demonstrate this as well.

A Intensive reading skills

We have endeavoured to treat all the reading skills in the curriculum in this course, which include: reading for facts, reading for main and supporting ideas, reading to answer specific questions, reading for tone or mood, and reading for maximum retention and recall.

The reading comprehension passages in the *New Concept English Books 1–3* may be subsumed under the following broad headings:

- 1 Prose narratives about moral virtues and vices
- 2 Biographical accounts
- 3 Law, history and politics
- 4 Medicare and science
- 5 Language use and communication

The passages, as well as the comprehension questions set on them have been designed essentially to teach the following reading skills:

- a) Plain sense reading: This is also called reading through the line. It is the skill of reading and understanding the pure sense of what is written so as to get the factual and exact surface meaning.
- b) Reading for implied meaning: This skill entails drawing genuine inferences or making deductions from what is written to determine the author's tone or the reader's mood. This skill also involves analysing the author's figurative use of language.
- c) Projective reading: This skill involves reading beyond the line, that is, relating the passage to the reader's own values, experience and knowledge. The skill gets the reader to make personal judgements or project the reader's ideas onto what has been read.

Approaches to training in intensive reading

According to Brown (1989), 'intensive reading calls attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meanings, implications, rhetorical relationships, and the like'. For Long and Richards (1987), intensive reading is a 'detailed class analysis, led by the teacher, on vocabulary and grammar points in a short passage'.

Materials

The materials used in training intensive reading skills are usually short texts about 500 words in length. However, some long narrative texts are used for the sake of completeness of the story. These passages have been chosen for the level of difficulty, and for the level of reading skills that the teacher wants to cover in the course, as well as meeting the requirements of the curriculum.

Activities

Apart from the passage selections, intensive reading activities and questions in *New Concept English (NCE)* have been designed to fulfil the following intensive reading activities:

- a) Looking at main ideas versus details.
- b) Understanding what is implied versus stated.
- c) Making inferences.
- d) Questions for discussion – asked under the label, **Reflect and discuss**. These questions are mainly grouped-based.

Role of the teacher in intensive reading

The following are the roles expected to be played by the teacher during the intensive reading sessions:

- a) The teacher chooses suitable text.
- b) The teacher chooses tasks or activities to develop a particular skill type or a group of skills.
- c) The teacher gives direction before, during and after the reading.
- d) The teacher should prepare the students to work on their own through group discussion or activity-based group tasks.
- e) The teacher should encourage the students through clues and prompts, without giving answers.

Merits and demerits of intensive reading

Merits

- 1 It gives a good foundation towards the study of structure, vocabulary, and idioms.
- 2 It serves as a solid platform for students to develop a greater control of language.
- 3 It assists individual students to learn through various approaches.

Demerit

- 1 There is little time for individual students to actually practise reading aloud.
- 2 It stifles multi-reading abilities in a class where students may need to learn at their own level because everyone in the class is reading the same material.
- 3 The passage may not interest every reader.
- 4 Because assessment and exercise manuals follow intensive reading, students may come to link reading with testing and not pleasure.

Comprehension question format

NCE employs mainly free-response questions with little attention to multiple-choice questions. This is mainly in line with WAEC, SSCE and NECO examinations formats. However, the little attention paid to multiple-choice questions does not mean underestimation of their values in assessments, especially at JAMB's Unified Tertiary Matriculation Examination (UTME). It only means that since most of the failure in WAEC and NECO examinations occur as a result of students' inability to answer free-response questions appropriately and adequately, then it is worth devoting substantial attention to.

B Extensive reading skills

Brown (1989) explains that extensive reading is carried out 'to achieve a general understanding of a text'. According to Long and Richards (1971:216), extensive reading occurs 'when students read large amounts of high interest materials, usually out of class, concentrating on meaning, reading for gist and skipping unknown words'. Some of the major objectives of extensive reading are to build the reader's confidence, enjoyment, and comprehension of main ideas (not for specific details).

However, the following ten characteristics put forward by Day and Bamford (1980) have been identified in successful extensive reading programmes:

- 1 Students read as much as possible.
- 2 A variety of materials on a wide range of topics is available.
- 3 Students select what they want to read.
- 4 The purpose of reading is usually related to pleasure, information and general understanding.
- 5 Reading is its own reward.
- 6 Reading materials are well within the linguistic competence of the students in terms of grammar and vocabulary.
- 7 Reading is individual and silent.
- 8 Reading speed is usually faster rather than slower.
- 9 Teachers orient students to the goals of the programme.
- 10 The teacher is a role model of a reader for the students.

Advantages of extensive reading

- 1 Students develop a 'reading habit'.
 - 2 They gain more confidence in reading.
 - 3 They improve their attitude towards reading and become more motivated to read.
 - 4 They become independent readers, reading for different purposes using varying strategies for different text types.
 - 5 They expand sight vocabulary.
 - 6 Their background knowledge is expanded.
 - 7 They improve overall language competence.
 - 8 Extensive reading may be combined with writing or speaking practice in meaningful ways.
- In NCE, training extensive reading is engendered through the following kinds of questions:
- i) What action generated the controversy in this passage? (pp.18-19, Bk 1) – Reading for information.
 - ii) How does the writer feel about this present war? (pp. 79-80, Bk 1) – Reading for gist.
 - iii) What two expressions in the passage show poverty? (pp.100-101, Bk 1) – Reading for gist.
 - iv) How does it feel to compose? (p.112, Bk 1) – Survey.

To enjoy the full benefits of extensive reading, students need to be encouraged through proper provision of books in the library. A class library could also be encouraged whereby students can mutually or cooperatively read books through an exchange system.

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Chapter 3

Vocabulary development

In NCE Books 1 – 3, this part of the course has three main aspects:

A **Synonyms and antonyms**

The curriculum is crystal-clear on the development of lexical relations in the students, and this has been comprehensively treated in NCE, although with a reasonable bias towards the study of synonyms.

Finding words to replace other words as used in the context of a passage is a recurrent feature of WAEC and NECO examinations. Hence, this is adequately taken care of after each comprehension passage.

B **Register**

Vocabulary development is a process by which learners acquire words. To build their vocabularies, students must learn about the meaning that words convey. One of the most fruitful aspects of vocabulary development is in the variety of language used in specific social, professional, cultural and technical domains. These varieties of Language use are called registers. Virtually every unit in the course contains register development exercises. These exercises have been meticulously designed in the form of cloze tests.

C **Dictionary use**

In an L2 learning environment, non-native speakers of a certain linguistic age will need to work on the formation of a vocabulary. A person's vocabulary can be described as the words he/she uses when he/she is talking about a particular subject. NCE has paid critical attention to training and practice in using the dictionary.

Note

It is helpful to instruct students in the use of a special exercise book where they can list new words alphabetically, along with examples of their use.

Chapter 4

Spoken English

The ultimate purpose of teaching spoken English is to produce students who have the communicative competence to use the language with accents that do not impede communication anywhere, and anytime they speak. The following areas have been highlighted in NCE:

- 1 Vowel and consonant sounds.
- 2 Word and sound contrasts.
- 3 Sounds and dialogue practice.
- 4 Word and sentence stress.
- 5 Public speaking - speaking skill.
- 6 Intonation.

Recommended procedure

- 1 Teachers should practise the pronunciation of words with students. The teacher should produce individual sounds, and students should imitate.
- 2 Students should read words and sentences containing vowel and consonant sounds. Pay particular attention to sounds which are not common in West African languages. The teacher can teach such sounds in contrast with familiar or similar ones.
- 3 Practise words in phrases, sentences and dialogues.
- 4 Get the students to learn all vowel and consonant sounds, and let them provide word examples of their own.
- 5 Students should be taught sound contrasts, especially through word and sentence examples or dialogue practice.
- 6 Give the students exercises which are mainly multiple-choices and are meant to test vowel and consonant sound recognition and contrast, as well as stress patterns and consonant clusters.

A General approach

Teaching grammar is a crucial aspect of language teaching, and there are various ways of approaching it. In NCE Books 1 – 3, two general approaches have been employed – deductive and inductive. A deductive approach is one where the teacher directly presents the rule to the learners. An inductive approach is one where the teacher encourages the students to work out the rules for themselves through relevant examples. Grammar remains one of the most important aspects of any language. So, one of the biggest challenges for teachers is how to impart the rules of grammar to students in terms of which model is most appropriate for learners.

B Methodology

Grammar refers to either the inherent structure of words and sentences (morphology and syntax) in a language, or the study and description of this structure as written in grammar books as the rules of the language.

Methodological issues have always given teachers a bit of headache. For this reason, from the pedagogical standpoint, steadfast attention has been paid to two important aspects germane to the learning of grammar. These are *form* and *function*. Form has to do with the structure of words and sentences, while function deals with the use of the particular structure in the scheme of context or convention of language usage, e.g. tense forms and grammatical function of pre-modification, modification and post-modification.

The following approaches are employed in NCE:

a) Graphic presentation of rules and examples

Many grammatical rules are presented in a graphic manner. Pictures and other types of illustrations are employed to make the rules clear to students and to label parts of sentence structures for clarity sake, e.g. the noun phrase as object of preposition on page 31 (Bk 2).

b) Copious and relevant examples and exercises

Examples are invaluable learning tools in the teaching of grammar. The same goes for class exercises. In NCE, grammatical structures and function are explained and properly exemplified and suitably evaluated with various exercises that can present different shades of the topic. Interactive exercises to teach communicative competence also abound in NCE.

c) Broad treatment of content

The topics under grammar are broadly treated so as not to present half-baked knowledge to the

students. Hence, any topic treated is well explained and described so that no crucial aspect is missed.

d) Pair work

One of the potent ways in which the grammar of any language may be acquired is through frequent interactivity in groups or pairs. In NCE, interaction in both groups and pairs is encouraged. In pair work, the whole class splits into pairs and quietly practises dialogues. This allows every member of the class to be actively involved in the practice, as exemplified on pages 45 and 141 (Bk 2).

Chapter 6

Writing skills

A Curriculum requirement

The NERDC curriculum for English language learning at the Senior Secondary School level specifies that the following types of writing should be treated in the course of one academic year:

- Composition
- Letter-writing (formal and informal)
- Reports
- Creative writing
- Summary

The curriculum also requires that students should be introduced into the writing process, and this involves the following stages:

- Pre-writing (brainstorming and planning).
- Writing (drafting, redrafting, editing, and writing the final draft).

B General approach

The requirements of the curriculum have been strictly adhered to right from the beginning of NCE in Book 1. This can be seen clearly on page 13, Unit 1, where the lesson on writing begins with the writing processes of drafting, rewriting, proofreading and submission/publishing, followed by exercises.

The following describes the general approach employed in NCE Books 1 – 3 to develop the writing ability in the students:

- 1 **Grammatical competence** – Grammar is the building block of any language. Hence, efforts are made to take an integrated approach towards the writing process. So, NCE instructs students in good grammar and emphasises that a complete and examination standard composition can only be written with a good command of grammar. Therefore, the areas of good sentence construction have been emphasised.
- 2 **The writing process** – Every writing is achieved through a judicious following of stages. Hence, NCE has paid serious attention to the writing processes or stages. In fact, one of the comprehension passages is entitled **Processes of composition** (Unit 10, p. 112 Bk 1).
- 3 **Paragraphing** – Paragraphs are the building blocks of a composition. They are a group of sentences that form a unit, and usually support one main idea. The syllabus lays emphasis on well developed paragraphs for composition. Hence, the approach in NCE is to teach and exemplify the ingredients of a good paragraph. This starts with topic sentence identification and construction as well as its role in writing a good paragraph (p. 26, Bk 1). The qualities of a good paragraph are also explained. These are unity, coherence, completeness, sentence variation and being error free (pp. 27-28, Bk 1).

- 4 **Guided writing** – Most learners respond positively to examples or models. For this reason, NCE feels that by giving students model compositions and comparing them to badly-written ones, the learning process could be enhanced and quickened. In teaching the composition, badly-written compositions are therefore presented to the students. They are then instructed to bring out or correct the mechanical and grammatical defects identified in them. (pp. 28, 40, 53, Bk 1).

Apart from the above, writing tips are offered to the students to guide them or warn them of the dangers of certain blunders in a composition.

- 5 **Mechanical accuracy** – A significant chunk of marks is allocated to mechanical accuracy in public examinations such as WAEC and NECO. It is unfortunate that the bane of many students is the mechanical blunders committed in their compositions. Mechanical skills include punctuation, handwriting and spelling. The emphasis in NCE has been to develop and sharpen the learner’s mechanical skills. It is believed that these skills need to begin at a fundamental stage. Hence, the emphasis at the JSS level on mechanical accuracy.

Teachers should ensure that the students’ mechanical errors are corrected early enough before the errors become part and parcel of their writing habit. The use of major punctuation marks such as full stop, comma, semicolon, colon, and apostrophe should be taught to students, and suitable exercises should be given on them.

Unit
1

A happy home

Oral English: Revision of vowel and consonant sounds (p. 1)

- 1 The teacher should revise all the forty-four speech sounds with the students.
- 2 The teacher should pronounce each of the sounds and instruct the students to imitate.
- 3 The teacher could also tell them to write the transcription of particular sounds produced on the board.
- 4 Then, the teacher should also ensure that students are able to give word examples that contain individual sounds, although this may be given to them as an assignment.

Reading: Comprehending main ideas (p. 3)

- 1 The teacher should define a topic sentence and explain how it could be identified in a paragraph, as well as its role in paragraph development.
- 2 The teacher should also identify some topic sentences in the reading passage and tell the students to do the rest.

Comprehension: A happy home (pp. 3-4)

- 1 Let the students engage in silent reading.
- 2 Read the passage aloud to the students in the class and explain the difficult words or concepts, if necessary.

Answers

- a) i) unnecessary
ii) young offenders, young criminals
- b) It refers to:
i) a happy home which would help the child to develop a strong and stable character.
ii) a happy home which would prepare or equip the child to face the future without help.
- c) i) credit
ii) undoubtedly
iii) create
- d) The author used the word "happy" several times to emphasise the importance of happiness in human society.
- e) i) Noun phrase
ii) Subject of the verb "can"
- f) i) asset- gift, resource, inheritance
ii) worthwhile- reliable, good, deserving

- iii) stability- firmness, steadiness
- iv) exhibits- shows, displays
- v) hostile- wicked, unfriendly, uncooperative
- vi) unwholesome- bad, harmful, unhealthy

Reflect and discuss (p. 4)

- 1 The students and the teacher should discuss the answers in class.
- 2 The teacher should also ensure that the answers relate to the passage's events.

Summary (p. 4)

- 1 A happy home will enable any child to develop strength and a stable character to face the future.
- 2 A happy home will create in any child the zeal to live for something worthwhile.
- 3 A happy home will reduce cases of juvenile problems.
- 4 A happy home will make a comfortable and better community for any child.

Drawing conclusions (p. 5)

- 1 T 2 T 3 T 4 F 5 F

Vocabulary: Words associated with home and family (p. 5)

- 1 A home – Noun phrase
Grammatical function: Subject of the verb "is"
- 2 A place of residence or refuge – Noun phrase
Grammatical function: Object of the verb "s"
- 3 A family - Noun phrase
Grammatical function: Subject of the verb "s"
- 4 "A group of people" – Noun phrase
Grammatical function: Subject of the verb "s"
- 5 A family group – Noun phrase
Grammatical function: Subject of the verb "consists"
- 6 Members of a family – Noun phrase
Grammatical function: Subject of the verb "live"

Exercise 1 – This can be done orally.

Exercise 2 – (pp. 5-6)

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

Exercise 3 (p. 6)

Family relationships matching exercise (p. 6)

- 1 g 2 i 3 e 4 f 5 a

6 b 7 j 8 c 9 d 10 h

Exercise 4 (p. 6)

Family relationships matching exercise (p. 6)

1 d 2 g 3 a 4 k 5 o
6 m 7 b 8 n 9 c 10 f
11 i 12 h 13 e 14 j 15 l

Homework 1 (p. 7)

- a) Familist - a member of religious sect.
- b) Family Bible- a Bible handed down through a Christian family, with each successive generation recording information about the family's history inside of it.
- c) The members of a particular family regarded as a group.
- d) A court created to decide matters and make orders concerning to family law, including custody of children.
- e) A living room used by all family members for recreation and relaxation.
- f) The consideration of the number of children a person wishes to have, including the choice to have, the option to have no children and the age at which the wish to have them.
- g) A chart representing family relationships in a conventional tree structure.
- h) A honeymoon in which the bride and groom also bring their children from previous marriages.

Homework 2 (p. 7)

- 1 Mother, father and children.
- 2 Someone who raises a child alone.
- 3 Nuclear family.
- 4 Mother, father, children, uncle, aunt, grandparents and in-laws.
- 5 A family of people with strong, friendly relationship.
- 6 Not following the regular pattern of social behaviour.
- 7 Related by birth rather than marriage.

Grammar (p. 7)

Exercise 1 (p. 8)

1 giant 2 beehive 3 teeth 4 William 5 Crane 6 Family 7 Poland 8 July 9 Comprehension

Verbs (p. 9)

Exercise 3 (p. 9)

1 decided 2 allowed 3 eat 4 cheered 5 locate

Exercise 4 (p. 9)

1 has 2 have 3 have 4 has 5 has

Exercise 5 (p.9)

- 1 permission 2 politeness 3 ability
4 obligation 5 possibility

Adverbs and adjectives (p. 9)

Exercise 6 (p.9)

- 1 early (adjective), yesterday (adverb) 2 gently (adverb) 3 unlikely (adverb)
4 great (adjective) 5 delicious (adjective)

Interrogatives expression (p. 10)

Exercise 7 (p.10)

- 1 Who 2 Which 3 Whom 4 Where 5 Whose

Prepositions (p. 10)

Exercise 8 (p. 10)

- 1 under 2 in 3 behind 4 among 5 by

Conjunctions (p. 10)

Exercise 9 (p.10)

- 1 If 2 but 3 Neither...nor 4 and 5 either...or

Noun phrases (p. 10)

Exercise 10 (pp. 11-12)

- 1 a) the girl – she
 b) those gifts – they
 c) the bags – them
 d) the dog – It
 e) mr Ojo – He
- 2 a) That tall building belongs to us.
 b) An eagle is flying in the sky.
 c) The gift was given to the woman.
 d) A bus just stopped at our house.
 e) Everybody loves to have an uncle.

Exercise 11 (p.12)

- 1 a) the book
 b) the geography book
 c) the simple geography book

d) the simple, well-illustrated geography book.

- 2 a) a store
- b) a grocery store
- c) a good grocery store
- d) a good grocery city store

Writing (p. 13)

- 1 The teacher should explain the guidelines for writing an essay to the students. Elaborate more on these points, and provide examples in class.
- 2 Let them answer the questions correctly.
- 3 Tell the students to write one or two goodwill messages as an exercise in the class.
- 4 In Exercise 1, the answers are.
a) preparation b) think c) commitment d) written down e) rewrite
f) important ideas g) common errors

Listening comprehension (p. 15)

- 1 The teacher should explain what corruption is all about by citing different examples in the society.
- 2 The teacher should also explain the reason why it is difficult to fight corruption and give suggestions on what society expects of those in government.
- 3 The teacher should let the students explain the expressions listed in their textbooks.

Unit 2

Flood disasters in Nigeria

Oral English: Description of the /j/ sound (p. 16)

- 1 Tell the students that this sound may not have obvious spelling manifestation, as in words like *music, onion, fuel, new, Tuesday, and queue.*

Homework 1 (p. 17)

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

Reading: Tips (p. 18)

- 1 The teacher should let the students know how to recognise different styles of questions and the kind of answers required.
- 2 Let them follow the guide in their textbooks.

Comprehension: Flood disaster in Nigeria (pp. 18-19)

- 1 Let the students engage in silent reading in the class.
- 2 Read the passage aloud to the students, and explain the difficult concept or words if necessary.

Answers

- a) Flooding is an overflow from a river or other body of water, causing or threatening damage.
- b) i) No, flooding is not peculiar to Nigeria
ii) According to the passage, the occurrences of flooding date back to 1948 in Nigeria
- c) Nigerians (They) said that the release of water from Lagbo Dam in Cameroon caused the flood in the country.

OR

The release of the water from the Lagbo Dam in Cameroon and the refusal of the Federal government in Nigeria to build a dam to contain the overflow of the Lagbo Dam caused the flooding.

- d) i) Overpopulation ii) Deforestation, desertification iii) Urbanisation
- e) i) Noun phrase
ii) Object of the verb "become" .
- f) i) Metaphor
ii) It means people are forcefully ejected from their house as a result of the flood.
- g) i) overcoming, consequential
ii) told, described, recounted
iii) listed
iv) risks, dangers

- v) destroying, damaging
- vi) contain, hold, retain
- vii) debunked, detain

Reflect and discuss (p. 20)

- 1 The teacher should discuss the answers with the students in the class. The teacher must also ensure that the answers relate to the events in the passage.

Summary questions (p. 20)

- 1 Hydrological factor is one of the factors that contributes to flooding in Nigeria.
- 2 Improper waste management also contributes to flooding in Nigeria.
- 3 Negligence on government's part also contributes to flooding in Nigeria.
- 4 Poor discrimination of flood-rated information to the people also contributes to flooding in Nigeria.

NB:

Tell the students that using preamble when writing summary is not compulsory. They could just write complete sentences as answers, without an introductory preamble.

Drawing conclusions (p. 20)

- 1 F 2 F 3 F 4 T 5 F

Vocabulary: Creating a word bank (p. 20)

- 1 Instruct the students to get an exercise book specifically meant for writing down unfamiliar words they come across in textbooks, newspapers or magazines.
- 2 Tell them to use the words in sentences on their own. Let them know that listening to the BBC, CNN, Aljazeera, and news on local television stations could be fruitful sources of vocabulary development.
- 3 Answer the questions in the Exercise correctly.

Grammar: Definite article 'The' (p. 21)

- 1 The students could make newspaper cuttings of news and editorials and identify the different uses of the definite article *the*.
- 2 The students could also be instructed to identify the wrong use of definite and indefinite articles in each other's compositions in class.

Exercise 1 (p. 22)

A – the – a – an – an

Exercise 3 (p. 24)

- a) *the* is redundant.
- b) *the* is omitted before *book*. It should be there because it is a specific book known to both speakers.
- c) *the* should be before *family*. A particular family is referred to.
- d) *the* before *dinner* is wrong because taking dinner is habitual.
- e) *the* is not used before proper nouns designating names of town and cities except in such rare cases as The Hague, The Netherlands.

Exercise 3 Q.2 (p. 24)

stars, breakfast

Exercise 3 Q.3 (p. 24)

moon lagoon
bed jollof rice
bus Lagos
environment Easter

Exercise 3 Q.4 (p. 24)

- the mop • the kitchen • the Mars • the piano
- the art • the Biology assignment • the Johnson
- the River Niger • the Netherlands • the phone

Writing: Paragraphs (p. 24)

- 1 Define, explain, and exemplify the topic sentence.
- 2 Tell the students to identify the topic sentences in the comprehension passage in this unit or in newspaper articles or news.
- 3 Let them also rewrite the paragraph in Exercise 1 on page 25. Remind them to write the topic sentence first.

Qualities of a good paragraph (p. 27)

- 1 Demonstrate these qualities in a particular composition to the students.
- 2 Tell them to write one or two paragraphs starting with topic sentences and reflecting all the qualities mentioned on pages 26-27 of the Students' textbook.
- 3 The letter on page 28 contains four paragraphs, tell the Students to rewrite it carefully.

Unit 3

Child labour

Oral English: Description of the /w/ sound (p. 30)

- 1 Pronounce the word list containing the sound and instruct the students to imitate. Watch out for bad pronunciation.
- 2 Tell the students to be careful about words in which /w/ stands for /h/, e.g. *whose, who, whole, whoop, and whore*. In these words, /w/ is a silent letter. But *w* is sounded in words like *where, why, what, which*, etc. Note that *w* is also silent before *r* as in *write, wrist, writes*, etc. and after *s* as in *answer, sword*.
- 3 The teacher should also ensure that the students role-play the dialogue on page 31. Let the students be reminded or mindful of the /w/ sound.

Homework 1 (p. 31)

- 1 C 2 D 3 A 4 A

Homework 2 (p. 31)

/w/	/j/
sweet	student
work	value
why	beauty
rewarded	music
wise	few
ones	university
were	computer
weigh	European
twist	amused

Comprehension: Child labour (pp. 32-33)

- 1 Let the students engage in silent reading.
- 2 Read the passage aloud to the students and explain the difficult concepts or words if necessary.

Answers

- a) Child labour is the exploitation of children through any form of work that deprives them of their childhood.
- b) Child labour is a serious concern in some countries because it is mentally, physical, socially, and morally harmful.

OR

It is because it exploits children.

- c) i) Yes, governments forbid child labour, which is most common in rural settings and formal urban communities.
- d) Mali, Benin, Chad and Guinea-Bissau
- e) Child labour is most common in rural settings and informal urban communities.
- f) Some work by children is not classified as child labour because such work provides them with skills and experiences (to be productive members of society during their adult life).
- g) i) Personification
ii) Human attributes are given to child labour.
- h) i) Adverbial clause of reason
ii) It modifies the verb "considered".
- i) i) earnest, important, critical
ii) dangerous, hurtful, damaging
iii) places, environments, backgrounds
iv) clash, meddle, collide
v) growth, improvement, involvement
vi) types, kinds
vii) circumstances, terms, state

Reflect and discuss (p. 33)

- 1 Let the students work in groups of seven, with each group brainstorming and writing down their views.
- 2 Then, let each group read out their answers to the whole class and let comments be entertained from the students.

Summary question (p. 33)

- 1 Child labour involves children becoming enslaved.
- 2 Child labour involves children being separated from their families.
- 3 Child labour involves children being exposed to dangerous conditions.
- 4 Child labour involves children being left to care for themselves independently (by themselves).

Answer

- 1 Dogo sent his senior wife packing after being accused of being a witch.
- 2 Dogo's educated son refused to speak with him unless he stopped drinking and accepted his mother back to the house.
- 3 Dogo's son returned to his father after much persuasion by his uncles.
- 4 Dogo was greatly excited, so he arranged a wife for his son.

Note:

- 1 Tell the students to prepare a rough draft before writing the summary. They should correct all the mechanical errors and then write a clean draft after cutting down on all unnecessary words or expressions.

Drawing conclusions (p. 35)

- 1 T 2 F 3 F 4 T 5 T

Vocabulary: Words associated with agriculture (p. 34-35)

Exercise 1 (pp. 35-36)

- | | | | | | |
|------|------|------|------|------|------|
| 1 A | 2 B | 3 C | 4 A | 5 B | 6 D |
| 7 B | 8 A | 9 B | 10 C | 11 B | 12 D |
| 13 C | 14 A | 15 D | 16 A | 17 A | 18 B |
| 19 A | 20 B | 21 A | 22 A | 23 C | 24 D |
| 25 A | 26 C | 27 C | 28 D | | |

Grammar (p. 36)

Countable and uncountable nouns (p. 36)

- 1 It is important to draw the attention of the students to nouns that are usually regarded as countable especially with the addition of the –s or –ies suffix, but are non-count nouns, e.g. equipment, property, furniture, damage, etc.
- 2 The teacher should, however, remind the students that some of these non-count nouns may be countable in technical or specialised domains, e.g. law (damages), estate management (properties), etc.

Exercise on partitives (p. 37)

- 1 a cup of tea
- 2 a gallon of diesel
- 3 a slice of cake
- 4 a piece of news
- 5 a piece of advice
- 6 a bottle of wine
- 7 a litre of oil
- 8 a piece of information
- 9 a bar of ice cream
- 10 a sachet of milk

Writing: Narrative essays (p. 37)

- 1 The teacher should tell the students that this type of essay involves people, actions, times and places. So, in their narratives, they should be able to vividly describe these items.
- 2 The students should also be reminded that past tense is largely used for narrative essays since it tells a story about past events.
- 3 Remind the students that the story in a narrative essay could be real or imaginary.

Group work (p. 39)

- 1 Divide the students into groups.

- 2 Ensure that each group member is allocated a duty, e.g. team leader, secretary, researchers, assistant secretary. The essence is that if students identify a particular member as having far better writing skills, they may leave the entire group activity to him. This may also help the weaker students, who are likely to benefit from group activities, e.g. brainstorming critical evaluation of issues that may arise.

Listening comprehension (p. 40)

- 1 Explain the difference between tone and mood to the students. Tone refers to the writer's attitude towards the events in the text, while mood refers to the reader's attitude or feeling towards the passage. However, both the mood and the tone are expressed by adjectives such as:

Tone	Mood
sarcastic	bored
satirical	sad
objective	frightened
ironic	depressed
critical	ashamed
informative	confused
confident	engaged
angry	shocking
neutral	

Literature: Figures of speech (pp. 40-41)

- 1 Instruct the students to give copious sentence examples of figures of speech learnt.
- 2 They should also be able to identify the figures of speech used in literature texts and newspapers.
- 3 Each student in the class should be able to define and identify the figures of speech.

Unit 4

An encounter with criminals

Oral English: Description of the /s/ and /z/ sounds (p. 43)

- 1 Differentiate the pronunciation of these sounds: the voiceless /s/ and the voiced /z/.
- 2 Tell the students that the spelling *s* may be realised as /z/ sound in some words in English for examples:
Boys /bɔɪz/
Has /həz/
Husband /hʌzbənd/
Advise /ədvaɪz/
- 3 Tell the students that when *s* is added to verbs and nouns that end in vowels and voiced consonants, it is realised as /z/ sound, e.g.
prays /preɪz/
begs /begz/
eyes /aɪz/
says /seɪz/
zoos /zuːz/
roars /rɔːz/
knees /niːz/
words /wɜːdz/
robber /rɒbər/
- 4 Let the students identify these contrasting sounds in their reading or listening comprehension passages.
- 5 Instruct the students to role-play the dialogue on page 45, and let them point out the /s/ and /z/ sounds in the pronunciation.

Homework (pp. 45-46)

- 1 B 2 A 3 B 4 D 5 C

Reading: Comprehending main points and supporting details (p. 47)

- 1 The teacher should let the students know how to identify the words that indicate the main points in a speech, chat, conversation, etc.
- 2 Let the students follow the instructions in their textbooks.

Comprehension: An encounter with criminals (pp. 47-48)

- 1 Let the students engage in silent reading.
- 2 Read the passage aloud to the students, and explain the difficult concepts or words if necessary.

Answers

- a) An atmosphere of fear and helplessness.
- b) A condition of hope and gratitude.
- c) No, he wished.
- d) Nothing.
- e)
 - i) personification
 - ii) simile
 - iii) metaphor
- f)
 - i) thankfulness, appreciation, gratefulness
 - ii) carefully, watchfully, thoughtfully
 - iii) enthusiasm, interest, eagerness
 - iv) hunt for, sift, scour
 - v) aggressively, viciously, forcefully
 - vi) many, plentiful, several

Summary question (p. 48)

An unlucky encounter.

NB

The students can offer a variety of similar but valuable or useful titles for the passage.

Drawing conclusions (p. 48)

1 T 2 F 3 T 4 T 5 F

Vocabulary: Words associated with fishing (pp.48-49)

1 A 2 B 3 C 4 D 5 B 6 A
7 B 8 A 9 D 10 D 11 C 12 C
13 C 14 B 15 A 16 B 17 D 18 C
19 B 20 C

Grammar: Countable and uncountable nouns (p. 50)

Exercise 3 (p.52)

- 1 equipment
- 2 jewellery
- 3 a blue car
- 4 was interesting
- 5 an accident
- 6 information
- 7 many tickets
- 8 a piece of advice
- 9 music
- 10 stationery

Notes:

- 1 Equipment is never pluralised. It is uncountable.
- 2 Same as equipment.
- 3 The indefinite article must precede the noun phrase blue car.
- 4 News is singular.
- 5 As is used in this kind of structure.
- 6 Information is an uncountable noun.
- 7 Tickets is a countable noun, much is used with uncountable nouns e.g. much salt, much water.
- 8 Advice is an uncountable noun, except when used with a piece of.
- 9 Music is never used in plural form.
- 10 Stationery is an uncountable noun. The same goes for furniture, equipment, and information.

Exercise 4 (pp. 51-52)

- 1 a 2 b 3 C 4 a

Writing: Narrative essays (p. 52)

- 1 The students should be able to identify all the errors and explain why the errors are made in the badly-written composition (Sample 2 on page 53).
- 2 Let the students also provide answers to the questions on page 53.

Unit 5

William Shakespeare

Oral English: Description of /ʃ/ and /ʒ/ sounds (p. 54)

- 1 Since one of these sounds does not appear in many major Nigerian languages, teachers should ensure that they pronounce these sounds very well and that students imitate them well. The correct spellings of these sounds should be emphasised.

Exercise (p. 56)

Answers

- 1 collection - /ʃ/
- 2 mission - /ʃ/
- 3 measure - /ʒ/
- 4 confession - /ʃ/
- 5 confusion - /ʒ/
- 6 addition - /ʃ/
- 7 division - /ʒ/
- 8 tissue - /ʃ/
- 9 usual - /ʒ/
- 10 mansion - /ʃ/
- 11 tension - /ʃ/
- 12 caution - /ʃ/

Homework (p. 56)

- 1 C 2 D 3 A 4 B 5 C
- 6 shout push
show shake
sheep shun
shame shine
harsh bush
- 7 decision division
confusion measure
erosion rouge
casual treasure
prestige beige
- 8 _____
- 9 a) /ʃa:p / f) /pɒstʃə /
b) /tenʃən/ g) /pleʒə /

- c) /mænʃən/ h) /bʊʃəl/
 d) /k'ələkʃən/ i) /ʒɒnrə/
 e) /kləʊzə/ j) /meɪzə/

10 _____

Comprehension: William Shakespeare (pp. 57-58)

- 1 The teacher should let the students do a silent reading on their own after he/she has read the passage aloud to them. This is because some students benefit more from personal reading.
- 2 The teacher could also select a student (or some students) to read aloud for the whole class.
- 3 The teacher could also use this as an avenue to correct mispronunciation and explain the difficult words to the students.

Answers

- a) 52
- b) Bard of Avon
- c) His physical appearance, sexuality, religious beliefs and works.
- d) Nineteenth century.
- e) Public statement that two people intend to get married made in a church.
- f)
 - i) Metaphor
 - ii) It means the world is like a theatre where men and women play different roles or do different things, like characters on stage.
- g)
 - i) Noun phrase.
 - ii) Object of the verb 'includes'.
- h)
 - i) writer of poems
 - ii) writer of plays for stage, television or radio
 - iii) inscription on a tombstone
 - iv) writer of plays
 - v) fourteen-line rhyming poem

Summary question (p. 58)

Answer

Shakespeare was a poet and playwright who wrote thirty-eight plays and one hundred and fifty-six poems. He died in 1616, survived by his wife and two daughters.

Drawing conclusions I (p. 59)

1 T 2 T 3 F 4 F 5 F

Exercise III (p. 62)

- 1 Oxymoron
- 2 Alliteration

- 3 Paradox
- 4 Euphemism
- 5 Irony
- 6 Hyperbole
- 7 Personification
- 8 Metaphor
- 9 Simile
- 10 Rhetorical question

Vocabulary: Words associated with agriculture (animal husbandry) (p.59)

- 1 Tell the students to provide more words associated with animal husbandry, especially in other areas such as poultry farming, cattle rearing, rabbit breeding, and snail breeding.

Grammar: Nominalisation (p. 60)

- 1 Let the teacher review how nouns and phrases are formed.
- 2 Let the students know the processes of nominalising words from the other word classes.
- 3 Also, ensure that the students nominalise the adjectives underlined on pages 62-63, and let them create their own sentence examples.

Exercise 2 (p. 63)

- 1 anxiety
- 2 luck
- 3 are
- 4 generosity
- 5 innocence

Writing (p. 66)

- 1 In a descriptive essay, the use of adjectives is very crucial. Tell the students to give examples of adjectives and match them with items that they can be used to describe e.g

Unrepentant	—————>	criminal, sinner
Sad	—————>	man, situation
Brave	—————>	soldiers, attempt
Delicious	—————>	food, meal
Well-written	—————>	composition, letter
Tall	—————>	buildings, men
Balanced	—————>	diet, judgement

Listening comprehension (p. 66)

Answer

- 1 Ode
- 2
 - a) they live in 'roomlet' – a very small room(line 23)
 - b) their roof is leaking (lines 15-23)
 - c) their room is dark (line 24)
 - d) they sleep on a 'loosening mat' (line 32)
 - e) their building is made of a thatched roof (line 11)
- 3 Heavy night rain accompanied by wind went through their thatched room and filled everywhere.
- 4 The attitude is sombre (sad).
- 5 Owl/bat.
- 6
 - a) The rain happened unexpectedly in the night.
 - b) The rain fell heavily on the poet's family's thatched roof.
 - c) Their room was filled with rain water despite the mother trying to collect the water with bowls.
 - d) Their property was wet.
 - e) They did not enjoy their night's sleep.
- 7 The mother felt it was her duty to do. She was used to it (practised steps).
- 8 He advised them not to be frightened (tremble).
- 9 Yes. Because he said, "we have drunk tonight of a spell" (line 34).

Unit 6

Dogo wants male children

Oral English: Description of the /θ/ and /ð/ sounds (p. 67)

- 1 It is important for the teacher to let the students know that for these two sounds, their regular spelling symbol is th. Therefore, they should distinguish words having /q/ and /d/ with each other.
- 2 The teacher should pronounce the sounds correctly and students should imitate.
- 3 The teacher should also give the student ample examples or challenging exercises e.g. by including uncommon words containing these sounds in their exercises. WAEC, NECO, and JAMB past questions could be of help.

Exercise (p. 69)

/θ/	/ð/
Think	The
Thankful	Those
Wealthy	They
Lengthy	Worthy

Comprehension: Dogo wants male children (pp. 69-70)

- 1 Let the students engage in silent reading.
- 2 Read the passage aloud to the students, and explain the difficult concepts or words if necessary.

Answers

- a) Falta
- b) It suggests that going to school may corrupt a girl.
- c) Because a girl who is corrupt stays in her father's house to be a burden. If she gets married, the husband claims the benefit of a well-trained girl, not the father's.
- d) The male child carries the father's name from one generation to generation.
- e) Seven (Six daughters, one son)
- f) Because the situation at home was intolerable.
- g)
 - i) Noun phrase
 - ii) Object of the verb 'continues'.
- h)
 - i) advantage, value, help
 - ii) learning, schooling, training
 - iii) protection, shelter, sanctuary
 - iv) ask, request, find out
 - v) circumstance, condition, state of affairs
 - vi) renowned, rejected, denied

Reflect and discuss (p. 70)

- 1 Discuss the answers with the students in the class. Also, ensure that the answers are related to the events in the passage.

Summary question (p. 71)

The four arguments Dogo used to support his actions are:

- 1 The husband of an educated girl gets the benefit of her education.
- 2 The father of a corrupt girl gets the blame.
- 3 Training a male child will make him wealthy.
- 4 Having sons means one's name will survive from one generation to another.

Drawing conclusions (p. 71)

- 1 F 2 T 3 F 4 T 5 T

Vocabulary: Words associated with traditional religion (p. 71)

- 1 Let the students describe any traditional religion they know in their area.
- 2 Have them mention things or symbols associated with them. This can be done orally in class.

Grammar: Nominalisation of verbs (p. 72)

- 1 Nominalisation is a simple grammatical process. Define and demonstrate different classes of verbs.
- 2 Let the students show they understood it by showing examples on the board or in their notebooks. Give copious exercises.

Exercise 3 (p. 74)

- 1 soberness/sobriety
- 2 luck
- 3 complaints
- 4 playwright
- 5 debater.

Homework (p. 74)

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

Writing: Descriptive essays (p. 74)

- 1 Let the students revise the ingredients of an excellent descriptive essay. The teacher can give more complex essay questions.
- 2 The teacher can also give a model descriptive passage from a novel, newspaper, or the internet as a guide.

Listening comprehension (p. 76)

- 1 The teacher should explain to the students the meaning of HIV / AIDS.
- 2 Let the students be given different examples in which HIV / AIDS can be contracted.
- 3 The teacher can also give examples of how to avoid the disease.

Literature: Poetry (p. 77)

- 1 The teacher should read out the poem to the students.
- 2 Let the students identify the mood created by the poem.
- 3 Let the students also answer all the questions correctly.

Unit 7

Senseless wars

Oral English: Description of / l / and / r / (p. 78)

- 1 If the students have no serious problem with the pronunciation and recognition of these sounds, the teacher should spend little time on this section. However, you may draw the students' attention to silent / l / and / r / before certain consonants words such as:

/ l /	/ r /
calm	car
psalm	mar
palm	tar
almond	roar
yolk	river
should	near

Comprehension: Senseless wars (pp. 79-80)

- 1 Let the students read the passage twice before answering the questions.
- 2 Explain or discuss unfamiliar words or expressions.
- 3 Allow the students to use a dictionary where necessary.

Answers

- a) The writer feels that war is senseless and destructive.
- b) War over principles.
- c) Children and houses.
- d) Through propaganda or manipulation.
- e) The children are sent abroad
- f) Metaphor.
- g)
 - i) Adjective / relative clause
 - ii) Modifies the noun 'war'.
- h)
 - i) methods, processes, instruments
 - ii) surrender, stop, cease
 - iii) merciless, unkind, callous
 - iv) confidently, assuredly, certainly
 - v) belief, opinions, laws
 - vi) push, struggle, press

Reflect and discuss (p. 81)

- 1 Let the teacher discuss the answers with the students in the class.
- 2 Ensure that the answers the students provided relate to the events in the passage.

Summary questions (p. 81)

- 1 Teach the students how to write a one-sentence summary, which must have two parts – a topic sentence or controlling idea and a supporting statement or idea.
- 2 Teach the students how to begin a summary that has more than one answer with a preamble as demonstrated in the no. 2 answer below.

Answers (p. 82)

- 1 The reason for the war in the passage is the greed of a few people in the society.
- 2 According to the writer, the two types of war that could have made sense are:
 - a) War over principles.
 - b) War to fight against poverty and hunger.

Drawing conclusion (p. 81)

- 1 F 2 T 3 T 4 F 5 T

Vocabulary: Words associated with the Christian religion (p.81)

Exercise 2 (p. 83)

- | | |
|---------------|----------------|
| a) nun | f) baptism |
| b) evangelist | g) convert (n) |
| c) monk | h) doctrine |
| d) pastorium | i) clergy |
| e) repentance | j) monastery |

Grammar: Irregular verbs (p. 82)

Exercise 2 (1) (p. 84)

- a) had
- b) has
- c) had
- d) have
- e) had

Exercise 2 (2) (p. 84)

wants – has –has given – won- had studied.

Writing: Letter writing (p. 86)

- 1 Let each student in the class mention an informal letter's main features.
- 2 Let them write samples of well-punctuated addresses, opening salutations and complimentary close.
- 3 Tell them the mistakes that students often make in informal letters.

Unit 8

Hypocrites

Oral English: Syllabic consonants /l/ and /n/ sounds (p. 88)

- 1 Revise the syllabic /l/ and /n/ sounds with the students and give copious examples to them.
- 2 Tell them to identify the syllabic /l/ and /n/ in a passage or newspaper.
- 3 Read the words on page 89 and tell the students to imitate.

The letter 'n' is silent after 'm' at the end of words, as in:

damn	condemn
hymn	solemn

Exercise 1 (p. 88)

- a) listen, little
- b) principal, vision
- c) candle, table
- d) middle, fashion
- e) dozen, reason, sudden, action
- f) little, little, cattle,
- g) novel, simple, subtle
- h) sudden, handle
- i) bottle, kettle
- j) battle, soften

Note:

Some words may not have syllabic /n/ depending on pronunciation, e.g. soften, often, simple, principal.

Comprehension: Hypocrites (p. 89)

- 1 Let the students engage in silent reading.
- 2 Read the passage aloud to the students in the class and explain the difficult words or concepts if necessary.

Answers

- a) Agbeti was a fearless preacher.
- b) The hypocrisy of political office holders and other public members.
- c) Political and religious leaders.
- d) He agreed to support the government if genuine answers were provided to his questions.
- e) Political and religious leaders as well as social crusaders.
- f) The rejection of the maxim "Do as I say and not as I do".
- g) i) Noun clause.
ii) Object of the verb 'averred'.

- h) i) moved, shifted, glided
- ii) rival, adversary, opponent
- iii) representatives, messengers, delegates
- iv) encourage, convince, prevail upon
- v) allowed, granted, admitted
- vi) reproach, reprimand, rebuke

Reflect and discuss (p. 90)

- 1 Discuss the answers with the students in the class. The teacher should ensure that the answers are related to the events in the passage.

Summary question (p. 90)

- 1 Abgeti's accusations against the leaders of the country are:
 - a) The leaders are hypocritical and deceitful.
 - b) The leaders steal the country's wealth.
 - c) The leaders are drug pushers.
 - d) The leaders are dictators.
 - e) The leaders violate the country's laws.

Drawing conclusions (p. 90)

- 1 T 2 F 3 T 4 F 5 F

Vocabulary: Words associated with the Islamic religion (p. 91)

- | | |
|------|------|
| 1 A | 12 B |
| 2 A | 13 B |
| 3 B | 14 B |
| 4 C | 15 A |
| 5 D | 16 B |
| 6 A | 17 A |
| 7 B | 18 B |
| 8 C | 19 A |
| 9 B | 20 A |
| 10 D | 21 B |
| 11 B | 22 A |

Note:

The students could also learn the months of the Islamic Calendar and words associated with the five pillars of Islam.

Grammar: Irregular verbs (p. 92)

- 1 The students should be taught that some irregular verbs are difficult or confusing. Hence, an effort should be made by the teacher to expose the students to these irregular verbs, e.g.

Base form	Past tense	Past participle
Lie	lied	lied
Lay	laid	laid
Lie	lay	lain

- 2 Tell the students to use them in sentences of their own.

Exercise 2 (p. 94)

Error	Correct words
1 sang	sung
2 bounded	bound
3 flied	flown
4 pressurise	pressured
5 casted	cast
6 came	come
7 lied	lay
8 costed	cost
9 forgave	forgiven
10 drunk	drank

Exercise 3 (p. 95)

- 1 B 2 B 3 B 4 A 5 A

Writing: Informal letters: Format (p. 96)

- The teacher should explain the format of an informal letter to the students.
- Let the students read the sample of an informal letter on pages 96-97 and then do the homework on page 97.

Unit 9

Awa runs away

Oral English: Consonant clusters at the beginning of words (p. 98)

- 1 The teacher should pronounce the clusters and instruct the students to imitate them.
- 2 Transcribe the clusters and let the students practise transcription of given words.
- 3 Draw the students' attention to invisible or unmarked clusters such as the following:
dew /dju:/
mew /mju:/
student /stju:dnt/
few /fju:/
duty /dʒu:ti/
music /mju:zɪk/
- 4 Tell the students to identify initial clusters in words in the given text.
- 5 The students should find new words not given in class with initial consonant clusters.

Comprehension: Awa runs away (pp. 100-107)

- 1 Let the students engage in silent reading.
- 2 Read the passage aloud to the students in the class and explain the difficult words or concepts if necessary.

Answers

- a) i) "Awa peeped from behind the straw mat, which was the door of her mother's confine".
ii) "She held the few pieces of clothing she possessed tightly to her chest..."
- b) crow, rumbling, barks
- c) So that her escape might be smooth.
- d) If the night did not provide cover for her, she might not be able to run away.
- e) Because she escaped in the night into the bush where dangerous animals inhabit.
- f) She had run to escape.
- g) i) Adverbial phrase
ii) Qualifies the verb 'left'.
- h) i) owned, had, controlled
ii) cautiously, carefully, gently
iii) responsibility, task, obligation
iv) strove, tried, worked hard
v) junction, bend, curve
vi) tired, exhausted, worn out
- i) i) metaphor
ii) personification

Reflect and discuss (p. 102)

- 1 Discuss the answers with the students in the class. The teacher should ensure that the answers are related to the events in the passage.

Summary question (p. 102)

- 1 For a summary of this nature, a useful step for the students is to write the plot first, not more than 200 words. Then, they should extract very important ideas or information in a few sentences, say six sentences. From these few sentences, a summary of the plot will emerge.
- 2 The teacher may demonstrate this to students with a short passage from their NCE textbooks.
- 3 The teacher should tell the students to use their own words as far as possible.

Drawing conclusions (p. 103)

- 1 F 2 F 3 F 4 F 5 F.

Vocabulary: Building a better vocabulary (p. 103)

Exercise (p. 103)

- 1 d 2 f 3 a 4 j 5. i
6 c 7 h 8 b 9 e 10 g

Grammar: Complex tense forms (p. 104)

- 1 The teacher should impress it upon the students that complex tense forms have more than one verb.
- 2 The teacher should exemplify complex tense forms from simple sentences of one verb.
- 3 The students should be able to identify complex tense forms from given texts or passages.

Writing: Semi-formal letters (p. 106)

- 1 The teacher should define semi-formal letters.
- 2 The teacher should properly differentiate formal, informal, and semi-formal letters by pointing out their address formats, as well as salutations and complimentary close.
- 3 The students should write semi-formal letters in class and as homework for proper practice.
- 4 The teacher should discuss the features of semi-formal letters with the students and then let them attempt the exercise on page 107.

Listening comprehension (p. 108)

- 1 Convention on children's rights.
- 2 The concern of UNICEF is the protection of children's rights and the expansion of their basic needs.
- 3 a) Protection of children's rights
b) Protection of basic needs
c) Non-infringement on the basic rights of children.
- 4 Laws and obligations about children that are agreed worldwide by governments.

- 5 These are standards of rights that should be enjoyed by children all over the world irrespective of race, colour, gender, language and religion.
- 6 Race, religion, language, wealth, birth, status.
- 7 When the rights of others are infringed upon.

Literature (p. 109)

- 1 The teacher should discuss how to write a plot in any fiction with the students.
- 2 Let the students understand the stages of writing a plot. And then, let the students pair up and create a plot for a story; this shouldn't be more than six sentences for each pair, and it should be read out in the class for assessment.

Unit 10

Processes of composition

Oral English: Consonant clusters at the end of words (p. 110)

- 1 The teacher should briefly revise consonant clusters at the beginning of words.
- 2 The teacher should also write and transcribe consonant clusters on the board at the end of words. Pronounce them to students and let the students imitate.
- 3 The students should be told that it is the sound that counts and not the spelling of words, as there is no word-to-sound correspondent in many words having consonant clusters at the end, e.g.
texts /teksts/
asked /a:skt/
ends /endz/
hissed /hist/
- 4 Let the students identify the words with consonant clusters at the end of words in the comprehension passage.

Comprehension: Processes of composition (pp. 112-113)

- 1 Let the students engage in silent reading in the class.
- 2 Read the passage aloud to the students, and explain the difficult concepts or words if necessary.

Answers

- a) The act of creating something.
- b) A person needs to think through ideas clearly and write them carefully.
- c) A person feels true excitement and satisfaction.
- d) Meaning is created when words are used together.
- e) Communication
- f) Well-formed paragraphs, well-written sentences and hard work.
- g)
 - i) Noun phrase
 - ii) The subject of the verb 'is'
- h)
 - i) considered, thought, viewed
 - ii) significant, vital, essential
 - iii) anxiety, worry, apprehension
 - iv) use, utilise, make, use, of
 - v) contributes, partake, take part
 - vi) contentment, pleasure, pride

Summary questions (p. 113)

- 1 A writer could do the following to succeed in writing:
 - a) He /She should work hard to write well-formed paragraphs and sentences.

- b) He/She should think of ideas carefully and use words effectively.
- 2 A writer feels fulfilled and satisfied after writing a successful composition.

Drawing conclusion (p. 113)

- 1 F 2 F 3 T 4 F 5 T

Vocabulary: Antonyms (p. 113)

Exercise 1

- | | | | |
|---|-------------|----|---------------|
| 1 | unambitious | 6 | illiterate |
| 2 | misfortune | 7 | indiscernible |
| 3 | harmless | 8 | inaudible |
| 4 | pitiless | 9 | involuntary |
| 5 | illegible | 10 | limitless |

Exercise 2 (p. 115)

- 1 C 2 D 3 B 4 A 5 D

Grammar: Complex tense forms (p. 115)

- 1 The teacher should ensure that the students can use complex tense forms and the past perfect tense forms in written sentences and possibly composition or dialogue practice.

Writing: Formal letters (p. 117)

- 1 The students should be able to individually state all the features of formal letters orally to other members in class.
- 2 Addresses of formal letters sometimes need to be clarified for the students. The teacher should ensure each student writes the two addresses of a formal letter well in class. The teacher should personally score the class assignment and do corrections on the board.
- 3 The starting of formal letters may be a serious issue. The teacher should write at least three different ways of beginning a formal letter on the board.
- 4 The students should also be taught the format of a formal letter and then asked to use this idea to write a letter to the chairman of their local government, as instructed in the textbook.

Listening comprehension (p. 120)

- 1 The teacher should ensure that the students pay rapt attention to the passage. Thereafter, let them provide appropriate answers to the questions on page 120.

Unit 11

Hausa greetings and social hierarchy

Oral English: Word stress: Two-syllable words (p. 120)

- 1 The teacher should revise syllable structure and its types with the students before teaching stress. This will equip the students with the necessary background knowledge about stress.
- 2 Pronunciation is the key to teaching stress. The teacher should pronounce words and syllables distinctly and clearly. The students should imitate teaching correctly.
- 3 The notion of stress shift should be introduced to the students. Give ample examples to the students and let them also look for their own examples.

Homework (p. 121)

1	SPLENdid	6	EIGHty	11	inFORM	16	toDAY
2	conSUME	7	TEAcher	12	preSENT	17	yourSELF
3	FORty	8	enJOY	13	CARton	18	exPLAIN
4	LANGUAge	9	eighTEEN	14	unCLEAN		
5	atTEND	10	PREAcher	15	herSELF		

Comprehension: Hausa greetings and social hierarchy (pp. 122-123)

- 1 Let the students engage in silent reading in the class.
- 2 Read the passage aloud to the students, and explain the difficult concepts or words if necessary.

Answers

- a) "gaisuwa"
- b) Social status determines the nature of greetings in a Hausa community.
- c)
 - i) Bending over a little
 - ii) Kneeling completely
 - iii) Shaking a raised feet
- d) Occasions such as death, birth or serious illness reverses the high-low-status form of greeting.
- e) The situation when the person greeting is faced with the lower-ranked ones.
- f) Hereditary, non-hereditary rulers, wealthy people, and commoners.
- g)
 - i) Personification.
 - ii) Social status is personified in the sentence.
- h)
 - i) Adverbial Clause
 - ii) It modifies the verb phrase "are viewed".
- i)
 - i) specified, laid down, ordained
 - ii) determining, controlling, ruling
 - iii) ordinary, persons, non-titled holder
 - iv) show, unveil, unfold

- v) essentially, fundamentally
- vi) commands, controls
- vii) neglect, take no notice of, leave

Reflect and discuss (p. 123)

- 1 The teacher should discuss the answers with the students in the class. Ensure that the answers provided are related to the events in the passage.

Summary question (p. 123)

- 1 Greetings in the Hausa community are basically viewed through the hierarchical social system.
- 2 Greetings in the Hausa community can be verbal or non-verbal.
- 3 Hausa norms mandate that lower-ranking persons must greet the higher-ranking persons.
- 4 Hausa norms allow the higher rank persons to greet the lower rank persons only under extreme situations.
- 5 Hausa norms state that the Emir of Kano is not allowed to greet the people under any circumstance.

Note:

Tell the students to write a rough draft of answers before doing this summary.

Drawing conclusion (p.124)

- 1 T 2 T 3 T 4 F 5 F

Vocabulary: Words nearly opposite in meaning (p.124)

- 1 The teacher should discuss the vocabulary tips with the students, and also let the students list words and their opposites, and use them in sentences of their own.

Exercise 1 (p.124)

- | | | | |
|---|---|----|---|
| 1 | g | 6 | c |
| 2 | d | 7 | h |
| 3 | a | 8 | b |
| 4 | j | 9 | e |
| 5 | i | 10 | f |

Exercise 2 (p. 125)

- 1 A 2 A 3 D 4 B 5 B

Grammar: Future tense (p. 125)

- 1 Let the students write an essay using future tense forms mainly, e.g. 'My ambition in life'.
- 2 Let them also attempt all the exercises. Remember to give them adequate examples

Writing: Formal letters (p. 127)

- 1 Let the students practise different types of formal letters that will be useful in real-life situations
e.g.
Letter of application
Letter of apology
Letter of resignation, etc.

Unit 12

HIV/AIDS: 40 years on

Oral English: Word stress: Polysyllabic words (p. 129)

- 1 Remind the students that correct pronunciation of component syllables of each word is critical to stress placement.
- 2 Let the students imitate the teacher correctly.
- 3 Teach the students how to locate primary stress in words from the dictionary.
- 4 Teach the students syllable division in the dictionary.
- 5 Tell the students the meanings of 'penultimate' and 'antepenultimate', regarding stress placement of longer words.
- 6 A lot of practice is needed in following the stated rules.

Comprehension: HIV/AIDS: 40 years on (p. 131)

- 1 Let the students engage in silent reading.
- 2 Read the passage aloud to the students, and explain the difficult words or concepts if necessary.

Answers

- a) No, it doesn't. This is because affliction with AIDS is no longer a death sentence as it used to be at the beginning.
- b)
 - i) the responses from national governments and health agencies
 - ii) Global movement by individuals and institutions
 - iii) HIV/AIDS Emergency Action Plan and NACA set up by the presidential advisory committee
- c) the greatest health challenge is getting or finding a cure for HIV/AIDS.
- d)
 - i) No
 - ii) "the Federal authorities were also slow to take seriously the menace posed by the pandemic"

OR

"Unfortunately, Nigeria, being a major oil producer, is still ranked 161st out of 18 in the United Nations Development Programme's Human Development Index".

- e) The author sees the resources as being squandered
- f)
 - i) Noun phrase
 - ii) subject of the verb phrase 'have been varied'.
- g)
 - i) significantly, considerably, greatly
 - ii) joint, planned, combined
 - iii) appealing, magnificent, notable
 - iv) overthrow, downfall, conquer
 - v) outbreak, disease, scourge

- vi) thought of, accepted, considered
- vii) established, founded, setup.

Reflect and discuss (p. 132)

- 1 Discuss the answer with the students in the class. The teacher should ensure that the answers are related to the events in the passage.

Summary question (p. 132)

- 1 The efforts Nigeria and the international community have made in their quest to combat HIV/AIDS are:
 - a) individuals and institutions have raised funds to search for cure.
 - b) A consolidated action plan, the HIV/AIDS Emergency Action Plan (HEAP) was put in place.
 - c) The National Budget has allocated funds for research and drug purchases.
 - d) National Action Committee on AIDS (NACA) was set up to curb the spread of the disease.

Drawing conclusions (pp. 132-133)

- 1 T 2 T 3 T 4 T 5 F

Vocabulary: Words associated with HIV/AIDS (p.133)

Cloze test (pp. 133-134)

- | | | | | | | | |
|---|---|---|---|----|---|----|---|
| 1 | B | 5 | B | 9 | A | 13 | A |
| 2 | A | 6 | A | 10 | C | 14 | A |
| 3 | B | 7 | C | 11 | C | 15 | C |
| 4 | C | 8 | A | 12 | B | 16 | B |

Grammar: Phrasal verbs (p. 135)

- 1 The teacher should focus on phrasal verbs that are in common usage. The teacher can check WAEC, NECO and JAMB past questions for guidance.
- 2 The students should be able to construct sentences using phrasal verbs.
- 3 The teacher should instruct the students to provide two sentences showing split phrasal verbs.

Writing: Record keeping (p. 139)

- 1 The students should be able to demonstrate practical record keeping through the keeping of diaries and minutes of meetings. The teacher can ask students to keep these records and show evidence.

Listening comprehension (p. 141)

- 1 The teacher should inform the students of the need to be able to account for the active and passive participants in a conversation.
- 2 The teacher can also instruct the students to state the thesis statement of the listening passage in one sentence.

Literature: Drama (pp. 141-142)

- 1 The students can be encouraged to write their own short plays, which should be coherent and didactic.

Unit 13

Language and language use

Oral English: Word stress: Polysyllabic words (p. 144)

- 1 The teacher should ensure sure that the students can pronounce polysyllabic words with correct stress placements. The teacher pronounces the word list, and the students imitate.
- 2 The stress patterns of polysyllabic words have fairly regular rules. So, the teacher should teach the students how to stress three to eight-syllable words. The teacher should revise the rules regularly.
- 3 The students should stress polysyllabic words in a given passage.
- 4 Dialogue practice should be judiciously used.

Comprehension: Language and language use (pp. 147-148)

- 1 Let the students engage in silent reading in the class.
- 2 Read the passage aloud to the students, and explain the difficult concept or words if necessary.

Answers

- a) A very odd world.
- b) i) No
ii) "As a result of the dynamic nature of language, no one can understand a language fully."
- c) He will feel like he is living in a strange world.
- d) i) Those who cannot make use of language.
ii) Through symbols, signs and gestures.
- e) Language scholars.
i) Noun phrase.
ii) Subject of the verb 'uses'.
- f) i) Noun phrase
ii) Subject of the verb 'are'
- g) i) clearly, visibly, evidently
ii) uncertain, unsure, suspicious
iii) strange, abnormal, unusual
iv) exactly, accurately, correctly
v) group, class, set
vi) researcher, academic, intellectual

Reflect and discuss (p. 148)

- 1 Discuss the answers with the students in the class. The teacher should also ensure that the answers are related to the events in the passage.

Summary questions (p. 148)

- 1 The writer's view of language can be explained as follows:
 - a) A typical human being uses one or more languages.
 - b) Some human beings cannot use language but signs and symbols.
 - c) No human being understands a language completely because of its dynamism.
 - d) Language is very difficult to define accurately.

Drawing conclusions (p. 148-149)

- 1 F 2 F 3 F 4 T 5 T

Vocabulary: Synonyms (p. 149)

Exercise 1 (p. 149)

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

Grammar: Phrasal verbs (p. 150)

- 1 Revise phrasal verbs with the students, looking at the structure and different types discussed in the previous unit.
- 2 Let the students attempt the exercises on pages 150 and 151. Ensure that they provide relevant answers to the questions.

Writing: Articles (p. 151)

- 1 The teacher should impress upon the students that the features of an article should be strictly adhered to. The language is formal. There is hardly any space for colloquialism except in special cases.
- 2 The teacher should also illustrate with newspaper writings or article which the students could bring to the class.
- 3 Let them also discuss the differences between an article and a letter. After doing this in the class, they should attempt the exercise on page 152 or take it home as an assignment.

Unit 14

Language and communication

Oral English: Sentence stress (p. 153)

- 1 The teacher should distinguish between words that carry stress (content words) and words that hardly carry stress (function words). In some circumstances, however, virtually any word (content or function) could be stressed depending on the contextual configuration of the situation.
- 2 The emphasis on sentence stress is that utterances are arranged so that each information unit contains a word that provides the locus of meaning of that unit. This word is the nucleus of the tone group.

Exercise 2 (p. 154)

- 1 boy, is, student
- 2 teacher, gave, exercise, book
- 3 has, orange, pocket
- 4 book, is, table
- 5 friend, walks, school, every day.

Comprehension: Language and communication (pp. 154-155)

- 1 Let the students engage in silent reading in the class.
- 2 Read the passage aloud to the students, and explain the difficult words or concepts if necessary.

Answers

- a) When it stops changing or developing.
- b) When a language continuously changes.
- c) She said that language is a symbolic system through which people share meaning.
- d) i) By enabling people to express themselves.
ii) By making people obey shared cultural values.
- e) Because of the role they serve in communication.
- f) Personification.
- g) i) Relative / adjective clause
ii) Modifies the noun 'people'.
- e) i) stops, ends, halts
ii) ranked, graded, classified
iii) verified, supported, validated
iv) present, modern, present-day
v) age, epoch period
vi) follow, obey, toe the line

Reflect and discuss (p. 155)

- 1 The teacher should discuss the answers with the students in the class. You should also ensure that the answers provided are relevant to the events in the passage.

Summary question (p. 155)

Language comes alive and dies. Language also undergoes continuous change. Hence, language scholars have taken an interest in language's oral and written uses. Language and communication serve each other. Both of them allow people to express themselves, thereby liberating people.

Drawing conclusions (p. 155)

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

Vocabulary: Words associated with advertising (p. 155)

- 1 The teacher should explain the meaning of advertising to the students in class.
- 2 Let them understand the words associated with advertising. This can be done by giving them sentence examples. Let them attempt the exercise under the passage by picking the right words from the box.

Grammar: Adjuncts (adverbials) (pp. 156-157)

- 1 Use labelled sentences to explain and exemplify adjuncts.
- 2 Tell the students to underline all the adjuncts in a reading comprehension passage or newspaper article/editorial or a prose passage in a novel.
- 3 One of the students or the teacher can deliver a short speech, and students should identify all the adjuncts used.

Writing: Speeches (pp. 158-161)

- 1 The students should pay particular attention to the audience and language of speech. The language is formal and courteous. Give examples of formal language to students.
- 2 The purpose of speech is very crucial. Is the speech a welcome address or for a prize-giving ceremony or an end-of-the-year party?
- 3 Show the students samples of real speech.
- 4 Emphasise the format of writing a speech.

Unit 15

Not the end of the road

Oral English: Sentence stress (p. 162)

- 1 The teacher should let the students know that while only content words are usually stressed, function or grammatical words may also be stressed depending on the meaning the speaker wishes to emphasise.
- 2 The teacher should expose the students to WAEC, NECO and UTME past questions on emphatic stress. A lot of practice is needed for a good grasp of sentence stress. Teach the students the logic of answering questions on emphatic stress.

Multiple-choice questions (pp. 163-164)

- | | | |
|-----|-----|-----|
| 1 C | 2 B | 3 D |
| 4 B | 5 B | 6 C |

Comprehension: Not the end of the road (pp. 164-165)

- 1 Let the students engage in silent reading in the class.
- 2 Read the passage aloud to the students, and explain the difficult words or concepts if necessary.

Answers

- a) Third year
- b) Being a farmhand
- c) Because his parents were poor.
- d) He felt greatly relieved.
- e)
 - i) Noun phrase
 - ii) In apposition to "My mother". Subject of the verb 'had'.
- f) He rose to a leadership position in his locality.
- g)
 - i) abandon, leave, forsake
 - ii) outsider, leper, castaway
 - iii) stopped, thwarted, blocked
 - iv) relatives, family members, brothers and sisters
 - v) shock, disturbance, pain
 - vi) distressing, stressful, tormenting
 - vii) forced, coerced, pushed

Reflect and discuss (p. 165)

- 1 The teacher should discuss the answers with the students in the class. The teacher should also ensure that the answers are related to the events in the passage.

Summary question (p. 165)

- 1 The reasons why the writer could not pay the tuition and other fees in the school are:
 - a) his mother was poor.
 - b) his father's relatives did not help him but misappropriated his father's property.

Drawing conclusions (p. 166)

- 1 F 2 F 3 F 4 F 5 F

Exercise I (p. 166)

- | | | | |
|---|---|----|---|
| 1 | c | 6 | j |
| 2 | e | 7 | d |
| 3 | h | 8 | a |
| 4 | i | 9 | f |
| 5 | g | 10 | b |

Grammar: Adjuncts (adverbials) (p. 167)

- 1 The teacher should allow students to use adjuncts in complex and compound sentence structures.
- 2 Let the students express attitudes, points of view and opinions with adjuncts, e.g. politically, Nigeria is making progress.

Writing: Speeches (pp. 168-169)

- 1 The teacher should revise the qualities of a good speech with the students.
- 2 The teacher should impress on the students the essence of the tone of one's address when making a speech.
- 3 The students should be encouraged to do more practice and homework.

Listening comprehension (p. 169)

- 1 The teacher should read the passage aloud to the students and then let the students also read the passage after him/her.
- 2 The teacher should instruct the students to pay attention to the writer's style.
- 3 Let the students provide relevant answers to the questions.

Literature: Proverbs (p. 169)

- 1 The teacher should define and copiously exemplify proverbs.
- 2 The teacher should emphasise the cultural values of proverbs.
- 3 The students should get at least 20 proverbs from their parents or relatives as an assignment.
- 4 The meaning or context of the proverbs collected in 3 above should be written beside each proverb.

Unit 16

Money rituals

Oral English: Intonation (p. 172)

- 1 The teacher should define intonation clearly.
- 2 The teacher should explain fully the various intonation patterns or tones and their uses in connected speech.
- 3 Part of what the teacher should do in 2 is to stress the use of intonation in expressing the mood or the attitude of the speaker.
- 4 The teacher should demonstrate intonation's grammatical functions well in practice and written forms.

Comprehension: Money rituals (pp. 174-175)

- 1 Let the students engage in silent reading in the class.
- 2 Read the passage aloud to the students, and explain the difficult words or concepts if necessary.

Answers

- a) In the past, men swallowed certain local substances that made their tummies swell while they got rich but today, people sacrifice human beings, donate a part of their bodies and use the body materials of women.
- b) _____
- c) they claimed that they were retrieving from Europeans the money that was taken out of Africa by their fore-fathers.
- d) i) Husband and wives (men/ women)
ii) brothers
iii) sons and fathers
iv) boy child or girl child
- e) i) Yes
ii) "wives have sacrifice their husbands"
- f) It is all in a bid to have money.
- g) Structurally, it is a simple sentence.
Functionally, it is a declarative sentence.
- h) i) Adverbial Clause (of time)
ii) It modifies the verb phrase "was added".
- i) i) wealthy, rich
ii) intermittently, recurrently
iii) recovering, restoring, regaining
iv) aftercome, repercussion, result
v) morally-corrupt, unpleasant, worthless, undesirable

- vi) important, very important
- vii) event, incident, happening
- viii) reckless, daring, rash, hopeless

Reflect and discuss (p. 175)

Let the teacher discuss the answers with the students in the class. The teacher should also ensure that the answers are related to the events in the passage.

Summary question (p. 175)

- 1 Money is made through rituals with the use of black magic.
- 2 Money is made through human sacrifices
- 3 Money is made by donating one's body parts for ritual purposes.
- 4 Money is made through internet fraud, body parts of dead
- 5 Money is made through the harvesting of children's vital organs.

Drawing conclusions (p. 176)

- 1 T 2 F 3 T 4 T 5 F

Vocabulary: Commonly misspelt words (p. 177)

- 1 The teacher could go online and search for 1000 or 5000, most often misspelt words in the world and use these in dictation or vocabulary exercises.
- 2 The teacher should explain the rule of spelling governing certain families of words e.g. 'i' before e except after 'c' (thief, chief, mischief).

Exercise (p. 177)

- | | |
|---------------|------------------|
| 1 Accurate | 11 Dissimilar |
| 2 ✓ | 12 ✓ |
| 3 Admissible | 13 Inconceivable |
| 4 Allege | 14 Recurrence |
| 5 ✓ | 15 Remuneration |
| 6 ✓ | 16 ✓ |
| 7 ✓ | 17 Vendetta |
| 8 Cemetery | 18 ✓ |
| 9 Commiserate | 19 Definitely |
| 10 ✓ | 20 Professional |

Grammar: Complex sentences (p. 176-177)

- 1 The teacher should differentiate a sentence from a phrase to serve as an introduction to the topic.
- 2 The teacher should also dwell on the difference between complex and compound sentences.
- 3 It is also crucial for the teacher to emphasise subordinating conjunctions, which should be made available to the students, with sentences examples of the use of each.
- 4 Relative clauses could be identified in passages or other texts.

Writing: Expository essays (p. 179)

- 1 Tell the students the essence of expository essays.
- 2 Give the students several examples of expository essays.

Unit 17

Propaganda

Oral English: Public speaking (pp. 180-181)

This is meant to teach the students practical speaking skills approaches. The theoretical aspects have to do with explaining to the students properly the requirements for a good speech, e.g. good preparation, self-confidence, fluency in spoken English, use of gestures, humour, and clarity.

The practical aspect has to do with the teacher demonstrating the use of the theoretical aspects in real-life speech situations. Three ways are suggested:

- 1 The teacher could write a resource person, who is a good public speaker, to deliver a speech. The students could then see this person's performance as a template. The resource person could be taken from within or outside the school.
- 2 The teacher himself could deliver a well-prepared speech by displaying all the requirements mentioned above.
- 3 The teacher could let the students engage in a speech contest or class debate by dividing them into groups. The leader or representative of each group will come out to make a public speech. The teacher could score the contest and declare a winner.

Comprehension: Propaganda (pp. 181-182)

- 1 Let the students engage in silent reading in the class.
- 2 Read the passage aloud to the students, and explain the difficult words or concepts if necessary.

Answers

- a) Propaganda is a deliberate and planned effort to persuade a lot of people to accept a particular view, opinion or idea.
- b) This is because some people may share similar attitudes with the communicator while others may not.
- c) Youths and apathetic people.
- d) Because they do not hold strong beliefs and attitudes.
- e) Propaganda will be more effective on them.
- f) Those whose values and opinions clash with the context of the propaganda.
- g)
 - i) Relative/adjective clause.
 - ii) Modifies the noun 'groups'.
- e)
 - i) encourage, convince, influence
 - ii) purposeful, planned, conscious
 - iii) tool, mechanism, medium
 - iv) conditions, situation, state of affairs
 - v) opinions, beliefs, views

Summary questions (pp. 182-183)

- 1 a) Propaganda refers to creating and spreading ideas, opinions, views and beliefs.
b) Propaganda is the making of planned biased statements to a lot of people.
c) Propaganda is the systematic use of statements to influence people's attitudes.
- 2 The reasons why propaganda is effective on some people and not on others are:
a) Propaganda is effective on people who share the attitudes of the communicator.
b) Propaganda is not effective against those whose values and opinions clash with those of the propagandist.

Drawing conclusions (p. 183)

- 1 T 2 T 3 F 4 T 5 T

Vocabulary: The uses of the dictionary (pp. 183-184)

- 1 Tell the students to get a separate notebook for writing new or familiar words, and they should provide examples of their usage.
- 2 Let them understand the use of the dictionary also and how they can check words in it.

Exercise (p. 184)

- 1 small – miniature
- 2 colossal – towering
- 3 powerless – weak
- 4 inept – unskilled
- 5 funny – comical
- 6 annoy – irritate
- 7 mar – spoil
- 8 perfume – scent
- 9 procreate – reproduce
- 10 sullen – overcast
- 11 room mate – flatmate
- 12 sort – type
- 13 crude – vulgar
- 14 poisonous – venomous
- 15 persuade – convince
- 16 lovely – gorgeous
- 17 tentative – provisional
- 18 re-route – redirect
- 19 control – subdue
- 20 sweat – perspire.

Grammar: Adverbial clauses and noun clauses (pp. 185-187)

- 1 The teacher must break complex sentences into simple ones to clearly show their components.
- 2 Let the teacher dwell properly on its subordinating conjunctions by using them in copious sentence examples.
- 3 The teacher should dwell on the functions of subordinate clauses by giving enough sentence examples to the students.

Exercise 1 (p. 186)

- 1 Where the man went to. (adverbial clause of place)
- 2 The fact that Jane was rude. (relative clause)
- 3 The stage that was prepared. (adverbial clause of purpose)
- 4 The fact that her home was near. (relative clause)
- 5 The fact that he acted. (adverbial clause of manner)

Exercise 2 (p. 186)

- 1 That is the pen that Aminu bought.
- 2 Although he was rude, he did well in all his subjects.
- 3 At the time Tim was coming to school, he heard someone calling his name.
- 4 They studied well so that they could pass.
- 5 I later found the money which he had lost.

Exercise 3 (pp. 186-187)

- 1 B 2 B 3 C 4 A 5 B

Writing: Creative writing (pp. 187-189)

- 1 The teacher should emphasise the essential features of creative writing.
- 2 The teacher should read the story and let the students identify creative writing features.
- 3 Let the students engage in group activity and follow the instruction on page 189.

Unit 18

The legendary errand

Oral English: Public speaking (p. 190)

- 1 The teacher should revise the requirements for a good public speech with the students. Ask them questions on parts of a good speech.
- 2 The teacher should be more practical on two fronts – the written and the spoken. On the written, let the students write a good introduction on given topics for a school debate.
- 3 Ask students to write a full speech on a chosen topic.
- 4 Practically, let the students (individually or in groups) deliver their speech to class members in order to put into practice what they have learnt.

Comprehension: The legendary errand (pp. 191-192)

Answers

- a) Lawunmi
- b) The contest was organised to pick the virgin that would be sacrificed annually to Bilisi – the sea monster.
- c) A brave person/ the king's daughter
- d) A caring person/ A palace errand lady
- e) The place where the sacrifice will take place
- f) i) Adjective/Relative clause ii) Modifies the noun 'Bilisi'
- g) i) beast, fiend, ogre ii) competitions, festivals, tournaments
 iii) mission, duty, task iv) ceremony, tradition, custom
 v) demand, ask for, plead vi) rely upon, rest on, trust
 vii) forefathers, forebears, predecessors

Summary question (p. 193)

- 1 The reasons why Lawunmi said she must go on the legendary errand are:
 - a) Lawunmi wanted to defeat the monster.
 - b) Lawunmi was happy to contribute to the survival of her people.
 - c) She wanted to be the one to be sent on the great mission.

Vocabulary exercise (p. 194)

- 1 a group of people who do not speak or move, arranged on stage to show a famous event
- 2 a subject, etc., that people avoid because they think it is offensive or embarrassing
- 3 to make something so that it is exactly right for your particular need
- 4 the money that a shop gets from selling its goods
- 5 to press or push something down by lightly hitting it several times
- 6 to show or promise something that someone really wants but then not allow them to have it

- 7 to try to make someone angry or upset by saying unkind things or laughing at their faults or failures
- 8 a very difficult question, especially in a competition
- 9 to make someone feel excited and happy
- 10 not having courage or confidence

Grammar: Compound sentences (p. 195)

- 1 The teacher should briefly revise complex sentences.
- 2 The teacher should dwell on compound sentences and compare it with complex sentences.
- 3 The teacher should stress coordinating conjunctions that are used in forming compound sentences.
- 4 Let the students form their own compound sentences.

Exercise 2 (p. 196)

- 1 The food tasted delicious and Segun enjoyed it.
- 2 My dad travelled to Ibadan and visited a lot of places.
- 3 The doctor tested Ekaete, and his brother was happy.
- 4 Shinkafi's homework was well done, and the teacher scored him high.
- 5 I have washed all my clothes and my sister ironed them.

Exercise 3 (p. 196)

- 1 The woman makes a lot of profit.
- 2 The girl sweeps the floor.
- 3 My aunt dresses lavishly.
- 4 The boys pushed the table.
- 5 Shehu pushed his friend.

Writing: Argumentative essays (pp. 197-198)

- 1 The teacher should let the students know that argumentative essays are written in very formal language. They should either argue for (pro) or against (con) the motion.
- 2 Again, group activity should be emphasised.
- 3 Teacher should note that individual activity is also relevant.
- 4 Give the students homework.

Listening comprehension (p. 199)

- 1 The teacher should ensure that the students pay rapt attention to the passage thereafter, let them provide answers to the questions on it.

Literature: Figures of speech: Sound devices (p. 199)

- 1 The teacher should discuss sound devices with the students.
- 2 Let them also identify the sound devices in the poem 'Africa' by R. E. G. Armattoes on page 77 of Unit 6.
- 3 Instruct them to indicate the correct sound devices in the Exercise on page 200.

Unit 19

Covid-19 in Nigeria

Oral English: Speaking skills (p. 201)

- 1 The teacher should let the students know that proficiency in speech delivery is very necessary. It is an art that they must study and learn if they want to be proficient in it.
- 2 Read the skills highlighted in the textbook with the students and let them attempt the exercises on page 202.

Comprehension: Covid-19 in Nigeria (pp. 202-203)

- 1 The teacher should let students do a silent reading on their own after the teacher has read the passage aloud. Some students benefit more from personal reading.
- 2 The teacher could also select a student (or some students) to read for the whole class.
- 3 The teacher could use this as an avenue to correct mispronunciation and explain difficult words.

Comprehension (pp. 202-203)

- a) The president of the Federal Republic of Nigeria is H.E Muhammadu Buhari. (2015-2023)
- b) Covid-19 is also called Coronavirus.
- c) The government put in place planning, preventive, containment and curative measures of anticipation of Covid-19.
- d) Covid-19 posed a health challenge and economic crisis to Nigeria.
- e) We may avoid getting infected by observing regular hygienic and sanitary practices as well as social distances.
- f) Individuals can contain this virus by:
 - i) washing their hands regularly with clean water and soap.
 - ii) frequently disinfecting used surface and areas
 - iii) coughing into a tissue or elbow.
 - iv) strictly adhering to infection prevention control measures in health facilities.
- g)
 - i) the president used the word "regrettably" in the passage to convey his concern.
 - ii) "to show sympathy"
- h)
 - i) Adverbial clause (of time)
 - ii) It modifies the verb phrase "has been monitoring".
- i)
 - i) veering, deviating
 - ii) formally, conventionally
 - iii) precautionary, protective
 - iv) different, diverse
 - v) parastatals, machinery
 - vi) deal with, defy, resist
 - vii) hard, trouble once
 - viii) control, contain, repress

Summary question (p. 204)

- 1 The teacher should ensure that the students do not write every word in the passage when summarising.
- 2 The students should be instructed not to write more than the required number of sentences as asked by the teacher.

Summary question (p. 204)

- 1 The government advised that an individual practise hygienic hand washing.
- 2 The government advised an individual should disinfect surfaces and areas regularly.
- 3 The government advised that an individual should observe social distancing.
- 4 The government advised that an individual should strictly adhere to infection - prevention control measures.

Reflect and discuss (p. 204)

- 1 The students and the teacher should discuss the answers in class. The teacher should ensure that the answers are related to events in the passage.

Drawing conclusions (p. 204)

- 1 Ensure that the students provide the right answers to the questions asked under this section, by either putting **T** or **F** in each sentence.

Vocabulary (p. 204)

- 1 Let the students understand that thousands of words exist in the English Language and which, the only way to be familiar or conversant with those words is by learning them.
- 2 Let the students know the use of a dictionary, and how it can help to teach new words in English language.
- 3 Let them attempt the exercise on page 204, by writing down ten words that end in *-phobia* into their notebooks.

Grammar: Compound sentences (p. 205)

Correlating conjunctions

- 1 The teacher should let the students know that the correlating conjunctions can also be called double conjunctions.
- 2 Explain to them the uses of these words, by providing enough sentence examples. Then, let the students attempt the exercises on page 205-206.